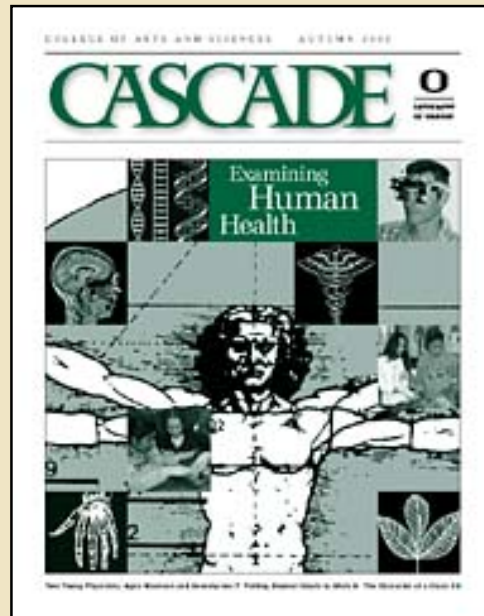


ALUMNI & DEVELOPMENT

UNIVERSITY OF OREGON
COLLEGE OF ARTS & SCIENCES

CAS NEWS

**Cascade**
Autumn 2002

Cascade, the biannual publication of the College of Arts & Sciences, features recent activities and groundbreaking research by faculty members and demonstrates the many hands-on ways students can benefit from their UO education. Also included are alumni profiles and class notes.

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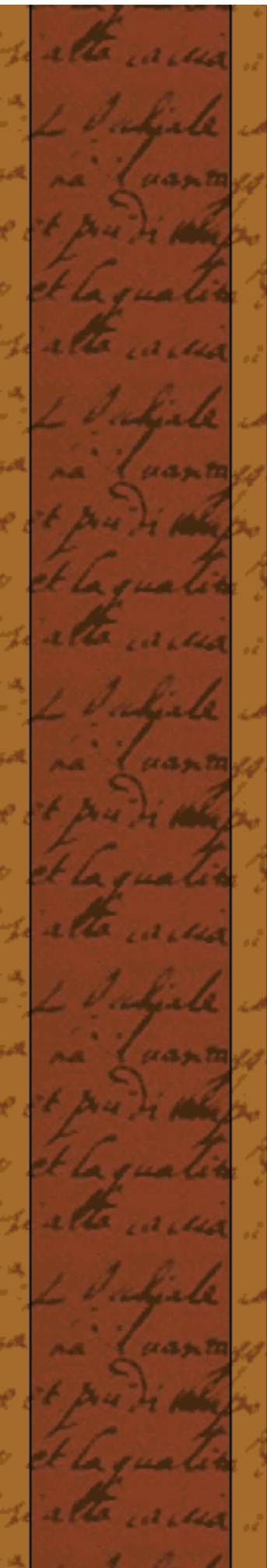
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Examining Human Health
**Biosciences Thriving at UO—
 Working for a Healthier World**

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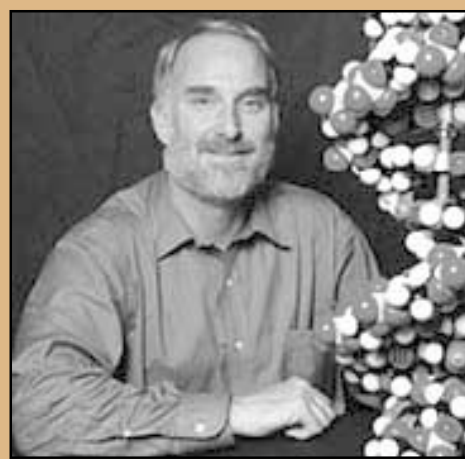
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Professor Tom Stevens,
 director of the Institute of
 Molecular Biology

For several years headlines have trumpeted the work of DNA researchers as they have made one advance after another in the long march toward mapping and sequencing the 30,000 genes now believed to make up the human genome. Achieving that goal marked a milestone in the history of science. The next great advance in understanding how humans function—and how some of our most deadly diseases may be stopped—will likely be a natural extension of this work and take place in the closely related disciplines of genomics and proteomics.

“Genomics and proteomics are the yin and yang of twenty-first century biomedical science,” says Tom Stevens, a UO professor of chemistry and the director of the Institute of Molecular Biology. “Using our knowledge of both of them together we can come to a very advanced understanding of the whole organism.”

Not only has the burst of research in the area of genomics yielded the genetic blueprint for humans, it has also led to the sequencing of genomes for important model species used extensively in biomedical research (for example yeast, fruit fly, worm, zebrafish, and mouse). The genomes of additional organisms are being sequenced at an increasing pace.

“Now we are exploring further, we are finding out how the elements detected in the genome of a given species affect the development and health of members of that species. That is the heart of genomics and proteomics,” Stevens says. “And UO researchers are focusing a lot of attention on this

area. We're working hard to develop a first-class genomics and proteomics facility here on campus."

One of the key contributors to this research effort at UO is biologist Roderick Capaldi, whose laboratory is at the forefront of one promising and rapidly advancing frontier of biomedical research.

"Our work is focused on basic questions of how cells function—specifically, how they make energy and use it," Capaldi says.

The energy production powerhouses in cells are called mitochondria. Mutations of the DNA inside mitochondria are believed to cause a variety of severe ailments, such as neurodegenerative disease, Parkinson's, and Alzheimer's.

Doctors have long studied these devastating diseases, but only now are researchers discovering links between the maladies and mitochondrial malfunction. Advances made in Capaldi's laboratory have caught the attention of a San Diego-based pharmaceutical company, MitoKor, with which the university has entered into a licensing agreement. MitoKor will now develop clinical and therapeutic applications based on the discoveries made in Capaldi's laboratory together with the contributions of several other academic research groups.

Capaldi is one of about twenty professors who are members of the Institute of Molecular Biology, the area where much of the genomics and proteomics work at the UO is centered (another dozen researchers are conducting closely related genomic research). Stevens says that the group will likely benefit from the recent hiring of half a dozen extremely talented researchers.

"Our new faculty members are on the forefront of functional genomic and proteomic analysis and will be playing a central role as we make an increasingly large contribution to biomedical understanding," Stevens says.

He adds that the new faculty will complement the expertise of the existing faculty and help create a critical mass of research capability likely to lead to further advances.

"The level of complexity at which we are understanding development is truly amazing," he says. "We now have a 'whole organism' view of how the interconnections of life work out. I expect to see this result in a revolution in patient care in the treatment of cancer, AIDS, and other diseases. This is only the tip of the iceberg."

—Ross West

ALUMNI & DEVELOPMENT

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CAS NEWS

Examining Human Health
Charting Neuro Territories

Empowered by a National Science Foundation (NSF) grant of more than \$47,000 and rare access to a powerful MRI-type imaging machine, Paul van Donkelaar, Ph.D., is turning an exciting corner with his sensorimotor adaptation research.

After earning his doctorate in clinical neuroscience at the University of Calgary in 1994, spending a year in France as a post-doctoral fellow, and completing two post-doctoral years of research at the University of Oxford, van Donkelaar traveled to the University of Oregon in 1997 to join the Department of Exercise and Movement Science (EMS) faculty.

Since then, he has worked to advance both his research and his students' knowledge. "I think doing the research and being on the cutting edge forms your teaching, and the students appreciate when you can apply insight and up-to-date information in lecture," he says. Soon, "up-to-date" will include revelations from the next phase of his research into the brain's complicated control mechanisms and how sensory signals become appropriate motor responses.

Neurologically healthy sections of the brain that dictate motor and sensory functions communicate fluently with each other. However, when one or both of those sections suffer damage, that communication may be broken. In that case, simple tasks such as first visually locating an object and then touching it, or proprioception, become arduous. "You need those two systems talking to each other in order to match what you see with what you feel," says van Donkelaar.

Until recently, his primary tools for studying those relationships were prism



Anatomy students examine a brain dissection

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goggles and transcranial magnetic stimulation (TMS). Prism goggles contain one lens made up of multiple prisms and one blacked-out lens. By bending light and making objects appear to the side of their actual location, the goggles disassociate the wearer's visual and proprioceptive systems. TMS is a machine that creates a brief, intense magnetic pulse that, when applied to the scalp over specific parts of the brain, activates underlying neurons. Applied in research on healthy, normal subjects, TMS disrupts normal cell-activity patterns used when the prism goggle-wearing subject performs a task. If a specific area of the brain is making a necessary contribution to the task when neurons in that area are activated by TMS, the resulting disruption in performance indicates what that part of the brain does.

"We are really excited about Dr. van Donkelaar's research, since his is one of the first labs on the West Coast to be using TMS to study brain function," says Marjorie Woollacott, Ph.D., a professor in EMS. "This research will give us new information on neural mechanisms underlying visual spatial processing during reaching skills. Once we understand these mechanisms in healthy adults, we can apply the information to an understanding of dysfunction in patients with motor problems such as Parkinson's disease."



Paul van Donkelaar

The newest tool in van Donkelaar's kit, the use of which is aided by the NSF grant, is UO's recently acquired, \$2.5 million functional magnetic resonance imaging machine, or fMRI. This machine, housed at Straub Hall and used by several departments, is much more powerful than a conventional MRI and rare in the U.S. outside of medical facilities, according to Woollacott. For UO researchers, that means nearly unprecedented accessibility to an instrument that typically garners preferential use by medical personnel and leaves researchers to draw lots for wee hours and weekends. Like its MRI cousin, fMRI uses scanning technology to take anatomical pictures of the brain, but, in addition, measures blood flow and its accelerations in brain sections used during performance of a task.

"Sometimes we are limited in terms of generalization of the [TMS] findings. That's where fMRI can be a powerful additive," says Ji-Hang Lee, an EMS Ph.D. student who extensively used TMS in his research. "By combining the results from these two techniques, we can make strong inferences about the functional role of brain areas."

While the general goal of van Donkelaar's project is ultimately to discover new insights about the workings of the brain, he also sees a human-interest benefit. "The big way that it could be used is in the rehabilitation of people who have sensory or motor deficits," he says. "We won't find the cure and stop strokes from happening, but we will be able to help people who have

strokes function better by forming rehabilitative strategies.”

—Cindy Lundeen



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Examining Human Health
Separating Hype from Hypothesis
 Community Physicians Volunteer Time
 to Teach Freshman Seminar

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In our information age, and especially in a media culture, people tend to believe that the most recent medical research is the most valid. This may not be true. Health news is often incomplete, reporting only medical headlines without the appropriate perspective.

Do cellular phones increase the risk of brain cancer? Is stem cell research linked to abortion?

With so much news to absorb and the sound-bite quality of much media coverage, how should we respond, if at all, to medical controversies? For a small group of first-year students, these questions should become easier to answer.

Dr. Vern Katz and Dr. Leo Cytrynbaum, two local physicians, will lead a freshman seminar to examine contemporary health issues. "We hope to stimulate students to look at things critically, to be able to say 'that's the most ridiculous thing I've ever heard'," says Katz.

The course will provide a forum for students to discuss the media's interpretation in comparison to the original medical studies. The overall goal is to develop critical reasoning, not only to analyze the way a health story is reported but also to teach entering students to critically approach all knowledge.

Like other freshman seminars, this course offers students an option beyond the university's general education curriculum. The small group size develops a sense of community among students with similar interests, while



Dr. Vern Katz and
 Dr. Leo Cytrynbaum

reinforcing the critical reading, writing, and speaking skills that will be vital to their success at the university.

“The seminar aims to give these students a glimpse into part of the university that they seldom encounter until they are juniors or seniors, when they engage in research projects and internships,” says Amy Chinitz, freshman seminar coordinator for the university. It’s about “experiencing the enthusiasm” of professionals and faculty in the fields that incoming students think they might pursue as careers.



Exercise and Movement
Science

In volunteering their time, doctors Katz and Cytrynbaum, give students an unusual chance to experience the enthusiastic leadership of two established professionals teaching what they know best. Dr. Katz himself has authored chapters in more than fifteen academic texts and published over 150 studies and articles. Together they have over twenty years experience in Maternal-Fetal and Internal Medicine.

But neither of these physicians are novices to the classroom. Dr. Katz has been involved in academic medicine since completing his fellowship in Maternal-Fetal Medicine at the University of North Carolina in 1986. He remained there as faculty for twelve years, serving as chairman of the Department of Obstetrics and Gynecology before coming to Eugene as a distinguished perinatologist.

“Perinatologists do a lot of teaching; we teach other doctors, residency students,” says Dr. Katz. “It’s the most enjoyable thing I do.”

Dr. Katz continues to follow his passion for teaching, volunteering his time and energy to assist professors with courses in the Department of Exercise and Movement Science throughout the year. He also continues to take on undergraduate students who are interested in learning more about obstetrics or working in a women’s clinic.

—*Amicis Arvizu*

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CAS NEWS

A UO Bioscience Index

Total number of science laboratories on campus: 166

Number of biology research and teaching labs: 37

Number of science institutes and research centers on campus: 8

Total dollars awarded in grants and contracts to CAS science research
in 2002: \$38,452,568.20

\$ to the Institute of Neuroscience: \$8,884,651.68

\$ to the Institute of Molecular Biology: \$7,485,495.71

\$ to the Department of Psychology: \$18,078,886.83

Estimated annual amount UO research adds to the Oregon economy:
\$150 Million

Rank of the Department of Psychology for its worldwide impact on the
discipline: 11

UO's national ranking for the scholarship of its biological sciences faculty: 25

Number of students who received science degrees in 2002: 512

Number of UO students that declare a pre-health focus each year: 600-800

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Number of pre-health student organizations on campus: 3

Number of drug patents Professor of Chemistry John Keana holds: 50

Times UO professor Frank Stahl has received an American Cancer Society professorship: 3

Number of faculty whose current research has potential applications for stroke rehabilitation: 5

Number of faculty whose current research has potential applications for the treatment of Parkinson's Disease: 6

Number of grants from the National Institutes of Health active in 2002: 81

Number from the National Science Foundation: 78

Current College of Arts & Sciences faculty members elected into the prestigious National Academy of Sciences: 6



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CAS NEWS

The Dean's Letter**Joe Stone, Dean of Arts and Sciences**

Last spring, I had the pleasure of watching four of the college's brightest students—in this case, science students—present their undergraduate research to a group of alumni visitors. In some cases they were publishing their findings in scientific journals, even as undergraduates. Their meticulous efforts, combined with their palpable enthusiasm for scientific discovery, clearly reflected similar qualities in their faculty mentors. Our research-active faculty reinforce and nurture an intellectual curiosity, integrity, and commitment in their students, qualities that will serve students in any career they choose. This is one of the most important goals of higher education.

