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On the cover
Western Oregon University’s Health and Wellness Center, see story on page 18. Photograph by Christian Colombres.

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wou.edu/magazine
Dear alumni and friends of WOU,

Just last year, President John Minahan described evidence of the remarkable changes occurring at Western Oregon University – from the opening of our Health and Wellness Center to the Ackerman Live/Learn facility, designated with the premier (LEED) platinum certification from the Leadership in Energy and Environmental Design. I am proud to report that the momentum continues, with the construction of the new artificial turf athletic fields for student recreation and club sports and the redesign and upgrade of the Werner University Center – making it more usable and comfortable for our student body. In addition, as this WOU magazine is circulated, we have broken ground and are constructing the new 22,000 square-foot DeVolder Family Science Center. This modern, state-of-the-art facility is so important to our university students, those majoring in the sciences and those taking science courses to fulfill their liberal arts core curriculum. Our appreciation is extended to Ron ’68 and Norma DeVolder for their significant funding for this project.

This issue contains articles about many of the accomplishments of our students, faculty and staff that are instrumental in making WOU the “gem” of a public institution that it is!

WOU continues to be the most “Oregon” of public institutions of higher education in the state, with 85 percent of our student body from Oregon. Changing demographics within the state coupled with the state’s goal of having 40 percent of its citizens receiving a bachelor’s degree or higher, have prioritized campus conversations by students, faculty and staff to emphasize diversity as a matter of institutional priority and an integral component of academic success.

We, at WOU, are proud of our ability to successfully serve Oregon’s students in large numbers, including its underrepresented students. That valued attribute is an important component of our core mission. In addition, we recognize that a commitment to diversity extends beyond our student populations - to staff and faculty; and should inspire a curriculum and campus culture that values inclusiveness and recognizes our differences as an advantage. I am proud to announce that the university’s draft diversity plan is now being reviewed by campus constituencies and may be found as a link on the WOU president’s website. My appreciation to the committee charged with this important undertaking.

Lastly, I want to recognize the important legacy Professor Hank Bersani leaves with WOU and the passing of WOU’s dear friend and benefactor, Mario Pastega. To quote Mario, “one hundred years from now it won’t matter how much wealth we had or how much prestige. But, if along our path of life we gave a helping hand to fellow human beings, it will make a difference.”

For those of you who also wish to “make a difference” at WOU, please contact Tommy Love, WOU’s director of advancement at 503-838-8281.

With pride,

Mark Weiss
President, Western Oregon University
WOU's PURE Insights academic journal launches inaugural issue

Western Oregon University launched the inaugural issue of Pure Insights this May. Pure Insights is an academic journal created by the Program for Undergraduate Research Experiences (PURE) at WOU and will publish high quality student work.

This issue received 16 submissions and seven were accepted for publication. Camila Gabaldón, collection development librarian and managing editor for the publication, is pleased with the number of submissions and the enthusiasm from campus. “Personally, I'm thrilled to see the quality of work our students are doing. They are amazing pieces and the variety of content is outstanding,” said Gabaldón. She added that, “I think it's really going to highlight to the world – not just WOU – the quality of work that we do.”

The journal recognizes the variety of scholarly explorations by WOU students, accepting technical papers, research articles, expository articles, poems, short stories, photographs, videos and other creative works from all academic disciplines. The journal’s contents are available online through Digital Commons – which is heavily indexed by Google – making the students’ work more accessible to the world. Readers do not need to be affiliated with WOU to get access. The next issue will be released spring 2013, with submissions due mid-December 2012.

Below are the titles and authors of the pieces that appeared in the first issue:

The Burden of the Kayayei: Cultural and Socio-economic Difficulties Facing Female Porters in Agbogbloshie, Ghana
Katherine Ahlvin

Ahlvin’s paper explores the experiences of female porters known as Kayayei in Agbogbloshie, Ghana. The Kayayei (singl. kayayoo) is a Ga term that describes these young women who carry goods and wares for a fee. A majority of them have migrated from the northern and rural parts of Ghana to earn a sure income in the southern cities. She includes a case study based on a personal interview with a kayayoo.

Xenophobia and Structural Violence: Barriers to Education for Roma Youth
Lisa Catto

Catto examines barriers to education and segregation faced by the European Roma (also known as Gypsies). Still a heavily persecuted minority population, Roma children are often forced into segregated schools or into special/remedial programs. This paper looks at issues that have led to such an educational dichotomy, the negative impact they have had on the Roma, and the perpetuating cycle that these educational issues are feeding.

Nutrition and Cognitive Functioning: Multifaceted Analysis of Physiological and Psychological Components
Lindsey M. King

Although the human brain only represents about two percent of the body’s total weight, it uses 20 percent of the total calories consumed each day. Calories are vital for proper cognitive function and development. Previous research has reported a wide array of cognitive deficits associated with malnutrition in early childhood, delayed development in children whose mother consumed inadequate nutrition during pregnancy, and calorie restriction.

Influences on Music Preference Formation
Chanel K. Meyer

This paper addresses the topic of music preference, an area that addresses questions which continuously elude musicologists, music researchers and social psychologists. Music preference has been studied on many levels and the factors that influence the types of music we prefer are numerous, including genres, exposure, personality, and musical characteristics. Music preferences can be narrowed into two broad categories: intrinsic and extrinsic qualities.

PURE Identity Manual
Cristin Stevens

Stevens created a branding manual to accompany the new PURE logo and “PURE Insights” journal. The manual guides usage of the logo and any associated branding to ensure a single, consistent and clear visual identity for PURE. The manual explains the design of the logo, dictates the appropriate font and color choices when using the marks. The manual further provides information on using the logo on promotional materials, templates for articles in the journal, stationary layout, and website design.

Gender and Optimism as Predictors of Novice ESOL Teaching Performance Help
DeAnna R. Sturm, Elizabeth K. Conkey, Natalie Nibler, Debbie Brannan and Tasha Bleistein (Azusa Pacific University)

This paper explores results from a study that examined the relationship between gender, optimism, and perceived teaching performance amongst novice English for Speakers of Other Languages (ESOL) teachers. The study sampled and surveyed graduates from two hybrid Teachers of English to Speakers of Other Languages (TESOL) programs and found that gender and optimism are factors in perceptions of teacher efficacy amongst novice ESOL teachers.

The Devil in the Boardroom: Corporate Psychopaths and Their Impact on Business
Sophia Wellons

Wellons paper compares and contrasts research on non-incarcerated “Corporate Psychopaths” to distinguish who they are and where they are most likely to be found. While most research focuses on the incarcerated psychopath, there is a limited body of work that centers on the non-criminal psychopaths that might even appear successful in their careers.
WOU student wins cash and prizes on Wheel of Fortune

Life is full of surprises. For Western Oregon University freshman Sara Haskell, one of those surprises was playing on Wheel of Fortune for its College Week this past May. She walked away with almost $9,000 in cash and prizes, including a trip for two to Barbados. Haskell grew up watching the show with her family and decided on a whim to apply during her senior year of high school in Salem, Ore. This year she received an invitation to audition and jumped at the chance. Auditions were held in early March. She made it to the final cut after three rounds of puzzle solving.

Three days later she received the call – an invitation to attend a filming on March 31. “It was very different to experience it live than to watch it on TV,” she said. There are many things viewers don’t see, such as switching things on the wheel, interactions with Pat and Vanna, and more. “It was a blast.”

Summer Heatwave Concert Series

Free concerts and desserts, every Wednesday during summer term on the WUC Plaza. BBQ lunches will be available for purchase during the series.

June 27 • Marion berry cobbler
Chicago Afrobeat Project • Chicago Funk/African beat/ electro, etc.

July 11 • Lemon bars
Melinda Ortner • Los Angeles Pop/folk

July 18 • Strawberry shortcake
Broken Slide Music • Portland Steel drum beats

July 25 • Peach cobbler
Brothers Bror
Salem
Indie rock/soul

August 1 • Brownie sundaes
Tiffany Kuenzi
Silverton
Country

WOU News

Hamersly Library exhibits for 2012-13

Fall 2012

“turned out” Paintings by local artist Tishri Whiteside.

Todd Hall centennial celebration. If you have any memories about living in, attending classes or special programs in Todd Hall you’d like to share, please contact Jerrie Lee Parpart (parparj@wou.edu or 503-838-8419).

Winter 2013

Alumni Art: Remembering Western - Open Invitational
All WOU alums are invited to submit their high-caliber art for possible inclusion in this exhibit. The deadline to submit art is Dec. 7, 2012. For more information visit wou.edu/library/exhibits/AlumniExhibitForm.pdf.

Spring 2013

A Day at WOU. Gary Jensen, WOU Emeritus.
Mathematics (title to be determined). Breann Fleisch, WOU faculty.

Homecoming 2012

Mark your calendars for this year’s Homecoming Week! It will be held October 8 through 13, with the Wolves football team playing Dixie State on Oct. 13.

Keep an eye on wou.edu/student/sla/homecoming.php for more information on the full week’s schedule of events. Visit wou.edu/president/advancement/homecoming for alumni specific events as they are planned.

WOU freshman Sarah Haskell during Wheel of Fortune taping in March.

island goat. 2011.
Tishri Whiteside. Mixed media panel, 36”x24”

Todd Hall, the first student dormitory on campus, was built in 1912 and later named after Jessica Todd, the first Dean of Women of the college. Her ghost is rumored to still walk the hallways of the dormitory and The Cottage. Pictured: Todd Hall dining room, 1913. Photo courtesy of WOU Archives.
Nobel Laureate Muhammad Yunus challenges teams of Oregon university students to an unusual social business competition this fall

Nobel Laureate Muhammad Yunus, creator of the microcredit concept, will visit Portland on Oct. 1, 2012 for a special event in conjunction with the Oregon University System. Yunus will deliver a speech at the Portland Convention Center and will also judge an unusual competition, the Oregon Social Business Challenge.

This challenge will convene a broad conversation about higher education meeting the economic, social, and environmental needs of our state. University student teams from across Oregon have been challenged to develop business solutions to pressing local and state issues. As part of the Oregon University System’s statewide economic development and partnership efforts, this event is an exciting opportunity to showcase the outstanding talent and innovation of Oregon students. The challenge will bring together economic development interests from all regions of the state to hear Yunus’ social business concept of combining business know-how with the desire to improve quality of life. The students application of these ideas will be judged, and winners will be announced at the end of the day-long conference.

