

Personal Grief Fuels Public Advocacy

U.S. Senator Gordon Smith came to campus November 30, 2006, to speak with students in the COE Family and Human Services (FHS) program. Smith and the students discussed his work as a policy maker addressing mental health issues, and his recent book, "Remembering Garrett: One Family's Battle with a Child's Depression."

individuals, we simply must as a society do something about our own mental health literacy—and about our own willingness to reach out to get past the stigma associated with mental illness, or we will not get ahead of this.”

Professor Dan Close introduced the FHS program and described the breadth of services represented by the many community partners who work together with the academic program to provide students field study experiences in a range of human services.



Students, professionals, community leaders, and policy makers, as well as college faculty members and others with an interest in mental health policy, gathered early in the morning in classroom 101 of the new UO Living Learning Center's south building. UO President Dave Frohnmayer convened the forum, reading aloud from Gordon Smith's book a section that recalled how President Frohnmayer and his wife, Lynn, had offered poignant understanding and support for Senator Smith in the aftermath of Smith's son Garrett's suicide at age 22.

Each agency may have a direct impact on the delivery of services in mental health to children and families. With UO Counseling Center Director Robin Holmes moderating, current FHS students and alumni posed questions to the senator about his experiences and the potential impact of the Garrett Lee Smith Memorial Act, which established the campus suicide-prevention grant program. FHS major Isabel Meier asked the senator to consider in particular how he might address cultural differences that restrict openness to mental health issues, so that less judgment about the stigma of mental illness might occur. FHS alumnus Kevin Minor asked the senator if he had been actively bringing his message about the seriousness of mental health interventions to the Church of Latter Day Saints, for whom Smith has served as a bishop.

“Surviving your child is among life's sternest tests,” said Senator Smith, visibly stirred by Frohnmayer's introduction. Smith admitted to the students that the emotions are still very raw and all too readily available.

“No fire burns as hot as that which affects your children,” said Smith. “Given that most families have at least one member who suffers from mental illness, and that among folks your age, the suicide rate is two times that of the murder rate, and the second leading cause of death of college-age

Smith said he has talked with many in church leadership, not only in the Mormon faith but in other denominations as well, and he has been encouraged by increasing coverage in clergy and laity publications treating mental illness with the medical sophistication it deserves.

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UNIVERSITY
OF OREGON



“We are planning exactly where the college’s teaching and research growth is headed over the next decade.”

Michael Bullis



With Direction and Discipline

OVER THE COURSE of my academic and research career, I have become a strong proponent of social learning theories of behavior that are predicated upon establishing a clear direction, or goal, to guide and focus actions. As my grandfather used to say, “If you don’t know where you are going, that is where you will end up.” This basic, common-sense principle applies to individuals, systems, and even to our college.

Much can be achieved with a little forethought, followed by discipline in executing the plan.

When I accepted the position of dean for the next two years, I had two objectives in mind. First, we must “right-size” the college’s academic programs by consolidating some and growing others. To do this work we will need to increase the number of faculty, because we are woefully understaffed. Exactly how we will achieve this end is something I will focus on during my tenure as the dean. Second, and related to the first objective, I believe we need to take a deep breath and plan exactly where the college will head for the next decade. Such planning will help allocate resources to key needs and goals, which will make the college stronger in the long run.

We are also positioning for a dean search. Of all public and private graduate institutions of education in the country, the UO College of Education is ranked 15th—and 8th among public universities. It enjoys unprecedented external funding for a professional school of education—currently more than one-third of the external funding for research generated across the entire UO campus. The challenge we face is in sustaining this stellar

performance and in attracting a leader who will support this vision and direction.

With this in mind, faculty has been hard at work—delivering quality academic experiences for students and continuing valuable research and outreach assistance with our many stakeholder partners and states. All quarters in the college also have been recruiting new colleagues: We have completed three new hires, with four more ahead in spring 2007. Teacher Education faculty has proposed new math and science instruction curricula. We have started a process to realign the college’s entire curriculum to eliminate redundancy, and master’s and doctoral programs across majors have developed a strong new qualitative research strand to complement the quantitative research core. Every unit in the college has participated in the planning process for the new facilities. And perhaps most important of all, the college deepens a commitment to diversity initiatives in 2007, with the establishment of a new community diversity advisory board, which met for the first time in December.

