

connect!

fall/winter 2006 : for alumni and friends of the **NEW** College of Education and Human Development



UNIVERSITY OF MINNESOTA

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education.umn.edu/pubs/connect

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Connect! is published three times a year by the University of Minnesota College of Education and Human Development for alumni, faculty, staff, and friends of the College. Send correspondence to the editor, 48 McNeal Hall Hall, 1985 Buford Ave., University of Minnesota, St. Paul, MN 55108. For address corrections, call 612-625-1310.

The University of Minnesota is an equal opportunity educator and employer.

The College of Education and Human Development is a world leader in discovering, creating, sharing, and applying principles and practices of multiculturalism and multidisciplinary scholarship to advance teaching and learning and to enhance the psychological, physical, and social development of children, youth, and adults across the lifespan in families, organizations, and communities.

The College of Education
& Human Development

UNIVERSITY OF MINNESOTA

Dear alumni and friends,

Welcome to our College's new magazine, **connect!** As we went back and forth over the summer to find an appropriate name for this new publication, we knew we wanted the name to reflect **communication, collaboration, and community**. All those "co" words have deep meaning for this, our new College, and we believe this magazine will reflect our new "co" culture!

As the end of the fall semester approaches, I look back to my first day as your new dean of this new College and it feels like yesterday and a year ago simultaneously! This fall has been filled with many "firsts," many new experiences and events and feelings. Throughout it all, I remain both humbled and energized by the enthusiasm and warmth of our College's community—the alumni, advisory council, faculty, staff, and our outstanding students. It is immensely heartening to know that we *all* have the same goal: to make this College a resounding success and the best of its kind anywhere in the world. We look forward to doing this within the framework of the University's goal of becoming one of the top three public research institutions in the world.

Within all of the activities this month, I believe the most exciting and meaningful was the unveiling of *our co-created new vision and mission*. I came here with many dreams that were (and continue to be) shaped and refined by engaging conversations and deep listening. From that came our first product:

Our vision is M³

For me, the collective power of *three Ms* is what will create the culture of excellence needed to drive the work of our College over the next three to five years. They are:

Multidisciplinary: I'm talking about a dynamic, continuously self-examining, and evolving process that actively engages and reflects us all in our new College from which will be created *new ways of seeing and enacting*. Our College must prepare our students for understanding and addressing the issues of the real world; issues that are not conveniently and clearly categorized, but are messy and overlapping. I urge us to go beyond dichotomous "black and white" thinking and grapple with our "grays." We must recognize that the world's competing truths require less analysis and more synthesis.

Multiculturalism: In our new College, multiculturalism refers to the reality of *many* cultures—the divergent *and* similar ways in which we process information and generate new ideas and form opinions as well as the acknowledgement of our *many* identities including: race and ethnicity, gender and sexual orientation, intellectual and emotional and physical abilities, religion and spirituality, socioeconomic class, and political and ideological perspectives. Our new College must demonstrate the highest degree of multicultural competency as the embodiment of an "us and we," *not* a "we and them."

Model for engagement: If done well, multidisciplinary and multiculturalism together lay the foundation for this third "M." We will be a model for cultivating generations of leaders best prepared for and committed to mutually *impactful, replicable, and sustainable* local, national, and global engagement. This model requires that we first listen to (and for) the needs of our communities both locally and around the globe, learn from them, and then thoughtfully pull together and align all of our resources to work with those outside of our College to best meet those needs. Our work in the world is most impactful when it comes from our greatest talents and is in response to a current or anticipated need in the community. As best said by theologian Fredrick Buechner, amazing things happen in our work when our "deep gladness meets the world's deep needs."

This “M-to-the-power-of-three” vision statement leads quite naturally to the College’s mission statement, which has grown from original suggestions over the past year by the various task forces made up of staff, faculty, students, and alumni that helped to create this new College.

Our new College mission statement:

The College of Education and Human Development is a world leader in discovering, creating, sharing, and applying principles and practices of multiculturalism and multidisciplinary scholarship to advance teaching and learning and to enhance the psychological, physical, and social development of children, youth, and adults across the lifespan in families, organizations, and communities.

This statement literally sings to me and, I hope, to you. Each word is essential and helps to convey the promise and possibilities of this new College and all of us who are part of its community. Every day I feel the excitement and energy that we together are creating as we go forward to live into and up to the spirit of our University’s strategic positioning goals and objectives.

In our new College we are committed to building bridges to create a community of leaders from multiple schools of thought and practice to join our strengths so that, in the words of organizational behaviorist Peter Senge, “new and expansive patterns of thinking are nurtured where collective aspiration is set free.”

Having shared our vision and mission statements, I invite you to look beyond our College for a moment and even beyond the University to the larger world of higher education in the 21st century. We know that we face profound joys and great challenges. We still have much to learn, not only within our institutions and professional fields, but also about ourselves and those we serve. More than ever before exists a need for higher education to effectively address real world issues—the dilemmas that no longer have clear yes or no answers. I hope you agree with your faculty, students, and staff colleagues that our vision and mission charges our new College to be a leader in managing and even forecasting those oftentimes competing truths.

In short, regardless of political persuasions, we are all wise to remember the words of the late Senator Paul Wellstone who said, “The future will not belong to those who are cynical or those who stand on the sideline. The future will belong to those who have passion and are willing to work hard.” We at the new College of Education and Human Development recognize this and know that we and all we serve deserve no less. I hope you enjoy our new magazine!

Best regards always,



Darlyne Bailey, *dean and assistant to the president*
Campbell Leadership Chair in Education and Human Development

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on the cover: Dean Darlyne Bailey

photo by Jonathan Chapman

CIDE celebrates 20th anniversary in style

More than 150 students, alumni, faculty, and staff gathered in March to celebrate the 20th anniversary of the College's comparative and international development education (CIDE) program in the Department of Educational Policy and Administration (EdPA).

The reunion began with a reception followed by an academic symposium. Poster sessions displaying student, alumni, and faculty research were highlighted during breaks throughout the day.

After a dinner, a panel discussion, "Internationalization of the University of Minnesota," featured **Gene Allen** and **Kathleen Sellew** from the Office of International Programs, **Gayle Woodruff** (CIDE alumna) from the

Learning Abroad Center, and **Josef Mestenhauser**, EdPA professor emeritus and honorary consul to the Czech Republic.

"It was fantastic to see so many CIDE-ers come together to celebrate the history and future of the program," says **Nancy O'Brien**, event organizer and CIDE Ph.D. student. "One of the primary threads leading several discussions throughout the day was that of impact; namely, how do graduates of the program make an impact in the global community? In some respects, alumni at the gathering answered this question by talking about their work as Fulbright Scholars, researchers, consultants, project managers, directors, trainers, and professors all over the world."

The first three core CIDE courses were developed by faculty members



Students danced the night away at the CIDE anniversary celebration. The band, Mid-Life Crisis, featured EdPA chair Michael Paige.

John Cogan, **Michael Paige**, and **Frank Braun** (professor emeritus). "Originally, this group met in the old University YMCA building on the corner of 15th and University Avenue," says Cogan. "Topics were decided jointly by the faculty and students at the start of each term; guest speakers were invited, often bringing international visitors to campus, and lively discussions ensued."

The program's popularity increased and in 1986 the M.A. degree was authorized by the Graduate School, with the Ph.D. following in 1993. The program continues to grow; with 57 students enrolled in the M.A. program and 68 in the Ph.D. program. Graduates find careers in developmental areas to improve international education or in higher education offices for international students or study abroad. The CIDE 20th anniversary celebration and academic symposium was coordinated by the Educational Policy and Administration Student Association.

Educational psychology students score a hat trick as Bush Leadership Fellows

Sean Virnig, a doctoral student in special education, has been named a Bush Leadership Fellow, joining **Lillian Duran**, also a doctoral student in special education who was named a leadership fellow last year by the Bush Foundation, and **Karen Cadigan**, a doctoral student in school psychology who completed her fellowship in 2005.

The Bush fellowships in medicine, arts, and leadership are highly competitive programs and it is quite unusual for three fellows to be named from the same academic program at the same university within such a brief span of time. The leadership program receives an average of 200 applicants each year from Minnesota, the Dakotas, and Wisconsin, with about 20 being accepted.

The leadership program seeks "accomplished, motivated individuals who are eager to prepare themselves for greater leadership responsibilities within their communities and professions." The fellowship provides tuition support, travel funds, and other benefits. Fellows are expected to pursue a project—either through an academic program or a self-designed learning experience—that will help them attain personal goals in developing as leaders.

Megan Gunnar named Regents Professor



Megan Gunnar, professor in the Institute of Child Development and director of the Human Developmental Psychobiology

Lab, has been named a Regents Professor at the University. This is the highest recognition for faculty who have made unique contributions to the quality of the University of Minnesota through exceptional accomplishments in teaching, research, scholarship, or creative work, along with contributions to the public good. She is the fourth faculty member so honored in the College. Other College Regents Professors are Willard Hartup (Institute of Child Development emeritus), and two faculty from educational policy and administration, Robert Beck and Ruth Eckert, both deceased.

Gunnar is considered one of the leading international scientists examining how social experiences in a person's early life shape brain and behavioral development. She has pioneered the field of measuring stress in young children as a way to unravel the mysteries of healthy development.

Distinguished alumnus named Thailand's Minister of Education

Wichit Srisa-an (Ph.D., '67, education) has been appointed Thailand's Minister of Education. Srisa-an presented the 2006 Robert H. Beck Lecture. He received the University's Outstanding Achievement Award in 1986 for his lifetime of service to education in Thailand and throughout Asia.

He was the Permanent Secretary of the Ministry of University Affairs, Thailand's highest civil servant position in education, served as a member of the Thai Parliament, and was chair of the House Standing Committee on Education.

Srisa-an is an adviser to the Royal Family of Thailand and is the executive vice-president of the Chulaborn Research Institute under the patronage of Her Royal Highness Princess Chulaborn.

An international presence for the College in the Middle East

The Department of Work and Human Resource Education has proposed expansion of the College's international programming with a 34-credit M.Ed. in human resource development in Jordan.



Shari Peterson and Rosemarie Park, faculty in the Department of Work and Human Resource Education, tried alternate transportation while in Jordan working to establish an M.Ed. program in human resource development in Amman.

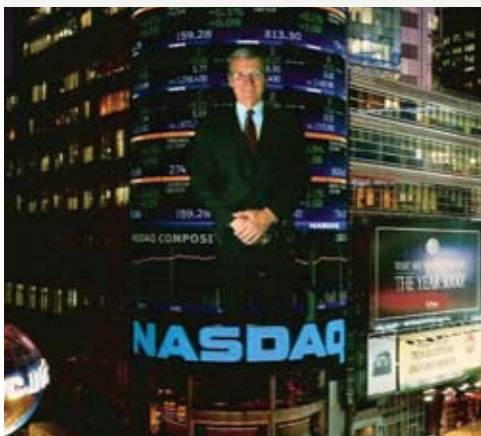
The program faculty hope to attract human resource professionals living in Jordan, including more than 80 potential graduate students who have undergraduate degrees and also have completed the College's certificate program in human resource development.