Interested Western students can get more information regarding the competition at wou.edu/student/sla/social_business_challenge, or by contacting Jon Tucker at 503-838-8063 or tuckerj@wou.edu. More information on the entire day’s events can also be found at http://secure.ous.edu/socialbusiness.

New campus food pantry opened this spring

A new student-centered food pantry on campus, Hungry Like the Wolf, opened this June. One of its goals—in addition to aiding hungry students—is to raise awareness about the food insecurity on campus. Another challenge facing students, is the fact that the nearest grocery stores are located in Independence, and often students need transportation to and from Monmouth. Currently the Campus Garden Club has offered to provide fresh produce, and faculty have volunteered to teach budgeting, nutrition, and cooking classes. Research indicates food insecurity and poor nutrition lead to lower grade point averages (nals.usda.gov/fsic/pubs/learning.pdf).

To help students stay informed about special events, volunteer opportunities, and potential classes, visit the webpage at facebook.com/wouhungrylikethewolf. If you’d like to contribute to the pantry, please contact hungrylikethewolf@wou.edu. Typically, the supplies most needed include peanut butter, jam or jelly, canned pasta, granola or breakfast bars, coffee, spaghetti, crackers, toilet paper and paper towels, packaged or shelf-stable fruit, shampoo and conditioner, baking mixes, cereal, laundry detergent, and dish soap.

Governor’s State Employee Food Drive competition results

For the eighth consecutive year, Western Oregon University raised the most pounds-per-employee out of the entire Oregon University System for the annual Governor’s State Employee Food Drive. The average this year was 161.31 pounds per employee.

The generous people of the Western Oregon University community have established traditions that effect campus life each February. From online auctions to baked potato bars to high tea, there were many ways for people to get involved. Many employees chose to make ongoing monthly donations, which help sustain the food banks during low donation months. Each dollar donated equates to five pounds of food.

The departments on campus have their own friendly competition, with a pizza party given to the department raising the most pounds-per-employee for their own area. This year, the combined efforts of the Offices of the President, Provost, Vice President for Finance and Administration and the Graduate Programs gathered a total of 17,014 pounds, or 1,701 per employee. In second place was University Housing and Campus Dining, and third place went to the Teaching Research Institute.

More than four million pounds of food was raised statewide for the Oregon Food Bank Network, making the Governor’s food drive efforts the largest food and fund drive for the network. The annual food drive has no budget; all fundraisers are planned and funded by state employees.

In the spring of 1979, Governor Atiyeh initiated Oregon Food Share, the first statewide food distribution network in the nation and the predecessor of the Oregon Food Bank Network. This was in response to federal cutbacks in food stamp allotments, now referred to as SNAP.

Governor Atiyeh started the Governor’s State Employees Food Drive in 1982, calling on every state agency to sponsor a food drive “to reduce the suffering of those without adequate food resources” and “to show that true Oregonians believe that we can and do help our friends and neighbors in need.”
Mark your calendars!

Smith Fine Arts Series
2012-13 season

Chronicle of a special place
by Craig Coleman, courtesy of the Polk County Itemizer-Observer, May 22, 2012

Bruce Hamilton enrolled in what was then the Oregon College of Education in 1946. Like many in that year’s group of freshmen, he was a World War II veteran. Three days after returning to Salem from the Philippines, Hamilton drove through Monmouth and stopped after seeing students gathered on Monmouth Avenue.

“I didn’t even know there was a school there,” Hamilton, 86, said. “I asked if they had a football team, they said ‘yes.’ The next day, I came back and enrolled.”

OCE was small, about 700 students total, he said. He met his wife there and played defensive back for the Wolves. He later taught and worked as a public school administrator across Oregon afterward, but kept close ties to his alma mater.

The way the campus has changed -- physically and program-wise -- since WWII deserved a book, Hamilton said. So Hamilton recently self-published “The Evolution of a Special Place, OCE/WOSC/WOU: WWII to 2012.” All proceeds from book sales will be donated to the WOU Foundation.

“I’m not making any money off it,” he said. “I just wanted to show how things have changed since the time I went to school here ... many of the values that made it a special place are still here.”

Hamilton, who lives in Portland, haunted the archives of Hamersly Library for three years to find pictures and old newspaper clippings. He also worked with school officials to find students interested in writing their own memories. Denise Visuano, WOU public relations director, laid out the book.

Most of WOU used to be contained between Church and Jackson streets, according to a 1949 campus map. Vet’s Village, a collection of 42 apartments, sat where the current Grove exists today.

“In today’s world, $18.75 rent sounds unbelievable but on an income of around $100 a month, it was about right,” Lois Jones, a 1953 graduate, wrote. “Tuition was $29 a term.”

Hamilton recalled how student body leaders informed he and other freshmen one evening of an initiation ritual which required them to wear beanies to class for one week.

“You might be able to visualize how that news was received by a group of war veterans,” he wrote. “We not only did not wear ‘beanies,’ we ignored some of the other requirements as well.”

There’s a page devoted to the power shortage of 1973, which resulted in no lights being hung on the giant sequoia near Campbell Hall during Christmas; students gathered around the tree anyway to sing carols.

The book contains images of structures long gone, like Memorial Stadium. The predecessor to McArthur Field burned to the ground on June 6, 1978, just days before commencement.

Hamilton touched on Western’s transition from a pure teaching school to a more comprehensive learning institution. Former Western President Richard Meyers called Dec. 21, 1990, a "day of days" -- that's when five new degrees were added to the school's liberal arts college.

Russell Baglien, who worked for the university's sports information department, wrote about OCE's 9-0 football record in 1949. The team scored 304 points during the season and only allowed 41. "The Wolves sat back and waited for some sort of postseason bowl game," Baglien wrote. "None ever materialized, so the greatest season in the history of the college simply became history."
President’s Club members enjoyed an evening at Zenith Winery
2012 Commencement speaker and Pastega award winners recognized

WOU News

Campus buzzes with excitement each spring as graduating students grow anxious to move on to the next chapter of their lives. The pomp and circumstance of concluding an academic year at WOU extends to honoring people who have accomplished much—from alumni, faculty, staff and students.

Seven prestigious awards are given out to recognize people who have made a difference in the WOU community. They are the Alumni Award of Excellence the Delmer Dewey Award for outstanding senior male, the Julia McCulloch Smith Award for outstanding senior female, the Outstanding Graduate Student Award, and the Mario and Alma Pastega Awards for Excellence in Scholarship, Excellence in Teaching, and Staff Excellence.

In addition to recognizing these winners as part of the Commencement activities, WOU is honored to have Mark Corcoran ’78 address the ceremony as keynote speaker. He had an important message for WOU’s graduating students about goals and passion. He came to WOU from the San Francisco area to play basketball and earned his bachelor’s degree in education. He had planned to become a teacher, but that career path was short-lived.

Massive budget cuts in the New England education system forced Corcoran to find a new career. Only 24-years-old and a newlywed, he looked for any job that would help pay the bills. He got a position with GTE Sylvania in 1982, something he thought would be temporary. But little did he know that he would have a passion for sales. That passion has ultimately yielded a 30-year career with Sylvania, and the responsibilities of his current role, vice president of industrial commercial lighting for the U.S.

That is part of his message to WOU students today: don’t be discouraged if your life takes a path different from what you planned, because you may end up happier for it. “Everything happens for a reason. Don’t be disappointed if your life’s plans suddenly veer off a plotted course. As long as you find and embrace your passion, you will lead a successful life.”

Alumni Award of Excellence: Zellee Allen

It’s nearly impossible to live in the Monmouth area and not be familiar with Partnerships in Community Living, Inc. (PCL), an organization supporting people with intellectual and developmental disabilities. Whether you know someone who works there, a client of the organization, or have seen the organization at community events – the name is a household one. PCL was co-founded by WOU alumnus Zellee Allen ’93.

Allen grew up in Indianapolis, Ind. and left there for Big Ben Community College in Moses Lake, Wash. to play basketball. He always preferred the country to the city and was happy to leave Indianapolis. Allen then transferred to WOU to play basketball.

While on campus he held several jobs where he worked with people with developmental disabilities. He talked with a fellow student, Joanne Fuhrman, about the politics of their jobs. “We started talking about the field we were working in and how we didn’t like the way people were treated. They were treated like objects so I could have a job, but I was working so they could have a better life. One thing led to another and the next thing you know we’re out there writing proposals to provide a service and, lo and behold, we ended up with a contract.”

Allen and Fuhrman created PCL together, and now work as the executive director and associate director, respectively.

2012 Commencement keynote speaker: Mark Corcoran ’78

“Under Zellee’s 25-year leadership, the organization he has led is literally changing the way our society regards ‘disability.’”

Suzanne Young

Zelle Allen ’93
He has remained fervently committed to PCL’s mission since its inception in 1986 and he works to instill that dedication in his staff. “I wanted staff to feel good about the work they did, I wanted them to learn a lot and be professionals in this field. I wanted the people we are supporting to have a life that reflected what their needs were. I hope that’s what we’re doing.”

Suzanne Young, the chair of the PCL board, nominated Allen for the Alumni Award of Excellence. “Under Zellee’s 25-year leadership, the organization he has led is literally changing the way our society regards ‘disability.’ He has created an organization that centers the people it serves at the core of its values and is continually driving PCL’s mission to the forefront of the minds in our community leaders and the halls of the state legislature,” said Young.

“Our community is a very important part of how we do business and it’s a very important part for the people that we support,” said Allen. “Even though the people we support are disabled and have been segregated in a lot of ways, they are a part of our community. It’s our responsibility as citizens and community members to assure them a place in the community. We make room for new babies every day that don’t have our abilities. Although they may grow up to gain those abilities, that doesn’t mean the people who don’t develop them deserve any less. So I always think that it’s our responsibility to help the community learn their responsibilities.”

**Pastega Excellence in Teaching: Maria Dantas-Whitney**

Growing up in Rio de Janeiro, Brazil, Dr. Maria Dantas-Whitney knew from a young age that she wanted to be an educator. She planned to follow her mother’s footsteps as an English teacher and pursue her passion of learning other languages. Teaching English in Brazil became her goal.