We are planning exactly where the college’s teaching and research growth is headed over the next decade. This is where I believe we will end up: We will become a stronger college academically and in research, and we will find the dean who will relish the opportunity to lead such a successful team.

Michael Bullis
Dean, College of Education

Provost Sets Goals for UO

National reputation is important in competing with other institutions of higher learning for the next generation of leaders. Provost Linda Brady has outlined the following goals for the university:

Overarching Goal for the University of Oregon:

- Recognition as a top-25 public research university in the U.S.

Environmental Pressures:

- Increasing diversity of the population presents challenges to access and student success
- Faculty retirements are anticipated in an increasingly competitive marketplace
- State appropriations are declining and they will not recover to former levels

Opportunities UO will Pursue:

- Recruit and retain the next generation of faculty
- Provide access and set high expectation for undergraduates
- Enhance diversity of students, faculty, staff
- Build a global university for the 21st century

~ Prior to appointment as UO provost, Linda Brady served as dean of the College of Humanities and Social Sciences and professor of political science at North Carolina State. A noted scholar in the field of international negotiations and arms control, she led the Sam Nunn School of International Affairs at the Georgia Institute of Technology from 1993 to 2001, where she also served as a professor of international affairs. She has been a distinguished professor of national security at the United States Military Academy and a senior fellow in international security and arms control at The Carter Center of Emory University. From 1978 to 1985, Brady held several positions in the U.S. Department of State and the Department of Defense. She served as a political analyst in the State Department’s Office of Disarmament and Arms Control and was special assistant for mutual and balanced force reductions in the Department of Defense during the Carter administration.

Linda Brady, Ph.D., has degrees in political science from Douglass College and Rutgers and The Ohio State University. She has published in the fields of American foreign policy, international negotiation, and arms control.

UO Provost Linda Brady Appoints Mike Bullis

Two New Leaders, One Priority

One is a former nuclear arms control negotiator; the other, the leading expert on adolescents in the correctional system. Each distinguished in their own fields, they share an appreciation for deliberate focus that achieves sweeping impact.

For new UO Provost Linda Brady, the appointment of Sommerville-Knight Professor Michael Bullis, Ph.D., as dean of the UO College of Education, was one of the first items on her to-do list after her own appointment in the summer of 2006. But formalizing the appointment of Bullis, who served the college as interim dean during the 2005–6 academic year, was more than a check-off item: it signified the new provost's focus on capturing a high profile for faculty of merit in the university.

In announcing to the media October 3, 2006, that Bullis "is well equipped to guide the next emergence of the college," Brady noted his track record of service to the educational needs and challenges facing the state of Oregon as well as his national leadership in applied research and outreach.

Bullis has been awarded and has managed 37 externally funded research and model demonstration projects, totaling more than \$22 million, focusing on adolescents at high risk—those with emotional disorders or in the correctional system. In addition to his duties as dean, Bullis directs the National Post-School Outcomes Center, funded by the U.S. Department of Education's Office of Special Education Programs (OSEP).

"He has provided exceptionally strong leadership while serving as interim dean of the college," says Brady. "Mike takes the helm at a time of great opportunity. With plans for new education facilities taking shape, I have every confidence that, under Mike's leadership, we will continue to enhance the national and international reputation of the University of Oregon's College of Education."

National reputation is very important to the new provost, who has set the bar high for her own tenure as the chief academic officer of the university: Brady is positioning the UO to become recognized as one of the top 25 public research universities in the country, an ambitious leap from its current ranking of 120th (*U.S. News and World Report: America's Best Colleges 2007*). Brady, who along with Bullis presented the priorities of the university to the Dean's Advancement Council during fall term, concedes that there are some serious challenges for our public university:

"One, we're seeing diminishing state funding in the higher education context nationally, where state appropriations are declining and not expected to recover. Two, the state of Oregon's rapidly changing demographics compel us to prepare carefully for meeting the needs of the growing numbers of Latino students who are currently advancing through elementary and secondary levels. Three, an aging faculty's impending retirement demands that we successfully compete for and capture the next generation of academic leaders—and growing expectations for relevance and accountability from the university's endeavors in scholarship and research present keen pressure for advancement in applied research that makes significant contributions to our society's economic development and quality of life," says Brady.

