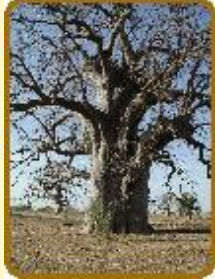


for the university of oregon community

april 11, 2005

featured stories

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[Full Story...](#)

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[Full Story...](#)

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< Photo by Jack Liu.

UO President Emeritus Robert D. Clark was the honored guest at a celebration of his 95th birthday on April 5 at McMorrان House. Since 1940, this residence near campus has served as the official residence for each UO president.

[Full Story...](#)

potpourri

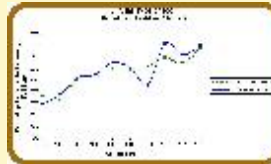
Featured Author

**Wilkinson Talks on 'Blood Struggle' April 27**

Indian law expert, author and tribal attorney Charles Wilkinson will discuss and sign his new book, *Blood Struggle: The Rise of Modern Indian Nations* (W.W. Norton & Co., 2005) at 6:30 p.m. on Wednesday, April 27, at the UO Many Nations Longhouse, 1630 Columbia St. (behind the Knight Law Center). The event is free and open to the public.

[Full Story...](#)

UO by the Numbers

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Academic Affairs To Take Action On Non-Tenured Faculty Issues

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[▶ Full Story...](#)



Commentary: NTTIF Committee Plays Key Role In Raising Awareness of Non-tenured Faculty Contributions

< James Bean

The Non-Tenured Track Instructional Faculty (NTTIF) Committee plays an important role in raising awareness of the contributions of these individuals to the university and in helping improve the employment culture that they face within our community.

[▶ Full Story...](#)

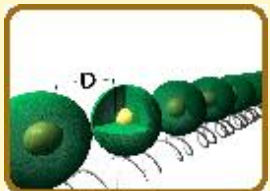


AHA International Makes Contribution to International Resource Center

< International UO students pose with the Oregon Duck.

Nearly \$700,000 toward a goal of \$1.1 million has been raised to create a state-of-the-art international resource center in the Erb Memorial Union (EMU). [AHA International](#) has emerged as a major supporter of that effort, with a recently announced three-year pledge of \$120,000.

[▶ Full Story...](#)



Electronics Patent Opens Door to Nano Transistor

< Image of Jim Hutchinson's first patent, depicting gold nanoparticles surrounded by an organic ligand shell (green) self-aligned along a strand of DNA.

A new UO patent in electronics could lead to a new class of nanoscale electronics and optics assembled from nanoparticles--including ultrasmall transistors that operate efficiently at room temperature.

[▶ Full Story...](#)



Tonight's Faculty Artist Series Performance Showcases Bassoonist

Bassoon professor Steve Vacchi will give a Faculty Artist Series recital tonight (April 11) titled "Modus Operandi" that will include music from Turkey, Hungary and India. Concert time is 8 p.m. in Beall Hall, 961 E. 18th Ave. Tickets, available at the door, are \$9 general admission or \$5 for students and senior citizens.

[▶ Full Story...](#)

Make a Date



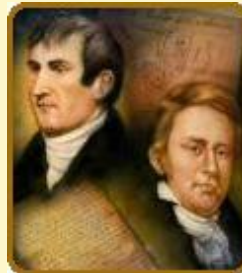
Turley To Direct Opera Ensemble Double Bill

< Charles Turley

Charles Turley, assistant professor of voice and director of the UO Opera Ensemble, will conduct the ensemble's spring production of two short operas running Friday, April 22, through Sunday, April 24. The performances begin at 7 p.m. in the School of Music's Beall Concert Hall, 961 E. 18th Ave. Tickets, available at the door, are \$10 general admission or \$5 for students and senior citizens.

[▶ Full Story...](#)

Make a Date



Museum Offers Fresh Look at Lewis and Clark Legacy

< Meriweather Lewis and William Clark

The legacy of Lewis and Clark lives on at the Museum of Natural and Cultural History. In conjunction with its new exhibit "Lewis, Clark and Company--Explorers, Ambassadors and Naturalists," the museum will focus on the famed Corps of Discovery expedition.

[▶ Full Story...](#)

Make a Date

Author to Speak on 'The Black Church'

C.L. Franklin -- father of famed singer Aretha Franklin -- was a legendary African-American preacher, civil rights activist and inspiring public figure who exerted a profound influence on the post-World War II civil rights movement. *Singing In A Strange Land: C. L. Franklin, The Black Church, and the Transformation of America* (Little Brown



Scientists Discover Better Way To Generate Power From Thermal Sources

< Heiner Linke

Your car's engine loses 70 percent of its energy as waste heat-but Australian and Oregon scientists may have figured out an efficient way not only to recover that lost energy, but at long last to capture the power-producing potential of geothermal heat.

[Full Story...](#)

Labor Forum Features Top Global Safety Experts

Experts from five continents will come to Eugene for a conference titled "Workplace Health and Safety in the Global Economy," April 29-30 at the University of Oregon.

[Full Story...](#)



National Award of Excellence Cites Preservation Field School

< Students at work with the UO's Pacific Northwest Preservation Field School.

Donald Peting's ongoing efforts in historic preservation was nationally celebrated recently when the National Conference of State Historic Preservation Officers (NCSHPO) awarded a three-state consortium its prestigious 2005 Award for Excellence in the category of partnerships with a public entity. The recipient was the Pacific Northwest Preservation partnership, a group made up of the state historic preservation offices in Idaho, Oregon and Washington that have partnered with their respective state parks departments to pool resources and expertise. The honor was given in March at the NCSHPO annual conference in Washington, D.C.

[Full Story...](#)

Bargains



Save 40 Percent on Barry Lopez's Resistance

Show your UO ID card at the UO Bookstore and receive a 40-percent discount on alumnus Barry Lopez's ('70) latest novel, *Resistance* (Knopf, 2005) This highly charged and captivating story presents nine fictional testimonies from men and women who have spent their lives resisting the

and Company, 2005), Cornell University Nick Salvatore's new book on Franklin, will be the subject of an April 12 talk by Salvatore at the UO Knight Law Center, Room 175, 1515 Agate St.

[Full Story...](#)

Make a Date



Diversity Research in Spotlight April 22

< Last year's workshop participants.

Asako Kanazawa examines how international students adapt culturally when they come to the University of Oregon. Maylian Pak looks at poverty, race and social and environmental justice in Eugene using the work of the Railroad Pollution Coalition as a case study. The UO Center on Diversity and Community (CoDaC) and the Graduate School will showcase their projects and those of seven other recipients of 2004-05 graduate summer research awards at the third-annual graduate research conference presenters' luncheon and graduate student workshop, from 10:30 a.m. to 5 p.m., Friday, April 22, in Gerlinger Lounge, 1468 University Street.

[Full Story...](#)

Scene on Campus



Campus Communicators Meet At Many Nations Longhouse

The new Many Nations Longhouse not only hosts Native American activities but also can be used by other campus groups and organizations. On April 6, it was the site of the monthly meeting of the UO Campus Communicators, a group of about 60 professionals who handle communications responsibilities for the university and its colleges, schools, centers, programs and other subdivisions. Members meet each month to discuss and coordinate communications activities. The group's longhouse meeting marked the first nontribal use of the facility.

[Full Story...](#)

mainstream and now find themselves "parties of interest" to the government. The text is interposed with haunting images by renowned artist Alan Magee.

 [Full Story...](#)

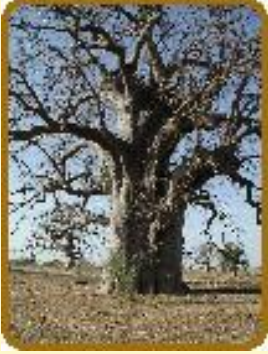
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African Studies Initiative Is Funded

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The richness and diversity of Africa and its peoples will be the focus of a new undergraduate African studies initiative to debut in the fall term. This elevated emphasis on Africa comes from a two-year, \$160,000 grant from the U.S. Department of Education. The funding supports four key objectives -- curriculum enhancement, language development, strengthening of opportunities for student overseas experiences in Africa, and the nourishment of an Africanist intellectual community.

"The whole idea is to enrich students' understanding of Africa and to give real insight into what the continent is all about," says Stephen Wooten, assistant professor of international studies and anthropology. He and Dennis Galvan, associate professor of international studies and political science, are the co-principal investigators of the grant. Wooten will be the director for the initiative.

The two worked hand-in-hand with their colleagues on the UO African Studies Committee, made up of 12 faculty members who teach or conduct research on African topics and themes. Galvan is chair of the 10-year-old group whose purpose is to make Africa more visible on campus.

"After the two years of this initial grant," Wooten emphasizes, "we have a plan for every piece of the initiative so it can continue on and grow and be institutionalized and absorbed into the university."

Galvan adds that the grant helps to fill a special need.

"While the university has strengths in almost every other world region, we have historically a big hole in African studies," he says. "This grant will help fill that hole and enable the UO to claim that it is a truly internationalized university."

The initiative starts this fall and features two new core courses, "Africa in Oregon" and "African Experiences," that Wooten will help develop and coordinate.

"We will identify how and where Africa is represented in Oregon," he explains. "One area of focus will be African refugees who have settled in the upper Willamette Valley. The 'experiences' course will be based on a mentorship model where students who have been to Africa can come together as a group and share what they've learned."

The study of African languages will be enhanced as well. The current Swahili language class will be enriched and expanded, and the languages of Bamana-Dyula and Wolof will be added. These initial enhancements, along with the new courses, will help facilitate movement toward a certificate or minor in African Studies that allows students to have formal recognition of this focus on their transcripts.

In addition, UO faculty members who have materials and an interest in teaching African courses will have an opportunity to develop their class proposals with grants during the summer of 2006.

The program also will spawn many new opportunities for students to visit African nations and do internships.

"The best thing for students is to go there and study the cultures, experience them and engage in them, learn from it and share it with others," Wooten adds.

Starting in the fall, there also will be numerous talks, lectures and seminars on African topics. One of these, a series called "Baobab Talks," is named after a tree indigenous throughout Africa where town folk gather to discuss the issues of the day. This already existing series will be expanded, and another one called "The Acacia Seminars," also named after an African tree, will bring more African topics to the campus community and general public.

Other activities include working with the Department of Dance to considerably expand an artist-in-residence initiative and provide more performance opportunities for the in-house Dance Africa group. The UO Libraries also will add to its Africana holdings.

Structurally, the initiative will evolve into an African studies program that takes its place beside other regional studies programs, such as Asian and Pacific studies, European studies, and Russian and East European studies.

"The grant from the U.S. Department of Education recognizes the commitment and dedication of our faculty members involved in African studies. It will enhance greatly the faculty's capacity to work with students eager to learn more about this vitally important region of the world," says President Dave Frohnmayer.

"Interest in African studies is growing on campus," adds Joe Stone, dean of the College of Arts and Sciences, who provided seed funds that enabled Wooten, Galvan and the African Studies Committee to develop the successful grant proposal to the U.S. Department of Education. "This is a key step, and we look forward to the growing and nurturing of this important initiative."

[Click for profiles on Galvan and Wooten](#)



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Graduate Programs Among Nation's Best

The University of Oregon's graduate programs continue to be highly ranked and are among the most productive in the nation, according to a *U.S. News & World Report* annual survey released April 1.

Overall, the UO College of Education is again among the top six public graduate institutions of education in the nation, as listed in the magazine's 2006 edition of "America's Best Graduate Schools." For the sixth consecutive year, the UO special education program is ranked third in the nation.

In addition, the UO College of Education received more than \$25 million in external funding--almost \$500,000 per faculty member--placing it in the top three in the country for productivity for the last four years, according to John Moseley, UO senior vice president and provost.

"The college also gained significant increases in the quality assessments by its peers, by school superintendents and in the quality of the admitted students," Moseley says.

The magazine surveys a number of law specialties, and two UO law programs are ranked among the best this year. The environmental law program, one of the first to be established in the United States, is ranked third among those at the nation's public law schools and seventh overall. The law school's dispute resolution program, founded only five years ago, is already listed as the fourth best public program and 13th overall. Once again, the UO School of Law has placed in the top 50 in national reputation among peer institutions, lawyers and judges.


The MBA program at the university's Charles H. Lundquist College of Business maintained its position as a strong program that continues to be the only one in the state to make the rankings. The UO MBA program is among just six public colleges of business ranked on the West coast.

"These rankings are a remarkable achievement, given today's budgetary constraints and lack of adequate state funding for these programs," Moseley says. "All of the other programs of comparable rank and productivity are substantially better funded."

Moseley points out that top-rated graduate programs are an example of how the university

enriches Oregon's economic and cultural landscape.

--Melody Ward Leslie, science writer and assistant director of media relations

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Scene on Campus

UO President Emeritus Clark Honored on 95th Birthday



Photo by Jack Liu.

UO President Emeritus Robert D. Clark was the honored guest at a celebration of his 95th birthday on April 5 at McMorran House. Since 1940, this residence near campus has served as the official residence for each UO president.

UO President Dave Frohnmyer and his wife, Lynn, welcomed Clark's family, friends and colleagues to help mark the event with remembrances and warm wishes. A string quartet from the Robert D. Clark Honors College entertained guests, and two students presented highlights of their research from the Robert D. Clark Papers.

