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Grant Assists American Indian Teachers-To-Be

By Danielle Gillespie

The U.S. Department of Education awarded a \$638,000 grant to the University of Oregon's College of Education this fall for Indian education.

This is the second grant awarded by the federal government in the past two academic years. With the addition of these latest funds, Education has about \$1.7 million to help American Indian students become teachers.

The grants are used to fund the "Building Community through the Sapsik'wala (Teacher) Education Program" that was created last academic year. As explained in more detail at the project's web site, <education.uoregon.edu/feature.htm?id=921>, it is intended to help Native American students who are interested in the teaching profession to pay for school and to provide a support network for them once they begin their careers.

"The grant helps them pay for tuition and provides a monthly stipend and an allowance for childcare, if they have children," says Pat Rounds, Teacher Education, who coordinates the Sapsik'wala program. "It's a comprehensive financial package, and the participants range in ages from their 20s to 40s. Some of these people are coming back to school, and we are trying to offer financial support."

To qualify for the "Building Community through the Sapsik'wala (Teacher) Education Program," applicants must be Native

Building New Islamic Studies Curriculum Lures Gianotti



Timothy Gianotti confers with Religious Studies colleague Deborah Green on plans for a four-year series of symposia, the "Struggling for God" project, which debuts Feb. 29 with "Militant Word and Martial Metaphor," a nine-term exploration of the language and imagery of war within the three sister traditions of Judaism, Christianity and Islam. Check the [University Events Calendar](#) for details about individual project events.

school. All these people and experiences left their marks on the young scholar-to-be.

"That first trip planted a seed that stayed with me," says Gianotti who graduated from Central Catholic and went on to earn a bachelor's degree in great books and classics at the University of Notre Dame. Spending several periods of residence in the Middle East, he won a Fulbright scholarship to study advanced Arabic and Islamic history at the University of Jordan and eventually earned his M.A. and Ph.D. degrees in Islamic studies at the University of Toronto.

In the summer of 1982, while still a student at Portland's Central Catholic High School, Timothy Gianotti made his first trip to the Middle East. A Catholic priest who taught and coached soccer at Central Catholic led the two-month journey through Egypt, Israel, the West Bank, Greece and Turkey.

Gianotti's first Arabic lessons also came from his time at Central Catholic, where the Spanish teacher, who happened to be both Jewish and proficient in Arabic, met with him in the early mornings before

American and have good academic standing. Once applicants are accepted to one of Education's teacher training programs, they will receive grants awarded by a committee made up of Oregon tribal representatives.

After being selected, participants in the program earn a master's degree in education and an initial teaching license for the state of Oregon in either general or special education at the elementary, middle and high school levels.

A goal of the program is to closely connect the students with tribal and community representatives and college faculty.

One way that helps students to develop relationships with one another is "Tapped In," an online system connecting all the students, UO faculty and Confederated Tribe members. The system gives students a chance to pose questions to members of the group about troubles they are having in a class, or a problem they encounter once they're in the profession. This way, students can consult somebody for support and guidance, says Shadiin Garcia, coordinator of student support services.

"About 50 percent of teachers stop teaching after three to five years, and it's our hope to keep all of them in the profession," says Rounds. "This is a problem for the profession in general, but it's more likely to happen to Indian teachers.

"Often, Indian teachers might be the only one at the school and the other teachers will come to them, asking questions about Native American curriculum or for their help with Indian kids who are having problems," Rounds explains. "They become a guidance counselor and an assistant, and they're just trying to get their own work done. They're more susceptible to burn-out."

To help students become successful professionals, the program also hosts weekly seminars for the participants. Experts in various fields talk about what the students need to know as future educators of Native American children. Garcia says the seminars also teach skills that can be applied in the field such as computer technology.

