

THE GENERAL COLLEGE NEWSLETTER

1905 Access

UNIVERSITY OF MINNESOTA

General College
109 Appleby Hall
128 Pleasant Street S.E.
Minneapolis, MN 55455

Volume 2, Number 2

Winter 2003

General College at

70



General
M.
College



From the Source

Dean David V. Taylor

FOCUS ON General College: A proud history

General College is now 70 years old. The origins of the college lay in the years following World War I when many students and war veterans, attempting to access postsecondary institutions, were not being successfully retained because of poor academic preparation. Many did not understand the culture of the academy, and support services for students were virtually nonexistent. A few leading educators across the nation recognized the need for curricular innovation that would provide a general introduction to disciplinary fields of study as well as appropriate advising for students as they began to determine fields of interests that would shape their academic program.

University of Minnesota President Lotus Coffman was aware of both the retention problem and the burgeoning “general education” curriculum movement. He was also aware of the fact that talented students were not being sufficiently challenged by the existing curriculum. In an effort to find remedies to both issues, he established two task forces. As a result of these deliberations, the University College was established in 1930, and a “Junior College,” the precursor of the General College, was formed in 1932.

The General College has had an illustrious, sometimes controversial, history. Over the past 70 years it has been in the vanguard of institutional accommodation to societal changes. It has been the principal vehicle through which the University’s commitment to access has been realized. This issue of *Access* is intended to share with you, the reader, a portion of that history, richly illustrated with photographs of people and events. Additionally, we have featured our growing Archives Center, which will preserve the unique stories and achievements of this community of professionals and the people that they have served.

ON THE COVER

Bound archival volumes representing General College’s 70-year history form the backdrop of this issue’s cover. In the foreground, top left: Nicholson Hall, the college’s home from 1951 until 1989. Top right: General College was first housed in Wesbrook Hall, in whose alcove three art students are seen working in 1938. Bottom left: General College students stand in line to register for courses in Morrill Hall in 1977. Bottom right: Today’s students, like GC freshman Stephanie Hagen, register online, as well as use computers in class, as shown here.

Photo credits: Scott Cohen (archives books); Tom Foley (Stephanie Hagen); University of Minnesota Archives (Nicholson Hall, art students), GC Archives (registration line).

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National leaders in developmental education meet at 'U' to discuss future directions

General College continued its national leadership role for research and practice in the field of developmental education when it convened the third national meeting on future directions in developmental education on November 16-17, 2002. GC and the college's Center for Research on Developmental Education and Urban Literacy (CRDEUL) sponsorship of these meetings, attended by leaders in developmental education from GC and around the nation, has fostered strong national collaborations that will continue to support research on access for students in higher education.

The concept of a "Future Directions" meeting originated a few years ago with Professor Terry Collins, GC's director of academic affairs, who determined that the time had come for the college to take a national leadership position by initiating discussions across organizations and providing a space for more imaginative kinds of research and practice on access issues in higher education. Dean David Taylor was highly supportive of this plan, and in October 1999, Dana Lundell and Professor Jeanne Higbee from CRDEUL planned and hosted the first of a series of three meetings.

Twenty regional and national leaders with expertise on access issues for stu-

dents in higher education attended the first meeting. They identified 16 themes to examine, including histories of developmental education, future research, and theoretical frameworks. Participants met to brainstorm and create recommendations. Four major themes emerged in the first meeting—research, policy and practice, collaboration and community partnerships, and theoretical perspectives. A second meeting was held in April 2001 to expand upon those themes and recommend future action.

At the third, and most recent, meeting in November, participants continued conversations around two themes—grants and research, and diversity and multiculturalism. This time, 40 leaders from a variety of subject areas and organizations met to develop specific action plans for the coming year. The meeting's outcomes included identifying grants and research topics as well as future directions for multiculturalism and diversity in developmental education.

Another outcome was launching the national Future Directions Multicultural Initiative by Professor Jeanne Higbee to focus on information dissemination, curricular transformation, and research. Dana Lundell will lead the CRDEUL Advisory Board to develop future grants for research and practice.

The Center has published proceedings from past meetings (available at www.gen.umn.edu/research/crdeul/publications.htm). An online summary report of the third meeting will be forthcoming in February 2003.

—Dana Lundell



Forty regional and national leaders in the field of developmental education met at the University in November to develop action plans to advance research and practice in developmental education. Left to right, facing camera: Carl Chung, Irene Duranczyk, Janet Stottlemyer, David Arendale (standing), Terry Collins, all of GC.

UNIVERSITY OF MINNESOTA



Access

The General College Newsletter

Winter 2003 ■ Vol. 2, No. 2

Dean

David V. Taylor

Editor and communications director

Laura Weber

Original design and cover design

Sysouk Khambounmy

Photography

Scott Cohen, Tom Foley

Layout

Sysouk Khambounmy, Laura Weber

Copy editing

Mary Ellen Gee

Contributing writers

Allen Johnson, Tom Lonergan, Dana Lundell, Barbara Miller, Jason Sanford

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

The mission of General College is to provide access to the University of Minnesota for highly motivated students from a broad range of backgrounds who demonstrate potential to succeed at a major research university and to advance research in fields affecting those students' success, including developmental and multicultural education.

Send correspondence to the editor at:

General College

109 Appleby Hall, 128 Pleasant St. S.E.

Minneapolis, MN 55455-0434

l-webe@umn.edu

GC Web site: www.gen.umn.edu

This publication is available in alternative formats upon request. Please call 612-625-6566 or fax 612-626-7848.

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Printed with vegetable ink on recycled paper, 20 percent post-consumer waste, by University Printing Services.

OF THE GENERAL COLLEGE

THE ROOTS

Photos on this page courtesy University of Minnesota Archives



University President (1920–1938) Lotus Coffman

The roots of General College go back to the years following World War I. As the country returned to “normalcy” in the 1920s, considerable unhappiness existed at the University of Minnesota, as well as at most colleges and universities nationwide, over the fact that undergraduate education was not serving the needs of large numbers of entering students. In many cases, more than half of the freshman class did not return for the second year. At the University, the figure was 60 percent. To attempt to solve this problem, several colleges and universities independently developed general education programs, especially for lower division students.