But there was another thing that impressed me about these students. They were able not only to complete recognizably successful research projects, but also to articulate these very complicated ideas to a non-expert audience. Our 800 or so pre-health graduates this year will enter into the profession with a solid foundation of biological, chemical, and physiological knowledge and the ability to communicate that knowledge to their patients. This is a hallmark of a liberal arts education.

Literature and language courses will have broadened their world view and their understanding of our common humanity. Classes in political science and anthropology will have offered them opportunities to sharpen their critical reasoning abilities—crucial for all decision-makers, and particularly for medical personnel. Indeed, “Examining Human Health”, our theme for this issue of *Cascade*, requires many sets of skills.

The knowledge and skills our graduates need are also enhanced by the symbiotic relationship between the university and the larger community, which is another theme of this issue. We see the development of two new courses in Environmental Studies and Economics that give students the opportunity to learn valuable job skills in local government, non-profit agencies, and firms. In previous issues we have highlighted some of the many other programs for student involvement in the community, including the Northwest Indigenous Languages Institute in Linguistics and the Community Literacy Program in English. Our students benefit from their involvement in the community—and the community wins, too.

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Conversely, professionals in the community often contribute in important ways to our instructional programs. Two local physicians, for example, are volunteering their time to teach health issues to first-year students; and screenwriter Larry Ferguson, one of our own graduates, has been doing the same for our English and Theatre departments the past three years. Beyond these commitments of time, many of our supporters also contribute funds to help attract and reward our most outstanding students with scholarships and the honor roll in this issue is a testament to the strong commitments that many of you have made.

I always appreciate the opportunity to thank our donors, and *Cascade* provides the vehicle for a more universal message of gratitude. The collective impact of your involvement at the university—whether it be an investment of your time or your money—truly helps to shape the education and the future of each of our students.

As a previous department head, I know that each program in the college depends upon your unrestricted gifts for the margin of excellence in their activities. As dean, I know that I do! State budget cuts will undoubtedly be felt by all our programs, but your unrestricted gifts this year will give us the flexibility to assist those who have the opportunity, but not necessarily the money, to achieve the wonderful things that we have come to expect from our Oregon programs. It will allow the college to support innovative new projects, and of course it will help us continue to support the faculty who serve as such outstanding mentors to our students.

The health of the university is good. While we are not insulated from the problems that the Oregon economy at large is facing, our student body is strong—experiencing yet another growth spurt this year to record numbers of students—and our minds are active with the plans and excitement of a new academic year.

Thank you for your support, and I hope you enjoy this issue of *Cascade*.



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CAS NEWS

Wendy Larson

A New Humanities Advocate



Wendy Larson with Joe Stone

Wendy Larson, professor of East Asian Languages and Literatures, was recently appointed to a three-year term as associate dean of the humanities for the College of Arts and Sciences.

Dr. Larson replaces Professor Russ Tomlin, who served in the position from 1996 to 2002 and will return to the linguistics classroom after a research sabbatical. Larson has been teaching modern Chinese language, literature, and film at the university for

over sixteen years, a tenure which includes research leaves in Denmark, Beijing, and Berkeley.

Educated at UO and UC Berkeley, she has published many articles, books and translations on topics ranging from the modernist Chinese novel to the concubine in literature. Her most recent book, *Women and Writing in Modern China*, was published by Stanford University Press in 1998.

"Wendy has been a prominent member of the UO faculty since 1985," says Dean Joe Stone. "She's served the university in a variety of capacities, as an advisor and board member to the Humanities Center, the Women's Studies Program, the Center for Asian and Pacific Studies, and the Asian Studies Program, among other groups on campus. The college and the humanities are fortunate to have her leadership."

Though Larson says that her undergraduate days at the university seem "like a lifetime ago," she believes the campus has become a home to her continued academic and professional growth. "I'm happy to have the opportunity to dedicate my energies to this new role," she says.

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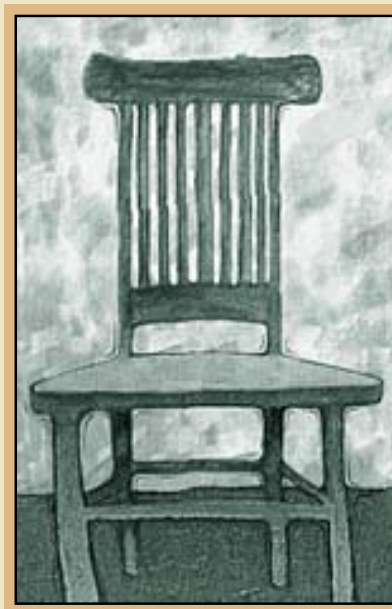
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CAS NEWS

Building Chairs**Two Dollars at a Time:
Knight Faculty Endowment Matches Donor Generosity**[home page](#)[college at a glance](#)[giving to CAS](#)[alumni](#)[CAS news](#)[CAS home page](#)

This “building boom” at the university has nothing to do with bricks. And while there hasn’t been any dedication fanfare, it has everything to do with dedication—that of the UO’s best faculty to the highest ideals of teaching and research.

Since Nike Chairman Phil Knight made his \$15 million pitch to support UO faculty, College of Arts and Science donors have stepped up to the plate—to more than triple the number of endowed chairs and professorships in just six years.

“It’s amazing that five years ago all the arts and science professors with endowed positions would have fit comfortably in my office. In five more, I expect that they will have a hard time fitting in a classroom!” says Dean Joe Stone. This year, the college announces nine new appointments; including positions yet to be filled, there are almost thirty endowed chairs and professorships in all.

“The generosity of our donors has and will continue to improve our ability to recruit and retain the strongest faculty,” says Stone. Indeed, the three R’s of a good liberal arts education stand for the recruitment, retention, and recognition of the faculty who inspire excellence in its students and programs.

For this reason, many endowed positions aim to reward teaching as well as research accomplishment. Mark Johnson, a Knight Professor of the Liberal Arts and Sciences, says that this is what he valued most about the award. “You have to stay extremely vital and on the edge of things with undergraduates and present the material in a way that makes sense in their lives,” he says. “It keeps you intellectually honest.”

HOW IT WORKS

To qualify for a Knight Chair (or two Knight Professorships), a school or college must raise at least \$1.2 million for a faculty endowment. Once that fund is established, equal funds are allocated to that school from the Knight endowment.

Senior Instructor Emerita Sylvia Giustina established the Giustina Family Professorship to support Italian studies and honor their family's heritage. "The fact that the Knight matching fund will do likewise in an area akin to Romance Languages doubles our satisfaction," she says, "especially since outside sources of funding for the humanities are somewhat limited."

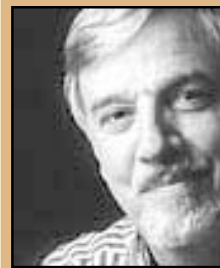
Jim '53 and Shirley Rippey '53 agree. "It has really been a pleasure for us to be able to participate in this way. We are even more appreciative that Phil Knight's generosity has broadened the impact of our endowment and that of so many other donors." The Rippey Chair in Liberal Arts and Sciences was extraordinary in that it released three Knight Professorships to the college. All three of those positions were filled this year, one each in the humanities, sciences and social sciences.

One of the recent appointees, Jon Erlandson from the Department of Anthropology, says that it's donors like the Rippeys that keep him committed to the UO: "At times, it has been frustrating to watch state support of higher education erode during the twelve years I've been here. We have great leadership, however, and our alumni and supporters have really stepped up."

As a Knight professor, Erlandson receives an annual allocation from the endowment's investment earnings, which he can use to supplement his salary, hire graduate assistants and interns, or spend on travel, research, or teaching supplies. Rod Capaldi, molecular biologist and also a Knight Professor in Liberal Arts and Sciences, says his professorship will help support additional students who'd like to work in his lab. There, they'll have an opportunity to learn about human genetics and mitochondrial dysfunction



Richmond



Dahlquist



Blonigen



Neville



Erlandson



Psaki

(as is found in early onset Parkinson's and Alzheimer's disease). "It means that I can run a first-rate research program," Capaldi says of the award.

Also newly appointed in the sciences, Chemistry Professor Rick Dahlquist will also use the extra money to further his own research. Though he's received several prestigious honors and grants, including an American Cancer Society Faculty Research Award, he says "[The Knight award] is more flexible than grant money. With this, you can try to do something that is significantly more adventurous."



Baskin



Capaldi

THE CASE FOR FACULTY SUPPORT

If anyone knows the value of dedicating oneself to "a life of the mind," it's the faculty who have already spent a lifetime doing so.

In the past five years, no less than four CAS professors emeriti have chosen to support endowed positions in their retirement, which gives testimony not only to the importance of the funding but also the lifetime investment many UO faculty have in making the university a better place.

The appointees say they consider this recognition—coming from both their peers and their predecessors—to be especially meaningful.

"I feel very gratified to have this expression of confidence in my contributions to the university," says Judith Baskin, director of the Schnitzer Family Program in Judaic Studies and professor of Religious Studies. Bruce Blonigen, Knight Professor of Social Science, says the award came as an unexpected and appreciated surprise: "It is a very substantial indication by the university that they appreciate what I do."

Most of the appointments have recognized the faculty who have already made a considerable contribution to their departments at the UO. "I've been here 29 years," says Capaldi, "and I've had many, many opportunities for higher salaries and greater prestige all over the world. But the sciences in Oregon are unique. They allow chemists, biologists and physicists to work together in a way that is very unusual in academia." The financial award and public



Cameron



Murphy



Turner



Dirlik

recognition of the chairs and professorships are efforts to retain such committed and essential members of the faculty.

Endowed chairs have also given administrators the flexibility to offer the competitive salaries that are necessary to draw well-established professors from schools such as Duke and UCLA, as was the case last year with Arif Dirlik and Trudy Cameron (respectively). "A single endowed chair or professorship—when the chair holder is a top person in the field and a leader in the department—can transform a department from average to outstanding," says UO Provost John Moseley.

"Looking ahead, we'll continue to work with our programs on specific strategies for recruiting and retaining faculty who will have the deepest and broadest influence," says Dean Stone. "There will be continuing opportunities for making these kinds of appointments in the coming years—appointments that can build even greater excellence and visibility for our programs in the humanities, sciences and social sciences."

Not pictured: David Li, Collins Professor in the Humanities.



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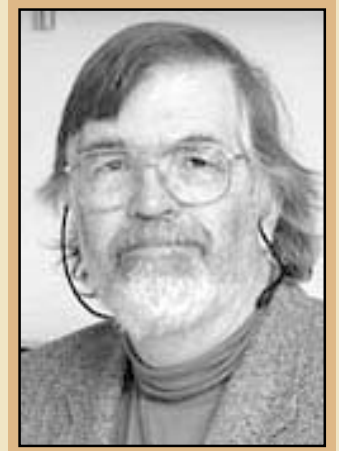
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CAS NEWS

Professor Charles Kimmel
Dialogues in Development Genetics

Studying early development of vertebrates got a lot easier thanks to Chuck Kimmel. But he'll be the first to tell you he didn't do it alone.

About 30 years ago in the University of Oregon's Institute of Molecular Biology, Dr. George Streisinger recognized that genetic analysis of the zebrafish could be very useful for the study of vertebrates. The zebrafish provided an alternative to the mouse, the species of choice for studies of vertebrate developmental genetics, because the small, transparent tropical fish made it easier to see what was going on within the mother's uterus.



Dr. Streisinger passed away in 1984 and Chuck, with the inspiration of his colleague, picked up the study and established his international reputation as a developmental biologist in the process. Today, more than 130 laboratories, including several Nobel Laureates, in 28 countries use zebrafish for a wide range of studies. "This progress stems largely from Chuck," says Dr. Monte Westerfield, professor of Biology at the Institute of Neuroscience at the University of Oregon and Director of the Zebrafish International Resource Center. "He continued and expanded these (Streisinger's) initial studies and was the first to demonstrate the power of using zebrafish to study the molecular mechanisms that regulate vertebrate development." The UO houses the Zebrafish National Stock Center, making the campus the central distribution point for zebrafish worldwide.

While his reputation as one of Oregon's finest scientists has been firmly established since arriving at the UO in 1969, his status as a first-rate teacher is no less well known. "Chuck Kimmel has been an outstanding mentor of junior scientists at the graduate student and postdoctoral level," says Dr. Igor Dawid, Chief, Laboratory of Molecular Genetics, National Institute of Child Health and Human Development, National Institutes of Health. "He is not only kind, thoughtful, considerate, and fair, but has a balanced, steady

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center that is the main basis for the trust and affection felt towards him by everyone who knows him well.”

Professor Kimmel is pleased to have his work recognized, but quick to share the credit. “I think that a huge reason that I got the appointment is because I’m sitting in a wonderful Institute of Neuroscience with great colleagues, and that makes it easy to do good things.”

Distinguished professors receive an annual research account of \$5,000 for the first three years of their appointment and deliver an inaugural lecture during the first year. For more information on the Distinguished Professorship Lectures, please call 541-346-3950 or email alumnidev@cas.uoregon.edu.



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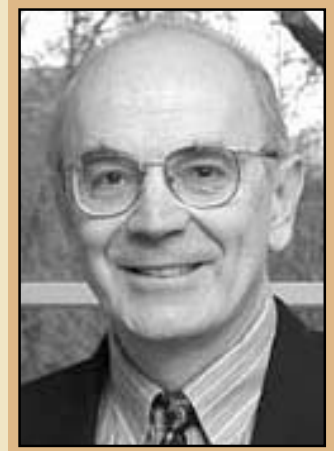
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CAS NEWS

Professor Stephen Durrant
Dialogues in Chinese Literature

The scholarly work of Professor Stephen Durrant is both highly meticulous and remarkably humane. A scholar of ancient Chinese and Manchu studies, Durrant has been honored this year as one of the college's most distinguished professors. "His research is not only masterful and precise, but also always imbued with the broad knowledge that comes from extensive learning," says Michael Puett, John L. Loeb associate professor of humanities at Harvard.