UO staff work closely with tribal representatives to recruit Native Americans into the college's teacher education program. The tribes also make the program aware when a teaching job opens in a Title 7 school district with a certain percentage of Native American children so the UO can help the recent Native American graduates find work in their field. A part of the requirement for accepting the grant and participating in the program is that a student must teach for as many years as they were supported by the grant in a Title 7 school district, Rounds says.

The hope is that the Building Community project will increase the number of American Indian teachers in Oregon by 27 percent. Rounds says grant staff want to create a sense of community between Native American students, the Confederated Tribes, the Oregon Department of Education, the College of Education and the

After five years at Penn State, during which he continued to build his reputation as an internationally recognized scholar in Islamic philosophy, theology and mysticism, Gianotti was lured to Eugene in the winter and spring of 2002. The bait was the opportunity to create a new Islamic studies curriculum within the growing UO Religious Studies department.

According to Gianotti, this new curriculum "is marked by a strong interdisciplinary connection that situates the Islamic tradition in close contact with its sister traditions, especially Jewish and Christian. It also touches on a variety of disciplines, including anthropology, art history, sociology, education, international studies, political science, philosophy, psychology and law."

In the short time Gianotti has been in Eugene, he has invested considerable time and effort in promoting interdisciplinary and interfaith collaboration both on and off campus. In addition to creating nine new courses, he has guest lectured in numerous classes and programs across campus, and served as a campus-wide resource in the areas of Islam and the Middle East.

For two years running he has joined Rabbi Yitzhak Husbands-Hankin of Temple Beth Israel for an annual Hanukkah-'id al-fitr celebration sponsored by the Middle East Peace Group. Gianotti also has been a guest speaker in many local churches and interfaith organizations. This spring, in addition to a scholarly presentation for the Medieval Society in Seattle, he will give talks in both Pendleton and La Grande.

In October 2003, he was an invited key presenter at a one-day conference for U.S. policy makers, sponsored by the Nixon Center, in Washington, D.C. The invitation-only event, "Understanding Sufism and its Potential Role in U.S. Policy," included scholars, Muslim leaders, policy advisers, intelligence officials and diplomats from around the world in a far-reaching discussion about the possible roles Islamic mystical ("Sufi") traditions can play in fostering healthier relations between the United States and Muslim populations, especially in Central Asia, where such traditions are deeply rooted.

Currently teaching a large "Introduction to Islam" class and a more intimate Robert D. Clark Honors College seminar on the themes of religious militancy and martial imagery within Judaism, Christianity and Islam, Gianotti stresses the importance of undergraduate teaching.

"The classroom remains one of the most exciting aspects of the academic life for me," he says. "I like to see my students emerge with new insights and understandings of Islam and the Islamic world, as well as new insights about themselves and about their own culture and belief systems."

Gianotti's goal as an educator is twofold: to help his students deepen their understandings of themselves and to help them "gain the mental dexterity to see why someone else's worldview can be compelling."

"We will have trouble coexisting until we build bridges of understanding," he adds. "We have a compelling need in America

University of Oregon.

Right now, teachers who are Native American represent less than one percent of the teacher population in Oregon. There are 12,000 Native American Indian students attending K-12 schools in Oregon, but the dropout rate for these students is 40 percent, says Rounds.

So far, 17 students are participating in the UO program, including one graduate, Cindy Mocekis, who is teaching in the field. Read about her experiences online at education.uoregon.edu/feature.htm?id=896.

The most recent grant will last from this academic year until the 2005-2006 academic year, but Rounds says she hopes they're setting up a program that will continue even beyond the grant.

For information about the "Building Community through the Sapsik'wala (Teacher) Education Program," visit education.uoregon.edu/sapsikwala. For a pdf version of the Fall 2003 Education alumni newsletter, Education Matters, that contains an article about the program and participant photos, go to interact.uoregon.edu/pdf/pubs/EdMatters8.pdf.

Danielle Gillespie, now a UO alumna, is a former student reporter for Inside Oregon.