The addition of this international site for master's-level education is designed to support the University's mission and commitment to internationalization as one of the world's leading public research universities.

New collaborative to promote research and policy analysis on early childhood

The Center for Early Education and Development and the Federal Reserve Bank of Minneapolis are teaming up to enhance multidisciplinary research and high-profile policy discussions on early childhood development.

The Early Childhood Research Collaborative (ECRC) is a unique partnership that brings together prominent researchers and faculty members in a variety of disciplines at the University with economists at



Alumnus John Haugo (M.A. '64; Ph.D. '68) was the official bell ringer to close the Nasdaq Stock Exchange last May, and his photograph was projected onto a seven-story building in Times Square.



Reaching common ground. Deans and coordinators from ten historically black colleges and universities visited campus May 19 to see for themselves the college and university to which they are sending their students. They are part of a 17-year partnership with the College's Common Ground Consortium, a program for students of color pursuing graduate studies in education and human development. Common Ground Consortium is one of three successful programs specifically aimed at raising the level of diversity in the College.

Kaleidoscope* spring 2006 commemorative edition corrections

Cover correction: Glenda Cramer (B.S. '62; M.Ed. '84. home economics education) was pictured on the cover of the spring 2006 commemorative edition of the College of Human Ecology (CHE) *Kaleidoscope* without a caption. As an alumna and president of the Phi Upsilon Omicron honors society alumni group in 2006, Cramer was selected to participate in the CHE closing ceremonies and receive one of four commemorative awards.

Phi U, page 23: Omitted from the list of campus advisers, professors Dan Gallaher and Geri Skogen will serve as Phi U advisers for the new College of Food, Agricultural, and Natural Resource Sciences.

CHE Mentors, page 27-29: Names marked with an asterisk recognize individuals who served as mentors in the CHE mentor program for five or more years. They are not deceased as the key incorrectly indicates.

* *Kaleidoscope* was the alumni magazine for the College of Human Ecology.

the Federal Reserve to develop and synthesize research on cost-effective investments in early childhood.

Codirected by **Arthur Reynolds**, professor of child development and fellow of the Center for Early Education and Development (CEED), and Art Rolnick, senior vice president and director of research at the Federal Reserve Bank of Minneapolis, the ECRC is funded in part by University President **Robert Bruininks'** Interdisciplinary Academic Initiative on Children, Youth, and Families. CEED is an outreach and research center in the College of Education and Human Development. The Federal Reserve Bank of Minneapolis is one of 12 Federal Reserve banks in the United States.

The most visible sign of the collaborative is its new Web site, www.earlychildhoodrc.org, where discussion papers on a variety of topics have already been posted.

The collaborative's mission is to foster multidisciplinary research on early development from birth to age eight on topics such as the impact and cost-effectiveness of preschool and family support programs; family, school, and community influences on child development; and psychological and biological foundations of child health and well-being.

The first public event of the collaborative was a conference in October at the Humphrey Institute of Public Affairs. The event provided an overview of the collaborative and featured an address by Nobel Laureate James Heckman of the University of Chicago.

U.S. Department of Education grant puts College's counseling expertise in local schools

Kay Herting Wahl, associate professor in counseling and student personnel psychology (CSPP), along with **Phil Cognetta**, a College alumnus and consultant with the Minneapolis Public Schools (MPS); Linda Conley, guidance director for MPS; and Mary Mullenbach of the St. Louis Park Public Schools teamed up to successfully put together a proposal leading to a \$2,370,000 three-year grant from the U.S. Department of Education.

The goal of the grant is to help schools improve and expand counseling services that show the greatest potential to succeed in other schools.

The CSPP program will provide practicum students who will work with counselors hired with grant money for elementary schools in the Minneapolis, St. Paul, and St. Louis Park districts that do not currently have counselors.

"I, my students, and the other grant writers will develop the curriculum to be used by the school counselors and practicum students," Wahl says. "The curriculum will be designed to improve school climate and develop procedures for working with diverse populations."

Last spring, Cognetta, who is directing the grant program as a consultant to MPS, received the College alumni society's Gordon M.A. Mork Outstanding Educator Award.

PHOTOS: courtesy Office of Capital Planning and Management (Education Sciences); Greg Helgeson (Gala & new College welcome); Patti Neiman (homecoming); Raleigh Kaminsky (Saturday Scholars)

A very eventful spring and fall



No more mercury. Almost 100 people attended an informal ceremony marking the completion of the hazardous waste clean-up in the Education Sciences Building in October. The event also celebrated the beginning of actual renovation and remodeling. Educational Psychology, the Center for Applied Research and Educational Improvement (CARE), and the Center for Early Education and Development (CEED) are hoping to move into their new home before Thanksgiving 2007.



Centennial gala. In May, the former College of Education and Human Development celebrated its centennial year with a big bash at McNamara Alumni Center. Alumni, friends, faculty, staff, and students raised their glasses to toast 100 years of excellence.



Left: At the **new College welcome event** Oct. 9, attendees worked together to build bridges from an array of objects, and Dean Bailey took the mic to rev up the crowd. Above: **Homecoming 2006: Wild Wild Midwest** brought many members of the College community to campus Nov. 4. Center: General College alumna Barbara Foster (right) stands with her daughter, Sharla Foster, also a GC alumna, and her grandchildren, Cameron, Aleeah, and Chunna-lee. Above right: Academic adviser, Greg Sawyer is pictured with his wife Kathy Morgan Sawyer and daughters Mariana and Tearra. Lower right: **Saturday Scholars** "students" Tom Greve and Mary Branca-Rosenow take a break between classes held Oct. 7.



BUILDING BRIDGES
TO CREATE
A COMMUNITY OF LEADERS

a new dean FOR A

by Patty Mattern

When her parents gave her a stethoscope for her ninth birthday, Darlyne Bailey, who always wanted to be a doctor, started seeing patients immediately.

“We had a hatch in the backyard that led to the basement, and I had the kids come down for their appointments,” Bailey remembers.

When her mother asked her what was going on in the basement, Bailey explained she was doing “physicals” and mental health exams, “all based on this book I read about the relationship between our bodies, minds, and happiness.” But her mother told her that she couldn’t give exams until she learned much more in school and became a real doctor.

From that point on, Bailey began a goal-oriented educational journey that, 45 years after she began her “medical practice,” has brought her to the new College of Education and Human Development, to what she believes is a once-in-a-lifetime opportunity. Her tenure as dean began Oct. 2 and makes her the first African American female dean at the University and the first female dean and first African American dean of the College.

“While I have many ideas, I will be asking my colleagues to join me in co-creating our College,” Bailey says. “I will constantly ask people to do a ‘faith walk’ with me on some of the ideas I have for building a national and international model of a truly multidisciplinary institution of higher education.”

It will take time to build the new College, and Bailey says she aims to create a good—even joyful—work environment.

“It doesn’t mean that there aren’t going to be challenges and dilemmas where we have competing needs, but we’re going to struggle through this together,” Bailey says. “There’s going to be a lot of uncertainty because we’re pioneering here. We’re actually making this road as we’re walking on it.”

The road she has been on since those early days with a stethoscope in her family basement has followed her early aspirations in many ways. Bailey originally went to college intending to become an emergency room psychiatrist—uniting that body and mind work that she had wanted to do as a nine-year-old. But then she took a fork in the road and instead earned a master’s degree in psychiatric social work from Columbia University.

PHOTO: Jonathan Chapman

brand new
College



She joined the start-up of a mental health center, returning to the city where she grew up, Englewood, N.J., adhering to a personal philosophy, “To whom much is given, much is required.” “To go back to the place where I had lived many years felt like the right thing to do,” Bailey says.

Not surprising to anyone who knows her now, she soon felt a need to expand her horizons. She went on to earn a doctorate in organizational behavior from Case Western Reserve University in Cleveland, Ohio. She stayed in Cleveland, becoming dean and associate professor at the Mandel School of Applied Social Sciences at Case Western in 1994 and was promoted to full professor in 1998. During her time at Case Western, Bailey earned the title of “rainmaker” for her highly successful fundraising record.

In 2002, Bailey returned to her birthplace in Harlem, as vice president for academic affairs and dean of Teachers College at Columbia University. While at Teachers College, Bailey helped to develop several strong university-community partnerships, including the Teachers College Education Partnership Zone—a collaboration of the college and a range of corporate, not-for-profit, and faith-based organizations to address the needs of elementary schoolchildren, their teachers, and families in Harlem. It’s a project for which she maintains passion.

In fact, Bailey is a passionate academic, which to some may sound dichotomous. She fills a room with her presence, which includes inspiring speech and energetic gestures. She doesn’t hold back when she expresses herself and often reminds people, “What you see is what you get!”

“Each one of us has a calling,” Bailey says. “This is something I’ve said to my students in New York and I’ll share with my students at the U. We only have two missions in life. It’s first figuring out what your own gifts and talents are and then finding ways to use them to meet the needs of the people around you.”

At this point, Bailey says she and her College leadership team haven’t fully mapped out their priorities, but developing the best plan for freshman admissions and freshman learning communities is one of the items at the top of her list.

“We want to make sure we attract and maintain—through graduation—a very strong freshman class,” Bailey says.

Recruiting, mentoring, and retaining talented faculty and staff rank as high priorities as well. Bailey’s participative and inclusive leadership style already permeates meetings with

faculty and staff. She is confident the vision and mission of the new College will begin to unfold through this collaborative work.

The transformation will be grounded in thinking about how to best serve students, she says. As they move forward, Bailey and her colleagues will examine the College’s academic programs and make sure they have minimum redundancy and maximum coverage, “so we really can look at ways to enhance the quality of human development across the lifespan,” Bailey says. “And we want to make sure that the courses we are offering are appropriate to the different developmental capacities of our students.”

They will examine the admissions process, too, she says. “I’m hopeful that we will not simply look at GPA and test scores, but that we would be taking more of

a portfolio approach to admissions. This is critical because not everyone can take a test well and not everybody writes the most profound essay. We need a multi-varied approach. Not everybody is going to be a student with a 4.0 GPA coming in the door,” Bailey says.

“What I’m looking for are those students who clearly show the potential to excel at our College and who can then go on into the world as well-rounded, inquisitive leaders in their chosen areas.”

Giving multiculturalism close attention is second nature for Bailey. “I am not just speaking about the ‘usual areas’ of diversity—race and gender and ethnicity. We will also be thinking about pluralistic or divergent schools of thought. When we do our faculty searches, for example, we’re going to be looking for faculty who will broaden thinking that’s present in their chosen department,” Bailey says.

