

THE GENERAL COLLEGE NEWSLETTER

# Access

Volume 2, Number 1

FALL 2002

UNIVERSITY OF MINNESOTA

General College

109 Appleby Hall

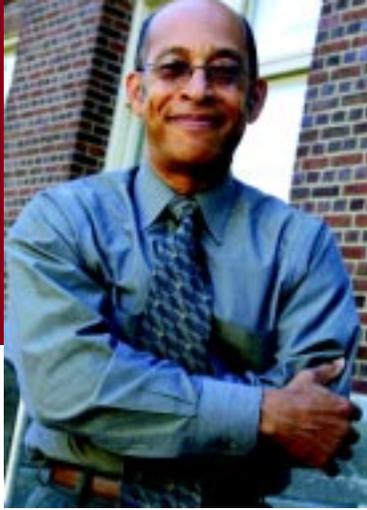
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Closing in on the

## Hubbard Family CHALLENGE

*General College was a springboard for Stanley S. Hubbard, chairman and chief executive officer of Hubbard Broadcasting, Inc. His family's milestone gift will allow others to also follow their dreams.*



# From the Source

*Dean David V. Taylor*

## FOCUS ON Hubbard Challenge

**F**ourteen years ago I met Stan Hubbard for the first time. He was a member of a group of General College supporters called the “Friends of GC.” This group was instrumental in engaging then-University President Ken Keller in a discussion concerning the future of General College. The Keller administration’s strategic plan for the University, “Commitment to Focus,” raised questions about the viability and mission of the General College. Stan Hubbard and other friends assisted the college in transitioning to a new mission and programmatic focus.

Upon the occasion of the General College “Retrospective and Reunion,” held in 1999, Stan Hubbard offered an unrestricted matching gift of \$1.5 million. This was the first of his several gifts to the University in support of the \$1.3 billion Campaign Minnesota. This gift, secured in part through the efforts of Kirsten Johnson, our then-new development director, helped to launch what has become a very successful development campaign for the college. As a direct result of Stan’s generosity, contributions to the college were doubled. It is only fitting that this issue

of *Access* speaks to his special relationship with the General College and pays tribute to all of this year’s donors.

Many of you will be saddened to learn that our director of development and alumni relations, Kirsten Johnson, has accepted a new assignment with the University of Minnesota Foundation as regional representative for northern California. A search for a new General College development director is under way. Betsy Taplin, development assistant, has been appointed interim director until the search is completed.

Kirsten was General College’s first development director; she built the office up from the ground floor. In spite of the fact that we joined Campaign Minnesota after it was under way, through hard work and determination, Kirsten managed to bring us to within striking distance of our goal. You can read the details on page 16.

The staff and faculty of General College wish Kirsten well in her new role and extend our many thanks for the excellent work that she has done on behalf of the college and its alumni.

## Access

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## GC partners with College of Education & Human Development to offer graduate certificate in developmental education

By Tom Lonergan

**A** new graduate-level certificate program offered by the College of Education & Human Development (CEHD) with the General College (GC) promises to advance GC's pioneering research in developmental education.

The certificate in postsecondary developmental education is designed for professionals and faculty currently working in developmental education and for individuals preparing for careers in the field. The program is open to degree-seeking and non-degree-seeking students.

Offered by CEHD's Department of Work, Community, and Family Education and GC, the program formally reestablishes GC's collaborative efforts within the University and enhances the college's applied research on effective methods of teaching developmental education students. Six GC faculty members will teach core courses in the certificate program.

"People who work in developmental education will see that they are not alone," said Professor Terry Collins, GC director of academic affairs and curriculum. "They will be working together with scholars about how best to teach students who come underprepared to higher education."

"The GC model of developmental education has much to offer," said Professor Thomas Brothen, who specializes in psychology and research in developmental education. "The certificate program is a wonderful extension of our mission. There are very few programs around the country doing this type of work and none of them are located at a research university."

The demand for professionals specializing in developmental education is growing. Developmental education is offered at three-fourths of the nation's higher education institutions and at all public two-year institutions, according to the National Center for Education Statistics.

Collins said one target group for the certificate program is graduate student instructors in the General College and elsewhere in the University. "I hope it will also attract people in the disciplinary doctoral programs who may see their futures in community colleges or other areas of higher education and will see the certificate as a complement to their disciplinary focus."

The certificate coursework covers theory and practice of developmental education for postsecondary learners at all levels, including adult and second-language learners, and students with disabilities.

"We found lots of relevant and interesting courses in CEHD and suggested them as electives," said Brothen. "GC faculty will serve on more CEHD graduate student committees and bring the developmental education perspective to a wide variety of student programs."

Discussions about the certificate program began about five years ago between GC Dean David Taylor and Robert Bruininks, then dean of the College of Education & Human Development, who is now the University's interim president.

"They shared a perception that General College had something to tell the world and we weren't telling it," Collins said.

The certificate program reestablishes a structured collaboration between the General College and CEHD. Both colleges have benefited from a long history of mutually productive partnerships.

For more information about the certificate program, go to <http://www.education.umn.edu/wcfe/program/certificate/DevEd> or contact Professor Jerry McClelland, CEHD, 612-624-1273 or [mccl002@umn.edu](mailto:mccl002@umn.edu).

*Tom Lonergan is a Minneapolis freelance writer.*

UNIVERSITY OF MINNESOTA



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The General College Newsletter

Fall 2002 ■ Vol. 2, No. 1

Dean

**David V. Taylor**

Editor and communications director

**Laura Weber**

Original design and cover design

**Sysouk Khambounmy**

Photography

**Scott Cohen, Diana Watters**

Layout

**Sysouk Khambounmy, Laura Weber**

Copy editing

**Mary Ellen Gee**

Contributors

**Debra Hartley, Tom Lonergan, Julie**

**Medbery, Betsy Taplin**

**Cover photo of Stanley Hubbard by Scott Cohen.**

See article on page 7.

*Access* is a 2002 **Circle of Excellence Silver Medal Winner** in the Periodicals Publishing Improvement category from the Council for Advancement and Support of Education (CASE), based in Washington, D.C.

Assistant Dean and  
Director of Student Services

**Avelino Mills-Novoa**

Academic Affairs and Curriculum Director  
**Terence G. Collins**

*Access*, the General College newsletter, is published by the University of Minnesota's General College for alumni/ae, faculty, staff, and friends of the college.