Tax Measure Defeated

The failure of Measure 30 on Feb. 3 means that higher education faces cuts totaling \$7.5 million during the current biennium that began July 1, according to Gov. Ted Kulongoski.

Speaking at a press conference after the state's budget-balancing income tax measure went down to defeat in all but one Oregon county, Kulongoski pledged to soften the blow as much as possible to essential services such as education, health care and law enforcement.

"Given the state of the economy, the fact that a majority of voters decided not to take on a higher tax burden isn't surprising," he said. "But now it's time to move forward. The voters have spoken, and it's our job in Salem to follow their direction and reduce spending."

President Dave Frohnmayer says the university "does not yet know what the impact of the defeat of Measure 30 will be. However, maintaining student access to the opportunity for affordable public education remains our top priority."

According to Frohnmayer, UO administrators have no plans to

to understand what Islam is really about, to understand the complexities of regions and populations that have seen colonization and conflict. If we are to do that, then we must learn to go beyond our cultural assumptions and media-driven perceptions."

Our People

IN THE SPOTLIGHT

The Oregon Humanities Center has awarded research fellowships to seven faculty members for 2004-2005. Fall recipients are **Nathalie Hester**, Romance Languages, for "The Place of Italy in Post-Renaissance Italian Travel Writing"; **David Luebke**, History, for "German Unfreedom: Personal Servitude in Westphalia between Agrarian Crisis and Emancipation"; **Dorothee Ostmeier**, Germanic Languages and Literatures, for "Articulate Madonnas: Rainer Maria Rilke's Appropriations of Femininity in Renaissance Art"; and **Elizabeth Reis**, Women's and Gender Studies, for "Hermaphroditic Monsters, Impostors and Medical Anomalies: Intersexuality in American History." **David Frank**, Clark Honors College, will receive a winter award for "The Rhetorical Life and Presidencies of Robert D. Clark," while **Leah Middlebrook**, Comparative Literature, will get a spring fellowship for "Imperial Lyric: Boscán, Cetina, Aldana and the Question of Poetic Form." **Dianne Dugaw**, English, who will use her fellowship during either fall or winter terms for "The Hidden Baroque in Britain and the Gendering of Literary History," also is the recipient of the Ernest G. Moll Research Fellowship in Literary Studies.

ON THE MOVE

Theresa Pawson became the catering manager at University Housing on Jan. 12, succeeding **John Sargeant** who joined Athletics as food services general manager at the Moshofsky Sports Center. Previously the catering events coordinator for two and one-half years and employed by the Oregon Electric Station catering services before that, Pawson most recently spent 10 months at Admissions. To reach Pawson, whose office is in the Bean Complex, call 6-2555 or send e-mail to tpawson@uoregon.edu.

Robert N. d'Entremont assumed his new position as director of the UO Portland Development Program on Jan. 30, succeeding **Robert Giacobelli**. He comes to the university from Willamette University where he has spent the last three years as the associate vice president for university relations and vice president for development. Prior to coming to Oregon in 2001, he worked at Cornell University for 10 years as associate director for library public affairs and then as director of external relations for the School of Hotel Administration. You'll find d'Entremont at his Portland office, 722 S.W. Second Ave., Suite 200. Call him at (503) 725-3841 or send e-mail to rdentre@uoregon.edu.

Melody Ward Leslie returned to campus Feb. 2 as Media Relations assistant director and science writer, filling a post vacated in December by **Ross West** who is now assistant editor of

institute another tuition surcharge for the rest of this school year.

Richmond Elected State Board Vice President

Geraldine Richmond, a State Board of Higher Education member since 1999, was elected unanimously as the board's vice president on Jan. 27 during its first meeting since the Oregon Senate confirmed seven new members on Jan. 22.

