

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

may 23, 2005

featured stories



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[Full Story...](#)

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[Full Story...](#)



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Nearly 1,000 students, staff and faculty members raked, shoveled and planted May 12 to beautify the campus during the annual University Day.

[Full Story...](#)



New Consulting Role Has Familiar Ring To Williams

After 22 years as vice president for administration, Dan Williams is about to take on a new role for the University of Oregon. On July 1, he will retire from his vice presidency to become a part-time consultant for the Department of Intercollegiate Athletics and will move from Johnson Hall to new quarters at the Casanova Center.

[Full Story...](#)

potpourri

Campus Briefs



Journalism and Communications School Celebrates Media Ethics

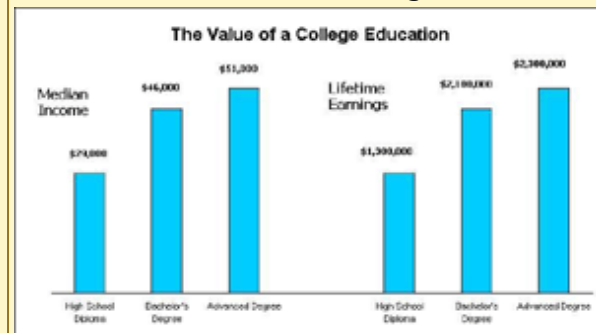
< Jay Harris delivers the 2005 Ruhl Lecture. Photo by Jack Liu.

Ethics was front and center in a number of ways last week when the School of Journalism and Communication (SOJC) presented its annual [Ruhl Lecture](#) as well as the [2005 Payne Awards](#) for Ethics in Journalism.

[More Campus Briefs...](#)

UO by the Numbers

Economic Value of a College Education



In Oregon, the median annual income of a high school graduate is \$29,000 as compared to \$46,000 for someone with a bachelor's degree or \$51,000 for an individual with an advanced degree. In terms of lifetime income, a typical high school graduate could expect to earn \$1.3 million. By comparison, a typical college graduate would expect to earn \$2.1 million, and someone with an advanced degree, \$2.3 million.

Click the image above for a larger version.

[Full Story...](#)

Make a Date



Book Lovers Will Delight in Northwest Book Arts Events

< Sandra Kroupa



Leavitt To Join Ford Family Foundation

< Photo by Jack Liu.

Anne Lochridge Leavitt leaves her post as vice president for student affairs June 30 to become the director of scholarship programs for The Ford Family Foundation.

[Full Story...](#)



Vice Provost To Leave June 30 for University of Texas

< Greg Vincent

The University of Oregon's first vice provost for institutional equity and diversity, Gregory Vincent, will leave his position June 30 to become vice provost for inclusion and cross-cultural effectiveness and professor of educational administration at the University of Texas at Austin.

[Full Story...](#)



Aikens To Retire June 30 As Museum Director

< Museum of Natural and Cultural History director kicks off new exhibit renovation.

Mel Aikens retires at the end of June as director of the Museum of Natural and Cultural History (MNCH). But the professor emeritus of anthropology says "I don't think of it as retiring. I'm just changing my mode of operations."

[Full Story...](#)

Home-page redesign moving forward

The university work group redesigning the UO home web page and related sites is moving quickly ahead on the project and anticipates completion by early fall, organizers say.

[Full Story...](#)



Library Delivers a Quartet of New Services

< Front door of the Knight Library

The UO Libraries recently introduced four new services that are of special interest to staff, faculty and students. Below

Local book lovers who want to learn more about the book arts will have ample opportunity in the next few weeks by attending any of several events scheduled as part of a celebration of the book arts in the Northwest.

[Full Story...](#)

Make a Date



Graduate Student Presents Four New Dance Works

< Dominique practices a new work in the Pioneer Cemetery behind Gerlinger Annex.

The University of Oregon Department of Dance will present Dominique Chartrand's choreographic feast, "A recherche de je ne sais quoi! In Search of!" at 8:30 p.m. on May 27-28 in the Dougherty Dance Theater on the third floor of Gerlinger Annex, 1484 University St.

[Full Story...](#)

Scene on Campus



McNair Scholars Symposium Presents New Voices

The annual McNair Scholars Symposium took place May 11 and 12 featuring students who overcome a variety of social and cultural barriers to succeed academically.

[Full Story...](#)

Scene on Campus



Teaching Excellence: Crystal Apple To Bauer

Deborah Bauer, instructor of finance at the Charles H. Lundquist College of Business, accepts a Crystal Apple from President Dave Frohnmayer.

[Full Story...](#)

Scene on Campus



Teaching Excellence: Crystal Apple To Roering

Joshua Roering, assistant professor of geological sciences in the College of Arts and Sciences, jokes with Lorraine Davis, vice president for academic affairs, shortly after

are summaries of "Ask Us," "Science Direct," "Workshops on Demand," and "Oregon Daily Emerald Online Index."

[Full Story...](#)

Scene on Campus



First Disability Film Festival Inaugurated

The university's recent first disability film festival, "Cinema Sensibilities On Disability," featured works by and about individuals who have special challenges. The goal was to reinforce accurate portrayals and lessen stereotypes.

[Full Story...](#)



Anthropologist Works To Help Keep Tlingit Culture Alive

< *Madonna Moss*

Pride brightens the faces of school kids in Alaska, notes Madonna Moss, a University of Oregon professor of anthropology, as she recalls a recent talk about elaborate Tlingit fish weirs that are several thousand years old. The Tlingit youngsters learn from Moss and tribal elders about long-standing traditions of their culture, which courts fishing expertise and care of the land as matters of paramount importance.

[Full Story...](#)

Latest Editions



Inquiry Highlights Research Excellence

Recent gifts, grants, investments and faculty awards are testaments to the University of Oregon's increasing research capacity and quality. This quality is the focus of the spring edition of *Inquiry*, the university's semiannual research newsletter, [now available on-line](#).

[Full Story...](#)

Bargains



Writing Instruments: Buy One, Get One Free

receiving a Crystal Apple (in his hands) from President Dave Frohnmayer. Davis told Roering "your classes rock," repeating the praise from his students.

[Full Story...](#)

Scene on Campus



Teaching Excellence: Crystal Apple To Kintz

Linda Kintz, professor of English, is embraced by her mother, Mozelle Urbanczyk, shortly after President Dave Frohnmayer presented her with a coveted Crystal Apple, signifying teaching excellence.

[Full Story...](#)

Scene on Campus



Gift of \$1.5 Million Given By Washington Family

< *Peter and Molly Powell stand beneath the new Powell Plaza entrance to Hayward Field during the May 13 dedication ceremony. Photo by Jack Liu*

The owners of one of the Pacific Northwest's top property development firms credit their success in part to what they learned in business courses and competitive sports at the University of Oregon. So much so, in fact, that Lloyd Powell, his son Peter and Peter's wife Molly, joined in gifts totaling a combined \$1.5 million for Hayward Field improvements and faculty support in the university's Charles H. Lundquist College of Business.

[Full Story...](#)

Volunteers Needed

Sexual Orientation Study Seeks Participants

Carolyn Swearingen, a UO doctoral student in counseling psychology, seeks volunteers for her dissertation research project. Candidates are needed to participate in a study examining sexual orientation, eating behaviors and body image. Given the focus of this study, only individuals who identify themselves as non-heterosexual, i.e. lesbian, gay, bisexual, queer, questioning, for example, will be eligible to participate.

[Full Story...](#)

Use [the coupon attached](#) to receive one free writing instrument with your purchase of the same style pen or pencil under \$4 at the UO Bookstore. Items must be purchased at the art customer service counter downstairs.

 [Full Story...](#)

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Ties With East Asia Deepen, Expand

< During a recent visit, President Dave Frohnmayer hosts Siwei Chang, 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.

Plans are underway to put the University of Oregon's long-standing strengths in East Asian scholarship and research to use to further establish the institution as a principal resource for expertise and opportunities in East Asia.

This process was put into high gear recently when President Dave Frohnmayer created a UO China-East Asia Committee to explore programs and options in that area of the world. Tom Mills, associate vice president for international programs, and Russ Tomlin, vice provost for academic affairs, co-chair the committee. Faculty members who work extensively in East Asian programs and research are committee participants. They will review the university's considerable East Asia strengths in complementary areas such as English language services, specialized training programs, and student-faculty exchanges. In the coming weeks, the committee will shape a draft UO East Asia initiative that is expected to provide a comprehensive look at resources and possibilities.

Ideas range from developing alumni programs in China to marketing the university's expertise in environmental studies, green chemistry, architectural sustainability, historic preservation and planning, and nanotechnology throughout East Asia.

"Dave (Frohnmayer) has been approached on numerous occasions by business leaders and state government officials about our excellent reputation in this area and what we might wish to do during the next five years to enhance our strengths and increase our value as an East Asian resource for Oregon and the Northwest," says Mills. "In response, UO Chinese scholars and experts across the campus were invited for two wide-ranging talks last July and December. From these discussions we realized that we truly have a solid foundation on which to build. Now, the committee is in the process of examining all that rich input we received, and from that, we will shape an initial version of the initiative."

"This is yet another way that we, as a public institution, can provide significant service to our state and region," Tomlin adds. "The resources and expertise we will be able to provide to government, business and academia in this role will benefit us all. That's the real strength in this initiative."

Both co-chairs expect the plan soon will be ready to submit to Senior Vice President and Provost John Moseley. Implementation may start as early as the fall term.

One initial step to support the initiative has already been taken: an application for a Title VI

grant to establish a national resource center for East Asian studies. Jeff Hanes, director of the UO Center for Asian and Pacific Studies, notes "such a center would enable the university to build on strength, making a great program even greater by enhancing the East Asia curriculum." He adds "coordinating East Asia related activities across campus and promoting trans-Pacific interchange can produce an important hub of East Asian expertise for the entire Oregon Pacific community."

Almost since its founding, the university has been engaged in activities around the Pacific Rim. A Japanese student was in the university's inaugural class of 1876. Seven hundred and forty students currently are enrolled in the university from East Asia. The 3,380 alumni from the region make up the largest bloc of international graduates.

The university's Asian connections were enhanced further when world traveler Gertrude Bass Warner donated her Asian art collection to the university in 1922. The gift resulted in the construction of a campus art museum in 1932 (now the Jordan Schnitzer Museum of Art) and helped launch one of the country's first programs devoted to Asian studies in 1942. Last year, the Korea Foundation awarded a \$100,000 grant to the UO museum, becoming the only U.S. university art museum to receive the foundation's funding to establish Korean galleries. Today, East Asian art continues to be a cornerstone of the museum: The Center for Asian and Pacific Studies, founded in 1987, brings together the university's diverse programs and expertise related to Asia and the Pacific.

More recent developments pertaining to the university and East Asia include the following.

- The UO will host an Association of Pacific Rim Universities (APRU) doctoral student conference in August that includes 10 students presenting papers on sustainability. The university is a charter member of the APRU and is one of only 11 U.S. member institutions.
- An affiliation with Hanyang University in Seoul, South Korea, initiated four years ago by the linguistics department, has mushroomed from a joint English as a Second Language program into numerous plans for additional exchanges. This includes a recent \$500,000 gift to the university from the Korean institution.
- A relationship continues to develop between the Lundquist College of Business, Fudan University in China and the Nike Corporation to help China prepare for the 2008 Summer Olympics and explore additional business options.
- Preliminary studies are underway for a joint program between the Center for Asian and Pacific Studies and the Lundquist college that would include a tour of China. It is hoped the program also would prepare older students and executives with skills to develop access and business opportunities in East Asia.
- Research of China's scientific community and the role of technology in U.S.-China relations by Richard Suttmeier, professor of political science, recently received a \$500,000 National Science Foundation grant. Work in this area may lead to exploration of ways the UO can share its growing expertise in nano technology as well as other science and technology ideas.
- New student exchange opportunities have been developed in East Asia with the

University of Hong Kong, the National Taiwan University, Hanyang University in South Korea and Hokkaido University in Japan. Also, study sites have been accepted in Beijing, Najing and Shanghai, China.

Photo by Paul Omundson. Click on image to enlarge.

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President's June Trip to Asia Underscores Broadening Commitment

President Dave Frohnmayer's June trip to Southeast Asia is one more example of the University of Oregon's continuing expansion of programs and partnerships in the region.

His first stop on the June trip is the Ho Chi Minh City (formerly Hanoi) campus of Vietnam National University. He will continue the collaborative work started last year by Senior Vice President and Provost John Moseley. The work already has already spawned development of a new AHA study abroad program and has opened the door for future student and faculty exchanges.

Sowing the seeds of this ongoing partnership is Rob Proudfoot, associate professor of international studies and founder of the UO Center for Indigenous Cultural Survival. [The center runs a graduate research program in Vietnam](#) and Proudfoot has traveled there often during the past 20 years for study and research.

One special stop in Ho Chi Minh City for Frohnmayer will be a social gathering with seven Vietnamese UO alumni who live there. They are among the nearly 2,100 university alumni in Southeast Asia.

The itinerary also includes a stop in Thailand and a visit to the Royal Thai Distance Learning Foundation at Hua Hin. Leslie Opp-Beckman, senior instructor in the American English Institute, worked several years ago at the foundation's request to establish a distance-learning proposal for the country. Now, her e-Learning Project is used for English language training for K-12 teachers throughout Thailand. Frohnmayer will meet with foundation leaders to explore expansion of the program to include natural sciences and math.

Frohnmayer, along with Opp-Beckman and Tom Mills, associate vice president for international programs, also will be guest experts for a live, nationally televised education conference to be broadcast June 24 to Thai educators in schools nationwide. The event will be taped and made available to interested university faculty members in Eugene.


Frohnmayer also will visit the comprehensive University of the Thai Chamber of Commerce in Bangkok. The university's president, Chiradet Ousawat, earned a doctorate in business at the UO 10 years ago and serves as Oregon's Thai alumni coordinator. Frohnmayer will address the Thai university's faculty and discuss student-faculty exchanges between Bangkok and Eugene.

He also will attend a UO alumni reception that will be hosted by Ousawat. Invited guests include the 300 alumni in Thailand and 2,068 throughout Southeast Asia.

Rounding out the trip is a stop at the National University of Singapore, the region's premiere research institution, where Frohnmayer will sign a student exchange agreement. While there, the president will attend the annual meeting of the Association of Pacific Rim

Universities (APRU). The university's APRU affiliation plays a key role in its expansion of East Asia studies and programs.

"I'm just wrapping up Dave's agenda for the trip," says Mills, "and I have to say we certainly have a comprehensive itinerary. But these annual visits to Asia really drive the success of our programs there and, of course, our Asian alumni are absolutely delighted that he always takes time to visit them and renew relationships."

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International Projects

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[Mexico](#)

[Guatemala](#)

[Sri Lanka](#)

[Pakistan](#)

Collaboritive Research and Projects Currently Underway Through the Center for Indigenous Cultural Survival:

(Under Constuction: Come Back Soon to see Links to Many of the Project Websites)

Vietnam:

For the past 20 years Dr. Proudfoot has been traveleing to Vietnam to work collaboritivel with Vietnam National University (VNU), the Vietnam Womes Union (11 million members), and other organizations to create educational and cultural exchanges with the University of Oregon. More than 15 Vientamese students have earned degrees at the University of Oregon in the past ten years, many of them Masters degrees. At the same time, Dr. Proudfoot has led numerous field schools to Vietnam giving both Indigenous and non-Indigenous students at the University of Oregon the opportunity to work collaboratively with people internationally.

The Center for Indigenous Cultural Survival has been working with the Indigenous peoples of Vietnam throughout this time. Meeting and working collaboratively with Indigenous peoples of Vietnam, the Center has begun initiating exchanges between students and community members. The purpose of these exchanges is to share our cultures and our unique was of surviving within larger nation-states so that we may strengthen eachother to survive and prosper as the Indigenous peoples of our place. This project continues to this day. For more information, visit the [Contact](#) page of this website and contact Dr. Proutfoot or Mitchel Wilkinson with any inquiries.

[Top](#)

Australia:

The Center for Indigenous Cultural Survival and the Aboriginal Institute for Development (AID), Alice Springs, Australia, are working on creating an exchange process where Indigenous faculty and students can expand their experiences through learning, teaching, and living within eachothers communities. A small group of North American Indigenous people initially went to Alice Springs in Feburary of 1998, to establish a relationship to build upon. The Center met and collaborated with the students and staff at the AID and visited outlying communities and settlements throught Central

Australia.

The Center and AID are working on implementing a formal understanding between the University of Oregon and AID to create funding opportunities for the exchanges of faculty and staff. For more information, visit the [Contact](#) page of this website and contact Dr. Proutfoot or Mitchel Wilkinson with any inquiries. [Top](#)

Aoteroa:

A small delegation of North American Indigenous peoples working with the Center for Indigenous Cultural Survival, in early winter of 1998, traveled to Aoteroa to meet and collaborate with Maori people. Toby Curtis, prominent national Maori educator, working at the Auckland Institute of Technology (AIT), was our contact and guide for much of that time. We traveled throughout Maori country meeting and creating relationships with different institutions, organizations, communities, and individuals.

The Center is attempting to create a formal agreement between a number of educational institutions throughout Aotearoa at this time. The hope is that we can establish a consistent and permanent way for the Indigenous peoples of these two places to meet and communicate together to strengthen our understanding and commitment to the struggles of Indigenous peoples everywhere. [Top](#)

Here are some of the other programs that are just beginning.