Deliberate focus, however, on a foundational part of any organization can bring transformative change, and Brady has lasered in on the linchpin: Creating high quality in the academic mission or in research activity depends upon recruiting top faculty. Dean Bullis and Provost Brady express dedication to achieving just that.

"Our most critical challenge is to sustain and build academic quality," says Brady. "We must focus deliberately on this. We must focus on recruiting, retaining, and promoting faculty. The academic job market is very competitive right now—in the next decade over 50 percent of faculty in higher education will be of retirement age."

"The salary issue is serious, both in terms of compression and inversion," says Brady. "There's a major gap between UO and our private sector comparators, as well as a substantial gap between UO and our public institution peers. We must work with the state to solve the salary issue. We need to work with the legislature and on private sector fundraising over the next five years."



"With plans for new education facilities taking shape, I have every confidence that, under Mike's leadership, we will continue to enhance the national and international reputation of the University of Oregon's College of Education."

Linda Brady

New Faculty Today; Expertise for the Future



Cynthia Anderson



Karen Baldwin



Tom Dishion



Joanna Goode



Beth Harn

Cynthia Anderson, Ph.D.

Associate Professor, School Psychology

Research and teaching: research interests focus on developing and evaluating behavior analytic interventions for ameliorating severe problem behavior in school, home, and community settings. Cynthia Anderson serves as the major director for the school psychology program.

Karen Baldwin, Ph.D.

Coordinator of Elementary Education

Research and teaching: areas of teaching include social studies methods, curriculum development and assessment, equity and diversity, literature, and cultural geography. With more than 20 years of work experience in Lane County schools as a teacher, supervisor, and parent volunteer, Karen Baldwin also facilitates grants for self-sufficiency projects with indigenous women to maintain cultural traditions.

Tom Dishion, Ph.D.

Professor, School Psychology

Research and teaching: research focuses on understanding the development of antisocial behavior and substance abuse in children and adolescents, as well as designing effective interventions and prevention programs; teaching interests include developmental psychopathology, and child and family interventions. Tom Dishion directs the University of Oregon Child and Family Center. Funded by the National Institutes of Health (NIH), the Child and Family Center contributes more than \$4.5 million annually to UO in external funding for research in adolescent and family dynamics as they relate to adolescent mental health.

Joanna Goode, Ph.D.

Assistant Professor, Teacher Education

Research and teaching: research examines the institutional and psychological reasons preventing many underrepresented youth from entering the computer science pipeline in high school. A former urban high school mathematics and computer science teacher, Joanna Goode's research examines the relationship between teacher development and students' opportunities to learn.

Beth Harn, Ph.D.

Assistant Professor, Special Education

Research and teaching: research expertise in early literacy assessment, instruction, and intervention; she teaches graduate-level courses in special education and school psychology. Beth Harn also serves as co-principal investigator and coordinator for Project CIRCUITS, which provides systems for schools to accelerate early reading achievement of students with reading difficulties in grades K–three. She provides professional development to schools nationally in supporting their efforts to improve schoolwide reading instruction.

We Serve Your Comm

You may know of the College of Education's national reputation yet still not be aware of the service that the college gives to schools and communities around the state of Oregon. The UO College of Education has had an impact on every single school district in Oregon.

Of all Oregon institutions of higher learning, the UO College of Education prepares the most educators for service. More than 21,000 have graduated in teacher preparation, school leadership, counseling psychology and human services, and special education—which includes early intervention, communication disorders and sciences, and school psychology. As one of the top educational research colleges in the country, the UO College of Education has worked with the Oregon Department of Education to secure more than \$50 million in grants to help Oregon schools. Areas of study and training include early literacy, math and science education, many interventions for at-risk children and youth, and transitioning youth to adulthood.

Oregon Highlights

BIRTH TO FIVE

- **Assessment tools** and programs developed by UO College of Education faculty are used in pre-K and HeadStart programs in Oregon and around the country to identify infants and toddlers who are at risk because of cognitive or emotional disabilities.

- The Oregon legislature has funded **First Step** programs—targeted to identify and intervene with children as young as three who are prone to violence—for every county in the state.

