

the uo's newsletter for faculty, staff, and graduate teaching fellows

may 9, 2005

featured stories



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< Frances Dyke

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[Full Story...](#)

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[Full Story...](#)

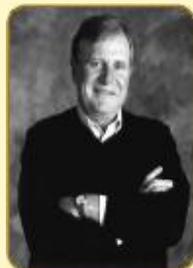


CoDaC Cultural Competency Project Begins

< Robin Holmes

The UO Center on Diversity and Community (CoDaC) is in the beginning stages of carrying out the first plank of the university's new, evolving diversity plan – [developing cultural competence](#). The plan and CoDaC seek to institutionalize cultural competency throughout the university and to mark the UO as a destination point for those who are interested in cultural competency research, learning and programming.

[Full Story...](#)



Fortune 500 CEOs Take Professorial Turn

< Tim Boyle

Students at the Lundquist College of Business have a rare

potpourri

points of pride



Warhol Show Attracts Large Audiences

< The Jordan Schnitzer Museum of Art

More than 25,000 people have visited the Jordan Schnitzer Museum of Art since the grand facility's reopening last January with the special exhibition, "Andy Warhol's Dream America." This number puts the museum on course to shatter its average annual attendance prior to its four-year closure for renovation and expansion.

[Full Story...](#)

Campus Briefs



Stahl Given Surprise Retirement Party

< Frank Stahl

Frank Stahl, a legendary professor in the UO Institute of Molecular Biology for 46 years, didn't know what was in store for him after he gave the introductory talk at the annual Streisinger Lecture on May 3. A large contingent of friends, colleagues, students and family surprised him with a special celebration in Streisinger Hall's Aaron Novick Conference Room in recognition of his plans to close his lab and retire in June.

[More Campus Briefs...](#)

Bargains



Save 30 Percent on Books by UO Faculty Authors

Use the [coupon attached](#) and receive a 30 percent discount on books by UO faculty authors at the UO Bookstore.

[Full Story...](#)

opportunity this term to learn from leaders of some of America's top corporations in a class that features five current and previous Fortune 500 CEOs.

[Full Story...](#)

Next 'Community Conversation' To Focus on Campus Climate, Student Understanding of Race

The process that began last year for creation of a five-year diversity plan for the University of Oregon continues with a special "community conversation" at 2 p.m. on Friday, May 20, in Room 175 of the Knight Law Center, 1515 Agate St.

[Full Story...](#)

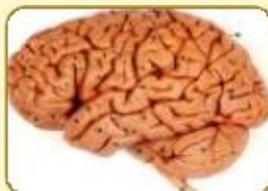


New Process Makes Annual Budget Preparation Easier, More Convenient

< Resource Management team reviews new budget process.

The beginning budget process for FY 2006 is well underway. A new application created by the Office of Resource Management (ORM) significantly streamlines this annual event. Starting this year, budget managers campus-wide now go to [Resource Management's website](#), download preliminary data and the new application, input their budget adjustments and upload the completed files.

[Full Story...](#)



Brain and Education Workshop Focuses on Improved Learning

How language and math curricula can shape important brain networks and improve learning is the subject of a Brain and Education Workshop, sponsored by the University of Oregon's Brain Biology and Machine Initiative (BBMI) on May 20-21.

[Full Story...](#)

Public Meeting Set May 18 on Non-Tenure Track Instructional Faculty

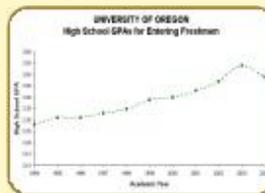
The UO Committee on the Status of Non-Tenure Track Instructional Faculty (NTTIF) hosts its second annual town hall meeting from 3 to 4:30 p.m. on Wednesday, May 18, in 282 Lillis Hall.

[Full Story...](#)

Husband-Wife Team To Share Pioneer Award

The University of Oregon honors a husband-wife team for their business and philanthropic contributions during the annual Pioneer Award Gala on Saturday, May 14, at the Portland Hilton Hotel.

UO by the Numbers



Grade Point Average Climbs During Past Decade

The mean high school grade point average for entering undergraduates has increased dramatically over the last decade. This increase indicates that students coming to the University of Oregon are better prepared academically and better able to take advantage of the excellent education they can receive here.

[Full Story...](#)

Make a Date



Mendelssohn Symposium Offers Live Music, Look at History

< Felix Mendelssohn

The prolific composer Felix Mendelssohn, a key figure in 19th century German history, is the focus of two days of music and dialogue at the University of Oregon May 19-20. The "Mendelssohn Symposium" is a joint presentation of the Oregon Bach Festival and Committee for German Studies and features two free public events.

[Full Story...](#)

Make a Date



Brau To Speak on 'Realizing Einstein's Dream'

< James Brau

A leader of one of the biggest projects in the history of science, UO physics professor James Brau, also led the team that created a beer-can sized instrument so sensitive that it can detect particles only a fraction of the size of an atom, even though they're only visible for less than a millionth of a millionth of a second.

[Full Story...](#)

Scene on Campus



'Living' Roof Planted On Many Nations Longhouse

In keeping with the UO's campuswide commitment to environmental responsibility and to Native American cultures' respect for nature, a "living roof" is now thriving

[Full Story...](#)

Gift Makes New Course Possible

A three-year, \$45,000 gift from Pacific Continental Bank will make possible a new class in non-profit board governance in the UO's graduate certificate in not-for-profit management program.

[Full Story...](#)



'Zines' Make the Scene in Knight Library Exhibit

A new exhibition of "zines" (pronounced "zeens") entitled "Zines and DIY Democracy" is now on display through July 7 at Knight Library. Zines, which are noncommercial, nonprofessional, small-circulation magazines that come in all shapes and sizes, offer a "do-it-yourself" (DIY) space for public discussion and the development of public values. As one of the exhibit's text panels describes it: "Zines exemplify a type of independent social critique and public engagement necessary to democracy."

[Full Story...](#)

Make a Date



Two May 12 Events Spotlight Media Ethics

< *Allen Hall, home of the School of Journalism and Communication*

The School of Journalism and Communication (SOJC) presents two events this week that celebrate ethics in journalism. Both are free and open to the public.

[Full Story...](#)

atop the Many Nations Longhouse at 1630 Columbia St.

[Full Story...](#)

Scene on Campus



Noted Economist Galbraith Addresses Global Financial Issues

Margaret Hallock, director of the UO Wayne Morse Center for Law and Politics, greets economist James Galbraith before his May 2 address on the World Bank and the International Monetary Fund.

[Full Story...](#)

Scene on Campus



Chinese Officials Visit Campus

President Dave Frohnmayer welcomes a delegation of Chinese officials during a May 2 visit to the UO.

[Full Story...](#)

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AVP Dyke Named Vice President for Finance and Administration

< *Frances Dyke*

A woman with a self-described "passion for accountability" will become the University of Oregon's vice president for finance and administration starting July 1.

The appointment of Frances Dyke, currently the UO's associate vice president for budget and finance, and the interim director of the UO Office of Business Affairs, was announced May 5 by John Moseley, senior vice president and provost. As the university's chief financial officer, Dyke will report to Moseley, serve as a member of the president's cabinet, and is a key player for the university's top-level decision processes.

"I am thrilled to be asked to assume this new role for an institution and state that I love, working with people for whom I have the greatest respect," Dyke says. "I am eager to continue doing everything I can to help the university provide a diverse and welcoming community, ensure access for all qualified Oregonians, and maintain the UO's position as a world-class research university."

Dyke, 56, takes on a new position combining portions of the portfolios belonging to Moseley and to Dan Williams, who will retire this June after 22 years as vice president for administration. She will advise the president and the provost on all financial matters and serve as the university's primary liaison with the Oregon University System (OUS) on administrative and financial matters. She also will oversee the university's \$500 million annual budget and manage support units including public safety, business affairs, campus operations, human resources, affirmative action, resource management, facilities planning, and capital construction.

Moseley says a smooth transition already is underway, as Dyke currently works directly with him on matters pertaining to budget and financial planning. She has directed the integration of the university's budget, financial planning, and institutional research functions since 1998, when she was promoted to associate vice president.

"Frances really stood out in a group of well qualified candidates from around the country," Moseley adds. "I have enjoyed working with her for the last eight years, and I have a high level of confidence in her ability to excel with this much broader level of responsibilities."

Williams, who has worked closely with Dyke in her current position, says she is an excellent fit.

"Frances and I have been friends and colleagues for nearly 20 years," Williams says. "I am confident she will do an extraordinary job."

UO President Dave Frohnmayer adds that Dyke is an outstanding choice for a post that requires both visionary thinking and a tight focus on the bottom line.

"Frances Dyke's acumen as an innovative leader already has made a crucial difference in the university's success during challenging financial times," Frohnmayer says.

In her current position, Dyke has worked collaboratively with the university's six vice presidents to insure integrity of resource allocations for operating and capital budgets as well as compliance with policies and guidelines regarding sources and uses of funds. Her responsibilities have included serving as the university's budget liaison to the Oregon University System.

Dyke began her UO career in 1991 as a research analyst in the budget office and was promoted to associate director within one year. In 1995, she became both director of institutional research and co-director of the Office of Resource Management, positions that she held until 1998. Before joining the UO, she was a certified public accountant for Jones & Roth, LLP, in Eugene and also worked for Coopers and Lybrand (now Price Waterhouse Coopers).

Dyke earned an MBA from the UO's Lundquist College of Business in 1986. She also holds a master's degree in educational research from Boston University and a bachelor's degree in psychology from Simmons College.

Dyke and her husband, Thomas, a UO chemistry professor, have lived in Eugene since 1974. They have two grown children.

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



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Transitions Continue in Key Leadership Posts

The appointment of Frances Dyke as vice president for finance and administration is the first of a number of key posts that the UO expects to fill in the coming months.

Senior Vice President and Provost John Moseley plans to leave in July 2006, followed by Vice President for Academic Affairs Lorraine Davis. Both will serve through the 2005–6 academic year on a phased retirement schedule.

The search for Moseley's successor will occur during the 2005–6 academic year, and Davis' position will be held open so that the new provost can be involved in filling the post.

Meanwhile, Dyke's predecessor, Dan Williams, is moving from Johnson Hall to the Casanova Athletic Center to be involved in Intercollegiate Athletics. Instead of UO Director of Athletics Bill Moos reporting to Williams, Moos now will report directly to UO President Dave Frohnmayer. Dyke's position has been retooled to focus more on finance and will include budget duties that have been Moseley's responsibilities.

Williams will consult part-time for the university. He will continue his role in assisting the UO on plans for a new basketball arena.

There are four other key positions to be filled. The search for an associate vice president for information services—a post previously held by Joanne Hugi, who retired in 2004—has identified a group of final candidates who are in the process of visiting campus. Until the post is filled, University Librarian Deb Carver will continue to serve as interim associate vice president.

Tom Mills retires next month as associate vice president for international programs, and a search for his replacement begins soon. The position title will change to vice provost for international affairs, and the occupant will have broad oversight responsibilities for a wide range of the UO's relationships and activities with other countries.

Also stepping down at the end of the spring term are School of Law Dean Laird Kirkpatrick and School of Architecture and Allied Arts Dean Robert Melnick. Kirkpatrick plans to teach at the law school, and Melnick, a professor of landscape architecture, will take a sabbatical leave and serve as a visiting project manager at the Getty Museum in Los Angeles. He plans to return afterward to the Department of Landscape Architecture at the UO. Searches for both deanships are underway.



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News and Information

UO Master's Degree: Conflict & Dispute Resolution

"Law School Submits New Degree For Approval"

Holocaust Awareness Week

Tom "TJ" Leydon Lectures
Wednesday, May 4 at 7pm

Ballroom, Erb Memorial Union A former neo-Nazi activist and recruiter will speak on the importance of appreciating the differences in all people.