The former College of Education and Human Development had long been among the top public education schools in the country, ranking fifth in the 2007 *U.S. News & World Report* survey. This year Teachers College was ranked second in the same survey. The July 1 creation of the new College has raised expectations that it can be an even bigger player on the national scene.

“You can expect those ratings to go up,” Bailey confidently told hundreds gathered for a press conference announcing her as dean last spring.

“This is a

Bailey envisions great things for the College. Some have told her the first large challenge she will face is getting everyone “rallied and marching in the same direction,” Bailey says. “Yet, from my conversations with my new colleagues, I believe there’s enough hope and enough energy and enough good ideas that we can together harness and focus.”

Why did Bailey decide to leave New York and a job at a prestigious private institution to come to the Midwest—fly-over land? People began asking that question—in New York and here—when her appointment was announced. Bailey explains it as a gradual sort of awakening to possibilities.

The job intrigued her, first of all. It was a unique situation because the University’s General College and the College of

at Teachers College and in Harlem. She would be leaving programs that she had put her heart and soul into. Atwood persisted. Those programs will continue, he told her.

Here was an opportunity to construct a new multidisciplinary college from the ground up, be involved in fundraising, and to serve as an assistant to University President Robert Bruininks in the oversight of two systemwide groups—the Consortium on Children, Youth, and Families; and the Consortium for Postsecondary Academic Success. She also was offered an endowed chair, the Campbell Leadership Chair in Education. Sullivan and Bruininks assured her that the new College would be well-resourced with funds and people to give her what she needs to make it an international leader.

great opportunity for us all.”

Human Ecology’s Department of Family Social Science and School of Social Work were going to be joined together with the existing College of Education and Human Development to create a new college as a part of the University’s strategic positioning. Nothing like it existed in the nation.

After being told about it, Bailey recommended others for the deanship, but people kept telling her that she should apply herself—she was heavily involved in K-12 issues at Teachers College, had degrees in social work and organizational behavior—it seemed like the perfect match for the new College.

“When that started happening I knew that I needed to pay attention to this,” Bailey said. She flew to Minnesota for an interview and then agreed to a public forum. Excitement about Bailey swelled on campus.

With her background and experience in education, social work, and community partnerships, Bailey looked like the best person for the job, says J. Brian Atwood, dean of the Hubert H. Humphrey Institute of Public Affairs, who co-chaired the search committee.

“When we saw her in person, she had a spark that nobody could ignore. We knew immediately that she was the person,” he says.

Atwood, Provost Thomas Sullivan, and others worked to persuade Bailey to come to the College. Bailey felt conflicted. It would be difficult to leave the people and the projects

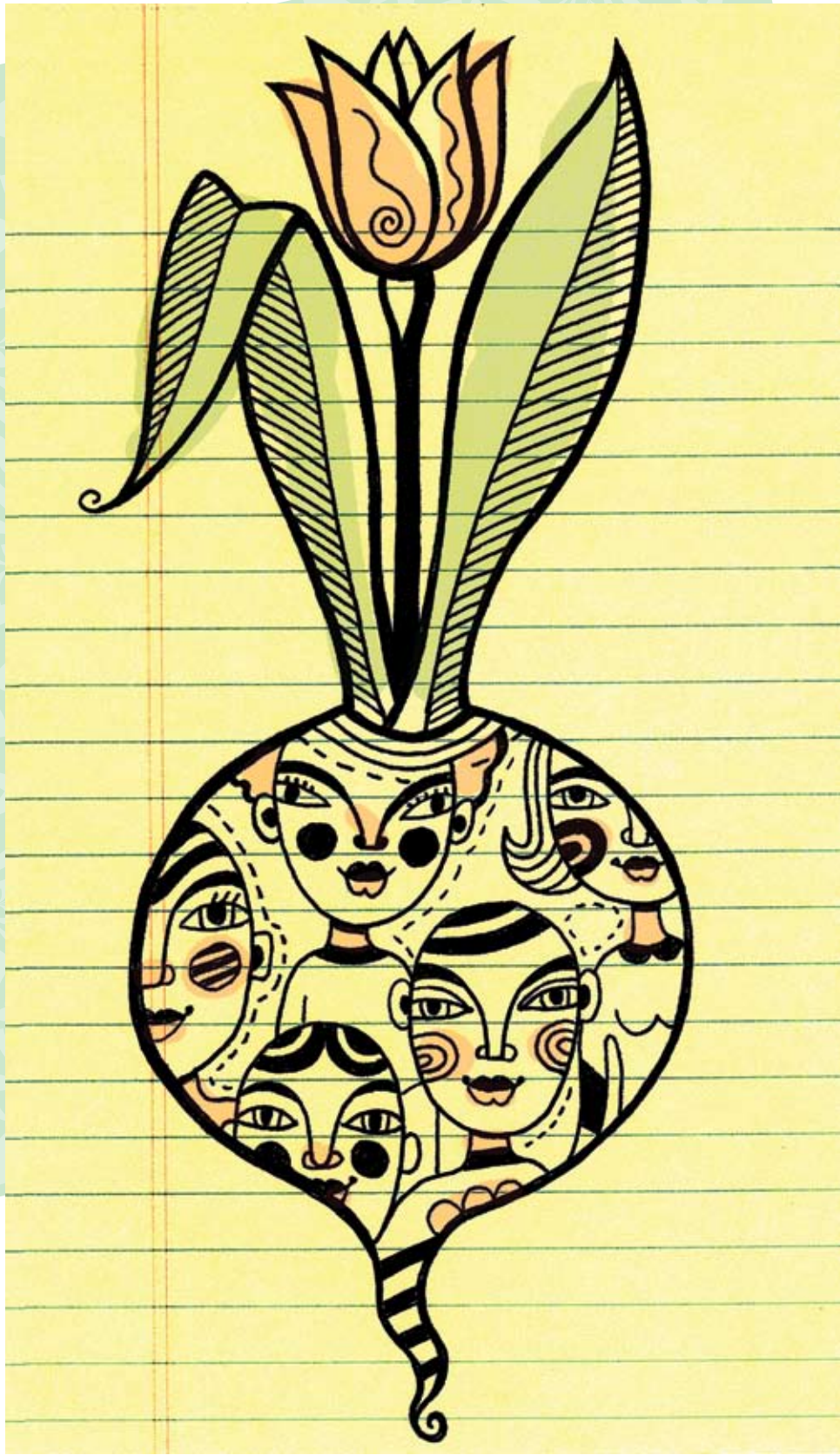
Gradually it all came together, and Bailey realized that “this is exactly what I have been preparing to do.”

Since Bailey accepted the job in May, colleagues, faculty, staff, and students have been getting to know her. Bailey exudes energy—spewing ideas at 100 miles an hour, smiling widely, listening with intensity.

“I have a true joy for life. I believe that this journey is way too short,” Bailey says. The experience of losing several close friends in one year further deepened Bailey’s appreciation for life. “I am blessed. I believe every day is sacred. I wake every morning and say thank you. That’s what makes me tick.”

Bailey wants people within the College, University, and the greater community to know that this is a **new day**. “We have healthy skeptics out there who are not sure that we’ll actually be able to pull everything off. I invite them to join us in this work,” she says.

“The heaviest lifting for our College and for me personally, is to be able to get out there to spend quality time with folks, to let them know what’s going on, and to help them see how this College is here to align its resources with the needs and the resources of the community in ways that, as separate units, the colleges and even the U weren’t able to do in the past,” Bailey says. “We’re not our forefathers and our foremothers. We’re a brand new entity. I hope people hold us accountable, but give us time. This is a great opportunity for us all.”



CULTIVATING SOMETHING EXTRAORDINARY

the new College prepares the ground for multidisciplinary research

by Suzy Frisch

When thinking about multidisciplinary research, Kyla Wahlstrom, director of the Center for Applied Research and Educational Improvement, envisions a school classroom and all the players who typically get involved: students, parents, teachers, special education teachers, social workers, school psychologists, the principal, and other administrators.

The new College of Education and Human Development now includes programs to prepare and serve all the people in that classroom. That's why it makes "total sense" for faculty from all of the College's departments to investigate more avenues for collaborative and multidisciplinary research, Wahlstrom says.

"Education is an all-encompassing endeavor. It's a natural that we would work together around issues having to do with children and learning and education and their families," she says. "And that's what I think is the beauty of bringing together [the Department of] Family Social Science, the School of Social Work, General College, and the College of Education and Human Development."

As new and existing departments join together in the recast College, brought about through the University's strategic repositioning, professors and administrators are working to cultivate research and teaching links among a large faculty with diverse specialties. The opportunities are vast, and the effort is of critical importance to both the College and the University. From President Robert Bruininks to Darlyne Bailey, the new dean of the College, "there is no priority

higher," says the summer's interim dean, Terry Collins.

"We hope that people across the nine departments will come together in ways they haven't been able to before. They will work with colleagues throughout the University on new answers to questions that we've all been struggling with for years," Collins adds. "How can we help people in schools do their work better? How can we be of use to families in ways we haven't been in the past? How can nine departments come together and be really, really good in ways we weren't able to be really, really good in the past?"

Volumes of possibilities

The College's new and existing faculty are brimming with ideas. Take Blong Xiong, an associate professor in the Department of Postsecondary Teaching and Learning (PsTL), which holds most of the former General College's programs. He is launching a research project that will evaluate school readiness programs and their effectiveness for Southeast Asian children. Xiong, who typically focuses his research on adolescents, wants to partner with other professors from the College who can add child development or early childhood education expertise.

"I'm excited about the possibility of having the opportunity to work across different departments, to look at different issues of interest. Mine would be school readiness for children," says Xiong. "There is a lot of expertise in the College that I can tap into."

The work of the new College will emphasize teaching and research that carries across the spectrum of human development, stretching from birth and early learning, to schooling and career development, and finally on to aging. Many professors in the College focus on individuals and families with unique needs, whether they are people with disabilities, families in crisis, at-risk youth, or those facing achievement gaps in school.

“The College is well set to be pivotal in the broad areas of children, youth, and family issues. That encompasses much of what we do,” says Richard Weinberg, director of the Center for Early Education and Development and professor of child development. “I’m very enthusiastic about the possibilities.”

Building on existing collaborations

Many faculty members are quick to note that the College already engages frequently in multidisciplinary research. Mary Jo Kane, director of the School of Kinesiology and executive director of the Tucker Center for Research on Girls and Women in Sport, says that from its beginning, the Tucker Center has fostered a network of affiliated scholars and worked on research projects that bring together academics from varied backgrounds. The new format of the College only provides more opportunities for collaboration.

“The building blocks of kinesiology research—which has to do with people’s lifetime engagement in sport and physical activity and how that impacts their lives, from peer relationships to healthy aging—are a natural fit for working with the new units,” says Kane. “This just provides us a bigger platform to do the kinds of things we’ve always done. We couldn’t be happier to begin to form collaborative relationships with new College colleagues around teaching, research, and outreach.”

