

UNIVERSITY OF MINNESOTA

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- + Movement science for health and healing
- + Equity and diversity in the college experience
- + 2012-13 donor roster

CEHD | College of Education + Human Development

WINTER 2014



STEAM team

connect

VOL. 8, NO. 1 | WINTER 2014

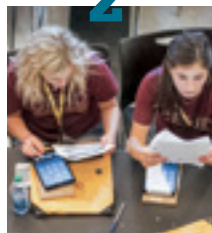
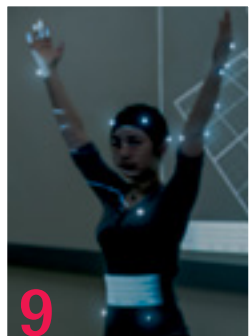
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On the cover:

Bhaskar Upadhyay and Kara Coffino from the U, left, and John Alberts and Jean McDermott from Austin Public Schools teamed up to integrate STEM and arts education in a new school for a growing community in southern Minnesota. Read the story on page 14.

Photo by Nate Howard

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**COLLEGE OF EDUCATION
+ HUMAN DEVELOPMENT**

UNIVERSITY OF MINNESOTA
Driven to DiscoverSM



Dean Quam talked with a first-year student about her new iPad during distribution at Coffman Union this fall.

from the dean: When the new CEHD emerged in 2006, we became a freshman-admitting college for the first time. We had an opportunity to design a first-year program that would build upon what we knew about student learning, how to prepare students for our majors, and how to meet the needs of the most racially, ethnically, and academically diverse student body at the University of Minnesota.

Our faculty in the Department of Postsecondary Teaching and Learning (PsTL) designed one of the best first-year experiences in the country. Classes are intentionally small-to-moderate in size (25–45 students). Faculty employ active learning, which is collaborative, project-based, “scaffolded,” and student-centered. Advisers are embedded into the classes. Skill development—such as communicating effectively, appreciating difference, and problem-solving—is found across all of the introductory courses. Rich use of technology can be found in all classes. For the past four years, we have provided all of our 400+ freshmen and PsTL faculty with iPads. True to our context in a research institution, PsTL faculty and staff members use the classrooms as laboratories for developing best practices in teaching, and that includes technology. Whenever I spend time with our students, I find myself impressed and inspired. Read more about this critical work in this issue’s research feature on shaping the student experience.

In the previous issue, we wrote about the critical importance of space for our research. That is one of the reasons we have invested in state-of-the-art laboratories for the School of Kinesiology. In this issue, you will get a peek inside those labs.

But we also take our research and teaching on the road. The STEAM project in Austin is just one great example. I hope you enjoy reading about the many ways in which we use our research to improve lives.

SUSAN ANDRE

Shining light from Norris Hall



WHEN THE UNIVERSITY RECREATION CENTER

expansion opened in September, a piece of women's history was unveiled. Three 100-year-old stained-glass windows from the lobby of Norris Hall, 1914–2012—formerly the Women's Gymnasium—can again be seen, now in the hallway connecting the Rec Center and the addition. The windows face McNamara Alumni Center and, beyond it, the water tower in Prospect Park. The next time you visit the campus, take the opportunity to visit this lovely legacy of Norris.

We wanted to show you a photo of the windows in their original home, too, but a search of University Archives was unsuccessful. If you have a photo of the Norris Hall lobby that shows these beautiful windows, please let us know! We will publish them in a future issue of Connect and save a copy in the archives. Email connect@umn.edu or call 612-626-5650.



Jean Illsley Clarke, second from right, and her family.

Renowned parent educator gets a doctorate

BEST KNOWN as the author of seminal books on parenting, **Jean Illsley Clarke**, '48, is an internationally renowned family studies scholar and educator. Her creative Nurture/Structure Highway is etched on the Wall of Discovery along the Scholars Walk on the Twin Cities campus.

On October 15, the University awarded Clarke an honorary Doctor of Laws degree in a gathering that filled the Upson Room of Walter Library. Among those who spoke was professor emerita **Marty Rossmann**, who held up her own copy of Clarke's *Self-Esteem: A Family Affair* "to show what happens when a book is well-loved and much used." Published in 1978, it became one of the influential parent-advice books, along with Dr. Benjamin Spock's.

"In this book we see her deep commitment to effective parenting through education, research, and intervention," said Rossmann. "Her belief that children's needs are best met by parents whose own needs are met is a clear 'bottom line' for this and all that follows."

Clarke earned her bachelor's degree in home economics education from the U and her master's from St. Mary's College in Winona. She served as an adjunct faculty member at the U and at Concordia University, where she and colleagues conducted research on overindulgence of children by parents and grandparents and the outcomes as they reach adulthood. Her distinguished career has focused on ways to help parents raise likable, self-sufficient, and respectful children. She has written more than 20 books described as imaginative and practical, including *Growing Up Again: Parenting Ourselves*, *Parenting Our Children* and *How Much is Enough?*



Maroon-carpet celebration for the Tucker Center

JUST IN TIME for the 20th anniversary of the Tucker Center for Research on Girls & Women in Sport, and in advance of its Dec. 1 tptMN premiere, came a preview of *Media Coverage and Female Athletes*, produced in collaboration with Twin Cities Public Television. A gala event was attended by friends of the Tucker Center, summer interns, and dignitaries, including **Li Li Ji** and **Rayla Allison** representing the School of Kinesiology.

The Tucker Center's anniversary lecture the next night filled Cowles Auditorium as the center's story was told through remembrances and tributes by those who lived it, including the School of Kinesiology's **Mary Jo Kane**, **Nicole LaVoi**, and **Michael Wade**, U of M Foundation CEO **Gerald Fischer**, former CEHD development officer **David Madson**, and former CEHD dean and U president **Bob Bruininks**. Watch a video of the Tuesday event and learn more about the new film on the Tucker Center website, www.cehd.umn.edu/tuckercenter.



Nicole LaVoi and Mary Jo Kane



Innovations with iPads

AMONG THE U'S 5,000 FRESHMEN who attended Convocation on August 29, cheered on by the marching band, were 435 CEHD first-year students. After a hot walk from Mariucci Arena to Coffman Union, college leaders distributed iPad minis to all 435 in less than 30 minutes (pictured above).

This was the fourth year of issuing iPads to incoming CEHD freshmen and studying the results. Innovation is clearly an outcome. In the classroom, for example, students as well as faculty can now wirelessly project content from their iPads. Faculty use of free, open-source, peer-reviewed, high quality textbooks is up, too, and a CEHD-created catalog is being used worldwide.

In addition, students report using their iPads to complete coursework outside the classroom, to show their learning in more ways, and to communicate more effectively. And 62 percent reported feeling more engaged in their classes.

Read more on the news blog.



African-American Read-In returns this February

Don't miss the 24th National African American Read-In in February! To find out how you can be part of it, go to www.cehd.umn.edu/PsTL/civic/readin.



Making space for early education

TO EXPAND ACCESS to early childhood education for children and families, Minneapolis Public Schools (MPS) and the U formalized a new partnership in September. The goal is to improve the overall quantity and quality of services by establishing new, research-based early childhood education practices—and perhaps one or more new centers—in the city, and to use the work to support similar efforts elsewhere.

A bill passed by the state legislature last year granted \$40 million in early childhood learning scholarships to the Minnesota Department of Education. The scholarships are intended to make it easier for children living in poverty to attend high-quality early childhood programs and gain the skills they need to enter kindergarten ready to learn. But analyses of available high-quality programs in north Minneapolis suggested that there may not be sufficient capacity in the current system to support expected growth in enrollments.



“Our state has been working hard to expand the quality of existing early care and education settings, but we’ve had challenges making these settings available and affordable for all Minnesota families,” educational psychology professor **Scott McConnell** said. “Now we have money for more kids to attend these programs, but not quite enough spaces as the number of enrolled children continues to grow.”

MPS has a long history of partnership with the U’s Center for Early Education and Development (CEED) and educational psychology faculty, which this initiative will continue. The effort is also part of the U’s larger work on the opportunity and achievement gaps, an initiative led by educational psychology faculty member **Michael Rodriguez**. The partnership with MPS will draw on the expertise of community partners and U faculty and departments as its work unfolds.

Read more at www.mpls.k12.mn.us/september_30.html.

A new pathway to teaching

THE U OF M-TWIN CITIES and Teach for America (TFA) signed an agreement in September to create the first alternative teacher-training program for corps members under the Minnesota Alternative Teacher Licensure Law.

“The core mission of the University’s teacher preparation programs is to ensure that Minnesota P-12 students have the best-prepared classroom teachers, regardless of their path to licensure,” said **Dean Jean Quam**.

TFA is a nonprofit organization established in 1990, TFA-Twin Cities in 2009. It recruits high-achieving college grads and professionals to teach in some of the nation’s most challenging

educational settings. TFA approached the U in early 2013 to explore developing a program under the 2011 law.

With the agreement, at least 40 TFA corps members will participate in eight weeks of local training through the University instead of one of TFA’s five-week national summer institutes. Training will include rigorous initial preparation coursework and ongoing credit-based coursework and learning experiences during the corps members’ two-year commitment to TFA.

