

# EDUCATION

## *matters*

UNIVERSITY OF OREGON COLLEGE OF EDUCATION

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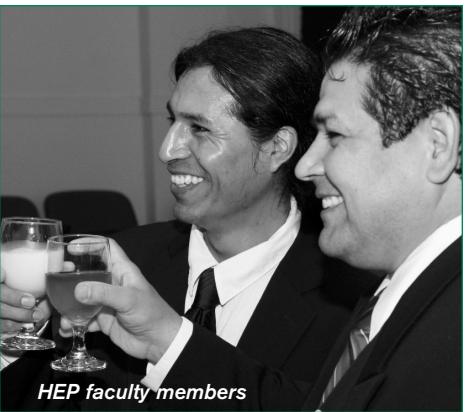
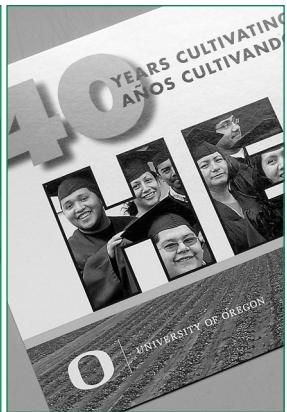
Building Project Update



UNIVERSITY  
OF OREGON



*Yazmin Brambila & Art Pearl*



*HEP faculty members*

## *40 Years Cultivating Hope*

**O**ne day while working in the fields, family members of Yazmin Brambila (above) overheard a Spanish-language radio program featuring the University of Oregon College of Education's High School Equivalency Program (HEP) and its educational opportunities for children of migrant or seasonal farm laborers. Brambila's parents called HEP recruiter Armando Bravo and enrolled Brambila in the federally funded outreach program without delay. After successfully completing her GED, Brambila now studies business administration at Oregon State University.

### **Anniversary Reception and Open House**

Alumni like Yazmin and others from four western states gathered on May 16 for an open house reception with current students, faculty, staff, and community. University president Dave Frohnmayer, COE dean Michael Bullis, and HEP director Joel Montemayor honored HEP program founder Arthur Pearl, Ph.D., in a reception prior to the open house. Pearl, 85, is a professor of education and was the director of HEP and Upward Bound programs at the University of Oregon in 1967.

"We are proud of our alumni, and the anniversary celebration honors the success of now more than 3,500 graduates of the program," said Montemayor. "Our students come to us from such diverse backgrounds, including some from monolingual Spanish-speaking communities. Others come from difficult situations in terms of extreme poverty and the lack of social supports, such as lack of basic health

care or adequate housing. And for some, it is the first time they have ever stepped foot on a university campus," said Montemayor, who credited founder Art Pearl's vision for providing students access to continuing or postsecondary education.

For a majority of HEP students who come from Hispanic heritage and families of itinerant, seasonal farm labor, HEP offers both the chance to focus on a career path with completion of the GED and exposure to the rich cultural experience of the university campus.

### **Art Pearl an Early Advocate of Access**

"To me, this was most important: that we brought kids to university who otherwise would never be in the university setting—to plant seeds of success," said founding director Pearl, who remains an icon on campus and in the hearts of many UO alumni.

Pearl earned notoriety as the progressive instructor of the largest classes—more than 2,500 students—ever held at Mac Court. Pearl's perspectives on life, war, and social issues of poverty, racism, and discrimination seemed immediately relevant to students' experiences and reflective of an emerging social consciousness as students and faculty in higher education moved from awareness of the foundation for civil rights in education, to activism.

"I was kind of out there," admitted Pearl, who feels that his renown for controversial views may actually have supported the success of Upward Bound and HEP programs in a way he had not anticipated.

*Continued on page 8*



## Realizing Our Future

"Our students ultimately go on to professions that affect the lives of thousands of individuals and families in this country. I can think of no finer return on an investment."

Michael Bullis



IT IS AN EXCITING TIME at your College of Education. The \$50 million building project—including the new HEDCO Education Building and complete renovations of historical facilities, which will be named the Lorry I. Lokey Education Building—is on schedule for completion in spring 2009.