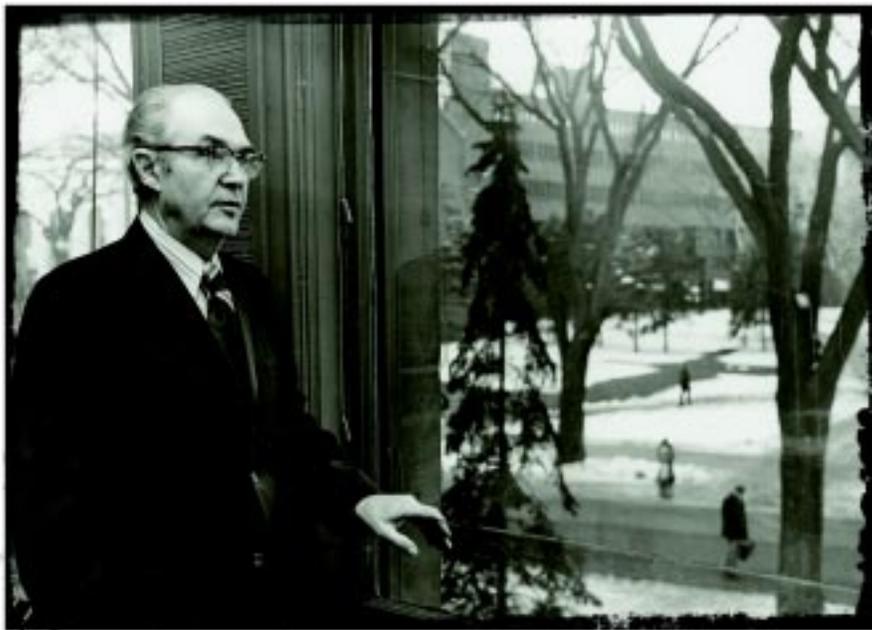
Send correspondence to the editor at:

General College  
109 Appleby Hall  
128 Pleasant Street S.E.  
Minneapolis, MN 55455-0434  
GC Web site: [www.gen.umn.edu](http://www.gen.umn.edu)

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## Dean Alfred L. Vaughan, 1907–2002

**A**lfred Leland Vaughan, who served General College for 40 years in roles ranging from physics instructor to dean, died August 11, 2002, in St. Paul. He was 95 years old.

Vaughan was described in a 1955 article in the *Minneapolis Star* as a “former Hoosier farm boy who went to a Quaker school and then majored in physics at DePauw University in Greencastle, Indiana.” He received his B.A. in 1929 (Phi Beta Kappa and *magna cum laude*), then came to the University of Minnesota as a graduate student in physics. Vaughan studied mass spectroscopy under Professor John T. Tate (after whom the physics building is named) and received his Ph.D. in 1934.

Before he became an instructor in General College in 1935, Vaughan’s work experience included milking cows at a girls’ dormitory in exchange for board at the aforementioned Quaker school, seven seasons on a threshing rig, and five summers during college and grad school working as a clerk, porter, and camp manager at Glacier National Park in Montana.

Vaughan rose through the ranks both academically and administratively in General College, becoming an assistant professor in 1938, assistant director in 1940, associate professor in 1941, assistant dean in 1946, professor in 1947, and associate dean in 1955. In 1966, upon the death of Dean Horace T. Morse, Vaughan was named acting dean; he was appointed dean permanently in 1967. He retired as dean in 1975.

Photos courtesy University of Minnesota Archives

Along with Morse, Vaughan assumed the role of primary advocate for the role of general education at the University through the post-World War II decades, including fending off a proposal in the 1960s to transfer all assets of the college to the new junior college system.

Vaughan’s dedication to alternative modes of college education was further demonstrated by his 20 years as committee member and, later, as director, of University College, concurrent with his roles in GC. University College was founded in 1930 to serve unorthodox students who couldn’t find what they wanted in any existing University programs, allowing them to draw upon the existing schools at the University to create their own programs. As director, Vaughan interviewed all prospective students and checked their proposed curricula.

Away from the University, Vaughan enjoyed hiking with his family in national parks and on the North Shore. He was an avid reader of historical novels, local history, current affairs, and books on mountain climbing.

When he announced his retirement in 1974, Harold W. Chase, acting vice president for Academic Administration, wrote to Vaughan: “The thought of trying to replace you appalls me. I just don’t know how we are going to do it. You have done so much for the General College and the University that you are going to be an exceedingly tough act to follow.”

Vaughan was preceded in death by his son, James, and his wife, Ola-Mae. His daughter, Peggy Vaughan, Fairfax, California, is his immediate survivor.

—*Laura Weber*



Professor Thomas Buckley wrote the following reminiscence:

“Al was what would be termed today a ‘social liberal but fiscal conservative.’ He and his secretary, Katherine Reik, watched every penny in the college budget.... The college front office in Nicholson Hall [top photo] was furnished with file cabinets left behind when the U.S. Navy occupied Nicholson during World War II. Behind the cabinets in the back section of the front office were assorted cast-offs from other departments that had been scrounged out of the inventory warehouse .... New office furniture was ordered in dribbles at the end of the fiscal year when Dean Vaughan was sure there would be sufficient money left in the budget. His real joy was to return parts of the salary and supply budget to Morrill Hall at the end of the fiscal year. Pride was taken in the fact that the General College brought in more money in tuition than it cost the University in salaries and supplies.”

# FOCUS

General College's Student Parent HELP Center has been assisting University student parents to cope with the unexpected since 1967. This year, the center is itself experiencing an unexpected financial crisis.

## ON STUDENT PARENT HELP CENTER

By Julie Medbery



them carry forward their parents' dreams of earning a degree and improving their lives, said HELP Center program coordinator Susan Warfield, LICSW.

Life for Warfield and colleague Carole Broad, the center's other social worker, is more than a little challenging. Their duties include serving as students' advocates with faculty, departments, or outside agencies and helping with financial aid, academic work, parenting issues, and family life. They refer students to on-campus and outside agencies, such as child care centers, women's shelters, health clinics, and legal services. The center's facilities and programs include child care grants, emergency financial assistance, a parent lounge and study area, a book-lending program, a new-mother mentoring program, a weekly parent discussion group, and an electronic newsletter.

As a former single student parent, Broad said she feels honored to "give back" to HELP Center student parents by sharing her wealth of life experience. "I know the obstacles student parents are faced with each day," she said. "I also

know that success is more than possible. Our commitment to our children and our own well-being often means an equally fierce commitment to our education. Finding that balance is always the key."