We will have more detailed information as things develop further:

Japan:

Working with the Indigenous Ainu and Okinawa people of Japan. [Top](#)

Peru:

Colaboration with a group of Indigenous people working to preserve cultural lifeways and the jungle that supports them. Focus is on the traditional medicine that has been developed throughout time, preserving both the forest and the knowledge of how, why, what is needed to continue using these traditional medicines. [Top](#)

Amazon:

Working on creating a relationship with some of the small groups who live and struggle to survive in the quickly diminishing Amazon Rainforests. [Top](#)

Hawai'i:

Working with Native Hawai'ians on issues of sovereignty, education, and cultural survival. [Top](#)

Mexico:

Working to create relationships with the indigenous peoples throughout Mexico. Primarily the focus has been on Chiapas and working with the Indigenous peoples who are involved in or caught between the struggle going on there. [Top](#)

Guatemala:

Working with the Indigenous communities throughout Guatemala. Small groups of people from the Center have been creating relationships with the Indigenous communities. [Top](#)

Sri Lanka:

(more information soon) [Top](#)

Pakistan:

(more information soon) [Top](#)

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'Leave Your Mark' Draws Nearly 1,000 Students, Staff and Faculty

< Management Analyst Sheryl Stahl plants flowers next to Johnson Hall. Stahl has participated in University Day each year since its rebirth in 1990.

Nearly 1,000 students, staff and faculty members raked, shoveled and planted May 12 to beautify the campus during the annual University Day.

"We all get a lot from our campus and it's important to give back," says junior Heidi Rivinus, University Day Committee chair.

Then University President Prince Lucien Campbell launched the first beautification effort in 1905 to replace wooden planks with real sidewalks. Look on the sidewalks leading to Deady Hall's west facade feature "University Day" commemorations and dates from that project.

In the 1920s the tradition fell dormant but was revived in 1990 and has occurred every year since. A plaque next to two benches on the lawn in front of Friendly Hall describes the history of University Day.

Click on above image to enlarge.

[Click here for University Day photo gallery.](#)



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'Leave Your Mark' Draws Nearly 1,000 Students, Staff and Faculty

Photos by Paul Omundson. Click on images to enlarge.



Anette Tognazzini and Wendy Weller, office specialists from the College of Education, get ready for their garden chores.



Loren Stubbert, director of campus budget services for Oregon University System, and sophomore Tony Kau take a breather.



University Day committee members dole out assignments from the tent headquarters in front of Collier House. From left are junior Tracy Randecker, junior Kristy Lawton, freshman Mai Lee, senior Dan Burbach, and this year's chair, junior Heidi Rivinus.

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New Consulting Role Has Familiar Ring To Williams

After 22 years as vice president for administration, Dan Williams is about to take on a new role for the University of Oregon. On July 1, he will retire from his vice presidency to become a part-time consultant for the Department of Intercollegiate Athletics and will move from Johnson Hall to new quarters at the Casanova Center.

It's a transition that has been planned for two years.

"John Moseley (senior vice president and provost), Lorraine Davis (vice president for academic affairs) and I are all about the same age," Williams explains, "so we met with the president several years ago to plan a purposeful, thoughtful transition as the three of us retire. Since I am the oldest, I go first."

President Frohnmayer emphasized how much the university has benefited from the longtime leadership and expertise of all three. Together, they devised a transition plan, with each vice president slated to move into part-time consulting positions with the university to provide adequate time to properly fill these vital positions. Frances Dyke, currently associate vice president for budget and finance, was recently named as Williams' successor and will have the title of vice president for finance and administration.

Moseley plans to leave in July 2006, followed by Davis.

"The president asked me to continue the portion of my work having to do with intercollegiate athletics," Williams adds. "Since I devote a quarter of my time to it now, that's how much time I am contracted for during the next two years."

Williams will continue his close, decade-long relationship with Bill Moos, director of athletics, and will assist him in the planning for a new basketball arena. Phasing into a consultant's role for the department rather than being its supervisor doesn't bother him as he is much more concerned with the urgent tasks at hand.

Moos, who will now report directly to the president, is delighted that the relationship he and his staff have built over the years with Williams will continue.

"Dan's experience is extremely valuable," Moos says. "It's great that he will move over here to the Casanova Center and be with us."

In addition to his consultant role, Williams will continue his service to multiple local businesses and community organizations. He is on the board of directors of Bi-Mart and

Liberty Bank, serves as a consultant with the Papé Group, and is a member of the Oregon Health Services Commission and Oregon Forest Resource Institute.

Such service has been important to Williams for more than 40 years. He graduated from the university in 1962 with a bachelor's degree in political science. He served as student body president his senior year and attributes that experience to sparking an interest in academic administration.

"That's a position where you get an intimate look at a school and its leaders," he says. "I think that experience, more than anything else, got me interested in choosing school administration as a career."

He received his master's degree in public administration from the University of San Francisco in 1980. Prior to coming to the UO as director of housing and associate dean of students that same year, he was a student affairs officer at Stanford University.

He served in a dual role as vice president and interim athletic director in 1994–95 and looks back on that period with special fondness.

"It was the year we went to the Rose Bowl and all of our teams did well," he recalls.

Williams says his single most important achievement was to assemble a strong staff of administrative leaders.

"I put a lot of time and effort into that and I am very proud of the result," he says. "It's challenging to find good leaders who can work effectively in an academic environment. But we've done that here."

Celebrate Williams' retirement

The campus community is invited to toast the many accomplishments of Williams and celebrate his transition into a new role as university consultant. A reception will take place from 2 to 4 p.m. on Thursday, June 9, in the lecture hall of the Jordan Schnitzer Museum of Art.



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Leavitt To Join Ford Family Foundation

< *Photo by Jack Liu.*

Anne Lochridge Leavitt leaves her post as vice president for student affairs June 30 to become the director of scholarship programs for The Ford Family Foundation.

But she's not going far from the institution she has served for the past 21 years: Her new position is based in Roseburg but includes an office in Eugene. Leavitt will work closely with the university to bring more Oregonians to college and return them to their communities as educated leaders, a goal of both the university and the foundation.

"I'll just change my intervention point," she says. "I'm going from helping students succeed in school to getting more of them opportunities to go to school."

Leavitt is especially pleased that her new role will allow her to focus on getting more residents from small, rural towns to college. Her main targets include rural areas along the coast and in southern, central and eastern Oregon that are currently underserved by scholarship programs.

"My husband and I love small-town Oregon," says the former long-time resident of the McKenzie River Valley. "What's so great about this program is that the awards are not just about financial need and scholarship, but also about developing leadership qualities in individuals who, after their education is complete, will return to enrich their communities."

Since the Ford Family Foundation began providing scholarships in 1994, the university has enrolled more than 300 Ford Scholars and Ford Opportunity Scholars. These outstanding students have received more than \$4,573,000 toward their education. Statewide, more than 2,300 students from Oregon and Northern California have been awarded post-secondary education scholarships that total in excess of \$39,335,000.


In her focus on Oregon and the Northwest, Leavitt's new responsibilities will bring her in touch with more than 90 institutions of higher education in order to place students in programs and schools of their choice. In addition, she will work with more than 100 alumni who have completed their college educations with the help of the foundation's support.

Leavitt leaves with warm memories of the university. She's also built a great legacy of helping students successfully meet the challenges of higher education. She recalls countless early morning and evening meetings with student leaders in her office in Oregon Hall and the EMU, and points to the UO hallmark of exceptional collaboration between students and faculty members as "something unique and very special."

"I love the UO campus, its museums and playing fields, its nooks and crannies, the study spots in the library and the kiosks for coffee and conversation," she says. "I will always be an educator and a Duck."

With Leavitt's departure, Senior Vice President and Provost John Moseley will assume leadership of student affairs on an interim basis. He will meet with Leavitt's direct reports before the end of the spring term and assemble plans for the interim period.

A national search for a new vice president of student affairs is expected to be launched in the next academic year.

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



Vice Provost To Leave June 30 for University of Texas

< *Greg Vincent*

The University of Oregon's first vice provost for institutional equity and diversity, Gregory Vincent, will leave his position June 30 to become vice provost for inclusion and cross-cultural effectiveness and professor of educational administration at the University of Texas at Austin.

The native New Yorker joined the university in 2003 and is also a UO law professor.

"I have enjoyed working at the UO, but I felt for a combination of personal and professional reasons I should accept this newly available professional opportunity," Vincent explains. "I am confident that the UO and its leadership will continue to make significant progress toward its commitment to cultural diversity. I thank my colleagues, and especially President Dave Frohnmayer and Provost John Moseley, for this opportunity to help start the process."

Vincent has family in Austin, and he will be in close proximity there to the vast majority of the rest of his kin.

"We will sorely miss Greg's leadership," says Frohnmayer. "During his tenure at the university, Greg has exerted invaluable leadership in helping us address cultural diversity. We will continue our efforts on this important issue with a thoughtful and deliberate process that will engage our students, staff and faculty, including the newly formed University Senate Ad Hoc Committee on Diversity. We wish Greg the best in his new position. In the coming weeks, I will have more specific information regarding how his duties will be managed."



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Aikens To Retire June 30 As Museum Director

< *Museum of Natural and Cultural History director kicks off new exhibit renovation.*

Mel Aikens retires at the end of June as director of the Museum of Natural and Cultural History (MNCH). But the professor emeritus of anthropology says "I don't think of it as retiring. I'm just changing my mode of operations."

Though Aikens will leave his director post, he has no intention of retiring from archaeology. His increased free time will allow him greater opportunity to do anthropological research and writing.

"I still have stories in me wanting to get out," he says.

In April he'll take a month-long trip to Korea and Japan to restart his research activities in that part of the world. He also plans, among other things, to write a book about the millennial history of the Uto-Aztecan peoples of the inter-mountain west.

Aikens, 66, began archaeological research as a nineteen-year-old student at the University of Utah. He later received his M.A. and Ph.D. degrees in anthropology from the University of Chicago. The University of Oregon welcomed him as a faculty member in 1969 after he previously worked as curator of the Museum of Anthropology at the University of Utah and assistant professor at the University of Nevada-Reno.

He was chair of the UO Department of Anthropology for 10 years before becoming the director of the museum in 1996.

Throughout his career, he has authored, co-authored and edited 16 books and monographs, published more than 100 papers and articles, and given lectures and presentations throughout the world.

"Mel is a visionary," says MNCH Program Director Patricia Krier. "Since becoming the director of the museum, he has worked toward making the museum's new exhibit space a reality, obtaining a new curation facility, and creating an endowment for the museum. He has put forth the effort and now they're all well on their way."

That he is retiring soon after the completion of the museum's new major permanent exhibit, Oregon—Where Past is Present, "is a nice punctuation mark for me," he says.

He also leaves a legacy at the Department of Anthropology.

"My reason for entering the doctoral program at the UO was to have the privilege of studying under Mel," says Suzann Henrikson, museum archaeologist.

When Dennis Jenkins, another museum archaeologist, was considering pursuing his doctorate 20 years ago, he made an appointment to meet with "the well-known Great Basin archaeologist" that his mother had told him about at the University of Oregon.

"I never met a more friendly or considerate archaeologist in my life," recalls Jenkins. "Mel was clearly a man of high integrity, a true gentleman, and he would give me a fair chance to prove myself, and that was all that I needed. I started the program here in the fall of 1985 and I immediately set out to make this admirable man my friend."

The two become colleagues and friends, and Jenkins recalls many shared experiences with Aikens at the anthropological field school over the years. When the field school was under Jenkins' charge, graduate student assistants eagerly anticipated working with Aikens.

Aikens, along with his wife, Alice, a former MNCH board member, will continue to be involved with the museum. "But not," as he chuckles, "for the main speaking parts."

The campus community is invited to celebrate Aikens' retirement from 3:30 to 5:30 p.m., Thursday, June 2, at MNCH, located at 1680 East 15th Avenue.

Editor's note: *Succeeding Aikens as MNCH director on July 1 is Jon Erlandson, professor of anthropology. A profile on Erlandson and his new role is coming in the June 6 issue.*

—Melinda Young, MNCH graduate teaching fellow



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Home-page redesign moving forward

The university work group redesigning the UO home web page and related sites is moving quickly ahead on the project and anticipates completion by early fall, organizers say.

Senior Vice President and Provost John Moseley called for creation of the group earlier this year and appointed University Librarian Deb Carver (who is also serving as interim associate vice president for information services) and Public and Government Affairs Associate Vice President Michael Redding as co chairs. The group is charged with refocusing the new home page and related pages on external audiences - chief among them, prospective students.

Other key external audiences for the project include parents/families, alumni and visitors. Those audiences join current students and university faculty/staff as the dominant six groups to which the new pages will cater.

The work group has already completed stakeholder meetings with representatives of the six demographic groups to identify important functions and services that the new pages should provide, and user testing to obtain feedback on suggested content, appropriateness of specific nomenclature for individual links and more.

The web redesign comments link on the current home page has further informed this information-gathering phase. Hundreds of students, faculty, staff and external users have used the simple form tied to that link to submit a wide range of feedback, which has been shared with all members of the work group.

The project now moves into the design phase, with Tim Jordan of Creative Publishing and Dave Ragsdale of the Computer Center playing lead roles. The work group is expected to begin reviewing design options in June and to involve stakeholders and user groups immediately in the selection of which option is the best fit for the new pages.

Questions or comments regarding the project may be directed to [Carver](#) or [Redding](#).



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Library Delivers a Quartet of New Services

< *Front door of the Knight Library*

The UO Libraries recently introduced four new services that are of special interest to staff, faculty and students. Below are summaries of "Ask Us," "Science Direct," "Workshops on Demand," and "*Oregon Daily Emerald Online Index*."

Ask Us

The library offers a new online information service called Ask Us that lets UO faculty, students, and staff make virtual visits to the library from their computers. Using chat and Web "push-page" technologies, Ask Us lets anyone in the university community use a computer to ask questions and get real-time answers from a library staff member.

The service can be accessed from any library web page by clicking the Question Mark icon at the upper right. "Our goal is to make everyone's library experience as efficient and productive as possible," says Barbara Jenkins, head of the library's Reference and Research Services. "We encourage the entire university community to use the service for their library information needs."

Pilot phase Ask Us hours are 1 to 5 p.m., Monday through Friday. Internet Explorer should be used as the browser when using Ask Us. For more information, contact [Barbara Jenkins](#), (541) 346-1925.

Science Direct

The library recently has made Science Direct, the world's largest electronic collection of journals in science, technology, and medicine, available to university faculty, staff, and students.

The library's licensing agreement with Science Direct provides free full-text access to about 200 journal titles with online-only subscriptions and pay-per-view access to articles in the remaining 1,600 unsubscribed titles. "Library users have expressed a strong desire for desktop delivery of journal articles," says Faye Chadwell, head of Collection Development and Acquisitions. "Online subscriptions and pay-per-view services will allow us to provide more cost-effective access to journals than traditional print subscriptions do." The program is in a one-year experimental phase, during which the UO Libraries will cover the pay-per-view fees for university-affiliated users, according to Chadwell.

When searching for journal titles, users should continue using the library's databases and FindText resources. Links to Science Direct journals will appear in a search when online subscriptions are available or when the pay-per-view service is in effect. A brief registration

process will be required to use the pay-per-view feature.

Questions or comments about Science Direct can be directed to [Faye Chadwell](#), (541) 346-1819.

[For more information on Science Direct and accessing articles in its journals.](#)

Workshops on Demand

In response to the changing needs of the campus community, the library now offers Workshops on Demand, a new model for delivering information technology (IT) training to the university community.

Workshops on Demand will replace the scheduled, open enrollment IT workshops currently offered through the library. Beginning immediately, the library will develop customized workshops on any IT topic if a group of five or more people committed to taking the workshop is assembled ahead of time.

The workshops, which typically provide an introduction to the features and operational basics of the software or technology, can focus on curricular needs, course requirements, personal interests, or professional directions. For teaching faculty, they can be designed to complement course content and be offered during class time.

Colleen Bell, library instruction coordinator, says the library's goal in offering the new approach is to provide better, more relevant training that meets the needs of everyone in the university community, along with increased collaboration with faculty in integrating information technology skills into the curriculum.

For more information on requesting a workshop on demand, visit <http://libweb.uoregon.edu/it/ondemand.html>. Questions or comments about the program should be directed to [Colleen Bell](#) (541) 346-1817.

Oregon Daily Emerald Online Index


Anyone wanting to retrieve information from articles published in the *Oregon Daily Emerald* from 1900 to 1978 once had to manually search through an index consisting of thousands of 3 x 5 cards to find references to topics of interest. Now, thanks to the launch of the new online index of the *Emerald*, information that used to take hours to retrieve appears on the computer screen in seconds.

Using the new resource, the entire contents of the *Emerald* from 1900 to 1978 can be searched by keyword, subject, author, or title. Risa Bear, who oversaw the conversion of the index to digital form, notes that the online version will be a valuable timesaving tool for anyone doing research on the history of the university or contemporary events viewed through the filter of the student newspaper.

[Try out the new resource.](#)

If you have questions or comments contact Risa Bear, (541) 346-0763.

- *Ron Renchler, director of library communications*

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ScienceDirect Access

As of April 22, 2005, the UO Libraries began providing access to ScienceDirect.

What is ScienceDirect?

ScienceDirect is the web database of approximately 1,800 Elsevier journals covering mostly scientific, technical and medical (STM) literature, but also business, law and other social sciences. The UO's access combines paid subscriptions to nearly 200 electronic only titles and pay per view access (PPV) to the remaining Elsevier titles.

