

THE GENERAL COLLEGE MAGAZINE

Access

UNIVERSITY OF MINNESOTA

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General College

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Commitment *to*
MULTICULTURALISM



From the Source

Dean David V. Taylor

FOCUS ON Multicultural concerns

From its inception, America has been a pluralistic society. The nation was peopled by immigrants seeking opportunities for a new life. Although our political, social, cultural, and economic institutions may not have reflected or mirrored the realities of a multiracial/multicultural nation in the past, we have been and will continue to be pluralistic.

The question becomes, how do we as a nation capitalize on this important asset? What is the role of education, particularly postsecondary education, in promoting the idea of multiculturalism? How is our multicultural past reflected in instruction? How do we prepare future generations of youth for leadership in a world that is increasingly diverse?

This issue of *Access* provides a glimpse of the diversity found within General College and how we provide our diverse student body with instructional experiences that value the uniqueness they individually bring to the classroom.

This issue's cover features an original illustration created specially for *Access* by Minneapolis artist Steven Rydberg.

We are pleased that *Access* has joined the company of Steven's other clients: *The New York Times*, Random House, Knopf, Doubleday-Dell, Viking-Penguin, Simon and Schuster, the *Los Angeles Times*, Rolling Stone, TWA, United, *USA Today*, PBS Masterpiece Theater, Marshall Fields, and CBS Records.



Steven Rydberg

Steven has received awards from The New York Society of Illustrators, The Art Director's Club of New York, The Los Angeles Society of Illustrators (gold medal-advertising art 1999 and 2000), *Communication Arts Magazine*, *Print*, *Graphis*, and The American Printing Industries. His work is in several books on modern design.

His artwork is in public and corporate collections, including The Mobil Corporation, Target, American Express, Medtronic, The Plains Art Museum, and The Art Institute of Chicago.

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PATRICK O'LEARY

Some 200 University community members attended one of the three April 14–15 campus appearances of Annie Brisibe (above), a Nigerian activist currently living in North Carolina. Brisibe speaks and writes in order to raise awareness of the negative impact that oil extraction has on Nigeria's land and people and to discuss innovative, nonviolent strategies Nigerians have used to gain self-determination and control of their natural resources. Linda Buturian, GC writing teaching specialist, coordinated Brisibe's visit. "I was struck by our good fortune at hearing about Nigeria directly from Brisibe," Buturian said. "She is so articulate and passionate. As many students wrote later, we couldn't get this information from the media. They felt fortunate to hear it directly from Annie."

General College received four **Scottish visitors** for two days in March, professors who are part of a European network working on issues of access to higher education for nontraditional students. While in the U.S. attending the National Association of Developmental Educators conference, they also wanted to visit a long-standing developmental program in operation, and GC was identified as the place they wanted to see. GC staff and faculty and the Scottish visitors exchanged ideas and created contacts for future collaborations. **Left to right:** Harry Clark, assistant principal, Clackmannan College; GC Dean David Taylor; Kevin Brosnan, teaching fellow, University of Stirling, Division of Academic Innovation and Continuing Education; Katie White, lecturer, Falkirk College; Avelino Mills-Novoa, former GC assistant dean; and Colleen Hurren, lecturer, Cumbernauld College. GC professor Irene Duranczyk coordinated the visit.



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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.

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By Suzy Frisch

concerns bring General College to *national stage*

What is it like for an East African student to attend the General College at the University of Minnesota? How can faculty best incorporate culturally diverse perspectives into their curriculum? How does multiculturalism fit in with the college's mission to both research and put into practice developmental education theories?

In the 15 years since the college created its Multicultural Concerns Committee, the body has grappled with questions like these and many more. In the process, the committee's work has significantly changed the climate of the General College and landed faculty and staff on the national stage of leadership in the field of multiculturalism in developmental education.

General College is the University of Minnesota's most diverse college, and its research and academic focus on developmental education—the study and practice of assisting students with academic preparedness and achievement in higher education—make it a national leader in promoting multiculturalism and developmental education. From local seminars and speakers on multiculturalism to publications about the topic for other educators, the Multicultural Concerns Committee has opened many minds to the importance of multicultural education both locally and nationally.

“There are other educational units around the country that are providing leadership in issues relating to developmental education,” notes David V. Taylor, dean of General College. “We, however, are the only program in a major research institution that is doing cutting-edge research by asking



Dana Britt Lundell, director of the Center for Research on Developmental Education and Urban Literacy

questions no one has asked before. One of these issues is working with students with multicultural backgrounds—how do we refine our teaching pedagogies, counseling, and advising to capitalize on the area of multiculturalism?”

One place the Multicultural Concerns Committee has taken leadership is with a project called the Multicultural Awareness Project for Institutional Transformation, or MAP IT. Members of the MAP IT subcommittee believed the college should have a way to assess its climate and attitudes toward multiculturalism among students, faculty, staff, and administrators. Adapting a tool for K–12 schools created by James Banks, a scholar of multicultural education at the University of Washington, the MAP IT subcommittee created its own survey for institutions of higher learning.

“The MAP IT project has really captured the imagination of people across the nation,” Taylor says. “The survey has been rolled out and tested at our institution, and it has

been the subject of scholarly discussions at major professional meetings across the nation.”

The MAP IT team conducted the survey in the General College last academic year and published the results, as well as an instruction guide for other schools on how to deploy the survey in their own settings. Using 10 guiding principles, from institutional governance to student development and intergroup relations, the survey is intended to measure the importance of multiculturalism to institutions of higher education, explains Dana Britt Lundell, director of the Center for Research on Developmental Education and Urban Literacy (CRDEUL) in the General College and a member of the Multicultural Concerns Committee and MAP IT subcommittee.