The Richard M. and Patricia H. Noyes Professor in the Department of Chemistry and the Materials Science Institute, Richmond also will serve with former Oregon Gov. Neil Goldschmidt, elected unanimously as board president, on the board's executive committee. Other members of that panel are Donald Blair of West Linn, vice president and chief financial officer of Nike, Inc.; Henry Lorenzen, a Pendleton attorney; and a fifth member to be chosen at the board's Feb. 19-20 meeting on the UO campus.

Former ASUO President Rachel Pilliod is one of three board members who were appointed by Gov. Ted Kulongoski and confirmed by the Senate last summer.

Goldschmidt, currently a partner in the consulting firm Goldschmidt Imeson Carter, was governor of Oregon from 1987 to 1991. He led efforts to redesign and reinvigorate the state's economic development. Prior to his gubernatorial election, he served as vice president of Nike and president of Nike Canada.

He was U.S. secretary of transportation for President Jimmy Carter from 1979 through 1981 and was mayor of the City of Portland from 1973 through 1979. He began his political career as city commissioner of Portland from 1971 to 1973. Goldschmidt's term on the Board of Higher Education expires in 2005.

"We are proud to follow a long history of distinguished Oregonians in service to the Board of Higher Education," Goldschmidt said. "I would like to thank the board for putting its trust in me to help lead higher education in Oregon to a new and better place.

"There is much work to be done to ensure broader access to a college education in this state for students who are currently priced-out by rising tuition and decreasing state investment," he said. "I look forward to working with the rest of the board, the chancellor and the campus presidents to renew a focus on postsecondary education and its relationship to economic well-being in this state."

For the past 20 years, Richmond's research has focused on the development and application of state-of-the-art lasers to study surface chemistry and physics. On a national level, she has served and continues to serve on many science boards and advisory panels

Oregon Quarterly. Leslie, a 1979 UO alumna who left the UO News Bureau in 1992 after 11 years as assistant director, has been an award-winning reporter, editor, radio news director and talk show host for two decades. A native Oregonian, she also operated her own media consulting business and has been a school, church and community volunteer. To reach Leslie, whose office is in 219C Johnson, call 6-2060 or send e-mail to mleslie@uoregon.edu.

IN PRINT/ON DISPLAY

Ron Mitchell, Political Science, is the author of "A Quantitative Approach for Evaluating International Environmental Regimes" in *Regime Consequences: Methodological Challenges and Research Strategies*, edited by Arild Underdal and Oran Young (Kluwer Academic Publishers, Boston, 2004).

Announcements and Briefs...

Kritikos Lectures Examine Western Warfare

Acclaimed classical scholar and military historian Victor Davis Hanson will trace the historical development of Western warfare at the 2004 Kritikos Lectures that will take place **Feb. 11** in Eugene and **Feb. 12** in Portland. Both Oregon Humanities Center events are free and open to the public.

The Eugene talk, "War in the West, Then and Now," is at 8 p.m. in the Gerlinger Alumni Lounge. A reception follows the talk and Hanson will sign his new book, *Between War and Peace: Lessons from Afghanistan to Iraq* (Random House 2004).

According to Hanson, his Eugene lecture will focus on warfare during the past 2,500 years in the context of European cultural protocols. He will bring his analysis up to current times by comparing the effectiveness of Western military organizations and weaponry to the efforts of terrorists and non-conventional forces.

The Portland presentation is titled "War in a Classical Context" and takes place at 8 p.m. in the Mayfair Ballroom of the Benson Hotel, 309 S.W. Broadway. A 7:15 p.m. reception will precede the talk.

"Events of the last two years have confused Americans, but the long story of war, originating in classical Greece and Rome, can offer clarity about why conflicts arise, how they break out, who wins and loses and what brings them to a close," Hanson explains. He plans to use classical texts and military history to help put current conflicts in context.

For more information on the lectures, call 6-3934 or visit the Oregon Humanities Center web site at darkwing.uoregon.edu/~humanctr/.

LTD to Hold Hearings on Route Changes

for science, technology and education.