The University participated in a serious and concerted effort to define what Minnesota’s brand of general education should be. The champion of the cause was University President (1920–1938) Lotus Delta Coffman. Coffman established the Committee on Administrative Reorganization (more commonly called the Committee of Seven: six deans and one staff member) to propose changes in university organization and curriculum for the specific purpose of, in Coffman’s words, “adjusting the institution to the individual.”

GC was part of the University’s response to a nationwide reevaluation of undergraduate education post-World War I

To do this, they divided the body of underserved students into two groups. The first group was the gifted students for whom the traditional curriculum was too rigid. For these students, University College was created in June 1930. The second group included students at the other end of the academic spectrum, those who were not expected to go beyond two years, those described by General College’s first director, Malcolm MacLean, as previously “dumped into the great slag heap of academic discards.”

While many university leaders of the era believed that too many people were going to college, thus “destroying civilization,” President Coffman genuinely believed the opposite—that the “academic discards” had as much right to be served by the University as any other group of students. He believed, first of all, that a state university owed an opportunity to everyone. If a student failed, it wasn’t necessarily the fault of the student, but more likely the failure of the university. Coffman frequently pointed out that many of the “academic discards” later emerged as talented civic and community leaders—some even becoming legislators who voted on appropriations for the University.



State-of-the-art student counseling and advising has been one of General College’s hallmarks from the beginning. Above, the GC counseling staff, 1948. Left to right: Claude Grant, Cornelia Williams, Mary R. Andersen, Francis Gamelin, Harold Richardson.



Coffman faced strong opposition to this idea but tactfully and skillfully brought those doubters over to his way of thinking. In February 1932, the Board of Regents approved MacLean's appointment as the first director of the Junior College of the University of Minnesota, which, in 1933, was renamed the General College. The new unit took up residence in Wesbrook Hall.

To accomplish what Coffman wanted, the open-door, general education program at Minnesota was to be student-centered. The new college would provide those students who wished only to attend for two years "an honorable exit" by conferring the associate in arts degree. Coffman, along with leaders and scholars such as MacLean, Fred Hovde, and Alvin Eu-rich, initiated an extensive effort to find out who students were, what they wanted from their education, and how the University could best serve them. They launched the most extensive and comprehensive study of entering students undertaken to date at Minnesota through the University testing service and health service. The results of their study, completed in the early 1940s, filled four volumes.

One outcome was establishment of a state-of-the-art student counseling and advising unit in order to know the students better and steer them in the directions of their strengths. Academically, a curriculum designed to include courses in human biology, overview of physics and chemistry, mathematics, developmental psychology, formation of public opinion, communication, background of the modern world, euthenics (the science that deals with development of human well-

being by improving living conditions), and the fine arts would be taught by faculty borrowed from other University departments.

From September 1932, when GC first opened its doors, to the present, the experiment known as General College and its general education core has remained consistent with the purposes and goals its founders had advo-

cated. It is difficult to believe that the General College would have come into existence if it had not been for the leadership, convictions, and foresight of President Lotus D. Coffman. He was the right person in the right place at the right time!



Malcolm MacLean

Photos on this page courtesy
General College Archives

Left: students move between classes in Nicholson Hall, ca. 1950. An elevator was later installed where the stairway is seen.
Below: Horace T. Morse, the college's first dean, meets with incoming General College students at tea in Coffman Union, May 1947.



"The University's most talked of experiment—scoffed at by many and respected by many more—is General College. . . . No professor on a podium blasts away at rows of students; instead each student approaches his problem individually and with individual help from an instructor."

—The Minnesota Daily, July 28, 1939



Mary K. St. John, Archives director

By Tom Lonergan

General College's 70-year story as an evolving experiment in higher education is coming together in volumes.

As scores of boxes long held in storage make their way—document by document—into the growing GC Archives Center in Appleby Hall, the historical record of those who taught, led, and learned at the college since its inception in 1932 will provide a potential gold mine for higher education researchers and University of Minnesota historians.

The effort to acquire the documents and the space for processing, storage, and cataloging is led by Professor Emerita Mary K. St. John, assisted by an advisory board of five senior and retired GC faculty members. With the help of Steve Shroyer of GC Technical Support Services and dedicated volunteers, St. John has been compiling an archive database that currently holds more than 500 documents filed into nine categories. Information can be retrieved by topic, date, event, a person's name, a professional association, or other key words.

The Archives Center goals are to build a document repository about the college's unique role in higher education throughout its 70-year history and to provide raw material for writing the history of the college, consistent with an effort at the University to publish the history of all the colleges.

St. John noted that Dean David Taylor, who is a historian, immediately saw the value of preserving the unique history of General College. "He has supported us from the beginning in many ways and has made this archive collection possible," St. John said.

A historical record of General College is vital, Taylor said, because of the college's pioneering role in open enrollment, student support services, and responding to nontraditional students and societal change with innovative programs. "We have always been challenged to justify our existence even as we were evolving," Taylor said.

Thousands of University alumni started in GC and finished their degrees in other University colleges. In addition, more than 10,000 individuals earned an associate in arts degree (offered from the college's beginning) and/or either a bachelor of applied studies or bachelor of general studies degree (offered beginning in the early 1970s). Hundreds of students completed two-year career development certificates as well. Granting certificates and degrees was terminated in 1991 when GC's mission changed to a developmental education program preparing students for transfer.

Associate Professor Allen Johnson has taught science and mathematics courses in the college for nearly 40 years. As he nears retirement, he has been researching the college's origins in the 1920s and 1930s with an eye towards writing a history of GC. (See Johnson's article in this issue.)

"GC's story is too important to be hidden," said Johnson, who chairs the archives advisory board. "This is where the concept of developmental education began. As new social and academic needs arose, the general education core designed by the founders of the college was adapted to resolve or mitigate those needs. Today's emphasis on developmental and multicultural education is an example."

Initially called the Junior College of the University of Minnesota, the soon-renamed General College offered its first courses in the fall of 1932. These courses exemplified the student-centered nature of the college, including one called "How to Study." At first, the college's faculty were borrowed from other colleges at the University.

General College was the first college on a university campus to extend student aptitude testing to include measures in several fields—vocational interests, personality traits, and social attitudes. Staffing the counseling office with professional advisers—still an integral part of GC—was also a campus first. Faculty pioneers were the first to study and publish research about the needs and experiences of first-generation college students.

