

THE GENERAL COLLEGE MAGAZINE

Access

UNIVERSITY OF MINNESOTA

General College

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A young man with dark hair, wearing blue scrubs over a white t-shirt, is smiling at the camera. He is in a laboratory setting with shelves of glassware and equipment in the background.

Preparing **FUTURE** Scientists

Joshua Schmitt, *Lillehei Heart Institute Undergraduate Scholar
and GC freshman*

K-12 Science Ed

Native American Math & Science Camp

Science Standards



From the Source

Dean David V. Taylor

FOCUS ON

GC's role in preparing future scientists

Math and science are integral components of the General College curriculum. All students must demonstrate math competency before transferring into degree-granting programs. Likewise, most students will have completed their science requirement in the General College as a prerequisite for transfer. Six faculty are employed to teach physics, biology, chemistry, geology, and climatology.

This issue of *Access* explores the relationships between the General College, its faculty and staff, and science education. In addition to providing science education to our own students, the General College is involved in enhancing science education at the K-12 level through two programs, Science CentrUM, which provides professional development for K-12 teachers, and SciMath Minnesota, a statewide coalition of educators and business leaders that conducts research and supports standards-based systemic improvements to K-12 math and science education. An article on page 6 describes our involvement.

We are also extremely proud of our sponsorship of Ando-giikendaasowin (Seek to Know), a math and science summer camp for American Indian high school students from across the nation. We hope that the camp becomes an important conduit to the University for Native Americans. Read more on page 8. The General College also hosts a very successful Upward Bound Program summer course in forensic science that includes a hand-on exercise in crime solving. These programs follow upon the success of another General College initiative, "Whiz Kids," a video series and curriculum designed to introduce middle school students, particularly girls and students of color, to women scientists and scientists of color. That effort won for the college the 1993 Telly Award for creative programming.

Finally, I would like to welcome Deb Wilkens-Costello, our new director of Development and Alumni Relations for the General College. For more about Deb, please turn to page 16. You will be hearing more from her in the near future.

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Native American Math and Science Camp

For 14 years, Ando-giikendaasowin (Seek to Know) math and science camp has used a nature-based perspective to turn Indian kids on to math and science.

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Appreciation for GC; more on “Queeno”

Dear Editor:

The article about the General College writing program published in the Spring 2003 issue of *Access* has inspired me to write this letter of appreciation to the University of Minnesota's General College. My experience as a student there during the late sixties forever changed my life.

I graduated from high school in the bottom third of my class, and got C's and D's in my first year of college. My parents insisted I take secretarial courses in college (because I was a girl) and when I rebelled, I was asked to take an aptitude test. My number one career choice was housewife, followed by secretary.

At that point, I knew the only way I was going to see if I had any intellectual ability was if I did it my way. Two-year colleges did not have a great reputation back then, but it was the only option I could afford to do on my own. Therefore, I enrolled in the University of Minnesota's General College.

Courses that stand out as thought-provoking, rather than an exercise in memorization simply to pass a multiple-choice test, include:

- a historical biography course where we examined the personal lives of public figures
- a sociology course where we saw first-hand the damage stereotypes can do to a person's self-esteem
- a film appreciation course where we saw the horror of the Holocaust
- a creative writing course where we honed our observation skills and wrote a short story

I was thrilled to be thinking in new ways, testing my beliefs, and critically observing the world around me. At the end of my first year as a student in General College I made the Dean's List.

My positive experience in General College gave me the confidence to continue my studies. I completed the coursework for a degree in English by the end of my junior year and then I pursued an independent study program in the Classics Department. In 1973, I became the twelfth graduate of the University Without Walls.

The University of Minnesota's General College fueled my imagination and gave me the courage to blaze my own trail. Thank you for being there—then and now.

Sincerely,
Linda Landwehr
Haymarket, VA

Allen Johnson's profile of Cornelia “Queeno” McCune in the spring 2003 issue sparked **Don Opitz**, GC Math Center coordinator, to send this additional tribute.

I met Queeno in the fall of 1999 while re-searching the background of women's programming at the University. She enthusiastically invited me to her home in Roseville for a thoroughly enjoyable interview, in which she recalled, with humor, the nepotism rules in place that prevented her from continuing to work at General College when she married Professor George McCune. But what we might view as an unfortunate but valiant situation actually led to some of Queeno's proudest work. She held a counselor position in the Student Counseling Bureau (now the University Counseling and Consulting Services) on the brink of a movement at the University that would greatly expand women's access to higher education and campus resources devoted to the needs of women.

The University launched “The Minnesota Plan for the Continuing Education of Women” in 1960. This program was the first of its kind in the nation. The Minnesota Plan marshalled and augmented existing resources at the University to provide services and guidance to women at various points in their academic careers. It acquired fame nationally and internationally, being cited by Betty Friedan in *The Feminine Mystique*, highlighted on the “Minnesota Hour” on KTCA-TV, and represented at numerous conferences.... Among several arms of the Minnesota Plan, there was the counseling and advising program, in which counselors from the Student Counseling Bureau served as “Minnesota Plan Counselors.”

Queeno was the gem of this counseling program. She was well liked and respected

Letters, to page 15



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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.

We welcome letters to the editor; they may be sent to 109 Appleby Hall, 128 Pleasant Street S.E., Minneapolis, MN 55455-0434, or l-webe@umn.edu.