Why are the Libraries providing the PPV access?

For a combination of reasons, the Libraries are exploring PPV access in the coming months:

- Our users have expressed a strong desire for desktop delivery of journal articles.
- We believe PPV access provides more cost-effective access to journal articles than paying for a subscription. The Libraries moved nearly 200 journal subscriptions to PPV access for 2005. In the next year, the Libraries will monitor the usage of these titles to compare the cost of PPV versus the cost of a subscription.
- Budget reductions in the last decade have forced the Libraries to cancel approximately 3,500 titles. With PPV, the Libraries can restore access to some of this content.
- PPV access via ScienceDirect greatly increases our users' access to full-text content--from just several hundred journals to about 1,800.

How long will the PPV access last?

PPV access to some journal titles is probably permanent, but it depends on our use of particular titles. As stated above, the Libraries will be analyzing the usage of subscribed titles and PPV titles. We will determine what titles are the most cost-effective to subscribe to and what titles are most cost-effective to deliver as PPV. We expect to have to re-subscribe to some titles and move current subscriptions to PPV. Any savings we gain from offering PPV will be used to offset future reductions. If PPV works with journals published by Elsevier, we hope to offer the PPV option for other publishers' titles. Overall, the Libraries' goal is to make the access as seamless as possible for the user whether a title is available on PPV or on subscription.

Who is paying for the PPV?

The UO Libraries are subsidizing the PPV access for the UO community. The Libraries will pay \$30 for each article our users view or

[Why Pay Per View?](#)

[Who Pays?](#)

[Subscribed vs. PPV](#)

[Find Journal Articles](#)

[Register for Access](#)

[More About Registration](#)

[Permitted Uses](#)

[Restrictions on Use](#)

download. While the campus community explores this access to journal articles, we ask users to be judicious in their use of the service.

I selected an article on Science Direct that I want to download or view the full-text. Below is an example of the screen I saw. Does this mean that I will have to pay if I click the Continue button?

No. The Libraries are subsidizing the PPV access. We just remind users that each article costs \$30 and to use library resources wisely. If you have not registered or logged in according to the specifications above, ScienceDirect will likely prompt you a for a credit card number. When you are logged into your ScienceDirect account, click on the Continue button to retrieve your article. You only need to click the Continue button once.

ScienceDirect - Full-Text Access - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Back Forward Stop Home Search Favorites Refresh Mail Print Copy Paste Paste & Go Links

Address http://www.sciencedirect.com/science?_ob=ArticleURL&_udi=B6VCF-4F9F88W-3&_user=3681252&handle=V-WA-A-W-A Go Links >>

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Home Search Journals Books Abstract Databases My Profile Alerts Help

Quick Search: within This Volume/Issue Go Search Tips

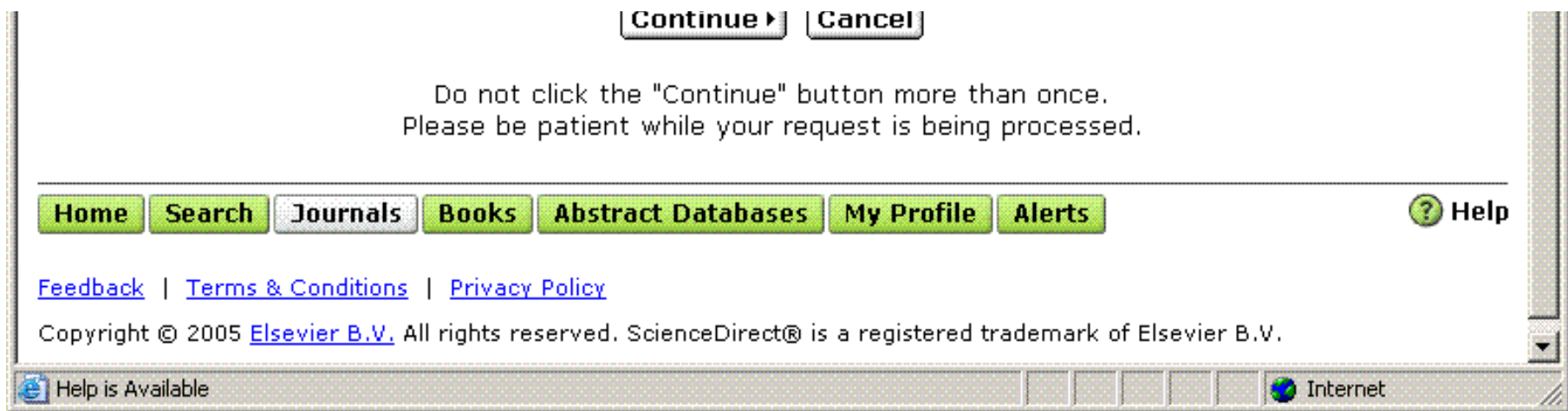
Full Text Access

You have requested access to the following article:

Article




Functional relationship to describe temporal statistics of soil moisture averaged over different depths
Advances in Water Resources, Volume 28, Issue 6, June 2005, Pages 553-566
 Michael J. Puma, Michael A. Celia, Ignacio Rodriguez-Iturbe and Andrew J. Guswa

This article from *Advances in Water Resources* is not included in your institution's subscription. You can access this article using your institution's agreement with ScienceDirect by clicking the **continue** button.



How can I tell the difference between subscribed titles and PPV titles?

Subscribed titles are indicated by a green box on ScienceDirect's website. Pay per view titles, are listed as unsubscribed and indicated by a white box. ScienceDirect also offers free access to a selected number of titles and journal issues, indicated by a yellow box.

 = subscribed  = non-subscribed  = complimentary

How do I find journals or articles in ScienceDirect?

Users may identify journal articles while using one of the library's licensed databases or through FindText. If users know a specific journal by its title, they can find it in FindText (<http://breeze.uoregon.edu:9003/citation/findtext>) or through the Libraries' catalog (<http://janus.uoregon.edu/search~S1/t>).

How do I get access to the journal content in ScienceDirect? Must I register for access?

To view articles from subscribed titles, simply click through the necessary links to find your article. To get a PPV article (view or download), you must register. Registration is easy. It also allows users to personalize access to journal information by signing up for an alert service or defining a specific subject area of interest.

First time users can register by going to <http://www.sciencedirect.com/>. Click on the link in the upper righthand corner that reads: **Register**. If you have already registered before, you still must log in to get access.

BEFORE REGISTERING, PLEASE NOTE: Access to ScienceDirect is restricted to current UO faculty, students, and staff. ScienceDirect must be able to identify you as an authorized UO user. If you use a computer on campus, ScienceDirect should easily recognize the campus IP address. If you register or login from off-campus or remotely, you must connect to the Internet in one of three ways so that ScienceDirect can identify you as an authorized user:

- Dialing into the campus modem pool using your UO computing account

- Logging into the campus network using the Virtual Private Network software if you connect to the Internet using a non-UO Internet Service Provider (ISP) (i.e., Comcast).
- Connect to the ScienceDirect title through the Libraries' catalog or through FindText. Before going to the journal, you will be prompted to identify or authenticate yourself through the Libraries' proxy server using your name, UO ID, and Library PIN.

For more information about remote or off-campus access, consult: <http://libweb.uoregon.edu/dbs/proxy/>.

I located an article in ScienceDirect that I would like to read. When I try to link to the full-text, I get the message shown below. Why am I getting this message if the Libraries are providing this access for the UO campus?

If you receive the message below, it means you have not registered or you have not logged in correctly. Please consult the prior question in this FAQ to learn more about how to register.

ScienceDirect Login - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Back Forward Stop Refresh Home Search Favorites Home Mail Print PageRank AutoFill Options

Address http://www.sciencedirect.com/science?_ob=MImg&_imagekey=B6X23-45K45WY-2-1&_cdi=7259&_user=2148430&_orig=browse&_ Go Links >>

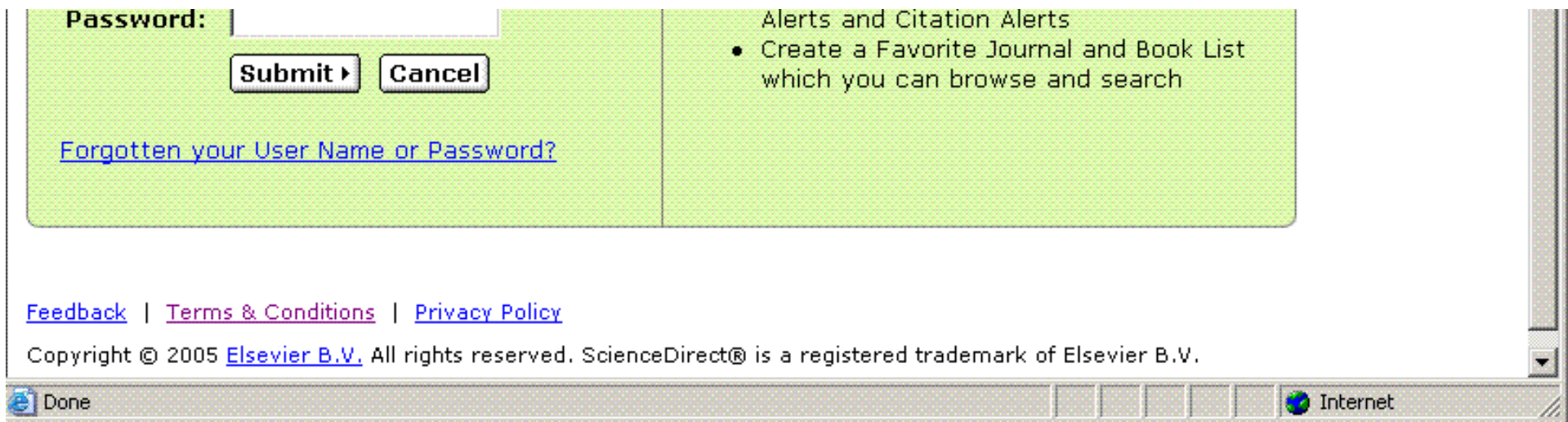
Google Search Web PageRank 349 blocked AutoFill Options

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Home Search Journals Books Abstract Databases My Profile Alerts ? Help

Login

<p>If you have a ScienceDirect User Name and Password, please login below.</p> <p>User Name: <input type="text"/></p>	<p>If not, Register Now. It's FREE and allows you to:</p> <ul style="list-style-type: none"> • Save searches • Create Search Alerts, Volume/Issue
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What are the permitted uses of this content?

Current UO faculty, students, and staff (the UO's authorized users) may:

- Access, search, browse, view ScienceDirect content from subscribed and unsubscribed journals
- Print and download a limited number of articles, abstracts, records for personal, educational, or scholarly use
- Transmit excerpts to other UO authorized users or to non-UO colleagues for their personal, educational, or scholarly use
- Use excerpts to fulfill interlibrary loan requests for other academic or non-commercial institutions within the U.S.
- Use articles, abstracts, or record for password-protected electronic course reserves or course information systems (i.e., Blackboard) so long as the content is taken down after each academic term. If you want to use ScienceDirect articles on course reserves, contact Laura Willey, lwilley@uoregon.edu, 6-1915. For use on Blackboard, consult JQ Johnson, jqj@uoregon.edu, 6-1746.

What are the restrictions on use of this content?

- Use is restricted to current UO faculty, students, and staff
- Transmittal of articles or excerpts must include appropriate acknowledge of the source (author, title, publisher and any copyright notices).
- Commercial use is not permitted.
- Use of robots, spiders, crawlers, or other automatic downloading programs/devices is not permitted.

For more information about ScienceDirect access, please contact Faye A. Chadwell, head of Collection Development and Acquisitions at chadwelf@uoregon.edu, 6-1819.

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[credits](#)

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IT (Information Technology) Curriculum

Workshops on Demand

Workshops on Demand offer customized workshops for the University of Oregon community to meet specific needs of its students, faculty, and staff. These workshops will replace the open enrollment workshops currently offered, beginning in Fall 2005, but members of the UO community can start requesting them now.

The UO Libraries, along with various campus partners, have been offering open enrollment workshops on the Internet and other technologies since 1994. In recent years, however, we've seen a decreased demand for these open enrollment workshops and a corresponding increase in demand for more customized technology training, focused on curricular needs, course requirements, personal interests, and professional directions. In response, the UO Libraries have introduced **Workshops on Demand**, a new model for offering technology training to the UO community will lead to better, more relevant training to meet the needs of students, staff, and faculty, along with increased collaboration with faculty in integrating information technology skills into the curriculum.

Program Goals

Our hope is that this program will:

1. promote information fluency* among students, faculty, and staff;
2. integrate technology instruction for UO students, faculty, and staff more fully into the curriculum and administrative programs;
3. offer tailored, "just in time" technology training; and
4. increase flexibility in responding to campus needs for technology training.

These workshops will not provide an adequate substitute for courses offered for academic credit, but the training will complement course content, and can be integrated into the course content and offered during class time. Workshops generally provide an introduction to the features and operational basics of the software or technology.

* Information fluency can be defined as the ability to "locate, evaluate and use digital information resources efficiently and effectively." See <http://21cif.imsa.edu/inform/program/whatisinfofluency.html> for more on this concept.

Workshops on Demand

- [Introduction](#)
- [Program Goals](#)
- [Training Topics](#)
- [Request a Workshop](#)

[Schedule-at-a-Glance](#)

[Workshop Descriptions, Times & Prerequisites](#)

[General Policies](#)

[FAQ](#)

[Comments, Suggestions & Questions](#)

[Printed Schedule](#)

[IT Curriculum Home](#)

Further Resources:

- [Web Publishing Pages](#)
- [Web Mechanics Group](#)
- [Instruction & Training](#)

Training Topics

Workshops can be designed around any of the following topics, subject to instructor availability:

Academic Tools & Issues

- Blackboard for instructors
- EndNote (bibliographic software)
- Copyright & intellectual property
- Preventing plagiarism
- Classroom technology (Crestron panels, STAR panels, personal response systems)
- Geographic information systems (GIS), including ESRI software products

Communication Tools

- Email (Eudora, Outlook, Pine, Webmail)
- Mailing lists (create, manage, archive)
- Chat
- Web-based conferencing
- Desktop video conferencing
- Blogs
- RSS

Document Production

- Microsoft PowerPoint
- PDF production

Graphics and Digital Images

- Digital camera use
- Photoshop
- Scanning

Information Retrieval

- Library databases
- Web searching

Multimedia Production

- Audio recording and editing (analog and digital)
- Video recording and editing (analog and digital)
- Streaming media (create, index, archive, distribute)
- Flash
- CD-ROM mastering
- Reformatting

Research Strategies

Web Design & Development

- HTML, XHTML
- Cascading style sheets (CSS)
- Metadata
- Dreamweaver
- Web design principles
- Usability testing
- Accessibility
- PHP
- Web forms
- Equations

If you don't see your topic on this list, feel free to [contact](#) the Office of Library Instruction to discuss your training needs. If we can't accommodate your request, we can refer you to other options.

Request a Workshop

Workshops may be requested by anyone who is a member of the UO community, including, but not limited to:

- faculty and GTFs teaching credit courses;
- university departments;
- student groups (clubs, ASUO-sponsored groups, fraternities and sororities, residence halls, etc.);

- and
- individual members of the UO community.

Workshops are offered at no cost, and will usually take place in one of the Libraries' electronic classrooms, although alternate arrangements can be made depending on available facilities and software, the size of the group, and whether hands on access to computers is required. Workshops may consist of multiple sessions, as resources allow. To request a workshop:

1. Put together a group of **at least 6 people**.
2. Determine what you want or need to learn. Use the [list above](#) as a starting point, but also think about whether you need:
 - a **general introduction or overview**, such as learning the basics of using a particular software package, or learning how to create a web page;
 - a **tips & tricks** workshop, which usually takes the form of responding to a question that starts with "How do I..." and focuses on specific tasks (e.g., how do I create a pivot chart in Excel, or how do I convert a Word document to PDF or HTML?); or
 - a **customized workshop** that gives you the tools you need to complete a specific assignment or project.
3. Decide on at least **two possible dates and times** for the workshop.
4. Contact the Office of Library Instruction, (541) 346-1817 or cbell@uoregon.edu, to discuss your workshop request.

The Office of Library Instruction coordinates workshop requests, from finding a suitable instructor to scheduling facilities; it may take several days to make all of the arrangements. Once arrangements have been made, we recommend that you speak directly with the instructor to finalize the content of the workshop. For highly customized workshops, the instructor may need several weeks to plan the curriculum and activities – advance planning is advised.

Not interested in group instruction, or can't find other people? Here are some alternatives:

- **[Documents Room](#)**, 175 McKenzie Hall
A large collection of books, journals, videos, and CD-ROMs provide instructions on using specific software; material can be checked out. Ideal for self-directed learners. Open to all members of the university community.
- **[Campus Computing Labs](#)**
Lab staff can provide assistance in using the resources of the lab. Check web pages for hours, as well as a list of software and hardware available. Open to all members of the university community.
- **[Center for Educational Technologies](#)** (CET)
Training, support, production and referral services for educational technology, including: Blackboard; graphics and digital images; digital video and audio; scanning; instructional design; and web and multimedia design and development. For faculty and GTFs.
- **[Human Resources](#)**
Human Resources offers two programs for technology training: discount vouchers for off-site training through **[New Horizons](#)**, and a new pilot program offering online, web-based training through **[RAA Training](#)**. For UO faculty and staff.
- **[Lane Community College](#)** (LCC)
LCC offers technology courses both online and on-site through their regular programs, as well as their Community Education Program. Students seeking to transfer credits should first check with an academic advisor.



