

Volume 5 · Issue 2 · Spring 2011

# wellnessworks

UNIVERSITY OF MINNESOTA



## INNOVATION & COLLABORATION

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### *From the Editors*

#### *Innovation & Collaboration*

This issue of *Wellness Works* lauds our spirit of "Innovation and Collaboration," elements so intrinsic to how and why the University of Minnesota functions that they infuse everything we do here. Whether in our research and academics, or working together on a daily basis, innovation and collaboration are the internal drives that keeps us striving for a better future on- and off- campus, locally and globally.

Through them, we bring the 14th Dalai Lama to campus in May, help our researchers curb the obesity epidemic at work, and give our graduate students tools to apply scholarship to real-world problems. But these stories barely touch on what we accomplish here every day, so we encourage you to look around and be inspired—there's plenty more where these came from.

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The University of Minnesota, founded on the belief that all people are enriched by understanding, is dedicated to the advancement of learning and the search for truth; to the sharing of this knowledge through education for a diverse community; and to the application of this knowledge to benefit the people of the state, the nation and the world. The University's threefold mission of research and discovery, teaching and learning, and outreach and public service is carried out on multiple campuses and throughout the state.

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This publication is available in alternative formats upon request. Direct requests to Brad Hunt, Department of Recreational Sports, 1900 University Avenue SE, Minneapolis, MN 55455, 612.626.0553. Printed on recycled paper containing 100% post-consumer waste.



## UDS HEALTH & WELLNESS COORDINATOR, JENNA BROTT SHARES COMMONLY ASKED QUESTIONS ABOUT NUTRITION ON CAMPUS

### 1. WHERE CAN I FIND MENUS AND NUTRITION INFORMATION FOR RESIDENTIAL AND RETAIL RESTAURANTS ON CAMPUS?

This fall, University Dining Services launched NetNutrition ([www.netnutrition.dining.umn.edu](http://www.netnutrition.dining.umn.edu)), an online website that allows customers to view daily menu offerings and isolate specific allergen information.

### 2. WHAT DOES NETNUTRITION OFFER?

The NetNutrition website features ingredients for each menu and allows users to filter the menu for special diets including vegan, vegetarian and gluten free.

### 3. WHAT ARE SOME GLUTEN FREE MENU ITEMS IN UNIVERSITY DINING SERVICES RESTAURANTS?

Try the new gluten free wraps and whole grain bread at the deli in Residential Restaurants and look for gluten free snacks at Coffman Marketplace, Essentials Market and Cone 10 Cafe in Regis Center for Arts.



**JENNA BROTT, RD**

**FOR MORE INFORMATION ON EATING WELL ON CAMPUS, VISIT [WWW.DINING.UMN.EDU](http://WWW.DINING.UMN.EDU)**

Contact Jenna Brott, UDS Health & Wellness Coordinator, at 612-626-8977 or [brott015@umn.edu](mailto:brott015@umn.edu)

# Six Dimensions of Wellness



## *occupational* wellness

Finding satisfaction in rewarding and meaningful work that utilizes unique personal skills and talents and enhances lifestyle. Expressing values and commitment through paid or volunteer work that contributes to overall well-being.

## *emotional* wellness

Being emotionally self-aware by accepting, managing and expressing feelings. Seeking out and nurturing trusting, committed and mutually-respectful relationships. Having a positive outlook and recognizing challenge, risk and conflict as opportunities for emotional growth.



## *physical* wellness

Making health a priority by being regularly physically active, and making proper nutrition choices. Being aware of how our body best functions, how we feel, and how we manage stress. Creating balance by making positive health choices and seeking appropriate medical care.

## *spiritual* wellness

Realizing the importance of questioning the meaning and purpose of life and the lives of others. Appreciating that not everything can be understood. Becoming tolerant of other viewpoints while still holding fast to personal values, goals and purpose. Developing a sense of unity and wholeness, and turning thoughts into action.



## *intellectual* wellness

A simple commitment to life-long learning and personal development. Seeking out opportunities beyond “book knowledge” that include creativity, critical thinking, and being intuitive and expressive.

## *social* wellness

Understanding and valuing the interconnectedness between human beings. Respecting family and community through effective communication. Recognizing the importance of a healthy living environment and respect for the natural world. Striving for positive, interdependent relationships to foster harmonious living.

# A New Era in Wellness Education

The Rothenberger Institute Prepares Students  
to Lead Healthier Lives

*Kristin Stouffer—director of communications, School of Public Health*

## **Connect with the Rothenberger Institute**

There are several ways University of Minnesota faculty, staff, and students can collaborate with the Rothenberger Institute:

- The institute offers research possibilities for those interested in health, psychology, education, technology and other fields.
- The institute is looking for partners to offer lectures, workshops and other events centered on student health.
- The institute is looking for partners who are interested in financially supporting health education initiatives.
- To learn more about any of these opportunities contact Tayne DeNeui at [tayne@umn.edu](mailto:tayne@umn.edu) or 612-625-5970.

Every year millions of students arrive on college campuses, ready to take on the challenges and rewards of an important new chapter in their young lives. Much of their focus is on doing well in the classroom and making friends outside of it. But few students understand the critical role that health will play in their success as a student and beyond.

A growing body of research shows that students' unhealthy lifestyle choices outside of the classroom can have a devastating impact on their academic performance. Around 25 percent of college students cite alcohol as a reason for missing class, falling behind, and doing poorly on exams. Drug and alcohol abuse contribute to 1,700 deaths every year. Poor decisions about diet, exercise, and sleep often harm health and academic success. And more

and more students report feeling overwhelmed by stress.

While administrators have become increasingly concerned with the wellbeing of their student bodies, schools are faced with unprecedented budget cuts and sparse resources.

Enter the Rothenberger Institute, an organization dedicated to improving the health of student populations through first-of-a-kind curriculum. The institute officially launched a month ago, but the group—housed in the University of Minnesota School of Public Health—has been offering educational programming for close to a decade.

### **Building on a Legacy**

The institute was established in memory of one of the School of Public Health's most beloved

professors, James H. Rothenberger, III. A nationally regarded expert on health issues and an early champion of Web-based education, Rothenberger taught some 100,000 students over his 35 years at the University. Despite his own chronic health challenges, he maintained a tireless schedule, teaching an average of 15 courses a year.

Rothenberger received many honors throughout the years, including the title Morse Alumni Distinguished Teaching Instructor of Public Health, one of the highest honors the University bestows on its educators. He developed novel curriculum on the dangers of alcohol for college students, and he taught a freshman alcohol awareness course used online by several Minnesota colleges.

“I think it’s challenging for a good teacher to constantly be trying out better ways to get your message across,” Rothenberger once



said in a University magazine that profiled his innovative methods.

That approach is one that Jolynn Gardner will work to continue as recently appointed director of the Rothenberger Institute. “We have Jim’s legacy in mind with every new course we develop,” she says. “We’re working to advance the mission that he began.”

### **Tailor-made Courses**

Rothenberger’s course aimed at equipping students with skills to navigate the daunting world of

alcohol and drug prevention, Alcohol and College Life, remains at the heart of the Rothenberger Institute’s mission. In addition to reaching University of Minnesota students, the institute partners with other campuses across the state to provide similar, yet tailored, courses to higher-ed students. By the fall of 2010, Alcohol and College Life had reached more than 10,000 students on seven different campuses.

Sleep, Eat, and Exercise, the second course offered through the institute, introduces students to practical strategies for maintaining a healthy, balanced life by managing their time to get adequate sleep, eat well, and exercise regularly. Assignments are based on individual goal setting, designed to move students toward healthier choices.

A strength of the curriculum is that it offers flexible content that students can learn at their own pace through various mediums.



*Continued on next page*



They can listen to or read content at their computer, print lessons to hard copy, or download audio files for an iPod or other MP3 player. These options cater to students' learning preferences (such as visual vs. auditory). But they also work well with a student's busy lifestyle, as lessons can be read or listened to on the go.

"We are focused on not only what students should be learning but also the way they learn and the methods they prefer," says Tayne DeNeui, a program associate and founding member of the Rothenberger Institute.

Keeping lessons practical and applicable to a student's life is another focus, says Jerri Wachter Kjolhaug, institute instructor. For example, rather than just teaching that it's important to eat healthy foods, students are offered cooking tutorial videos.

### Collaboration is Key

In 2010, some 4,500 students took Rothenberger Institute courses.

Only 2,900 of those students were on the University of Minnesota campuses. More and more, the institute is looking for ways to partner with other institutions to offer health and wellness education.

