

A Transformational Gift

“A gift has true value if it can make a difference which transforms an organization’s impact,” says HEDCO Foundation President Dody Dornstede Jernstedt. In March, the University of Oregon announced a \$10 million lead gift from the HEDCO Foundation, pledged to support a new education complex for the University of Oregon College of Education.



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UNIVERSITY
OF OREGON

An alumna of the UO College of Education, Jernstedt said the HEDCO Foundation had concerns that the significant national impact of UO College of Education research, outreach, and academic programs might be at risk. A recent needs assessment of the college determined that at least 21 percent of the original building built in 1921 is no longer serviceable, with 29 percent of the Clinical Services Building built in 1969 also rated no longer serviceable. With additional facilities distributed in 21 locations, the study found the college challenged to meet the demands of a three-fold increase in COE students and in the retention of its nationally ranked and influential faculty.

“The excellence of the COE faculty is nationally known—it’s clearly an incredible organization,” says Jernstedt. “The HEDCO board understands the problem and saw a transformational opportunity.

The HEDCO Foundation selects projects that have the potential to thrust change forward into the future.”

The gift—the largest donation ever made to the UO College of Education—launches a fund-raising initiative to build a unified state-of-the-art education complex at the college’s current location.

University of Oregon President Dave Frohnmayer and College of Education Dean Martin Kaufman announced the gift and naming in a news conference Tuesday, March 9.

“We are delighted with the HEDCO Foundation’s very generous gift,” says Frohnmayer. “This new complex for the College of Education is vitally important to the University of Oregon and to the state. It will help the college become even more effective and innovative as it prepares education professionals, assists school districts around the state, and conducts the research for which it receives national acclaim.”

The new facilities will add 100,000 square feet of teaching and research space and will feature specialized areas for developing instructional assessment tools, designing curriculum, and modeling the latest teaching methods for math and science. The complex also will include a teaching performance studio and an integrated clinic for professional training. In addition, the clinic will be used to provide community services in counseling and speech-hearing-language disorders.



The Transforming Gift

ABOUT TWENTY FIVE YEARS AGO, SCHOLAR LEWIS HYDE wrote about cultures of gift giving—and realization of the value of a transformative gift over time.

In some indigenous cultures, gifts pass on within the circle of community and stay in circulation over the span of many lives. They never become possessions. Rather, they are passed from hand to hand, becoming the means to different ends than possession or wealth. Through such gifts teaching occurs, wisdom and knowledge are shared, and transformation takes place within the community. In fact, the transformative gift's signal intention is to sustain and strengthen the community which receives it.

Hyde's observations speak to us as recipients of the HEDCO gift to initiate the new College of Education building project, a long overdue consolidation and modernization of facilities to support the teaching, research, and outreach impact of the college. As Hyde notes, the transformation inherent in such a gift requires maturation. It is realized only when the recipient is able to pass on the gift in turn.

We are on the threshold of opportunity of great magnitude. In order to bring this transformation into reality, each member of our community—faculty, alumni, students, and friends—has the potential to help grow the gift. Our collective efforts will create a future of expanded opportunity for coming generations of students and professional educators and clinicians.

With heartfelt gratitude for the leading vision, character, and commitment of HEDCO and its board president, Dody Jernstedt, I also want to thank each of our donors and friends in advance. It is up to us as a community to keep the gift in motion.

"Passing the gift along is the act of gratitude that finishes the labor."

~Lewis Hyde, *The Gift*, 1979

Martin J. Kaufman
Dean, College of Education

"The transformative gift's signal intention is to sustain and strengthen the community which receives it."

Marty Kaufman



Faculty Notes

- First Lady Laura Bush joined COE's **Ed Kame'enui** May 19 to tour Beaverton's William Walker Elementary School, where Kame'enui, Bush, and teachers discussed the core strategies of improving reading instruction. Accompanied by Kame'enui, Principal Barbara Evans, Beaverton School Superintendent Jerry Colonna '87, and some of the school's children, the First Lady also observed teachers leading classes.
- The Council on Academic Accreditation has approved American Speech and Hearing Association (ASHA) accreditation for a COE master's program in speech-language pathology. Dean Marty Kaufman cited the leadership of **Marilyn Nippold**, area head of Speech Language and Hearing Sciences for the past two years, as a contributing factor to the recent successful site visit conducted by ASHA. On April 1, **Kathy Roberts** assumed responsibilities as major director of Communication Disorders and Sciences.
- UO President Dave Frohnmayer paid a surprise visit to Associate Professor **Dan Close** in class May 13, presenting Close with the Thomas F. Herman Faculty Achievement Award for Distinguished Teaching. One of the UO's highest teaching honors, the award recognizes senior faculty members who have demonstrated long-standing excellence in teaching at the university.
- **Cheryl Buhl**, Oregon Career Information System (CIS) director, received the 2003 Distinguished Service Award from the Association of Computer-based Systems for Career Information (ACSCI) on December 9. The award recognizes professional excellence, long-standing contributions, service to ACSCI, and innovations that advance career information delivery. Buhl has directed Oregon CIS for 20 of its 33 years. Oregon CIS is an outreach unit of the College of Education that delivers high-quality occupational and educational information to Oregonians.
- Battered women need 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, says **Krista Chronister**, COE assistant professor of counseling psychology. Chronister has developed Advancing Career Counseling and Educational Support for Survivors of domestic violence (ACCESS) to address these needs. The UO Office of Technology Transfer will develop ACCESS curriculum for nationwide distribution.