Many student parents who do not receive funding elsewhere for child care and emergencies rely on the HELP Center for financial assistance. Warfield notes that student parents in four-year academic programs are, in most cases, ineligible for welfare and county child care assistance programs (which assist only the working poor or students in short-term or two-year technical programs) and therefore turn to the HELP Center to stay in school. Funding comes chiefly from the Minnesota Post-Secondary Child Care Grant and the Virginia M. Binger Child Care Fund as well as the McKnight Foundation Emergency Fund.

Last year, the Center had enough funding to assist 151 of its 350 student parents but had to place 60 more on a waiting

—continued on next page

Hanika Alemayehu-Marciniak (left) has found the HELP Center to be an invaluable resource during her years at the University. When she began as a GC student in 1997 her second child, now 5, was a newborn. Now a CLA political science major, Alemayehu-Marciniak has two other children, ages 7 and 3. She and HELP Center staff (L to R) Carole Broad, Susan Warfield, and grad teaching assistant K. Giddings discuss this year's parent support group. "The groups helped me feel I wasn't the only student parent," she said. Alemayehu-Marciniak also cited the academic advising she gets from the center as a "godsend."

**W**hile his mother studies across the table, her four-year-old plays with his cars and explains to Dean David Taylor, "I am going to school." Several young women, all student parents at the Student Parent HELP Center, surprise a fellow student with a baby shower. During finals week, one young mother gives birth to her baby daughter—and still finishes the school year with a 3.8 grade point average.

These are just a few stories that illustrate the impact of the Student Parent HELP Center, housed in General College. Here, undergraduate students with young families from all colleges at the University get assistance in juggling the dual roles of student and parent. Already outside the mold of "traditional" college students, student parents must learn quickly to balance academic and family needs.

The HELP Center is a place they can study and coach each other, while offering a welcoming environment for their children. Seeing their parents in an academic setting allows the children to establish the pattern of "going to school" that helps

list for child care subsidies. Hoping to serve more student parents this year, the center requested \$250,000 from the Minnesota Post-Secondary Child Care Grant (up from last year's allocation of \$180,000). The center was shocked to learn this spring that the University would receive only \$30,000 via this program.

Warfield said that even with the generosity of the private funders, the state cuts are disastrous. "We're expecting we'll have spent every dime by the end of the first semester and have nothing to offer deserving students for spring semester," she said. "There's no place for student parents to go. If we can't find additional funding, it will be a devastating blow."

A private grant of \$70,000, raised by General College, is significant—but not enough to cover the deficit. Already, continuing commitments have been made to over 50 participants who have relied on these grants to continue their education. Many of

Shelley Guthrie, a student parent who is working as an undergraduate teaching assistant this year in the HELP Center, said, "The HELP Center helped me connect with other parents. It helps us support each other and provides an arena where we can get together and share problems as well as our different resources to find solutions."

these students will have funding they have come to depend on cut.

Without the child care subsidies, many student parents will be unable to complete their education. Motivated to move quickly toward graduation and on to new jobs and careers, these students will be deterred from entering a workforce that would profit from the talents and skills they have developed. For their children, this can mean the cycle of poverty and limited opportunity will continue.

*Julie Medbery is an independent writer and editor, with 35 years' experience as a University staff member.*

If you would like to support the HELP Center, please contact the General College Development Office, 612-625-8398 or [tapli001@umn.edu](mailto:tapli001@umn.edu), or consider making a gift using the enclosed envelope.

## A message from the University of Minnesota Alumni Association

### The future of the 'U' depends on you

Your voice, united with others, can make a powerful impact on higher education policy. With elections around the corner, the time is now to join the chorus of voices that are impressing upon legislators and legislative and gubernatorial candidates the key role that the University plays in advancing the state's economy, shaping tomorrow's leaders, and engaging in ground-breaking research.

You don't have to be a political expert to participate. Follow these five easy steps to help ensure that, through adequate funding, the state fully supports the University's mission of achieving excellence as a world-class institution:

1. Communicate with your local legislators and legislative candidates. Share your unique University of Minnesota experiences and tell them about the great things that are happening at the "U."
2. Volunteer your time or money to support a candidate's campaign. Do this by distributing campaign materials, going door-to-door, mailing letters, or making phone calls for the candidates you support.
3. Once you've done #1 and/or #2, tell the candidates that you expect them to support the University.
4. Join the Legislative Network by calling the University of Minnesota Alumni Association at 1-800-UM-ALUMS.
5. Vote on November 5!

# The Hubbard

## CHALLENGE: “TO ENSURE A GOOD FUTURE FOR GENERAL COLLEGE”

*“For me, General College was the springboard which made it possible to continue my education and to go on to develop a successful business career. I owe a lot to General College.”*

—Stanley S. Hubbard, chairman and chief executive officer, Hubbard Broadcasting, Inc., and nationally recognized broadcast pioneer

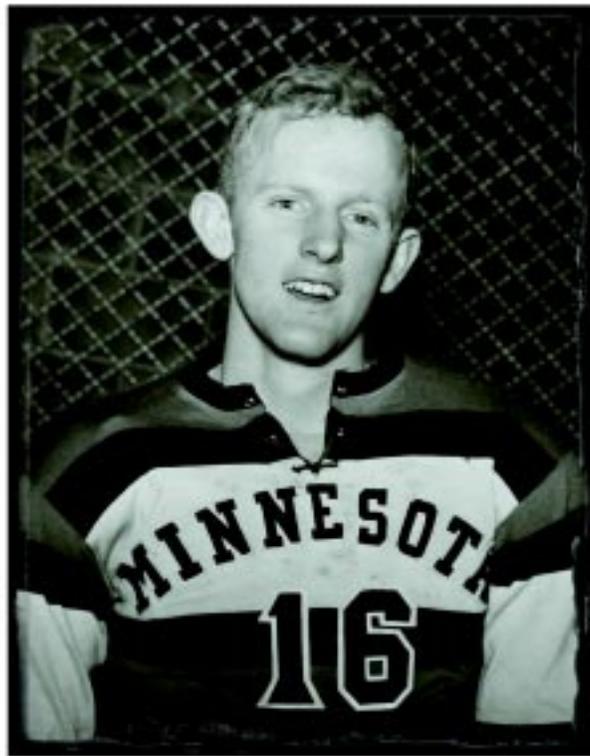
*By Julie Medbery*

In 1999, General College alum Stanley S. Hubbard kickstarted General College’s Access and Excellence Campaign with a challenge pledge of \$1.5 million—a big step toward meeting the college’s \$3.95 million goal as part of the University’s Campaign Minnesota. Thanks to many generous contributions from friends and alumni, the college is within \$320,000 of matching the Hubbard Family Challenge.