Dantas-Whitney, associate professor of English for Speakers of Other Languages (ESOL) and bilingual education and this year’s Mario and Alma Pastega Excellence in Teaching Award recipient, came to the United States to earn her master’s in teaching English. Consequently, she shifted her focus during her doctoral program at Oregon State University to training teachers.

Throughout her teaching career, Dantas-Whitney has focused on bringing real-world experiences to the classroom. One of those experiences happened during the 2008-09 academic year, when she lived in Mexico with her family on a Fulbright fellowship. She taught for a year in collaboration with a university in Mexico and did research at a local elementary school. One challenge she faced was learning her third language, Spanish, and navigating a different culture in a new language. On top of that, her son went to a school where he didn’t speak the language. Dantas-Whitney had to figure out homework with him, talk to his teachers, and navigate other challenging experiences.

“It was a really important experience for me to go through and constantly reflect on the experiences that parents of English language learners in this country go through,” said Dantas-Whitney. “And at the same time, reflecting on the privileges I had while there that many parents don’t have here. I had the time to help, the resources in terms of language, financial means, and computer skills. That has become a real important message that I brought back for my students here.”

Last summer, Dantas-Whitney took a group of students to Argentina for three weeks. It was a class on culture, language, and education. “It was so perfect to have them in an international/foreign language environment, learning another language and dealing with another culture. At the same time, they reflected on what their future students have to deal with, too.”

Chelsea Cotton, one of the students who participated in the Argentina trip, said in her nomination of Dantas-Whitney for this award that her passion for the ESOL program increased greatly after the study abroad program. “Maria is such an inspiring and passionate teacher. She is so knowledgeable about what she teaches. Learning from her always comes so easily, she is great at making connections and helping us understand.”

“Maria is such an inspiring and passionate teacher...Learning from her always comes so easily, she is great at making connections and helping us understand.”

**Pastega Excellence in Scholarship: Henry Hughes**

Dr. Henry Hughes, professor of English, has found balance at Western Oregon University. A balance in which his teaching fuels his passion to create, and his creations inspire him in the classroom. “Teaching keeps me fresh and I find the students invigorating. Because it’s new to them, it tends to feel new to me,” said Hughes.

Hughes, this year’s recipient for the Mario and Alma Pastega Award for
“While Professor Hughes’ teaching is exceptionally strong, writing and scholarship are clearly his fortes, and he is one of those extremely rare people who achieve significant success in both creative and critical endeavors.”

Dr. Curtis Yehnert

and the writings of Herman Melville. In 2003, he led a team of scholars to Tahiti and the Marquesas Islands to examine the historical background of Melville’s early novels.

“While Professor Hughes’ teaching is exceptionally strong, writing and scholarship are clearly his fortes, and he is one of those extremely rare people who achieve significant success in both creative and critical endeavors,” said Dr. Curtis Yehnert, chair of the Humanities Division and a professor of American literature and writing.

In recent years, Hughes has shifted his scholarship toward literary journalism, and now regularly reviews books for publications like the Harvard Review. The review process keeps him in the conversation, while allowing him time for other pursuits. “I found that for a job like this, it was easier for me to use my time creatively,” said Hughes, adding that he can work on his poems during an hour between classes or other pockets of free time. “I never lose energy or find that I’m short on time when it comes to poems.”

Hughes has written poetry regularly since high school. His first collection of poetry, Men Holding Eggs, received the 2004 Oregon Book Award. In 2011, his second collection, Moist Meridian, was a finalist for the award. His third collection of poetry, Shutter Lines, has just been published. Hughes, an avid fisherman and admirer of the fishing memoir genre, has edited the Everyman Library anthologies The Art of Angling: Poems about Fishing and the forthcoming Stories about Fishing.

Hughes’ work also extends to other mediums. Last year, he wrote his first libretto, The Call, while working with Grammy-award winning composer David Metzger. Hughes created lyrics for a choral piece honoring armed service veterans that was performed by the Willamette Master Chorus at Willamette University. Last spring, he curated an exhibit at WOU’s Hamersly Library called “Avian Art: Birds in Image and Word.” He also serves as a city councilor in Falls City.

When looking at Hughes’ career and body of work, there are two apparent themes. One is collaboration. He includes WOU faculty and local individuals in his projects as much as possible. Another is that Hughes will try anything once. Next he plans to work on a nonfiction book with stories of his fishing experiences.

Staff Excellence Award: Kathy Hill

There’s a lot Kathy Hill loves about her job. She finds the most rewarding aspect to be the direct impact she can make on the lives of students and faculty. As the administrative assistant to the dean of the College of Liberal Arts and Sciences, as well as this year’s Mario and Alma Pastega Staff Excellence Award recipient, a large part of Hill’s role is problem solving.

“I keep chocolate on my table because most things that hit here are crisis level and chocolate helps with anything. And a box of Kleenex.” Her dedication to helping people – combined with her natural caring demeanor – sets Hill apart. “Things can get very emotional in here,” she said, adding, “It’s amazing that any given day someone can walk in here and I can truly make a difference in their life by helping them.”

Dealing with crises is only one part of Hill’s job on campus. Over the past 12 years, since joining the College of Liberal Arts & Sciences, her job has shifted from secretarial to administrative. She manages the budget for all of LAS, which includes approximately 20 indices, and she does the scheduling for all LAS class sections. The dean’s office also oversees all eight division offices and programs and handles the LAS grievances that cannot be handled at the department or division level. These varied duties are what Hill loves best about her job. Despite what she expects to fill her day, she rarely knows what the next moment will bring.

Hill’s supervisor, Dr. Stephen Scheck, dean of the College of Liberal Arts and Sciences, was one of Hill’s nominators. “In addition to her administrative duties, Kathy plays another role at WOU, that of ‘Big Sister’ or ‘House Mother’ for the many students wandering into the dean’s office, lost, and sometimes in tears. Most recently, I observed Kathy making multiple phone calls between a faculty member, Registrar staff, an academic division office and the Academic Advising & Learning Center… all to help guide a distraught parent into how to help their despondent son. Kathy did this during a very pressing time in her own workload – and she followed up with the parent several days later. Kind, respectful, courteous engagement is the norm for her.”

She also makes herself available 24/7. It isn’t rare for a student or parent to call her cell phone during evenings or
Outstanding Graduate Award: Allyssa McVay

The 2012 Outstanding Graduate Student, Allyssa McVay has been truly inspired by her time at Western Oregon University, both in her undergraduate and graduate programs on campus. McVay attributes the community setting, small class sizes and faculty who supported her every step of the way as molding her into the person she's become. "I spent my life from ages 18 to 25 developing who I am at WOU. The university has truly built who I am and I call it home," said McVay.

A native of Salem, Ore., McVay picked WOU because it was close to home and she'd heard great things about the school. After arriving on campus she began taking American Sign Language courses for her foreign language requirement and fell in love with the language.

For her master's, she chose to stay at WOU and enter the rehabilitation counseling program, tailoring her program to focus on deafness. "I loved WOU enough to stay for my master's," she said. Through the program she learned how to work with clients who are deaf, utilizing both her undergraduate and graduate degrees on a daily basis in her job. A job she landed because of her time at WOU.

The rehabilitation counseling program has a mock interview component in which the students interview with professionals in the rehabilitation field. McVay made such an impression at her practice interview that she was offered an internship with the Office of Vocational Rehabilitation Services (OVRS). A couple of weeks before the internship was set to begin, she received a call that a position opened up at OVRS and they encouraged her to apply. Before her internship started, McVay already found a permanent job with them.

"I've never had a bad experience with any faculty. They've all pushed me, challenged me, and made me a better person. I attribute a lot of my success to them."

Allyssa McVay

Delmer Dewey Award: Robert Alexander

Looking back at his time on campus, Bobby Alexander believes that Western Oregon University chooses the student, not the other way around. After trying New Mexico State University for a year, this year's Delmer Dewey Award winner chose to transfer to WOU.

For his freshman year, he headed to New Mexico to play baseball. It frustrated him because he didn't have enough to keep him busy while he red-shirted for the team that year. For someone who had played baseball and ran track year-round since sixth grade while balancing classes, New Mexico was definitely a slower pace. His mom encouraged him to find a different school and WOU seemed like a good fit.

When he came to WOU, he was given the opportunity to join the track and field team. He holds the third all-time record in the 60-meter dash for indoor track in the university's history, with a time of 6.99 seconds. He was also a member of the Indoor Conference Championship Team three years in a row. "Like anything else, it's frustrating at times because it's an individual sport. You can't really blame your success or failure on anybody but yourself. But that's the whole beauty of the sport. When you win, you win."

Robert Alexander
Between running track and the small class sizes on campus, Alexander excelled. “Athletics has been a way to streamline my academic processes because I know I need to finish things in a certain amount of time,” he said.

One of Alexander’s political science professors, Dr. Eliot Dickinson, noted his strong work ethic and appreciated him as a student. “He learns for learning’s sake, and he takes to heart the knowledge and wisdom that are to be gained through university studies,” said Dickinson.

Alexander earned his bachelor’s in political science. “I like arguing. I like debating people. I like to talk,” he said. This fall, he will start a Master of Public Administration degree program at the University of Washington. He considers this a functional degree because it trains on budgets, economics and public policy. But his passion is in political philosophy and the more theatrical side of politics.

Another passion of Alexander’s is promoting diversity. When he came to WOU, he made it a personal mission to work toward ridding the school of stereotypes and increasing diversity on campus. He joined organizations such as Black Student Union and the Multicultural Student Union to achieve this. “I decided that I’m going to try and make a change here and let people know that there’s minute differences between people like color and hair, but all these things are really just different permutations of the human condition.”

“(Robert) learns for learning’s sake, and he takes to heart the knowledge and wisdom that are to be gained through university studies.”

— Dr. Eliot Dickinson

Julia McCulloch Smith Award:
Paige O’Rourke

When Paige O’Rourke, this year’s Julia McCulloch-Smith Award winner, chose to attend Western Oregon University, her plan was to branch out from her love of English and writing. That didn’t happen. All it took was a couple of literature courses from Dr. Kit Andrews and O’Rourke found herself being pulled back into her passion for the written word.