General College also pioneered the use of new audio-visual teaching aids (film, filmstrips, sound recordings), early establishing a media center. Newsreel theater, music listening hours, and art exhibits were developed in the college and further enriched University life for students and faculty in the 1930s and 1940s.

Former dean (1979-86) Jeanne Lupton and former acting dean (1986-88) and Professor Emerita Evelyn Unes Hansen have assisted the Archives Center with research and support. Hansen has made an important contribution with her comprehensive outline, *"The General College 1930-2000: The First Seventy Years, Major Epochs,"* published in the Archives Center's first document collection.

"This project is growing more than we thought it would," said Lupton, who is seeking additional funding sources for the archives. "I'm hopeful there will be increased interest, especially among current and retired faculty and those who will use this collection for research. General College needs to be recognized for its success and important role in the University's history."

While decades of meeting minutes, department reports, newsletters, journals, and studies will provide researchers with invaluable data about General College's rich history and unique contributions to the University, archives organizers also hope to collect oral histories from faculty, administra-

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Mary K. St. John, Archives Director

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Steven Shroyer, Technical Specialist

tors, and alumni to further enrich the collection.

"Throughout its history, General College faculty have shown students that knowledge is integrated, that you apply knowledge from a vast array of areas," said Associate Professor Thomas Buckley. "We were uniquely qualified to do that." As an advisory board member, Buckley has been involved in the archives project from its inception in 1999.

Buckley, a historian, started his teaching career with GC in 1960. "This was an exciting place to be in the 1960s and 1970s," Buckley said. "We reached out to many different communities. We've done some very innovative things here, and that needs to be part of the record." As examples, he cited the University's first courses in African American, Hispanic, and Native American studies, developed in General College.

Taylor agrees. "The story of African Americans, Native Americans, and other students of color at the University starts with and continues through the General College," he said.

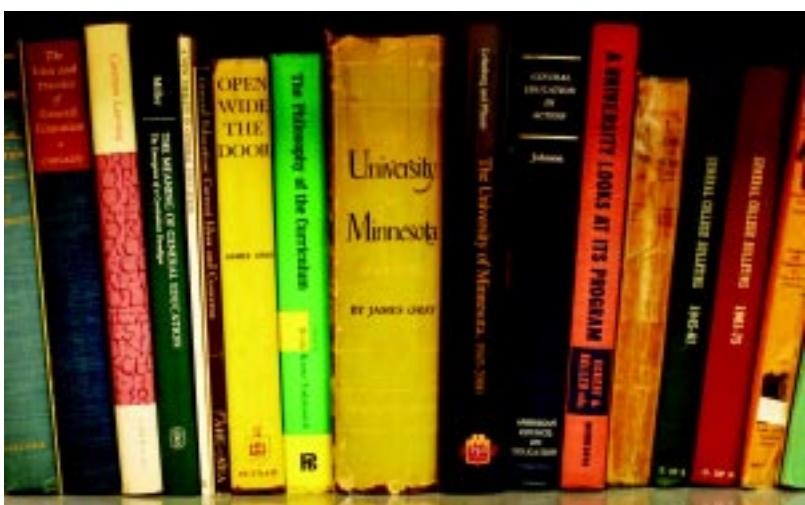
Professor Emerita M. Barbara Killen regularly volunteers to help organize the archives and serves on the advisory board. She taught in occupational programs during the 1970s, offered in a partnership between GC and technical schools.

"The college provided access to education for late bloomers," Killen said. "Many General College graduates stayed in Minnesota and have made important contributions to its social, cultural, and economic health. It's important for people to know about the college."

As the late Professor Norman W. Moen wrote in a 1983 study, "The poor, minorities, women, those who think they lack ability to do college work, those who missed a chance at college and seek another, those who worked to continue education or started in the armed forces...persons in these categories were referred to as the 'new students' of the 1970s and 1980s, but their faces have been familiar to General College faculty for half a century."

"There were some really gutsy pioneers here," said Professor Terry Collins, GC director of academic affairs and curriculum. "I hope the archives can reengage us with the populist roots of the college. At the time the college was formed, there was a wider-held belief in collective improvement through education," he said.

"The college's story has been told in its time by different generations," Collins added, "but the whole story hasn't been told."



General College: Access to Excellence for



70 YEARS

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Kiosk: the newspaper by and for faculty and staff of the University of Minnesota, November 2002.

By Jason Sanford

When Avelino Mills-Novoa considered going to college in the late 1960s, his high school guidance counselor gave him some simple advice: "Don't waste your time."

Mills-Novoa knows why his counselor said this. As a recent immigrant from Cuba, he had spent his junior high and high school years separated from his family and bouncing from school to school, all the while attempting to learn English. His chaotic life meant that his grades were less than stellar.

But instead of following the counselor's advice to go find a job, Mills-Novoa enrolled in the University of Minnesota's General College. Today he is the assistant dean and director of student services, and he credits General College with his success in life. "In many ways," he says, "I'm the poster child for the type of first-generation college student that General College tries to reach."



More than 10,000 individuals, including David L. Sundet, received two- or four-year degrees or certificates from General College. GC stopped granting degrees in 1991.

Last year was the 70th anniversary of General College, which was created in 1932 by President Lotus Coffman. At the time, Coffman felt that the University was failing in its land-grant mission of making education accessible to all. It was his hope that General College could offer two-year degrees and access to the University for people who otherwise would have been unable to go to college.

In its first decade, General College focused primarily on rural students who hadn't been prepared for college (including Norman Borlaug, who entered General College after failing his university entrance exam and is the only University graduate to win the Nobel Peace Prize). In the 1940s and '50s, World War II and Korean War veterans filled the college. In the 1960s and '70s, General College turned its attention to students of color, neglected populations, and adult and lifelong learners.

Today General College is the most diverse college on campus, with people of color making up more than a third of its students, compared with 12 percent systemwide. Of the almost 1,900 students in the college, 42 percent are from high schools in the suburban Twin Cities area, 27 percent are from Minneapolis and St. Paul, and 21 percent are from outstate Minnesota. Each year General College gets 4,600 applications, makes 1,600 offers, and has a freshman class of about 900 students.

But despite its success in opening up the University to underserved populations, resistance to General College has existed from day one. "Even during Coffman's time there were people who adhered to the Harvard mentality of education," says Taylor, "where higher learning was an elite practice restricted to a worthy few. These people never liked General College."

