

# Inquiry



Information from the frontiers of knowledge.

**Spring 2004 Articles:**

**UO Liberal Arts Prepares Workforce of the Future**

**Cultural Competence can Amplify Work Force Performance**

**Center Makes a Difference for Women**

**U.S. Global Market Dominance Challenged**

**Wired Humanities Project Transports Virtual Artifacts**

**Researchers Preserve and Teach Languages**

**Research Reveals How We Forget**

**Advances Link UO Research to Medicine**

**Points of Pride**

**Research and Diversity at UO**

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## UO Liberal Arts Prepares Workforce of the Future



Joe Stone

The best preparation for tomorrow's work force may be a college degree that has formed the cornerstone of education for centuries. Students earning a general liberal arts degree bring a broad range of skills to the job market, including critical thinking, written and oral communication, and interpersonal skills. **read more >>**

## Cultural Competence can Amplify Work Force Performance

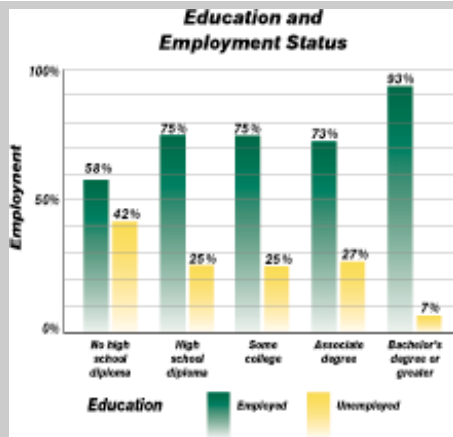


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Oregon Humanities Center Director, Steven Shankman, seated on right, interviews a guest for the UO Today television program

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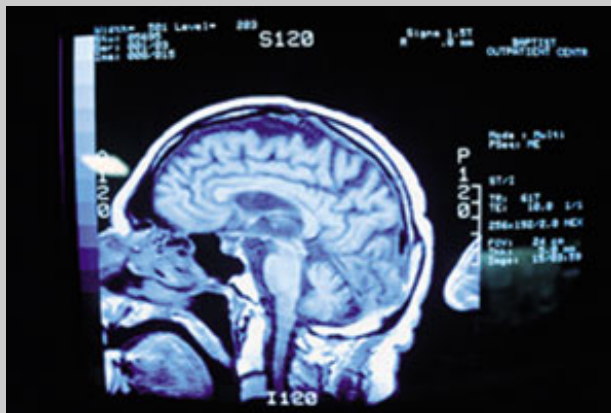
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Janne Underriner

Time is a luxury that the UO Northwest Indian Language Institute (NILI) does not have. "There is an urgency to restoring and teaching the estimated twenty-five Native American languages in Oregon," says director Janne Underriner. "We are losing the elders who still speak those languages." [read more >>](#)

## Research Reveals How We Forget



Several months after the World Trade Center towers were destroyed, Michael Anderson sat in his living room enjoying a movie that was set in New York City. The film featured a view of the World Trade Center towers, and for Anderson that brought back memories of September 11. He found himself "clamping down on my thoughts, not wanting to think about the immense tragedy the towers represent." [read more >>](#)

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## Advances Link UO Research to Medicine



Dense array EEG developed by Electrical Geodesics is modeled here by an infant

Recent innovations at the University of Oregon have potential benefits to the public for curing life-threatening diseases and obtaining faster medical diagnoses. [read more >>](#)

## Points of Pride

**Empowering Battered Women.** Krista Chronister, assistant professor of counseling psychology, created a pilot program that helps decrease a battered woman's risk of returning to an abusive situation. Advancing Career Counseling and Educational Support for Survivors of Domestic Violence (ACCESS) provides economic and career development assistance, long-term financial resources, and life skills. Read more: <http://darkwing.uoregon.edu/newscenter/chronister.html> [read more >>](#)

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Joe Stone

graduates are most likely to become entrepreneurs because they study a more diverse curriculum rather than concentrating in one area.

The arts and sciences represent the evolution of human thought over several millennia, according to Stone. In the past century, he says, liberal arts has changed "from a fixed canon that students master in fixed ways, to a flexible notion that is more diverse, has varied voices, with a range of contributors from national, international, and ethnic sources."

Students who take liberal-arts courses at the University of Oregon are encouraged to engage the important questions of why things are as they are, and to draw distinctions and comparisons between issues and ideas.

The College of Arts and Sciences offers courses in the social sciences, such as anthropology and international studies; the natural sciences, such as microbiology and human physiology; and the humanities, such as religious studies and East Asian languages and literatures.

In addition, Stone says, the University of Oregon is distinguished by the ways in which the liberal arts and professional schools are intertwined, offering collaborative fields of study that give students the best of both worlds. Students of the arts and sciences are encouraged to obtain a minor in a professional field, such as business administration, to complement their liberal-arts major.

The best preparation for tomorrow's work force may be a college degree that has formed the cornerstone of education for centuries. Students earning a general liberal arts degree bring a broad range of skills to the job market, including critical thinking, written and oral communication, and interpersonal skills.

"We prepare students not just for the jobs of today, but the jobs of the future," said Joe Stone, dean of the University of Oregon's College of Arts and Sciences.

