

# ALUMNI & DEVELOPMENT

UNIVERSITY OF OREGON  
COLLEGE OF ARTS & SCIENCES

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## ALUMNI &amp; DEVELOPMENT

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## Putting Politics to Work

Election years provide political science professors  
an opportunity to get down to business

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With all the talk of election-year spin-doctoring, it's a wonder they don't have classes focusing on how the tail wags the dog.

Actually, here at the UO they've been doing it for some time. "We always schedule certain courses to be taught during election years," says **Priscilla Southwell**, associate professor and newly

appointed head of [political science](#). "This year, **Jerry Medler** will be teaching Mass Media and American Politics, and I will be teaching Political Parties and Elections."

During presidential election years, they teach a course on the presidency. And when the Oregon legislature is in session, there are courses in Oregon government. It's just one way of putting a practical turn on the theories that are behind political science, says Southwell. "Students are reading about it in the news. It provides some good material."

Southwell is no stranger to practical experience. A recognized and much-published authority on the vote-by-mail issue, she is applying this year for a grant from the National Science Foundation to survey people's opinions about voting by mail.

It will be a reprise of sorts for Southwell, who took a confidential survey of voters during the 1996 election year. "It was a survey

of the pros and cons of voting by mail," she says, "and whether it had any undue influence on how people voted."

The 1996 results showed almost no influence at all (only three out of 1,200 voters reported feeling any pressure to vote a certain way), but the issue is still hotly debated. Southwell, who aims to conduct her new survey immediately prior to elections this year, expects that people will have plenty to say this time. "It's no longer a novelty," she says. "We've gone back and forth, with the January '96 vote by mail, and the November '96 election at the polls. I think we'll find that people's opinions are more grounded now."

Interestingly enough, she finds that students in the university are showing less interest in politics in the U.S. Today's students, she says, have a more negative view of politics than students of a generation ago. "In the 1960s and 70s, cynicism and skepticism led to participation and activity," she says. "Now students are more inclined to throw up their hands and not get involved."

This can be discouraging, but it is also understandable, says Southwell. "It doesn't necessarily mean they are distanced from politics; they are very aware, but their approach is more hands-off."

But she is quick to point out that many students, particularly those studying political science, are very much involved. Under the guidance of **Lars Skalmes**, who recently completed his final year as undergraduate advisor, UO students have worked in campaigns both at the district level and in Washington, D.C., with some of them going on to permanent jobs.

Perhaps one way to get more students involved is to study where the problems haunting much of today's political scene come from, Southwell adds. "Maybe in the classroom, we can seek ways not necessarily to change the system, but to make it more acceptable."

And while students may be cynical about U.S. politics, they appear to find international politics fascinating, Southwell says. "The whole discipline of political science has been international for about a decade," she says. "Everything described today as U.S. politics can no longer be just politics in the U.S."

For example, she tells her students how we do things differently than in western Europe. "I tell them isn't it strange that we have elections on the first Tuesday after the first Monday in

November, and in nearly every other country, they have elections when it's convenient for people to vote, like on a Sunday," she says. "And my students will say, 'Yeah, why is that?' "

One way they can find out for themselves is to study abroad, Southwell says. "We have a number of study-abroad programs. They can then go and come back and give other people the same kinds of examples."

An historical perspective doesn't hurt, either. When asked how she feels about the ever-increasing ballot measures that fill the ballots on voting day, Southwell answers that she doesn't get upset about it. Many of the important things that have made Oregon a progressive state passed as ballot measures, when the legislature could not or would not act, she says. "Like women getting the vote."

Ill-thought or even unconstitutional measures do make it to the ballot, Southwell admits, and she finds this regrettable. "I wish we had a little check box like in Idaho, where the attorney general gives an advisory comment on the constitutionality of the measure."

Southwell disagrees that monied interests are taking it over, pointing out that the League of Women Voters didn't pay signature gatherers, and were successful. "In the end, the voters determine whether or not an initiative passes."

That's what makes Oregon special, she says. "It may seem like a headache at times, but it makes things more interesting and innovative."



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## CAS NEWS

Of Literature and Languages  
Roland Greene takes Chandler Beall's Comparative Literature Program into the twenty-first century



Comparative Literature is a demanding interdisciplinary field offered by fewer than a hundred of the nation's finest universities. At the University of Oregon, Comp Lit has long been an important part of the humanities -- and the UO in turn has made an historic mark on the field.

The seeds of the [Comparative Literature Program](#) at the UO were sown in 1949, when Professor **Chandler Beall** established the *Comparative Literature* journal. It quickly gained international acclaim, and today remains the world's leading publication in the field. In 1962, capitalizing on the journal's reputation, Beall founded the Comparative Literature Program. Beall retired from teaching French and Comparative Literature in 1972, and lived out his years in Eugene with his wife, Paulette.

Beall set the tone for quality in the Comparative Literature Program, which has continued to grow in stature. The Comparative Literature Program at the UO is the oldest program in its field on the West Coast, as well as the only Comp Lit program in Oregon. With an appointed faculty of six and more than forty faculty participating from a variety of disciplines -- English, anthropology, classics, geography, history, law, philosophy, languages, sociology, to name a few -- it is a model for interdisciplinary teaching and research in the humanities.

