

Oregon Campaign

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viding more faculty support to help recruit and retain excellent professors," Frohnmayer said.

Many students were not aware of The Oregon Campaign or the huge sum of money involved, but they shared their ideas on where they thought money was needed.

"They could upgrade the existing facilities," said Molly Egan, a junior pre-journalism major. "Some classrooms have funky desks that practically fall over when you sit down. They should also offer more academic scholarships in specific departments."

One student was very knowledgeable about the campaign.

"I have heard the campaign began primarily from cuts caused by Measure 5, and the U of O began the campaign to offset those cuts," said Patrick Tandingan, a senior biology major. Tandingan said he thinks some of the money should go to teacher salaries.

The number of new scholarships and fellowship endowments available to students has almost doubled because of the funds raised from the campaign. Money also will continue to go into upgrading campus equipment and facilities as well as strengthening core programs.

Campaign funds have already gone into launching the new law



Duncan McDonald, University vice president for public affairs and development, speaks about the success of the Oregon Campaign.

school, renovating the old law school for arts and sciences classrooms, construction of a new indoor athletic practice facility, a new campus child care center and renovation of Allen Hall.

Gifts also have made possible additions to the business school including a new entrepreneurial

focus, a sports marketing program and a business/industrial sales program.

In the College of Arts and Sciences, gifts have helped create a Judaic Studies Program, an Environmental Studies major, and a Japanese teacher education program. An anonymous \$1.2 mil-

lion check earmarked for a Knight endowed chair at the School of Music arrived on the last day of the campaign, Dec. 31.

Donations ranged from 98 cents from a University business student to \$25 million from alumnus Phil Knight, founder and CEO of Nike. There were a total of

233,442 individual gifts that came in during the campaign. University faculty and staff donated \$8 million.

Although most campaign gifts have been in cash, some came in the form of property. The more unusual ones included a 1988 Rolls Royce Silver Spur, a Reedsport funeral home and crematorium, a Eugene motel and a 31-foot sailboat. These gifts were appraised and sold, with the money invested along with the cash donations, said Duncan McDonald, vice president for public affairs and development.

When he received the check, Frohnmayer expressed thanks to the campaign's co-chairs, Carolyn Chambers of Chambers Communication and Jeffrey Grayson, chairman and CEO of Capital Consultants. He also gave a special thank-you to the people of Oregon.

"Ultimately, it is about the people of our entire state," Frohnmayer said. "Donors' gifts to the University are quite literally transforming the University of Oregon from a well-regarded research university to, as a book recently put in a national study, a 'rising star' amongst public and private universities in the entire United States of America."

Process for Change

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islatore, he said.

"The bleeding went on for six years [since Measure 5 cut educational state funding] until the last biennium, when the legislature put more in than the governor had allotted," Frohnmayer said. "The irony was the success in video poker, which goes back into the general fund and kept it from getting much worse."

Mari Hanada, a junior Japanese major, said Process for Change sounds like a good, progressive way of planning, but that most students don't know about the program and their input is necessary for this type of plan.

"I think it would be a good idea for them to publicize to the student body at large, because I bet lots of students probably have some good ideas," Hanada said.

Student Senator Autumn DePoe suggested that people working on Process for Change embrace technology and e-mail stu-

dents to let them know what is going on with the program.

"I kind of find it difficult for me to believe that they know what we want," DePoe said, "especially after the town hall meeting left some students dissatisfied with the answers they got."

About 100 faculty, staff and students began working in October 1997 to define urgent issues that might affect the future of the University. The first step was to divide into eight groups to identify, research and prioritize those issues.

Even within the committees, certain proposals take priority.

"The priority for implementing committees was to work on curriculum and planning," said Dan Williams, vice president for administration.

Lorraine Davis, senior vice provost for academic affairs, said the program is at the stage where "different units will be able to respond to different issues."

She said the program is also a grassroots

effort to change things at the faculty level.

"The primary goal is to be sure they're provided with an education that's of top quality," Davis said.

Another student senator, Scott Kolwitz, said he is undecided about whether Process for Change can ease students through the upcoming changes.

"I haven't heard any convincing arguments why it's good or why it's bad," Kolwitz said.

Process for Change is another way to ensure a top-quality education, Davis said. It's a way to improve "what we are doing and how we are doing it."

How the University adjusts for the future may be based on how these recommendations are taken.

"Each team has met and has used all the information provided to them by problem-solving teams, and now they are in the implementation stage," Davis said. "The programs will only be as successful as the implementation."

The Implementation Teams

■ **Team 1:** Task Force: Transformation of Undergraduate Education. Leader: Karen Sprague, faculty support supervisor

■ **Team 2:** Research and Graduate Education. Leaders: Tom Dyke, vice provost for research; Alex Murphy, geography professor

■ **Team 3:** Extended Studies. Leaders: Lorraine Davis, senior vice provost for academic affairs; Marty Kaufman, College of Education dean

■ **Team 4:** The University as a Community. Leader: Dan Williams, vice president for administration

■ **Team 5:** Outreach Communications and Marketing. Leader: Duncan McDonald, vice president for public affairs and development

■ **Team 6:** Instant Opportunities. Leader: Anne Leavitt, associate vice provost of student academic affairs

■ **Team 7:** Technology. Leader: John Moseley, vice provost for academic affairs

■ **Team 8:** International Implementation. Leader: Maradel Gale, associate professor

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