Liberal-arts graduates develop broad skills that allow them to be adaptable, critical thinkers and that help them to "learn how to learn," Stone says, pointing to research from Stanford University that shows broadly educated

Research reported by Trusteeship Magazine shows that the liberal arts provide a solid background, no matter the major, representing the best opportunity for long-term professional success, says Stone. A full forty percent of all Fortune 500 CEOs, for instance, are liberal-arts majors.

Read more: <http://cas.uoregon.edu/alumnidev/college/dean.html>

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## ALUMNI &amp; DEVELOPMENT

UNIVERSITY OF OREGON  
COLLEGE OF ARTS & SCIENCES

## COLLEGE AT A GLANCE

## Dean's Column

## Why have universities survived for a thousand years?

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giving to CAS

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CAS home page

Joe Stone

By Dean Joe Stone

*W.E. Miner Professor of Economics*

*Plus ça change, plus c'est la même chose* is particularly true for colleges and universities: "The more things change, the more they stay the same." The pace of technological, economic, political and social change is accelerating, not abating. In the face of such intense change, it is often expedient for us to think that

universities in general and the University of Oregon in particular are necessarily failing to keep pace, particularly with changes in the marketplace.

Yet, few institutions have proved to be as resilient and enduring as universities. Indeed, but for a handful of exceptions, universities are virtually the only institutions to have survived for more than the last thousand years. Why?

**Strength of core liberal arts curriculum:** The ability to read and write, and to think critically, are even more fundamentally important as technical training for those who will be required to adapt to, orchestrate and utilize the changes our society will face. People whose intellectual development has been fostered by broad exposure to the humanities and social sciences make more productive employees, thoughtful citizens, and competent leaders.

**Adaptability:** In the early 1990s, tax reform initiatives in Oregon hit higher education hard. However, the UO responded to severe cuts in state funding by developing programs designed to attract students: new majors in environmental studies, ethnic studies, Judaic studies, information technology; an advising program for students who have not yet declared a major; and several honors track programs for advanced students. Additional changes in the state system (now Oregon University System), will be very beneficial to us -- specifically because they tend to put fate in our own hands.

**Benevolent support:** An important part of our recent success rests upon others. Congratulations for the truly wonderful support we have received from alumni, friends, foundations and corporations should go to our donors, not to us. Endowed chairs in the humanities and social sciences, gifts supporting cutting-edge research in the sciences, and scholarship endowments across the entire spectrum of the college have changed the way we do business in a dramatic way. The utility we derive from private support has played a significant role in the evolution of our campus. For this we are immensely grateful.

A popular song on the radio declares: "The change will do you good." And while I don't have a crystal ball (we all know by now that economists do not have one), I am confident that we will face the accelerating change with a positive view toward the future.

*[Read an excerpt](#) from an interview with Dean Stone that was broadcast in May 1999 on UO Today, a 30-minute weekly television show that takes viewers inside the university.*



COLLEGE OF ARTS AND SCIENCES  
University of Oregon

COMMUNICATE INNOVATE LEAD

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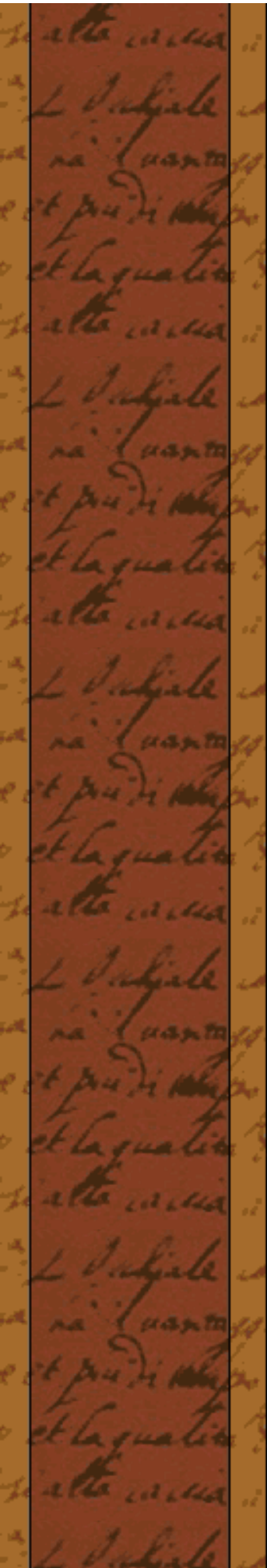
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## Cultural Competence can Amplify Work Force Performance



Thai students present at the Lundquist Center for Entrepreneurship's New Venture Championship

A new University of Oregon project seeks to help individuals better address the challenges and opportunities of diversity on the campus, in the workplace, and throughout our region.

John Shuford, cochair of the university's Center on Diversity and Community (CODAC), says the Cultural Competence Project grew out of its 2003 Oregon Summit on last year's University of Michigan affirmative action cases.

The U.S. Supreme Court held that public universities have a "compelling state interest" in achieving meaningfully diverse learning environments. "As a public university," says Shuford, "that interest applies to the University of Oregon."

The issue is important to business, too. Sixty-six Fortune 500 companies filed legal briefs in support of Michigan's affirmative action programs based on needs for a diverse and culturally competent work force.

According to U.S. Census projections, half of the U.S. population will claim a nonwhite identity by the middle of the century. By 2025, one in five Oregonians will claim a nonwhite identity-double today's figures.

"That widespread diversity will make communication increasingly complicated," says Deb Merskin, associate professor of journalism and center cochair.

