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CEHD | College of Education + Human Development

WINTER 2015

# Taking flight through research



TRIO McNair Scholars

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VOL. 9, NO. 1 | WINTER 2015

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McNair Scholar JaLeesa Wright, family social science, and pediatrics faculty mentor Rebecca Shlafer, Ph.D. '10 from the Institute of Child Development.  
Read their story on page 10.

Photo by Greg Helgeson

Connect is printed on paper certified to the environmental and social standards of the Forest Stewardship Council™ (FSC®)



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*Connect* is published three times a year by the University of Minnesota College of Education and Human Development for alumni, faculty, staff, and friends of the college. Send correspondence to the editor, 107 Burton Hall, 178 Pillsbury Drive S.E., University of Minnesota, Minneapolis, MN 55455. For address corrections, contact us at 612-625-1310 or connect@umn.edu.

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**COLLEGE OF EDUCATION  
+ HUMAN DEVELOPMENT**

**UNIVERSITY OF MINNESOTA**  
**Driven to Discover<sup>SM</sup>**



Dean Quam photographs  
McNair Scholar Mara  
Stommes and faculty  
mentor Tai Mendenhall at  
the poster session.

**from the dean:** Every year I look forward to the McNair Scholars research showcase. I hear people say it's the best poster session on campus. The energy in the room is amazing. The scholars are undergraduates who are passionate about their research and do a wonderful job explaining it to people outside their fields. Friends, family, and University leaders come out to see them.

We in CEHD are proud to host the three federally-funded TRIO programs at the University, including the McNair Scholars. McNair's special mission is to help broaden access to graduate school. In this issue you can read about two remarkable McNair Scholars from CEHD and their faculty mentors.

The College of Education and Human Development was created in 2006 when parts of three colleges came together—two departments from the former College of Human Ecology, six from the former CEHD, and faculty from the former General College. Since then we have combined two departments to form organizational leadership, policy, and development. We've also realigned programs—for example, moving parent and family education from curriculum and instruction to family social science. Realignment is a continuous process of striving for excellence in a changing environment.

This fall I made another realignment decision. Over the next two years, the Department of Postsecondary Teaching and Learning (PsTL), including our outstanding First Year Experience program and two-year-old master's program in multicultural teaching and learning, will become part of other departments and units of the college.

We are proud of CEHD's strong retention rate of 95.6 percent, and we know that our First Year Experience is a key contributor to that success. I am enormously grateful to the innovative and dedicated PsTL faculty and staff who put students first every day and play an integral role in our college success. We envision the power of these colleagues strengthening all our departments in new ways that will continue to lead the University in its commitment to all students.

*Jean K. Quam*

PATRICK O'LEARY



# Welcome, class of 2018!



**FALL SEMESTER** got off to a great start August 28 as the college welcomed our 435 first-year students at the annual CEHD Block Party. Despite

a few raindrops, faculty, staff, and returning students—many with family members in tow—joined the festivities on the lawn between Burton and Shevlin Halls.

Earlier in the day, alumnus **Profit Idowu**, '14, gave an inspirational speech to all 5,000 Twin Cities campus freshmen at convocation in newly renovated Northrop Auditorium. Then CEHD's first-year students went to Coffman Union to receive their new iPads, followed by their first class with the Department of Postsecondary Teaching and Learning faculty.

From the block party, students continued to TCF Bank Stadium, where the Gophers won their first game of the year.



## The states of Southeast Asian studies

**ABOUT 175 SCHOLARS** came to Minnesota from across the country for the fourth States of Southeast Asian American Studies conference in October. Over two days, students, faculty, and community members talked about literature, culture, activism, health, and many other topics, and enjoyed arts performances. School of Social Work alumna **Pa Der Vang**, '07, now coordinator for the critical Hmong studies minor at St. Catherine University, delivered the keynote, "On Being Hmong American."

"It was a huge success," said conference co-organizer **Vichet Chhuon**, assistant professor in the Department of Curriculum and Instruction. "We exchanged ideas, developed partnerships, and set out new research directions."

The next conference is scheduled to be hosted in Massachusetts in 2017.

Clockwise from top: Graduate students Lesley Yang (U of Minnesota), Linda Marie Pheng (U of Wisconsin, Madison), Lina Chhun (UCLA), Trung Phan Quoc Nguyen (U of California, Santa Cruz), Kong Pheng Pha (U of Minnesota), and Karen Hanna (U of California, Santa Barbara); one of the 18 conference sessions; a Light from Heaven dancer performed during a break.





# Reading into the future

**AWARD-WINNING AUTHOR** Nancy Farmer, a master of fiction for young adults, spoke about her path to becoming a writer before an audience of book lovers on October 6. Farmer is known for taking on difficult subjects that draw on her expertise as a scientist and global citizen in books that inform and empower young readers.

With humor and her trademark storytelling skill, Farmer described the influences of colorful characters in her Arizona hometown, from her parents and the local librarian to teachers and classmates, as well as years as a lab researcher in Africa. She also signed books, including the award-winning *The House of the Scorpion* and its recent sequel, *The Lord of Opium*.

Book Week is CEHD's longest-running signature event, dating to the 1940s. Watch for highlights at [www.cehd.umn.edu/bookweek](http://www.cehd.umn.edu/bookweek).



SUSAN ANDRE; PA LEE; BRIANNA KOPKA

# China Champions



**TEN CHINESE OLYMPIC** and world-champion athletes and an Olympic-level coach arrived on campus this fall—among the world's premier athletes in diving, fencing, field hockey, judo, speed-skating, and wrestling.

The China Champions program is a unique global collaboration. The athletes are in a master's program at the top sport university in China, Beijing Sport University. In Minnesota they will take classes, learn about U.S. culture and sectors, and tour U and professional sports teams' facilities. University students, faculty, and staff will learn from the athletes, as well.

**Li Li Ji**, professor and director of the School of Kinesiology, developed the China Champions program while at the University of Wisconsin. This is the first year the program has come to Minnesota.

"Our goal is to ensure all involved gain insight and appreciation for the cultures in each country and harness that knowledge to benefit our world," said Ji.

Learn more about the program and athletes at [www.cehd.umn.edu/kin/about/chinachampions](http://www.cehd.umn.edu/kin/about/chinachampions).





# A community of doers



Tracy Buettner at University Veterans Services

**EVERY YEAR, 60 NEW** Tillman Military Scholars join the list of dedicated men and women nationwide who exemplify the strength of character and academics of Pat Tillman, the late NFL football player and U.S. serviceman.

The College of Education and

Human Development is currently home to two Tillman Scholars: **Tracy Buettner** and **Amber Manke**.