The Standing Committee for LGBT Concerns' Annual InterSEXions Symposium

What's Up With Marriage?
Panel & Film Series
May 2 - 3 & 6

Gerlinger Lounge & Ben Linder Room, EMU
Keynote Speaker: EJ Graff

Films to be screened:
History of the Wife,
In My Father's Church
& *Sentenced to Marriage*

Please call 346-1134 or
Click here for symposium
schedule and other info

Smoldering Ashes: Revisiting the Legacy

CULTURAL COMPETENCY

[[Vision Statement](#)] [[Action Plan](#)]
[[Internship](#)]
[[Research Interest Teams](#)] [[DUCKS Program](#)] [[Readings](#)]

CoDaC and UO have begun planning for a UO Cultural Competency Project, an exciting and vital new initiative to benefit our students, faculty, administrators, staff, and stakeholders. The Project seeks to advance the educational and societal benefits that flow from cultural diversity. [Dr. Robin Holmes](#) and [Dr. John Shuford](#) will provide Cultural Competency Project leadership. The Project will compliment the cultural competency plank of UO's new 5-year Diversity Action Plan to be implemented with leadership from [Dr. Gregory Vincent](#).

Cultural Competency Project FAQ

Is "Cultural Competency" different from "Cultural Diversity?"

Cultural diversity describes the realities of life in a rapidly changing,

of the Cold War in Central America

*A Peace and Justice
Symposium organized by
The Latin American
Studies Program*

May 5 - 7, 2005

Keynote address:

*"The Mission of the
Catholic Church for
Human Rights and
Justice in Latin America"*

Bishop Raúl Vera López

Click [here](#) for event
schedule

Call 346-5905 for more
info

UO Native American Student Union

37th Annual Spring Pow-wow

Saturday, May 7th, 2005

Grand Entry: 1pm & 7pm

McArthur Court, UO

Campus

Salmon Dinner at 5pm

Many Nations Longhouse

Everyone is welcome!

For info call 346-3723

Queer Ally Coalition

QAC 101 Training

Tuesday, May 10th 12-
3pm

Trainings are open to all

QAC materials provided

Call 346-1134 to sign up

2nd Annual

Currents in Gender Studies Symposium

Chandra Talpade Mohanty

Feminism without

Borders:

Decolonizing Theory,

Practicing Solidarity

May 13th, 11AM - 1:30PM

For information &

reservations

Contact Sabena Stark

or call (541) 346-5529

global society in which people have various culturally-salient experiences, identities, communication styles, and viewpoints. Cultural competency is an active process and ongoing pursuit of self-reflection, learning, skill development, and adaptation, practiced at individual and systems levels, in order to effectively engage a culturally diverse population.

What is the Motivation for the Project?

The "societal mandate" for the Cultural Competency Project arises from rapid demographic shifts reflected in Census data, and the majority opinion and amici curiae ("friend of the court") briefs filed in *Grutter v. Bollinger* (the University of Michigan affirmative action case decided in 2003).

Immigration and birthrate trends, population migration, self-definition shifts, and other factors will continue to reshape Oregon and the United States throughout the 21st Century. These dynamics will also reshape how we experience ourselves, interact with each other, form community, access social capital, and learn and work together.

In *Grutter*, the Supreme Court held that public universities have a "compelling interest" in fostering the educational and societal benefits which flow from diverse learning environments. The record number of amici briefs submitted emphasize reliance on public universities to produce individuals who possess awareness, knowledge, and skills consistent with cross-cultural effectiveness.

The fields of K-12 education, law,

**University of Oregon
Bias Response Team
Volunteer Training**
Monday, May 23rd, 5-7pm
email Bias Response
Team
Or call 541-346-1134

**CoDaC Cultural
Competency
Project Vision
Statement**
available online (PDF)

CoDaC News
Winter 2005 and back
issues
now available online
PDF format

Diversity Issues PDFs
Downloadable papers,
reports,
articles and essays

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

Contact Information
541.346.3212 or
codac@uoregon.edu

health care, and corporate business increasingly provide and require cultural competency as part of professional effectiveness. These efforts are intended to supplement the learning that should take place in higher education contexts.

What are the Project's Goals, Methods & Anticipated Outcomes?

The Cultural Competency Project will seek to increase, infuse, and institutionalize cultural competency across the university. Anticipated Project outcomes include:

(1) UO graduates prepared for future success through development of transferrable skills, knowledge, and awareness for good global citizenship and cross-cultural effectiveness.

(2) Research and research-based approaches applicable to an array of academic disciplines and student-centered contexts, and also generalizable for adaptation by other stakeholders.

The aspirations for the Project are to benefit UO, our students and stakeholders; to contribute to the knowledge base on cultural competency in higher education; and to mark UO as a destination for those who are invested in cultural competency research, learning, and programming.

The Project's first stage is envisioned on a 3-year time line. The Project will concentrate on building institutional competencies in specific areas of student access and retention, campus climate, interdisciplinary programming, and teaching and curriculum innovation.

Several pilot project sites have already been identified, and planning is underway for a Fall 2005 project launch. Efforts will begin with recruitment of Project Team Leaders and Team Members.

Where Can I Find Out More?

Cultural Competency Project Vision Statement

"Cultural Competence Can Amplify Work Force Performance"

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Internship

The **Cultural Competency Project Internship** (view position description and application information) is a unique paid opportunity to participate in the planning of a UO "Cultural Competency Project," a new CoDaC research and service initiative and a main plank of the forthcoming campus-wide Diversity Action Plan. This undergraduate student intern will work closely with Project leadership by gathering, compiling and documenting information to be included in the Project's reports, historical records, and other resources.

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Research Interest Teams

CoDaC sponsors interdisciplinary UO Research Interest Teams (RITs) to conduct on-campus research on cultural competency issues, methods, and development processes. RITs are comprised of UO Faculty and graduate researchers. RIT activities may typically involve research, teaching and outreach (e.g. technical, consulting, or conflict resolution assistance) with organizations that seek such a relationship.

CoDaC's first sponsored RIT focused on cultural competency and UO's campus climate for diversity. RIT members included Holly Arrow (Associate Professor, Psychology), Ellen Scott (Assistant Professor, Sociology) and Jocelyn Hollander (Assistant Professor, Sociology), along with graduate researchers Chuck Tate (Doctoral Candidate, Psychology) and Clinton Storber (Psychology). Their work follows up on the 2001 [UO Campus Climate Survey and Assessment](#) conducted by Dr. Susan Rankin (Senior Diversity Planning Analyst, The Pennsylvania State University). The RIT research provides new information about how UO students understand and experience social constructs such as "race," "ethnicity," and "diversity," and also catalogues specific student recommendations on enhancing campus climates for diversity.

[View Campus Climate RIT Presentation](#)

[View Excerpt from Conversation About Race](#)

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DUCKS - Diversity Understanding Communication Knowledge Skills

DUCKS is a for-student diversity dialogue and cultural competency learning program. DUCKS is organized by CoDaC and the **University Counseling and Testing Center**, in cooperation with the **Educational Leadership Program** and **UO Housing**.

DUCKS provides UO students with opportunities to build critical thinking, interpersonal communication and leadership skills around diversity issues, and to contribute to cultural competency and community building at UO. DUCKS also creates living and learning spaces where students can come together to explore differences, discuss diversity issues, build relationships, and constructively engage complex situations and difficult conversations.

How Do I Get Involved?

DUCKS offers UO graduates and undergraduates these great ways to get involved in facilitation training and student dialogue.

Winter Term: "Diversity, Communication and Facilitation" (EDLD 407/507 - 2 credits, P/NP). Students gain or enhance knowledge and skills in personal and diversity awareness, interpersonal and intergroup communication, cultural competency and conflict resolution. They also participate in, develop and deliver facilitated dialogue exercises and end-of-term projects.

Spring/Fall Terms: Students who

successfully complete the Winter Term course are eligible to participate in DUCKS' Week of Welcome programming, as well as diversity training workshops with UO Residence Life student staff. Students who complete the course also have opportunities to conduct DUCKS student dialogues in Residence Life. The dialogue sessions take place during Fall term, and are supplemented by a "Diversity Pedagogy" reading group (EDLD 405/605 - 1 credit, P/NP) that is required for all DUCKS facilitators.

DUCKS dialogues give students opportunities for personal awareness learning, interpersonal communication skill-building and community-formation. These fun and informative learning sessions are filled with food, conversation, videos, games and other activities.

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Cultural Competency - Recommended Readings (under construction)

[Oregon Invitational Summit on Cultural Competency Proceedings, May 19 2004](#)

["A Culturally Competent Staff is Critical to Oregon's Schools" -- Susan Castillo, Oregon State Superintendent for Public Instruction](#)

["Culturally Competent Leaders for the 21st Century" -- Professor Peter W. Cookson, Jr. Lewis and Clark](#)

College Graduate College of
Education

"Developing Culturally Competent
Educators" -- Holly Zanville and
Yvette Webber-Davis, Oregon
University System

"Preparing Culturally Competent
Leaders" -- Dean Phyllis J.
Edmunson, Portland State
University Graduate School of
Education

"We Need to Know Our History" --
Avel Gordly, Oregon State Senator

"Why Cultural Competence?" -
Some Brief Points

Discussion Guide: Race, the Power
of an Illusion

"Sending Up Signals: A Survey of
Native American Media Use and
Representation in the Mass Media."
-- Professor Debra Merskin, UO
Journalism and Communication

"Winnebagos, Cherokees, Apaches
and Dakotas: The Persistence of
Stereotyping of American Indians in
American Advertising Brands." --
Professor Debra Merskin, UO
Journalism and Communication

Oregon Department of Education
Electronic Resources on Cultural
Competency

"Setting the Agenda For Research
on Cultural Competence in Health
Care"

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- UO Diversity • Diversity Statistics •
Community Standards • Research
Institutes •
- Ethnic Studies • OCIAS • Women's &
Gender Studies • Affirmative Action • OMAS
• MCC •
- Library Readings • Student Life • UO LGBT
• Disability Services • International
Programs •
- ASUO • TEP • Student Organizations •
Library Diversity Committee • OSCC • BRT •
- EDAC • ILDE • OUS Diversity • *Lift Every
Voice* • Lane County Diversity •



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< *Robin Holmes*

The UO Center on Diversity and Community (CoDaC) is in the beginning stages of carrying out the first plank of the university's new, evolving diversity plan – [developing cultural competence](#). The plan and CoDaC seek to institutionalize cultural competency throughout the university and to mark the UO as a destination point for those who are interested in cultural competency research, learning and programming.

"What we mean by the term 'cultural competency,'" explains John Shuford, associate director of CoDaC, "is an active, ongoing process of self-reflection, knowledge acquisition and skill development, practiced at individual and system levels, in order to better engage a culturally diverse population."

CoDaC's initial step is an instructional workshop tailored to staff and faculty to help them increase awareness and learn methods to enhance their cultural competency. The workshop is in a pilot stage now, with directors in Student Affairs having become the first ones to participate last month. Currently, members of the Career Center staff are going through the three-session, 12-hour module. Other departments will follow when the project is launched this fall.

"These are skills we all need to sharpen," says Cultural Competency Project Director Robin Holmes, a co-founder of CoDaC, and director/clinical psychologist of the University Counseling and Testing Center. She emphasizes that competency training "is not merely about tolerating or accepting. Yes, we certainly need those approaches but we also need to increase our knowledge and skills in being culturally proficient. We need to be able to work comfortably and effectively in a variety of cultural contexts and move fluidly between those places and still remain who we are."

A participant in the first pilot session gives the instruction high marks.

"I came away from this with real skills I can use rather than just feeling good," says Mike Eyster, assistant vice president of student affairs and director of university housing, who participated in the first session. "I've been through similar workshops in the past, but this gave me concrete steps to improve my own ability to practice cultural competency."

Holmes continues to refine the workshop. Before she concludes the pilot stage this summer she plans to present it as a litmus test to members of the Oregon State University (OSU)

counseling staff.

“Those are individuals who have a very high level of competency, and we want to see how our material plays out with them,” she says. “They will act as our control group.”

Holmes sees the cultural competency project evolving beyond its initial three-year period and becoming an ongoing initiative that will continually expand and compliment the UO diversity plan that is now in the process of being refined through a series of [“community conversations.”](#)

“We’re seeking outside funding, and are optimistic that long term, we can provide an array of training and programs that will generate innovative best practices to increase and institutionalize cultural competency,” she adds. “These will be practices that any institution of higher learning can adapt and use.”

One of Holmes’ first tasks this fall will be to recruit and train administrative faculty, staff and graduate researchers with experience in facilitation and intervention strategies. A project advisory board and external review team also will be created.