Clark came to the UO in 1943 to teach speech. In 1959, as dean of the College of Liberal Arts (now Arts and Sciences), he established the nation's first honors college. Clark left the university in 1964 to become president of San Jose State College, and then returned in 1969 to become UO president. Upon his retirement in 1975, the honors college, which he created and championed, was named in his honor.

In photo above, Frohnmyer talks about his long relationship with Robert Clark, beginning with his own appointment in 1970 as special counsel to then president Clark. From left are Mary Ellen Isensee, Hope Pressman, Clark, Ginny Clark Reich and Catherine Clark (granddaughter).

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Featured Author



Wilkinson Talks on 'Blood Struggle' April 27

Indian law expert, author and tribal attorney Charles Wilkinson will discuss and sign his new book, *Blood Struggle: The Rise of Modern Indian Nations* (W.W. Norton & Co., 2005) at 6:30 p.m. on Wednesday, April 27, at the UO Many Nations Longhouse, 1630 Columbia St. (behind the Knight Law Center). The event is free and open to the public.

Wilkinson, currently a law professor at the University of Colorado, began his teaching career at the UO School of Law in 1975, and during his 12 years here he introduced Indian law into the curriculum for the first time. He has worked as an attorney for various tribes and helped Oregon tribes such as the Siletz and Klamath regain official federal recognition. While at the UO, Wilkinson received the prestigious Ersted Award for Distinguished Teaching, an honor that was established in 1957 and rewards exceptional teachers early in their careers.

His latest work is an inspirational story of the significant gains made by Native tribes over the past half-century.

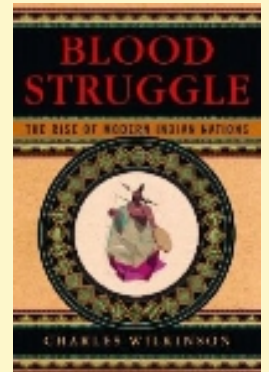
"In this book I recount tribal victories in major conflicts in contemporary America," he says. "These include Indian land claims in Maine and other eastern states, the 'salmon' wars of the Pacific Northwest, the return of Blue Lake to the Taos Pueblo, and the establishment of tribal casinos as a way of making inroads into poverty."

"Indian tribal sovereignty is one of the noblest ideals that has ever touched my mind," Wilkinson adds. "It has been a struggle--a blood struggle--for tribal leaders to make sovereignty a reality, but they have done it. It is one of the most uplifting, inspiring stories of the last century."

The *Library Journal* states, "This is a finely written overview, which pulls together an assortment of events and legal cases into a coherent, understandable history that will appeal to a general audience. Strongly recommended."

The lecture and signing is sponsored by the president's office, The Many Nations Longhouse, the Center for Indigenous Cultural Survival and the Office of Institutional Equity and Diversity. For more details contact Dave Hubin, executive assistant president, by [e-mail](#) or call (541) 346-3036.

[To purchase Wilkinson's book online at the UO Bookstore.](#)



Submit Your Book

If you have published a book and would like to have it stocked on the UO Bookstore shelves and on its website, fill out this [online form](#) and the information will be sent directly to the books buyer.

Author events

If you would like to schedule a reading and signing for your book, [fill out this form](#). Usually author events need to be booked three to six months in advance.



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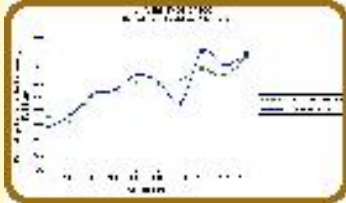
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--Data and graphic provided by J.P. Monroe, Office of Resource Management

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"The fruit of these efforts is a dynamic, challenging, and very entertaining new dance for the company dancers to perform titled 'For Jamie,'" says Walter Kennedy, assistant professor of dance. The piece will be danced to three different Nat King Cole vocals.


The same year he graduated from the UO, McNabb made his professional debut in Bob Fosse's Broadway hit "Dancin'." He also has worked with such dance legends as Agnes De Mille, Juliet Prowse, Michael Bennett and Peter Gennaro. He was in the original Broadway casts of "Me and My Girl" and "Phantom of the Opera" and also has performed on "Saturday Night Live" and "Late Night with Conan O'Brien."

Last year McNabb was presented with a distinguished alumnus award by the UO and spoke at the music and dance commencement celebration.

"For Jamie" will be the closing piece of the UORDC concert, which also includes new works from the full time faculty members in the department.

The concert takes place at 8 p.m. on Friday and Saturday, April 29-30, in the Dougherty Dance Theatre on the third floor of Gerlinger Annex. Tickets are \$10 general and \$5 students and seniors, and are available at the door. Seating is limited and the house opens at 7:30 p.m.

For further information, call the dance department at (541) 346-4133.

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Academic Affairs To Take Action On Non-Tenured Faculty Issues

A large number of faculty teaching at the University of Oregon hold positions that are not tenure-related and these individuals teach a significant number of undergraduate courses each year. Known as non-tenure track instructional faculty (NTTIF), or "contingent faculty," these instructors are increasing nationwide as institutions respond to budget shortfalls. They are at the center of a growing national debate, which often seems to boil down to a single question: Are they bona fide faculty members at their universities or not?

Across the nation, institutions of higher learning take widely divergent paths in grappling with this question. Here at the UO, the issue has been carefully studied for five years by a University Senate Committee on the Status of Non-Tenure Track Instructional Faculty and the Office of Academic Affairs. The unanimous conclusion, stated in the committee's report to the Senate last year, is that NTTIFs "perform an essential part of the university's teaching mission, and their work is critical to the success of the university."

The UOs Academic Affairs leadership and the Senate endorsed five key themes that the three-year report identified:

- The need for a well-informed and integrated instructional faculty;
- The need for an institution-wide approach and "best practices;"
- Creating better working conditions for a more effective instructional faculty;
- Moving toward more competitive compensation; and
- Creating a culture of inclusion and respect.

To take the next step and develop concrete policy recommendations and means to implement them, Lorraine Davis, vice president for Academic Affairs, has assembled a special task force. The new NTTIF Practices and Procedures Implementation Group is chaired by Russ Tomlin, vice provost of academic affairs, and made up of deans, department heads and NTTIF faculty. Its members will meet six times in April and May with the goal of submitting a report to Davis by June 15 that maps out specific actions.

Serving as a liaison and advisor to the group is Kassia Dellabough, career counselor and adjunct professor for the School of Architecture and Allied Arts who chairs the standing Senate committee on NTTIF.

"I've been on both sides of the camp," says the UO alumna ('89), who has served in a variety of roles on campus. " Formerly, in a director's position I saw first hand how tenuous

and market-driven hiring adjunct faculty can be but I also understand the challenge of budget limitations. As an adjunct professor, I do feel respected and honored by my departmental colleagues, but there is uncertainty and vagueness as to how I truly fit in as member of the campus-wide faculty."

She says that NTTIF covers so many people in a variety of roles and academic titles that it will be difficult to come up with a single overall profile. Rather, the group may try to create process and procedure "templates" that are flexible enough to be adapted to departments' individual need yet still adhere to overarching directions and fundamental principles.

Hand-in-hand with the group's work is another effort under way by Tomlin to create an NTTIF website within the Academic Affairs website that will act as a prime conduit of information.

"We hope to make this NTTIF site into a single, clear and convenient source for all parties needing guidance, policy direction etc., having to do with NTTIF-related issues," explains Tomlin. "We'd also like to have a portion of the site interactive so there can be an on-going, timely exchange of information."

For more details on Academic Affairs' NTTIF activities, contact Tomlin, by [e-mail](#) or by telephone (541) 346-3029. To learn more about what the Senate is doing to support the effort contact Dellabough by [e-mail](#) or by telephone, (541) 346-6040.

[To see the University Senate 2004 report.](#)

Watch for the next annual NTTIF town hall meeting coming in May. To join an interactive information hub, contact Rick Troxel, senior instructor, human physiology, by [e-mail](#) or by telephone, (541) 346-3394.



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--DRAFT--

Making Progress Together:

A Plan for Improving the Employment Conditions, Compensation, and Effectiveness of Nontenure-Track Instructional Faculty at the University of Oregon

**May 2004 report to the University Senate by the [Committee on
the Status of Nontenure-Track Instructional Faculty](#)**

Greg McLauchlan, co-chair

Kassia Dellabough, co-chair

Committee members:

Bob Bussel, Labor Education and Research Center; Georgeanne Cooper, Academic Learning Services; Robert Davis, Romance Languages; Kassia Dellabough, Academic Advising; Alison Evans, American English Institute; Greg McLauchlan, Sociology; Carl Steifbold, Biology; Rick Troxel, Exercise and Movement Science; Jonah Lee, Student Member

INTRODUCTION

In its May 2002 report to the University Senate, the Senate Ad Hoc Committee on the Status of Nontenure-Track Instructional Faculty (hereafter NTTIF Committee) clearly laid out the challenges and mandate before us:

While higher education today faces a number of challenges, none is more pressing than the increasing numbers of faculty members serving colleges and universities without the protections of the tenure system. The drop in public support and simultaneous increase in public demand for higher education has created untenable pressures not only at the University of Oregon but nationwide. Institutions have responded to the resulting budget shortfalls and enrollment pressures by increasing the number of nontenure-track and/or part-time instructional faculty. While this development is often discussed as part of an attack on tenure itself the situation and working conditions of nontenure-track instructional faculty are of concern in themselves and require consideration. (p. 1) and the committee continued:

Committee members wish to make clear at the outset that the NTTIF are not a "problem"; they are valuable, experienced, and professional colleagues. What is problematic is that this cadre of colleagues is doing a large part of the front-line teaching and yet do not have equal access to the facilities and services of the institution. (p. 2)

NTTIF at the University of Oregon constitute about one-half of the instructional faculty, and teach about 40% of our undergraduate student credit hours. The NTTIF is a diverse group of workers in terms of level and type of appointment, but clearly UO NTTIF perform an essential part of the University's teaching mission and their work is critical to the success of the University.

In its first three years of work the NTTIF Committee has compiled an in-depth archive of information: about the demographics of the NTTIF labor force; about hiring, promotion, and employment policies relating to NTTIF across UO departments; about how UO NTTIF evaluate their employment conditions, compensation, and teaching roles; and about national policy debates and reform efforts at specific universities involving nontenure-track instructional faculty.

For a full picture of these issues, this year's NTTIF Committee report should be seen as a continuation of the Committee's two previous reports (both available on the Committee's website, and included as appendices here), and the reader new to these issues will gain valuable understanding by consulting these documents.

Yet we want to emphasize that we are at a crossroads, and it is time to move from study to policy action and implementation. In Part II of this report, the NTTIF Committee recommends 22 specific policy initiatives that the UO can begin to undertake to improve the working conditions, effectiveness, and compensation of NTTIF-and that we believe will significantly strengthen the University's faculty and our ability to perform our collective mission.

We propose to work with the Senate, administration, Deans and Department Heads in the coming months to refine and no doubt add to our policy recommendations, in anticipation of a final list of recommendations coming before the Senate for discussion and adoption in the fall of 2004. We also recognize that one of the strengths of the University as an institution is its commitment to faculty governance and relative autonomy of departments and units, and our policy recommendations are in many cases crafted broadly in the form of guidelines that can be crafted to suit the specific needs of individual units.

I. FINDINGS AND GENERAL RECOMMENDATIONS

In this section we present a summary of some of the key findings of the committee from its work over the last three years. The findings are organized thematically by topic-referring to the kinds of policies and institutional innovations the UO can undertake to improve the status of its nontenure-track

instructional faculty. We focus on five themes:

- The Need for a Well-Informed and Integrated Instructional Faculty
- The Need for an Institution-Wide Approach and "Best Practices"
- Creating Better Jobs for a More Effective Instructional Faculty
- Moving Toward Greater Fairness and Equity in Compensation
- Creating a Culture of Inclusion and Respect

Our findings are based on several sources: data compiled by the committee over the last three years (and reported in previous annual reports) based on national surveys and published sources; interviews with UO NTTIF, department heads, and administrators; and an extensive web-based survey of NTTIF at UO conducted by the committee in spring 2003. A analysis of survey results was provided by Vik Gumbhir of OSRL to the committee in December (see Appendix A), and the committee devoted significant time during fall and winter terms to discussing the results and incorporating these into our policy recommendations.

Of 364 NTTIF contacted in the 2003 survey, 161 responded for a response rate of 44%. While this response rate slightly missed the number of interviews (n=187) to be considered representative of the population, the survey nevertheless provides useful information about NTTIF at UO. In particular, we note that 42% of survey respondents have taught at UO longer than seven years, while 69% of those surveyed have taught 3 years or longer. Additionally, 52% of respondents taught on average 17 or more credit hours per year, and 70% had either year-long or two-year contracts. It would be reasonable to surmise that the survey results are weighted toward that group of NTTIF for whom the UO is their full-time or primary career commitment and who have a long-term relationship with the University.

The survey contained 57 questions and covered topics including:

- Characteristics of teaching assignments
- Hiring practices and employment conditions
- Salary, benefits, and appointment information
- Satisfaction with salary process, benefits, and employment conditions
- Evaluation of teaching environment and professional development opportunities

1. The Need for A Well-Informed and Integrated Instructional Faculty

We were struck with how many NTTIF responded with the answer "don't know" to important questions such as how salaries and raises were determined, whether salaries were fair in terms of comparison among those with roughly equal qualifications, and whether certain resources were available, such as funding to attend scholarly conferences. Nearly one-third (30%) of NTTIF indicated that they did not know the basis upon which their own pay raises were determined, while a similar number (35%) had no basis for judging whether salaries were comparable among those in their department with more or less equal qualifications.