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Most courses are explicitly international or cross-cultural, and many involve emerging literatures and media. Comparative Literature B.A. graduates are prepared for careers in publishing, journalism and media, law, business and much more; the Ph.D. graduates teach coast to coast and around the world. "Our graduates possess the knowledge and skills of an English major as well as a language major and a multicultural awareness in bringing the two together," boasts program head **Roland Greene**. "Most of all, they know how to think."

From its inception through the early 1990s, the Comparative Literature Program was a small, selective graduate program. In 1993, Greene arrived from Harvard with the purpose of redesigning the program.

Greene transformed the program for the twenty-first century -- first refashioning the graduate track to provide cutting-edge training with a more focused curriculum. Next an undergraduate major was added, now in its second year, with forty-plus students. The program expects the number of undergraduate majors to rise to about one hundred in the next five years. "Among Comp Lit departments nationally," says Greene, "we're known for our recent success in undergraduate teaching as well as our long-term distinction as a graduate program. And on the West Coast, where our peers include Stanford, Berkeley, UCLA and Washington, we're definitely the hot department right now."

Professor Beall passed away in 1993, his wife in 1996. In 1996, a gift from the program founder's estate created the **Chandler and Paulette Beall Fund**. As a result of this truly remarkable bequest, Chandler Beall's devotion to the UO will live on after him. The Bealls' entire estate was designated to the university, with half dedicated to the Comparative Literature Program. Their generosity provides funds for support of faculty and graduate students in Comparative Literature and Romance Languages, continuing the legacy of Comparative Literature at the UO.

"The Chandler and Paulette Beall Fund puts the UO on a more competitive financial basis with our peers, providing funds to support faculty and students for many years to come," Greene gratefully notes. "This year the fund will support a national conference for Comp Lit graduate and undergraduate students." What Chandler Beall began, his bequest will perpetuate for future Comp Lit faculty and students.

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## High-Tech Sizzle

Social Science Instructional Lab  
provides state-of-the-art facilities

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It's known affectionately on campus as "sizzle." If that name conjures up visions of electricity pulsing through a network of wires, state-of-the-art computers and high-tech equipment -- it should. The name comes from the acronym for the Social Science Instructional Lab ([SSIL](#)). SSIL features cutting-edge equipment for technophiles and technophobes alike, thanks to an anonymous gift to the College of Arts and Sciences in 1997 that was used in part to fund SSIL's equipment upgrade.

SSIL provides computer support and training for faculty and their students in the social sciences, for any course that utilizes computers as part of the curriculum.

According to **Cathleen Leuè**, director of SSIL, the anonymous gift provided the boost that SSIL required to become a state-of-the-art computing facility. "Although SSIL was founded in the fall of 1989, with the educational technology explosion in 1994 it became necessary for professors to incorporate computers into their course curriculum to prepare their students for the future," says Leuè. "Funds from the gift enabled SSIL to upgrade and expand our computers and technical support staff at a critical time to meet the faculty and student needs."

SSIL specializes in supporting three curriculum core areas:

statistics, Geographic Information Systems (GIS), and Web publishing. The anonymous gift to CAS helped SSIL hire and train one undergraduate and two graduate technical-support consultants for the lab's intensive users -- social science students. Each of the three student lab consultants specializes in statistics, GIS or Web publishing.

Statistics is a traditional speciality of social science computer labs, since most of the social sciences use statistical methods to address research questions. Economics, geography, international studies, political science, psychology and sociology students and faculty members utilize SSIL for statistics support -- an average of nine statistics classes per term.

Geographic Information Systems is a powerful new technology that combines large databases, maps and statistics. The most common purposes for using GIS are resource and ocean management, and the spatial impact of environmental phenomena, such as earthquakes and floods. Geography and anthropology students and faculty members utilize SSIL's GIS support.

Given SSIL's assistance, professors are more willing to add Web-based teaching to their curriculum -- an important feature with the burgeoning number of courses being offered off-campus via the Internet. Professors can learn to create and update Web pages for their courses. SSIL provides support services and continuous assistance. Professors are encouraged to utilize the computer as a medium in the classroom to aid presentations. SSIL helps them plan and prepare their presentations.

Prior to the development of SSIL, computer support for social sciences students was scarce. Now, such assistance is provided on a day-to-day basis, preparing graduates for a successful future.



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## Biology Department Names New Head

Janis Weeks becomes the first woman  
to lead the UO biology department

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Taking her turn at the helm, **Janis Weeks** has begun a three-year term as head of the UO Department of [Biology](#). She is its first female department head.

"I am honored to serve as head of a biology department that ranks in the top 2 percent of the nation and encompasses such a huge range of interdisciplinary studies -- from marine and molecular

biology to ecology and evolution to neuroscience," says Professor Weeks, who joined the department in 1989.

The research-doctoral programs in biochemistry-molecular biology and neuroscience rank among the nation's top fifteen at public universities. The department also boasts three faculty MacArthur Fellows, three Guggenheim Fellows and other faculty distinctions. "In 1996 the three Guggenheim Fellowships awarded to UO faculty were all in the biology department," says Weeks.

A Guggenheim Fellow herself, Weeks has an impressive list of credentials, including a National Institute of Health Research Career Development Award; National Science Foundation Presidential Young Investigator; and Alfred P. Sloan Research Fellow in Neuroscience.

Weeks researches the metamorphosis of the hawk moth,

studying how steroid hormones cause changes in the structure and function of the nervous system, causing degenerative diseases and behavioral changes. She works in her lab with postdoctoral researchers, graduate students in the Ph.D. program, research technicians and undergraduate students.

