

The

Insider

A Publication for Employees of William Rainey Harper College

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Unix Technology Series Puts Harper on Cutting Edge of Computer Training

More and more area companies are turning to Harper for employee training, and Harper's CAD/CAM Center is ready to meet the demand. The new Unix System offerings are of special interest to these companies.

The Unix system combines the computer operating system with built-in communication software. "It is designed for multiple-users and for multi-tasking," says Mel Hampton, Harper's Unix training supervisor, who explains that a Unix system may have as many as several hundred terminals connected to one computer—all using the same peripherals. The system is most useful for companies who need centralized operations, as it can be used for collecting data (the Internal Revenue Service, Treasury Department and U.S. military are users, for example) or for taking sales orders—and assures total security. "The system is very fast," Hampton notes, "and can accommodate this type of use."

Although the Unix system has been available since 1965, it is just now becoming affordable for smaller companies, and the Harper program is ready to meet their training needs. Because the system is so complex, Harper is offering four different course options. While all the courses require a basic familiarity with the computer, Harper's first course is called Introduction to Unix System Operations. "We tell people up front that they need to be familiar with computers," Hampton says, and adds that the course is not designed for those who merely want a survey of what Unix is; for maximum benefits, they must also have an immediate application for it.

The second course offering is designed for systems managers who will be in charge of a computer with multiple users and terminals; the third addresses networking with other Unix computers; and the fourth course offering teaches shell programming techniques so that users may customize their Unix system. Each course offers 35 hours of hands-on instruction.

The training program was conceived about one year ago, and day and evening classes are just now being offered. Hampton says it appears that the courses are going to be very popular and that, while most similar training programs offer each course for about \$1,500, Harper's fee is \$595. Even at this price, Hampton adds, "We anticipate that (the training) is going to be a revenue producer!"

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The President's Message

Mr. Arthur F. Quern is the chairman of the Illinois Board of Higher Education (IBHE). The IBHE is a 17-member public board created by the Illinois General Assembly to oversee public university governing boards and the Illinois Community College Board. It reviews and approves all proposals for new units of instruction, research and public service, and evaluates existing programs of instruction, research and public service relative to their educational and economic benefits. It also recommends to the governor and General Assembly the budgetary needs of colleges and universities, including capital improvements.

In view of the current financial state of affairs in Illinois and the passage of the property tax limitation act which will affect funding for Harper College, I feel that this letter from the chairman addressed to all presidents of Illinois colleges and universities should be shared with you. Cost effectiveness, accountability, productivity and quality improvements are not buzzwords or fads that will fade with the fashion of the season; they are realities that we must all face. I believe this is a challenge to which we are equal.

Paul Thompson

Illinois is fortunate in the tradition of leadership it has achieved with its strong and diverse system of higher education. It is this very position, however, that poses the greatest challenge to those of us who are currently involved in supporting and advocating higher education in Illinois.

As we confront the clear reality that neither the taxpayer nor the tuition payer can continue to accept escalat-

ing costs of higher education, we will come face to face with the need to make choices. We must choose to support quality and eliminate less effective programs. We must choose to demonstrate that every current dollar spent achieves the maximum impact by improving education before we ask for additional dollars to expand our services. Confidence in all of us as leaders and advocates will be based on our setting priorities and acting upon them, not on hearing the hollow advocacy of reflex cries for more money.

Acting on priorities means that we put our support behind those things most important to our mission. Those things which are not as important to our mission and which we do not do well should be eliminated. The funds for building the future will come not from digging deeper into pockets already emptied but from our making choices on what we must stop funding in order to pay for those things which we cannot allow to be underfunded.

The hardest choice of all is how to make these choices. It is my firm conviction that the full community of faculty, administration, students, alumni and governing board members at each institution must be engaged in the refining of their mission and the reallocating of their resources. Desires for expanding our most important activities need to be coupled with a willingness to eliminate those activities which we deem of lesser value. Adding to the salaries of the highest quality contributors can mean eliminating the positions of those whose contributions fall farthest from the mission of the institution. A call for more tuition must be coupled with an increase in the quality of education received. A call for more tax dollars must be based on a demonstration that every current dollar gives the maximum in productivity toward the institution's mission.