The University retains the authority for instructional design, content, and evaluation of the program, as well as determination of candidate

admission—subsequent to TFA’s rigorous recruitment and selection process, degree clearance, and recommendation for licensure. Once developed, the program will be submitted for approval to the Minnesota Board of Teaching. It is scheduled to begin in summer 2014 as a new pathway to teaching alongside CEHD’s current, comprehensive teacher preparation programs.

Revenues generated by TFA program fees to the University will be invested in research that allows CEHD to study how to most effectively educate teachers in alternative preparation models.

Read more on the news blog.



Inspiring success on high-stakes math tests

EVERY TUESDAY NIGHT, U senior **Jasmine Harding**, above left, meets with high school junior Sheng Yang at UROC in north Minneapolis to work with graphic calculators and other tools for teaching and learning math. Yang then tutors eighth-grade algebra students on Saturdays. Harding and Yang are part of Prepare2Nspire, a cascading, near-peer math tutoring program directed by curriculum and instruction faculty member **Lesla Covington-Clarkson**.

This year, 15 mathematics tutors and mentors—or “mentutors”—like Harding are working with 135 eighth and eleventh graders in Minneapolis through Prepare2Nspire. The program aims to help underserved students succeed on grade-level, high-stakes math exams and to inspire them to continue their study of math. It’s funded by a \$300,000 grant from the Great Lakes Higher Education Guaranty Corporation to Clarkson and the STEM Education Center.



TWENTY STUDENTS FROM OLPD 5132 Intercultural Education and Training and associate professor **Michael Goh** participated and served as racial-justice circle facilitators at the 11th Annual YWCA It’s Time to Talk (ITT) Forum on Race. The forum in Minneapolis in October is the largest of its kind in the nation and brought

together 1,300 diverse community leaders from across Minnesota—in business, education, arts, and community service—to dialogue about race and commit to eliminating racism.

The circle process, which draws upon indigenous talking-circle traditions, creates a safe space where all persons, regardless of their cultural identity, are considered of equal importance and equal voice. Goh has facilitated circle dialogues for ITT since he was trained for the role in 2006. Last year he saw the opportunity for students in his class to put their theory into practice

A neutral place to talk about Baby Veronica

LEGAL AND CHILD WELFARE

EXPERTS spoke to a gathering of nearly 300 on how the outcome of *Adoptive Couple v. Baby Girl*—known as the Baby Veronica case—might impact child welfare cases involving Native children and fathers. Attorneys from both sides of the case in addition to Indian child welfare and adoption professionals and advocates participated.

The forum, held at the McNamara Alumni Center on Oct. 29, was co-sponsored by the Center for Advanced Studies in Child Welfare at the School of Social Work, the Center for Regional and Tribal Child Welfare Studies at UMD, and the First Nations Repatriation Institute. Due to the case’s highly contentious nature, with passionate advocates on both sides of the issue, the sponsors strove to create an atmosphere for respectful and meaningful discourse. As a result, attendees walked away with not only practice strategies and policy recommendations for improving outcomes for Native children and their families involved in child welfare, but also a greater understanding of the issues facing Native families and the value of working with fathers in Indian child welfare practice. Read more at z.umn.edu/fatherhoodforum.

by applying their intercultural training skills in a real situation with hundreds of strangers. Through the generosity of YWCA Minneapolis, this is the second year that students in the class have been trained as circle facilitators and participated in the forum.

“It’s Time to Talk gives reverence to each person’s story and background,” says **Sarah Super**, an M.Ed. student in human resource development. “I was humbled being in a space where thirteen-hundred people committed to a future without racism.”



Fresh start for learning

Enrichment and professional development from CEHD

Urban Leadership Academy Leadership Learning Workshops

Jan. 22, Feb. 25, March 19

School leaders are constantly striving to create instructional cultures where teachers continuously improve their classroom practices. Helping teachers develop as leaders is a unique challenge. This year's series will draw from the research and work of leading national scholars.

Take a class in CEHD

If you're a former student not currently enrolled in an academic program at the U, learn more at onestop.umn.edu/special_for/former_students.html

If you've never been a U student, go to onestop.umn.edu/non-degree

Office of Professional Development (OPD)

Looking for customized professional development for your group?

OPD connects partner organizations with the knowledge and expertise of CEHD through customized, enduring professional development partnerships.

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- + On-site delivery
- + Cohort models for systemwide change
- + Research-based content and delivery

Contact Sara Najm at the CEHD Office of Professional Development at 612-626-6341.

JANUARY—Leading Instructional Improvement: You and Your Team. Richard Elmore, Ph.D., Harvard University; Kirsten Olson, Ed.D., educational and leadership consultant

FEBRUARY—Helping Leaders Grow: The Importance of Renewal and Self-Development for Sustaining and Retaining School Leaders. Ellie Drago-Severson, Ph.D., Teachers College, Columbia University

MARCH—Leading Social Class-Sensitive Schools. Mark Vagle, associate professor, curriculum and instruction

Registration: \$150 per session, early-bird rate \$125; discounts for U faculty, staff, and students.

Register online: z.umn.edu/cehdula

Regional Educational Leadership Forum: Leading Social Class-Sensitive Schools

Jan. 23 and Feb. 13

Educational leadership is challenging, complex, and ultimately local. Schools face both unique and shared challenges. Opportunities for collaboration and new learning are essential for leading organizational improvement and changing student outcomes. The forum was founded by CEHD's Office of Professional Development to support work of school leaders throughout Minnesota. It brings professionals from within a region together to learn, discuss, and reflect on the complex challenges they face and the successes they are finding.

Participants will learn about the five principles for social class-sensitive change to better meet the needs of working-class and poor students, develop strategies for evaluating and coaching teachers with

class sensitivity in mind, design ways to make school improvement plans sensitive to social class, and examine how to make broad district, school, and classroom policies and practices anti-classist and anti-poverty.

Two-part workshop, 4–7:30 p.m. at Hormel House, 208 Fourth Ave. N.W., Austin, MN 55912

Info: z.umn.edu/relf

Center for Early Education and Development (CEED) Online Courses

Register now for winter session!

CEED will offer a variety of online courses earning 42, 63, or 84 clock hours of professional development. Now offering select courses for academic credit. Info: cehd.umn.edu/CEED/onlinecourses

Minnesota Evaluation Studies Institute (MESI) Spring Training

March 12-14

This interdisciplinary evaluation conference is held each spring for professional evaluators, program directors and staff, community agency staff, students, and others interested in conducting or using evaluations. It focuses on training and provides a unique opportunity to learn and reflect on contemporary issues in evaluation with national experts and practitioners in a small setting.

Info: evaluation.umn.edu/home/training



College for all

How can a college create an environment that fosters success for all students? That question is guiding faculty research.

EACH YEAR the College of Education and Human Development admits the most diverse first-year class among the University's seven freshman-admitting colleges. The Department of Postsecondary Teaching and Learning—PsTL for short—has designed a first-year experience that meets the needs of all 430+ students while preparing them to enter a major program in or outside of CEHD.

Meet three PsTL faculty members who are shaping and improving the college classroom and college experience for all students. Their research is representative of the department's core mission—to support policy, knowledge, and practices that promote equity, diversity, access, and success in higher education.

Stories as game changers

"I tell people to go out and get on the bus—that's 'the world,'" says associate professor **Rashné Jehangir**. "In a way, the classroom is our bus."

Much of Jehangir's research for the past five years has focused on how multicultural learning communities impact the experience of first-generation, low-income college students. What she has learned has influenced the design of CEHD's First Year Experience (FYE) program.

In one new research project, she is using narrative pedagogy in a course for first-year students. Students taking the course collaborate in small groups to make short documentary films using



A common book focused on the question "Can one person make a difference?" is part of the First Year Experience curriculum. This fall, students and community members read *The Latecomer: A Hmong Family Memoir*, by local author Kao Kalia Yang, seated left. Yang spoke with students twice on campus.

only their iPads.

"I am less interested in how the iPad can make things pretty than in how it can make things meaningful," Jehangir says. The students engage in a series of assignments that culminate in an original short documentary on such themes as the American dream, home and place, or critical moments in the Twin Cities.

Using the narratives as data, her study is showing how this teaching method impacts student learning and development outcomes—especially their ability to communicate effectively,

appreciate differences, gain self-awareness, and tolerate ambiguity.

"For example, the video recording and interviewing process itself requires the students to work in pairs in the community," says Jehangir. "When they go out and literally take the bus together, that is a game changer."

Social networks make a difference

Every Wednesday, a group of African American students meets over the lunch hour in Appleby Hall. "AFAM" has been described by those who attend as helping



them get through the week. In fact, it is helping many of them get through college: participants tend to be retained at the University at higher rates than African American students on campus who are not part of the network, even though participants don't come in with better grades or higher college entry-exam scores.

AFAM was co-founded in 2005 by associate professor **Tabitha Grier-Reed**. As a result of her findings, she is driven to better understand and quantify how social networks can make a difference in the lives of students, especially with respect to educational outcomes.