Buettner is a master's student in counseling and student personnel psychology. During her undergraduate program at the University, she was enrolled in the Reserve Officers Training Corps on the path to become a military officer. After graduation, she was commissioned as a lieutenant and spent seven years in the U.S. Army, leaving as a captain. Buettner took on many roles as an aviation officer, including platoon leader, Blackhawk helicopter pilot, and surveillance manager. She became interested in counseling when, as a platoon leader, she provided counseling to soldiers.

"I was interested in helping them with personal problems, whether it was divorce or returning to college," she says.

Buettner was named a Tillman Scholar in June. The scholarship is helping her pursue a career as a licensed K-12 school counselor. She stays active in the veterans community by working at Veterans Services on the Twin Cities campus and volunteering.

After attending a summit for Tillman Scholars in Chicago in June, Buettner says

she was blown away by her peers.

"It was impressive and awe-inspiring," she says. "The Tillman Military Scholars are a community of doers."

Another of these doers is 2012 Tillman Scholar Amber Manke, a captain in the Minnesota Army National Guard. Though Manke already had a master's degree by the time she was deployed to Kuwait in 2011, she continued her education while overseas and after she returned home.

The Tillman Scholarship is allowing Manke to pursue a Ph.D. in organizational leadership, policy, and development with an emphasis on human resource development and adult education. Her focus is on the evaluation of leader development programs specifically for women.

Last fall, Manke stretched her own leadership skills when she was asked to take command. She hopes to use her passion for women in leadership to make the military a career. Upon graduation, she plans to teach at the university level in the leadership field.

Manke is also a coach for Girls on the Run, speaks to youth in schools, and volunteers with several organizations, including the Salvation Army, Feed My Starving Children, and the Make-A-Wish Foundation, which serves children with life-threatening medical conditions.

Though the monetary element of the scholarship has been a big help, Manke emphasizes the importance of the cause it represents.

"A big piece of the scholarship is carrying on Pat's legacy," Manke says. "Scholars embody his unwavering commitment to service, learning, and action."

Learn more at [pattillmanfoundation.org](http://pattillmanfoundation.org).

—Ali Lacey



Amber Manke

# Winter learning

## Professional development and enrichment from CEHD

### Path to Reading Excellence in School Sites

February

PRESS is a research-based framework that structures literacy achievement in elementary grades within a response-to-intervention (RTI) or multi-tiered system of supports (MTSS) context. Developed at the Minnesota Center for Reading Research, the goal of PRESS is to work with educators to establish school-based systems and practices for all K-5 students to become capable readers. Join us for two exciting workshops. PRESS Intervention Manual and clock hours included.

February 12 , 8:30–11:30 a.m.

Success in Small Group Reading Intervention: Implementing Tier 2 and Monitoring Progress Efficiently and Effectively for K-5 Students

February 26–27

Option of one or two full days

PRESS Forward! A research-based framework for literacy achievement

Info: [z.umn.edu/PathToReading](http://z.umn.edu/PathToReading)

### Resilience in Children Exposed to Trauma, Disaster, and War MOOC

Begins in February

More than 17,000 people from 174 countries joined Regents Professor Ann Masten's first massive open online course (MOOC) fall semester. You can be part of the next one. Find the link on her faculty page.

Info: [www.cehd.umn.edu/icd/people/faculty/cpsy/Masten.html](http://www.cehd.umn.edu/icd/people/faculty/cpsy/Masten.html)

### Center for Early Education and Development

Begins early February

CEED will offer seven, nine-week online courses in spring semester for early childhood practitioners and affiliated partners. All may be taken for graduate academic credit or clock hours.

Info: [www.cehd.umn.edu/CEED/onlinecourses](http://www.cehd.umn.edu/CEED/onlinecourses)

### Minnesota Evaluation Studies Institute (MESI) Spring Training

March 9–13

Designed for professional evaluators, program directors and staff, community agency staff, students, and others interested in conducting or using evaluations, MESI training provides learning and reflection on contemporary issues in evaluation with national experts and practitioners in a small setting. It takes a unique multidisciplinary approach, incorporating expertise from public health, education, public policy, extension, social work, and youth development. The 20th annual spring training theme is "Social Justice Amidst Standards and Accountability: The Challenge for Evaluators."

Info: [www.cehd.umn.edu/OLPD/MESI](http://www.cehd.umn.edu/OLPD/MESI)

### 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](http://onestop.umn.edu/special_for_former_students.html)

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

- + Outreach customized to partner context
- + 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.

### Urban Leadership Academy

Various dates, 8 a.m.–2:30 p.m.

ULA is a professional development program for new and experienced school leaders. Workshops are designed for preK–12 superintendents, principals, assistant principals, teacher leaders, and other district and school leadership personnel. Pre-approved administrative and teacher CEUs are available to participants.

December 12

Looking Under the Lamp Post: Why "Assessment of Intercultural Competence" Uses the Wrong Criteria, with Milton J. Bennett, Ph.D.

February 11

Closing the Relationship Gap: Building the Sociocultural Knowledge and Cultural Intelligence of Teachers, with associate professors Peter Demerath and Michael Goh

May 13

Hip Hop/Hip Hope: The (R)Evolution of Culturally Relevant Pedagogy, with Gloria Ladson-Billings, Ph.D.

Info: [z.umn.edu/cehdula](http://z.umn.edu/cehdula)

Watch for more opportunities at [www.cehd.umn.edu/professional-development](http://www.cehd.umn.edu/professional-development)



# Knowing numbers

Research shows the way to support mathematical thinking from early childhood

BY MICHÈLE MAZZOCCO

**WHETHER WE REALIZE IT** or not, we use numbers in our work and play every day. We plan schedules, estimate distances, keep track of sport team statistics, play cards, balance bank accounts, and estimate total costs as we shop. Effortful or automatic, our reliance on numbers is pervasive.

Children rely on numbers, too. They readily identify which shelf has more books and whether you've added or subtracted cookies from their plate. This intuitive "number sense" is linked to the formal symbols—words, digits, notations—that children learn from adults.

Although mathematics is more than numbers, our facility with numbers is an important foundation for mathematics, which is so important for many aspects of our lives.

Before learning formal math, children use number words quite effectively, so adults may assume that this number use and counting means that children "know" their numbers. But what does it really mean to know your numbers?

Developmental scientists have long demonstrated that knowledge of number properties emerges gradually. For instance, children "count" in the correct sequence before they understand that counting systematically reveals how many items are in a set. They recognize addition and subtraction long before

they learn formal arithmetic. Their different levels of number knowledge reflect stages of development but may also reflect learning opportunities and the variation seen across children that psychologists refer to as individual differences.