"A focus on cultural competence in education helps to break through the polarization of 'us versus them' by fostering attitudes and practices of acceptance and inclusion."

The center's Cultural Competence Project will begin by surveying the university's "existing terrain," and then researching what other

institutions and companies, academic and otherwise, are already doing successfully.

Once compiled, the center will make available the results of its research for use throughout the UO campus so that cultural competence becomes second nature for graduates.

Read more:

<http://www.uoregon.edu/~codac/>

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"Through our scientific genius we have made of the world a neighborhood;  
Now through our moral and spiritual genius we must make of it a brotherhood."

-- Dr. Martin Luther King, Jr.

# CODAC

## Center on Diversity and Community

• CULTURAL COMPETENCY • DIVERSITY RESEARCH • PROGRAMS & EVENTS •  
INFORMATION •

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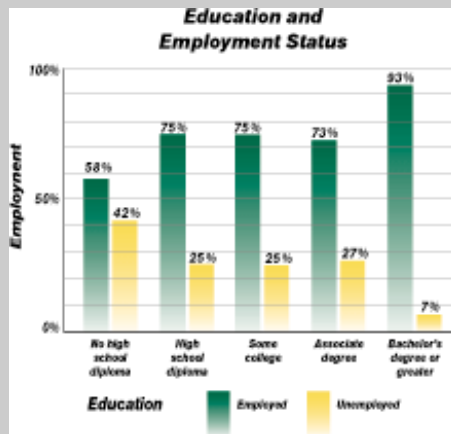
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## Center Makes a Difference for Women



When the Center for the Study of Women in Society (CSWS) recently won the prestigious Women Who Make a Difference Award, it was a very public statement about the significance of the center's efforts on welfare-to-work issues.

The award, conferred by the National Council for Research on Women, recognized the center for the "outstanding work linking research, theory, and policy, and the profound impact it has had on the

community and, in particular, the Northwest region."

Oregon's welfare-to-work policies earned national recognition in the 1990s for their dramatic reduction of public caseloads. But the center's research showed the policies did little to address the underlying issue of poverty.

"We all wanted to fix the problem," said center director Sandra Morgen of widespread acknowledgement in the 1980s and '90s that the welfare system was broken, "but the debate was so politicized that the way it got 'fixed' was not based on research."

In a two-year center study of some 900 Oregon families who left or were diverted from welfare, it was determined that most respondents had low-paying jobs, limited benefits, and little or no job mobility.

The study established that reform "safety nets" such as child care and the Oregon Health Plan were inadequate, and that increasing economic security for low-income families requires an investment in education and training.

The study results were used to produce policy briefs that led to passage of legislation in 2003 allowing some Oregon welfare recipients to fulfill mandated work requirements through higher education.

The center has funded more than \$1.5 million in faculty and graduate research since 1973, sponsoring conferences, speakers, and symposiums. By championing the university's teaching mission, the center has upheld its own: to generate, support, and disseminate research on women's lives.

Read more:

<http://csws.uoregon.edu/> or  
<http://wnw.uoregon.edu/>

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Welcome to the  
Center for the Study of  
Women in Society  
University of Oregon

Generating  
Supporting  
Disseminating  
Research on Women

**CSWS**

*Peru: Machu Picchu Revisited* © Betty LaDuke

Click on the image to enter the [Center for the Study of Women in Society Web Site](#).



CSWS

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[Site Map](#)



A CSWS RESEARCH INITIATIVE  
**WOMEN IN THE  
NORTHWEST**

CENTER FOR THE STUDY OF WOMEN IN SOCIETY | UNIVERSITY OF OREGON



## Women in the Northwest

### Initiative Expands Research Focus to Human Security - 2004

Members of the Women, Work and Restructuring RIG received a grant from the Wayne Morse Center for Law and Politics to support a Winter 2004 speaker series "[Producing Security and Insecurities](#)" and a Spring 2004 conference "[The Borders of Human Security: Geopolitics Comes Home](#)".

This work builds on the success of our research and policy work on welfare restructuring as a significant factor in the production of economic security in the U.S. This new work on "human security" considers a broad range of issues that produce security and insecurity differentially across the lines of gender, race, ethnicity and class.

Over the past years, the Women in the Northwest project has

### Links of Interest

#### [Oregon Policy Perspectives](#)

for a quick look at the main points of the team's welfare study.

#### [Welfare Research In Oregon](#)

includes information on the welfare team and related documents.

[Work, Welfare and Politics](#), a book of papers from the 2000 conference of the same name, published by the UO Press.

#### [Wayne Morse Center for Law and Politics](#)

#### **Contacts:**

[Oregon House and Senate Representatives](#)

[U.S. House of Representatives](#)

[U.S. Senate](#)



sponsored a range of activities, including:

- Policy Matters report, [Welfare Restructuring, Work & Poverty](#), published May 2002 developed from the three-year study: [Oregon Families Who Left Temporary Assistance to Needy Families \(TANF\) or Food Stamps](#)

- 

Inauguration of a public policy research series that began with [Valuing Families: The State of Oregon's Families](#), authored by law professor [Leslie Harris](#) and CSWS director [Sandra Morgen](#) (as the series editor).

- 

Co-publishing a sourcebook, [The Status of Women in Oregon](#), with the Washington, D.C.-based [Institute for Women's Policy Research](#).

- 

Sponsoring a conference, "Widening the Circle," for and about Native American women in higher education.