As Kane sees it, potential areas of new multidisciplinary research in kinesiology include projects surrounding exercise, health, and nutrition and how they impact young people as they develop peer relationships and self-esteem. Faculty from PsTL, social work, and family social science will provide interesting perspectives on these topics, she adds.

In fact, collaboration on a small scale already has begun between PsTL and the School of Kinesiology. Associate Professor Murray Jensen, who teaches general biology, human physiology, and anatomy courses in PsTL, needed a graduate

student to help oversee his labs. He hired a kinesiology student who now receives funding from PsTL, helping kinesiology in vital student support. “That’s a very tangible, boots-on-the-ground example of interactions between the new units,” says Kane. The College’s new structure “opens the door for so many more relationships and collaborations.”

Similarly, Jan McCulloch, professor and chair of the Department of Family Social Science, says her department often is described as both interdisciplinary and multidisciplinary, meaning that people come from many different disciplines and unite their areas of expertise in research on families. As the department transitions into the new College, she says, faculty could develop future collaborations in the area of mental health in families, with family social science teaming up with social work or educational psychology on depression in youth, for example.

The area of diversity, multiculturalism, and the globalization of cultures also could have a lot of potential, says McCulloch: “There is synergy in working with families who might live here but have family in another place. How can we ensure that we increase students’ international experiences in the teaching, research, and learning arena? There could be collaboration with the existing departments from the former College of Education and Human Development who could work with us on that.”

And while McCulloch firmly believes in multidisciplinary research, having engaged in it throughout much of her career, she does want to make sure faculty aren’t rushed into projects. “Multidisciplinary situations can’t be forced. There has to be commitment from all partners in a project. Without that, projects aren’t successful,” she says.

As the various new entities adjust to a different location, the College and the University should instigate projects and create incentives for faculty to join them—not leaving all the work for creating multidisciplinary research to the faculty. That way, faculty can focus on their existing responsibilities of teaching, research, and outreach, adds McCulloch.

The newcomers

As a brand new department being built from a college structure, faculty and administrators from PsTL spent time this summer and fall meeting with various schools and departments from the former College of Education and

Human Development. Sessions with the Department of Educational Psychology and the Department of Curriculum and Instruction helped all the faculty involved to discover where they match up on research topics and areas of focus, says Heidi Barajas, chair of PsTL.

They found many places that faculty cross over, from curriculum and instruction's emphasis on pedagogy to educational psychology's concentration on urban education, access, and equity. As members of a department that focuses on postsecondary learning and bridging students from secondary education to college, PsTL faculty also will want to get involved with future teachers who are earning their licenses, Barajas says. That way they can work on developing the best teaching methods for preparing at-risk populations for college.

"There's a natural fit between pre-service teaching folks and curriculum and instruction and with what we do here with pedagogy development," says Barajas. "Many of us are working on universal instructional design—ways to give intellectual access to a diverse population." She envisions another connection between the educational psychology faculty who focus on international education and PsTL, where many of the students are first-generation Americans.

Additionally, Barajas says faculty will probably take advantage of historic ties between PsTL and the School of Social Work. Members of both departments, including Barajas, worked together to develop a minor in social justice. Jean Quam, director of the School of Social Work, says there is rich potential in carrying forward the social justice angle. Faculty from PsTL and social work could investigate disparities for children of color, whether it's being overrepresented in the child welfare system or encountering the achievement gap in school.

"That's a powerful area to look at," Quam notes. "There is a good history with the Head Start program, that if low-income kids get some additional education and stimulation before they start kindergarten, they do as well as kids who get that in home or in the community. We could look at how to keep that going throughout school. What support can we offer families and kids? There are a lot of different models to research."

The list goes on

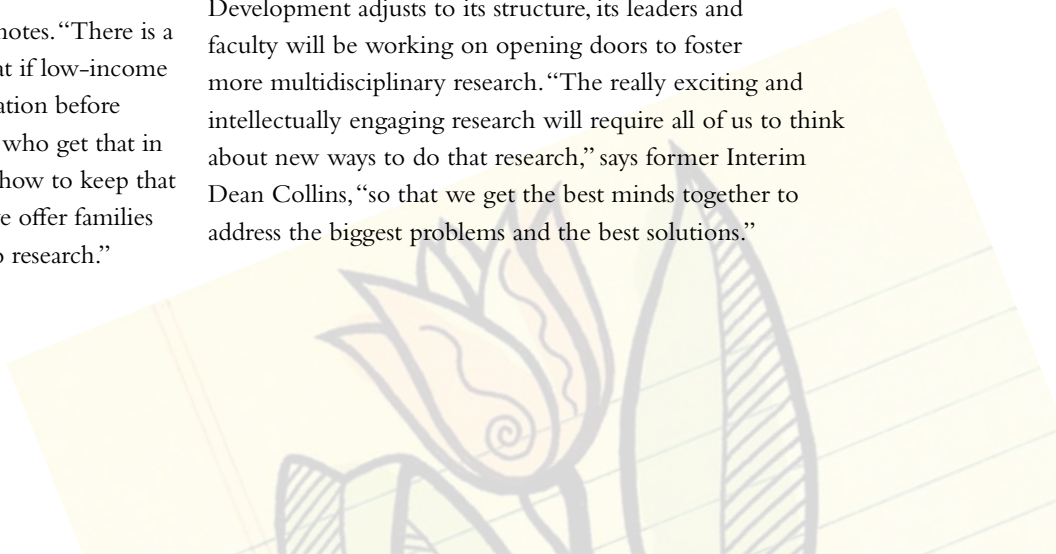
Quam says the most productive multidisciplinary research will probably come from two areas of strength in the School of Social Work: violence prevention and child welfare.

The school has three centers that focus on violence prevention, and Quam believes her faculty could initiate multidisciplinary research regarding violence and its effect on children's ability to learn. "We think children's school performance goes down when there is violence in the family or the family is being disrupted," she says. "That's an area where we can contribute."

In child welfare, multidisciplinary research is underway already between the School of Social Work and the other units in the new College. One example involves Elizabeth Lightfoot, assistant professor of social work, and researchers in the collegewide center, the Institute on Community Integration. They are studying children with disabilities in the child welfare system and how they are treated. Quam envisions more collaborative research among social work faculty and others in child development, curriculum and instruction, or educational psychology.

In talking with social work students and alumni, Quam hears many comments about how social workers don't toil in a vacuum after graduation. They often work closely with teachers, nurses, early childhood educators, parents, and others. So educating them from a social work perspective alone isn't as useful as taking a holistic approach. The same goes for research, she adds. Looking at an issue from the point of view of only one discipline would turn out an answer that's far from comprehensive.

As the new College of Education and Human Development adjusts to its structure, its leaders and faculty will be working on opening doors to foster more multidisciplinary research. "The really exciting and intellectually engaging research will require all of us to think about new ways to do that research," says former Interim Dean Collins, "so that we get the best minds together to address the biggest problems and the best solutions."





Starting fresh

NEW TITLES, NEW NAMES, NEW COLLEGE HOME

The new College has four chairs among the nine departments who are “new” in one way or another. Heidi Barajas (top left) is new to the role and heads a newly created department.

Ken Bartlett (top right) is new to the role, heading a department that existed in the old College but which has a new name.

Jan McCulloch (lower left) and Jean Quam (lower right) are not new to their roles nor are their departments new, but they have moved from a college whose departments were divided into three different colleges and theirs landed in this new College of Education and Human Development.

This is a welcome to them all, whatever form their “newness” takes.

Heidi Barajas

Heidi Barajas, chair of the new Department of Postsecondary Teaching and Learning (PsTL) pictures many possibilities for PsTL in the new College of Education and Human Development: a new major in disability studies, bringing service learning to a wider audience, and a focus on multidisciplinary teaching and research, to name just a few.

The closure of General College and its reformation as PsTL has not come about without pain and a strong sense of loss. Fear that the college’s closure would mean an end to the University’s support of broad access to higher education has not totally died away. But the new chair is positive.

“I’m excited about this on multiple levels,” says Barajas, an associate professor of sociology on the PsTL faculty. “I see many of the issues on students’ success and access that we did in General College now being discussed and spilling out across the University. It was always there, but I don’t know that our voice was listened to—it was considered a highly specialized area with a unique population.”

Barajas predicts that the work of PsTL faculty on developmental education will have a bigger platform in the new College. She is thrilled about more opportunities for collaboration between faculty and that these alliances will happen more easily and organically with everyone housed in the same college.

Collaboration has been important to Barajas throughout

her career. After earning bachelor’s and master’s degrees from the University of Utah, she came to the University to get a Ph.D. in sociology. In 1999, Barajas joined the General College faculty at the behest of Terry Collins, then director of academic affairs and later interim dean of both General College and the new College of Education and Human Development.

“I didn’t think I would find a fit anywhere. I am a critical sociologist who also does considerable outreach to communities, and I do service-learning in the classroom. I am a woman of color doing research on race. I thought all those things together wouldn’t work,” she says. “But they wanted everything I did and thought it was a good thing, not a drawback.”

She focuses her research on race, class, and gender issues in public schools. Last year she was part of a research team from the Center for Applied Research and Educational Improvement, a collegewide center in both the previous and new College of Education and Human Development. They did a five-year project to transform school counselors into academic advocates for students.

“We are in a time of really exciting change because we can decide how that change can happen,” she says. “We are a department now, and we have opportunities to do things in collaboration within the new College that we might not have allowed ourselves to do before. That comes from both sides.”

—Suzy Frisch



Ken Bartlett

Ken Bartlett, the new chair of the Department of Work and Human Resources Education (WHRE), opened this year's fall department retreat with a slide show of New Zealand sunrises. "Brand New Day," a pop song by Sting, played in the background. Bartlett explained that New Zealand, where he grew up and attended college, is among the first countries to see the sun rise across the international dateline. "We greet the new day before anyone else in the world," he said.

A brand new day is a good metaphor for Bartlett's vision for WHRE. The department has a new name, they belong to a newly reconstituted college, and they are looking forward to leadership from a new dean. "Perfect" is how Bartlett describes the new department name. "It aligns us to the broader field of study on the international stage. We are positioned to assume world leadership around research, teaching, and outreach in the areas of education for and about work."

Bartlett's own research is generating useful knowledge for employers. He has discovered that employees who have access to and participate in training and professional development feel more commitment to their employer. Previous research showed how professional development could improve employee productivity. Bartlett's findings broaden understanding of the benefits of workplace training and development.

Bartlett also is studying alternative models for career and vocational preparation. He has studied training and development policy and practices in nations around the Pacific Rim. In the United States he is researching the relative advantages and disadvantages of technical professionals earning degrees in their field versus completing industry-led certification programs.

