

General College and the arts

From the Dean

Dean David V. Taylor

In 1998 the Minneapolis Public School District announced an ambitious program to restore an arts curriculum. A victim of budget cuts several years before, the arts curriculum was considered expendable in the face of more pressing curricular and programmatic needs. Recent research has demonstrated the relationship between the arts and intellectual growth in other areas of cognitive development. For example, it is possible to teach the practical application of mathematics to music and the application of visual arts to speech and language.

The visual and performing arts have long been a part of the General College curriculum. We have always appreciated the connectivity between the arts and learning. Just recently we have begun to explore the theory and practice of developmental education and its relationship to the arts. Associate Professor Pat James, who teaches art in General College, is leading a national discussion on developmental education and arts education. Students studying in the visual arts in General College have contributed to several murals that have enlivened labs, lounges, and corridors. Students engaged in performance artistry have learned much about multiculturalism in dance, theater, and music. Their work

and artistic expression come out of the context of their lived experiences.

Several years ago, the General College teamed with Penumbra Theater to secure a grant from the Fund for the Improvement of Post Secondary Education (FIPSE). The intent of the project was to engage high school students in a theatrical production so that they could come to appreciate the relationship between their lived experience and its portrayal on stage. These students were also enrolled in composition classes in General College. The goal was to demonstrate the connection between theater and higher education and to show them that if they took a college course and passed it, they just might be college material. The program was a successful example of collaboration between the University, a school district, and a community-based program.

This issue of Access, our renamed and redesigned newsletter, explores in greater detail General College's involvement in the visual and performing arts. Beginning on page 4, we showcase faculty who use artistic expression in their classrooms and two alumni who have earned national recognition for their contributions to the visual and performing arts.

Access

contents

4 GC AND THE ARTS
5 GC AND THE ARTS
6 GC AND THE ARTS
8 ALUMNI FEATURE
14 STAFF FEATURE

Art and developmental education <i>Pat James</i>
Tribute to a master teacher and artist <i>Jerry Gates</i>
Art throughout the General College curriculum <i>Jill Gidmark, Geoffrey Sirc, and Mark Pedelty</i>
GC distinguished artist alumni— <i>Painter James Rosenquist and playwright Endesha Ida Mae Holland</i>
Meet Avelino Mills-Novoa <i>New GC assistant dean and director of student services</i>

Department News

.....

11	GC News Notes
14	Staff Kudos
15	Alumni News
16	Access and Excellence Campaign Report

General College wins third national award in one year!

General College was one of seven institutions nationwide selected in May to receive the 2001 Retention Excellence Award from Noel-Levitz, a consulting firm specializing in enrollment management, financial aid, and student retention.

General College has also recently been awarded the John Champaign Memorial Award for Outstanding Developmental Education Program from the National Association of Developmental Educators and the "Best Practices" award from the American Productivity and Quality Center and the Continuous Quality Improvement Network.

The Noel-Levitz award was accepted on behalf of GC by Associate Dean Marjorie Cowmeadow and Professor Jeanne Higbee at the 2001 National Conference on Student Retention in New Orleans on July 25.

In recognition of the excellence of their programs, each award-winning institution was invited to present a workshop on their program at the conference, which was attended by

approximately 14,000 educators from more than 2,000 colleges and universities. Cowmeadow and Higbee presented two workshops, "University of Minnesota General College: Access and Excellence" and a workshop on universal design, featuring Curriculum Transformation and Disability, General College's grant from the U.S. Department of Education.

The Retention Excellence Awards Program was established in 1989 to honor the retention achievements of postsecondary institutions in the United States and Canada. Each year, awards are given to recognize the most successful, state-of-the-art retention programs in use at many kinds of institutions, with many different target groups of students. Nominees for awards are judged on identifiable and measurable institutional outcomes, originality and creativity, use of resources, and adaptability for use at other institutions. As a result of the national exposure, award-winning programs serve as models of retention excellence.



Photo by Elynn Couillard, age 17

At the 2001 National Conference on Student Retention in New Orleans, July 25—(l to r) Lee Noel and Randi Levitz, senior executives, Noel-Levitz; Associate Dean Marjorie Cowmeadow; Professor Jeanne Higbee; and Thomas Williams, president and CEO, Noel-Levitz.



Access

The General College Newsletter

Fall 2001 ■ Vol. 1, No. 1

Welcome to the first issue of Access! Though it has been renamed and redesigned, the newsletter of General College will continue to provide the same General College community news as it has in the past.

This issue's theme is General College and the arts. As production of the newsletter proceeded, I found out that three of our visual arts contributors have connections to the college: freelance photographer Scott Cohen and Printing Services printing consultant Bob Swoverland were GC students, and Printing Services graphic artist Sysouk Khambounmy participated in Upward Bound as a high school student.

I hope you enjoy our new look. Please send comments to me at the address below or at l-webe@umn.edu. —Laura Weber, editor

Dean

David V. Taylor

Associate Dean

Marjorie Cowmeadow

Assistant Dean and Director of Student Services

Avelino Mills-Novoa

Academic Affairs and Curriculum Director

Terence G. Collins

Development and Alumni Relations Director

Kirsten Johnson

Communications Coordinator and Access Editor

Laura Weber

Designer

Sysouk Khambounmy

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Send correspondence to the editor at:

General College, Office of the Dean
109 Appleby Hall
128 Pleasant Street S.E.
Minneapolis, MN 55455-0434
GC Web site: www.gen.umn.edu

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UNIVERSITY OF MINNESOTA

GO
AND THE ARTS

In our nose-to-the-grindstone world, the arts are too often seen as a frill. Arts and music classes are often the first to be cut during budget crises. At General College, engaging with the symbolic language of art fits directly with our developmental education role: challenging and supporting students while they complete the academic preparation and skills development needed to be successful at the University.