Durrant, who teaches in East Asian Languages and Literatures Department, is widely known as one of the most imaginative contemporary scholars of the great Han historian, Sima Qian, and of early Chinese historiography in general.

"He has the respect of the very best people in the field," says Professor Steve Shankman, one of Durrant's most frequent scholarly collaborators.

Durrant is now engaged in what he considers the most important project of his career, a new translation of one of the major works of early Chinese literature, the *Zuo Commentary*. This work is part of a ground-breaking new series published by Yale University Press. In this volume, the translations will be printed opposite the original text, enabling those who have some knowledge of the original Chinese to locate passages and words with relative ease, and bringing Chinese literature to a much broader audience of Western readers.

"One of Professor Durrant's remarkable gifts is his ability to share his erudition with non-specialized audiences. As a CAS Distinguished Professor, he will be a marvelous ambassador for the humanities," says Shankman.

With the research funds he receives as part of his appointment, Professor Durrant will travel to China to consult with scholars about the translation, and

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also bring his collaborators from Harvard and UCLA to Eugene for a work session. Their visit may also include a workshop for students and the public.

Professor Durrant is honored to receive the appointment, but his study of the past colors his attitude about the importance of his work, especially when it is singled out from that of his colleagues.

"I honestly don't feel that I'm more deserving than many of them. One of the things we always have to remember in the humanities is that we really never know what kind of impact our work is going to have. One scholar might publish a lot but be entirely forgotten fifty years from now, while another might publish just one article and have a major influence far into the future. I'm grateful, and I accept the appointment happily, but I'm not sure it's deserved. Only time will tell."

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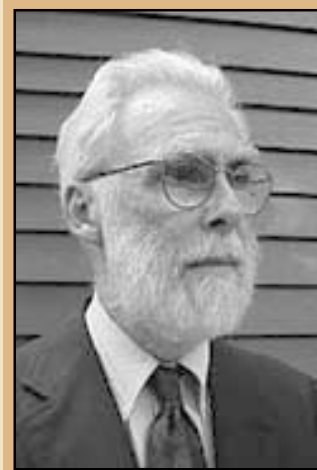
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ALUMNI & DEVELOPMENT

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ALUMNI

2002-2003 College of Arts and Sciences
Alumni Fellows[Joel Schneider](#) • [Yoko McClain](#) • [Victor L. Tomseth](#)[Profiles in Achievement Banquet](#)[Latest Alumni Fellows](#)[home page](#)[college at a glance](#)[giving to CAS](#)[alumni](#)[CAS news](#)[CAS home page](#)**Joel Schneider M.A. '65, Ph.D. '68**

is vice president of education and research at Sesame Workshop (formerly Children's Television Workshop). He leads the group that outlines the sound educational philosophies underlying the workshop's wide range of products and services. Schneider has also directed the content for a variety of specific programs, including *Square One TV* and *Risky Numbers*, and he continues to participate in new show development with projects such as a binational Chinese/English planetarium show and an international program of public service campaigns for children on health and nutrition.

Schneider distinguished himself early at the UO by earning a Woodrow Wilson Fellowship in 1964. Gary Seitz, associate dean of the natural sciences, remembers Schneider as a former graduate school classmate in the Department of Mathematics and says that he is delighted Joel is being honored with this award. "Joel's contributions to mathematics span an enormous range, from his early research work in abstract algebra, an area of pure mathematics, to his ongoing work in mathematics education."

Schneider has taught mathematics at all school levels and is co-author of an innovative elementary school mathematics curriculum. He currently serves as an adjunct professor in Mathematics, Science and Technology for the Teachers College of Columbia University and remains active as a lecturer

and scholar in his field with memberships in the American Mathematical Society, the New York Academy of Sciences, and the Mathematical Association of America. The Joint Policy Board for Mathematics, representing the three major professional societies for mathematics, recognized Schneider's work with their annual *Communications Award* in 1993.



Yoko McClain '56, M.A. '67

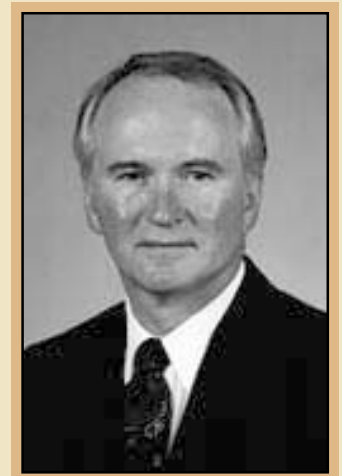
is the first professor emerita of the University of Oregon to also receive a College of Arts and Sciences alumni fellowship. A native to Tokyo, she came to Eugene to attend the university in 1952 as a recipient of the FARIOA (Government Aid for Relief in Occupied Areas), which is now called the Fulbright Commission. She earned a B.A. in French and an M.A. in Comparative Literature and promptly joined the faculty to teach Japanese after earning her degree.

Wendy Larson, associate dean of the humanities and professor of East Asian languages and literature, studied under McClain as an undergraduate in the early seventies. She says that, as a teacher and colleague, McClain has directed and inspired her throughout her career: "Yoko has provided a model of gentle perseverance, warm intelligence, and calm reason that often has sprung to my mind and guided me."

McClain's teaching career in the Department of East Asian Language and Literature spanned thirty years (1964-1994). During that time, she distinguished herself with her many publications on Japanese language, literature and culture. Interestingly, some of her studies have investigated the work of novelist Natsume Soseki, who was McClain's maternal grandfather and whose literary fame earned him a place on Japan's 1000-yen bill.

Victor L. Tomseth '63,

former ambassador to Laos, began his career as a Peace Corps volunteer in Nepal after he graduated with his degree in history from the university. Upon his return, he earned a masters degree in history at the University of Michigan and later joined the United States Foreign Service in August 1966. Fluent in French, Thai, Lao and Farsi, Tomseth has served at U.S. consulates and embassies in over six countries throughout his career—Thailand, Iran, India, Sri Lanka, Nepal, and Laos—as well as with the department of State in Washington, D.C.



In 1979, he was one of fifty-two Americans held hostage for 444 days

following the seizure of the U.S. Embassy by Islamic militants. After his release, Tomseth continued to pursue a distinguished career in foreign diplomacy, receiving a number of awards for his service. They include: the Department of State's Award for Valor, the Wilbur J. Carr Award, and the American Foreign Service Association's Award for outstanding contributions in the field of diplomacy. In 1993, he was nominated by President Clinton to be the United States Ambassador to Laos. Ambassador Tomseth also received the President's Award for Meritorious Service and the Most Noble Order of the Crown of Thailand, which was presented by the King of Thailand for his contributions to U.S.-Thai relations.

Since retiring in 1996, Ambassador Tomseth has remained active in international affairs. He has served on task forces for the Organization for Security and Cooperation in Europe; advised the U.S. Mission to the United Nations on East Asian and Pacific Affairs; and consulted with Booz Allen Hamilton, Inc., supporting the U.S. Pacific Command's military exercise program.

The nominations of your distinguished classmates are welcome! Please send your notes of support to alumnidev@cas.uoregon.edu, or forward materials to the Development Office, UO College of Arts and Sciences, 1245 University of Oregon, Eugene, OR 97403-1245.



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Alumni Fellows

Profiles in Achievement Banquet

2002-2003 Alumni Fellows



The annual College of Arts and Sciences Profiles in Achievement Banquet, celebrating the careers of our distinguished alumni fellows, will be held in the Paul Olum Atrium of Willamette Hall on October 18, 2002. For further information, please call (541)346-3950.

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Alumni Advisory Council Chair Gary Feldman congratulates 2001-02 alumni fellow in the humanities, William Sullivan '79.



Alumni gather at a reception before the banquet.



2001-02 Fellow Gail Fullerton '54 laughs with President Emeritus Robert Clark.



Lyle Hohnke '67 Ph.D. '70 accepts his award with a few words of thanks to the biology department.



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ALUMNI & DEVELOPMENT

UNIVERSITY OF OREGON
COLLEGE OF ARTS & SCIENCES

ALUMNI

Alumni Fellows

[Pam Coats](#) • [Robert Miller](#) • [Jack Borsting](#)

The College of Arts and Sciences is pleased to announce the 2004-2005 Alumni Fellow Awards. The following recipients will be honored the weekend of November 12, 2004, and will connect with students in an informal seminar while on campus to discuss their career paths and offer advice relevant to emerging graduates.

Seeing Success: Pam Coats

In the almost sixteen years she has worked for the Walt Disney Company, Pam Coats (M.F.A '84, Theatre Arts) has worked on over a dozen movies in a variety of capacities, including *Tarzan*, *Toy Story 2*, *Lilo and Stitch*, *Brother Bear*, and *Finding Nemo*. But the animated film closest to her heart is the 1998 release *Mulan*, which she spent five years producing. Based on one of the most famous legends in China, *Mulan* tells the tale of young girl who masquerades as a boy so she can go to war in her injured father's place. Coats says she takes pride in the empowering message "Mulan" sends to young girls: "They can do anything they want and succeed at it."



Pam Coats '84

A large international audience responded to *Mulan's* message. While less than 5 percent of movies break \$100 million, *Mulan* grossed more than \$236 million worldwide. At the time of its release, *Mulan* had the fourth largest debut of any animated film in history, grossing nearly \$23 million during its opening weekend.

Coats says she still receives comments on the power of the film, particularly from fathers: "Dads like movies that send messages to their daughters telling them they can be anything they want to be."

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Aside from the personal satisfaction of seeing *Mulan*'s message take hold with her audience, Coats' work earned industry honors as well. Her tenure on *Mulan* earned her the Annie Award for "Most Outstanding Individual Achievement for Producing in an Animated Feature Production." The Annie Awards are the highest honor given for excellence in animation.

Now Vice President of Creative Affairs for Walt Disney Feature Animation, Coats supervises the creative development of animated movies in production and pre-production. From finding new material to picking and mentoring the creative artists and story artists who are actually drawing the film, Coats says the directing skills she developed at the UO are put to use everyday.

Coats came to Oregon from the Utah State University, where she received her B.F.A. in Theatre Arts, because there was a "fabulous theater department [that] was well-known for its directing and acting."

Coats' parents thought that she would "never get a real job" by pursuing theater. But, after graduating from the USU, Coats says she did what she had to do to stay connected with the arts — for the simple reason that she loved theater. She started off in Los Angeles working as a real-estate office assistant while doing odd theatre jobs during the evening. Her "evening work" ultimately led to full time theatre work, running box offices and managing a small theatre company.

Eventually, while working for the Los Angeles Arts Festival, Coats was recruited to Disney, beginning in an entry level position on *The Rescuers Down Under* in 1989. However, Coats' talent was soon recognized with promotions to Associate Production Manager and then Production Manager for Development in 1991.

Her initial adventures as a full-fledged producer landed her in Florida, where she worked on the Roger Rabbit short, "Trail Mix-Up." She also executive produced "Runaway Brain," which was nominated for an Academy Award in 1996 for best animated short feature.

Coats moved from the production world to the executive ranks in 1998, when she returned to California to assume the position she currently holds. One of the few women in the leadership position at Disney Feature Animation, Coats' own personal story is in some ways like the story of a young warrior *Mulan*, a woman whose extraordinary devotion to the people and things she cared about forged a unique path to success. . .

"It's important to hang on to your passion," says Coats. "That's what led me here."

—KY

Trailblazing Robert Miller



Bob Miller '64
(Photo: Jim Block)

Ten years after graduating from the UO with a degree in sociology, F. Robert Miller '64 began work with British Petroleum Scicon computing services, where he eventually became CEO. How does a sociologist find his way into business? The same way he finds his way from business into public service: through a fascination with systems and organizations, and an interest in people.

Miller's schooling started out with a broad base at the UO, taking a lot of science classes and then being "drawn in" to social science through sociology. "The good thing about exploring in that way," says Miller, "is that your education teaches you to think

critically, to communicate effectively." He adds that progressing in business means you also need to be able to work in diverse environments with diverse people, a fact to which Miller's own resume — and zeal for travel — attests.

A couple years after graduating, Miller earned a competitive grant for study in Europe while he was enrolled in the International Business program at University of California, Berkeley. Miller says he was also fortunate enough to be supported by PacBell through grad school, then hired by them upon graduation.

"At that time in my life, I was trying to divine what I was interested in," says Miller. Both his social interests and business prowess led him to work for the Rand Corporation a think tank in Santa Monica. His UO studies about urban problems weren't all that unrelated to the human services programs — such as fire and police operations — that he ended up working with at Rand.

"Throughout my career, I've tried to improve the effectiveness of organizations by bringing them a systems approach." So, it wasn't a difficult leap to make, to go from studying social organization to analyzing corporate and government ones.

However, Miller ended up spending the bulk of his career thinking about a completely different system — computers. While working for Scicon, he helped to develop the systems integration techniques for environmental testing, refining the automotive "smog check" process that is now being implemented in twenty states.

After Scicon, Miller worked at the helm of two other environmental services companies. Though he and his staff were continually developing and implementing profitable new hardware and software technologies, Miller emphasizes that "a lot of the detailed technological skills learned are somewhat transitory. It's comes down to effective problem solving, effective communication, and knowing how to motivate and work with and through

people.”

Envirotest became the leading provider of emission inspection services and saw its market capitalization increase from \$30 million to \$275 million under Miller’s leadership.

Now, Miller is blazing a new trail. Though he continues to consult with environmental services companies in his retirement, he’s put his entrepreneurial skills to work for the non-profit sector.

In 2000, he traded his CEO position at Envirotest for one at Entrepreneurs Foundation (EF), a non-profit organization that works with Bay Area technology and life sciences companies to develop community involvement and philanthropic programs as part of their corporate culture.

“It’s about harnessing the talent and the financial resources of the entrepreneurial sector for the good of the community,” says Miller.

Though sometimes newer companies are “scrambling to make their business plan, to stay alive, and get to the next funding milestone,” Miller says that EF has made it appealing for them to get involved in the community.

“CEOs are not myopic. They know that a strong community will be more supportive of their companies. Corporate community involvement can also be successful in retaining employees.”