- 

Publication of the sourcebook, *Women in Oregon: A Profile from the 1990 Census*.

- 

Projects emerging from [Research Interest Groups](#), focusing on [Native American Communities](#), [Welfare](#), and the intersection of Sex, Gender, and the Law.

**Contact the Women in the Northwest Research Initiative:**

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The globalization of products is often seen as providing little opportunity for cultural differences, says Suttmeier, who is a leading expert on Chinese science and technology.

But China's new emphasis on technical standards could change that paradigm by dictating China-friendly guidelines for new products worldwide. Likely places for China to start include software, communications devices, and efforts to "globalize" Chinese medicine.

The stakes are high. "The company that dictates the technical standards for products and holds the intellectual property rights to those standards wins," Suttmeier says. "The secret to success is control."

The United States has long dominated global markets because its innovative strengths allow it to set technological standards for products shipped worldwide. But national security, economic, and cultural issues are driving China to challenge that dominance.

U.S. education policy and support for research, Suttmeier says, are essential to maintaining our competitive advantage.

Established in 1988, the center builds on the university's Asian Studies Program, now in its sixty-second year and one of the nation's oldest interdisciplinary programs focusing on Asia.

Its research is more relevant than ever as Asian economies assume

prominent positions in the global market.

Read more: <http://darkwing.uoregon.edu/~caps/index.html>

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## **Center for Asian and Pacific Studies**

The Center for Asian and Pacific Studies brings together the University of Oregon's diverse programs and expertise related to the study of Asia and the Pacific. The center's affiliated faculty members are engaged in teaching and research on the peoples, histories, languages, cultural traditions, and economies of East, South Southeast Asia and the Pacific Islands.

### **Upcoming Events Presented or Cosponsored by CAPS**

#### **Monday, February 21, 2005**

Jeremiah Public Lecture

"Early Taoist Meditation"

Harold Roth, Professor of Chinese Religions, Brown University

Lillis Hall, Room 182

7:30 pm

#### **Wednesday, February 23, 2005**

Jeremiah Public Lecture

"History, Identity and Security: Commemorating National Humiliation Day in China"

William A Callahan, Senior Lecturer in International Politics; Director, Centre for Contemporary China Studies, University of Durham, England

Clark Honors College Library (Chapman Hall, Room 301)

4:00 pm

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The Wired Humanities Project (WHP) can bring the ancient world to your doorstep--or at least to your computer. Project researchers photograph and scan historical documents or artifacts to create a virtual resource bank of electronic images.

The process protects the original artifact from excessive handling, while making the virtual item available for research and instruction.

Director Judith Musick says the project employs a Field of Dreams, "if you build it, they will come" strategy. "We are building a virtual collection of treasured items from libraries and museums that people, scholars, and

students can visit electronically."

Other WHP work enhances humanities instruction for university and, for special projects, K-12 teachers by producing multimedia "digital teaching units"--video clips and sound files added to the electronic images to illustrate lectures and encourage in-class discussion.

The virtual image can be displayed to an entire classroom, with sections enlarged to focus on specific detail. The information in the digital teaching units can be rearranged to tailor each lecture to the audience, adding or removing material as needed.

The project also custom designs searchable databases for researchers, providing scholars and students ready access to thousands of documents and artifacts.

Researchers worlds apart can view and analyze the same image, sharing information on artifacts that were once only available to those on site. The images can be manipulated, enlarged, or enhanced to aid analysis, transcription, or appreciation.

Musick says WHP is currently working to obtain funding for the Oregon Treasures Project, which will digitize prized artifacts from the UO Libraries collection, including pioneer diaries and missionary letters.

Read more:  
<http://whp.uoregon.edu/>

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## Researchers Preserve and Teach Languages



Janne Underriner  
eighth grade.

Time is a luxury that the UO Northwest Indian Language Institute (NILI) does not have. "There is an urgency to restoring and teaching the estimated twenty-five Native American languages in Oregon," says director Janne Underriner. "We are losing the elders who still speak those languages."

In response to tribal requests in 1997, the institute began as a two-week summer workshop providing formal training to Native American language teachers.

Today, in addition to the summer institute, NILI faculty members provide on-site training, offer consultation services to tribes, document and archive languages, and develop curriculum for classes from early childhood through

"The effort is really paying off," says Underriner. "By learning the language and culture of their environment, young people have a better sense of self. They bring the language home, motivate others, and teach their parents." Some tribes require parents to attend community language classes, she says.

The number of languages poses another challenge to NILI. Distinct languages--not just dialects--developed in virtually every river valley and mountain range in Oregon, says Underriner. Each is derived from a unique culture and demands its own curriculum. The institute faculty uses applied and theoretical linguistics along with such other tools as language immersion schools to help restore and teach these languages.

Underriner says the pieces are starting to come together for the institute. Tribes and other organizations are beginning to provide much-needed funding, and the Oregon Department of Education collaborates with NILI to create and strengthen native language education policy. It couldn't happen too soon.