Arts in the curriculum stories
by Laura Weber



Scott Cohen

Associate professor Pat James, with one of four student-painted murals in Appleby Hall.

Art courses in General College have multiple learning goals. Students create artwork in class, but under the guidance of Associate Professor Pat James, students are also deepening their critical thinking, exercising their creativity, and gaining insights about social and cultural diversity.

Even students who don't sign up for art classes will undoubtedly encounter art elsewhere in General College. Art is "going underground" into the rest of the curriculum, said Associate Professor Del Adamson. For instance, in Adamson's course in world religious beliefs, he approaches the feeling tone of a religion through its music, poetry, art, and architecture. Arts—performing and visual—are used by a number of General College faculty to teach subject matter such as literature, writing, and anthropology (see related stories, following).

Pat James has an ideal background for teaching art at General College. In addition to an undergraduate degree in painting, she holds a master of fine arts degree in sculpture and a Ph.D. in curriculum instruction.

Adamson calls James "an unusually articulate theoretician of art." She has published articles on arts in developmental education in anthologies and professional journals.¹ James

puts theory into practice in two courses, GC 1311, General Art (some sections are taught by artist and instructor Jeff Chapman) and GC 1481, Creativity Art Laboratory.

In developmental education, the arts are used three ways: students learn *about* the arts, they learn *with* the arts by integrating artistic processes and content into other subjects, and they learn *through* the arts by actively making art. Depending on which semester they are enrolled, students in James' general art course may find themselves thinking critically about the art on the walls of the Frederick R. Weisman Art Museum or wielding paintbrushes to create a mural. Four murals, some of which include student poetry, now animate walls in Appleby Hall. In the art lab, students may also work with masks, create performances, or use multimedia, individually or in groups.

"I work with metaphor a lot," James said. "All art forms use metaphor and creative thinking. Metaphors convey complex dimensions of meaning and provide links among students' personal experiences, cultural knowledge, and the course content. Interpreting art makes students grapple with ambiguity and complexity." To get students to grasp the concept of metaphor, James will place a vase of flowers on each table in the classroom. In groups, students brainstorm information about the flowers: what are their physical

characteristics, what are some of flowers' functions, what are their personal feelings about flowers, how are they used symbolically, and what ideas and feelings do flowers express. According to James, this exercise helps students learn to find similarities among disparate things, pay close attention to the properties of an actual object, and make connections to personal and cultural knowledge.

Arts are also a way to teach multicultural issues to diverse groups of students. In her article, "The arts as a bridge to understanding identity and diversity," James described a course she team-taught with two others, "Identity, Community & Culture." Students engaged in multiple learning experiences, including traditional reading and discussion, visits from working artists, observing art, and creating it themselves. Students were able to build on their own intellectual strengths, articulate their own identities, and understand their own and other cultures.

At the end of the term students and instructors "watched dances choreographed by students who previously thought

they could not dance, looked at artwork made by students who had assumed they could not draw a stick figure, and heard stories told by students who never would have dreamed they could get up and speak before a large group of people."

"My students' work tends to be very meaningful to them," James said. "Lots of the themes they work on are about their transformation into adulthood, the demands placed on them, being bicultural, or achieving goals." Some of James' General College students have gone on to major in landscape architecture, interior design, fine arts, architecture, graphic design, and dance. But most importantly, she said, the arts teach all students "creative, expressive, and interpretive processes that can be used in many academic disciplines and virtually all areas of life." ■

¹ James, P. and Haselbeck, B. (1998) "The arts as a bridge to understanding identity and diversity." In P. L. Dwinnell and J. L. Higbee (eds.) *Developmental Education: Meeting Diverse Student Needs*, pp. 3-20. Morrow, GA: National Association for Developmental Education; and James, P. (1999) "Ideas in practice: the arts as a path for developmental student learning." *Journal of Developmental Education*, 22-28.

JERRY GATES

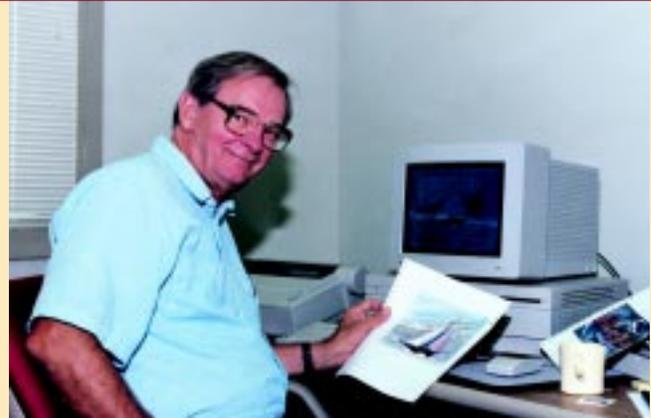
TEACHER AND ARTIST

Before General College's mission changed to prepare students to transfer to degree-granting programs, there were many working artists on the General College faculty, recalls GC Associate Professor Del Adamson. "There was quite a curriculum—art lab, art appreciation, art history, graphic arts." Some of these high caliber artists included musician Richard Byrne, who also conducted the choir at St. Paul Cathedral, painter Lou Safer who taught general art for many years, and painter and jeweler Jerry Gates.

Gates taught arts and humanities for 44 years, retiring to professor emeritus status in 1994. Generations of students enrolled in Gates' classes, in no small part because of his knack for encouraging students and finding nice ways of critiquing "even the worst student projects," said Barbara Foster, a friend and coworker of Gates, who also took some of his classes. Walking back to his car after an ice fishing session on Lake Mille Lacs in 1998, tragically, Gates was struck and killed by a car.

Gates taught crafts and related subjects, culturally diverse art and architecture explorations, restorative art for mortuary science students, general arts, commercial art, and sculpture. He supervised graduate teaching associates from the departments of design, studio arts, art education, and art history who taught in General College art laboratory courses.