All three of these influences—developmental effects, learning experiences, and individual differences—affect children's mathematical thinking, so we focus on all three in our research at the Math and Numeracy Lab in the Institute of Child Development. Our primary research explores number and math skills that children acquire before school, how children learn formal mathematics once they begin school, why some children have difficulty learning school mathematics, and when such difficulties reflect a potential learning disability.

## Kindergarten number skills matter

In one of our current projects, we are probing deeper into young children's emerging number concepts. We want to know if the way that preschool children interpret and use number words is important for their later mathematical learning. Since number skills at kindergarten predict math achievement several years later, we want to know if the same is true for number skills before



kindergarten and to identify which number skills are most revealing of important differences in early number knowledge.

Children entering kindergarten have number skills and knowledge that support learning mathematics, so why should we worry about number skills before kindergarten? One reason is that children differ from each other in the depth or automaticity of their numerical knowledge and skills, and these differences predict the likelihood of lifelong struggles with mathematics. At kindergarten, children differ in their abilities to count, identify which of two numbers or sets of objects is bigger, name digits, or add or subtract small quantities.

But don't these differences disappear with schooling? Unfortunately, they may not. By third grade, number knowledge difficulties may surface *continued on page 8*

GREG HELGESON





"Who has more?" the experimenter asks while reading a story filled with questions. The research participant points to his answer.

## Talk, listen, model

Adults may expect that learning mathematics is just like learning to read, since both are a focus of schooling. Math and reading do both involve learning formal symbols—namely, letters and numbers. And both reading and mathematics involve much more than these symbols.

But when learning individual letters, children associate each letter with a sound, not a concept (excepting some one-letter words, such as "I" or "a"). When they learn individual numbers (digits), however, each number is associated with a concept, not just a sound.

A child who correctly reports, "I'm three," for example, may not understand the similarity between being three years old, having three stuffed bears, his or her address (3 Maple Drive), three o'clock, and three pairs of shoes. The child is also not likely to know that 23 is smaller than 31. It's a wonder that children learn number concepts at all when you think of the inconsistency across these instances of the word "three" and the abstractness in what unites the examples. These number concepts are not straightforward and may take time, input, and feedback to develop.

All of us can support young children's mathematical thinking by talking, listening, and modeling. The following examples apply to young children, but the principles apply to older children, too.

### Talking

Talk to children about numbers, relationships, shapes, and patterns, and refer to mathematics terms, properties, and processes. This helps to nurture their mathematical thinking and provide the vocabulary for expressing their thoughts. Discuss similarities and differences (more/less comparisons), categorize toys you play with, count sets and actions (such as the number of stops from when you board and later get off a bus, or the numbers and types of fries available at the fair), and solve daily problems together (like "How many bananas should we buy to make sure everyone has two?").

### Listening

Listen to when and how children use mathematics. This helps to recognize and praise their effort and cleverness ("You figured out how many we need!" or "You added those together"). It also may help to discern sources of difficulty or misconceptions interfering with a child's mathematical thinking or learning.

### Modeling

Model the use and enjoyment of mathematics. This includes avoiding unintended negative messages about math as "hard." Instead point out when math is exciting (discovering Fibonacci patterns in nature or mathematics principles underlying a new skateboard trick) and useful (tracking a bank account or baseball statistics), and share how problem solving is rewarding.



Mazzocco’s team took their research to the 2014 Minnesota State Fair, where they were able to invite fair-goers to be part of their research. Thanks to enthusiastic participants and researchers, left, more than a hundred individuals participated during five days at the fair. Left to right: Taylor Praus, Ella Coben, Ethan Brown, Jenny Ramey, Michèle Mazzocco, and Jenny Chan.

as place-value errors. Later they may impact how readily children name decimals or fractions. We have found that even in high school, differences in mathematics achievement levels are linked to individual differences in number processing. High school students with higher mathematics achievement scores can evaluate the accuracy of simple arithmetic statements relatively effortlessly, while high school students with lower mathematics achievement scores appear to engage effortful numerical processing during this task.

Since number skills are important from kindergarten to high school, and since early number skills predict later mathematics achievement, we should attend to the development of mathematical thinking in early childhood.

Currently, we are studying how children interpret number words in different contexts. Children may know that 4 is a bigger number than 2, for

example, but will they recognize that 4 apples might not be more than 2 bags of apples? Do children differ in their awareness of numbers in the environment? If yes, do these differences matter?—that is, do they influence the trajectory of their early mathematics learning?

In our studies, a focus on development and attention to individual differences prompt us to include adults. This allows us to identify individual differences in aspects of number beyond childhood and the range of these individual differences in adulthood.

### Next steps for research

Findings from our ongoing number concepts research set the stage for three related longitudinal studies we hope to conduct soon.

In the first study, we will focus on whether the individual differences we identify in early number concepts are influenced by other cognitive domains,

such as language or executive functions, and if they are associated with later mathematics learning.

Through a second, related study we aim to test ways to diminish differences in early number concepts before kindergarten—in other words, how to prepare all children for early mathematics.

Through a third study, we will explore how to engage caregivers in this quest to boost children’s mathematical thinking.

In addition to these research goals, we strive to bring research findings to early childhood teachers and caregivers, an effort that we have already begun through the Center for Early Education and Development (CEED). Our goal is to dramatically expand efforts to share knowledge of early mathematics to children’s first educators—parents and other care providers, and preschool and prekindergarten teachers—throughout Minnesota.

In this way, we can help children build a solid foundation for their future mathematics, allowing them to experience the benefits associated with learning and appreciating mathematics.

**Michèle Mazzocco** is a professor in the Institute of Child Development and research director for the Center for Early Education and Development (CEED). Learn more at [www.cehd.umn.edu/ceed](http://www.cehd.umn.edu/ceed) and [www.cehd.umn.edu/icd/people/faculty/cpsy/mazzocco.html](http://www.cehd.umn.edu/icd/people/faculty/cpsy/mazzocco.html).

## RESEARCH SHORTS

### Bridging campus–community cultural divides

A “**FIRST IN THE WORLD**” grant of \$2.8 million over four years was awarded to six universities, led by CEHD, to help colleges learn how best to support access and success for underrepresented and low-income college students. The grant from the U.S. Department of Education will fund an effort to engage students and bridge campus–community cultural divides by developing deeper partnerships with diverse communities.

Project leaders are faculty members **Geoffrey Maruyama** (educational psychology), a former associate vice president who has focused on building partnerships that address key social issues, and **Andrew Furco** (organizational leadership, policy, and development), the University’s vice president for public engagement. The Center for Applied Research on Educational Improvement (CAREI) will serve as the project evaluator.