**"The overall goal in evaluating our courses is to assess the extent to which they impact students' health-related behaviors."**

These partnerships have taken on many forms. In some instances the institute designs a course for another campus and an instructor from that campus takes over once the content is designed. In other cases, the institute designs and instructs the course. If an entire course isn't needed, the institute designs customized interactive lessons that can be incorporated into an existing course.

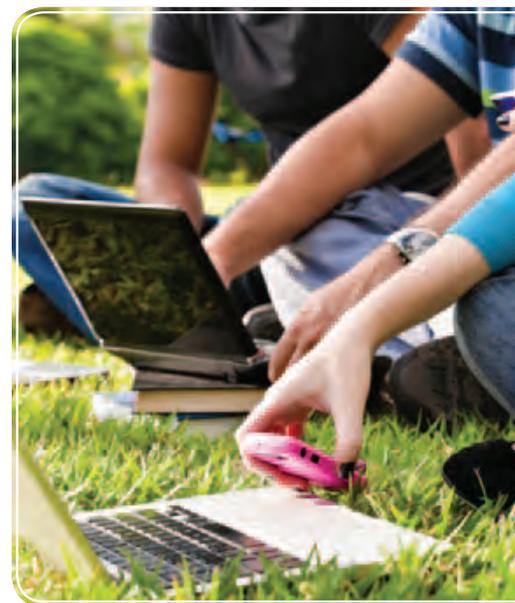
The institute is also committed to

collaborating with University of Minnesota colleagues. Recently, the University Provost's Office selected the Rothenberger Institute programs as a model for the "clear path" online course initiative to be promoted among U of M units.

"In this economy, sharing resources is more important than ever," says DeNeui. "I hope that educational colleagues beyond the U will seek us out if they are in need of health curriculum for their own courses."

### Cutting-edge Research

Another opportunity for University colleagues to work with the Rothenberger Institute is through research initiatives. To stay at the vanguard of education programming, the institute is collaborating with research faculty to evaluate its courses.



School of Public Health assistant professor Sonya Brady is leading a study of students who complete the Alcohol and College Life course. The goal is to determine whether those students have a different college experience than the students who do not take the course. Findings of the U.S. Department of Education-funded study will offer factors that may contribute to patterns of alcohol use among young adults in college.

A similar evaluation of the Sleep, Eat, and Exercise course is one of seven projects to be singled out for study by the National Institutes of Health. The NIH hopes to identify ways in which young adults can achieve and maintain a healthy weight through the use of Web technologies, mobile devices, and social networking. SPH professor Leslie Lytle is principal investigator of the Minnesota site.



“The overall goal in evaluating our courses is to assess the extent to which they impact students’ health-related behaviors,” says Kjolhaug. “We also want to learn how we can continue to improve courses.”

### Advancing the Mission

With a strong base of curriculum, evaluation, and collaboration, the Rothenberger Institute is taking steps to fulfill the mission envisioned by its namesake. “Simply put, we’re working to become the leading provider of health education—for a variety of health issues and across the life spectrum of ages,” says DeNeui.

The institute has recently expanded its partnerships to include Minnesota high schools. Students who take the course are able to earn a college credit that may be transferred to their college or university. In a tough economy, the institute offers an important resource for high schools struggling to maintain or expand their health programming.

The institute will soon launch a new course, SOS: Success Over Stress, to meet the great demand for stress-management skills among students. The course will include lessons on time management, study skills, and ways to cope with death and bereavement.

“Stress is always one of the top issues, if not the top, in any sur-

### What students are saying about Rothenberger Institute courses

“What I acquired from this class was ...a stronger consciousness of my surroundings. The goal of the class was to try to persuade kids to be responsible by giving them straight information with no bias. I believe that it was the best way to learn about [issues of alcohol and drugs].”

“I like the fact that you explained common myths and misunderstandings of health. It really cleared some things up for me.”

“I was surprised that all of the lessons weren’t simply about not drinking, but [also] how to do it responsibly if the choice is made to drink. It was very refreshing to view alcohol and drug education in a mature light.”

“It was completely online, it was nice to be able to do it when I had time. The technology was fantastic and it was presented wonderfully.”

vey of college students,” explains Kjolhaug. “Stress has a major impact on retention rates and academic performance.”

Every new course brings institute staff one step closer to providing the suite of one-credit courses on wellness that Jim Rothenberger envisioned. Every new collaboration means more opportunities for young people to apply healthy habits that will support their success in the classroom and in the years that follow. ♦

# Sleep Deprivation

## Solutions for a Common Problem

*Lisa Lemler—assistant director, Department of Recreational Sports*

### faces of wellness



Jerri Kjolhaug

instructor—Division of Epidemiology & Community Health, School of Public Health

We can prioritize our health and make healthy choices, even when we're busy. I remind my students that there are 24 hours in a day and, to a large degree, we get to choose how we spend those hours. I don't feel guilty for taking time to exercise each day, or lazy because I allow my body the sleep that it needs. These things are not a waste of time, but rather some of the most productive things I do. Practicing what I preach helps me stay well – and stay in tune with the practicality of my own advice. My mission is to inspire others to lead healthy lifestyles and in order to do this genuinely and effectively, I need to nurture my own mind, body and spirit.

Everyone has “been there”: perhaps as a college student pulling an all-nighter, as a new parent awake every few hours, or being consumed with meeting regular commitments and deadlines at work. Not enough sleep. Unfortunately, many Americans begin to accept that these bad sleep patterns or habits are a part of a busy life, and are not aware of the overall impact on their health: limited or restless sleep and the cascading effects resulting in physical changes, emotional stressors and social impacts.

As with everything, sleep behavior can be affected by competitive societal pressures: who can do more on less sleep, or trying out the latest hour-focused energy beverage to make up for fitful sleep.

According to the National Sleep Foundation, sleep deprivation affects more than 50 percent of American workers. In addition, research shows that about one-third of adults report daytime sleepiness so severe that it interferes with work and social functioning at least a few days per month. While lack of sleep

can impact the typical American workday, the symptoms often associated with sleep deprivation stretch far beyond the workplace.

“While sleep is primarily part of the physical dimension of wellness, it certainly impacts the other dimensions as well,” says Jerri Kjolhaug, an instructor in the Division of Epidemiology & Community Health. “For example, lack of sleep can contribute to increased stress and irritability, components of emotional and social wellness. Not only is it harder to focus and be productive when we're overly tired, but it's harder to be patient and have a positive outlook on life.”

Quality sleep is literally like plugging in a battery for the body and brain: cells and tissues are being repaired, memories and tasks are being organized and stored,



and physiological functions—like heart rate and blood pressure—vary to accommodate these processes. Habitual sleep deprivation has been linked to anxiety, depression and even suicidal thinking. Sleep regulates appetite, energy use and weight control, and lack of sleep has been linked to an increased risk of heart disease. Ultimately, lack of sleep has a direct impact on essentially all aspects of health and wellbeing. It is essential to be mindful that focusing on quality sleep—just like diet and exercise—is an important part of a balanced approach to health.

While research suggests that seven to eight hours of sleep each night is appropriate for most adults, a good way to determine what amount is right for you personally is to consider what leaves you feeling rested and refreshed in the morning and throughout the day. While six or seven hours may be sufficient for some, nine hours may be required for others—it doesn't mean one is more efficient, or the other unmotivated or lazy.

### Falling Asleep and Quality of Sleep

Many people report an inability to “unwind and shut down,” or to “turn off their brain” at the end of the day. The stressors associated with a busy life often create barriers to actually falling asleep, and also the quality of sleep. Not unlike physical activity, or learning a new skill, consistent and inten-

tional efforts can contribute to developing good sleep behavior. “It’s important to prepare your body and mind for sleep,” Kjolhaug says. “Don’t work right up until it’s time to go to bed, and try to avoid television and the Internet for about an hour before bed, too. Instead, do something that helps you relax, like taking a hot bath, reading a good book, or listening to some soft music.”

Having a consistent sleep schedule, going to bed and getting up at the same time every day, is ideal. But we can also potentially improve our odds at quality sleep by maintaining regular schedules for work, eating meals, physical activity and even napping. What is most important is determining a personal schedule that is synergistic with what your body requires. “We can all benefit from a greater awareness about how various behaviors impact our sleep quality and overall sense of wellbeing,” says Kjolhaug. “It’s important to listen to our bodies.”