Recognizing how emerging providers change competition and opportunities for work and human resources education will be essential in the coming years. "Postsecondary and workplace learning is accepted and supported in the United States," Bartlett says, but he does not take that status for granted. An increasing number of non-traditional education pathways to careers and career advancement exist. "We need to look at the effectiveness and efficiency with which we do our core work," he observes.

Bartlett came to the University of Minnesota in 1999 from the University of Illinois where he completed graduate studies. "I'm excited to be here," he says about becoming chair after only seven years in the department. With all the recent changes he sees an opportunity for building a new department.

As part of its strategic planning, WHRE will consider new programs for incoming freshmen. Bartlett says, "We can offer a quality education. Freshmen interested in our content will gain great value from our programs. We have a very talented faculty.

"We need to build on our proud history of providing world-class vocational and technical education. With our new name and the other changes occurring in the College and University we embrace our history, while we move on. This is a brand new day."

—Robert J. Utke

Jan McCulloch

For Jan McCulloch, chair of the Department of Family Social Science, the road to higher education was not a direct one. She started out as a vocational home economics teacher, moving often with her husband, a career military pilot. For a few years, they left the military to run a dairy farm. "We milked 120 cows a day, grew all of our own food, and it was a really interesting, enlightening experience," says McCulloch.

Shortly after, life changed drastically when, while living in Germany after rejoining the military, McCulloch's husband died of a heart attack. At 36, with a young son, McCulloch headed back to school, ending up with a Ph.D. and a position on the faculty at the University of Kentucky.

"I was in my mid-40s before I had a real job in higher education, yet I don't think I'm different from a lot of women of my era—you figure it out as you go and take advantage of opportunities as they arrive."

McCulloch describes herself as "a true egghead" who likes to consider the broader questions of aging, focusing on factors that impact the health of the rural elderly. For 20 years, she has studied many factors in rural life that impact health outcomes in later life, such as lower levels of formal education, fewer number of job opportunities, greater job risks because of dangers associated with farming, and geographical isolation from health services.

“At the same time, there is this ethos of great independence—of being able to manage with what you have—making it less likely for rural elders to seek healthcare,” she explains. “Many tell me they want to die on the tractor.”

McCulloch’s recent work looks at depression. Many older Americans, not just in rural areas, have been hesitant to identify and accept the diagnosis of depression. “In our study of older farmers, they didn’t even want to answer questions about depression. They said it didn’t have anything to do with farming,” says McCulloch. “Yet the proportion of depression among farmers matched the prevalence rate for the overall elder population.”

McCulloch sees her career as very balanced between service to professional organizations, teaching, and research. Currently, she is vice chair of the Metropolitan Area Agency on Aging, an organization that works to improve the quality of services for older adults.

About the department’s new home in the new College of Education and Human Development, McCulloch says, “It has been a real loss to see our nationally-ranked College of Human Ecology come to an end—all my degrees are from colleges like that.” At the same time, there is a real excitement about opportunities for new collaborations. “The new arrangement opens up unlimited possibilities for multidisciplinary work,” she says, “and we’re all excited to see the promise of that work unfold.”

—*Mary Beth Leone-Getten*

Jean Quam

Jean Quam, director of the School of Social Work, has spent 25 years studying marginalized elderly—old women, the chronically mentally ill, and older sexual minorities.

Born and raised in North Dakota, Quam spent several years as a social worker before completing a Ph.D. in social welfare at the University of Wisconsin, Madison, in 1981. She was recruited to teach at Minnesota that same year and became an early pioneer in the study of older lesbian and gay adults, often struggling for funding in a little-studied, sometimes controversial area.

Through years of research, Quam has discovered that “older gays and lesbians are concerned about mostly the same

issues as everyone else—having enough money, a good place to live, health, and people they care about around them as they get older. Those who have really embraced their sexual orientation often have an easier time with aging than the rest of the population because they have already dealt with significant change through the ‘coming out’ experience,” Quam says.

In 1991, Quam became both a full professor and director of the School of Social Work. That same year, Quam and her partner adopted their first child, an infant son named Jaime, from Peru, followed in 1994 by son Sam, now 12, adopted as an infant from Paraguay.

Quam seems most proud of the ways in which her work has been put into action to improve lives. Early in her career at the University, Quam and a group of faculty partnered with Hennepin County to design a new residential care model for older adults who had been mentally ill their whole lives, since none of the job-skills/independent living programs fit the needs of retirement-age people. In addition, she has led efforts to get more trained social workers into rural areas of the state.

In 2001, Quam was one of 10 faculty and staff to receive the University’s Breaking the Silence award, after filing a discrimination complaint that led to equitable domestic partner benefits for GLBT faculty, staff, and students at the University.

“I value the absolute importance of relationships—in my research, with my colleagues, in my life,” says Quam. “My door is always open, and I work hard to create a work environment that is family friendly.”

As for the School of Social Work’s transition to the new College, Quam knows one of the biggest challenges is the size and complexity of the College. “It takes an extraordinary amount of effort to keep faculty together when they are physically in different locations—but there is a lot we can do with technology and incentives to motivate faculty to work together and to teach together across disciplines.

“We can build wonderful connections that cover the full lifespan around child welfare, connecting communities and families to schools, adoption issues... It will be exciting to see the range of new ideas and projects we develop together.”

—*Mary Beth Leone-Getten*

CLOSING THE ACHIEVEMENT GAP: The promise of afterschool programs

As Minnesota's student population diversifies, educators are faced with the daunting task of finding cost-effective ways to narrow the gap between highly prepared students and the underprepared.

Through no fault of their own, underprepared students often experience an array of learning obstacles. For instance, one student may face challenges as a recent émigré from a Thai refugee camp, another may miss inordinate amounts of school due to asthma or some other chronic

condition, and a third child may receive only minimal parental support. Obstacles like these force children to run not only at the same pace as their more advantaged peers, but actually require that they run faster to arrive at the finish line at the same time—whether that finish line is some form of testing or graduation.

As a large, urban district, St. Paul Public Schools experiences the achievement gap acutely. Its student population is highly mobile, ethnically diverse, and reflects a high level

of poverty within the community. Schools in St. Paul must also address the needs of English language learners as these students work to develop language proficiency.

A group of researchers from the College's Center for Applied Research and Educational Improvement (CAREI)—Timothy Sheldon, Ashley Lewis, and Michael Michlin—examined how an afterschool program in the St. Paul district impacted academic achievement. The program was built from grants from federal



PHOTO: Jupiter Images

funds available through the 21st Century Community Learning Centers.

“We wanted to understand the relationship between regular participation in these afterschool programs and students’ academic performance and student behavior. In particular, we were interested in measurable outcomes, such as tests scores, grades, attendance, and discipline rates,” Sheldon says.

To do that, they created two groups with nearly identical characteristics. One group, the control group, never participated in the afterschool program during the three years of the grant. The other group was composed of students who were regular participants for at least the last two years of programming.

The research showed the effectiveness of increased afterschool programming. The results included: **Standardized tests.** Participants demonstrated continuous improvement across the years, particularly in math, while the control group showed uneven or falling scores. On average, participants began with lower average test scores prior to programming, but achieved higher averages in reading and math during years two and three.

School attendance. Participants experienced dramatically better school attendance, with participants attending 18 more school days and missing 10 fewer school days than their non-

participant counterparts. Middle school participants missed 17 fewer days of school than non-participants.

Grades. Participants generally received better marks in English and math.

Behavior. Teachers reported that four out of five students showed improved habits and skills consistently associated with better academic performance, classroom behavior, and improved academic work; discipline records, however, show no significant differences.

Sheldon believes more longitudinal research is needed to determine whether these findings will persist over time, but he believes the research makes clear that regular participation in the afterschool program has had desirable effects on students. “The successes found with middle and junior high students are especially encouraging, since this period is critical to students’ academic future,” Sheldon says.

Overall, the gains in student achievement and school attendance suggest that afterschool programming has a beneficial effect on students who regularly participate, especially when that participation continues over several years.

“This study is particularly important in light of the No Child Left Behind legislation,” Sheldon adds. “In this era of accountability, schools are seeking research-based evidence for the educational programs that they want to implement or continue.”

The benefits to school districts, students, and families include making headway in narrowing the achievement gap, increasing school attachment for at-risk youth, and efficient use of resources (teachers, buildings, and community organizations).

“In this era of accountability, schools are seeking research-based evidence for the educational programs that they want to implement or continue.”

“Since these valuable resources are already present in the community, afterschool programs like this one in St. Paul are also extremely cost-effective,” Sheldon concludes. “For these reasons, it seems clear that afterschool programming, particularly for struggling schools, is one additional pathway toward achieving academic equity in American public schools.”

Appointed

Darlyne Bailey, dean

Ryan Warren, chief of staff

Fred Clayton, facilities coordinator

We welcome five new faculty to the College this year. The following people began their appointments this fall:

Hee Yun Lee, assistant professor, social work; elder mistreatment, family violence, aging and mental health, subjective well-being and immigration, alcohol use among Asian American/Pacific Islanders, development of culturally competent measurement and intervention programs; Ph.D., University of California, Los Angeles

Tamara Jo Moore, assistant professor, curriculum and instruction; mathematics education; Ph.D., Purdue University

Thomas Swiss, professor, curriculum and instruction; new media, Web-based digital literature, culture and teaching; M.F.A., University of Iowa

Two faculty will begin their appointments in January:

Xiaoja Ge, professor, child development; social development/developmental psychopathology, cognitive development, social development in children and adolescents with integrated biological, social contextual, and psychological development perspectives; Ph.D., Iowa State University

Ross VeLure Roholt, assistant professor, social work; youth work in contested spaces, youth civic engagement, participatory models of youth development; Ph.D., University of Minnesota

Promotions

The following faculty have been promoted to associate professor with tenure:

Nicola Alexander, educational policy and administration

Michael Goh, educational psychology

Leon Hsu, postsecondary teaching and learning

Joan Hughes, curriculum and instruction

Elizabeth Lightfoot, social work

Kathleen Thomas, child development

Sherri Turner, educational psychology

Zha Blong Xiong, postsecondary teaching and learning

The following faculty have been promoted to full professor:

James Stone, work and human resource education

Marlene Stum, family social science

Baiyin Yang, work and human resource education

Retired

William (Del) Adamson, *associate professor of arts, communication, and philosophy, General College; 36 years at the University*

While at General College, Adamson taught an array of subjects including arts appreciation, literature, world religions, film, business communication, writing, children's literature, Greek mythology, and conflict resolution. Adamson is an alumnus of the University, having received a Ph.D. in English literature.