The responses to these and other questions are perhaps symptomatic of the general situation many NTTIF find themselves in, both locally and nationally. They indicate a substantial part of the instructional faculty lacks an orientation to, and awareness of, some of the basic processes and conditions of employment in the University.

Thus, one of the overarching goals of the committee's work-and of our policy recommendations-is to facilitate a University-wide process of providing useful information to NTTIF, and to departments. We also call attention to the ongoing work by the Office of Academic Affairs which has been working with the committee and is in the process of updating the Faculty Manual regarding NTTIF policy at the UO. We believe having a well-informed and well-integrated instructional faculty will clearly benefit individual instructors and the University community as a whole.

2. The Need for an Institution-Wide Approach and "Best Practices"

A second theme is the wide variation in the conditions of employment of NTTIF, and department level practices and procedures, across departments and units. For example, the percentages of NTTIF who report having received a teaching assignment on short notice vary from a low of 20-22% in the natural sciences, education, and music programs, to highs of 56% in humanities and 67% in journalism. Similarly, in response to the question "I am satisfied with the timeliness of my contract renewal", the responses range from highs of 50% in the natural sciences, AAA, and music programs, to a low of 17% in the college of business. Moreover, we note a significant gender difference in the reporting of late notice of teaching assignments, with three times the number of women (9%) than men (3%) reporting receiving short notice of assignments three or more times.

We recognize there are structural reasons for short notice of teaching assignments in some programs, for example with courses that are enrollment dependent for being offered. And contract renewals are sometimes dependent on budgetary uncertainties that are not clarified until late in the year.

Yet even considering these factors, that a 50% satisfaction rate on timeliness of renewal represents the high point in a range of scores that goes considerably below this is troubling. It contributes to the perception that NTTIF are regarded as "contingent" faculty-even those who have served for many years and who can reasonably expect their contracts to be renewed. We should be mindful of the costs of late notice in contracts and course assignments-to instructional faculty who must adjust their lives, family responsibilities, and finances on short notice, and to the teaching environment, where the quality of the teaching and learning experience can be compromised if there is inadequate time for course preparation.

We believe there is room for progress here. After surveying departments about their NTTIF hiring and employment practices, and interviewing a number of department managers about these in detail (see NTTIF committee reports for 2002 and 2003), it became evident that the wide variation in such practices across campus has much to do with differing department histories and cultures-and the fact that many departments simply do not have adequate written policies governing hiring and employment conditions

of NTTIF. For example, of 41 UO units canvassed about NTTIF policies in 2001-02, only 7 reported having written policies relating to employment of NTTIF, while 31 units reported having no written policies.

In the absence of such policies, there can be a "just in time" nature to NTTIF hiring and teaching notification, a lack of foresight and planning by department heads and administrators, and an ad hoc quality from an institutional standpoint regarding employment conditions of NTTIF. Thus, a central aim of our policy recommendations below is to move toward an institution-wide approach that requires all departments and units to develop comprehensive, written policies for their NTTIF hiring and employment practices.

The development of such policies across the entire institution will be a wise investment: it will improve the morale and efficiency of NTTIF; it will save time and avoid confusion when departments change heads and new administrators are hired; it will add predictability and transparency to University and department level policies; it will improve the overall teaching environment.

To aid departments in the development of NTTIF policy, the committee is working with the Office of Academic Affairs to develop a webpage including examples of "best practices" currently in use by UO departments and units. The idea is that in many cases these can be readily adopted, or modified, to suit the needs of departments that still need to develop such policies.

3. Creating Better Jobs For a More Effective Instructional Faculty

A third theme that emerges in the UO NTTIF survey, and in numerous discussions of the situation of NTTIF nationally in periodicals such as the Chronicle of Higher Education and publications by the AAUP and AFT, has to do with issues of job security, recognition of service, and professional development opportunities. Fully one-half of UO respondents answered "no" and another one-quarter "neutral" to the question "I am satisfied with my level of job security". And less than one-third of NTTIF agree that "My years of service have been recognized in my reappointment". Furthermore, 37% of NTTIF indicate they would accept a larger teaching assignment if offered (in a sample likely weighted toward NTTIF with higher FTEs to begin with), indicating significant underemployment among UO NTTIF.

By definition, the term "Non-tenure-track instructional faculty" refers to a class of academic workers who do not enjoy the lifetime job security of tenured faculty members. But this has not always been the case for all faculty who have primarily teaching appointments; for example in some departments there has been a system of evaluation and promotion of senior instructors to tenured status after six years. Additionally, there are many ways in which a teaching career at the UO can involve mutual commitments between the institution and its faculty that provide greater job security, a more stable workforce, more professional development opportunities, and higher productivity by instructional faculty.

For example, one of the committee's findings from interviews and a large base of anecdotal evidence is that there are few formal professional development opportunities provided to NTTIF, including for those who are at or near full-time status and who serve for many years. Instead of a system involving systematic review of NTTIF performance that is coupled with regularized opportunities for step increases, merit pay, and seniority status-comparable to the periodic review process of tenure-track faculty-it appears that most NTTIF receive few if any of these opportunities. And again, the variation across departments in these arenas appears to be a result of departmental history and culture, with a few departments offering at least limited opportunities here and taking a more systematic approach.

A number of our policy recommendations are designed to improve the professional development opportunities for NTTIF. For example, we propose that departments establish a probationary period for new NTTIF after which they are reviewed and, if successful, achieve seniority status in future hiring. We believe these and related new policies will promote a work environment that is fair and that offers more opportunities for advancement and long-term commitment by instructional faculty to the UO. Such policies should also enable the University to successfully recruit and retain the most qualified instructional faculty from a wider network of applicants, and should add to the stability and retention of the UO NTTIF work force.

4. Moving Toward Greater Fairness and Equity in Compensation

It will surprise no-one to say that the issue of salary and benefits looms large for NTTIF. Nationally, the growing bifurcation in the faculty labor force between a tenured and tenure-track section that is relatively well-paid with comprehensive benefits, and a non-tenured section that is paid considerably less with fewer benefits, is well-documented. The University of Oregon mirrors the national trend in this respect.

The committee would reinforce the assessment of other bodies such as the AAUP and AFT regarding the corrosive consequences of this trend for higher education. On the one hand, with the increase in a low-paid contingent labor force the institution of tenure, and ultimately the academic freedom on which it is based, is threatened. At the same time, the significant shift in teaching responsibilities to a NTTIF labor force has begun to re-define the meaning of the university teaching profession, and the career paths of Ph.D. recipients in an increasing number of fields, in a way that makes a university teaching and research career less attractive to future cohorts of graduate students.

Thus, we would emphasize here that while the quantitative issue of financial compensation (compensation is defined as salary plus benefits) of NTTIF is important in its own right, it is also linked to efforts to improve other aspects of the status and job characteristics of NTTIF within the University. The issues of compensation, hiring and employment standards, and professional development opportunities are parts of a larger whole. We think coordinated progress in all three arenas, and narrowing of the gap between NTTIF and tenure track faculty, will be beneficial to the entire instructional faculty and to the University.

The 2003 survey of NTTIF gathered limited salary data because more accurate and comprehensive data is available from the UO Office of Resource Management. Given that any survey is going to have a response rate that is significantly below 100%, and that we don't know the salary characteristics of non-respondents, it is far more reliable to use institution-wide data. For a broader picture of salary data for UO NTTIF, we refer the reader to Appendices A-F of the 2003 NTTIF committee report. Here we briefly summarize several salient features of the NTTIF employment and compensation situation; then we indicate the committee's recommendations for moving forward (all data from Office of Resource Management summaries provided to the committee unless indicated otherwise):

- Of the 161 NTTIF responding to our survey, 54% reported that their UO salary represented between 81-100% of their yearly income, and another 24% reported their UO salary represented between 41-80% of their income. Clearly, for a significant number of NTTIF, their UO career is their primary source of income and their major career commitment.
- Data from the Office of Resource Management show that in 2003 (Winter term) of 167 "regular" fixed-term faculty, 138 (83%) had FTEs above .5, while of 241 "adjunct" fixed-term faculty, 77 (32%) had FTEs above .5. For all NTTIF of instructor rank in 2003, the average years in rank was 4.7. Thus, for most "regular" NTTIF and a significant number of "adjunct" NTTIF the University has made a substantial employment commitment, including fringe benefits (triggered at .5 FTE), and for many NTTIF the UO represents a long-term career commitment.
- As of Spring 2004 the average salary of UO NTTIF instructors was about 84% of that for instructors in 7 OUS defined peer institutions. This figure is somewhat lower than the average for tenure-track faculty ranks. We note that since the implementation of the Senate Budget Committee White Paper process in 2000, the UO salary averages of all three tenured/ tenure-track faculty ranks have increased vis a vis UO comparators, while the average salary of instructors has decreased vis a vis the same comparators.
- The average salary of UO instructors (.9 FTE and above) in Winter 2003, (\$37,100) was 55% of the average salary of all tenured ranks (\$67,200).

The NTTIF Committee has taken several steps this year to make progress in the salary and compensation area. In March 2000 the Senate Budget Committee wrote a "White Paper" titled "A Plan for Sustained Competitive Parity in Instructional Faculty Compensation". The plan, developed jointly with the administration and endorsed by the Senate, calls for an ongoing effort to raise the average salaries of UO instructional faculty to a level of 95% of our eight OUS comparator institutions. While the White Paper was a plan to improve salaries for all instructional faculty, NTTIF were not included in the first phase of implementation, in part due to the fact there appeared to be no systematic data or method of comparison of NTTIF salary levels to those of the other institutions.

In the first two years of implementation of the White Paper process, TTF salary levels did in fact make modest progress vis a vis our comparators, though with the Oregon budget crisis of the last two years and disinvestment in higher education we have seen some backsliding or stagnation more recently. NTTIF salaries were not the focus in this period of an institution-wide effort in the same respect, and according to the Senate Budget Committee (May 2004 report) salary levels of this group have fallen, both in relation to comparator institutions and in relation to UO TTF salaries.

In 2004 the NTTIF and Senate Budget Committees formed a joint subcommittee to address the NTTIF salary issue and revisit the question of creating a systematic mechanism for tracking and improving NTTIF salaries over time. After a careful analysis of the language and provisions of the 2000 White Paper (which is still in effect), the subcommittee agreed to recommend to the NTTIF Committee, and SBC, that a significant section of NTTIF be brought into the "White Paper" process, i.e. that there be a systematic, institution-wide effort to track NTTIF salary averages and bring these up to the 95% level of comparator institutions.

Several issues still need to be ironed out by the NTTIF committee, SBC, and administration before such an effort can be finalized and come before the Senate for endorsement.

First, because the White Paper process is based on a comparative process that seeks to compare total compensation levels (salary and benefits), and because the basis of such comparison is based on comparing classes of faculty with roughly equivalent instructional appointments, the NTTIF/SBC subcommittee suggested that the group of UO NTTIF to be included in the White Paper process consist of those who are employed at .5 FTE and above (on a yearly basis) and who have three years of service at the UO. The NTTIF committee, and joint subcommittee, both feel this is a reasonable threshold: it includes all regular NTTIF who have made a significant career commitment to the UO and for whom the UO has likewise made a commitment, both over time and in terms of significant resources (e.g. benefits). The .5 threshold allows for cases where NTTIF might teach, for example, at .8 or 1.0 FTE for several years, but drop down to .6 for a year due to family circumstances, or because of a temporary budgetary shortfall.

Second, we still have to identify a reliable method of comparison of salary averages of the group defined above with those of NTTIF at comparator institutions. The subcommittee will continue to work with the Office of Resource Management and administration over the spring and into the first of the fall term with the aim of arriving at a method of tracking NTTIF salary levels. This might be in relation to reasonably well-defined groups at comparator institutions, or it might be that we would track UO NTTIF salaries vis a vis UO TTF salary levels (which are subject to systematic comparison with our comparator institutions) as a proxy in case there is a lack of data for direct comparison of NTTIF salaries across institutions.

Third, this still leaves the issue of progress on compensation for NTTIF teaching below .5 FTE. We think this will require additional kinds of data and methods of comparison. For example, many faculty in this category are paid on a per-course basis, and such pay levels vary greatly across departments at the UO, and comparison with other institutions would no doubt be difficult due to issues of differential credit hours, course workloads and job descriptions, etc. Furthermore, many adjunct instructors who teach one or several courses per year on a per course basis are individuals with careers outside the UO that are their main source of income (in some cases with salary levels substantially higher than UO's), and many such individuals teach as a public service or because it offers professional benefits, contacts, etc. We are not suggesting here that compensation issues for this group (NTTIF below .5 FTE) can be ignored or deferred, or that we should take advantage of the fact that some in this group don't rely on the

UO for a significant part of their income.

We simply indicate that a number of different policy considerations may come into play when addressing this diverse group of NTTIF. Members of the committee are well aware, for example, that in some if not many units the per-course compensation level has stayed the same for many years, and we suspect that over a longer time period the secular trend has seen a decline in compensation for NTTIF teaching as adjuncts, which does not bode well for the objectives of improving quality of recruitment and instruction, and basic issues of fairness. While many of the committee's policy recommendations in this report address hiring, work conditions, and other concerns of adjunct NTTIF, in the coming year the committee will focus its attention on salary and compensation issues.