It is crucial to make intentional efforts to improve sleep habits. It is essential to understanding when and how sleep patterns are most affected: becoming more aware of daily routines; taking an inventory of one’s diet and exercise habits, or alcohol and caffeine intake; and evaluating the actual place and condition in which one sleeps should all be considered. Once aware of the behaviors, consider experi-

## Taking Action

### Maximizing Sleep Quality

- **Circadian rhythm.** Our bodies are guided by light and darkness, so try to wake up with the sun or use bright lights; get natural sunlight; and minimize bright lights and screens at bed time.
- **Caffeine and alcohol.** Caffeine is a stimulant, and its lasting effects in the body can vary. While alcohol is a depressant, it can disrupt deep, restful sleep as the body processes it.
- **Diet and exercise.** A light, whole grain and protein snack is less disruptive than a heavy meal before bed. Regular physical activity can promote better sleep if you start between early morning and late afternoon.
- **Sleep environment.** Minimize distractions (TVs, computers and cell phones) in the bedroom. Consider a cooler room temperature, white noise like a fan, and minimize the amount of light.

menting with different approaches (see side bar “Maximizing Sleep Quality”) to improve sleep quality. As Kjolhaug says, consistent, intentional efforts can not only change your sleep habits, but also contribute to overall health and wellbeing. “Think about it: if you get a good night’s sleep and feel rested, you’re more likely going to feel like exercising and making healthy food choices throughout the day. It all fits together.” ♦

# Sustainability & the U of M

*Amy Short—sustainability director, University Services,  
Office of the Vice President*

## faces of wellness



Steve Sanders

campus bicycle coordinator—Parking  
& Transportation

Promoting physical transportation, biking and bussing is a part of the larger sustainability efforts on campus, and I believe a lot of good can come out of it—for the campus, the metro area, the state, and even the planet. Biking is an important part of my life, and helping others participate brings me joy and fulfillment. Being active is part of my approach to wellbeing—finding balance between spiritual, physical and work life helps bring perspective on daily life and the ‘big picture.’

Nature has magnificent potential for beauty, learning and healing. Given links between the environment and health, it is critical that we interact with our natural and built environment in ways that are sustainable. This strong bond to the environment and importance of sustainability infuses the work of many people, including countless individuals at the University. Whether in the lab or classroom, the office or out in the community, anyone can become involved in these efforts.

### Help Create a More Sustainable University Community

Many faculty are focused on environmental and sustainability research. For example, significant investments are made in renewable energy research. Professor Julian Marshall focuses on urban sustainability engineering—to investigate approaches to improve the environmental and public health aspects of urban areas. According to Marshall, you don’t need to be in a research lab to make an impact. Between everyday work decisions and personal choices, in-

dividuals contribute to the University’s sustainability goals and help create a more sustainable healthy community. Marshall says, “Some solutions people offer for sustainability, like substituting walking or biking in place of car trips, have the potential to contribute to regional issues like urban air quality and personal health issues like rates of physical activity. These win-win solutions are the goal of sustainability research.”

In addition to choices at an individual level, working with others has the potential to tremendously advance and impact sustainability. In 2004 the Board of Regents adopted a policy on sustainability. A team of faculty, staff, and students developed comprehensive sustainability goals based on the policy. Groups are now working across the system to implement these goals. “Creating a more sustainable University relies greatly on collaborative thinking amongst different administrative units, departments, faculty and students,” says Bridget Rathsack, a senior in Political Science with minors in

Sustainability Studies and European Area Studies, and a student sustainability assistant with the Sustainability Office in University Services. "Challenging each area of the University to incorporate sustainability will trigger innovative, collaborative solutions, resulting in the most successful, longest lasting change," she says.

### Measuring progress

As an institution of higher education the University recognizes the need for objective measures. The University joined other schools and the Association for the Advancement of Sustainability in Higher Education (AASHE) to develop a comprehensive voluntary Sustainability Tracking and Assessment Reporting System, called STARS, with over 100 metrics.

Measuring progress on this journey helps build awareness and transparency, and identifies areas for improvement. Katlyn Flannery, also a student sustainability assistant with the Sustainability Office in University Services, is a junior majoring in Architecture

with a Sustainability Studies minor. She says, "It is hard to address a problem when you don't know what the problem is. Awareness about sustainability on campus is imperative because it opens up the door for action."

Practical approaches that evolved over many years are now in the spotlight. The University participates in benchmarking through organizations, other universities and businesses. This year the University made news as one of three schools to achieve "straight A's" in the Sustainable Endowments Institute College Sustainability Report Card, and was included in *Princeton Review's 2010 Guide to 286 Green Colleges*. It is because of multiple approaches—for example, the "It All Adds Up" conservation campaign, a multifaceted partnership integrating sustainability into Welcome Week, and also campus and community projects creatively engaging students—and our commitment to find new effective methods that the University is recognized as a sustainability leader. ♦

## Taking Action

### Campus Sustainability Resources

- **Environmental and Sustainability Portal:** Resources on leadership and campus operations, education opportunities; a research database on faculty expertise and more.  
<http://portal.environment.umn.edu>
- **U of MN Systemwide Sustainability Goals and Measures Report:**  
<http://portal.environment.umn.edu/universityleadership/index.html>
- **It All Adds Up!:** Learn about waste reduction goals and campus energy efficiency measures – saving the U millions of dollars.  
<http://umn.edu/italladdsup>
- **Twin Cities Sustainability Committee:** Do you have an office green team? Let us know.  
<http://sustaintc.umn.edu/>
- **Sustainability Studies Minor:** Students are working with community and University partners. See student projects, including a Sustainability Office Guide:  
<http://sustainabilitystudies.umn.edu/minor/StudentsWork>
- **AASHE STARS metrics:** Evolving efforts to measure campus sustainability and how actions matter.  
<https://stars.aashe.org/>
- Follow and post ideas on Facebook: *Sustainability University of Minnesota*



# The Go! Study

## A Multi-Step Approach

*Lara LaCaille—assistant professor, UMD School of Psychology*

*Jennifer Schultz—director, Health Care Management Program;  
associate professor, UMD Department of Economics*

### faces of wellness



Amy Jutila

clinical informatics systems analyst—  
St. Luke's Hospital, Duluth

For me, personal wellness means making small choices every day that help create balance in my life. I was never involved in sports, but I took up running and found a great running community in Duluth. Now I'm trying yoga, and would love to start classes at work. The Go! Program has increased awareness and discussion in the workplace of healthy habits. It's about being mindful of the foods we eat and finding enjoyable ways to be more active. I've realized that St. Luke's has a wealth of great resources—dietitians, physical therapists, nurses, physicians, etc.—which creates a community of support.

As of 2010, approximately two-thirds of adults in the US (including Minnesota) were overweight or obese. Most of us want to eat healthier, exercise more, and lose weight, but changing these behaviors is difficult—simply having “will power” is usually not enough. We are often tired, too busy to cook whole foods, and surrounded by opportunities to eat unhealthy foods—especially at work. Research suggests the best approach to preventing obesity involves more than training individuals to develop healthier behaviors, it also must target the

social and physical contexts in which those behaviors take place.

With that in mind, an interdisciplinary team at the University of Minnesota-Duluth is taking a multi-factoral approach to preventing obesity, starting in a controlled environment—the workplace—which is ideal. With grant funding from the Healthy Foods, Healthy Lives Institute, we are in the process of assessing the effects of an innovative, worksite obesity prevention program known as “Go!” with employees at St. Luke's Hospital in Duluth. This site was





chosen for testing this program for several reasons: employees had participated willingly in a prior research study conducted by our researchers; their corporate culture is supportive of innovation; and, along with over 300 hospitals in the country, St. Luke's has taken a "healthy food pledge" to provide healthy, local and sustainable foods within its system.

Given that people make over 200 food choices a day, our first goal was simplifying the process for making healthy, low-calorie, low-fat food selections. In the hospital cafeteria and vending machines we have posted color-coded "traffic lights" at the point of purchase for every food item, giving each a color rating (green = eat as much as you like, yellow = eat in moderate portions, red = eat in small portions).

Our second goal was to make the principles of energy balance more concrete to employees. Caloric

information and the approximate number of "steps" needed to burn off those calories have also been posted at the point of purchase. For example, to balance your energy after eating a 500-calorie blueberry muffin means walking 10,000 steps, or 5 miles. We also offered employees pedometers so they could track their steps toward greater energy balance.

Research also demonstrates the power of social forces on our eating behaviors. When the social norm supports leaving treats in the break rooms for colleagues, eating a triple fudge brownie because "you deserve it," or surfing the web during a break rather than taking a walk, we are likely to eat more and exercise less. Thus, the third goal of the Go! program is to shift social norms toward healthy behaviors with the aid of natural peer helpers at the hospital. Peer helpers provide an advantage over printed materials because they deliver more personalized and tailored messages to each person in their workplace social network.