"As a counseling psychologist, I know that relationships matter and are typically major sources of support, motivation, and information in all our lives," says Grier-Reed, "but more and more, I am interested in how the web of relationships we develop influences us. For African American students, I want to know how social networks can contribute to retention and graduation outcomes."

This year, Grier-Reed and a colleague at Duke University will pilot a cross-institutional study examining social networks and educational outcomes.

Defending access

Whenever the U.S. Supreme Court hears a case on affirmative action, associate professor **Karen Miksch**, J.D., is paying close attention. In the past year, she has worked on two *amicus curiae* (friend of the court) briefs on high profile cases, *Fisher v. University of Texas, at Austin* (2012) and *Schuette v. Coalition to Defend Affirmative Action* (2013).

Miksch's research explores the legal and policy obstacles to access and participation in higher education and transition to college. One of the areas

she focuses on is admissions criteria.

"Often something like advanced-placement test scores are seen as solely measures of 'academic merit' and heavily weighted in admission decisions," she explains. "Yet there is inequitable access to college preparatory courses in Minnesota and across the United States along race and class lines.

On *Fisher*, Miksch worked with a team of social scientists to explain evidence that supports using race-conscious policies in admissions. On *Schuette*, she worked with the Civil Rights Project at UCLA to explain why bans on race-conscious policies in fact promote inequality along racial lines in higher education. Both cases may affect the ways CEHD and the University conduct admissions.

"This also impacts students and faculty at the classroom level," says Miksch, "because we need to be able to engage with diverse peers and get the educational benefits of a diverse student body."

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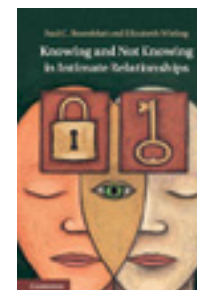
Link to these and more articles and information at www.cehd.umn.edu/Connect/2014Winter/success.html

New grants

Department of Family Social Science head and professor Lynne Borden has received a \$3.49 million grant from the U.S. Department of Agriculture to support professional development and technical assistance in the National Institute of Food and Agriculture's Children, Youth, and Families at Risk (CYFAR) program. Borden is the principal investigator of CYFAR, which serves 26,000 youth in many states and U.S. territories.

The **Center for Advanced Studies in Child Welfare** (CASCW) in the School of Social Work received a grant from the National Science Foundation of \$489,119 over three years to expand Minn-LInK. Minnesota Linking Information for Kids is an integrated, cross-system data project housed at CASCW that uses information across state agencies for research in support of children in the child-welfare system and other at-risk populations.

New book



Knowing and Not Knowing in Intimate Relationships. **Paul Rosenblatt** and **Elizabeth Wieling** (Cambridge University Press, 2013). How much do you really know about your

partner? How much do you want them to know about you? The answers are often surprising, according to research by the Department of Family Social Science co-authors, who conducted intensive interviews with 37 adults. Among their findings: many people hunger to be known by their partners yet keep secrets from them, violations of trust can destroy or strengthen relationships, and knowing everything about a partner is less important as we age.

THE *science* OF *movement*

From Parkinson's to obesity, human maladies and treatments are opening to discovery in School of Kinesiology labs

BY AUSTIN STAIR CALHOUN

Jürgen Konczak, director of the Human Sensorimotor Control Laboratory

IN THE DIM LIGHT OF THE LAB, infrared light-sensitive tape glows on a dozen points of a subject's body, like stars of a constellation. While she moves, these anatomical landmarks are tracked 200 times per second, appearing on a screen behind her. Their exact coordinates are recorded by a computer across the room.

The camera system in the Human Sensorimotor Control Laboratory in Cooke Hall can capture nearly any human movement in three dimensions. The data are used to reconstruct the biomechanical details of human motion—for example, how children learn a new motor skill, or how patients with neurological disease perform and regain function after treatment.

Parkinson's is one of the lab's major areas of research. Hallmarks of the disease are abnormal slowness, tremor, or rigid muscles—symptoms that arise because dopamine-producing cells in the midbrain die. Many sensorimotor areas of the brain rely on dopamine to communicate. Today it is accepted that moderate, aerobic exercise may benefit Parkinson's patients.

"The big question is whether exercise induces positive changes to the brain and, ideally, even has a neuro-protective effect," says professor and lab director Jürgen Konczak. "Could it be that, if you exercise at a certain level, the dopamine-producing cells are protected from dying, or die at a lower rate?"

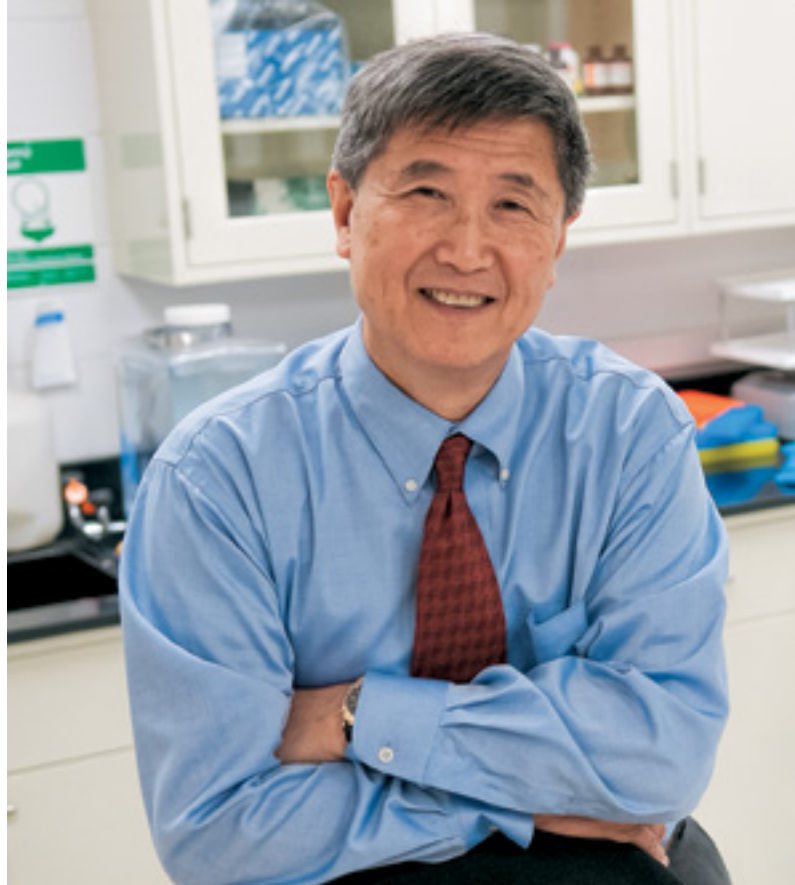
Rather than focusing on exercise interventions, Konczak and his lab focus on the link between sensory and motor systems to develop behavioral treatments for Parkinson's. The rationale comes from research in which the lab documented that movement disorders such as Parkinson's or dystonia (involuntary muscle contractions) are associated with decreased precision in perceiving the motion or position of one's body. To translate this knowledge into useful tools for rehabilitation,

One study in the Human Sensorimotor Control Lab explores proprioception—the perception of one's body and its parts in space and relative to each other.



Konczak is collaborating with engineers and neuroscientists in Italy and Singapore to develop robotic devices that can provide sensorimotor training for patients.

"The idea behind this approach is



School of Kinesiology professor and director Li Li Ji also heads the renowned Laboratory of Physical Hygiene and Exercise Science. Ji is a leading researcher in the biochemistry of physical exercise and movement and an expert on antioxidants and free radicals in the body.

that improved body awareness leads to a better movement outcome," he explains. "In other words: If we train the senses, will the movement get better?"

Kinesiology evolves

Konczak's lab is just one of the School of Kinesiology's 12 labs whose acronyms pepper the websites and walls of Cooke Hall and the lower levels of the adjacent Recreation Center and Mariucci Arena. It can be overwhelming to remember which lab is working on Parkinson's or cystic fibrosis research and which explores free radicals and antioxidants. The depth and breadth of the school's labs and their potential to improve lives are astounding.

"It's not just a bunch of guys with whistles in the School of Gym," Konczak says wryly. "Kinesiology is not what people expect."

Defined by the American Kinesiology Association as "the study of physical activity and its impact on health, society, and quality of life," the field includes biomechanics, sports medicine and psychology, sociology, recreation, sport management, and physical education.



While kinesiology's laboratory space has not grown in recent years, its quality has increased dramatically. Konczak's research space, for example, was upgraded to create space for the motion-capture lab as well as a work area for graduate and undergrad research assistants and a postdoctoral researcher.

With the growth of bench science in kinesiology, "wet labs" equipped with sinks and freezers have also been added, with a cell-culture room and small-animal surgery suite. The equipment required for research ranges from high-powered microscopes used to examine isolated cells, tissues, and animal models to magnetic resonance imaging (MRI) scanners. Not all the equipment has to be in the School of Kinesiology, but proximity to laboratories in the

health sciences and engineering is a major asset and makes it possible to attract local, national, and international funding for research. And that funding is growing.

Exercise is medicine

"Exercise is medicine," says professor and School of Kinesiology director Li Li Ji. "Life depends on movement."