Almost weekly, faculty and friends of the college are touring the new spaces in the new three-story building. Reports concur: the views in all directions are stunning; the wide, open stairway is impressive; and one can already imagine students flowing through the lobby and up to program and faculty offices on the floors above. The courtyard extends the feeling of a campus commons and contrasts the reach of the building above it. The skylight in the Keith and Julie Thomson room inspires excitement too, spilling bright daylight over an expansive multipurpose room. Across the way in the remodeled Lokey building, some programs have already had the pleasure of moving into beautifully rendered offices, with more moves happily anticipated for December.

The vision of an education complex that reflects the importance of our work is finally taking shape. The building project has transformed our corner of the university, knitting together old and new in a manner that honors the past. It will give us a home for decades to come, with potential for the most up-to-date technologies of any college on campus. Everyone is thrilled with the stature of the project taking shape in our midst.

Our alumni and the many donors who have supported us may ask, What actual difference does all this make? What is the real return on investment? I can say unequivocally that the return has been, and will continue to be, great and meaningful. Your contributions have allowed us to invest in things that matter:

- A key feature of the new HEDCO building is new clinical space, which will be home to five clinics, for school psychology, reading interventions, couples and family therapy, counseling psychology, and speech and hearing. These clinics will serve as the gateway for our college, places where we will work with students and families on site, preparing our students to practice their craft and conducting research and scholarship in our never-ending effort to improve our respective fields.

- We've invested in faculty who, despite the displacement caused by the building project, continue to excel in their scholarship and work hard to provide our students with the best possible educational experience. This past year, Cindy

Anderson, School Psychology, became the first of our faculty ever to receive a Fund for Faculty Excellence award from the university. In the spring, Dave Conley, Educational Leadership; Lauren Lindstrom, Family and Human Services; and Jane Squires, Early Intervention, were recognized by the UO Office of Research through its program of research innovation. Recently, Ellen Hawley McWhirter, Counseling Psychology, received the John Holland Award for her work in career development by the American Psychological Association.

- The Special Education program was ranked third nationally for the ninth consecutive year, and the college was ranked fifth among all colleges of education in the country. After three years as interim dean, I was selected as permanent dean for the college in a national search that concluded in June 2008. In addition, the university has agreed to reinvest in the college in the form of added tenure-track lines over the coming years, significantly enhancing our ability to continue to deliver the highest quality academic experiences for students.

- Donors continue to invest in students: last spring, the college awarded more than \$280,000 in scholarships to outstanding students—awards made possible through private donations.

- Our faculty work in some form in every school district in Oregon, serving, at best count, 50,000–60,000 of Oregon's students. Nationally, all 50 states and 10 federal territories use the services of your college, and faculty work in more than 6,000 schools.

Providing the work space that our faculty, staff, and students deserve—and with your support—we will move toward our centennial year attracting the very best faculty and students. We will be able to increase our research and outreach, improving the way we prepare our students, who ultimately go on to professions that affect the lives of thousands of students, individuals, and families in this country. I can think of no finer return on an investment.

Thank you for your part in positioning the college to realize our future.

Michael Bullis  
Dean, College of Education  
Sommerville-Knight Professor of Education

## Selecting for Strengths Provost Jim Bean Prepares Campus for Presidential Transition

In May 2008, one of the longest-serving presidents in the University of Oregon's 132-year history announced his intention to retire at the end of the 2008–9 academic year. In June, UO president Dave Frohnmayer chose Lundquist College of Business dean James Bean to serve as senior vice president and provost on a two-year basis. Bean assumed his new role in July and immediately launched a process to chart the course of an evolution of campus programs and identity.

"It's an interesting point in time: we need to keep things moving—but we cannot so fully commit ourselves to a course that a new president can't easily enter and determine the direction that best meets his or her goals for the university," says Bean. "I see my role as actively positioning the campus community to coalesce a set of values and objectives that map clear direction for the future, with the explicit goal of delivering to the next UO president an organization that is in great shape, has momentum, and is in a position to respond to his or her dreams or values for the institution."

According to Bean, the key is capturing strengths of UO academic and research structures to exploit natural opportunities for leaps to national prominence. The new provost has been working closely with the council of deans of UO colleges and schools to examine and select these strengths for development.