Fourth, we are working with St. Luke's to make environmental changes within the hospital, particularly the cafeteria. Changing serving spoon sizes, making high-calorie, high-fat foods less visible, decreasing portion sizes, and increasing the number of "green" foods are all goals.

## Taking Action

### Choose the Right Snacks at Work for Weight Loss

Low-density options for healthy snacking at work:

- Whole fruit
- Fresh or frozen melons or berries (from yogurt bar)
- Natural or spiced applesauce
- Light Yogurt
- 5.5 oz can of vegetable juice
- Cup of soup
- Baby carrots
- Green pepper strips, broccoli, cucumbers, or cherry tomatoes from the salad bar

Finally, similar to traditional wellness programs, the Go! program offers employees information about healthy eating and physical activity through brochures, posters and a website ([www.goslh.com](http://www.goslh.com)). We emphasize the basic principles of energy balance: If you take in more calories than your body uses, you will gain weight; if you take in fewer, you will lose weight.

The Go! program began in November, 2010 and we are tracking over 500 employees for one year. Our hope is that these small changes will result in healthier eating, increased physical activity, and reduced risk for obesity. ◇

# One Heart, One Mind, One Universe

The 14th Dalai Lama Visits Minnesota

*Tony Baisley—communications director, Center for Spirituality & Healing; co-director for strategic communications, School of Nursing*

*Megan Ryan—new media communications assistant, Center for Spirituality & Healing*

## faces of wellness



Katie Schuver

yoga instructor, PhD student—School of Kinesiology

I define personal wellness as harmony between our physical, emotional, financial, social and spiritual needs for balance in mind and body. Holistic wellness is different for everyone, including myself—each element breaks down differently for each individual: emotional health might be intellectual or psychological; social health could mean relationship or career development. My approach to well-being gives me a more compassionate outlook; encourages more fulfilling relationships; and opens doors to opportunities and wonderful people I may not know otherwise.

This May, His Holiness the 14th Dalai Lama, will visit the University of Minnesota, offering the University and Twin Cities community a once-in-a-lifetime opportunity in what may be the aging spiritual and political leader's last visit to the state.

The theme for this special Mother's Day occasion at Mariucci Arena is "One Heart, One Mind, One Universe." His Holiness' first official trip to Minnesota since 2001 will feature three events hosted by the Center for Spirituality & Healing (CSH) at the University of Minnesota and the Tibetan American Foundation of Minnesota.

As Mary Jo Krietzer, director for the CSH and a professor in the School of Nursing, points out, this visit is the result of a long relationship with the Tibetan community in Minnesota.

"For over five years now, we have been teaching a course on Tibetan



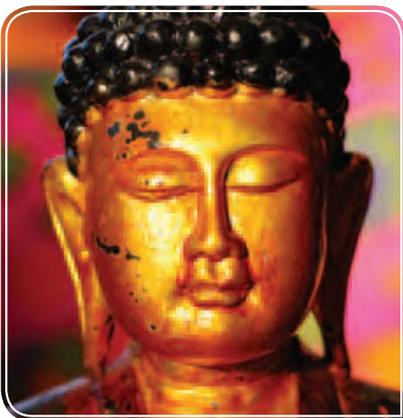
Medicine where the students have the amazing opportunity to learn from Tibetan doctors," says Krietzer. "When the Tibetan American Foundation of Minnesota asked if we would consider partnering in hosting a visit by His Holiness, I said we would be honored to do so."

Last August, however, she learned the invitation had been accepted and that His Holiness would be visiting Minnesota in May 2011. "While we have had less than a year to prepare for the visit, we have had tremendous support from the University and community," she says.

### Focus of Events

The events promise a unique experience to learn from the spiritual leader of all Tibetans scattered across the world. His Holiness, Tenzin Gyatso, was recognized as the reincarnation of the 13th Dalai Lama at the age of two. His monastic education began at age six and in 1950 at just 14 years old he was called upon to assume full political power of Tibet.

His Holiness frequently states that his life is guided by three major commitments: the promotion of basic human values or secular ethics in pursuit of human happiness; the fostering of inter-religious harmony; and the welfare of Tibetan people, their identity, culture and religion. Though he's authored more than 72 books, His Holiness describes himself as a simple Buddhist monk. His University addresses will likely focus on the meaning of being human and how to live fulfilling lives, especially in a university setting — even amidst hectic schedules and ongoing higher education funding obstacles.



On Sunday, May 8th (Mother's Day), His Holiness will lead Medicine Buddha Empowerment, a Tibetan cultural and spiritual ceremony promoting personal and societal healing. The Empowerment initiation will be conducted in the Tibetan language with English interpretation. It is open to the public.

His Holiness will also give a public address later that day promoting themes for which he is well-known and revered worldwide: compassion, forgiveness and tolerance to advance peace and promote individual health, healing and well-being.

“The focus of his lecture, Peace through Inner Peace, will offer a message that resonates well with our work at CSH,” says Kreitzer, “and it’s a message that strikes me as so important at this time when there is so much turmoil within our nation and the world.”

On Monday, May 9th a daylong conference geared to health professionals will be held in collaboration with the Men-Tsee-Khang, the Tibetan Medical Institute of His Holiness in India.

Recently, His Holiness has indicated his desire to retire as head of the Tibetan government-in-exile while remaining the nation’s spiritual leader. Since 2001 when Tibet elected a prime minister, he has scaled back his duties. At 75

## Taking Action

### *The Tibetan Healing Initiative at the Center for Spirituality & Healing*

In honor of the Dalai Lama’s visit, the Center for Spirituality & Healing is launching a Tibetan Healing Initiative, the first of its kind in the country. Tibetan medicine and yoga can be employed to create and maintain a healthy mind and body and to achieve a fully realized life. Currently, three graduate courses are offered:

- **Traditional Tibetan Medicine: Ethics, Spirituality & Healing**  
Class Code—(CSPH 5315)
- **Yoga: Ethics, Spirituality & Healing**  
Class Code—(CSPH 5317)
- **Tibetan Medicine, Ayurveda & Yoga in India**  
Class Code—(CSPH 5318)

The Initiative is primed to become the Tibetan healing hub of North America. For more information, visit the Tibetan Healing Initiative website: <http://www.dalailama.umn.edu/TibetanHealingInitiative/index.htm>

years of age, this ‘Minnesota Visit’ may be his last.

For more information and where to purchase tickets, please turn to the “Campus Wellness in Action” section on page 23. ◇

# Community-Engaged Scholarship

## Solving Real World Problems

*Beth Dierker—graduate assistant, Office for Public Engagement*

### faces of wellness



Lauren Martin

research associate—Center for Early Education & Development

I work with communities and individuals who have been systematically exploited—a lot of intense and painful information and situations. I try to balance that with taking time out for myself, specifically through meditation. It helps me stay in the moment and keep in touch with my humanness, but not lose the objectivity I need as a researcher. Meaningful conversations allow me to create connections that engage communities and build our knowledge base. My wellness is about balance and a commitment to the bigger impact of my work.

How can academic scholars serve their communities better? How can academic expertise be translated into real-world applications that actually help society?

These and other questions were discussed as part of a recent forum for University of Minnesota graduate students to explore and encourage participation in community-engaged scholarship (CES). CES is, simply put, research and/or teaching activities that serve the public interest and are worked on with members of the community. More and more, the University and other institutions of higher learning are promoting the CES model to engage their scholars in articulating and thinking about their roles as citizens and to use their academic knowledge and skills to help society at large.

Many graduate students are interested in social issues and have some type of “real-world” experience or context that they’ve worked in that fuels their desire to make a difference in the world. Unfortunately, during the course of their training

students can feel a disconnect from the passion that brought them into their program in the first place.

The “Community-Engaged Scholarship in Academia: Rewards and Challenges” forum was a tool to increase awareness and provided networking opportunities so students see examples of people doing the type of work they hope to do themselves one day.

Nearly 60 graduate students gathered at Coffman Union to draw insights, inspiration and strategies from some exceptional University of Minnesota academic leaders who all practice some form of CES: Shonda Craft, assistant professor in Family Social Science; Lauren Martin, research associate at the Urban Research, Outreach and Engagement Center; and Kevin Murphy, associate professor in the department of history.

The panel discussion about research projects, roles, and relationships was laced with personal insights on how engaging in work with the community helps each speaker stay grounded by inte-



grating their personal passions with their professional endeavors. Craft, Martin and Murphy emphasized the importance of authenticity and humility and how working collaboratively fosters a rich sense of purpose and clarity.