As populations in many countries become more sedentary, Ji's statement has become a slogan, not just to describe much of the school's research but also to encourage people to change their lifestyle.

The phrase also echoes the storied tradition of kinesiology research at the University. A major figure in that history was Ancel Keys, who arrived from the historic Harvard Fatigue Laboratory to found the Laboratory of Physiological Hygiene in 1948. Keys was a giant in the field whose notable contributions to human biomedical research included the invention of ready-to-eat military K-rations and pioneering research on cholesterol and heart disease that aimed to "find out *before* people get sick *why* they get sick."

The lab later added exercise science to its mission and, as the LPHES, remained at the forefront of research and professional preparation in the growing field of exercise

Undergraduate researchers monitor an underwater weighing tank in the Human and Sport Performance Laboratory.

science. Under professor and director emeritus Arthur Leon's leadership, the lab conducted the largest exercise study ever funded by the National Institutes of Health—the Heritage Family Study—with four other U.S. universities from 1991 to 2004. It explored for the first time how genes play a role in determining exercise traits including the desire to exercise and people's response to acute and chronic disease.

The historic lab was overhauled in 2011 and reopened in





Professor Don Dengel, above, started his research on obesity in older adults but became so alarmed about growing rates of obesity in children that he moved to Minnesota and shifted his focus to pediatrics. Today, with appointments that include the U of M Cancer Center, his research ranges from blood-vessel function to concussions. In the Laboratory of Integrative Human Physiology, right, a graduate student researcher uses ultrasound to measure the function and flow in the blood vessel of a study participant's arm.

2012 to meet current research specifications and allow it to continue as a national leader in human health, nutrition, and disease. Today Ji continues its legacy. His research team studies how ordinary oxygen can become the free-radical kind that causes diseases such as atherosclerosis, congestive heart failure, and age-related muscle atrophy (sarcopenia), and how regular exercise ameliorates such problems by stimulating antioxidant defense systems in the body. Recently he developed a technique for boosting gene expression of enzymes in muscle tissue that enhance antioxidant defense. He publishes and speaks around the world to illustrate how the body may use reactive oxygen to turn on genes essential to getting healthy outcomes from exercise.

A few doors away, assistant professor Eric Snyder tackles one of the rarest diseases caused by a genetic disorder—cystic fibrosis. In the Clinical Exercise Physiology Laboratory, part of LPHES, he and his team take samples from humans for bench analysis and apply the findings back to the patient.

“We are the first to provide direct molecular evidence of the benefits of exercise training for patients with cystic fibrosis—which likely explains their improved quality of life,” says



Snyder. “We hope these findings can provide direct evidence to physicians who can then prescribe exercise for patients with CF.”

Across the street, professor Don Dengel gets a lot of visitors in the Laboratory of Integrative Human Physiology. They come to learn his flow-induced dilation method used to measure blood flow through a particular body part such as an arm or leg muscle, its response to a diseased state, and differences between gender and age.

Dengel has found that exercise can modify vascular dysfunction in obese children. He, too, seeks to use exercise as a prescription.



Exercise physiologist Stacy Ingraham, Ph.D. '02, brings experience as a runner, coach, sport physiologist, and health-and-wellness expert to her leadership of the Human and Sport Performance Laboratory. A poster in her office was signed by more than 80 students in a marathon class who were part of a study that involved time in the lab. All of them finished the race.

the community, from firefighters to Olympic speed skaters and marathon runners.

The Tucker Center for Research on Girls & Women in Sport became a pioneer 20 years ago in understanding the impact of sport and physical activity not just on girls and women but on their families and communities (see also page 3).

More recently, associate professor Diane Wiese-Bjornstal's Sport Medicine Psychology Laboratory is examining psychological and social factors that relate to physical activity, injury risk, response, recovery, and return to play. Collaborating with colleagues in orthopedic surgery, for example, one study identifies factors that best predict recovery time from ACL knee ligament surgery.

Another new lab has taken research to local schools. In the Physical Activity Epidemiology Laboratory, assistant professor Zan Gao seeks to improve health by conducting empirical research, increasing public awareness, and advocating for policy related to physical health, activity correlates and interventions, and obesity. Gao introduced exergaming in Minneapolis schools, where his research is showing it can impact fitness as well as grades.

"It forces students to use the same part of their brain as they might use, for example, in a math problem," says Gao.

Meanwhile, professor Thomas Stoffregen is taking his research to a completely different horizon—the ocean. Stoffregen is an expert in human perception and control of balance, with a focus on posture and gait. New techniques and medical assessments are emerging from his research, which includes high-seas expeditions with colleagues. On campus, his Affordance Perception-Action Laboratory contains a room on wheels, with walls that shift.

"We study 'basic' issues in real-world contexts," says Stoffregen. "Our research directly affects the development of fast, cheap, noninvasive but rigorous and objective tests that can be used to evaluate risk for morning sickness, athletic concussion, seasickness, simulator sickness, and other disorders."

If human movement is the thread that runs through the research in all its labs, movement forward is exactly what the School of Kinesiology itself is doing.

Learn more about all the School of Kinesiology labs at www.cehd.umn.edu/kin.

From the bench to the world

Translational research—the process of turning research into things people can use—is growing in biomedicine. Dengel likes every aspect of it.

"I enjoy working on our studies that involve highly evolved technical skills, like the MRI scanners and ultrasound," he says. "Our research on determining visceral [belly] fat using dual-energy X-ray absorptiometry and its relationship to cardiovascular and metabolic disease has the potential to help identify individuals at risk for these diseases—using a simple methodology."

Dengel is in good company. The drive to apply research and make a difference in people's lives has been a signature of the school since its beginning.

A great example is the Human and Sport Performance Laboratory, established in 1991, now headed by Stacy Ingraham. Full of heavily booked treadmills, stationary bikes, and an underwater weighing tank, it provides exercise testing, prescription, movement analysis, and training services to

STEAM

The U joined forces with a community building a new school to



team



integrate science, technology, engineering, math, and the arts

BY GAYLA MARTY

IN A ROOM THAT LOOKS LIKE SHOP CLASS for the 21st century, about 30 fifth graders in goggles work intently on prototypes for tiny boats. Girls and boys move from work benches with vices to belt sanders, scroll saws, and drill presses. They measure and eyeball the models emerging from their chunks of pale purple foam core, calculate and make adjustments. Several students hover near the teacher, Kaylene Jensen, waiting for feedback and listening as she gives feedback to classmates. Near the floor-to-ceiling window is an Aqua Track, a narrow channel filled with water, where their final projects will eventually set sail, subject to another phase of observation, data collection, and analysis.

The classroom is a design lab at I. J. Holton Intermediate School in Austin, Minnesota, which opened in September. The new school for all 725 fifth- and six-graders in the growing district is designed around a curriculum that focuses on the integration of STEM—science, technology, engineering, and mathematics—plus the district’s long-standing dedication to the arts. In Austin, STEM + arts = STEAM.

The STEAM focus is apparent throughout the building. Exposed girders and structural systems display its engineering. Feet and meter marks travel down the central corridor floor. Watercolors in a studio are visible from the hallway. There’s a kiln upstairs. Amber cellos glow in the orchestra room. And all the students have laptop computers.

One of the questions that principal Jean McDermott hears is whether engineering is too hard for elementary kids. Wouldn’t

it be better at the high school level? Her answer is a simple no.

“Fifth and sixth grade is when we [schools] start losing kids,” she replies. “They come to kindergarten all full of creativity and energy...so what do we need to do to keep that spark going? We’re giving them a new tool.

“What we teach is the design process,” she continues, “and it’s not too early for that. Kids need to have these kinds of skills and processes for almost everything.”

Design thinking

One of the 30-foot walls in Holton School displays a giant mural that summarizes the design process: Ask. Imagine. Plan. Create. Improve. This simple framework for problem solving applies to engineering as well as art.

What distinguishes the STEAM curriculum developed at Holton School is its inquiry-based, transdisciplinary approach.

“Lots of STEM teacher preparation is focused on content, but we moved away from that,” says U associate professor of STEM education Bhaskar Upadhyay (oo-pa-de-ya), who worked with Holton’s leadership, teachers, and community partners to design the curriculum. They focused on laying a theoretical and conceptual foundation along with process, rather than focusing solely on content. “We wanted to break the content barriers so students would not experience those barriers.”

As a result, he explains, students begin to think about learning as a process of interacting and navigating between what they know based on their own experience, on one hand, and academic knowledge on the other.

“We talk about habits of mind,” says Upadhyay.

“STEM habits of mind and arts habits of mind are very

The entire structure of Holton School is marked by transparency and flexibility, from windows and skylights to exposed girders and systems. Its transparency also reflects very real connections to the environment and the community.

similar—curiosity, persistence, collaboration, and systems thinking. When we show how these habits of mind support learning, teachers and students themselves can see that they support *all* subjects, and no matter what their cultural background happens to be.”

The Holton team is learning to document the development of those habits of mind, and the district adapted its report card.

