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WINTER 2011



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The Forest Stewardship Council (FSC) is a group that promotes the responsible management of the world's forest. The seal guarantees that the paper used comes from an environmentally responsible source.



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**from the dean:** It's hard to believe that the fall semester has come and gone. We've hosted a whirlwind of events, many of which are captured on the following pages.

We welcomed our newest students, including the Class of 2014, and our returning students, faculty, and staff with a Block Party on the Burton Hall lawn at the end of August. As you can see from the picture above, Pam Cook from Student Services, Events Manager Serena Wright, and I provided the entertainment while the African drumming troupe took a break. It was a wonderful opportunity to celebrate our college as a vibrant community.

I hope some of you were able to join us on campus this semester for one of our speakers or for our Homecoming tailgate party and parade contingent. I was honored to take part in ceremonies recognizing alumna Linda Wells for her University Outstanding Achievement Award and alumnus Tom Harding, who was awarded the University Alumni Service Award.

Perhaps my favorite moment in the semester came in late October, when I got the chance to distribute iPads to our entire freshman class. (Find out more on p. 4 of this issue.) The initiative allows us to continue to take the lead in researching the best learning technologies to support pedagogy at all levels of learning. This is just the latest move as we develop our programming for our undergraduate students. You'll meet some of them and find out more about their research and service experiences in the following pages. Enjoy the stories and the fresh new design of *Connect*.

I look forward to seeing many of you in the coming months, though I certainly understand if you don't want to come to campus in January. (It is beautiful in the snow, really.) Instead, I thought I would come to you snowbirds. I'll be in Naples, Florida, for the annual Minne-College Jan. 22 (more details on page 36). And for those of you hibernating up North, I'll see you in the spring.



Dawn Vitellia

On Nov. 10, the college hosted Marina Nemat—the third author in the annual CEHD Reads series. CEHD freshmen read Nemat’s memoir *Prisoner of Tehran* in their First Year Inquiry classes and focused on the overriding question: Can one person make a difference?

*Prisoner of Tehran* describes Nemat’s time as a political captive after the 1979 Revolution and the atrocities she endured between the ages of 16 and 18 in Evin Prison. In a conversation with instructor Ezra Hyland (postsecondary teaching and learning), staged for the students, Nemat reflected on her 20-year state of shock after her ordeal. She said the act of writing was not a decision but the past pulling her like “an elastic band around the waist.”

Ultimately, Nemat described her memoir as a way to honor the other victims of the Iranian regime. “As a survivor, your whole life becomes meaningless if you don’t testify,” she said. “I had survived something that many of my friends didn’t. If I walk in the opposite direction, I would be betraying them over and over again.”

The second half of the session was devoted to student questions from the audience. Nemat told them no question was “too personal, too political, or too religious.” One young woman identified her parents as survivors of genocide and political oppression and asked advice for how to help her community. Nemat addressed her response to all of the students, emphasizing the difference that each person can make and the importance of non-violent solutions that respect human rights. “You have the power. You have the voice. Use it,” she said. She later added a call for religious tolerance and just, peaceful solutions to conflict in the Middle East.

Many students who did not ask a public question spoke with Nemat individually after the event. A public evening event drew close to 700 people to hear her reflections on the ongoing turmoil in Iran.

The Department of Postsecondary Teaching and Learning coordinates CEHD Reads and the First Year Experience. To watch a video of Marina Nemat’s two University appearances, see [www.cehd.umn.edu/Reads/CommonBook](http://www.cehd.umn.edu/Reads/CommonBook)

### How many students get to milk a “cow,” bowl a spare, and shoot a rifle, all in the same day?

On Oct. 22, nearly 100 students accomplished all of these tasks and more as they competed in the first Gopher Adventure Race. Pairs of students completed 13 mental and physical challenges that showcased some of the campuses’ hidden gems. The race was organized entirely by 85 undergraduate students from the recreation, park, and leisure studies program.

Racer Alyssa Norris, a graduate assistant in the Tucker Center for Women & Girls in Sport, said the toughest physical challenges were canoeing on the Mississippi with six people who had never met before and a particularly difficult grab on the St. Paul Recreation Center climbing wall. While her favorite task was shooting virtual M-16s in the Armory, Norris said the best part of the race was bonding with her teammate Ness Madeiros as they raced between challenges.



Watch highlights from the Gopher Adventure Race at [youtu.be/zKdEf38EXfo](http://youtu.be/zKdEf38EXfo)

Their team, the NoMads, placed second among all female teams with a time of 3 hours, 15 minutes. The winning team of Phillip Kelly and William Nielson bagged \$800 in merchandise from The North Face.



## A fond farewell

Goldy Gopher joined members of the college family past and present to send off Mary Trettin (Bents, M.Ed. '84, Ph.D. '89) after her 26-year career at the college. Through her role as associate dean of teacher preparation programs and through professional service including two separate terms as president of the Minnesota Association for Colleges of Teacher Education, she developed strong relationships in the state and national teacher preparation community. A number of these colleagues, as well as personal friends and family, joined the reception.

A scoreboard-sized farewell in TCF Bank Stadium, the gift of nearly everything maroon and gold the campus bookstore had to offer, and a performance of “The Minnesota Rouser” by members of the Minnesota Marching Band made for a UMn-spirited celebration. We hope she’ll remember it well as she moves to (gasp) Wisconsin.

Trettin will continue to consult with the college on the Teacher Education Redesign Initiative, for which she is principal investigator. Her husband Michael Miller was named president of Northland College, Ashland, this summer.

“As a first-year race, it was spectacularly well-run and organized,” Norris commented.

Connie Magnuson, coordinator of the recreation, park, and leisure studies program, emphasized the continuing learning process for the student organizers. “They’ll be surveying the participants and the race staff to make sure that it’s going to be evaluated well, so that next year we’ll do it bigger and better.”

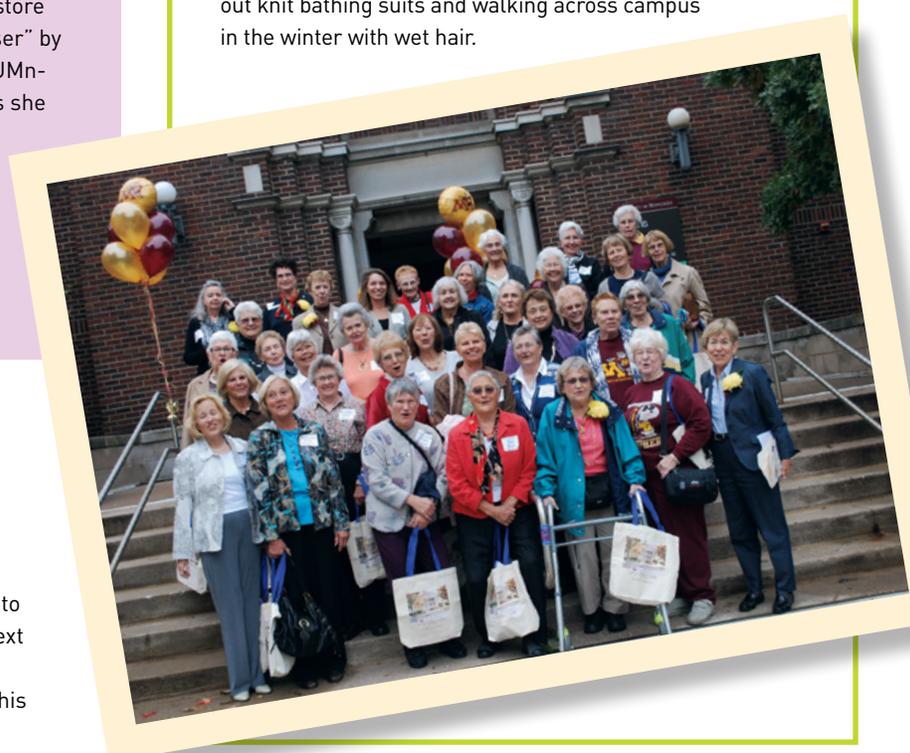
Norris is one racer who plans to return. She offers this advice to other competitors: “Prepare to run!”

## Norris Hall stirs PE alumnae memories

For more than 50 years, the CEHD Women’s Physical Education Alumnae Association (WPEAA) has gathered the Saturday before homecoming for their annual breakfast and awards celebration. This year’s event, held September 25, had an added attraction, as the group also said goodbye to a place that loomed large in their undergraduate years—Norris Hall.

WPEAA awarded scholarships to female physical education students and honored fellow alumnae. Then, after breakfast, a bus whisked them to campus for a final stroll through the corridors of Norris, which the University has closed permanently. Named for Dr. J. Anna Norris, director of the Department of Physical Education for Women from 1912–1941, the building was once home to physical education for all female undergrads.

The alumnae viewed the (now empty) swimming pool, dance studio, gymnasium, and the infamous “posture picture” door where students were photographed to have their posture analyzed. Visiting the building prompted memories of undergraduate days and stories of stretched-out knit bathing suits and walking across campus in the winter with wet hair.



**WHAT LOOKS LIKE A THINNER VERSION**

of an Etch-A-Sketch and can take the place of textbooks, notebooks, and a planner? It could be the iPad—well, maybe, but first researchers in the college aim to find out more about how students will use them.

The college has provided our entire freshman class of nearly 450 students with the iPads to determine how their use affects student learning and engagement. In late October, academic technology staff distributed the iPads and oriented the students to some of their functions. This allows a couple of months for them to get acclimated before using the devices in many of their spring learning communities.