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JOSHUA SCHMITT

General College freshman and Lillehei scholar

By Laura Weber

Photos by Scott Cohen

Most freshman don't yet know what a curriculum vitae is, let alone possess one. The accomplishments of General College freshman Joshua Schmitt already fill an impressive two-page vita (academic resume).

Schmitt enrolled in General College in January 2003 after five years in the workforce, following home schooling by his parents in his home state of Illinois. While taking introductory algebra and chemistry, the aspiring cardiac surgeon has also participated in medical research studies through the University's Lillehei Heart Institute, including one this past summer where he invented a device that University attorneys are reviewing for patent submission. Schmitt has also been awarded two research grants, named to the University's Research Subjects Protection Program Institutional Review Board, and elected to two General College committees.

Like many GC students, the 24-year-old Schmitt is a first-generation college student. The message from his parents was to "Go into the construction business like your father." He had dreams, nevertheless, to be a doctor.

"I didn't think I could afford college, but I knew I didn't want to be carpenter," Schmitt said. Instead, a friend introduced him to an opportunity to establish an independent insurance brokerage in Chicago for a firm based in Oklahoma. "I acclimated rather quickly to the business of sales and marketing," Schmitt said modestly. "I brought 80 associates into the business and landed multiple corporate accounts with Fortune 500 companies within my first year."

Work brought him to Eau Claire, Wis., where he met Katherine Radmer, who is now his wife. She was studying for a master's degree in speech language pathology and encouraged Schmitt to reach for his dream. When she landed a job as a speech language pathologist at United Hospital in St. Paul, Schmitt checked out the University of Minnesota.

He initially planned to get the ground rules of college down and take the math and science coursework he lacked through the College of Continuing Education. While looking through the University's undergraduate catalog, however, he came upon the description for General College, with its emphasis on assisting underprepared, high-potential students. "This is what I need," Schmitt recalls thinking.

Rudy Hernandez, GC's admissions officer, recalls that he was immediately impressed with Schmitt's maturity upon first meeting him. "I could tell Joshua was ready. He was articulate in presenting the advantages his home schooling provided. From the get-go he was a good educational match for GC's mission."

Hernandez's faith in Schmitt was rewarded. Susan Staats, Schmitt's math professor last semester, recalls him as a "real learner" who worked hard in his first foray into math, a subject that provoked some anxiety. Schmitt also sought counsel from his academic adviser, Susan Warfield.

"In all my experience in and outside of a university setting, I have never before encountered a student as appreciative of the opportunity he has been handed as Joshua obviously is," Warfield said. "No one I've worked with has followed up on opportunities to the extent he has." Schmitt returns the compliment, describing Warfield as his "biggest fan and



Joshua Schmitt and counselor-advocate Susan Warfield

cheerleader. I think of her as an adviser and a friend. I needed a friend when I arrived; I was so confused and needed direction, where to go and how to get there.”

Warfield advised Schmitt to check out opportunities at the Medical School for summer work involving medical research. His search led him to Dr. Robert Gallegos, a



surgical resident in the University’s Department of Surgery, who is conducting cardiovascular research in the Lillehei Heart Institute. “I told [Gallegos] I was willing to do whatever it takes to get involved, even wash windows, just so I could hang out and see what he does,” Schmitt said. “But he gave me a project right away.”

That project led to Schmitt’s developing a device to enable practitioners and researchers to test the strength and viability of human vessels, as well as artificially created vessels. (Schmitt is holding a porcine vessel used in the project in the photo above.) As Schmitt’s artificial vessel testing device project began, he was encouraged to apply for an Undergraduate Research Opportunity grant through the Lillehei Scholars Program. The patent process through the Patents and Technology Marketing office came next.

Gallegos explained that the mission of the Lillehei Undergraduate Scholars program is to cultivate the curiosity of students, as young as high school age, who are interested in cardiac surgery. “The competitive days of people flocking into the field of surgery have passed, partly because of the high costs of medical school and the years of training required,” he said. “We hope to give students interested in medicine, like Joshua, the opportunity to see what it’s really like, and the younger, the better.

“Joshua is quite an impressive individual,” Gallegos continued. “He is very capable of following instructions, but more important, he has demonstrated that he can problem-solve independently. Joshua takes a lot of pride in what he does, yet he remains extremely courteous and humble. This is what it takes to be a good physician, and I do believe he is a rising star.”

Schmitt is working on another research project with Gallegos at the same time he is taking his second semester of GC courses. He characterized Staats and chemistry professor Rick Uthe as “wonderful” and also lauds math teaching specialist Janet Stottlemeyer, writing professor Pat Bruch, graduate teaching assistants Syed Dara and Leslie DuCloux II, and teaching specialist Ezra Hyland and his African American literature course.

Schmitt’s initial worry that he might not be able to “cut it at school” contributes to his passion to help others out. “That’s what I strive for in my research and in the committee work—to be of service. Each gives me an opportunity to influence people positively in a way that’s never been there before for me,” he said.

A particular passion is his work one morning a week with the Indian Health Board in Minneapolis, where he is volunteering and also shadowing Dr. Pat Rock, an American Indian physician, supported by a \$1,700 grant from the University of Minnesota–Duluth’s American Indian Minority Health Program. (Schmitt is of Native American heritage.)