Preparing for growth

Five years ago, a new school for Austin’s fifth and sixth-graders was not on anybody’s radar. But the district was growing. McDermott had only recently helped to open the district-wide kindergarten center with a class of 330, up from 250 in the years running up to that point. The diversity of the population was unprecedented in Austin, and a growing percentage qualified for free and reduced lunch.

In 2010, the district conducted a demographic study and a facilities survey, formed a task force, and hired a consulting firm to look at options, from remodeling to reorganization. The idea to build a new school for all fifth- and sixth-graders emerged as one option, taking fifth-graders from the four existing grade schools and sixth-graders from the junior high.

Building a new school around STEAM was the next step. Austin is the hometown of Hormel Foods and many other companies and organizations that rely heavily on science and technology. It also has a strong value for the arts: Austin Public Schools (APS) is part of Minnesota’s Big Nine conference of schools that sponsor what may be the longest-running music festival in the state.

The opportunity to build a school where students would not have to choose between arts and sciences struck a chord. And Austin’s demographics were compelling—55 percent free or reduced lunch, 14 percent English learners, 40 percent non-white, and 15 percent special education.

“It was very important to us that this *not* be a school of choice or privilege,” explains John Alberts, APS director of educational services. “This was the moral imperative from which we worked.”

When a bonding bill passed in November 2011 and plans



In a design lab, teacher Kaylene Jensen works with her fifth-grade class using a scroll saw to create their models.

for the building moved ahead, the district began to assemble a staff, beginning with a principal. McDermott, an Austin native with a love of math, a drive for making things happen, and a soft spot for middle-school students, applied for the position and was hired.

The next step was preparing the staff and providing the professional development they needed to teach in a STEAM school.

Partnership power

In 2012, about 70 Austin teachers were just finishing master’s degrees in education from the University’s College of Education and Human Development (CEHD), taking all their classes on-site in Austin. The Hormel Fellowship program was an unusual partnership, with coursework developed and sequenced to meet the needs of teachers from the district, and supported by the Hormel Foundation.

With the fellowship program complete, continuing the partnership’s research-to-practice bridge was important to the district—a vision fully supported by the foundation. Planning for the new school became the partnership’s focus.

“I believe that professional development should be designed based on the context and needs of the teachers we are working with,” says Kara Coffino, Ph.D. ’12, coordinator of the

“We are raising the bar and doing things outside of the box. We expect our kids to interact, question, and actively participate every day.”

—KAYLENE JENSEN, PROJECT LEAD THE WAY TEACHER AT HOLTON INTERMEDIATE SCHOOL



Austin is part of a conference that holds what may be the state’s longest-running music festival. Orchestra, band, and instruments occupy prime space in the school.



The most popular 30-foot wall in the central corridor marks the height of local as well as world-famous people and things, like the U.S. liberty bell (3 feet), Mozart (5 feet, 3 inches), and the lighthouse at Grand Marais (32 feet, or nearly 10 meters). Top left: Animal tracks appear in the floors. Top right: Classroom seating includes chairs of different heights and some that rock.

University’s field-based professional development partnerships in CEHD. “We planned a two-year PD partnership that is completely tailored and includes an evaluation component so we can constantly improve and refine our work.”

Coffino was familiar with many faces in Austin from working with the cohort of 70 M.Ed students over the previous four years. She was excited to collaborate on the professional

development needed for the teachers to be successful at the new STEAM school.

Upadhyay was a science education faculty member from the Department of Curriculum and Instruction and STEM Education Center. He brought a wealth of skills and experience from research and teaching in poor urban neighborhoods in Nepal and the United States, such as gardening at Minneapolis schools to learn STEM content.

Alberts, M.Ed. ’99, had grown up in Worthington and come to Austin in 2000 as an English teacher. The opportunity to open a STEAM school was a good match for his interests. As director of educational services for the district, his role was to begin the conversation with the U that focused on both the professional development and the evaluation associated with the project.

Coffino and Upadhyay began regular drives to Austin. For six months they and Alberts worked together to plan how the vision for the school would become a reality. When McDermott came on as principal, the team of four began creating an integrated, transdisciplinary curriculum.

Alberts and McDermott also attended a national STEM education summit where they realized the need to involve community partners from the beginning and in a more systematic way. They came back and immediately organized a STEAM advisory committee of 15-20 members in Austin including the Mayo Health System-Austin/Albert Lea, Hormel



Outside the two-story school is a wetland. Inside, blues and greens carry the theme of water and flora through hallways and classrooms. Bays on the fifth-grade level are named for local watersheds—Dobbins Creek, Cedar River, Turtle Creek—and on the sixth-grade level for state waters. The east-west corridor that forms the spine of the building is marked from 0 to 330 feet/100 meters.

building fill with children and teachers in the beautiful new space. They were there with McDermott and Alberts for the school's dedication and ribbon-cutting September 28, when rain could not deter hundreds of community members from coming out to celebrate and learn what a STEAM school looks like.

In the classrooms, STEAM went to work. As McDermott took on her role as principal of a full building, the work of

instructional coaching shifted to Coffino and Upadhyay.

"Research shows that only a small percentage of change 'sticks' without ongoing support," says Coffino. "Now that the school is open, we're actually in Austin more. We're not phasing out, we're phasing in."

Evaluation is also in progress. The University's Center for Applied Research and Educational Improvement (CAREI) is the evaluator for the project and will help to document the impact of the curriculum.

It is almost unprecedented for a Research 1 institution to engage with partners in the type of collaboration between APS and CEHD's Office of Professional Development, says Coffino.

"It's something we hope to do much more of in support of our land-grant mission across the state."

Learn more about CEHD's Office of Professional Development at cehd.umn.edu/professional-development or contact director Nate Sawyer at **612-624-4753**. See I.J.Holton Intermediate School at www.austin.k12.mn.us/sites/IJHolton.

Foods, Hormel Institute, the soil and water conversation district, the Izaak Walton League, and others.

Contributions of the community partners began to directly affect the emerging character of the school. Coffino remembers a discussion about ways to integrate community partners into curricular units of study that the teachers were developing for the new school, such as a transdisciplinary unit on designing water filters.

"One of our partners pointed out the parallels between water filtration systems and dialysis," she says. "Nobody but that partner had the knowledge to contribute that insight. The value they were providing to the instructional planning and creating rich experiences for student learning immediately became so clear."

Phasing in

When school started in September, the planning paid off. Coffino and Upadhyay loved seeing and hearing the new

The power of a book

Children's literature and social justice go hand in hand in the story and work of Marek Oziewicz



GROWING UP BEHIND THE IRON CURTAIN of Communist Poland, Marek Oziewicz often woke in the middle of the night to secret-police raids. His father had been a member of Solidarity since it formed in 1981, but that was not the only reason his family was singled out. His parents were teachers and their house was filled with books, many hidden away. His father was often detained by the secret police, sometimes for months.

During one raid, an officer picked up the teen's copy of C. S. Lewis's *The Lion, the Witch, and Wardrobe*. The Western author's works were not tolerated by the authorities.

"You read this?" the officer asked with disdain and tossed the book down. "You believe in fairy tales?"

It was a powerful experience for Oziewicz, now the Marguerite Henry Professor of Children's and Young Adult Literature.

"I saw that he was *afraid* of that book," says Oziewicz. What was it about a children's fantasy novel that so frightened a dictatorial government? It was only a children's story, wasn't it? He began to see parallels between Lewis's seven-volume fantasy and his own life in Poland. "Reading *The Chronicles of Narnia* and other books offered sustenance and hope that things can change," he says, "even when situations seem really hopeless."

Oziewicz was a high school graduate when Communism collapsed in 1989. He and his parents lived to see a dream of freedom that, he says, for millions of people behind the Iron Curtain had long been just a wild fantasy.

Today Oziewicz (Oh-ZEE-eh-vitch) is an internationally known author and editor who specializes in speculative fiction with a focus on fantasy for children and young adults. His book *One Earth, One People: The Mythopoeic Fantasy Series of Ursula K. LeGuin, Lloyd Alexander, Madeleine L'Engle and Orson Scott Card* (McFarland, 2008) won the Mythopoeic Award in Myth and

Fantasy Studies in 2010, the same year he was promoted to full professor at the University of Wroclaw.

This summer, Oziewicz moved his family from Poland to Minnesota to join the Department of Curriculum and Instruction. He was drawn by a strong department and by the University's breadth of programs in social justice, community engagement, and international education, and its renowned Kerlan Collection. His job will be to elucidate questions that touch on how children's literature and young adult speculative fiction shape who we are, individually and culturally.

He looks forward to opportunities for research particularly about how literature inflames and informs a young person's sense of justice. His current research focuses on how children's literature today prepares readers for globalization and "justice consciousness"—the way justice is attained after it has first been imagined as possible.

In addition to teaching a course on diversity in children's literature, Oziewicz chairs an international committee of the Children's Literature Association that encourages U.S. scholars to incorporate in their course materials works originally written in languages other than English. He is also finishing his next book, *Forging Justice Consciousness*, and beginning a book about forgiveness.

"The big challenge for the world now is how to overcome conflict, how to work toward cooperation," says Oziewicz. "You cannot erase the past. You have to deal with it in a constructive way, and that always involves some form of forgiveness."