Faculty from the Department of Postsecondary Teaching and Learning who teach the learning communities are working with academic technology staff to determine which applications will best support their curricula. There are nearly 200,000 downloadable applications available for the iPad and more come online daily. In addition to using apps as part of their classroom learning, the computer tablets will allow our first-year students to access digital textbooks, which can cost less than half of print equivalents. Providing iPads to the entire freshman class also expands access to those students who may not otherwise be able to afford the learning technologies that the device supports.

CEHD faculty, who are world leaders in academic technologies and postsecondary education, will research how iPad use relates to student retention, engagement, and learning outcomes. While many secondary schools and universities across the developed world have distributed iPads to students, the college is the first to research the impact on students at this level.

“We plan to research how educational institutions can best organize, support, and maintain large-scale iPad deployments,” says **David Ernst**, the college’s director of technology, “We’ll also be evaluating student engagement and best practices for teaching with the devices.”

The cost to outfit freshmen and related faculty and support staff with the iPads is less than \$216,000, which is being funded entirely by private donations and will have no bearing on tuition.



# Reshaping literacy teacher preparation

## Research drives changes to statewide standards

BY MELEAH MAYNARD

**THIS FALL, ALL MINNESOTA COLLEGES** that prepare K–12 literacy teachers made research-driven curricular changes to better prepare future teachers to help kids succeed in today’s classrooms. Recent national surveys indicate that novice teachers want to feel well-prepared to teach literacy, particularly as classroom demographics have shifted with the arrival of more English language learners. At the same time, policymakers and others are taking interest in the impact of effective teacher preparation programs on K–12 students’ achievement.

Changes to the higher education programs reflect new Minnesota Board of Teaching (BOT) standards for reading, which were influenced by research led by literacy professor **Deborah Dillon**, Guy Bond Chair in Reading. With funding from the Bush Foundation, Dillon and colleagues from the University, along with faculty and research associates from Augsburg College, St. Catherine University, and St. Cloud State University, worked together to enhance K–12 literacy teacher preparation across their institutions.

After sharing their research report, *Minnesota Reads: A Higher Education Partnership to Better Prepare Faculty and Future Teachers for Literacy Instruction*, with literacy educators across Minnesota and the nation, Dillon and her colleagues in the Minnesota Reading Association (MRA) took the project a step further. They worked with the Minnesota Board of Teaching and other reading professionals to revise standards for literacy teacher preparation, using the Minnesota Reads findings as a key resource.

The University collaborated with the Minnesota BOT Reading Task Force (comprised of representatives from the Minnesota Department of Education, MRA, Minnesota Reading License Coalition, Minnesota Association of Colleges of Teacher Education, Minnesota Literacy Coalition, Minnesota Academy of Reading, Education Minnesota, Parent Advocacy Group, International Dyslexia Association, and Groves Academy) to devise new statewide teaching

standards. The standards were put into place in July 2009, at which point the University led 28 other institutions in professional development sessions as all literacy teacher preparation colleges revised their syllabi and programs. The BOT reviewed the proposed changes last spring.

The revised syllabi and enhanced practicums reflect research concerning what pre-service teachers need to know to teach reading, how practicums can be set up to promote putting knowledge into practice, and the opportunities needed for pre-service teachers to reflect on interactions with K–12 students.

The collaboration that led to the new BOT standards was a unique one. “Getting folks together from higher education institutions across the state is really unprecedented for something like this,” says Kari Ross, reading specialist for the Minnesota Department of Education, “and we’re fortunate that the University not only offered a venue for bringing everyone’s expertise together but played a leadership role in developing and implementing needed changes.”

**T**he Minnesota Reads research project was initially designed as professional development for faculty in the teacher education colleges, who reviewed relevant research in reading and language arts, as well as best practices in teacher education and literacy education. They also studied the development of literacy in primary and subsequent languages and looked at ways to use technology to enhance literacy teacher preparation. Researchers considered evaluation procedures for assessing pre-service teachers’ learning, as well.

Findings indicate that these sessions,

which were designed by and for literacy faculty, promoted consensus building and the development of several key components of the revised BOT standards. Researchers agreed on conceptual guidelines behind curriculum and syllabi revision at the four Minnesota Reads institutions, identified knowledge and practices deemed important for new teachers, and developed four common assignments and three pre-and post-course assessments.

Literacy teacher educators involved in the Minnesota Reads Project piloted the newly approved common assignments at their respective institutions and brought samples of pre-service teachers’ work to professional development sessions. The researchers analyzed these assignments to determine what new teachers were learning, as well as areas for concern, then used these findings to strengthen course topics, readings, assignments, and assessments.

“Examining assessment and assignment data from our pre-service teachers was a powerful way to help us think about our intended goals for new teacher learning and what we needed to do to adjust our instruction or practicum experiences,” Dillon says.

**R**esearch has shown a direct connection between teacher preparedness and children’s success in learning to read. The curricular changes driven by the Minnesota Reads Project and the new BOT reading standards reflect current, comprehensive research about preparing literacy teachers to help all students in the classroom.

**‘We believe there will be a profound and positive impact on student achievement.’**

“As pre-service teachers gain new knowledge about reading processes and work with K–12 students, they often see what does

and doesn’t work to foster readers,” says Dillon. “Through reflection and discussion teacher candidates delve back into their readings to deepen their knowledge and fine-tune their practices. As a result, new teachers are better prepared and feel more self-efficacious about their ability to work with a variety of learners.”

Karen Balmer, the BOT’s executive director, expressed gratitude for the hundreds of hours Dillon and others on the project invested in defining and enacting the new standards and added, “We believe there will be a profound and positive impact on Minnesota K–12 students’ achievement and motivation to read for years to come.”

Changes to the University’s own pre-service literacy teacher preparation program include an expansion of coursework in reading, language arts, and children’s literature and the addition of a second practica.

At Sojourner Truth Academy in Minneapolis, reading scores have improved since pre-service literacy teachers from the University began working with the students as reading buddies. “The kids really embraced that and looked forward to reading with their buddies,” says Principal Julie Guy. “I think the extra time students studying to be teachers spend working with kids will help give them the kind of real-life training they need.”

For additional resources related to K–12 literacy and teacher preparation, see [cehd.umn.edu/research/highlights/Dillon/literacy](http://cehd.umn.edu/research/highlights/Dillon/literacy)

# Field vision

## Community opportunities tap student commitments to service

BY GREG BREINING

**AS AN UNDERGRADUATE**, Noam Wiggs observed and helped teach middle-school students at Capitol Hill Gifted and Talented Magnet School in St. Paul. For Wiggs, who is now pursuing his licensure and master's in math education at the college, it was a fascinating chance to re-enter the world of middle school students just a decade after his own experience. 'You can do so many cool activities with middle-school students,' he exclaims.

Wiggs found his opportunity through DirecTrack, one of several programs available to undergraduates through the college that incorporates community outreach with academics.

Eli (second from right) and colleagues at Arlington Rec. Center, including De Anthony, Raeshon, and Isaac, learn from one another's youth work practices.



Greg Helgeson



Mike Baizerman (left), Steve Randall, and Eli Edleson-Stein unwind before a meeting of St. Paul youth workers. Randall, who works at Arlington Rec. Center, mentors Edleson-Stein and collaborates with Baizerman on staff development.

In reality, the program simply conferred an official imprimatur to work Wiggs had already been doing. Like many who are interested in becoming teachers, he already taught and participated in community outreach for much of his young life—mentoring and instructing through Boy Scouts, soccer teams, high school math team, academic triathlon, teaching at Breakthrough St. Paul, and serving as teaching assistant for the University of Minnesota Talented Youth Program.

Teaching was a given. “I just love being around people,” Wiggs explains. “It just made sense. I didn’t have to come to a conclusion.”

Outreach to individuals and communities is woven into the fabric of the college’s programs and classes. At the same time, outreach is encoded in the character of many of our students. Many volunteer, even when their classes or degree program do not require it.

“As a college we do see ourselves as engaged, across faculty, across students, across staff, because a lot of our work is applied,” says **Heidi Barajas**, associate dean for engagement, diversity, and undergraduate programs. “Many people want to have impactful work; our degree areas are really about people and the fact that we want to positively impact people’s lives.”

**Mike Baizerman**, a professor in the School of Social Work, encounters students with a passion for working with others through the youth studies program, which he leads. The program requires students to learn from youth studies workers in the field—sometimes in challenging situations. “The University students who come to us are ones that are particularly interested in making a difference in the world. So they’re ready to go out, no matter how terrified they might be,” he says.

**Y**outh studies is an interdisciplinary program that seeks to better understand how youth fit into their communities. Students must both observe kids in their everyday lives and interact with them.

About three years ago, Baizerman began working with St. Paul Recreation Centers at the behest of St. Paul Parks and Recreation deputy director Kathy Korum. Baizerman’s first task was to help resolve some staff issues and further the professional development of youth workers at centers on St. Paul’s East Side, including Arlington and Dayton’s Bluff. Soon thereafter, some of his University students began observing and shadowing some of the more accomplished staff workers to learn how they worked with teenagers, primarily African-Americans. One of those students was Eli Edleson-Stein.

Edleson-Stein is creating his own inter-college major, one component of which will be focused on youth studies. “I’m interested in community and what it means, and the many ways it shows itself in the world.”

Sometimes it shows itself pretty roughly. At Arlington Recreation Center, gang members have cruised by flashing signs—and occasionally guns. Youth workers such as Steve Randall have sprung into action, herding visitors into the building for protection and chasing away those who won’t cooperate.