Stanley Hubbard and General College have at least two things in common: an entrepreneurial spirit and the ability to adapt. Their association began in the 1950s when Hubbard’s goal was to play varsity hockey for the Golden Gophers. He found his opportunity through General College. Within two years, Hubbard gave up hockey for his newfound passion—learning.

“While at General College, I learned how to study,” Hubbard wrote in a testimonial letter. “I learned how to do the mathematics that I should have learned in high school. I learned that I could successfully take part in the world of academics.”

Hubbard went on to obtain a bachelor’s degree in sociology. Upon graduating, Hubbard became a second-generation broadcaster, following in the footsteps of his father, Stanley E.



Stanley Hubbard as a young hockey player.

Hubbard. He became a driving force in the broadcast industry in Minnesota and the nation. In 1981, Hubbard formed the United States Satellite Broadcasting Company. KSTP-TV, owned by Hubbard, became the developer of high power Direct Broadcast Satellite with partner DIRECT-TV.

In 1984, the University honored Hubbard with the Outstanding Achievement Award, which recognizes former students who have attained unusual distinction in their chosen fields and who have demonstrated outstanding achievement and leadership. In addition to many industry awards, Hubbard was inducted in 1992 into *Broadcasting & Cable* magazine’s Hall of Fame and the Society of Satellite Profes-

sionals International Hall of Fame. In 1999, he was the first (and only) recipient of the Satellite Broadcasting and Communication Association’s Arthur C. Clarke Award for his pioneering work in the Direct Broadcast Satellite field. That same year, former University of Minnesota President Mark Yudof named him a “true friend of the University” for the many contributions Hubbard has made to the University over the years.

As General College allowed Stanley Hubbard to follow his own dream, so Hubbard’s milestone gift will allow others, particularly first-generation college students, students of color, and other underprepared but able students to also benefit from General College’s pioneering work in the theory and practice of developmental education. Every dollar given makes it possible for someone else to live a dream. In this final year of the Access and Excellence campaign and the Hubbard Family Challenge, your assistance will determine whether or not GC rises to the challenge given us by the Hubbard family.

Stanley Hubbard expects the college to experience continued success, saying, “I will do what I can to help ensure a good future for General College, and I hope others will too.”

*Julie Medbery is an independent writer and editor.*

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generosity of all our  
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Mary Ann Parkos  
Lisa M. Paulson  
Raymond F. Pauser  
David A. Pedersen  
Antoinette R. Pelinka  
Eugene F. Peterson  
Michael Howard Plocher  
Burdette V. Polk  
Vivian F. Pommer  
Mark A. Porth  
Mary L. Price  
Michael L. Price  
James A. Quale  
Jean K. Quam  
Kiyoko K. Quiggle  
Thomas M. Quinn  
Dennis G. Radtke

Susan H. Ramola  
Jeffrey C. Rasmussen  
Janet S. Rastetter  
Thomas G. Redmann  
Andy Reichert  
Dallas E. Reuter  
Thomas J. Reynolds  
Harvey E. Riley, Jr.  
Senora Riley  
Gerald D. Rinehart  
Stuart E. Roberson  
Douglas F. Robertson  
Joann Rockstroh  
Ronald R. Roholt  
William A. & Ann M. Roth  
Saundra & Alexander Rowell, Jr.  
Roger L. Rowlette  
Shirley A. Rudd  
Laurie L. Ruhl  
Scott J. & Kathleen G. Schaefer  
Jean F. Schelske  
Sharyn & Bruce Schelske  
Renee E. Scherman  
Linda J. Schlesinger  
Stephanie J. Schleuder  
Nancy M. Schrempp  
Edward A. & Judith A. Schuck  
Albert R. Schweizer  
Patricia A. Seidl  
William R. Shields  
Barbara A. Shine  
Leonard J. Sibinski  
Stanley L. Sieberg  
James L. Sirbasku  
Stephen A. Skaar  
Patricia A. Skundberg  
Amanda I. Smith  
James M. Smith  
Leslie O. Smith  
Milton G. Smith  
Richard N. & Marilyn K. Sobiech  
DeVaughn W. Solberg  
Steven B. Soli  
Robert G. Sornsen  
Matthew J. Sosniecki, Jr.  
Priscilla B. Soule  
Marjorie C. & Warren R. Spannaus  
Catherine L. Speers  
Frederick R. Spencer, Jr.  
Mary K. St. John & David Ekstrand  
Gary R. Steffenson  
Jared P. & Crystal C. Stein  
Barry J. Stehlik  
Richard L. Straumann  
Robert J. & Gail N. Streitz  
Mary J. Suagee-Beauduy  
Adrienne L. Summerfield  
Jock O. Sutherland

Richard C. Swan  
Leonard C. Swanson  
Ralph W. Swanson  
Julie A. Sweitzer  
Patricia Swiderski  
Elizabeth C. Taplin  
Cheryl P. Thompson  
Roger O. Thompson  
Ruth & Neal Tilsner  
Timothy L. Traff  
Leroy S. Trandem  
Margaret A. Turner  
Marian G. Turnquist  
Janet M. Vacha  
John R. Van Pilsum, Jr.  
Antonia Z. Vargas  
Theresa M. Villarreal  
Thomas W. Vipond  
Nancy J. Vitoff  
Keith B. Waataja  
Keiko K. Wada  
Robert A. Walkowski  
Charles W. Wall  
Paul R. Waller  
Gregory J. Walsh  
Judith A. Wanhala  
Richard A. Ward  
Alan R. Wass  
Charles R. Weber  
R. Scott Wells  
Ronald J. Werness  
Eric H. Wesman  
Ronald A. Westberry  
Lori-Anne Williams  
Harvey G. Winston  
Theresa E. Wise  
Darlene R. Witry  
Bruce E. Wojack  
Donald D. Wolfe  
Mark A. & Nancy M. Wolfe  
William A. Yon  
Robert C. Youngman  
Nanda & Silvia Yueh  
Marie E. Zastrow  
Raymond J. Ziegler  
Jacqueline V. Zschokke  
H. Richard Zuckman

Every effort has been made to list names accurately. If you have a correction, please accept our apology and bring this to the attention of Betsy Taplin at 612-625-8398.

You wouldn't think that a 2002 *summa cum laude* graduate of the University of Minnesota would have worried four years ago about whether he would be accepted to the "U," but that was the case for Benjamin Backberg. The Woodbury High School grad said he focused on "sports and the social aspects" of high school, so he was quite happy to be accepted into General College. "I knew it was an entrance into the University," he said.