—MICHAEL MOORE

Read the complete story and link to more information at www.cehd.umn.edu/people/profiles/Oziewicz.



Honored

Matthew Burns (educational psychology) received the 2013 Discovery Award for Distinction in Educational Research from the Midwest Instructional Leadership Council. Burns is the school psychology program director and co-director of the Minnesota Center for Reading Research.

University of Montana, Montana Tech inducted **Jo Ann Buysse** (kinesiology) into the Montana Tech Hall of Fame. Buysse, a four-time Conference Coach of the Year, led the Orediggers basketball and volleyball teams to four consecutive Frontier Conference championships (1982-86), also with regional and national appearances.

Jeanne Higbee (postsecondary teaching and learning) and **Deanne Magnusson** (organizational leadership, policy, and development) received a 2013 Access Achievement Award from U of M Disability Services. The award acknowledges the efforts of U faculty and staff who make significant contributions to improving access on campus for students, faculty, staff, and guests with disabilities.

Learning Technologies Media Lab's Earthducation and North of Sixty initiatives won international awards at the American Institute of Graphic Arts (AIGA) 2013 (Re)design awards ceremony in October. The initiatives, led by the lab's co-directors **Aaron Doering**, **Charles Miller**, and **Cassie Scharber** (curriculum and instruction), were honored for creating design solutions that have a positive impact on society and the environment.

Gillian Roehrig (curriculum and instruction) was selected for the Association for Science Teacher

Education 2013 Award II, Outstanding Mentor of the Year. She will receive the award at the association's annual international conference in January in San Antonio.

Glenn Roisman (child development) was made a Fellow by the Division of Developmental Psychology (Division 7) of the American Psychological Association (APA). Fellow status is an honor awarded to APA members when they have shown evidence of unusual and outstanding contributions or performance in the field of psychology with a national impact.

Karl Smith, STEM Education Center executive co-director, was awarded an honorary doctorate at the Universiti Teknologi Malaysia (UTM) in October. The recognition is based on his "outstanding and excellent contribution pioneering engineering education at the global stage." Smith has been a visiting professor at UTM since 2006 and helped start their engineering education Ph.D. program.

Diane Tedick (curriculum and instruction) and co-author **Laurent Cammarata** (Ph.D. graduate in the second languages and cultures track) were awarded the 2013 American Council on the Teaching of Foreign Languages-Modern Language Journal Paul Pimsleur Award for Research in Foreign Language Education. The award is for their article, "Balancing content and language in instruction: The experience of immersion teachers," published in 2012 in the *Modern Language Journal*, and for their contributions to research in content-based language instruction and immersion education.

Appointed

Melissa Anderson (organizational leadership, policy, and development) has been appointed chair of the Committee on Scientific Freedom and Responsibility of the American Association for the Advancement of Science. The committee is charged with formulating and recommending principles and procedures to guide the association in a continuing review of issues that affect scientific freedom and scientific responsibility.

Joan DeJaeghere (organizational leadership, policy, and development) will serve as an associate editor on a team of six from different countries for the *International Journal of Educational Development*.

Michael Goh (organizational leadership, policy, and development) was one of ten faculty members selected nationwide to be a faculty expert and mentor for the American Psychological Association Minority Fellowship Program Psychology Summer Institute in Washington, D.C.

Mary Jo Kane (kinesiology) and **Elizabeth Lightfoot** (social work) have been selected as members of the University's strategic planning workgroup of about two dozen faculty, staff, students, and administrators. The group will gain input from the campus community; identify key strategic issues, trends, and strengths; and develop the vision, mission, values, goals, and strategies for the U's next strategic plan.

Amy Lee (department chair, postsecondary teaching and learning) will serve on both the editorial board of the *Journal of Learning Communities Research and Practice* and the editorial advisory board of the *Journal of College Teaching and Learning*.

Cynthia Lewis, Emma Birkmaier Professor in Educational Leadership (curriculum



Jed Elison



Panayiota Kendeou



Amy Krentzman



Joseph Merighi



Marek Oziewicz



Lynnette Renner



Roozbeh Shirazi

and instruction), was appointed to the editorial board of *Research in the Teaching of English*, the research journal for the National Council of Teachers of English.

The International Labour Organization (ILO) has appointed **Frances Vavrus** (organizational leadership, policy, and development) as an expert on the Joint ILO–UNESCO Committee of Experts on the Application of the Recommendations concerning Teaching Personnel (CEART). The committee of 12 independent experts from around the world is the foremost body concerned with international standards for teachers.

New faculty

Jed Elison (assistant professor, child development) specializes in developmental social neuroscience, structural brain development, social cognition, and autism. He has a Ph.D. from the University of North Carolina.

Panayiota Kendeou (associate professor, educational psychology) specializes in cognitive psychology and reading comprehension. She has a Ph.D. from the University of Minnesota.

Amy Krentzman (assistant professor, social work) focuses on how chemical dependency treatment works, particularly the use of positive psychology in treatment. She has a Ph.D. from Case Western Reserve University.

Joseph Merighi (associate professor, social work) examines social workers'

roles in health care settings, specifically, end-stage renal disease. His research has looked at ways that social workers can intervene to reduce poor health outcomes due to psychosocial stress and other barriers to following medical advice. His Ph.D. is from the University of California, Berkeley.

Marek Oziewicz, Marguerite Henry Professor of Children's and Young Adult Literature (curriculum and instruction), specializes in speculative fiction with a focus on fantasy, science fiction, and dystopia, and in literature-based cognitive modeling for moral education, global citizenship, environmental awareness, and justice literacy. Read his profile on page 19.

Lynnette Renner, director of the Minnesota Center Against Violence and Abuse (associate professor, social work), analyzes the effects of multiple types of victimization on childhood and adult functioning, and service provision. She focuses on which types of violence co-occur, the risk factors of specific types of violence, and the consequences of experiencing multiple types of violence. Her Ph.D. is from the University of Wisconsin-Madison.

Roozbeh Shirazi (assistant professor, organizational leadership, policy, and development) has a research emphasis on globalization in education, including youth citizenship, empowerment, political participation, and cultural studies. He has a Ph.D. from Columbia University.

In memoriam

Dorothy Loeffler, Ed.D. '65, longtime staff psychologist at University Counseling and Consulting Services (UCCS, formerly the Student Counseling Bureau) and adjunct faculty in the Department of Educational Psychology, passed away June 16 at the age of 88. Loeffler was widely known for founding Minnesota Women Psychologists in 1977, now Minnesota Women in Psychology. She retired from the University in 1995. Through her many roles, Loeffler influenced the general practice of psychology in Minnesota. She trained and mentored graduate students in the Counseling and Student Personnel Psychology (CSPP) program, where she developed a pioneering course, *Women: A Sense of Identity*. She served on dissertation committees and supervised students completing practica and internships at UCCS, where she was director of training. She was active nationally in the American Psychological Association, Psychology of Women Division. Loeffler generously gave her time and energy to ensure that students received the best counseling training and developed excellent research skills. Several generations of students are indebted to her mentorship.

Memorial gifts to the Dorothy Loeffler Scholarship Fund may be made to Minnesota Women Psychologists, 5244 114th Avenue, Clear Lake, MN 55319. Please indicate the fund on the memo line.



New associate deans

Associate dean for graduate, professional, and international programs

Deborah Dillon (curriculum and instruction) stepped into the position July 1 when Ken Bartlett (organizational leadership, policy, and development) was promoted to full professor and began his sabbatical. Dillon’s interests and skills are a good match for the job. She brings years of experience as a researcher, teacher, and administrator to the challenge, which allowed her to hit the ground running.

“I have a lot of energy to work with others on new projects to move our college, faculty, and students forward,” says Dillon. “I like sitting down with faculty, students, scholars, and staff from many disciplines to talk through issues and find innovative solutions. I want to examine evidence from multiple perspectives before making the best decisions I can.”

People and units across the college will need to work together, she says, on the challenge of securing, preparing, and finding support for excellent graduate students. And teacher education is an area changing rapidly and under intense scrutiny.

“The University has developed innovative, quality teacher education programs,” says Dillon. “I welcome the chance to work with colleagues to enhance these efforts, create new pathways, and conduct and disseminate research findings on what we learn.”

Meanwhile, Dillon is continuing her research as the Guy Bond Chair in Reading.

Associate dean for undergraduate programs, diversity, and outreach

Na’im Madyun (postsecondary teaching and learning) succeeded colleague Heidi Barajas in this post December 1. A researcher in educational and school psychology, Madyun is admired and valued in the classroom and will be missed in that role. The diversity responsibilities in his new portfolio will allow him to continue his research, which explores how social networks and relationships with friends, neighbors, and parents impact educational disparities and the achievement gap for African American students.

“I accepted this position because of how it intersects with what it will allow me to do as an educator, what it allows me to believe as a researcher, and what it allowed me to convey as a father,” he says.

Madyun wants to create a “culture of action-oriented conversations” among stakeholders who talk about the same things but not typically together, and he wants to do so in a way that respects individual and group-level identities.