Richmond has been honored with numerous national and regional awards for her research, her teaching and her efforts in encouraging women to enter and succeed in science. The Oregon Academy of Science named her Oregon Scientist of the Year in 2001.

"Oregon has some incredibly talented, bright students, and they are what's right about higher education in this state," she said. "We also have tremendous numbers of faculty and administrators who are better than we can afford right now.

"I look forward to serving with Governor Goldschmidt and the rest of the board members to ensure that we are able to offer all Oregonians a quality, affordable college education in this state," Richmond added.

Other new board members are Kirby A. Dyess of Beaverton, a private investor and former vice president and director of operations for Intel Capital; Timothy J. Nesbitt of Portland, chief executive officer of the Oregon AFL-CIO; Gretchen S. Schuette of Salem, president of Chemeketa Community College; Howard F. Sohn of Roseburg, chairman of the board of Lone Rock Timber Co.; and John E. von Schlegell of Portland, managing partner and co-founder of Endeavour Capital. Previously appointed to the board was Bridget Burns, a student leader at Oregon State University.

Emmons Is Writers' Forum Panelist; Knight Library Hosts Le Guin Exhibit

2003 Oregon Book Award winner Cai Emmons, Creative Writing, will join several distinguished local authors on a panel with National Book Award winner Ursula Le Guin during a Feb. 15 forum for local writers hosted by the Eugene Readin' in the Rain (RIR) festival.

The forum, set from 1-4 p.m. Sunday, will be at the McNail-Riley House, 13th and Jefferson in Eugene. Cost is \$50, and participation is limited to 35 people, with 10 positions reserved for local high school and college students. Information, including applications that will be processed on a first come, first served basis, is available at the RIR web site, <www.rain-read.org>.

Alan Siporin, RIR's 2003 featured author and Oregon Book Award finalist, will serve as panel moderator. Other panelists will be Nebula award winner Leslie What and a recently published writer, Leon West.

Service reductions currently under consideration for Fall 2004 by Lane Transit District planners would eliminate Sunday service on the 73-UO Willamette route; reduce service to one trip an hour after the 6 p.m. departure from the UO campus on the 79-UO/Gateway route; and would eliminate the 77-UO/Eugene Station route altogether.

The LTD board of directors has scheduled two public hearings at its **Feb. 18** and **March 17** meetings to receive comment on these and many more proposed changes intended to balance community needs with LTD services and the resources it takes to provide them. Proposal details are available online at <www.ltd.org/site_files/routes/winter04/service_adj_form.html>.

Due to current economic conditions, LTD is projecting a \$1.8 million budget shortfall over the next three years. To address this shortfall, LTD is using a phased approach, beginning with administrative cuts and a small decrease in service hours in Fall 2004. More significant service cuts will take place in Fall 2005 if conditions have not improved.

"This phased approach to the budget problem allows LTD to adjust plans prior to the 2005 and 2006 budget preparation," says Cosette Rees, LTD marketing representative. "If the economy grows faster than projections or additional efficiencies are discovered, then the level of service cuts may be reduced."

In April, the LTD board is expected to make a decision on the service changes to be implemented in September.

For information, call LTD Service Planning or Service Marketing, 682-6100.

Teaching Award Nominations Due March 1

Nominations are open for the university's highest awards for distinguished teaching--the Ersted Award, for UO faculty members who have taught here at least two years but who are comparatively early in their teaching careers, and the Thomas F. Herman Award, for UO faculty members who have held academic rank here for at least 7 years and who have demonstrated long-standing excellence in teaching.

"I am asking for your help in encouraging all members of your school, college, department or unit, as well as students, to participate in the nomination process," says Vice President Lorraine Davis, Academic Affairs. "Thank you for your cooperation in bringing these two distinguished teaching awards to the attention of your faculty and students."

This year, nominations may be submitted via email to Gwen Steigelman, <gwens@uoregon.edu>, or online at <academicaffairs.uoregon.edu/Awards/Nomination.html>.