The hawk moth, *Manduca sexta*, changes from a caterpillar (larva) into a pupa and then an adult moth in just six weeks. During this time the nervous system undergoes a pervasive reorganization -- birth and death of nerve cells (neurons) -- in order to accommodate the radically different body plans and behaviors of the larva, pupa and adult moth. The metamorphosis, and the accompanying neural changes, are controlled by steroid hormones, which are similar to hormones such as testosterone and estrogen present in vertebrate animals.

Information from this basic research is applicable to more complex nervous systems such as our own. The derangement of neural cell death contributes to Parkinson's and Alzheimer's diseases, and steroid hormones have an effect on the incidence and progression of some neurological and mental health disorders. Knowledge garnered from the research could contribute to the development of effective clinical strategies.

Professor Weeks notes that private funds to the department have helped researchers carry out their work as well as recruit exceptional students. A recent gift from **Dorothy Sistrom** established the **William R. Sistrom Graduate Fellowship in Biology**, in memory of her late husband Bill, professor emeritus of biology. The fellowship will support the work of a graduate student in biology with exceptional promise for achievement in his or her chosen academic field, as shown by a high GPA or originality of research.

"This fellowship is currently the only one in the department targeted specifically for graduate students," says Weeks. "Graduate student support is becoming increasingly important in order to successfully recruit and retain outstanding biology students. We are very grateful for Dorothy's generous gift. It honors Bill for his wonderful achievements during his tenure and will help attract outstanding biologists to the UO."

In 1996 alumni **Owen and Edith Miller** endowed an equipment fund for the biology department. The endowment provides annual funds for the purchase of laboratory or instructional equipment, computers and other supplies for the department. The first year, the funds enabled the department to upgrade the computer and laboratory equipment essential for students. "The

biology department is grateful for the generosity of individuals like Mrs. Sistrom and the Millers," says Weeks. "They help the researchers and students alike."



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## Academy Rewards

The American Academy of Microbiology  
selects three UO professors

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**Frederick Dahlquist** and **Tom Stevens**, [chemistry](#), and **Eric Selker**, [biology](#), were elected fellows of the American Academy of Microbiology last spring. More than 1,300 fellows from twenty-seven countries have been honored for their demonstrated scientific excellence, originality and leadership; high ethical standards; and scholarly and creative achievement. The recent election of these three fellows brings the total to six UO professors who are fellows of the academy. The others are biology professors **George Sprague**, [Frank Stahl](#) and **Dick Castenholtz**.

Professor Dahlquist specializes in biochemistry. He researches how bacteria sense their environment and change their behavior in response to that sensing (chemotaxis). He also researches how proteins adopt their final three-dimensional shape. His research may have application to understanding how nervous systems work. Dahlquist joined the university in 1971.

Professor Stevens' primary areas of expertise are in biochemistry, membrane transport and cell biology. His research program uses the common baking and brewing yeast to study the mechanisms that govern how proteins are sorted to the right location (subcellular membrane organelle) within cells. Each subcellular organelle is dedicated to a certain task. Stevens' studies regarding the biogenesis of the subcellular organelle can be applied to understanding the basis for many human genetic diseases. Stevens joined the university in 1983.

Professor Selker investigates genetic mechanisms that bear on whether particular genes or clusters of genes are silenced. Most of his recent work has used the model filamentous fungus *neurospora crassa*. A major area of research in the Selker lab is devoted to elucidating the control and functions of DNA methylation, a process that modifies the hereditary material (DNA) and can profoundly affect its function. Applications of his research may help us understand how defects in methylation cause some genetic diseases in humans. Selker joined the university in 1985.



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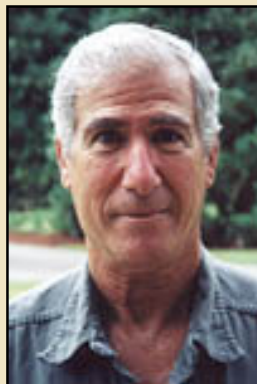
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## CAS NEWS

## High Achievers

## CAS announces 1998-1999 Distinguished Professorships

The UO College of Arts and Sciences is pleased to announce recipients of the 1998-99 Distinguished Professorships: Tom Givón, Jim Mohr and Frank Stahl. The awards honor one professor in the humanities, physical sciences and social sciences for his or her scholarly achievements. Candidates are nominated by their departments and selected by a committee of emeriti faculty and current holders of endowed chairs.



Tom Givón, professor of [linguistics](#) and co-founder of the UO [Institute for Cognitive and Decision Sciences](#), is known for his contributions to the cognitive sciences, and he is credited with building bridges between the physical sciences, the social sciences and the humanities at the University. Considered the major voice in the development of functional theory in the field, his research and teaching

encompasses syntax, semantics, pragmatics, discourse, typology and universals, philosophy of language, and language evolution. He specializes in Indo-European, Amerindian, Austronesian, Semitic, African, and Sino-Tibetan languages. He joined the UO linguistics department in 1981.