His commissioned work ranged from church furnishings, vitreous enamel work, kinetic sculpture, jewelry design, even light and sound show accompaniment. Faculty colleague Mary K. St. John recalled that in the last few years before he retired, "he shifted gears and tuned into the times, learning to paint on the computer. He offered a new course in painting on or with the computer, which was very popular, very innovative." St. John recalled a one-man show Gates had at the Paul Whitney Larson Gallery at the St. Paul Student Center that showcased his traditional paintings as well as some of his new computer-generated art.



Before he retired in 1994, Gates experimented with computer art.

Gates was recognized by many teaching and service awards during his tenure at General College, including the H. T. Morse-Amoco Award for Outstanding Contribution to Undergraduate Education; Meritorious Contributions to Student Life by the University of Minnesota Alumni Association, and the Alfred L. Vaughan Award for Outstanding Service to General College.

Gates' concern for students extended beyond the classroom. In the 1960s, he recognized the challenges confronted by students who were also parents; he was one of the cofounders of the HELP Center (now Student Parent HELP Center) and served as its director until 1988. His own experiences motivated him to raise the money for the first Minnesota chapter of Upward Bound.

"Jerry was greatly loved by his students and dedicated to them," St. John recalled. "Even after he retired, he was still working with students who needed help finishing their B.A. requirements."

Seven or eight years ago General College composition professor Geoffrey Sirc came upon a book that “rocked his world”—literally. Written by a graduate student the same year as the Summer of Love (1967), *English Composition as a Happening* advocated using the free-form, spontaneous aesthetic of counterculture “happenings” as a way to teach college composition.

“It’s an amazing piece, both formally and conceptually,” Sirc said of the book. “What *was* it about that cultural movement that grad student felt answered his questions about teaching college composition?” Sirc also noticed

GEOFFREY SIRC



Scott Cohen

that up through the early 1980s rock music—Bob Dylan, the Beatles, even the Sex Pistols—was often used in the composition classroom to engage students. “What happened?” said Sirc. “We abandoned using music in the classroom at some point.”

To answer these questions, Sirc spent the last five years researching two of the artists cited as precursors of the “happening,” Marcel Duchamp and Jackson Pollack. His research has resulted in the forthcoming book, *English Composition as a Happening II*, to be published by the National Council of Teachers of English.

Today, rap is what’s “happening.” Lyrics are a key component of the music. “Rap provides more of a common ground for my students than mainstream literary sources. Using it in the classroom lets students use their own language,” Sirc said.

Sirc introduces his students to a scholarly book on rap, *Black Noise: Rap Music and Black Culture in Contemporary America*, written by prominent culture critic Tricia Rose of New York University. “This lets them know that their music, their fashion, their world has a place at the University. They do not have to leave their home culture behind—there is a place for it at major research university.”

Students also examine the published transcripts of a 1994 U.S. Senate hearing about the impact of rap on society. “Students see that scholarship can lead you in interesting directions—criminal justice, psychology, history. It becomes very compelling for students to examine something they know about. They see they have a knowledge pool to draw on, which allows a transition from natural writing to scholarly writing.” ■

Rap music is a “passport” in the classroom, Sirc said, inspiring spirited discussion. “Everyone is equally vocal: women, men, black, Asian, white. It’s a valuable pedagogical tool.”