Baizerman continues working closely with St. Paul staffers including Randall, both on continued staff development and in forming mentoring relationships—youth studies students with the experienced St. Paul staff members, University students with neighborhood teenagers, and the teens with younger kids. A number of former gang members take the lead in young men’s groups aimed at keeping others off the streets.

Edleson-Stein began working at Arlington as an intern about a year ago. “I started learning a lot about the way the youth workers worked with the young people there,” he says. Since then he has forged a mentoring relationship with a 16-year-old fellow from the neighborhood. “We just kind of hang out. The idea behind the mentorship thing is that it’s not just academic. It’s a



“Many people want to have impactful work; our degree areas are really about people and the fact that we want to positively impact people’s lives.”

holistic approach to having a person there,” says Edleson-Stein. “Man, that kid has got everything going on. There are things that are hard in life, but I think he’s pretty positive. He’s always out to learn.”

Edleson-Stein looks up to Randall as a kind of mentor with whom he swaps observations about their youth studies practices. “He is always giving me insights and challenging me,” he says. “Otherwise I see myself as a colleague of most of the other rec workers, and I believe that we are consistently teaching each other about each other and our unique understandings of the world and our work.”

Because of his self-designed major, Edleson-Stein isn’t required to clock volunteer or service hours. He serves because



Randall and Baizerman with youth worker Mary Moore and St. Paul Parks Deputy Director Kathy Korum (right). Korum invited Baizerman to collaborate on staff development three years ago, and the partnership has broadened since.

Greg Helgeson



of a commitment to youth and his own learning process. “For me the biggest thing has been understanding in real terms the importance of diversity,” he comments. “The world there is very different from the world I grew up in. It’s always important to come with open eyes and an open mind.”

The involvement of Baizerman and his students has been a boon for the rec centers, says Korum, who is now pursuing a master’s degree in youth development leadership through the School of Social Work. The University’s involvement has been a real boost to the self-concept of the staffers, she says, adding, “One of the things that’s really great is the whole notion of validating youth work and mentoring young people from an academic perspective and showing them that there’s value in continuing their own education.”

The staffers have been able to teach the University students lessons they might otherwise not encounter. “We’ve been able to provide some of the students an urban, very inner-city experience,” says Korum. “Not all of Mike’s students over at the U have had that experience.”

The city has also gained valuable data it otherwise couldn’t afford. Last year, youth studies students conducted research in the community on how neighbors might make use of a new rec center. Another group of students will research how rec center workers view youth and how the teens view the youth

workers. “That’s priceless for us as well,” says Korum. “It gives the students a very practical and relevant research project, and for us it’s an opportunity to get some really relevant neighborhood feedback that we just couldn’t figure out how to afford to do.”

**F**or students like Wiggs, DirecTrack offers a straightforward pathway to a teaching degree. It gives students committed to becoming secondary teachers the reassurance they’ll have a spot in the University’s post-grad teacher licensure program and an opportunity to observe, teach, and make connections in the K–12 setting.

“It allows them to focus early on a career in teaching if they are certain that that is what they intend to do,” says Karla Stone, DirecTrack coordinator in the college’s Educator Development and Research Center. “If they’re passionate already about wanting to become a teacher, it allows them as an undergraduate to form a community of other teachers and to get some additional background, to get sort of a broad range of information on teaching that will set them up to then focus

Initial licensure students Noam Wiggs and Alicia Rue were the first cohort to complete the DirecTrack program as undergraduates. They had access to experiences in school settings even as undergraduates.

on teaching methodology when they get into that licensure program. It lets them get that bird’s-eye view and to learn about things that they otherwise might have to learn on the job.”

Alicia Rue is part of the first cohort to complete DirecTrack and continue into the initial licensure program, in her case with a focus on math education. Like many teachers in training, she had already taken a path of volunteerism and outreach. A three-time All-American in the pole vault for the Gophers, Rue received Minnesota’s 2010 Outstanding Achievement Award for student-athletes accomplished in academics, athletics, leadership, and volunteerism. She found she enjoyed teaching and working with others long before she earned a degree.

“I really loved math in school,” she says. “I just had a blast. And then one of my good friends struggled with math and chemistry and physics. So we would get together, and I would help him with the homework. To me, that’s what I was doing—I was teaching him what he hadn’t gotten in class. I just really had a great time explaining it. I was excited watching him figure it out for himself. I want to teach because I like to see the students learn, and the glow and the excitement they get when they figure it out.”

DirecTrack was a valuable way to get involved in teaching, Rue says. Two introductory DirecTrack classes introduce students to basic issues in secondary education. “The topics we discussed in class—race, unions, gender bias, technology, and others—provided sparks for what to notice in the schools each week.”

The program also directed Rue down a path for completing the 100 hours of school experience required before students are accepted into the licensure program. “DirecTrack places you in a school,” she says. “It finds a place for you to go. It gives you a mentor-teacher for the semester to go and see. So you don’t have to find those 100 hours on your own.”

She observed and taught at Capitol Hill Magnet School and at Avalon Charter High School, also in St. Paul. Contrasts between the classes couldn’t have been greater. Capitol Hill students were generally structured and disciplined; Avalon students responded to a much looser, project-oriented environment.

“That was a good experience of alternative teaching styles beside lecture,” says Rue. “I really enjoyed it. It gave me a chance to experience different kinds of schools I wouldn’t have been to. It really has prepared me to know something about education before I jumped into these courses.”

Leo Kim

**B**esides its own programming, the college boasts the largest per capita participation rate in the University-wide Community Engagement Scholars Program. Community Engagement Scholars must log at least 400 hours of approved volunteering to earn the CES designation at graduation.

“I think there’s some element of students who are doing this work already, and the scholars program is a way of recognizing them for doing so,” says Laura Dammer Hess, CES coordinator. Many students are interested in simply helping their neighbors, while some are continuing their own development towards education and human service careers.

Brittany Haigh is a Community Engagement Scholar, now a senior with a double major in human resource development and family social science. She began volunteering with the youth mentoring program Y-Buddies through the University YMCA. In her first year, she would “hang out” with the nine-year old she mentored and go roller-skating, attend the Holidazzle parade, and tour the Science Museum. The next year she helped run the Y-Buddies program.

For a time, Haigh considered teaching. She volunteered on her own as a tutor at Marcy Open School in Minneapolis and helped with the class’s “mini-book clubs” by circulating among the sixth-graders “to make sure their conversations were actually productive.” But while she enjoyed her time in the classroom, something nagged at her. And that underscored something else that volunteering can do for students. It can have a profound effect on the direction of their studies, causing them to change course and opening up avenues they never knew existed.

“I transitioned,” says Haigh. “I stuck with Y-Buddies but decided that teaching wasn’t my thing. My volunteering just kind of followed suit.”

Instead she took a class in financial counseling in the Department of Family Social Science. “I loved it,” she says. “So my overarching career goal is to become a financial counselor.”

Her volunteering has followed suit. She volunteers with Accountability Minnesota during the tax season, helping those with low incomes prepare their taxes.

The combination of class work and volunteering convinced her that “I really like working with money, and I really like working with people. I always knew that I wanted a people job. I also like the culture of nonprofits and their values.”

She hopes to find similar work helping people get their financial lives in order for a nonprofit after she graduates. “I like helping people become financially secure so they have money to meet all their goals and expenses—so it’s not so hard.”



# Opening doors for first-year students

BY JENNY WOODS

**RESEARCH ON UNDERGRADUATE** graduation trends highlights the importance of a student's first year to his or her long-term success. As the college expanded its undergraduate programming over recent years, it created the First Year Experience program to help freshmen thrive academically and socially. According to student data and feedback, the program is making a difference in student experiences.

Of the first-year students who went through the First Year Experience (FYE) in 2008–09, 85.5 percent were retained, returning for their sophomore year. The retention rate for the 2009–10 FYE cohort was 85.6 percent.

**Kris Cory**, senior teaching specialist in the Department of Postsecondary Teaching and Learning (PsTL), which developed the FYE, says the program is designed to support retention and graduation. “By building structures that support the development of both academic and social skills, the FYE program aims to help students find a sense of belonging and identity at the University and find a career path that fits their individual strengths and goals,” she says.

Focused on creating a strong community for students, the FYE program facilitates students' transition to college by combining coursework with an emphasis on peer networks and student support services, including career development and academic advising. These efforts help students identify their unique talents and build pathways to majors in CEHD.

An assessment plan has been in place since the program began, focused on gathering students' opinions about the contribution of FYE courses to their learning and development. The program is continually refined based on responses. In the pilot year, direct feedback was sought from the college's 400 first-year students regarding their satisfaction with the program. Among the findings: 90 percent were satisfied or very satisfied with the overall sense of community, and 92 percent said taking courses with the same group of students provided social support.

The program consists of a First Year Inquiry course in the fall semester

and a Learning Community in the spring semester. Both components center on collaborative work that targets student-learning outcomes including responsibility and accountability, appreciation of differences, effective communication, and acquiring skills for citizenship and learning.

“These are critical skills to students' success at the U, but also for any individual making his or her way in our world today in any field, on any career path,” Cory says.

The First Year Inquiry brings students together with instructors from different disciplines to address the question, “How can one person make a difference?” Students explore the question through different disciplinary lenses and by reading a common book, which most recently was *Prisoner of Tehran*, a memoir of Marina Nemat's imprisonment in Iran after the 1979 revolution. (See p. 2 for information on Nemat's visit with the first-year students.)

**Rashné Jehangir**, a PsTL assistant professor, says a key goal of the FYE program is to capitalize on the strengths of the diverse student body. In both 2008–09 and 2009–10, at least 40 percent of the college's freshmen were students

## Survey data:

### First year cohort, 2008–09

Percentages indicate “satisfied” or “very satisfied”.