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Jim Mohr, professor of [history](#), is one of the country's leading historians of nineteenth-century American social policy. He has made significant contributions to the understanding of politics, public policy, law, and medicine. He is recognized as a national authority on the historical context of abortion policy, and he has twice testified before the U.S. Senate judiciary committee on that subject, most recently last January upon the occasion of the twenty-fifth anniversary of *Roe v. Wade*. Mohr, who has held NEH, Rockefeller-Ford, and Guggenheim fellowships, has also supported computer technologies in the classroom by co-developing an interactive online atlas for the use of students at Oregon University System institutions. The atlas combines geography and history to depict changes over time. Mohr joined the UO history department in 1992.



Frank Stahl, professor of [biology](#) and member of the UO [Institute of Molecular Biology](#), specializes in molecular genetics. Stahl has received a host of honors, including a MacArthur Fellowship and several Guggenheim Fellowships, and he is a member of the National Academy of Science. In 1996, he was awarded the Morgan Prize, the top genetics prize in the nation. During his early years at the UO, he prepared an undergraduate biology course of study that set the precedent for many universities around the world. Stahl joined the UO biology department in 1959.



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## ALUMNI

## Legislative Message

from 1998/89 CAS Advisory Council Chair

[home page](#)[college at a glance](#)[giving to CAS](#)[alumni](#)[CAS news](#)[CAS home page](#)**By Win Calkins***Chairman, CAS Advisory Council***Dear fellow alumni and friends,**

It is an honor and pleasure for me to serve as this year's chairman of the College of Arts and Sciences Advisory Council. The university and its liberal arts college have been an important part of my life, and I am happy to do what I can as an external-relations volunteer.

I am one of about twenty-five CAS volunteer council members who represent many class years, disciplines, and professions. Our mission is to advise the dean of the college on issues related to external relations, communication, and fundraising. On their behalf, I want to thank those of you who have given financial support to our institution. Your gifts make a significant difference in providing the high quality of educational programs we have come to expect from the university. And for those of you who have not yet participated, I urge you to do so, and to join us in helping sustain an exceptional resource.

I have another message for you, and again want to ask for your help.

As you may know, with the backing of Governor John Kitzhaber and all the university system presidents, Oregon's public universities have unveiled a dramatic change in their resource allocation and funding model.

The new model will keep all tuition and fees at each university. In addition, the plan calls for state funding to be distributed according to defined allocations per student. The combined system changes benefit all institutions by encouraging the campuses to be more flexible and student-centered in their course and program offerings. This is a watershed opportunity for the state of Oregon -- one that will help show Oregonians where and how our valuable tax dollars are being spent and how the expenditures benefit the state.

The big question now, and it cannot be overlooked or diminished by positive-sounding rhetoric, is how will the Legislature support this new plan? Will legislators ensure the economic prosperity and quality of life of Oregon by reinvesting in higher education? We need your action and participation now to ensure that the university system's biennial budget proposal will be embraced by the Oregon House and Senate.

As you know, the University of Oregon and its companion institutions have suffered serious cuts in higher education funding during this past decade. Oregon's financial support for public higher education is dangerously low, dropping by more than \$150 million since 1990. The new budget will restore us to where we were in 1991 -- but it is only a beginning in what we hope will be a new spirit of investment and cooperation.

Higher education is vital to the diversification and growth of Oregon's economy, and to the quality of Oregon's social and cultural life. Now is the time to carry this message to legislators. I urge those of you who reside in Oregon to join me in contacting our state legislators to ask them to pledge their support for higher education. For those of you who reside outside the state, please contact our governor or members of the Oregon delegation to the U.S. Congress.

Sincerely,

## Win Calkins '67

For a list of state representatives, contact the [UO Office of Governmental Affairs](#), 10 Johnson Hall, University of Oregon, Eugene, OR 97403; (541) 346-5020.

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Meet the [members](#) of the CAS Advisory Council.

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## GIVING TO CAS

## New Judaic Studies Program

Philanthropists Harold and Arlene Schnitzer  
help establish first program of its kind in Oregon

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Jordan (left), Arlene  
and Harold Schnitzer

*A wise man hears one thing and understands two.*

Yiddish Proverb

It's about communication. About understanding our differences. About the causes of intolerance, and religious and cultural persecution. About the contributions a society can make that transcend boundaries and overcome limitations. And it's about a ground-breaking program that will affect students for generations to come.

Two years ago, the UO hosted its acclaimed "Ethics After the Holocaust" conference, featuring top Jewish scholars and attracting an audience of thousands from all over the country. In part due to the conference's success, the UO campus will next year become home to a new Judaic Studies program, the first degree-granting program of its kind in the state. "We are immensely pleased that our liberal arts college was selected as the home of the state's first program of this kind", says Dean **Joe Stone**.

The program got off the ground with a \$1.5 million gift from

the Harold and Arlene Schnitzer CARE Foundation, founded by Portland philanthropists **Harold, Arlene and Jordan Schnitzer** BA English '73. The gift, announced in June, created a fund to launch the Harold Schnitzer Family Program in Judaic Studies. The family says it was the overwhelming response to the 1996 conference that inspired the gift.

The Schnitzers stress that their gift is not meant to promote the Jewish religion, but to offer students the chance to learn more about different religions and cultures, and the contributions they have made to civilization. "It's extremely important that we respect and understand our differences," says Harold Schnitzer. "That leads to better communication; and through communication, we can solve our societal problems."

Indeed, the program will be open to members of every group, says UO President **Dave Frohnmayer**. "A society is a gathering together of those who listen and those who speak."