K–12

- Research shows that learning to read before grade three is essential to later success. **DIBELS** (Dynamic Indicators of Basic Early Literacy Skills), created at the UO and used across the country, measures individual early literacy development; **Oregon Reading First** helps school districts meet No Child Left Behind benchmarks for reading.

- UO-led **educational reform** develops alternative testing for children with disabilities to help all Oregon children reach No Child Left Behind benchmarks.

- **Positive Behavior Supports**, a nationally recognized program for classroom management, is used by more than 300 Oregon schools. Research demonstrates the effectiveness of clear expectations, consistency from adults, and positive reinforcement to help keep students on task, identify those in need of special help, and save precious classroom time for learning.

ADOLESCENTS

- **Career Information System**, administered by the college, is a comprehensive, state-based resource. Oregonians of all ages in schools, colleges, workforce agencies, and private businesses use CIS to learn

about work and educational options or make successful career decisions and transitions.

- **Standards for Success** focuses on helping students overcome the traditional divide between success at the K–12 level and the expectations of universities.
- Operated collaboratively by Oregon Department of Education, Oregon Vocational Rehabilitation Division, the UO, and 120 high schools statewide, the **Youth Transition Program (YTP)** prepares youth with disabilities or health impairments for employment or post-secondary training. During the past 15 years, YTP has provided direct services and access to vocational rehabilitation for more than 8,000 students with disabilities.
- More than 100 schools are involved in the **Safe Schools** program.
- Faculty provides **Behavior Support** strategies for very high needs students in 38 Oregon schools.
- **Strong Kids, Strong Teens**, developed by the UO College of Education, is a universal mental health program for teaching social and emotional skills, preventing depression, promoting resilience, and increasing coping skills of high school students.
- **Family Check-Up** is a family-centered, mental health intervention designed to identify appropriate services, encourage relevant changes, prevent difficulties, or provide treatment for serious mental health problems. Developed by the Child and Family Center, the Family Check-Up has served more than 3,000 families in public school systems, W.I.C., and Head Start.

If risk factors leading to school failure, delinquency, and violence are addressed early, then destructive behavior—even suicide—can be avoided. COE faculty has developed intervention systems to ensure school safety and healthy social development for all children and youth.

Alumni Touch the Future

In addition to federal grants and school district contracts, endowment funds established by generous alumni and friends support faculty outreach into classrooms and clinics. This year faculty received more than \$200,000 in donor-funded grants to assist COE students as well as Oregon children and families. The Baney Fund supports grants to complete a study to educate more **women in computer science**, to provide a **diversity enrichment** experience for faculty, and to develop **e-learning** courses to help school administrators make better use of technology in the classroom. The Fairway Fund supports grants to help early childhood personnel understand **emotional/social development** in young children; to develop modules for **middle school algebra** that include students with learning disabilities, students at risk, and typical students; and to provide support and training for teachers who work with students who have **challenging behaviors**. The Bullock Fund will support the development of videos demonstrating therapies used in **speech and language disorders**. These funds, established by donors, have provided impetus to try new ideas and disseminate knowledge to future and current educators. ■

Chris Murray, Ph.D.

Associate Professor, Special Education

Research and teaching: factors that contribute to positive youth development and adjustment among students with disabilities who are exposed to high levels of stress. Chris Murray is particularly interested in implementing and evaluating school-based practices that enhance social support in low-income environments. Prior to coming to University of Oregon, he worked closely with public schools in Chicago and as a special education teacher in the Denver public schools.

Jerry Rosiek, Ph.D.

Associate Professor, Teacher Education

Research and teaching: qualitative research and the cultural foundations of education. Jerry Rosiek's scholarship documents the nature and content of the knowledge that enables teachers to better serve traditionally underserved groups of students, which includes an exploration of the modes of representation needed to adequately represent this knowledge, and an examination of epistemological and ideological questions raised by methodological innovations within this line of inquiry.

Kathleen Scalise, Ph.D.

Associate Professor, Educational Leadership

Research and teaching: e-learning and assessment. Kathleen Scalise is interested in analysis of student learning trajectories with item response models, computer-adaptive approaches for assessment, dynamic delivery of content, and modifications and innovative instructional design practices in e-learning. She is also engaged in equity studies and is interested in policy considerations of equity, opportunity, and access in education.

Terry Scott, Ph.D.