William Ammentorp, *professor of educational policy and administration; 40 years at the University*

From 1994 to 1997, Ammentorp served as chair of Educational Policy and Administration and was director

of the University Council for Educational Administration's Center for International Development in Educational Administration. Since 1993, Ammentorp was codirector of the Leadership Academy, the only program in the Midwest geared toward preparing faculty leaders for two-year colleges. Ammentorp has focused his research on the design of two-year college structures and the growing phenomena of community colleges as engines of social-economic development.

JoAnne Buggiey, *lecturer, Curriculum and Instruction; elementary education; 31 years at the University*

Buggiey made many contributions as a member of professional organizations, presenter, and author, but she is best known as a teacher who practices what she teaches. Her classroom style of modeling best practices in teaching has been well-loved by students.

Terry Collins, *interim dean and professor, writing and literature, General College; and interim dean, College of Education and Human Development; 30 years at the University*

Collins received numerous distinctions during his time on the General College faculty, including the Alfred L. Vaughan Service Award in 2004, the President's Award for Outstanding University Service in 2002, the Morse–University Alumni Distinguished Teaching Professor of Communication, Horace T. Morse–Alumni Association Award for Contributions to Undergraduate Education, University of Minnesota–Bush Foundation Teaching Excellence Project Resource Teacher, and for three years received the faculty service award from the University's office for students with

disabilities. His teaching and research interests include basic writing, disability studies, and the role of emerging technologies in higher education.

In GC, Collins served as head of the Division of Arts, Communication, and Philosophy; director of the Center for Research on Developmental Education and Urban Literacy; director of Special Services for Disadvantaged Students; director of the Learning Disabled Writers Project; coordinator of the Writing Program; co-coordinator of the University's Bush Faculty Development Program on Excellence and Diversity on Teaching; and director of academic affairs and curriculum.

Although preparing for retirement, Collins stepped in as interim dean of General College in July 2005, and then as interim dean of the College of Education and Human Development in July 2006.

Patricia Finstad, *director, University of Minnesota Child Care Center; 24 years at the University*

Finstad, a national and statewide leader in early childhood development, has received the University of Minnesota President's Award for Outstanding Service, and she was named Child Care Director of the Year by the National Association of Campus Child Care in 1999.

Michael Graves, *professor of curriculum and instruction; literacy/reading education; 35 years at the University*

Graves has numerous publications and presentations to his name—including more than 40 books and book chapters—and has served as editor and reviewer for a variety of publications and organizations. His research focused

on comprehension instruction, vocabulary learning and instruction, and developing practical resources for teachers.

Jan Hogan, *professor of family social science; 30 years at the University*

Hogan retired in June, after serving as interim dean of the College of Human Ecology (CHE) from Jan. 1–June 30, 2006. Hogan served as an associate dean in CHE and was department head of family social science. She was president of the National Council on Family Relations and chair of the Family Economic Management section of the Association of Family and Consumer Sciences. Hogan received the Outstanding Faculty Award and the Dean's Award for Outstanding Service.

Marva Iglesias, *senior accountant, Social Work; 25 years at the University*

After more than two decades of dedicated service, Iglesias retired in August, returning to her native country of Panama.

Peter Kahn, *assistant professor, General College; 30 years at the University*

Kahn joined the General College faculty in 1976. During his time at General College, Kahn taught introductory law and government/politics classes to undergraduates. His expertise focuses on civil/criminal law; legal practice; and law, government, and politics.

Alice Maday, *lecturer, Curriculum and Instruction; early childhood and elementary education; 10 years at the University*

Maday received a Ph.D. from the College in 1999. She managed an Early Intervention Reading program of the College in two metro area public schools.

Leo McAvoy, *professor of kinesiology; 33 years at the University*

McAvoy is an alumnus, having received a Ph.D. from the College in 1976. He served as head of recreation, park, and leisure studies for many years, and was acting director of the School of Kinesiology and Leisure Studies in spring 1994. McAvoy has received almost 20 awards during his time at the College, including the College's Distinguished Teaching Award.

Florence Nehasil, *administrative support/senior secretary, Curriculum and Instruction; 20 years at the University*

Nehasil contributed valuable administrative support to the Department of Curriculum and Instruction, providing reliable, excellent support to the department chair. She received a Civil Service Staff Award in recognition of her service.

Robert Pickert, *assistant professor of kinesiology; 35 years at the University*

Pickert worked on the Waseca campus from 1971 until it closed in 1991, where he was head coach for the men's basketball and women's softball teams. He also has served as coordinator of undergraduate advising and coordinator of the physical activity program.

Honored

Five out of the seven recipients of the University-wide President's Faculty Multicultural Research Award are faculty in the new College: **Kenneth Bartlett**, work and human resource education; **Rashné Jehangir**, postsecondary teaching and learning; **Michael Rodriguez**, educational psychology; **Maria Sera**, child

development; and **Catherine Solheim**, family social science.

Jean Bauer, professor of family social science, was named a fellow in the National Council on Family Relations.

Karen Cadigan, director of outreach and public policy for the Center for Early Education and Development, received the President's Student Leadership and Service Award and the Mary A. McEvoy Award for Public Engagement and Leadership for 2005–06.

Dante Cicchetti, professor of child development, received the Urie Bronfenbrenner Award for Lifetime Contribution to Developmental Psychology at the American Psychological Association Convention in New Orleans.

John Cogan, professor of educational policy and administration, was honored by Sukhothai Thammathirat Open University, Thailand, with the Honorary Doctorate in Education. Cogan is the only non-Thai citizen to receive the award this year.

Julia Conkel, Ph.D. student in educational psychology, received the Minnesota Career Development Association's Sunny Hansen Award, named for alumna and Professor Emerita Sunny Hansen.

Natalie Darwitz, kinesiology student, was on the Women's Olympic Ice Hockey Team.

Joan Garfield, professor of educational psychology, received the University Award for Outstanding Contributions to Postbaccalaureate, Graduate, and Professional Education. Garfield, along with 15 other Horace T. Morse University of Minnesota

Alumni Association Award winners from past years, was inducted into the Academy of Distinguished Teachers last September.

Michael Goh, associate professor of educational psychology, received the College's Distinguished Teaching Award last spring. Goh also received the Distinguished Leadership in Psychology and Mental Health award from the Minnesota Psychological Association in October.

Harold Grotevant, professor of family social science, has been named to the Evan B. Donaldson Adoption Institute Senior Research Fellows Program. The institute is known as the preeminent research, policy, and education organization in its field.

Debra Haessly, administrative director in the School of Kinesiology, received a 2006 Civil Service/Bargaining Unit Staff Award.

Rachel Halvorson, **Amy Kurowski**, **Lucy Luu**, and **Arly Piri**, all from the Institute on Community Integration, received the 2005 Outstanding Service Award for Civil Service and AFSCME support staff.

Betty Jo Johnson, development office executive assistant, and **Mary Jo Kane**, School of Kinesiology director and Tucker Center executive director, each received the 2006 President's Award for Outstanding Service.

Judith Lambrecht, associate professor of work and human resource education, received the Russell J. Hosler Award in Business Education at the fall conference of the Wisconsin Business Education Association.

Pam Matti, Student & Professional Services, received the Distinguished

Service Award for outstanding and significant contributions to the Minnesota Colleges and Universities Career Services Association.

Gary McLean, professor of work and human resource education, was inducted into the International Adult and Continuing Education Hall of Fame.

Josef Mestenhauser, emeritus professor of educational policy and administration, received the University's first Global Engagement Award.

Randy Moore, professor of postsecondary teaching and learning, received the National Association of Biology Teachers 2006 Four-Year College Biology Research/Teaching Award.

Frank Symons, associate professor of educational psychology, received the Council for Exceptional Children's Early Career Research Award.

Kathleen Thomas, associate professor of child development, has won the McKnight Presidential Fellow Award. Only five other faculty at the University were so honored this year.

Michael Wade, professor of kinesiology, was acknowledged in a report of the American Academy of Kinesiology and Physical Education (AAKPE) for his outstanding contribution to the field of motor development; he is ranked in the top six nationally for a number of citations in this area.

Transitions

Two faculty have moved from General College/Postsecondary Teaching and Learning to other units in the College. **Robert delMas** has moved to

Educational Psychology, and **Katy Gray Brown** has moved to Social Work.

Two faculty from General College/ Postsecondary Teaching and Learning have moved to other units within the University—**Mark Pedelty** to the School of Journalism and Mass Communication and **Geoffrey Sirc** to the Department of English.

Laura Abrams has left her position as assistant professor of social work for a position at UCLA.

Charles Nelson, professor of child development, has joined the faculty at Harvard University.

Corliss Outley, assistant professor of kinesiology, has joined the faculty of Texas A&M. Last spring Outley received the 2006 University of Minnesota Outstanding Community Service Award, as well as the College's community service award.

David Rapp, assistant professor of educational psychology, joined the faculty of Northwestern University. Rapp was honored last spring as one of 10 recipients of the 2006–08 McKnight Land-Grant Professorship.

Christine Wotipka has left her position as assistant professor of educational policy and administration for a position at Stanford University.

In memoriam

Andrew (Chick) Ahlgren, *professor emeritus, science education; died April 23, 2006, at age 70*

Ahlgren was a prominent science educator, a key member of Harvard University's Project Physics team during the 1960s, and former associate director of the American Association for the Advancement of Science's Project 2061 scientific literacy initiative. He coauthored the seminal 1990 book, *Science for All Americans*. More information about Ahlgren's distinguished career and a place to share personal memories can be found at www.aaas.org/news/releases/2006/0703ahlgren.shtml.

Jill Barnum, *professor, literature and writing, General College; died in October 2006, at age 59*

Barnum joined the General College faculty in 1978, after receiving a Ph.D. in 19th Century American literature from the University of North Dakota. Barnum was recognized as a Morse–University Alumni Distinguished Teaching Professor of Literature and Writing and received the 2006 College of Continuing Education Distinguished Teaching Award. Barnum was director of graduate studies for the College of Continuing Education's master of liberal studies program. Among her many scholarly works are three books on Herman Melville and the literature of the sea.

Mary Lampe, *associate professor of physical education (B.S. '44); died June 15, 2006, at age 84*

Lampe began her more than 40-year career at the University in 1944 as director of the University High School Program for Girls, and teaching classes in the College's Department of Physical Education for Women. Lampe founded the first golf team for women students at the University and was the main supervisor for physical education student teachers.

Martin Snoke, *professor of counseling and student personnel psychology (Ph.D. '55); died in September 2005, at age 91*

During his time at the University, Snoke held several leadership positions including associate dean of students for the University and coordinator of counseling and student personnel psychology. Snoke was influential in the development of student personnel services on the University's Twin Cities campus and had many distinguished advisees.

James Stochl, *professor emeritus of mathematics education (Ph.D., '63, education; B.S., '55, education); died Sept. 3, 2005, at age 74*

Stochl retired in 1998, after 40 years on the faculty. Among his professional achievements and service, he was president of the Minnesota Council of Teachers of Mathematics in the late 1960s. Before joining the faculty, Stochl taught mathematics at University High School, 1955–58.

let's connect!