5. Creating a Culture of Inclusion and Respect

As University of Oregon faculty, whether tenure-related or non-tenure instructional faculty, we share a common mission as "a community of scholars dedicated to the highest standards of academic inquiry, learning and service". The University Mission Statement continues by emphasizing the faculty's "commitment to undergraduate education, with the goal of helping the individual learn to question critically, think logically, communicate clearly, act creatively, and live ethically".

Yet for many faculty-both tenure-related and NTTIF-the concept of a true community of scholars seems to be one that is at best only partially realized. We have not escaped the national trend, which has evolved toward a two-tier faculty and a two-tier system of instruction, where tenure-related faculty are focused largely on research and graduate instruction, while an increasing share of undergraduate instruction has been taken over by NTTIF. The real issue here from our point of view is not one of a division of labor-it is instead one of bridging a division within our community of scholars.

One of our most troubling findings is summarized in a comment by a faculty member in the qualitative section of the 2003 survey:

The worst part of being a non-tenure track faculty member is the utter disrespect from tenure-track faculty. It's discouraging to be treated as a second-class citizen after many years of a successful professional career (p. 88).

Another respondent commented:

What kind of representation do the NTTIF have? I understand that as an NTTIF I am not a voting member of the UO faculty. Why not? I find myself increasingly frustrated by the low pay, heavy workload, and [lack of] representation of NTTIF (p. 89).

In short, the view that NTTIF at the University of Oregon are not regarded with the respect, and do not have opportunities for participation and status, as "full" members of a university's faculty, seems to be fairly widespread.

We do not have systematic survey data measuring this perception (and reality), but the evidence we have from numerous sources-interviews, experiences in departments of committee members, not to mention the large literature on the subject in relation to the academy at large-leads us to conclude that we can do better in creating a faculty culture, and institutional processes, that are inclusive and that will foster the creation of a broader university community.

Again, we note a large variance in practices across campus here, for example in how well NTTIF are integrated into department decision-making. For example, among all survey respondents only 31% of NTTIF agreed with the statement "I have a say in department decisions", while 57% responded either "disagree" or "neutral" to that question. Yet some departments regularly invite NTTIF to meetings, and include NTTIF in certain aspects of decision-making. For example, only 4% of humanities, and 10% and 12% of AAA and Journalism NTTIF indicated they were not invited to department meetings. But in the natural sciences and social sciences, this figure was 43% and 58% respectively.

Our specific policy recommendations include ones designed to create a stronger faculty community and help bridge some of the gaps in the instructional division of labor. We propose for example that "Departments should develop policies to include NTTIF in departmental decision-making, and should strive to include NTTIF in the departmental culture". In many cases, we can make major progress here simply by opening our dialogue to a larger group of colleagues, and by being mindful of the benefits of inclusion amidst the pressures of a hectic work schedule and time-pressures.

II. SPECIFIC POLICY RECOMMENDATIONS

HIRING PRACTICES

All departments and units should have comprehensive, published policies detailing their NTTIF hiring practices. Such policies should, at minimum, include the following elements:

- 1. Advertising of Positions. All departments should have written policies on the advertising of positions, including: a) advertising to increase the diversity of the applicant pool, b) target dates for announcements to guarantee ample notice of openings and course preparation time for instructors.
- 2. Orientation to Department. All NTTIF should receive a comprehensive orientation to the policies and procedures of the department or unit; a written version of policies and procedures should be made available to all NTTIF.
- 3. Description of duties. All appointments, including part-time appointments, should have a description of the specific professional duties required. Complex institutions may require multiple models of faculty appointments consistent with the diverse contributions appropriate to the institution's needs.
- 4. Evaluation and Promotion. NTTIF job performance should be evaluated in a manner comparable to the evaluation of TTF; if hired for multiple years, NTTIF should be subject to a

probationary period at the end of which they are eligible for seniority status.

- 5. Link Evaluation to Professional Development Opportunities. Decisions on compensation, promotion, and reappointment should be based on the specified duties of the position. The regular evaluation process should be clearly linked to the possibility of salary increase, contract extension, change in job title, and other possibilities for professional development and support.
- 6. Implement Seniority Policy. NTTIF who are hired at .5 and above and reappointed for multiple years and successfully complete a probationary review, should receive a form of seniority in future hiring. Once seniority is achieved, non-reappointment should be allowed only if the courses are not being offered or for cause (following due process protections).
- 7. Reappointment, Change, or Termination in Appointment Notice. Although timely notice terms are explicitly stated on the employee's contract when the job offer is made, many NTTIF have reasonable expectations that their contracts will be renewed for additional contract periods at a similar (or greater) FTE level. Alerting NTTIF at the earliest possible time of contract renewal, or of imminent termination or nonrenewal of their contract or changes/reductions in FTE, is a common professional courtesy so that they have the opportunity to make adjustments in their benefit coverage or maintain their livelihood with a timely search for other employment.

EMPLOYMENT STANDARDS AND PROFESSIONAL DEVELOPMENT

NTTIF make a substantial contribution to the educational mission of the University of Oregon. Policies should be developed that extend opportunities for professional development to NTTIF and that implement humane, "best practices" in employment standards. Such policies should include the following:

- 1. Support for Professional Development. NTTIF who are reappointed from year to year should receive professional development support that includes travel to conferences, time release for conferences, and access to university resources.
- 2. Provision of Information and Physical Resources. NTTIF should be provided the resources necessary to perform their assigned duties in a professional manner, including such things as appropriate office space, necessary supplies, support services, and equipment. The Committee suggests that faculty support and resources available to NTTIF be more accessible and timely, and that detailed information about the UO resources (physical, information based, etc) available to instructional faculty be provided at both the campus-wide and department (or college) levels.
- 3. Research Resources. Departments should strive to make certain research resources available to NTTIF. For example, there may be shared data bases, special consultants or grant-development personnel, computing or software resources, and the like that departments could easily, and often with no or minimal cost, make available to NTTIF. We recognize that the contracts for NTTIF specify teaching duties, as opposed to basic research, as the basis of their employment. Yet quality teaching requires keeping abreast of research developments in one's field; moreover, many NTTIF are engaged in research pursuits in an effort to develop their careers in addition to their regular UO teaching responsibilities. And, for many NTTIF positions success in research and publication is a criteria for hiring, promotion, or reappointment. It is to the advantage of the University as well as NTTIF to make research resources more accessible.

- 4. University-Wide Data Base. A general knowledge base of University-wide resources pertaining to research, teaching, and professional development opportunities should be developed and published on the web. This would benefit all faculty, and in particular NTTIF who often do not receive the same level of orientation, notification, etc. regarding such resources.
- 5. Update Faculty Handbook for NTTIF. The UO Faculty Handbook should include a new special section for NTTIF faculty; if maintained on-line, university policies could be continually updated and given timely attention. Currently, methods of making NTTIF faculty aware of information about resources and policies are not readily available.
- 6. Include NTTIF in Decision-Making. Departments should develop policies to include NTTIF in departmental decision-making, and should strive to include NTTIF in the departmental culture. The potential contributions of NTTIF to decision-making in areas of curriculum development and instruction, in particular, are often under-utilized resources.
- 7. Develop Career Paths; Recognize Years of Service. Many Instructors and Senior Instructors work full-time at the UO, often for years or decades. Yet there is wide variation in the availability of a career path or other recognition of this service across departments. Departments without a promotion path to Senior Instructor should be encouraged to develop one, whereby after six years an Instructor is eligible for review and promotion to Senior Instructor, with provision for two-year contracts, timely notice, and eligibility for sabbatical leave.
- 8. Sabbatical Leave. NTTIF are technically eligible for paid leaves, but many units cannot afford to cover the costs. Approval for sabbatical leave should be standardized so that senior instructors in those departments/schools that cannot fund sabbaticals for them from their budgets will not be denied this opportunity. Funding should be provided in the same manner as for tenure-track faculty as long as all other requirements are met.
- 9. Develop and Publish "Best Practices". The NTTIF committee should work with the Office of the Vice Provost for Academic Affairs to provide an on-line archive of "best practice" models in the areas of hiring, employment practices, and professional development that departments can reference.
- 10. Create Ombudsperson Position. An NTTIF advocate or ombudsperson position should be created, to help increase communication and community among members of the NTTIF, help point NTTIF towards campus resources, and act as a repository of knowledge regarding UO NTTIF policies and employment rights. Given the current budget situation, if an ombudsperson cannot be appointed, this duty might be performed by selected faculty members across the campus.
- 11. Grievances and Appeals. The process for informal and formal handling of grievances, including opportunities for appeal, should be made available to NTTIF and should include guarantees that using the grievance process will not be used as a factor in determining contract renewals. (Although the University has a process in place for handling grievances and appeals that is available for all faculty members, NTTIF often feel, given the fixed-term nature of their employment, that using this process leaves them vulnerable to not having their contracts renewed).
- 12. Time-Line for Policy Implementation. Departments should be given deadlines to develop written guidelines and policy statements; once developed, these guidelines and policies should be available on-line, in departmental offices, and in the Office of the Vice Provost for Academic

Affairs

COMPENSATION POLICIES

- 1. Include NTTIF in Senate ``White Paper" Compensation Process. We recommend that NTTIF who have .5 and greater FTE appointments and who have taught for three years be formally included in the class of ``instructional faculty" that is encompassed in the 2000 Senate Budget Committee White Paper, adopted by the Senate in March 2000. We support the work currently underway by the NTTIF committee, Senate Budget Committee, and administration to develop a methodology for measuring and tracking NTTIF compensation, and propose that after input from the relevant parties a formal proposal for incorporating NTTIF into the White Paper compensation improvement plan be considered and adopted by the Senate in Fall 2004.
- 2. Address the Issue of Adjunct NTTIF Compensation. The question of compensation policy regarding adjunct NTTIF needs to be addressed; we propose that the NTTIF Committee and Senate Budget Committee, working with the administration, make this a priority item on their work plan for the 2004-05 year, so that policy proposals in this arena can be developed by the end of the year.

OTHER POLICIES

- 1. Inclusion in Faculty Governance. Because NTTIF represent a significant percentage of University of Oregon teaching faculty and are essential to maintaining the high quality of education and fulfilling the University's mission, NTTIF should have representation and voting rights in the University of Oregon Senate. We recommend that during 2004-05 the committee work with the Senate leadership and the administration to develop a proposal for NTTIF representation in the Senate.

References

1. [American Association of University Professors](http://www.aaup.org). 2003. ``Contingent Appointments and the Academic Profession". www.aaup.org
2. [American Federation of Teachers](http://www.aft.org/higher_ed). 2002. ``Standards of Good Practice in the Employment of Part-Time/ Adjunct Faculty". www.aft.org/higher_ed
3. Gumbhir, Vikas. 2003. ``NTTIF Survey Report: Summary of Results of March 2003 Survey of University of Oregon Nontenure-track Faculty". (December, 101pp.)
4. University of Oregon Committee on the Status of Nontenure-track Instructional Faculty. 2003. ``[2003 Report of the NTTIF Committee](#)" (May). (on the Senate web page)
5. University of Oregon Senate Ad Hoc Committee on the Status of Nontenure-track Instructional

- Faculty. 2002. ``[2002 Report of the Senate Ad Hoc Committee](#)" (May). (on the Senate web page)
6. [University of Oregon Senate Budget Committee](#). 2000. ``University Senate Budget Committee White Paper: A Plan for Sustained Competitive Parity in Instructional Faculty Compensation" (March). (on the Senate web page)

Appendices

Gumbhir, Vikas. 2003. ``NTTIF Survey Report: Summary of Results of March 2003 Survey of University of Oregon Nontenure-track Faculty". (December, 101pp.)

Web page spun on 15 May 2004 at 12:54 by [Peter B Gilkey](#) 202 Deady Hall, Department of [Mathematics](#) at the [University of Oregon](#), Eugene OR 97403-1222, U.S.A. Phone 1-541-346-4717 Email:peter.gilkey.cc.67@aya.yale.edu of [Deady Spider Enterprises](#)

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Commentary: NTTIF Committee Plays Key Role In Raising Awareness of Non-tenured Faculty Contributions

< *James Bean*

The Non-Tenured Track Instructional Faculty (NTTIF) Committee plays an important role in raising awareness of the contributions of these individuals to the university and in helping improve the employment culture that they face within our community.

In an AAU university, we rightly emphasize the importance of research and instruction by research-active faculty members. In many such institutions, this emphasis has resulted in confusion on the part of both NTTIF and their tenure-related colleagues as to the role and status of NTTIF. It is important that we come to understand the importance of NTTIF within our community and where they fit in our mission.

Even in a Research I university, there are important roles that are best served by NTTIF. In the Lundquist College of Business, we have team project courses ideally suited to instruction by faculty members with more of a professional background than is common among our research faculty members. Our very successful minor and pre-business programs are accessible to large numbers of students because NTTIF teach excellently in large classes. By freeing tenure-related faculty to do research, the NTTIF contribute to the research mission of the UO.

Yet we find that many NTTIF faculty members feel "invisible." Symptoms include people who have not received performance reviews in years, or who do not know who their supervisors are. In our underfunded and understaffed environment, other issues too often take precedence over NTTIF basic employment rights.

This is not an isolated Oregon problem. I recently moved to the UO from Michigan, where NTTIF had just unionized. The issues were very similar to those raised by the NTTIF committee here. The negotiations were contentious and the first year of the contract filled with grievances.

I applaud the process to address these issues here at the UO that has been collaborative but frank. I hope that through this process we come to a shared understanding of the role of NTTIF in a research university, to remediate poor employment practices where we find them and work together to enhance the quality of research and education at our university.