CoDaC’s five goals for the cultural competency project are as follows:

- Develop awareness, skill-building, learning paradigms and methods to increase cultural competency of UO instructional, administrative and classified employees who directly engage students;
- Produce culturally competent UO graduates to support Oregon companies and non-profit organizations;
- Create curricula that teaches cultural competency and enhances student learning opportunities;
- Increase, infuse and institutionalize individual effectiveness and organizational capacity for diverse learning opportunities; and
- Build partnerships to advance cultural competency in higher education – across the university, throughout the Oregon University System and on a national level.



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May Meetings to Focus on Diversity Plan

The process that began last year for creation of a five-year diversity plan for the University of Oregon continues in May with three eight-hour "community conversations" where input will be sought on the plan draft recently completed by campus organizers.

The three sessions are set for:

- Monday, May 2, 9 a.m. to 5 p.m., in the International Lounge of UO's Erb Memorial Union (EMU),
- Wednesday, May 4, 9 a.m. to 5 p.m., in Gerlinger Hall,
- And Monday, May 9, noon to 8 p.m., in the Ben Linder Room of the EMU.

A presentation on the diversity plan will be repeated throughout each session. For the first two dates, it will be conducted at 10 a.m., noon, 2 p.m. and 4 p.m.; for the latter date, the times are 1 p.m., 3 p.m., 5 p.m. and 7 p.m.

The multiple dates and 12 presentations are hoped to raise awareness broadly about the plan and provide for as many individuals as possible to offer feedback, said Gregory J. Vincent, vice provost for [Institutional Equity and Diversity](#) and leader of the planning process.

"This has been a deliberate and careful process to ensure that our final plan is as informed, insightful and forward thinking as we have all hoped that it might be," said Vincent. "I'm pleased with the significant progress we've made so far and indebted to those around campus and in the community who have already contributed so much time and energy to this work."

The plan will undergo further refinement after the community conversations, with an eye toward final approval and the beginning of implementation later this year.

For more information, contact the Office of Institutional Equity and Diversity at (541) 346-2084.

For more news on university people, events and programs, you're invited to read the current issue of [Inside Oregon](#), the official e-newsletter for UO faculty, staff and graduate teaching fellows.

the uo's newsletter for faculty, staff, and graduate teaching fellows



Fortune 500 CEOs Take Professorial Turn

< *Tim Boyle*

Students at the Lundquist College of Business have a rare opportunity this term to learn from leaders of some of America's top corporations in a class that features five current and previous Fortune 500 CEOs.

Chuck Lillis, former CEO of the Fortune 500 cable/broadband communications firm MediaOne Group who also holds a Ph.D. from the UO, is co-teaching the CEO Leadership Series with his wife, Gwen Lillis, a former college faculty member. Longtime supporters of the college, the Lillises gave the university \$14 million that laid the foundation for the UO's Lillis Business Complex, a \$41-million facility that opened in 2003.

The Lillises have continued that commitment by assembling a stellar group of executive leaders who are going well beyond the usual guest lecture/Q&A to provide a rich experience allowing students a penetrating look inside the corporate boardroom.

"You can look at a company from afar and do a lot speculating about what might be going on within the organization. This class puts a human face on leadership and corporations," says Rick Mowday, a UO professor of management who is coordinating the class along with the Lillises. "They're all human beings like us and have different styles and ways of approaching things."

The class includes 20 select MBA and masters in accounting students and one honors undergraduate, each chosen through a competitive application process. Teams of five meet individually with each CEO at the executive's business – often with other members of the company's leadership team. Columbia Sportswear Co. CEO Tim Boyle, for instance, recently hosted a team for a private dinner followed by a half-day meeting the next morning that included Columbia's chief operating officer, chief financial officer and director of investor relations.

After those meetings, the CEOs each will visit campus for a meeting with the entire class and a public lecture. Columbia's Boyle kicks off that part of the experience this Friday, with CEOs from the Whirlpool Corp., the Williams Companies and SuperValu Inc. scheduled throughout May and early June.

"The students are taking it very seriously," says Lundquist College Dean James Bean. "They feel the weight of the responsibility to perform and to make the most of this opportunity."

The experimental course underscores the college's commitment to the kind of "experiential learning" that gets students out of the classroom and into real-world business settings and competitions, where theory and practice come together in rich and meaningful ways, says Mowday.

Organizers – who include accounting Professor Dale Morse, decision sciences Department Head Sergio Koreisha and emeritus faculty member Roger Best – are already looking at making the CEO Leadership Series an annual course.

"This is such a great learning experience for the students, I'd be disappointed if we couldn't do it again," says Mowday.

Schedule

5 p.m., Friday, May 13
Columbia Sportswear Company President and CEO Tim Boyle

5 p.m., Thursday, May 19,
Whirlpool Corporation President and COO Jeff Fettig

5 p.m., Thursday, May 26
The Williams Companies Chairman of the Board, President and CEO Steve Malcolm
Chairman of the Board, President & CEO

5 p.m., Thursday, June 2
SuperValu, Inc. Chairman and CEO Jeff Noddle

Note: The presentations on May 13 and 26 and June 2 will be followed by a reception from 6 p.m. to 7 p.m. at the college.

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The University of Oregon is an equal-opportunity, affirmative-action institution committed to cultural diversity and compliance with the Americans with Disabilities Act.

the uo's newsletter for faculty, staff, and graduate teaching fellows

Next 'Community Conversation' To Focus on Campus Climate, Student Understanding of Race

The process that began last year for creation of a five-year diversity plan for the University of Oregon continues with a special "community conversation" at 2 p.m. on Friday, May 20, in Room 175 of the Knight Law Center, 1515 Agate St.

This session will focus on student perceptions of race and how diversity and cultural competence can be improved across the UO campus. The meeting is open to the general public but geared especially to members of the UO community and their comments and suggestions.

The first part of the meeting will include a report by the Campus Climate Research Interest Team (RIT) on findings from its recently completed two-year study. The RIT study follows from the campus climate surveys conducted in 2001 and reported to the campus in January, 2002.

One hundred and fifty UO students participated in the RIT study. Thirty self-selecting "diverse identity" or "common identity" focus groups discussed the meaning of "race" and also made recommendations on ways to enhance the UO campus climate for diversity.

The findings are divided into two sections—what students can do to improve the diversity climate and ideas for faculty and staff members and administrators.

A summary of what students can do includes:

- Change their own attitudes (adopt a zero-tolerance stance for discrimination and be more open-minded);
- Seek out more multicultural experiences (study abroad, study foreign languages, take part in more cultural events, take ethnic studies classes);
- Student groups and clubs could do more (encourage people of different cultures to join and provide more programming on diversity and cross-cultural themes).

Ideas for faculty and staff members and administrators include:

- Diversity training for all faculty members;
- Greater funding for multicultural events and clubs;
- Address diversity and multicultural issues in class;

- Increase diversity of campus food offerings to include more items not specific to the dominant U.S. culture; and
- Infuse classroom learning with structured group activities that encourage formation of diverse learning groups.

A facilitated forum will follow the RIT presentation, with breakout sessions to solicit audience reactions and comments. Facilitators from the UO Center on Diversity and Community (CoDaC) and the University Testing and Counseling Center will lead the groups.

The RIT members conducting the research were Holly Arrow, associate professor of psychology; Jocelyn Hollander, associate professor of sociology; Ellen Scott, associate professor of sociology; and Chuck Tate, a Ph.D. candidate in psychology.

The Campus Climate RIT report summary will be distributed campus-wide prior to May 20. [A preliminary report is available online](#). Click [here](#) to see a summary of the previous Campus Climate for Diversity report.

For more information, contact John Shuford, associate director of CoDaC, by [e-mail](#) or phone him at (541) 346-3212.



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schedule and other info

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A Peace and Justice

Symposium organized by

The Latin American

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May 5 - 7, 2005

Keynote address:

CULTURAL COMPETENCY

[[Vision Statement](#)] [[Action Plan](#)]
[[Internship](#)]
[[Research Interest Teams](#)] [[DUCKS
Program](#)] [[Readings](#)]

CoDaC and UO have begun planning for a UO Cultural Competency Project, an exciting and vital new initiative to benefit our students, faculty, administrators, staff, and stakeholders. The Project seeks to advance the educational and societal benefits that flow from cultural diversity. [Dr. Robin Holmes](#) and [Dr. John Shuford](#) will provide Cultural Competency Project leadership. The Project will compliment the cultural competency plank of UO's new 5-year Diversity Action Plan to be implemented with leadership from [Dr. Gregory Vincent](#).

Cultural Competency Project FAQ

Is "Cultural Competency" different from "Cultural Diversity?"

Cultural diversity describes the realities of life in a rapidly changing, global society in which people have various culturally-salient experiences, identities, communication styles, and viewpoints. Cultural competency is an active process and ongoing pursuit of self-reflection, learning, skill development, and adaptation, practiced at individual and systems

"The Mission of the Catholic Church for Human Rights and Justice in Latin America"
Bishop Raúl Vera López
Click [here](#) for event schedule
Call 346-5905 for more info

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Chandra Talpade Mohanty
Feminism without Borders:
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May 13th, 11AM - 1:30PM
For information & reservations
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Monday, May 23rd, 5-7pm
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levels, in order to effectively engage a culturally diverse population.

What is the Motivation for the Project?

The "societal mandate" for the Cultural Competency Project arises from rapid demographic shifts reflected in Census data, and the majority opinion and amici curiae ("friend of the court") briefs filed in *Grutter v. Bollinger* (the University of Michigan affirmative action case decided in 2003).

Immigration and birthrate trends, population migration, self-definition shifts, and other factors will continue to reshape Oregon and the United States throughout the 21st Century. These dynamics will also reshape how we experience ourselves, interact with each other, form community, access social capital, and learn and work together.

In *Grutter*, the Supreme Court held that public universities have a "compelling interest" in fostering the educational and societal benefits which flow from diverse learning environments. The record number of amici briefs submitted emphasize reliance on public universities to produce individuals who possess awareness, knowledge, and skills consistent with cross-cultural effectiveness.

The fields of K-12 education, law, health care, and corporate business increasingly provide and require cultural competency as part of professional effectiveness. These efforts are intended to supplement the learning that should take place in higher education contexts.

**CoDaC Cultural
Competency
Project Vision
Statement**

available online (PDF)

CoDaC News

Winter 2005 and back
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(PDF)

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***What are the Project's Goals,
Methods & Anticipated
Outcomes?***

The Cultural Competency Project will seek to increase, infuse, and institutionalize cultural competency across the university. Anticipated Project outcomes include:

(1) UO graduates prepared for future success through development of transferrable skills, knowledge, and awareness for good global citizenship and cross-cultural effectiveness.

(2) Research and research-based approaches applicable to an array of academic disciplines and student-centered contexts, and also generalizable for adaptation by other stakeholders.

The aspirations for the Project are to benefit UO, our students and stakeholders; to contribute to the knowledge base on cultural competency in higher education; and to mark UO as a destination for those who are invested in cultural competency research, learning, and programming.

The Project's first stage is envisioned on a 3-year time line. The Project will concentrate on building institutional competencies in specific areas of student access and retention, campus climate, interdisciplinary programming, and teaching and curriculum innovation.

Several pilot project sites have already been identified, and planning is underway for a Fall 2005 project launch. Efforts will begin with recruitment of Project Team Leaders and Team Members.

Where Can I Find Out More?

Cultural Competency Project Vision Statement

"Cultural Competence Can Amplify Work Force Performance"

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Internship

The **Cultural Competency Project Internship** (view position description and application information) is a unique paid opportunity to participate in the planning of a UO "Cultural Competency Project," a new CoDaC research and service initiative and a main plank of the forthcoming campus-wide Diversity Action Plan. This undergraduate student intern will work closely with Project leadership by gathering, compiling and documenting information to be included in the Project's reports, historical records, and other resources.

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Research Interest Teams

CoDaC sponsors interdisciplinary UO Research Interest Teams (RITs) to conduct on-campus research on cultural competency issues, methods, and development processes. RITs are comprised of UO Faculty and graduate researchers. RIT activities may

typically involve research, teaching and outreach (e.g. technical, consulting, or conflict resolution assistance) with organizations that seek such a relationship.