In addition to serving on the University’s Institutional Review Board (which reviews research projects involving human subjects to ensure that subjects are not placed at undue risk and that they give uncoerced, informed consent to their participation), Schmitt was recently elected to be alternate co-chair of the General College Student Board and as student representative to the college’s Admissions and Advancement Committee. He is particularly excited about the latter because of the “chance to help incoming students and influence perceptions of home schoolers.”

Schmitt has already applied for transfer to the College of Liberal Arts, where he will most likely major in physiology. He has kind words for his entry point into the University.

“I strongly believe in GC and the opportunities it gives. It’s been everything I hoped it would be. It’s given me a different perspective and constantly challenged my outlook and broadened my perspective.”

Susan Staats summed up what she thinks is the message other students should take from Schmitt’s example: “You don’t have to be perfect before you follow your dream. You can go for it right now. It’s wonderful that Joshua has the courage to do this.”

GC and K-12

SCIENCE

By Tom Lonergan



Len Mrachek

To address the need for better-prepared K-12 teachers, General College is a partner in the University's Science CentrUM, a consortium of six education and science colleges that provides professional development of teachers and classroom support in K-12 education. For the past 10 years, Science CentrUM,

which began in the College of Continuing Education (CCE), has been responding to the professional development needs of Minnesota's science teachers.

Rusanne Low, Science CentrUM director, notes that there are 2,000 scientists among the 57,000 faculty, students, and staff on the Twin Cities campus. Through school-year and summer programs, Science CentrUM helps connect teachers and University scientists.

Last summer, Science CentrUM coordinated University participation in the first Educators of Distinction in Science program, where K-12 teachers and school district professional development administrators attended a series of seminars led by University science faculty. Science CentrUM also provides research experience for teachers and opportunities for graduate students in science to co-teach a science unit in a K-12 classroom.

"Working with a University professor doing cutting-edge research is an attraction," Low said. "But the average teacher doesn't know where to go. We know whom to contact."

General College joined the science consortium in 2000. "GC is an important partner," Low said. "We want to get our K-12 people connected with the faculty at GC because they are such great teachers. [Dean] David Taylor has been a strong proponent of what we're doing." Low said that as Science CentrUM secures more solid funding, their three-year development plan will include a more defined role for GC faculty. For instance, she hopes to engage GC professor Randy Moore to lead a workshop on evolution for K-12 science teachers.

Science CentrUM also functions as a liaison and clearinghouse for University science faculty members who want to do community outreach.

"The University does have a responsibility to K-12 education in the state, more than its role of providing teachers," said 40-year veteran GC science Professor Allen Johnson.

His classroom observations probably predate numerous national studies that have shown a continuing gap in science

and math comprehension and knowledge among students in the three levels of K-12 education: elementary, middle, and high school.

"Science and math are supposed to be hard," Johnson said. "Some students just shut it off. You have to prepare the teachers," he added. "If kids learn basic science concepts in elementary school, they are that much better off in middle school, high school, and college."

Johnson joined other University professors in recent years to provide "hands-on" workshops in science for Minneapolis School District teachers. The workshops were part of a \$5 million National Science Foundation grant the district was awarded in the mid-1990s to help teachers improve their science background and teaching.

Johnson conducted workshops in weather and climate, water, and geology. The workshops were a follow-up to detailed lesson and exercise kits teachers received to prepare them for hands-on science demonstrations in their classrooms.

If an elementary teacher doesn't like science or is uncomfortable teaching it, that attitude filters to the students, Johnson said. "You can't hide your attitude from kids," he said. "Teachers have a tremendous influence on how kids view things."

"For many elementary teachers, science is not their specialty," Low said of Science CentrUM. "They may be afraid to do it. A lot of our efforts are to get them in a comfort zone."

Low is also on the board of directors of SciMath Minnesota, where one of her colleagues is Len Mrachek, GC math teaching specialist. The statewide coalition of school district, university, college, and business organizations conducts research and supports standards-based systemic improvements in K-12 science and math education.

Mrachek has been on the SciMath Minnesota board for five years. "It's been positive," he said. "It's a diverse group with a wide variety of people, including those who bring a perspective from industry." The nonprofit organization has been closely involved with the development of math and science academic standards for Minnesota K-12 students during the past decade. (See related story.)

Mrachek's specialty is applied mathematics. He's been teaching for 33 years, including the past four at GC. Applied math is the art of a teacher demonstrating math concepts in practical applications.



Allen Johnson

An applied mathematics lab, according to Mrachek, could be observing a group of carpenters or construction workers on a building project. “Applied mathematics has to come through experience,” Mrachek said. “We need more applied mathematics in the K-8 grades. We need elementary schools, high schools, and colleges talking to each other more.”

“Our students are pretty good, in general,” Mrachek said. “There’s quite a way to go yet.”

Photos by Scott Cohen

SCIENCE STANDARDS *By Tom Lonergan*

Academic standards for public school students—a foundation of education reform efforts since the 1980s—have been intensely debated among parents, teachers, education administrators, and state legislators.

In Minnesota, the debate has focused on the Profile of Learning academic standards for K-12 schools, which were scrapped by the Legislature earlier this year after a controversial five-year attempt at statewide implementation.

In the thick of recent discussion over new science standards to replace the Profile of Learning standards was GC biology Professor Randy Moore.

Moore’s specialty is evolution, the science-based theory that the earth’s present-day species developed from earlier, distinctly different species. Moore, a scientist and historian of the evolution-creationism controversy, was a frequent source for Twin Cities-based newspaper and television reports this past summer that anticipated a controversial “evolution versus creationism” debate would unfold in the drafting of the new science standards.