#### Student perceptions about support in PsTL courses:

##### PEERS

- Taking courses with the same group of students provided social support. **92%**
- I formed friendships with students I met in my PsTL classes. **92%**

##### INSTRUCTORS

- Instructors cared about my learning. **98%**
- Instructors had high expectations for my learning. **94%**
- I am satisfied with the attention I received from instructors. **94%**

#### Students' level of satisfaction with PsTL courses:

Overall sense of community. **90%**  
Overall quality of instruction. **93%**

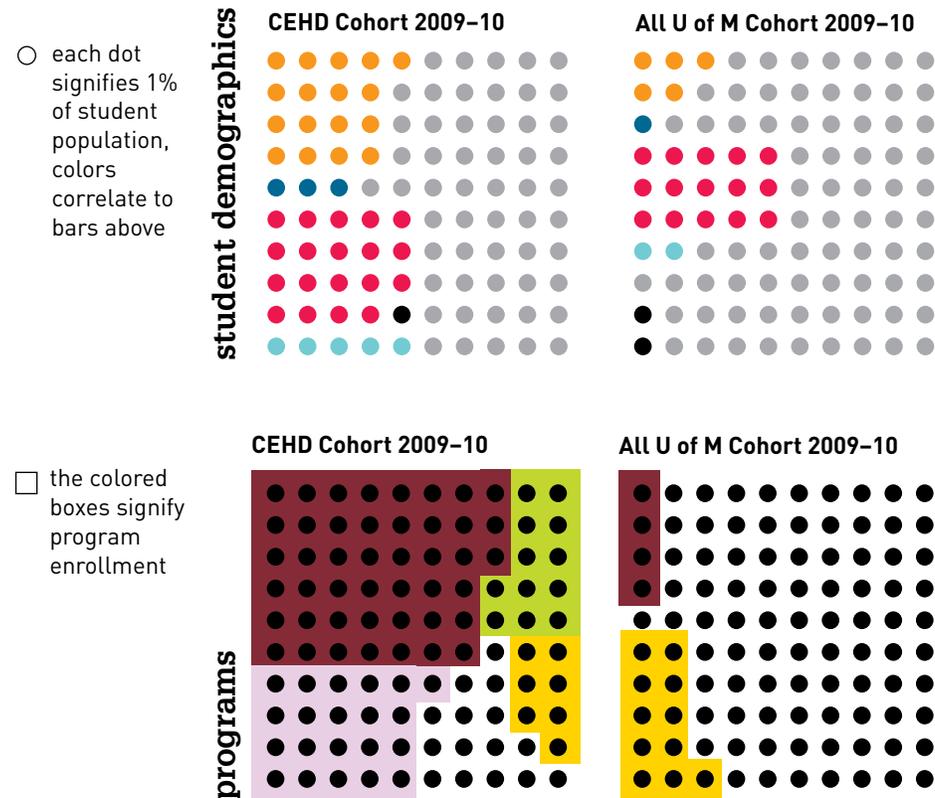
Justin Evidon

## Freshman diversity

The college demonstrates its commitment to diversity in its admissions, as well as academics and student support.

STUDENTS (percentages)	Cohort 2008-09		Cohort 2009-10	
	CEHD (n = 400)	ALL U of M (n = 5106)	CEHD (n = 457)	ALL U of M (n = 5400)
Black	16	5	17	5
American Indian	4	1	3	1
Asian	16	15	19	15
Hispanic	4	3	5	2
not specified	1	2	1	2
White	59	74	55	75
<b>PROGRAMS (percentages)</b>				
TRiO	24	0	21	0
Access to Success	46	5	45	4
College English Transitions	11	0	12	0
Honors	10	1	7	11

Federal **TRiO** programs assist low-income and first-generation students and those with disabilities. **Access to Success** supports first-generation students, student parents, students of color, students with disabilities, and non-native English speakers. **College English Transitions** serves non-native English speakers.



of color. At least 45 percent of the college's freshmen were students in the University's Access to Success Program (ATS), which offers services that support the needs of first-generation college students, student parents, students of color, students with disabilities, and non-native speakers of English, and about 21 percent were students participating in federal TRiO programs, designed to assist low-income individuals, first-generation students, and students with disabilities.

Among quantitative evidence collected from the 457 first-year students in 2009-10, 87 percent said the FYE program contributed to their learning and development regarding respect for the diverse viewpoints of others, and 85 percent said the program contributed to their learning and development in working with others from a diverse background.

As part of the assessment plan for the FYE program, PsTL instructors collect reflective journal entries each semester. One ATS student wrote, "I am a very opinionated person, and when I feel like I'm right I don't like to be challenged. This class has shown me that it's not about being



right or wrong, but it's understanding that everybody looks through a different lens. My interpretation and my classmate's interpretation may not be the same, but that doesn't mean that one of us is wrong. It just means that due to different backgrounds and situations, we may not look at the problem the same way."

Jehangir says the spring Learning Communities extend the idea of community across disciplines and departments, linking two courses around a common theme or core concepts. In 2010-11, for example, the Multicultural Perspectives on Family and Community Learning Community will link a sociology course with a family social science course, and the Connecting Human Performance and Human Behavior Learning Community will link a psychology course with one in kinesiology. The courses allow students to compare and contrast ideas across disciplines while fulfilling graduation or major requirements.

Justin Evidon

FYE students finish their first semester with a capstone showcasing multidisciplinary work that addresses the common question: How can one person make a difference?

According to reflective journal entries for 2009-10, students said the Learning Communities allowed them to build a support system that made it easier to be successful in class, fostered lasting relationships, and encouraged the appreciation of diversity.

A student in the TRiO College English Transitions program noted of the Learning Community linking algebra and history, "Every one of us felt a sense of belonging, even though we are from different backgrounds. Our analysis and evaluation that challenge one another's ideas helps to improve our intellectual development. I felt that my own understanding was significantly enhanced by the knowledge and experience of others."

YOU'RE  
HIRING!

## Internships offer paths to employment

BY ANDREW TELLJOHN

### Kyle Simonette, human resource development, '10

**KYLE SIMONETTE STARTED WORKING** at the University of Minnesota Medical Center, Fairview, as a nursing assistant, then became a lab assistant on his way to what he thought would be a medical career. But as he advanced in the classroom and at the job, he discovered he was better at caring for fellow employees than patients.

"I began to realize that my passion was more about teaching and helping employees be happier and more productive at work," he says. "I began working at the hospital because I had always thought I wanted to go to medical school. What I realized, however, is that I didn't actually care for the role of the physician."

So he transferred in 2009 from a nutrition science program into CEHD's human resource development major. He also approached his boss at the medical center, asking if he could get some experience in roles that would fit with his new career path. The organization was happy to oblige, and he transferred to a new position as a human resources assistant that he was able to leverage into an internship required for his degree.

His opportunity to stand out arose when his boss asked his entire department to form small teams that brainstormed ideas for improving various work-related processes. He noticed that human resources assistants

Kyle Simonette discovered a new career passion through an internship at his employer, University of Minnesota Medical Center, Fairview.

Greg Helgeson

were creating employee files in different ways, which was causing confusion and waste. So he created AutoNewHire, an electronic tool that automatically generates a

checklist of items necessary for each file.

"I wanted to formalize the process to reduce errors," Simonette says. "I also wanted to enable HRAs to spend more time on their customers and less time on paperwork."

Now he's working on the next version of AutoNewHire, which will be able to automatically select the proper documents to be completed based on specific job duties.

Simonette says the experience has helped him both professionally and in his personal development. He gained confidence in his abilities and learned he had a talent for working with computers "that stands out from even the current generation of digital natives."

While Simonette has been aggressive about getting experience in his field, he also benefited from the classroom. His own view of how the human resources field and the world works was shaped and refined by strategies learned in the classroom. And his studies often confirmed that thoughts and beliefs he had developed through other experiences were on the right track.

"When studying I would mentally weigh the various (human resource development) concepts and oftentimes find ideas that rang true for me," Simonette says. "When discovering these I would just insert those ideas into my mental map of how the world works."

The experience also put him in touch with various directors and executives at the medical center, where he hopes to stay and look for growth opportunities for some time. He'll find out soon about a possible promotion.

Human touch

## Paul Shanafelt, youth studies, senior

**THOUGH HIS INITIAL INTERNSHIP** fulfilled a requirement for his youth studies major, senior Paul Shanafelt hasn't taken much convincing to keep working at The Garage, a Burnsville community center run almost exclusively by teenagers that hosts weekend concerts.

The program director asked Shanafelt—whose musical background includes time at the Minneapolis Institute of Production and Recording; work experience at Taylor Sound; and roles in two bands as a vocalist, a keyboard player, and a programmer—to develop a weekly class around working with sound gear. After Shanafelt got that up and running, The Garage's teen advisory board offered him a permanent part-time position teaching and engineering live sound.

Shanafelt explains that learning to use a soundboard can help youth get jobs through The Garage or working at other live shows. It also gives them tactical learning opportunities, as opposed to sitting at a desk listening to a teacher lecture. "This environment is hands-on," he says, adding that during the first couple sessions of his class he goes over some concepts, but then lets the

students tell him what they want out of his class. "They're learning what they really want to know about," he says.

Shanafelt had always wanted to do something like what he did for The Garage. In fact he'd already started developing the curriculum. The internship pushed him to follow through. "It definitely gave me a little bit of direction," he says. "This allowed me to put my best foot forward."