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Daily Emerald Index Search

Index of articles in the University of Oregon student newspaper, Feb 1900- June 1978, and pertaining to the University of Oregon, its students, faculty and staff. Subject headings were based on those used by the *Readers Guide to Periodical Literature*.

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Letter

Obituary

Records per page

The *Emerald Card Index* is in two parts. The first is the *Oregon Weekly Index*, one drawer, range Feb 1900 to Jun 1909. The second is the *Oregon Daily Emerald Index*, 80 drawers, range Sep 1909 to Jun 1978. Articles indexed were those pertaining to the University, to students, or faculty. Index is "primarily" by subject headings determined by the current structure of the University and by subjects found in the *Readers Guide to Periodical Literature*. Names, corporate names, and some author entries also appear. Both papers are included in the same microfilm set in the [Microforms Collection](#).

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

Scene on Campus

First Disability Film Festival Inaugurated



The university's recent first disability film festival, "Cinema Sensibilities On Disability," featured works by and about individuals who have special challenges. The goal was to reinforce accurate portrayals and lessen stereotypes.

Above, John Bundy, counseling coordinator for Academic Learning Services, receives acknowledgement from festival organizers as interpreter Leah Passma signs.

Bundy trained and coordinated the volunteers who provided voice-over narration of the festival films for those with vision impairments.

The festival was launched in April by the UO Disability Studies Committee and the Downtown Initiative for the Visual Arts (DIVA), in cooperation with the EMU Cultural Forum. Each year, the event will take place in conjunction with "Art-cess-able," a three-day community event on disability culture and access to the arts for individuals with disabilities.

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Anthropologist Works To Help Keep Tlingit Culture Alive

< *Madonna Moss*

Pride brightens the faces of school kids in Alaska, notes Madonna Moss, a University of Oregon professor of anthropology, as she recalls a recent talk about elaborate Tlingit fish weirs that are several thousand years old. The Tlingit youngsters learn from Moss and tribal elders about long-standing traditions of their culture, which courts fishing expertise and care of the land as matters of paramount importance.

Moss, an expert on Tlingit culture, has been going to Alaska to do archaeological research for more than 20 years. Her studies have helped reveal what the ancestors of current Alaskan Native Americans ate, how they used areas on a seasonal basis and what changes they made to their habitat. Moss recalls a line of wooden stakes, part of a wood-stake fish weir on Admiralty Island, that at first seemed to be about 100 years old, as the line was so well preserved and its adz cuts so sharp. "In fact, it turned out the stakes were 3,000 years old," Moss says. "It was really remarkable construction."

She adds that the Tlingit archaeological sites she works at each summer "hold lessons for all of us as to how to live with the ecosystem of the Southeast, Alaska and the greater Northwest."

Moss will go back to Alaska after spring term to continue her research. But she will also help keep the Tlingit culture at the forefront through talks and presentations at schools, libraries and tribal organizations. One of her main instructional tools is a new version of a booklet she co-wrote with Tlingit native Richard Newton titled *Haa Atxaayi Haa Kusteeyix Sittee*, or *Our Food Is Our Tlingit Way of Life* (U.S. Forest Service, 2005).

The booklet is based on oral interviews with elders that date back to 1978. The landmark work has gone through numerous editions, and the latest revision, published in March, updates the spelling of Tlingit words, adds more photos of elders and includes a compact disc in which Native speakers pronounce Tlingit words about food.

The book includes recipes that can be shared, including detailed descriptions of how to dry and prepare fish along with other details on traditional food. However, Moss is most proud of the fact that the process of revising the book "brought together Southeast Alaska natives and opened doors between Natives and the U.S. Forest Service."

The U.S. Forest Service is in the process of distributing copies of the new edition to schools

and tribes throughout Alaska. The impact is helping to make the Tlingit culture become more alive and vibrant.

“When the information in Moss’ talk can be brought out, as our elders brought out their blankets, it brings out strength,” says Paul Marks, a Tlingit who lives in Anchorage. “When I see these things, I feel the arms of our ancestors wrap around us.”



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Inquiry



Information from the frontiers of knowledge.

Spring 2005 Articles:

Research Quality and Capacity on the Rise

Research Helps Students Succeed

Faculty Excellence Reaps Reward

Investments Prove Fruitful

FEMA Honors Natural Hazards Program

UO Index Gauges Economy

ONAMI on Track to Double Grants

Points of Pride

The State of Innovation and the Innovation State

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1281 University of Oregon,
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RESEARCH NEWS
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Research Quality and Capacity on the Rise

Already among the top-tier research institutions in the U.S. and Canada as one of only sixty-two members in the elite Association of American Universities, the University of Oregon is increasing its research quality and capacity through gifts and grants that are endowing new faculty positions, expanding research facilities, and providing innovative, highly sophisticated equipment. A portion of a \$15 million anonymous gift announced in January will be used to hire what UO president Dave Frohnmayer calls "franchise players on the academic side."

The university's first two presidential chairs created through the gift are funded at \$2.5 million each, twice as much as other endowed chairs. They will be assigned to the president's office instead of a particular school or program, giving the university flexibility to hire faculty members where needed to strengthen strategically important programs. [read more >](#)

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

Latest Editions



Inquiry Highlights Research Excellence

Recent gifts, grants, investments and faculty awards are testaments to the University of Oregon's increasing research capacity and quality. This quality is the focus of the spring edition of *Inquiry*, the university's semiannual research newsletter, [now available on-line](#).

The print version of *Inquiry* will be published June 3 as a supplement to the *Business Journal of Portland* and distributed on campus through Public and Media Relations.

Feature stories in the spring edition include:

- Grants and gifts that are endowing new faculty positions, expanding research facilities and providing innovative, highly sophisticated equipment.
- "College Knowledge," a new book based on the research of David Conley, associate professor of education and director of the Center for Educational Policy Research.
- National awards to six faculty members for their excellence in teaching, research and leadership.

Other stories include the success of the Engineering, Technology and Industry Council's investments in the UO, an award to the Oregon Natural Hazards Workgroup from the Federal Emergency Management Agency, the launching of the monthly UO Index of Economic Indicators, an update on the Oregon Nanoscience and Microtechnologies Institute (ONAMI), a letter from Richard Linton, vice president for research and graduate studies, and Points of Pride.

To obtain a hardcopy of the newsletter, contact editor [Kathy Madison](#), (541) 346-3145.

Editor's note: To publicize a new edition of a UO-related journal or publication in a coming issue contact [Paul Omundson](#), editor, (541) 346-4327.



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Inquiry

UNIVERSITY OF OREGON
BOOKSTORE

INSIDE OREGON FACULTY/STAFF BARGAIN

BUY ONE WRITING INSTRUMENT, GET ONE FREE!

*Purchase any pen or pencil under \$4 and
receive a second one free (must be same style)*

Must be purchased at the Art Customer Service Counter.
UO Bookstore Basement. 13th & Kincaid store only. 346-4331

Limit (2) free pens or pencils per coupon. Expires 6/15/05.

Cashier instructions: Give discount after scanning each item. Write transaction number and amount of sale on coupon. Place in cashier drawer.

cut along the dotted line

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

Bargains




Writing Instruments: Buy One, Get One Free

Use [the coupon attached](#) to receive one free writing instrument with your purchase of the same style pen or pencil under \$4 at the UO Bookstore. Items must be purchased at the art customer service counter downstairs.

This offer is good today through June 15.

Limit two free pens or pencils per coupon.

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SCHOOL OF
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Ruhl Lecture, 2005

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2005 Ruhl lecturer:
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Ethical Stewardship of the News

or

Crepuscular Thoughts on Listening to
Handy's "If Only We Knew"

Prepared Remarks of
Jay T. Harris
for the Ruhl Symposium on Ethics in Journalism
University of Oregon
School of Journalism
Eugene, Oregon
May 12, 2005

Good afternoon.

It is a pleasure and a privilege to be here again.

It was about two months ago that Tim Gleason asked me to deliver the Ruhl Lecture this year. He told me that it would be the first time anyone had the honor to deliver this prestigious address a second time.

I assumed the invitation meant I did alright when I last stood at this podium fifteen years ago or, alternatively, that I was being given an opportunity to redeem myself.

It was a welcome invitation either way.

Seriously, the invitation was a distinct honor. I have been fretting about what to say ever since I accepted it.

I decided many weeks ago what I would talk about. I knew I wanted to use this opportunity to talk about “the ethical stewardship of the news.”

But knowing what you want to say and deciding how best to say it are separate matters. And so, I’ve been fretting. I’ve been writing, fitfully; listing and sharpening my key points; noting the clearer words and first expression of ideas that helped shape my views; writing intros and drafts; and, all the while, fretting – until I read an article in the current issue of *The New Yorker* by the essayist and public intellectual Stanley Crouch. The article is a profile of the legendary jazz saxophonist Sonny Rollins.

I want to pause here to say I am not one who believes that coincidences are “meant to be.” But sometimes they are tremendously important. Sometimes you have to wait and hope that the spirit will reach out and touch you or that inspiration will find its way to your door.

I have been waiting, anxiously, for weeks.

You see, the heart and spirit of what is troubling me deeply about journalism, about how a practice and an institution so important to American democracy is being neglected, abused, even desecrated by some of those who are its current stewards – that feeling has been absent from the early drafts on what I feared was going to be a far too

scholarly and impersonal talk today.

But two days ago, thanks to Stanley Crouch's article and Sonny Rollins' words, I found my voice and the true heart of my concern; I rediscovered a metaphor and a history that can carry, I hope, the burden of what I want to say today—the burden of an argument I began to make four years ago at a speech in Washington.

When I gave this lecture fifteen years ago, I concluded that there were four challenges newspapers would need to confront successfully in the years ahead: increasing competition, declining readership, demographic change, and the growing priority of a business imperative in the leadership of news organizations. I said fifteen years ago that of the four I was most concerned about the rise of the business imperative.

Some newspapers, I explained, were “under the control of persons who seem to care hardly at all about the important role newspapers play in our society and our democracy.”

“These persons, and the papers they publish,” I continued, “contribute to a decline in respect for the press; they help to undermine public support for the First Amendment; and they weaken the glue that binds our communities and nation together.”

On the whole the talk was optimistic. I was an optimist by choice then regarding the future of journalism – journalism that serves the important needs of our society and our democracy.

I pointed hopefully to “newspapers and newspaper companies with the right sort of people at the helm” and said their leaders would embrace change without “compromising any of [newspapers'] most important responsibilities [or their] highest standards.”

Over the last fifteen years, my position has changed somewhat. Today, I am still an optimist. But, I'm an optimist with experience – which some say is the definition of a pessimist.

But my talk tonight will not be a reflection of my mood or outlook. Rather, I hope you will find in it a simple, clear, and thought-provoking assessment on the state and prospects of journalism, of democracy, and of the continuing “American Experiment” in self-government.

I will focus particularly on what I have learned and concluded over the last four years of study, reflection, uncertainty, anxiety and growing depression – the four years since I resigned as publisher of the *San Jose Mercury News*.

I resigned as publisher of the *Mercury News*, a newspaper that for me was a shared dream incarnate, on March 19 of 2001.

At the request of Rich Oppel, the editor of the *Austin American-Statesman* and, that year, president of the American Society of Newspaper Editors, I went to Washington twenty-one days after resigning to explain my decision to resign to the annual convention of newsroom leaders.

Looking back on that address, I think it holds up pretty well. My thinking, my understanding of the key issues was correct in its inclination – but more intuitive and instinctive than informed.

In my speech to the editors I said that my path to a decision to resign began when “I woke up...about 3 a.m.” on the morning after a budget meeting with corporate executive from Knight Ridder.

“Over the next several hours, the idea came together in my mind...that resigning was the right thing to do,” I told the assembled editors of the nation’s newspapers. “I confronted the fact,” I said, “that continuing negotiation and compromise was little more than slow and silent surrender. Like many others, I had become an unacknowledged co-conspirator in something I knew not to be a good thing but didn’t know how to stop.”

Since then, with support from the Annenberg School for Communication at the University of Southern California,

the Annenberg Trust at Sunnylands, the Poynter Institute for Media Studies, the Knight Foundation, the Kettering Foundation, and the Open Society Institute, I have been trying to better understand what precisely it was that “I knew not to be a good thing” and to figure out “how to stop” it.

Today, I want to take this opportunity to thank each of those organizations. I also want to thank the many individuals who listened to me, who challenged or encouraged me, who introduced me to new ideas and, most importantly, who did not lose faith in me and the possibility of what I might still do.

The intellectual journey from the podium in Washington four years ago to this assembly in Eugene had as its starting place an item on the obituary page of *The New York Times* on June 29, 2001, about three months after my resignation.

The influential twentieth century philosopher Mortimer Adler had died the day before. He was ninety-eight.

“Dr. Adler,” I learned from reading the *Times* obit, “believed that the ordinary citizen had what might be called a philosophical duty to think clearly and exercise free will wisely.”

The *ordinary citizen* had a *duty* to think *clearly* and *wisely*.

If that were true, and I believed instinctively that it was, then maybe it was the case the ordinary newspaper had, perhaps even in the view of the authors of the First Amendment, a concomitant duty to provide the public with the news and information that citizens need to fulfill their duty as citizens.

On the day after he died, I started my friendship with Mortimer Adler. He introduced me to Socrates, Plato, and Aristotle; to the Framers of our Constitution; and to the American people of 1787, who insisted among other things on the First Amendment guarantees of free press and free speech as the price for ratifying the Constitution the Framers had written in secret in Philadelphia that year.

Seeking to understand the thinking of the Framers led me to the magnificent Montesquieu, to Locke and to Hobbes, who had influenced the Framers' world and political thinking.

Adler introduced me as well to what he called a conversation across the ages – a consideration stretching over more than two millennia of what constitutes a good society and a good life, of what the rights and duties of citizens are in a republic – citizens committed to individual liberty and to the common good.

I found in the words of these thinkers and others I've studied over the last few years, and in the conversations I have had with Americans of all ages, all political persuasions, and from all walks of life, an enlightening, rejuvenating, and hopeful tonic of history, ideas, philosophy, and values.

It has been an effective antidote for me to the dark, soulless culture of consumption, self-interest, and capitalism – all now run amok – that have increasingly dominated our life, our nation, and even our world over the last thirty-five years.

Today, as a scholar, I stand outside the enterprise of daily journalism. But as a scholar who is concerned with journalism and its role in our democracy, I pay close attention to what is going on there. And what I see worries me.

I read about, and in conversations with news leaders hear, worry that approaches desperation about declines in circulation and audiences. Fear of the internet, which looms ever larger in the information environment, is palpable. And, at least as troubling as either of those, is the despair I hear in the voices of journalists and journalists-to-be about the future for serious journalism, journalism of consequence, journalism that has as its highest goal serving the public interest.

As someone who will always be a journalist at heart, and just as importantly as a citizen who believes it is only journalism that can provide the information and the public

sense that citizenship requires, I worry most about the growing despair among journalists; because if journalists cease to believe in the higher purposes of journalism, in the essential role of journalism in our democracy, then the noble flame at the heart of the journalistic enterprise will go out, and if it does it will be difficult to start it in the future – if it can be started in the future.

In my talk four years ago to the American Society of Newspaper Editors, I talked about despair and hope. I used jazz as metaphor and analogy, and I used lines written by Stanley Crouch to make my point that day. He's the same Stanley Crouch who wrote the article on Sonny Rollins in the current issue of *The New Yorker*.

Four years ago, I told the editors that lines Crouch had written to accompany and give voice to Wynton Marsalis' composition "Premature Autopsies" were "a rejection of the debasement of jazz through commercialism."

"And," I went on to say, "I heard in it a parallel between the nobility and deeply personal nature of jazz and journalism done excellently, the threat both face from equally pernicious commercial pressures, and I hear as well a reason to be hopeful." Which brings me to Sonny Rollins.

In *The New Yorker* article, Rollins recalls when he lost faith in what he saw as the spiritual possibilities of jazz; lost the faith that had inspired him that music done excellently, his music, could help make the world a better place.

It was a faith Rollins shared with another great saxophonist, John Coltrane, with whom he shared an "intellectual kinship" and "shared spiritual concerns," according to the article Crouch wrote.

"Coltrane and I would talk about changing the world through music," Rollins told Crouch. "We thought we might get so good that our music would influence everything around us. I think he stuck to that path, but sometimes I became disconsolate about whether music could change the world. I thought about all the music that Louis Armstrong, Billie Holiday, and Art Tatum and all these people played, and how it hadn't had any effect. But now I know that you can uplift people with your music.

They can feel bad, and, if you play something, they might feel better. I have to satisfy myself with that kind of contribution.”

And I want to start there today, with Rollins’ notion of being satisfied, being at peace with the contribution that musicians and journalists can make through what they do—being satisfied, at peace, and not giving up or giving in when the higher aspirations of journalism seem out of reach.

Journalism still makes a difference. It makes differences large and small, in ways seen and unseen, in the lives of millions, the life of the nation, and the lives of communities throughout America and around the world.

Don’t lose faith in journalism.

Don’t lose faith even if you are worried that your leaders are losing faith or have lost their way.

Don’t lose faith even if you worry that no path will be found through the current confusion, no reasoned calm amidst the growing frenzy, no release from the grips of the ideology of corporatism.