“She has a knack for getting along with practically everyone, never uses her intelligence as a weight to push an agenda, and remains open to a wide range of viewpoints; in fact, she has a mental flexibility and resilience that cannily preserves both strength and warmth,” said Andrews.

Writing and literature have been themes throughout O’Rourke’s time at WOU. As a sophomore, O’Rourke began working at the Writing Center, helping other students build their writerly self-efficacy. She worked there for three years, with her most recent position being that of lead writing consultant. In describing her experience as a tutor, O’Rourke said she will always cherish the sense of family that permeates the Writing Center.

“From our kind, supportive, and simply amazing director and professional staff, to our dedicated, compassionate, and hilarious tutors, to the diverse number of intellectually stimulating student-writers who visit our office – all of these components have made working at the Writing Center such a joy,” she said.

In addition to her position as a writing consultant, O’Rourke worked at the Western Oregon Journal for three years, starting out as a freelancer and working her way up to editor-in-chief. She found the latter job to be especially challenging, but important to her development as a leader: “At the Journal, I learned that one cliché expression really is true: that which doesn’t kill you makes you stronger. My time managing the newspaper was an invaluable learning experience, but also one of the most demanding tasks I’ve yet faced.”

Being involved with Alternative Break, a student-led service-learning program, was another activity that strengthened O’Rourke’s leadership abilities. As a freshman, she was part of a team that worked at a sea turtle conservation facility in Costa Rica. This service was so enjoyable that O’Rourke participated in two more trips as a team leader: one to Yakima, Wash. to work with Habitat for Humanity and another to Los Molinos, Calif. to work at Sunshine Sanctuary, the only conservation site in the world for the Santa Cruz horse breed.

O’Rourke was also part of the Honors Program at WOU and has been diligently working on her thesis this past year. Dr. Gavin Keulks, director of the Honors Program and professor of English, has witnessed O’Rourke’s abilities over the past four years.

“I have never known her simply to meet requirements; nor does she simply exceed them. She redefines them as only the best people can. If you ask for competence, she will aspire to expertise. If you ask for familiarity, she will aspire to excellence. If you ask for competence, she will give you excellence. She is the only student I have ever advised to work less hard – because her performance on the weekly essays in one of my classes was nearly double everyone else’s.”

— Dr. Gavin Keulks
**Fulbright scholars and recent WOU graduates to teach English in Europe**

Students fortunate enough to be accepted into a Fulbright grant program have the chance to immerse themselves into another society and continue their learning. Two graduating seniors have been accepted into such programs. Wendy Bryant will head to Spain for a year and Emily Schifferer to Austria; both will teach English.

**Wendy Bryant** Spain

Bryant, from Eugene, Ore., earned bachelor’s degrees in both Spanish and social science before she embarks on this formative experience. She has high hopes for her year in Spain and hopes it will help her decide which direction to go for her career.

She came to WOU with plans to become an elementary education major, but through her time on campus, she learned that she wants to either teach social studies in a middle school with a large English language learning population, or go the educational policy route to target policy for language learners.

The Fulbright is something Bryant has been working toward throughout her time at WOU. She’s had a taste for travel for most of her life. “I got a taste for it and once you start travelling, you can’t stop,” she said. Bryant studied abroad in Argentina, visited Mexico many times, and had taken other trips to Guatemala. “I feel I’ve seen a good chunk of Latin America.” She’s never been to Spain and wants a new perspective on what Spanish can be like.

The Fulbright seemed like a great opportunity to learn more about the Spanish language while helping her decide the path she wants to take for her future. Her interest in language learners developed while working through the Upward Bound program on campus. She held the job for several years, but it was while working as a resident assistant for six weeks one summer that really made an impact. She lived among high school students during that time and a lot of them were Latinos and language learners. After that experience, she studied abroad in Argentina. “I started making connections about what it is like to be a minority and a language learner in another society. That’s when I began to truly realize the complexity of challenges ELLs face daily in the U.S.,” she said.

Those experiences inspired her thesis. She went to a local high school and interviewed six Latinos who are language learners. Bryant asked them about their academic experiences, social experiences and confidence level. This work inspired her even further to work with this population.

**Emily Schifferer** Austria

Like Bryant, Schifferer worked through her college career with the Fulbright as her dream. A German studies major, she has spent much of her time at WOU focused on the German language and culture. She studied abroad twice; in 2009 to Austria and in 2011 to Germany. “I loved immersing myself in the cultures and getting to know people from all over the world who had the same interests as me,” she said.

Schifferer wishes everyone would go abroad at least once in their lifetime. “I definitely recommend it because you not only learn more about another culture, but also a lot about your own culture. You also get to know yourself better,” she said. Her first trip to Europe was in eighth grade for a choir trip. When she goes to Austria in October, it will be her fifth visit to Europe.

With her Fulbright experience, Schifferer wants to gain teaching experience and strengthen the German she’s learned so far. She will assist in English language classes for two schools in Gänserndorf, a small town near Vienna. After her time in Austria concludes, she plans to either work toward becoming a professor of German language or explore career opportunities in the field of translation.

For the past two years, she worked as a German tutor on campus and was also involved in the German Club. She really enjoyed helping other students of German improve their language skills and watching them succeed in their studies. Her memories with the club are some of her fondest at WOU as the members were all friends. The events of Maifest, Oktoberfest and club dinners were among her favorites.

Both Schifferer and Bryant are sure to excel in their respective Fulbright programs and only time will tell how they will use their language and teaching skills in the future.
Imagine packing your bags at 18 and moving to a country thousands of miles away, where you know no one, where no one speaks your language, where the customs and traditions are different than yours. Now imagine enrolling in a full course load at a university in this distant country, reading textbooks on physics, psychology, and business all in a foreign language. Imagine taking notes during lectures not given in your native tongue.

For approximately 240 international students enrolled at Western Oregon University, that’s exactly what they’ve done. WOU’s international students represent 17 different countries with a large majority of students coming from China and Saudi Arabia majoring in everything from computer science, to art, to business. Western Edge wants to introduce you to two of these incredible students to hear about their experience at WOU.

Zihan Gao  Dalian, China

Zihan, or Susan, her English nickname, is a business major/Spanish minor who was looking to study in the states and chose WOU because of the similar climate to her hometown. Prior to arriving at Western, Zihan had taken some English classes but it was her professors here who helped her succeed. “The language difference made me have to study harder in college especially in my first year here. I think I took twice as long to finish the classes’ reading and paper assignments compared to American students. The professors here are very helpful, especially my English professors. They helped me with my academic writing and speaking, and supported me when I needed encouragement and direction.” Zihan didn’t let the language barrier stop her from jumping right in when she got to WOU working as a resident assistant, serving as president of the International Club, and being a member of the Business and Circle K clubs. “I met new American and international friends here and they helped me adapt to American culture.”

Adapting to life in the states took a little adjusting. “I did not have a car when I came to the states and I lived on campus,” she said. ’I feel lucky that I met my friends and Mr. and Mrs. Halligan from International Student, Inc., and they gave me rides until I got familiar here and bought my own car.” It also meant arranging video chats with family in China at odd hours. Compared to China, things like groceries are more expensive here in the U.S. but name-brand clothing such as Nike, and Coach are all significantly cheaper here. For good Chinese and Korean food, Zihan and her friends drive up to Beaverton. One of the main differences Zihan sees between here and China is the education system. “The education method and system are different. American education emphasizes both working experience and academic performance so that gives young people more opportunities to work in the real world to find out what they are really passionate about. Chinese education emphasizes more academic performance than working experience. Because of the large population in China, it makes it more competitive to go to college and students have to study hard to get higher score for the college entrance exam.”

She is hoping to translate her time here into an opportunity to work both in the states and China “My passions are international sales and communicating with different people from diverse backgrounds. I am interested in working in international retail, product operations management, and international retail consulting. China’s international business is developing dramatically, I want to work internationally so that I could work and live both in China and America.”

“I am enjoying all the people and things I am meeting and experiencing at WOU because they not only show me the American culture, but also make me a great student leader and efficient worker. WOU has great professors...”

American education emphasizes both working experience and academic performance so that gives young people more opportunities to work in the real world to find out what they are really passionate about. Chinese education emphasizes more academic performance than working experience.

Zihan Gao
and perfect class size for international students. The class sizes are small and we are able to visit with professors during office hours when we need extra help or direction in our class.”

She would like to encourage American students at WOU to volunteer to mentor international students with their English, show them their culture and to be able to make international students’ experience at WOU even better.

HASSAN ALI ALHASSAN  SAUDI ARABIA

Hassan is a double major in economics and business who came from Saudi Arabia’s Eastern province. Alhassan learned first-hand about WOU from his older brother, Hussain, who is a 2010 graduate. “I can say he is the one supported me to be in the U.S. He paid my tuition until I got a scholarship. He hosted me, my wife and my son. I am thankful to him for his support.” Being away from family and friends is difficult, but for Hassan having his wife and child here, as well as two brothers and sister, make it a bit easier.

Hassan came to the U.S. having taken rigorous English courses. “I studied at Jubail Industrial College which is supervised by the Royal Commission and I got my diploma in business,” he said. The college teaches intensive English before taking major classes to prepare students to work in the big companies in Saudi Arabia where it’s necessary to speak English. “As you know there are a lot of barriers that can be faced for international students even for those who speak English who have difficulty in understanding American accent.” Hassan is planning to stay in the states after graduation to work on his master’s degree. He is involved in the international club as the club photographer for two years and is now the vice president and is also a member of the Business and Economics Club. When he’s not studying or spending time with family he enjoys photography and shopping with friends.

“$1 is equal to $3.76 in Saudi Arabia which is almost four times to our currency. Some things here in the U.S. are cheaper and some are more expensive but the quality of items here is much better.” Like many international students he only goes home for summer break. As a Muslim, they do not celebrate Christmas. “At Christmas break I don’t go home because the ticket price is so expensive and the break isn’t long enough. So, during Christmas and spring break I enjoy them either at home with my family and friends or visit other places in the U.S. or around Oregon.” There are many cultural differences that Hassan has noticed but the one that stands out to him is that “in school here boys and girls attend school together, but back home there is school for boys and school for girls for all the levels.”