Shanafelt graduates in December. The Garage's staff is small, so Shanafelt isn't sure he'll ever be more than part-time there, but he hopes to keep the job while implementing similar classes at after-school programs around the Twin Cities.

Youth studies students take a seminar-supported internship that requires them to do more than 100 hours of field work in a youth-focused agency. They also attend an internship class twice a week for about four hours. The fieldwork allows youth studies students to learn from the types of communities where they will apply their major.

"For us it was just assumed that communities and people working with youth would have something to teach," says **Ross VeLure Roholt**, an assistant professor in the School Of Social Work and one of the faculty in the youth studies major.

The school has a referral program to help students find a good fit, though VeLure Roholt notes many are already looking for opportunities themselves by the

# SOUND OFF



time they reach the course. The classroom component forces students to think critically about what they learn on the job. Often, students bring reactions to situations encountered in their fieldwork into class discussions. Faculty adjust their lesson plans accordingly to help them reflect and grow from actually doing youth work.

"We set it up as a learning experience," VeLure Roholt says.

Many students do turn their experiences into longer-term employment, though there's no guarantee, and VeLure Roholt doesn't pitch students on the possibility. Instead, he promotes partnerships the University has built that virtually guarantee students will work with top practitioners in the region in their area of study.

"That's a big seller," he says. "The bonus is that they find a job."

Greg Helgeson

Paul Shanafelt has turned his internship at The Garage, a youth-run recreation center and music venue in Burnsville, into an ongoing job teaching youth how to run mixing boards and other sound equipment.



# A passion to perform

Sara Jo Lehrer, youth studies, '10



**AFTER STUDYING MISSIONS** and positions at more than a dozen possible locations for her youth studies internship, Sara Jo Lehrer found herself drawn to Patrick's Cabaret. The arts have always been a part of Lehrer's life, so she thought the nonprofit would be a good fit.

"I really connected with their mission," says Lehrer, whose goal is finding ways that art can create social change.

The mission of Patrick's Cabaret is to encourage artists of all experience levels to try new things, take risks, or present works in progress. The cabaret's first commitment is to serve the needs of local performing artists, specifically reaching out to artists of color, GLBT/queer-identified artists, and those with disabilities.

As a child, Lehrer thought she might one day become a teacher but realized later she didn't want to work in the public school system. She started looking into youth studies and fell in love with the major, her peers, and her professors in the program.

"It's just a different take on childhood education or childhood psychology," she says.

Lehrer started her internship at Patrick's in February 2009. Throughout that spring semester she did marketing, grant writing, and worked at shows. Her primary responsibility was organizing Patrick's annual Movies in the Parking Lot program.

She continued working periodically beyond the internship, overseeing the summer movie program she had planned. When her supervisor left for law school, her colleagues asked her to stay.

"I basically knew everything she was doing because I had done it throughout the semester," says Lehrer, who graduated in May and now is communications and volunteer coordinator.

She's also incorporating her passion for youth studies. During her internship she noticed a lack of programming aimed at kids, and she's seeking grant funding to fill that void. Lehrer is developing a program called The Art of Womanhood: Enhancing Young Women's Development Through Performance Art, through which she hopes to create an open discussion about issues facing young women.

Sara Jo Lehrer was drawn to Patrick's Cabaret's dedication to diverse artists. When she found youth programming slim, she put her degree to work.

Greg Helgeson

A photograph of two young men, Nate Benham and Cory Dahl, standing outdoors in winter attire. Nate Benham is on the left, wearing a green jacket and blue jeans. Cory Dahl is on the right, wearing a brown jacket, brown pants, and a baseball cap. They are both smiling. The background shows a snowy landscape with a bridge in the distance.

## Nate Benham, '10, and Cory Dahl, '09, recreation, park, and leisure studies

**LEARNING BY DOING**—that's The recreation, park, and leisure studies way. This approach has forged strong connections between current students and alumni in the Minnesota parks and recreation field and created job opportunities for graduates. Wilderness Inquiry, a nonprofit aimed at making adventure travel accessible to people of all skill levels, is one such organization that works closely with the program and its director **Connie Magnuson**.

# Into the wild

Last year, Nate Benham and his outdoor programming classmates each planned trip itineraries and presented them to the organization's board for possible inclusion in the next Wilderness Inquiry brochure. Benham's destination was selected, and he was hired to guide the ten-day trip he planned to the Grass River in Manitoba, Canada—a locale known for its fishing, nature, and scenery.

"It was awesome," he says of his experience co-leading the excursion. "It was a pretty big trip. There were tons of people." Throughout the trip, Benham and the travelers enjoyed the fruits of a couple successful walleye fishermen among the group. Spectacular Northern Lights provided another trip highlight.

"That class sparked my interest," he says of the outdoor programming course, adding that one of the biggest helps was learning different leadership styles he could use in coordinating more than a dozen people with different personalities." Learning those different styles helped me deal with different scenarios we came across."

Benham, who expects to graduate this spring, was required to do an internship as part of the recreation major. Wilderness Inquiry gave him the option of doing a true internship or taking

a trail staff position, which was right up his alley. Benham has worked as a canoe guide with different companies focused primarily on able-bodied individuals. He finds great satisfaction in working with people who have disabilities at Wilderness Inquiry, where he continues to lead day trips as he approaches graduation.

"With W.I. there was never [a question of] 'what can't this person do' ever," Benham says. "They say 'no' to no one. ... Everyone deserves to have this experience."

Cory Dahl had a similar experience after transferring to the University in 2008 to pursue a recreation degree. He's had lifelong connections to the outdoors and to working with people who have disabilities. He learned of Wilderness Inquiry through one of many opportunities the recreation, park, and leisure program offered for site visits with local professionals.

The organization had openings for trail staff while he was looking for internships, so he guided several family-based programs, including through Yellowstone National Park. When he graduated in December 2009, he learned that Wilderness Inquiry had an assistant director opening and decided to apply. He started coordinating volunteer and internship opportunities in February. "It's never too early to get involved outside of school," Dahl says of his internship.

Before starting an internship, recreation, park, and leisure studies students must complete volunteer and service learning hours in the field. The nine-credit internships require 405 hours of work. Though students can choose their workplace, Magnuson steers them toward sites that offer them diverse opportunities. The program has no classroom component, but she requires students to provide written goals and objectives early in the internship and write both midterm and final analyses of their progress, experiences, and skill development.

Preparation is critical for both the student experience and for the organizations where they work, with which the University has worked hard to forge ongoing relationships.

"The more responsibility the students have, the better place they are going to be in terms of being more marketable when they finish," Magnuson says. "I want them to walk out with more than just a paper that says (they've) completed the degree." +

Greg Helgeson



# Early INVESTIGATIONS

Research opportunities offer a view to post-graduation possibilities

BY SUZY FRISCH

**WHEN VERONICA DEENANATH APPLIES** to graduate school, she should have a leg up on the competition. Not only did she play a major role in a faculty research project, she also earned a spot as lead author of a journal article to be submitted for publication—quite an accomplishment for an undergraduate.

Deenanath, who will graduate this spring with degrees in family social science and psychology, worked on a photovoice project with **Zha Blong Xiong**, an associate professor of family social science. Photovoice is a methodology that combines photography with grassroots social action. Xiong aimed to capture Hmong pre-adolescents' views of their families by having them document their home life through pictures.

A native of Guyana who completed high school in Minneapolis, Deenanath participated in the photovoice project as a McNair Scholar. McNair is a federally funded TRiO program that aims to prepare promising low-income and first-generation college students for graduate school. McNair Scholars conduct summer research with a university faculty member, earn a stipend, and receive guidance on preparing and applying for graduate school.

Deenanath contributed significantly to the photovoice project by creating research questions, analyzing data, and working closely with students from Hmong Open Partnerships in Education Community Academy, a St. Paul pre-K-8 charter school. Xiong says that her experience should be enormously useful during graduate school, adding, "She's a very smart young lady, and she has a lot of ideas about family studies and how family scholarship can contribute back to the community."

McNair Scholar Veronica Deenanath and family social science professor Zha Blong Xiong evaluate photos taken by youth of Hmong descent to document their homes.

Leo Kim

This year Deenanath is garnering more expertise by serving as an undergraduate teaching assistant for one of Xiong's courses and assisting graduate student Dung Mao with research for his master's thesis on parental beliefs

in the Hmong community. She applied for an Undergraduate Research Opportunities Program (UROP) grant to fund this work—another support for University undergraduates who pursue research.

Deenanath plans to continue similar scholarship and pursue a Ph.D. in family social science, and she hopes her hard work as an undergraduate will pay off.

“More doors open when you work closely on research with a faculty member,” she says.

**A**ccess to research opportunities—whether through McNair Scholars, the University Honors Program, UROP, or other avenues—prepares undergraduates for graduate school or careers and demonstrates the value of studying at a major research university. Currently more than 100 undergraduates in the college pursue research, either leading their own projects or working with faculty. CEHD and the University are working to open students’ minds and opportunities to post-baccalaureate learning and help them succeed once they get there.

The University Honors Program offers undergraduates an enriched, interdisciplinary higher education experience. Freshmen and sophomores complete four honors experiences each year, while juniors and seniors participate in three annually. These honors experiences can be fulfilled with a mix of coursework and experiential learning, including faculty-directed research, study abroad, internships, and community service. Students also complete an honors thesis, in which they collect and analyze data for an academic paper. “It’s like a mini-graduate school paper, and they have to defend it,” says Rebecca Dosch Brown, an academic adviser and liaison between the college and the University Honors Program “It’s an opportunity to learn from the process of meeting with faculty, discussing their work, and getting critiqued.”