In addition, the call for nominations form will run three times in the *Oregon Daily Emerald* during February. Paper copies of the nomination form also are available from Academic Affairs, 207

Le Guin, whose novel, *The Lathe of Heaven*, is the Readin' in the Rain featured book for 2004, has been in the vanguard of science fiction since the publication of her first novel in 1966. Since that time she has created an impressive and wide ranging body of work. Her writings include 19 novels; nine story collections; 12 books of poetry and translated works; and 12 children's books.

She has received the Hugo, Nebula, World Fantasy, Tiptree and National Book awards and developed a large and devoted readership.

In conjunction with the 2004 Reading in the Rain events, UO Libraries has mounted a display of Le Guin's published books in the Special Collections area on the second floor of Knight Library. The exhibit includes first and special editions, translations and other forms of publication of the Portland author's works.

The display continues through Feb. 29 and is open to the public from 10 a.m. to 5 p.m. Monday through Friday and from 11 a.m. to 5 p.m. Saturday. For information, call UO Special Collections and University Archives, 6-3068.

The writer's forum and UO Libraries display are among Readin' in the Rain activities scheduled through Feb. 29. A complete listing of RIR events and community sponsors is available at <www.rain-read.org>.

Campus Recycling Continues Collection System

By Kaya Hardin

The University of Oregon has a reputation for its environmentally friendly procedures and policies, and the Campus Recycling Program is a major contributor, adding substance to that image.

"The university does a great job of helping us effectively run our recycling program," says Karyn Kaplan, Campus Recycling coordinator. "It's amazing how successful we have been as it's a truly individual effort that makes this process happen."

The Campus Recycling Program has been around since 1990, collecting, processing and then marketing reusable materials.

Contrary to statements, since corrected, in an article in the Jan. 29 *Oregon Daily Emerald*, Campus Recycling is not changing to a commingling collection system as Sanipac, a local firm, has recently begun for its curbside recycling customers.

"The university has chosen to use a source-separated system and

Johnson, and may be returned to that office c/o Gwen Steigelman, Distinguished Teaching Awards, Academic Affairs.

Faculty who have received one of the teaching awards are not eligible for the same award. A list of previous recipients is posted on the web at <academicaffairs.uoregon.edu/Awards/pastwinners.pdf>.

If e-mailing a nomination, please be certain to include:

- Name and department of the faculty member nominated
- The award--Ersted or Herman--for which the person is nominated
- Reasons for nomination (can be as short or as long as you wish)
- Name, e-mail address and phone number of person making the nomination

The Distinguished Teaching Awards Committee will begin review of nominees as soon as possible after this date to ensure sufficient time for departments to provide additional support materials (requested directly from department heads at a later time) for nominated faculty members in order to meet deadlines.

For additional information, call Steigelman, 6-3028, or send e-mail to <gwens@uoregon.edu>.

Ed Tech Proposals Sought by March 1

University Librarian Deb Carver, who co-chairs the Educational Technology Committee, wants everyone in the campus community to consider submitting proposals for using technology fee funds to purchase equipment or software, to pay student wages, to support curriculum development or to fund training or facilities improvements.

The deadline for proposal submissions is **March 1**.

"The committee will give highest priority to proposals aimed at integrating technology into the learning environment to enhance the teaching and learning process," she says. "In addition, we'll give priority to applications that expand the use of new technologies, build collaborative learning environments, improve student-student and student-teacher communication, facilitate student research and create more flexible learning environments."

Proposals should fall within the \$15,000 to \$75,000 range.

To learn more, call Carver, 6-1892.

Media Services Offers Classroom Tech Training

For those faculty and staff who are not exactly techno-savvy and would like to make use of the video, audio and computer projections systems available in many UO classrooms, Media Services Classroom Technology staff can lend a hand.

will continue to do so," Kaplan says. "This approach is a more cost-effective procedure for this campus and its limited amount of space for collecting, sorting and storing recycled materials."