“It’s very important for communities to have a way to examine themselves. It’s important to find some kind of opening for discussion,” says Lundell. “A college can say it has a mission of multicultural education, but how does it know it is fulfilling this mission? Every college needs to look at its climate and how it welcomes students. MAP IT is a starting point for assessments—it’s one way to look at different angles of diversity issues.”

Not resting on its recent achievements, the Multicultural Concerns Committee is undertaking a few new projects. One project is a series of focus groups conducted with various segments of the General College student population, such as Hmong women or East Africans. A panel of students in their sophomore year and higher will talk to faculty and staff about what they need to succeed in General College and beyond, when they move on to another college at the University of Minnesota.

“They will articulate their experience, what has been a struggle for them, and what has been beneficial for them,” explains Megumi Yamasaki, chairperson of the committee and an assistant counselor advocate in General College. “The faculty and staff then can be more aware of their situation and we can sense earlier their signs of struggle so we can offer support and help.”

Other members of the Multicultural Concerns Committee are taking their work to the national level. Jeanne Higbee, a General College professor of developmental education, researched the subject of multiculturalism in developmental education. After doing an exhaustive study of professional journals devoted to developmental education, Higbee and GC assistant professor Patrick Bruch found that during the past 10 years, there has been scant research and publishing on the topic of multicultural learning and teaching within developmental education.

“Developmental education is a means of access for traditionally underrepresented and underserved groups,” Higbee notes. “Developmental education must be involved in the work of retaining the students who are admitted. If we are not attentive to multicultural issues, recruiting students from underserved groups and having them involved in developmental education programs will accomplish nothing if they are part of the revolving door. We need to create learning spaces where students can learn effectively and stay until graduation.”

To that end, the committee is working hard to encourage professors in General College and across the country to write and conduct research about the bond between multiculturalism and developmental education. CRDEUL did its part last year by putting out a monograph called *Multiculturalism in Developmental Education*.

“It is truly the General College bringing this effort forward nationally,” says Higbee. “There is no question about that. When it comes to multiculturalism in developmental education, we’re the group that’s initiating the discussion at conferences, the publications, the conversations that are going on with leaders of professional associations, and in various committee meetings. It is people from General College who are moving this work forward.”

And those who serve or have served on the Multicultural Concerns Committee are central to this effort.



Ethnomathematics:

bringing the whole person into the math classroom



Sue Staats

Studying Hmong textiles to learn symmetry or infectious diseases to understand rates of change—that’s certainly not the way it is usually done in math classes. But if Sue Staats, assistant professor of developmental mathematics in the General College, has her way, she and professors at six other colleges and universities will be pursuing the cutting edge in mathematics education with the help of a federal grant.

Staats is breaking ground in the relatively new field of ethnomathematics—a perspective that meshes mathematical thinking with everyday activities in global contexts. Staats is taking it one step further by incorporating broader cultural frameworks into the study of math, from race and gender to history and politics.

Recently, Staats learned that she had received preliminary approval for a grant application to the U.S. Department of Education’s Fund for the Improvement of Post-Secondary Education for \$465,000 over three years to pursue research in rich contexts for multicultural math. She will find out this summer whether the grant application has been successful.

The lead author of the grant, Staats has joined nine professors from the six other institutions in seeking funding. General College assistant professor Irene Duranczyk is one of the grant participants, and she will be developing a unit on symmetry in Hmong textiles. The grant would underwrite projects at the U’s General College, the University of Maine, Rensselaer Polytechnic Institute, Eastern Michigan University, several Minnesota State University campuses, and Ivy Tech Community College in Indiana. Chiefly, the professors want to develop ways to teach ethnomathematics, study the effectiveness of teaching ethnomath on outcomes for undergraduate

students, and train other math teachers in how to teach ethnomathematics.

Staats, who has a master’s degree in mathematics and a Ph.D. in cultural anthropology, already puts some of her theories to work in her introduction to algebra classes. There, students study the infection rates of diseases like malaria in Guyana or HIV in Africa, using this information to learn the slope formula. But Staats advances the process a bit further, engaging students on topics such as treatment versus prevention and the economic impact of the diseases on various countries.

“When people traditionally study math applications, they only learn the details of the situation that let them get the right answer,” explains Staats. “For this curriculum, professors develop lessons so students can learn math and at the same time they can voice their opinions about social issues and anthropological questions. I hope it makes students feel that they can bring their whole person into a math class.”

She believes that her method of teaching math makes the topic more relevant to students and helps the subject matter stick. “When a lot of people come into a math class, they leave most of their self outside the door. People experience it in a very impersonal, abstract, and intellectual way, and people don’t relate to things that way. A lot of people engage material through politics, a sense of history, where they’ve grown up or traveled. That sense of who you are doesn’t matter in traditional math classes,” says Staats.

Staats will continue to pursue her research in ethnomathematics whether or not she receives the grant. She adds, “I want to change the way students express themselves in a math class.” —*Suzy Frisch*

Meet

By Laura Weber

ROBERT
POCH

SCOTT COHEN

New assistant dean and director of student services **Robert Poch** arrived in General College in March, “passionate about enabling students to achieve their goals through access to educational opportunities within welcoming and supportive environments.”