--James Bean, professor and dean, Charles H. Lundquist College of Business

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AHA International Makes Contribution to International Resource Center

< International UO students pose with the Oregon Duck.

Nearly \$700,000 toward a goal of \$1.1 million has been raised to create a state-of-the-art international resource center in the Erb Memorial Union (EMU). [AHA International](#) has emerged as a major supporter of that effort, with a recently announced three-year pledge of \$120,000.

The Portland-based study-abroad organization has been an academic program of the UO since 2003, but it has been in existence since 1957 and has 18 program sites around the world. AHA Executive Director Bob Selby says the gift in support of the international resource center illustrates strongly shared values between the university and AHA.

"Given the UO's support of AHA study abroad programs and the shared commitment to international education by both AHA and the UO Office of International Programs, this contribution represents an investment in a mutual vision to promote international study," Selby explains.

The current international lounge, where the improvements will occur, is one of the most active hubs in the EMU, drawing more than 15,000 users each year for more than 200 annual events.

Take a [virtual tour](#) of the international resource center conceptual plan.

[Selby discusses AHA history and values.](#)



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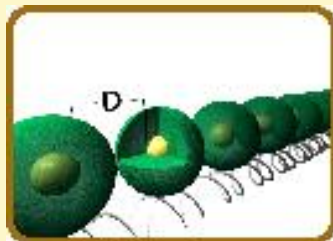
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Electronics Patent Opens Door to Nano Transistor

< *Image of Jim Hutchinson's first patent, depicting gold nanoparticles surrounded by an organic ligand shell (green) self-aligned along a strand of DNA.*

A new UO patent in electronics could lead to a new class of nanoscale electronics and optics assembled from nanoparticles--including ultrascale transistors that operate efficiently at room temperature.

The patent, issued on March 29 to chemistry Professor Jim Hutchison, comes less than a year after another patent was issued to him for a "greener," faster way to synthesize gold nanoparticles. The university is taking steps to create a new company that would develop commercial applications for the two Hutchison processes.

An article describing the discovery leading to Hutchison's latest patent was published in the June 2004 issue of *Langmuir*, the American Chemical Society's surface science journal. Hutchison developed the process with two of his students, Gerd H. Woehrle and Marvin G. Warner.

"This has been a prolonged effort," Hutchison says. "We reported this invention in 1997 and the original work began in 1996. We had a concept, we reduced it to practice and now we've received a patent on it. It's exciting to have all that effort pay off."

Hutchison's first patent was issued in May 2004. Since then, he says, interest in greener methods for nanotechnology has heated up significantly. At the same time, the quest to build ever-smaller computer chips continues, and Hutchison's new patent may prove to satisfy what seems like an exponentially increasing demand.

"The first patent covered the use of greener methods to make building blocks. This one is about a greener approach to creating self-assembling structures with those building blocks--a bottom-up approach like using Legos as opposed to chiseling or etching away material like we currently do on silicon chips," Hutchison explains.

Nanoscale transistors such as those addressed in the patent are composed of nanoparticle building blocks (for example, a chemically functionalized gold core 1.5 nanometers in diameter) and function based upon a mix of classical and quantum mechanical properties.

The patent covers the assembly of devices using a biopolymer DNA as a template. Within living organisms, DNA comprises the genetic code, but by itself, DNA is just a polymer--a string of molecules hooked together in a chain whose links can encode information. In Hutchison's lab, the DNA polymer serves as an architectural scaffold for tiny particles of gold, the ultimate conductor of electricity.

"If you think about a structure of gold dots on a DNA strand, it's like a wire with a whole bunch of minute cuts in it, about 15 angstroms in size," Hutchison says. "In order for electrons to travel down a nanoparticle chain, they have to jump or tunnel from one particle to the next. As a result, these nanochains have different properties than a wire would have. That's why you can make transistors out of them."

This tunneling behavior is a feature of quantum physics that creates problems when using current manufacturing techniques but becomes a boon when the workplace shrinks to nanoscale.

Hutchison directs the UO Materials Science Institute and is co-director of ONAMI, the Oregon Nanoscience and Microtechnologies Institute. The National Science Foundation (NSF), the Alfred P. Sloan Foundation, and the Camille and Henry Dreyfus Foundation, Inc., have funded his research.

Already known as a world leader for teaching green chemistry principles, Hutchison and his UO colleagues are pioneering the field of green nanoscience.

"Jim Hutchison is clearly leading the way in identifying the scientific approaches that will be needed in designing the most innovative advances for nanoscience and technology in a way that is also not harmful to human health and the environment," says Paul Anastas, director of the Green Chemistry Institute, a nonprofit organization that is part of the American Chemical Society.

Hutchison is an Oregon native who earned his bachelor's degree at the UO and his doctorate from Stanford. He received an NSF postdoctoral fellowship to work on analytical and surface chemistry at the University of North Carolina, Chapel Hill. Since joining the UO faculty in 1994, he has received several awards and honors, including a prestigious NSF CAREER Award and an Alfred P. Sloan Research Fellowship.

ONAMI is focused on research and commercialization of nanoscience and microtechnologies to foster the creation of new products, companies and jobs in the Pacific Northwest. It unites the UO, OSU and Portland State University with the Pacific Northwest National Laboratory, the State of Oregon and private industry.

The new patent is No. 6,872,971.

--Kathy Madison, *communications officer*

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Make a Date



Tonight's Faculty Artist Series Performance Showcases Bassoonist

Bassoon professor Steve Vacchi will give a Faculty Artist Series recital tonight (April 11) titled "Modus Operandi" that will include music from Turkey, Hungary and India. Concert time is 8 p.m. in Beall Hall, 961 E. 18th Ave. Tickets, available at the door, are \$9 general admission or \$5 for students and senior citizens.

Aside from an 18th-century sonata by Francois Devienne and a 19th-century concertino by Franz Suchanek, Vacchi's program consists of 20th-century works from around the world. Featured is music by Henri Dutilleux, Guy Lacor, Eugene Bozza, Edward Hines, Alexandre Tansman and Otto Oromszegi. Piano accompaniment is by Sandy Holder, who earned a Master of Music degree at the UO.

Vacchi holds degrees from the Eastman School of Music, The Hartt School and Louisiana State University and has performed in 23 countries and recorded for numerous record labels. He is a member of the Eugene Opera Orchestra, Oregon Mozart Players, Oregon Bach Festival and the Oregon Festival of American Music.

He joined the UO music faculty in 2000 and is also a member of Germany-based Trio 335 (oboe, bassoon and accordion), a group that actively commissions new works for this eclectic combination. He recently began performing early music on dulzian, rackett and krummhorn, as well as baroque, classical and French bassoons.

--Scott Barkhurst, School of Music director of marketing and publications

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Make a Date



Turley To Direct Opera Ensemble Double Bill

< *Charles Turley*

Charles Turley, assistant professor of voice and director of the UO Opera Ensemble, will conduct the ensemble's spring production of two short operas running Friday, April 22, through Sunday, April 24. The performances begin at 7 p.m. in the School of Music's Beall Concert Hall, 961 E. 18th Ave. Tickets, available at the door, are \$10 general admission or \$5 for students and senior citizens.

The production brings an imaginative local twist to a Puccini favorite, "Gianni Schicci," originally set in Florence, Italy. Taking advantage of a play on city names, Turley has reconceived this classic comedic opera so that it is sung in English and takes place in Florence, Ore., during the logging industry's heyday in the Gay Nineties.

The evening will open with Rossini's "La Cambiale di Matrimonio (The Marriage Contract)," sung in Italian with English supertitles. Written in 1810, it was Rossini's first publicly performed opera. The setting is colonial-era England, in the home of Toby Mill, a formerly successful merchant. Mill has borrowed heavily from a wealthy business associate in Canada. In lieu of repayment, he agrees to arrange the marriage of his creditor to his own daughter, Fanny--not knowing she's already promised herself to another man. The story unfolds around passionate and jealous lovers, a couple of wily servants and a father with a murderous temper.

The second half of the program is Turley's adaptation of "Gianni Schicci." A wealthy lumber baron, Old Jethro, has died and left his estate to the Presbyterian Church in Florence--but the family calls on the devious horse thief Johnnie Skeekie to help rewrite the will. Skeekie arrives and, by imitating the voice of Old Jethro, rewrites the will so it bequeaths much of the fortune to the family. (Of course, he also takes a healthy chunk for himself and his daughter's dowry.)

The principal singers include many of the music school's top vocalists.


Mario Chae recently appeared as Marullo in "Rigoletto" with the Eugene Opera. Jennifer Bacon Quinnelly, Gene Chin and Carlos Zapien are graduate student veterans of several UO Opera Ensemble productions.

H.J. Kim recently was a semifinalist in the Belle Voci National Voice Competition. Andrew Brock sang Tamino in the UO's "Magic Flute" and has been active with southern Oregon's Rogue Opera over the past few years.

Hallie Silverston was a soloist with Helmuth Rilling last October and has been accepted into the master's degree program at the Eastman School of Music.

For more information, or to receive a complete calendar of events, call the music school weekdays, (541) 346-5678, or go the school's [online calendar](#).

--*Scott Barkhurst, School of Music director of marketing and publications*

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Friday, December 30, 2005
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Calendar of Events

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Please Note: Event times and dates may change so please check back often. Last Updated: undefined

Thursday, Jan. 12 • 8 p.m., Beall Hall PACIFICA QUARTET

Chamber Music Series; \$29, \$23, \$18, \$12
 Music by Shostakovich, Mendelssohn, and Haydn.
 Advance tickets from the Hult Center (682-5000) or EMU (346-4363).

Jan. 20-21 • 8 p.m., Dougherty Theatre DANCE AFRICA

UO Dance Ensemble; \$10, \$5

Friday, Jan. 20 • 7:30 p.m., LCC Auditorium OREGON JAZZ FESTIVAL

UO & LCC Ensembles + Guest Artists; \$10, \$7

Saturday, Jan. 21 • 7:30 p.m., LCC Auditorium DICK OATTS, Jazz Saxophone JOHN MOSCA, Jazz Trombone

Oregon Jazz Festival Guest Artists; \$18, \$12

Sunday, Jan. 22 • 8 p.m., Beall Hall LOUISE Di TULLIO, Flute

Guest Artist Recital; \$9, \$5
 Grand finale concert for Flute Day.
 Call 346-3790 for Flute Day registration info.

Monday, Jan. 23 • 8:30 p.m., Gerlinger Lounge GOODVIBES Marimba-Vibraphone Duo with Charles Dowd and Tracy Freeze

Faculty Artist Series; \$9, \$5

Thursday, Jan. 26 • 1 p.m., Beall Hall STUDENT FORUM: Marcus Thompson, viola

Tibor Serly, and the making of the Bartok Viola Concerto; Free

Thur., Jan. 26 • 5:15 p.m., Collier House HAPPY BIRTHDAY, MOZART!

Early Chamber Music Ensemble; Free

Thursday, Jan. 26 • 8 p.m., Beall Hall MARCUS THOMPSON, Viola with the Oregon String Quartet

Guest Artist Recital; \$9, \$5
 Music by Dvorak, Brahms, and Turina.

Sunday, Jan. 29 • 3 p.m., Beall Hall THE IMANI WINDS

Chamber Music Series; \$29, \$23, \$18, \$12
 Music by Ravel, Piazzolla, Marquez, and others.

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To confirm dates and times call our Community Relations Office at (541) 346-5678 (Weekdays, 8-5).

TICKET INFORMATION

Beall Hall is located in the School of Music, 961 E. 18th Ave.

Collier House is located on the corner of 13th and University.

Except for Chamber Music Series and some special events, tickets are sold only at the door; the box office opens one hour before each

Advance tickets from the Hult Center (682-5000) or EMU (346-4363).

Monday, Jan. 30 • 8 p.m., Room 178
JAZZ LAB BANDS II & III
UO Jazz Ensembles; \$5, \$3

Friday, Feb. 3 • 8 p.m., Room 178
THE JAZZ CAFE
UO Jazz Combos & Guest Artists; \$5, \$3

Wednesday, Feb. 8 • 8 p.m., Beall Hall
OREGON WIND ENSEMBLE
UO Ensemble; \$5, \$3

Thursday, Feb. 9 • 1 p.m., Beall Hall
STUDENT FORUM: Student Recital Series
Free

Feb. 9-11 • 8 p.m., Dougherty Theatre
FACULTY DANCE CONCERT
Department of Dance; \$10, \$5

Friday, Feb. 10 • 8 p.m., Beall Hall
TOBY KOENIGSBERG, Jazz Piano
Faculty Artist Series; \$9, \$5

Sunday, Feb. 12 • 3 p.m., Beall Hall
UNIVERSITY SYMPHONY
UO Ensemble; \$5, \$3

Monday, Feb. 13 • 8 p.m., Beall Hall
SARAH BUECHNER, Piano
Guest Artist Recital; \$9, \$5

Thursday, Feb. 16 • 1 p.m., Beall Hall
STUDENT FORUM: Samuel Pilafian, Euphonium/Tuba
Free

Thursday, Feb. 16 • 8 p.m., Beall Hall
SAM PILAFIAN, Tuba with UO Jazz Faculty
Robert Trotter Guest Professor Recital; \$9, \$5

Wednesday, Feb. 22 • 7:30 p.m., Beall Hall
POETRY IN SONG
UO voice students perform art songs; Free

Thursday, Feb. 23 • 8 p.m., Beall Hall
NANCY ANDREW, Flute
Faculty Artist Series; \$9, \$5

Friday, Feb. 24 • 5 p.m., Collier House
COLLEGIUM MUSICUM
UO Early Music Ensemble; Free


Friday, Feb. 24 • 8 p.m., Room 178
THE JAZZ CAFE
UO Jazz Combos; \$5, \$3

Sunday, Feb. 26 • 3 p.m., Beall Hall
DEBUSSY QUARTET
Chamber Music Series; \$29, \$23, \$18, \$12

concert. Last-minute changes are sometimes unavoidable, but here are some ways for you to confirm concert times and dates: in *The Register-Guard*, check the Friday Ticket calendar of the Sunday Arts & Books section; or check the calendar listings in *Eugene Weekly*. For other information, contact:

Community Relations Office
Weekdays, 8-5
(541) 346-5678

Main Desk
Weekdays, 8-5
(541) 346-3761

Wheelchair accessible seatings and assisted listening devices are available in Beall Hall. If you have special seating needs, call 346-5679 at least 24 hours prior to the concert to make arrangements. 