Under the campus system, materials are put into separation bins, such as the green ones seen around campus, and then collected and processed for marketing.

"As always, please follow guidelines and signs on bins," Kaplan stresses.

Each outside container accepts bottles, cans, newspapers and paper products. Other recyclable items, such as ink cartridges or CD's, need to be sent to specific places. To find out what is sent where, visit www.uoregon.edu/~recycle/Material.htm.

For more information, send e-mail to Kaplan at knowaste@uoregon.edu, visit the Campus Recycling web site at www.uoregon.edu/~recycle/main.htm or call 6-1545.

Kaya Hardin is a student reporter for Inside Oregon.

Individual and group tutorials are available, along with answers to any classroom technology questions that arise.

For more information, go to libweb.uoregon.edu/med_svc/tutorials.html or call 6-3091.

This week at the University of Oregon...

Highlights of the many public events and activities on campus are:

- In-ho Lee, Seoul National University history professor *emerita*, former Korea Foundation president and former Korean ambassador to the Russian Federation (1998-2000) and to Finland (1996-1998), will deliver a **Presidential Lecture** on "Korea in Search of a New Identity." Her free talk is set for 6 p.m. Wednesday, **Feb. 11**, in 282 Lillis. For information, call 6-3036. During her Feb. 11-12 trip to Oregon, she also will visit with several UO classes, meet with the UO Korean Studies Committee and deliver a reprise of this address at 6:30 p.m. on **Feb. 12** in the Auditorium of the World Trade Center, 121 S.W. Salmon St., in Portland.
- The **Winter Student Dance Concert**, titled "Dance Infusion," showcases new dances choreographed, performed and produced by students. Set at 8 p.m. Thursday through Saturday, **Feb. 12-14**, it will be presented in the Dougherty Dance Theatre on the third floor of Gerlinger Annex. Nine student choreographers premiere new dance works with more than 50 student dancers participating. The concert features a vast array of diverse dance styles, ranging from contemporary ballet to hip-hop, contact improvisation, African-inspired dancing and cutting-edge modern dance. Ticket sales begin at 7 p.m. at the door on performance nights; seating is limited. For ticket prices and other information, visit dance.uoregon.edu or call 6-4133.
- Charles Wilkinson, a noted Indian law expert, author and tribal authority, discusses his forthcoming book, *Blood Struggle: The Rise of Modern Indian Nations* (W.W. Norton, 2005), and the tribal sovereignty movement in a free **Law Lecture** at 7 p.m. on Thursday, **Feb. 12**, in 175 Knight Law Center. A former UO law professor (1975-1981) who introduced Indian law to the curriculum and worked with a number of Oregon tribes to secure official recognition by the federal government, Wilkinson is now the Moses Lasky Professor of Law and a University Distinguished Professor at the University of Colorado, Boulder. He received the 2004 Earle A. Chiles Award from the High Desert Museum in Bend in recognition of his mediation of complex natural resource management issues. For information, visit www.law.uoregon.edu/ or call 6-3741.
- Shalom Paul of Hebrew University in Jerusalem, Israel, discusses "The Genesis of Genesis: The Biblical 'Big Bang' and the Birth of Monotheism." His free **Singer Family Lecture** will be at 7:30 p.m. on Monday, **Feb.**

16, in the Knight Library Browsing Room. A graduate of Temple University who received rabbinic ordination from the Jewish Theological Seminary, Paul is the author of several books, including most recently *The Almanac of the Bible* and *Amos*. For information, browse <darkwing.uoregon.edu/~jdst> or call 6-5288.

For more about University events, visit the [Calendar of Events](#).

Each issue of Inside Oregon is archived on the web at <http://comm.uoregon.edu/inside/archive.php> . If this issue displays improperly, please go there for the correct version.