Backberg included his General College beginnings in the biography he submitted to this spring's issue of *CLA Honors Division News*. He graduated with a major in sociology with a concentration in law, criminology, and deviance and read his honors thesis on judge's attitudes toward the Minnesota sentencing guidelines at the Twelfth Annual Sociology Research Institute this past spring.

While he was in General College, his interest in law and society led him to take all of Peter Kahn's courses on the subject. "I really liked General College's small class sizes. They allowed you to not be intimidated by distant professors," he said. Backberg also recalled rewarding courses and individualized attention in classes taught by Carl Chung, Tom Reynolds, and David Ghere. "GC helped me learn to focus my study skills from high school and made me realize I could succeed academically," he said. General College courses were no easier than those he later encountered in CLA, he added.

Close advising attention from former GC adviser Susan Goethe was also a key to Backberg's academic success. She opened his eyes to the different majors at the University and let him know there was a concentration in law, criminology, and deviance in the sociology major. She also was aware that his 3.5 GPA, after two years of GC study, qualified him for transfer to CLA's honors program.

# Benjamin BACKBERG



This summer Backberg was an intern at Georgeson Shareholder Communications in New York City, which is located next to Battery Park on the southern tip of Manhattan. When he looked straight out his window he could see the Statue of Liberty; to the right was New Jersey, and to the left, the Brooklyn Bridge. As its name suggests, Georgeson assists companies to communicate with their shareholders. Backberg spent three weeks in each of the following departments: mutual fund/proxy solicitation (calling shareholders to be sure they vote on proposals that require shareholder approval); small

shareholder program, where companies offer to buy back small quantities (fewer than 100 shares) of shareholder stocks; and post-merger cleanup, where shareholders can convert their shares in the old company to the new, post-merger one.

Though he described his internship as "the experience of a lifetime," Backberg decided against taking the offer of a full-time job with Georgeson in favor of continuing his education at the William Mitchell College of Law in St. Paul this fall. "I might not be ready for the everyday grind of having a full-time job!" we wrote in an e-mail this summer.

"Having my college degree, which was started in General College, allowed me to have this wonderful internship in NYC," Backberg concluded. "General College opened the door for me. I'm a strong supporter."

—Laura Weber

Last May just before finals week, General College student Phuong La Nguyen received a great surprise: if she still wanted it, she could use a full scholarship provided by Dean David Taylor that would enable her to visit Vietnam to study its literature and culture through a Global Campus seminar led by General College Professor Jill Gidmark. When the original recipient, Phuoc (Felix) Nguyen, did not get the travel papers he needed in time, Phuong, who had written the runner-up essay, was offered the opportunity (see *Access*, spring 2002). She scurried to get ready, filling out forms and securing documents between final exams. It was a crazy week, she remembers, but well worth it.

## Vietnam study abroad seminar takes surprising twist for GC students

By Debra Hartley

The three-credit seminar, “Literature in Vietnam: Folklore & Magic, Prisons & Temples,” took place from May 22 to June 15. Based in Hanoi, students made many excursions inside and outside the city, including visits to pagodas, museums, temples, caves, the Old Town, Co Loa Citadel (the country’s oldest archeological site), and a day excursion to Ha Long Bay, where students swam and had a boat ride aboard a picturesque Chinese junk. They visited the infamous Hanoi Hilton prison and saw the torture chambers and guillotine that had been used only a few decades earlier. Guest speakers in class included female war veterans and authors of some of the books students read and discussed in the course.

Meeting the writers, who provided interpretations of their work and spoke about how life experiences had affected their writing, greatly impressed Phuong. She felt especially fortunate after a Vietnamese student told her that the authors had never visited classes of Vietnamese students before.

Phuong had been to Vietnam once before for a brief trip to visit her grandparents, but this was the first time she could really explore a part of the country. In addition to class activities, students had plenty of time on their own, and this opportunity provided Phuong with some of her most lasting memories. She got to know several local people after a woman fabric seller befriended her and two other students, introducing them to other people and showing them around the city. “They were so nice,” Phuong remembers. “They wanted us to have a good time.”

Although the noise, heat and humidity, and culture shock (such as sharing their classroom with cockroaches and gecko lizards) hit Phuong and all of the seminar students at first, she soon came to feel that she was “living the good life” in Hanoi. For what seemed like little money, they could buy fresh fruit and meals in good restaurants every day. They could bargain for everything and have clothes tailored to their exact specifications.

Phuong and Gidmark both remarked on how open each seminar student was to experiencing Vietnamese culture. Phuong found her classmates to be “awesome,” and Gidmark pointed to the range of majors, ages, and class standing—from



Huu Ngoc, prominent Vietnamese historian and critic (back row, center) addressed this summer's Global Campus seminar led by GC professor Jill Gidmark (at Ngoc's right). GC student Phuong La Nguyen is on Gidmark's right.

a 19-year-old freshman to a 26-year-old senior. They all soon became used to taking the motorcycle taxis that, according to Gidmark, swarm like fire ants on the streets of Hanoi. An unexpected delight was a group meal of snake, a Vietnamese delicacy. Prepared twelve ways, from sautéed skin to snake soup to snake egg rolls, the flavor and novelty of the huge poisonous cobra won over even the most hesitant students.

Phuong is grateful for the opportunity offered her by the dean's scholarship and strongly recommends the seminar. Fortunately, Gidmark said that she will offer it again in 2004.

*Debra Hartley is program coordinator for General College's Academic Resource Center.*

# GC NEWS NOTES

## Wallin Foundation scholarships aid students in GC programs

The Wallin Foundation awards two-year, \$6,000 scholarships to graduates of the Minneapolis public high schools, based on the students' academic ability, financial need, character, and desire to succeed. This year, 17 of the 178 scholarships awarded to the Class of 2002 went to students who are now freshmen in General College. Twelve students who participated in GC's Commanding English (CE) program and one Upward Bound graduate are also benefiting from the scholarship. Congratulations to all!

### Attending General College fall 2002

Edison—Halima Ali (CE)

North—Timothy Ombasa

Patrick Henry—Amin Ebrahim, Eliana Reyes, Farley Zelee

Roosevelt—Mohamed Amin, Shivana Ragoonanan, Fozia Yusuf (CE)

South—Mohamed Ismail, Nabil Kalra, Khalid Mohamed

Southwest—Laura Berskow, Julianna Davis, Tenzin Takza, Elsa Teffera, Saye Williams

Washburn—Anab Duale (CE)

(CE)=Commanding English student who is attending GC this year

### Other Commanding English students

Edison—Sana Ali, Zona Jokondo, Abdiasis Osman, Hanna Tabakova

Roosevelt—Sadia Mumin, Kelly Truong, Safiya Warsame, Pang Yang, Samuel Zewdie

### Upward Bound student

South—Maisue Xiong



## Thermo King/General College book drive

In September, General College and University Foundation staff joined representatives from Thermo King, Minneapolis and St. Paul public schools, Barnes and Noble at the Mall of America, Cops-N-Kids, and Capstone Press to celebrate their combined donation of 2,000 books to school and community groups. The book drive, a GC effort to increase literacy among youth, will become an annual activity.