The participating universities—in California, Georgia, Illinois, New York, and Tennessee along with Minnesota—will share what they have learned to implement new and refined programming that will serve about 9,000 college students, focusing on underrepresented students. Elements of community-based learning initiatives will be evaluated to determine those that enhance student educational attainments.

### More social workers for mental health and substance abuse services

**THE SCHOOL OF SOCIAL WORK** has won a grant of \$1.28 million over three years to increase the number of graduate-level social workers trained in mental health and substance abuse services for children, adolescents, and transitional youth 16–25. The grant to fund the Minnesota Social Work Initiative in Behavioral Health was awarded by the Health Resources and Services Administration (HRSA), an agency of the U.S. Department of Health and Human Services.

The project will recruit and train 90 master of social work (MSW) students, who will learn research-supported treatment and assessment methods for work with families and individuals, as well as skills for inter-professional collaboration. The grant will support \$10,000 educational stipends for the students, career development support, and courses in clinical practice, trauma, and substance abuse and mental health. Each student will participate in a 480-hour internship in a selected community-based agency.

The school will also form an interdisciplinary advisory board of diverse community stakeholders to guide the program’s implementation.

### Join us for CEHD Research Day 2015

Tuesday, March 24, 11 a.m.–1 p.m.  
McNamara Alumni Center

CEHD Research Day showcases the impact of faculty and student research on our everyday lives. It’s free and open to the public.

Watch for details at [www.cehd.umn.edu/research/news/rd.html](http://www.cehd.umn.edu/research/news/rd.html).





# Taking flight through her research



The McNair Scholars program prepares students like JaLeesa Wright to enter graduate and Ph.D. programs

BY RICK MOORE

**FOR MOST OF HER LIFE**, JaLeesa Wright has been enamored with birds. She draws them, paints them, even ponders their very essence. And now she sees the birds—and her art—as symbols of her newfound love of research.

“If you asked me at age five what I wanted to be, it probably was a bird of some sort,” says Wright, a senior majoring in family social science with a minor in gender, women, and sexuality studies. “I saw birds as being a symbol of freedom. My research, in a way, embodies that. No matter the circumstances that you’ve gone through, you can still take flight.”

Her academic aspirations are on an upward trajectory, thanks to her participation in the McNair Scholars program—a 10-week summer research apprenticeship. Named after astronaut Ronald McNair, who died in the 1986 *Challenger* explosion, the scholarship is designed to get more first-generation and underrepresented college students on a path to a doctoral degree.

Wright’s research topic, on display at a lively and crowded

poster session at Coffman Union last summer, was titled “Exposure to Incarceration-Related Events Among Children with Jailed Parents.” She collaborated with her McNair adviser, assistant professor of pediatrics Rebecca Shlafer, ’10, to study—in samples of children with jailed parents—children’s exposure to incarcerated-related events, such as witnessing their parents’ arrests, and their common emotional reactions to those events.

It’s a topic that hits home for Wright. When she was a youth, her mom and stepdad were incarcerated for short periods on three different occasions.

## The art of research

Wright is now planning to pursue a Ph.D. in human development and family studies and obtain licensure in marriage and family therapy. Her targeted vision of the future is due in part to the guidance and support of Shlafer, who has a Ph.D. from the Institute of Child Development.

Shlafer remembers the moment when she and Wright



honed in on a set of questions that seemed doable for a summer research project.

“I think that there is a sweet spot in this program in trying to find a research question that adds a meaningful piece to the literature, and can be done in such a short amount of time and with a generally research-naïve scholar,” she says. “To find that, from my perspective as a mentor, was awesome. I’m pretty sure we high-fived when that moment happened.”

And as her McNair experience gained momentum, an enthusiastic Wright began viewing research as more than just a mass accumulation of data.

“I really started to see it as an art, and it was because of all the editing we had to do,” she says. “The first time I sent Rebecca my work, I’m not going to lie, I was very nervous... And I looked at the critiques and I thought, ‘Oh my goodness, this is terrible, because there are so many comments and so many things I have to change.’”



Above, JaLeesa Wright explained her research at the McNair poster session. Right, she and faculty mentor Rebecca Shlafer worked together all summer and continue to meet.

ISTOCK; PATRICK O'LEARY; RICK MOORE

“But through that, I understood that any work that you’re going to produce in this field has to be edited, has to be revised plenty of times over. I really started to see research as an art, putting these pieces together to create a full picture to present to the public.”

## A program that maximizes potential

The McNair Scholars program not only prepares students for graduate school and beyond, “it helps them maximize their time in their last year or two of college,” says Anthony Albecker, director of the program since 2012, who himself was a low-income, first-generation student. “As we look at trying to bolster and diversify those going on to get advanced degrees, this serves as an important pipeline for students.”

“I see McNair as this wonderful opportunity,” adds Shlafer. “I think it’s about providing students with a rich and meaningful chance to learn about the research process and, perhaps more importantly, build a meaningful relationship with a faculty mentor.”

Wright is continuing to work with Shlafer this academic year, logging about six hours in her lab each week, plus observing children’s visits with their parents at two local jails. Wright also will be applying for the Undergraduate Research Opportunities Program (UROP) in the spring.

Watching Shlafer and Wright interact, it’s clear that mentor and mentee share a special bond.

“I would say Rebecca is one of the most caring and respectful people that I have met during my undergraduate experience,” says Wright. “Caring in the sense that you can come in here and you can talk to her about your personal problems—have that conversation—but then we’re on to

## TRIO McNair Scholars

The McNair Scholars program at the University of Minnesota serves students in any major. A few come from other institutions. All are mentored by U of M faculty.

The U of M McNair program, housed in CEHD, is one of five in Minnesota and the only one in the University system.

McNair is one of eight TRIO programs funded by the U.S. Department of Education. TRIO grew out of the Higher Education Act of 1965, dedicated to improving first-generation and underrepresented students’ access to higher education. McNair was created to extend that access into graduate school.

Read more at [www.cehd.umn.edu/trio](http://www.cehd.umn.edu/trio).

talking about research. I like how she's able to balance that. She's able to keep it professional, but then she's also able to relate to her students and tell them, 'I do appreciate your work.' I love that. Credit is always given where credit is due."

Credit Wright with another insightful analogy on research and birds, small and large. In addition to her art, she loves to go to Fort Snelling, sit atop the bluff, and watch the planes go by.

"I see research as giving me the ability to see through a bird's eye—overlooking a population, looking at some things a lot differently than what you would see on the ground." +



Above, McNair Scholar Mulki Naley described her research to Karen Kaler, wife of President Kaler, at the poster session. Right, Naley and her mentor, Regents Professor Karen Seashore, explored school choices of Somali parents. Below, McNair Scholars program director Anthony Albecker captured a photo of the 2014 cohort.