When academics work on solving actual problems or issues with community members they can help raise relevant and unique questions among academics and policymakers alike and spark creative synergies in the teaching, research and service dimensions of academic work. To promote CES as a viable and fulfilling career approach Murphy encouraged the audience not to assume that work in the community will be overly simple or unfulfilling. “When it’s collaborative, you can do more complicated and challenging work.”

For Craft, doing community-engaged research in a city she’s new to required patience, time and intentional relationship-building. Now working on an initiative to support family problem-solving as opposed to court litigation, and contributing to a student-led sexual health awareness project at South High

School, Craft told the forum, “I’ve gotten to know people at a level that’s not just about the research.”

Martin observed that, while grounding her work in issues relevant to her community partners and publishing research articles for academic audiences is challenging, she’s developed a promising process—she crafts a short synopsis of her work and gets feedback from community partners. She says the conversation “...develops into something bigger. People analyze it and what comes out is very relevant, different, and contributes [to the field] in different ways.”

Murphy said he has found creative ways to blend his teaching, research and service so that the three are enriching rather than “fighting with each other” for his time and attention. He has his students create community history projects in collaboration with community partners. One group of students wanted to produce a critical history but had to balance their ideas with the community partner’s desire for a promotional piece. Murphy said, “this productive challenge was a great life lesson to deal with competing interests.”

Overall, CES can be of great benefit to the public, but it also helps the scholar who is engaged in it. As Andy Furco, associate vice president for public engagement, and others pointed out at the

## Taking Action

### Get Engaged!

Community-engaged scholarship is one way to integrate personal passions with professional pursuits. But first you have to identify and foster those things that excite, intrigue or inspire you. Fortunately, the University of Minnesota offers numerous opportunities to explore your passions and engage in issues important to you through collaborative projects, professional development, networking and community initiatives.

#### Here are a few ideas to get started:

- Check out the Office for Human Resources’ training opportunities focused on leadership and collaboration.  
<http://umn.edu/ohr/leadership>
- At the Center for Integrative Leadership learn about cross-sector leadership aimed at addressing Minnesota’s most challenging issues and get connected to non-profits, businesses and schools.  
<http://www.leadership.umn.edu>
- Explore the Center for Spirituality & Healing’s programs and events on mindfulness, stress management or discovering your purpose.  
<http://www.csh.umn.edu/programs>

forum, engaged work differentiates scholars in the job market by indicating abilities to apply and integrate their work to concrete problems and issues. ◇

# Finding Balance

## Mindfulness-Based Stress Reduction Calms Caregivers

*Mary Van Beusekom—research communications associate,  
HealthPartners Research Foundation*

### faces of wellness



Carol Ely

community program specialist—  
Institute on Community Integration

My wellbeing is energized while on campus by the academic energy that flows through everyone. The atmosphere of the campus keeps me engaged and just being here is a learning experience. If the U of M was a man, I would marry him! It provides me with everything I need: it keeps me connected, safe and inspired in the world. I grow with all the individuals I meet at the U of M, because everyone walks here with a purpose. My work here feels noticed and important to the community.

When it came to subjects for her study, Robin Whitebird, PhD, research investigator and social scientist for HealthPartners Research Foundation, had an unusual problem. While subjects in most research studies clamor to be in the intervention group, recruits for her Balance study on Mindfulness-Based Stress Reduction (MBSR) on the well-being of people caring for family members with dementia were eager to be assigned to the control group.

This is because her subjects, most of whom were older than 50 years, were skeptical of MBSR, a practice based on Eastern meditation and yoga. But Whitebird, an investigator with the HealthPartners

Research Foundation in Bloomington, and her co-principal investigator, Mary Jo Kreitzer, PhD, RN, director of the University of Minnesota's Center for Spirituality and Healing, believed that the 10-week MBSR intervention could be transformational.

The investigators' assumptions were correct. Subjects who completed the MBSR program reported improvement in overall mental health, perceived stress, depressive symptoms and anxiety, as well as improvements in self-compassion and mindfulness, suggesting that MBSR may be a safe, effective method of stress reduction for caregivers.



"The Balance Study: Balancing Life and Reducing Stress for Those Providing Elder Care" was a randomized controlled pilot study of 78 caregivers to examine the feasibility and effectiveness of the MBSR program on stress and psychological health compared with standard community caregiver education and support. Beth Lewis, PhD, a psychologist and assistant professor in the University's School of Kinesiology, is co-investigator on the study.



a PhD and a Masters degree in social work.

For most participants, this was their first experience with the healing power of meditation. They also received validation that the stress of caring for someone 24/7 wasn't "all in their head," when a related study funded by a Health-Partners Research Foundation internal grant showed elevated levels of biologic stress indicators in their blood samples.

Having taken care of her grandmother, Whitebird, a 25-year yoga and meditation practitioner, knew firsthand how this highly stressed group of people would respond to the gentle stretching, meditation and centering yoga poses. It also met their criteria for a method that was free, safe and something that anyone could do anywhere at any time, because caregivers may not be able to leave the home where they care for their loved one. "We wanted to give caregivers the tools to manage stress in the long-term," says Whitebird, who holds

More than four million Americans have dementia, and their care most often falls to members of their family. Caregivers of people with dementia, who are typically age 50 or older, are highly stressed by the constant, long-term demands of both providing the care and watching their loved one struggle and decline.

Caregivers, who often dwell on past regrets and an uncertain future because the present is painful, usually put their own needs aside, and their health and well-being can suffer as a result. The average length of caregiving for people in the Balance study was four years.

While the Balance Study was geared toward people who provide care for elderly family members with dementia, MBSR could be applied to people who care for children with disabilities—or almost any long-term, stressful situation.

## Taking Action

### More on MBSR:

Mindfulness-Based Stress Reduction (MBSR) is about taking control of our lives, being aware of influences that affect our wellbeing and health, and finding peace-of-mind and balance in an oftentimes chaotic world. Developed by renowned practitioner and author Jon Kabat-Zinn, MBSR will teach you to consciously and methodically deal with stress, pain, illness, and the demanding challenges of everyday life. Visit [www.csh.umn.edu](http://www.csh.umn.edu) for information on MBSR classes led by the Center for Spirituality & Healing at various Twin Cities sites.

For more foundational information, check out the book *Full Catastrophe Living: Using the Wisdom of Your Body and Mind to Face Stress, Pain, and Illness* by Jon Kabat-Zinn, who took the best of Eastern meditation and made it palatable for a Western audience.

The investigators plan to apply for a larger grant later this year. While they work on publishing the results from the pilot study, they are brainstorming recruitment and practice venues such as community and senior centers. Their goal is to greatly expand the population of the pilot study and its ethnic diversity. ◇

# The Whys Behind *Because*

An Ad Campaign That's More Than Just Fun

Molly Kelash—editor, *Wellness Works*

It's been on television, on billboards, on the sides of city buses. It is stark and deceptively simple—only one word—yet it taps deeply, answering many questions at once. More importantly, it is a powerful message to the rest of the state about the University of Minnesota's significant contributions in innovation, scientific advancement and academic excellence at a critical juncture in determining its financial future during economic uncertainty.

Launched last fall, it is a highly successful advertising campaign built on one little word: *Because*.



“We realized last year we needed to make a more urgent case for the University of Minnesota,” says Ann Aronson, assistant vice president of Marketing Communications for University Relations. “We are answering crucial questions like ‘Why the University?’, ‘Why believe in us?’, ‘Why support us?’ We are trying to make a more explicit connection between the University and the state’s success—its economy, its vitality. We’re trying to be more hard-hitting because there is more at stake right now with the economy in an uproar.”

Aronson also says the focus of many of the ads and short videos highlight the University’s connection to the world, to creating thinkers who can solve global issues, transform arts and society, and make new leaps in engineering, medical, agricultural and scientific research. “It is about discoveries, research, innovation and life-changing ideas,” she says. “That’s what we want to focus on.”

The campaign, which was designed to be used and tailored by any entity within the U of M, was the brain-child of the University Relations Department and Olson, a local advertising agency, that also helped develop the University’s overarching brand, *Driven to Discover*. Reaction from the public and campus community has been positive, because, as Aronson points out, it is extremely easy to understand and easy to customize.