**Top:** Dean David Taylor, Karen Sternal, Upward Bound program director Aloida Zaragoza. **Below:** standing, Xai Xiong. Sitting (l to r) Brijgobin Balgobin, Bill Lahr, and unidentified friend of Xiong.



**The Minnesota I Have a Dream Scholarship Ceremony** was held July 18 at the St. Paul Student Center, cosponsored by General College and the Upward Bound program. (See spring 2002 issue of *Access*.) Some 75 high school and college students who have earned I Have A Dream scholarships (one-third of whom are enrolled in the U of M system) joined GC staff and Dream Scholarship founders Bill Lahr and Karen Sternal, who contributed \$150,000 this year towards an endowment for the program.

## General College scholarships

Congratulations to the following students who received \$750 General College scholarships for the 2002-03 academic year:

**General College Scholarship**—Eric Anderson, Baryouth Castellanos Verdusco, Daniel Olbumni, Buddy Kpola, Thuy Le, Martha Leiva, Keith McKittrick, Idil Mohamed, Saido Mohamed, Thuyen Ngoc Luu, Quynh Nguyen, Steve Nson, William Weber, Abebayehu Yilma

**Fred L. Estes Scholarship**—Abdisamad Adan, Fadumo Ahmed Ali, Roda Ali, Teneka Graves, Fowzi Hassan, Tequilla Neal

**Binger Academic Achievement Scholarship**—Sani Glenn, Pa Lee, Martha Leiva, Tequilla Neal, Jamie Purvis, Chanez Simmons, Hoang Tran, Ncha Xiong

**Dean's Discretionary**—Aicheria Bell

## Archives Update

The General College Archives Board (Allen Johnson, chair) and Archives Director Mary K. St. John hosted a luncheon and archives tour for spouses of former General College faculty on October 4. Attendees saw a demonstration of the database in which their spouses' names and writings are now preserved.

The winter 2003 *Access* will feature a full archives update as part of the issue's focus on General College's 70th anniversary (1932-2002).

## News notes

**Ezra Hyland** and **Dean David Taylor** are two of the ninety-five new commissioners of Hennepin County's African-American Men Project. General College contributed significant research toward the project.

**Lori-Anne Williams** is one of 12 people named by University regents to the advisory committee that will assist them in the search for a new University president. Williams is the only non-faculty University staff person on the committee.

## National recognition

**Mary Ellen Shaw** was awarded a 2002 NACADA Outstanding Advising Certificate of Merit Award in the Academic Advising Administrator category. She received the award at a special ceremony at the NACADA national conference in Salt Lake City, Utah, in September.

**Mark Anderson** is the winner of the 2002 Associated Writing Program (AWP) Creative Nonfiction Award. This award includes a \$2,000 prize and the publication of his memoir, *Jesus Sound Explosion*, by the University of Georgia Press.

**Chas Somdahl** was selected to become a member of Pi Lambda Theta, an interna-

tional education honor society and professional association. He was inducted into the society on May 2.

## University and community award winners

**CAPA** (Council of Academic Professionals and Administrators) gave out only one award this year: the Outstanding Unit Award, which went to General College for outstanding leadership in providing and maintaining a positive work environment for professional and administrative (P&A) staff.

**Access**, the General College newsletter, received the top award in the category "Best Newsletter (for non-student, staff, or faculty audience)" in the 2002 Maroon and Gold Awards, presented at the annual May conference of the University Communicators Forum.

The **General College**, **Terry Collins**, and **Judy Fox** received the "University Partner" Award from the Office for Multicultural and Academic Affairs (OMAA) this spring for the Curriculum Transformation and Disability (CTAD) Project. The University Partner award is given to a unit or department outside of OMAA that embraces a mission and vision toward providing leadership that will help create an inclusive University community.

GC writing teaching specialists **Maureen Aitkin**, **Mark Anderson**, and **Gary Peter** have been named to the Loft Mentor Series program this year. The Loft Literary Center holds an annual competition to name 12 emerging writers to work intensively with six nationally acclaimed writers. Adjunct **Jeff Milliken**, who teaches GC photography at MacPhail each year, was named a Bush Fellow in the Arts.

## 2002 General College Outstanding Service Awards

**Lori-Anne Williams**— Alfred L. Vaughan Award (P&A staff)

**Aloida Zaragoza**— Jeanne T. Lupton Award (Civil Service staff)

**Tabitha Grier**— David L. Giese Award (graduate assistant)

**Rashne Jehangir**— Multicultural Recognition Award

**Arfasse Gameda**— Multicultural Recognition Student Award

## Grants

**Ezra Hyland** and the **African American Read-In** received a \$1,000 grant from the Vikings Children's Fund.

continued on page 15

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

### CENTER FOR RESEARCH ON DEVELOPMENTAL EDUCATION AND URBAN LITERACY (CRDEUL)

[www.gen.umn.edu/research/crdeul/](http://www.gen.umn.edu/research/crdeul/)

#### *Introducing CRDEUL's new program associate*

We are proud to announce that Holly Choon Hyang Pettman has joined the CRDEUL staff as a full-time program associate. In her position with CRDEUL, Pettman will assist with events and publicity, maintaining the resource center, grants, research, and office activities. Pettman formerly was coordinator for a mentoring program at the University's Academic Health Center. She is a former board member of the Minnesota Cultural Diversity Center (MCDC) and continues to be an active volunteer there and is interested in connecting the University with the community. Welcome, Holly!

#### *CRDEUL and GC sponsor third national meeting on future directions in developmental education*

The center and General College will, for the third time, cosponsor a national meeting to discuss future trends in research, theory, and practice in developmental education. On November 16-17, 2002, approximately 40 national and regional leaders in developmental education will convene to take action on results and recommendations from the first two meetings. This event provides a structured opportunity for individuals to gather and have focused, ongoing conversations that merge perspectives from multiple disciplines. The

November meeting will focus on two primary goals:

(1) working on proposals for national, grant-funded projects with the potential for cross-institutional collaboration and national impact in developmental education, and (2) focusing on defining key themes of diversity and multiculturalism and themes of centrality to developmental education. A final report of the meeting's proceedings will be available on CRDEUL's Web site (address above).