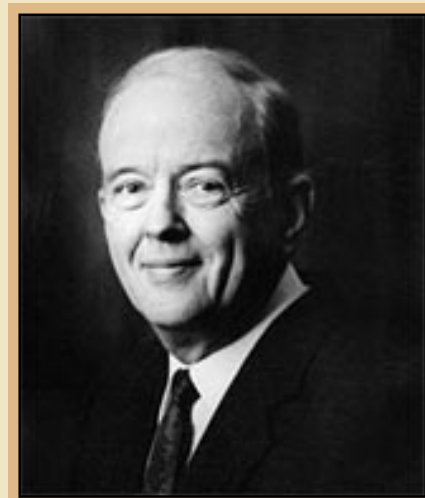
Just as he helped build the growth of the environmental services company, Miller’s “systems approach” to the social sector has also caught on. EF currently works with over 100 Bay Area companies and has spawned affiliate organizations in seven other cities, including Portland.

—JL

Mathematician Jack Borsting Reflects on the Values and Variables of Success

When Jack Borsting, M.A. '52, Ph.D. '60, was asked for advice to students who look to follow his career path, he responded, “My career path has been challenging and diverse with unique opportunities. It is not easy to follow someone else’s career path. Each individual has to structure their career based on their goals and what makes them enjoy their work.”

Since receiving his doctorate degree in mathematics in 1960, Jack Borsting’s career has taken him many places, from the Air Force to the Pentagon to the University of



Southern California.

Jack Borsting '60

Originally from Portland, Borsting received his bachelor degree from Oregon State University (OSU) before coming to the University of Oregon (UO) for graduate work. An OSU professor recommended the UO due to its strength in statistics.

Though Borsting says he's enjoyed every position he's had, he takes the most pride in his time at the United States Department of Defense. In the early 1980s, he was appointed Assistant Secretary of Defense by Presidents Jimmy Carter and Ronald Reagan. In this position, he served as Chief Financial Officer, running the Defense Department's information and budgeting systems. The Department of Defense has twice honored his work with its Medal for Distinguished Public Service.

Before he was appointed to the Department of Defense, Borsting served as Provost and Academic Dean at the Naval Postgraduate School in Monterey, California. After the Pentagon experience, Borsting returned to his academic roots as Dean of the School of Business Administration at the University of Miami.

A few years later, Borsting became Dean and Robert Dockson Professor of Business Administration of the University of Southern California's School of Business Administration. After leaving the Dean's position, Borsting became Executive Director of USC's Center for Telecom Management. Now Dean Emeritus, Borsting continues to follow a passion for teaching at USC's Marshall School of Business.

In addition to his academic position, Borsting has made significant contributions to professional organizations in his field. He is a Fellow of the American Association for the Advancement of Science (AAAS), Institute for Operations Research & the Management Sciences (INFORMS), the Military Operations Research Society (MORS), and the International Engineering Consortium (IEC). He also has served as past president of the Operations Research Society of America (ORSA) and MORS. Both ORSA and MORS have honored Borsting with their distinguished service award.

He has also been awarded OSU's distinguished service award and he has served on eight public company boards and also several non-profit boards.

Though his career path may be too diverse for future generations to follow, Borsting offered advice for recent college graduates: "Set goals, but look for opportunities. Always be willing to change."

Borsting also suggested that students should strive to stay in contact with their classmates after graduation: "Establishing a long term network of people is very important."

One classmate that Borsting has maintained contact with over the years is Mary Alice Wetzel, a member of the College of Arts and Sciences Advisory Council. "The life long contact that I have had with Jack and his wife, Peggy,

has allowed me to follow Jack's outstanding and varied career," Wetzel said. "He is a great person to honor with this distinguished award because he has used his education to develop not only a varied career but also to participate in many forms of public service."

—KWM with KY

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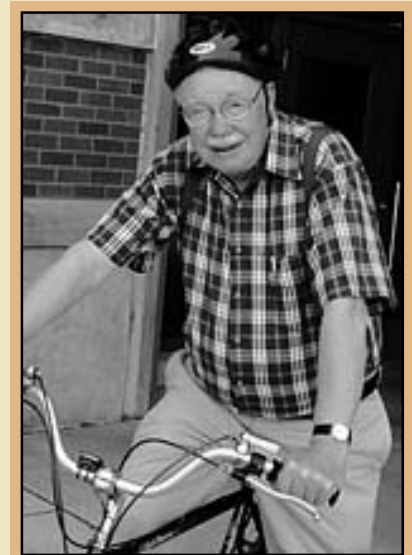
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CAS NEWS

**Making It Go:
A Dynamic Duo in Physics**

A master of quantum mechanics, Professor Russell Donnelly's office seems like a complicated equation in and of itself. Though not untidy, it casually collects a history of ideas and reveals them to be an intricate network of personal relationships.

One factor of the equation includes: a 1976 picture of Donnelly's two thesis advisors at Yale hanging above his computer; behind them, one of "Johnny" Bardeen's equations on the chalkboard; Bardeen worked with UO alumnus Walter Brattain '26 on the invention of the transistor and received the Nobel prize for his work; a portion of that prize was donated to establish the London Prize in Low Temperature Physics, which Russell Donnelly will accept this year.



Professor Russell Donnelly, 2002

But when asked what he sees when he looks at the picture, Donnelly's answer is not nearly so complicated: "Love," he says. "They took a poor Canadian immigrant boy and made him famous. That's what a place like Yale does—and Oregon too, for that matter."

Indeed, Donnelly himself has factored into many student success stories—and he continues to do so through collaborative research and mentorship. Showing off an envelope of "prodigious work" he received recently from Carlo Barengi '80, now a professor of mathematics at the University of Newcastle in England, Donnelly jokes: "I guess he still considers me his thesis advisor."

Barengi is the one responsible for nominating his UO professor to the International Union of Pure and Applied Physics for the London Prize. "Russ has a great intuition for what is important in physics," he says.

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Professor Russell
Donnelly, 1962

A retiree with the energy of an undergraduate, Donnelly says his work still feels like play, which is why he continues to cycle along the Willamette to campus—seven miles, seven days a week. “That’s where I get all my ideas,” he says, nodding to the Schwinn roadster propped in his office.

“What a physicist does is to reach into space and bring ideas onto earth that weren’t there before... It’s great pleasure. To be able to do

creative research is really a societal privilege.”

Donnelly’s career has also given him the opportunity to “play” as a consultant to General Motors, DuPont, the National Science Foundation, and NASA. Those appointments, along with numerous grants, have taught him that in addition to a sense of play, a good scientist should also have a sense of deep responsibility.

“You have to know when to push, when to break off and get out, when to hang on like a dog. Basically, you have to be aware that you’re spending resources... You do things in the lab and they don’t work most of the time. But the good researchers know how to fix things and make them work.” Donnelly recognizes this instinct and intellect in Ian Sullivan, a UO senior selected from a national pool of undergraduate scientists to receive the Goldwater Scholarship this year.

“I’ve learned from Donnelly to cut down on wasted time in the lab, which is one of the most frustrating aspects of research,” says Sullivan. In the Cryogenic Helium Turbulence Laboratory, Sullivan has written computer programs and helped redesign and rebuild an oscillating sphere, enabling his team to discover new phenomena related to fluid flow which will be published in the journal *Physics of Fluids* later this year. “I may have come up with the idea,” says Donnelly, “but he’s the one that made it go.”



Ian Sullivan, Goldwater
Scholar 2002-03, in the
Donnelly Lab

Though Ian’s parents tease him about living his life “underground”—splitting much of his time between a basement apartment and the basement laboratory of Willamette Hall—it’s the outdoors that have inspired Ian’s research in physics. His father, Bill Sullivan ’79 (CAS Alumni Fellow 2001-2002), is a well-known author of Oregon hiking guides, and Ian says his father’s research has definitely encouraged his own. “My extensive exposure to the natural world has fueled my desire to understand it and uncover its secrets, and this, I believe, is how I first became interested

in physics.”

“Ian is the most brilliant undergraduate researcher I have ever worked with,” Donnelly beams. Even more remarkable is that Ian was only seventeen when he began research with the Donnelly group, and only sixteen when he entered college.

When asked if Sullivan reminds him of himself as a young researcher, Donnelly simply points to the door of his office, to the photo of himself as a young physicist in 1962 at the James Franck Institute in Chicago. Franck, he explains, was the grandfather of UO colleague Peter von Hippel, but then he just points—as if the connections explain themselves.

—Jill Leininger



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CAS NEWS

Craig Young
At the Helm of OIMB

Using modern submersibles and underwater robots, the newly appointed director of the Oregon Institute of Marine Biology, Craig Young, studies the mysterious life of deep-sea marine animals. These creatures include a bewildering array of marine life: giant gutless worms living near underwater volcanoes; galloping sea urchins with poisonous hypodermic spines; and other poorly understood invertebrates. They exist beyond the reach of sunlight and live at

extreme pressures and temperatures.

Interested in the reproduction and early life stages of such animals, Dr. Young has been exploring deep-sea floors worldwide for the past twenty-five years—in the Bahamas, the Arabian Sea, Scotland, and the tropical Pacific. For the past seventeen years of his work, Young's research base has been the Harbor Branch Oceanographic Institution in Florida but, beginning this summer, he has joined the team of UO researchers in Charleston, OR.

Young is enthusiastic about his move to the West coast. The institute's location—strategically placed near pristine marine environments and just a short steam from hydrothermal vents off the Pacific Northwest—makes OIMB a desired destination for top researchers who are interested in early life-history ecology and evolution.

"OIMB is a great facility," he says, "but, more importantly, it has great people. I have known every member

of the OIMB faculty either personally or by reputation for many years and have always regarded their scientific contributions with great respect."

An active member of the scientific community himself, Young edits a number of books and journals and speaks at many scientific meetings, symposia, and workshops. Currently, Dr. Young serves as an honorary fellow at the

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Southampton Oceanography Center in the U.K., visiting professor of biology at Kings College London, and a member of the National Science Foundation Ridge-2000 Steering Committee.

Young says that his research interests complement those of other OIMB faculty well. Colleague Richard Emlet, who served as the institute's interim director last year, agrees: "Dr. Young's arrival expands on our strengths and adds a new dimension to research and teaching opportunities here at OIMB... The institute has gained another world-class scientist."



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ALUMNI & DEVELOPMENT

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CAS NEWS

Students in the Community**Undergraduate Economists Offer Statistical Consulting
for Local Non-Profits**[home page](#)[college at a glance](#)[giving to CAS](#)[alumni](#)[CAS news](#)[CAS home page](#)

Graduating seniors Hope Siler and Kristen Walker

Universities have always been engaged in community service—by educating many of the people who will help sustain and improve communities with productive careers. But at Oregon, professors and undergraduate honors students in Economics are showing that the university can also provide valuable service to the community in more immediate ways.

Under the direction of Economics Professors Bruce Blonigen and Bill Harbaugh, and in cooperation with representatives of the United Way, seniors Hope Siler and Kristen Walker have collaborated on an honors

project that gives the United Way a statistical model for evaluating a new project intended to reduce child abuse in Lane County. The three-year project, currently called Rapid Response and scheduled to start this fall, will make a well-advertised “parenting warm line” available to provide information, guidance, and immediate problem-solving strategies for parents with children between the ages of zero and six.

The model Siler and Walker created uses a technique called multiple regression analysis. It attempts to isolate the impact of each of the quantifiable factors that significantly affect the number of child abuse incidents in the county, such as poverty, unemployment, substance abuse, and availability of social services. Completion of the Rapid Response project will involve determining the expected number of child abuse incidents due to each of the contributing factors based on how they change over the course of the project. Then United Way workers will be able to measure the success of the warm line by comparing the number predicted by the model with the actual number of incidents and consequently make a more informed decision about devoting further resources to it.

Beginning this winter, Harbaugh and Blonigen will offer a two-term course called “Applying Economic Analysis to Community Problems.” The idea was generated when an alumnus donated scholarship money for excellent economics students who have significant records of community service. Harbaugh says, “We were embarrassed at how hard it was to find a student who had done much community service, which got us thinking this would be a good thing to encourage in them.” Another prompt was the need to give economics majors some experience in using their newly acquired statistical skills on real-world problems. “When businesses need analysis,” says Blonigen, “they generally turn to private consulting firms, but we thought it was likely that non-profits wouldn’t have the resources for that, so there might be an opportunity for our students to go in and help them out.”

Initial contacts with several local non-profits confirmed their hunch, and the experience of Siler and Walker has shown that the idea is practicable. “So,” as Harbaugh summarizes it, “we think we can combine the nobler motive of helping our students become better, more altruistic people with the more practical motive of helping them become better economists.” The Tom and Carol Williams Fund for Excellence in Undergraduate Education is providing support for course development in the first year. After that, it will be a regular part of the economics curriculum.

Blonigen, director of undergraduate studies for the department, notes that many students have a rough time finding a suitable problem to work on for an honors thesis. When Siler and Walker told him that they lacked a topic, he steered them to the non-profits. After two meetings with representatives of the United Way and other local organizations concerned about the increasing child abuse in Lane County, the two students were surprised and excited that as economists they could contribute to the process of solving a serious community problem. “I saw that there’s a use for statistical analysis in helping to solve the problems of individuals,” says Siler. Walker adds, “What kept me in the computer lab every night till midnight was the thought that this wasn’t just for me, but for the whole community and especially for children who might be at risk.”



Economics professors Bill Harbaugh and Bruce Blonigen

Siler and Walker, both graduating seniors, worked on the project during their final two terms. Harbaugh and Blonigen directed them to the relevant literature about non-profits and tutored them in the computer programs they would need in order to do their analysis. Then came the hard part—finding usable data on factors they knew or believed contributed to child abuse and

creating a statistical model showing the relative impact of each. At the end they found they could account for 36 percent of the incidents of child abuse in Lane County, which is an accomplishment given the short time they had for their research. Walker says that “One of the ideas behind this is that someone else can pick this project up where we left off and go more in-depth and explain more child abuse with it.” And Siler remarks, “Just collecting enough data for this kind of study can take years. A library is a swamp of information, and you can only find a little of what is relevant in six months, but we hope this will allow other students to have a framework for future research.”

Neither Blonigen nor Harbaugh foresees any difficulty in finding interested students. Harbaugh says, “This has the potential to make students realize what they can do for other people, and I think it’s natural for that to provoke a lot of enthusiasm.”

