

The Banner

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NEWS BRIEFS

Chancellor ends coach's employment

Ray Ingram's appointment as UNCA's head women's basketball coach officially ended on April 29 after investigations were made into allegations of sexual harassment brought against him.

"University administration took action to separate Ray Ingram from the university, and he is no longer employed by the university," said Merianne Epstein, UNCA's director of public information.

Ingram was put on suspension with pay on Feb. 17 after two players said he had sexually harassed them. State laws prohibit any UNCA officials from discussing exactly why Ingram was suspended or what the terms of his release from UNCA are.

"State law is very stringent about personnel records being maintained as confidential," said Epstein, but that the decision to release Ingram from his coaching position was "the chancellor's decision."

Ingram had one year left in his contract with UNCA. The athletic department will be looking to recruit a new women's head basketball coach to fill the vacant position.

CUR to develop website

The Council on Undergraduate Research has been awarded a \$200,000 grant to develop and fund a new website for students and faculty across the country. RESEARCH LINK, as the website will be called, will be developed in the next six to 12 months, said John Stevens, UNCA professor of chemistry and CUR's national executive officer.

RESEARCH LINK will enable students and faculty in the natural sciences to exchange research results and discuss experimental data. The three-year grant will also fund conferences and workshops for students and faculty involved in undergraduate research.

Investigative laboratories are being developed aggressively in undergraduate courses nationwide, said Stevens. The website will help with the exchange of information between students and to help faculty develop research-based labs for students.

The National Science Foundation College Curriculum Development Program awarded the grant to CUR, a national organization based at UNCA. CUR's primary purpose is to generate support and awareness for the sciences at undergraduate institutions across the country.

"The main benefit (of the grant) for UNCA is that it continues to put UNCA on the map," Stevens said. "It gives the institution excellent exposure across the nation."

May concerts

The UNCA Student Guitar Ensemble, under the direction of UNCA Jazz Studies Coordinator Tim Haden, will perform at 8 p.m. on Thursday, May 1, in Lipinsky Auditorium. The ensemble, made up of guitars, violin, piano, bass, percussion, and drums, will perform music by John McLaughlin, Wes Montgomery, John Coltrane, and Pat Metheny.

The University Singers will perform at 8 p.m. on Friday, May 2 in the Humanities Lecture Hall. The concert will feature a wide range of music, including English and contemporary madrigals, tunes from "Bye Bye Birdie" and "The Fantasticks," and folk songs.

Admission to both concerts is free, but a \$4 donation is suggested. For information, call 251-6432.

Gambling the night away



PHOTO BY DEL DELORM
Sophomore Susan Bell and junior Leah Spence try their luck at AΦ and KΔP-sponsored Monte Carlo night Friday.

By Shelley Eller
Staff Writer

Skateboarders at UNCA have little room to move under campus policies prohibiting the sport on school grounds and similar ordinances in downtown Asheville.

"There is a standing policy at UNCA that states that skateboarding is not allowed," said Randy Martin, a public safety officer at

UNCA. "This policy is similar to the Asheville city ordinance that prohibits skateboarding on streets, sidewalks, or city-owned property."

Freshman Josh Burcham, a skateboarder who lives on campus, has been confronted by UNCA public safety officers while skating in restricted areas.

"On campus I've been busted a few times," said Burcham. "I asked (the officers), 'Where are we supposed to skate?' and they always tell

us to do it somewhere besides campus."

A solution to the problem of finding a legal place to skate may be in the works after a public meeting sponsored by the Asheville Parks and Recreation Department on April 10.

"At the meeting, skateboarders were interested in a park," said Debbie Ivester, Asheville's Parks and Recreation administration superintendent. Possible plans to con-

struct a park for skateboarders included the park possibly being built by volunteer skateboarders as well as being partially funded by corporate sponsors, Ivester said.

According to Sergeant Sarah Benson at Asheville City Police Department, there has been a lot of property damage because of skateboarders.

"There has been a lot of damage done, especially to City Hall," said Benson.

"Broken windows are a big problem," he said.

Burcham said that he had never witnessed the occurrence of any bodily injury or property damage while skateboarding.

"I have never seen anyone get hurt when skating," said Burcham. "The only property damage I've seen is when skateboards leave black marks on the curbs of sidewalks."

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Evaluations do count

They carry weight, says Dean of Faculty

By Chanse Simpson
Staff Writer

While some students believe the teacher evaluations they fill out at the end of each semester fall on deaf ears, the Dean of Faculty Development says they carry more weight than people might think.

Dr. Merritt Moseley, who has headed up the faculty development office since its inception in 1995, said recently that student evaluations factor significantly in and out of classroom decisions.

Aside from informing teachers about ways to improve their classes, these evaluations are also "used in decisions on promotion and tenure," Moseley said.

"I think sometimes students think these are not taken seriously, that this is some kind of empty exercise," he said. "But it's not."

Teachers do not see the comments that students write nor the numerical scores they are given until after they have turned in their grades, Moseley said.

Even then, they do not see the original evaluation sheets that students filled out, but rather a print-out of the numerical scores.

Not even the comment portion, which Moseley believes is the most useful aspect for teachers wanting to improve their classroom skills, can be traced back to individual students' handwriting.

Before teachers read them, he said, secretaries in each department type

up the comments and present them to teachers.