From 1996 until early 2004, Poch served as director of the Minnesota Higher Education Services Office (MHESO), where he provided leadership, advice, and assistance to the Minnesota Higher Education Services Council, governor, and legislature on student-focused postsecondary education issues. Working with MHESO staff and board members, Poch helped facilitate the development of statewide postsecondary education recommendations involving student financial aid programs, library services, distance learning, and other services. Before coming to Minnesota he served the South Carolina Commission on Higher Education as associate commissioner for access and equity and external affairs (1991–96) and coordinator for planning and assessment (1988–91). Poch holds a Ph.D. degree in higher education administration from the University of Virginia and M.A. and B.A. degrees in history from Virginia Polytechnic Institute and State University.

My wife, daughter, and our week-old son were in one car and I had our other son in the car with me. After a three-day trip, we arrived in Minnesota and the temperature on July 7 was 69, with low humidity. I’ll never forget it. We thought the temperature was fantastic. We now know just how hot and cold it can be here. But the kids got to run barefoot in grass for the first time. In the southeast, the fire ants didn’t allow them do it!

Tell us more about your interest in higher education.

What brought you to Minnesota?

The job at MHESO brought me to Minnesota eight years ago from South Carolina. As I looked for new leadership opportunities outside of South Carolina, I paid particular attention to states that had made historic funding commitments to higher education, and Minnesota was certainly such a place. It was excellent to come to a state that made higher education a priority and had a well-designed, well-funded, need-based financial aid program.

How was the transition to a new region?

We moved to Minnesota in July. We left town in a two-car caravan literally in the steam of a South Carolina summer.

The consistent theme in my career has been access and opportunity, beginning 16 years ago in South Carolina, when I was given the leadership opportunity to work toward increasing the postsecondary education participation rates of African American students. Desegregated schools were still a relatively new idea and some schools with high numbers of students of color continued to be without computers or other basic needs. This inspired me to pursue a career where I could contribute in some fashion to access and opportunity and the removal of barriers to education.

Robert Poch, to page 12

STORY

Teller

By Donald L. Opitz

Photos by Scott Cohen

“Stories make our world. Stories are never memorized but always remembered, and they are the means by which we explore the world of things, beliefs, and ideas. Stories educate, entertain, and sometimes explain.”

So begins a 1996 anthology of Native American stories and artwork that includes five engravings of paintings by General College's Jeffrey Chapman. Chapman, an acclaimed artist who teaches General Arts (GC 1311), makes storytelling central in his teaching.

Chapman draws out his students' stories, which themselves reflect rich experiences among diverse backgrounds. “He has a great interest in other people's cultures and a unique understanding of multilingual students' world views,” observed Patricia James, professor of art at General College.

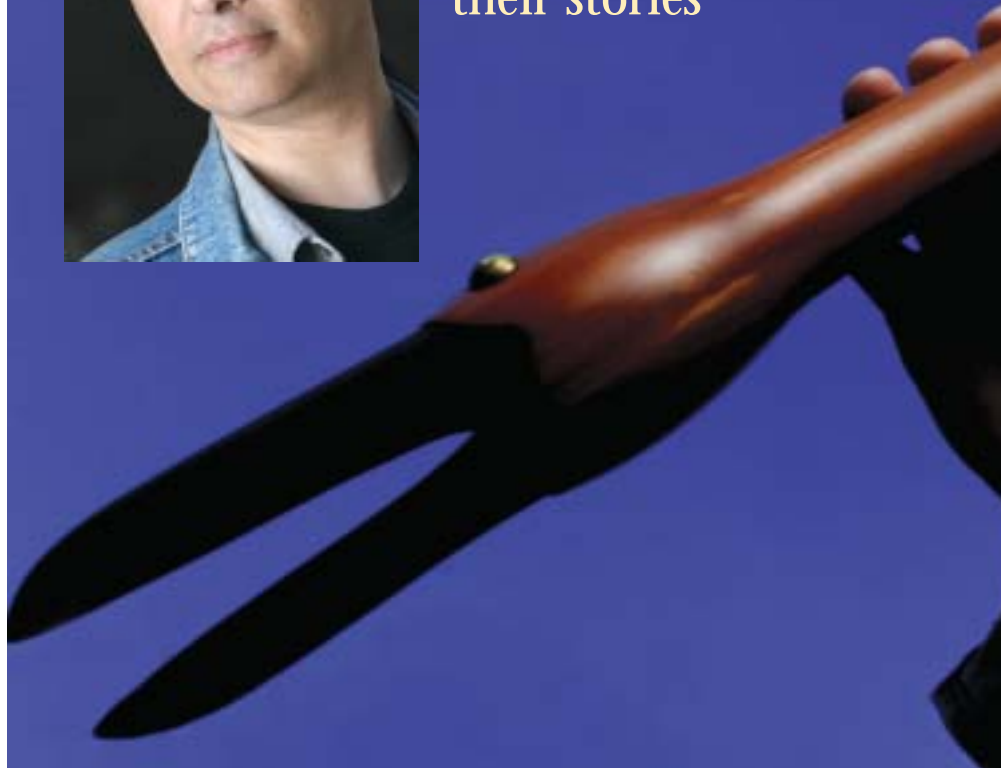
By creating a space in which students feel comfortable sharing aspects of their lives, Chapman said, he moves students beyond judgments of “what they like and don't like” to “think beyond what's there” and recognize that there are a lot of different ways to understand the world.

Chapman, who is of Ojibwe, English, and Irish descent, grew up in south Minneapolis and has lived here his entire life. His urban surroundings have shaped his artwork. He combines traditional Indian symbols with scenes of inner-city life in his watercolor paintings. In one example reproduced in the anthology, *The Telling of the World: Native American Stories and Art* (Stewart, Tabori & Chang, 1996), an owl is perched atop an expired parking meter, engraved with the likeness of a Native American hunter. In another of his favorites, crows ride on a city bus.