This attitude resurfaced in 1996, when then-president Nils Hasselmo proposed closing General College because of its cost and the low graduation rate of its students. The Board of Regents





"U" official Clint Hewitt (left) and GC professor David L. Giese (right) symbolically demolish Temporary North of Mines in 1987 to make way for a major addition to Appleby Hall, GC's third, and current, home.

ultimately rejected his proposal, in large part due to aggressive lobbying from General College alumni.

"Over and over our alumni say that General College gave them a chance to succeed in life," says Mills-Novoa. "People don't forget something like that, and it makes them extremely loyal to us."

Still, in response to criticism that the college duplicated the efforts of the state's community college system, General College stopped offering associate and four-year degrees in 1991 and rededicated itself to readying its students for transfer to other colleges at the University. In addition, the research focus of the college is now on developmental education, an area that the college had always specialized in and for which it has become nationally renowned.

"Despite what people think, developmental education is not remedial education," says Mills-Novoa. "It is an attempt to make postsecondary education more receptive to individual students and their different backgrounds and levels of academic preparedness.

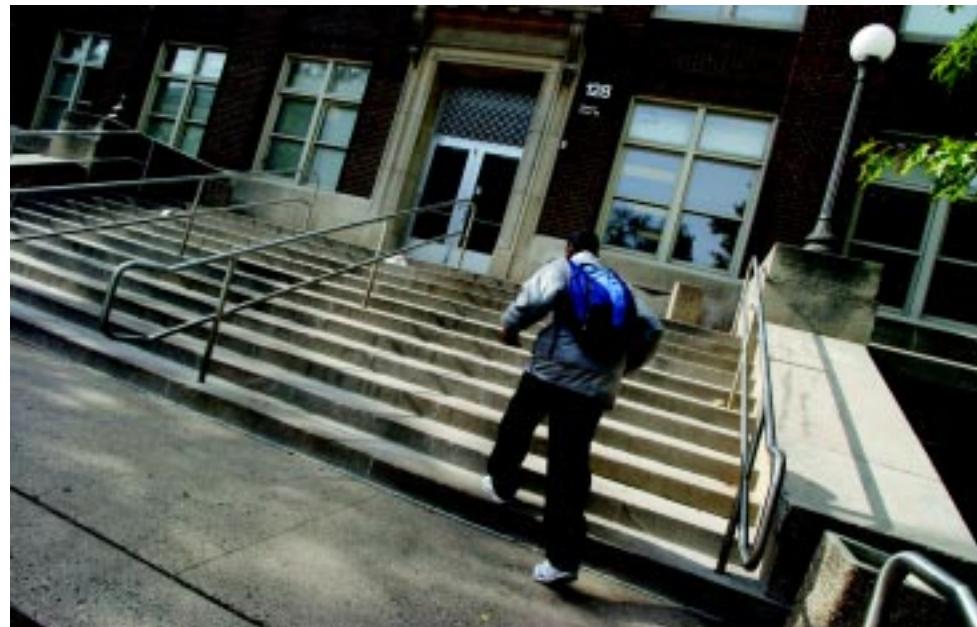
Instead of trying to fix someone so they're ready for the University, we try to find what our students are bringing to the University and work with them to achieve their potential."



Hundreds rallied to save General College in 1996 when it was targeted for elimination.

According to Dean Taylor, even though the attempt to close the college six years ago was painful, it also helped General College refocus its energy on its core mission. Both the second-year retention rate for the college and the number of students transferring into other colleges continue to improve each year. In addition, the current and former administration have publicly voiced their support for General College and the role it fulfills at the University.

But while statistics are encouraging, and the acclaim the college has received for its developmental education research satisfying, Avelino Mills-Novoa never forgets that it all comes down to helping students succeed. "The important thing about General College's developmental approach," he says, "is that we give people the opportunity to become who they can be. That's all I wanted when I was a student, and it's all our students want today—to be who they can be."



Appleby Hall, home of General College today. Photo by Tom Foley

Project documents African American

contributions to the 'U'

On January 14, 1969, between 60 and 70 African American students occupied Morrill Hall, the University of Minnesota's administration building, for almost two days. The administration's response following the takeover set in motion several changes that would profoundly affect the cultural and academic life of the University: establishment of the Martin Luther King, Jr., program and the Afro-American Studies Department and a commitment to recruit increased numbers of African American students from the Twin Cities.

Over 30 years after this watershed event, a research project is under way to explore and record the history of African Americans at the University in the aftermath of the Morrill Hall takeover. Under the auspices of General College, the Coalition for the History of African American Contributions to the University of Minnesota has begun to collect documents, memorabilia, photographs, and oral histories. Project coordinator Remi Douah was hired in May 2002 to conduct additional archival research and oversee dissemination of the project findings, which could include articles, Web site, museum exhibit, and public television documentary.

Students fought for civil and academic rights at colleges and universities across the country in the 1960s and 1970s. Douah is examining the Morrill Hall events of 1969 within that national context. He has also found conflicting views about the facts and legacy of the event, which will be reflected in the findings.