Arts in the GC curriculum, to p. 9

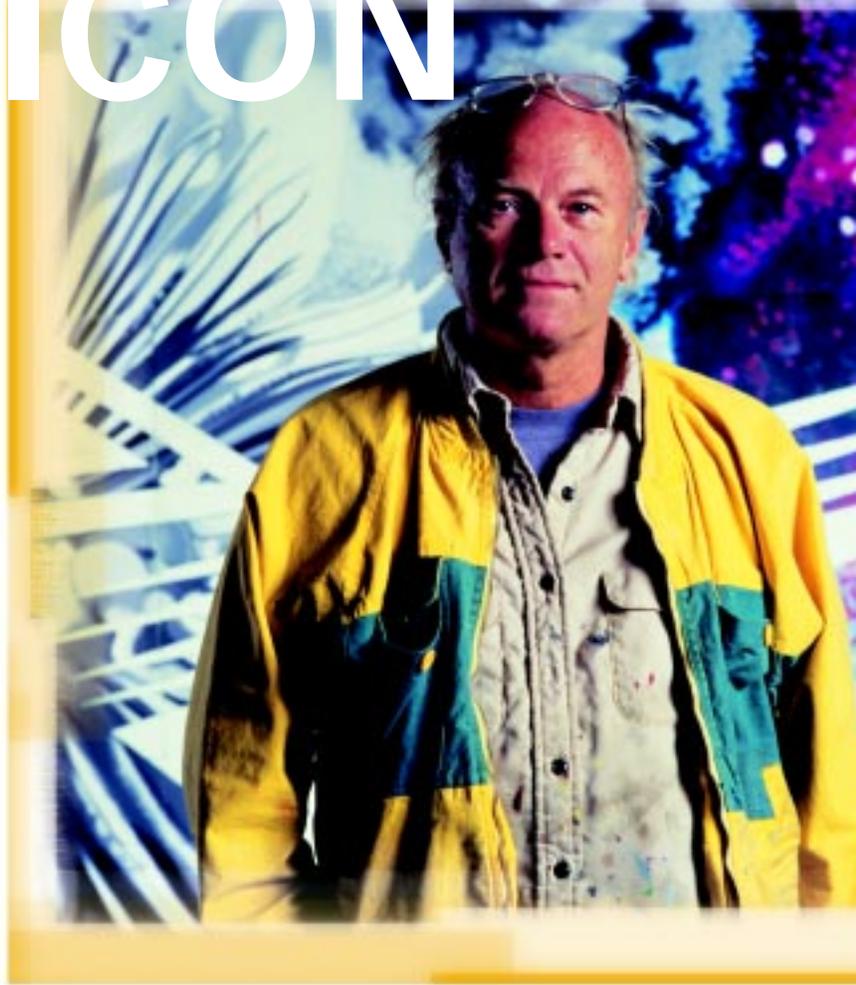
James Rosenquist: POP ICON

by Jill Beaudette

In every lexicon defining the Pop Art Movement of the 1960s, General College alum James Rosenquist's name appears. This major artistic force harnessed the visual power of everyday objects to create enormous works splicing together mass media images and advertising. His work is known and admired all over the world; his work is part of the permanent collections of prestigious museums such as The Metropolitan Museum of Art and Museum of Modern Art in New York; the Moderna Museet, Stockholm, Sweden; and Museum Ludwig, Köln, Germany.

When remembering his early art studies, Rosenquist credits General College Dean Horace T. Morse with giving him the chance to continue attending the University. "The University is the place where people find themselves," he explained in a phone conversation from his Florida studio with General College director of development, Kirsten Johnson. "I'm grateful they let me stay there." It was at the University of Minnesota that Rosenquist found the person who most influenced his life, professor and artist extraordinaire Cameron Booth.

Born in 1933 in Grand Forks, North Dakota, the artist's family moved to Minneapolis in 1942, where Rosenquist was first exposed to fine art at The Minneapolis Institute of Arts. After receiving his associate of arts degree from the General College



in 1954, the nascent artist went to New York on a scholarship to study at the Art Students' League. There he studied with George Grosz, Morris Kantor, Edwin Dickinson, and Vytlav Vytlačil. Later he met young artists who became significant artists of the twentieth century: Robert Indiana, Jasper Johns, Robert Rauschenberg, and Claes Oldenburg.

As a struggling young artist, Rosenquist made his living as a sign and billboard painter, starting in Minnesota with Henry Vevans at General Outdoor Advertising. In New York, he painted the Astor Victoria billboard sign, which was 58 feet high and 395 feet long, in Times Square. In the early 1950s Rosenquist began using this painting experience to develop a new kind of art. For a time, he was called a pop artist, along with Andy Warhol and Roy Lichtenstein, but he went on to do large mural commissions in Singapore and Berlin.

Rosenquist's paintings typically include a juxtaposition of isolated and seemingly unrelated images that, when taken as a whole, communicate a pointed message. His larger-

than-life work, *F-111*, features the image of a fighter plane alongside pictures of commonplace consumer products and scenes of destruction. Completed in 1965, the work is 86 feet long, wraps around four walls, and includes reflective aluminum panels to incorporate the viewer's own image into the work. It recently sold for \$5 million to the Museum of Modern Art.

Rosenquist's work can be seen on campus at the Weisman Art Museum. The mural *World's Fair* was one of seven commissioned from leading pop artists by architect Philip Johnson for the New York state pavilion at the 1964 World's Fair. Rosenquist donated the mural to the University Art Museum, which did not have room to display it until the Weisman Art Museum building was completed in 1993.

Rosenquist is featured in the September 2001 issue of *GQ Magazine*. He appeared in the photo shoot wearing a Ralph Lauren jacket in front of his 46-foot-long painting, *The Stowaway Peers Out at the Speed of Light*. Rosenquist's adopted state of Florida recently honored him with induction into the Florida Hall of Fame, which honors artists who have contributed to the state's national and international art reputation.

Like so many who attend General College, Rosenquist was the first in his family to go to college. He credits the vitality of GC for giving him the break he needed and the

direction his life has taken. "If you're lucky enough to go to GC and you work hard and apply yourself," he said, "you might be amazed at the opportunities. The harder you work, the luckier you get." As one of America's most successful artists, Rosenquist continues to live a creative life. ■

ARTS IN THE GC CURRICULUM, continued

Mark Pedelty

The main purpose of an undergraduate anthropology course, according to General College assistant professor Mark Pedelty, is to help students become aware of their ethnocentric assumptions about others. Typically, this is attempted by reading texts. Over time, however, Pedelty was dissatisfied with the results. "Texts alone don't fully engage students or motivate them to explore," he said. "I'm trying to put students more fully inside the cultures they study." Performance is the tool he is experimenting with to achieve this goal.

Though he has acting training, Pedelty integrated performance into his teaching repertory cautiously. His experiments have largely been rewarded: student reaction has been positive, he said. "They were more interested and engaged than has been the case in more traditional lecture-and-seminar courses."

In a Mexican cultural history class, the main project was to take Mexican plays and poetry with historical themes and perform, rather than merely read, them. Another technique Pedelty has used is having students write fictional dialogue based on ethnographic articles, imagining the dialogue between the informant and the ethnographer. In a freshman seminar on international perspectives of popular world music, students developed and performed a show for children at the Uptown Children's Academy in Minneapolis. Using percussion, hand drums, and masks, the college students told stories to the younger students about the Aztecs and their musical instruments. This technique is called "cascading curriculum," where students learn new material, then teach it to younger students.

Though Pedelty recognizes potential pitfalls in using performance to teach anthropology, the technique can encourage some level of empathy and identification with different characters, roles, and cultures. Playing the role of someone from a different culture makes it "more difficult to apply stereotypes about others based on your cultural perspective," Pedelty said. Furthermore, performance allows students to use the full range of their senses to enhance learning.

In his article "Performance and Anthropology" Pedelty wrote, "Although I cannot prove that performance is more effective than traditional teaching methods one thing is certain: I learn more through teaching performance classes than I do during other classes. Most importantly, performance allows me to learn a great deal more about my students, which in turn, helps me to teach them more effectively." ■



Ross Blaise



Artist James Rosenquist in his new version of the paper suit, created by Hugo Boss, in front of his work *Swimmer* in the *Econo-mist* at the Deutsche Guggenheim Berlin, March 1998.