“I want to use those informal and formal conversations to communicate across ‘synthetic’ lines and innovate beyond being creative,” he says. “How? I’m not certain yet.”

CEHD has the most diverse student body of any college at the University, including about 2,300 undergraduates. Madyun has worked closely with Barajas this semester to ensure a smooth transition.

Bringing knowledge from CEHD’s engagement to the next level

Heidi Barajas (postsecondary teaching and learning) accepted a new, part-time (20 percent time) role in the University’s Office of Public Engagement while increasing her appointment as executive director of the Urban Research and Outreach and Engagement Center. UROC is a place-based University center in north Minneapolis nearing its fifth anniversary.

A sociologist by training, Barajas joined the U faculty in 2000 and in 2006 became the founding chair of PsTL in CEHD. In 2007 she was the University’s first associate dean with a title that included engagement. She also asked for diversity to be added to her title.

“I truly believe that without diversity, there is no excellence in an institution,” she says.

Barajas is encouraged by the commitment to diversity borne out in CEHD’s student body and faculty. She is also happy that everything in the college’s five-year plan for undergraduate education—from an interdepartmental degree to an increase in the number of undergraduates who get research experience—was accomplished in three years. As a result of strategic repositioning, she says, the college has put itself in a very good position for the future.

“This is the greatest job I’ve ever had,” says Barajas. “I’m leaving because I have a passion for engagement, and in the Office of Public Engagement I will take this work to the rest of the University.”

She is also excited to begin work at UROC focused on seniors in the Northside community. Barajas will remain on the PsTL faculty and says she will continue to lean heavily on CEHD’s expertise in areas critical to the University.

Link to more information about Dillon, Madyun, and Barajas at www.cehd.umn.edu/Connect/2014Winter/leaders.html.



>>>ALUMNI PROFILE <<<

Origins of empathy

Pioneering researcher Carolyn Zahn-Waxler explores why some children seek to relieve others' suffering

AT A BUSY HOME DAYCARE, a girl named Julie, only 18 months old, is distressed by a crying baby. Repeatedly Julie seeks ways to comfort the baby, picking up a cookie he dropped from a high chair, patting and hugging him, and getting the daycare provider, her mother, to help.

Empathy includes the ability to understand another person's perspective and also to feel for them. Why do some children, even at a young age, seek to relieve the suffering of others? How early in our development can the emergence of empathy be traced?

"Caring starts early, aggression starts early, fear starts early," says Carolyn Zahn-Waxler, Ph.D. '67. "How do these get balanced out?"

These are questions that have intrigued Zahn-Waxler during her career as one of the nation's leaders in the relatively young field of developmental psychopathology, the study of how psychological problems like anxiety, depression, and antisocial behavior emerge. Her own body of research focuses on the role of emotions in development. She studied the development of empathy while working as a researcher at the National Institute of Mental Health (NIMH), where she began her career in the late 1960s.

Zahn-Waxler had been drawn to Minneapolis a few years earlier. She was finishing a bachelor's degree in psychology in Wisconsin when she worked as a research assistant to the late Herb Pick, who had just been recruited to Minnesota. It was at the Institute of Child Development that Zahn-Waxler built a strong foundation and background in experimental design, academic rigor, and the ability to think through problems, she says. At a time when women pursuing doctorates were a small minority, it was less the case in her chosen field.

"The environment was nurturing, supportive, and demanding," she remembers. "I felt completely at home."

Despite limited job opportunities, when Zahn-Waxler

finished her doctorate she had offers on both coasts. She chose Maryland. At the NIMH, she and her staff designed complex longitudinal studies that yielded voluminous data sets. One followed 220 youths through adolescence. Another followed 80 preschool children into early adolescence. A third study, in collaboration with the Institute for Behavior Genetics in Boulder, Colorado, followed 800 twins from birth to age seven. She managed to study empathy in the context of mental illness, and continues to pursue the role of genes and experience on early empathy in current collaborations with scientists at Hebrew University in Israel.

Today, neuroimaging studies support the idea that humans are biologically wired to respond in caring ways to the suffering of others. But when first reported, such findings conflicted with prevailing theories of child development.

"I saw that the question wasn't whether children had the capacity for empathy," Zahn-Waxler explains. "The question was how far back in development can you trace it? Once this was known, we could then identify both biological factors (genes and temperament) and environmental processes (such as family life and socialization) that helped explain why some children reach out to those in need while others turn their backs."

Zahn-Waxler has returned to the University of Wisconsin-Madison, now affiliated with the Center for Investigating Healthy Minds within the Waisman Center. And she is back on empathy's trail, pursuing the questions that have mattered to her for decades.

"Human beings carry these potentials within," she says. "One of our contributions is to better understand and foster this side that is so important and so fundamental to who we are."

—GAYLA MARTY

Read the complete story and link to more information at www.cehd.umn.edu/people/profiles/ZahnWaxler.



FROM THE PRESIDENT

BRENDA HARTMAN,
B.S. '81, M.S.W. '89

The autumn has been a whirlwind of CEHD alumni activity, and I have been happily swept up in it! Over 170 marchers joined Dean Quam and me to represent CEHD in the homecoming parade. A week later I partnered with fellow alumni board officer **Zer Vang** (M.S.W. '13) to compete in the Gopher Adventure Race. It was great meeting other alumni teams participating, along with students doing the race with their parents! Finally, on November 2 we had tremendous attendance at CEHD Saturday Scholars: Working In The Achievement Gap, with alumni and friends coming back to hear timely faculty research on what's working to improve student outcomes.

I would like to formally welcome five new board members to the CEHD Alumni Society: **Paul Amla** (M.Ed. '07), **Simone Gbolo** (M.Ed. '12), **Mark Groves** (B.A. '90), **Candice Nadler** (M.Ed. '82), and **Jan Ormasa** (M.A. '74). Thank you for your service! Our board is starting to take applications for the handful of CEHD student scholarships we oversee. We were proud to award \$19,000 in scholarships last year to very deserving students.

The Alumni Society is busy planning our annual Alumni and Undergraduate Student Networking Event on February 18. If you have ever wanted to share your career experience and help a current student along the way, this is definitely an event to attend. We are also taking suggestions for individuals to feature in our next class of CEHD Rising Alumni web profiles. See the back cover for more information on these initiatives!

I had the pleasure to spend time with Lisa Lewis, the new president and CEO for the U of M Alumni Association. I was very impressed with her enthusiasm and strategic vision around connecting with alumni near and far. To get involved and support alumni initiatives, I encourage you to be a member of the Alumni Association!

If you have ideas, questions, or feedback for the CEHD Alumni Society, please email me at cehdas@umn.edu. Go Gophers!

Warm regards,



1960s

Andrea Hjelm (B.S. '65) was grand marshal of the University of Minnesota homecoming parade.

1970s

James Stordahl (A.A. '70) published his first book, *Bipolar Dad*. • **Sandra Ahlberg** (B.S. '73) retired after 39 years of teaching, most recently in Worthington, MN. • **Gregg Iverson** (M.Ed. '75) ran for mayor of Minneapolis. • **Nancy Peterson** (M.Ed. '79), special education pre-school teacher in Minneapolis for 30 years, passed away August 17. • **Karen Rowley** (M.S.W. '79), who had a long career at Hopkins West Junior High School, passed away October 1. • **Lois Vosika-Weir** (A.A. '79), assistant principal at the American

Indian Magnet School in St. Paul, was honored with a national TRiO Achiever Award.

1980s

Craig Seibert (M.Ed. '84), retired teacher, was elected board president for the Friends of Rookery Bay National Estuarine Research Reserve in Naples, Florida. • **Richard Cash** (B.S. '88) co-authored the book *Differentiation for Gifted Learners: Going Beyond the Basics*.

1990s

Angele Passe (M.A. '94) published *Dual Language Learners, Birth to Grade 3: Strategies for Teaching English*. • **Jim Davnie** (M.Ed. '96), representative in the Minnesota House of Representatives, received the Association of Metro School Districts' Friend of Public

Education Award. • **Emma Adam** (Ph.D. '98), professor of education and social policy at Northwestern University, received the 2013 Curt Richter Award from the International Society of Psychoneuroendocrinology.

2000s

Marsha Baisch (Ed.D. '03) is assistant superintendent of teaching, learning, and leading for St. Paul Public Schools. • **Willie Winston III** (Ph.D. '03) received the Community Partners Star Award from the U of M's School of Public Health. • **Joe Karlgaard** (Ph.D. '05) is director of athletics for Rice University. • **Lisa Dorsey** (Ph.D. '06) is associate academic vice president for undergraduate education at Saint Louis University. • **Lindsay Whalen** (B.S. '06) won her second WNBA championship as a point



More than 170 alumni, students, faculty, and staff marched with **Dean Jean Quam** and the CEHD Alumni Society on September 27 in the annual University of Minnesota homecoming parade.

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guard for the Minnesota Lynx basketball team. • **Anne Sumangil** (M.Ed. '07) is director of alumnae relations for the College of Saint Benedict. • **Aryn Baxter** (M.A. '08) is director for the MasterCard Foundation Scholars Program at Arizona State University. • **KC Haydon** (Ph.D. '08) is assistant professor of psychology and education at Mount Holyoke College.