"What's exciting to me is that they're excited. We all want to stand on the shoulders of giants—that group of leadership that precedes us: Dave Frohnmayer, John Moseley, Lorraine Davis. These leaders made enormous progress, taking our campus in a direction that rewards excellence and moving us beyond some of the damage caused by Measure 5 in Oregon.

One emphasis we are considering for the entire campus will address how healthy communities are designed and sustained. Lane County and Eugene face diverse issues in developing healthy community, says Bean. The role of the university is to provide access to solutions that address community challenges, such as architectural and infrastructure planning for cities, linkages between businesses and information systems to help revitalize and grow a healthy economy, and systems that prepare K-12 students for higher education.

"The College of Education will naturally be a critical part of that focus," says Bean. "Not only do we have university expertise to offer, but we have a reciprocal interest in making sure community systems are healthy. The college is a key partner in addressing the family and human services and public school systems. Supporting strengths, studying ways to advance practice in the field, and providing highly skilled professionals is really just one way the university touches the community."

The health of a community can also be measured by the pulse of its arts and leisure, says Bean. "The university is proud of the rich cultural contributions of the Bach Festival, a steady procession of guest speakers including Nobel laureates and poet laureates, and high profile athletic events such as the Olympic Trials," says Bean. "Over time, we want to be known as a place where we're excellent in everything we do.

"We are small enough to give a human scale experience to students," says Bean. "We are an institution of arts, sciences, and related professional schools, taking full advantage of the synergies of a strong research identity." But by collaborating with our sister institutions, we are large enough to compete on a world stage. A recent example of such collaboration is the approach of the Oregon University System to medical education and research: PeaceHealth hosts clinical experience programs for preprofessionals; Oregon Health & Science University conducts medical research and apprenticeship training of medical practitioners and researchers; and the University of Oregon is combining its resources with those of Portland State University and Oregon State University to create delivery systems to provide science education and multiply capacity.

"I intend to work very closely with the deans' council. They were my peer group, the folks I know well. I know their strengths—including those of Dean Mike Bullis. I look forward to serving with him in my new role. One of the best reasons for a search is to validate what we thought we knew. Through the search process that selected Mike, we discovered what an outstanding candidate we had right here. I think he is doing a great job, and I'm very proud of the College of Education for its excellent rankings and highly visible impact."



**Jim Bean—the university's two-year senior vice president and provost—has served as the Harry B. Miller professor and dean of the Lundquist College of Business since 2004.**

**Former associate dean for academic affairs and professor of industrial and operations engineering at the University of Michigan College of Engineering, he co-founded a manufacturing institute to combine efforts of engineering and business schools. Bean is a graduate of Harvey Mudd College, and earned his master's and doctorate degrees in operations research from Stanford University.**

**Three College of Education research faculty members have been recognized by the UO Office of the Vice President for Research and Graduate Studies.**



David Conley



Lauren Lindstrom

# 2008 University of Oregon Research Innovation

**R**ecognizing a long tradition of interdisciplinary research and the connections of research advancements with the well-being of community and society, the University of Oregon Office of the Vice President for Research honored recipients of the UO Research Innovation Awards in June 2008.

David Conley, Lauren Lindstrom, and Jane Squires were recipients from the College of Education of the prestigious recognition for 2008. Three School of Architecture and Allied Arts and five College of Arts and Sciences faculty also received recognition.

## David T. Conley, Ph.D.

▪ Professor of Educational Policy and Leadership

*"I have determined my research interests largely by thinking about big issues and systems-level problems. This has required a somewhat longer time frame to gauge the results of solutions and policies I have proposed and a willingness to cope with greater ambiguity than many researchers are willing to accept. I have appreciated the willingness of my colleagues and collaborators to take the long view on complex problems that require new perspectives to investigate. I acknowledge and thank all those colleagues and collaborators who have helped me on my journey."*

As founder and director of the UO Center for Educational Policy Research (CEPR), Dave Conley oversees a range of grants and contracts from organizations such as the Fund for the Improvement of Postsecondary Education, the College Board, and numerous state education departments and local educational agencies.