Associate Professor, Special Education

Research and teaching: behavioral disorders and behavioral support systems. Terry Scott has published more than 45 articles, book chapters, and training media concerning behavioral issues. He is editor of the professional journal *Beyond Behavior* and a partner in the federally funded National Center for Positive Behavioral Interventions and Support. In 2004, Scott received the Distinguished Early Career Award from the Research Division of the International Council for Exceptional Children.

Joe Stevens, Ph.D.

Associate Professor, Educational Leadership

Research and teaching: expertise in measurement and assessment, validity, and applications of multivariate statistical models to educational systems and policy. A professor of educational psychology at the University of New Mexico before coming to UO, Joe Stevens has also been a measurement statistician for the Educational Testing Service. Currently, he advises the state of Oregon's Department of Education in developing a longitudinal growth model for statewide assessment of student learning.

New Faculty Today; Expertise for the Future



Chris Murray



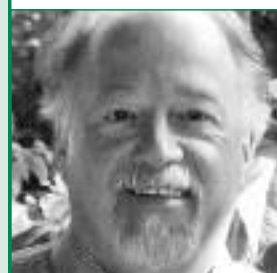
Jerry Rosiek



Kathleen Scalise



Terry Scott



Joe Stevens

COLLEGE OF EDUCATION ALUMNI ASSOCIATION OUTSTANDING ALUMNUS 2006

J. Jeffries McWhirter

PH.D. '69 COUNSELING PSYCHOLOGY; M.ED. '64 EDUCATION addressed the 2006 College of Education graduating class at precommencement ceremonies



this past June as the COEAA Outstanding Alumnus for 2006. A professor emeritus of counseling psychology from Arizona State University, McWhirter is a board-certified psychologist in counseling psychology (American Board of Professional Psychology). He is a nationally and internationally recognized scholar in counseling

psychology and counselor education with specialties in the areas of group counseling, learning disabilities, and at-risk youth. His distinguished career has been defined by his commitment to solving critical social and public health problems through science and practice.

He was selected by the COEAA board of directors as a dynamic teacher and outstanding mentor. Throughout his career he has significantly influenced hundreds of counselors, psychologists, and special educators. He has received numerous national and local teaching and service awards, and his students have taken key leadership positions in universities, agencies, and schools throughout the country.

McWhirter's lifelong focus has been on how to better serve vulnerable and at-risk youth. His contributions range from linking the fields of special education with counseling psychology, to developing psycho-educational groups in prisons and schools, to working with youth to provide critical life skills to reduce risky behavior. McWhirter was acknowledged as an example of a true scientist-practitioner, integrating scholarship into his teaching, mentoring, clinical training, and into his continuing service as a psychologist.

The College of Education Outstanding Alumnus for 2007 will be chosen by the COEAA later this spring.

COEAA Awards

Each year, the UO College of Education Alumni Association honors individuals and organizations for notable contributions to their local communities. This spring, the college is pleased to host events in six Oregon cities to honor the following individuals and organizations for their service to the children, families, and communities of the state and beyond.

2007 COEAA Awardees

Coastal Awardees

- **Karen Gray '05**, *Superintendent, Coos Bay School District*
- **Let There Be Arts**, *Lincoln City*
- **Patti Littlehales '65**, *Retired Teacher, Newport*
- **Newport High School Leadership Class**
- **Roger Robertson**, *KYTE 203.7 FM, Newport*

Metro Awardees

COLUMBIA REGION

- **Beverly Fischer**, *President, David Douglas Education Foundation, Portland*
- **Leaders Roundtable**, *Portland*
- **Sally McCracken '50**, *Community Volunteer, Portland*
- **Arynn Pfortmiller**, *Gladstone High School*
- **Tom Potter**, *Mayor, Portland*
- **Penny Plavala**, *School Improvement Specialist, Multnomah E.S.D., Portland*

NORTHWEST REGION

- **Kristin Ludwig**, *Homeless Student Advocate, Hillsboro*
- **Jacob Messer**, *Sunset High School, Portland*
- **Nike: Josh Rowe, John Truax, & Julia Brim-Edwards**, *Beaverton*
- **John O'Neill**, *Principal, Forest Grove High School*
- **Carol Sadler '89**, *Retired Director of Pupil Services and Assessments, Tigard-Tualatin School District*
- **Linda Thompson**, *Volunteer, Forest Grove School District*