Don’t lose faith, because if journalists lose faith, the light journalism shines on American life just might go out. And America needs that light; American democracy needs that light.

Each of us in journalism are the stewards in common for our generation of an instrument of democracy; for an ideal of public service through journalism – journalism that America needs today, that America will need perhaps even more in the future, and unto which America will return.

You are—we are—the stewards, the guardians, of an essential tool of self-government that has been needed, and used, and improved over all the years of our national life.

Many Americans believe and I believe that our traditional liberties and core American values are threatened in what

we have come to call the post 9-11 “new normal.”

One of those liberties has been embodied for a century in a vigorous, independent, public-spirited press. One of those values is clear and honest communication between those the people elect to administer and oversee government and the people who hold the ultimate power in our republic.

The founders of this nation, not just the leaders whose names we learned in history classes but also the people who fought the War for Independence against Great Britain; the people who ratified the Constitution and insisted that it include guarantees for freedom of the press and freedom of speech; they saw a free press as a “bulwark of liberty.” A free press had helped them win their liberties, and they understood that a free press would be essential to hold on to them.

And today, a vigorous, independent press that is at least a century old is being undermined – it is being undermined by government leaders, undermined by corporate executives, undermined by skilled propagandists for various interests.

So we, journalists and citizens alike, must not lose hope, must not lose faith in the serious importance of a free press to a free people. For without this essential institution of democracy, much is put at great risk.

We must not fall prey to the tragic, hubristic assumptions of secure rights and a secure future that led to the decline of other great nations.

The late classicist Edith Hamilton opened an essay on the decline of the first great Western democracy, Athens, with these lines:

‘The kind of events that once took place will by reason of human nature take place again.’ So Thucydides wrote at the end of the Peloponnesian War and the end of the great age of Athens...The course that Athens followed can be to us not only a record of old unhappy far-off things, but a blue print of what may happen again.

To the great thinkers of Athens like Plato, Aristotle, and Isocrates it was “clear common sense,” she wrote:

That the prerequisite to good government was citizens who were good men seemed to them so obvious as hardly to need to be put into words, while to expect a government to be good when dishonesty had crept in among its officials, or officials to be honorable when the voters were indifferent to their being so, was a kind of folly they did not expect from Athenians.

But while they were thinking and talking, always with Athens’ great past before them, a change was going on. They could not arrest or even check it. It was something fundamental and of the utmost importance, a spiritual change, which penetrated the whole state and undermined the old foundations.

This description of a society eroding at its foundation may have a contemporary resonance to you.

And as Hamilton warned, what happened to Athens, and what happened a few centuries later to the great Roman republic, “could happen again.”

National decline is possible. National decline is possible when a nation seems to be to some at the apex of its strength and power. And decline can happen silently.

Many Americans are struck— I am struck— by the lack of outrage, the lack of open criticism of pervasive corruption in government, of the destructive influence of well-financed interests in our state and national capitals, of the destructive impact of corporatism and market-values run amok on the American people and American values, of the intentional and unintentional weakening of the press as a strong, effective and independent institution of democracy.

And when I think about the eerie quiet, I am reminded of the lines Edith Hamilton chose to end that same essay on the decline of Athens:

“On an Egyptian tomb when the first dynasty was falling into ruins someone inscribed the words, ‘And no one is angry enough to speak out.’”

And I say here today that if one believes, as I do, that what is happening to journalism is bad for democracy—and if one cares sincerely for our democracy and isn’t merely using the word as a cheap but effective rhetorical lever—then it is fair to call those who permit, cause, and/or encourage the weakening of the press anti-democratic—in effect if not intent. And this is something that, if you believe it, should be said firmly, forcefully, unequivocally, and repeatedly. To do less would be hypocritical and unpatriotic.

I want to run the risk today of referencing and quoting smart people. I want to run the risk of putting forward ideas that are larger than sound bytes. I will, in a public forum, run the risk of telling you about the ideas of philosophers, public intellectuals, educators, and other of that ilk.

I know doing this runs hard against the grain of our television culture – in which brevity trumps brains, clever trumps considered, and rage, sometimes feigned rage, trumps reflection.

I will do this because I think it is in the world of ideas that we may begin to better understand our predicament and, possibly, begin as a people to find a way out of the fine mess we’re in.

The Canadian philosopher John Ralston Saul wrote a book about ten years ago entitled *The Unconscious Civilization*. We are, he wrote, “...a civilization tightly held at this moment in the embrace of a dominant ideology: corporatism.”

“The acceptance of corporatism,” he continued, undermines “the legitimacy of the individual as a citizen in a democracy” and “leads to the adoration of self-interest and our denial of the public good.”

That, I think, is a succinct explanation of our predicament.

And Saul has more insight to offer.

He writes that our “unconscious civilization” came to accept that the point of the “received wisdoms of the second half of the twentieth century is that the very heart and soul of our 2,500 year old civilization is, apparently, economics, and from that heart flows, and continues to flow, everything else. We must therefore fling down and fling up the structures of our society as the marketplace orders. If we don’t, the marketplace will do it anyway.”

Saul argues that we are caught in a mass “unconsciousness so profound as to constitute stupidity.”

Our sense of the ridiculousness in ourselves seems to ebb and flow but to remain dangerously weak when it comes to public affairs. And the weaker it is, the more we tend to slip into an unhealthy, unconscious form of self-contempt. Worse still, we cultivate this self-loathing in our elites. We encourage them to think of us – the citizenry – with contempt, and so to think of themselves in the same way.

There is much more in this philosopher’s work, and I recommend his book to you.

But let me move on with a few more lines from *The Unconscious Civilization*.

Serious, important decisions are made not through democratic discussion or participation but through negotiation between relevant groups based upon expertise, interest, and the ability to exercise power.

To be precise: we live in a corporatist society with soft pretensions to democracy. More power is slipping every day over towards the groups. That is the meaning of the marketplace ideology and of our passive acceptance of whatever form globalization happens to take.

And Saul said frightfully at the end that “It could be argued that we are now in the midst of a *coup d’etat* in slow motion. Democracy is weakening; few people would disagree. Corporatism is strengthening; you only need to look around.”

I have drawn on Saul—more briefly than I would like, actually—because I think more Americans would benefit from considering his point of view, to set the stage for my remarks today on “the ethical stewardship of the news.”

I do so because I think something like the “unconsciousness” he says afflicts us keeps us from seeing or understanding the consequence of the practice of journalism being hostage to marketplace values in which the importance to our nation of that institution of democracy is not taken into account. The leaders of giant corporations that own most of the nation’s television and radio stations, newspapers, and so-called cable news channels will tell you they care. But if you judge them by what they do as the temporary managers, the stewards, if you will, of journalism enterprises, the evidence will, I believe, lead you to a different conclusion.

One of the great ethicists of our times, Alistair MacIntyre, argues in his book *After Virtue* that those who participate in a practice such as journalism, and certainly, for the purposes of this argument, the CEOs and other executives of the giant corporate conglomerates that own journalism enterprises can be described as effectively participating in the practice of journalism, must accept the “standards of excellence which are appropriate to” and help define the practice.

These standards of excellence, he explains, flow from “certain features of social and moral life.”

The point here, my point which I am drawing on a renowned ethicist to make, is that if you are going to be a responsible, ethical steward of journalism, that journalism which rightfully lays claim to the respect and protection due institutions essential to our democracy, you should accept, defend, and seek to raise the “standards of excellence” which are “appropriate to” and at least “partially definitive of” the practice of journalism in the “social and moral life” of our nation and its communities.

More succinctly, let me say that there are ethical ways to run news enterprises and there are unethical ways. There are ethical decisions and unethical decisions made every day. And journalism, journalism in the public interest, will not survive if we continue to discuss important matters of social ethics as run-of-the-mill business decisions, as what corporate wants, or what the marketplace demands.

Oh, before I move on, there's one other point that the respected ethicist Alistair MacIntyre makes in *After Virtue*.

He says that as a part of any practice, and I think this would certainly include the practice of journalism, "we have to accept...the virtues of justice, courage and honesty" as part of that practice.

Courage, he explains, is an important virtue, "because the care and concern for individuals, community, and causes which are so crucial to so much in practices requires" courage.

"If someone...cares," he continues, "but is unwilling to risk" personal detriment, "he puts in question the genuineness of his care and concern." And "a man who genuinely cares and has not the capacity for risking harm or danger has to define himself, both to himself and to others, as a coward."

Let me put that last point in my own words. Courage in defense of that which is essential to the vitality and effectiveness of journalism in the public interest in our nation, journalism that supports both the democracy and its citizens, is essential to ethical stewardship of a journalistic enterprise. To do less than that which courage demands that one do is unethical and cowardly.

Now, some may say that all this talk from philosophers and ethicists sounds good, but what does it tell us about the real world in which we live and work? Isn't it just so much pompous spouting from big thinkers sitting in the clouds like some brooding twenty-first century Socrates?

I think not.

I think “big thinkers” sometimes get it right. I think the best minds in the country can see things clearly, and sometimes they even seem to be able to see into the future.

Too many of the stewards of journalism today make decisions that affect the adequacy of the service provided by the press based on the demands of the marketplace or corporatist values.

We are thus presented with a journalism that places celebrity ahead of consequence; that takes complex social problems and packages them for the public as news smoothies; that has cable news networks, in their desperate competition for higher ratings, distorting the news agenda for the nation and warping our sense of what is important and what is appropriate for the public’s attention.

It is a world in which increasing numbers of people of all ages see that the picture they get of their world and what’s going on in it is frequently more clearly presented by the satirist Jon Stewart than it is by the so-called mainstream media, trapped in old journalistic paradigms that the propagandists in government, political parties, and well-financed interests manipulate like puppets.

So, I close today with a modest proposal for Americans from every walk of life, in communities across the nation, to think about.

The journalistic enterprises that serve you are businesses. That may cause them to do things that are detrimental to the public good, but it also makes them responsive, potentially, to determined, organized groups of citizens who are concerned with the adequacy of the service provided by news organizations, the adequacy of the service they provide as institutions that should, but too frequently do not, serve the needs of a self-governing people.

If the persons responsible for news organizations by virtue of their place in a business hierarchy are not ethical and

responsible stewards of the news, don't we have a responsibility as citizens to act in responsible, constructive ways to change the situation?

If a community can benefit from local "good government" and "citizen watchdog" groups, certainly communities can benefit from vigorous local "good journalism" groups.

Who better to judge the performance of an instrument of democracy than the audience – citizens – it exists primarily to serve?

If the American public, the sovereign people, are capable of evaluating those who represent them in government, are they not also capable of judging those who are stewards of public trust and the institutions for which they are responsible?

The great twentieth century patriot and public servant wrote a few years before his death about the "American Experiment" and our generation.

The phrase "American Experiment" is constructed from what James Madison wrote in Federalist 39 about the Constitution then being considered by the American people in the debate over ratification as a "political experiment" that would test "the capacity of mankind for self-government."

And 200 years later, John Gardner wrote these words:

The American Experiment is still in the laboratory.

We need a powerful thrust to move this nation through a rough patch, and much of that energy will have to come from the citizens themselves.

One might imagine that the straightforward path to repair the civic faith of Americans would be to make government worthy of their faith. But the plain truth is that government will not

become worthy of trust until citizens take positive action to hold them to account.

I am here to say to you today that the same is true of the practice of journalism and the institutions that support it.

So those who have not succumbed to the contemporary disaffection and alienation must speak the word of life to their fellow Americans. It is not a liberal or a conservative issue. It is not Democrat versus Republican. It is a question of whether we are going to settle into a permanent state of alienated self-absorption or show the vigor and purpose that become us. We do not want it said that after a couple of great centuries we—you and me and our generation—“let the American Experiment disintegrate.”

Or, that we allowed a crucial institution of our democracy—journalism—to fade away to become just another business.

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Announcing the 2005 Payne Awards for Ethics in Journalism

Eugene, Oregon—At a time when studies show the credibility of the media in steady decline and sensational stories make headline news, there are journalists and news organizations whose ethical decision-making processes set new standards for the keepers of the public trust. The 2005 Payne Awards for Ethics in Journalism will honor *The Denver Post*, freelance journalist Kevin Sites, and Arizona State's independent student newspaper *The State Press* for exemplifying the highest standards of their profession in the face of political or economic pressures.

The 2005 winners will be honored in Eugene on Thursday, May 12 at the University of Oregon School of Journalism and Communication.

Ancil Payne, a legend in Seattle broadcasting, established the Payne Awards at the School of Journalism and Communication in 1999 to “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.” Payne, who died in October 2004, was former CEO of KING Broadcasting; under his leadership, the company developed a national reputation for its commitment to ethical journalism.

The Post is being honored as the news organization winner for its handling of the Kobe Bryant rape case coverage and its detailed explanation of its decision—to uphold an existing policy and not name the alleged victim—to its readers. Competing newsrooms were using the woman's name; the information was also available online, and the

Related Links

[Payne Awards Judging Committee reaffirms Jon Leiberman's citation in response to Sinclair Broadcasting letter](#)

victim filed a civil suit that would identify her. In deciding the best ethical course, *Post* editors met with a sexual assault expert and a rape survivor, consulted with media experts, and held staff meetings to discuss the dilemma. In a note to readers published in the editorial section of the paper, the editors explained in detail the reasons behind their decision and policy. The Payne Awards judges noted that *The Post's* decision-making process should serve as an example for other news organizations.

Kevin Sites, a freelance photojournalist for NBC and military pool reporter, is the Payne Awards' professional winner for his "courage, deliberate thinking and outreach" after filming a U.S. soldier killing an unarmed Iraqi man. Sites, an experienced war reporter, shared the videotape with the military, then worked with NBC to create a well-nuanced story that aired 48 hours after the incident. As was required, the footage was also given to others in his pool. When he became a lightning rod for those reacting to the story and for foreign journalists using the footage without context, he responded by using a web blog (www.kevinsites.net) to explain his decision and its reasoning to the public. The judges felt the blog and reactions to it added a new dimension to the story.

Arizona State University's independent newspaper, *The State Press*, will receive the Collegiate Media Award. The paper's choice of a graphic photo to illustrate a story about extreme body piercing prompted the university's largest donor to protest to the president's office. Faced with the administration's reaction, the paper's staff used an impressive process to examine its actions, make decisions, work with the administration, and explain its decisions to others. The Payne Awards judges noted the paper's mature, thoughtful, step-by-step consideration was similar to its approach in deciding to use the photo.

Jon Leiberman, former Washington bureau chief of Maryland-based Sinclair Broadcast Group's news division, was fired for publicly criticizing his company's plan to broadcast a program featuring a slanted view of then-Presidential candidate John Kerry's actions during the Vietnam War less than two weeks before the election. Sinclair staff are prohibited from discussing staff meetings publicly. Leiberman, who told *The Baltimore Sun* he violated the gag order for reasons of professional conscience, will receive a special professional citation.

“The Payne Awards judges were impressed by the number of nominations including fine examples of ethical decision making in the face of outside pressure,” says Tim Gleason, Edwin L. Artzt Dean of the School of Journalism and Communication. “In a time when news organizations are finding it necessary to produce exhaustive reports about the failings within their organizations, it is encouraging to see evidence of so many thoughtful, careful, ethical processes. The Payne Awards winners were the best examples of this. In each situation, their deliberative reviews created a strong ethical foundation for the decision and gave them confidence in their ultimate stances.”

Judges for the Payne Awards include Assistant Professor Wendy Wyatt Barger, University of St. Thomas; Professor Tom Bivins, John L. Hulteng Chair of Media Ethics, University of Oregon School of Journalism and Communication; Joann Byrd, member of the Pulitzer Prize board and retired Editorial Page Editor, *Seattle Post-Intelligencer*; Aly Colón, Ethics Group Leader and Diversity Program Director, The Poynter Institute; Everette Dennis, Professor/Area Chair for Communications and Media Management and Director for the Center for Communications at Fordham (New York) University’s Graduate School of Business; Tim Gleason, Edwin L. Artzt Dean and Professor, University of Oregon School of Journalism and Communication; Larry Grossman, author and former president of NBC and PBS; and Mark Trahant, Editorial Page Editor, *Seattle Post-Intelligencer*.

The awards event will be held Thursday, May 12, at 11:00 a.m. in the Chambers Electronic Media Center at the School of Journalism and Communication. The Ruhl Symposium for Ethics in Journalism will be held that afternoon at 4:00 p.m. Both are free and open to the public. More information about the Payne Awards, including a list of past winners, is available at payneawards.uoregon.edu.

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Campus Briefs



Journalism and Communications School Celebrates Media Ethics

< *Jay Harris delivers the 2005 Ruhl Lecture. Photo by Jack Liu.*

Ethics was front and center in a number of ways last week when the School of Journalism and Communication (SOJC) presented its annual [Ruhl Lecture](#) as well as the [2005 Payne Awards](#) for Ethics in Journalism.

The school also hosted Colloquium 2005 in Applied Media Ethics, "[Caring in the Media,](#)" part of a series of 10 annual colloquia held across the nation. The event was coordinated by Tom Bivins, professor of journalism and communication, who holds the school's John L. Hulteng Chair in Media Ethics. It was attended by six national scholars who, with the assistance of six developing scholar assistants, generated information and ideas before gathering for a week of discussion and exchange on the topic. Papers generated through the colloquium will be published in a double issue of the *Journal of Mass Media Ethics* in 2006.

On May 12, journalist and media scholar Jay Harris spoke to a crowd of 300 in the EMU Ballroom as the 2005 Ruhl Lecturer. In a speech that cited Aristotle and Jazzman Sonny Rollins, Harris urged the public to hold all media accountable. To do less, he said, would be "hypocritical and unpatriotic."