Both professors are unaware of any similar project at other schools. “We don’t have a model for this,” says Harbaugh. “Economists aren’t known for concentrating on non-profits, so this is probably a little unusual.” Blonigen agrees: “This kind of project is a very uncommon thing. We thought it was innovative. As the charitable fund coordinator for the department, I’ve gone to places like the Relief Nursery and FOOD for Lane County and seen how economic analysis could inform a lot of the policy decisions they face.”

Walker and Siler, who both plan to attend graduate school in economics, are happy that this will be their final achievement at Oregon. “This honors project is the best thing I’ve done in my college career,” says Siler. “I never expected to be so excited about something I could do with my skills as an economist.”

—Donald Laird



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ALUMNI & DEVELOPMENT

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CAS NEWS

Students in the Community**Putting Ideals Into Practice:
Environmental Service Learning Program**[home page](#)[college at a glance](#)[giving to CAS](#)[alumni](#)[CAS news](#)[CAS home page](#)

Darren Aboulafia and Corinne Johnson survey a local grocery store to determine whether their nonsalable foods benefit FOOD for Lane County.

Their interests run the gamut from climatology to economics and their opinions diverge widely, but Environmental Studies students share one ultimate goal: to make a difference. Despite this passion for action, most budding environmentalists are likely to complete their degree without ever having put their ideals to practice.

"In my mind, you should not graduate from the undergraduate environmental studies program and not know what environmental work is, not know what your own skill set is, not have confidence in your ability to make a difference," says Steve Mital '01, a former master's candidate in both environmental studies and community and regional planning.

Mital designed a proposal in 2000 to add a Service Learning Program (SLP) to the Environmental Studies (ENVS) Program.

According to Sara Leininger, ENVS program manager, Mital's timing was perfect. The program was going through its standard ten-year review and the department had been contacting alumni for feedback. "One of the recurring comments," Leininger says, "was that the one thing lacking was a directed, practical learning experience."

The ENVS department introduced the SLP this past fall as an option for fulfilling its Practical Learning Experience requirement. Unlike an internship, the SLP is instructor-led. Mital feels this control will assure that students are exposed to the skills they need and the issues they are going to be

confronted with in the working world.

The course requires that students sign on for the full academic year and provides a total of ten credits. Two credits are earned in the fall term—during which time students become familiar with their project and their partner organizations—and four credits each of the following two terms.

“It’s a big commitment,” Mital acknowledges. That’s why enrollment is restricted to juniors and seniors and involves an application process, whereby students are screened for dedication and ability. ENVS students are given priority, but others with applicable skills or experience are considered.”

Projects, which are arranged by Mital and undertaken in partnership with organizations or agencies in the Eugene area, address either environmental restoration, materials or resource conservation, or environmental education. They also include a research element and an opportunity for students to develop presentation skills.

In formulating the SLP course, Mital drew on his strong belief in learning-by-doing, a philosophy strengthened by years of experience as an Outward Bound instructor. “I never knew exactly what they were going to get out of a trip,” he says, “but I knew it was going to be a valuable experience.” Similarly, he expects all participants in the SLP will take away something different and apply it to their lives in their own way.

That’s exactly what happened for Kristin Snyder, a senior in the ENVS program. “I wanted to get involved with a community project where I could apply my background in environmental studies and geography,” she says. “This project definitely met my expectations. I am more confident in my abilities to accomplish anything that I will be asked to do in the future.”

Erin Hannelly, also a senior, joined the SLP to explore her employment options as an Environmental Science major. She was one of four students who worked with BRING Recycling to educate the public on the toxicity of discarded televisions and computer monitors. “In no other class was I able to see my hard work come to life this way,” Hannelly says.

Her team’s outreach program ended with a collection drive that brought in nearly 1600 electrical devices to be sent away for recycling—more than three times their goal. “It was an extremely successful collaboration for both sides,” says Julie Daniel, executive director of BRING. “In terms of how students make that transition from theoretical knowledge to real world applications, it is the most valuable service the university can provide.”

This is the main goal of the SLP program, Mital says—to give undergraduates an opportunity to make a genuine contribution to their community while gaining hands-on experience with real environmental issues.

Jessica Chanay, assistant director of FOOD for Lane County (FFLC),

another of the program's charter community partners, says the SLP is "definitely something needed in the community." FFLC had a team of four students survey Eugene grocery stores, restaurants, and produce warehouses over the course of the academic year to discover how much food is thrown away by these businesses and why. Their mission was to determine whether any of the discards might be diverted from the landfill to the food bank's hunger relief programs.

The students' level of commitment and quality of work far exceeded Chanay's expectations. She also says that having Mital in charge of coordinating the project saved her nonprofit organization countless hours in training and supervision.

Trevor Taylor, the natural resources operations coordinator for Eugene's Parks and Open Spaces, found that having the same students for the whole year, versus a one-term internship, made a big difference on the city's Spencer's Butte Trail Project. "They were able to be trained and to learn a lot about the project, and still had two terms to work on it," he says.

The city plans to use the data gathered through the SLP students' surveys and observations to devise a plan to protect the rare native plants and fragile habitat on Spencer's Butte currently being damaged by hikers who stray off-trail. Many of the remedies under consideration are those proposed by the students. "It's a very, very valuable product," Taylor says of the final report they presented to his department. In fact, the city was so impressed by the students' work that they've hired them to continue their Spencer's Butte study through the summer.

Already the program is growing. This first year, only twelve students were accepted, but Mital hopes to add a fourth team of four in 2002-03—and he has no shortage of ideas for projects. Next year will include a waste reduction study of the EMU, development of an invasive species management plan for Hendricks Park for the city of Eugene, and a survey to help the Mohawk Watershed Council determine how best to allocate their efforts and resources. The fourth endeavor has yet to be decided upon.

"The projects are only going to get better," says Mital, "as we start to figure out specifically what we're good at and what students can do...Eugene is just a fantastic laboratory to experiment with a program like this."

Corinne Johnson is a double major in Environmental Studies and Journalism who worked with FOOD for Lane County through the Environmental Service Learning Program.

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CAS NEWS

Setting the Stage for Discovery
A Hollywood Success Story[home page](#)[college at a glance](#)[giving to CAS](#)[alumni](#)[CAS news](#)[CAS home page](#)

Larry Ferguson

"If you throw something hard enough, it'll hit you in the back of the head," says Larry Ferguson '63, his cowboy boots perched on the table as he describes his return to the Villard Hall classroom where he'd once sat as a "nutty kid from way east of Klamath Falls."

"I was unprepared for the emotional impact of it...My eye kept drifting to the chair, probably the same wooden chair I'd sat in years before, and in it I saw a kid who looked just like me—with tattoos and a big bolt in his nose—but with the same fierce, hungry look in his eyes."

Ferguson says it was like watching the past collide with the present, right there in front of him. And the shy Klamath kid that "nobody paid attention to" now had all eyes on him at the front of the room.

He was hooked.

So, after achieving notable success in the movie business—acting in over 173 productions and writing for over thirteen films—Larry Ferguson now comes back to the UO each spring to teach students a bit about both talents.

Despite the fact he's "played this part" for three consecutive years, Ferguson still doesn't see himself in a professorial role. "I am a professional craftsman," he says. "I come to share the knowledge gained from practical experience—and, at times, success."

His casual manner understates what has been a truly blockbuster career. Earning credits on such films as *The Hunt for Red October*, *Presidio*, *Aliens 3*, and *Beverly Hills Cop II*, it's clear that Ferguson has become a formidable

presence in the action film industry.

“Larry is an incredible resource for our students,” says John Gage, head of the English department, who initiated the Advanced Screenwriting course with Ferguson three years ago. “Not only can he charm them with stories about working with famous stars, but he also has the insight to be able to teach them, and with great sensitivity, about the craft.”

Lesli Larson, Ferguson’s co-instructor for the course, prepares the class for the one-week intensive seminar by performing a close reading of Larry’s script, *The Hunt for Red October*, and comparing it to the film version. “In general, we look at the overarching structure of the film and script: its three-act structure, character arcs, uses of subplots and motifs, and the relationships between verbal and visual action.”

Concurrent with this more theoretical study, students are also developing their own creative material to present to Larry and to the rest of the group during his visit. Leigh Cook, a junior who has her sights set on Hollywood, pitched her story about a murder in a small Texas town. It was an idea she’d been developing for over seven years, she recalls, so it felt a bit like “throwing a baby to the lions.” She says that Larry’s “gruff but articulate” response to her work challenged her to reshape her characters substantially.

“It usually takes a while for me to soften to critique, at least a week to realize ‘okay, maybe this person has a point, maybe this character is weaker than the rest.’ But we didn’t have that luxury in this course,” Cook says. “We brought in something new or revised every day of that week, which actually ended up being very good for me.”

Ferguson explains that he prefers for the students to come to their own conclusions about the depths and complications of their own characters. “It’s about teaching them to own what they create,” he says. “Say a student has built a structure without enough doors. A good teacher will lead him into that room and walk him around in it until he discovers that, hey, it might be nice to have another exit!”

“He likes to hear everyone’s ideas,” says Lauren Ridgely, a senior journalism major who’s recently decided she’d like to write for television. Ferguson says that he sets the classroom stage this way because “the first and most important thing a writer has to learn is that what he or she has to say is vital.”

While he wants them to own what they create, he also warns them of the creative reality: ownership can be a fleeting experience. “There’s a brief moment after you finish creating a movie when it’s yours,” he says. Then he laughs. “You should pet it, and then let it go... As moviemakers, we work in a collaborative medium; *everything* is a negotiation.” It’s the nature of the industry, he says, one that often seems like a swimming pool full of sharks.

On the other hand, artistic collaboration also produces the most interesting dramatic work. He speaks about Shakespeare and Bill Kemp with as much

familiarity as he does John Travolta and Jim Carey, saying that actor/writer collaboration is crucial. “The reality is that it’s an actor-driven business,” he says. “If John Travolta wants to do it, it’s a movie.” For this reason, the class spends most of its time on character development, though plot structure in the movie business is equally important.

Margaret Maffai, an honors student majoring in philosophy, says that Ferguson’s experience and perspective was an invaluable resource. “He helped us in learning about the business, the people side of getting a contract, getting our movie made.”

Ridgley agrees, “It is very daunting to think about approaching the Hollywood crowd but Larry made us feel like we had every right to interact with guys like Spielberg and Connery... It is nice to have at least one voice that isn’t saying, ‘it’s an impossible dream!’”

Larson says Ferguson is definitely a charismatic figure in the classroom, but he is one who also sets an example of discipline for his students. He wakes at five each morning to write.

But this seasoned screenwriter still has a streak of the renegade in him.

“I have very few rules. The ones that I do have I’m always looking for ways to break.”

He soars through classes without lesson plans, letting students’ questions guide their mutual discovery. Articulating the process for his students has taught him a great deal, says Ferguson. “I believe teaching and learning are the same moment. They’re not different activities, one antecedent to the other. They are simultaneous moments.”

—Jill Leininger



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CAS NEWS

Dr. Pamela Nadell Delivers the Singer Family Lecture in Judaic Studies

Pamela Nadell

How did women play a role in shaping the history of Judaism? How do Jewish food traditions vary in the South? How has gender and consumer culture shaped Jewish suburban communities? Dr. Pamela Nadell, the director of the Jewish Studies Program at American University in Washington, D.C., is brimming with questions. "There's so much more to be done," she says. "That's why Judaic Studies is such an exciting field."

For the Singer Family Lecture last spring, Dr. Nadell focused her comments on American Jewry at the beginning of the 1900s, highlighting three challenges then that still face American Jews today: anti-Semitism, immigration and sustaining Jewish life in America.

Examining how these issues were handled within the Jewish community a century ago can be very instructive, Nadell says. But not only for the Jewish community. "Studying one minority and how they have functioned in a variety of different cultures and religious settings can be valuable in a world that is concerned with diversity and the role of minority cultures," she says.

As an academic discipline, Judaic Studies has a lot to offer to all students, regardless of their personal, ethnic or religious backgrounds, says Judith Baskin, director of The Harold Schnitzer Family Program in Judaic Studies at the UO. "In modern Jewish history, [the Holocaust] has many ramifications ethically and philosophically in late-20th and 21st century art, literature and architecture, and has elicited enormous student interest," she says.

Currently, several hundred students take courses offered through the department each year.

Among the students who attended the spring lecture and seminar, junior

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Kathryn Kinports paid close attention to the discussion and the many questions it generated. Kinports, a Judaic Studies major, said that, while the program is small enough for her to receive plenty of advice and information from professors about fields she is interested in, she hasn't yet settled on a particular focus. "I have so many interests that it's hard to pick one area," she said.

It may get even harder as the program grows. Student interest is high, which means an expanding list of class offerings. This year, new classes include "Biblical Hebrew" and "Jewish Mysticism", among others. Students in the program have an opportunity to participate in internships in the community, at the synagogue or with Jewish youth groups, and are encouraged to take advantage of the university's study-abroad program by attending the Hebrew University of Jerusalem.

The program offers a series of lectures throughout the year and will host the annual meeting of the Western Jewish Studies Association next March. For more information on the program and upcoming events, visit the program web site at <http://darkwing.uoregon.edu/~jdst/index.shtml>.

—Patricia Marshall



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CAS NEWS

**First-ever Islamic Scholar
Hired at the UO**

The Department of Religious Studies welcomes to its faculty Timothy Gianotti, who will round out the talented group of religious historians, philosophers, and translators with his expertise in classical Islam.

Formerly an assistant professor of religious studies and history at Pennsylvania State University, Gianotti will begin his teaching at the University of Oregon this fall. His first courses, "Introduction to Islam" and "Islamic Mystical Thought," are expected to generate wide student interest. Andrew Goble, head of the Department of Religious Studies, says that Gianotti is an exciting addition to their faculty.

Educated at the University of Notre Dame and the University of Toronto, Gianotti's studies also included several periods of residence in the West Bank and Jordan. On a Fulbright scholarship, Gianotti studied literary Arabic at the University of Jordan, where he returned on a second grant to conduct further research. His first book, published in 2001, is on the medieval thinker al-Ghazali's *Unspeakable Doctrine of the Soul*. A second book, *Walking the Way of the Afterlife*, will also focus on the ideas of al-Ghazali, who is, according to Gianotti, one of the most influential scholars of Islam's 1,400-year history.