Southern Valley Awardees

- **Drew Braun**, Ph.D. '92, *Director of Instruction, Bethel School District, Eugene*
- **Charan Cline '98**, *Principal, Winston Middle School*
- **Lloyd Hartley '99, '02**, *Principal & Superintendent, Glendale School District*
- **Looking Glass Youth Services**, *Lane County*

- **Susan Morgan**, *State of Oregon Representative, Myrtle Creek*
- **Student Advisory Committee**, *Springfield High School*

Santiam Awardees

- **Larry Glaze '83, '88**, *Superintendent, Gervais School District*
- **Steve Kimmel, Pastor, & Tena Kimmel**, *Southside Community Church, Corvallis*
- **Mr. Crescent Valley Pageant Program**, *Corvallis*
- **Christy Perry**, *Superintendent, Dallas School District*
- **Spirit Mountain Community Fund**, *Grand Ronde*
- **Bob Warburg**, *Volunteer, Gervais School District*

Central Awardees

- **Bend Research Inc.**, *Bend*
- **Lori Northstar Caudill**, *Volunteer, Redmond School District*
- **KIDS Center**, *Bend*
- **Mike Kennedy '80**, *Volunteer, Bend-La Pine School District*
- **Sparrow Clubs**, *Bend*
- **Ed Tillinghast '67, '84**, *Retired Principal, Bend-La Pine School District*

Eastern Awardees

- **Susie Harris**, *Community Volunteer, La Grande*
- **Seth Johnson**, *Teacher, Pilot Rock High School*
- **Kathy O'Brien '80**, *Special Education Teacher, La Grande*
- **12-Hour Drug Free Relay**, *La Grande High School*

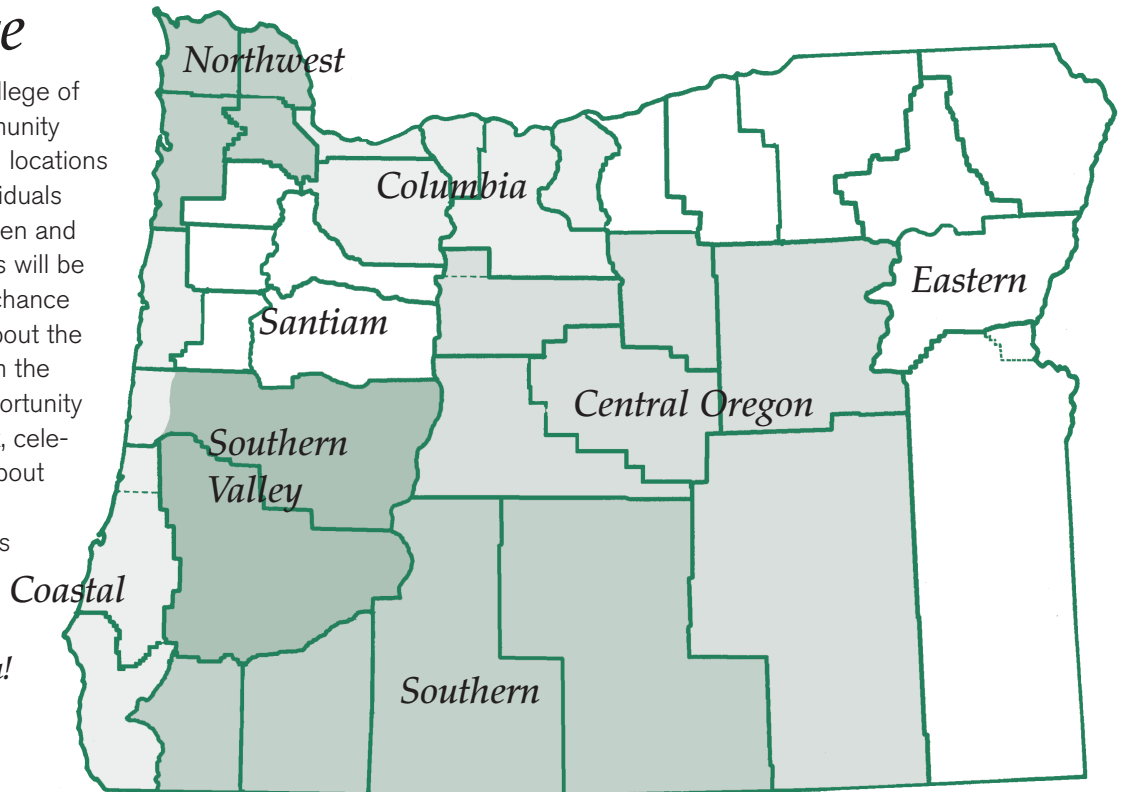
For more information about awardees, the awards they received, and the events at which they will be honored, you can look under "Alumni Events" on our website: <http://education.uoregon.edu/alumni>