Read more:  
<http://babel.uoregon.edu/nili/>

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# Northwest Indian Language Institute

## University of Oregon

### Northwest Indian Language Institute



#### Contact NILI:

**Northwest Indian Language Institute**  
1290 University of Oregon  
Eugene, OR 97403

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**Fax: (541)346-3917**

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Website designed by  
Harold Wright Jr & Takeshi Sengiku  
and maintained by NILI staff.  
©Northwest Indian Language Institute

#### Purpose:

The Northwest Indian Language Institute (NILI) provides training in applied language teaching and in linguistics to Native American language teachers of the Northwest through its summer institute and on-site trainings. NILI also offers consultation services to tribes in the areas of language program design, assessment, policy, linguistics, language documenting and archiving, and grant writing.

#### Mission:

To create the opportunity for Native people to restore their languages of heritage to a central place in their communities and to create the opportunity for all people to learn their language of heritage when they are children.



#### History:

NILI was created at the University of Oregon in 1997 as an answer to tribal requests for Native language teacher training. It is affiliated with the Department of Linguistics, the Center for Indigenous Studies, and the Center for Applied Second Language Studies. We also collaborate with the Superintendent of Education's Office at the Oregon Department of Education to create and strengthen Native language and education policies.

Our purpose is to provide language support services to Tribes, through teaching and community outreach, toward the common goal of preserving language and creating communities of speakers.



#### Faculty & Staff:

Our faculty are specialists in the following areas:

- Native American languages
- language restoration
- bilingual and immersion program methodologies
- language assessment and curriculum development
- applied linguistics
- language teaching

- language program design
- computer assisted language learning (CALL)
- language and educational policy
- resource development

\*Click the names below to see the information on the NILI faculty members

- [Virginia Beavert](#), Professor of Sahaptin, Heritage College, Washington
- [Dr. Janne Underriner](#), Director, NILI, University of Oregon
- [Dr. Scott DeLancey](#), Professor of Linguistics, University of Oregon
- [Dr. Tim Thornes](#), NILI, University of Oregon
- [Judith Fernandes](#), NILI, University of Oregon
- [Gloria Muniz](#), NILI, University of Oregon
- [Dr. John Medicine Horse Kelly](#), Carleton University, Ottawa, Canada
- [Tony Johnson](#), NILI; Confederated Tribes of Grand Ronde
- [Jeff Magoto](#), Director Yamada Language Center, University of Oregon
- [Dr. Dan Van Otten](#), Public Affairs Research Consultants; University of Oregon
- [Modesta Minthorn](#), Computer Technology Specialist
- [Henry Zenk, Ph.D.](#), Chinuk Wawa Language Consultant
- [Takeshi Sengiku](#), NILI staff, Kyoto, JAPAN

For more information, contact:

[nwili@uoregon.edu](mailto:nwili@uoregon.edu)

541-346-3199

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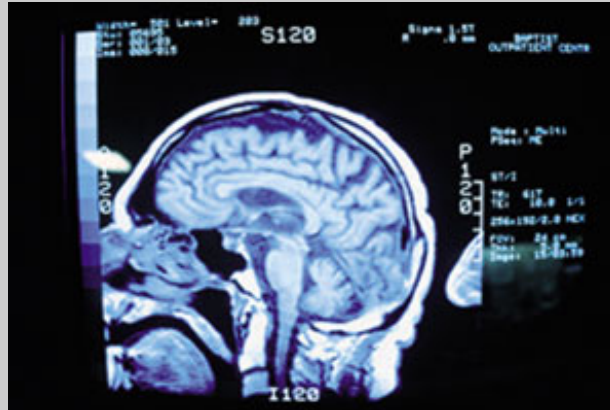
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## Research Reveals How We Forget



Several months after the World Trade Center towers were destroyed, Michael Anderson sat in his living room enjoying a movie that was set in New York City. The film featured a view of the World Trade Center towers, and for

Anderson that brought back memories of September 11. He found himself "clamping down on my thoughts, not wanting to think about the immense tragedy the towers represent."

The University of Oregon associate professor of psychology uses this example to illustrate how the mind attempts to rid itself of unwanted memories.

"We have all had the experience of seeing something that reminds us of an unwanted memory, leading us to wince briefly, but just as quickly to put the recollection out of mind. How do human beings do this?"

For more than a decade, Anderson has been exploring how to regulate the focus of conscious awareness.

The results of his most recent work were published in Science magazine. It revealed for the first time strong neurobiological evidence that unwanted memories can be suppressed in the same way we try to stop overt physical actions. As an example, he recounted the time he knocked a plant off a windowsill at home.

"As I saw the plant falling out of the corner of my eye, I reflexively went to catch it. At the very last second, I stopped myself midstream when I realized the plant was a cactus. I was very happy to have the ability to stop my actions, which is an ability so pervasive and indispensable that we don't even notice it in daily life."

Anderson's research indicates that stopping unwanted memory retrievals builds on those reactions, providing a very specific and concrete mechanism that may demystify how repression occurs.

Anderson said this process isn't restricted to memories as traumatic as September 11, but applies to recollections pleasant and unpleasant.

He emphasized that additional research is needed to examine the role of

these mechanisms in suppressing emotional experiences, since the just-completed study focused on the suppression of relatively neutral events. Nevertheless, they provide a well grounded hypothesis for how some people may come to forget unwanted memories of unpleasant life experiences.

"Now we have a specific neurobiological model of the mechanisms by which people normally adapt how their memories respond to the environment," he added. "My goal is to expand on this model so we can better understand these important experiences."