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Dates of upcoming issues, with copy and calendar deadlines, are posted at [IO Deadlines](#).

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University of Oregon College of Education

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Building Community for American Indian Teachers

The latest federal award intended to establish the newly trained Indian Educators within communities of practice offers a solution to reducing the cultural, geographical and professional isolation of American Indian teachers. According to **Building Community** director [Pat Rounds](#), three concepts of community will guide the induction and continuing professional development of American Indian teachers: consortium, cohort, and communities of practice.

"The preparation of teachers does not end with the awarding of the teaching license," says Rounds. "The idea of community is central to American Indian cultures, and new teachers require support from professional peers, peers with whom to share problems of practice that arise in the workplace," says Rounds.

Reducing Isolation of New American Indian Teachers

Research has shown that professional educators connected to a community of practice—other professionals who create ongoing exchange in order to learn from each other and build a professional identity—find the support and learning

opportunities that are vital to successful career growth.

Consortium The college works closely with the consortium of nine federally-recognized Oregon tribes to create an intentional “cultural community” that works together to recruit American Indians into teacher education programs. The consortium will subsequently support them through pre-service preparation into professional teaching and continued professional development.

Cohort American Indian pre-service teachers develop collegial relationships within a “cohort.” By drawing from a diversity of tribal affiliations and locating ongoing training or development activities at the UO, American Indian students benefit from the opportunity to learn from one other, and from the rich resources available on the University of Oregon campus for American Indian students

Communities of Practice The Building Community project seeks to bring the newly inducted professionals together often during the pre-service year and beyond for seminars on issues of high concern for teachers of American Indian students. Each new teacher is introduced to a mentor, who provides formative evaluations of teaching; participants will also receive support for attendance at a professional conference, on-site consulting, an electronic distribution and discussion list, and on-line consultation and website conferencing.

In conjunction with the current Sapsik'walá Indian Education program at the college, the Building Community project will increase the number of American Indian teachers in Oregon by 27% and strengthen the cultural, social, and professional ties between the Confederated Tribes, the Oregon Department of Education and the University of Oregon.

“We are truly creating the network that will become an Oregon American Indian educators’ professional learning community,” says Rounds.

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Misty Moceikis '03

Last year, the UO College of Education joined forces with the [nine federally recognized tribes](#) of Oregon to garner a three-year, million dollar award to support a comprehensive teacher education program to recruit, train, and mentor American Indian teachers serving American Indian communities. Native American students in the [Sapsik'walá Program](#) receive help with tuition, educational, and living expenses as they prepare to serve schools and communities as role models and mentors—and highly qualified professional instructors.

Among the first in the cohort to graduate, **Misty Moceikis '03** is already employed as a full time second grade teacher in the Siletz Valley School. Misty's progress through practicum experiences and student teaching received broad media exposure as reporting on the unique professional preparation program for Native American students caught the attention of national audiences.

"Most of the people who live in Siletz are Siletz tribal members," says Moceikis. "It's important that I'm there, as a role model, as someone who represents life beyond the small community.

"So I understand the value of having someone to model a life or a professional

career that a child might aspire to, because I never had a native teacher," says Moceikis.

"But the hardest thing for me has been living in such a small community—my high school graduating class was bigger than this town's population. The town of Siletz has 800 people, and it was a little bit of culture shock for me, in spite of my knowledge of native cultures.

"I think it takes a lot of willpower and dedication to be a teacher. I'll be the first teacher in my family; that means that no one in my family support system actually knows what I "do" all day or why I might be exhausted—after all, 'all' I have to worry about are 25 kids at my feet each individually wanting my attention, how hard could that be?!"

"That's why the cohort system in the program has been extremely important to me. Help is always available and anyone is willing to take time to debrief or hear someone else's perplexing classroom problem and offer solutions. We all know the basic issues, each of us face the same fatigue or challenges in different ways but there's a familiarity that is both comfort and practical help," says Moceikis.

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