After a decade of working as a professional artist, Chapman began teaching part time at Minneapolis Community and Technical College. Within a few years, he joined the American Indian Studies Department at the University of



Jeffrey Chapman and his students use painting, music and words to tell their stories



Minnesota as a teaching specialist, and he continues to teach courses on Native American art in that department. He began teaching in General College in 1999. He has also lectured at several other local universities and schools in his 14-year teaching career.

Chapman's artwork, which has appeared in numerous exhibitions and museum collections nationwide, has won awards from the Annual Minnesota Ojibwe Art Exposition, Invitational Plains Exhibition, and Printing Industries of America. He often shows slides of his artwork to his General College students. “I like to tell them that my paintings are single frames of the same movie.”

Many of Chapman's colleagues at General College, how-

ever, are more familiar with another of his talents—playing wooden flutes of his own making. Often between classes, the north stairwell of Appleby Hall reverberates with Chapman’s melodic improvisations. He began playing about 15 years ago



after learning from an elder how to make a flute in the traditional Ojibwe style. The elder explained, “I can’t teach you how to play, but I can teach you how to make one.” Chapman recalled that the product of his first attempt resembled a baseball bat. But with further encouragement and instruction from the elder, Chapman’s technique improved. He has since crafted hundreds of flutes, which he sells or gives away as gifts. He made several for Adele Lorraine, former associate principal flutist and principal piccolo for the Minnesota Orchestra.

Handcrafted Native American flutes, which vary from tribe to tribe, were traditionally used as courting instruments. “Every flute plays differently,” Chapman said. The flutes’

unique sounds are by-products of different materials and handcrafting; Chapman uses cedar woods because they are soft and moisture-resistant. While red and swamp cedar are ideal, they are expensive or hard to find, he said. “But all you need is a good cedar fence post, like you would find at a Menard’s.”

A traditional method for crafting the flutes requires simple materials and tools. Chapman splits pieces of cedar with a knife, carves the cavity with a cheap gouge, and reunites the halves with glue. He creates the holes by burning them as opposed to using a drill. “Flutes are fun,” he explains. “I’m always tweaking them. No two sound the same.”

Chapman introduces his flute playing to students when discussing music as a form of art. He invites students to analyze their favorite music selections. To illustrate the assignment, he plays one of his own favorite tunes: “I punish them by making them listen to Tom Waits.” He also plays his flute. Pat James’ office adjoins the art lab where Chapman teaches class. “I sit in my office and hear his flute playing carrying through. It’s magical, it pulls my mind into it.”

Few of Chapman’s Ojibwe relatives are still alive. “Indian country is a state of mind. It’s a way of thinking.” But he finds a haven in his Ojibwe ancestry within a society that demands “cultural adaptation to succeed in a non-native world.”

In his classes, he strives to engage students in a process he calls “layered thinking”—analyzing art in metaphoric terms beyond what’s readily visible. But for this to happen, he believes it’s critical for students to discuss their ideas with each other. “[Oral] communication is really important, especially nowadays when everything is e-mail. It takes only one or two students to start talking, and then that’s the fun part, when the dam breaks loose. Then all kinds of ideas come out.”

“He’s interested in what we have to say,” observes Tionna Mathis, a General College freshman. “He makes me feel good about my ideas.... He just wants you to share your ideas because that helps others [to learn].” For example, Mathis described an assignment in which Chapman instructed students to visit Edward and Nancy Kienholz’s *Pedcord Apts* exhibit at the Weisman Art Museum. The exhibit consists of doors with sounds emanating from behind them. Chapman invited students to listen at the doors and describe what they imagined to be happening behind them.

Chapman recalls the best compliment he received from a student, a football player who returned to explain how the class had changed him:

“Man, you ruined my life! Everywhere I go now, I think of stuff.”

Save a seat for the

bard

By Mark Anderson

General College writing instructor Mark Curtis Anderson won the Associated Writing Programs Award for Creative Nonfiction in 2003 for *Jesus Sound Explosion*, his account of growing up as a “preacher’s kid” who loved rock and roll. The memoir was published by University of Georgia Press in September 2003, and was nominated for a Minnesota Book Award this year. *Access* invited Anderson to write something about his experiences since the book was published.



“...there’s no success like failure/
and...failure’s no success at all.” —Bob Dylan

Patricia and I are stunned as we open the door to our complimentary executive suite at the Palmer House Hilton in Chicago. Stunned to know that this is how some live and what some expect—more stunned that we’ve been selected for entry into this strange world: a living room (bigger than our apartment!) with two big couches around an oak coffee table, a huge-screen TV inside a colonial-style entertainment center, a dining table big enough to seat ten people, a mosaic tile bar, four bar stools.

We wander down the hall, past bathroom number two, to the room where we will sleep. The bedroom door is open a crack, a light is on, and we wonder briefly if someone else is in there.

“Maybe we’re sharing this whole place with the other AWP award winners,” I say. “Hello? Hello?”

I knock, nobody’s inside the room with the Emperor-size bed, another TV, and another bathroom. We conclude that the whole suite must be ours.

Still, I ride the elevator 21 floors down to the lobby to ask and make sure.

They’re giving me the rock star treatment in Chicago. Writers get that now and then.