The debate apparently did not happen within the 41-member committee of teachers, parents, school officials, and business representatives selected by the state Department of Education to draft new standards. The first draft of K-12 science standards released in September outlines grade-specific objectives on evolution, with no mention of creationism.

However, that doesn’t mean the longtime controversial debate won’t occur once the Minnesota Legislature reviews the standards when it reconvenes in February 2004, Moore predicted.

“I think the committee did a good job,” said Moore, who volunteered for the draft standards-writing group but was not selected. “But I don’t know how it will end up. The creationists are well organized here.”

Religion-based advocates of the belief that God created the earth in seven days have been critics of evolution since the days of Charles Darwin. The famous 1925 Scopes “monkey trial” in Tennessee was perhaps the most famous forum for the controversy, but in recent years, Moore notes, the issue has emerged in several states including Kansas, Ohio, and Texas.

“It’s a very political issue—for example, the Minnesota Republican Party’s platform is decidedly pro-creationism,” Moore said; “that’s too bad.” In Kansas in 1999, that state’s



Randy Moore is a historian of the evolution-creationism controversy.

elected Board of Education voted to remove evolution as the sole explanation of human origin from the state’s public school curriculum. In 2001, after two religious conservatives who had led the anti-evolution campaign were defeated for re-election and a third board member resigned, the state board reversed its earlier decision and reinstated evolution in the public school standards.

“Evolution is simply a fact. It happens,” said Moore, who has taught college-level biology since 1980. “Debate over religious beliefs belongs in a philosophy or a religious theory class, not in a science class.” Moore was one of several outside scientists contacted by the Ohio Department of Education in 2002 to review that state’s proposed science standards. “Their proposal had a lot of vague words that I recommended they take out. Their standards ended up pretty good,” he said. He’s also kept his eye on the Minnesota science standards as a board member with the Minnesota State Teachers Association. He’s also a member of the National Association of Biology Teachers and the National Science Teachers Association and the author of *Evolution in the Courtroom* (ABC-CLIO, 2000).

“Science teachers should teach science,” Moore said. “That’s what we do. These standards will let us do that. The citizens and students will benefit. We don’t want to teach religion or the supernatural.”

SEEK TO KNOW

Native American Math and Science

Photo by Scott Cohen



Camp director Mark Bellcourt at Indian Mounds Park in St. Paul.

By Andy Steiner

that math and science are Western disciplines and we stay away. Our mission at this camp is to make Indian kids excited about math and science again, to show them that it's not just for white people."

Bellcourt explains that most Native Americans learn about math and science from a nature-based perspective. Once children are old enough to go to school, he adds, teachers use a more experiential approach to teaching basic mathematical and scientific concepts in the younger grades; as children age, the approach becomes more Westernized, focusing instead on numbers and abstract concepts.

Native Americans have always been mathematicians and scientists. The Mayan people were astronomers whose detailed maps of the heavens continue to enthrall modern researchers. Other Native societies made important scientific discoveries, including plant-based medicines whose chemical properties are still being studied.

Despite this proud history, one look at enrollment figures for the nation's top universities tells a much different story: young Native Americans just aren't studying math and science.

Enter Ando-giikendaasowin, a 14-year-old math and science summer camp for Native American high school students sponsored by the University of Minnesota's General College. Camp Director Mark Bellcourt says that he and his colleagues hope to turn more Indian kids on to careers in math and science. The way to do that, Bellcourt explains, is by spelling out the connections between Native culture and scientific exploration. The camp's name, *Ando-giikendaasowin*, is an Ojibwe word, meaning *seek to know*, and that's just what organizers hope students will do.

"We Indian people are proud of our history, sure," he says. "But somehow, over the years, many of us have decided

"Up until the 6th grade, Indian children generally score higher than white kids on math and science tests," Bellcourt explains. "After 6th grade, those scores go down."

At Ando-giikendaasowin, instructors make connections between math, science, and Indian life. The curriculum is hands-on, focusing on science in nature and Native American history. Second-year students, for instance, participate in a civil engineering curriculum focused on riverways and hydrology. They go to Fond du Lac Tribal and Community College and study rivers, wetlands, forests, and food chains.

"Math and science are braided together with our history," says Jim Rock, one of Ando-giikendaasowin's instructors. "We give our students experiences that combine those disciplines and put them into a Native cultural context."

Jeff House, 16, a junior at Maple Grove Senior High, has attended Ando-giikendaasowin for the last two summers. "I really liked it," he says. "I learned a lot of stuff there that I didn't learn at school. For some reason it seemed that I learned the science and math at camp quicker than when I'm taught it in regular school." He plans to come back to the camp next summer.

Bellcourt explains that the camp is designed to encourage participants to return year after year. "I like to think of it as a

Camp

pipeline program—a pipeline into the University,” he says. “If our kids keep coming back, they’ll get to know this place, and if they get to know it, hopefully they’ll consider coming to college here.”

This year, Ando-giikendaasowin’s 35 participants came from all over Minnesota and the United States. Ferlin Hopkins, a first-year participant from Guam, wrote of his experience, “Imagine going to a faraway land, thousands of miles from home.... Now imagine that in this distant land, you meet a whole new group, all of them similar to you in one way or another, but at the same time, completely different.”