The program will offer both a major and minor in Judaic Studies. Multidisciplinary courses will be available in Jewish history, religious studies, philosophy, sociology, language, linguistics and literature. Organizers also hope to offer outreach programs involving public lectures and seminars in Eugene and other Northwest communities.

The idea didn't spring spontaneously from the air, according to **Richard Stein**, [English](#) professor and chair of the Judaic Studies Steering Committee. Faculty and administration have been interested in the idea for fifteen years, and in recent years students have shown increasing interest. "We've had great breadth and depth of support from Jewish and non-Jewish faculty and students alike," Stein says.

Stein expects that several hundred students will be involved in the program itself, but "the goal of this program is to make Judaic studies central to the core mission of the college. We want Judaic Studies to have an impact on every department, from the humanities to the social sciences." Adds Dean Stone: "An interdisciplinary program in Judaic Studies makes tremendous sense in a public

institution because it offers a forum for inquiry and instruction open to all members of our society."

Now the search is on for a nationally recognized scholar to lead the program, with the position expected to be filled by the fall of 1999. Additional fundraising has also begun to fill out the longer-term needs of the new program. Endowed funds for courses, faculty support and visiting scholars are high on the priority list.

The aim right now, though, is to get the Judaic Studies Program up and running, with several classes being anticipated for this fall. Stein says he also expects many students will take advantage of an existing study-abroad arrangement with the Hebrew University in Jerusalem.

The hope is that the Judaic Studies Program will help develop leadership and tolerance between all humans, says Harold Schnitzer. "That can only come through education."

And it's that remarkable vision that makes such things possible, adds Stein. "We've dreamed of this for a long time."



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COLLEGE OF ARTS & SCIENCES

## ALUMNI

### Scholarly Pursuits

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A lava flow in the Snake River Plain. An indigenous language teaching center. Subjectivity in ancient Japanese literature. These are just a few of the topics that will be further explored, thanks to the generosity of alumni and their family and friends who have created scholarships for students demonstrating academic excellence.

The dean of the UO College of Arts and Sciences awards eight scholarships each year to a variety of worthy students. This year's winners follow in the footsteps of the previous winners; they strive for greatness, their hearts filled with thanks.

Congratulations to the scholars receiving these honors, and our heartfelt thanks to the generous scholarship donors.





Joseph Boland

The **Mary Chambers Brockelbank Scholarship** was awarded to **Derek Schutt**. Derek is a doctoral student in [geology](#) who loves both teaching and researching. He is passionate in his study of large geographical phenomena, their origination, and their seemingly unrelated geographic effects -- such as lava flows hundreds of miles away. He looks forward to continuing his research and teaching geology.



Adam Farley

The **Everett Del Monte Scholarship** was awarded to two undergraduate students and one graduate student who have demonstrated outstanding academic progress. The undergraduate recipients are **Adam Farley** and **Valerie Wills**. Adam recently earned a B.A. in [Spanish](#), and he is working on a second in



Valerie Wills

[mathematics](#) with plans to pursue a doctorate in the field. He is a teaching assistant for a UO mathematics course, and he is involved with mathematics peer advising. Valerie is an English major in the UO [Honors College](#) and a writing tutor for students in a modern novel class. She plans to pursue a graduate degree in [English](#). Graduate recipient and doctoral candidate



Janne Underriner

**Janne Underriner** has started an accomplished [linguistics](#) career. She is working with the Klamath Tribe in southern Oregon to restore the dying indigenous Klamath language and to help tribal members learn it well enough to teach it to future generations.

Kathleen Anne  
Wiberg-Rozaklis

The **Arts and Sciences Scholarship** was awarded to **Kathleen Anne Wiberg-Rozaklis**. This scholarship is made possible by annual gifts to the CAS scholarship fund, and it is augmented by unrestricted gifts. After running a private kindergarten enrichment group and teaching preschool in order to support herself, Kathleen returned to college last fall. She is majoring in [geography](#) and plans to pursue graduate work in the same field, possibly involving resource history and development issues.



**Joseph Boland** was awarded the **Risa Palm Graduate Fellowship**, which supports outstanding graduate CAS scholars. A database analyst and consultant at one time, Joseph is pursuing a second career in [political science](#). He is currently working on his dissertation, which discusses the Cold War political history of regulatory risk analysis (RRA). Once he

Derek Schutt

completes his study of RRA, Joseph looks forward to teaching.



Susan Lea Stairs

The **John and Naomi Luvaas Graduate Fellowship** was established last spring to recognize the importance of graduate education. It was awarded to **Susan Lea Stairs**. Her doctoral study in [comparative literature](#) focuses on tenth- and eleventh-century

Japanese poetry, and provides an East-West comparison of the role of subjectivity in court literature. Susan looks forward to teaching college-level classical Japanese and Old French.

The **Susan A. Winn Memorial Scholarship** was awarded to **Sarah Schmeck** (not pictured), an undergraduate majoring in [biology](#). She plans to pursue medical school and become a surgeon. She was also awarded the **Robert D. and Opal Clark Scholarship** for outstanding volunteer and scholastic achievement.



COLLEGE OF ARTS AND SCIENCES  
University of Oregon

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# ALUMNI & DEVELOPMENT

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## GIVING TO CAS

### Gift Rap™

#### Questions and Answers about Charitable Giving



Welcome to Gift Rap, the CAS column about gifts and ways to give them. Gift Rap is for people who wish to make charitable contributions, but need some ideas about the mechanics about giving. If you have a special question or idea for converting an asset to a gift, please send it to

[alumnidev@cas.uoregon.edu](mailto:alumnidev@cas.uoregon.edu).