Virtually Touring Today's College of Education

Welcome! You've arrived at the College of Education to tour today's campus with Director of External Affairs and Development Andrea Wiggins, who greets you with a smile in



her office in 102 Education. Along with a few other alumni and friends gathering to look over the college, you chat a few moments, looking out her window at the green lawns and plants

and remembering your own days as a student. Today's typical partly cloudy morning has been spitting occasional drops of "Oregon sunshine," so you've brought a jacket: touring the college will take you outdoors for much of the way.

As your group leaves the office, Andrea points out the history of its building: "We are starting our tour in the 'new' building," she notes, "built for the college in 1921 after it outgrew the original education building. That structure, built in 1916, is now the business school's Gilbert Hall." You learn that two buildings were opened in 1921 to accommodate the college and a "cadet" teacher preparation school. They were also home to the law school for a while, in addition to serving as a junior high and as University High School for the Eugene School



District. You see that the main building now also houses the Technology Education Center—a former office with about 30 desktop computers and 20 laptops in its limited space to serve some 1500 students plus instructors who teach use of technology and distance learning for teachers.

As you move through the breezeway from the main building to the former "Uni High," you

see a group of students gathered in the courtyard with their instructor. "There are many lovely parts of the college," Andrea notes. "The courtyard is a particularly great place for students to sit and get together when the weather is nice."

"And what about when it is not so nice?" you ask. Then there is not much room to gather. The college did recently install five picnic-style tables and some benches indoors in the hallway of the old high school. You can see that these are much appreciated: students have tacked up signs that say "Marty's Diner," acknowledging the dean's



allocation of funds to purchase the furniture. Andrea points out that this is the only indoor area at the college for students, faculty, or staff to gather for study, socializing, or work on group projects.

Down the hall, rooms used until the early 1950s for teens are being used this day by graduate students in the Marriage and Family Therapy class you're visiting. You squeeze into a small wooden desk alongside therapists-in-training as they discuss topics such as recognizing early signs of addictive behavior. You marvel at the complexity and diversity of social issues that must be addressed in these times by students studying to become professional family therapists in preparation for state licensure.

You pull on your jacket as you exit the main COE buildings to visit a few of the 21 different on-campus and off-campus locations that COE programs now occupy. Up the rise from the old tennis-court parking lot sits a small wood cottage. "The college is home to many nationally recognized experts," Andrea notes. "For example, the foremost literacy researchers in the country work here in the Education Annex. The Annex was originally built behind Johnson Hall in 1915 and

"There are many lovely parts of the college. The courtyard is a particularly great place for students to get together when the weather is nice."

Andrea Wiggins

Alumnus Credits College

Following the last edition of *Education Matters*, the college received the following letter:

Greetings:

Seeing the recent obituaries for Art Mittman and Ken Erickson, I decided to write to let you know what a profound impact the UO College of Education has had on my career and life. I took statistics from Professor Mittman as a doctoral student in the 1970s. I have used what I learned in his class almost every day in my professional work for the last twenty-five years. In addition, the other faculty members in Educational Psychology prepared me well, beginning with my dissertation on program evaluation. After spending eighteen years as Director of Evaluation and Research in the Center for Instructional Development at Syracuse University, I am now the Director of Academic Assessment at the United States Naval Academy.

I not only use what I learned in my doctoral studies to help both the military and civilian faculty members develop and implement valid and reliable assessment plans, but am also teaching a course on research methods to midshipmen in the political science department. I use concepts that I learned in Professor Rankin's Analysis of Published Research course as well as the statistical methods from Professor Mittman's class all the time.

In closing, I want to congratulate the College of Education for its continued excellence as evidenced by its high rankings. More importantly, I want to encourage the current faculty to strive to uphold the high standards set by my professors (Mittman, Rankin, Dizney, Lovell, Erickson, Charters, Schmuck and others) because faculty have an impact on students for the rest of their lives.

Very respectfully,

Peter J. Gray, Ph.D.
Director of Academic Assessment
Faculty Enhancement Center
United States Naval Academy
Annapolis, MD



★★★ COLLEGE OF EDUCATION ★★★

COE Faculty Leads the Nation

The competitive excellence of UO education faculty—who again earn the rank of **#1** most productive educational research faculty in the nation—contributes to the ability of school systems and communities nationwide to deliver needed supports and services to children, families, and professionals. According to the 2004-05 *U.S. News & World Report Best Graduate Schools* ratings of U.S. colleges of education, the UO College of Education's external grant funding generates an average of nearly \$1.5 million per faculty member in the college. More than 2,000 schools and **38** states utilize the research and outreach services of University of Oregon College of Education faculty.