CoDaC's first sponsored RIT focused on cultural competency and UO's campus climate for diversity. RIT members included Holly Arrow (Associate Professor, Psychology), Ellen Scott (Assistant Professor, Sociology) and Jocelyn Hollander (Assistant Professor, Sociology), along with graduate researchers Chuck Tate (Doctoral Candidate, Psychology) and Clinton Storber (Psychology). Their work follows up on the 2001 [UO Campus Climate Survey and Assessment](#) conducted by Dr. Susan Rankin (Senior Diversity Planning Analyst, The Pennsylvania State University). The RIT research provides new information about how UO students understand and experience social constructs such as "race," "ethnicity," and "diversity," and also catalogues specific student recommendations on enhancing campus climates for diversity.

[View Campus Climate RIT Presentation](#)

[View Excerpt from Conversation About Race](#)

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DUCKS - Diversity Understanding Communication Knowledge Skills

DUCKS is a for-student diversity dialogue and cultural competency

learning program. DUCKS is organized by CoDaC and the **University Counseling and Testing Center**, in cooperation with the **Educational Leadership Program** and **UO Housing**.

DUCKS provides UO students with opportunities to build critical thinking, interpersonal communication and leadership skills around diversity issues, and to contribute to cultural competency and community building at UO. DUCKS also creates living and learning spaces where students can come together to explore differences, discuss diversity issues, build relationships, and constructively engage complex situations and difficult conversations.

How Do I Get Involved?

DUCKS offers UO graduates and undergraduates these great ways to get involved in facilitation training and student dialogue.

Winter Term: "Diversity, Communication and Facilitation" (EDLD 407/507 - 2 credits, P/NP). Students gain or enhance knowledge and skills in personal and diversity awareness, interpersonal and intergroup communication, cultural competency and conflict resolution. They also participate in, develop and deliver facilitated dialogue exercises and end-of-term projects.

Spring/Fall Terms: Students who successfully complete the Winter Term course are eligible to participate in DUCKS' Week of Welcome programming, as well as diversity training workshops with UO Residence Life student staff.

Students who complete the course also have opportunities to conduct DUCKS student dialogues in Residence Life. The dialogue sessions take place during Fall term, and are supplemented by a "Diversity Pedagogy" reading group (EDLD 405/605 - 1 credit, P/NP) that is required for all DUCKS facilitators.

DUCKS dialogues give students opportunities for personal awareness learning, interpersonal communication skill-building and community-formation. These fun and informative learning sessions are filled with food, conversation, videos, games and other activities.

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Cultural Competency - Recommended Readings (under construction)

Oregon Invitational Summit on
Cultural Competency Proceedings,
May 19 2004

"A Culturally Competent Staff is
Critical to Oregon's Schools" --
Susan Castillo, Oregon State
Superintendent for Public
Instruction

"Culturally Competent Leaders for
the 21st Century" -- Professor Peter
W. Cookson, Jr. Lewis and Clark
College Graduate College of
Education

"Developing Culturally Competent
Educators" -- Holly Zanville and

Yvette Webber-Davis, Oregon
University System

"Preparing Culturally Competent
Leaders" -- Dean Phyllis J.
Edmunson, Portland State
University Graduate School of
Education

"We Need to Know Our History" --
Avel Gordly, Oregon State Senator

"Why Cultural Competence?" -
Some Brief Points

Discussion Guide: Race, the Power
of an Illusion

"Sending Up Signals: A Survey of
Native American Media Use and
Representation in the Mass Media."
-- Professor Debra Merskin, UO
Journalism and Communication

"Winnebagos, Cherokees, Apaches
and Dakotas: The Persistence of
Stereotyping of American Indians in
American Advertising Brands." --
Professor Debra Merskin, UO
Journalism and Communication

Oregon Department of Education
Electronic Resources on Cultural
Competency

"Setting the Agenda For Research
on Cultural Competence in Health
Care"

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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 •
- ASUO • TEP • Student Organizations • Library Diversity Committee • OSCC • BRT •
- EDAC • ILDE • OUS Diversity • *Lift Every Voice* • Lane County Diversity •



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Keynote address:

CAMPUS CLIMATE

UO Campus Climate on Diversity

Executive Summary of Survey Results, January 2002

Dr. Susan Rankin, Senior Diversity Planning Analyst,

The Pennsylvania State University

Surveys on UO's campus climate were distributed to 815 UO faculty, 860 staff, 1018 graduate students and 2864 undergraduates in Spring 2001. 161 faculty, 227 staff, 257 graduate students and 595 undergraduates responded. The surveys focused on several identified categories: gender, race and ethnicity (Black or African American, Asian/Pacific Islander, Middle Easterner, American Indian/Alaskan Native, Chicano/Latino/Hispanic, White/Caucasian), sexual identity (lesbian, gay, bisexual, transgender, heterosexual), ability/disability, religious affiliation, age, nationality and language.

Surveys were returned by 161 faculty, 227 staff, 257 graduate students and 595 undergraduate students for response rates of 20%, 27%, 21% and 25% respectively. The sample is representative of the population with respect to all of the characteristics except Middle Easterners, immigrants, Asian/Pacific Islanders, Chicano/Latino/Hispanics and staff/administrators (who were over-sampled), and men and undergraduate students (who were undersampled).

Dr. Rankin's findings:

- The majority of respondents (over 55%) indicated that the overall campus climate was accepting of most of the various populations identified in the survey. Less than 40% of respondents indicated that the campus climate was accepting of LGB persons, and 45% reported that they were uncertain about the climate for transgender persons.

- Over 60% of the respondents had seldom heard students, faculty, staff or administrators make insensitive or disparaging remarks about various populations.

- 24% of the respondents had indicated that they had experienced conduct that had

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unreasonably interfered with their ability to work or learn on campus (e.g. harassment). These experiences were primarily due to gender (13%) and race (8%).

- The harassment experienced was in the form of derogatory remarks (20%) and experienced more often by Middle Easterners and American Indian/Alaskan Natives (40% each), LGBT people (between 40 and 60%), professional students (29%) and undergraduate students (27%).

- 43% of respondents indicated that they observed conduct on campus that created an offensive, hostile or intimidating working or learning environment mainly due to gender (22%), race (20%) and sexual orientation (17%).

- Very few respondents reported experiencing discriminatory hiring (less than 8%), firing (less than 2%) or promotion (less than 9%) based on any of the characteristics presented.

- Respondents indicated that they have little or no contact with American Indians/Alaskan Natives (62%), Middle Easterners (56%) and disabled persons (51%). Over 35% report little or no contact with Asian/Pacific Islanders, non-native English speakers, and/or openly LGBT people.

- The majority of respondents indicated that they would feel comfortable being a close friend with, sharing an office with or being a roommate with people from the identified categories.

- The respondents indicated that the campus thoroughly addresses issues related to racism (55%), heterosexism (48%), sexism (54%) and religious beliefs (45%). They were less likely to agree that issues related to disabilities (41%) were addressed.

- A substantial portion of the respondents (57%) feel that the campus leadership does not visibly foster diversity, and 47% do not

CoDaC Cultural Competency Project Vision Statement

available online (PDF)

CoDaC News

Winter 2005 and back issues

now available online PDF format

Diversity Issues PDFs

Downloadable papers, reports, articles and essays

Eugene/Springfield Multicultural Resource Guide

Now Available @ CoDaC (PDF)

Contact Information
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codac@uoregon.edu

feel that the curriculum adequately represents the contributions of different groups of people.

- 53% felt that the classroom climate was not welcoming for people from underrepresented groups and 58% felt that the workplace was not welcoming for employees from underrepresented groups.

- Over 70% of respondents indicated that they would challenge someone on derogatory comments in regard to race or ethnicity, and 65% would challenge someone making derogatory remarks about sexual orientation/identity. 73% of the respondents indicated that it was unlikely that they would participate in comments or jokes about people from underrepresented groups.

- At least half of the respondents indicated that providing more sensitivity/awareness workshops would increase the university community's awareness of the needs of racial and ethnic minorities, disabled persons and LGBT persons.

- Over half of the respondents felt that requiring all University students and staff to take at least one class that focuses on issues, research and perspectives about various groups would improve the campus climate for these groups.

- Respondents felt that the climate would potentially improve with the offering of art, music and cultural events that recognize distinctive cultures (79%), people with disabilities (68%) and LGBT people (58%).

- 64% of the participants reported that if service that enhances the University's climate on diversity was included as a criterion for faculty and staff evaluation that the climate would improve.

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1077 visitors since October 21st, 2004

“Providing institutional and financial information for the campus and community.”

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Performance Indicators

Common Data Set

Budget & Finance

Budgeting Processes

General Information

OPE & Personnel Information

Policies & Guidelines

Analysis & Reporting

Credit Hour Reports

Faculty Salaries

Enrollment & Revenue

Financial Management Reports

Budget & Finance»[Budgeting Processes](#)»[Beginning Budget](#)»

Beginning Budget: 2005-2006

WELCOME to the Beginning Budget Process for Fiscal Year 2006. The method for processing beginning budgets has undergone significant changes since the previous fiscal year. While the overall concepts of budgeting remain the same, the details of implementation are different.

Please be sure to attend one of our training sessions on our new Beginning Budget Application. Contact Melanie Jackson x6-2063 for available times and to register for a training session.

Foreword

- [by Frances Dyke, Assoc VP for Finance & Budget](#)

What's New

- [Auxiliary Revenue Account Codes](#) (*Microsoft Word* document)

Beginning Budget Instructions

- Budgeting [Instructions](#) (*Microsoft Word* document)
- Beginning Budget Application [Quick Reference Guide](#) (*Microsoft Word* document)
- Beginning Budget Application [Reference Manual](#) (*Microsoft Word* document)

Beginning Budget Application

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- [Downloading](#) the Beginning Budget Application.
- [Log-In and Activity Table](#)

Employee Information

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Fund Revenue and Expense History

- Other Funds [Detail](#) (*Microsoft Excel* document)
- Other Funds [Summary](#) (*Microsoft Excel* document)

Other Relevant Information

- [Gift Assessments](#) (*Microsoft Word* document)
- [Gift Assessments-Foundation](#) (*Microsoft Word* document)
- [Overhead Charges](#) (*Microsoft Word* document)
- [Depreciation Expenses on Fixed Assets](#) (*Microsoft Word* document)

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the uo's newsletter for faculty, staff, and graduate teaching fellows



New Process Makes Annual Budget Preparation Easier, More Convenient

< Resource Management team reviews new budget process.

The beginning budget process for FY 2006 is well underway. A new application created by the Office of Resource Management (ORM) significantly streamlines this annual event. Starting this year, budget managers campus-wide now go to [Resource Management's website](#), download preliminary data and the new application, input their budget adjustments and upload the completed files.

"This improvement is thanks in large part to Michael Doleman, research analyst, and Doug Burzell, information technical consultant, who spent countless hours during the past year to develop and refine the necessary programming," says Randy Hale, assistant director of budget operations. "This was a complex, challenging project not only to make a tool that works well technically but also to make it more intuitive and easier for users."

The new process, implemented last month, gives individuals more flexibility in entering their budget adjustments. It offers a format that makes the data easier to understand, allows a variety of reporting options and saves tremendous data entry time compared to previous procedures. In past years departments typically prepared their budget data by hand or in an Excel format and gave the information to ORM, whose staff then did the actual inputting. "It was a long process for everyone involved," adds Hale. "Every year, we've eliminated redundancies and paperwork and strive for a more automated approach. This new application is a big leap toward that goal."

About 150 campus staff members underwent special training sessions in April and May to learn the new system. ORM continues to receive a steady stream of kudos from trainees who appreciate the ease and simplicity of the new process.

Hale emphasizes there is still one final step to go. That is making the budget process entirely web-based. "Hopefully by next year we can eliminate the 'get' and 'submit' steps and users can simply go online to our site and do all their entries there."

"We always work on improving routine processes such as this," adds Cynthea McIntosh, senior financial analyst and coordinator of the budget process. "Our goal is to make things as easy and quick as possible for all concerned."

Resource Management project team members in photo above are (standing, from left) Doug Burzell, Cynthea McIntosh, Melanie Jackson, Randy Hale, Sonia Potter, (and sitting, from left) Michael Doleman and Mary Ellen Mansfield. Click on photo to enlarge.

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Brain and Education Workshop Focuses on Improved Learning

How language and math curricula can shape important brain networks and improve learning is the subject of a Brain and Education Workshop, sponsored by the University of Oregon's Brain Biology and Machine Initiative (BBMI) on May 20–21.