For a land-grant university in the heart of Indian Country, the University of Minnesota claims a surprisingly low number of Native American students. “Minnesota has one of the largest Native populations in the nation,” Bellcourt says, “but only about 50 American Indians enroll at this school each year.”

Third-year participant Jerrard Patero programmed Lego robotics this summer. “I found it to be such a thrill because I am very interested in building things,” he said. Many repeat



Instructor Jim Rock makes a point, supported by Ben Blackhawk (left).

Because most participants can’t afford the two-week camp’s \$1,275 price tag (90 percent come from low-income households), Bellcourt and his colleagues work hard to secure funding from a number of sources outside the University, including the Two Feathers Fund, the National Center for Earth-surface Dynamics (an NSF-funded program), Fond du Lac Tribal and Community College, and Famous Dave’s BBQ. General College Dean David V. Taylor has promised scholarships to camp graduates.

This year, organizers are developing a study-abroad opportunity, where participants would travel to Mexico to study the environment, effects of tourism on the environment, and Mayan ruins. Bellcourt and his colleagues are excited about the trip, and are already working to raise the money needed to take up to eight students at an estimated cost of \$3,000 each.

Rock says the Mayan trip could be the opportunity of a lifetime.

“A lot of the Indian kids feel left out if they don’t hear about the accomplishments of their own culture,” he says. Seeing such accomplishments with their own eyes could bring it all home, bringing the three-year camp experience to a grand conclusion. “What we want them to realize is that this has always been an Indian thing. Math isn’t just boring numbers. And science isn’t just Greek words.”

Camp counselor Alan Roy leads a team-building exercise during a weekend retreat at Fond du Lac Tribal and Community College in Cloquet.



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

www.gen.umn.edu/research/crdeul/***New faculty adviser for outreach***

CRDEUL is pleased to welcome a new faculty adviser, David Arendale, General College social sciences assistant professor. Arendale will develop outreach initiatives and engage in strategic planning activities along with senior adviser for research Jeanne Higbee and CRDEUL director Dana Lundell. Arendale is a national leader in the fields of postsecondary college access, developmental education, and academic interventions that support improved student achievement and persistence.

CRDEUL hosts Upward Bound student worker

This past summer, CRDEUL had the opportunity to work with Kisha Dharampaul, an Upward Bound high school junior from south Minneapolis. CRDEUL became one of the first units in General College to host an Upward Bound student through the Minneapolis Summer Youth Employment and Training Program (MSYETP). MSYETP provides Upward Bound high school students a structured work and learning experience, giving them the chance to develop necessary skills for success in academics and the world of work. Both Kisha and CRDEUL staff were able to gain valuable experience through Kisha's hands-on projects such as redesigning the resource board, filing and labeling important articles, and organizing reports, publications, and other

resources. We hope more units in GC and across the University will participate in MSYETP in the future—everyone wins!

Publications

We are pleased to announce the publication of the *Multicultural Awareness Project for Institutional Transformation (MAP IT)*, a joint project of the GC Multicultural Concerns Committee (MCC) and CRDEUL. *MAP IT* is the culmination of a two-year intensive effort by a subcommittee of the GC Multicultural Concerns Committee. Co-authors include GC staff and faculty Karen L. Miksch, Jeanne L. Higbee, Rashne R. Jehangir, Dana Britt Lundell, Patrick L. Bruch, Kwabena Siaka, and Michael V. Dotson of Minneapolis Community and Technical College. With permission of Dr. James Banks, director of the Center for Multicultural Education at the University of Washington–Seattle, we adapted a survey tool for K-12 educators for use in a higher education setting. *MAP IT* includes a set of survey tools for faculty, administrators, student services staff, and students, along with 10 guiding principles and references.

We are also pleased to announce the new CRDEUL monograph, *Multiculturalism in Developmental Education* (J. Higbee, D. Lundell, and I. Duranczyk, editors), which features articles on the centrality of multiculturalism in the field, an interview with Dr. James A. Banks, and much more. There is also a summary report on the third national meeting on Future Directions in Developmental Education, featuring a strand on diversity and multiculturalism.

These publications are downloadable, free of charge, from the CRDEUL Web site, along with previous reports, monographs, books, and calls for submissions for future publications, at www.gen.umn.edu/research/crdeul/publications.htm.

Forums

This fall CRDEUL hosted three forums that focused on diversity and multiculturalism in access programs. September's forum, titled "Are U in or are U out? Implications of Affirmative Action for Higher Education," was a panel discussion on the legal issues surrounding affirmative action, as well as its implications for the future of developmental education and other access programs. In October, the topic was Commanding English students and their experiences. In November, CRDEUL will host a two-day visit by visiting scholar Mamokgethi Setati from the University of Witwatersrand, South Africa. Dr. Setati will focus on multilingualism and math education. All forums are free and open to the public. See our Web site (URL above) for details.



Five bookcases and a file cabinet were dedicated at a CRDEUL open house this summer in memory of Barbara Lynn Corwin, a 1953 GC alumna. Dick O'Neill of Duluth (second from right), to whom Corwin was married, has an extensive library of his own; he sought a naming opportunity in Corwin's memory, and the CRDEUL library seemed to be a perfect fit. Pictured left to right are Dana Lundell, CRDEUL director; Marilyn Nelson, O'Neill's sister; Betsy Taplin, GC Development Office; Dick O'Neill; and Jeanne Higbee, CRDEUL faculty adviser.