Read more: <http://darkwing.uoregon.edu/~blevy/lab/homepage.htm>

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# Memory Control Lab

Dr. Michael C. Anderson  
University of Oregon

observe  
direct  
prevent

information



mindful

1975



play pause

2005



pause play

Dimon©



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## Advances Link UO Research to Medicine



Dense array EEG developed by Electrical Geodesics is modeled here by an infant

Recent innovations at the University of Oregon have potential benefits to the public for curing life-threatening diseases and obtaining faster medical diagnoses.

Professor Eric Selker of the UO Institute of Molecular Biology led a multi-institution research team that reported on a compound called zebularine, which can reactivate a silenced cancer-suppressor gene in mice. The finding has been named by the National Institute of General Medical Sciences as one of the top ten discoveries arising from its research efforts during fiscal year 2003.

The National Cancer Institute is now seeking industry partners for a cooperative research and development agreement to prepare for testing of zebularine in humans, and the university is in discussions with potential industrial licensees for commercial development of the compound.

UO medicinal chemist John Keana received his latest patent with potential use in the treatment of nerve damage. The novel semicarbazone and thiosemicarbazone compounds created by Keana and his colleagues date back to 1997 when he worked for CoCensys, Inc., a pharmaceutical company. The patent issued in February is Keana's sixty-sixth U.S. patent, making him one of Oregon's most prolific academic inventors.

Industry giant IBM recently announced a new project with the University of Oregon and Electrical Geodesic Inc. (EGI), a brain-imaging software developer based in the Riverfront Research Park adjacent to the UO campus. The new project uses grid computing to speed and improve the diagnosis of epilepsy, stroke, depression, and other brain conditions.

"The grid computing technology from IBM will play an important role in helping EGI researchers speed and improve brain wave monitoring at

hospitals and research centers," said Donald Tucker, CEO of Electrical Geodesic Inc. and a UO psychology professor.

The partnership will continue advances in the university's Brain Biology Machine Initiative.

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## Points of Pride

**Empowering Battered Women.** Krista Chronister, assistant professor of counseling psychology, created a pilot program that helps decrease a battered woman's risk of returning to an abusive situation. Advancing Career Counseling and Educational Support for Survivors of Domestic Violence (ACCESS) provides economic and career development assistance, long-term financial resources, and life skills. Read more: <http://darkwing.uoregon.edu/newscenter/chronister.html>

**Better Readers, Better Behavior.** The UO College of Education is receiving two five-year federal grants totaling roughly \$9 million to establish two national research centers. The reading and behavior centers will demonstrate effective school-based strategies to serve children in grades K-3 who have difficulty learning to read or exhibit behaviors related to future discipline problems and academic failure. Read more: <http://education.uoregon.edu/feature.htm?id=46>

**Leading the Nation.** The Department of Marketing at the University of Oregon's Charles H. Lundquist College of Business is ranked first in research impact per faculty member among top public universities. The ranking is by the Academic Assessments Services, the nation's leading provider of objective evaluations of business school research. Read more: <http://lcb.uoregon.edu/news/news.php?issue=030104&story=mktgresearch>

**Augmenting Social Services.** A 150-thousand-dollar U.S. Housing and Urban Development Fellowship placement grant will provide tuition and financial support for UO graduate students while they work for local agencies on community development planning projects. The two-year grant pays for part of their tuition and provides each student \$9,000 annually for approximately half-time employment. Read more: <http://www.uoregon.edu/newscenter/hudfellowgrant.html>

**Helping Schools and the Economy.** Coos Bay and North Bend school districts will benefit from a \$1.4 million grant earned by the university's Oregon Institute of Marine Biology in Charleston, Oregon. The National Science Foundation grant will provide support for nine graduate students to teach marine biology in the coastal community schools. Funds from the three-year program will also support district teachers who will mentor the graduate students. Read more: <http://www.uoregon.edu/newscenter/oimbgk12grant.html>

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## Support Group Helps Battered Women

Battered women in need of economic and career development assistance as well as the long-term financial resources and life skills necessary to decrease their risk for returning to abusive situations may find that help through a new program created by a University of Oregon faculty member.

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**Krista Chronister**, an assistant professor of counseling psychology at the UO College of Education, initially created Advancing Career Counseling and Educational Support for Survivors of domestic violence (ACCESS) as a five-week pilot program. ACCESS provided counseling at Lane Community College, area churches and Womenspace (Lane County's domestic violence services agency). The pilot was so successful that Chronister is now seeking funding that would support services for up to 100 women a year in the Eugene-Springfield area. A main component will be using community social service providers and counseling psychology graduate students to provide assistance. Chronister is also working with UO's Office of Technology Transfer to publish the ACCESS curriculum for nationwide distribution. That effort is being boosted by UO Career Information System's commitment to donate a free year of access to its services to any shelter or agency in the United States using the ACCESS curriculum.

ACCESS is both a personal passion and a direct result of Chronister's graduate research in the College of Education. A Filipino American and a native of Florida, Chronister obtained her master's degree and Ph.D. at UO in 2000 and 2003, respectively.

The idea for ACCESS materialized during four years of volunteer work at Womenspace.

"While working with battered women, I realized that a key area of support that was lacking was helping women with their economic and career development," she explains. "To me that was a crucial gap that needed to be addressed. If we can help women in these areas we can be more effective in getting them out of abusive relationships and prevent reoccurrence of domestic violence."