I write, therefore, to ask you to join me and the Board of Higher Education in undertaking a major initiative addressing the priorities, quality and productivity of Illinois higher education.

As we move forward with the fiscal year 1993 budget development process, we will keep at the forefront the choices and priority setting referred to earlier. I have asked the Board staff to identify areas in which we should reflect reallocations from lower priorities in the fiscal year 1993 budget for higher education. I would expect all levels of our system of systems to take up this responsibility in an atmosphere that reflects the reality of the limits on our resources.

To provide additional impetus to this initiative over the long run, I propose that the Board of Higher Education staff quickly develop a work plan to target opportunities for productivity improvement to be considered by the Board at its next meeting. This plan should recognize that the Board of Higher Education can strongly influence productivity improvements through statewide processes such as policy development, budget development, program approval, program review and reevaluation, and coordination with other state agencies. At the same time, the Board of Higher Education must recognize that the implementation of productivity improvements ultimately depends upon the efforts of campuses, academic and administrative units, and individual faculty and staff, and requires commitment and involvement at all levels within higher education.

If we are to reaffirm public confidence in the wisdom of our spending priorities and our willingness to recognize our responsibilities to taxpayers and tuition payers, it must be based on a commitment that begins and ultimately ends with what happens at each institution of higher education in this state. If we are to be advocates, we must be leaders. To lead at this time we must set aside the old rhetoric and move to make the difficult choices and find the innovative new ideas. The quality of higher education in Illinois is dependent upon the willingness we all have to face these challenges.

*Arthur F. Quern, Chairman
Illinois Board of Higher Education*

FOCUS ON

Office of Multicultural Affairs

Asians...African Americans...Hispanic Americans...Native Americans: all are minority populations. And their educational needs are being met through Harper's new Office of Multicultural Affairs.

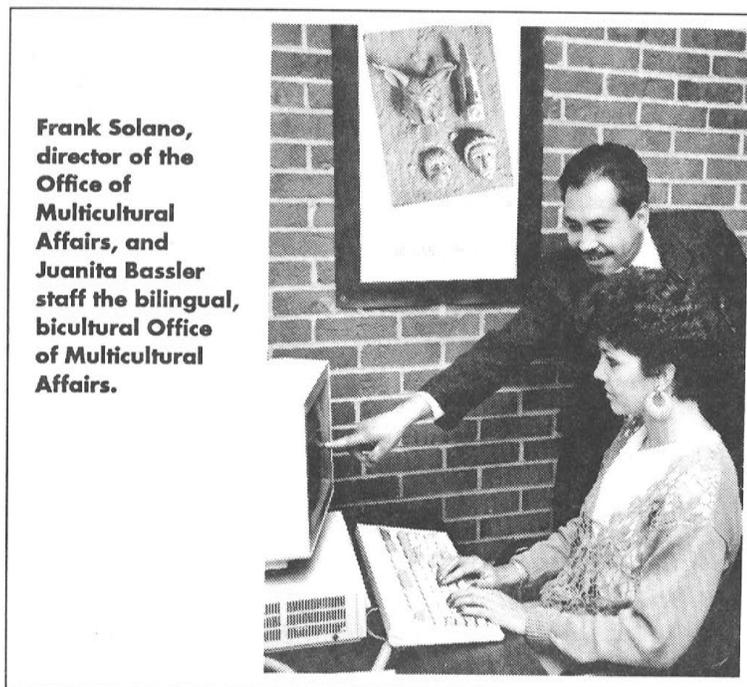
Although the office officially opened last spring, its history dates back to 1985. At that time, the State of Illinois enacted a law requiring that public colleges and universities develop plans and goals to increase the numbers of minority students, faculty members and staff members, and then report annually on the progress. Then, in 1987, a minority task force at Harper recommended the formation of a separate office to provide support services for these minorities—especially in the areas of recruitment, retention, assurance of smooth transfer to other schools and raising the public's awareness of cultural diversity in the northwest suburbs.