Conley is also founder and director of Educational Policy Improvement Center (EPIC), a nonprofit organization that focuses on educational policy and practices for more productive education results for all students and particularly for students historically underserved by public schools. EPIC conducts the AP® Course Audit—created at the request of the College Board, which sought a means to provide teachers and administrators with clear guidelines on the curricular and resource requirements for advanced placement courses. Conley and EPIC also provide course alignment and challenge audits for individual high schools and districts to identify the degree to which curriculum prepares students for college readiness.

Conley serves as a member of the Technical Panel for 12th Grade National Assessment of Educational Progress under the auspices of the National Assessment Governing Board.

## Recent Books

- *College Knowledge: What It Really Takes for Students to Succeed and What We Can Do to Get Them Ready*. San Francisco: Jossey-Bass. The book outlines the ways that high schools can be designed to help more students succeed in entry-level college courses.
- *College Ready: An In-Depth Guide to Preparing More Students for College Success* (available spring 2009). San Francisco: Jossey-Bass. This publication will report recent research on college readiness conducted by CEPR and EPIC.

## Recent Presentation

- In February 2008, Conley was an invited fellow presenting research findings on college readiness to the Carnegie Corporation's Aspen Institute Congressional Program, which provides federal lawmakers direct access to experts in disciplines related to key policy or landmark legislation issues.

## Lauren Lindstrom, Ph.D.

▪ Assistant Professor and Senior Research Associate

*"My research has always been integrally connected with local schools and communities. All of the work I've done over the years has been about building opportunities and improving access for vulnerable youth. I owe many thanks to the creative and dedicated members of my research team who helped turn these concepts into reality and to our collaborating school districts and agencies."*

Lauren Lindstrom directs the Youth Transition Program (YTP), a comprehensive program to prepare high school youth with disabilities for employment or career-related postsecondary education or training. Lindstrom and other faculty provide training, technical assistance, and program support to school districts and vocational rehabilitation branch offices in 25 Oregon counties participating in the program. YTP operates in 114 high schools, serves more than 1,350 youth, and is funded through a combination of state and local funds from participating education and rehabilitation agencies.

## Research Highlights

- Since 1996, Lindstrom has served as project director or co-project director for five federal grants and state contracts totaling more than \$5 million. These projects are related to her research interests in gender, career development, and building effective transition programs for youth with disabilities.
- In 2007, Lindstrom was awarded a four-year, \$1.9 million research grant from the U.S. Department of Education's Institute of Educational Sciences to improve educational and career outcomes for young women with disabilities. Previous research has shown that young

# Awards

women with disabilities leaving high school are less likely to be employed than their male peers. Those who are employed often enter low-wage, low-skill occupations with few opportunities for career advancement. Lindstrom's research is designed to address these gender gaps in post-school outcomes.

## Recent Publications

- Lindstrom, L., Doren, B., Metheny, J., Johnson, P., & Zane, C. (2006). Transition to employment: Role of the family in career development. *Exceptional Children*.
- Doren, B., Lindstrom, L., Zane, C., & Johnson, P. (2006). The role of program and alterable personal factors in post-school employment outcomes. *Career Development for Exceptional Individuals*.
- Lichtenstein, D., Lindstrom, L., & Kerewsky, S. (2005). A delicate balance: An integrated model for preparing ethically competent human services professionals. *Journal of Human Services Education*, 25(1), 27–40.

## Jane Squires, Ph.D.

### ▪ Professor of Early Intervention/Special Education

*"My research on developmental screening has been guided by the belief that parents can accurately observe and assess their young children's development. Building on the work of my innovative colleague Diane Bricker, I have refined and extended a series of questionnaires designed to identify delays in young children from birth to five years. Millions of children in the United States and other countries have received developmental screening and timely early intervention services through the use of the Ages and Stages Questionnaires. I give special thanks to my team of colleagues in the Early Intervention Program who have transported our work into the lives of young children and families. I have had the privilege of being part of the pre-eminent and productive UO research community for nearly 20 years; it is an honor to be recognized and receive the Research Innovation Award."*

In addition to preparing early intervention/early childhood special education practitioners and researchers through its campus-based program, the Early Intervention Program (EIP) provides professional development for practitioners working in Oregon schools and agencies to meet the needs of children who are at risk and children who have disabilities. EIP provided training for 40 Clackamas County early intervention/early childhood special education practitioners in social-emotional competence programs and positive behavior supports for children ages three–five. These practitioners serve 1,000 families.