The workshop features presentations from three distinguished scientists who will explain current brain research that demonstrates how learning causes structural and functional changes in the brain. The event is free and open to the public. It will be held both days in Room 243 of the Lillis Hall, 955 E. 13th Ave. on the UO campus. The Saturday sessions will be simulcast at Oregon Health & Science University in Portland, Eastern Oregon University in La Grande, and at the UO Central Oregon Programs office in the Chandler Building, 1027 N. W. Trenton, in Bend.

Research has shown that the brain is able to form new connections in response to the environment, such as injury or learning. The formation of these new connections is a measure of the brain's "plasticity."

"Through brain imaging, we know that the subject matter, as well as the way it is taught, influences these changes in the brain," says Michael Posner, UO professor emeritus of psychology and BBMI facility coordinator. "This workshop may help teachers better understand—for good or ill—the consequences of the way they teach."

Research on brain plasticity can be a useful aid in the development of curricula that will maximize brain development both for healthy children and for those with learning disorders.

"Such curricula have special implications for today's classrooms where developmentally challenged students are routinely mainstreamed," Posner says.

The workshop begins at 7 p.m. on Friday, May 20, with a lecture by Helen Neville, UO professor of psychology, titled, "Experience Shapes Human Brain Development and Function." Neville has conducted research how on the visual system of deaf or blind individuals adapts to the lack of sensory input. Neville also has studied the most sensitive periods in the development of language in infants and children, work that is of central importance to understanding how the brain is influenced by experience.

At 9 a.m. on Saturday, May 21, Michael Merzenich, professor of neuroscience at the University of California, San Francisco, will present, "Neuroscience of Brain Plasticity as a Foundation Science for Educators." Merzenich has designed methods for helping children with learning deficits make dramatic improvements in their ability to process language and

is now working with methods to improve the lives of stroke victims and those with degenerative disorders.

Elizabeth Spelke, professor of psychology at Harvard University, will present "Origins of Knowledge of Number" at 11 a.m. on Saturday, May 21. Spelke studies the origins and nature of knowledge of objects, persons, space, and numbers, by assessing behavior and brain function in human infants, children, and adults and in animals.

For more information or to attend the simulcast at OHSU, e-mail scied@ohsu.edu. To attend the simulcast at EOU, e-mail tanager.holechek@eou.edu. To attend the simulcast in Bend, contact Diane Pritchard or Gail Merydith at (541) 617-4660. Reservations are not required for the UO campus lectures in Eugene.

—*Kathy Madison, officer of communications*



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Public Meeting Set May 18 on Non-Tenure Track Instructional Faculty

The UO Committee on the Status of Non-Tenure Track Instructional Faculty (NTTIF) hosts its second annual town hall meeting from 3 to 4:30 p.m. on Wednesday, May 18, in 282 Lillis Hall.

Draft recommendations regarding changes in salary, hiring practices, and working conditions for NTTIF will be presented by committee members, along with an update on campus-wide initiatives in response to last year's efforts.

"The meeting is open to all NTTIF and other interested members of the university community," says Committee Chair Kassia Dellabough, career counselor and adjunct professor for the School of Architecture and Allied Arts. "It's an opportunity to provide feedback on the initiatives, speak out on concerns, and help shape university policy."

Anyone interested is invited to join the NTTIF Blackboard Site to participate in ongoing discussions. To join, contact Rick Troxel, senior instructor of human physiology. He may be reached by [e-mail](#) or phone, (541) 346-3394.

[Click here](#) for general information about NTTIF on campus and the committee's work.

Editor's note: The NTTIF Committee is interested in your response to the following question:

What specific actions could improve the quality of your work environment and develop a more widespread culture of equity and respect for all NTTIF?

Please send your response by e-mail to [Dellabough](#).

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Husband-Wife Team To Share Pioneer Award

The University of Oregon honors a husband-wife team for their business and philanthropic contributions during the annual Pioneer Award Gala on Saturday, May 14, at the Portland Hilton Hotel.

About 300 guests are expected to join in the celebration honoring this year's recipients, Randy and Susie Papé. Both graduated from the UO in 1972. Though they live in Eugene, their companies have a major presence throughout Oregon and beyond.

"While building one of the most successful businesses in Oregon and raising three sons, the Papés have somehow found time to devote countless hours to promotion and support of education, the arts, youth groups, athletics, and many other causes in Lane County and Oregon," says UO President Dave Frohnmayer. "We are proud to be able to claim them-and all three of their sons-as alumni and to celebrate what they have accomplished."

The black-tie event will include a reception, dinner, program and dancing. Net proceeds help support the Pioneer Award Presidential Scholarship, and those who wish to contribute to the scholarship may do so even if they can't attend. For more information about the event and the scholarship fund, call the UO Special Events Office at (541) 346-2017.

Inaugurated in 1979, the Pioneer Award is presented to alumni and others who have become leaders and successful risk-takers in their fields. Last year's award went to James Rippey '53, co-founder of Columbia Management Co., which established Oregon's first mutual fund. Recent winners include Ann Curry '78, news anchor on the NBC "Today Show"; Dan Wieden '67, co-founder of the Wieden & Kennedy advertising agency in Portland; and Edwin Artzt '51, former CEO of Procter & Gamble.

Randy Papé, a UO business graduate, is president and CEO of The Papé Group, a holding company for five businesses providing sales and services for heavy equipment, material handling equipment, and corporate aircraft in seven states. He also is president and CEO of Liberty Financial Group.

He has been a UO Foundation trustee since 1996, serving as foundation president in 1999-2000. He currently chairs the Campaign Leadership Committee for Campaign Oregon: Transforming Lives, the UO's \$600-million fundraising initiative.

Named Eugene First Citizen in 2002, Randy Papé chairs the Oregon Business Council, is a director of Northwest Natural Gas Co., and serves as a member of the Oregon Transportation Commission.

Susie Yancey Papé, a director of The Papé Group since 1997, is a nonstop volunteer for the university and the community. She is president of the UO Jordan Schnitzer Museum of Art Board of Directors and a member of the Valley Leadership Council of the Oregon Community

Foundation. She is a former trustee of Sacred Heart Medical Center Foundation, KIDSPORTS and the Eugene Education Fund.

The Papés' family includes son Ryan, his wife Jennifer and their son Charlie; son Christian, his wife Cheryl and their son Patrick; and son Jordan.

- *Ann Mack, director of development communications*

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Gift Makes New Course Possible

A three-year, \$45,000 gift from Pacific Continental Bank will make possible a new class in non-profit board governance in the UO's graduate certificate in not-for-profit management program.

Renee Irvin, assistant professor in the Department of Planning, Public Policy and Management (PPPM) and program director, says the three-year-old program's first external funding is a watershed event. "We incorporated some board governance instruction in other courses, but the topic really needed its own dedicated course. With this gift, students will combine a board governance course with one year serving as a nonprofit board member."

As part of the program, students who don't already have upper management experience at a non-profit organization are placed with one as an intern. Until now, however, serving on a board has not been a formal part of the program. The gift will underwrite students' expenses while they serve on the board of a non-profit organization in Eugene or Portland.

"This gift allows Pacific Continental Bank to give back to the non-profit organizations that are an important part of its business in the Lane County and Portland communities it serves," says Mitch Hagstrom, Pacific Continental Bank executive vice president and director of Lane County operations.

In addition to the gift, a Pacific Continental Bank executive will be involved in the classroom. Dean Hanson, senior vice president and relationship banking manager, will teach students in the program financial management for small organizations and other tools for nonprofit organizations. In addition, Hanson will serve on the School of Architecture and Allied Arts' advisory board.

Students will begin the new course with instruction at the beginning of the school year, serve on the board throughout the year and complete their studies at the end of the year. The \$500 stipend is intended to offset the student's time and travel expenses associated with serving on a board.

With the gift, the UO joins a handful of universities nationwide that offer programs encouraging students to serve on non-profit boards. The not-for-profit management program has grown to 60 enrolled students in just three years, with about 25 graduates annually. The program uses faculty from the university's nationally recognized PPPM department that is in the School of Architecture and Allied Arts.

- Kathy Madison, communications officer

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'Zines' Make the Scene in Knight Library Exhibit

A new exhibition of "zines" (pronounced "zeens") entitled "Zines and DIY Democracy" is now on display through July 7 at Knight Library. Zines, which are noncommercial, nonprofessional, small-circulation magazines that come in all shapes and sizes, offer a "do-it-yourself" (DIY) space for public discussion and the development of public values. As one of the exhibit's text panels describes it: "Zines exemplify a type of independent social critique and public engagement necessary to democracy."

Click on image above to enlarge.

Handmade and homegrown, zines are often assembled on kitchen tables or desktop computers. With a combined estimated readership of 500,000 to 750,000 persons, they are typically distributed through music stores, pubs, comic book stores, thrasher shops, independent bookstores, body modification shops, political storefronts, and alternative galleries, as well as on the internet (e-zines). Less traditional distribution channels are also used; for example, they are sometimes simply left in public places or inserted in library books.

Doug Blandy, associate dean for academic affairs and a professor in architecture and allied arts, was joined by a team of UO faculty and students in designing and curating the exhibit. Blandy, who taught a freshman seminar on zines last spring, says that they provide a powerful and critically important forum for free speech in a healthy democracy. "Many readers, especially young people, are drawn to zines because they challenge conventional wisdom about our political and social values," says Blandy. "They communicate the spirit and principles of grassroots democracy in its purest form."

Several zines produced by students in Blandy's seminar are included in the exhibit, along with other zines having a national readership. The exhibit also provides a fascinating history of zines and zine production, which corresponds closely to the simplification and personalization of technological innovations. Almost anyone can produce a zine these days; in fact, the exhibit gives a step-by-step guide for creating zines, complete with a display of some essential tools of the trade—Sharpies and a stapler.

The exhibit also complements a recent expansion and cataloging of a collection of zines housed in the UO Libraries Special Collections and University Archives. Visit the Service Desk in Special Collections in Knight Library for more information on the permanent zine collection.

The exhibit in the east and west entryway corridors of Knight Library can be viewed during

regular library hours. For more information on the exhibit and the freshman seminar on zines, contact Blandy by [e-mail](#) or call (541) 346-3683.

- *Ron Renchler, director of library communications*



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Make a Date



Two May 12 Events Spotlight Media Ethics

< *Allen Hall, home of the School of
Journalism and Communication*

The School of Journalism and Communication (SOJC) presents two events this week that celebrate ethics in journalism. Both are free and open to the public.

The first is a presentation at 11 a.m. on Thursday, May 12, of the 2005 Payne Awards for Ethics in Journalism at the Chambers Electronic Media Center in Allen Hall, 1020 University St. on the UO campus. The event is named after Ancil Payne, a legend in Seattle broadcasting and a UO alumnus, who died Oct. 2. [Click here](#) for more on the Payne Awards.

On the same day, at 4 p.m., in the Ballroom of the Erb Memorial Union, 1222 E. 13th Ave., Jay Harris will deliver the 2005 Ruhl Lecture. Harris, who holds the Annenberg Chair in Journalism and Communication and is director of the Center for the Study of Journalism and Democracy at the University of Southern California, will talk on "Ethical Stewardship of the News."

Harris received the UO journalism school's Payne Award in 2002 after resigning as publisher of the San Jose Mercury News rather than carry out a directive to cut staff in order to increase profits.

"Having a Payne Award winner deliver the Ruhl Lecture recognizes the link between these two important programs and the school's commitment to journalism ethics," says Tim Gleason, SOJC dean.



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Ancil Payne, a legend in Seattle broadcasting and a longtime friend of the SOJC who created the school's Payne Awards for Ethics in Journalism, died October 2 in Seattle. He was 83.



Ancil Payne

Payne was born in 1921 in Mitchell in Central Oregon and moved as a child to the Dalles. In high school, he worked the fruit trees in the Dalles to raise money to help support his family. He attended Willamette University, transferring to the UO. He left a year later to serve the Navy in the South Pacific as a lieutenant in WWII; after the war, he earned a Political Science degree and Phi Beta Kappa honors from the University of Washington in 1946.