Harris also encouraged journalists to not lose faith.

"...Don't lose faith because if journalists lose faith the light journalism shines on American life just might go out. American democracy needs that light," he said.

Harris 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. He received the Payne Award for Ethics in Journalism 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.

The 2005 Payne Awards for Ethics in Journalism winners were honored earlier in the day in a ceremony at Allen Hall. They included Kevin Sites, who made a series of ethical decisions after filming a U.S. Marine killing an unarmed Iraqi; *The Denver Post*, which reviewed and adhered to its policy of not naming Kobe Bryant's accuser—although their competitors were doing so—and explained that policy in detail to its readers; and Arizona State University's

independent student newspaper, *The State Press*, which used a thoughtful process to work with the administration when a major donor protested the paper's use of a graphic photo to illustrate a story about body piercing.

Jon Leiberan, former Washington bureau chief of Maryland-based Sinclair Broadcast Group's news division, was not present but received a special professional citation from the Payne Awards judges. Leiberan was fired in 2004 for publicly criticizing the company's plan to broadcast as news a program featuring a slanted view of then-presidential candidate John Kerry's action during the Vietnam War less than two weeks before the election.

Earlier in the week, in response to a letter from David Smith, president of Sinclair Broadcast Group, that questioned SOJC's decision, the panel reaffirmed Leiberan's award.

"Leiberan upheld the fundamental journalist principles of fairness and balance, even at the risk of losing his job," SOJC Dean Tim Gleason says. "It was a principled stand in the face of significant pressure."

The Payne Awards were established at the SOJC in 1999 by the late Ancil Payne, a leader in broadcasting in the Pacific Northwest.

—*Zanne Miller, SOJC assistant director of communication*

Study Abroad Program Developed for Vietnam

AHA International, an academic program of the University of Oregon and Vietnam National University, are in the process of assembling a first-of-its kind study abroad program. Vietnam will be the destination. Recently, officials from the university's Ho Chi Minh City campus visited the UO to discuss this and other collaborations. The Vietnam effort is likely to take shape as a 10-week undergraduate study abroad program focusing on the country's language and history, with the possibility of other themes including environmental studies, business, economics and political science.

Humanities Center Awards 2005–6 Graduate Research Fellowships

Most graduate students live on a fairly tight budget. Activities such as attending a conference to present a paper, or visiting an archive or a library in another city to gather information for a dissertation are simply beyond the means of many students.

In order to address this need, the Oregon Humanities Center offers Graduate Research Fellowships to two to four graduate students each year. These fellowships provide up to \$750 in dissertation support, which can take the form of a travel allowance, money to purchase books or other research materials, or funds for editing, printing and duplicating the dissertation.

In addition, graduate research fellows are given, whenever possible, an office at the Humanities Center during the term of their fellowship. For many of them, this is one of the chief benefits of the fellowship, as it provides them with a computer and a quiet place to work, right next door to the Knight Library.

Following are the four proposals, and pop-ups of the researchers' descriptions, that have been funded for the indicated terms during 2005–6.

Thomas Dolack, Comparative Literature: "Translating the Renaissance: Celan, Mandelstam, Pound and Modernist Appropriation" (fall 2005). [Dolack's summary](#).

Jessica Greenlee, English: "Bringing the Past to the Present: Folklore in the Nineteenth-Century British Novel" (spring 2006). [Greenlee's summary](#).

Hee-Jung (Serenity) Joo, Comparative Literature: "Speculative Fiction and the Spectacle of Race: The Nation As Utopian Be/longing in 20th Century Asian American and African American Narratives of the Future" (fall 2005). [Joo's summary](#).

Tomoko Takeda, East Asian Languages and Literatures: "Interaction between Interlocutor Relationship and Grammar in Japanese Conversations" (fall 2005). [Takeda's summary](#).

Pine Mountain Observatory Opens for Public Viewing May 27

Stargazers take note: Oregon's only professional observatory—and one of the few in the world available to the public at night—will open for the summer on May 27.

The University of Oregon's Pine Mountain Observatory, located east of Bend, will make available its powerful 15-inch and 24-inch telescopes, as well as several high quality portable telescopes, for viewing planets, the moon, star clusters and faraway galaxies on Friday and Saturday nights, weather permitting, through September. Drop-in viewing begins at dusk and continues all night. Regular programs start at 9 p.m. from May through July.

Visitors can observe a variety of objects in deep space and view current scientific discoveries via high-speed Internet connection on site. The gas-giant planets Jupiter and Saturn are visible soon after dusk during May and June, and Mars returns to center-stage in later summer skies. Many distant galaxies become visible in the large telescopes after full darkness begins.

New this year, from 2–5 p.m. on selected Saturday afternoons, the observatory will offer special daytime programs spotlighting deep space topics. The first, on Saturday, May 28, will feature the Cassini mission to Saturn.

On occasional Saturdays, a telescope fitted with a special filter will be available for viewing sunspots and other solar activity. All Saturday programs take place from 2–5 p.m. Call ahead or check the observatory's website to confirm each weekend's program.

The observatory staff requests a donation of \$3 per person to help defray costs. A primitive Forest Service campground (no water, no fees and no reservations) is available across from the observatory grounds. Dress warmly, as nighttime temperatures at the 6,500-foot elevation often approach freezing even in mid-summer. Wear clothing suitable for hiking and bring a small flashlight preferably covered with red cellophane to protect nighttime vision.

To reach the observatory from Bend, take Highway 20 east toward Burns and drive 26 miles to Millican. Just beyond Millican, turn south on the dirt road and drive eight miles to the top of Pine Mountain.

Call ahead, preferably during the afternoon, to check conditions or make reservations for


groups larger than eight, (541) 382-8331. [For a virtual tour and weather update.](#)

In Memory: Paul Civin

A celebration of life was held May 22 at Gerlinger Hall for Paul Civin, 85, who died of pneumonitis April 22 in Portland. Civin was a professor of mathematics at the University of Oregon from 1946 to 1984 and was the university's vice provost of financial affairs from 1975 to 1984, when he retired. He moved to Portland in 1999.

During his tenure here, Civin regularly published articles in national and international math journals. He was a founding member of the American Association of Universities Data Exchange and developed approaches to statistical modeling that allowed the University of Oregon and other schools to anticipate course enrollments and resource requirements.

Memorial contributions may be made to the Paul and Harriet Civin Memorial Fellowship in Mathematics in care of the University of Oregon Foundation, P.O. Box 3346, Eugene, OR 97403-3346.

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Colloquium 2005 in Applied Media Ethics



Caring and the Media

School of Journalism & Communication • University of Oregon • May 10-12, 2005

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The colloquium, one of the Colloquia 2000 series in Applied Media Ethics, is sponsored by the University of Oregon School of Journalism and Communication, Brigham Young University, the *Journal of Mass Media Ethics*, Lawrence Erlbaum Associates, Inc., and others.

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My project explores a phenomenon within 20th century poetic practice that I refer to as “literary ventriloquism.” This is the ability of a poet to speak through his translations and appropriations of other poets. This can be done by choice of author and text; by changes made externally to the text (excerpting from a larger text, rearranging parts to form a new whole); or through internal alterations such as willful “mistranslations” or outright additions to the original text. As a touchstone I examine the Renaissance practice of imitatio, whereby an author created an original poetic self through the borrowing and appropriation of other authors’ texts. I then apply this concept to another great period of cultural upheaval and insecurity, Modernism, focusing on the poems and translations of Ezra Pound, Osip Mandelstam and Paul Celan.

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"Tell me a story." This old and often-repeated request demonstrates the power narrative has in our lives. Folk narratives are particularly potent. People see them as free of ideologies, as universal, utopian and harmless. This view of the folktale took root in England in the 19th century when folklore was formalized as a study. At this time, folk narratives were widely available, both as current popular works and as scholarly studies. They provided a shared narrative culture and a range of shared beliefs. "Bringing the Past to the Present" examines the way three novelists—Charlotte Brontë, Charles Dickens and Thomas Hardy—use the power of this shared culture in their novels. Folk narratives serve to create a sense of history and to criticize current social norms. Brontë, for example, uses the tales to represent Jane Eyre as both an individual and as a representative of women and the trials they faced. Hardy and Dickens, writing of the effects of social change in towns and cities, use folklore as evidence of the validity of their claims and as a means of connecting their characters to the world described.

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My dissertation investigates a body of 20th century Asian American and African American texts to trace the kinds of futures of the United States they explicitly envision, and examine how race and gender complicate the politics of utopian narratives. I look at both formal utopian-dystopian fantasies as expressed in speculative fiction, and at future-oriented texts that express a similar utopian longing for the nation. A close and comparative reading of how people of color envision and imagine themselves within the future space of the nation, a concept that has historically and politically been denied to them, can reveal the immutable relationship between race and citizenship that still dominates our national psyche.

In particular, it shows how cultural articulations such as literature and film actively participate in the constant construction and deconstruction of definitions of race. This project insists on the centrality of culture in the construction of dominant white hegemony—in particular its assertion via the legal state—in this era of global capitalism. It also asserts the importance of cultural and literary articulations by people of color as sites of resistance and change.

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In the field of linguistics, there are scholars who primarily analyze actual language in use. Grammatical features are viewed as manifestations of speakers' states of mind in relation to the various physical and contextual environments. The speaker's relationship to other communication participant(s) is one of the primary factors that constitute the environment. Many psycholinguistic studies have investigated interaction phenomena in conversation data collected under experimental settings, and have compared conversations of different types of interlocutors, namely those between familiars (i.e. friends, couples) and those between strangers. These studies observe differences in the two types of conversations, including the participants' choice and management of topics, and their strategies for dealing with dissimilarities. Not many of these studies, however, pay attention to the interaction between the interlocutor relationship differences and certain grammatical features used by speakers.

The goal of my study is to explore how different interpersonal relationships interact with two linguistic phenomena, preferred argument structure and repair, in Japanese conversations collected under non-experimental settings. My study examines how these two linguistic phenomena operate across conversations of different interlocutor relationships by analyzing the interaction between different types of speakers' interpersonal relationships and their language use.

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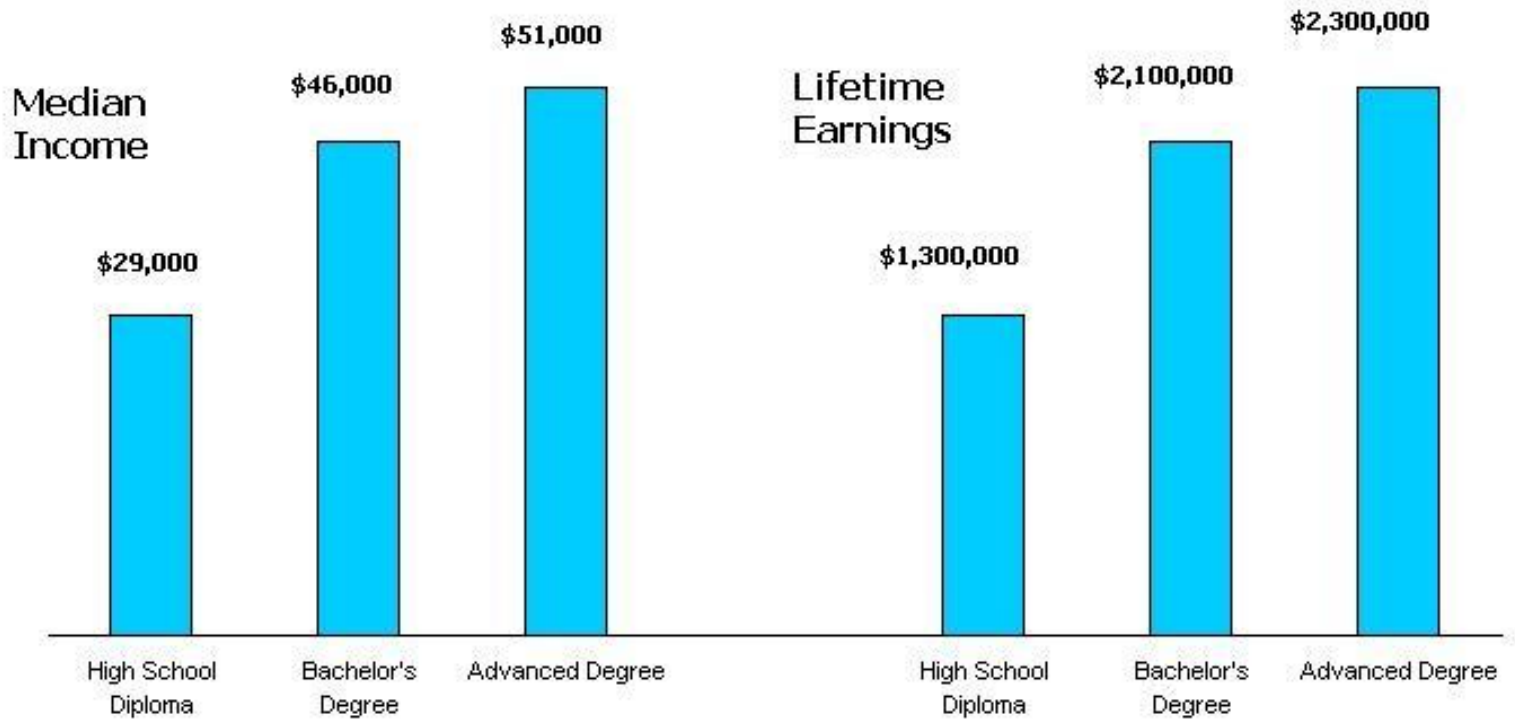
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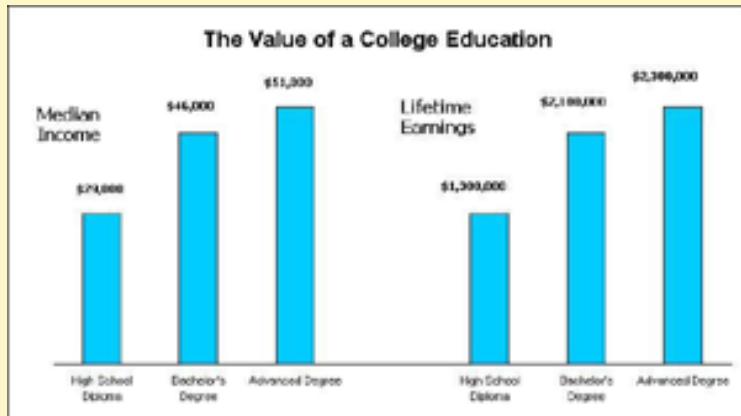
The Value of a College Education



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

UO by the Numbers

Economic Value of a College Education



In Oregon, the median annual income of a high school graduate is \$29,000 as compared to \$46,000 for someone with a bachelor's degree or \$51,000 for an individual with an advanced degree. In terms of lifetime income, a typical high school graduate could expect to earn \$1.3 million. By comparison, a typical college graduate would expect to earn \$2.1 million, and someone with an advanced degree, \$2.3 million.

Click the image above for a larger version.

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



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Make a Date



Book Lovers Will Delight in Northwest Book Arts Events

< *Sandra Kroupa*

Local book lovers who want to learn more about the book arts will have ample opportunity in the next few weeks by attending any of several events scheduled as part of a celebration of the book arts in the Northwest.

Jennifer Rowan, who is co-coordinator of the book arts celebration, says that the array of events will interest anyone who enjoys books.

"This is an opportunity to learn about techniques and approaches to the art of making books," explains Rowan, who works in the Visual Resources Collection in the University of Oregon's Architecture and Allied Arts (AAA) Library. "Cumulatively, the events will explore, expand and perhaps challenge the notion of what a book is."

Events scheduled for the celebration include talks by book arts specialists and exhibits displaying the many different styles and techniques used by book artists. All events are free and open to the public. They include:

- A talk on artists' books held in the collections of the AAA Library. At 2 p.m. Tuesday, May 24, in the Knight Library Browsing Room, Cara List, AAA reference librarian, will offer information and insights on artists' books as represented in the library's holdings.
- A presentation by Sandra Kroupa, book arts and rare book curator in Special Collections at the University of Washington. Kroupa will explore various threads of current book arts in a talk entitled "Books in the Middle; Books on the Margins." The event is scheduled for 7 p.m. Thursday, May 26, in the Knight Library Browsing Room.

The talk, sponsored by the UO Libraries, will trace modern work in the book arts as it relates to historical examples, focusing on the common and diverging characteristics of books. Kroupa will build a context for book arts in the present by looking at past examples and speculating on developments in the future. She will illustrate her talk with examples drawn from the University of Washington's Book Arts Collection and from artists' books in the collections of the UO's Architecture and Allied Arts Library.

Kroupa has spent more than 37 years building the University of Washington's celebrated

12,000-volume collection of book arts. She is a recipient of the UW Distinguished Staff Award for her contributions to the library in compiling the book arts collection at little cost and by making it into a "living resource" for faculty members and students.

"In her work at the University of Washington and elsewhere, Sandra Kroupa has distinguished herself as an authority on the history and practice of making books, especially in the Northwest," says Sandy Tilcock, director of the UO's Knight Library Press. "Her talk will give local residents the chance to learn a great deal about creative book artists and the techniques they use in making books."