**Please remember:** CAS development staff members are officers of the University of Oregon. We can offer answers to your questions, but we cannot serve as your personal consultants or advisors. If you are thinking about making a charitable gift, please be sure to obtain independent, professional assistance from an accountant or attorney before making any agreements or signing contracts regarding the transfer of your assets, whether they be in the form of cash, stocks, bonds, real estate, or other property.

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## The Best Laid Plans...

(*"Gift Rap," Cascade, Autumn 2003*)

Typically, the phrase "best laid plans" is followed by tales of mishap or woe. Often, however, the best plans produce the best results. That's particularly the case when people make plans to make charitable gifts.

According to Webster's, a plan is "an orderly arrangement of parts of an overall design or objective." For an increasing number of UO alumni, philanthropy planning has become an important part of either managing an asset base or arranging for future giving—for many, it's a combination of the two. Here are a couple of examples of vehicles for making "planned gifts."

### WILLS

Everyone knows about Wills. In your "Last Will and Testament," you record what assets or amounts you intend others to have after you die. In your Will you state your intention to transfer something from your estate to someone else or to charity.

**Benefits:** Wills can be written fairly easily and can be changed with a good degree of ease. The documentation can be as simple as filling out a form obtained online, at a library, or from the local stationer. When you notify a charity of your bequest intentions, you may be eligible for various donor benefits related to publications, event invitations, seminars, etc. And, of course, the charity will gratefully acknowledge your intended generosity.

**Considerations:** Wills may contain a variety of complex provisions for which you might seek the professional help of an attorney. Wills should be completed within the state and/or county of residence, and signed and witnessed in the presence of a notary. Writing and filing a Will won't give you any tax benefits related to charitable giving.

### CHARITABLE TRUSTS

A charitable trust is a vehicle used to orchestrate your gift of assets to a charity or charities. In creating a Trust, you transfer assets you own to an entity charged with management of those assets during your lifetime or beyond with distribution of the assets at your death or at the end of the term of the Trust.

**Benefits:** Creating a charitable trust carries a tax benefit for you in the year you fund it. The amount of the benefit depends upon such factors as what types of assets you use to fund the Trust, the amount you put into it, your age, what you get in return (in the form of life income or interest), and the length of the term of the Trust. You may instruct the Trust to pay benefits to your survivors for a specified term as well. You may still control these assets if you're the Trustee, although the Trust will own them. A properly prepared Trust, along with your Will, provides documentation for the final distribution of your assets after you die. Additionally, you become a recognized donor to

the charities named as beneficiaries.

**Considerations:** You may change your mind about which charities get how much, but, once you establish the Trust, you create an irrevocable commitment to give away your money. It's important to inform the charities of their future benefit, and what you have in mind for the terms of the gift. You'll want to be sure your desires are compatible with the mission of the institution you hope to benefit.

—DB

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### Wise But Not Wealthy

The Importance of Annual Gifts  
 ("Gift Rap," Cascade, Autumn 2002)

**Q.** **Dear Gift Rap:** Every time I read your column, you talk about gifts of stock or real estate—big gifts that, frankly, I'm in no position to make. Nevertheless, I'm a loyal alum who'd like to give something back to my alma mater. How can my gifts of \$250, or even \$500, have the greatest impact?

### Interested but Not Wealthy

**A.** **Dear Interested:** You've made my day! Your intentions are both generous and extremely valued. Let me explain.

Every year through our Annual Giving Program, alumni like you give something on the order of \$300,000 to the various departments, programs, and special projects under the CAS umbrella. In academic year 2001-02, over 3,200 contributed.

Annual gift donors play an important role in providing our forty-four departments and programs with directed or discretionary dollars to help support teaching and research in focused ways. As direct funding from the state continues to decrease, your gifts assist our students and faculty in carrying out the important business of higher education. For example, the Economics department uses annual gifts to bring visiting professors to campus; Romance Languages augment several smaller scholarship funds with gift dollars; Chemistry helps support peer tutors and undergraduate poster sessions at which students present their research. Our academic community is sustained in myriad ways through your generosity.

In addition to department and program giving, many of our CAS alumni designate their gifts for the highest priorities of the liberal arts and sciences. The dean of the college uses these contributions to underpin the broader instructional and research agenda and also to help promote additional

participation by alumni. For the past several years, unrestricted gifts have been used to launch innovative curriculum across the college, such as the Professional Distinctions Program that began just last year.

Aggregate annual support of CAS is an essential component in building a funding package for all the parts of our academic unit. You can't have the aggregate without the individuals who make up the whole. Please know that we're very grateful for the assistance.

For more ideas about making annual gifts, please see [10 Ways to Make a Difference](#).

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### Appreciated Stocks

How Can I Be So Rich and Feel So Poor?  
(*"Gift Rap," Cascade, Spring 2002*)

**Q.** **Dear Gift Rap:** In calendar 2000, I made charitable gifts using some highly appreciated tech stocks. Since then, many of those stocks have tanked! While I have maintained a relatively diversified portfolio, the overall loss of value to it has been significant. I still want to make charitable contributions to the UO, but don't know if stock is still the gift vehicle of choice anymore. What are you hearing from other people?