"There are all sorts of cautions built in so we can't possibly reward or punish anybody for what they write," said Moseley.

From these lists of comments, some teachers find ways of genuinely improving the way they will teach their classes in the future, he said.

"Most of the faculty members I know of feel that if they're going to really get information that will help them improve, it will come from the comments," said Moseley.

"I like to ponder the comments the students have made and see what they can tell me that will make the course better the next time I

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Solutions posed for skateboarders

More than an art professor, he's a guru

By Jennifer Thurston
Managing Editor

In her second semester of life drawing, Tucker Cooke took Ali Lingerfelt-Tait's erasers away. He told her to keep every line on the page, that she put them there for a reason. When he finally gave the erasers back, she didn't need them anymore.

Lingerfelt-Tait says now that the most important thing she learned from Cooke was "to keep coming back, to not give up." Cooke's influence as a teacher kept her in school and inspired her to find her own artistic style, one that didn't require erasing.

"He's a gifted teacher," said Lingerfelt-Tait, a junior art major. "He's inspired me in ways that I can't explain. In Tucker's classes, I work. I get a lot done for him."

Lingerfelt-Tait's admiration is only one reason why Cooke, professor and chair of the art department, received this year's UNC Board of Governors Excellence in Teaching Award for UNCA. Cooke is known for his open office door, for bringing people together, and for his commitment to improving teaching at UNCA.

Cooke first came to UNCA thirty years ago, and intended to stay only two years before moving on to the New York art world. Instead, he took over the art department and found satisfaction in exposing students to art, finding new opportunities with every class.

"The contact with learners is an incredible rush, to see when they accomplish something worthwhile," Cooke said. "Or it's incredibly depressing. I have failures that are traumatizing and you go back to the drawing board and start again. But the highs make up for the lows."

Trust is his goal, Cooke said. He offers it to his students and waits for them to challenge him. In the meantime, he has faith. "The power behind art is what's more important," Cooke said. "The

drive, the need to make art, to feed the soul. True art comes from a different place. Sometimes you wonder if you're doing a disservice to people. But you have to be satisfied with life."

"What Tucker's really good at is pushing people in the direction they need to go," said Deanna Watson, a graduating art major. "He's good at challenging students. If you're going to get any better at art, you have to be challenged. He's more than a teacher. He's a guru."

In Watson's first class with Cooke, he made the class do calisthenics. He jumped around the room and yelled, "Yah, yah, yah!" It gave the students energy, got their blood flowing, and loosened them up enough to draw, Watson said.

"He goes the extra mile to make his students do well," Watson said. "He teaches more than art. It's life. The philosophical and emotional aspects of art. He encourages his students to express whatever emotional baggage they have in their art and to use what they're feeling. What he does makes sense to me."

Reaching art majors is not his only goal, Cooke said. "I like being around students who are doing other things than art," Cooke said. "It's equally important that we learn to understand vision. The liberal arts is about the senses and how to perceive the world around us more effectively, to make sense of ourselves as human beings."

Cooke still teaches the Arts 311 lab course, visual arts for the non-major, to reach these students. "It's fun to watch them. They've been told that they can't do it. The first thing is that regardless of what they think, they can do art. No one can fail. Each student is important to me, their ideas, their feelings. Even if they hate art, I need to know."

"I think of retiring every day," Cooke said. "How much longer can I do this effectively? How can I make it refreshing? That's why it's so rejuvenating with the Arts 311 students."

Even when he retires from UNCA, however, Cooke says he will still continue to teach students somewhere.

Besides his commitment to students,



PHOTO BY JENNIFER THURSTON

Tucker Cooke, left, discusses a self-portrait with student Donnie Tessner, an environmental studies major. Cooke is UNCA's recipient of the UNC Board of Governors Excellence in Teaching Award. "All the things he adds to it make a lot of difference," said Tessner.

Cooke has also been influential in improving teaching at UNCA. Four years ago, Cooke created a mentoring program to help new faculty members adjust to UNCA. The program sponsors workshops on teaching issues, benefits, time management, committees, and the student body, among other topics.

"This faculty is incredibly active in trying to improve teaching," Cooke said. "Students don't always understand that teaching is the most important skill for professors at UNCA. That's something we should be proud of. Students should know that if they approach their teachers, they will help them reach whatever goal they're trying to reach."

"Tucker creates an environment that's comfortable for you to succeed in, but also to fail in," said Lingerfelt-Tait. "He gave me the confidence to work through a problem. It's a long process of reworking, love, and hate. You're always working to trust yourself."

When he received the teaching award, Cooke

invited Lingerfelt-Tait to attend the ceremony in Chapel Hill with him. He says he doesn't know why he was selected. "I was dumbfounded," Cooke said. "I've always had nightmares about having bad classes. This makes you humble, for one thing, because there are so many great teachers here."

Cooke, who grew up in "rural, redneck" Florida, is as committed an artist as he is a teacher. "There is a Southern sensibility in what I do," he said. "In the South, nothing equals out. There's an aura, a sense of mystery. My images are caught up in that darkness and mystery."

But art isn't just a personal experience, Cooke said. Non-artists must participate in the experience in order to benefit. The visual language is as important to learn as the spoken language. Throughout history, art has served humanity in many ways, he said.

"Think of the cave art," Cooke said. "When there was art, it was sacred. When there wasn't art, no one was home."