In addition to Arabic, Gianotti is also fluent in French and Cantonese and proficient in Medieval Latin and Ancient Greek. This classical religious scholar is eager to explore the many connections he sees emerging between his own interests and those of his new colleagues, he says.

With additional academic interests in geography, philosophy, history, Judaic studies, and medieval studies, Gianotti says the "sense of scholarly community" is what drew him to the UO. "There is clear evidence of a lively interdisciplinary conversation on campus," he says, "and I feel privileged to be joining that conversation."

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CAS NEWS

Trio Slavej

Folklorists and Musicians

Professors often learn from students as well as teach them, but rarely is the exchange of knowledge as balanced as it is between anthropology professor Carol Silverman, music professor Mark Levy, and folklore graduate student Kalin Kirilov. The relationship is an exemplary instance of what Silverman calls "reciprocal mentoring."



Levy, Kirilov, Silverman

Both Levy and Silverman, who are participating faculty in the Folklore Program, discovered Bulgarian folk music thirty years ago when international folk dance was popular on college campuses. Their curiosity developed into a scholarly passion, and they have traveled to Bulgaria to pursue their research and improve their musical skills.

Kirilov, a native of Bulgaria, is recognized there as a musical prodigy. Beginning his musical training at age four, he attended schools for music and eventually enrolled in the Bulgarian National Academy of Music and Dance, majoring in music pedagogy. In his young life, he has mastered more than fifteen wind, string, and keyboard instruments.

Kirilov says he came to Oregon to study music in an interdisciplinary environment. At Oregon, Levy and Silverman have taught him to think critically about music in a wider cultural-historical context. "In Bulgaria, Kalin's training was performance-focused," says Levy. "Scholars there tend to concentrate on collecting, classifying, and preserving music, while we are more interested in questions like 'why do people make music.'"

Bulgarians tend to narrowly define folk music and the acceptable styles for playing it, Silverman adds, but American folklorists would rather look at the variations of the music and ask why the musicians made the decisions they did. "The kind of questioning attitude we foster is hard for people coming from another educational system to learn," she says.

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Kirilov has revised his ideas about folk music and performance to include this critical perspective. He says that “studying the cultural and historical processes which lead to changes in musical tradition has helped me to know better what I am performing. I can now distinguish styles that, in Bulgaria, were deliberately mixed for ideological reasons.”

Kirilov is thankful for this new knowledge about his music, and the professors feel equally fortunate to be learning from Kirilov. *Trio Slavej*, the ensemble that the three have formed through this partnership, includes Levy playing wind instruments and Silverman as vocalist. “For years,” Silverman says, “we sought out Bulgarian musicians, either by going to Bulgaria or by locating visitors from Bulgaria in the U.S., so it’s amazing to have someone here who can teach us.”

—Donald Laird



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Patrick Gray
Man of Science

An undergraduate genetics class guided Dr. Patrick Gray '74 to a career in scientific research.

Just up the shoreline from Tom Hanks' fictional houseboat in "Sleepless in Seattle," on the northern shores of Seattle's Lake Union, more than 170 scientists gather daily in the labs and offices of a 64,000 square-foot abode that is the Institute for Systems Biology (ISB).

Here on the second floor, in a cramped, paper-strewn office that he shares with another, a visiting scientist is hunched over his laptop, tapping out emails and equations and various *Einstein-speak*. Talking about his twenty years in the business of science, he runs his hands through his hair like a high-strung teenager. His demeanor and dress code belie his age.

He is Patrick William Gray, fifty-one. Semi-retired, he is a groundbreaking researcher from Roseburg, Oregon, who consults for a venture capital firm and spends three days each week at ISB, a two-year-old nonprofit research organization co-founded by a trio of high-profile scientists, including Gray's good friend.

Since 1974 when he packed up from Eugene with a B.S. in Biology, Gray has studied fresh water algae in graduate school (University of Colorado), delved into British academia at a London research center and researched at

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two of the most prominent biotech companies on the West Coast.

"I like the early stages of a company when research is the most important part," says Gray, formerly vice president of science for Seattle biotech firm ICOS. "Any biotech company that's successful starts where research is all you have going. But when the products have success, you must develop them. That's when the focus shifts to marketing and commercialization."

Choosing to leave marketing to the *marketeers*, Gray resigned in March 2001 after a decade with ICOS—sixty employees when he began, 500 when he left—to enter what he slyly refers to as a "sort-of retirement." His wife of twenty-eight years, a high school sweetheart, runs her own Seattle antique shop. Two children, both sons, attend college. And Gray figured he'd dabble in consulting work to pass the time.

"I found retirement to be boring," he says. "It was time to get involved in something again."

It takes more than fifteen pages of a curriculum vita to comprehend the volumes of study and discovery that have come from Pat Gray—in all, more than thirty U.S. patents on twenty various technologies. Yet perhaps his monumental achievement occurred prior to joining the professional ranks of scientists.

While on a post-doctorate fellowship at the University of California-San Francisco in 1979, Gray and a team of researchers discovered and patented a vaccine for Hepatitis B, the potentially ravaging liver disease.

"We were the first group to characterize the genes of Hepatitis B and determine the structure of the surface *antigen*, which is the major protein on the virus that causes an immune reaction," Gray says. "Using that gene, we collaborated with Merck scientists to make a protein used to develop a vaccine that prevents infection.

"Finally," he continues, "I had discovered something that was relevant enough that my mother could relate to it."

Manufactured by Merck, *RecombiVax* hit the market in 1986. Gray estimates it has been administered to more than one million people worldwide, including in some third world countries where liver cancer (often brought on by Hepatitis B) is the deadliest cancer among males.

Twenty percent of the world's population is infected with Hepatitis B (only about 1 percent in the U.S.). Infections cover a wide spectrum: some have symptoms so mild they are not aware they have the disease, while others can die within weeks of being infected.

"The drug really caught on in the early nineties when the Center for Disease Control recommended all health personnel and children in their teens and below get the vaccine," says Gray, who finally succumbed to the series of three shots in 2001 prior to climbing Mount Kilimanjaro. "It takes a while to

get the vaccine into third world countries. But eventually we hope it will eliminate the virus.”

Twenty-three years later, Gray continues to draw royalties from the discovery. Yet even in his so-called retirement, his active mind cannot rest. Midway through 2001, he dialed up his former UO undergraduate professor John Postlethwaite, whom Gray hadn't seen in twenty years, then drove down from Seattle to learn about Postlethwaite's work with zebrafish through UO's world-renowned Zebrafish International Research Center.

As a member of Postlethwaite's genetics class in 1974, Gray and his professor investigated the genetic and endocrine regulation of an enzyme (*acid phosphatase*) in the ovaries of the fruit fly *drosophila melanogaster*. They learned how genes and hormones regulate development of the insect, publishing their findings in the journal *Developmental Biology* in 1975.

“I've had thousands of students at the UO over the last thirty-one years, but Pat Gray stands out because of his attitude and enthusiasm for science and for life,” says Postlethwaite, who Gray, in return, calls “the best teacher I ever had.”

Due to its lightning quick life cycle the zebrafish is a magnificent organism to study in terms of development. “After fertilization,” Gray says, “the egg becomes an embryo in twenty-four hours. In forty-eight hours you basically have a fish. They become sexually mature in two months, so they can be rapidly bred. You can do all kinds of genetic tricks, and because the embryo can withstand zero oxygen up to twenty-four hours, the hope is to be able to revive people who have gone through near-drowning events.”

Gray credits Postlethwaite for getting him interested in research in the first place. The son of a former county health officer in Roseburg, Gray aspired to go to medical school. But two years of work in Postlethwaite's *drosophila* lab made him decide to go in a different direction.

“That lab work helped me get an honors degree,” Gray says, “and it got me even more enamored with science. John had such an enthusiasm for what he does, it rubbed off on me. It certainly was a better path to follow. I've always enjoyed exploring new roads that people haven't yet been down.”

—Scott Holter

Editor's note: Since the writing of this article, Gray was appointed Vice President of Research at MacroGenics, Inc., a private biotechnology company developing immunotherapeutics for cancer, autoimmune, and infectious diseases.

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Global Partnerships

Kim '90 Melds Economic and Environmental Policies

Chong-Chun Kim (M.A. '84, Ph.D. '90) stands quietly, hands clasped lightly behind his back, intently listening to a questioning student. But his quiet exterior is quickly betrayed by his impassioned response, which addresses the issues at the very heart of his work: how to guide developing countries in the creation and implementation of economic policies to the betterment of the environment.

Last May, Kim returned to the University of Oregon for the third time in his life to deliver his lecture, "New Paradigms of Environmental Policies in Korea: Challenges and Opportunities." His goal was to share the insights gained through his experience as Director General for the International Cooperation in the Korean Ministry of Environment (KMOE) and also through his present appointment—"on loan" from KMOE—as Senior Environmental Specialist with The World Bank Group, a Washington, D. C.-based organization that provides countries with various forms of development assistance.

Kim feels that information sharing is key to the goal of overall environmental maintenance. "One of the things I'd like to convey to students is what the global society is now doing in order to cooperate on common issues, to preserve and to protect our environment, and also show them what Korea is doing in terms of sustainability," says Kim.

He and his wife first traveled to Eugene in 1983 by way of an overseas trade program sponsored by the Korean government. The subsequent experience of studying economics at UO propelled his desire to apply his knowledge



Dr. Kim returns to the UO to discuss international alliances and environmental sustainability.

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and abilities to a greater cause.

Kim remembers his time at the UO as one of the best in his life. “It helped nurture myself and my family to be full of vision, hope, and dreams,” he says. He returned to Korea in 1984 having simultaneously completed a master’s degree in economics and the first year of his Ph.D. study.

In 1988, he embarked on a two-year leave of absence from his position as director at KMOE to complete his doctoral work. His dissertation project culminated in a World Bank-commissioned research project involving India’s drinking water issues.

Kim is quick to credit his academic successes to those faculty members who were most involved. “I felt great achievements and confidence in my learning through continuous, warm encouragement by Professors Stone [Joe Stone, Dean, College of Arts & Sciences] and Griffin [Charles Griffin, now with The World Bank],” says Kim.

In the twelve years since Kim first adjusted himself to Oregon life, his focus and quiet energy have advanced many groundbreaking economic and environmental policies, both in and out of Korea. At home, he has been the backbone of a project that has refined emission charging systems. He also arranged the first international workshop between Korea and the United States, which resulted in the exchange of an environmental policies memorandum of understanding—a significant event.

On a global level, Kim enforces his belief in the power and necessity of forging strong partnerships by piloting the Environmental Knowledge Partnership—a World Bank-sponsored consortium project created to share Korea’s knowledge and experiences with economic and environmental policies with other East Asian and Pacific-area countries. Currently, project members have identified China, Vietnam, and the Philippines as countries that are caught in the complicated weave of rapid economic growth and the subsequent negative impact on the environment. “I cannot overemphasize the importance of international cooperation,” says Kim of the project’s potential in improving the course of development for such countries.

His involvement in the project caught the eye of Dean Stone and led to his third and most recent return to the UO campus, this time to participate in the Environmental Studies department’s lectureship series. Students who attended were impressed with Korea’s progressive environmental policies, says Van Kolpin, professor and head of the Economics department. “[Kim] is one of our own Ph.D. alumni, so it was a special treat to visit with him and become acquainted with his recent work. The department is very proud of his professional accomplishments,” says Kolpin.

Returning to Eugene is a pleasure for Kim as well. “I feel like I’m coming home to family,” he says.

—Cindy Lundeen

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Patty Boday '80**Growth and Family the Spice of Life**

Patty Boday '80 in the warehouse of the Oregon Spice Company.

The Brooklyn neighborhood in Southeast Portland is quintessential Oregon: large turn-of-the-century homes surrounded by the typical and almost unavoidably abundant northwest gardens. But the blooming roses are not the only thing residents get a whiff of now and then; the seductive aroma of oregano, rosemary, garlic, sage, or basil might overcome any unsuspecting pedestrian.

The smell is nearly intoxicating when you enter the Oregon Spice Company's retail shop or warehouse at the edge of this residential neighborhood. While the neighbors have probably not noticed much change in the company since it opened twenty-one years ago, Patty Boday '80 (Romance Languages) has been at the helm as the new company president since she and her father Larry Black '52 (Business) purchased it in February of 1998.

Oregon Spice distributes spice mixes as well as straight spices to local food processors and manufacturers such as Yoshida's, Harry's Fresh Foods, Piazza Pizza, and Sattwa Chai, as well as to a few international clients. "People come to us because they want their product pre-blended. It gives

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consistency, it saves them on labor, and, therefore, it facilitates them being able to do what they do well," says Boday.

But Boday never studied business in college, leaning more towards the arts. After one year studying drama at Whittier in Southern California, the campus felt too small and life in that part of the state isolating without a car. As an alternative, her parents presented an opportunity that had not entered the eighteen-year-old's mind: to study abroad. She spent the following year in France studying the language and culture, after which she continued her study of romance languages at the University of Oregon.

"Languages came a lot easier than computer science," says Boday. Maybe it's in the family genes, considering both her mother and grandmother also studied French in college. Boday focused primarily on French Language and literature but also Spanish.

"I really enjoyed the University of Oregon," says Boday. "I found it to be a school where anybody could find something that they like and find their niche." She remembers Professor Desroches as someone who helped her find a home in the romance languages—a thread that now weaves through a career which maintains a worldly flavor.

Instead of entering the travel industry as she had envisioned, she joined a friend who was opening a food distribution center. "I ended up working in outside sales which led me into the food arena for the majority of my career." Subsequent career moves took her to Kraft and, most recently, Nabisco, where she worked for almost ten years.

"My father has a real passion for cooking and for food. So when he read an article about the Oregon Spice Company, he explored the opportunity," says Boday, "He also saw it as a growth opportunity, both personally and professionally, for me."

With no formal background in business, Boday found she had a lot to learn from the very beginning. But she draws on her prior experience working with large companies, taking the good and leaving the bad. "My personal philosophy does not necessarily mesh with that of corporate America and yet I learned a lot from having that experience," she says. "I was fortunate enough to work for companies in which we had a lot of training opportunities. It's really important that people continue to grow."