PATRICK O'LEARY; GAYLA MARTY

## McNair Scholars at the U since 1992

- + 47 are currently undergraduates
- + 189 have been admitted to graduate programs
- + 107 have received master's degrees
- + 28 have received professional degrees
- + 19 have received doctoral degrees
- + 53 are enrolled in graduate programs
- + 23 are enrolled in doctoral programs

The 2014 cohort included 17 students from 5 U of M Twin Cities colleges plus UMD and two private colleges. Faculty mentors came from 10 Twin Cities campus colleges.

U of M TRIO programs will sponsor a conference, "Honoring Our Past, Owning Our Future," on February 7. Learn more at [www.cehd.umn.edu/trio/conference](http://www.cehd.umn.edu/trio/conference).







# McNair—the long view

BY GAYLA MARTY

## REGENTS PROFESSOR KAREN

**SEASHORE** had already mentored three McNair Scholars over her career when, last spring, she got a call about a possible fourth. A new applicant's interests seemed like a great fit for Seashore, the campus McNair director told her. He hoped she would take a look.

Mentoring a McNair Scholar is a solid commitment that runs right through the summer, which is precious time for research and projects that fall by the wayside during the academic year. Seashore's last McNair experience was 11 years ago. But when she met Mulki Naley, she was in.

"Mulki is one of the most determined people I have met," says Seashore. "She really impressed me."

Naley's family, from rural Somalia, immigrated after several years in Mogadishu. Today she is a mother of nine who has completed a bachelor's degree and is working on a certificate in adult education. She heard about the McNair Scholars program at a weekly meeting at the Student Parent Help Center.

Naley wanted to understand the factors that influence Somali immigrant parents' school choices for their children. Navigating those choices herself, she had been able to find almost nothing on the topic of school choice related to her community. Yet Minnesota has one of the largest Somali immigrant populations in the nation, and it is a culture that places a high value on education.

Seashore is an expert on school choice and verified the gap. The two had an immediate common interest.

"It was the right time and the right place," says Seashore. "And Mulki is such an eager student, you almost have to hold her back."

Naley was able to design and carry out a small-scale research project over the summer, interviewing Somali immigrant mothers about their families' school choices for their elementary-age children. Finding people who agreed to be interviewed and designing the interview questions for both women and men proved difficult, so Naley decided to focus on mothers. Another challenge was finding time

## Reflections of a faculty mentor

to meet with people during Ramadan, which coincided with the month of July this year.

"At first I thought more than 10 [research subjects], but Karen Seashore knew 10 was enough," says Naley. Her interviews took place on playgrounds, at a community center, and in kitchens. They were still in progress when she

presented her preliminary findings at the McNair poster session.

Naley saw wide variation in the school choice experience of the people she interviewed. Variables included the ages and gender of their children, literacy, and English language fluency. She also gained insight on herself as a highly engaged parent. And she learned a lot about research methods.

"Knowing how to do research opens new doors—it gives me a light," says Naley. "I know now that I am very interested in student development, and in any community, with all parents."


Seashore learned a lot, too. Beyond Naley's findings, she gained new knowledge and insight about Somalia and about Minnesota's Somali immigrant community.

"Mulki is so much fun to talk to—so open," says Seashore. "I could see her growth every week."

Seashore also experienced a stronger McNair Scholars program.

"Eleven years ago, it was basically the student and me," she says. "This time, Mulki went through a structured program about how to accomplish what you want to do during the time provided. They have real homework and do research on graduate schools."

Seashore has advised 65 doctoral students and countless master's students over her career. All her McNair Scholars have gone on to graduate school, she notes with satisfaction.

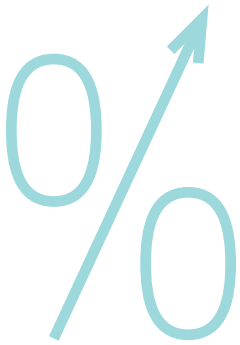
"McNair, because of its potential for changing lives, has been as rewarding as working with many advanced students," she says. "Creating more access to graduate education, giving a mentoring experience that increases someone's confidence that they can go to graduate school, encouraging people to think like a researcher—beyond the technical aspects to *meaning*—this is why we become professors in the first place!" 

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Read more about JaLeesa Wright, Mulki Naley, and their cohort—and link to their posters—at [www.cehd.umn.edu/trio/mcnair/Scholars](http://www.cehd.umn.edu/trio/mcnair/Scholars).

# engaged

# 100%



A three-way partnership of a hometown company, local school districts, and the U are advancing education in science, technology, engineering, and math—locally and nationally

BY ALI LACEY AND GAYLA MARTY

**EMILY DARE LOVES ASTROPHYSICS**, but her small-town high school in New Jersey had trouble keeping science teachers. That shaped Dare's work today in St. Paul and east metro schools: using research to improve education through integrating science, technology, engineering, and mathematics (STEM).

Dare wants to see students inspired to pursue careers in the sciences. She helps teachers create that excitement in their students.

As a teacher of teachers, Dare observes during classroom visits, then works with teachers to create a curriculum plan that will efficiently integrate STEM education into their K–12 classrooms. In the past three years, Dare has worked with more than 150 teachers in St. Paul and its suburbs.

One of those teachers is Dave Rafferty, a middle school science teacher in Woodbury. He had been teaching for more than 25 years when Minnesota adopted engineering as a part of its state science standards. Though he felt like a good science teacher, he didn't think his interest in the engineering field matched his ability to teach it.