SUMMARY OF THE RANKINGS:

Compared to other U.S. graduate colleges of education, the UO College of Education ranks

- In the **top 5 public** colleges of education in the nation (4th this year)—a distinction it has maintained for the past 4 years
- In the **top 10 public or private** colleges of education in the nation (8th this year)—for 3 years in a row
- As the **#1** most productive education research faculty for 7 of the last 8 years—this year nearly generating 1/3 more per faculty member than the nearest competitor
- As the **#3 special education** program nationwide—for the 5th year in a row
- In the **top 10 most selective** public or private colleges of education in the nation
- Best in the Northwest and the only top-tier ranked college of education in Oregon

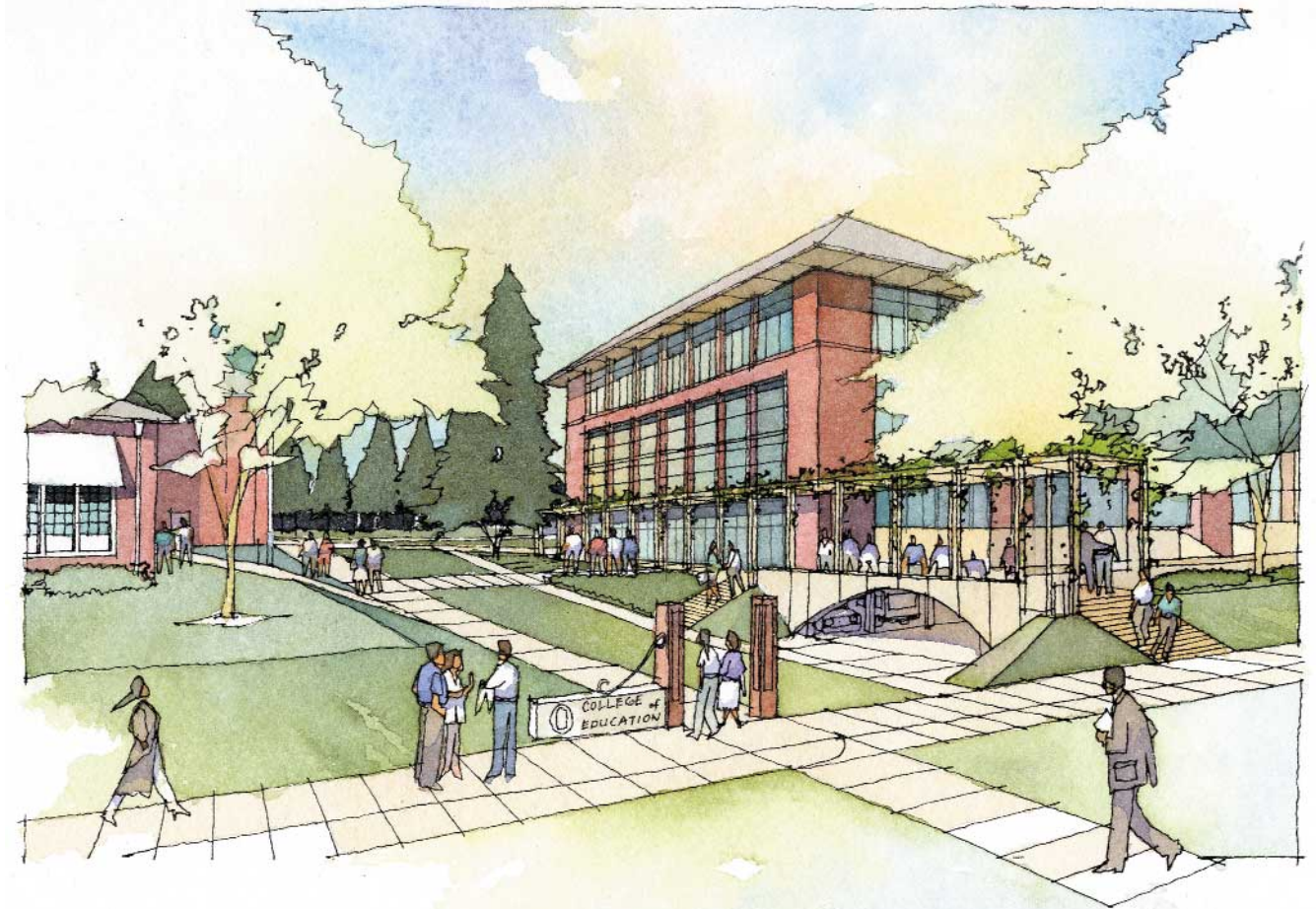
The college's consistently high national rankings are especially noteworthy when its resources are compared to the other top-10 institutions with greater state and private investment in higher education.