This office is now headed by Frank Solano, with assistance from Juanita Bassler. Both are bilingual (Spanish) and bicultural.

"I'm really excited about this!" Solano says. "The office will be directly involved with the intercultural/multicultural Preferred Future statement, which calls for increased participation of

minorities throughout the College." He adds that the office will work toward assuring a more international curriculum and adding multicultural themes and issues.

Solano has already met with the staff of the Learning Resources Center to discuss



Frank Solano, director of the Office of Multicultural Affairs, and Juanita Bassler staff the bilingual, bicultural Office of Multicultural Affairs.

the goals and directions of the new office, as well as with representatives from the Life Science and Human Services division. Because the LS/HS division has a higher number of minority students than other divisions on campus, Solano has arranged to offer programs for faculty and staff that would address cultural differences—value systems and communication styles, for example.

Additionally, the office is working with the Financial Aid/Veterans' Affairs Office to arrange funding for financial

assistance designated especially for minority students. In fact, a new grant, approved by the Educational Foundation, will fund annual grants for the recruitment and retention of Hispanic and African American college credit students. These students were targeted because their representation at Harper College is not consistent with their overall population in the Harper community. The chart above illustrates this discrepancy.

Because it is so important that the students who are awarded these grants be successful, Solano is setting up a mentor program, pairing the recipients with faculty and staff volunteers of the same minority background whenever possible.

The office is also involved in the Admissions Outreach-sponsored student ambassador program. Solano says that five Hispanics, one Black and one Oriental student have volunteered to assist in the program, which involves

visiting high schools to assist in recruitment activities, hosting Harper campus events and leading campus tours for prospective students.

"The population of the Harper College district will continue to diversify as is predicted throughout Illinois and the country," Solano says. "Therefore, programs such as ours will have a greater role and responsibility for the college participation and success of all minority populations."

	Percentage in the community	Percentage at Harper from the community
Asians	5.0	5.0
Native Americans	.2	.2
Hispanic Americans	5.3	3.5
African Americans	1.5	.6*

*The actual percentage of African-American students is 2.0; however, 66 percent of these students come from outside the Harper district.

INSIDER'S VIEW of John Eliasik

When John Eliasik accepted the position of Harper's first football coach, little did he suspect that he would successfully hold the position for the next 21 years—and counting.

This year's Hawks team is undefeated in conference play, winning the N4C title for the eighth consecutive year. The team is slated to play in regional playoffs and, if successful, will compete in the Thanksgiving Day Midwest Bowl, tentatively set to be played here at Harper.

Eliasik played college ball at Southern Illinois University for three years before being sidelined with a knee injury. "The sport of football helped me a lot in developing as a person," he says, adding that the game teaches players how to work with others, how to handle success and defeat, what the parameters of their physical and mental strength are and how to work together as a team. "Through football, these skills can be learned first hand in a practical setting," Eliasik says. "They're not just theory."

While Harper's football program is offered principally for the community, its reputation has been attracting athletes from other areas of Illinois—and from other states. "Many areas do not offer football programs at the community college level," Eliasik says, "and our program offers athletes a chance to give college a try and then perhaps have the opportunity to continue playing at a four-year college." He adds that three of Harper's players have gone on to play pro ball.

"I'm really glad that Harper offers this experience," Eliasik says. "It's very valuable to the student athlete."

Born: Chicago

Education: A.A. Amundsen Mayfair City College (now Truman); B.S. Physical Education, Southern Illinois University; M.S. Physical Education, Northern Illinois University

Family: Wife, Darlene; daughter, Cindy, a senior at Illinois State University; and son, John, a junior at the University of Wisconsin