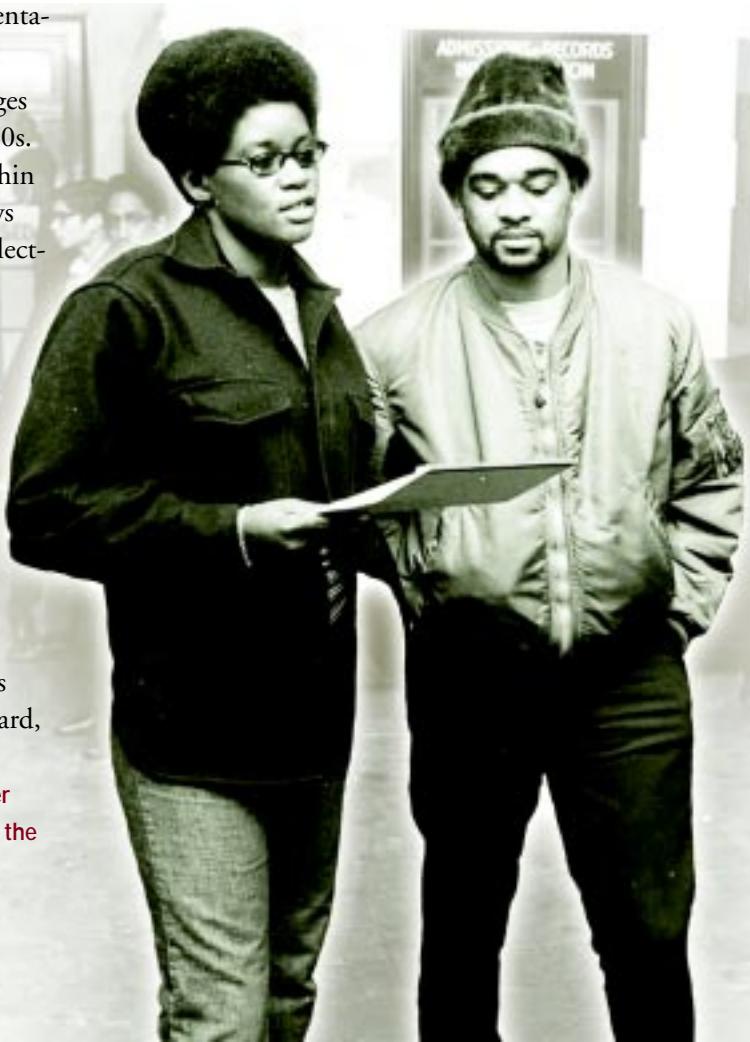
The project is important, said Dean David Taylor, because previous histories of the University have either ignored or given limited treatment to the history of African Americans at the University. Taylor said that although the takeover of Morrill Hall was an important event, "African Americans have had a very long involvement with the University spanning more than 100 years."

John Wright, associate professor of African American and African Studies (the renamed Afro-American Studies Department) and a member of the coalition advisory board,

concurs. Three generations of his family have been linked to the University in one way or another, but "the official histories simply don't create an understandable context for grasping our family's relationship to the University," he said. "This project is attempting to provide a supplement and counterpoint to the official histories, in order to give a richer sense of the complex interrelationship of the University and the African American community," Wright said.

The history of African American contributions to the University project continues to seek input and memorabilia. Materials will ultimately be housed in the Givens Collection of African American Literature at the University's Andersen Library. For more information contact Remi Douah, 612-625-1977 or doua0003@umn.edu.

—Laura Weber



Rose Mary Freeman and Horace Huntley led the Morrill Hall takeover January 14, 1969. Thirty years later, a project is under way to record the history of African Americans at the 'U' in the takeover's aftermath.

GC NEWS NOTES



Professors meet noted GC alum Dr. Norman Borlaug

General College biology professors Murray Jensen, left, and Randy Moore, right, were pleased to meet one of the college's most illustrious graduates, Nobel laureate Norman Borlaug (center) at the National Association of Biology Teachers Conference, October 29–November 3, in Cincinnati, Ohio. Dr. Borlaug was the keynote speaker. Randy Moore said he and Jensen introduced themselves to Dr. Borlaug as GC professors. "He said he was glad to see us and that he loved General College," Moore reported.

Employment Expo planned for April 23

Job seekers and local employers will have an opportunity to meet face to face at the U of M Alumni Employment Expo, April 23, from 1 to 7 p.m., at the McNamara Alumni Center, 200 Oak Street S.E., Minneapolis.

All University alumni, recent graduates, and seniors can view displays and gather information from top Twin Cities businesses during an informative day designed to help great grads (and seniors) find great jobs. There will also be an array of career development resources to help in career planning and job searches.

"The sluggish economy and greater competition in the marketplace requires job seekers to have an advantage," says Libby Hupf-Tate, University of Minnesota Alumni Association (UMAA) outreach program director. "The Expo aims to bring together qualified candidates seeking good jobs with key employers seeking good applicants."

This is a free event sponsored by the UMAA, College of Continuing Education, Career Development Network, and Minnesota Workforce Centers. More information about the Employment Expo can be found at www.alumni.umn.edu/expo or call 612-626-4707.

Nine GC students attend leadership retreat

Nine General College (GC) students and one staff member attended the Lifeskills Center for Leadership retreat in Hayward, Wis., sponsored by the GC Student Board, November 1-3, 2002.

Students participated in team and confidence-building exercises including physical challenges, public speaking, and personal goal setting. Students were pleasantly surprised when the Lifeskills Center founder, Dave Anderson, owner of the Famous Dave's restaurant chain, came to the closing ceremony to personally congratulate the students.

GC teaching specialist Brock Dubbels chaperoned the students for the weekend retreat. Jacqueline Kroupa, GC Student Board member, said, "The weekend was awesome!" Anthony Gallo-way said, "This leadership retreat has changed more in my life than anything I can think of."

The other GC student board members who attended were Stephanie Hooks, Vidal Telles, Phoumy Soundara, Pao Xiong, Leah Woodstrom, Adina Hicks, and Johnny Neghch.

All four Ethel Curry American Indian Scholars for 2002-03 are General College students—**Shaylee Hope Brown, Danielle Bosquez, Sarah Waukazo-Fraser, and Leonard Alan Roy**.

The Ethel Curry American Indian Scholarship is awarded to students who are at least one-fourth American Indian and who demonstrate involvement in American Indian culture and community. Ethel Curry was a University alumna who donated \$1 million to the University and \$1 million to the state for scholarships for American Indians.

Grassroots action is critical this year

This year is unique because each state agency and public higher education institution faces extraordinary cuts. The University has already endured a \$24 million budget cut during last year's legislative session. Governor Pawlenty is recommending the 'U' cut \$25 million from the FY03 budget and this is just the beginning—we anticipate another large budget reduction for the 2004-05 biennial budget.

Competition for limited resources is fierce. Every special interest group is making its case at the capitol. Legislators need to hear from University supporters that funding is crucial to maintaining a strong institution. Each individual's efforts are critical.

Share the reasons you value the University—why it is important to you personally—with your legislators and Governor Pawlenty. To learn how to contact your elected officials and about the University's legislative priorities, visit the U of M Government Relations Web site at www.umn.edu/govrel. To sign up for the Legislative Network, visit www.alumni.umn.edu/legnetwork.