"I have used what I learned almost every day in my professional work for the last 25 years."

Peter J. Gray

Building Beyond Walls

UNIVERSITY OF OREGON COLLEGE OF EDUCATION BUILDING PROJECT

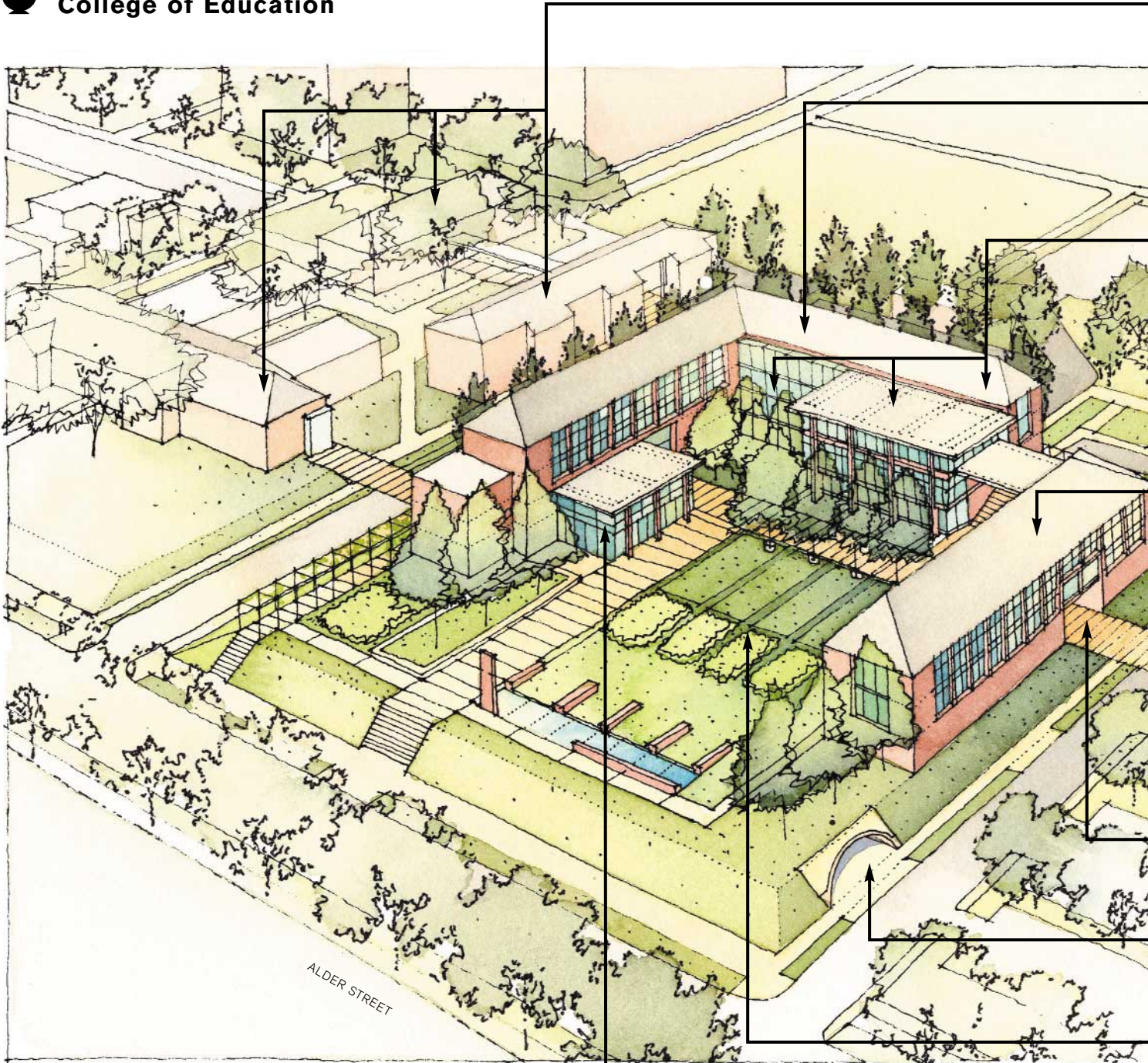


The University of Oregon College of Education is one of the nation's elite programs. Currently operating in a facility built in 1921, the college continues to help schools try to meet the demands of education in the 21st century.

The new facility will enable the college to close the gap between the current state of educational practice and what we know about effective learning and teaching. With this facility the University of Oregon College of Education will set a new national standard for the preparation of educators and clinicians.