#### *Report on Visiting Scholar program*

CRDEUL sponsored the visit of Dr. James A. Banks, professor and director of the Center for Multicultural Education, University of Washington—Seattle, on May 29-31. His visit included a free public lecture, a public roundtable discussion, and a working brunch with the General College Multicultural Concerns Committee.

#### *Call for submissions—multiculturalism and developmental education*

We invite regional and national developmental educators to submit articles to the fourth CRDEUL monograph. The deadline is February 17, 2003, and complete information, author guidelines, and a submission cover sheet are available on our Web site (address above).

# New faculty cohort arrives

Five new assistant professors joined the General College faculty this fall (and a sixth will follow spring semester). GC uses a system of “cohort hiring” for new faculty. Rather than hire faculty individually, the college hires them in groups of four or more, creating a ready-made support system as they acclimate to their new roles. In future issues of *Access*, we will follow up with some members of this new cohort to see how things went during their first semester.

## Karen L. Miksch

**Education:** J.D., University of California, Hastings College of Law; B.S. political science, University of California, Los Angeles.

**Academic and professional positions (selected):** Teaching specialist, General College; visiting professor, Miami University, Oxford, Ohio; project attorney, National Immigration Law Center, Los Angeles; staff attorney, Central California Legal Services.

**Courses teaching this year:** People and Problems, Law and Society.

**Research areas:** Access to higher education law and policy.

**What excites her most about coming to GC:** The opportunity to work with GC students, innovative teachers, and to conduct research that will, hopefully, help increase access to higher education.

**Plans or goals for first semester:** In addition to teaching, I plan to complete a law review article dealing with access issues.

**Anything else?** I worked on a fishing boat in Alaska to pay for college!

## Irene M. Duranczyk

**Education:** Ed.D., developmental education and higher education administration and management, Grambling State University (La.); M.Ed., educational leadership, Wayne State University (Mich.); B.A., chemistry, Oakland University (Mich.).

**Academic and professional positions (selected):** Program administrator, developmental mathematics, Eastern Michigan University.

**Courses teaching this year:** Beginning and intermediate algebra.

**Research areas:** Qualitative studies of the outcomes of developmental mathematics; math autobiographies; affective factors effecting mathematics outcomes; use of multicultural and constructivist materials to enhance learning; using Uri Treisman’s emerging scholars program to prepare developmental math students for elementary education careers.

**What excites her most about coming to work in GC:** The emphasis on teaching and research; becoming part of the community of scholars in developmental education.

**Plans or goals for first semester:** Expand my research into ethno-mathematics; expanding Paulo Freire’s methods to help students see how powerful they can be through increased proficiency with mathematical ideas.

**Anything else?** I was born in Detroit and lived my whole adult life there. If anyone would have suggested a year ago that I uproot myself and family, I would have laughed. My family and I are glad to be in Minneapolis to experience its diversity and find our niche.

**Susan Staats** will join the faculty spring semester. She comes to the University from Valparaiso University (Ind.), where she has been a visiting instructor of mathematics.

## David Arendale

**Education:** Ph.D., higher education administration and history and Ed.S., higher education administration, University of Missouri–Kansas City; M.A. and B.S., history, B.S. philosophy, Emporia State University, (Kan.).

**Academic and professional positions (selected):** Senior research fellow, Office of the Vice Chancellor for Student Affairs and Enrollment Management and assistant, associate, and interim director, Center for Academic Development, University of Missouri–Kansas City.

**Courses teaching this year:** World Civilization since 1500.

**Research areas:** History of developmental education, student retention and academic intervention programs, peer-led collaborative learning groups.

**What excites him most about coming to work in GC:** Joining a family of colleagues who share a mutual vision for access and achievement of students.

**Plans or goals for first semester:** Get to know my colleagues in the General College; provide a good learning environment in my class; continue my research agenda.

**Anything else?** I enjoy action and science fiction movies. My favorite TV show is “Iron Chef” on the Food Channel.

## Katy Gray Brown

**Education:** Ph.D. and M.A., philosophy, University of Minnesota–Twin Cities; M.A., peace studies, University of Notre Dame (Ind.); B.A., peace studies, Manchester College (Ind.).

**Academic and professional positions (selected):** Visiting assistant professor, University of Saint Thomas; professional development educator and associate program director, Higher Education Consortium for Urban Affairs (HECUA); philosophy instructor, Metropolitan State University and University of Minnesota.

**Courses teaching this year:** Freshman seminar on nonviolence, logic.

## Blong Xiong

**Education:** Ph.D., M.A., family social science, University of Minnesota–Twin Cities; B.A., psychology, Winona State University.

**Academic and professional positions (selected):** Assistant professor, College of Family and Consumer Sciences, Iowa State University; working with Asian American families for Minnesota Extension Service.

**Courses teaching this year:** People and Problems

**Research areas:** Parent-adolescent relationships in immigrant families, adolescent adjustment, and parent education.

**What excites him most about coming to work in GC:** The student population at GC excites me the most because of its diversity and academic backgrounds. I think I can make a bigger impact in GC than elsewhere because of my background as a bilingual learner and educator.

**Plans or goals for first semester:** To try to find the resources at the ‘U’ and in GC that can improve and/or enhance my teaching and research skills and to connect with staff and students.

**Anything else?** Xiong is one of a very small number of Hmong-American professors in the United States.

**Research areas:** Theories of nonviolence, civic engagement in philosophy, American Indians in higher education.

**What excites her most about coming to work in GC:** GC is the perfect community for practicing “education as activism.” GC’s work illustrates how institutions can work for social justice, and I want to be a part of that.

**Plans or goals for first semester:** To remember my passwords.

**Anything else?** I moved to Minneapolis from a small, rural community in 1992, expecting to stay about five years. I’ve lived in the same corner of south Minneapolis’ Phillips neighborhood since then, and feel this is now home.

## KUDOS CONTINUED

**Leon Hsu** received a \$5,000 grant from the Potz Foundation in support of his research into interactive tutorials to teach physics.

**Bob delMas** is one of the recipients of a National Science Foundation grant of \$501,218. The three-year ARTISTS project, under principal investigator Joan B. Garfield (College of Education and Human Development), will develop a Web-based assessment resource for service statistics courses.

**Robin Murie** and **Commanding English** received a \$7,000 departmental grant from the Center for Interdisciplinary Studies of Writing to work with Dan Detzner (College of Human Ecology) on a research project entitled “Life Histories as the Focus of Writing in Somali and Other Immigrant Communities.”