In 2008–9, Squires also is assuming directorship of the UO University Center for Excellence in Developmental Disabilities, a project within the college's Center on Human Development.

### Research Highlights

- In collaboration with faculty from the Child Development and Rehabilitation Center and Oregon Health & Science University, Squires and EIP coordinate child welfare, health, drug treatment, and mental health agencies in a model project to identify and treat newborns exposed to controlled substances. The project, Family Early Advocacy and Treatment (FEAT), was honored for its regional impact by the Lane County Commission on Children and Families for making a significant difference in children's lives by assisting families working with advocates to improve newborn health and family outcomes.

- Her current work includes developing new assessment and monitoring tools in Project SEAM: Preventing Behavior Disorders and Improving Social–Emotional Competence for Infants and Toddlers with Disabilities. Designed for infants and children up to age six, SEAM assessment facilitates prevention and early identification of social–emotional difficulties and behavior disorders, as well as optimization of positive parent–child interactions in the first years of life. This project is a collaboration between the Early Intervention Program and researchers at Pennsylvania State University. It involves parents, other caregivers, individuals with disabilities, and early intervention providers in refinement and improvement of the project.

### Sample Publications

- Squires is coauthor of the Ages & Stages Questionnaires. These tools, designed to evaluate cognitive disabilities and social and emotional growth in young children, are one of the most widely used infant and early childhood development screening tools used across the United States and internationally.
- Squires, J., & Bricker, D. (2007). *An Activity-Based Approach to Developing Young Children's Social and Emotional Competence*. Baltimore: Paul Brookes.

### Recent Presentations

- Squires, J. (November, 2007). Ages and Stages Questionnaires: Adaptation and Research on a Caregiver-Completed Screening Instrument in Shanghai, China. Shanghai Children's Hospital and Xian Women's and Children's Hospital, China.
- Squires, J. (May, 2008). Inclusion of Children with Disabilities in Preschools. Trabzon Early Childhood Meeting. Trabzon, Turkey.



Jane Squires

**In fall 2008 Jane Squires was named director of the University Center for Excellence in Developmental Disabilities at the University of Oregon.**

### About UO Research

**Since establishing the Institute of Molecular Biology in 1959, UO interdisciplinary institutes and centers have provided opportunities for research and graduate training in a wide variety of disciplines. The annual award program highlights work across disciplines of individual research faculty who are recognized by their peers for outstanding contributions to the research identity and mission of the university.**

*Primary sponsor for 2008 was TIAA-CREF (Teachers Insurance and Annuity Association-College Retirement Equities Fund)*

## College of Education Alumni Association Outstanding Alumnus 2008

### Judson Taylor

B.A. '60 EDUCATION; M.ED. '62 COUNSELING;  
PH.D. EDUCATIONAL PSYCHOLOGY, ARIZONA STATE UNIVERSITY  
Judson Taylor's professional life as a teacher, college president, and international education consultant has reflected his collaborative focus on improving teacher education and the school experience for children. From his start as a social studies teacher in Coos Bay, Oregon, to his role as university president and now in retirement as an international educational consultant, Judson Taylor has focused on improving the skills of teachers and collaboration between higher education and local communities.



Though now retired,  
Judson Taylor continues  
to serve on a variety of  
Fulbright assignments  
around the world,  
helping to improve  
education in Malaysia,  
Russia, and Azerbaijan.

Early in his career, he realized that diverse learners often face difficulty in school classrooms. As a professor and later as dean of the College of Education at California State University, Dominguez Hills, he worked in the most ethnically diverse college in the country. He created a highly successful teacher education program in collaboration with local schools. After 22 years in California, he and his wife, Elise, moved to the University of Wisconsin, where he served as provost and vice chancellor for academic affairs. While there, he established a teacher education program with the Ojibwa Tribal College.