As they have for the past seven years, thousands of Minnesota students and adults took part in readings, songs, and performances as part of the African American Read-In, held this year on Monday, February 3. But the General College-sponsored Read-In is busier than ever this year. As part of its mission to increase literacy and celebrate African American literature, the Read-In is launching a city-wide African American book club for adults—and has a few more irons in the fire.

The book club is a collaboration with *Insight News*, the

Reads One Book and *Time to Read*. St. Paul Reads is sponsored by the St. Paul Public Schools and the city of St. Paul to promote literacy and unify a diverse city through the common experience of reading the same book. Hyland and the Read-In were involved in the process that selected *The Watsons Go to Birmingham—1963*, by Christopher Paul Curtis, as the second book in the project. Time Warner Cable is producing *Time to Read*, a community and family literacy show for public access stations.

Hyland's passion for literacy, particularly in the African American community, is behind his involvement in each of these projects. He is motivated by statistics such as the fact that children who are not reading at grade level by the end of first grade face 8-to-1 odds of ever catching up. "Young people want to read if they have things to read that are culturally relevant," Hyland said.

The Read-In, now 14 years old nationally, is sponsored by the Black Caucus of the National Council of Teachers of English. General College is taking a leading role locally in the national effort, thanks in large measure, Hyland said, to the support of Terry Collins, GC's director of academic affairs. "General College is a natural home for the African American Read-In. What we are doing ties us back to the community, serving the African American and other traditionally bypassed populations, reaching back to find those lost children."

Barnes & Noble Booksellers, Hennepin County's African American Men Project, the Archie Givens Collection of African American Literature and Life, *Insight News*, Starbucks, and the Minnesota Vikings Children's Fund also sponsor the Read-In.

African American Read-In expands

in February. The first book to be discussed is *Black Man Emerging: Facing the Past and Seizing the Future in America*. Read-In Coordinator Ezra Hyland will moderate the discussion, which will be broadcast over KMOJ.

Hyland envisions the book club as "filling a niche regarding African American language and literacy." The book club is innovative, he said, for the partnership of the University, county government, nonprofits, and private businesses coming together on the issue of literacy, and because it's one of the few city-wide book clubs not held in a school setting.

The Read-In is involved in two more new projects: St. Paul

National recognition

Lisa Albrecht has been elected to the Conference on College Composition's (CCC) 2003 Nominating Committee.

Irene Duranczyk served on the review panel for the National Science Foundation's Division of Undergraduate Education, Adaptation and Implementation track of Course, Curriculum, and Laboratory Improvement, January 22-25, in Washington, D.C.

Jill Gidmark began a three-year term as Melville Society executive secretary at the opening of the Melville Society Cultural Project & Archive in New Bedford, Mass., January 2-5, where she also participated in the seventh annual 25-hour marathon reading of *Moby-Dick*. Both events were reviewed in the *Boston Globe* and *Boston Herald*.

Randy Moore was chosen as the chief reviewer for the state science education standards for the Ohio Board of Education.

University and community recognition

Dana Lundell is 2003 president-elect for MNADE (Minnesota Chapter of the National

Association for Developmental Education).

Holly Choon Hyang Pettman was recognized by the Minnesota Cultural Diversity Center (MCDC) as their volunteer of the year.

Publications

Pat Bruch and **Jeanne Higbee**'s article, "Reflections on Multiculturalism in Developmental Education," appears in the most recent (Fall 2002) issue of *Journal of College Reading and Learning*.

Tom Buckley contributed nine articles to the first edition of *Naval Warfare, An International Encyclopedia*, just published by ABC-CLIO Press. His articles appear in each of the three volumes, on history of such varied subjects as the French maritime inventor Julien Francois Belleville, the Canadian navy, continuous aim firing, mosquito boats, the mosquito fleet, Nevada class battleships, the proximity fuze, the torpedo, and the torpedo boat.

Jeanne Higbee and Thomas, P.V., "Student and faculty perceptions of behaviors that constitute cheating," *NASPA Journal* (2002).

The following GC faculty are represented in *Research and Teaching in Developmental Education*, 19 (1):

Jeanne Higbee, "The Course Syllabus: Communication Tool or Contract?"

Walt Jacobs, "Using Lower-Division Developmental Education Students as Teaching Assistants."

Karen Miksch, "Legal Issues in Developmental Education: Diversity as a Key Element of the Educational Mission."

Randy Moore, **Murray Jensen**, and **Jay Hatch**, "The Retention of Developmental Education Students at Four-Year and Two-Year Institutions."

Cathrine Wambach and **Tom Brothen**, "Discussion Sessions in a Computer-Based Psychology Course."

Karen Miksch has been invited to publish a regular column in *Research and Teaching in Developmental Education* on legal issues.

Randy Moore, "The public's comments about Susan Epperson's challenge of the Arkansas anti-evolution law: Have feelings changed?" *Bioscene*, Vol. 28, No. 3, pp. 25-29; 2002.

— "Racism and the public's views of evolution" in *National Center for Science Education Reports*, Vol. 22, No. 3, pp. 16-25.

Don Opitz and Sally Gregory Kohlstedt, "Re-imag(in)ing women in science: Projecting identity and negotiating gender in science," in *The Changing Image of the Sciences* (Dordrecht: Kluwer Academic Publishers, November 2002).

Mark Pedyty, "Collaborative Education and Democracy," *Journal of Curriculum Theorizing*, 18(4): 127-141.

Cathrine Wambach and Tom Brothen, "Developmental Theory: The Next Steps," *The Learning Assistance Review*.

Laura Weber, "'Gentiles Preferred': Minneapolis Jews and Employment, 1920-1950," in *The North Star State: A Minnesota History Reader* (Minnesota Historical Society Press, 2002).

Grants

Five GC faculty members are recipients of the highly competitive Grant-in-Aid of Research, Artistry, and Scholarship from the Graduate School:

— Heidi Barajas, "Growing Real Reform Slowly: Discourse as an Indicator of Change," \$20,397.

— Carl Chung, "A New Approach to 'Theory' for the Field of Developmental Education," \$5,939.

— Leon Hsu, "Design of Interactive Problem-solving Tutorials," \$20,397.

— Karen Miksch, "Higher Education Access Case Studies," \$9,222

— Blong Xiong, "Determinants of Delinquency: Differences Between and Accounts of Hmong Youth Offenders and Non-offender Siblings," \$22,697.

Mark Bellcourt received \$400 from the Institute for Global Studies for a research trip to Mexico to prepare for a May session course.