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[U2004](#) | [SP2004](#) | [W2004](#) | [F2003](#)
[U2003](#) | [SP2003](#) | [W2003](#) | [F2002](#)

Music by Milhaud, Debussy, Shostakovich.
Tickets from the Hult Center (682-5000) or EMU (346-4363).

Wednesday, March 1 • 8 p.m., Beall Hall
OREGON WIND ENSEMBLE & SYMPHONIC BAND
UO Ensembles; \$5, \$3

Friday, March 3 • 8 p.m., Room 178 Music
THE JAZZ CAFE
UO Ensemble; \$5, \$3

March 3, 4 • 7 p.m., LCC Auditorium
March 5 • 2:30 p.m., LCC Auditorium
THE MARRIAGE OF FIGARO
UO Opera Ensemble; \$15, \$10
Mozart's delightful comic opera, featuring UO singers and the University Symphony.

Sunday, March 5 • 7:30 p.m., Beall Hall
JASPER WOOD, Violin & DAVID RILEY, Piano
Guest Artist Recital; \$9, \$5
Music by Bartok, Schubert, and Prokofiev.

Monday, March 6 • 8 p.m., Beall Hall
OREGON PERCUSSION ENSEMBLE
UO Ensemble; \$5, \$3

Tuesday, March 7 • 8 p.m., 198 Music
CHAMBER MUSIC ON CAMPUS
UO Chamber Ensembles; Free

Wednesday, March 8 • 8 p.m., Beall Hall
CHIAYI UNIVERSITY ORCHESTRA
Guest Ensemble; Free
Chamber orchestra from Taiwan.

Thursday, March 9 • 1 p.m., Beall Hall
STUDENT FORUM: Yuanlin Chin, composer
Free

Thursday, March 9 • 8 p.m., Beall Hall
REPERTOIRE SINGERS & CONCERT CHOIR
UO Choral Ensembles; \$5, \$3

Friday, March 10 • 5 p.m., Collier House
COLLEGIUM MUSICUM
UO Early Music Ensemble; Free

Friday, March 10 • 8 p.m., Beall Hall
OREGON JAZZ ENSEMBLES with
PAUL MAZZIO, Trumpet
UO Jazz Ensembles & Guest Artist; \$5, \$3

Sat., March 11 • 7:30 p.m., Jacoby Auditorium
Umpqua Community College, Roseburg
THE MARRIAGE OF FIGARO
UO Opera Ensemble; \$16, \$14, \$10
Call (541) 672-0494 for tickets.

Sat., March 11 • 8 p.m., Room 198 Music
FUTURE MUSIC OREGON

UO Music Technology Program; \$5, \$3

**Sunday, March 12 • 1 p.m., Collier House
CHAMBER MUSIC ON CAMPUS**

UO Chamber Ensembles; Free

**Tuesday, March 14 • 8 p.m., Beall Hall
UNIVERSITY SINGERS & CHAMBER CHOIR**

UO Choral Ensembles; \$5, \$3

**Wed., March 15 • 7 p.m., Dougherty Theatre
DANCE QUARTERLY**

Department of Dance; Free

**Thursday, March 16 • 1 p.m., Beall Hall
STUDENT FORUM: Student Recital Series**

Free

**Saturday, March 18 • 8:15 p.m., Beall Hall
EUGENE CONTEMPORARY CHAMBER ENSEMBLE**

UO Ensemble; Free

**Sunday, March 19 • 2 p.m., 198 Music
UNIVERSITY PERCUSSION ENSEMBLE**

UO Ensemble; \$5, \$3

**Sunday, March 19 • 5 p.m., Beall Hall
UNIVERSITY GOSPEL ENSEMBLES**

UO Ensembles; \$5, \$3

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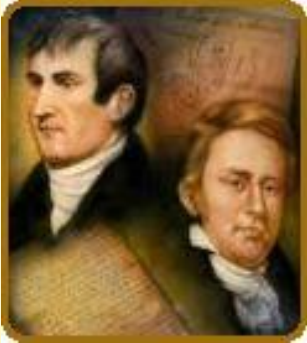
1225 University of Oregon, Eugene, OR 97403-1225, Phone: (541) 346-3761, Fax: (541) 346-0723

The University of Oregon is an accredited institutional member of the National Association of Schools of Music.

Photographic snapshots on this site courtesy of: Scott Barkhurst, Pamela Gifford, Laura Littlejohn, Jack Liu, and Jureta Nidever.

for the university of oregon community

Make a Date



Museum Offers Fresh Look at Lewis and Clark Legacy

< *Meriwether Lewis and William Clark*

The legacy of Lewis and Clark lives on at the Museum of Natural and Cultural History. In conjunction with its new exhibit "Lewis, Clark and Company--Explorers, Ambassadors and Naturalists," the museum will focus on the famed Corps of Discovery expedition.

Special Family Day activities are planned from 11 a.m. to 3 p.m. on Saturday, April 16, and a free public lecture series on three successive Fridays in April will be devoted to fleshing out historic and contemporary perspectives about the expedition.

The exhibit, which runs through Jan. 29, 2006, showcases artifacts, specimens and photographs highlighting three important aspects of Lewis and Clark's journey: their challenging exploration, their relationship with Louisiana Territory tribes (and the ways in which tribal goodwill made the Lewis and Clark expedition possible), and the extensive findings that contributed greatly to Western science. Visitors will see original publications of Lewis and Clark's journals, a reproduction of their expedition map, examples of plants and animals mentioned in the journals, and related items.

The lecture series, "Changing Perspectives on the Expedition," and Family Day events are co-sponsored by the Lane County Historical Museum. Lectures begin at 5:30 p.m. in Room 110 of the Knight Law Center, 1515 Agate St. They will be followed by receptions next door at the Museum of Natural and Cultural History, 1680 E. 15th. Ave.

Special events in coming weeks include:

Friday, April 15--After showing a brief 1950 documentary about Lewis and Clark, Richard Hanes, Forest Service archaeologist, and Daniel Miller, director of the Oregon Documentary Project and a UO assistant professor of journalism, will lead a discussion about "Historical Interpretations of the Corps of Discovery."

Saturday, April 16--The museum will host Lewis and Clark Family Day, an in-depth look at the Corps of Discovery expedition highlighted by "Drawing the Past: Naturalist Drawings from the Lewis and Clark Journey," a scientific illustration workshop given by Kris Kirkeby at 10 a.m. All ages are welcome, although an adult must accompany children under 12. The workshop fee, \$5 per person, helps underwrite the costs of Family Day. To pre-register (required), call (541) 346-5083.

Other Family Day activities, all free with admission to the museum, include nature walks, living history demonstrations, hands-on activities and a scavenger hunt.

Friday, April 22--Native American fiber artist Pat Courtney Gold will share an indigenous view of the rich history and culture of the Chinookan Nations. Her talk, "The Chinookan Nations Encounter the Corps of Discovery," examines Lewis and Clark's misunderstanding of the Chinookan culture and language by looking at excerpts from their journals. This event is co-sponsored by the Oregon Council for the Humanities.

The lecture series began April 8 when scholar and author Mark Spence, co-editor of *Lewis and Clark: Legacies, Memories and New Perspectives*, discussed historical and current approaches to commemorating Lewis and Clark in a talk titled "The Unnatural History of the Lewis and Clark Bicentennial."

Museum hours are 11 a.m. to 5 p.m. Tuesdays through Sundays. Admission is \$3 for adults; \$2 for seniors and youths ages 17 and under; and \$8 for families (two adults and up to four youths). UO faculty and staff members and students, and museum members are free. For more information, call the museum, (541) 346-3024.

--Melinda Young, Museum of Natural and Cultural History graduate teaching fellow



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Email: inside@uoregon.edu

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for the university of oregon community



Scientists Discover Better Way To Generate Power From Thermal Sources

< *Heiner Linke*

Your car's engine loses 70 percent of its energy as waste heat-but Australian and Oregon scientists may have figured out an efficient way not only to recover that lost energy, but at long last to capture the power-producing potential of geothermal heat.

The trick is to convert it to electricity-and a promising way to accomplish this, the researchers have discovered, involves using extremely thin nanowires to potentially more than double the efficiency of thermoelectric materials.

"If all goes well, nanostructured thermoelectric devices may be practical for applications such as recycling of waste heat in car engines, on-chip cooling of computer microprocessors and silent, more compact domestic refrigerators," says Heiner Linke, a University of Oregon assistant professor of physics associated with the Oregon Nanoscience and Microtechnologies Institute (ONAMI).

Linke and Tammy Humphrey, an Australian Research Council fellow currently visiting the University of California at Santa Cruz, presented their findings April 5 at the Nanoscale Devices and System Integration Conference in Houston. A review of their study in the online version of the journal *Nature Materials* describes their results as "dramatic" and "a phenomenal enhancement relative to current bulk thermoelectrics."

The pair discovered that two objects can have different temperatures yet still be in equilibrium with each other at the nanoscale-a fact that may blow right past a non-physicist but which is crucial in order to attain the kind of performance needed for widespread application of thermoelectric technology in power generation and refrigeration.


Imagine a hot cup of coffee sitting on a bench. The coffee will quickly cool because molecules in the cup spontaneously ferry heat from hot to cold in a rush to reach equilibrium with the temperature of the bench. The same effect happens with electrons in the materials studied by Humphrey and Linke. In physics, this is the law of thermodynamics: that heat will always flow from hot to cold. Of course, the energy expended by those electrons is normally lost.

Thermoelectric materials try to recover this energy by converting it to electricity, but they don't work very well if the flow of heat is uncontrolled. The breakthrough presented by Humphrey and Linke involves controlling the motion of electrons using materials that are structured on the nanoscale.

"The idea is to play one type of non-equilibrium (the temperature difference) against another one," Linke explains.

The study was funded by the Australian Research Council and Linke's CAREER Award from the National Science Foundation.

--Melody Leslie, science writer and media relations assistant director

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Make a Date

Author to Speak on 'The Black Church'

C.L. Franklin -- father of famed singer Aretha Franklin -- was a legendary African-American preacher, civil rights activist and inspiring public figure who exerted a profound influence on the post-World War II civil rights movement. *Singing In A Strange Land: C. L. Franklin, The Black Church, and the Transformation of America* (Little Brown and Company, 2005), Cornell University Nick Salvatore's new book on Franklin, will be the subject of an April 12 talk by Salvatore at the UO Knight Law Center, Room 175, 1515 Agate St.

Salvatore will also sign copies of the book at the 7:30 p.m. event, which is free and open to the public. The UO Labor Education and Research Center (LERC) and the Department of History are co-sponsoring the talk.

Salvatore is one of America's most eminent historians. His biography of Eugene V. Debs won the prestigious Bancroft Prize and Philip Taft Prize for Labor History in 1982. He has written numerous essays and articles on American labor and working-class history, African-American history and American culture and politics.

For more information, e-mail [Bob Bussell](mailto:Bob.Bussell@uoregon.edu), director of LERC, or contact him by phone at (541) 346-2784.

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for the university of oregon community

Labor Forum Features Top Global Safety Experts

Experts from five continents will come to Eugene for a conference titled "Workplace Health and Safety in the Global Economy," April 29-30 at the University of Oregon.

The event, keyed to Worker Memorial Day (traditionally celebrated on April 28), is being hosted by the UO Labor Education and Research Center (LERC) in collaboration with the UO's Wayne Morse Center for Law and Politics. Oregon's official commemoration of the event will take place on April 29 in conjunction with the conference.

Co-sponsors include the International Labour Office Programme on Socio-Economic Security, the Maquiladora Health and Safety Support Network and the National Council for Occupational Safety and Health.

Speakers from labor, corporations and a variety of organizations will discuss how they address safety and health hazards and labor rights concerns that have arisen from rapid globalization, waves of migration and immigration; and vastly differing levels of regulation across the globe.

"This is a tremendous opportunity for public and occupational health practitioners, trade unionists, researchers and students to make connections with their counterparts from around the world," says Steven Hecker, conference coordinator and associate professor with LERC. "Our presenters are engaged in concrete projects to improve working conditions in Central and South America, China, Bangladesh, the Philippines and many other places. They are very interested in developing and extending networks for resources and information exchange with North Americans."