“We’ve seen it used by the medical school, the Academic Health Center, the College of Science and Engineering, undergraduate student programs and both Foundations (University of Minnesota Foundation and Minnesota Medical Foundation),” says Aronson. She says what’s even more exciting is that for the first time, the University’s major medical partners are adopting the University’s overall brand and using *Because* to deliver their messages. “In partnership with Fairview, the campaign is being used to el-



evate awareness around the new Amplatz Children's Hospital and their new cardiovascular line of care. University of Minnesota Physicians is also using it," she says. "We feel this is a major accomplishment in communicating a more unified and consistent brand and University message to external audiences."

According to Jody Hilgers, vice president of marketing and communications for University of Minnesota Physicians (UMPhysicians), using the *Because* idea in print and television advertisements was not only an easy way to further adopt the University's brand, but to promote the idea of excellence and innovation for the medical group.

"As the multi-specialty group practice for the U of M's Medical School faculty, consumers, patients and referring physicians have always associated UMPhysicians strongly with the Univer-

sity. Now we're aligning ourselves even more closely with the U brand by adopting the Block 'M' logo, and promoting ourselves through the *Because* campaign," she says. "It's a natural fit for us in communicating our value to the state—our mission to advance medicine through translational research and in the way we deliver care."

Market research has shown *Because* to be a great success locally, in terms of promoting awareness and creating resonant campaign messages. And Aronson says that when the campaign went dark last year due to budget constraints, those data indicators went down making it clear that there is a relationship between marketing and reputational measures.

*Because* has been recognized on a national level as well. Last year, the Wall Street Journal ranked a *Because* television ad that aired during NCAA finals as number

one among all those shown.

"I can't say how long we'll be using *Because*, but if I were a betting woman, I'd say we'll continue to use it for a while," she says. "We've really leveraged the equity in *Driven to Discover* by sharing these resources and combining efforts with all of these other entities this year. These collaborations have tripled the amount of media exposure we usually get for the University, which is pretty significant."

Why the campaign is so effective may have to do with the fact that it is so simple. In such complex and difficult times, it offers glimpses of positive change, focusing on University contributions and accomplishments that are moving the state and the world toward a better future.

To use *Because* for your own purposes, University Relations encourages departments to have fun with it. You can even request a 3D *Because* model for promotional purposes.

Guidelines for its use should be followed closely. For more information about *Because* campaign standards, visit <http://umn.edu/brand/requirements-and-guidelines/discover>. ♦

*For any questions or thoughts about using the *Because* campaign, contact Andrew Swain at [dswain@umn.edu](mailto:dswain@umn.edu) or (612) 625-8962.*

# Improve your health Earn \$65



## Earn a \$65 wellness reward for completing a health improvement program\*

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Work with a health coach to improve your lifestyle or manage a medical condition. 877-247-9204

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Receive motivational support to eat better, be more fit, or overcome nicotine dependence. 612-625-3222

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\*UPlan Medical Program members and their UPlan-covered spouses/SSDPs have until October 31, 2011 to enroll.

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[www.wellness.umn.edu](http://www.wellness.umn.edu)

Office of  
**Human Resources**  
Wellness Program

## Weight Loss Success

### University-sponsored Programs

#### That Will Work for You



Imagine how you would feel if you were ten pounds lighter? For those of us who are above our ideal body weight, our pants might feel less snug, our belts may move in a notch, and we might even feel less out of breath after climbing a few flights of stairs.

University employees and their significant others are experiencing these positive changes after participating in a Wellness Program-sponsored initiative that kicked off in February 2010 and is still offered University-wide. In its first year, over 1,000 employees and their partners enrolled in one of two weight management programs – Create Your Weight or Weight Watchers® at Work. The University paid for the program when participants attended 80 percent of the weekly meetings. Preliminary results show the average weight loss per participant was nearly 10 pounds—9 pounds,

8 ounces, to be exact.

Participants lost a combined total of 15,200 pounds, or close to seven and a half tons—the equivalent of an elephant, a fork lift, or a 12-wheel truck trailer! But there is no elephant in the room here, only strong evidence that motivated individuals are taking charge of their weight and well-being by honestly addressing the importance of healthy eating.

It's not too late to participate! Visit <http://wellness.umn.edu> for more information.

## The Minnesota Visit 2011 of His Holiness the 14th Dalai Lama

**Medicine Buddha Empowerment:** A Tibetan Cultural and Spiritual Ceremony Promoting Personal and Societal Healing featuring His Holiness the 14th Dalai Lama

**Location:** Mariucci Arena | **Date:** May 8 | **Time:** 9:30-11:30am

**Peace Through Inner Peace:** A Public Address featuring His Holiness the 14th Dalai Lama

**Location:** Mariucci Arena | **Date:** May 8 | **Time:** 2:00-3:30pm

**Second International Tibetan Medicine Conference:** Healing Mind & Body\*

**Location:** Radisson University Hotel | **Date:** May 9

**Time:** 9:00am-8:00pm

\*His Holiness is not expected to be in attendance at this event



For tickets, visit [www.dalailama.umn.edu](http://www.dalailama.umn.edu) or call (612) 624-2345.



For tickets, visit  
[www.dalailama.umn.edu](http://www.dalailama.umn.edu)  
or call 612-624-2345

2 Days Only, 3 Events

# The Minnesota Visit 2011

His Holiness the 14th Dalai Lama

## One Heart, One Mind, One Universe

**May 8, 2011**  
at Mariucci Arena

Medicine Buddha Empowerment:  
A Tibetan Cultural and Spiritual Ceremony  
Promoting Personal and Societal Healing  
featuring His Holiness the 14th Dalai Lama  
9:30 - 11:30 a.m.

Peace Through Inner Peace: A Public Address  
featuring His Holiness the 14th Dalai Lama  
2:00 - 3:30 p.m.

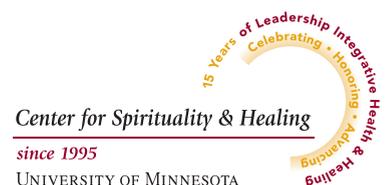
**May 9, 2011**  
at University Radisson Hotel

Second International Tibetan Medicine Conference:  
Healing Mind & Body  
9:00 a.m. - 8:00 p.m.  
*(\* His Holiness is not expected to be in attendance.)*

*The Minnesota Visit of His Holiness the Dalai Lama is hosted by:*

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## University Recreation Center Expansion



In 1993, the doors opened to the University of Minnesota's nationally acclaimed recreation center on the East Bank of campus. The growth and popularity of the facilities, programs and services were almost immediate, and within a few years some University leaders began talking about expanding the facilities to meet the ever-growing demand, especially for fitness space. Other programs, such as intramural sports and sport clubs, and climbing and outdoor adventure, became increasingly popular as well and the pressure from overcrowding and even turning away participants grew more dramatic each year. Dan Allen, Senior Associate Director for the Department of Recreational Sports recalls, "What few people know is that in 1990 state funding for the Recreation Center was reduced by over one-half, resulting in a smaller footprint and less activity space. In other words, the new Recreation Center in 1993 was under-built the day it opened."

With the approval of a capital enhancement fee, the Department of Recreational Sports will build a \$59 million expansion of the existing Minneapolis facilities. The 147,000 square foot expansion is primarily comprised of about 28,000 square feet of additional fitness equipment space, seven multi-purpose rooms for activities and events, a suspended indoor track, a "supermac" gymnasium suitable for soccer and volleyball, and a large outdoor center that includes climbing and bouldering space visible from Scholar's Walk. In addition, there will be a welcoming "free zone," open to the University community, complete with social space for studying, lounging or informal meetings; and a café/restaurant for dine-in, grab-and-go, and even catering options. The



project also includes renovation of existing facilities, including improvements to the locker room and shower areas, the gymnasiums and the fitness centers.

Outdoor field spaces will also be improved, including installation of a seasonal inflatable structure on the East Bank. Year-round play and additional space will be huge pluses for intramural sports such as soccer and flag football, and sport clubs such as rugby and lacrosse, which are often forced to practice off-campus due to limited facility space and time. The inflatable structure will allow growth for numerous existing events and potentially attract others as well.

After more than 18 months of planning with local and international architectural firms and collaboration with units from around campus, the expansion project will break ground late this spring, with an estimated completion date during summer 2013. The upgraded amenities are sure to create a welcoming place for students and staff and faculty on campus. Allen says, "The expanded/renovated Recreation Center will be a gathering place and focal point on campus. Not only will the University community have the opportunity to develop healthy lifestyles, but also have a wonderful facility in which to socialize and interact."

# Ask The Dietitian

Jenna Brott, RD—health & wellness coordinator, University Dining Services

## Should I take supplements? Are all supplements safe to use?

Ask any dietitian and they will recommend a healthy diet first before supplements. For some people, supplements may be needed and recommended by their physician. When possible, vary your diet to include all food groups. Varying the color of your fruits

and vegetables will also provide you with different nutrients.