Boday encourages this element of growth and development in her employees now, too. By the end of her time with Nabisco, Boday felt expendable and anonymous. So with her own employees, she takes a particular pride in recognizing their capabilities and treating them as individuals. "It's helping promote them personally and professionally that is really exciting," she says. "As our business grows, we'll watch them grow as well. Nothing can be more gratifying."

Boday continues to grow into her role as president by drawing heavily on the resources around her, especially the experience of her colleagues. But, in

an office scattered with books, Boday recognizes the need to look outside for support as well, acknowledging her local business group, The Oregon Forum. “We meet to become more informed about what is happening in our community and we utilize our experience to educate and help each other make good decisions,” she says.

In addition, Boday also communicates with her father almost daily, whom she describes as a “proactive” and “visionary” businessman. “Working together has given us the opportunity to grow closer,” she says. “I have a great deal of respect for him.”

While Black, the company’s chair, doesn’t maintain a presence in the office, Boday’s fifteen-year-old daughter is hanging around the warehouse more often these days, and experimenting in the kitchen as well. In her second year of high school, Mika—whose name means ‘beautiful fragrance’ in Japanese—has decided she might like to get a taste for the business, too.

—Oralea Howard



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The Class of 1952

Class Photo • [1952 Currents](#) • [Letter to the Editor](#)

ROW 1: Jane Weber Bachman, Donna Buse McLeod, Marilyn Thompson Templeton, Susan Bachelder Stewart, Marilyn Rayfield Talbott, Barbara Williams Thompson, Catherine Fletcher Floyd, Colleen Rappe Lance, Mary Moser Thomas, Luella Crow, Jeanne Hoffman Griffith, Karla Van Loan Boyd, Jack Smith

ROW 2: Don Dewey, Shirley Hillard Korpela, Meredith Burch, Dorothy Withington Farmer, Gretchen Grondall Edgren, Kathleen Stryker Thompson, Jean Burgess Durkee, Sally Beckett Wilson, Gordon Osborne, Barbara Burke Smith

ROW 3: Ron Clark, Shirley Weitzel Langer, Shirley Williams Freeman, Merv Hampton, Margery Howie, Nancy Pollard Persell, Starly Sparks Hodges, Joyce Bailey, Laura Person Erickson, Rodger Eddy, Les Simons

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ROW 4: Bob DeArmond, Don Furtick, Don Dunn, James Cecil , Dale Smith Forrest, Ann Thompson Neuman, Ron Anderson, Dottie Billington, Jim Gustafson, Belle Russell Johnson, David Hobbs

ROW 5: Phil Bettens, Clay Foster, Norman Peterson, Bill Korpela, Robert Funk, Martin Meadows, Norman Hanson, Ron Symons, Sally Olson, Art Moshofsky

ROW 6: Coralie Duval, Richard D. Barber, John Hutchins, Maury Hudson, Margaret Hopkins, John Gram, Bud Boyd, Gordon Gettetsen

ROW 7: Lew Langer, Dick McLaughlin, Bob Craig, Lowell Aplet, JoAnne Hewitt Aplet, Richard Thompson, Clarence Hultgren, Gerry Moshofsky, Joe Hopkins

ROW 8: Gerald Berreman, Thorvald Jensen, Estelle Jensen



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Class of '52 Currents

[Class Photo](#) • [1952 Currents](#) • [Letter to the Editor](#)

The year that...

Dwight Eisenhower was elected president.

Gene Kelly was *Singin' in the Rain*.

New York adopted three-color traffic lights.

Jonas Salk administered the first polio vaccines to himself and his family.

Louis Armstrong played at the UO's student union.

The Old Man and the Sea won the Pulitzer Prize.

John F. Kennedy won a senate seat.

Mad hit the magazine rack.

The New York Yankees won their fourth consecutive World Series.

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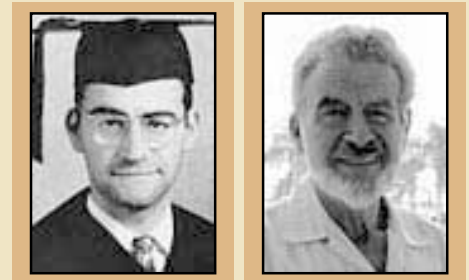
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A Letter to the Editor

[Class Photo](#) • [1952 Currents](#) • Letter to the Editor

One of the pleasures of editing an alumni newsletter, and working with alumni in general, is receiving correspondence such as the one that I received from Martin Meadows last June. Martin and I had met at the 50th reunion of the Class of '52, and he was following up on my interest in reading one of the issues of his daily dorm "newspaper," *The Daily Finger*.



The one-page *Finger*, perhaps named for its finger-pointing journalistic style, was typed twice a day to get its circulation of, well, two. Posted on the bulletin boards of Stan Ray Hall in Vets Dorm I (which was located adjacent to the cemetery), this new competition reportedly left the *Emerald* staff "quaking in their editorial boots," especially given rumors of a mimeograph machine and an all-out circulation war.

Fifty years later, a machine at Staples has digitally enhanced my copies—though Meadow's letter was typed on the same Hermes Baby typewriter he's used since his undergraduate days.

To give you a glimpse into the package that made my Friday afternoon, and perhaps, a glimpse into the class of '52, this 1951 volume of the *Finger* includes: reports on an "injury-riddled" Ducks football squad who were determined to give radio listeners a thrill by upsetting Idaho, or at least by suiting up Coach Len Casanova; columns which reported fictitious thefts—a complete set of the *Encyclopedia Britannica* anyone?—and reviewed fictitious books; a dorm glossary, i.e. "Conscience: that which hurts when everything else feels good"; classified "odds," such as the one announcing the loss of an accounting textbook ("If found, keep it as a reward"); and of course, the limericks, which (sorry Martin) I am unable to print.

It also contains mock-historical reflections about classes not being cancelled

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in celebration of the university's 47th anniversary. And, while it is not exactly a *historical* glimpse into university life, it did give me the idea to celebrate, as the 125th anniversary comes to a close, the one aspect of campus life that hasn't yet been addressed: fun.

This rare letter to (and from) the editor reminded me that, sometimes, the most memorable alumni experiences have to do with taking off your shoes to dance in Mac Court or being woken up by your dorm mate's paper route. Thanks, Martin. The *Finger*, however unintentionally, has made a good point.

Jill Leininger
Cascade Editor

Is the UO becoming a family tradition? If you belong to a multi-generational family of Ducks, we'd like to hear your story. Please email or call the Cascade editor, Jill Leininger, at alumnidev@cas.uoregon.edu or 541-346-3950.



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Looking for an old friend?

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**Class Year
(by decade)**

**Cascade
Issue**



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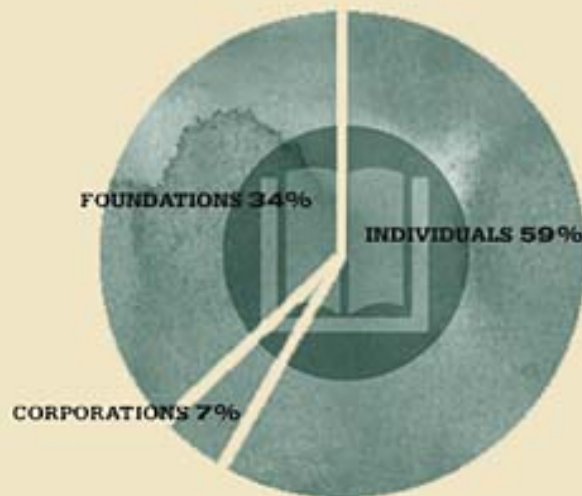
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Your Gifts, Our Thanks

July 1, 2001 – June 30, 2002



Private contributions provide the College of Arts and Sciences with the means to make a substantial impact on the educational opportunities offered by its forty-four departments and programs. Gifts from individuals continue to comprise the majority of our private funding, accounting for 59% of the total dollars this year.

Space constraints limit public acknowledgment to those who made gifts of \$100 or more during the past academic year. Nonetheless, we want all of our donors to know that your gifts to the college are exceptionally important. Articles throughout the giving section in *Cascade* underscore the value and impact of your annual gifts.

We thank you for your continued interest and good friendship.

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2002 Scholarship Awards



Laura Melling

Mathematics and Physics

The Mildred Braaten Archibald Scholarship in Science and Mathematics

"In class, she is refreshingly demanding, asking many of her own questions and answering most of mine."

—Steve Kevan, Department of Physics



Stefanie Simpson

Psychology

The Mary Chambers Brockelbank Endowed Assistance Fund

"Stefanie is disciplined, hardworking and motivated; she is facing the considerable challenge of being both a full-time parent and full-time student with grace and great success."

—Gina Psaki, Department of Romance Languages



Michael Pluth

Biochemistry and Applied Mathematics

The College of Arts and Sciences Scholarship

"Mike is a productive researcher and his studies have led to some fascinating results that we are currently writing up for publication. In addition, we hope to file for a patent on the discovery."

—David Tyler, Department of Chemistry

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Dana Ponte

Russian

The College of Arts and Sciences Scholarship

"Dana is the first undergraduate I've had in six years of teaching to tackle historical research in Russian. Her energy and professionalism have been a pleasure to observe."

—Julie Hessler, Department of History



MacKenzie Keith

German and Philosophy

The Dorothy Jane and William Joseph Green Foreign Languages Scholarship

"Mac is a thinker. His contributions to class discussions and his written work were creative and perceptive, drawing connections between specific literary texts and broader philosophical questions."

—Susan Anderson, Germanic Languages and Literature



Stephanie Schwenger

German and History

The Dorothy Jane and William Joseph Green Foreign Languages Scholarship

"Her idea to explore the German Dadaist movement will lead to a fascinating interdisciplinary project which will link her interests in experimental poetry to politics and art history. Discussions about these topics with German scholars and the possibility to use the resources of the German library system will be very rewarding for her."

—Dorothee Ostmeier, Germanic Languages and Literature



Stacy Hunter

Pre-Business Administration and Math

The Susan A. Winn Memorial Scholarship

"I am impressed by the breadth of Stacy's interests. Aside from mathematics, she is pursuing courses in Business and Economics, as well as playing piano."

—Greg Landweber, Department of Mathematics



Mark Chilton

English

The John L. and Naomi Luvaas Graduate Fellowship

“Mark’s wide reading and thorough research are legendary in the department, and his dissertation project is unusually fresh and promising. He has the potential to have a palpable impact on his field.”

—Karen Ford, Department of English



Robin Jacobson

Political Science

The Risa Palm Graduate Fellowship

“Robin is a careful, analytical thinker with an excellent grasp of social theory. But she is also a creative and dogged researcher. Her qualifying paper not only made a significant contribution to social movement and race formation theory, it presented new evidence on the puzzling success of California’s initiative limiting social services to immigrants.”

—Gerald Berk, Department of Political Science



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How to Make a Gift

Everything you always wanted to know
about charitable giving to the UO

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Stocks, securities, mutual funds	Gifts through your estate (wills)
Real estate	Matching Gifts
Other property	How to Designate Your Gift



Thanks for considering a gift to the UO. For some of you, this will be your first gift; for others, this may assist you in making some decisions about your ongoing support of the UO. Giving to higher education is an important and worthwhile investment in our future. And your gifts DO make a difference at Oregon.

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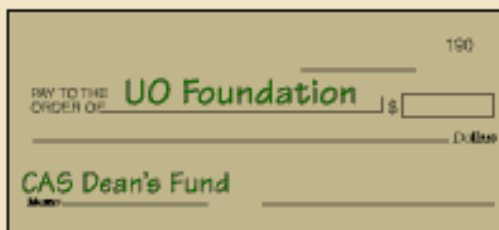
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This is the easiest and quickest way to contribute. Simply make your check payable to the UO Foundation, and mail it to:

UO Foundation
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Eugene, OR 97403-0346

You may give to the CAS Dean's Fund, any CAS department or program, or a variety of programs at the UO. ([Click here](#) for some ideas about funding needs in the College of Arts and Sciences.) Either send a note with your check, or put the information on the "memo" line of your check. Example:



or

"Dear UO Foundation,
Please use my gift for the highest priorities in Arts and Sciences.
(signed) Pat Alum"

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Why I Give

I have had the pleasure of meeting with a number of the students and know the James T. Wetzel Scholarship is an important contribution to the accomplishment of their goals.

Mary Alice Wetzel '53
James T. Wetzel Memorial Scholarship Fund

Visa/MasterCard

Yes, we take plastic! So, call the University of Oregon Annual Giving Program at **(800) 289-2354** and make your credit card transaction with a live person. Or click the Give button and be linked to the UO's online pledge form.



Don't forget: your gift is tax deductible. You may deduct your cash gift for up to 50% of your adjusted gross income. If you can't use the entire deduction in the year you make the gift, you can carry it over for up to five (5) successive years.

Again, you can designate how you want your gift to be used -- [click here](#) for a list of options.

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Why I Give

The economics education I obtained at the UO has played an important role in my business life. I'm pleased to be in a position to help enhance the experience for today's econ students.

George Slape '76

Slape Visiting Speaker Fund in Economics

Stock, securities, bonds, mutual funds



Easy to do, and the tax savings potential could be very high, depending on how much the assets have grown since you acquired them. By making your gift using appreciated stock, you get two benefits:

- 1) you get an income tax deduction for the full fair-market value of the securities at the time you give them;
- 2) you do not pay capital gain tax on the increased value of the stock. Here's an example:

You own 1,000 shares of Giftco stock which you purchased in 1985 for \$10 a share. Its current market value is \$25 a share. If you sell the stock, you will face capital gains tax on the amount by which the stock grew since you bought it -- \$14 a share. At 20% (the current long-term gain tax percentage), you will face a tax bill of \$2,800 on the sale.

However, you choose to give the UO this part of your stock portfolio. Your gift is worth \$25,000. You can deduct the full fair-market value of this gift up to 30% of your adjusted gross income (AGI).

The UO gets \$25,000 to use for a priority program or project, you get a handsome tax deduction, and the cost incurred by you on your gift to the UO is a small fraction of its actual value. Best of all, you have made a significant impact on sustaining and improving the quality of education and research at the UO.

For gifts of stock worth \$100,000 and more, you might want to consider a gift with life income ([click here](#) for information on trusts).