Katy Gray Brown received a President's Faculty Multicultural Research Award of \$6,951 for her research project, "Resistance and Resilience: Native American Challenges to the Theory and Practice of Liberalism."

Don Opitz received \$308 from the American Institute of Physics to present "A Temple of Research: Laboratory Life in the Victorian Country House," at the Joint Atlantic Seminar for the History of the Physical Sciences at Georgia Tech University, Atlanta, Ga., September 20-22.

Upward Bound received a \$5,000 grant from the Minneapolis Foundation's Family Empowerment Program for general operations.

Blong Xiong received two additional grants to continue his work on "Determinants of Delinquency in Hmong Immigrant Families": a \$5,000 Faculty Summer Fellowship from the Graduate School and a \$15,297 President's Faculty Multicultural Research Award.

GC student **Samantha Midler** was awarded a UROP (Undergraduate Research Opportunity Program) grant to work on a music education project with **Mark Pedyty**. **Ryan Backman**, a GC math undergraduate TA, was also awarded a UROP grant for "Making Math Relevant to At-Risk Students." He will be working with **Don Opitz**. The following projects and individuals received funding from the Coca-Cola Beverage Partnership:

Student Parent HELP Center, \$1,000.
Ezra Hyland and the **African American Read-In**, \$500.

Margaret Delehanty Kelly and the **Dugsi Tutoring Project**, \$800.
Jill Gidmark, \$200.
Jacqueline Kroupa and the **General College Student Board**, \$700.

Welcome to new staff members

Nancy Olesen, community program specialist, Day Community

Susan Staats, instructor, Mathematics

Jonathan Vaughan-Fier, community program specialist, Day Community

Obituary

George McCutcheon, former General College math professor, passed away at age 91 on December 24, 2002. McCutcheon was a high school teacher and principal from 1934 to 1942. He taught at University High for eight years (1942-1950) and then started in GC in 1951, where he taught until retirement in 1980. He continued teaching through neighborhood programs until 1992. McCutcheon was considered one of the top teachers in the college. Allen Johnson recalled that he was extremely patient and believed every student should have the opportunity to learn. Dr. McCutcheon's family has established a scholarship fund in his memory. If you wish to make a donation, please call 612-625-8398.

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/

The third entry in CRDEUL's monograph series, *Exploring Urban Literacy & Developmental Education*, is now available. This publication includes CRDEUL Director Dana Lundell's history of the center, along with several articles by GC faculty and staff and national authors examining topics in urban literacy and higher education. Other highlights include Dean David Taylor's account of an important historical event at the University of Minnesota—the Black student takeover of Morrill Hall in 1969. Two reports from CRDEUL also appear in this edition, including Beach, Lundell, and Jung's qualitative study of 14 GC students' transitions to college. The University of Minnesota-Hennepin County collaborative report on African American men at the University is also reprinted.

The results of the third Meeting on Future Directions in Developmental Education are forthcoming this spring. (See article on page 3 for details of this meeting.) This will include summaries of two theme tracks—grants and research, and diversity and multiculturalism. Updates on the national Future Directions Multicultural Initiative (FDMI) in the developmental education field, directed by Jeanne Higbee, will also be

provided during the coming year. Graduate research assistant Kwabena Siaka from the Ph.D. program in Work/Community/Family Education is assisting with the FDMI project.

The Center continues to hold monthly forums demonstrating regional research and practice in developmental education. Last fall Holly Choon Hyang Pettman, CRDEUL's program associate, hosted three events: "Uncertain Welcome: Student Perspectives on Disability and Postsecondary Education," "The New Certificate Program in Postsecondary Developmental Education," and "Multicultural Awareness Project for Institutional Transformation (MAP-IT)."

CRDEUL and the GC Multicultural Concerns Committee co-published a final research report on the MAP-IT pilot study conducted last spring. This resulted in the identification of 10 guiding principles for higher education, adapted from Dr. James Banks' 2001 work, *Diversity in Unity: Essential Principles for Teaching and Learning in a Multicultural Society*. CRDEUL and the MAP-IT subcommittee continue this collaboration with a focus on future grants and national research.

See our Web site for updates and online versions of our publications.

GC alumni bringing it all back home

When the instructor for a GC career planning course asked the Alumni Relations office to identify successful alumni who could speak to her class, two names came right up.

Last fall, Tom Harding and Linnea Manske responded to an invitation from the GC Alumni Relations office to march in the Homecoming parade. Besides having a great time reconnecting with GC and the University, Homecoming led to another opportunity for the 1980s-era alumni to participate in the work of the college. Lizette Bartholdi, a counselor advocate and instructor for a GC career development course, was looking for alumni guest speakers who had made successful transitions to graduation and career. Manske and Harding fit the bill.

"The course is important for GC students," Bartholdi said. "Students learn how to make connections between their transfer college and their later career." The day Manske and Harding spoke in class, students were quieter and more attentive than usual, she said. "It's important for students to know there are different models of success and they demonstrated that."

Linnea Manske

Linnea Manske has a million-watt smile and boundless enthusiasm. "Whenever I return to General College, it feels like coming home," she said. "General College is where I discovered learning can be fun. I love this place!"

In spite of growing up in a Minnetonka household where both parents were



Linnea Manske

educators, Manske was *not* passionate about high school education. After graduation, she worked for one year. She soon saw that a college education was necessary in order to succeed.

Manske carried a full credit load and worked 25 hours a week until she earned her four-year degree from General College in 1989. She gave the commencement address. "For me, it was give-back time, mostly to the wonderful teachers in General College who inspired us, opened our minds, and made us more aware of the world around us."

Holiday Companies hired her to develop a new training position, focused on soft skills such as self-esteem, attitudes, and work ethic. She was responsible for training 5,300 employees, ranging from cart pushers to executives.

"Now, how was I going to persuade a cart pushing crew to come for training?" Manske wondered. She made a bold plan.

By Barbara Miller

Photos by Scott Cohen

She gained access to Prince's Paisley Park, invited the crew, entertained them, and then trained them. The *Wall Street Journal* was so impressed with her innovative approach, they did a story about it.

Marriage and family shifted Manske's work priorities. Nationwide travel and training were no longer viable. Today, Manske is able to balance work and personal life by working from her home office for Mark Johnson Construction. She locates land and works with residential clients each step of the way until ground is broken.