Her doctoral thesis focused on a new kind of support program that would help clients identify and develop skills that directly translate to better jobs and financial stability. Central to Chronister's idea was the concept of critical consciousness, based on Latin American research by Paulo Freire, an educator, and Fr. Ignacio Martín-Baró, a Catholic priest and psychologist.

"We're trying to increase oppressed women's awareness of how domestic violence interferes with them getting a job and furthering their education," she says. "Instead of believing that they're stupid and can't do it, they come to realize that they do have the skills, and maybe the problem actually lies in the abusive

relationship fostered by their partners."

Chronister emphasizes that a supportive, nurturing environment at UO made it possible to develop the program.

"I originally came here because of the counseling psychology program's strong social-justice focus," she adds. "The counseling psychology faculty nurtured and mentored me as a graduate student and continue to do so now that I'm a faculty member."

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## ***national research centers***

### **Faculty Awarded National Research Centers**

The UO College of Education is receiving two five-year federal grants totaling roughly \$9 million to establish two national research centers to improve student behavior and reading.

The U.S. Department of Education last week announced five-year grants of roughly \$4.5 million for each of the UO centers, as part of a package of nine grants to establish national centers to study reading, behavior and learning disabilities. The reading and behavior centers will demonstrate effective school-based strategies to serve children in grades K-3 who have difficulty learning to read or who exhibit behaviors that can lead to future discipline problems and academic failure.

#### **The Center on School-Wide Behavior Support**

The Center on School-Wide Behavior Support will study behavior management, discipline and positive behavior support programs that use a school-wide approach to address student behavior and learning problems. UO College of Education professors Robert Horner and George Sugai will administer the grant with help from colleagues Larry Irvin, Anne Todd, Jeff Sprague, Teri Palmer and David Chard.

"Over the past 20 years, teachers, families and students have lamented about

the lack of school discipline," says Sugai. "Because reactive management practices have not been satisfactory solutions, we have recommended that schools establish discipline systems that are prevention-oriented, applied school-wide, and instructionally focused."

Such school-wide approaches have shown promising results, according to Sugai. School climates seem to be more positive and supportive, academic outcomes appear to be enhanced, classrooms and hallways seem safer, and students who need the most help with reading or behavior problems often are identified earlier. However, he says, educators lack the evidence to say with certainty how to maximize and maintain these results.

**"The potential impact of this research is significant,"** says Sugai, "because we will be able to make evidence-based statements about how schools can establish and sustain positive school climates, enhance student achievement and social competence, and accommodate the academic and behavioral needs of all students."

More than 90 schools from five states will participate in the work of the center, demonstrating their strategies for improving learning environments and preventing problem behavior. The center will gauge the success of each system by measuring reading achievement, special education referrals, and satisfaction levels among family, staff and students in those schools. The center also will study the implementation of the programs, which require teachers, administrators and staff to undergo training to make the systems effective and sustainable over time.

### **Center for Improving Reading Competence Using Intensive Treatments Schoolwide (CIRCUITS)**

The other research center awarded to the UO—the CIRCUITS reading center—will be administered by College of Education faculty members Deborah Simmons and Edward J. Kame'enui. Associate professors Roland Good and David Chard also will participate in the center's activities, which include researching and developing intervention programs for students with reading disabilities in grades K-3. The center also will develop strategies for school personnel to use in delivering these intervention programs, and provide teacher training.

"The evidence is irrefutable," says Simmons. **"We have a solid scientific knowledge base about how to teach beginning reading. The methods of successful reading instruction are now more clearly understood than at any prior point in educational history.** The challenge is creating methods to



deliver these findings to teacher and parent audiences."

The center will serve 12 schools in three states, involving 320 children in individualized interventions and more than 3,960 children in K-3 classrooms. Faculty members Roland Good and David Chard also will participate in the center's research activities.

The UO is the only institution to win competitive funding for two research centers from the Department of Education. Other centers will be located at the universities of Kansas, Nebraska, North Carolina, South Florida, Texas and Wisconsin, and at Vanderbilt University in Tennessee.

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# OREGON E-NEWS

BREAKING NEWS FROM THE UNIVERSITY OF OREGON'S LUNDQUIST COLLEGE OF BUSINESS

## Marketing Department Ranked Among Best in Research Impact

The [Department of Marketing](#) at the [University of Oregon's Charles H. Lundquist College of Business](#) is ranked first in research impact per faculty member among top public universities. In addition, the Lundquist college's marketing department is ranked sixth in the nation overall and is the top-ranked West Coast marketing department, ahead of the departments at USC, Stanford, UC Berkeley, UCLA, and the University of Washington.

Academic Assessments Services (AAS), the nation's leading provider of objective evaluations of business school research, compared the research citations of the marketing faculties in forty-six top business schools. The ranking is based on the median citation rates for each department's current faculty (2003) in all business and social sciences publications from 1975-2003. AAS's citation analysis shows the influence a professor's articles and books have had on the development of knowledge in the marketing field.

Distinguishing the most innovative and important research by marketing scholars, the analysis examined more than 200,000 citations of published writings by 666 marketing professors. The Lundquist college's marketing department trails only five prestigious private business schools--MIT, Northwestern, Duke, Penn (Wharton) and Vanderbilt. Ranked lower in the rankings are the business schools at USC, Michigan, Illinois and Columbia. Other leading business schools included in the rankings included Harvard, North Carolina, Dartmouth, Chicago, and Virginia.