Along with the executive suite, I’ve been given the secret code to floor 23, the V.I.P. floor with the free breakfast—everything I’d want or need: bagels, croissants, fancy filled pastries, butter, cream cheese, fresh fruit, three kinds of juice, yogurt, coffee, all varieties of cereal, 2% and nonfat milk.

As I bring my plate into the dining room and look for a place to sit, I see Gerald Stern—one of my favorite poets, 1998 National Book Award Winner—arriving and looking for a table. Some have called Gerald Stern the “spiritual reincarnation of Walt Whitman,” and I’m a wannabe poet—maybe a failed poet or, on a good day, a lapsed poet.

How perfect to see Gerald Stern on this morning, the morning of my biggest reading of all readings, the one at the Association of Writers and Writing Programs (AWP) conference in Chicago. I was reading his poem “Memoir” when I received the June 2002 phone call notifying me that my memoir *Jesus Sound Explosion* was the winner of

the AWP award. The last lines in the poem: “I love the harp / above all things, I love the lifelong vibrations, / what the world was doing, how I exploded.”

As Gerald Stern sits, George W. Bush saunters onto the TV screen. Stern grimaces, then explodes.

“A##h**e! A##h**e! A##h**e!” the bard stands and shouts, hands cupped over his mouth. I find it inspiring to see a 79-year-old poet shouting at CNN in this pompous room.

I have to meet this man.

“You’re Gerald Stern, right?” I say as I walk up to his table.

He stands up, smiles big, puts an arm around my shoulder, and says, “Yes, I am. And who are you?”

“I’m Mark Anderson. And you’re one of my favorite poets. You know what?”

I feel like a kid talking to grandpa, hoping he’ll be proud as I tell him what.

“What?”

“I was reading a poem of yours when I found out that my memoir won the AWP award in creative nonfiction. My book was published by the University of Georgia Press last September.”

“Congratulations! I guess I’m good luck.”

“Yeah. And you know what else? My memoir is titled *Jesus Sound Explosion*, and the final word in that poem is ‘explosion.’”

As I’ve told and retold the story of the AWP phone call, the final word has gradually morphed into “explosion.” Can you blame me?

“I remember that poem,” the bard says. “You’re reading the right stuff.”

“I’m giving the AWP award reading today at 2:30. Stop by if you can.”

“I’ll try,” he says.

He won’t, I’m certain. He’s being nice.

The three 2002 AWP award winners—Sandra Kohler in poetry, Joan Collins in short fiction, and I—decide to read in alphabetical order, so

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Pooja Garg

By Debra Hartley

Pooja Garg owns her own business, is involved in several committees and cultural organizations, and performs in dances and plays. Oh, and she's also a full-time, second-year General College student.

Through her business, Indian Treasures and Delights, Pooja offers dance and painting classes and sells artwork and jewelry that she designs and makes based on her study of the art and culture of India, the land of her parents' birth. She intends to transfer to the College of Education and Human Development, majoring in business and marketing education with the goal of teaching at the high school level.

Pooja's business activities reflect her interest in Indian culture. She speaks Hindi and has visited India frequently. In addition to dancing and creating art in Indian styles, she is active in the University of Minnesota Indian Students Association and took part in a play it put on about real-life issues in India, *Grey Matters*. She is on the planning committee for the Multicultural Graduation Gathering, at which she will dance to Hindi music and show her art. She says that her involvement in Indian culture, which includes 14 years of dancing, has helped her to find herself as a strong, independent woman.

For Pooja, General College represents opportunity—to be educated, and to be recognized as an individual, not just a number. GC provides its students with a “huge stepping stone” for their adjustment to college life, as well as resources where they can go for help, she said.

“In GC, students see a lot of familiar faces, including teachers who become good friends,” Pooja said. “Professional and personal relationships develop.” In addition, as a woman of color, Pooja appreciates the diversity in students, staff, activities, and classes offered in GC.

Pooja takes great pride in being able to share her art and dance and knowledge of Indian culture with others, not because of any glory that might come to her, but rather because it gives her joy to give back to her community.

What are your impressions of General College so far?

One thing I've noticed already is how welcoming the students and staff are and how the college is very mission-focused. I have a strong sense of belonging. It's wonderful to be part of a major research university that provides an opportunity for students to succeed within a supportive, developmental context. Without GC and our colleagues, that wouldn't be the case. We're investors in people. You know, it begins and ends with students for me.

You did some research and teaching in the College of Education and Human Development last year, correct?

Yes—when I was at MHESO we were given the opportunity to work collaboratively with faculty and students associated with the Postsecondary Education Policy Studies Center. We found many points of common interest and, for me personally, that enabled collaborative research on such topics as factors

influencing the postsecondary attendance decisions of Minnesota students. The relationship with the College of Education and Human Development also created the opportunity to coteach a course on higher education policy, which I hope to do again in the fall.

Anything else we should we know about you?

Music is an important part of my life. I'm a percussionist and play a variety of drums and other instruments such as tubular bells, gongs, shakers—you name it. My wife is also a musician, an accomplished guitarist. Two of my children are also into music—the other prefers sports and other interests. We raise quite a racket playing music in the basement!

And I want everyone to know I'm excited to be here as part of GC. It's a great time to arrive as we embark on a strategic planning process, literally mapping out together the future of the college.

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

Center for Research on Developmental Education and Urban Literacy (CRDEUL)

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

CRDEUL maintains a strong regional and national presence in the fields of developmental education and urban literacy. We are proud of our advisory board and affiliates for their contributions to and feedback about our work. We welcome visitors any time in 333 Appleby Hall!