Interests: Football, golf, racquetball and travel

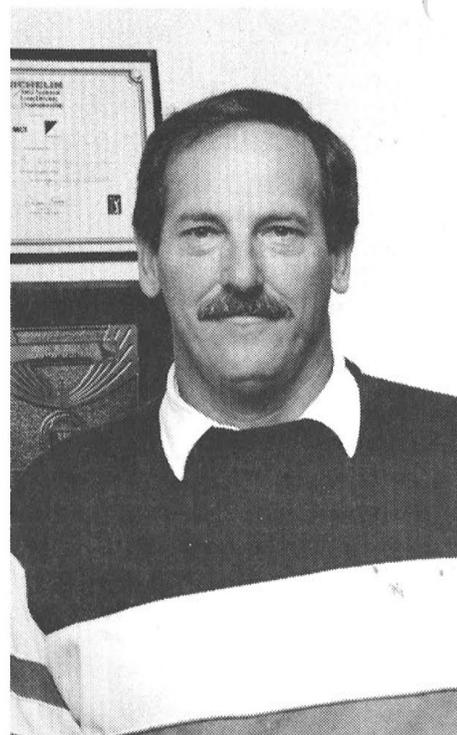
If time and money were not a problem: I'd like to travel the world, visit different countries and meet their people.

I would like to learn: How to play the piano much better!

One thing I've learned in life: You get back what you put in.

I don't care much for: People who are superficial.

The best thing my parents taught me: If you want to achieve, you have to be willing to work for it.



John Eliasik

Favorite food: Almost all! I especially like Italian and German, though.

Favorite movie: *Dances With Wolves* and *Silence of the Lambs*.

Favorite book: *Winds of War* by Herman Wouk

"Harper Day"

Set December 4 aside for Harper Day at Motorola! Vans will transport those interested to the Schaumburg facility, where tours of the recently opened Motorola Museum of Electronics will be the focus. The museum's 20,000-square-foot gallery chronicles the evolution of Motorola and the electronics industry.

Exhibits combine audiovisual presentations with historical displays to feature developments in electronics, communication and manufacturing technologies during this century, and also include Motorola's contemporary technology. The museum's hands-on exhibits explore

product applications, and the interactive computer workstations demonstrate how the technology works.

The details-

Who: Harper students, employees, retirees, Friends, and Foundation and Trustee board members

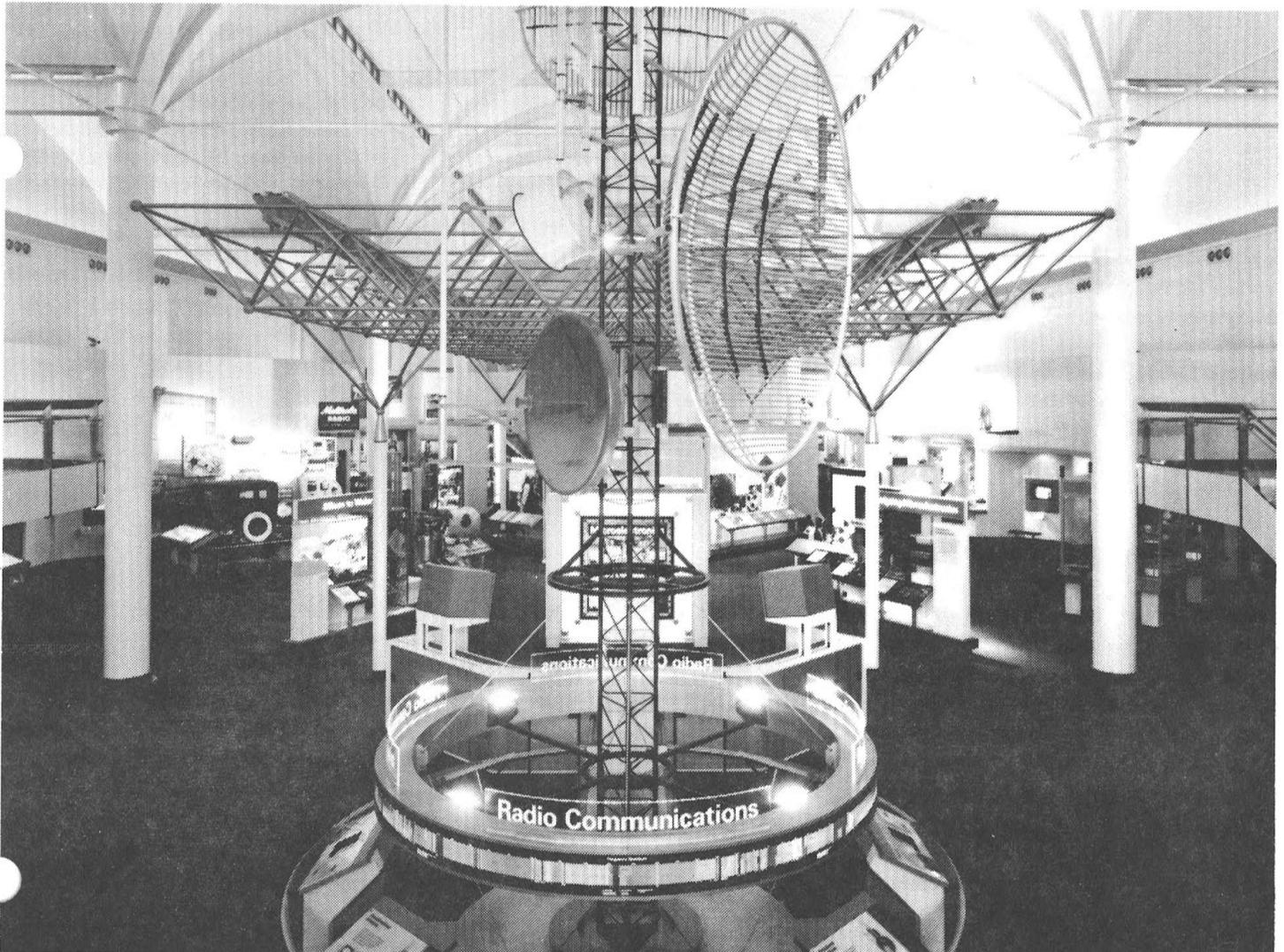
When: Wednesday, December 4, from 10:00 am-4:30 pm