ENDESHA IDA MAE HOLLAND

General College played a pivotal role in changing Ida Mae Holland's world. Now the award-winning playwright and University of Southern California theater professor is featured in a new ad campaign, "Changing the World One Graduate at a Time." After a University of Minnesota Alumni Association (UMAA) ad campaign in the 1980s that focused on some of the big names in University alumni history, such as Roy Wilkins and Hubert Humphrey, UMAA designed the current campaign to remind Minnesotans of the many ways lesser-known U of M grads are making a difference in today's world. The ads ran in local publications between April and June. Besides Holland (right), ads featured Michele Brekke, NASA's first female flight director, and Robert W. Gore, inventor of the fabric known as Gore-Tex.

Holland's activism in the civil rights movement led to the fulfillment of her lifelong dream of getting out of the Mississippi Delta. On a national speaking tour with the Student Nonviolent Coordinating Committee (SNCC) Holland visited the Twin Cities, where several host families rolled out the red carpet.

"Not surprisingly, I took an instant liking to Minneapolis," she wrote in her captivating autobiography, *From the Mississippi Delta: A Memoir* (Simon & Shuster, 1997). "The sprawling University appealed to me particularly. And I liked the idea that the river it straddled was the same one that, a thousand miles south, watered the Delta where I was born.

"Prompted by nobody, I said aloud, 'I'm gonna come back here an' go to this college!'"

And she did. General College was her first University home. In her 20 years living in Minnesota, Holland earned three degrees from the University, culminating in the Ph.D. degree in American Studies. Shortly before she got her doctorate, she added "Endesha" to her name. The name comes from Swahili and means "driver, of herself and others."

Holland feels strongly about the importance of giving back to General College—she is a valued contributor to the college scholarship fund.

—Laura Weber

GC NEWS

NOTES



General College—a great place to work

For the second year in a row, General College was selected by the Staff Day committee as one of the top 10 departments to work for at the University. The General College Civil Service Committee, chaired by **Pat Hara**, right, submitted the nomination. The award was accepted at Staff Day 2001, May 31, on Northrop Mall by Hara, **Pam Cook**, left, a member of the Civil Service Committee, and **Dean David V. Taylor**. GC staff members wrote in their nomination that if they had to choose three words to describe the atmosphere in GC they would be “respect, collaboration, and collegiality.” Staff Day is sponsored by Facilities Management as a celebration of the accomplishments and contributions made by employees of the University.

General College scholarships

Congratulations to the following students who received General College scholarships for the 2001-02 academic year:

General College Scholarship—Mara Heck, Navid Estharabadi, Eric Anderson, Thomas Horgen

Fred L. Estes Scholarship—Nyema Johnson, Fidele Abbeh, Nima Estharabadi, Amina Mohamed

Binger Developmental Achievement Scholarship—Ncha Viong, Hillary Sowden

Binger Academic Achievement Scholarship—Trent Mayberry, Megan Bautsch, Elissa Kuper



Scott Cohen

(Top) Former Dean Jeanne Lupton and Associate Dean Marjorie Cowmeadow (Left) Dr. Barbara Killen, retired GC economics professor, and Marty Gates, wife of the late Jerry Gates, GC professor.



“A Night to Remember”—UMAA celebration

General College was part of “A Night to Remember” June 29, the University of Minnesota Alumni Association (UMAA) annual celebration. GC held a precelebration reception for retired faculty and spouses. This year the celebration was held in conjunction with the University’s Sesquicentennial (150th anniversary) grand finale. After dinner at the McNamara Alumni Center, guests walked to Northrop Auditorium for a gala performance by the Minnesota Orchestra, conducted by Stanislaw Skrowaczewski, followed by fireworks over the mall.

News from TRIO/Upward Bound

TRIO program directors **Sharyn** and **Bruce Schelske** coauthored a successful grant application in the most recent U.S. Department of Education competition. The grant—in excess of \$1 million dollars for four years—will fund the General College TRIO/Student Support Services program from 2002-2006.

Bruce and **Sharyn Schelske** and **Aloida Zaragoza**, Upward Bound program associate, hosted a **half-day site visit to the Upward Bound program** in July. Visitors included two Minnesota state legislators and their staff members and program directors of other college’s Upward Bound or Upward Bound-like state intervention programs for college attendance. The visit was “extremely helpful and interesting,” said one legislator.

Legislators in attendance were Senator Deanna Wiener of Eagan, chair of the Minnesota Senate Higher Education Finance Committee and Representative Carlos Mariani of St. Paul. Staff members of elected officials who attended included Wayne Hayes, higher education representative for Governor Ventura; Katie Brewer, Minnesota Senate Higher Education Finance Committee; Bret Walsh, Minnesota House Higher Education Finance Committee; Kathy Novak, House Higher Education researcher; and Rebecca Reiners, House higher education researcher.

Higher education guests included Jeannette Turchi, Lake Superior State College; Qaisar Abbas, St. Cloud Technical College; Donica Norwood Smith and Jon Westby, Minneapolis Community and Technical College; Janis Johnson, Stacy Tepp, and Professor Mark Schelske, St. Olaf College; and Nessa Kleinglass, Century College. Renata Thompson, Molly Collins, Aly Jepsen, and Laura Weber of General College also attended.

AVELINO MILLS-NOVOA

by Lori Anne Williams

Avelino Mills-Novoa wasn't planning to wear a power-suit on his first official day as General College assistant dean and director of student services. Even on his first day, Mills-Novoa was not going to miss out on a chance to enjoy good biking weather—he found some comfortable “office casual” attire and rode his bike to work. Throughout his life, Mills-Novoa has always taken advantage of good opportunities, and as a result, he brings a wealth of experience to General College.