Recognizing that professional growth is ongoing, personally driven, and multidirectional, we are committed to creating opportunities where educators from a wide variety of backgrounds can share their knowledge and interests in a supportive, collegial environment.

Verne Allee, a knowledge management thought leader who spoke at a program sponsored by the **Urban Leadership Academy** of the College, has pointed out that intangibles—the non-contractual knowledge and relationships people build—are at the heart of any human activity. Perhaps nowhere is this more true than in the education field. Practitioners, researchers, and community members all have valuable and unique insights that enrich our discussions, with sometimes unexpected and inspiring results.

We invite you to suggest discussion group ideas. You also can become involved with groups that have already formed (see below). For up-to-date information on discussion group events and other professional development options, please contact cpstudy@umn.edu, 612-625-5060, or visit education.umn.edu/CPS.

The Horizon Forum – Now in its second year, this discussion group focuses on the role of innovation and the future of PK–17 education in Minnesota. Face-to-face lunch discussions are held periodically throughout the year, along with an ongoing online discussion at www.educationfutures.com/horizon. Educational policy and administration professor and futurist Arthur Harkins led an inaugural discussion in April. You can find a log of the event at the Horizon Forum Web site (see above). This year's topics include focusing on human capital development, supporting PK–17 education, and innovative learning by leveraging advanced technologies. To find out when the next meeting is scheduled, e-mail John Moravec at moravec@umn.edu.

The Cultural Competence Advisory Board – Now in its third year, this discussion group focuses on issues of cultural competence and how to address the achievement gap and diversity. Lunch meetings are scheduled periodically throughout the year. Last year, Heidi Barajas, chair

of Postsecondary Teaching and Learning, presented “Creating Spheres of Freedom,” a discussion about how all spaces are multicultural and that spaces are often racialized. This year's first meeting featured “Reforming Our Schools: A Transformational and Systemic Approach.” To find out more about this discussion group, e-mail Holly Emert at emer0102@umn.edu.

Upcoming professional development workshops

Reading, Math, and Science Instructional Strategies for Diverse Students, Jan. 18, 2007

Engaging Families and Students from Post-Conflict Countries: Cultural and Educational Perspectives, Jan. 25, 2007

Becoming a Global Educator: Practical Ways to Connect Teachers and Students Across Cultures and Virtual Landscapes, Feb. 22, 2007

School Finance Elections
1 cr or CEUs; Jan. 20 (9 a.m.–3:30 p.m.), Jan. 24 (5–8 p.m.), and Jan. 31 (5–8 p.m.)

Special Education Law: Framing the Future for All Societies
1 cr or CEUs (March 2007)
contact Ann Werner at 612-626-8647

Carole Gupton
director, Continuing Professional Studies



Isn't life grand?

That's the way the Education and Human Development Alumni Society board members felt on Sept. 15, when the society was presented with the Grand Gold Award from the University of Minnesota Alumni Association (UMAA). The alumni society is very proud of this prestigious award. Thanks to the many board members and volunteers, past and present, who have contributed to our success.

With the creation of the new College of Education and Human Development, the College's alumni ranks now are 65,000 strong. Of that number, close to 6,000 alumni have chosen to become members of the UMAA. This past spring the Education and Human Development Alumni Society was reorganized to include alumni representatives from the former General College, and the Department of Family Social Science that was part of the former College of Human Ecology. As part of this new organization we have created legacy committees for General College and the College of Human Ecology.

Bringing together alumni from the nine departments of the College will be a priority for the alumni society this year. Please join the association if you are not already a member.

This is an exciting time for the College. As alumni we stand ready to assist the College in attaining its goals.

Adele Munsterman

Adele Munsterman, M.Ed. '99
president, Education and Human
Development Alumni Society

1930s

Erling O. Johnson (M.Ed. '38), former superintendent for the Anoka-Hennepin School District and former commissioner for the Minnesota Department of Education, died March 31 in St. Paul at age 96.

1940s

Lorimer (Lory) Robinson Palmer (M.A. '48) has passed away. Palmer was a high school principal in St. Charles, Minn., and then became principal of Deephaven Junior High School in the Minnetonka Public School system in 1964. Palmer worked as an educational administrator in Minnetonka until his retirement in 1986. He was a progressive thinker and innovative educator with an unflinching commitment to children and quality education.

Clifton E. French (M.Ed. '49) died Jan. 7, 2006. French was superintendent of the Hennepin County Park Reserve District for 22 years. During that time, French grew the Park District from 1,400 acres to more than 24,000 acres by his retirement in 1984. French is also credited with influencing the creation of the Twin Cities Metropolitan Regional Park System. At the time of his retirement, the park district's Board of Commissioners announced a new 300-acre park on Medicine Lake would be named the "Clifton E. French Regional Park." French received the University's Outstanding Alumni Award in 2003.

Frances M. Kidd (M.A. '49) passed away July 17. Kidd was a pioneer in girls' sports and worked hard to create opportunities for girls' athletics on

the local, regional, and national levels. Providing significant leadership in the Minneapolis Public Schools as a consultant in physical education, 1952-72, Kidd also served as a member of the Women's Advisory Committee for Girl's Athletics of the Minnesota State High School League. Kidd was a representative for the First National Leadership Conference for Girl's and Women's Sports.

1950s

Robert (Bob) A. Hanson (Ph.D. '58) died Jan. 9, 2006. Hanson was the former president of Winona State University.

Kurt Reichert (Ph.D. '59) passed away on May 14. Reichert was the fifth president of the National Association of Social Workers and helped spearhead the association's involvement in the civil rights movement.

Irving Rein (B.S. '59), professor of communication studies at Northwestern University, has published with coauthors *The Elusive Fan: Reinventing Sports in a Crowded Marketplace* (McGraw-Hill).

1960s

Rosemary Heille (B.S. '63) was recognized for her volunteerism by receiving the St. Margaret's Alumnae Association's 2005 Alumnae Citation Award.

Jermaine (Jerry) D. Arendt (Ed.D. '67) died April 21. Arendt spent 20 years as the consultant in modern languages for the Minneapolis Public Schools and was one of the founders of the Concordia Language Camps.

Julie Kay Webster (B.S. '69) died July 30. Webster was a primary teacher in the Minnetonka School District for 21 years. Most recently, she taught second grade at Excelsior Elementary School.

1970s

Maurice W. Britts (M.Ed. '71) has passed away. Britts taught for more than 20 years at Metropolitan State University in St. Paul. He was a lifelong educator, community activist, poet, and writer. Britts' words and actions complemented his commitment to education.

John Rohwer (B.S. '71), professor of health and physical education at Bethel University, St. Paul, for 20 years, received the 2006 Central District Scholar Award from the American Alliance for Health, Physical Education, Recreation, and Dance.

Gerald Christenson (Ph.D. '72) died Jan. 30. Christenson was an architect of the "Minnesota Miracle" tax reforms that evened out disparities in Minnesota school funding. Christenson also was chancellor of the state's 21 community colleges and retired in 1992.

Marjorie L. Neihart (Ed.D. '72) died Feb. 1. Neihart was the first woman to serve as an assistant principal in St. Paul Public Schools.

Dorothy Van Soest (M.S.W. '75) was the recipient of the 2006 College of Human Ecology's Legacy Society Award.

Daryl J. Orris (Ph.D. '77) is teaching public relations and advertising at Hong Kong Baptist University at the School of Communication as a visiting scholar. Orris has owned two advertising agencies: AdWorks

in San Francisco and Viking Creative Concepts in Minneapolis.

G. Michael Pressley (Ph.D. '77) died May 26. Pressley was a professor of education and psychology and the director of the Literacy Achievement Research Center at Michigan State University in East Lansing. Publishing more than 350 articles, papers, and books, Pressley was one of the nation's foremost reading researchers and a prolific writer and speaker on the subject. Pressley was named one of the College's 100 Distinguished Alumni.

Ruth Jewson (Ph.D. '78) died June 13. Jewson was the longest-serving executive director of the National Council on Family Relations. In 1970, she planned the first White House Conference on Children and Youth and was key in the council's role with the Coalition of Family Organizations, which helped inform legislators on family issues in the 1970s. The Minnesota Council on Family Relations named its Distinguished Service to Families Award in her honor.

Doris Barry (M.S.W. '79) passed away on June 25. Barry was a leader in the mid-1980s in getting social work licensing in Minnesota and she served on the first Board of Social Work in 1988.

1980s

Linda Storlie (M.A. '80) has been honored as Teacher of the Year 2005 for the Farmington School District. Storlie has been a Farmington educator for 16 years. In 1990, she was named Minnesota Autism Teacher of the Year.



Grand Gold Award!

The College of Education and Human Development Alumni Society received the Grand Gold Award from the University of Minnesota Alumni Association in recognition of 50 years of accomplishments and successes in alumni relations.

Kristen M. Metz (B.A. '83) joined Gilead Sciences, Inc. as vice president of human resources.

Kathleen Blatz (J.D. '84; M.S.W., '78, social work) was honored with one of the 2006 Hubert H. Humphrey Public Leadership Awards. Blatz, former Minnesota Supreme Court Chief Justice, has given decades of service to Minnesota. The youngest chief justice in more than 100 years, Blatz was the first woman to lead the state's judicial branch.

Eileen Abrahamson (B.S. '85) was named District 191's 2006 Teacher of the Year.

Marsha Frey (M.A. '85) was appointed associate program director in the Office for University Women at the University of Minnesota with primary responsibilities for enrichment programming for women students.

1990s

Wendy Ambrose (M.S. '90) the executive director of the Minnesota Family Career and Community Leaders of America (FCCLA), has been named 2006 State Advisor of the Year by the FCCLA national association. Ambrose was nominated by Minnesota's Lieutenant Governor Carol Molnau, who noted that Ambrose has contributed to FCCLA by being a visionary and moving the state FCCLA association forward to become a leader in youth development in the state and the nation.

Gary Curn Alexander (Ph.D. '91) died in August 2005. At the time of his death he was professor of educational administration at the University of Idaho. Prior to beginning his graduate studies at the University of Minnesota,

he was a teacher, assistant principal, and principal of Falls High School, International Falls, Minn.

Steve Brock (M.Ed. '91) received a Ph.D. at the University of Nebraska in educational leadership. Supervisor of international languages for the Omaha Public Schools, he serves on several regional and national boards regarding language policy and teacher education.

Tony Bibus III (Ph.D., '92, social work) received the School of Social Work Alumnus of the Year Award at a ceremony on June 6. Bibus is chair of the Social Work Department at Augsburg College. He teaches B.S.W. and M.S.W. level courses and provides direct clinical supervision to Augsburg graduates.