- An exhibit entitled "Pushing the Margins: An Exhibition of Northwest Book Arts" at White Lotus Gallery, 767 Willamette St., Eugene. The exhibition, curated by Jennifer Rowan and Elizabeth Uhlig, features work by 18 Northwest book artists, including faculty members from the University of Oregon and Lane Community College, as well as book artists from Washington and Idaho. Complete information about the exhibit is available by following the Now Showing link at the White Lotus Gallery website. The exhibition runs through June 18.
- Two exhibits of books arts material held in the UO Libraries' collections. Book arts items are on display in the circulation area of Knight Library, as well as in the AAA Library, 200 Lawrence Hall, through June 30.

For more information on the book arts celebration, contact event coordinators [Jennifer Rowan](#), (541) 346-2210, or [Elizabeth Uhlig](#), archivist at Lane Community College, (541) 463-5466.

—Ron Renchler, director of library communications

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Make a Date



Graduate Student Presents Four New Dance Works

< *Dominique practices a new work in the Pioneer Cemetery behind Gerlinger Annex.*

The University of Oregon Department of Dance will present Dominique Chartrand's choreographic feast, "A recherche de je ne sais quoi! In Search of!" at 8:30 p.m. on May 27–28 in the Dougherty Dance Theater on the third floor of Gerlinger Annex, 1484 University St.

Tickets for the concert cost \$5 apiece, available starting at 7:30 p.m. on performance nights. The doors will open at 8 p.m.

Chartrand, who is earning a master's degree in fine arts, will unveil four new dance works from a menu that investigates the intersection of the mind, body and soul, according to Walter Kennedy, assistant professor of dance.

The first, titled "Underneath," is a new site-specific work that celebrates and reclaims in a positive fashion the Pioneer Cemetery behind Gerlinger Annex. Eighteen female dancers, a percussionist and a singer come together to explore the environment with connotations of life, death and spirits past and present.

"In Between" is the culmination of a journey into exploring the self and personal relationships. A collaboration by choreographer Chartrand, composer Troy Rogers and dancers Amanda Herman, Melena Bronson and Mercedes Rathswohl, the dance reveals deeper layers of the human persona dealing with desire and fear.

"Dans l'intimité de la caresse," which means "within the intimacy of the caress," explores the contrast of free and impeded movement both individually and within a group context. Both personal and communal journeys ensue.

"L'autobus de la vie" or "Life bus" will close the program and is described as "an exploration of the individual at her most unabashed." The choreographer has worked to identify and distill individual personality quirks of the dancers in order to travel on an absurd farewell and welcome to all the upcoming arrivals and goodbyes found throughout life.

For more information, contact Kennedy at the dance department, (541) 346-4133.

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Scene on Campus

McNair Scholars Symposium Presents New Voices




The annual McNair Scholars Symposium took place May 11 and 12 featuring students who overcome a variety of social and cultural barriers to succeed academically.

On hand to give the keynote address was Carl McNair, founder and CEO of Atlanta-based McNair Achievement Programs and founder of the Dr. Ronald E. McNair Foundation, Inc. The foundation was established in honor of McNair's brother, a member of the crew of the ill-fated Challenger space mission in 1986.

Standing, from left, are Nanda Golden (philosophy), Margarita Smith (ethnic studies), Gail Unruh, McNair Program coordinator, Carl McNair, Chris Finley (ethnic studies), Angela Morrill (ethnic studies), Issac Torres (linguistics), Richard Fuller (chemistry) and Kelly Shaw (anthropology). Kneeling, from left, are Kris Kahl (sociology), Benjamin Alemán (physics), Angela Binder (psychology) and Michelle Brown (biology).

Symposium events were sponsored by the UO Graduate School. [More about the McNair Scholars Program.](#)

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University of Oregon McNair Scholars Program

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- [Tuition Support for McNair Scholars](#)
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This page is maintained by [Richard F. Hadley](#), Computer Support Specialist for the Graduate School.

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Scene on Campus

Teaching Excellence: Crystal Apple To Bauer



Deborah Bauer, instructor of finance at the Charles H. Lundquist College of Business, accepts a Crystal Apple from President Dave Frohnmayer.

The apple is a symbol of the [Ersted Award](#) for Distinguished Teaching, the university's highest teaching honor. Bauer is one of two Ersted winners chosen this year on the recommendation of faculty members and students. She is known for her skillful competence in the teaching of the complex coursework in financial management and economic industry analysis. Her students talk about her meticulous class presentations, her ability to engage students and her obvious enthusiasm.

In addition to the Crystal Apple and a pay raise, winners of the Ersted Award will be recognized at spring commencement on Saturday, June 11, at McArthur Court.

Paul Omundson, photo

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Distinguished Teaching Awards Recipients

Ersted Award

The late Mr. A.J. Ersted established the Ersted Award for Distinguished Teaching in 1957 so the University of Oregon could annually honor faculty members "who have taught comparatively short periods and have demonstrated exceptional abilities to induce students to reason and not merely memorize." The Ersted Award is presented only to faculty who are early in their teaching careers (and who have taught at UO at least two years). This teaching may occur at the undergraduate or graduate level.

Thomas F. Herman Faculty Achievement Award

This award honors senior faculty members who have achieved outstanding records as teachers. Started in 1985, this honor is presented only to faculty members who have had academic rank at the University of Oregon for at least seven years, and who have demonstrated long-standing excellence in teaching and have contributed significantly to student learning at the undergraduate or graduate level.

2004

Ersted Award

Michael L. Moffit, School of Law

Michael Moffitt's excellent teaching results from his active intellectual and emotional engagement in the learning process. Michael is a professor who encourages critical thinking and intellectual development. He reads about teaching, writes about teaching, discusses it enthusiastically with faculty, and consults regularly with students to assess his methods and performance. His evaluations ring with the praise of his students. They uniformly praise the learning experience, and use glowing adjectives to describe his teaching such as "great," "excellent," "amazing," "awesome," "incredible," and "fantastic."

Michael varies his teaching techniques in each class keeping student attention and involvement at peak capacity. He moves smoothly and effortlessly from lecture to Socratic dialogue, to small group discussions, to one-on-one student interactions. He weaves new forms of technology into the fabric of his teaching. Passionate, involved, analytical, and serious, Michael's classes are hallmarks to his intellectual effort and personal commitment to his teaching. For all these reasons Michael Moffitt is a worthy winner of the prestigious 2004 Ersted Award for Distinguished Teaching.

Elizabeth Reis, Women's and Gender Studies

Elizabeth Reis' students see her as "one of the best teachers" they have ever had, and a "delight" to work with in class. Open-minded, fair, and eager to discuss ideas different than her own, "one student noted that, "[she] didn't leave anything out", even if the topic was especially sensitive, and that Professor Reis managed always to reach out successfully to individual students, even in her large history classes. A student exclaimed that before Professor Reis' class she was "not a fan of history, but this class changed my mind!"

Earning top evaluative comments and scores for a number of years, her teaching excellence shows in both large classes and in smaller seminars in cross-disciplinary fields, despite teaching topics such as transgender issues which are charged with social and emotional tensions. Professor Reis is the kind of teacher students from a variety of other fields — English, Women's

Studies, Education, Anthropology — seek out to give them greater historical perspective on scholarly debates. As her students report, she is a true teacher, “one who gives a lot of herself” to all her students.

Thomas F. Herman Award

Daniel W. Close, Counseling Psychology and Human Services

Professor Close captivates students with case studies and personal anecdotes in lecture halls filled with more than 200 students. Students regard his lectures as “dynamic and engaging” and look forward to attending his classes. His enthusiasm, sense of humor and elaborate storytelling inspire both undergraduate and graduate students. One student wrote, “He makes me want to do more, be a better student, and create change,” while another wrote that Close “helped me to reaffirm my love for kids and the desire to become a teacher.”

Colleagues admire how Dan Close is “passionate about helping students believe in themselves;” students rave that he is “the best professor (they) have ever had.” In turn, Dan has commented, “There’s nothing more important to me than the work I do with students.” His work is not limited to the inside of a classroom -- he serves as a Faculty in Residence for the Bean Dormitory Complex where he regularly meets with students informally over dinner. Because his passion for teaching has made “all the difference” in the lives of his students, Daniel Close is a recipient of the Thomas F Herman Faculty Achievement Award for Distinguished Teaching.

2003

Ersted Award

Bruce A. Blonigen, Department of Economics

Even a quick glance at a list Bruce Blonigen’s activities since arriving at the University of Oregon in 1996 leaves the reader with strong impressions of enthusiasm, energy, and excellence. His classes range from small, graduate classes focused on subjects like “Theory of Industrial Organization” to the lower division undergraduate courses that regularly see enrolments over 200. Student evaluations are superb. In a graduate course, a student wrote, “This is the first time I’ve felt this passionate about a research topic....” Another wrote, “...inspiring and enthusiastic....” In fact his enthusiasm and his concern for his students is reflected in all of his evaluations, including the large general economics courses. One such student wrote, “I am not an Economics major, but the information was made relevant to everyone.” Professor Blonigan impacts students’ lives at so many levels: he has supervised 17 undergraduate honors theses, 13 Masters theses, nine Ph.D. field reports, and 20 Ph.D. theses. He’s also had 14 papers published in professional, peer-reviewed journals. He’s served as the Director of Undergraduate Studies in Economics, which included organizing the Economics Department’s peer advising program, preparing the Undergraduate Handbook for Economics, meeting with countless students, holding orientation meetings, and overseeing the Economics Department’s Undergraduate Resource Center. He also has served as the Instructional Advisor for the department’s graduate teaching fellows. His GTF Teaching Guide has helped establish new graduate students in their teaching here. Professor Blonigen, with his unquenchable enthusiasm for his material and his tireless contributions to his department, inspires us all!

John Schmor, Department of Theatre Arts

John Schmor is a professor who encourages thinking “outside the box”. As a professor of Theatre Arts and a professional in the field of acting and directing, he coaxes students into a new way of thinking about themselves. John instills confidence in his students, making sure each one is heard as an individual. Constructive criticism and creative feedback are a difficult part of teaching, but John does so with insight and compassion. He is an inspiration, a storyteller, and a mentor, helping young people in their personal growth as performers. Part of his success is his open-minded approach to teaching, his sensitivity, and his unwavering commitment. Students consistently praise John for his superior coaching, his passion – and as one student wrote – “his beautiful honesty.”

Jon Brundan, Department of Mathematics

For many of us, mathematics is mysterious. Jon Brundan is a mathematician who plumbs the depths of this difficult field, yet can explain what he sees to just about anyone—and get them interested in it all besides! Brundan came to the University in 1997. He has had a rich intellectual and professional life here, making significant contributions in finite characteristic representations of the symmetric group and related groups. Throughout his stay here, he has distinguished himself as a superb teacher. His evaluations ring with the praises of his students! And the praise comes uniformly whether the class is an honors calculus class with bright freshmen students or an advanced graduate course in his specialty. Here are a few quotes from some of his evaluations: "Jon Brundan is hands down the best math teacher I have ever had. His lectures are captivating, exciting, inspiring, and funny!" "... has helped me develop an enthusiasm for math." "...reduces math to common sense." (Undergraduate math courses). "This was the most challenging course I have ever had the pleasure of taking." (graduate math course). Faculty in mathematics also value Brundan's excellence in presenting difficult subjects. One wrote, after a visit to Brundan's class, "I confess that I never really appreciated the Sylow theorems before; they just seemed like technical group theory to me, but his applications gave them life." Another colleague writes, "Brundan is superb; his talks [to the faculty] remind me of talks I heard at Princeton as a graduate student." Jon Brundan contributes remarkable skills and energy to the University of Oregon!

Thomas F. Herman Award

Massimo Lollini, Associate Professor, Romance Languages and Literature (Italian)

Professor Lollini is a giant among teachers according to his students. Passionate, involved, and serious, his classes are monuments to intellectual effort and personal commitment. His classes are particularly exciting according to students because, as one said, "discussion centered on big ideas" presented in a challenging manner. His class gently forces his students into a major world of ideas set inside a rigorous intellectual framework; this is leavened by what one student called "the human touch." His humanity, his cultivation of the intellect of his students, both undergraduate and graduate, has made him ultimately a teacher "parfetto."

2002

Ersted Award

Carlos Aguirre -- Department of History

Carlos Aguirre's students praise his classes on Latin American History for their intensity, interesting readings, and articulate presentation. They write "he packed every class meeting with useful information," "well planned, well organized, well taught," "a wonderful professor with a knack for provoking thought," "shockingly thorough." One student wrote "the readings were exceptionally interesting; I loved *The Heart that Bleeds*;" another wrote "the books were very useful, especially *Thanks to God and the Revolution*."

Aguirre's research on Crime and Punishment in Latin America and Slavery in Peru led to a Guggenheim and visiting positions in Peru and in Puerto Rico. He brings these experiences into the classroom, where students appreciated his unbiased, humorous personal asides. Students also praise the extensive class web site associated with his courses, where they can read outlines of lectures before they are given and find links to Library of Congress Exhibitions, BBC Specials, and other material.

Aguirre has taught a wide variety of classes, including a freshman seminar on Myths and Stereotypes in US Latin American Relations, a history course for honors college students, large lecture courses for undergraduates, and seminars for graduate students. All praise his objectivity: "He was diplomatic, showing many sides of each issue." Aguirre's influence extends beyond his classes. "I spent a lot of time talking about the topic with friends and family" wrote one student. Another said "an incredible class; I absolutely loved it." And another: "the class has been so challenging, but overwhelmingly stimulating."

Joanna Lambert – Department of Anthropology

Joanna Lambert approaches her teaching with an energy that her students find irresistible. Students praise her superb organization and her ability to enable even the non-major in an introductory course to become excited about primates and the general subject of anthropology. One student described Professor Lambert's class as "more like a wonderful tour of a primatology museum than a lecture."

Professor Lambert presents more than just facts; she connects the study of anthropology with all areas of human activity, and culture. Students marvel at her intelligence and appreciate her accessibility and personal interest in them. Her classes are considered difficult, but the effort she requires is repaid in the learning that results. We recognize her contribution by echoing the remark of one of her students: "We are very pleased to have this wonderful teacher at the University of Oregon."

Thomas F. Herman Award

Michael Haley – Department of Chemistry

Can you imagine a class in which it would be more difficult to garner outstanding student evaluations than Organic Chemistry, that hurdle that stands between so many pre-medical students and their careers of choice? Remarkably, Michael Haley has done just this, and he's done it year after year since joining the University nine years ago. His syllabi promise discussion of unimolecular rearrangements, tetrahedral intermediates, organometallic reagents and other subjects that many would find intimidating. Yet, despite this, his student evaluations are effusive in their praise, even in the difficult and large classes he teaches with as many as 200 students.

Student comments point to his enthusiasm and clarity, the usefulness of his course packet and review sessions, his accessibility outside of class, and the efforts he makes to demonstrate the relevance and importance of his subject matter to their everyday lives. Indeed, many say his classes are the most difficult they've taken, but also the best. For this extraordinary ability to communicate complex concepts to undergraduate and graduate students alike, we recognize Michael M. Haley as the recipient of the 2002 Thomas F. Herman Faculty Achievement Award for Distinguished Teaching.

2001

Ersted Award

David Castillo – Department of Romance Languages

Within four short years at the University of Oregon Professor David Castillo has developed an outstanding repertoire of courses focused on Spanish literature and culture. Student after student describes Professor Castillo as "inspiring," "challenging," "considerate," and "brilliant." Most of his courses are taught in Spanish and require the reading of complex texts as well as analysis and writing in Spanish. Although many students comment about the difficulty of his classes, Professor Castillo has gained a reputation as a teacher who brings out the best in his students and pushes them to excel, often to levels beyond what they thought possible.

Working by the case-study method that focuses the course on a particular theme or problem, Professor Castillo engages deeply with his students, inspiring them to both delve deeply into complex texts and enjoy the experience of such effort. One undergraduate states of a particularly long and difficult work, "...[Professor Castillo] inspired us to really enjoy the text by engaging us in interesting discussions that allowed us to appreciate what we were reading...[and] he helps us to connect the issues and themes to our own lives in the present day."

In collaborative, team-taught courses as well as interdisciplinary classes, Professor Castillo's inventive teaching ability regularly receives rave reviews. In addition to bringing Spanish literature and culture to the university, Professor Castillo also will teach students about the role of Spain in contemporary Europe in a study-abroad program in Oviedo, Spain. As accomplished scholar and outstanding teacher, Professor Castillo brings

intensity, passion, brilliance and an uncanny ability to make the past relevant to the present for his students. By using Spain as a window to the world, Professor Castillo has brought students in touch with the key issues in literature and culture that cut across cultures and across time.

Lisa Freinkel – Department of English

Among the ranks of excellent teachers at the university, Lisa Freinkel is truly outstanding. Well-loved by her students, they laud her exceptional teaching skills and credit her with instilling their passion for Shakespeare. Fellow faculty members candidly remark that she is the kind of professor that comes along "once in a decade," whose true vocation is teaching. Professor Freinkel's students uniformly praise her enthusiasm, energy, and engaging style. They appreciate her ability to delve beyond the superficial discussions of Shakespeare's work in order to encourage students' critical examination of the literature. By elucidating both historical and modern applications of literary themes in her classes, Professor Freinkel challenges, critiques, and motivates her students to achieve excellence and greater understanding of Shakespeare's literary contributions.

