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A Daunting Task

The Mayor's task force on local music faces challenges, questions.
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Heads up

Nebraska has a tough doubleheader this weekend in soccer. SPORTS, PAGE 16



Lydia S. Gonzales/DN

ASSOCIATE PROFESSOR OF ADVERTISING Kelly Jo Hinrichs recently was awarded the ASUN Outstanding Educator award for the small class category for outstanding teaching.

NO SMALL thing

Time with students precious to professor

Editor's Note: This is the first of two profiles looking at the achievements of the winners of the ASUN Outstanding Educator Award.

By Sara Salkeld

Staff writer

Although her classes aren't very large, Kelly Jo Hinrichs said winning the ASUN

Outstanding Educator award for the small class category was anything but small.

"I am overwhelmed," Hinrichs said about receiving the award. "I was in the company of five other very talented and well-respected teachers on our campus, and for the students to say 'You are a person who has touched our lives, and we want to thank you for it and recognize you publicly for it' - that's pretty humbling. That's overwhelming."

"I truly don't think I am outstanding."

The award was given at the ASUN induction ceremony March 29, recognizing two UNL professors, one for a large class and one for a small class. Students at the polls March 1 nominated professors. A committee selected the winners.

Hinrichs, an associate advertising professor, only has been teaching full-time at UNL for two years. She teaches promotional writing and a senior advertising campaigns class.

"I'm new to the gig," Hinrichs said.

Hinrichs said she did not choose to become a teacher; teaching chose her while she was working as marketing director for Cliff's Notes.

"The funny thing is, I didn't really decide, it

"In my classes we think, we talk we learn, we share and we write."

Kelly Jo Hinrichs

associate advertising professor

just happened," she said. "I had a call from Nancy Mitchell, the head of our department, and she asked if I would be interested in teaching a class as a part-time adjunct faculty member."

She taught for two semesters and fell in love with the job.

"I got a chance to try it before I switched my career path, and it just felt good," she said.

Hinrichs said her days are full and fast-paced. She teaches three classes, is an adviser,

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Professor: Renovate, save funds

Speaker says building within cities instead of making new suburbs saves money and infrastructure.

By Tony Moses

Staff writer

A professor on Thursday announced that urban planning is no longer a communist activity.

"The question isn't whether you're going to live in a planned community; it is who will make these plans," Eric Damian Kelly said.

Kelly is a professor of urban planning at Ball State University, past president of the American Planning Association, author of two books on urban planning and former dean of the College of Architecture and Planning at Ball State.

He spoke to nearly 25 people at the University of Nebraska-Lincoln Architecture Hall.

Kelly promoted "smart growth," a new kind of urban planning.

"This is a fundamentally conservative, fiscally driven agenda," Kelly said.

Smart growth encourages development in areas that have an existing infrastructure.

"It's about money," Kelly said. "If we're going to grow smart, we've got to start with a plan."

Kelly said the best way to control growth is to control funding for public infrastructure, rather than prohibiting growth.

Kelly said this is especially important in a conservative state like Nebraska. He said the state should look where it wants change and spend money there.

Kelly specifically pointed to government subsidies for new suburban developments.

He said government subsidies make building new houses in suburban developments cheaper than buying houses in existing neighborhoods.

"Just having someone pay for the development isn't a good idea," Kelly said.

Kelly said the cost of building infrastructure for new developments, such as roads and sewage systems, as well as the cost of expanding government services, such as snow removal and school busing, must also be considered.

"Smart growth is not just about spending money. It's about not spending money," he said.

Kelly said in order for an area to grow smart, it must have a comprehensive plan.

"We plan because we can't afford not to plan," he said. "We talk as though somehow planning is anti-capitalistic."

Kelly said a comprehensive plan must have three

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Professor teaches students to look outside classroom

Editor's Note: This is the third in a weekly series of question-and-answer sessions with the recipients of the universitywide awards for teaching, research and creative activity. Today, we visit with Helen Moore, winner of the Outstanding Teaching and Instructional Creativity Award.

By Veronica Daehn

Staff writer

Helen Moore, professor of sociology and women's studies at the University of Nebraska-Lincoln, likes to teach her students outside of the classroom.

She sees the reach of her teaching extending beyond the classroom.

Moore strives to shed light on areas that most students are in the dark about. She works to open

her students' eyes.

Moore's efforts recently earned her the Outstanding Teaching and Instructional Creativity Award for the University of Nebraska system.

Q How long have you been teaching, and what do you teach?

A I teach sociology and women's studies. My primary areas are stratification, social inequality and education. So I look at how the schools and the economic and political systems interact and the impact on the students. I've been doing this for about 25 years.

Q How did you get involved in women's studies and sociology?

A In my junior year, I dropped out of college and went overseas to Germany. I worked at a factory and then traveled.

Then I came back to the University of California with a desire to focus my studies and really move forward. I just luckily took a course ... that changed my way of thinking, changed my way of looking at the world. I organized my next year so I would finish a sociology major.

I had an interest in women's studies, but I did not get any formal training at my doctoral

program. I (put) together some classes that I was interested in. I did it informally. There was resistance in those days. People didn't want to focus on women. It was seen as politics and not scholarship.

When I finished my doctorate, I began almost a self-study. Most women's studies faculty today who finished their degrees prior to the mid-'80s are self-taught.

Q This is an outstanding teaching and instructional creativity award. How do you instill creativity into your teaching?

A I think about my teaching not just in a particular classroom with a particular

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