New CRDEUL Newsletter and listserv

The premiere edition of *CRDEUL e-News*, a biannual electronic newsletter for friends and colleagues of the center, was launched in March after much planning and hard work! In conjunction with the newsletter launch, we developed a "one-way" electronic listserv to send information two to four times a month (between newsletters) to colleagues interested in staying updated on monthly events and announcements from the center. *CRDEUL e-News* is also available on our Web site (see Web address, above). To subscribe to the newsletter or listserv, contact Dana Lundell, lunde010@umn.edu.

Publications

The center has two publications in progress. First is the monograph *Best Practices for Access and Retention in Higher Education*. It will include regional and national authors and will be published in fall 2004. Second is the book, *Integrating Intellectual Growth and Student Development: The General College Model*, edited by Jeanne Higbee, Dana Lundell, and David Arendale, featuring some 35 chapters by college faculty and staff authors examining GC's multicultural and developmental education mission, models for embedding academic skill development in content courses, student development through student support services, and more. This book will be published in spring 2005.

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

Metropolitan Higher Education Consortium

As this issue goes to press, the second intentional meeting for developmental education will be held—May 22, at the University of Minnesota. The meeting will bring together about 50 postsecondary and secondary educators, focusing on how to meet the needs of underserved students in the Twin Cities metropolitan area. The featured panel discussion is titled "Creating Access and Defining College Readiness for Underserved Students in the Twin Cities Metropolitan Area." Other topics to be discussed include ways that secondary and postsecondary leaders can work together more effectively, affective barriers to achievement, multiculturalism, critical thinking, writing and English language learners, science and mathematics preparation, and arts and social science preparation.

Planning is also under way for a one-day regional conference on January 15, 2005, which is the culminating event for this portion of the Metropolitan Higher Education Consortium initiative for developmental education. A final summary and conference proceedings will be published and available in fall 2005. Downloadable, electronic versions of the January 2004 and May 2004 intentional meetings will be available as Summary Reports on the CRDEUL Web site www.gen.umn.edu/research/crdeul/consortium.htm.

GC NEWS NOTES



National recognition

The **Student Parent HELP Center**, directed by **Susan Warfield**, is the recipient of a 2004 Outstanding Institutional Advising Program Certificate of Merit from the National Academic Advising Association (NACADA).

University recognition

Fran Stark received the 2004 President's Award for Outstanding Service. The award recognizes exceptional service to the University, going well beyond regular duties and having demonstrated an unusual commitment to the University community.

Jill Barnum has been appointed director of graduate studies of the Master of Liberal Studies program, effective July 1.

Community recognition

Mark Bellcourt was selected to receive a Bush Leadership Fellowship for 2004. The Bush Foundation funds about 20 fellows every year who show a potential to become community leaders in Minnesota, the Dakotas, and/or western Wisconsin. The award includes a stipend and educational expenses for travel and tuition. Bellcourt will be completing course work for his Ed.D., conducting research and writing his

dissertation, "Environmental Ecology from an Indigenous Perspective."

Jay Hatch has been appointed to the Minnesota Comprehensive Wildlife Conservation Strategy Technical Committee, a state government planning committee. The appointment is through October 2005.

Fran Stark and **Upward Bound (Aloida Zaragoza, director)** won awards at this year's Parents In Community Action (PICA) Head Start Board Award Recognition dinner February 25. Stark received the Distinguished Service Award. Upward Bound won the Community Service Award, presented to an agency or organization that has provided outstanding services to low-income children and/or families. *Cap Wigington: A Legacy in Ice and Stone*, by **David Vassar Taylor**, with Paul Clifford Larson (MHS Press) was awarded the 2004 David S. Gebhard Award for best book on Minnesota's built environment by the Minnesota Chapter of the Society of Architectural Historians.

Publications

Mark Bellcourt, "Advising Native Americans In Higher Education," appears in the NACADA electronic newsletter *Academic Advising News*, www.nacada.ksu.edu/Newsletter/archives.htm.

Tom Brothen and **Cathy Wambach's** paper, "The Value of Time Limits on Internet Quizzes," appears in the current issue of *Teaching of Psychology*. **Pat Bruch, Rashné Jehangir, Walt Jacobs, and David Ghere**, "Enabling Access: Toward Multicultural Developmental Curricula," *Journal of Developmental Education*.

Pat Bruch, "Universal Instructional Design and Classroom Prac-

Commanding English news

The first group of **Commanding English** students to come from the Minneapolis Roosevelt High School program to the University, five years ago, had a reunion and celebration on April 9, reprising their meeting with Dean David Taylor when they were incoming freshmen. Most are graduating now. L to R: Ibrahim Aye (Roosevelt teacher), Nimo Yusuf, Mohamed Ahmed, and Ahmed Ali. Others in attendance included Yasin Garad, Haye Ali, Sadiq Mohamud, and Faiza Aziz.

This spring, Washburn High School in Minneapolis joins Edison and Roosevelt as schools that now offer Commanding English courses through postsecondary options to qualified students for whom the home language is not English.

tices," *BWe: Basic Writing eJournal*, www.asu.edu/clas/english/composition/cbw.

Karen Miksch and **David Ghere**, "Teaching Japanese American Incarceration," *The History Teacher*, Vol. 37, No. 2 (2004).

Randy Moore was quoted in the February 27, 2004 issue of *Science*, the world's premiere science journal. The article, "Creationism: Georgia Backs Off a Bit, But in Other States Battles Heat Up," is at www.sciencemag.org.