Frederick (Ric) Dressen (Ed.D. '93) was named superintendent of Edina Public Schools. Prior to this position, Dressen worked as superintendent of Alexandria Public Schools and as superintendent of Waconia Public Schools, both in Minnesota. Dressen is an adjunct professor at St. Mary's University of Minnesota.

Gary Prest (Ed.D. '93) was named 2006 Minnesota Superintendent of the Year by the Minnesota Association of School Administrators. Prest has been superintendent for the Bloomington Schools since 1997.

David Reinking (Ph.D. '93) received the A.B. Herr Award from the College Reading Association for his extensive contributions to reading education.

Karen Teff (M.Ed. '93) a teacher in Deer River, Minn., won a Milken Family Foundation National Educator Award. Up to 100 of the awards are conferred nationally by the California-based foundation.



The School of Social Work Alumni Society (SSWAS) is looking forward to the coming year with energy and enthusiasm.

The society's goals are to organize the SSW alumni; promote fellowship among teachers, practitioners, and friends of the social work profession; promote excellence in the teaching and practice of social work; and facilitate programs and alumni involvement.

Current SSWAS board members offer expertise in the practice of social work within state and county government, nonprofit foundations, and long-term healthcare and child welfare agencies. We were very pleased to have our first University of Minnesota B.S.W. representative join the board last year.

Board members are extremely interested in student recruitment, diversity, and creating supportive connections between alumni and students.

This year we will be sponsoring continuing education events to highlight the innovative and excellent research being done by SSW faculty and to identify ways to support excellence in practice. We also are very excited about the upcoming SSW 90th anniversary and will celebrate the history, present, and future of our school.

Society members are our most valuable resource! We would especially like to hear from members of the Moorhead and Rochester graduating classes. If you are interested, please contact me, sarawz@aol.com.

Sara Zoff, M.S.W. '02
president, School of Social Work
Alumni Society

Diann Wilson (M.A. '93) wrote *The Other Blended Learning: A Classroom Centered Approach*, published by Pfeiffer in 2005. Wilson also was selected to speak on blended learning at the International Performance Improvement Conference in April in Dallas.

Penny Hammrich (Ph.D. '94) is the dean of education and professor of science education and the director of the Equity Studies Research Center at Queens College. The research center creates and examines avenues for equitable professional and academic opportunities for urban youth.

Larry Lundblad (Ph.D. '94) was selected as president of Central Lakes College, part of the Minnesota State Colleges and Universities system. Previously, Lundblad had served as senior vice president of academic affairs at South Central College.

A year's worth of Outstanding Achievement Awards



John Krumboltz

in common? They are all alumni of the College and have been honored with the University's highest award—the Outstanding Achievement Award.

John Krumboltz, Ph.D. '55, professor at Stanford University; **Antoine Garibaldi**, Ph.D. '76, president of Gannon University, Penn.; **P. David Pearson**, Ph.D. '68, dean of the Graduate School of Education at the University of California–Berkeley; and **Mary Brabek**, Ph.D. '80, dean of the Steinhardt School of Education at New York University, were honored in separate ceremonies this past winter, summer, and fall.

A counseling psychologist, a university president, and two deans—what do they all have

Krumboltz, an internationally-recognized leader in the field of counseling psychology received his award March 23 and treated the audience to a lecture on his recently-published book, *Luck Is No Accident: Making the Most of Happenstance in Your Life and Career*.

Pearson, a nationally known scholar in reading instruction and literacy, received his award May 5. Pearson also is a member of the College's advisory council.

The first African American president of Gannon University, Garibaldi is known for his research on and advocacy for the postsecondary education of African American students and was honored May 31.

Brabek, whose research focuses on ethical development, gender and culture, and interprofessional collaborations, received her award October 20. Hats off to these outstanding alumni!



Roger Johnson (professor, curriculum and instruction), Antoine Garibaldi, and David Johnson (professor, educational psychology)



P. David Pearson



Dean Darlyne Bailey, Mary Brabek, and Regent Lakeesha Ransom

Barbara E. Sanderson (Ph.D. '95) executive director of Thriving Workplaces in Minnetonka, Minn., wrote *Talk It Out! The Educator's Guide to Successful Difficult Conversations*, published in August 2005. It is a practical guide to help educators communicate effectively about challenging issues in the workplace.

Eric Radtke (Ph.D. '97) was named executive vice president of administration for Cuyahoga Community College in Ohio. Radtke most recently spent nearly six years in the United Arab Emirates where he served as the chief planning, budget, and HR officer for the Higher Colleges of Technology.

Patricia Rogers (Ph.D. '97) has accepted the position of dean for the School of Education and Graduate Studies at Valley City State University, Valley City, N.D.

Lee-Ann Stephens (M.Ed. '97) was selected 2006 Minnesota Teacher of the Year. This honor reflects Stephens' outstanding accomplishments as a teacher and her dedication to children.

2000s

Shawn Smith (M.A. '02) has been hired by the Lincoln Hendricks-Ivanhoe Elementary School Board, Hendricks, Minn., as its new principal.

John Schultz (Ph.D. '06) was appointed interim superintendent for the Hopkins School District. Previously, Schultz was the district's director of teaching, learning, and technology.

We are all alumni of the new College— why not make it “official?”

As the late humorist Erma Bombeck commented in her syndicated column, “Once you are a parent you are never not.” Those words also ring true about being an alumnus or alumna of the University of Minnesota.

No matter where you are or what life brings—you, the University of Minnesota, and the College of Education and Human Development will always have a lifelong connection. Why not make the connection stronger by becoming a member of the University of Minnesota Alumni Association?

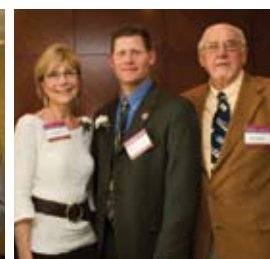
Your membership helps to support the

association's goals of advocating for the University at the state legislature, providing mentors for students, and supporting the University's goal of becoming one of the top three public research universities in the world.

A portion of your membership is allocated to our College's alumni societies to support initiatives for alumni and students. The next time you receive a solicitation to become a member, please join. And consider becoming a life member since once you are an alum, you are one for life! Call 1-800-862-5867 or visit www.alumni.umn.edu for membership information.



Alumni were honored at the May 5 alumni society awards celebration. Clockwise from left: Former Dean Steve Yussen with Mork Award winner Philip Cognetta and society president Erma McGuire; Geraldene Hodelin, Distinguished International Alumni Award honoree; Peter Pearson, recipient of the Larry Wilson Award, and Larry Wilson; William Gardner Award recipients Ann Little and Gregory Childs with Dean Emeritus Bill Gardner.



Call for nominations

Nominations are now being accepted for Alumni Society Awards for 2007. The Education and Human Development Alumni Society each year honors alumni who are outstanding in their field of work. Awards are the William Gardner Outstanding PreK–12 Educator Award, the Gordon M.A. Mork Outstanding Educator Award, and the Larry Wilson Award. Information about nomination criteria, nomination forms, and past recipients is available at education.umn.edu/alum or by calling the alumni relations office at 612-626-1601. The deadline for nominations is Jan. 31, 2007.

New /nju:/adj. & adv. 1. of recent origin or arrival
 2. renewed or reinvigorated
 3. different from a recent previous one 4. unfamiliar or strange

— *Oxford Encyclopedic English Dictionary*

All of the definitions listed above for the word “new” could be used to describe the *new* College of Education and Human Development. As of July 1, 2006, faculty, students, staff, alumni, donors, and friends embarked on an exciting, challenging adventure—to create a new College with a breadth and depth of academic disciplines, research, and outreach, unique in higher education.

Our new dean, Darlyne Bailey, is sharing her vision of making this new College a model—locally, nationally, and internationally. To accomplish this will require outstanding faculty working across disciplines; talented, thoughtful, mature students; and unyielding support for community partnerships with schools, organizations, and communities.

You, too—alumni and donors—are part of this adventure. Your support has been critical to our College reaching this historic point. We thank you for all you have done and continue to do for this extraordinary place, and we look forward to a renewed partnership with you as we embark on this journey together.



Lynn Slifer
director of development

Development staff for the NEW College of Education and Human Development



Lynn Slifer, director, was director at the former College of Education and Human Development, 1999–2006, and previously held positions with the University of Minnesota Foundation and the Medical School. She has over 20 years of experience in higher education and nonprofit fundraising.



Penny Bader joined the development team over the summer as stewardship and annual fund manager. Most recently, she served as interim assistant to the dean of the College of Liberal Arts. She has worked for the CLA Office of External Relations, University Relations, and the University of Minnesota Alumni Association.



Richard Burbach was a major gifts officer in the former College since March 2005 and continues in that role. He was a member of the Jesuit order for 23 years and came to the University from the College of Saint Benedict, where he had served as a development officer for three years.



Betty Jo Johnson is the development assistant and was with the previous College of Education and Human Development for nearly 30 years in a variety of positions. For the past 15 years, she has provided support for the development and alumni relations offices.



Deb Wilkens-Costello joined the development team as a major gifts officer in July. Her most recent position was in General College as director of development and alumni relations. She brings more than 25 years of experience in nonprofit leadership and fundraising. In addition to major gifts fundraising, she coordinates the efforts of the Women’s Philanthropic Leadership Circle for the College.

a consortium of donors

2005-06

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The Rose Snyder Memorial Scholarship supports students in the field of social work. Pictured here at the College's annual scholarship dinner in October are recipients Jennifer Labrador, Jaimee Ostapoff, and Suzanne Vang.

Daniel L. & Kathleen Wetterstrom
Shirley L. & Peter D.* Zimmerman

Charter Club

recognizes donors who joined the Presidents Club with gifts and pledges totaling at least \$10,000, the minimum level for the Presidents Club before July 1, 1998

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recognizes individuals who make a future gift of any size to the University

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Dr. JoAnne Buggy, right, retired lecturer in the College, has created The JoAnne Buggy Fellowship in Elementary Education and the Priscilla Hawn Fellowship, both of which are awarded to a graduate student studying in the area of elementary education. Associate Dean Mary Bents talks with Dr. Buggy at this year's scholarship dinner.

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PHOTO: Greg Helgeson

Cutting the cake and cutting a rug

University President **Bob Bruininks** and new Dean **Darlyne Bailey** take a first cut at the giant sheet cake featuring the “building bridges” theme of the party Oct. 9 at McNamara Alumni Center to celebrate Dean Bailey’s arrival Oct. 2 and the beginning of a new academic year for the new College of Education and Human Development. The Prophets of Soul played 1960s and ’70s R&B, lots of people danced, and Dean Bailey was invited on stage several times to sing along. Students, staff, and faculty worked together at each table to construct bridges out of licorice, marshmallows, and other improbable materials. As Dean Bailey says, “We work hard, so we will play hard, too.”

For more pictures of the new College celebration visit education.umn.edu/dean.