Hassan enjoys WOU because of the students, supportive International office, helpful advisors, and professors that are willing to help. “It is easy to meet with your professors and they know their students very well because of the small class size. The staff are friendly especially those working in the International Office. Students here are awesome. Because of them probably I will do my master’s in same school.” He would love to see the English school reopened to allow the international students to come and study. He also thinks adding a game room or two around campus would be good for students to mingle and socialize during their free time since the town doesn’t offer many social opportunities.”

These are just two of 240 incredible students from around the globe studying at WOU. For those who would like to get involved with the international office helping students, there are several ways that you can be of assistance. According to staff member Ambre Plahn, opening your home for a short time is one of them. “We are always looking for people that are able to help with temporary housing for students when they first arrive to campus each term including summer. We usually need people anywhere between a few days to two weeks until the students are able to either move into the dorm or get into an apartment.”

There is a fund at the WOU Foundation for international student activities that helps international student groups put together cultural outings, and hold events on campus like International Week.

For more on how you can get involved or to learn more about our international program you can email the international office at global@wou.edu or give them a call at 503-838-8425.
Language and the law: court interpreting with Spanish speakers

Translating or interpreting between two languages is significantly more challenging than many would expect. The skills necessary in these professions go beyond being bilingual. Dr. Gianna Martella, professor of modern languages at Western Oregon University, said that in addition to language proficiencies, one may need to be well versed in topics such as law and medicine.
“Being a native speaker of a language doesn’t make you an articulate speaker or a good writer—nor does being bilingual,” Gianna Martella freely admits.

As a freelance court interpreter in Newport and Marion County, Martella has been translating for decades. "In order to be a good interpreter," she continues, "you have to have quick reflexes, you have to be able to switch languages, and you have to be able to focus very seriously for at least 20 minutes at a time." Translators must be good writers and excellent proofreaders of their own work.

Martella earned a degree in translation from the University of Uruguay. Translation is a recognized profession in Uruguay and it has serious legal responsibilities. If a translator makes a mistake, they may be held liable for complications that arise from the error, such as incorrect translations of a last will and testament. The coursework to become a certified translator covers both international and Uruguayan law to prepare translators well.

Upon moving to Oregon, some interpreters Martella knew encouraged her to take the exam to become a certified interpreter within the state. "I thought it wouldn't be too hard to apply what I know about translation into oral interpreting. I learned that it's very different, they are two completely separate skills." The year she took the Oregon test, she was the only one who passed out of 33 people.

She has found that court interpreting is fascinating as no two cases are the same and each judge has a different way of doing things. But interpreters face serious challenges. The cardinal rule of court interpreting is that the interpreter can only interpret exactly what was said, giving advice is not allowed. That is something Martella struggles with.

"Sometimes clients come from small towns and all of a sudden they do something wrong here and they are thrown into this Kafka-like process. They don't understand the language, or if they do, it's very little. They don't know what the laws are and in many times don't understand why they've been arrested and taken to jail," she said. "Court interpreting is not for the faint of heart."

Another challenge is that many of the legal explanations are difficult to understand, even for a native language speaker. To make it more difficult, add in the culture shock, language difference and the fact that many of Martella's clients have little education.

The industry itself is also undergoing changes. Within the courts she works for, the availability of interpreters for clients has been limited due to budget cuts. Telephone interpreting has become more common, but it's often hard to hear the clients, especially if they don't speak clearly. "It's a stop-gap measure," she said.

Martella is also concerned by the number of people who use their children as interpreters while dealing with medical situations. "You can grow up in a home listening to your parents speaking Spanish and having learned English because you grew up here, but that doesn't make you bilingual or a specialist in legal or medical issues." It is important to use certified interpreters in these situations.

Beginning in January 2013, WOU's Division of Extended Programs will begin offering a health care interpreter training program in partnership with Salem Health. This program will prepare bilingual individuals to take the national health care interpreter certification exam. Specialized language tracks in Spanish and Russian will be offered.

"Most people have very strange ideas of what being an interpreter and translator entails," said Martella, adding that a program like this will give those interested in interpreting a chance to test out this career through hands-on classroom opportunities. "It's good to be able to test to see if you like it, and if you're prepared to do it at the level and quality that's necessary."
To the nearly 6,500 students at Western, it seems like a distant memory when the only options for recreational fitness were elbowing your way into the compact and sparse fitness center in the RSC or trying to squeeze in a workout during one of the few (and random) hours the weight room under the stadium was open to the student body.

The Health and Wellness Center (HWC) isn’t just a fancy new building, it’s a cornerstone in promoting a healthy campus and a huge first step in creating and encouraging an on campus environment. Last spring we featured a photo spread of the new 45,000 square foot health and wellness facility complete with a renovated pool, new basketball courts, an indoor elevated track, rock climbing wall, racquetball courts, multipurpose rooms, and state of the art weight room and cardio fitness area. One year later we are back to take a closer look at how one building has impacted campus through the eyes of those who use it most: the student employees.

“I think the impact on campus has been pretty big because we didn’t have anything like this before. I mean we had the gym under the stadium, but that was mostly for the sports teams, classes and serious workout people. Here it’s more of an environment where everybody on campus can come. You can play basketball here when it’s raining, racquetball, you can climb - there’s a pretty big list with something that everybody can do. So I think it’s definitely unified campus quite a bit,” says Ben Martin, a sophomore criminal justice major. Ben works 17 hours a week as a lifeguard, guest service specialist and climbing instructor. The opportunity to be a climbing instructor is what interested him in applying to work at the HWC. He takes great pride in providing a safe and enjoyable experience for those who come to climb the rock wall “We put up every hold, label every hold and do extensive safety checks on the climbing gear and on the wall itself every day. When the staff sets a new route on the wall it literally takes hours.” says Martin. They are constantly changing things up to keep the wall fun and challenging for the climbers.

Junior Kelly Davis serves as a guest service specialist, facility supervisor and Zumba instructor. Davis feels that the HWC has given more students a reason to stay in town. “There’s actually something to do on weekends, people used to go home. I feel like the HWC is a place where people get to socialize and get to meet other people similar to them in a way they previously might not have had before.”

Claudia Gallegos, a junior psychology and Spanish major, didn’t have a background in fitness but found a place to serve at the HWC as a guest service specialist. The job opportunity was particularly important to her because like many WOU students, Gallegos lives on campus and doesn’t have a car so the HWC provided a job that she might not otherwise have. “I needed a job and my chances of getting one were very limited around here, so I applied. I really wanted to work here, I love the people and the environment around here.” Since she started at the HWC she’s enjoyed taking classes like Zumba and the Hydrosculpt class offered in the aquatic center.

Touring the facility, you quickly notice that it runs like a well-oiled machine and it has been a labor of love to get it that way. Like anything new, at the beginning there was a bit of a learning curve for both the staff and the students.
“The first term was survival. We saw over 2,000 visits per day the first two days we were open,” says Rip Horsey, HWC director. He and his staff had to build the facility guidelines from scratch. “We want to be good stewards of the facility. We want a 30-year life span on this equipment so the rules are in place to teach our patrons to respect the equipment and the facility.” His priority is to be sure those rules and guidelines are engrained in each of his staff members so that there is consistency as well as an assurance that no matter who is working they have all the answers they need. Even if that means having to tell your peers when they are breaking rules.

“I think that's one of the harder things but when you look at it, that's what you need to run a facility like this. You need to keep your patrons safe and that's the number one priority. When it first opened we had to start from scratch- we had to set the rules and make it a priority for those using the facility to be sure that not only did everyone know them but we had to be consistent,” says Davis. Only being a year in, they are still in the process of learning as they grow. “We are always going to be adding…tweaking…changing our policies depending on the situation,” Davis continued. “A problem may arise that had never been a problem previously that we would need to address accordingly.”

The staff at the HWC is also continually coming up with ways to make it more user-friendly. There are several programs that the HWC has in the pipeline. With WOU having such a large percentage of first-generation students, the staff recognizes that many of the students that attend Western may have never been around some of the facilities' state of the art equipment or may have never been a member of a gym before. They are hoping to attract more people who haven't worked out by putting together a gym orientation program.

“It’s a tremendous positive when someone can walk in the door, walk up to a machine and know what to do and how to use it, and feel confident in doing so.” says Horsey. Since day one, many alumni and community members have inquired as to if the HWC would offer an opportunity for outside memberships. With as many users as the HWC sees per week (6,275 uses per week during the school year- that's 896 people per day!) opening up the doors to outside memberships isn't an option yet as the primary purpose is to affect WOU and right now there is still a portion of campus that hasn't been reached. Rip and his staff want 100 percent participation. “We are only at right over 70 percent of the campus that has come through the doors. There's still just under 30 percent of the campus population that haven't used the HWC. We are missing them, we need them. We want them.” says Horsey. His goal is to have everyone that steps foot on campus to use the facility at least once.

The HWC isn't closed to the public completely though. The HWC offers its very popular aquatic classes and swim lessons to the community. Info and registration information can be found at wou.edu/student/hwc. All or part of the facility can be rented out to the public, based on availability, for camps, events and parties. The staff is currently working on creating a climbing program for youth and community members to be able to utilize the rock wall and hopes to have that available in the coming months. “We are really just getting an understanding of how the students are using the facility, so there are other opportunities that we want to explore and keep building on.”

Buildings become almost a human part of college campuses. Sure they create the landscape of the campus, but more so inside their walls friendships are formed, memories are made, history is written. If Western Oregon’s buildings make up a body, the HWC has become the heart-pumping life, energy, and pride into the lives of the students who walk this campus.

HWC by the numbers

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<td>NUMBER OF FITNESS CLASSES OFFERED</td>
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<td>AMOUNT OF HWC BUDGET THAT PAYS STUDENT EMPLOYEE WAGES</td>
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<td>NUMBER OF STUDENTS HWC EMPLOYES</td>
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<td>TWO-COURT GYMNASIUM WITH AN ELEVATED TRACK</td>
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It’s a (WO)

The Collegiate Strength & Conditioning Association—which represents approximately 900 colleges and universities strength programs—is made up of approximately 1,100 active members of which only 150 are female. Not only is Cori Metzgar-Deacon WOU’s first sports performance director, she is one of only two women at the NCAA level who are responsible for the entire athletic department.
Western Oregon athletics serves its student athletes with the addition of a director of sports performance.