How: Vans will leave Harper (in front of Building A) at 9:30, 10:30, 11:30, 12:30, 1:30 and 2:30, and will return at 11:45, 12:45, 1:45, 2:45, 3:45 and 4:45. For those who choose to

drive, free parking is available. Enter through the Visitor Center located at the West Drive off Algonquin Road (the first entrance that you come to from the College), and drive straight south until you see the signs for the museum. Turn right and then left into the parking lot.

What: Guided tours will be conducted hourly beginning at 10:00 am with the last one scheduled at 3:00 pm.

Refreshments will be served. If you plan to attend, please contact Harper's Media Relations Office at extension 2279.

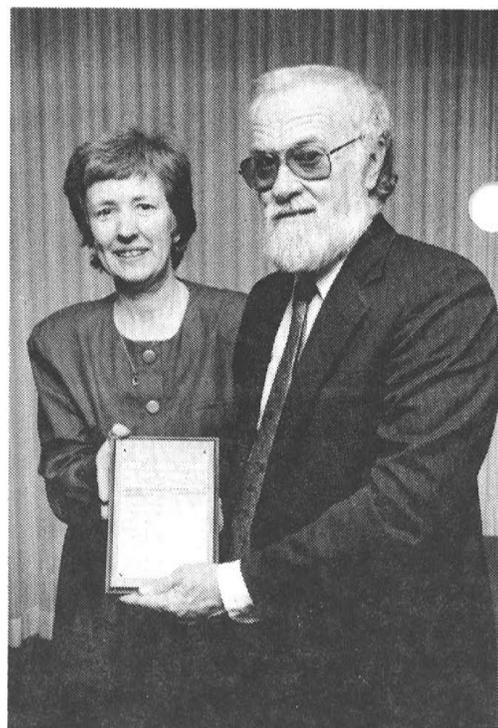


The history of Motorola and many aspects of contemporary electronics technology are explored in 20,000 square feet of exhibits at the Motorola Museum of Electronics in Schaumburg.

Inside Harper



Candidates for Board of Trustees positions were on campus September 26 for a candidates' forum, sponsored by the Faculty Senate. Pictured (left to right) are Stephen McCulley, Roselle; Barbara Barton, Barrington; William Barnes, Hoffman Estates; and Moderator Sharon Alter. Newly elected trustees include incumbents Barbara Barton, Palatine; Lawrence Moats, Inverness; and Peter Bakas, Arlington Heights. Sarah Born of Arlington Heights joins the Board as a newcomer.