2010s

Gina Johnson (Ph.D. '11) is director of institutional research and analysis at the University of Denver. • **Trevor Mbakwe** (B.S. '11) signed with the Italian basketball club Virtus Roma. • **Frank Blalark** (Ph.D. '12) is the university registrar at Purdue. • **Gwendolyn Freed** (Ph.D. '12) is vice president for institutional advancement at Cornish College of the Arts.

• **Brent Opall** (Ph.D. '12) is assistant professor of management at the University of Wisconsin-Superior. • **Juyoung Jang** (Ph.D. '13) is a postdoctoral fellow at Rice University's Chao Center for Asian Studies. • **Zer Vang** (M.S.W. '13) is student and family services director for LearningWorks at Blake: A Breakthrough Program. • **Lindsay Walz** (M.Ed. '13), founder of Courageous heArts, an organization empowering youth through expressive arts, was named a 2013 Arts and Healing Network awardee. • **Patricia Jones Whyte** (Ph.D. '13) is director of the U of M's Office for Diversity in Graduate Education.

Degrees listed are highest earned in the College of Education and Human Development at the University of Minnesota

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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/news. Need to update your contact information? update.umn.edu

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On November 2, over 180 alumni and friends attended the twelfth annual CEHD Saturday Scholars at McNamara Alumni Center. This year's gathering focused on what's working to improve student outcomes and reduce the achievement gap in Minnesota, featuring faculty presentations from all eight of the college's academic departments.

The event concluded with a keynote panel discussion. Pictured below with Alumni Society vice president **Zer Vang** (left) and president **Brenda Hartman** (right) are the panelists (left to right), Minnesota education commissioner **Brenda Cassellius** (CLA B.A. '89), associate professor **Michael Rodriguez**, and Roosevelt High School principal **Michael Bradley** (M.Ed. '04).



Mark Shinn (Ph.D. '81), professor at National Louis University, received the School Psychology Distinguished Alumni Award from the Department of Educational Psychology (L-R: CEHD professor **Matthew Burns**, Shinn). Before returning to the Midwest, he spent almost 20 years helping to lead the University of Oregon's school psychology program. Shinn's former advisees now work in more than 20 states in school districts, universities, and other leadership positions.



Gytis Liulevicius (M.Ed. '12), ESL/math teacher for Minneapolis Public Schools, proudly wore his CEHD T-shirt at a recent Golden Gophers football game. He won a pair of tickets through a CEHD Alumni Relations prize drawing.



The achievements of CEHD alumni were proudly recognized at the annual University of Minnesota Alumni Association Awards Celebration on September 26. **Doobie Kurus** (M.Ed. '03), special education teacher with Minneapolis Public Schools, was honored with the University of Minnesota Alumni Service Award, for his outstanding work as a CEHD Alumni Society leader and advocate for the University in greater Twin Cities schools and communities. Pictured (L-R): Regent Richard Beeson, Kurus, Dean Jean Quam, UMAA CEO Lisa Lewis.

The CEHD Alumni Society was awarded a Program Extraordinaire distinction for its collaboration with five other colleges in launching last year's alumni mixer for recent graduates. Pictured (L-R): UMAA board chair Susan Adams Loyd, CEHD Alumni Society board member **Mala Ugargol** (M.Ed. '03), UMAA CEO Lisa Lewis.



Nearly 90 alumni and current graduate students attended the first-ever CEHD Alumni Voices: How I Survived Grad School and Found Career Happiness mixer on September 13. Alumni (L-R) **Korina Barry** (M.S.W. '11), **Sarah Clyne** (M.Ed. '02), **Rebecca Schlafer** (Ph.D. '10), and **Pat Plonski** (Ph.D. '09) shared insights during a panel discussion, while additional alumni gave advice through speed networking.



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Recent gifts and commitments to the college

James R. Frazee has made a future commitment of \$2 million through his estate in support of scholarships for teacher-preparation students.

The **Irving Harris Foundation** has made a commitment of \$80,000 in support of the Harris Institute for Infancy Training in the Center for Early Education and Development.

Karen Sternal made a gift of \$65,500 to support the I Have a Dream Scholarship Fund for Upward Bound students.

T. Patrick Mullen made a future gift of \$40,000 through a charitable gift annuity, for unrestricted support.

A gift of \$31,500 has been received from the estate of **Elizabeth C. Bryan** for support of scholarships.

Jeanne T. Lupton has made a gift of \$34,000, which has been added to the Donna M. Traphagen Scholarship Fund.

John and Sharon Haugo have made a gift of \$25,000 to the STEM Education Center to support the Haugo Fellowship Fund.



improving lives in Minnesota + the world



From classrooms in the Twin Cities to schools in Uganda, from support for young children in a homeless shelter in downtown Minneapolis to help for families in war-torn countries, the College of Education and Human Development is working to improve lives everywhere. Our faculty, staff, and students are passionate and focused, conducting research that seeks answers to some of society's toughest issues.



We could not do this work without your help. This past year, nearly 3,000 alumni and friends gave more than \$7 million to support the work of the college. These gifts created scholarships and fellowships, provided program support, and enhanced research and community partnerships. Through gifts large and small, faculty and students benefitted greatly from your generosity.

Thank you for helping us improve lives.

GREG HELGESON; COURTESY OF PETER RALSTON

Roster of Donors 2012–2013

The names listed in this roster are donors to the College of Education and Human Development and qualified for membership in the Presidents Club either before or during the fiscal year ended June 30, 2013. 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.

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

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Giving matters

LIFE CHANGED IN A SPLIT SECOND for alumni Elliot and Eloise Kaplan when Eloise (M.S.W. '11) was struck by a hit-and-run driver in February 2011. She suffered multiple injuries, spent weeks in a coma, and was hospitalized for months. Doctors weren't sure she would ever regain her speech or memory.

Today, after countless hours of rehabilitation, Eloise's speech and memory are exceeding doctors' expectations. To honor her courage in recovery from traumatic brain injury (TBI), the couple pledged \$200,000 to establish the Eloise and Elliot Kaplan Fellowship for TBI Field Placements for graduate students in the School of Social Work. The gift highlights the school's evolving collaboration with the health sciences.


Talisha Richardson is one of the first recipients of the Kaplan Fellowship. As a student in the master of social work program with a focus on clinical practice, her foundation-level field placement is at University of Minnesota Medical Center, Fairview. For 16 hours a week, with an on-site supervisor, she is a heart transplant social worker on a team of professionals working with patients who often arrive by helicopter after the trauma of a heart attack or brain-injuring stroke.

Richardson brings personal experience of trauma to her study and work. Raised in poverty in St. Paul, she lived at one point with 10 others in a one-and-a-half bedroom house and was eventually raised by her grandmother. She spent a lot of time in medical settings, eventually losing both parents and her grandmother. Witnessing her mother's struggle, in particular, influenced her growing interest in the connection between trauma and mental health disorders.

In addition to earning a bachelor's degree in ethnic studies, Richardson has worked in social services with people with disabilities and long-term illness. She sees herself as a bridge between different cultures and communities.

"The fellowship means I can pursue this degree without making every decision based on finances," she says. "I desire to work in a medical setting where people are being attended to, mended, and healed."

DAWN VILLELLA




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**“My dream is of
breaking barriers,
moving forward
with a life that can
be an example and a
kind of redemption
for my family.”**

—TALISHA RICHARDSON,
master of social work student

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There are many ways CEHD alumni and friends can stay connected to the college. We hope you'll join us at some of the events listed here or connect with us online. Visit cehd.umn.edu/alumni/events or call **612-626-8782**.

University of Minnesota Day

Saturday, January 18, 12:15 p.m.
Inn on Fifth, Naples, Florida

Saturday, February 22, 1:30 p.m.
Hyatt Regency Resort at Gainey Ranch
Scottsdale, Arizona

Alumni and snowbirds are invited to participate in an afternoon of learning about the latest discoveries, dreams, and innovations coming from the U of M. Keynote address by President Eric Kaler.

Visit MinnesotaAlumni.org for registration information.

Call for Suggestions: CEHD Rising Alumni

Do you know alumni who have achieved early distinction in their careers, shown emerging leadership, or demonstrated exceptional volunteer service in their communities? The CEHD Alumni Society is accepting suggestions of such alumni potentially to be featured in web profiles this April. Deadline: January 1, 2014. Visit z.umn.edu/cehd23

CEHD Alumni & Student Networking Event

Tuesday, February 18, 5:30–7 p.m.
Coffman Memorial Union

Looking to give back? Now in its fifth year, this event has connected hundreds of CEHD undergraduate students with alumni in an informal, casual setting. Alumni participation helps sharpen students' networking skills and career goals. Complimentary food and refreshments.

RSVP to cehdas@umn.edu

CEHD Research Day

Tuesday, March 25, 11 a.m.–1 p.m.
McNamara Alumni Center

The public is welcome to attend CEHD's annual showcase of faculty and student research.

Info: cehd.umn.edu/research/highlights/researchday.html