When most people hear “Strength and Conditioning Coach”, they automatically picture a towering 6’ 6” man with a crew cut, greasy arms, and bulging muscles. Think Arnold Schwarzenegger during his body building days. Not at Western. If you dare brave the sweaty aroma of the weight room under McArthur Stadium, you’ll find Cori Metzgar-Deacon, a 5’ 7” blonde female, who gives the Terminator a run for his money.

Metzgar-Deacon is the new director of sports performance, in charge of strength and conditioning for Western Oregon Athletics’ 13 NCAA Division II teams. The decision to add the position was vital according to athletic director, Daniel Hare, “First, it is a safety issue as student-athletes who are in good shape and properly trained are much less likely to experience injury. Second, I have observed that athletic programs at all levels are simply better when they have an excellent sports performance program and director. It’s doubly important when you have limited financial resources.”

Building a program

So what exactly does a director of sports performance do? “What we do is more than having athletes move some steel,” says Metzgar-Deacon. “Strength and conditioning is based on science so we have to make sure that our programs have the correct and most effective method of training for each sport. We plan, program and implement all facets of training.” This includes flexibility work, injury prevention, strength and power development, speed and agility, as well as offering nutrition guidance. “We develop student-athletes into a whole athlete, mentally and physically.”

“Coach” Metzgar, as she is called by her students, takes care of over 400 student-athletes year round. “We probably spend more time on a yearly basis with these athletes than their sport coaches do, they see us 3-4 days a week for 4-5 years. Every sport is different in their energy demands, power development, and injury preventions so I need to make sure I’m addressing all those demands,” she states. She is also tasked with the responsibility for scheduling each team in the only non-recreational weight room on campus that is shared with students enrolled in health/P.E. classes for credit. She maintains and orders equipment for the weight room and collaborates with athletic trainers to be sure that all athletes in a rehab phase due to injury are rehabbing appropriately.

Metzgar-Deacon comes loaded with the experience and expertise necessary to build and run WOU’s program. With a bachelor’s degree in exercise science from Fort Lewis College and a master’s in physical education from Western Michigan, she has quite an impressive résumé. Metzgar-Deacon arrived at WOU having spent the past five years at Washington State University where she served her last two years as associate director of strength and conditioning. She has also spent time at Colorado State University as head assistant strength coach, as well as Ohio State University and Western Michigan University. She is an active member of the National Strength and Conditioning Association (CSCS), the Collegiate Strength and Conditioning Coaches Association (SCCC) and USA Weightlifting.

“My players are more fit than they have ever been. They are jumping better, they are hitting harder, they look different, they recover faster.”

Brad Saindon, head volleyball coach
Overcoming adversity

Not only is Metzgar-Deacon WOU’s first sports performance director, she is one of only two women at the NCAA level who are responsible for the entire athletic department. Like any trail blazer, the journey comes with its fair share of bumps and bruises along the way. “I have definitely run into sport coaches who at first didn’t want me to work with their team because I was a female, but once I sat down with them and talked about my experience, my knowledge and my passion for this field, they realized that it’s not about male vs. female, but about coaching and motivating,” says Metzgar-Deacon. She has been kicked out of a football weight room because she’s a woman, been sexually harassed, disrespected, cursed at and put down all because of her gender. “I chalk it up to insecurity and don’t take it personally. I concentrate on all the good things that have happened to me over my career and all the athletes I have reached and helped, and it makes it all worth it. If I had quit every time I got yelled at or called a nasty name, I definitely would have been done a long time ago.”

The job also comes with overcoming discrimination hurdles in hiring. “Another challenge I face as a female in this field is that I’m not going to get as many opportunities to be a director in charge of football at a lot of universities. Even though I have the knowledge, experience and passion…I won’t be looked at as closely because I’m a female.” Here at Western Oregon is the first time she has had that opportunity. “I didn’t want to be an assistant strength coach my entire career, I had bigger aspirations and I found a place that accepted me for my abilities, qualities and leadership, instead of looking away from me because I was a female.”

Buying in

On paper alone she’s more than qualified to build a world class program, but in sports it’s all about results and who better to speak with than the players themselves and their head coaches. When asked how Metzgar-Deacon has impacted the football team in the year she has been on campus, Head Coach Arne Ferguson had this to say: “Success breeds success. To be able to see your weights go up, to see yourself get stronger to be able to lift longer… the game of football has changed where rest time is limited, teams are pushing the play clock - it’s so much about recovery time and how you train for that cycle. She understands that and that’s how they are training now. The players are seeing results and that’s why they are buying in.” He can even see a difference from last year, “Through spring ball we averaged 25 to 45 more plays because the players are in shape and strong enough to do that.” Head Volleyball Coach Brad Saindon has noticed a change in his players as well, “My players are more fit than they have ever been. They are jumping better, they are hitting harder, they look different, they recover faster.”

The praises don’t stop there. The football athletes, typically the toughest critics, were lining up to give testimonials. Linebacker Scotland Foss, has seen tremendous improvement. “Personally, my bench press went up 50 pounds and my squat went up 50 pounds. As a team, physically you can tell players are bigger, faster, stronger—and with attitude. I think Cori brings in a whole new dynamic, not just because she’s a female, but because she has extensive knowledge- she’s an expert in her field and it reflects. I think we’ve advanced to a better place mentally and physically.”

Wide receiver Michael Reeve points out that it goes beyond just the physical aspect. “I’ve gained 15 pounds of muscle,” he says. “I’m a lot stronger and faster than I’ve ever been, and because of that - a lot more confident on the field. I have a lot more fun. As a team it’s bringing us closer together and we are becoming more of a family unit.”

“I have never wanted to be a good female strength coach, I have wanted to be a good strength coach, and I feel that’s what I am.” says Metzgar-Deacon. According to the staff and student-athletes at Western Oregon University, Cori Metzgar-Deacon is better than good. Volleyball Coach Brad Saindon sums it up best: “In my view...at WOU it’s not that we have a strength and conditioning coach, but rather that we have Cori. She is the best.”
Football
Led by a group of 19 seniors the Wolves finished 6-5 on the season and came up a game short for the GNAC championship. The season included long road trips to Grand Valley State, Abilene Christian, Dixie State and Montana. The Wolves picked up two huge home wins on their way to an undefeated home season with victories over Central Washington and Humboldt State.

Volleyball
The Western Oregon volleyball team finished in fourth place in the Great Northwest Athletic Conference for the second consecutive year. The Wolves put together a 14-8 record on the season and a 13-5 conference mark. The Wolves finished off their season by winning their last five matches, and 10 of their final 12. This included seven sweeps of GNAC opponents.

Soccer
The Wolves finished in fifth place in the Great Northwest Athletic Conference with a record of 5-6-3 and a 6-8-4 record overall. This was the most wins that the team has gained since the 2001 squad. This was the first season under new coach Steve Ancheta.

Cross country
The Western Oregon men's cross country team made their second straight trip to the NCAA National Championships a memorable one by placing 14th. The women’s team also had another strong season just missing out on a return trip to the NCAA championships.

Men's basketball
The Wolves compiled their best-ever regular season record at 18-10. They also went 11-7 in Great Northwest Athletic Conference games, to earn one more win than any other time in their Division II history. Those 11 conference wins earned WOU a fourth place finish in the GNAC, its best in its 11-year history.

Women's basketball
The Wolves were led this season by GNAC honorable mention Rylee Peterson. The senior forward from Newport, Ore. (Newport H.S.) finished fourth in the GNAC in scoring (16.3) and 11th in rebounding (6.6). The Wolves were able to defeat Seattle Pacific for the first time in 28 tries dating back to 1982.

Baseball
The Wolves finished the season at 40-11 (29-3 GNAC). Those 40 wins tie for the second-most for WOU at the Division II level. Western Oregon, which ranked No. 1 was also the number one seed in the West Region. The Wolves finished their GNAC schedule with a 29-3 mark. The team's winning percentage (.906) in conference is the best ever for the Wolves in Jeremiah Robbins' seven-year tenure. It is also the second-best ever for Western Oregon at the Division II level, trailing only the 2003 team that went 22-2 (.916) in the GNAC.

Track and field
The track and field season started off with a bang when the team completed one of the most memorable and remarkable indoor seasons in school history. The men’s team won their fifth straight GNAC championship, and the women place third their best finish since 2007. Ashley Potter broke the school record in the triple jump by over 13 inches. The indoor success carried over to the outdoor season. Four Wolves competed at the NCAA D2 outdoor championships.
I loved this man. Hank and I had the liveliest conversations on everything from wine and the best way to fillet a salmon to heart-rates, poetry and the nature of human consciousness. As a professor he could be fiercely independent and irreverent of those old institutional forces that kept “things in their place,” as he once described it. “I’m going to open the drawers and toss some things around,” he said. As an advocate for people with disabilities he was a maverick and a champion, but he was also a selfless team player at a university he loved and where he believed “much good was achieved.” And no one was more of a peacemaker and gentle counselor when those graces were needed most. I turned to Hank for advice when tensions flared between the colleges of Education and Liberal Arts and Sciences — tensions that affected my professional and personal life — and he told me to “listen and listen some more, before doing anything.” I draw often on this useful wisdom. Hank Bersani was so smart, active, funny, kind, patient — just a wonderful human being. God, I will miss him. Our deepest condolences go out to lovely Lynda and their children.

Henry Hughes

I truly admired all of my professors in my grad program at WOU, and Hank was no exception. I loved his sense of humor and have aspired to emulate his engaging teaching style when I give presentations to colleagues. I remember he had a sign on his office door that read “Notice my (dis)ABILITY.” That is how I will always remember him — a passionate advocate, engaging storyteller, hilarious lecturer, and role model for others. Blessings to the Bersani family and WOU staff, you are in my prayers!

Joy Bergstrom Brown

I had the great pleasure of sharing a hallway and an office wall with Hank Bersani for several years at work. I got to see and hear first hand the compassion he had for his students and the passion he had for teaching. He was an AMAZING supporter for special education rights. He had a great sense of humor. Hank touched many lives and words cannot convey how much he will be missed. My prayers go out to his family, friends, colleagues and students in this time of sorrow.

Tammi Carmichael

I had the great pleasure of sharing a hallway and an office wall with Hank Bersani for several years at work. I got to see and hear first hand the compassion he had for his students and the passion he had for teaching. He was an AMAZING supporter for special education rights. He had a great sense of humor. Hank touched many lives and words cannot convey how much he will be missed. My prayers go out to his family, friends, colleagues and students in this time of sorrow.