Immediately after graduation, Payne worked as an aide to U.S. Sen. Hugh B. Mitchell of Washington; it was there he met his wife, Valerie, another Mitchell aide, as well as Stimson Bullit, son of the founders of the King Broadcasting organization. While Payne had been encouraged to run for public office, he opted for journalism as a way to engage people in politics. He joined the staff at King Broadcasting Company in 1959 as an assistant to the vice president, business division. In 1972, he was named President & Chief Executive Officer

Related Links

of King Broadcasting Company, a position he held for fifteen years until his retirement at age 65. Under Payne's leadership, KING-TV became known nationally for its commitment to ethical journalism and was the first station in the Pacific Northwest with a bureau in Washington, D. C.; it was also among the first in the northwest to hire black reporters in the 1960s.

“He was one of the best friends responsible journalism ever had,” Joann Byrd’64, retired editorial page editor of the *Seattle Post-Intelligencer*, said. “By extension, he was one of the great sponsors of an informed and knowledgeable public.”

Payne himself became known as a force to be reckoned with and a businessman of the highest integrity. In his KING-5 broadcasting obituary, reporter Lori Matsukawa wrote, “He didn't have a lick of broadcast experience when he was hired by executives at KING Television in 1959. He would eventually turn an eclectic hodgepodge of businesses into a \$400 million broadcasting and cable empire.”

He will be remembered for his passionate giving of time, money, and energy, contributing to the arts, politics, education and general well being of his community throughout his lifetime. He established college scholarships for Dalles High School students whose families were orchard workers as well as a scholarship at Willamette University. He served as President of Operation Statehood of Alaska in the mid-1950s, served as Director of the Oregon State Board of Higher Education and served as Chairman of the National Broadcasting Company Board of Affiliates. He has served on Oregon's School of Journalism and Communication Journalism Advancement Council since its inception in 1984. In recognition of his career and his community involvement, the University of Oregon gave Payne its Pioneer Award that same year.

The Payne Awards for Ethics in Journalism were created at the SOJC in 1999, “to honor the journalist of integrity and character who reports with insight and clarity in the face of political or economic pressures and to reward performance that inspires public trust in the media. “It was at a lunch meeting,” Dean Tim Gleason remembers. He wanted to do something to improve ethics—to reward

people doing good work and to inspire people to do good work. The Payne Awards was the result.”

Payne was very involved in all facets of the awards process, according to Gleason. While he did not vote, he sat in on the judging sessions or participated via conference calls. He attended the awards each year until 2004, when failing health prevented the trip to Eugene. “He loved it,” according to Gleason.

Joann Byrd, who has been a judge for the award each year since its inception, calls them a “wonderful legacy.” Every year, they keep reminding people every year that heroically ethical journalism is to be celebrated,” she says.

In a letter to the Payne family after his death, Stacey Woelfel of KOMU-TV at the University of Missouri remembered meeting Ancil Payne at the 2002 Payne Awards. “. . .what I remember most is what I recognized in the man—the grin, the handshake, the way he walked. In all those characteristics, I recognized the sure sign of a man so content with his life and his accomplishments, so clear in why he was alive and put on this earth, so comfortable with who he was. I saw clearly then and still see clearly now that this man is a model for all of us. He lived his life the way I want to live mine, making a difference to my chosen field, my community, and my world. . . we’ve all got a long way to go before we have the list of accomplishments Ancil was able to build in his lifetime. But just like Ancil did, we have to start somewhere.”

“Mr. Payne’s passing is a real loss to the journalism community,” Megan O’Matz, a reporter for the South Florida Sun-Sentinel, wrote the family. “His mere being was a reminder to us all to act with integrity, produce insightful, thoughtful work, and to tell it like it is.”

Friends and colleagues packed Seattle’s Town Hall for a memorial service for Payne on October 23. Former mayor of Seattle Charles Royer ‘66, who worked for Payne at KING Broadcasting called it an “uplifting civic experience as well as a powerful teaching moment, coming as it did in the midst of a less than uplifting national political campaign.”

“Ancil would have loved it,” Royer said. “Monroe

Sweetland, ninety-five and blind, came up from Oregon. The former newspaper publisher, state representative, state senator, and lifetime advocate for education, worked the crowd like a pro, remembering politics and civic engagement when it was fun. Aaron Brown, the CNN anchor, one of the many young broadcasters Ancil mentored—like Lou Dobbs, Jim Compton, Floyd McKay and others--had kept in touch with Ancil after his retirement—and remembered the glory days of King Broadcasting, when television news was breaking new ground in journalism and was fun to boot. Tough, compassionate, ethical, high standards, and loving every minute of the game. That's what we remembered--and celebrated--about Ancil and his remarkable civic and political life. His memorial left everyone wanting those things back.”

“He was an extraordinary man,” Dean Gleason said. “We should all be half as good.”

Payne is survived by his wife, Valerie; daughters Ann Barker, Alison Payne Baader, and Lucinda Payne Santiago; and five grandchildren.

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points of pride



Warhol Show Attracts Large Audiences

< *The Jordan Schnitzer Museum of Art*

More than 25,000 people have visited the Jordan Schnitzer Museum of Art since the grand facility's reopening last January with the special exhibition, "Andy Warhol's Dream America." This number puts the museum on course to shatter its average annual attendance prior to its four-year closure for renovation and expansion.

From 1997 through 2000, the museum averaged 45,000 visitors per year, or 3,750 per month. During its January reopening weekend alone, the museum hosted more than 7,000 patrons.

An average of 35 percent of the museum's gallery visitors are UO students and faculty and staff members. Large numbers of students visit as part of a class assignment, and many students enjoy the museum on their own.

But other audiences are flocking to the museum, as well. Exhibition interpreters lead group after group of K-12 students and community organizations. Families visit on weekends to explore the Interactive Discovery Gallery. Visitors of all kinds attend the museum's ongoing public lecture series, and an increasing number of private events are held in the Susie Papé Reception Hall.

As museum Director David Turner looks beyond the starting line, he sees a bright future. The museum has surpassed its membership goals, the Marché Museum Café and Museum Store attract steady business, school tours are booked months ahead, and new exhibitions are being planned.

Following the Andy Warhol exhibition, the first Master of Fine Arts (MFA) group exhibition to be shown in the renovated and expanded art museum will run May 14 to June 26. "MFA 2005" will feature an eclectic mixture of media and artwork from nine UO graduate students.

The show will open with a free, public reception from 6 p.m. to 8 p.m. on Friday, May 13. Gallery talks led by participating artists are scheduled for 1 p.m. on both Saturday, May 14, and Saturday, May 21, and for 6 p.m. on Wednesday, May 25.

"The new 4,000-square-foot Changing Exhibitions Gallery is ideal for displaying contemporary works such as those included in the MFA exhibition," says Turner. "This show

provides the public with a great opportunity to continue a dialogue about contemporary art in America.”

The annual debut exhibition is the culminating event—constituting the equivalent of a master’s thesis—for candidates for the master of fine arts degree, the most advanced degree offered for studio work in visual art. Throughout their final year of study, graduating students work with faculty advisers in the Department of Art and with Jordan Schnitzer Museum of Art staff members to prepare their works for display.

On exhibit May 14–June 26 will be:

- Photography by Amjad Faur and Angaleen Schroeder
- Painting by Todd Griffith and Marshall Roemen
- Metalsmithing and jewelry by Ukiko Honda
- Printmaking by Kristie A. Johnson and Chad Tolley
- Fibers by Sally Metcalf
- Visual design by Joseph Stengel-Goetz

The exhibition is co-sponsored by the UO Bookstore and U.S. Bank of Eugene. *The Register-Guard* and *Oregon Daily Emerald* are providing media sponsorship.

[Click here](#) to go to the UO Points of Pride website section that features the Jordan Schnitzer Museum of Art.

—*Katie Sproles, public relations and marketing coordinator, Jordan Schnitzer Museum of Art*



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jordan schnitzer museum of art

Reopening Jan. 23, 2005, the Jordan Schnitzer Museum of Art at the University of Oregon will welcome you to a vibrant new museum. The new facility will be nearly twice the size, offering dramatically expanded and redesigned spaces in which visitors will discover innovative exhibitions and programs.

- The art museum is one of only 81 university art museums nationwide accredited by the [American Association of Museums](#).
- The Jordan Schnitzer Museum of Art is the largest art museum on the West Coast between Portland and Sacramento.
- The art museum is listed on the [National Register of Historic Places](#).
- The art museum houses the largest public collection of artworks by [Morris Graves](#).
- One of the largest jade assemblages outside of China is showcased at the museum - a nine-foot jade pagoda.
- The museum contributes to the university's new graduate-level [Certificate](#) in Museum Studies with a Museology course taught by director David Turner.
- Innovative education and outreach programs are provided for students and teachers throughout Lane County, senior centers, and community organizations that serve people with disabilities.
- The museum directs Oregon's [ArtsBridge](#) program, bringing art to K-12 school children.
- The museum's teen docent program was selected for inclusion in "Ideas that Cook," a compilation of outstanding youth programs published by author Neal Starkman and the [Search Institute](#).



:: [Art Museum named to Honor Jordan Schnitzer](#)



:: [Encounter a World of Art in Eugene](#)



:: [Experience a Premier Visual Arts Center](#)

the uo's newsletter for faculty, staff, and graduate teaching fellows

Campus Briefs



Stahl Given Surprise Retirement Party

< *Frank Stahl*

Frank Stahl, a legendary professor in the UO Institute of Molecular Biology for 46 years, didn't know what was in store for him after he gave the introductory talk at the annual Streisinger Lecture on May 3. A large contingent of friends, colleagues, students and family surprised him with a special celebration in Streisinger Hall's Aaron Novick Conference Room in recognition of his plans to close his lab and retire in June.

His research through the years has focused largely on genetic recombination, which he describes as "the trick whereby homologous chromosomes break and swap parts with each other" during cell division. The process allows two parent organisms to combine DNA to create an offspring that contains part of each parent.

"This was our last chance to celebrate someone who we admire tremendously, both as a scientist and as a teacher, as well as a humanitarian," says Barclay Browne, a post-doctoral fellow who has worked in Stahl's lab for five years.

The UO hired Stahl in 1959, who was already well known for his work in molecular genetics. He has received a host of honors, including a MacArthur Fellowship and several Guggenheim Fellowships, and he is a member of the prestigious National Academy of Science. In 1996, he was awarded the Morgan Prize, the top genetics prize in the nation. During his early years at the UO, he prepared an undergraduate biology course of study that set the precedent for many universities around the world.

Stahl will retain an office on campus and continue writing papers for publication and plans to be a guest speaker at professional gatherings. Stahl's [lab website](#) is still active.

Get the latest issue of the UO's Computing Newsletter

The UO Computer Center provides the latest information and user tips in a quarterly publication, Computing News. The new spring 2005 issue was distributed on campus last week. If you haven't received a copy, contact [Joyce Winslow](#). [See PDFs of back copies](#).

'Super Summer' Registration Deadline is May 20

The College of Education celebrates twenty -five years of "Super Summer" sessions for high-achieving students from kindergarten to fifth grade who love to Learn with a four-week program set for Monday through Thursday, June 27 to July 21, at Holt Elementary School, 770 Calvin Rd.

Academic enrichment classes will be in mathematics, science, cultures, visual and performing arts, language arts, and computers.

The program is designed for highly motivated, high-achieving youngsters, with parent and educator recommendations necessary for those students who have not previously participated in either Super Summer or Super Saturday Programs.

Scholarships are available to families that qualify for the reduced or free lunch program through the public schools, or for families that demonstrate financial need.

For more information, go to the [class course listing](#). To request a brochure, call (541) 346-1400. The registration deadline is May 20.

National Summit Series Explores Classroom Management and School Violence

Jeff Sprague, associate professor of special education and co-director of the Institute on Violence and Destructive Behavior, will join the nation's foremost psychologists and education researchers at the first May 15-16 installment of the National Summit Series on Classroom Management & School Violence Prevention.

Participants will evaluate and compile research regarding classroom management and school violence. The experts will then develop a plan to provide America's new teachers with evidence-based classroom management strategies.

For more information, [contact Andrew Campanella](#) of the American Board for Certification of Teacher Excellence.

 [Back to Inside Oregon](#)

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Welcome to the Stahl Lab's Website

Provided below are some links to web sites for *Saccharomyces cerevisiae*. We have also provided some links to programs that use tetrad data to calculate map distances, interference, and statistical significance. The formulas and explanations for these programs' outputs are also provided.