Keynote speakers include Ellen Roskam of the International Labour Office in Geneva, Monina Wong of the Hong Kong Christian Industrial Committee, Deanna Robinson of Gap, Inc., and Harley Shaiken of the University of California, Berkeley. Other organizations that will be represented include the Canadian Auto Workers Union, Bangladesh Workers Solidarity Center, the Border Committee of Women Workers (Mexico), the Commission for the Verification of Codes of Conduct (Guatemala), and the Center for Policy Analysis on Trade and Health.

Pre-registration is free to UO faculty, students, and staff and is required by April 18. The fee for others is \$165 or \$85 for students. For more details and to obtain a registration form, visit to the [conference website](#).

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Workplace Health & Safety in the Global Economy

April 29-30, 2005
University of Oregon - Eugene, Oregon



Charles Kernaghan, National Labor Committee, 2001. Used with permission.

Sponsored by:

Labor Education and Research Center, University of Oregon
Wayne Morse Center for Law and Politics, University of Oregon
International Labour Office Programme on Socio-Economic Security
Maquiladora Health and Safety Support Network
National Council for Occupational Safety and Health

Global economic integration is having profound effects on working conditions in developing and industrialized countries. Only a decade ago North American workers, unions, and public interest groups focused primarily on the impact of the North American Free Trade Agreement on labor and environmental conditions. Today these concerns have spread worldwide with the emergence of China as an enormous center of manufacturing and continued rapid globalization of production and services. Debate continues as to whether globalization constitutes a "race to the bottom" for wages and working conditions or an inevitable and ultimately positive development for citizens of all countries.

The Workplace Health and Safety in the Global Economy conference took place April 29-30, 2005 at the University of Oregon, coinciding with Workers Memorial Day, 2005. The conference brought together representatives from trade unions, non-governmental organizations (NGOs), corporations, and universities from five continents who are working on the critical issues of globalization, working conditions, and labor rights. The conference focused on concrete projects to improve working conditions in both the developing and industrial nations experiencing these economic shifts. One of the major objectives was and is to further an international network of researchers, practitioners, and activists addressing these issues.

The conference agenda that follows contains links to many of the conference presentations. In the coming months [additional conference materials and links](#) will be added to the site as we continue to develop ideas and practical means of expanding this network.

About OLSHEP
Occupational Safety
& Health
"Right To Know"
Publication
Homecare Workers

Health & Safety in the
Global Economy

Workers Memorial
Day

Sections:

[Conference Sessions](#)

[Speakers](#)

[Registration
Information](#)

[Further Information](#)

Your comments are welcome: shecker@uoregon.edu.

Agenda

Friday, April 29, 2005

7:30 am Registration

8:00 Welcome, Introduction, Orientation

- [Steven Hecker, Associate Professor, LERC - University of Oregon](#)
- Margaret Hallock, Director, Wayne Morse Center for Law and Politics

8:30 Keynote Panel: Labor Rights and Working Conditions in the Globalized Economy:

Needs, Barriers, Signs of Progress Moderator: Steven Hecker

- [Ellen Rosskam, Programme on Socio-Economic Security, International Labor Organization, Geneva](#)
- Monina Wong, Hong Kong Christian Industrial Committee
- Deanna Robinson, Gap, Inc.

10:00 Break

10:15 The Impact of Trade Agreements on Public Health and Occupational Health: The NAFTA Example Moderator:

Christine Frost, Attorney, Portland, OR

- [An Assessment of Workplace Health and Safety Cases under the NAFTA Labor Side Agreement, Linda Delp, UCLA Labor Occupational Safety and Health Program \(Spanish\)](#)
- [Trade Agreements, Public Health, and the Public Sector, Ellen Shaffer, Center for Policy Analysis on Trade and Health](#)

12:00 Lunch

[Worker Memorial Day Observance- Gerlinger Hall Room 220 \(WMA file\)](#)

1:30 pm Local/Regional Approaches to Improving Workplace Safety and Health in Developing Countries: Labor/NGO

Strategies and Project Moderator: Helen Moss, LERC - University of Oregon

- [Karen Hui, Occ Health and Occ Rehab Resource Centre, Hong Kong](#)
- [Julia Quiñonez, Comité Fronterizo de Obreras, Mexico \(Spanish\)](#)
- [Homero Fuentes, Commission for the Verification of Codes of Conduct, Guatemala](#)
- [Kalpona Akter, Bangladesh Center for Workers Solidarity](#)

3:15 Break

3:30 Corporate Programs: Best Practices and Barriers Moderator: Steven Deutsch, LERC - University of Oregon

- [Gap Inc. Social Responsibility Program, Deanna Robinson, Global Compliance, Gap Inc.](#)
- ["Implementation of a Global EHS Program at a Multinational Corporation," Richard Hirsh, Rohm and Haas](#)

5:30 Reception - Schnitzer Art Museum

Posters: Training, Monitoring, and Assessment of Working Conditions

- [Construction and General Industry Training in Costa Rica and Nicaragua, Rick Gleason, U. of Washington \(Part 1, Part 2\)](#)
- [Case Study: Three Automotive Assembly Plants in China, Cathy Walker, Canadian Auto Workers Union](#)
- [Adverse Health Effects in Latino Building Cleanup Workers at the World Trade Center Site, Mary Mejia, Latin American Workers Project, Hunter College, NY](#)

Saturday, April 30

8:30am Cross-Border Training and Technical Assistance Projects; Room 182

Moderator: Laurel Kincl, LERC

- [Garrett Brown, Maquiladora Health and Safety Support Network](#)
- [Maggie Robbins, Hesperian Foundation](#)
- [Cathy Walker, Canadian Auto Workers Union \(Presentation, Report\)](#)

10:00 Break

10:15 Concurrent Sessions I

A. OHS Prevention Programs in the Informal Sector; Room 175

Moderator: Tom O'Connor, National Council for Occupational Safety and Health

- [Walter Varillas, Instituto STYMA, Peru](#)
- [Ellen Roskam, ILO](#)

B. Global Integration: First, Second, and Third World Challenges; Room 162

Moderator: Marc Weinstein, LERC

- ["Chipping" away at worker health and safety: The challenges of regulation and enforcement in the global semiconductor industry, Andrew Watterson, University of Stirling, Scotland](#)
- [Occupational Health and Safety Cannot Be Bargained Away... A Continuing Challenge, Ramon Martinez, Institute for Occupational Health and Safety Development, Philippines](#)
- [Case Study: Three Automotive Assembly Plants in China, Cathy Walker, Canadian Auto Workers Union](#)

C. Monitoring Codes of Conduct and Labor Conditions; Room 185

Moderator: Helen Moss

- [Homero Fuentes, Coverco](#)
- [Allie Robbins, United Students Against Sweatshops](#)

11:45 Lunch

12:45pm Concurrent Sessions: II

A. Immigration, Migration, and OHS; Room 175

Moderator: Bob Bussel, LERC

- [Government, Labor, and Community Strategies to Assist Immigrant Workers in the US Tom O'Connor, National COSH Network, US](#)
- [Programs to Assist Migrant Workers in China Karen Hui, Occupational Health and Occupational Rehabilitation Resource Centre, Hong Kong](#)

B. Gender Issues in OHS in Developing Countries; Room 162 Moderator: Ellen Rosskam, ILO

- Julia Quiñonez, CFO
- [Monina Wong, HKCIC](#)
- [Kalpona Akter, BCWS](#)

C. Training, Research, and Resource Partnerships; Room 185

Moderator: Marcus Widenor, LERC

- Nick Henwood, Industrial Health Research Group, Cape Town, S. Africa ([Presentation, Report](#))
- [Bern Johnson, Environmental Law Alliance Worldwide \(E-LAW\)](#)

2:15 Building International Support Networks: Brief plenary followed by breakout sessions.

3:45 Alternative Trade, Economic Development and Regulatory Policies and What They Might Mean for Workplace Health and Safety; Room 182

Moderator: Steven Hecker

- [Michael Dreiling, Sociology Dept., University of Oregon](#)
- Panel of respondents

4:30 Summary/Adjourn

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University of Oregon Labor Education and Research Center
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for the university of oregon community

Make a Date



Diversity Research in Spotlight April 22

< *Last year's workshop participants.*

Asako Kanazawa examines how international students adapt culturally when they come to the University of Oregon. Maylian Pak looks at poverty, race and social and environmental justice in Eugene using the work of the Railroad Pollution Coalition as a case study. The UO Center on Diversity and Community (CoDaC) and the Graduate School will showcase their projects and those of seven other recipients of 2004-05 graduate summer research awards at the third-annual graduate research conference presenters' luncheon and graduate student workshop, from 10:30 a.m. to 5 p.m., Friday, April 22, in Gerlinger Lounge, 1468 University Street.

The event is free and open to the public. Topics cover a wide range of diversity issues from Latina/o immigration in rural United States to femininity in Argentina and Kenyan hip-hop musicians.

Opening the day's activities will be Susan Hardwick, professor of geography and co-director for CoDaC research programs, along with Rich Linton, vice president for research and graduate studies. Greg Vincent, vice provost for institutional equity and diversity, will offer a luncheon address on the social significance of diversity-focused research across the country.

"It will be a day of enrichment both for students and for members of the public who would like to attend the presentations," says Hardwick. "The center's goal is to promote dialogue, inquiry and competencies on issues of cultural diversity. These research projects eloquently underscore this mission."

CoDaC was founded in 2001 by UO faculty, students and administrators with three areas of focus:


- support for faculty, postdoctoral and graduate scholars;
- programs and events that address diversity issues and enhance diversity on campus; and
- partnerships on diversity issues with other groups in the university and community for collaborative, research-oriented activities.

For more details and the conference schedule [click here](#).

[Click here](#) for conference presentation abstracts of the nine graduate students.

For information on the annual summer research awards [click here](#). There will be a student

workshop at 3 p.m. during the conference to provide details on applying for the 2005-6 graduate research program. Proposals are due May 16.

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Third Annual Graduate Research Conference Presenters' Luncheon and Student Workshop

Friday, April 22, 2005
10:30 A.M.- 5:00 PM
Gerlinger Alumni Lounge
1468 University Street

Sponsored by the [Center on Diversity and Community \(CoDaC\)](#) and the [Graduate School](#)

[Request for Proposals 2005-06 \(PDF\)](#)

[2005 Presentation Abstracts](#)

[2004 Presentation Abstracts](#)

[2003 Presentation Abstracts](#)

Schedule of Events

10:30-11:00

Introductions and Welcome

Speakers

Susan Hardwick Professor, Geography and CoDaC Co-Director for Research Programs
Dr. Richard Linton Vice President, Office of Research and Graduate Studies

11:00-12:00

Economies of Travel and Culture Exchange

[Celia Tagamolila Bardwell-Jones](#) Ph.D. Candidate, Philosophy

Unsettling the Hegemony of Immigrant Settlers: Transnationalism, Provincialism and Native Hawai'ian Sovereignty

[Ayisha Yahya](#) M.A. Candidate, International Studies

Cultural Synthesis through the Media: A Case Study of Kenyan Hip-Hop

Session Chair

Martin Summers Director, Ethnic Studies Program and Associate Professor, Department of History

12:00-1:00

Presenters' Luncheon

Speaker

Dr. Gregory Vincent Vice Provost, Office of Institutional Equity and Diversity

1:00-2:00

Immigrancy, Internationalism, and Adjustment

[Asako Kanazawa](#) M.A. Candidate, Psychology

Acculturation and Mood amongst International Students

[May Lim](#) Ph.D. Candidate, Counseling Psychology

Path Analysis of Psychosocial Adjustment amongst Southeast Asian Immigrant Youth

Session Chair

Linda Forrest Associate Dean, College of Education and Professor, Counseling Psychology Program

2:00-3:00

Constructing Race, Space, and Place

[Hee-Jung Serenity Joo](#) Ph.D. Candidate, Comparative Literature

Racial Passings and Utopian Be/Longings: Race, Citizenship, and National Identity in George Schuyler's "Black No More" and Eric Liu's "The Accidental Asian"

[Barbara Sutton](#) Ph.D., Sociology

"We Don't Have Racial Problems:" Racism, Whiteness, and Racialized Femininity in Argentina

Session Chair

Mia Tuan Associate Professor, Sociology

3:00-3:15

Workshop: Applying to the Graduate Research Awards Program

Presenters

Susan Hardwick Professor, Geography and CoDaC Co-Director for Research Programs

John Shuford Associate Director, CoDaC

Nancy Hiemstra M.A. Candidate, Geography

3:15-4:45

Concerning Communities: Organization, Transformation, and Memory

[Nancy Hiemstra](#) M.A. Candidate, Geography

Latino/a Immigrants in Small Town USA: Race, Place and Community Transformation

[Maylian Pak](#) M.A. Candidate, Geography

Poverty, Race and Community Organization: Social and Environmental Justice in Eugene

[Thomas Swensen](#) M.A. Candidate, English

A Memory beyond Authenticity: Alutiiq Cultural Display in Fort Ross

Session Chair

Joseph Lowndes Assistant Professor, Political Science

Third Annual Graduate Summer Research Awards

Sponsored by the [Center on Diversity and Community \(CoDaC\)](#) and the [Graduate School](#)

[2005 Presentation Abstracts](#) [2004 Presentation Abstracts](#) [2003 Presentation Abstracts](#)

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[Celia Tagamolila Bardwell-Jones](#)

Ph.D. Candidate Philosophy

Unsettling the Hegemony of Immigrant Settlers: Transnationalism, Provincialism and Native Hawai'ian Sovereignty

Hauanani Kay Trask in an impassioned essay entitled "Settlers of Color and "Immigrant" Hegemony" argues that all Asian immigrants in Hawai'i are what she terms "colonial settlers". In this presentation, I hope to complicate Trask's arguments and "unsettle" the hegemony of immigrant settlers by analyzing the transnational connections as experienced by many immigrants in Hawai'i and on the continent. I introduce Josiah Royce's philosophical notion of a "wholesome provincialism" which understands travel as a concept of mediation between different communities. Travel in this light underscores the transnational commitments of many Asian immigrants. I argue that while there is a potential for Asian immigrants to be colonialist in Hawaii, Asian immigrant status does not necessarily implicate a colonial status as Trask suggests. To this extent, Asian immigrants understood transnationally and provincially, would arguably support Native Hawai'ian sovereignty.