Tammi Carmichael

The world is now void of a very inspiring and amazing individual. Dr. Bersani was so passionate about everything he believed in and taught. He taught me a lot of content over the three years I had him as a professor, but more importantly he asked me to think and refine who I was as an individual. He taught me to always ask questions and do what I believed to be right even if it was not the popular choice.

Christina VanNest

I loved this man. Hank and I had the liveliest conversations on everything from wine and the best way to fillet a salmon to heart-rates, poetry and the nature of human consciousness. As a professor he could be fiercely independent and irreverent of those old institutional forces that kept “things in their place,” as he once described it. “I’m going to open the drawers and toss some things around,” he said. As an advocate for people with disabilities he was a maverick and a champion, but he was also a selfless team player at a university he loved and where he believed “much good was achieved.” And no one was more of a peacemaker and gentle counselor when those graces were needed most. I turned to Hank for advice when tensions flared between the colleges of Education and Liberal Arts and Sciences — tensions that affected my professional and personal life — and he told me to “listen and listen some more, before doing anything.” I draw often on this useful wisdom. Hank Bersani was so smart, active, funny, kind, patient — just a wonderful human being. God, I will miss him. Our deepest condolences go out to lovely Lynda and their children.

Henry Hughes
Who knew you could learn so much about life, love, and happiness while riding a bike dressed in Spandex and eating Cliff bars?

I quickly found this to be true by having the honor and privilege of riding with Dr. Hank Bersani, a professor of special education here at WOU. On March 31 Hank was tragically killed while riding his bike, something he loved to do, but while he is gone his legacy lives on.

I used to think that I was the only crazy person who put on the Spandex, wore the clip-in shoes, and had the fancy expensive bike, but I was wrong. Hank had a garage that was full of those fancy bikes that he loved to work on. What was even more impressive was the fact that Hank taught himself from a book on how to repair and maintain the bikes he owned. For fellow cyclists out there, you know bike repair can be very difficult and time consuming.

I rode many miles with Hank last summer and little did I know then how much I would cherish those rides today. I learned a lot about what living life to the fullest means—and about how to do that—from a man who exemplified loving life. He cared very much for people with special needs and would even fly some of those individuals out and show them a fun week here in Oregon. I will never forget the smile and joy Hank had on his face when he introduced me to his friend, Pete, who flew out from New York.

Hank and I quickly became a great team; in fact we labeled ourselves “Team WOU.” I would set the pace and block the dreaded head wind, while Hank was the navigator and team leader. We would set out not to race or break any records, but instead wave to the farm animals, which Hank loved to do, and explore the many great cycling roads here in the Willamette Valley. While riding with Hank there was never a dull moment, and time would fly by regardless of how many miles we traveled, hills we climbed, or how fast we rode.

His caring and compassion toward others, and his certainty that no problem in the world is too big to overcome, was something that I craved. In the everyday hustle and bustle we can lose a sense of what is really important in life. From Hank I learned it’s not the big-time job, money, or cars that most people crave, but rather the simple things in life that really matter: such as friends, family, and to live life the way you want to, regardless of what others may think.

Following the days after his passing, I connected with one of his other cycling companions, a professor here at WOU, as we started to discuss a way to properly honor Hank with cycling. It shocked us both when we started talking and finding out just how many people here on campus that Hank connected with and rode with. It is amazing to me that one individual, even after he is gone, can still unite individuals for a common theme. But then again I’m not surprised because that is how Hank lived; bringing people together to enjoy life to the fullest.

Hank was a fantastic friend, husband, father, and professor and will be missed tremendously by all who knew him. I will miss being able to talk with him about the Tour De France, the latest cycling gear, but most of all the lessons learned from him while we rode together. Although he is gone, I will never have to worry about riding alone, as I know every time I set out to ride I have Hank riding right next to me, waving to the animals and leading me on my ride and in life.
In remembrance

**1930s**

**Mildred Bonkowski ’32** on Sept. 21 at age 100. Mildred married Stanley Bonkowski on July 1, 1946 in Cottage Grove. Mildred served in the Women's Army Corps during World War II. She earned her master's degree in education from the Oregon College of Education and worked as a teacher and a homemaker.

**Margie C. Morgan ’36** on Feb. 16 at age 94. In 1934, Margie received her teaching certificate from the Oregon Normal School then married Harold Morgan on June 11, 1938. In 1957, she continued her education and graduated from Western Oregon University. Margie taught school in Yamhill County for 34 years, retiring in 1981. She was a member of the Rebekah Lodge and enjoyed gardening, knitting, crocheting, loved to travel and loved spending time with her family.

**Mary G. Preissler ’38** on Feb. 12 at age 102. After Mary graduated from Franklin High school, she completed her degree from the Oregon College of Education. She was an elementary school teacher in Washington and Marion County for 34 years. Mary married Martin F. Preissler and during WWII she accompanied her husband wherever he was stationed, but the couple finally settled down in Salem. Mary was a member of many differed education based associations in addition to being an active member on the alumni board at WOU.

**Valette Mckibben ’31** on Feb. 25 at age 104. Valette attended Oregon Normal School and graduated in 1931, and began teaching primary grades. She married Harry Mckibben and became the mother of two boys, grandmother to eight, great-grandmother to eight, and great-great grandmother to two.

**1940s**

**Bette M Bergstorm ’40** on Dec. 13 at age 80. Bette attended both Linfield College and Oregon College of Education. She taught school before meeting her future husband of 46 years, Arthur Bergstorm. Bette loved music and sang and directed in many choirs.

**Robert E McKee ’49** on Dec. 12 at age 89. Robert served in World War II after he graduated from high school in 1940. In 1943, Robert married Marylou Wiesner. They were married for 68 years and had three children. Robert was awarded the Distinguished Flying Cross in 1945. After earning a degree in education from Oregon College of Education, the couple settled in Roseburg where Robert was a teacher and administrator for 25 years. Robert finished his career in education at the Marion county Education Service District in 1987. His interests included gardening, walking and spending time with his family.

**Mina Fish ’48** on Jan. 14 at age 84. Mina was born in Detroit Lanes, Minn. She married Gordon Fish. She earned her master's degree in education and worked as a teacher.

**1950s**

**Walter Burgess ’53** Oct. 3 at age 84. Walter graduated with an associate of arts degree in art from Olympia Junior College. He later earned his bachelor's degree in elementary education with administrative credentials from WOU in 1953, then his master's degree in education from University of Oregon in 1961. He served as a paratrooper in the Army during World War II. Walter worked as an elementary school principal from 1961 until his retirement in 1984.

**Bobby Joe Orcutt ’52** Nov. 8 at age 82. Bobby attended Vanport College and Western Oregon University, earning his bachelor's degree in 1952 and master's in 1960. Bobby joined the Navy Reserve and served until his retirement in 1977. On June 12, 1953 he married Bonnie Collins. Bobby taught in Milwaukee for 10 years and then in the Portland area for 27 years. After retiring in 1987 he continued to teach part time at Portland State. He started his real estate career in 1988. Bobby enjoyed collecting stamps, gardening, swimming and traveling.

**Louise Perry ’52** Dec. 3 at age 81. Louise earned her bachelor's degree in education from Oregon College of Education and her master's degree in education from Lewis and Clark College in the 1970's. While teaching full time and raising her family Louise taught for nearly 40 years, most of which were in Hood River County. In retirement Louise devoted her time to her spiritual and civic communities through extensive volunteer work. Louise loved reading and music. Louise and the love of her life Ted, loved to travel around the world together.

**Tyrus Stearns Brown ’57, ’61** on Dec. 27 at age 90. After high school Tyrus worked as a logger. His favorite job was patrolling timber lands up Mill Creek. Tyrus enrolled in Oregon College of Education, but soon enough he had enlisted himself in the Army Air Force during World War II. During pilot training he met his future wife Jeri. He began his career as a building contractor and later obtained his single and multi-engine commercial pilot certificate. He went back to school and obtained his bachelor's and master's degree in education. He later earned his doctorate in education from Oregon State University in 1969, and continued his career in education administration. In retirement Tyrus spent his time in Yuma, Arizona. He loved to fish, build houses and play cards.

**Robert A. Park ’57, ’66** on Nov. 22. Robert served in the U.S. Army from Aug. 1951 to March 1954, and was awarded on several accounts due to his dutiful service. He earned his bachelor's degree in 1957 and his master's degree in 1966 from OCE. He taught at Cloverdale, The Bureau of Indian Affairs in Mito, Alaska and Nenana, Alaska. He then returned to Oregon, and continued his teacher career. Later he went to work with the department of Defense Dependent Schools in Schwabisch, Germany at Patch Elementary school in Stuttgart where he was awarded the Administrator of the year. Robert continued to teach all over the world.

**Paul Edward Lee ’51** on Jan 2 at age 85. After high school Paul joined the U.S. Navel Air Force and served from 1945-1946. He later graduated from Oregon College of Education, where he met his future wife, Patricia. He was halfback on the “OCE undefeated team of 1949.” Paul taught K-8 grade for 16 years in Oregon and three years in Port Orford. He retired from teaching in 1966; he then became the owner of Lowell General Store until 1973. He also owned Paul’s Place and the Silber Door in Port Orford. Paul retired in 1993 to enjoy the forest, traveling and gardening.

**Dale J. Goodrick ’56** at age 84. Dale joined the U.S. Navy at age 17 and served for one year. He joined the U.S. Army in 1952 and served for his country until 1953, when he was honorably discharged as a sergeant. He married Friedel in Ansbach, Germany. He earned a master's degree in teaching from Oregon College of Education. They lived in Forest Grove, and abroad in Pakistan, Israel and Chile. He taught in Dallas, Sweet Home, and in Forest Grove in the primary and middle schools. He enjoyed reading, traveling and golfing.
Katherine Ann Miller ’53 on Jan. 8 at age 79. Katherine earned her bachelor’s degree in education from Oregon College of Education. She taught at various locations in Oregon including Dallas, Parkrose, and Arlington. She also taught music at the Navy base school in Yokosuka, Japan, as well as the American Schools in Aschaffenburg and Berlin in Germany. While teaching all over the world she also managed to find time to travel. She loved to read and was a member of Hope Lutheran Church.