Manske urged the career development students to work on their one-on-one communication skills and to dig deep and discover their core values—who they really are and what matters most to them when they're not with their peers.

"Think back on your General College experience. If it made a positive difference in your life, as it did in mine," Manske says, "consider passing it on. Giving back is what it's all about. Otherwise, the world never changes."

Tom Harding

Tom Harding, CEO of Infinity Direct, Inc., an award-winning mail management company in Plymouth, is a big fan of GC. "I absolutely loved General College," Harding said. "It was like a smaller town



Tom Harding

college—small classes, close relationships. I'd have been eaten alive anywhere else."

After graduating from Plymouth's Armstrong High School, Harding chose General College because it was affordable and because his ACT scores "weren't the best." In General College he acquired the communications, math, and logical thinking skills that jump-started his college education. After receiving his A.A. degree from General College in 1983, Harding transferred to CLA, then to St. Cloud State, where he completed a bachelor's degree in speech communication in 1986. After college he worked at two radio stations, where he discovered it was hard to make a living in broadcasting.

In spite of his not wanting to go into the printing business like his father, the father persevered. Soon Harding was working for Banta Publications, where he racked up impressive sales figures. But still, something was missing.

"I knew by the time I was 10 that I wanted my own business," Harding says. He left Banta in 1992 to pursue that goal, setting up shop in his basement, making cold calls, asking companies for just one job. One perfectly timed call landed him a major corporate account that continues to this day.

Now, 10 years down the road, Harding directs a \$10 million, 54-employee business. Infinity's success is due in large part to Harding's unwavering customer service philosophy: "If the client is successful, then we are successful."

Harding told Bartholdi's students he believes that passion for success is essential, whether it's about one's own business or working for someone else. He says that GC students have an advantage since they already know how to meet challenges and overcome obstacles.

Tom Harding was delighted to rediscover General College. He feels strongly about giving back to the school. "If you've done it, if you've been a GC student, then you know how important it is—what a good foundation it provided. It's a great college!"

General College Alumni Society Representative

University of Minnesota Alumni Association

It is a new year and we are initiating a new column to keep you up to date on General College Alumni Society activities. First, let me reintroduce myself. I am Barbara R. Stephens Foster (AA '86, BGS '90), your representative on the University of Minnesota Alumni Association (UMAA)

National Board. I completed both of my degrees through General College while working in the dean's office. Most of the members of my immediate family who attended college started in the General College. The college provided me with a home away from home for 34 years. Since retirement in 1999, I have made myself available to the dean in several voluntary capacities. It has been a wonderful experience staying in touch with GC friends, colleagues, and students, and I invite you to join me.

A decade ago the degree programs offered through General College were discontinued. The change did not stop the faculty, staff, and administration from continuing their efforts to provide an exciting, vigorous, academic experience for students who aspire to attain a bachelor's degree at the University of Minnesota. The 2003 legislative session may prove to be pivotal to the college and the critical programs we provide to University students. In fact, one of the easiest and most effective ways you can help support a successful future for General College is by joining the Legislative Network. The Legislative Network is a program run by the UMAA and is made up of people who share a commitment to higher education and the University. For more information, check out their Web site at www.alumni.umn.edu/legnetwork, or, call Nicole Bennett at 1-800-UM-ALUMS to learn more.

I'm happy to learn that the 2002-03 General College Student Board is an enthusiastic and committed group of students who have expressed the desire to stay connected to the college after they transfer to their respective colleges. It is an opportune time to forge an alliance with the Student Board. By doing so we can infuse the GC Alumni Society with the sagacity and seasoning of former students, and the zeal and energy of current students.

The former General College Alumni Society had strong, committed, creative members. It is time for us to reintroduce that presence to the University, the Twin Cities, and greater Minnesota communities. We need your strength, commitment, and creativity to make it happen.

Won't you help us rebuild the General College Alumni Society? Contact the GC Development and Alumni Relations Office, 612-625-8398, or contact me directly at foste080@umn.edu. We are excited about the possibility of bringing this important body back into action.



Barbara Stephens Foster

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Access and Excellence CAMPAIGN REPORT

*Acting Director of Development and Alumni Relations
Betsy Taplin*

General College has played a major role in University of Minnesota history. In this issue we celebrate the college's 70 years of success.

A small, but important, part of the college's history was the establishment of the Development and Alumni Relations Office four years ago. This office has helped promote General College's current mission to the broader public, shared stories with alumni, and raised critical funding to support the college's three campaign initiatives: support of University undergraduates; support of teaching, research, and advising; and support of community outreach. Great things are happening in Appleby Hall.

With your help, we have enhanced community-based initiatives to identify and provide needed educational support, we have secured significant resources for faculty and adviser development, and we currently provide 28 scholarships to exceptional students.

Over the last 70 years the college's faculty and staff have made a significant difference to countless people. Alumni I speak to repeatedly talk about their extraordinary and life-changing experiences while at General College. It thrills me to think of how many lives have been affected over the years. If you're interested in telling us your story, I encourage you to let

us know, either by going to our Web site at www.gen.umn.edu/alumni/form.htm or write to us at the address below. We would enjoy hearing from you!

Closing in on the Access and Excellence campaign—The University of Minnesota's capital campaign will be completed in five months. The General College is closing in on our Access and Excellence campaign goals.

As of January 15, 2003:

- A total of \$3,170,400 has been raised to support General College campaign initiatives. To meet our collegiate goals, we must raise an additional \$780,000.
- We have raised \$1.3 million toward the Hubbard family's generous commitment of \$1.5 million in matching funds.
- More than 84 current and former faculty and staff members have contributed \$179,500 toward the goal of \$200,000.

We thank every one of you for reaching out with your financial resources to assist the college, and we encourage you to continue to support the General College during these final, crucial months. Call the Development Office at 612-625-8398 to make your commitment to the campaign!

TELL US WHAT'S NEW WITH YOU—ON THE WEB!

Go to www.gen.umn.edu/alumni/form.htm. Stay in touch with General College online!

Or, you may contact us at: General College Development and Alumni Relations Office
University of Minnesota, 121 Appleby Hall
128 Pleasant Street S.E., Minneapolis, MN 55455-0434
612-625-8398 or tapli001@umn.edu