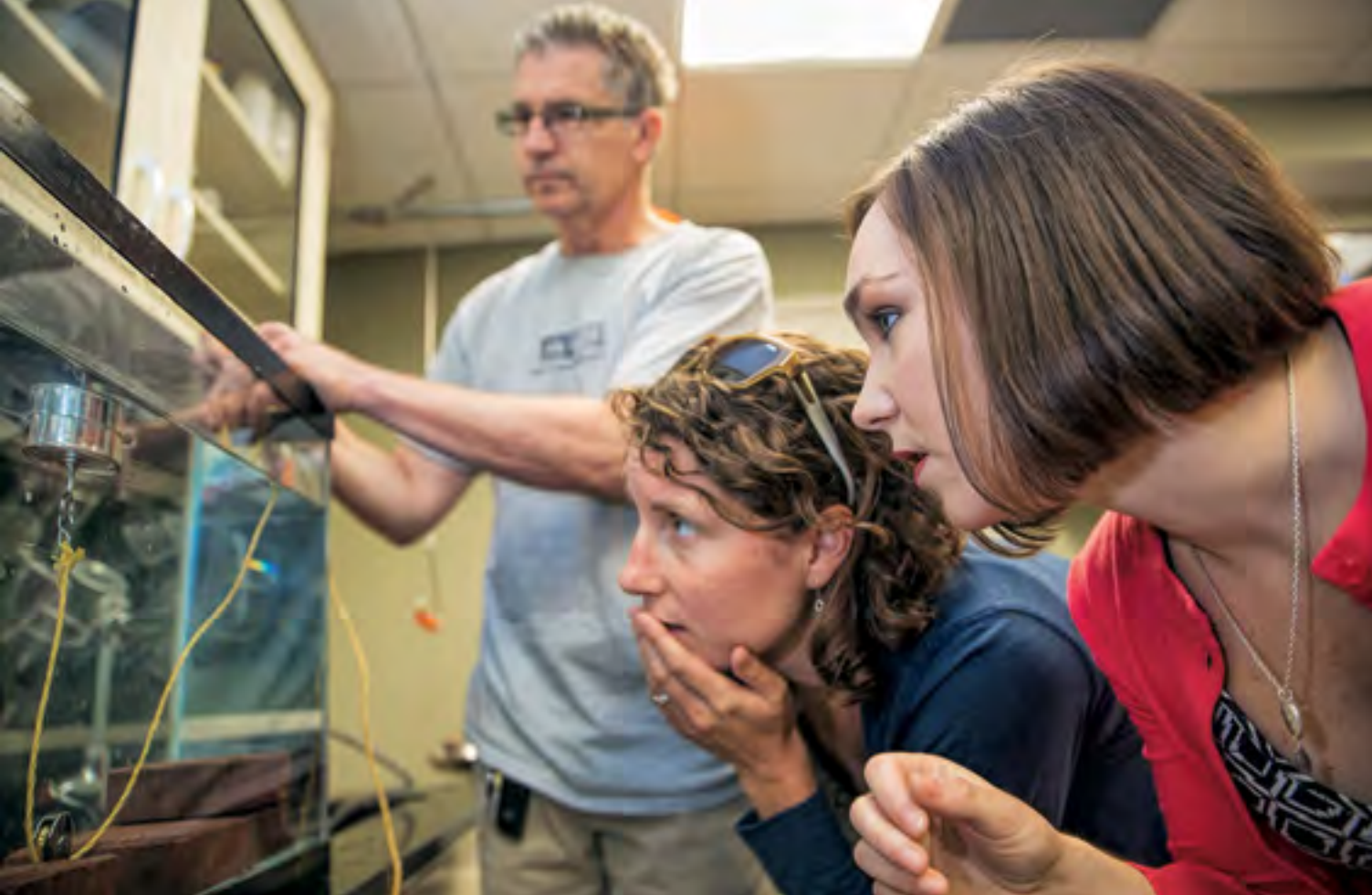
When Rafferty heard about a new STEM education professional development program at the University two years ago, he immediately wanted to participate. In the year-long program, he and other teachers would meet monthly with a STEM education expert and attend a three-week intensive course that would help them write a new curriculum to use in their own classrooms.

"Right away, I felt like I was a valuable part of a team," Rafferty says. "I was well supported when we began the course work."

Rafferty began working with Dare in the summer of 2013. The three-week intensive course jump-started his implementation of the new curriculum in the fall. It worked so well he continued for another year.

Before the STEM education course, Rafferty taught single-activity based engineering that didn't necessarily combine mathematics, science, and technology. That has changed.

"It isn't STEM if you're not integrating your science and math into solving the problem," Rafferty says. "As a result, the activities I do now take much longer."



Emily Dare, right, worked with teachers Dave Rafferty and Liz Scheidel on a demonstration to teach students about buoyancy.

## Making an impact

The STEM Education Center was created in 2010 to improve science, technology, engineering, and mathematics education through interdisciplinary research in learning and cognition, STEM integration, instructor development, and evaluation and assessment. Learn more at [www.cehd.umn.edu/STEM](http://www.cehd.umn.edu/STEM).

The time is well spent because the projects apply all aspects of STEM. Rafferty is able to give students concrete examples of how to use math and science in everyday problem solving.

During his first year in the program, Rafferty's students designed a solar oven using the new curriculum. This year, they will design a watercraft intended for the National Guard to save flood victims in a real-world scenario. To complete the problem, students will have to understand volume, force, and buoyancy in order to calculate how many passengers the boat will hold.

"The difference this new approach made was night and day," Rafferty says. "The kids are a hundred percent engaged and they're excited to come into class to get going on it."

An unexpected result is the sense of community that the new way of teaching created within the classroom. One of the biggest challenges in middle school, Rafferty knows, is helping kids get along. The teams implemented in the classroom became a valuable tool to teach kids about working together.

"The STEM education program is the best professional development I've ever done," he says. "It was different from anything I've been a part of."

The modified curriculum created by Rafferty and his cohort will be posted for national access, giving other K-12 teachers the opportunity to begin integrating their classrooms, as well.

"The program has broad impacts," says Dare. "These teachers are at the forefront of STEM education and how science education is changing."

## In our back yard

Dare is a doctoral student in STEM education at the University of Minnesota. The program that changed everything for Rafferty and generated a curriculum for peers across the country was implemented at the STEM Education Center with





In a STEM Education Center classroom, Emily Dare, right, and grad student colleague Aran Glancy, left, worked with teachers in the summer professional development program. Out in the hallway, they tested a toy hovercraft.

Development to establish 3M STEM Fellowships that would have an immediate impact: supporting top national talent from the STEM Education Center, and putting those STEM educators to work in local school districts to implement the new engineering standards. The partnership aimed to strengthen schools, the U's teacher preparation programs, and 3M's future work force. It would also advance research about what really works in STEM education.

"Having that excellence in our own back yard will have unlimited outcomes," says Meredith Crosby, director of 3Mgives Strategic Initiatives.

The partnership started with two 3M STEM Education Fellowships in the first

year, focused on middle school teaching and learning. The next year the program expanded to four, then six fellows per year, allowing support at the elementary level as well. Since 2011, eleven doctoral students supported by 3M STEM Education Fellowships have served five school districts in St. Paul and the east metro area of the Twin Cities.

In St. Paul Public Schools, a fellow has collected data on what's happening in classrooms and what teachers are doing.

"Having a fellow has allowed us to get a district-wide picture of our strengths and weaknesses," says Marty Davis, supervisor for preK-12 science in St. Paul Public Schools. "It's allowing us to support and advance our teachers who are really superstars. And it helps us identify areas where additional resources may be needed."

## National impact

Micah Stohlmann and J McClelland were the first two 3M STEM Education Fellows. They contributed to improvements in a new engineering curriculum then being adopted by schools across the nation.

an \$8 million grant from the National Science Foundation.