If you are interested in making a gift of stock, or have questions about how to make one, please call **(541) 346-3950** and ask either for the CAS Development Office or for someone to assist you with a stock transfer gift.

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Why I Give

My husband's and my life experiences have demonstrated the need for broad training in the liberal arts and sciences. My own education included study of the classics as well as the sciences and I want others to have access to the same rich experience.

Phyllis Hart '48

College of Arts and Sciences Scholarship Fund

Real Estate



This has become a popular vehicle for making a gift (either outright or with life income). Its formula works pretty much the same way it does for giving securities. You get an income tax deduction based upon fair market value, as determined by a qualified appraisal, and you do not pay capital gains tax if the property has increased in value since you acquired it.

The tax rules differ relative to the kind of real estate. If you sell your primary residence, you may not face capital gains taxes. However, for vacation homes, unimproved property, or rental property, the capital gains tax on appreciation will apply to the sale. However, if you make a gift of appreciated property, you will avoid the capital gains tax. Example:

In 1980, you paid \$25,000 for a beach house in Florence. Its current market value is \$125,000. If you sold it, you would owe \$20,000 in capital gains tax (\$100,000 long-term gain @ 20%). Instead, you give it to the UO. Your gift is worth \$125,000 in tax deduction up to 30% of your AGI. If you cannot use all of this deduction in the year you make the gift, you can carry the remainder for up to an additional five (5) years.

For gifts of this magnitude and more, you might want to consider a gift with life income ([click here](#) for information on trusts).

Now, you don't have to give the entire piece of property -- whether it's your home, a rental, a vacation home, or a vacant lot. You can give a part of the property, and get the same gift and tax benefits on the part or percentage of the property you give. This is called an "undivided fractional interest" in the property. You and the UO, as partners, will sell the property, and you will face capital gains tax only on the part you still own. This plan provides you with some cash as well as a substantial tax deduction.

For more information, please call **(541) 346-3950** and ask either for the CAS Development Office, or for someone to assist you with a gift of real estate.

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Why I Give

With a gift to the university, the return on investment is the knowledge that it helps the institution change lives. It's transformational—and, for me, it's a form of psychic income.

John Natt '64

Natt Endowment in the Arts and Sciences

Other kinds of property

(Art, rare books, boats, cars, etc.)



Planes, trains, and automobiles? Almost. You can make a gift using a variety of kinds of property. As with both stocks and real estate, you get a tax deduction and you do not have to pay capital gains taxes if the asset has appreciated in value since you acquired it.

With this category of "other kinds of property," your income tax deduction will depend on the "related use" clause. This means that if your gift is used for the educational mission of the university -- rare books for the library or fossils for the geology department -- then you can deduct the full fair-market value of the property. However, if you give your stamp collection to the Philosophy department to sell and establish a lecture series, you can only deduct your cost basis in the collection.

This can be a bit complicated, so if you're thinking of using some kind of asset other than stocks or real estate, please call the CAS Development Office to discuss your ideas. You can reach it at **(541) 346-3950**.

Again, for gifts of \$100,000 or more, you might want to consider a gift with life income ([click here](#) for information on trusts).

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Why I Give

Professor Ken DeBevoise tapped into a passion my son never realized he had. I knew he would use the money well and for the right purpose: getting students excited about the process of learning.

Shipley Jenkins, parent
Political Science Fund

IRAs



What a marvelous invention! Sit back and watch them grow. Unlike other types of investments, IRAs carry a couple of longer term challenges. First, once you reach age 70-1/2, you **MUST** take distributions from your IRAs. Second, IRAs grow tax deferred, so all your distributions are subject to your regular tax rate. Finally, unlike other assets, you can't give your IRAs away during your lifetime without first taking distribution and paying tax on it.

However, using your IRA to make charitable gifts during your lifetime and/or through your estate each have advantages.

After taking an IRA distribution, you can use the cash to make a charitable gift. You may deduct your cash gift for up to 50% of your adjusted gross income. If you can't use the entire deduction in the year you make the gift, you can carry it over for up to five (5) successive years. This may have a highly mitigating effect on the tax burden you face from taking the IRA distribution. You will want to discuss this with your tax or financial advisor(s) before you choose this route. For additional discussion and examples about gifts of IRAs, read "[Gift Rap](#)" (*Cascade*, Fall 2000).

Note: recently, a donor to CAS used IRA assets to make a gift of \$1 million. With careful planning, and with very astute financial advice, his gift offset his tax burden almost completely!

You may also wish to consider using your IRA assets to make a gift through your estate. [Click here](#) for information on estate gifts.

For additional discussion about using IRAs for charitable contributions,

please call the CAS Development Office at **(541) 346-3950**.

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Gifts that pay you income for life



OK. So you've got a TON of stock that you're saving for retirement. As you need the money, you will sell off the low basis stock and live well, for many years. However, the stock has appreciated greatly. As you sell it, you will face significant capital gains tax payments. Whatever shall you do?

You could transfer the stock to the University of Oregon Foundation (UOF) and establish a charitable remainder trust. The UOF will convert your stock to a fund that will pay you income for the rest of your life. By giving the stock to the UOF, you will avoid paying the gains taxes. You will have to pay regular income tax on the distributions you get from the trust. However, you will be able to arrange for considerable control over the flow of that income. Also, you will get a tax deduction in the year you establish the charitable trust.

Perhaps you have a large pool of dividend producing securities with a high market value, but the dividends are low. You may actually be able to increase your income through a charitable remainder trust.

And you can choose fixed amount trust payments, or variable payments that will be tied to the performance of the trust investments. You have the choice of a predictable payment, or the possibility of continued growth of your trust.

Perhaps you own rental property and you're tired of being a landlord. Or maybe you have a vacation home that does not pay for itself. These kinds of assets can also be converted to charitable remainder trusts, and could pay you considerably over the years of your retirement.

There are many ways to make your assets serve you and your favorite charities. For more information on life income gifts, please contact either the CAS Development Office at **(541) 346-3950** or a staff member in the UO Gift Planning Office at **(800) 289-2354**.

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Gifts through your estate (wills)



It's surprising to some people that, despite our best efforts, wealth does sometimes accumulate beyond our intention or time to spend it. If you wish to leave some (or all) of your remaining assets to the UO for use after your death, you will need a properly written and executed Will. This is called "an estate gift," and your Will will document your intentions. Your Will should state:

"I hereby give, devise, and bequeath to the University of Oregon Foundation, a corporation existing under the laws of the State of Oregon, the following described property (or amount):"

If you decide to include the UO in your Will, please let us know so we can thank you. It will also be useful for us to review the document as it pertains to the UO, so please send us a copy of that portion along with the completed and executed signature page.

Don't forget, you can designate your estate gift for a particular interest in the College of Arts and Sciences. However, as the UO's needs change over time, it will be a good idea to discuss your intentions with someone from our Development Office to be sure that your interests and the UO's are met for the longer term. ([Click here](#) for gift priorities.)

Please contact either the CAS Development Office at **(541) 346-3950** or a staff member in the UO Gift Planning Office at **(800) 289-2354**.

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Funding Options



Use our secure online pledge form!

CAS Dean's Fund.

Provides high utility unrestricted funds for CAS priorities, special projects, seed money for new curriculum or research initiatives, supplemental dollars for otherwise underfunded areas.

CAS Scholarships and Fellowships.

The CAS Scholarship Fund gives annual awards for the "best and the

brightest" undergraduate students in Arts and Sciences. [CAS Alumni Scholarships](#) program, established in 2000, give bright need-based Oregon residents who plan to major in the College of Arts & Sciences an opportunity to attend the UO. Fellowships, such as the Risa Palm Graduate Fellowship, provide an annual award for Masters and Ph.D. level students of particular distinction.

Faculty support to recruit and retain the best faculty.

Support assists in faculty teaching and research activities.

Facilities.

Support provides matching dollars for building renovations needed to improve the quality of teaching and research for students and faculty.

Department or Program fund.

For larger gifts to endow faculty positions, named scholarship funds, equipment funds, buildings, and other ideas you might have, please contact either Jane Gary in the CAS Development Office at **(541) 346-3950** or Hal Abrams in the UO Gift Planning Office at **(800) 289-2354**, giftplan@uoregon.edu.

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Ten Ways to Give to Programs that Give Back

For more information, call the CAS Development Office at (541) 346-3950.

Community Classics.

Bring the tragedy and comedy of ancient Greece to the UO stage. Support the performance and study of classical drama through regular performances lectures, and courses combining the classics and theatre arts disciplines. \$2,500.

Social Function.

Help provide a forum for the discussion of political, social, economic, and environmental issues, and broaden student access to internships and research opportunities through the establishment of a Center for the Social Sciences. \$2.5-3 million.

Regional Roundtable.

Help connect business, government, community, and university leaders with UO economists to consider the important economic questions facing Oregon and the United States at large. \$25,000 per year.

Archiving the Northwest.

Support a full time archivist to preserve the Randall V. Mills Archive of

Northwest Folklore, the largest collection of archival documents from the people of Oregon and the Northwest. *\$1 million.*

Legal Lessons.

Give undergraduates the opportunity to learn about the civic, political, social, and cultural functions of law here and abroad. *\$9,000 per course.*

Rational Counsel.

Establish a pilot program for a consulting center to provide low-cost advice and analysis of ethical and planning problems to individuals, groups, institutions, and businesses. *\$250,000.*

Service Orientations.

Help shed light on the essential role of public service in American history and provide students with balanced view of the benefits of public policy and service. Two core courses would help students gain a better understanding of public policy's role in American aspirations. *\$3.3 million.*

Europe Online.

Provide students with interactive ways of observing the dynamics of change in European history and culture through the Darkwing Atlas Project's combination of history and "new media." A series of online animated historical maps of Europe illuminate some of the most crucial conflicts and problems in the history of Europe. *\$50,000.*

Watch Words.

It's predicted that 50 to 90 percent of languages currently spoken will die out by the end of the 21st Century. Help graduate students in linguistics preserve and revitalize endangered languages. *\$750,000.*

Medically Minded.

Help establish the Center for Biomedical Research and Health Assessment and support medical research on aging, obesity, Parkinson's disease, and hypertension. *\$400,000.*

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ALUMNI & DEVELOPMENT

UNIVERSITY OF OREGON
COLLEGE OF ARTS & SCIENCES

ALUMNI

**Telling Our Oregon Stories,
Paying Our Debts****By Mike Couch**[home page](#)[college at a glance](#)[giving to CAS](#)[alumni](#)[CAS news](#)[CAS home page](#)

My love affair with the state of Oregon began in the 1950's when my grandmother and I took a trip in her 1948 black four-door Ford to the McKenzie River. I remember being moved by a sense of place: the lush greens of the forest, the deep blue water.... My grandmother planted a seed: "You should go to college in Oregon."



Mike Couch, Advisory
Council Chair

When my father and I took a tour of the University of Oregon campus in the 1960's, all the strong emotions I had felt a decade earlier came bubbling to the surface again—and four years in Eugene only compounded those feelings.

I felt I belonged at Oregon, and I had the sense that my fellow students felt the same way. And there's no doubt that the Oregon landscape is and was a part of that experience.

But it's reciprocal. Not only does Oregon make the UO what it is, but the University of Oregon has also been a major contributor to making Oregon a vibrant and unique place.

Our education and experiences at Oregon created and molded our beliefs. The college years were formative years and will always be part of who we are. They have set the foundation for our adult life, preparing us for our professional lives and, perhaps, inspiring us to community service. To give something back.

It is our duty to help preserve and improve the educational institution, which was so instrumental in formulating our lives. We have the responsibility to give and payback by any and all means available to us. The University of

Oregon, being a state university, has been slow in cultivating the philosophy of giving. This was for good reason. Until recently, the state government valued, treasured, and funded state institutions of higher learning and provided funding to support the institution.

There are a number of reasons for the change in state funding priorities and this is not unique to the state of Oregon. The American public fails to place a high precedence on funding education at any level, whether elementary schools or universities. Given the political reality of state funding priorities it is incumbent upon us to give back to our university. We must all get involved. We must place a high personal priority through our giving whether it be through small annual gifts, a one-time designated gift, or through our estates. This will insure that future generations—our children, grandchildren, and great-grandchildren—will have the same opportunities to have a world-class university education.

The only way this can happen is if each of us becomes an advocate for the University of Oregon. There are many opportunities to become involved: by fundraising, legislative lobbying, marketing, student mentoring, or hosting events. Getting more and more people actively involved will be the major thrust of our council this year.

I'm sure each of you has an idea for how we can grow the support of the university. I plan to talk and meet with as many of you as I can.

Alumni are important ambassadors for their universities—with the legislature as well as among our own friends and colleagues. I hope you'll join me this year in giving back to the university that has given so much to us. We can begin to create the culture of giving by giving in accordance with our means. We can also show our support of the institution by continuing to tell our Oregon stories, acknowledging the debt we owe to the vitality and influence of this great place.

You may send your thoughts to Mike Couch directly at advncnl@cas.uoregon.edu.



COLLEGE OF ARTS AND SCIENCES
University of Oregon

COMMUNICATE INNOVATE LEAD

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ALUMNI & DEVELOPMENT

UNIVERSITY OF OREGON
COLLEGE OF ARTS & SCIENCES

GIVING TO CAS

Gift Rap™

Questions and Answers about Charitable Giving



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

alumnidev@cas.uoregon.edu.

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

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The Best Laid Plans...

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

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

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

WILLS

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

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

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

CHARITABLE TRUSTS

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

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

the charities named as beneficiaries.

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

—DB

Wise But Not Wealthy

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

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

Interested but Not Wealthy

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

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

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

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

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

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

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

Appreciated Stocks

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

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

Depreciated in Drain

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

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

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

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

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

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

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

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

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

Pondering in Pendleton

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

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

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

There are additional benefits as well

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

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

Estate Tax Phase Out

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

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

Planning in Portland

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

Here is a chart of the phase-out schedule:

ESTATE TAX PHASE-OUT SCHEDULE

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

The effect of the repeal of the estate tax:

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

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

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

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

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

Got IRAs?

("Gift Rap," Cascade, Fall 2000)

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

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

Lottsa IRAs in Bend



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

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

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

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

Here's an example:

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

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

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



COLLEGE OF ARTS AND SCIENCES

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