Despite the rigorousness of her courses, Lisa's students are appreciative of the work demands placed on them and the potent learning experience they realized as a result. "Tremendous," "memorable," "fantastic," "refreshing," and "brilliant" are among the effusive, positive descriptions found throughout comments made by students on course evaluations. Professor Freinkel is praised repeatedly for her approachability, her dedication to both teaching and students, and her superior intellect. An extraordinary teacher at the university, Lisa has engaged and enlightened numerous students during her relatively young teaching career. Without question, Lisa Freinkel is an exceptional teacher and a worthy winner of the prestigious Ersted Award for Distinguished Teaching.

Thomas F. Herman Award

Stephen Durrant – Department of East Asian Languages and Literatures

With his passion for sinology and the role of early Chinese literature in the cultural development of the world, Professor Stephen Durrant is ideally situated to impart an appreciation, and even love, of this ancient culture to his students. That he succeeds in doing exactly this is plainly evident in the glowing evaluations his teaching consistently receives.

While successful in teaching at all levels, he has been particularly effective in his large-enrollment introductory classes in Chinese literature. In the words of his department head: "His plain spoken lectures make intelligible and approachable the complexities of a sophisticated culture that is entirely new to most of his students. He consistently earns high student evaluations for this gift of entry to a new (ancient) culture." These evaluations regularly point to his enthusiasm for teaching and his passion for his subject and, when students were asked what their instructor could do better, they consistently and emphatically answered: nothing!

Professor Durrant is also a consummate scholar of Chinese literature with an impressive collection of books and scholarly articles to his credit. It is for his deep knowledge of ancient Chinese culture as revealed through literature, and his remarkable ability to enthusiastically share this knowledge with students that Professor Stephen Durrant receives the 2001 Thomas F. Herman Award for Distinguished Teaching.

2000

(No Ersted Award given)

Thomas F. Herman Award

Jon Erlandson – Department of Anthropology

Are there any more rewarding comments that bring a smile to a teacher's face than, "You've really helped me to understand," "I learned a lot," and "I loved this course"? These are but a small sampling of the enthusiastic responses students express time after time when describing their learning experiences in one of Jon Erlandson's classes. Whether coming from

undergraduates in Introduction to Archaeology, or from graduate students honing their research skills, teaching evaluations for professor Erlandson simply gush with superlatives: "brilliant," "exciting," "caring," "inspiring," and most notably, "passionate." Literally thousands of students have experienced what Erlandson does best -- teaches with passion about his passions – physical anthropology and archaeology.

Erlandson is an extraordinary combination of superb teacher and internationally renowned scholar. His innovative "hands-on" teaching approach provides students with unforgettable learning experiences in the preservation and curation of cultural resources. Professor Erlandson's classes have inspired many different students from a variety of backgrounds and interests to achieve a clearer understanding of how studying the past can provide the keys to understanding today's world and the future. He is a teacher who cares about the intellectual development of his students and takes a personal interest in developing their critically thinking and writing skills. Uniformly described as a wonderful mentor who is always encouraging, Professor Erlandson is active in guiding the academic success of students traditionally underrepresented on our campus, especially Native American students.

A truly exceptional teacher who is greatly appreciated, respected, and admired by his students, Erlandson encourages their participation in his research, actively creates opportunities for them to do so, and rewards them with co-authorship of publications. It is not at all surprising to learn that graduate students have awarded him their Mileage Plus Award for "going the extra mile" as their teacher, their mentor, and their friend. Approachable, knowledgeable, and sincerely invested in his students' educational well being, Jon Erlandson is recognized as this year's recipient of the Thomas F. Herman Faculty Achievement Award for Distinguished Teaching.

Madonna Moss – Department of Anthropology

"I am an archaeologist" confesses Associate Professor Madonna Moss. Undergraduates and graduate students who enroll and participate in one of Moss's classes proclaim she is far more--she is a consummate teacher of archaeology. Since her initial appointment in the Department of Anthropology in 1990, Madonna Moss has earned a stellar teaching record and has distinguished herself as an innovator, a teacher who will not settle for mediocrity for herself or her students, and a compassionate mentor.

Madonna Moss has taught more than 20 courses during her tenure at the University of Oregon with content ranging from Introduction to Archaeology to Women and Men in Prehistory. Since beginning her tenure at the University of Oregon, enrollments in archeology courses have tripled, an increase attributed, in part, to Moss's considerable investment in recruiting and mentoring students. Moss does not limit the contexts in which she teaches to the classroom. She is co-developer and brainchild of the highly successful Participant Learning Experiences in Archaeology, a student practicum that expands the parameters of learning from the classroom to the field and engages students in hands-on, problem-solving career guidance.

The quality of Moss's teaching and the magnitude of her influence were formally acknowledged by the Association of Anthropology Graduate Students "Mileage Plus" Award, an honor bestowed for effort above and beyond the call of duty. Her sustained and significant accomplishments in teaching are recognized once again as Madonna Moss is the recipient of the 2000 Thomas F. Herman Faculty Achievement Award for Distinguished Teaching.

Robert Proudfoot – International Studies

Among the student comments praising Rob Proudfoot's courses on cross cultural communications and value systems, post-war US-Vietnam relations, and indigenous cultural survival, several are especially noteworthy. Multiple students felt that what they had learned in his classes would remain with them for their lifetimes. Other students urged that Proudfoot's courses be required for all UO students.

The depth of student learning in Rob's classes can be attributed, in part, to his recognition that learning is multifaceted, including not only individual,

cognitive, rational, and written dimensions, but also collective, emotional, spiritual, and verbal dimensions. Along with many other awards, the Herman Award attests to a longstanding pattern of teaching excellence, and is a tribute to the broad pedagogical value of the Native wisdom and traditions from which and about which he teaches.

1999

Ersted Award

Erica Bastress-Dukehart – Honors College

Erica Bastress-Dukehart's ability to engage her students in historical study is fast becoming legendary in the Clark Honors College where she teaches the introductory western history sequence. She is, as her students say, a "true guide, rather than a distant authoritarian," and every one of her students credits her with inspiring them to think. Her students call her "passionate," "sincere," "brilliant," "generous," and "dedicated," but her distinction as a teacher comes from the respect she gives her students and their intellectual and personal growth in light of that respect.

Her students know that she really listens to their opinions and that, in her classroom, controversial issues are welcomed and discussed with thought-provoking intensity. Her unique combination of encouragement, critique, and capacious knowledge challenges her students to "make history a part of our very own past as well as a force in our future," to quote from their assessment of her masterful gifts.

In making history come alive, Erica Bastress-Dukehart cultivates an environment where respectful and powerful engagement with historical ideas changes students' lives.

Michael Manga – Department of Geological Sciences

An assistant professor in the department of Geological Sciences, Michael Manga is--in the words of his own department head--"as good a teacher as I have ever seen." From attending and participating in all ten discussion sections associated with a very large lecture course for students whose major interests lie outside Geology (Introductory Geology for Non-Majors), to teaching a overload class in applied mathematics to helping students acquire the skills necessary to master the challenges of Fluid Mechanics, his extraordinary dedication to teaching is everywhere apparent. "This is the best intro level course that I have ever taken," enthuses a typical student. Others find his lectures "awesome." But the kind of intellectual excitement Manga creates in the classroom is perhaps best summed up by the response of a student from one of his large introductory courses: "I've never thought about Earth so much. Michael Manga rocks!! (no pun intended)."

Thomas F. Herman Award

V. Pat Lombardi – Department of Biology

Thousands of students have been shaped by V. Pat Lombardi, Senior Instructor and Research Assistant Professor in Biology, in courses ranging from Freshman Seminars and introductory courses with multiple laboratory sections to specialized upper division courses.

His passion and enthusiasm for teaching Human Physiology are felt within and outside of the classroom. Students take his courses on the recommendation of friends simply to have a course from him; others take any and all courses he teaches. Through his own diligence and commitment to excellence, he inspires students to work and learn. Using examples from their own lives, students learn concepts of physiology and apply them in ways that affect them now and will have meaning and be remembered for years to come. Sharing his knowledge without condescension, he makes each student feel smart and capable.

Pat Lombardi cares about each individual in his class and he gets to know them not only as students, but also as people. He greets former students by name on the street with his characteristic, "Hey, how's it going?" And because they sense that he really wants to know, they stop and visit. As so many students over the years have noted, he is one of the very best

teachers they will ever have.

Previous Winners

1998

Ersted Award - Leon Johnson

Thomas F. Herman Award - Richard Koch and Luis Verano

1997

Ersted Award - Barbara Altmann and Robert Pena

Thomas F. Herman Award - Daniel Goldrich

1996

Ersted Award - Linda Fuller and Wesley W. Wilson

Thomas F. Herman Award - Carol T. Silverman

1995

Ersted Award - Karen J. Ford and Alan Stavitsky

Thomas F. Herman Award - Paul E. Buckner

1994

Ersted Award - Alan Dickman and Mary C. Wood

Thomas F. Herman Award - Henry M. Alley

1993

Ersted Award - Louise Bishop

Thomas F. Herman Award - Kenneth Helphand and Ronald Wixman

1992

Ersted Award - Dana Johnston

Thomas F. Herman Award - Dominick Vetri

1991

Ersted Award - Alexander Murphy and Stephen Owen

Thomas F. Herman Award - Frances Cogan

1990

Ersted Award - Leonora B. Cohen and John (Jack) Watson

Thomas F. Herman Award - Daniel Kimble, R. James Mooney and Gerardo Ungson

1989

Ersted Award - Robert Proudfoot and David Schuman

Thomas F. Herman Award - Ralph Barnhard, Francoise Calin and Daniel Pope

1988

Ersted Award - Joseph Fracchia and Stephen Ponder

Thomas F. Herman Award - Jack Overley and Barbara Pope

1987

Ersted Award - C. Anne Laskaya and James W. Long

Thomas F. Herman Award - James Boren, O. Hayes Griffith and Willis Winter

1986

Ersted Award - M.C. Gernsbacher and George Sheridan

Thomas F. Herman Award - Maradel Gale, Gloria Johnson and Robert Smith

1985

Ersted Award - Frances Cogan and Helen Gernon

Thomas F. Herman Award - C.H. Edson, Dominic LaRusso and Ingrid Weatherhead (first year of the Herman Award)

1984

Ersted Award - Laird Kirkpatrick and Grant McKernie

1983

Ersted Award - Paul L. Csonka and Fruim Yurevich

1982

Ersted Award - Duncan McDonald and Charles Wilkinson

1981

Ersted Award - John Postlethwait and Richard Stevenson

1980

Ersted Award - Douglas Carnine and Susan Glaser

1979

Ersted Award - Robert Hurwitz and Esther Jacobson

1978

Ersted Award - Lorraine G. Davis and Barbara Mossberg

1977

Ersted Award - James Boren and Francoise Calin

1976

Ersted Award - Effie Fairchild and John Reynolds

1975

Ersted Award - Michael Posner and James Reinmuth

1974

Ersted Award - Terry Beyer and Wolfgang Sohlich

1973

Ersted Award - Peter Bergquist

1972

Ersted Award - Carolin Keutzer and Kwangjai Park

1971

Ersted Award - Richard Koch and Gloria Johnson

1970

Ersted Award - Barre Toelken and Ed Whitelaw

1968

Ersted Award - Caroline Feller and Thomas Hovet

1967

Ersted Award - Daniel Kimble and William D. Strange

1966

Ersted Award - Thomas Koplín and Karl E. Stromberg

1965

Ersted Award - Ronald Bartel and George Streisinger

1964

Ersted Award - Stanley A. Pierson

1963

Ersted Award - Stanley Greenfield

1962

Ersted Award - David A. Baernkopf

1961

Ersted Award - John L. Hulteng

1960

Ersted Award - Lucian C. Marquis

1959

Ersted Award - Bernard Craseman

1958

Ersted Award - Paul S. Dull

1957

Ersted Award - Charles G. Howard (first year of Ersted Award)



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

Scene on Campus

Teaching Excellence: Crystal Apple To Roering




Joshua Roering, assistant professor of geological sciences in the College of Arts and Sciences, jokes with Lorraine Davis, vice president for academic affairs, shortly after receiving a Crystal Apple (in his hands) from President Dave Frohnmayer. Davis told Roering "your classes rock," repeating the praise from his students.

Roering is known for an eclectic and innovative teaching style. To capture his students' attention, he conducts clever lab demonstrations in class, shows his extensive collection of geological images in a PowerPoint presentation and incorporates local news stories into class presentations.

The apple is a symbol of the [Ersted Award for Distinguished Teaching](#), the university's highest teaching honor. Roering is one of this year's two Ersted winners chosen on the recommendation of faculty members and students.

In addition to the Crystal Apple and pay raise, winners of the Ersted Award will be recognized at spring commencement on Saturday, June 11, at McArthur Court.

Paul Omundson, photo

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

Scene on Campus

Teaching Excellence: Crystal Apple To Kintz



Linda Kintz, professor of English, is embraced by her mother, Mozelle Urbanczyk, shortly after President Dave Frohnmayer presented her with a coveted Crystal Apple, signifying teaching excellence.

Kintz, a member of the Department of English since 1988, received the 2005 [Thomas F. Herman Faculty Achievement Award for Distinguished Teaching](#). The award is given to UO faculty members who have demonstrated long-standing excellence in teaching.

Winners of the Herman Award, chosen on the recommendation of faculty members and students, have a \$2,000 annual stipend added to their base salaries. Recipients also receive a crystal apple.


Frohnmayer stopped by Kintz's classroom unannounced to present the crystal apple as surprised students and colleagues looked on.

"Dr. Kintz's students receive a wonderful gift: her ability to translate to them her dedication, her enthusiasm, her devotion to first-rate scholarly work, and her commitment to service," Frohnmayer said during the presentation. "Her teaching is informed not only by her scholarship but also by her devotion to active participation in the life of the university."

Colleagues and students say that Kintz's most extraordinary contribution to the intellectual development of students outside the classroom has come in the form of dissertations and theses advising. During the last three years, she has either directed or served on 20 dissertation committees.

Kintz, and this year's other two winners of Crystal Apples as recipients of Ersted Awards, will be recognized at spring commencement on Saturday, June 11, at McArthur Court.

Paul Omundson, photo

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Scene on Campus

Gift of \$1.5 Million Given By Washington Family



Peter and Molly Powell stand beneath the new Powell Plaza entrance to Hayward Field during the May 13 dedication ceremony. Photo by Jack Liu

The owners of one of the Pacific Northwest's top property development firms credit their success in part to what they learned in business courses and competitive sports at the University of Oregon. So much so, in fact, that Lloyd Powell, his son Peter and Peter's wife Molly, joined in gifts totaling a combined \$1.5 million for Hayward Field improvements and faculty support in the university's Charles H. Lundquist College of Business.

"The UO set us on our way to a path that made us very successful and we wanted to do something in return," says Peter Powell, president of the Kirkland based Powell Development Co., an outgrowth of the business his father started in the early 1970s.

Lloyd Powell, a 1955 graduate in business administration, and his wife Sharon, of Kirkland, contributed \$500,000 toward the recently completed plaza entryway at the northeast corner of the university's storied Hayward Field.

Peter and Molly Powell of Bellevue, Washington, who both earned degrees in real estate in 1978, matched the elder Powells with \$500,000 for the plaza project and gave an additional \$500,000 toward an endowment to help the university's Lundquist College of Business recruit and retain top professors.

The family of the late Bill Bowerman, the university's legendary track and field coach, also contributed \$250,000 to the plaza project, which cost a total of \$1.25 million and is funded entirely by the Powell and Bowerman gifts.

"Without a football scholarship to the UO, it would have been far more difficult for my father to become the person he is and to afford to send his children to college," Peter explains. "We think education is one of the most deserving causes

because it works to the maximum benefit of society.”

“We are so grateful to the Powell and Bowerman families for these wonderful gifts,” Frohnmayer said at a May 13 ceremony for the new Hayward Field entrance. “Both families exemplify what makes the University of Oregon great—pursuit of excellence in both body and mind, the highest standards of integrity in business, and taking the lead to make a difference in the community and the world.”

In the era before construction of Autzen Stadium, Lloyd Powell played halfback for both offense and defense on Hayward Field under the late coach Len Casanova and briefly ran track under Bill Bowerman. Peter Powell was a member of the UO men’s swim team.


The new Powell Plaza entryway establishes an attractive public entrance to Hayward Field on the northeast corner with newly landscaped and paved open space; concrete walls framing a metal gateway featuring the Hayward Field name; story panels and plaques telling the history of Hayward Field and achievements of Duck track and field athletes; and a new terraced seating area.

Peter and Molly Powell say they directed half their gift to the Lundquist College of Business because they want to help the college recruit and retain top faculty members.

The couple met in a finance class taught by former UO professor Austin Jaffe. Both were inspired by his teaching.

“He was instrumental in giving us an idea of what leadership is all about and a vision of what it might be like in the real world,” says Molly Powell, who worked as a real estate and investment banker in Portland and as a municipal bond trader in Seattle.

- *Ann Mack, director of development communications*

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Volunteers Needed

Sexual Orientation Study Seeks Participants

Carolyn Swearingen, a UO doctoral student in counseling psychology, seeks volunteers for her dissertation research project. Candidates are needed to participate in a study examining sexual orientation, eating behaviors and body image. Given the focus of this study, only individuals who identify themselves as non-heterosexual, i.e. lesbian, gay, bisexual, queer, questioning, for example, will be eligible to participate.

Participation entails completing a web-based battery of questionnaires, which should take approximately 30 minutes to complete. Responses are anonymous.

[Click here to participate.](#)

Editor's note: Faculty members and graduate students who seek volunteers for campus-related studies may use Inside Oregon to spread the word. [Contact the editor](#) with details.



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