Junior Jordan Langen looks forward to starting his honors thesis next year. The kinesiology major with a minor in Asian languages and literatures is thinking about studying the biomechanics of the foot during running. When he starts the project next year, he already will be armed with numerous useful experiences.

For the past two summers Langen traveled to Japan, where he variously assisted with research in motion sickness at Kyushu University, staffed an outdoors-themed youth camp, and taught English near Tokyo in an American-style summer camp. Langen says he learned the most from serving as a subject and assistant

in the Kyushu lab and observing how the professor set controls for the experiment—an experience counted among his honors requirements.

Langen is assisting various kinesiology labs for an honors seminar, and he is delving into learning about the research process and paper writing. A three-sport high school athlete from Crystal and a current marathon runner, Langen’s fascination with the human body led him to kinesiology. After graduating in 2012, Langen aims to teach English and coach youth sports in Japan before applying to graduate school for physical therapy.

Langen has enjoyed CEHD and the Honors Program, especially the more-demanding honors classes and being able to contract with professors to make regular classes into honors. For a marathon training course he contracted, Langen helped the doctoral teaching assistant with research on runners.

“Being in the honors program and doing research gives me the opportunity to explore my curiosity for subjects that I’m interested in,” he says. “It’s really important for learning problem-solving, keeping an open mind, and coming up with new ideas.”

Even when students aren’t planning to pursue graduate education, researching topics as an undergraduate can be valuable. Jessica Benson, an elementary education honors student, will graduate in May and plans to teach first or second grade in an urban school district. For her thesis Benson will focus on differentiation and adjusting teaching methods for special education students.

“I want to know how I can be a better teacher when I go out into the field and understand how students learn, whether they are in a general classroom or a student with disabilities,” she says. “Differentiation can help create a classroom where students might have different goals and different ways of achieving them, but there is a community where the kids are all working together and involved in the classroom.”

**M**cNair Scholar Bai Vue is seeking to better understand the workplace. He worked this summer with Louis Quast, associate chair of the Department of Organizational Leadership, Policy, and Development, as they investigated why once-promising managers “derail” and stop progressing as strong leaders. The team compared managers in the United States with those in China, Japan, India, South Korea, and Thailand, using a large database of 360-degree feedback results.



Associate professor Lou Quast saw his research partner Bai Vue develop confidence and a grasp of graduate school possibilities. Vue went on to present at a national McNair conference.

Vue, who will graduate this spring with a degree in human resource development, says he gained deeper insight into how researchers approach projects and execute their ideas at a top-tier research university. In addition to being named a co-author on a research article, Vue honed his public speaking skills through poster presentations locally and at the selective National McNair Research Conference, held in November.

He has continued working with Quast on an extension of the managerial derailment project, earning one credit of applied research in the process. Vue expects his undergraduate research experiences to help him thrive in graduate school, where he intends to pursue a doctorate in human resources or educational psychology.

“There is always a period of transition when you start something new, and I think starting research early is a really good way to transition into graduate school,” says Vue,

who grew up in Minneapolis. “Having that mindset and experiencing what I might do in graduate school will really help in my success.”

During the course of the project, Quast saw a shy but eager student gain confidence as Vue tackled the literature review and helped write sections of a journal article about the study. Vue recently won a Sue W. Hancock Undergraduate Scholarly Excellence in Equity and Diversity (SEED)s of Change Award from the University’s Office for Equity & Diversity, and he has been awarded a UROP grant to continue his research in the spring.

Not only did Vue learn the research process by working with Quast’s team, he also realized that graduate school is a real possibility. “He knew it was a next step, but he had no personal sense of what that would mean for him,” says Quast. “This project gave him the knowledge that he can fit into this environment and do the work. That is a tremendous advantage for an undergraduate. Plus the experience he has built up and the work he has done will add to the credibility of his application to any institution.”



“I loved being a teacher, nurturing and mentoring hundreds of students who then went on to contribute to the well-being of children and families.”

**RICHARD WEINBERG, EMERITUS PROFESSOR  
INSTITUTE OF CHILD DEVELOPMENT**

Family Consortium (which Weinberg established) and cohost of the popular *Good Enough Moms* podcasts.

Weinberg refers to himself as a scientist-practitioner. His research has focused on the development of individual differences in intellectual skills, personality characteristics, social attitudes, and other psychological variables from early childhood through young adulthood. He is perhaps best known for the 1976 Minnesota Trans-racial Adoption Study with Sandra Scarr, which found “little or no conclusive evidence for genetic influences underlying racial differences in intelligence and achievement.”

As cofounder of the Center for Early Education and Development (CEED) in 1971, Weinberg mustered resources around what was a hot new topic: early childhood education. The goal of CEED was to effect positive change in early education, child care, and public policy through research and community outreach. His work with the center showcased his great talent for partnership-building.

“He’s a great collaborator and communicator,” says Erickson. “He loves building partnerships within the University and between the University and the larger community to bring academia to real life.”

From 1989 to 1999 Weinberg directed the Institute of Child Development (ICD) and worked to expand its perspectives and increase applied research. Weinberg says he is most proud of fostering luminaries on the faculty and building partnerships to expand the institute’s focus to neural and multidisciplinary research. “I wanted the ICD to get out of the silo of our department,” he explains.

Shaping the next generation of child development experts was another passion for Weinberg, who taught the required assessment sequence to future clinical practitioners for almost two decades. He also fondly remembers teaching a required seminar for first-year graduate students called Landmark Issues and Great Controversies in Child Psychology. “My legacy is not the books or the articles that I wrote, but the next generation of faculty and professionals that I hope I have inspired or encouraged,” he says.

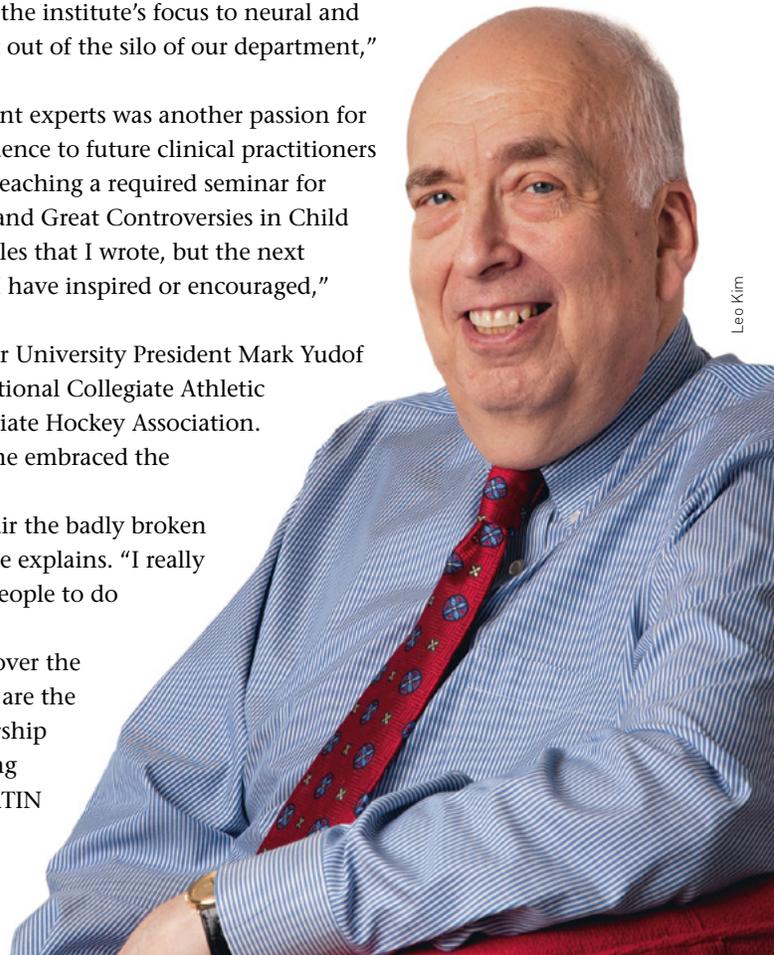
In 1999, Weinberg answered the call from former University President Mark Yudof to become faculty athletics representative to the National Collegiate Athletic Association, Big 10 Conference, and Western Collegiate Hockey Association. It was a controversial era for Gopher Athletics, but he embraced the opportunity.

“My role as the faculty rep was to build and repair the badly broken bridges between faculty, academia, and athletics,” he explains. “I really enjoyed providing leadership while helping other people to do good work.”

Weinberg’s own good work was often rewarded over the years, but he says among his most treasured awards are the Emma M. Birkmaier Professor of Educational Leadership (1994–97) and the Distinguished University Teaching Professor of Child Psychology. —BRIGITT MARTIN

**FOR MORE THAN 40 YEARS**, Richard Weinberg (Ph.D. ’68) lived out his mantra—“giving away child development”—at the University. He matched his formidable body of research with efforts to apply his knowledge in the community.

“Richard is bold about taking research to the public, professionals in the field, and policymakers. He ensures that research gets to the people who need it most,” says Marti Erickson (Ph.D. ’84), retired director of the Irving Harris Infant and Toddler Training Program and the Children Youth and



Leo Kim



**In memoriam**

**John Manning**, professor emeritus, literacy education, died on Sept. 6 at the age of 80. He was a world-renowned expert on reading education in the college for more than three decades, retiring in 2005. A popular personality on campus, he was also a visiting professor and lecturer at more than 300 major colleges and universities and served as consultant to more than 500 national agencies, state departments of education, and major urban and local community school districts. He was well known for his commitment to working with students and teachers in the Minneapolis Public Schools and for his efforts in some of the poorest communities in the United States, including his work for the Mississippi State Literacy Initiative.