### Depreciated in Drain

**A.** **Dear Drain:** First, thank you for your prior giving and for your intention to continue as a donor. You represent that solid gold cohort of alumni and friends whose annual gifts help us to maintain the quality of teaching and research we have come to expect at the UO.

Second, let's address your concern about using stocks to make gifts. One of the folks on campus who keeps track of stock gift transactions has confirmed that such gifts in aggregate were down for the busy season between September and the end of December. This has clearly been the case across the charitable giving sector.

However, there are still many people taking advantage of this very efficient way to make charitable gifts. Indeed, among the stock brokers with whom we typically do business, most made their charitable gifts using appreciated stock again in 2001. And they encourage their clients who have gift intentions to do the same.

Although the markets are down, many people purchased stock several years ago and have seen significant appreciation in individual stocks from the time they bought them. Many stocks soared during the boom years, and

subsequently fell back from their high points. Nevertheless, a lot of these same stocks have a far greater value than their original purchase price.

Here's an illustration: you bought ZipCo stock for \$10 a share in 1985. By 2000, it had split twice and was selling at \$85. But, its value dropped precipitously during 2001; it's now selling at \$50. But look: you now have perhaps 4 times the number of shares that you started with, and each one is worth \$40 more than what you paid for it! You have been thinking of starting a scholarship fund or a faculty retention fund at the UO, and were going to do so with a gift of \$25,000. If you sold your ZipCo stock to create the cash for such a gift, you'd have to pay tax on the difference between what you paid for the stock and its current sale price (500 shares x \$40 per share x 20% long term capital gain = \$4,000). By transferring the shares to the UO Foundation, you would get a tax deduction for the fair market value of the stock and you pay no capital gain tax on the transaction.

It's not too early to begin planning your charitable gifts for 2002, and to consider what kind of assets you will use to make your gifts. For many people, a direct transfer of appreciated stock or mutual fund shares is still a very efficient way to make charitable gifts. But the key word here is planning. You may want to evaluate your portfolio and discuss your intentions with your broker, financial advisor, or accountant.

**Q.** **Dear Gift Rap:** The formerly amazing stock markets of not long ago gave me a great tool for making gifts to my favorite charities, the UO being top of my list. I had created a special portfolio of stocks to give me some extra income and to build a nice equipment fund for the UO's biology department. Ultimately, the UO will get the remainder of the portfolio when I die. At present, it's worth about \$250,000.

Since the markets have stopped soaring, I'm wondering if you have some ideas about how I can use my "UO Stock Fund" over time to make my gifts, get some income, and perhaps keep the principal from eroding too much.

### Pondering in Pendleton

**A.** **Dear Pondering:** The preceding illustration offered a great opportunity to suggest planning an annual strategy for making charitable gifts. You have taken this notion several steps further by developing a long term gift plan. In executing the plan you have already benefited the UO, and for this we are very grateful. However, it sounds like you're wondering what you can do to continue the plan given a downturn in the market that might have an adverse impact on your ultimate gift to the UO.

A charitable trust, established with the University of Oregon Foundation (UOF), could be the way to continue with your plan in full measure. The UOF will convert your stock to a fund that will pay you income for the rest of your

life. By giving the stock to the UOF, you will avoid paying the gains taxes you would have incurred had you sold the stocks yourself. While you will have to pay regular income tax on the distributions you get from the trust, you may well mitigate these by making your annual gifts to the biology department.

There are additional benefits as well

- you will get a tax deduction in the year you establish the charitable trust
- you can choose fixed amount trust payments, or variable payments that will be tied to the performance of the trust investments
- the final distribution to benefit the biology department may well exceed your original intentions

It's important to note that the formula for figuring income and tax deduction is dependent upon your age and a few other criteria. As with any such vehicle, it's always important to consult with your own financial advisors before signing away your assets.

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### Estate Tax Phase Out

By Terri Krumm, Director, UO Office of Gift Planning  
 ("Gift Rap," Cascade, Fall 2001)

**Q.** **Dear Gift Rap:** I'm 58 and my wife is 56. Over the past several years, we have enjoyed sharing our good fortune with our alma mater, the UO, and would like to continue doing so. Our goal is to make a lasting difference for the Department of Geography. We were planning to do this via our wills. Does that still make sense with the estate tax phase out and repeal? Is estate planning a thing of the past? What should we be concerned with now?

### Planning in Portland

**A.** **Dear Planning:** You raise some good questions. Even with a repeal of the estate tax, estate planning will still be necessary because, under the new law, the tax burden will be shifted from the estate to the heirs. Congress has legislated for the repeal of the estate tax three times in the past, yet those laws were defeated before they could be enacted. The estate tax repeal provision calls for a phase-out of the estate tax during the years 2002 to 2010. In 2010, Congress must re-enact the law for it to continue to be effective.