In 1995, he accepted a position to serve as president of the State University of New York at Cortland, New York state's largest preparer of professional educators. There he spearheaded a program to prepare students from New York City and other urban settings to return to their home districts after graduation, leading a successful effort to provide fully funded scholarships for students willing to make the commitment to return to their communities.

Judson and Elise Taylor have established a fund to support student and faculty opportunities for international study.

#### International Assignments

- Fulbright senior specialist, Omsk State Pedagogical University, Russia (Siberia), 2004
- Fulbright senior specialist, University Teknologi MARA, Malaysia, 2003–4
- Visiting team chair, American University of Beirut, 2001
- Consultant/presenter, meeting of the Higher Education Leaders of Kenya, 1998
- Conference presenter, Zhejiang College, China, 1995
- Team Leader, UW River Falls Russia project, Moscow, 1993
- Visiting professor, Boston University World Bank project, Lisbon, Portugal, 1982
- Fulbright senior scholar, Lisbon, Portugal, 1970
- Educational evaluation consultant, USAIS/San Diego State project in Brazil, 1974–76

## 2008 COEAA Awards

In recognition of excellence in the field, College of Education Alumni Association awards recognize alumni and other community leaders and volunteers who make outstanding contributions to local schools and communities. This year, the following University of Oregon alumni were honored:

- **David Abramowitz** '85, Eugene, received an Educational Excellence Award for his expertise and leadership in helping youth with disabilities transition to adulthood.
- **Bob Burns** '73, Oregon City, OR, received the Dedicated Duck Award for his years of service and advocacy for the College of Education.
- **Bonnie Elliott** '66. A Distinguished Alumna Award was presented posthumously for Ms. Elliott, a former resident of Bend, OR, acknowledging her impact on the teaching of foreign language.
- **Lynn Greenwood** '80, Portland, received a Distinguished Alumna Award for her career-long commitment to people with disabilities.
- **Cindy McConnell** '87, Newport, OR, received a Distinguished Alumna Award for her community leadership and outstanding career as a foreign language teacher.
- **Judy Newman** '79, and **Val Taylor Close** '74, '77—faculty members at the UO College of Education—received the Educational Excellence Award for their leadership of EC CARES, an early-intervention program that serves more than 1,000 preschool children with development delays.
- **Anselmo Villanueva** '92, Eugene, received a Community Award for his work raising awareness of particular needs that children of varying ethnic backgrounds experience as they negotiate school and community systems.

The COE Alumni Association also honored the following individuals and organizations:

- **Sherry Duerst-Higgins**, Cottage Grove, OR, received a Friend of Education Award for her leadership on local school boards.
- **Love Inc.**, Corvallis, OR, received a Community Award for financial support of local schools.
- **Christian "Dutch" Mostert**, North Bend, OR, received a Community Award for volunteer work in bringing art experiences to local schools.
- **Coquille Indian Tribe** was presented with a Community Award for its philanthropy on behalf of children and communities in Oregon.

Nominations for 2009 due December 1, 2008  
<http://education.uoregon.edu/coeaa-awards>

# Kresge Foundation Chooses College of Education

The college is proud to announce the award of a prestigious Kresge Foundation Challenge Grant to complete the College of Education building project. Designed to help nonprofit organizations strengthen leadership and organizational capacity, challenge grants support construction and renovation of facilities, acquisition of property, and purchase of major equipment and integrated systems. If the College of Education raises \$508,000 by June 1, 2009, the Kresge Foundation will provide an additional \$250,000.

Kresge is a private foundation that supports communities by building the capacity of nonprofit organizations in the fields of health, the environment, human services, arts and culture, education, and community development. The all-or-nothing challenge grant awarded to COE in June 2008 is a testament to the Kresge Foundation's belief in the power of education and commitment to help build loyalty to the college and its mission.

To complete the building project, the college still needs financial support for equipment, art, furniture, and landscaping. Also crucial is building an endowment to sustain and update the facilities in the future. Direct gifts, deferred gifts such as trusts and insurance directed to this project, some types of in-kind gifts—and gifts to the Walk of Fame (see below)—all will support the building project and apply toward the Kresge Challenge Grant.