As for supplement safety, keep in mind that dietary supplements are monitored differently from food and drugs. Manufacturers do not have to prove that their product is safe or even if it works before it is sold. Many health claims may be made without any prior research. The FDA can restrict the sale of a supplement only after it has been sold and proven unsafe. To determine if a product is safe, consumers should contact the manufacturer directly. It is the manufacturer's responsibility to provide evidence that the label claims are true.

## Is it possible to eat healthfully on a budget?

Grocery shopping for healthy meals can be difficult when faced with the many options available at the store. It's easy to be overwhelmed with all the choices. To make healthier, more affordable purchases, follow these simple guidelines:

- Make a grocery list before going to the store. This will keep you on track and help prevent overspending.

- Eat before you shop. Grocery shopping while you're hungry can lead to unhealthy food choices that are also more expensive.
- Look for advertised savings. Many fruits and vegetables will go on sale when they are in season. Certain stores may have coupon books available as well.
- Buy frozen fruits and vegetables. Fresh fruits and vegetables can be expensive when they are out of season and will not keep fresh as long. Buy frozen and you can take what you need and refreeze the rest for another meal or snack.

## Do you have any suggestions to help slim down recipes?

Use these helpful tips to make your meals healthier:



## Meet the Dietitian:



Jenna Brott

Jenna received her bachelor's degree in food, nutrition, and dietetics from Concordia College in Moorhead, MN. She completed her dietetic internship at the VA Medical Center in Minneapolis and is a registered dietitian. Jenna works for University Dining Services as the Health and Wellness Coordinator and is available to advise residential students who have special dietary needs, food allergies, or who want to maintain a more healthy diet. She also ensures nutrition information is available for menu items.

- Slim down a “burger”: finely chopped mushrooms and steamed brown rice can be mixed with an egg white or bread crumbs and seasonings for a tasty and healthy substitute.
- To increase fiber content, substitute half the white flour in recipes with whole wheat flour.
- Use low sodium / low fat chicken broth in place of cooking oil to prepare stir fry dishes
- Drain and rinse canned vegetables, beans, and tuna fish to decrease sodium intake
- Use yogurt in place of sour cream or mayonnaise.
- For recipes containing ground beef, try ground turkey or extra-lean ground beef. If using a higher fat ground beef, drain and rinse after cooking to decrease the fat. ◇

### *Taking Action*

#### *Know Your Vitamins and Supplements*

To learn more about your daily recommended intake of vitamins and minerals, an interactive tool is available on the USDA website at: <http://fnic.nal.usda.gov/interactiveDRI/>.

For more information on how dietary supplements are regulated, visit the FDA website at: [www.fda.gov/Food/DietarySupplements/ConsumerInformation](http://www.fda.gov/Food/DietarySupplements/ConsumerInformation).

WebMD resource – “Vitamins: Separating Fact from Fiction”: <http://www.webmd.com/diet/guide/vitamins-fact-from-fiction>

## *Celebrating Minnesota Students*

# Provost's Scholarship Open

## 2nd ANNUAL GOLF TOURNAMENT

Friday, June 3, 2011 • 8:30 AM Shotgun • U of MN Golf Course



For more information visit: [recsports.umn.edu/golf](http://recsports.umn.edu/golf)



RECREATIONSPORTS  
UNIVERSITY OF MINNESOTA

# Ask The Master Gardener

## Gardening Resources For You...From The U

*Julie Weisenhorn—assistant extension professor & state Master Gardener Program director,  
Department of Horticultural Science*

### Meet the Gardener:



Julie Weisenhorn

Armed with a Master of Arts in visual communication from the U of M School of Journalism and Mass Communications, Julie was content working in business marketing in the imaging industry for 12 years. She was bitten by the horticulture bug after becoming a Master Gardener, quit her job, completed a Master of Agriculture degree, and taught sustainable landscape design and CAD in the Department of Horticultural Science. Today, she is an assistant extension professor in consumer horticulture and state director for Extension's Master Gardener Program. Julie enjoys teaching plant selection and design, and using her own backyard as an outdoor design laboratory.

Gardening is one of America's favorite hobbies. According to the 2010 annual report of the National Gardening Association, 70 percent of all US households (approximately 81 million) participate in one or more lawn or garden activities. Gardening is healthy and can bring great joy and satisfaction to people. But it can also be frustrating and puzzling for gardeners, new and seasoned alike. Fortunately, educators and volunteers in the Consumer Horticulture Program at University of Minnesota Extension have some great

resources for home gardeners.

### On the Web:

Gardening resources abound on the web, but how does a gardener find good resources that fit their climate and needs? Enter University of Minnesota Extension Garden website: <http://extension.umn.edu/garden>. This site offers information on everything from apples to zinnias. It includes diagnostic tools for dealing with insects, diseases, and weeds (the big three!) and valuable links to publications and links on gardening and horticulture.



### The University Soil Testing Lab:

Healthy soil is the foundation of a garden and it's important that every gardener know the characteristics of their garden soil – good and bad. For a mere \$15, the University Soil Testing Lab will analyze a soil sample and provide recommendations for improving this important resource for successful gardening. <http://soiltest.cfans.umn.edu>

### The University Plant Disease Clinic:

Got galls on your grapevine? Mildew on your monarda? Something funky on your forsythia? For \$45 each, samples of plant diseases can be submitted to the Plant Disease Clinic for analysis. Services include plant disease diagnosis, nematode analysis, seed quality testing, viral analysis, insect identification, and contract research. <http://pdc.umn.edu>

### The University Landscape Arboretum:

The Arboretum is a 1,137 acre garden and landscape-idea lab, a site for various demonstration and display gardens, an outdoor classroom and a place for inspiration and renewal. This summer, visit the "Gardens of Eatin'" gardens for ideas on garden design, including companion planting of flowers, veggies and herbs; and attracting butterflies and humming birds. <http://arboretum.umn.edu>

### The Master Gardener Program:

Master Gardeners are educated by University Extension faculty and bring scientific, research-based information to citizens throughout Minnesota. In 2010, according to the Corporation for National and Community Service ([www.volunteeringinamerica.gov](http://www.volunteeringinamerica.gov)), 2,269 Master Gardener volunteers donated more than 128,000 hours to teaching fellow Minnesotans how to apply University research to improve their lives and the environment around them—a dollar value of over \$2.6 million to the Minnesota cities and counties. Since its inception in 1977, more than 6000 Master Gardeners have donated about 1.6 million hours. <http://www.mg.umn.edu>. ◇

# local & organic

at Student Unions & Activities

|  |  |  |
|--|--|--|
| <p><b>Holy Land</b><br/>Local &amp; Vegan<br/>Available at Gopher Spot and Gopher Express West only.</p>  | <p><b>Black Cat</b><br/>Local &amp; Organic<br/>Available at Gopher Spot only.</p>    |  |
| <p><b>Amy's</b><br/>Organic &amp; Vegetarian<br/>Available at all locations.</p>                          | <p><b>Clif Bars</b><br/>Organic &amp; Vegetarian<br/>Available at all locations.</p>  |  |

Eating healthy, local and organic on campus is convenient and easy on your wallet.

|   |   |  |
|---|---|--|
| <br>Coffman Memorial Union | <br>West Bank Skyway | <br>St. Paul Student Center |
|---|---|--|

[sua.umn.edu/food](http://sua.umn.edu/food)

Student Unions & Activities

UNIVERSITY OF MINNESOTA

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# Time to Get Outside

Regardless of where one works on campus, opportunities to be active and stay fit are literally steps away. With a bit of creativity, energy and commitment, exploring campus on foot is a great way to get some fresh air and fitness. Grab a colleague and choose a plan that best fits your needs and energy level. Don't forget water, shades and sunblock!

## EXERCISE 1: Get Moving

**Goal:** Start activity with the goal to warm-up the large muscles of the body—the legs, back and chest. If walking, concentrate on good posture, and pumping the arms. If running, build into a light jog.

**Intensity:** Comfortable, allowing for a fairly normal conversation.

**Time and Destination:** Take 7-10 minutes and map a route that arrives at the stairs behind Coffman Union in Minneapolis, or on the northwest side of Gortner Avenue ramp in St. Paul.



## EXERCISE 2: Challenge the Legs

**Goal:** Climb the stairs in a variety of ways: walking, lunging or running. Climb up with more energy, walk back down to recover.