Liz McKay, dean of Academic Enrichment and Language Studies, presents the Fred C. Rutz Award to Chuck Harrington, Harper's former dean of instruction. The award is presented annually to a Harper staff member who promotes the academic success of disadvantaged students. Harrington was honored for his support of faculty and staff members, personally encouraging them in their work with students and programs for the disadvantaged and for his attendance at special events within the division.



Author Kurt Vonnegut was on campus October 18 to discuss "How to Get a Job Like Mine."



Folk dancing was one of the fun and educational events during Harper's third annual Intercultural Week, October 14-17. Folk dance teacher Sanna Longden, center, leads a group of Harper students and staff in an international spiral.



Michael Nejman, right, Student Activities coordinator, and Frank Solano, director of Harper's Office of Multicultural Affairs, look over the Muslim Students exhibit. Their display was one of the many diverse activities, including ethnic food displays, featured during Festival of Nations Day.

Departmental Developments

Congratulations to **Eileen Brown**, AED, whose son, Steve, won the Northrop 2+1 Scholarship offered through Harper's Educational Foundation. The scholarship awards \$1,000 per year for his two years at Harper and \$6,000 toward studies for his junior year. (Steve also placed in the top ten percent of the national engineering aptitude test!)...**Rex Burwell**, assistant professor of English, served as a workshop moderator during the Northwest Cultural Council-sponsored Writers' Conference held October 5. The topic of his workshop was business writing. **Martin Ryan**, LIB ARTS, serves on the board of directors of the Council as its vice president of planning.

Janice Phillips, Workplace Literacy instructor, AED, served as a consultant for the textbook, *Math Skills That Work—A Functional Approach for Life and Work*...**Jim Finke**, CE/PS, spoke at the Sixth Biennial Workshop on Weekend Colleges held at Indiana University/Purdue University. His topics were marketing strategies and course and degree offerings...The recent work of **Marlene Hunt-Brasch**, Graphics, was featured at a one-person show at Kemper Insurance, Long Grove. Some of her work is also a part of Kemper's permanent collection...A big congratulations goes to **Sharrie Hildebrandt** and the Legal Technology staff for their renewed American Bar Association accreditation...**John Callahan** and **Heidi Tarasiuk**, Photo Lab, served as judges in the Woodfield Corporate Center's Photo Contest held October 23...**Sharon Alter**, professor of history and political science, BUS/SS, spoke on the Jefferson Meeting on the Constitution/Bill of Rights as part of a panel on "Community/School Partnerships" for the October, 1991 Advanced Leadership Conference: Teaching Teachers About the Law.

New faces on campus include **Benjie Loanzon**, AE/LS, accounting tutor; **Donna VanderHerst**, PEAR, clerk typist; **Karen Diddier**, CE/PS, clerk typist; **Janis Bernero**, CE/PS, secretary, Weekend Services; **Marlene Harbut**, CE/PS, secretary; **Ann Sauer**, CE/PS, secretary, Northeast Center; and **Jane Best**, FA/VA, secretary...In other events on campus, **Eileen Brown**, AE/LS, has been reclassified. Her new title is AED grants specialist.

Our condolences go to **George Dorner**, TM/PS, on the death of his father-in-law; to **Salah Falouji**, TM/PS, on the death of his father; to **Larry Knight**, TM/PS, on the death of his father-in-law; and to **Jan Cook**, PLG RES, on the death of her father.

Toot Your Own Horn...

Or, let us do it for you! The staff of *The Insider* would like to share your accomplishments with our readers. Have you—or has one of your colleagues—received an honor or award, accomplished a goal or had something published? Do you have a hobby or special interest you would like to share? The Insider wants to know! (See masthead on back page for submission details.)

The
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The Harper Insider is the monthly Harper College newsletter produced by Publications and Communication Services. We cordially invite all employees to contribute stories and information before the twenty-fifth of the month for the issue published the following month. Please send contributions to PUB, A302, or call extension 2512.

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