UNIVERSITY OF OREGON

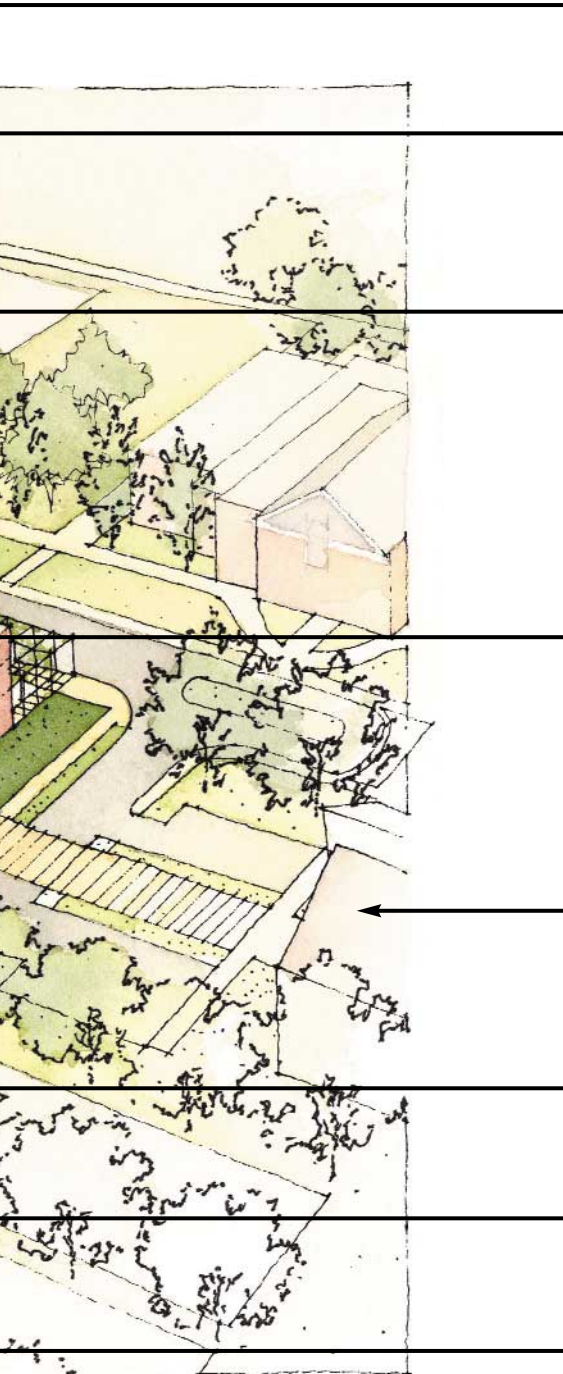


The Building Project

- 100,000 square feet of new space and renovation of existing spaces
- Universal design principles to provide easy accessibility for all
- Interconnected pathways and spaces to create an infrastructure for collaboration
- Technology resources designed to enhance problem solving and interactive learning

The project is targeted to break ground in 2008. Facilities including the new **HEDCO Education Building** will be constructed on the southwest corner of the University of Oregon campus between existing buildings, where they will create a unified education complex.

PROJECT COST ▪ \$48,000,000 (At least half of the total must be private funds)



- **Existing Buildings**
Brick buildings will be renovated to integrate into the new complex.
- **Research & Academic Offices**
On the upper floors: suites of offices will provide students access to academic and research faculty and facilitate faculty interaction.
- **Specialized Teaching Spaces**
On the ground floors: problems-of-practice rooms; math, science, and language methods rooms; and a teaching performance studio will let future educators practice and refine teaching skills. An instructional design studio and curriculum resource library will help teachers tailor instructional materials to the diverse learning needs of students.
- **Integrated Clinic**
Three clinical programs will share equipment and support services in one wing of the new building and will offer training and public service in communication disorders and sciences, marriage and family therapy, and counseling psychology.
- **Existing Building**
Some programs will move into the new clinic and allow better use of space in the currently crowded Clinical Services Building.
- **Pathways Throughout Complex**
Pathways will connect gathering spaces to facilitate collaboration.
- **Underground Parking**
Parking under the new building will facilitate accessibility.
- **Gardens & Terraces**
Gardens, pathways, terraces, and other outdoor spaces will tie the entire complex together.
- **College Heart**
Access from all parts of the complex will provide a space for students, faculty, and alumni to gather.

Technology throughout the complex will provide access to students on site and off campus, create in-time responses to classroom and clinic needs, and create communities of learning not bound by geography.

Beyond the Numbers



LISA BROWN MATHEMATICS METHODS ROOM

Mary and Chip Brown of Oakland, California, know that learning to teach in the math and science disciplines requires specialized practice rooms. In honor of their daughter Lisa, a teacher in Portland, Oregon, they have made a multi-year pledge to underwrite the creation of a math methods room that will provide technology and equipment for faculty to demonstrate teaching of math concepts. Storage, sinks, and curricula samples will give students the means to develop and practice lesson plans and experiments that will foster abilities to deal with pattern, shape, dimension, quantity, uncertainty, and change¹—all mathematical abilities that need to be developed along with the computational skills we've all been taught.



