

Lawsuit

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using faculty time and University resources without registering for course credit that entitled them to use those resources.

"Basically what had happened over the years with graduate students, was that faculty would give them advice and help them for long hours, but not really pay attention to whether the students were enrolled for the appropriate courses" to receive that help, Holbo said.

Holbo said his own experience advising seven doctoral candidates at the University illustrated the situation. "Often they would come and ask me for help, and I'd give it to them and not ask whether they were enrolled for credits to receive that help."

With the funding problems in the early 1980s, the University became concerned about keeping track of enrollment.

"Somebody came up with the idea that we really ought to make sure students were enrolled for the appropriate number

of credits for which they were eligible," he said. "The dean of graduate students at that time made it clear to us that graduate students for some time had been getting instruction for which they weren't properly registered."

The University administration then sent memorandums to each department, informing faculty of the importance of registering students for all of the instruction they receive, Holbo said.

A 1984 memorandum reminding department heads of the policy, from former dean of the College of Arts and Sciences, Robert Berdahl, allegedly resulted in McKernie's misinterpretation of the University's policy.

The memorandum reads: "Again this year the University will need to ask that all departments insist that their graduate students receiving support enroll for the maximum allowable number of credit hours. Because the University is

funded on the basis of full-time-equivalent students and receives a substantial number of FTEs, we need to make certain that we are vigilant in ensuring that graduate students register for as full a load as possible. Last year this policy generated an additional half million dollars in University entitlement."

McKernie allegedly mistook this memo to mean that graduate students receiving support, such as Seidman's pay for her GTF duties, were required to register for a full-time course load.

Seidman allegedly enrolled for three "dummy credits" while she also fulfilled her contract as a graduate teaching assistant at the University.

The suit alleges that Seidman felt shamed by taking part in the scheme and consequently resigned from her GTF position.

The suit seeks \$1 million in general damages arising from Seidman's suffering extreme emotional distress, her lost earnings and tuition credits, lost past and future earning capacity, a lost educational opportunity, an impaired career status, expenses she incurred from moving to Eugene from Portland in order to attend the University, and expenses incurred by returning to live in Portland.

After she resigned her position, Seidman's attempts to resolve the dispute led to an audit by the secretary of state's office.

The audit last May compared the University's policy of enrolling graduate students with the graduate student enrollment policies at Portland State University and Oregon State University.

The audit concluded that University graduate students consistently enrolled for more credits than graduate students at PSU or OSU, and that graduate student enrollment policies were inconsistent in the State System.

Larry Pierce, State System vice chancellor for academic affairs, said his office is currently working to try to get the three universities to be more consistent in the way they enroll graduate students.

"We're trying to determine how to register full-time graduate students so the state counts them as full-time students," Pierce said.

In a June 11 letter replying to the state's audit, University President Paul Olum denied any impropriety on the part of the University. Olum's letter stated that Seidman's complaint arose from an isolated incident of misunderstanding.

"We must admit that in one case that we know of, (graduate enrollment) policies were misinterpreted, and a department head did ask students to engage in improper enrollments. However, we must insist that this situation was immediately remedied," the letter stated.

Video

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all filmed a couple days prior to the beginning of the campus ordinance that banned skateboards.

"Faces of the U of O" explains how University students look and act and how their sense of humor comes through in almost any situation.

"We are born, we wear backpacks, and then we die," explains one student asked about the meaning of life.

The popular sayings of our time are all captured, including one man's meaningful summary, "Nuke the gay whales for Jesus."

"Campus Cameos" will give its future viewers a visual tour of how the campus looks in 1986 from different perspectives and angles.

"Villard Hall — The First 100 Years" shows the beauty of the building and how it has changed through the years since the first black-and-white photographs recorded the building's form.

"Machines in Eugene, 1986" explains to our future counterparts the meaning of video tape and video equipment. It's a clever scenario where a young girl goes with her grandfather to the University Bookstore to rent a video machine and a movie for her birthday. She explains the primary use of the video equipment in terms simple enough for a child.

"The 1986 Villard Hall Time Capsule Video" includes three video segments put together by KEZI-TV, KMTR-TV and KVAL-TV, respectively, and narrated by alumnus Gordon Bussey. The narration segments were filmed by Omni Productions International, an independent video producer.

The three local news teams portrayed the things, places and people of this area and this time.

KMTR filmed the segment of "things" of 1986. The things from our houses: microwave ovens, VCRs, TVs, hair-dryers; the things from our industry such as technical push-button wood saws and computers in business; the things for transportation; the things for recreation; the things for entertainment; the world of things.

KVAL filmed the places segment. Willamette Pass, the Oregon Coast, downtown Eugene, Valley River Center, the Willamette River and more places that might change between now and 2086 were shown in their present state.

KEZI filmed the people of Eugene, depicting the diversity and hopes for the future of Eugene's residents.

Ceremony

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traditional family will work, and Oregon's population will experience an upswing in its population after 30 years, he predicted.

Tami Richard, an eighth-grader at Fleming Middle School, predicted World War III will occur and take many lives. Land from the San Andreas fault to the California coast will split from the continent and sink into the Pacific Ocean, she said. She also predicted that some unknown treasure will be found that the United States can share with all peace-loving nations.

Their predictions were then placed the 1986 time capsule composed of 48 items. Other items placed in the time capsule include vials of air and Willamette River water samples, newspaper clippings of the events, and city and state documents.

Edward Kammerer, University music professor and State of Oregon musician laureate, performed his original composition called "Villard Vignettes,"

written especially for the occasion. The movements ranged from historic and traditional to frantic and fast-paced. The final vignettes blended old and new, the synthesizer and piano, to form an impressionistic and moody composition.

Also presented at the ceremony were video tapes produced by University students and Eugene's three commercial television stations. Speech Professor John Shepherd said he had faith the tapes would survive because "student ideas very often last a very long time." Many items from the 1985 time capsule were remarkably well preserved, he said.

Oregon Daily Emerald Editor Michelle Brence concluded the ceremony with "A Message to 2086," an essay that urged college students to keep their ideals and continue to fight for what seems impossible — a better world for their children, extended human understanding, world peace, an end to hunger and the solution to nuclear knowledge.



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