**Mark Bellcourt** received a \$575 grant from the Coca-Cola Beverage Partnership for the **Ando-giikendaasowin Native American Math and Science Summer Camp**.

**Jeanne L. Higbee** and **Dana Britt Lundell** each received a \$500 travel grant from the Office of International Programs office to present at the EAN (European Access Network) Conference in Prato, Italy, in June.

**Jill Gidmark** was awarded a McKnight International Travel Grant for \$800 for travel to Amsterdam, where she conducted interviews about the Moby Dick paintings and etchings of Dutch artist Charley Reuvers.

**Patrick Bruch** was awarded a \$1,515 Grant-in-Aid of Artistry, Research, and Scholarship to facilitate work on a book, *The Hope and the Legacy: The Past, Present, and Future of Students’ Right to Their Own Language*.

### Publications

**Patrick Bruch**, “Race, Literacy, and the Value of Rights Rhetoric in Composition Studies,” *College Composition and Communication*, 2002.

Susan Stan and **Terry Collins**, “Basic Writing: Curricular Interactions with New Technology,” reprinted in *Dialogue on Writing: Rethinking ESL, Basic Writing, and First-Year Composition*, by Geri Deluca, et al., eds., Lawrence Erlbaum, 2001.

Kathy Cramer, Tom Post, and **Bob delMas**, “Initial Fraction Learning by Fourth- and Fifth-Grade Students: A Comparison of the Effects of Using Commercial Curricula with the Effects of Using the Rational Number Project Curriculum,” *Journal for Research in Mathematics Education*, March 2002.

**Dave Ghre**, “Searching for Justice on the Maine Frontier: Legal Concepts, Treaties and the 1749 Wiscasset Incident,” *American Indian Quarterly*, summer 2002. In addition, three lesson plans for teaching Native American history have recently been

republished by the Organization of American Historians in the collection *American Stories*.

**Rashne Jehangir**, “Higher Education for Whom: The Battle to Include Developmental Education at the Four-Year University,” *Developmental Education Monograph: Policy and Practice*, 2002.

**Randy Moore**, “The Sad Status of Evolution Education in American Schools,” *The Linnean*, Vol. 18, pp. 26-34, 2002.

—. “Human factor decay, American exceptionalism, and the exclusion of women and minorities from science and science-driven globalization,” *Human Factor Studies*, Vol. 8, No. 1, pp. 74-89.

**Geoffrey Sirc**, *English Composition as a Happening*, Utah State University Press, 2002.

**Robert Yahnke** is the new audiovisual editor of the *Gerontologist*, the leading periodical in the field of gerontology.

### Welcome to new staff members

**David Arendale**, asst. professor, Social Sciences  
**Carole Broad**, asst. counselor advocate, HELP Center

**Katy Gray Brown**, asst. professor, Humanities  
**Linda Butarian**, teaching specialist, Writing  
**Irene Duranczyk**, asst. professor, Math  
**Johnny Hedgepeth**, asst. counselor advocate, TRIO

**Margaret Delehanty Kelly**, program associate, Dugsi

**Ellen Mauro**, accounts specialist, Financial Services

**Braden McGarry**, office specialist, Academic Affairs

**Don Opitz**, coordinator, Math Resource Center  
**Gary Peter**, teaching specialist, Writing

**Holly Choong Hyang Pettman**, program associate, CRDEUL

**Josh Saindon**, info tech specialist, Tech Support Services

**Serena Wright**, administrative aide, Development Office

**Zha Blong Xiong**, asst. professor, Social Sciences

### Promotions

**Patricia Eliason**, senior teaching specialist, Commanding English

**Karen Miksch**, asst. professor, Social Sciences  
**Mark Pedelty**, assoc. professor, Social Sciences

**Mary Ellen Shaw**, counselor advocate, Student Services

**Geoffrey Sirc**, professor, Writing

### Best wishes to departed staff

Mercy Das-Sulc, Michelle Doege, Sean Fee, Shani Greene, Kirsten Johnson, Lolita King-Saulsberry, Joanna Pataconi, Eric Sundell, Nanda Warren, Beverly Weddle

### Obituaries

Second-year student Brandon Hall, 19, was killed on September 1. We mourn his loss.

## Access and Excellence CAMPAIGN REPORT

*Director of Development and Alumni Relations  
Kirsten Johnson*

### A banner year for the General College!

**F**iscal year 2002, which ended on June 30, was a banner year for the General College Access and Excellence campaign. More than 416 contributions and pledges were received for a total of \$704,260 toward the campaign goal of \$3.95 million. To date, a total of \$3,066,682 has been raised toward the goal. Wow! Thank you to all of the generous friends and alumni (see pages 8–9 for the Donor Honor Roll) who made the past year a resounding success!

At the center of the campaign effort is meeting the challenge pledge of \$1.5 million provided by the Hubbard family. With the close of the fiscal year, more than \$1,178,882 has been counted toward the match. We shared this news with Stan Hubbard and his family in an August meeting. Everyone is very excited about the prospect of completing this challenge in the next year with just over \$320,000 left to raise toward the match.

Another measure of campaign success is the commitment made by faculty and staff of the college. To date, more than 82 current and former faculty and staff members have committed \$179,500 toward their constituent goal of \$200,000. We are very optimistic that we can meet and exceed the faculty/staff goal in the coming year. Every contribution counts toward the Hubbard match. Special thanks to current and former members of the faculty and staff supporting the campaign.

One year remains in Campaign Minnesota. For the General College to find success and meet our Access and Excellence campaign goals in the next year, we must raise \$883,000—and all of that will go for scholarships. Every gift commitment, including multi-year pledges and estate gifts,

counts toward the Hubbard match and the campaign goal. Don't miss out on the opportunity to contribute to the success of the General College Access and Excellence Campaign. Call the development office at 612-625-8398 today to make your commitment to the campaign.

### A special note to General College alumni and friends

It has been a great pleasure working with you over the past four years. In the coming year, I will make a transition to a regional development director position at the University of Minnesota Foundation. In this capacity, I will continue to advise the General College development office and work with GC contributors through the end of Campaign Minnesota. I will also begin working with University alumni residing in northern California who want to stay connected to the "U."

Development assistant Betsy Taplin will serve as acting director of development until a new director is named. She will continue to provide the level of service alumni and friends of the college have come to expect.

Again, thank you to everyone who has made my work with General College a heartwarming experience. I look forward to celebrating the success of the Access and Excellence campaign with you in the next year.

*Yours truly,*  
Kirsten Johnson