Jill Baxter's classroom is a suitcase. Baxter—a COE professor and expert in teaching mathematics—does not have classroom space of her own to access the array of proficiency-building materials she uses to model effective math instruction. Her case holds blocks, puzzles, posters—more than the paper and pencils typically associated with math lessons—but the suitcase and the lecture rooms Baxter visits with it are no substitute for a well equipped math instruction room.

There has to be a parallel between the experiences we provide our future teachers and the learning we expect them to be equipped to go out and cultivate in classrooms," says Baxter. "That's where the setting becomes so important to the success of learning. If our students must sit in fixed chairs in a lecture hall without tools to manipulate and, thus, model their thinking, then they're limited in the mathematical activities that they can explore to spark logical reasoning, use of strategy, or how to apply math to everyday instances.

"Students come to the university very excited to be here and energetic to learn—and then they are lectured to. When they become teachers, they fall back to teaching the way they were taught. Decades of research suggest that, when the goal is to help children develop mathematical proficiency, we need to help them learn to understand and think strategically about when to use particular procedures. Most importantly, we need to help all students experience themselves as capable of posing and solving mathematical problems.

"Based on research, I'd say that mathematical proficiency is a critical goal when teaching young children. To be proficient in math, children need to understand concepts; skillfully and flexibly carry out procedures; and represent, solve, justify, and explain problems. And they need to believe in their ability to do math.

"For years, we've done a great job of educating a very small percentage of the population. Our Nobel Prize winners, brilliant scientists and mathematicians come from a long tradition of meeting the needs of a privileged top group of kids. But most students don't get past algebra: we've overwhelmed them with the computational—or how-to-do-it—part of proficiency, until they want out of math. They don't see the relevance of school math with its heavy emphasis on memorization and computations. Many students never experience the excitement of posing an interesting question and then using mathematical reasoning to solve it.

The ability to deal with change and uncertainty is mathematical. It needs to be developed along with the computational skills we've all been taught.

Students rarely experience math this way. We need to create more opportunities in school to develop their mathematical proficiency, which will serve them well in many walks of life and professions.

"For instance, when you are making a business presentation, will your particular data come across more effectively in a graph, text, or a table? This decision calls for understanding how best to represent patterns. We know how to engage students and teachers in this kind of thinking."

The tools for comprehensive math instruction do not all fit in a suitcase. But if we develop facilities to accommodate instruction in the full range of math proficiency, we can, in the words of the National Research Council, "turn mathematics from one of the most dreaded classroom experiences to one of the most engaging and rewarding—ensuring that the next generation can step with confidence into the technological world of the 21st century."²

Jill Baxter received her Ph.D. in Educational Psychology from Stanford University in 1987. Her research has examined the teaching and learning of math in elementary and middle schools, especially the different ways that students learn about mathematics from various kinds of instruction. To learn about other specialized instruction areas that address specific needs to help students succeed, see "Naming Opportunities" at <http://education.uoregon.edu/building>

^{1,2} "On the Shoulders of Giants: New Approaches to Numeracy," Mathematical Sciences Education Board, National Research Council, National Academy Press, Washington, D.C., 1990

Virtual Tour continued from page 3

moved to this spot in 1949. Ed Kame'enui, the director of the nation's Western Regional Reading First Technical Assistance Center—serving most states west of the Mississippi—is headquartered here.”

You head across a couple of blocks of parking to the Clinical Services Building on 18th Avenue. “This building was constructed in 1969 with state and federal funds,” says Andrea. “It’s shared with Oregon Health and Science University (OHSU) and has become so overflowing that some facilities are set up in the hallways.” The group runs into a therapist excited to report that she is moving upstairs from her office in the basement laundry room. You peek into several busy spaces: a Head Start classroom where students work with youngsters at risk; treatment rooms where OHSU physicians diagnose developmental disabilities; and a viewing area with one-way glass where supervising professionals observe CDS students as they work with clients—among them, children with autism or hearing problems, adult stroke victims, and young adults with brain injuries.

“Our clinics provide hundreds of thousands of dollars of services free to the community,” Andrea notes, “but having to squeeze elderly stroke victims into these cramped

1967 and '73 to help with overload due to growth of the college,” says Andrea. “They were meant to be temporary, but we have had Fulbright scholars wanting to come here from as far away as Japan and Norway to study with us, and these are still the spaces we have to put them.” The trailers have no rest rooms.

Andrea points over the top of the trailers to the roofline of a house. Rob Horner and George Sugai of the Special Education program—ranked #3 in the country for the past five years by *U.S. News & World Report*—have their offices there. A classroom at the top of the stairs is inaccessible to people with special needs, a fact that professors have told Andrea they find embarrassing, as the space does not manifest the principles and practices that they teach.

One visitor notes that the school in which she taught kindergarten was better equipped than the college. Andrea acknowledges the need for improvement—a recent study identified that close to a quarter of the college’s facilities are beyond further repair—but she also points out a bright side to this situation.