Web Tools for Analyzing Tetrad Data	Useful Web Sites for Yeast
Map Distance, Interference, and Statistical Significance Based on Tetrad Data	PubMed
Analysis of Statistical Significance of Differences Between Two Ratios of Map Distances Based on Tetrad Data	Saccharomyces Genome Database (SGD)
Calculation of m Value from Tetrad Data Program Use & Print Instructions	Yeast Proteome Database (YPD)
	National Center for Biotechnology Information (NCBI)
	The Transcriptional Program of Sporulation
	Saccharomyces Genome Deletion Project
	An Introduction to the Genetics and Molecular Biology of the Yeast <i>Saccharomyces cerevisiae</i>
Explanations and Formulas for the Programs Above	Frank Stahl
Formulas for Map Distance, Interference and Significance Analysis from Tetrad Data	Frank Stahl at the University of Oregon
Estimating Interference from Two-Factor Tetrad Data	

Computing News

Spring 2005 Issue

[PDF Version](#)



The courtyard of the newly expanded Jordan Schnitzer Museum of Art on the UO campus. Now nearly twice its former size, the extensively redesigned and renovated museum reopened to the public on January 23, 2005.

Large Systems

- [Time to Move Email Off Oregon](#)
- [Darkwing: An Update on the New NetApp Filers](#)
- [Linux: Beyond RedHat and Fedora Core](#)

Future of IT at the UO

- [A preview of the 2005/2006 planning document](#)

Microcomputing

- [Learn the Basics of Site-Licensing Software, and Save](#)
- [Budget Systems: Are They Right for You?](#)
- [Need to Transfer Large Files?](#)

Security

- [Expanding Taxonomy of Unwanted Email: Phishing](#)
- [Threat of Instant Messenger Worms](#)
- [Security Alerts](#)
- [Windows PC Protection and You](#)
- [Scanning Suspicious Files](#)

Who's Who at the Computing Center

- [John Tomoso](#)
- [Keith Bucher](#)

Feedback on the UO Home Page

- [Send us your comments about our new search engines and Internet directories](#)

Educational Technology Resources

- [YLC Pioneers Web-Based Language Labs](#)
- [PLoS Gives UO Faculty Access to Research Results](#)

Networking

- [NSRC's 2005 Workshops](#)
- [Sharing Large Scientific Datasets with LoCI](#)

Statistics

- [Data Coding for Logistic Regression with SAS](#)
- [SAS Hot Fixes](#)

Interesting Sites

- [Cybercrime in the News](#)

IT Workshops

- [UO Human Resources' Pilot Program Offers Online Computer Training](#)
- [New! IT Workshops on Demand](#)
- [CD-ROM Workshops in the Docs Room](#)
- [Spring Workshop Schedule](#)

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Computing News is published quarterly by the User Services and Network Applications Group - UO Computing Center - 1212 University of Oregon - Eugene OR 97403-1212
Contact: jwins@uoregon.edu





Youth Enrichment and Talented & Gifted Programs

College of Education

University of Oregon



Search 

Search this website

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Main

Welcome to the Youth Enrichment/TAG web site. Please feel free to [contact us](#) with comments! **Phone:** (541) 346-3084**Fax:** (541) 346-3594**Mailing Address:** 5259 University of Oregon, Eugene, OR 97403-5259**Address:** 1859 E. 15th, Eugene, OR 97403 Check out our special offerings for Spring and Summer!

Calendar

- May. 15: [Summer Enrichment Program application deadline](#)
- May. 20: [Super Summer 2005 Deadline](#)
- May. 27: [Club Summit 2005 Deadline](#)
- Jun. 20 - Aug. 19: [Amazon Summer Camps](#)
- Jun. 20: [Amazon Summer Camps Deadline](#)
- Jun. 20: [Amazon Summer Wizardry Camps Deadline](#)
- Jun. 26: [Summer Enrichment Program, Session 1 starts](#)
- Jun. 27 - Jul. 22: [Super Summer 2005](#)
- Jun. 27 - Jul. 22: [Club Summit 2005](#)
- Jul. 9: [Summer Enrichment Program, Session 1 ends](#)

Summer Scholars Program 2005

The University of Oregon's Youth Enrichment/TAG Program is pleased to offer a new component of Super Summer focusing on advanced work in both mathematics and writing for students completing grades 4 and 5. Taught by outstanding educators from local school districts and the University of Oregon, this program extends the school year academic experience for young students who are moving rapidly through the regular school curriculum and wish to continue their studies in the summer. Please contact [Jody Barlow](#) for further information.

Featured Programs

Summer Enrichment Program

The Summer Enrichment Program (SEP) is a campus-based residential program offering stimulating academic experiences and spirited social activities designed for gifted and highly able students currently in grades 6-10. Bring your love of learning, your humor and your unique talents to a community where intelligence and creativity are truly valued! Download the [SEP 2005 Brochure](#) with application now! And find out about our new option for 6th & 7th graders - [Down the Mississippi at SEP!](#) For students in grades 11-12, take a look at the [SEP Junior Counselor Leadership Program](#).

go

Summer Enrichment Program (SEP) 2005

Join us for two weeks full of learning, laughter, challenges and fun in a safe and supportive campus-based community with other students who are as excited about learning as you are! Now in our 26th year, SEP offers stimulating academic experiences and spirited social activities in a residential program for gifted and highly able students currently in grades 6-10. The [SEP 2005 Brochure](#) with application is available for [downloading](#) now! Find out about our new option for 6th & 7th graders - [Down the Mississippi at SEP!](#) A partial list of classes for SEP 2005 is now available! Please click on View Classes for more information. For students in grades 11 or 12, take a look at the [SEP Junior Counselor Leadership Program!](#) For information about positions available, go to our [jobs](#) section and scroll down to descriptions of SEP positions.

Super Summer Scholars Program 2005

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go

Super Summer 2005

The University of Oregon is celebrating the 25th year of the Super Summer program for high achieving students completing grades K-5. For a program application or scholarship application, please go to [downloads](#).

go

YWA Literature Camp 2005, Down the Mississippi

In collaboration with UO Youth Enrichment/TAG, Young Writers Association offers a Novel Literature Camp Down the Mississippi an active day camp inspired by Mark Twain's roaring good tales of the 1850's. Please go to "[downloads](#)" for the registration.

go

UO Summer Games Camp 2005

Games On! A Summer Camp of Game-Playing Fun and Action! This camp is designed for kids entering grades 1-5 who LOVE to PLAY.

go

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YWA Literature Camp - Down the Mississippi

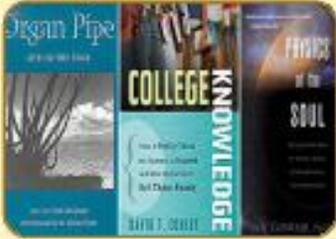
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UO Summer Games Camp: Games On!

A summer Camp of Game-Playing Fun and Action! This camp is designed for kids entering grades 1-5 who LOVE to PLAY. Please click [Games Camp registration form](#) or go to [downloads](#) for an application.

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Bargains



**Save 30 Percent on Books by
UO Faculty Authors**

Use the [coupon attached](#) and receive a 30 percent discount on books by UO faculty authors at the UO Bookstore.

This offer is good today through May 29 and is limited to stock on hand.

If you are a faculty author and your book is stocked at the UO Bookstore, you're invited to visit the store and sign a copy. If you are a faculty author and would like the bookstore to order your book, [click here](#).

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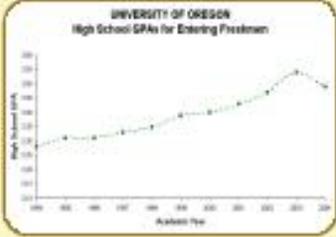
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UO by the Numbers



Grade Point Average Climbs During Past Decade

The mean high school grade point average for entering undergraduates has increased dramatically over the last decade. This increase indicates that students coming to the University of Oregon are better prepared academically and better able to take advantage of the excellent education they can receive here.

Click on image to enlarge.

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

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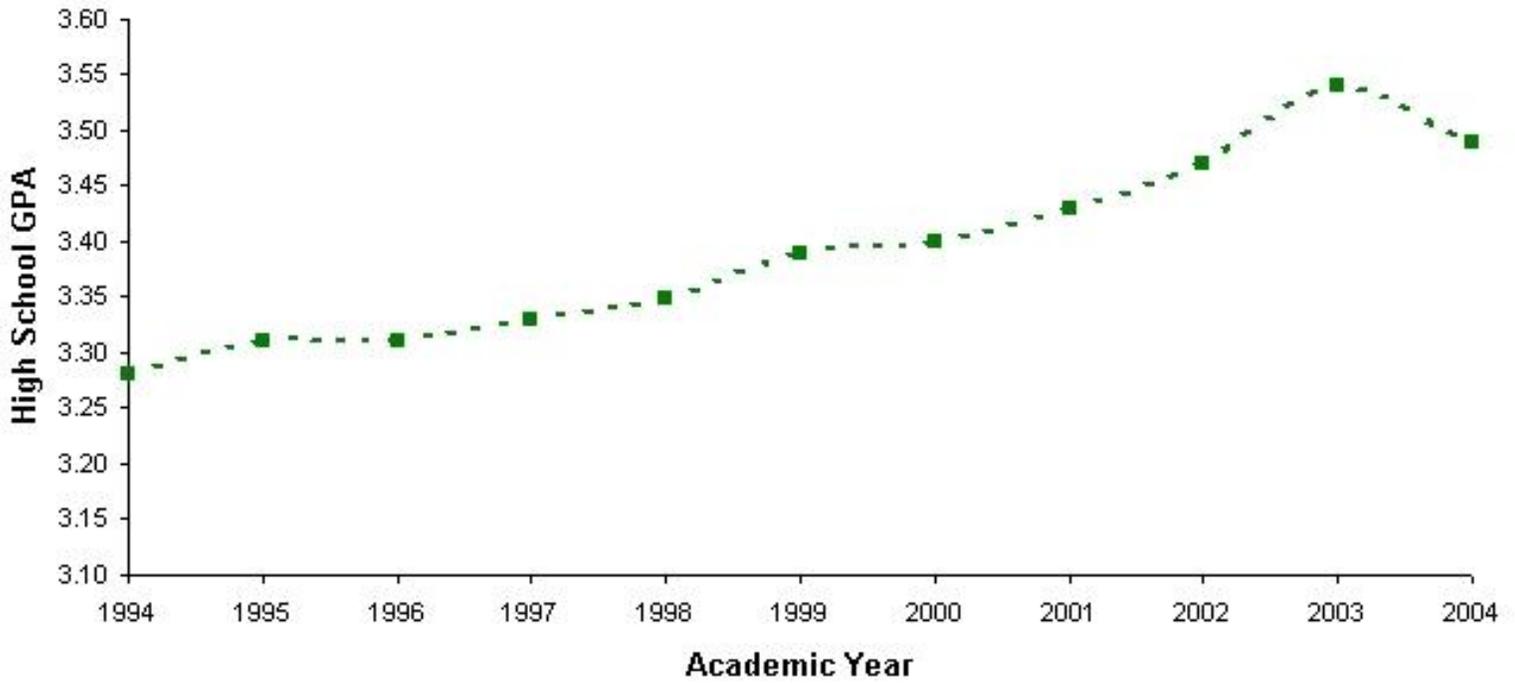
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UNIVERSITY OF OREGON High School GPAs for Entering Freshmen



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Make a Date



Mendelssohn Symposium Offers Live Music, Look at History

< *Felix Mendelssohn*

The prolific composer Felix Mendelssohn, a key figure in 19th century German history, is the focus of two days of music and dialogue at the University of Oregon May 19-20. The "Mendelssohn Symposium" is a joint presentation of the Oregon Bach Festival and Committee for German Studies and features two free public events.

The first is live music and a presentation titled "Young Felix and The Uncle From Boston," which is set for 7 to 9 p.m., Thursday, May 19, in Room 198, School of Music, 961 E. 18th Ave.

The second event is a panel and discussion, "The Mendelssohns: Judaism in German Music/ Music in German Jewry," 3 to 5 p.m., Friday, May 20, in the Jordan Schnitzer Museum of Art, 1430 Johnson Lane on the UO campus.

Receptions follow both events. For more information contact George Evano director of communications, Oregon Bach Festival, at (541) 346-5667, or go to the [festival website](#).