A key factor in winning the grant was a partnership of the STEM Education Center with Maplewood-based 3M and east metro school districts. A few years before the NSF grant, 3M STEM Education Fellowships enabled the University to attract talent like Dare's and put it to work in 3M's back yard.

3M was already concerned about K-12 math and science education when engineering was added to Minnesota's state science standards in 2009. The new mandate from the Department of Education created a need for schools to learn more about engineering and how to best integrate it into their curricula.

As a company that relies on strong talent in the STEM fields, 3M reached out to the North St. Paul-Oakdale-Maplewood school district, ISD 622. They purchased kits to help teachers prepare to teach the new standards.

3M has also enjoyed a strong relationship with the University, hiring thousands of U grads since the company's founding in 1902. So when the U's STEM Education Center was created in 2010 to train K-12 teachers and foster students' interest and competencies in STEM fields, the manager of education giving at 3M immediately recognized the potential.

"Creating the partnership and buying those kits was great," says Sharon Burrell, curriculum coordinator for ISD 622. "What made the partnership really powerful was the University."

3M worked with the College of Education and Human



Stohlmann worked with Oltman Middle School in St. Paul Park to support teachers who were using the new curriculum. He and McClelland analyzed it, assisted in classrooms, developed supplemental curriculum materials, and researched and communicated best practices for STEM education integration.

They found that the new engineering curriculum was lacking in its connection to math and science education according to the Minnesota math and science standards. Then they provided valuable data that would allow the publisher to improve its curriculum.

“It highlights the difficulty in having quality integrated STEM education curricula for students that develops both their content knowledge and other important life skills,” Stohlmann says. “That means teamwork, communication, innovation, being adaptable, and the ability to synthesize and be technology savvy.”

It was the work of Stohlmann, McClelland, and the other early 3M STEM Education Fellows that proved how effective the model could be and made the center’s grant application to the NSF so strong.

Today, Stohlmann is an assistant professor at the University of Nevada, Las Vegas, helping to train the next generation of educators. With the exceptional experience that the fellowships provide, other 3M STEM Education Fellows are sure to follow into similar positions.

“The 3M fellowships are an exciting opportunity for graduate students to be involved in meaningful school-based



Dare and teachers Rafferty and Scheidel worked on writing a STEM curriculum.

## A model for STEM education

The three-way partnership behind the 3M STEM Education Fellowships is a model that can be adapted in other communities where a school district and a local business team up to access the resources of the University STEM Education Center. To explore options for your community, contact STEM Education Center liaison Jane Townsend at [jjt@umn.edu](mailto:jjt@umn.edu) or 612-624-3427.

reform,” says professor and associate director of the center Gillian Roehrig. “It provides opportunities for publications and makes them attractive on the job market to other universities.”

## Passing on the passion

3M takes pride in helping to lay the foundation for work with not only a national but a global impact. Close to home, they are encouraged by progress in STEM education they are seeing in their community.

“The best thing is seeing STEM on the agenda, top of mind in school districts,” says Crosby. But the work continues to evolve.

Improving access and equity is critical. Crosby wants to see all students, including girls and underrepresented people of color in STEM fields, get excited and engaged.

“We are a company of scientists and researchers with a passion for STEM,” Crosby explains. “3M’s focus on innovation comes from people who, during their education, found some connection in those areas. They are committed to making sure that the next generation has the same opportunity to find that connection and passion and, ultimately, to find a fulfilling career in a STEM-related field.”

Those goals coincide with the University’s commitment to diversity. And they are a perfect match for Dare. During her time as a fellow, she has seen more students thrive in science classes and engage in the learning process through classroom discussions.

“For science, that’s important,” Dare says. “You can read a textbook and do problems, but it’s when you talk about it and start to think about it critically that you get that true science understanding.”

Learn more about the 3M STEM Education Fellowships and EngrTEAMS at [www.cehd.umn.edu/STEM/Research](http://www.cehd.umn.edu/STEM/Research).

# Research to improve lives

David Johnson, '87, expands opportunities for individuals with disabilities and their families



**LITTLE DID DAVID JOHNSON KNOW**, growing up in Minneapolis, how his older brother would shape his career path. Vance developed a significant developmental disability during infancy, one that required care at a time with no in-home supports available.

“In 1945 there were really only two choices—to institutionalize, or to keep a child at home,” says Johnson. “Our parents’ decision was to have Vance remain at home in the care and support of our family. This meant 24/7, 365-days-a-year care.”

Johnson, his parents, and his brother Rick were the primary source of support for Vance through the 1950s and '60s, the peak years of institutionalization for Americans with a broad range of disabilities.

Today, Johnson is a professor and director of the Institute on Community Integration (ICI), part of a national network of 67 University Centers for Excellence in Developmental Disabilities and one of the largest. Johnson has not only witnessed a sea change in the citizenship of Americans with disabilities but, along with ICI, has played an important role in creating that change.

After graduating from Roosevelt High School, Johnson earned a degree in sociology at the University. He entered the Peace Corps in 1973 and found himself working for the Ministry of Education in the West Indies. There the role of his early life experience came to the fore. Johnson worked on a project in collaboration with the Peace Corps, United Nations, and International Labor Organization, coordinating a team that developed one of Jamaica’s first non-institutional special education programs for children with developmental disabilities.

Johnson returned to Minnesota, developed and directed a vocational assessment and career planning program for special education and other students reentering school from correctional and drug treatment programs in St. Paul, and completed a

master’s degree in rehabilitation counseling. The nation’s move toward deinstitutionalization of people with disabilities was beginning. In 1980, Johnson landed a job teaching in the Department of Special Education at St. Cloud State University.

He was recruited back to the University to help establish ICI with founding director and future dean and U president Robert Bruininks. Johnson completed his doctorate in special education policy and administration in 1987 and began teaching and leading research projects.

Minnesota was at the forefront in developing policies, research, and outreach in advance of the Americans with Disabilities Act, passed in 1990. With Johnson at the helm, ICI helped community-based services move forward in gaining access for people with disabilities to real homes, real employment, and other areas that removed barriers to daily routines of citizenship.

Under Dean Quam, he served seven years as senior associate dean for research and policy. He developed new ways to support faculty, initiated Research Day, and led efforts to increase sponsored funding expenditures to \$42.2 million, a record in CEHD’s history and a 58 percent increase from fiscal year 2009. The result is one of the best research infrastructures at the University.

“You can’t stand still in the soft-money research environment,” says Johnson. “You’re only as good as the next opportunity you can recognize or create.”