“Don’t get fixated on how awful and dilapidated things may be,” she tells your group. “We have been good stewards of what we’ve had. We’ve pushed it to the limit. The fact that we must now replace facilities that have outlived their practical

usefulness, means we can develop new resources specifically designed to support what we know how to do. We have the opportunity to use what our research has taught us about teaching and learning to forge something unique and transformational

here. We have achieved much with what we’ve had: Just imagine what our faculty and students can do with what we build now”



See our website for a timeline of COE history and facilities: <http://education.uoregon.edu/timeline> and for the COE building project: <http://education.uoregon.edu/building>

“The fact that some facilities have outlived their practical usefulness means we have the opportunity to replace them with resources designed to support what we know how to do.”

Andrea Wiggins



rooms with small chairs is just one example of how our space is not keeping up with the demand for the services we know how to provide.” Architects have advised that this building needs to be renovated and reorganized to support the demands for COE services.

A few steps outside, your party sees a group of three trailers set in a gravel parking lot. “The trailers were brought in between

College of Education Alumni Association Board

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Linda K. Smith '70, '82



KSU Dean Named Outstanding Alumnus

Outstanding alumni are recognized for exceptional contributions to education or other fields. This year **Michael Holen** was honored and asked to address graduates at the COE June commencement ceremony.



Dean of the College of Education at Kansas State University, Holen was nominated for his exemplary leadership and faculty representation. Kansas State University is home of the largest teacher training program in the state of Kansas.

"During his tenure as dean, Dr. Holen has changed the way faculty, students, and the community view education and teaching," says Robert Newhouse, KSU College of Education assistant dean. "Dean Holen keeps faculty enthused, current, and motivated in critical areas and issues ranging from technology, educational standards, professional ethics, and diversity," says Newhouse.

Michael Holen earned his Ph.D. in 1971 in educational psychology. He also completed a master's degree at the UO in 1968. Holen attributes his success and leadership to his rigorous academic program at the University of Oregon.

"The faculty, my fellow students, and the intellectual environment at the UO College of Education were so energizing," says Holen. "The UO of the late 1960s was a pretty exciting place."

"The impressions left on me by a climate where so much open discourse was largely encouraged and tolerated cemented my commitment to honesty, curiosity, the validity of disagreement, and intellectual flexibility," says Holen.

"The conversations throughout those UO years were keys to my dedication to educational and social equity, my understanding of the challenges and opportunities diversity presents for schooling, and my belief all children should be provided the chance to reach their own level of excellence."

Alumni News

Robert L. Ness '68, is an organizational consultant living in Seattle. This year he led a team of six consultants/trainers to Vladivostok to train Russians in diversity and conflict management. His work has included international projects in Eastern Europe, Viet Nam, and Mongolia.

Laurene Zaporozhetz '87, has been named as the dean for libraries at Murray State University in Kentucky. Previously she served as a dean at Louisiana State University where she played a pivotal role in the new construction of a library facility.

Robert Blakeley '53, known for his international work in cleft palate, has written a children's book "Princess with a New Face." Inspiration for the story came from one of his young patients who had to undergo multiple facial surgeries.

Lyle Tavernier '02, '03, is teaching at Space Camp in Huntsville, Alabama at the U.S. Space and Rocket Center. He plans to build a strong science and space curriculum in preparation for a full-time teaching job starting in the fall.

If you have information to share about yourself or other alumni, e-mail us at edalum@uoregon.edu

Mark Your Calendar . . .

UNIVERSITY HIGH SCHOOL REUNION

Anyone who ever attended University High School in Eugene, Oregon, is invited to attend an all-school reunion **August 25-27**, 2004. Activities include a pizza night, wineries tour, tour of the school, trunk show of wearable art, golf, individual class get-togethers, and a banquet. Reunion headquarters: Eugene Hilton.

People are asked to remember "When We Were 17" and send in their special memories of high school to be included in a memory book, which will be published after the reunion. For information and/or an invitation contact Al Stockstad, (541) 344-5539 (acs@sprynet.com) or Delores Moreland, (541) 688-8518 (deemore51@comcast.net).

HOMECOMING 2004

Circle the dates **October 15-16**. Come back to the College of Education for your own campus tour! Get your tickets for Oregon vs. Arizona! More details will be coming from the UO Alumni Association (UOAA).

Alumni Awards

This spring the College of Education Alumni Association honored the following alumni (listed with their COEAA regions).