**Richard “Dick” Nunneley, Jr.**, former coordinator of graduate studies, Department of Organizational Leadership, Policy, and Development, died after a fall on Oct. 23 at the age of 56. Nunneley earned his master’s and doctoral degrees through the college’s former Department of Educational Policy and Administration, where he had worked as a lecturer since 1997. He moved to Sioux City, Iowa, this summer and took the role of dean of graduate programs at Morningside College. Nunneley was also a talented mandolin player who was well known among regional bluegrass musicians.

**Appointed**

**Ken Bartlett** (organizational leadership, policy, and development) has been named associate dean for graduate, professional, and international programs. Bartlett was chair of the former Department of Work and Human Resources Education.

**Jennifer Engler** has been named assistant dean for student services. She was associate director for Undergraduate Student Services at the college from 2007 to 2009 before directing student services and advising at the College of Continuing Education (CCE).

**Thomas Norman** has been named senior director for research, innovation, and outreach for the college. He comes to us from CCE, where he was director for Continuing Professional Education for 10 years. In this newly created position, Norman will direct activities and services that help bring research-based knowledge and programming to new markets, audiences, and college constituents.

**Rebecca Ropers-Huilman** has been named chair of the Department of Organizational Leadership, Policy, and Development. Ropers-Huilman joined the college in 2007 after an award-winning tenure at Louisiana State University.

**Honored**

**Irene Duranczyk** (postsecondary teaching and learning) received the University’s Multicultural Teaching and Learning Fellowship, sponsored by the Center for Teaching and Learning, for her project, SocioCultural Mathematics Literacy through Statistics.

**Abigail Gewirtz** (family social science) was awarded \$3.2 million from the National Institute on Drug Abuse to work with other researchers from the University and the Minneapolis Veterans Administration on a Web-enhanced parenting program for families with parents returning from deployment to Iraq or Afghanistan.

The College University Faculty Assembly (CUFA) of the National Council for the Social Studies awarded **J.B. Mayo, Jr.** (curriculum and instruction) the Kipchoge Neftali Kirkland Social Justice Award for his conference paper “Native Americans’ Acceptance of Diversity: Lessons Learned from the Two Spirit Tradition.” Mayo has also been elected to serve a two-year term on the CUFA Board.

**Tamara Moore** (curriculum and instruction), codirector of the STEM Education Center, has received a \$400,109 Faculty Early Career Development (CAREER) Award from the National Science Foundation to research implementing K-12 engineering standards through science, technology, engineering, and mathematics integration.

**Susan Staats** (postsecondary teaching and learning) received the Cynthia Peterson Article of the Year award presented by the *Journal of College Reading and Learning* for her article “Context in an Interdisciplinary Algebra Writing Assignment.” The article was co-authored by Chris Batteen, a graduate student in linguistics.

“A good manager in any field is really just a good social worker. ... It’s all about bringing people together and moving people forward.” **REGGIE BICHA (M.S.W. 2000)**



Michael Kienitz

**DIRECTOR OF A LARGE COUNTY** human services agency—that was what Reggie Bicha once aspired to. In 2008 he surpassed his dream when he became secretary of the new Wisconsin Department of Children and Families, Wisconsin’s first cabinet agency devoted exclusively to helping and protecting children and families.

“I could never have fathomed this,” says Bicha of his role leading an agency with a budget of more than \$1 billion and 500 employees.

Bicha majored in social work at UW, Eau Claire and, after five years in the field, enrolled in the University of Minnesota’s School of Social Work. He praises professor Ronald Rooney’s classes for being particularly helpful in providing real strategies for working with clients and professor Esther Wattenberg’s courses for their depth and inspiration.

“We would have fantastic conversations about practice or policy issues,” says Bicha.

Along the way, he received a Title IV-E Scholarship, which supports M.S.W. students who demonstrate a commitment to the field of public child welfare.

Bicha worked as a social worker and administrator in local and state agencies until Wisconsin Governor Jim Doyle tapped him to lead the new agency. There was no honeymoon period. As Bicha was putting together his leadership team in 2008, the *Milwaukee Journal* discovered egregious fraud in one of the 30 programs incorporated in the new agency—Wisconsin Shares, a child-care subsidy program.

“We knew we had a problem in Shares, but we were surprised by how out of control it was,” says Bicha.

He assembled a task force that included the district attorney, local law enforcement, the FBI, and the U.S. Attorney’s office. They investigated providers’ fraudulent reimbursement claims; conducted criminal checks of childcare providers; eliminated low-quality care; and improved access to high-quality, safe care for more kids. The reforms resulted in a \$47 million savings last year and a projected additional \$67 million this year.

Using a portion of the savings from the Shares program, the Department of Children and Families launched YoungStar, a childcare rating and improvement system. The program sets a five-star rating system for providers based on education, learning environment, business practices, and the health and well-being of children (nutrition, support for children with special needs, and capacity to address abuse and neglect). A tiered reimbursement system rewards programs for higher quality care.

The School of Social Work recognized Bicha’s continuing commitment to the welfare of children and families by naming him *Alumnus of the Year* in 2008. “A good manager in any field is really just a good social worker,” says Bicha. “You take the time to analyze a situation and the opportunities for growth and progress and develop relationships.... It’s all about bringing people together and moving people forward.”

— KARA ROSE



On July 23 alumni and friends teed up at the 4th Annual Scramble for Scholarships golf tournament at Valleywood Golf Course. Mary Trettin gives Goldy a low five (left), while Randy Johnson (top) and others enjoy a round. Thanks to all of the golfers and sponsors we raised more than \$5,000 for the Study Abroad Scholarship fund.

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The Cheesecake Factory  
The Old Spaghetti Factory  
The Well Sports Tavern & Grill  
The Wilderness at Fortune Bay  
Tom Greve  
University of Minnesota Bookstore  
Valleywood Golf Course

On November 6, alumni and friends of the college gathered for Saturday Scholars, an annual day of informal learning with college faculty. Anne Haugan and R.C. Johnson show their maroon and gold spirit during a class break.

CEHD Alumni Society Board members Ellie Meade (left), Past President Carol Mulligan, President Heather Vinge Hanson, and Sara Zoff cut the ceremonial ribbon on their very own boardroom in Burton Hall this October, while Deborah Snouffer, the Dean’s Office chief of staff, looks on.



An enthusiastic contingent of alumni and friends joined CEHD students and staff for a Homecoming BBQ on the lawn of Burton Hall on October 1. Then more than 100 members of the college family, led by Dean Quam in a black Mustang and a phalanx of drummers, marched down University Avenue, which was lined by more than 15,000 cheering Gopher fans.





## FROM THE president

HEATHER VINGE HANSON, B.S. '03

One of the goals of the CEHD Alumni Society is finding meaningful ways for alumni to stay connected to the college and be advocates for the institution. An excellent way to show support is to attend the Legislative Briefing, January 19, at the McNamara Alumni Center. Now, more than ever, it's vital to let legislators know the importance of higher education and the University's role.

You can also stay current with news and events by reading *e-Connect* and visiting us online at [cehd.umn.edu/alumni](http://cehd.umn.edu/alumni). And finally, I encourage you to connect with fellow alumni through social networks. "Like" our CEHD Alumni and Friends page on Facebook, follow UMN\_CEHD\_Alumni on Twitter, and network professionally through our CEHD Alumni & Student Networking Group on LinkedIn. Whether you're across the street or on another continent, staying connected to CEHD is just an internet connection away!

**Join us! Enjoy ALL the benefits of the CEHD Alumni Society!**  
[cehd.umn.edu/alumni](http://cehd.umn.edu/alumni)



Heather Peña bid Minnesota farewell after two years as the college's director of alumni relations. She has returned to her alma mater, the University of Central Florida, near Orlando, for a newly created position as associate director of programs for college relations, outreach, and engagement. Luckily gold is one of its colors so she can still wear some her spirited outfits. Her alumni board send off coincided with the grand opening of the CEHD Alumni Society Boardroom—just one of many new alumni ventures she launched during her tenure. Good luck, Heather!

### 1930s

**Marjorie Lopic** (B.S. '37), age 94, passed away in August. She was a long-time volunteer with the Friends of the Seattle Public Library and served on its board. After she retired, she took many courses at the University of Washington, learning alongside undergraduates.

### 1960s

**Edwin "Gary" Joselyn** (Ph.D. '68) passed away on August 29 at age 81. A naval officer and Korean War veteran, he was a faculty member in educational psychology for 33 years. • **Diane Dettmann** (B.S. '69) recently published *Miriam: Daughter of Finnish Immigrants* (Outskirts Press), a book about her aunt's life in northern Minnesota during the Great Depression.

### 1970s

**Sheila Carmody** (B.S. '74) was promoted to senior lecturer in English at the University of Wisconsin, Waukesha in June. Carmody has taught there since 2000. • **Jean Freeman** (B.S. '74), age 60, passed away in October. A pioneer in women's athletics at the University,



Heather (center) with Dean Jean Quam (left) and Carol Mulligan at Homecoming 2010

Freeman shaped the women's swimming program after becoming its first full-time coach upon graduation.