**Intensity:** Slightly breathless, regardless of specific activity. Complete 2 or more sets of stair climbing.

**Time:** Spend 5-12 minutes here, depending on total activity time available and fitness level.

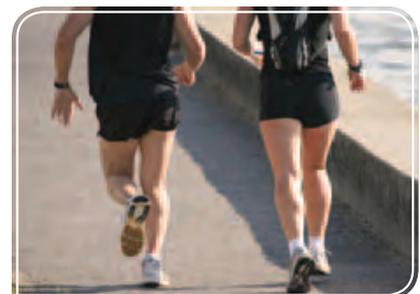


## EXERCISE 3: Steady Pace

**Goal:** Follow a route at an accelerated pace, adding strength intervals (see Step 4).

**Intensity:** Constant pace when walking or running. Breathing is more challenging but not "breathless."

**Time:** Spend 15-25 minutes on this component (including the strength intervals) depending upon total activity time available.



## EXERCISE 4: Strength Intervals

**Goal:** Add strength activities into your "Steady Pace." Transition quickly from strength intervals back to the steady pace.

**Intensity:** Complete repetitions to fatigue, concentrating on good form and alignment. Strength exercises may elevate the heart rate, and leave one breathless. Recover as needed, but keep moving.

**Time:** Varies

**Exercises:** When choosing exercises, take into consideration personal fitness level and any issues related to joints or back. (to see photos of these exercises, go [www.recsports.umn.edu/wellness/wellnessworks](http://www.recsports.umn.edu/wellness/wellnessworks))



### Strength Interval Exercises

- **Park Bench Squats (lower body):** Find a secure park bench or chair. With weight in the feet, and feet hip-distance apart, move to sit down, and immediately rise to standing, preferably without using the arms. Repeat 6–20 times.
- **Push-Ups (upper body):** Choose a wall if just starting out, a bench or wall for more intensity. Place feet hip distance apart, hands wider than shoulder distance apart. Maintain a strong line from head to heels and press away in one motion. Lower to start position with elbows bending out. Repeat to fatigue.
- **Step-Ups (lower body and core/balance):** Start at the base of a set of stairs. Place right foot on the second stair up, and use that leg to push up, lifting the left knee up toward hip level. Slowly lower left foot down, just 'tapping' toe behind. Repeat on same leg 4–12 times. Switch legs.
- **Arm Dips (back or arm and shoulders):** Find a secure bench or low ledged wall. Sit, with arms at sides, thumbs turned close to body. Slide the hips away from the bench. Walk the feet away slightly, and align the hips below shoulders. Bend at the elbows and dip the body slowly in one motion. Press up in one motion. Repeat until fatigue. Do not perform this exercise if wrist or shoulder joints are problematic.
- **Play! (increases the heart rate):** Bring a jump rope along; if walking, try jogging or running a block or two; skip, hop, jump on the ground or using the stairs. Enjoy the workout!

## EXERCISE 5: Cool-down and Stretch

**Goal:** Walk or lightly jog at a slower pace. Consider adding upper body stretches if time is a factor. Let the body cool-down and then focus on some light stretching for the large leg muscles, calves and shins; chest, back, shoulders and neck. Breathe!

**Intensity:** Low and comfortable.

**Time:** 5–10 minutes.

Take time to explore campus and enjoy physical activity. Find a new route, and breathe in the fresh air and warm sunshine this spring and summer.



## TOP TEN TIPS TO COLLABORATE EFFECTIVELY

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- 1. Define Collaboration.** Collaboration is the exchange of information and sharing or pooling of resources for mutual benefit to achieve a common purpose.
- 2. Define Resources.** Make certain there is an understanding of the level of collaboration that is expected from the group—for instance, is time and skill considered a resource, or is the expectation also financial?
- 3. Timing.** Even the most well-developed teams and best laid plans can fail if the timing of the proposal or project is launched during times of turmoil, low morale or other factors.
- 4. Identify and Value Stakeholders.** Every collaboration needs champions—individuals of various expertise and experience helps to create credibility. Influence and shared power are keys to accomplishing more.
- 5. Build Trust.** Create an environment for developing purpose, sharing ideas, and instigating action, where all contributors have a sense of being on an equal playing field.
- 6. Appreciate Broad-based Perspective.** Diverse input and multiple perspectives are essential to success. Remember that people are the key asset in collaboration.
- 7. Recognize Complexity.** Many problems are complex, interdependent and messy. Create a vision that will mobilize the group and define shared values. Engage people in positive action.
- 8. Understand Before Taking Action.** Is there a clear understanding of the problem that needs to be solved, or the issue that needs to be addressed? Often a need for change drives many collaborations and action occurs prematurely, before clarity is established.
- 9. Reflect and Assess.** Be certain to reflect on the process—as an individual, professional and department or unit to ensure synergy in philosophy and practice.
- 10. Celebrate Interim Success.** Celebrating success not only allows participants to value their accomplishments, but also displays momentum and change to others.

# WHAT IS THE WELLNESS COLLABORATIVE?

The Wellness Collaborative is comprised of representatives from across campus with an active interest in the well-being of the University of Minnesota–Twin Cities community. The group, which first met in 2005, has a vision to make wellness a core value of the university community. Through informal meetings, the Wellness Collaborative works to fulfill its mission of enhancing the culture of wellness on campus through collaborative efforts.

*If you would like more information, please contact Wellness Collaborative chair, Lisa Lemler, at 612.625.8822 or [lemler@umn.edu](mailto:lemler@umn.edu).*

## Academic Health Center

Phone: 612.625.4119

Website: [www.ahc.umn.edu](http://www.ahc.umn.edu)

## Aurora Center for Advocacy and Education

Phone: 612.626.2929

Email: [aurora.center@umn.edu](mailto:aurora.center@umn.edu)

Website: [www.umn.edu/aurora](http://www.umn.edu/aurora)

## Campus Club

Phone: 612.625.1442

Email: [platt@umn.edu](mailto:platt@umn.edu)

Website: [www.campusclubumn.org](http://www.campusclubumn.org)

## Center for Spirituality & Healing

Phone: 612.624.9459

Email: [mclau033@umn.edu](mailto:mclau033@umn.edu)

Website: [www.csh.umn.edu](http://www.csh.umn.edu)

## Department of Recreational Sports

Phone: 612.625.6800

Email: [recsports@umn.edu](mailto:recsports@umn.edu)

Website: [www.recsports.umn.edu](http://www.recsports.umn.edu)

## Health Sciences Libraries

Phone: 612.626.2380

Email: [mnahec@umn.edu](mailto:mnahec@umn.edu)

## Disability Services

Phone: 612.626.2644

Email: [ds@umn.edu](mailto:ds@umn.edu)

Website: [www.ds.umn.edu](http://www.ds.umn.edu)

## Employee Wellness Program

Phone: 612.626.WELL (9355)

Email: [well@umn.edu](mailto:well@umn.edu)

Website: [www.wellness.umn.edu](http://www.wellness.umn.edu)

## Healthy Foods, Healthy Lives Institute

Phone: 612.625.8693

Email: [hfhf@umn.edu](mailto:hfhf@umn.edu)

Website: [www.hfhf.umn.edu](http://www.hfhf.umn.edu)

## Hillel: The Jewish Student Center

Phone: 612.379.4026

Email: [Hillel@umn.edu](mailto:Hillel@umn.edu)

Website: [www.ujews.com](http://www.ujews.com)

## Housing & Residential Life

Phone: 612.624.2994

Email: [housing@umn.edu](mailto:housing@umn.edu)

Website: [www.housing.umn.edu](http://www.housing.umn.edu)

## Interfaith Campus Coalition

Website: [www.iccumn.org](http://www.iccumn.org)

## School of Kinesiology

Phone: 612.625.5300

Email: [kin@umn.edu](mailto:kin@umn.edu)

Website: [www.cehd.umn.edu/kin](http://www.cehd.umn.edu/kin)

## University Dining Services

Phone: 612.626.7626

Email: [dining@umn.edu](mailto:dining@umn.edu)

Website: [www.dining.umn.edu](http://www.dining.umn.edu)

## University of Minnesota Physicians

Phone: 612.884.0600

Email: [tmestad@umphysicians.umn.edu](mailto:tmestad@umphysicians.umn.edu)

Website: [www.umphysicians.umn.edu](http://www.umphysicians.umn.edu)

## Women's Center

Phone: 612.625.9837

Email: [women@umn.edu](mailto:women@umn.edu)

Website: [www.umn.edu/women](http://www.umn.edu/women)

## Boynton Health Service

Phone: 612.625.8400

Website: [www.bhs.umn.edu](http://www.bhs.umn.edu)



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