DISTINGUISHED ALUMNUS AWARD

Sarah Boly, '72, '73, *Hillsboro, OR*, was honored for many years of outstanding service to public education and exemplary leadership at Southridge High School in the Beaverton School District. (Northwest)

Lynette Doht '64, *Curriculum specialist for Portland public schools, Portland, OR*, was acknowledged for years of service and district-wide work with early literacy. (Columbia)

Terry McDonald '70, *Executive director, St. Vincent de Paul, Eugene, OR*, was honored for entrepreneurial vision and impact on community services. (Southern Valley)

Joanne Moore '78, *Retired teacher and coach, Toledo, OR*, was acknowledged for continuing volunteer service to Toledo High School, fundraising, mentoring, and caring for students on the central Oregon coast. (Coastal)

Erika Lamb '61, *Retired teacher, Springfield, OR*, was honored for providing hours of weekly volunteer service teaching art at Yolanda Elementary School in Springfield. (Southern Valley)

John Pendergrass '68, *Administrator of Youth Corrections Education, ODE, Aurora, OR*, was honored for leadership and advocacy for services for at-risk youth and significant contributions to public education in Oregon. (Santiam)

COMMUNITY AWARD

Rich Akerman '72, *Businessman, Lake Oswego, OR*, was honored for work with student athletes, leadership with Lake Oswego schools and increasing support for the Lake Oswego Schools Foundation. (Columbia)

Kathryn Collins '72, *Volunteer, Corvallis, OR*, was honored for years of tireless dedication to the Corvallis schools and advocacy for learning opportunities for all students. (Santiam)

EDUCATIONAL EXCELLENCE AWARD

Julie Knoedler '01, *Secondary special education teacher, Eugene, OR*, was acknowledged for leadership in curriculum and work and support of at-risk youth. (Southern Valley)

Wayne Snoozy '71, *Retired principal, Klamath Falls, OR*, was honored for years of volunteer contributions for scholarships, community support, and services for children. (Southern)

DEDICATED DUCK AWARD

Terry Mero '71, was acknowledged for his history of spirit, dedication, enthusiasm, and service to the UO College of Education and its alumni.

WILLIAM K. WORRELL AWARD

Jerry Colonna '71, was honored for his leadership in education and for serving as an influential mentor to other education professionals throughout their careers.

COEAA Call for Award Nominations: Regional Awards 2005

The College of Education Alumni Association presents awards annually to nominees in the eight regions of Oregon as well as one award in each category to nominees from outside the state.

FRIEND OF EDUCATION: *Recognizing local government officials, legislators, or agencies for their significant impact on the local school district or the educational system in general.*

COMMUNITY AWARD: *Presented to a parent, community member, or organization for their contributions to improve the quality of life in the community and/or the educational climate.*

BUSINESS/EDUCATION PARTNERSHIP: *Acknowledging contributions of time, expertise, financial support, or volunteer efforts by businesses.*

EDUCATIONAL EXCELLENCE: *Recognizing professionals within the educational community whose contributions have made significant impact on students, instructional programs, assessment, and/or delivery.*

STUDENT ACHIEVEMENT: *Acknowledging significant achievements, service to school/community, or contributions to society by a student or student group.*

DISTINGUISHED ALUMNUS: *Recognizing graduate or licensure recipients for their significant impact on education through innovative programs, leadership, and/or community service.*

With the exception of the Distinguished Alumnus awards, regional award recipients do not need to be graduates of the University of Oregon or College of Education.

Outstanding Alumnus Award

Each year an outstanding alumnus or alumna is recognized by the College of Education for exceptional contributions to education or other fields. The honored recipient is invited to campus to speak to College of Education graduates at the June commencement ceremony. Nominees must have obtained at least one degree or licensure from the UO College of Education.

Nominations are due by November 1. To nominate someone for a College of Education Alumni Association (COEAA) award, see our website for nomination forms:

<http://education.uoregon.edu/coeaa-awards>

EDUCATION MATTERS

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The new building at the center of the project, which also will include extensive renovation and expansion of existing facilities, will be called the HEDCO Education Building. The College of Education must raise at least half the construction costs of the project through private gifts. The university will seek legislative support of bonding authority to help complete the project.

“The University of Oregon’s College of Education has and will continue to play a key role in our children’s future through research and professional training,” says Governor Ted Kulongoski. “I congratulate the university on this important lead gift and thank the HEDCO Foundation for its investment in our state. This new educational facility will set a new standard for preparation of educators and clinicians, serving students and helping Oregon

schools and communities meet the developmental and educational needs of their students and families in the 21st century.”

The HEDCO Foundation is a private foundation that supports a wide range of philanthropy, from gifts advancing scientific and medical research to grants for building projects supporting professional practice or addressing social welfare.

Other philanthropic contributions from the foundation include gifts supporting the HEDCO Neurosciences Building at the University of Southern California and genetic research at Oregon Health and Science University in Portland. Previously, the HEDCO Foundation established a professorship in communication disorders and sciences at the UO College of Education.

Become Part of the Transformation!

The College of Education invites your investment in the future of education. The support and commitment of alumni and friends is crucial to the success of this project—as at least half the cost must be raised from private funds if the college is to ask the Oregon Legislature for matching funds. Naming opportunities are available to recognize the generosity of donors. Gifts may also be made in honor of a family member, friend, or professional mentor as a recognition of the honoree, as well as an endorsement of the value of education to our nation’s children and communities. For a view of the project and range of opportunities, see our website: <http://education.uoregon.edu/building>



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