GC NEWS NOTES

The Student Parent HELP Center is featured on “Saint Anthony Falls Journal,” at 6 p.m. every Thursday on cable access channel 6 through the end of the year. This is one of many

fundraising initiatives the HELP Center is involved in to support its child-care assistance programs. The host of “Saint Anthony Falls Journal” is John Derus, GC alumnus and president of the St. Anthony Group. Upon learning of recent child care cuts, Derus, a co-founder of the HELP Center, offered to come to the center’s aid by providing programming time on his show. The 30-minute program includes a request for donations to the HELP Center. Filming for this program brought together current HELP Center staff and students, former HELP Center staff members, and graduated student parents.

McNair and Upward Bound programs funded

The **McNair Scholars** program (**Sharyn Schelske**, director) will receive approximately \$1.1 million over the next four years from the U.S. Department of Education. There were three existing McNair Scholars programs in Minnesota; the GC grant is the only one which was funded in this grant cycle.

Upward Bound received word in October that its U.S. Department of Education Upward Bound (USED UB) Expansion Initiative Grant, to serve an additional 20 students annually, has been funded for a grant period of four years. Total funding for four years is \$377,500, pending annual congressional approval.

The purpose of the USED UB Expansion Initiative is to serve the most needy Upward Bound-eligible students. Requirements for application include certification that UB target schools have over 50 percent of their student bodies eligible for free lunch—an indication of families in poverty. Eligible students must have a G.P.A. below 2.5 and/or have not passed one or more portions of the Minnesota Basic Standards Test.

The USED UB Expansion Initiative Grant was particularly competitive, said **Aloida Zaragoza**, UB program director. Only 217 applications were funded out of a total 325 submitted.

New Commanding English partnership

The Commanding English Program has been involved in a new high school partnership this fall. After a successful pilot of the Commanding English course, GC 1421—Writing Laboratory: Basic Writing, in three schools last year, it is now being offered through College in the Schools at seven schools in the metro area: Academy of PEACE, Arlington, St. Paul Central, Highland Park, Humboldt, LEAP Academy, and Richfield high schools. The course is designed to enroll gifted and talented second-language students who might not otherwise have access to advanced placement courses in high school. Classes are taught by experienced ESL high school teachers mentored and supervised by GC teaching specialist Barbara Hodne.

Congratulations to 2003–04 scholarship winners

Commanding English.....	Abdusamad Usaman
Fred L. Estes	Netsanet Alemu
	Abdulsalam Hamud
	Mohamed Ismail
	Osob Mohamed
	Alice Sabumi
General College	Baryouth Castellanos-Verduzco
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	Chris Nwaiwu
	Chariya Prom
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	Txing Vang
	Chris Weinhagen
H. T. Morse	Sujeetha Kanapathipillai
	Sunithera Kanapathipillai
	Resmy Kurian
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	Cori Kupka
	Duy Tu

2002-2003 DONOR

*Many thanks to all
our supporters!*

HONOR ROLL

General College gratefully acknowledges the generosity of each of our donors. 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 Serena Wright at 612-624-0430.

July 1, 2002 – June 30, 2003

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National recognition

WebAnatomy, a Web site constructed by **Murray Jensen** for Human Anatomy and Physiology (GC 1135) was selected to be included in the American Physiology Society's Archive of Teaching Resources, (www.apsarchive.org).

Jay Hatch was recently reappointed to the U.S. Fish and Wildlife Service's National Recovery Team for the endangered Topeka shiner. The team is updating the recovery plan that they developed over the past several years and is monitoring the recovery of the species. The Topeka shiner is the only federally endangered fish species in Minnesota.

Randy Moore was elected to a three-year term on the board of directors of the Society for College Science Teaching.

University and community recognition

Jill Barnum has been named as a Teaching Fellow in the inaugural year of the Senior Teaching Fellows Program sponsored by the Center for Teaching and Learning Services. Fellows from nine University colleges are meeting together to develop and implement a project designed to improve student learning on the collegiate or campus level.

Cristy de la Cruz served as campaign manager for St. Paul City Council Ward 5 candidate Lee Helgen. Helgen advanced to the general election in November after earning the most votes of four candidates running in the primary.

Randy Moore was an external reviewer of the Biology Department at Moorhead State University in September.

Susan Staats has been selected as a multicultural education fellow by the Center for Teaching and Learning Services. She will receive a fellowship of \$3,000 for her project, "World Math: Assessing Rich Contexts for Multicultural Math."

Publications

Mark Anderson's memoir, *Jesus Sound Explosion*, was published in September by the University of Georgia Press. The manuscript won the Associated Writing Programs Award for Creative Nonfiction.

Jill Barnum published a book review of *The House on Dream Street: Memoir of an American Woman In Vietnam*, by Dana Sachs, in *The Journal of Asian Studies*.

The Journal of College Reading and Learning (JCRL) asked **Jeanne Higbee** to respond to Lemire's (2002) commentary, "Math Problem Solving and Mental Discipline—The Myth of Transferability" and Johnson and Coomes' (2003) response to Lemire, titled "Significant Quality Mathematics Instruction Needed." Higbee's commentary, "Math: Who Needs It," was published in the spring 2003 edition of *JCRL* (volume 33, number 2)

Pat James published "Between the Ideal and the Real: A Reflective Study of Teaching Art to Young Adults" in the 2003 issue of the *Art & Learning Research Journal*.