Patrick Bruch's chapter "Neither Privileging Distance nor Distancing Privilege: Literacies and the Lessons of the Heidelberg Project," in *Multiple Literacies for the 21st Century*. Huot, Stroble, and Bazerman, eds. (Hampton Press, 2004).

Grants

Amy Lee, Pat Bruch, and Renee DeLong were awarded a \$6,000 grant by the Minnesota Campus Compact for the proposal, "Hear Our Voices and Ignite Our Potential: Creating Shared Communities Through Writing." The grant supports collaborations with Minneapolis Roosevelt High School teachers in a unique mentoring partnership that pairs GC students in Community Service Writing courses with sopho-

mores in the World Studies Small Learning Community at Roosevelt.

Susan Staats won the CRDEUL Mini Grants competition. Funds will be used to supplement her ongoing project, "The Somali Mathematics Lexicon: Application and Assessment of Community-Based Ethnolinguistic Research." (See article on page 6.)

Student news

GC student **Shaylee Brown** has been awarded a grant from the U's Undergraduate Research Opportunity Program for spring 2004. The title of her project is "Native American Entrepreneurs: Challenges and Opportunities." **Irene Duranczyk** is her faculty sponsor.

Shelley Guthrie, student worker in the Student Parent HELP Center, who began in GC while expecting a baby, is graduating this spring, in four years, from CLA. She has been accepted to law school in Florida.

Ann Vogt, an Upward Bound student worker for the past three years, has been awarded a Katherine E. Sullivan Scholarship, which provides opportunities for University students to enrich their academic experience with a fifth year of undergraduate study abroad. Vogt will study in Ecuador during the 2004-05 academic year.

Welcome to new staff members

Cristy De La Cruz, grants coordinator
Robert Poch, assistant dean and director of student services

Promotions

Robert delMas, associate professor with tenure

Best wishes to—

... retiring faculty and staff

Allen Johnson, associate professor
Beverly Stewart, counselor advocate

...departing staff

Avelino Mills-Novoa, Administration;
Holly Pettman, CRDEUL; **Anthony (Tony) Scott**, Upward Bound; **Megumi Yamasaki**, Student Services

Radio DAYS

By Tom Lonergan

WCCO Radio's Steve Enck was a "nontraditional student" at the University, and proud of it.

"I wasn't a class ring guy," said Enck, a Minneapolis native and 1983 graduate (bachelor's degree in applied studies). "I took the long way around."

Today the producer of WCCO radio's morning show is a walking promotion for the nontraditional University route. Enck playfully called his college years "a maze."

His college journey started at General College in 1977–78, with detours at the University of St. Thomas in St. Paul and Brown Institute (now College). Added to the itinerary was a stint at a local Cargill plant—for tuition money—and plenty of thinking time, not to mention a few sports endeavors.

Enck thought about taking a radio job in Gillette, Wyoming, following a broadcasting course at Brown. But his journey wasn't to include cowboys. "I'm a home boy," Enck said. "The idea of going there for minimum wage caused me to decide, 'I'd better go back to the "U" and get finished.'"

"It took me a while to get through school. I'm not ashamed of that," he said. "Everybody isn't ready the day they graduate from high school. I needed to be pointed in the right direction. The people at GC gave me great counsel."

During his professional career, Enck, 45, has also made the most of widening the door of opportunity. In 1984, he had been "downsized" out of an insurance job. A friend knew Phil Lewis, then WCCO general manager. Enck landed an interview.



"He told me, 'In radio, you don't start at the top.'" The job Lewis offered the recent college graduate was working the mail room and the phones. Enck recalled that the job was more commonly filled by someone younger than a 25-year-old. "But it was the classic foot in the door."

After two years of sorting mail and routing phone calls, Enck, a former high school athlete from Benilde St. Margaret's in St. Louis Park, became a full-time

sports producer at the state's flagship radio station for Twins and Vikings broadcasts.

Enck does all the planning for the 5 a.m. to 9 a.m. drive-time slot—booking guests, minding minute-to-minute details, and keeping his eyes and ears open for breaking news.

A recent WCCO road trip—to the New Year's Eve Sun Bowl in El Paso, Texas, where the Gopher football team capped a great season with a last-second win over Oregon—allowed Enck to catch up with his GC roots.

Enck and his GC writing professor, Terry Collins, director of Academic Affairs and Curriculum, unexpectedly reunited at the Sun Bowl. They hadn't seen each other since Enck graduated.

"Steve Enck was an interesting young man," Collins recalled. "He was a big, sort of timid guy, yet serious and driven. He developed into a good writer. Steve knew what he wanted to do," Collins continued. "He used GC as a springboard into a self-designed degree program." (Enck earned his degree through the former University Without Walls program.)

Collins' advice was valuable during his first year at GC, Enck recalled. "He was a terrific instructor. I just warmed up to him right away. GC is where I found the help I needed to graduate."

Steve Enck's success—magnified by thousands of students during GC's 71 years—is solid evidence, according to Collins, that the college's role in guiding the nontraditional student is a critical piece of maintaining access to the University.

"Steve's a good example of the kind of student who needed a second chance," Collins said. "There has to be a place for creative people who don't fit a mold of one kind or another."

As one who paid his own way, interrupting college a couple of times to earn tuition money, Enck is concerned about future access to the "U" for all types of students.

"I would hope that [the University] will always be available to people like me," he said. "Everybody should have a shot if they want it. They should have a chance."



Steve Enck producing the live show at the 'CCO State Fair booth. Ray Christensen, the "voice of Gopher football," is at right.