Nicholas Coronel-Viteri

M.A., International Studies; M.C.R.P., PPM

The Movimento Sem Terra (MST): Cooperativism, Community Relations and Agrarian Reform in Rural Brazil

Brazil is the largest country in Latin America and a land of profound contrasts. It has one of the largest land concentrations in the world, with only one percent of the landowners owning forty-three percent of its territory. The struggle for land has marked the history of twentieth-century Brazil. The aim of this paper is to study the Brazilian Landless Peasant Movement (Movimento Sem Terra, MST), a movement that is attempting to resolve land inequalities in the rural regions of Brazil by providing its members with an alternative for a dignified life. Using social movements and radical planning theories, I develop an ethnographic study of one of the most important grassroots movements in the world at the present time. In addition, I discuss the practical implications of agrarian reform, and organic agricultural self-subsistence practices of the members of one rural site in the state Rio Grande do Sul.

[Nancy Hiemstra](#)

M.A. Candidate Geography

Latino/a Immigrants in Small Town USA: Race, Place and Community Transformation

Leadville, Colorado, has experienced rapid growth in its Latina/o population as the result of demands for low-wage labor at nearby mountain resorts. This research explores how spatial separations of immigrants and long-term residents reflect and reproduce deep social and economic differences. Understandings of place, enactments of citizenship, and daily social interaction are shaped by the politics of immigrants' legal status, as well as the sense of belonging and entitlement felt by many long-term residents.

[Hee-Jung Serenity Joo](#)

Racial Passings and Utopian Be/Longings: Race, Citizenship, and National Identity in George Schuyler's "Black No More" and Eric Liu's "The Accidental Asian"

Ph.D. Candidate Comparative Literature

My project investigates the implications of "racial passing" and miscegenation suggested in these two texts. The uncanny similarities between Schuyler's pre- and Liu's post- Civil Rights utopian fantasies of the nation articulate the embodied inevitability of race. A comparative analysis between them reveals how the visual assumptions of race impact Asian Americans and African Americans in different yet intersecting ways particularly in the context of citizenship, cultural legitimacy, and national be/longing.

[Asako Kanazawa](#)

Acculturation and Mood amongst International Students

M.A. Candidate Psychology

This project examines the relationship between the expression of social anxiety (examining known cultural variations in symptom expression) and the levels of acculturation and ethnic identity reported by University of Oregon international students during their transition to a new environment. This research also attempts to understand the role of self-construal plays in how international students present emotional distress.

[May Lim](#)

Path Analysis of Psychosocial Adjustment amongst Southeast Asian Immigrant Youth

Ph.D. Candidate Counseling Psychology

Despite being the largest majority of the current 724,600 foreign-born Asians living in the U.S., few studies exist on the growing mental health needs of America's Southeast Asian population. A comprehensive model of psychosocial development that considers important cultural variables would better inform the design and implementation of therapeutic interventions for the Southeast Asian population. The following project proposes a developmental model for Southeast Asian immigrant youths by examining the role of youth acculturation level, family conflict, and peer relationships on adolescent psychosocial adjustment.

[Maylian Pak](#)

Poverty, Race and Community Organization: Social and Environmental Justice in Eugene

M.A. Candidate Geography

Using the work of the Railroad Pollution Coalition (RPC) in Eugene, Oregon as a case study, this thesis examines the nature of community activism and citizenship among economically and racially marginalized groups affected by toxic soil and water contamination. This project analyzes the challenges of community organization among marginalized populations, exploring how race and class shape community activism. It contributes to environmental justice research, particularly geographic perspectives on race and class in the United States.

[Barbara Sutton](#)

"We Don't Have Racial Problems:" Racism, Whiteness, and Racialized Femininity in Argentina

Ph.D., Sociology

Dominant ideologies in Argentina claim that racism is not a relevant social issue in the country. This perception is related to a national identity that conceives Argentina as a White-European society and that erases the existence of non-White subjects. In this paper, I contrast these ideologies with racialized constructions of femininity and the embodied experiences of racism narrated by women who do not conform to the hegemonic ideals of beauty and femininity.

[Thomas Swensen](#)

A Memory beyond Authenticity: Alutiiq Cultural Display in Fort Ross

M.A. Candidate English

My research is on the representations of Alutiiq culture at Fort Ross, California State Historical Park during the park's "Cultural Heritage Day" on July 31, 2004. My project is a visual and textual study of the politics of memory, memorials, and ethnicity focusing on Fort Ross, a former 19th century outpost of the Russian empire. The research entailed attending the celebration, documenting the planned events through photography and a written journal, and studying the permanent exhibits at the park.

[Ayisha Yahya](#)

Cultural Synthesis through the Media: A Case Study of Kenyan Hip-Hop

M.A. Candidate International Studies

Global media are key propagators of Western cultural products around the world. In Kenya, a budding hip-hop industry built on local and foreign elements reflects the evolution of cultural hybridity among urban Kenyan youth not only in terms of music, but also identity. Kenyans are actively borrowing ideas from the West and "Kenyanizing" them by fusing the local with the foreign to generate their own unique multicultural products and perspectives. This hybridity challenges the notion that globalization and appropriation of foreign concepts in local contexts leads to mere Westernization and cultural destruction.

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News and Information

CoDaC Conference!
"What is Cultural Competency?"
January 12-13 2006
Conference Schedule

TEP Workshops
"What Does Cultural Competency Mean for the UO?"
Workshop Information

TEP Book Discussions
Cultural Competence: A Primer for Educators
Information

Cultural Competency Initiatives in Higher Educations
2005 Database

Diversity in Higher Education
Institutional Plans & Reports

UO & Eugene/Springfield Multicultural Resource Guide
Now Available @ CoDaC (PDF)

Online Survey
UO Scholars of Diversity Faculty & Grad Students

DIVERSITY RESEARCH PROGRAMS

[Graduate Summer Research Awards]
[Interdisciplinary Reading Group Awards]

CoDaC supports the theoretical and applied research activities of UO faculty and graduate students, and hosts postdoctoral research fellows in residence. CoDaC is particularly interested to promote interdisciplinary scholarship in the following areas:

- **Cultural Competency in Higher Education**
- **Cultural Diversity**
 - **Social Issues or Identity Experiences (especially in the Pacific Northwest)**
 - **Knowledges, Methods, and Modes of Inquiry**
- **Diversity, Conflict, and Resolution**

Graduate Summer Research Awards

CoDaC and the Graduate School provide 10 \$1,000 summer stipends for outstanding UO graduate student research projects on issues

[Take Survey Here \(PDF\)](#)

Contact Information
541.346.3212 or
codac@uoregon.edu

relating directly to the Center's mission. Applications may be for a portion of research projects already underway (such as theses or dissertations), or to launch a new project.

Graduate Summer Research Award winners are expected to participate in CoDaC's Annual Graduate Research Conference. CoDaC also hosts workshops and activities throughout the year to honor and benefit the Graduate Summer Research Award winners. Please consult the [request for proposals](#) for application information, and take a moment to review the award-winning projects for 2002-03, 2003-04, and 2004-05.

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Interdisciplinary Reading Group Awards

CoDaC and the Office of Research and Graduate Studies provide up to 5 \$1,000 competitively-awarded stipends to individual UO faculty to conduct interdisciplinary reading groups on issues relating directly to the Center's mission. Please consult the [call for proposals](#) for application information.

The purpose of the Interdisciplinary Reading Group is to support conversations and advance research activities that link UO faculty and graduate students. CoDaC welcomes proposals on reading topics within the center's mission.

Reading groups must be interdisciplinary in composition (i.e.

at least two different campus units represented) and must consist of at least 5 (including at least two faculty and at least two graduate students). New or existing groups may apply, but award support must be used for new reading activities.

Groups are expected to meet regularly during Summer and/or Fall, to provide CoDaC with a brief written report on reading group results by the December 1, and to lead a **Winter workshop** on their research issues and results during a CoDaC organized brown-bag series. (Please visit [here](#) for information about this year's Interdisciplinary Reading Group Award winners).

Note: Further announcements regarding continuation of this program are pending. Please check back in Fall 2005.

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- Ethnic Studies • OCIAS • Women's & Gender Studies • Affirmative Action • OMAS • MCC •
- Library Readings • Student Life • UO LGBT • Disability Services • International Programs •
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points
of pride**National Award of Excellence Cites
Preservation Field School**

*< Students at work with the UO's Pacific Northwest
Preservation Field School.*

Donald Peting's ongoing efforts in historic preservation was nationally celebrated recently when the National Conference of State Historic Preservation Officers (NCSHPO) awarded a three-state consortium its prestigious 2005 Award for Excellence in the category of partnerships with a public entity. The recipient was the Pacific Northwest Preservation partnership, a group made up of the state historic preservation offices in Idaho, Oregon and Washington that have partnered with their respective state parks departments to pool resources and expertise. The honor was given in March at the NCSHPO annual conference in Washington, D.C.

A major component of the partnership is the School of Architecture and Allied Arts' (AAA) Pacific Northwest Preservation Field School, now in its 11th year. The school's founder and director is Peting, associate professor emeritus of architecture, who still teaches part-time in architectural design, preservation technology and structures. He also works as an independent consultant focusing on historic architecture and conducts research on historic building technologies, watermills, windmills and seismic retrofitting of historic structures.

Each summer from mid-August to mid-September UO students in the historic preservation master's degree program take part in the school's field projects.

For this year's project, the focus will be on the Jessie M. Honeyman Memorial State Park south of Florence near the Siuslaw River. Peting and the preservation students will work on the Civilian Conservation Corps (CCC) structures built in the 1930s. The CCC built structures using stone from a local quarry, hand cut logs, wood roofing shingles and hand forged iron trim.

Participating students will get an opportunity not only to work on the major structures but also on various elements of the designed landscape. Other preservation professionals will join Peting as instructors during the two summer sessions.

Each year the sessions attract both graduate and undergraduate students throughout the Northwest as well as interested cultural resource professionals and novices with little background in the field but a love for heritage and a desire to learn.

[Click here](#) for more information on the field school and this summer's project.

[Click here](#) for more AAA points of pride.



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Inside Oregon is the official newsletter for employees of the University of Oregon and is published biweekly during the academic year and monthly in June, July and August.

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[Call for contributions and schedule](#)

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Scene on Campus

Campus Communicators Meet At Many Nations Longhouse



The new Many Nations Longhouse not only hosts Native American activities but also can be used by other campus groups and organizations. On April 6, it was the site of the monthly meeting of the UO Campus Communicators, a group of about 60 professionals who handle communications responsibilities for the university and its colleges, schools, centers, programs and other subdivisions. Members meet each month to discuss and coordinate communications activities. The group's longhouse meeting marked the first nontribal use of the facility.


Above from left are Isabelle Bridge, marketing director of AHA International (an academic program of the UO); Christine Gramer, Materials Science Institute communication and technology transfer associate; and guest speaker Sally McAleer of the Convention & Visitors Association of Lane County, Oregon. In front of the Many Nations Longhouse fireplace, they discuss the meeting agenda with Todd Simmons, director of communications.

At 3,000 square feet, the new longhouse is twice the size of its predecessor and showcases an intriguing mix of environmentally friendly aspects as well as traditional features that represent native tribes and their cultures. Key distinctions include a main east entrance that greets the morning sun, striking interior cedar timbers, a living sod roof, a flat rock embedded in the maple hardwood floor to enhance connection with the Earth and a skylight which lightens up the building and is a reminder to some tribes whose members traditionally entered their homes through the roof.

Alumnus Johnpaul Jones '67, a Seattle-based architect, designed the longhouse. He modeled the UO structure after a traditional longhouse of the Kalapuya Indians, the first people known to have lived at the junction of the McKenzie and Willamette rivers, which run through Eugene near the university.

"The Many Nations Longhouse functions as a community center in the broadest of terms," explains Gordon Bettles, who is acting steward of the facility.

For more information on availability for UO-related meetings and group activities, contact Bettles at (541) 206-2202.

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Bargains



Save 40 Percent on Barry Lopez's *Resistance*

Show your UO ID card at the UO Bookstore and receive a 40-percent discount on alumnus Barry Lopez's ('70) latest novel, *Resistance* (Knopf, 2005) This highly charged and captivating story presents nine fictional testimonies from men and women who have spent their lives resisting the mainstream and now find themselves "parties of interest" to the government. The text is interposed with haunting images by renowned artist Alan Magee.

Lopez, a graduate student at the UO from 1969 to 1970, is an award-winning nonfiction author from western Oregon and a recipient of the National Book Award, an Award in Literature from the American Academy of Art and Letters, as well as several prestigious fellowships. Most recently, Lopez presented the keynote address for this year's Society for Photographic Education's 42nd Annual National Conference in Portland.

The offer is good today through April 30.

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