Karen Miksch recently published "Legal Issues in Developmental Education: The Impact of High-Stakes Testing" in *Research and Teaching in Developmental Education*, 19 (2).

Randy Moore and **Karen Miksch** published a paper entitled "Evolution, Creationism, and the Courts" in *The Science Education Review*, Vol. 2, No. 1, pp. 1-12.

Randy Moore, Murray Jensen, and Jay Hatch published "The Problems with State Educational Standards," in *The Science Education Review*, Vol. 2, No 3, pp. 83.1-83.8.

Mark Pedelty's article, "Ritual and Performance," appears in the latest edition of *Strategies for Teaching Anthropology*, published by Prentice Hall.

Laura Weber wrote "LandMarks: Mikro Kodesh Synagogue," in *Minnesota History*, 58/7, Fall 2003, p. 337.

Robert Yahne's article, "Reel Images of Aging: A Review of Recent Feature-Length Films," appeared in the August 2003 issue of *The Gerontologist*.

Grants

Katy Gray Brown will be co-principal investigator (with Barbara Graham from Woodlands Tribal College Confederation) on a two-year grant of \$5,000 per year, awarded by the University of Minnesota Initiatives in Interdisciplinary Research, Scholarly, and Creative Activities, to develop a research coalition among Native American researchers at the University.

Mark Bellcourt and the **Ando-giikendaa€sowin** Native American Math & Science Camp received a grant of \$3,000 from the Two Feathers Fund of the Saint Paul Foundation and a \$1,000 grant from the Coca-Cola Beverage Partnership Community and Academic Initiatives.

The **Student Parent Help Center** received an award of \$2,100 from the Office for University Women to support their Advisory Committee for Adult Learners and Student Parents.

The **General College Student Board** has been awarded a \$1,000 Administrative Grant from the Student Initiatives Committee to attend a national conference on student services.

Murray Jensen received a \$750 grant from the Office of International Programs in support of his single-semester leave to Adelaide, Australia this fall.

Mark Pedelty was granted \$300 for travel from the Institute for Global Studies. He visited Kino Bay Research Center in Sonora, Mexico.

Student and staff news

Congratulations to the Civil Service/Bargaining Unit Spring Semester Outstanding Performance Award recipients: **Karen Bencke, Josh Saindon, and Steve Shroyer**.

The following students were elected to the **General College Student Board**:

Co-Chairs: Laura Marlow and Toan (Tony) Le; Joshua Schmitt, alternate

Secretary: Eric Rathman

Treasurer: Ian Haberman; Dameon Brown, alternate

MSA Senator: Leah Woodstrom (elected last spring during MSA elections) and Jason Smith; Omowunmi Falade and Paige Hanson, alternates

GC Admissions & Advancement Representative: Joshua Schmitt

GC Policy & Planning Representative: Jessica Monett; Jonathan Belair, alternate

GC Multicultural Concerns Committee Representative: Chad Arnesen; Ashley Guzman, alternate

Welcome to new staff members

***Margaret Delehanty Kelly**, teaching specialist, Commanding English

Renee DeLong, teaching specialist, Writing

***Heather Dorsey**, teaching specialist Speech

Tina Fredrickson, teaching specialist, Speech

* **Tabitha Grier**, assistant counselor advocate, TRIO/SSS

Bethany Hummel, office specialist, Academic Affairs

Deb Wilkens-Costello, development officer, Administration

* Hired into new permanent staff positions

Best wishes to departing staff

Timothy Bersie-Mize, Day Community

Sara Georgeson, Student Information Center

Johnny Hedgepeth, TRIO/SSS

General College Alumni Society Representative

University of Minnesota Alumni Association



Barbara Stephens Foster

I attended an event the other day with the theme “telling one’s story.” As the University of Minnesota Alumni Association (UMAA) celebrates its 100th Anniversary during 2003-04, I am struck by how compelling and interesting people’s stories are to hear, and how interwoven our stories are in the fabric of our lives.

My family’s Minnesota story started 45 years ago when my brother, the late Sandy Stephens, chose the Golden Gophers as the team he dreamed of playing for in the Rose Bowl. In the latest issue of the UMAA magazine, *Minnesota*, there is a story about the Golden Gophers’ Rose Bowl experiences. Sandy, a West Pennsylvania Intercollegiate Athletic League hall-of-famer, is still considered one of Minnesota’s foremost athletes. His love for and devotion to the University never wavered. UMAA hopes to bring Gopher football back to campus. Sandy will truly rest in peace when that happens. It took him years to pass the corner of Oak and Washington (where Memorial Stadium once stood) without sighing. Watch for details of the stadium-on-campus discussion as it unfolds on the UMAA Web site, www.alumni.umn.edu.

All of my family, with the exception of our parents, attended the University and wear maroon and gold proudly. Five of us found academic success through the General College’s academic programs and student support systems. When we march in the Homecoming parade, my daughter and I are among the most vocal GC chanters. I hope you were able to enjoy yourself at one of the recent Homecoming 2003 events.

Regarding special events, I served on the UMAA Volunteer Awards committee this year. It was an informative and gratifying experience. The committee members noted that they are expecting nominations for General College Alumni Society events next year. We are eligible for the Spirit Award, one of the Program Extraordinaire recognitions, and the Alumni Society of the Year Award. Receiving nominations for the UMAA awards will depend on how interesting we make the events and your contributions to the effort.