### 1980s

**Stephen Calvit** (M.S.W. '82, M.Ed. '96) joined the Center for Bleeding and Clotting Disorders at the University of Minnesota Medical Center, Fairview as their clinical social worker. • **Irene Christy (Turner)** (B.S. '85, M.Ed. '91), age 48, passed away on September 5 after a six-year battle with cancer. She was an elementary school teacher in the Minneapolis Public School system for 25 years. • **Richard Cash** (B.S. '88) recently authored *Advancing Differentiation: Thinking and Learning for the 21st Century* (Free Spirit Publishing), a resource on brain-compatible learning, differentiated instruction, and gifted education.

### 1990s

**Susan Powell** (B.S. '90, M.Ed. '96) was named the 2010 Math & Science Principal of the Year by the Minnesota Elementary School Principals Association. Powell will also represent Minnesota in a Fulbright Japan program to further school development in Japan and the U.S. • **Mike Aldrich** (M.Ed. '95) has been promoted to head football coach at Augustana College in

There are many ways to stay connected with CEHD alumni and friends. We hope you'll join us at some of the events listed here. You can also find us on Facebook, LinkedIn, and Twitter. For more event information, visit us online at [cehd.umn.edu/alumni/events](http://cehd.umn.edu/alumni/events) or call 612-626-1601.

### Legislative Briefing

McNamara Alumni Center  
January 19, 5:30–7:30 p.m.

Attend this year's Legislative Briefing and participate in powerful new activities created to help you connect directly with your legislators. The fate of tomorrow's U is in our hands. Register now at [supporttheU.umn.edu](http://supporttheU.umn.edu).

### Minne-College in Florida

Inn on Fifth, Naples, Fla.  
January 22, 12:30 p.m.

Snowbirds and alumni who live in Florida are invited to participate in a day of learning. Faculty from colleges across the U will present on timely topics, including the college's own Cynthia Lewis, whose topic will be Motivation to Learn: Multi-media Experiences in a High-Poverty School. Visit [minne-sotaalumni.org](http://minne-sotaalumni.org) in mid-December for registration information.

Sioux Falls, South Dakota. • **Lili (Elizabeth) Herbert** (M.Ed. '97) is the head of the Friends School of Minnesota.

### 2000s

**Brad Hokanson** (Ph.D. '00) was recently named associate dean for research and outreach for the University's College of Design and promoted to full professor in the graphic design program. • **Mike Beauvais** (B.S. '00) co-founded Access Consultants in January 2009. The company provides hospitality services at sports and entertainment events, including several recent ones with the Twins at Target Field. • **Jennifer Mitchell** (B.S. '00, M.Ed. '03) received the prestigious Milken Educator Award in November. Mitchell is

### Dean's luncheon in Florida

BellaSera Hotel, Naples, Fla.  
January 22, 11:00 a.m.

Dean Jean Quam will host a luncheon for alumni and friends immediately preceding the Florida Minne-College. To attend the luncheon, RSVP to Raleigh Kaminsky, [kamin003@umn.edu](mailto:kamin003@umn.edu) or 612-626-1601.

### Deadline for CEHD Alumni Society Awards

January 31

Nominate alumni for the Gardner, Mork, Wilson, Emerging Leader, and Distinguished International Alumni awards. Award criteria and nomination forms are available online at [cehd.umn.edu/alumni/awards](http://cehd.umn.edu/alumni/awards).

### Share your news

Land a new job? Celebrate a professional milestone? We want to share your news in *Connect*. Submit an alumni note online at [cehd.umn.edu/alumni/connect/notes](http://cehd.umn.edu/alumni/connect/notes). We look forward to hearing from you soon!

a K-3 English and language teacher and director of curriculum and instruction at Sojourner Truth Academy in north Minneapolis. She plans to return to the University to pursue her principal's license. • **Becky Urbanski** (Ed.D. '00) received the Sister Ann Edward Scanlon Alumni Award from the College of St. Scholastica in June. • **Julia Storberg-Walker** (Ph.D. '04) has been promoted to associate professor in the Department of Leadership, Policy and Adult and Higher Education at North Carolina State University.



## Linda Wells given OAA

**Linda Wells** (M.A., '84) was presented the Outstanding Achievement Award, the highest non-academic honor conferred by the Board of Regents on University graduates, in a September 27 ceremony. Wells was the University's first full-time head coach in three women's sports: basketball, softball, and volleyball, a role she assumed at age 21. She remains a fearless advocate in support of equal opportunities for girls and women in sports.

Wells, who earned seven Hall of Fame inductions over the course of her career, played five collegiate sports as an undergraduate at Southeast Missouri State and in professional softball leagues from 1975 to 1979. After 15 successful years coaching the Gophers and earning an M.A. in exercise physiology from the School of Kinesiology, Wells left to head the women's softball program at Arizona State University. She retired in 2005 after over 30 years of collegiate coaching.

"Linda Wells is a true pioneer in Gopher athletic history," says Regina Sullivan, the University's senior associate athletic director. "Her dedication and passion for providing opportunities for girls and women in sport helped set the tone at Minnesota where many of her former student-athletes, staff, and colleagues still fondly recall the lasting impact she had on their lives."

# Roster of Donors 2009–2010

## Because of you... CEHD is moving forward

Because of you and other alumni and friends of the college who have given back this past year, the college is moving forward in exciting and innovative ways:

- + Last fiscal year (July 1–June 30), gifts and commitments totaled \$4.8 million. Gifts to the Annual Fund came to nearly \$225,000.
- + Nearly 600 students received support from CEHD scholarships and fellowships, most of which were funded by private gifts.
- + The college launched three new research centers, one focused on learning technology, another on STEM education, and the third on teacher development.
- + A private gift established an exciting new center focused on higher education—the Thomas P. Jandris Center for Innovative Higher Education.

On behalf of the faculty, staff, and students of the College of Education and Human Development, we thank you for your support, enabling us to continue our teaching, research, and partnerships to find solutions to some of the most challenging issues in education and human development.

The names listed in this roster are donors to the College of Education and Human Development who qualified for membership in the President's Club either before or during the fiscal year ended June 30, 2010. Also listed are donors to the Women's Philanthropic Leadership Circle and members of the Burton Society. A complete donor list is available at [cehd.umn.edu/giving](http://cehd.umn.edu/giving).

\* deceased

*The first section represents life-to-date giving to the college.*

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*Recognizes donors who joined the Presidents Club with gifts and pledges totaling at least \$10,000, the minimum level before July 1, 1998.*

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*A circle of donors who combine their resources to support and develop women leaders and philanthropists*

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## Burton Society

*Annual giving society for donors who have contributed \$1,000 or more to the college during the past fiscal year, July 1, 2009, to June 30, 2010.*

Roger M. Adams  
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### Corporations, Foundations, and Organizations

*This section represents giving from July 1, 2009 to June 30, 2010.*

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### Recent gifts and commitments to the college

**Karen Sternal** has made a gift of \$54,272 designated to the I Have a Dream Scholarship Fund, a fund supporting students from the Upward Bound program.

**John and Sharon Haugo** made a gift of \$25,000 to support a graduate fellowship in the Science, Technology, Engineering, and Mathematics (STEM) Education Center.

**John and Nancy Peyton** have made a gift of \$25,000 to establish the John and Nancy Peyton Scholarship Fund.

A scholarship commitment of \$25,000 was given by **West Metro Learning Connections** to establish the Debra and Scott Schipper Fellowship Fund.

**Ane Gerda Zahl Eriksson** has given \$30,000 designated for the Mari-Anne Zahl Memorial Fellowship.

The **Minnesota Community Foundation** gave \$100,000 to support the Research to Practice and Policy Network Project.

Funds totaling \$90,000 were received from the **Mardag and F.R. Bigelow Foundations** and the **John and Catherine Hill Educational Fund** in support of the Learning Dreams project.

The **3M Foundation** made a gift of \$90,000 to support STEM fellowships.

A gift of \$93,000 has been received from the estate of **Shirley N. Mahowald** for the benefit of the Fund for Excellence.

A gift of \$72,988 was received from the estate of **Grace E. Marquardt Johnson**.

**"I take it very seriously and with a huge burden of responsibility to see that the Rossmanns' generosity results in some tangible products that benefit culturally competent teacher preparation and psychological models and practices."**

PROFESSOR MICHAEL GOH  
 inaugural recipient of the Jack and Marty Rossmann Faculty Development award

### Giving matters

A generous gift from CEHD alumni Marty and Jack Rossmann is providing professor Michael Goh the time and travel funds to develop culturally competent counseling and educational practices, improve access to mental health services for ethnic minority populations, and foster services internationally. This year he has met with research counterparts in Japan and China and plans to continue his collaborations to reduce health disparities in diverse communities. Professor emerita Marty and husband Jack established the award that bears their name to recognize exceptional faculty creativity and productivity in scholarship, teaching, and service.



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**Award-winning author Christopher Paul Curtis** helped celebrate 70 years of Book Week with a lecture and reception on Oct. 21 at McNamara Alumni Center. Curtis spoke of discovering his gift of writing at the age of 18, during breaks from the Fisher Auto Body line. He shared revelations about his mother—his biggest inspiration—and the childhood stories that creep into his fiction. Curtis also read from his upcoming book, *The Mighty Miss Malone*, which tells the story of Deza, to whom we were briefly introduced in his previous novel *Bud, Not Buddy*. During the reception, Curtis took the time to sign books and meet his fans, young and old.

Book Week is sponsored by the Ruth Mitchell endowment, the Children's Literature Area of the Department of Curriculum and Instruction, CEHD, the Red Balloon Bookshop, and the Children's Literature Research Collections of the University of Minnesota Libraries. Watch a video of Curtis's presentation at [www.cehd.umn.edu/bookweek/Author](http://www.cehd.umn.edu/bookweek/Author)