*Here is a chart of the phase-out schedule:*



## ESTATE TAX PHASE-OUT SCHEDULE

Year	Exempt Amount	Maximum Rate
2002	\$1,000,000	50%
2003	1,000,000	49%
2004	1,500,000	48%
2005	1,500,000	47%
2006	2,000,000	46%
2007	2,000,000	45%
2008	2,000,000	45%
2009	3,500,000	45%
2010	Tax Repealed	0%

### *The effect of the repeal of the estate tax:*

In the year 2010, property inherited by heirs in excess of the exemption amounts will be subject to capital gains tax when it is sold. Under the previous law, the heirs received the assets on a "stepped-up" basis, and the estate paid taxes on the appreciation of the property. With the repeal of the estate tax, the estate will no longer pay tax; however, the heirs will. Under this scenario, the heirs will not receive a "stepped-up" basis on the assets. Instead, they will receive the assets at "carryover" basis, which is *the value of the original basis*. The effect of this will be that if the heirs liquidate the asset, they will have to pay capital gains tax, currently at a rate of 20%, on all appreciation of the asset from the original date of acquisition. But remember, the repeal is slated for 2010. A lot could happen between now and then.

Also even under the new law, retirement plan assets (and IRAs) will still be subject to income tax of up to 35%-38.6% by the recipient. So, these are good assets to give to the College of Arts and Sciences, because the University of Oregon Foundation is a nonprofit corporation, and will not have

to pay income taxes on these tax-deferred assets, like an heir would. In fact, IRAs are still one of the best assets to give to charities, because the taxes incurred on them before they reach the heirs would amount to the heirs receiving twenty-five cents on the dollar, until 2010, at least.

Planning your estate is a journey that involves a look into your future and what you would like to accomplish in your life. First, consider your needs. What portion of your wealth are you going to need now and in retirement to assure financial independence? Second, after providing for your financial independence, what do you want to provide for your family? What values could you pass on to them? Third, what legacy do you want to leave that reaches beyond your family, to your community? This legacy can also communicate your values and create a legacy for future generations. One way you could establish an enduring legacy is by supporting the College of Arts and Sciences through a gift to the University of Oregon Foundation.

Many people think that estate planning involves attorneys, accountants, and other advisers. Actually, the process begins with you. So, take an active role in planning your future and deciding what kind of difference you would like to make in your lives, the lives of family members, and your community. The College of Arts and Sciences development staff will be happy to discuss your estate plans with you and give you ideas.

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### Got IRAs?

*("Gift Rap," Cascade, Fall 2000)*

**Q.** **Dear Gift Rap:** I'll be 68 next year, and my husband turns 70 in December. We're both working, although I plan to retire soon. Our long-term financial picture looks good: we have pensions, a solid stock portfolio and significant assets in IRAs. We started opening IRAs twenty years ago, so the funds have accumulated quite a bit. We want to share our good fortune with the UO and would like to establish a fund for faculty in the Department of Philosophy.

Originally we were going to transfer some of our IRA assets to the UO, thinking they worked like stock. However, I was told that we cannot simply transfer the IRAs to the UO Foundation—that first we must take distributions as regular income, pay the tax, and then give away cash. Is this correct? We were thinking of using the IRAs for charities and passing some along to our kids. What are our options?

**Lottsa IRAs in Bend**



**Dear Bend:** Thanks for your question. Your desire to increase your charitable giving is admirable. Making such an investment at the UO will have an important impact. Any of our staff would be pleased to discuss gift options with you.

Regarding your Individual Retirement Annuity (IRA) dilemma, many folks find themselves in a similar situation. You are correct about how you may use your IRA to make a charitable gift: at present, you cannot simply transfer IRA assets to a charity, but first must take the distribution and then make a cash gift. Also, beginning at age 70½, you must take minimum IRA distributions, and these are treated as regular income with concomitant income tax liabilities.

Additionally, IRAs are opened with after-tax dollars, and the tax on the growth is deferred until you start taking distributions. The hitch is that whatever you do not use during your lifetime is subject to significant taxation upon your death. Under the current rules, if you leave a large portfolio of IRAs, there's a very high probability that a huge percentage of your remaining IRA assets will go to pay the taxes on the accumulated growth. It's not uncommon to have as much as 80 percent of the remainder go to taxes, leaving little of the IRAs for either a bequest or inheritance.

In most cases, you do have some recourse. Depending on the limitations of the individual account, you can make a charitable organization, like the UO Foundation, beneficiary of your IRAs. This may reduce your estate's tax liability relative to the IRAs. Second, and in the near term, you can use the IRA distribution to make a cash gift. Because it's cash, you can claim a charitable deduction of up to 50 percent of your adjusted gross income (AGI) in the year you make the gift. If you can't use the entire deduction that year, you can carry it forward for five more years. The deduction for appreciated property (stock, real estate) is 30 percent (and you avoid the capital gain tax). Many people find that they can make a pretty substantial gift using IRA funds and limit—if not mitigate entirely—the tax on the IRA distribution.

#### **Here's an example:**

Your AGI of \$150,000 includes an IRA distribution of \$50,000. You give \$50,000 in cash to the UO Foundation to establish a faculty fund in philosophy. You can deduct the entire \$50,000, thereby reducing your taxable income to \$100,000.

But please consider consulting with your accountant or tax advisor if you have not already done so. It is very important to review IRAs and the contracts that stipulate the terms of distributions. It also will be useful to get a head start on your tax planning for this year, especially if you're contemplating a pretty big change in your income picture. You'll want to give yourselves plenty of time for filing the necessary paperwork for IRA distributions. It can sometimes be a lengthy process. Don't wait until November to start the process.

I referred earlier to the rules about IRAs as they apply today. Several pieces of legislation currently are pending that may well change how, when and to whom you can give your IRA assets. The changes may occur soon, or could take years. In the meantime, it is possible to formulate strategies for using your IRA assets to best suit your living expense and charitable contribution plans.



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