Across the State

Six events celebrating UO College of Education alumni and community leaders are planned this spring in locations around the state of Oregon. Individuals and organizations that help children and families in their local communities will be honored, and guests will have a chance to hear from a faculty member about the latest research and activities from the college. These events are an opportunity for alumni and friends to network, celebrate their neighbors, and hear about topics of interest in education. Proceeds from each of the events support scholarships for College of Education students.

Join us at an event near you!

For more details look for "Alumni Events" on our website: <http://education.uoregon.edu/alumni>



2007 Events throughout Oregon

... MAKING CONNECTIONS ... RECOGNIZING EXCELLENCE ... HELPING STUDENTS* ...

▪ MARCH 10

Coastal Event

LOCATION: Adobe Resort

Yachats, Oregon

FACULTY SPEAKER: Alison Ball, Ph.D.

TOPIC: "Healthy Adolescents: Preventing Alcohol and Drug Abuse"

▪ MARCH 13

Portland Metro Event (Columbia & Northwest)

LOCATION: OMSI

(Oregon Museum of Science and Industry)

Portland, Oregon

FACULTY SPEAKER: Kathleen Scalise, Ph.D.

TOPIC: "How Children Explain Science"

▪ MARCH 21

Southern Valley Event

LOCATION: Many Nations Longhouse

University of Oregon Campus

Eugene, Oregon

FACULTY SPEAKER: Beth Stormshak, Ph.D.
TOPIC: "Bringing Families and Schools Together: Family-Centered, School-Based Mental Health Programs"

▪ APRIL 13

Santiam Event

LOCATION: Oregon State Capitol

Salem, Oregon

FACULTY SPEAKER: Rob Horner, Ph.D.

TOPIC: "Making Research Outcomes Useful in Schools"

▪ APRIL 19

Central Oregon Event

LOCATION: Awbrey Glen Golf Club

Bend, Oregon

FACULTY SPEAKER: Joe Stevens, Ph.D.

TOPIC: "Educational Testing: Some Good Numbers and Some Bad Numbers"

▪ APRIL 22:

Eastern Event

LOCATION: La Grande Country Club

La Grande, Oregon

FACULTY SPEAKER: Mike Johnson, Ph.D.

TOPIC: "Helping Struggling Teens Reach Productive Adulthood"

*Proceeds from these regional events support scholarships for College of Education students.

EDUCATION MATTERS

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Continued from page 1

"You know, I am not a physician," said Smith. "I do not know which drugs or which particular interventions, or, for that matter, what specific course of prayer would be the optimum solution for any given individual who is struggling with a mental illness. But I do know that there are many different ways to address what is a hugely significant problem."



"This issue is no respecter of persons, no respecter of faith, and no respecter of any one belief or culture," said Smith. He stressed systemic organizing in all avenues, public and private—through legislative, professional, faith-based, educational, and cultural organizations—to bring deeper aware-

ness and knowledge of the symptoms and warning signs of mental illness.

For more information about Senator Smith, please see <http://gsmith.senate.gov/public/>. You will find information about the Garrett Lee Smith Memorial Act, which established the campus suicide prevention grant program, at this website: <http://www.apa.org/ppo/education/glsma706.html>.

Open a New Window!

Now you can **take a peek** at plans in progress for the new UO College of Education complex and HEDCO Education Building.

Look online to find the latest:

- **Maps** of the complex
- Architectural **drawings**
- Locations of **departments**
- **Supporters** of the project
- Details about the Lorry Lokey 2007 **Challenge Grant**, which will complete the funds needed to break ground!

Envision yourself in the
future of education!

<http://education.uoregon.edu/building>



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