Lionel Raymond Miller ’57 on Jan. 1 age 81. Lionel graduated with honors from Oregon College of Education where he played football and served as student body president. He served in the U.S. Air Force for four years during the Korean War. Lionel married Margot Burridge, together the couple had four children. He also had seven grandchildren and four great grandchildren. Lionel was hired in 1957 by the Parkrose School District where he taught and coached until his retirement in 1988. Raised by the Columbia River Lionel was a lifelong sailor. The high point of his sailing life was when he completely restored a rare 1961 Chris Craft 28ft. “Constellation” Cruiser.

Beth J. Bauman ’52 on Jan. 22 at age 85. After Beth graduated from high school, she married Alfred in 1948. They raised their two children in addition to their two foster children. Beth received her bachelor's degree and teaching degrees from Oregon College of Education and earned a master’s degree in counseling from Ohio State. She retired from Britton Middle School in Hilliard, Ohio, where she was a guidance counselor for 18 years. In retirement she volunteered at Legacy Meridian Park Hospital for almost 20 years. She was also an active member of the Washington County extension service and volunteered at the Tualatin Senior Center gift shop.

Mary Helen (Gordon) Wright ’51 on March 74 at age 76. Mary graduated from Detroit High School and then earned her teaching certificate bachelor’s degree and special education endorsement from Oregon College of Education. She spent her entire teaching career in the Mill City School District, retiring after 37 years. Mary and James Wright were married July 10, 1955. They had four children, eight grandchildren, and five great-grandchildren. Mary and James enjoyed party bridge for many years, and after retiring Mary enjoyed playing duplicate bridge.

1960s

Ronald Irving Zerkel Jr. ’68 on Nov. 13 at age 84. In 1946 Ronald was drafted into the U.S. Army. He was stationed in Frankfurt, Germany, where he met his wife Gisela. The couple moved to Lebanon in 1953. Ronald returned to school and graduated with his bachelor’s degree in education in 1968, he later earned his master’s degree from Oregon State University in 1971. Ronald taught elementary school for 21 years and served as a Boy Scout Troop master for many years. He was a member of the Saviors Lutheran Church where he served on the church council and taught Sunday school. In retirement Ronald loved to travel all over the world.

Paul Faxton ’63 on Oct 19 at age 81. Paul graduated from Oregon College of Education in 1963 with a teaching certificate. He taught in Toledo for 25 years at both Arcadia and Burgess, interjected with a year at the Special Education School in Newport. In retirement he spent his time in his garden and his green house. He loved to grow his own vegetables and give them to his friends and family. He was a member of the Eddyville Community Church and taught Sunday school classes as well as participated in the Good News Club. He also enjoyed volunteering.

Richard K. Jaskoski ’65 on Feb. 3. After Richard earned his bachelor’s degree and his master’s degree from OCE in 1965, he went on to teach in the Salem-Keizer school district for 30 years. Twenty out of Richard’s 30 years of teaching were spent at McNary High school in Keizer as the English Department head.


Rita Mae Montgomery ’60 on Jan. 10 at age 75. Rita taught at Perry dale for 27 years. She was also involved in Delta Kappa Gamma for years. Rita and her husband volunteered at the Polk County Historical society as well as participated on the board.

Class notes

Barbara Jean Holloway Joines ’63 and her husband celebrated their 50th wedding anniversary in December.

1970s

Denise Lorraine Harding ’77 on Nov. 5 at age 56. Denise earned her bachelor's degree in education from Western in 1977 and then continued on to earn her master's degree at Portland State University in 1984. She taught in the Davis Douglas School district for 28 years until she retired due to her health in 2006. She taught at Floyd Light Middle School for the last 16 years of her career. Denise’s hobbies included traveling walking on the beach, camping, exercising and reading. Denise was a devoted wife, a loving mother, and a selfless friend. She loved being a homemaker and loved to bake and decorate her house.

Burt Willis Redick ’78 on Dec. 20 at age 80. After Burt graduated from Redondo Beach High School in 1950 he enlisted in the U.S. Marine Corps. Later, he attended Cal Poly State University and eventually earned his master's degree in correctional administration from Oregon College of Education. Burt had careers in law enforcement and corrections. In 1987 he retired from his job as a Clackamas county parole and probation officer.

Patrick James Mulvey ’71 on Jan. 29 at age 66. After graduating from Oregon College of Education Patrick worked in Lansing, Michigan, where he taught newly blind adults how to read Braille. Patrick worked for social security administration for 29 years. Patrick along with his twin brother were part of a four-man band in the 1960s, together they produced two records.

Eileen Little Herman ’74 on Dec. 16 at age 83. After Eileen graduated from high school she earned an academic scholarship to Boston University, where she studied science. While at school she met her husband, Peter Shaw Herman. The couple settled in Portland and started a family. Although the couple later divorced, they remained friends. Eventually Eileen returned to school and earned her bachelor's degree in Spanish in 1947 from Western. She taught as a high school substitute, as well as teaching in the
state penitentiary. Eileen later took a plunge and opened a retail store called Your Place. She loved reading, painting, writing poetry, and spending time with her family.

**Ted Nakamura ’75** on Feb 9 at age 58. Ted attended several schools in Ontario before obtaining a bachelor's degree in elementary education from Oregon College of Education in 1975. Ted taught at Baker Elementary School in Baker, Ore. for one year and at Madras Elementary in Madras, Ore. for three years. Ted married his wife in 1981. Ted moved to Portland and accepted a teaching position at Lake Grove Elementary School in Lake Oswego where he taught for 25 years. Ted enjoyed golfing and fishing with friends and marathon running.

**Class notes**


**1980s**

**In remembrance**

**Elizabeth Hepburn ’87** on Oct. 22 at age 80. Elizabeth married Charles Hepburn in 1950. She earned two master's degrees, one in English from Wayne State College, and the other in counseling from Western. Elizabeth worked as a college professor, public relations director, hospital chaplain, and mental health counselor until she retired from Northwest Human Services in 1996. Elizabeth was a member of St. Edwards Catholic Church and AAUW, she also enjoyed traveling, music and movies.

**Robert Wesley Howard ’81** on Nov. 2 at age 55. Robert earned his associate degree in electronics from the Oregon Institute of Technology in 1976, and his bachelor's of science degree in education with a math major from Western Oregon University. He worked as an electronics technician and a landscaper. Robert enjoyed chess, sailing archery, and skiing, motorcycling and collecting books. He loved his family and enjoyed being an uncle and great uncle to his 35 nieces and nephews.

**Robert E. Seltzer ’82** on Dec. 23 at age 69. Robert graduated from Bellevue High School, and then attended Parsons College in Iowa and then graduated from Oregon College of Education. He was an artist and was a member of the Oregon Water Color Society.

**Eryn Elizabeth Rose ’89** on Feb. 4 at age 54. Eryn earned her degree in psychology from Western Oregon University in 1989. Eryn’s dream was to assist people in making their life better; and she made her dream a reality. She went from being a struggling young mother living on assistance to becoming a successful social worker and senior peer counselor.

**Class notes**

**Marybeth Angulo ’89**. Marybeth has taught in the Sweet Home School District for 22 years. She is currently teaching fourth grade. She graduated with honors from Portland State in 2012 with a master's degree in curriculum and instruction. In addition to teaching she is presently serving a two-year term on the Sweet Home City Council. In December her third grandchild was born. She loves teaching, community activities and spending time with her family and grandchildren.

**1990s**

**In remembrance**

**Emily Ann Pohlschneider-Edwards ’97** on Oct. 24 at age 34. Emily graduated from Western with a bachelor's degree in business and was a collegiate athlete in track and field. She enjoyed her career in graphic designer at Nike World Headquarters. She had a passion for being active and for the outdoors. Emily loved to spend time her with family. She married Steven Edwards in 2002. Her friends and family were the loves of her life and provided her great happiness.

**2000s**

**In remembrance**

**Tamara E. Condit ’11** on Nov. 16 at age 43. Tammy moved to the Rouge Valley in 2003, to be close with her family. She moved to Sheridan, Ore. in 2007, and married James Whitehouse. She attended Western Oregon University and earned her master's degree in special education in 2011.

**Karen Lee Sinex ’00** on Dec. 10 at age 53. The Oregon chapter of Karen's life began in 1993 where she resumed her education in Coos Bay. She graduated from Southwestern Oregon Community College before moving on to graduate from Western. She earned her master's degree in Education. Karen taught as a high school science teacher at Jefferson High School. In addition to her teaching duties, she as actively involved in the local teachers union. She was elected president of the local Jefferson Education Association and was later selected to serve as a director of the Oregon Education Association.

**Class notes**

**Abraham Neal ’01** and his wife purchased their first home in January 2012.

**Edmond Trussell ’10** is currently teaching American Missionary Children in West Africa. Next year he plans to continue teaching in Bogotá, Columbia.

**Faculty & staff**

**In remembrance**

**Donald Stout Bryant** on Nov. 16 at age 94. Donald graduated from Pacific University in 1941 with a bachelor's degree in health, physical education and recreation. On Dec. 26, 1941 Donald married Patricia. In February 1942 he enlisted in the Navy. Following his WWII Service Donald taught at Forest Grove High School before becoming an assistant director of admissions and football coach at Pacific University. He then embarked on a 10-year teaching career at both Estacada and Lincoln High Schools. Donald received his master's degree in education administration and his Ph.D. in philosophy of education. He spent the rest of his career employed by the Oregon State system of Higher Education, enabling Donald to teach graduate courses at Western Oregon University. He retired from education in 1981.

**Professor Anton Postl** on Dec. 4 at age 96. Anton graduated from the University of Hawaii with senior honors in chemistry. He began teaching at Mid Pacific Institute, where he met his wife, Mildred Walker. Shortly after the birth of his children he began his long and distinguished teaching career at the Oregon College of Education in 1947. While teaching full-time he completed his Ph.D. in science education at Oregon State University. He spent many years as the chairman of the Science and Mathematics Department. Anton published several articles and translations regarding the history of science. Anton was an avid gardener, hiker and photographer, a lover of music and was committed to his church.
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Calling all graduates between 2002 and 2012! You are invited to join WOU's premier young alumni giving society, the GOLD President's Club.

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