In returning to the University of Minnesota—in particular General College—Mills-Novoa is returning to his roots. He began his college education at General College, completing his first two years in GC before going on to receive a B.A. in Latin-American history. Later, he received an M.A. and Ph.D. in educational psychology from the University's College of Education and Human Development.

Mills-Novoa also began his career at the University. He worked in the counseling office of Continuing Education and Extension (now the College of Continuing Education) for four years, then in the General College counseling office (now part of Student Services) for another four years. He later worked in the counseling center at the University of Northern Arizona in Flagstaff, an area that has become close to Mills-Novoa's heart.

Most recently, Mills-Novoa worked at St. Cloud State University, beginning as a psychologist in the counseling center and working his way up to the position of tenured faculty member and chair of the Applied Psychology department. He was content with his career and the life he and his family had built in St. Cloud when he stumbled upon the job description for assistant dean at General College.

“I wasn't looking for a new job,” Mills-Novoa states. “But this was a chance to return to General College, to contribute to a place that had given me so much.”



Scott Cohen



In fact, Mills-Novoa credits General College with much of his current success.

“General College gave me an opportunity that I never would have had otherwise,” he said.

Mills-Novoa was an undistinguished student in high school; when he told his guidance counselor that he would be attending General College, the guidance counselor told him “you're wasting your time.”

But, like many GC students, Mills-Novoa beat the odds and not only succeeded in General College, he went on to a thriving academic career. Returning to the place that gave him his start, Mills-Novoa sees differences in technology and some of the ways things are done now, but he still finds General College a familiar place. “The philosophical underpinnings are the same,” he states.

In his role as director of student services, Mills-Novoa will supervise all of GC's advisers and student support functions, including admissions. Mills-Novoa also supervises the TRIO programs (Upward Bound, Student Support Services, and McNair Scholarships), Day Community, and the Experiential Learning Service Center. As assistant dean, he assists Dean David V. Taylor in administering the college.

Mills-Novoa is returning to his roots. He credits General College with much of his current success.

General College's new assistant dean and director of student services

NOVA



In the future, Mills-Novoa hopes General College will continue to put effort into attracting students with potential who wouldn't traditionally be accepted into a major research university. He sees student services as an important part of the College's mission.

"We need to continue to advocate for access," he says. "We should develop sophisticated systems to attend to the needs of incoming students."

Mills-Novoa feels confident that he has the right staff and support in place to do good work for GC students. "We're in good shape," he says confidently, but knows there is always room for growth. "I think it is exciting that General College is attending to grant-writing and development," he said, citing the growth of fundraising as an opportunity to ensure General College's future stability.

Outside of work, Mills-Novoa lives with his wife, Beverly, a counselor at Leader Source in Minneapolis, and two daughters, 18-year-old Nykea and 14-year-old Megan. Each spring, Mills-Novoa takes a trip with his daughters, often to a wilderness area like the Boundary Waters.

His hobbies include biking, swimming, walking, jazz, classical music, and reading. He is an avid storyteller, and often volunteers at elementary schools to perform as a storyteller and lead students in creating their own stories.

In his new role at General College, Mills-Novoa will have a chance to develop his own story—and that of the College—as he helps GC to reach its fullest potential. ■

Lori Anne Williams is General College's grant writer.

Editor's note: The next issue of Access will feature a talk with Marjorie Coumeadow, GC associate dean, who will retire in January.

NEWS FROM THE RESEARCH CENTER *Dana Britt Lundell, director; Jeanne L. Higbee, faculty chair*

www.gen.umn.edu/research/crdeul/

The Center for Research on Developmental Education and Urban Literacy (CRDEUL) continues to develop and support research and theory at the local, regional, and national levels. This year CRDEUL will sponsor forums, grant development, awards, an online newsletter and discussion group, and new publications. The center will also expand its in-house resource library.

The coming year's highlight event will be the spring 2002 **visiting scholar program, featuring Dr. James Banks**, professor and director of the Center for Multicultural Education at the University of Washington. His visit will feature a public lecture and related events exploring intersections between research and theory in multicultural education and developmental education.

CRDEUL's regional **monthly forum series** will feature the release of the results of a research collaboration by Hennepin County and General College on the status of African American males at the University of Minnesota, Twin Cities. Other forums will address issues in research publication and related professional development topics.

CRDEUL's **annual awards program** recognizes outstanding research by graduate students and regional faculty and staff. Ditlev Larsen, Ph.D. candidate in curriculum and instruction at the University and graduate teaching assistant in General College, was the winner of the 2001 Henry Borow Award for his research on "Freshman Students Acquiring Academic Writing: An Evaluation of Basic Writers and ESL Writers." 2001 regional research mini-grants to support the development and dissemination of research projects in developmental education went to Randall Gwinn, instructor of English as a second language at Minneapolis Community and Technical College and Leon Hsu, assistant professor of science in General College.

New proceedings from the second Meeting on Future Directions in Developmental Education will be available fall 2002. A second monograph titled "Histories of Developmental Education" will be published in spring 2002. Please visit the CRDEUL web site (above) for current information, publications, and event schedules.



General College students Melissa Hafner and Marnie Norgren march in the April 2001 March for Peace and Social Justice. Kevin Brewer was a youngster who was killed in the crossfire of a shooting in a north Minneapolis park activists have worked to rename in his memory.

GC instructor gets political

Jessica Hughes' Law in Society class (GC 1235) aims to create more informed and engaged citizens. This summer Hughes put her teaching philosophy to the test in her own life by serving as campaign manager for Shane Price, Green Party-endorsed candidate for Minneapolis' Third Ward city council seat. Though she is active at the University and in the community, managing this campaign is Hughes' baptism in the political arena.