Tell us your story. What has the General College meant to you? What tools did you acquire through your experiences at the University? In what ways may we be helpful to you now? Send us your stories, comments, and ideas on the Web at www.gen.umn.edu/alumni/form.htm or by mail. We’d love to hear from you.

TELL US WHAT’S NEW WITH YOU —

ON THE WEB!

www.gen.umn.edu/alumni/form.htm

Stay in touch with General College online!

Letters, *continued*

among her colleagues. When I interviewed Queeno in 1999, she spoke fondly of the many women she counseled in the Minnesota Plan, which continued strong through 1965, its final year of grant funding. (After the grant expired, the University established the Continuing Education for Women program, which dissolved in 1998, and the Minnesota Planning and Consulting Center for Women, later renamed the Minnesota Women’s Center.) Queeno retired with her husband in 1971.

Queeno recalled, with some laughter, that much of the counseling she did involved helping returning women students to strike a balance between school and home responsibilities. For some, this involved recruiting their husbands’ help in housework. For others, it meant divorce. “I remember one [client] who was in her 80s. She said, ‘I’m the only person in the family that never went to college, and I’m gonna go.’”

Allen Johnson’s tribute to Queeno is beautifully done, but it stops short. It’s important for us to remember that Queeno continued to be active and productive beyond her work in General College and certainly beyond the death of her husband in 1988. Until only shortly before her own death, she remained an active member of the University’s Retirees’ Committee, where she continued to associate with many of her colleagues from General College and the Student Counseling Bureau. ... And certainly her willingness to meet—at the age of 91—with a stranger to talk about her role in the Minnesota Plan shows her pride in and continued support of women in higher education.

One other point of interest may be how she came to be called “Queeno.” She explained that her little brother always had difficulty saying her name—it came out as “Queeno”—and so it just stuck!

P.S. The background summarized here can be found on the Web at www1.umn.edu/mnwomen/mwchistory.html. There is also a film, “To Be Continued...,” including a segment of Queeno as Minnesota Plan counselor, in the University Archives. Also, I hope the transcript of my interview with Queeno will be deposited in the Archives soon.

Access and Excellence CAMPAIGN REPORT

*By Betsy Taplin
Development and Alumni Relations*

Thanksgiving quickly approaches and General College has much to be thankful for. On behalf of the college, I would like to take this opportunity to thank our donors and call your attention to the 2002-03 donor honor roll on pages 12–13.

GC campaign accomplishments

- The college thanks all GC campaign donors through September 30, 2003—1,192 donors, alumni, faculty, staff, and friends have contributed \$3,867,955 since the start of Campaign Minnesota. It's the largest amount of private funding the college has raised in its 72-year history—an accomplishment to be proud of!
- GC's friends rose to the challenge! In July 1999, Stanley M. Hubbard and his family promised to match General College contributions, up to \$1.5 million dollars. It's been done; we've met the Hubbard Family match! Thank you for doubling your impact to the college. And a very special thank you to the Hubbard family for making such a profound impact with their generous gift.
- One hundred and four current and former University of Minnesota faculty and staff were successful in meeting the \$200,000 goal set for faculty and staff campaign contributions. Thank you one and all for your donations, totaling \$202,022!

New Initiatives

With these generous donations, General College is able to increase scholarship support, ensure instructional and advising excellence, and extend GC's expertise to Minnesota communities. Here are just a few of the important initiatives being accomplished with your campaign donations:

- Endowment to provide leadership and programmatic activities for the college's Center for Research in Developmental Education and Urban Literacy (CRDEUL)
- Critical dollars raised for need-based scholarships
- Endowment for faculty and professional advising staff development
- Establishment of a study-abroad scholarship opportunity for GC students

The momentum toward our goals has been swift and steady; your continued support, however, is necessary to provide critical financial support for students, enhancements to faculty development, research, and innovative curriculum and advising initiatives. Join others in celebrating General College's commitment to access and excellence.

A personal note

Please join me in welcoming Deb Wilkens-Costello, General College's new development director. Deb comes to GC with a strong affinity for the mission and purpose of General College. We are excited to have her join and lead the development and alumni relations team. See below for more on Deb.

During the past year, I have had the honor of serving as interim director of the General College Development and Alumni Relations office. I would like to thank Dean Taylor and many others for their support, as well as all of the wonderful friends of the college I have had the pleasure to work with. I remain devoted to GC's commitment to access and excellence and look forward to working with Deb.



Dean David V. Taylor is pleased to announce the appointment of **Deb Wilkens-Costello** as **director of development and alumni relations**, General College, effective September 15, 2003.

Wilkens-Costello comes to General College after 24 years providing leadership to nonprofit organizations, with an emphasis in operations, community relations, and fundraising. She was executive director of Chrysalis, A Center for Women, from 1995 to 2001, where she led a capital campaign to build a new facility for the organization while managing day-to-day operations of the multi-service organization. From 1986 to 1995, Wilkens-Costello served in a number of positions at the YMCA of Greater St. Paul, including executive director. She most recently worked as a fundraising consultant to nonprofits and as a facilitator of women's leadership groups for Millennia Leaders. Wilkens-Costello may be reached at 612-625-8398 or wilke041@umn.edu. Please join us in welcoming her to the University.