## Walk of Fame Tribute

**Eugene alumna Nori Hemphill had an inspiration: what if new College of Education facilities included a place to honor the teachers, coaches, counselors, family members, and others who enrich the lives of children?**

The idea of the Walk of Fame was born. The pathway joining the historic Lorry I. Lokey Education Building and the new HEDCO Education Building will give alumni and friends the opportunity to create a lasting tribute to those who have inspired them. Pavers—with the name and influence of a mentor engraved in granite and placed in the pathway—are now available for purchase.

It's an opportunity to link the legacy of the past with the promise of the future, says Dean Michael Bullis, who notes that 1,500 College of Education students will see these names every day as they pass through the complex. "Our students have the opportunity to touch the lives of thousands of chil-

dren and families through their work—in schools, in service agencies, in clinics, or in research settings," says Dean Bullis. "The work they are choosing will have a ripple effect for generations to come."

**Who mentored you?** Pavers honoring your mentor(s) may be purchased online at <http://education.uoregon.edu/walkoffame> and will apply toward the Kresge Challenge Grant.

- **Deadline is December 31, 2008.**

## Building Project Update

In November 2008 the exterior brick and windows and interior drywall will be completed for the new HEDCO Education Building. This winter, contractor Lease Crutcher Lewis will finish the interiors. In addition, the courtyard, heating, decking, and paint are all being updated at the historic brick facilities—now named the Lorry I. Lokey Education Building in honor of the generous benefactor who made the scope of this project possible.

The project also includes partial renovations of the Clinical Services Building, which houses the Early Intervention Program, education research faculty offices, the Center on Human Development, and the Child Development and Rehabilitation Center that is affiliated with Oregon Health & Science University (OHSU).

The first units to move into permanent quarters—the offices of the dean and of advancement, Behavioral Research and Teaching, and the Educational Leadership department—are already enjoying the beauty and functionality of their renovated spaces. Teacher Education will move into the renovated University High School when it is completed in the spring, when furniture and equipment for the entire complex will also be ready.

"College faculty and staff have heard more than once that the new HEDCO building may be the most beautiful new building on campus," says Elaine Jones, assistant dean for finance and operations and manager for the construction project. Design features of the new building have integrated elements of the existing buildings to make a cohesive complex for the College of Education.

"There is a visible theme throughout this project," says Dean Bullis. "A sense of promise and dignity runs throughout the buildings in the whole education complex. The feeling created by expansive windows, open gathering areas, and easy access is light and comfortable—and the complex will feature a technology infrastructure that will provide the most sophisticated access to video conferencing and other teaching technologies on campus."



**The clock tower—above, awaiting its hands—rises over the emerging education complex.**

## GRAND OPENING!

- **JUNE 11, 2009**

**EDUCATION MATTERS**

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"My students from Upward Bound and then HEP became my teaching assistants for these large, popular courses that were attended by students from across campus. This made it possible for them to be involved with students with whom they otherwise might not have crossed paths—from math, the sciences, and the social sciences. This created exposure to new fields of study and set them in a very different relationship to these peers. From disadvantaged backgrounds and minority status, suddenly these students were involved with students in all programs and treated as equals, not as 'the disadvantaged program' students. In some cases, they found they earned greater prestige and respect directly because of their association with HEP, because it was a pioneering program," said Pearl.

Today the program networks with secondary schools, community colleges, and public agencies in both metropolitan areas and rural communities; state migrant worker programs; and all sectors of human services and seasonal employment to extend educational opportunities to qualifying candidates. Nearly 100 families each year trust the program to provide their youth with a safe, structured environment for learning.

▪ *For photos of the celebration event, see  
<http://education.uoregon.edu/hep>*

**College of Education****Walk of Fame**

**Who  
mentored  
you?**



**Leave a lasting tribute in the  
education complex to someone  
who inspired you!**

For more information or to order online, go to  
<http://education.uoregon.edu/walkoffame>  
**DEADLINE: DECEMBER 31, 2008**