Professor [Peter Wright](#), Edwin E. & June Woldt Cone Professor of Marketing, said, "The Lundquist college's marketing faculty's rise to national prominence is startling--and well

deserved. The high ranking reflects our faculty's pioneering and enduring contributions to understanding of consumer behavior and marketing practice."

"We are a small multidisciplinary group of applied social scientists," said Wright. "For example, our faculty members hold doctorates in marketing, social psychology, mass communication, education, leisure studies, and logistics. Such diversity is rare in a business school. We believe it is a key departmental strength."

The Lundquist college's marketing faculty members are among the nation's most influential experts on consumer psychology, management of customer and supply chain relationships, marketing communications, and sports marketing.

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## Grant Helps Students and Community

A new federal grant won by the University of Oregon provides financial support for graduate students while they work for local agencies on community development planning projects.

Students working under the \$150,000 U.S. Housing and Urban Development (HUD) Fellow Placement grant make a good-faith commitment to seek a career in the public or nonprofit sectors. In this way, HUD aims to build a cadre of individuals experienced in community development activities who will pursue careers working for public agencies or nonprofit organizations.

HUD Fellow Miranda Byrd is helping HIV Alliance with information outreach, policy management and writing surveys. A masters student in Community and Regional Planning, Byrd says the grant is giving her real-world knowledge from experiential learning, putting her undergraduate education in marketing and advertising to use and will allow her to graduate debt-free.

As part of her HUD Fellowship with the Lane County Community Economic Development Program, Erica Palmer is assessing the telecommunications needs of rural Lane County. She says it's a great opportunity to get more experience toward her master's degree in Community and Regional Planning. The stipend and tuition award she receives makes her less dependent on student loans so that upon graduation she'll be less likely to be "lured away" from the lower-paying public sector.

UO graduate students were selected for the program based on their community service commitment, personal goals, minority status and financial need. The grant pays for part of their tuition and provides \$9,000 annually for approximately half-time employment. Each student spends nine months with an agency before rotating to another over the two-year life of the grant. Only non-profit organizations or local, regional, or state government agencies that provide community development, housing or planning services are eligible to receive student assistance.

Other agencies receiving assistance in the students' first rotation of service are Rural Development Initiatives, Inc., and the Oregon Homeless and Runaway Youth Coalition.

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## **\$1.4-Million Grant To Help Coast Schools**

The University of Oregon's Institute of Marine Biology (OIMB) recently landed a three-year, \$1.4-million grant from the prestigious National Science Foundation (NSF) for a project aimed at nurturing future scientists in Coos Bay and North Bend schools.

The grant will provide support for nine UO graduate students to help kindergarten through sixth-grade teachers present a marine-biology curriculum in coastal community schools. Funds will also support teachers who mentor the grad students, professional development workshops for teachers and provides supplies for classroom activities.

"Earning this grant is especially gratifying because it not only indicates the quality of the work at OIMB," said Richard Linton, UO Vice President for Research and Graduate Studies, "but also benefits the students, teachers, school districts and communities of North Bend and Coos Bay."

The NSF program seeks both to instill an ethic of community support for science as scientists advance in their careers and to assist elementary schools foster better science education. Principal investigators Alan Shanks and Jan Hodder say the project also will enhance graduate level programs at OIMB, attract more top students, and strengthen the institute's relationship with the local community.

The graduate students will assist with the delivery of the Marine Activities and Research Education (MARE) curriculum in elementary schools. MARE is a dynamic, inquiry-based science program that explores different marine environments through the disciplines of earth, life and physical science, as well as language arts, music, mathematics and visual arts. Each grade focuses on a different aspect of marine biology: ponds, sandy beaches/rocky shores, kelp forests, wetlands and estuaries, open oceans, and islands. The curriculum meets National Science Education Standards from the National Academy of Sciences.

The program will begin in the fall of 2004. Participating Coos Bay schools are Blossom Gulch, Madison, and Bunker Hill Elementary, and Millacoma Middle School. In North Bend, North Bay and Hillcrest Elementary will participate.

Located on the southern Oregon coast at Charleston, the Oregon Institute of Marine Biology offers an undergraduate degree and graduate courses in marine biology, as well as research facilities within easy access to ocean and on-shore marine habitat.

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## Research and Diversity at UO



Rich Linton

This Inquiry newsletter attests to the rich diversity of scholarship at the University of Oregon that spans a multitude of disciplines including the professions, the arts and humanities, and the social and natural sciences.

This issue also highlights the research focus of UO scholars on a broad range of diversity issues--research that is emerging in harmony with the evolution of the liberal arts educational experience that continues to be a cornerstone of the university.

UO research programs that integrate varied disciplinary, cultural, and international perspectives enhance the development of critical thinking, communication, and interpersonal skills. Indeed, UO research centers at the intersection of the humanities and social sciences promote discussion, inquiry, and appreciation of cultural diversity, including such aspects as religion, gender, race, and ethnicity.

As illustrated in this edition of Inquiry, UO programs include well-established centers--the Oregon Humanities Center, the Center for the Study of Women in Society, and the Center for Asian and Pacific Studies. Also included is an emerging research center that focuses on diversity issues--the Center on Diversity and Community.

It is a distinct pleasure for the research office to serve as the administrative home for these ventures, and a personal privilege to support the research and outreach dimensions of this important work.

*Richard Linton is the vice president for research and graduate studies, and dean of the Graduate School at the University of Oregon^\*.*

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