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OREGON BACH FESTIVAL



■ **HELMUTH RILLING, Artistic Director and Conductor** ■ **JUNE 23 - JULY 10, 2005** EUGENE, OREGON ■

CONCERTS

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MUSICIAN OPPORTUNITIES

BACHGROUND

STORE

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The New Zealand National Youth Choir appeared in 2004, one in a continuing series of international guest choirs.

ABOUT US

Helmuth Rilling, artistic director and conductor, leads two weeks of choral-orchestral concerts centering on the music and wide-ranging influence of J.S. Bach. Set amid the lush forests and scenic rivers of Eugene and the Willamette Valley, the festival also includes chamber music, family events, and educational programs in "a musical enterprise virtually without equal in America." (LA Times)



Welcome to oregonbachfestival.com

Tickets Now on Sale

Make plans now to attend the Oregon Bach Festival June 23-July 10. See our [schedule](#). [Order tickets online](#). Or [request a printed brochure and order form](#).

Christmas Gift in Two Packages

The OBF is giving presents early this year. Treat yourself to Bach's bountiful Christmas Oratorio as it's in the way that best suits you. In our day/evening two-part format, you choose how much time you'll spend with Maestro Rilling as he celebrates Christmas in June. Read about [the music](#), or check out [schedule and special price information](#).

Oregon Bach Festival 2005

Coming June 23-July 10: the northwest US premiere of *La Pasion Segun San Marcos* by Osvaldo Golijov, the American premiere of *The Uncle From Boston* (a comic opera by Mendelssohn), Bach's Christmas Oratorio, the first Festival appearance by the Kronos Quartet, and 50 total events.

Festival News

Mendelssohn Symposium Offers Music and Jewish Perspective

Two free events on the UO campus will focus on Mendelssohn's music and life in the context of German history.

Christmas Oratorio

Have Christmas your way this summer -- see a little bit 'o' Bach or a whole lotta Bach.

Students, Families: Free Concerts & Special Prices

Student discounts and children's concerts are a big part of the Festival's programming.

[More...](#)



Join Bachmail and receive email updates from the festival frontlines.



UNIVERSITY OF OREGON

AUDIENCE AND DONOR FUNDED

OREGON BACH FESTIVAL

Updated April 17, 2005

Info: 800/457-1486

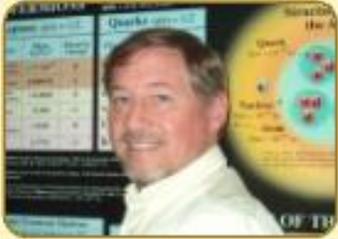
Tickets: 541/682-5000

Fax: 541/346-5669

bachfest@darkwing.uoregon.edu

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Make a Date



Brau To Speak on 'Realizing Einstein's Dream'

< *James Brau*

A leader of one of the biggest projects in the history of science, UO physics professor James Brau, also led the team that created a beer-can sized instrument so sensitive that it can detect particles only a fraction of the size of an atom, even though they're only visible for less than a millionth of a millionth of a second.

On Thursday, May 19, the UO physicist will bring local audiences up to date on the latest developments in particle physics and cosmology as part of the university's spring celebration of World Year of Physics 2005, the centennial of Einstein's "miracle year."

Brau, who teaches particle physics and astronomy, will speak at 7 p.m. in Room 100 of Willamette Hall, 1371 E. 13th Ave. on the UO campus. A public reception will follow in Willamette Hall's Paul Olum Atrium. Admission is free.

Even if you find this topic somewhat daunting, there's no more approachable—or enthusiastic—presenter than Brau. The sheer pleasure of pursuing knowledge for its own sake has motivated him as long as he can remember.

"Results of research underway today may revolutionize our view of nature as dramatically as the advances which Albert Einstein achieved 100 years ago," Brau says. "Most of the universe remains a mystery despite the depth of our knowledge. This leaves us with exciting prospects for discovery."

Brau directs the university's Center for High Energy Physics, where experiments involving ever-tinier bits of matter attract federal funding adding up to more than \$1 million a year. He is also one of three people leading the worldwide community of physicists preparing experiments at the next major facility for frontier particle physics research: the International Linear Collider, a 20-mile-long particle accelerator that will be one of the biggest projects in the history of science.

Since joining the UO faculty in 1988, Brau has continued to conduct research with colliding beam facilities at the Stanford Linear Accelerator Center (SLAC), described as one of the top "Big Science" installations that "peer into the Alice in Wonderland world that exists on the scale of the atom." He serves on laboratory advisory committees at SLAC, as well as at the Fermilab near Chicago and the German particle physics laboratory, DESY, in Hamburg.

Advances in accelerator design for particle physics research have contributed to advances in other sciences. The intense light sources generated by accelerators are now being used as

probes of objects of scientific interest in many fields—for instance, in studies to determine the structure of cancer-related proteins.

World Year of Physics 2005 pays tribute to Einstein's breakthrough theories about space, time, matter, and energy, all published in quick succession in 1905.

Founded in 1876, the UO Department of Physics has roughly 30 faculty members, most of whom are engaged in active research in such areas as condensed matter physics, optics, biophysics, elementary particle physics, and astrophysics. One is a member of the National Academy of Sciences and many are fellows of the American Physical Society or the American Association for the Advancement of Science.

For more information about the lecture, contact the physics department at (541) 346-4751.

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



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Scene on Campus

'Living' Roof Planted On Many Nations Longhouse



In keeping with the UO's campuswide commitment to environmental responsibility and to Native American cultures' respect for nature, a "living roof" is now thriving atop the Many Nations Longhouse at 1630 Columbia St.

The thriving canopy features a variety of native plantings and grasses, including red fescue, needle grass, prairie June grass, yarrow, Oregon stonecrop, broadleaf stonecrop, western saxifrage, wild strawberry, sedge, buttercup, camas, Douglas aster self heal, checker-mallow, and pearly everlasting.

Many of these grasses and plantings are flowering and should provide color not seen on more conventional living roofs. These plantings are drought tolerant and have been grouped together to represent wetlands, prairie, and other land types.

The roof is supported by a system of post-and-beam construction, made up of timbers donated by the Coquille Tribe. A thick, high-quality roofing membrane protects against leakage, with anywhere from six to twelve inches of contoured soil on top. The specially designed plastic and mesh barrier also keeps roots from penetrating the roof, while allowing water to pass through the soil and into the gutters.

Because of the slope of the roof and the way the water is collected, some areas of the roof will be wetter than others. Rainwater collected on the roof flows out scuppers at the lower edge of the roof, into a gutter, and into a bio swale, where

it is filtered and cooled before entering the city storm system, ultimately emptying into the Willamette River.

Editor's note: Special thanks to George Bleekman, construction project manager, Facilities Services. At Inside Oregon's request, he took this April 27 photo from the adjacent Knight Law Center just after the initial sod was installed.

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Scene on Campus

Noted Economist Galbraith Addresses Global Financial Issues



Margaret Hallock, director of the UO Wayne Morse Center for Law and Politics, greets economist James Galbraith before his May 2 address on the World Bank and the International Monetary Fund.

The talk was part of the center's distinguished speaker series and drew a standing-room only crowd to the Erb Memorial Union. [For more on the center and its activities.](#)

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Wayne Morse

Wayne Morse Center for Law and Politics
University of Oregon

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Morse Center Home

The Wayne Morse Center for Law and Politics is an independent center at the University of Oregon, housed at the [UO School of Law](#). The Wayne Morse Center was established as a living memorial to Oregon's former U.S. senator and law school dean. The center brings scholars and activists to Oregon who exemplify the Morse ideals of foresight, intellectual independence, and integrity.

2005-7 Theme of Inquiry: [Indigenous Peoples: National Policy and International Human Rights](#)

2005-6 Morse Chair: Wilma Mankiller: [First Woman of Cherokee Nation](#)

Read about [Distinguished Speaker James Galbraith's speech](#), May 2.

"[Wayne Morse Free Speech Plaza](#)" Dedicated in Eugene, March 15, 2005. Read [Governor's speech](#).

Read the Spring 2005 "[Morse Independent](#)" online.

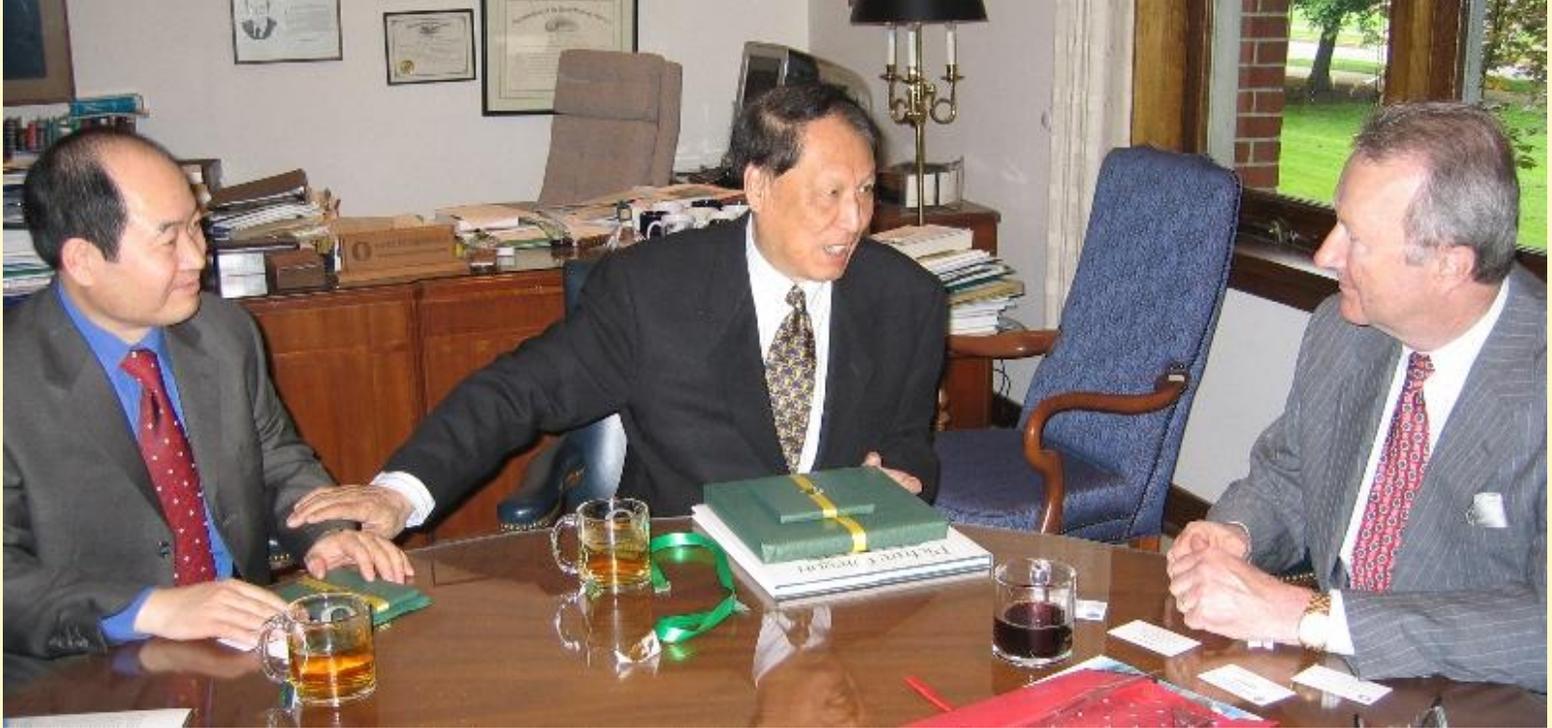


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the uo's newsletter for faculty, staff, and graduate teaching fellows

Scene on Campus

Chinese Officials Visit Campus



President Dave Frohnmyer welcomes a delegation of Chinese officials during a May 2 visit to the UO.

At left is Young Shi, assistant president, Graduate University of the Chinese Academy of Sciences, and director of its Research Center on Data Technology and Knowledge Economy. To his right is Siwei Cheng, vice chairman of the National People's Congress of China and dean of the Management School of the Graduate University of the Chinese Academy of Sciences.

They are in the United States to speak with university and government leaders. Pursuing relationships with major research institutions in this country for student exchanges and faculty collaboration is of special interest to them. Following the UO visit, Cheng visited with officials at the United Nations as part of his official capacity as vice chairman of the Chinese Congress.

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