Divided naturally by the Mississippi and historically by race and culture, the Third Ward is the city's largest. It includes north and northeast Minneapolis neighborhoods. The ward has roughly 50,000 potential voters, though only 12,000 are registered. Fewer than 5,000 voted in the last election. Along with a faithful, multicultural crew of committed supporters, Hughes and Price (who is her fiancé) have been able to register more than 200 new voters through their grassroots door-knocking efforts.

"One of the primary goals of the campaign is to combat the apathy, miseducation, and frustration that would cause more than 40,000 people to disconnect from the democratic process, including their constitutional right to vote," said Hughes. (Editor's note: Price came in second September 11, advancing to the November general election.)

Comparing managing a campaign to teaching her class, Hughes notes that "many of the issues that we discuss, such as access, fairness, and justice are alive in this campaign. This challenging—yet inspiring—learning experience will definitely better equip me to teach students about the importance of being engaged citizens."

For the past two years, Hughes has given her students the chance to participate in the annual West Broadway Avenue March for Peace and Social Justice. The march was started by Shane Price in 1995 (the year Minneapolis was dubbed "Murderapolis" by the national media). Each year the march has had a different theme, ranging from crime to welfare reform to undoing racism. Students were required to participate in planning meetings with other community volunteers, sign up for a specific duty, and show up for the march, which is held on the last Saturday of April every year.

"The students who have participated loved doing it," Hughes said of the extra credit opportunity. "For many, it was their first trip to north Minneapolis and first opportunity to connect with a multicultural, grassroots community event."

University award winners

Associate Dean Marjorie Cowmeadow was one of 11 recipients of the 2001 President's Award for Outstanding Service, in recognition of her exceptional service to the University and the significant contributions she has made to its peoples and communities. This spring Cowmeadow also received the Mullen/Spector/Truax Women's Leadership Award from the Office for University Women.

Professor Lisa Albrecht was the faculty/staff recipient of the 2001 Josie R. Johnson Human Rights and Social Justice Award. The award goes each year to one University faculty or staff member and one student who, through their principles and practices, exemplify Dr. Johnson's standard of excellence in creating respectful and inclusive living, learning, and working environments.

Robin Murie, director of the Commanding

English program, was the recipient of an Academic Staff Award in recognition of her exceptional performance and major contribution to the University.

National award winners

Sharyn Schelske received the Walter O. Mason Award from the Council for Opportunity in Education in Washington, D.C. The awards recognize contributions and service in equal educational opportunity and promoting diversity in higher education.

Mark Bellcourt was selected as the winner of the 2001 National Academic Advising Association (NACADA) Outstanding Adviser Award in the Secondary Advising Role. NACADA also recognized Dean David V. Taylor for his outstanding leadership in support of and commitment to academic advising. In addition, the GC Advising Manual Web site created by Kitty Jones won the NACADA "Outstanding Electronic Publications Award" for 2001. The site is at

www.gen.umn.edu/students/advisingbook/. TRIO/SSS also received an NACADA award for "Outstanding Institutional Advising Program." Awards will be presented in October at the NACADA national conference.

Grants

Mark Bellcourt and the Native American Math and Science Summer Camp—\$12,500 from the Office of the Associate Vice President for Multicultural and Academic Affairs for the next two academic years.

Robin Murie and the Commanding English program—\$20,000 grant from the Wallin Foundation to develop a new course, English for College Readiness. The course will be targeted at adult immigrants and refugees who have a high potential for learning but have not yet made a connection to higher education.

Tom Reynolds—\$16,192 from the highly competitive "Grant-in-Aid of Artistry, Research, and Scholarship" from the Graduate School of the University to research the origins of the

composition course in relation to the wider, parallel cultural development of the mass-market magazine industry at the turn of the last century.

Publications

Hatch, Jay. "What we know about Minnesota's first endangered fish species: the Topeka shiner." *Journal of the Minnesota Academy of Science* 65 (1): 31-38.

Hatch, Jay and S. Besaw. "Food use in Minnesota populations of the Topeka shiner (*Notropis topeka*)." *Journal of Freshwater Ecology* 16(2): 229-233.

Gidmark, Jill. "Melville Cave Art, Modern Students: Robert Del Tredici's Primal Pen and Inks," in the book *Floodgates Of The Wonderworld: A Moby-Dick Pictorial Celebrating The 150th Anniversary Of The Publication Of Melville's Masterwork*, by Robert Del Tredici, Kent State U Press.

Moore, Randy, Murray Jensen and Jay Hatch. "Bad Teaching: It's Not Just for the Classroom Anymore." *The American Biology Teacher* 63 (6): 389-391.

Moore, Randy. "Racism, Creationism, and the Confederate Flag." *The Negro Educational Review* 52 (1-2): 19-28.

Randy Moore and Darrell Vodopich recently completed *Biology Laboratory Manual, Sixth Edition*, to be published by McGraw-Hill.

Welcome to new staff members

Maureen Aitkin, Kristin Cory, and Susan Tennery, teaching specialists, Writing Program

Inez Bersie-Mize, social worker, and Kimberly Slamp, office specialist, Day Community

Peter DeLong and Eric Sundell, community program specialists, Day Community/Experiential Learning Service Center

Lolita King-Saulsberry, assistant counselor advocate, Student Services

Na'im Madyun, teaching specialist, Social Sciences

Jason Miller, office specialist, Academic Affairs

Steve Schaus, student support services assistant, Student Information Center

Renata Thomson, teaching specialist, Commanding English

Promotions

Jeanne Higbee, to professor

Amy Lee, to associate professor

Patti Neiman, to counselor advocate

Aly Jepsen, to associate counselor advocate

Best wishes to departed staff

Jill Beaudette, Development and Alumni Relations
Noel Degado, Jenni Heipp, and Debra Naranjo, Upward Bound Program

Ken Foxworth and Dawn York, ACE Program

Peter Keenan and Joshua VandeBerg, Day Community

D. Patrick Kinney, Mathematics

Victoria Neau, Technical Support Services

Leonor Rondon, Sciences

Leslie Schmitt, Student Services

Patsy Vinogradov, Commanding English/Dugsi

Obituary

David McGough, admissions director for General College from 1988 to 1995 (and administrative assistant and fellow from 1985 to 1988), died July 17, 2001.