General College recently conducted two alumni focus groups to generate ideas about reviving the **General College Alumni Society**.

Key findings and suggestions include the following:

- Creating a mentor program would be an excellent way to connect students and alumni, as would other events and structured volunteer opportunities.
- Send out a questionnaire to the 9,000 known alumni to find out what would motivate them to join and participate in a GC Alumni Society.
- We must connect current GC students to our Alumni Society and show them there is value in becoming a member. It is important to track their whereabouts when they leave GC.
- Consider offering a *free* UMAA membership to outgoing students.
- It would be advantageous to create a “brand” to promote the unique characteristics of the college.

Next steps: form an advisory committee, name a society president and create the mission and goals of the General College Alumni Society.

A sincere thank you to focus group participants Barbara Foster, Sharla Foster, Jean Fountain, Arfasse Gemade, Tom Harding, Aaron Hasnudeen, Al Hoff, Lucy Iburg, Hyon Kim, Jeanne Lupton, Charles McCarthy, Rick Meyer, Oliver Smith, and Tom Watson.

For more information on becoming involved in the GC Alumni Society, please contact darg@umn.edu.

General College Alumni Society Representative

University of Minnesota Alumni Association



Barbara Stephens Foster

Greetings, Alumni and Friends:

President Bruininks and Vice President for University Relations Sandra Gardebring usually attend the UMAA National Board meetings. Their attendance gives us the opportunity to hear first-hand about the issues facing the University. The insights they provided at the February 28 meeting included details of the University's 2004 Capital Request and how the Board can be instrumental in informing the public about the legislative process, the University's 2004 Plan, Performance, and Accountability Report, and the University's position regarding its involvement in stem cell research. In-depth views of these issues are available on the UMAA Web site (www.alumni.umn.edu).

The featured guest at the May 6 UMAA Annual Celebration/100th Anniversary Gala Finale was Yanni, acclaimed composer, musician, and 1976 U of M alumnus; Yanni was awarded an honorary Doctor of Humane Letters degree at the Gala Finale. I hope many of you enjoyed yourselves and will look back on the evening with pleasure.

The Minnesota Employment Expo, held March 4, attracted 74 local and national employers and 1,700 University of Minnesota alumni, students, and other community members with college degrees. Even if you couldn't make the Expo, you can find employment information at www.alumni.umn.edu. There you can discover each company's Web site URL, a brief description of the company, as well as job titles, job types, desired degrees, and desired majors. This could be an extremely worthwhile resource for anyone seeking employment.

On the GC home front, the focus groups brought together by the General College Development and Alumni Relations staff proved to be fun and informative. (See sidebar at left.) The participants were enthusiastic and I was impressed by the quantity and quality of ideas suggested by the group I attended.

We will need your help to bring the rebirth of the General College Alumni Society from being a dream to a reality. Don't be shy! Give us your best thoughts.

Finally, it's not too early to save the date: Homecoming is October 23!

"I have discovered in life that there are ways of getting almost anywhere you want to go, if you really want to go." —Langston Hughes

Save a seat, continued

I'm first. Our reading happens in a room that seats about 75. I save seats for my parents, who have driven from St. Paul, and Patricia. The room fills quickly and by 2:30 people are standing against the walls and outside the door.

As Sue William Silverman, the judge of the 2002 Creative Nonfiction manuscripts, introduces me, flatters me, strokes my ego, I notice that Gerald Stern is standing at the

door, peeking in, looking for a place to sit. There's no room for him.

I consider shouting, "Hey! Hey! Make room for Gerald Stern! Somebody get up! Gerald Stern needs a seat!"

As I consider, he turns around and walks away.

There's a lesson in this that I hope to understand years from now.

From the Front Hall GC DEVELOPMENT REPORT



Deb Wilkens-Costello
Director of Development and Alumni Relations

Take the \$25,000 Challenge!

Last issue I promised that I would highlight how the development effort at GC would be shaping over time under new leadership. I want to keep you in touch with the students, those young people outside my office on the main floor of Appleby, hungry for an education and wanting to make their mark in the world. These students need your assistance.

Many of you reading this column send a check to the General College each year; for that, I am grateful. For those who don't as yet, I am hoping that, in time, you will begin to appreciate the student experience through me.

A few days ago, a parent of one of our students stopped in, looking for directions, and we began chatting. Her son is attending General College and she was overwhelmed with gratefulness. She had experienced a challenging time when her son was in high school. He was not as productive as she would have wished, but he possessed the ability to be a more capable student. The General College is providing her son with a more supportive, intellectually challenging, and structured learning community. Now he seems more willing and able to apply himself. She was so appreciative because the college provided access to the University for students like her son whose "timing for learning" is different.

I hear from many people who say that they want to make a difference in the lives of students. I am excited to let you know about a special opportunity to do just that. For a limited time, the University of Minnesota Foundation is offering a one-to-one scholarship dollars matching program—double your money. **With a minimum gift of \$25,000 to the General College for scholarship support of incoming students, your dollars are matched!** Considering that full-time undergraduate tuition and fees are about \$6,500 this year (and will rise next year), you would be able to more than cover one student's entire undergraduate experience at the University or affect more than seven students with a one-year tuition scholarship! This is significant!

If you cannot begin to consider a gift of \$25,000 at this time, think about a creative way to make this happen. Do you have four other friends who could afford a contribution of \$5,000 each or 24 other friends who could afford a gift of \$1,000? Any combination will work!

Of course, these contributions to the General College are few. We celebrate each gift. Make a difference today. Every little bit does help.

Have a great day and enjoy your springtime!