Alumni News

In May 2001, General College alum **Stan Kowalski** returned to campus to receive the Outstanding Achievement Award for accomplishments in community service from the University's Board of Regents. Fans will remember him as professional wrestler "Killer" Kowalski, who also played football for the Gophers from 1948-50 on the same team as former Vikings coach Bud Grant. Kowalski was recently elected into the Professional Wrestling Hall of Fame and hopes to use his fame to head a fall fund-raiser for the University's athletic departments. At age 75, Kowalski also continues to work tirelessly for the United Way, a commitment he began over 35 years ago.

Sang Truong has come a long way since her family left Vietnam for Minnesota. The former General College student and peer adviser completed a CLA double major in English and French and is now program coordinator at the Vietnamese Minnesotans Association. In this position, Sang provides invaluable services to the Vietnamese community, providing assistance to those seeking medical care, financial help, and educational opportunities. Sang often acts as an interpreter and is a valued resource person for immigrants going through the process to become U.S. citizens. Last year, Sang was nominated for the Twin Cities International Citizen Award from the city of Saint Paul. Although she did not receive the award, her nomination shows how committed and effective Sang is as a community activist.

This summer 1953 General College graduate and entrepreneur **Larry Wilson** joined the board of advisers at LearningByte International, a provider of custom e-learning solutions for global companies. As the founder of Wilson Learning Corporation, Wilson's extensive training, change management and leadership development experience will prove invaluable to LearningByte. Wilson Learning is a world leader in translating theories of psychology into people skills needed to fulfill human potential in business relationships. Wilson also founded the Pecos River Learning Center where business leaders, managers, and work teams create unique systems to embrace change in ways that enhance business results. Wilson has written five books and numerous articles, and has himself been the subject of many features on entrepreneurial leadership.

Dick Frost is a 1958 GC graduate with a master's degree in education who makes his living as a master magician. Frost has been in love with magic and performing magic since he was 8. By the time he was 24, Frost

was performing magic as a professional. He has worked in California on several children's television shows and performed magic in nightclubs. Last year Frost was inducted into the Order of Merlin by the International Brotherhood of Magicians in recognition of his 25 years of performing. Frost continues to travel the United States performing his craft at county fairs. It's no illusion that his career has been magical.

The first non-black president of the Urban Coalition of the Twin Cities was featured in the spring 2001 "Alumni Updates" column. The choice of **Lee Pao Xiong** in April to head the coalition is just the latest accomplishment for this 1987 General College graduate. Xiong also represents St. Paul, Falcon Heights, and Lauderdale as a member of the Metropolitan Council.

For GC alum **Karen Magler Johnson**, travel has been a lifelong passion. This 1962 GC graduate was the first female student member of the now-defunct University-sponsored aeronautics club, the Flying Gophers, to get her pilot's license. In 1989 she founded her own travel agency, Preferred Adventures, Ltd., to serve clients worldwide who are interested in eco-tourism. Johnson advocated ecologically responsible travel long before it became popular and only contracts with individuals and hospitality companies who are leaders in supporting sustainable development in their region. Another first for Johnson was her election as the first president of the Minnesota Executive Women in Tourism, an association she helped form.

Kou Vang spent his youth in a refugee camp in Thailand and came to Minnesota in 1987. This former General College student received a finance degree from the University's Carlson School of Management, then rose through the ranks at a St. Paul bank. In January 2001, Vang launched Hmong Diversified Industries, one of the first Hmong manufacturing businesses in the country. The company assembles and packages products on a contract basis for large medical companies. Vang has plans to offer computer classes and other opportunities to train the assembly workers for better jobs. Vang is a Hmong clan leader who believes the success of his company will pave the way for other Hmong to start companies.

Access

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Access and Excellence CAMPAIGN REPORT

*Kirsten Johnson,
Director of Development and Alumni Relations*

Fiscal Year 2000-2001 The college successfully completed its third year of fund-raising at the close of the fiscal year on June 30, 2001. Thanks to many special friends and alumni, General College received more than \$258,000 in gifts and commitments from over 414 contributors in the past year. We are grateful for everyone's support. Every gift that comes into the college is of great importance.

Campaign Goal and the Hubbard Family Challenge

In fall 1999, the General College joined the University's Campaign Minnesota and announced its own Access and Excellence campaign goal of \$3.95 million. To date, we have raised \$ 2,368,615. This figure includes the Hubbard Family Challenge.

The Hubbard Family Challenge of \$1.5 million started July 1, 1999. Since that time, the college has raised \$480,882 toward the challenge match. \$1 million more must be raised to match the challenge gift.

Video Presentations We are ready to share the recently completed video as widely as possible. If you would like a copy for yourself or to share with your VFW, Rotary, or other community group, please let us know. Dean David V. Taylor and I plan to meet and talk with as many alumni and friends as possible over the next year. It is vital that we share the General College story whenever and wherever we can, making as many new friends as possible for the college. If you would like to arrange a visit by one of us to your neighborhood, please call me at 612-625-8398.

Thank you for your support over the past year. Look for the Donor Honor Roll in the December issue of Access. **Thank you!**

TELL US WHAT'S NEW WITH YOU!

Return this form to: Kirsten Johnson, Director of Development and Alumni Relations
General College, University of Minnesota
128 Pleasant Street S.E., Minneapolis, MN 55455-0434

Or complete the form online at <www.gen.umn.edu/alumni/form.htm>.

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