Last summer, Johnson returned to directing ICI and his faculty responsibilities full time. He has maintained his dry sense of humor and modest style and is glad to be back in his Pattee Hall office, full of art and photos of family and animals among the books and reports. He pauses to point out his two sons. One works in learning technology, he says proudly, and the other in special education.

Read more at [www.cehd.umn.edu/people/profiles/Johnson](http://www.cehd.umn.edu/people/profiles/Johnson).





## Honored

**Dante Cicchetti** (child development) received the Association for Psychological Science 2014 James Cattell Fellow Award. APS recognized Cicchetti “for his lifetime of significant intellectual achievements in applied psychological research and their impact on a critical problem in society.”

**Andrew Collins** (child development) received the Buhrmester Memorial Award for career contributions to research on interpersonal relationships during adolescence.

**Donald Dengel** (kinesiology), director of the Laboratory of Integrative Human Physiology, was inducted as a fellow in the National Academy of Kinesiology, which honors those who make significant contributions to the field through scholarship and professional service.

**Jed Elison** (child development) received the National Institute of Mental Health’s Biobehavioral Research Award for Innovative New Scientists (BRAINS). The \$2.4 million, five-year award supports research and research-career development of outstanding, exceptionally productive scientists who are in the early, formative stages of their careers and who plan to make a long-term commitment to research in specific mission areas of NIMH. Elison’s focus is on applying breakthroughs in neuroscience to understand the rapid and complex development of babies’ brains.

**David Ernst** (CEHD academic technology) was selected as a fellow in the Institute for Open Leadership. The institute is a training program to develop new leaders in education, science, public

policy, and other fields on the values and implementation of openness in licensing, policies, and practices.

**Michael Georgieff** (child development), director of the Center for Neurobehavioral Development, received the Samuel J. Fomon Nutrition Award from the American Academy of Pediatrics. This annual award was first instituted in 1944 to recognize an individual for outstanding achievement in research relating to nutrition of infants and children.

The **Tucker Center for Research on Girls & Women in Sport** and Twin Cities Public Television won the Upper Midwest Emmy for sports documentary for Media Coverage and Female Athletes. The documentary focuses on the evidence-based research of **Mary Jo Kane** (kinesiology) and the Tucker Center.

**JaeRan Kim** and **Traci LaLiberte** (Center for Advanced Studies in Child Welfare) are recipients of the Minnesota Association for Children’s Mental Health 2014 Outstanding Service Awards. They were nominated individually by different community organizations for their extraordinary achievements and leadership in children’s mental health, specifically in the areas of foster care and adoption.

**Joseph Merighi** (social work) was selected as 2014 Best Reviewer for the Journal of Social Work Education. He was chosen from among 127 journal reviewers in the past year.

**Gillian Roehrig** (curriculum and instruction) and Ph.D. students, all researchers in the STEM Education Center, were selected by the Association for Science Teacher Education (ASTE) Awards Committee for the Award

IV: Innovations in Teaching Science Teachers for their conference paper, “If You Can’t Say Something Nice: A Design-Based Research Approach Investigating the Social Interactions of New Science and Math Teachers Using a Video Annotation Tool.”

**Glenn Roisman** (child development) was awarded the 2014 Reuben Hill Award from the National Council on Family Relations. The award was given for his article, “Interpersonal and Genetic Origins of Adult Attachment Styles,” in the *Journal of Personality and Social Psychology*.

**John Romano** (educational psychology) was the recipient of the Henry P. David International Mentor Award from the International Division of the American Psychological Association. The award is given for exceptional mentoring to students and early career professionals in an international context.

**Andrew Zieffler** (educational psychology) is the recipient of the 2014 Waller Education Award from the American Statistical Association. This award recognizes an early-career nominee who holds a position teaching a course in statistics at a two- or four-year college or research university.

## Appointed

**Nina Asher** (curriculum and instruction) will serve on the Lifetime Achievement Award Committee of the American Educational Research Association’s Curriculum Studies Division (Division B) for 2014–15.

**Amy Hewitt** (Institute on Community Integration), director of the Research and Training Center on Community Living, began her term as president of



the American Association on Intellectual and Developmental Disabilities (AAIDD) in July. With more than 5,000 members, AAIDD promotes progressive policies, sound research, effective practices, and universal human rights for people with intellectual and developmental disabilities.

**Carol Ely** (Institute on Community Integration) became a member of the state-level Minnesota Employment Learning Community, a joint effort of the Minnesota Department of Human Services, Department of Employment and Economic Development, and Department of Education.

**David Johnson** (organizational leadership, policy, and development and Institute on Community Integration) was appointed by Governor Mark Dayton to serve on the Minnesota Governor's Council on Developmental Disabilities through January 2017. The mission of the council is to provide information, education, and training to build knowledge, develop skills, and change attitudes that will lead to increased independence, productivity, self determination, integration, and inclusion for people with developmental disabilities and their families.

**Dean Jean Quam** (social work) was appointed to Governor Mark Dayton's Task Force on the Protection of Children. The task force was created to advise the governor and the legislature on system and practice improvements in the child protection system at all levels of government in Minnesota.



Julie Brown

Bodong Chen

Veronica Fleury

Yuhei Inoue

Jenifer McGuire



Faith Miller

Joyce Serido

Rose Vukovic

Lindsey Weiler

Jason Wolf

## New faculty

**Julie Brown** (assistant professor, curriculum and instruction) studies design, development, and evaluation of learning environments that prepare culturally responsive science and mathematics educators. She has a Ph.D. from the University of Florida.

**Bodong Chen** (assistant professor, curriculum and instruction) has research interests in learning sciences, with a focus on knowledge building and learning analytics. He has a Ph.D. from the University of Toronto.

**Veronica Fleury** (assistant professor, educational psychology) focuses on special education with an emphasis on autism spectrum disorders (ASD). She has a Ph.D. from the University of Washington.

**Yuhei Inoue** (assistant professor, kinesiology) focuses on the contribution of sport in positive social development. He has a Ph.D. from Temple University.

**Jenifer McGuire** (associate professor, family social science) studies parent relationships for sexual and gender minority youth, well-being of sexual and gender minority youth, and parenting across family transitions. She has a Ph.D. from the University of Arizona.

**Faith Miller** (assistant professor, educational psychology) is focused on the implementation and sustainability of evidence-based practices in schools, especially relating to the improvement of outcomes for at-risk children and youth. She has a Ph.D. from Penn State University.

**Joyce Serido** (associate professor, family social science) has research interests in formation of financial behaviors and financial stress and adaptation in youth and families. Her Ph.D. is from the University of Arizona.

**Rose Vukovic** (associate professor, educational psychology) conducts research to increase the educational and psychological well-being of students

at risk for negative life outcomes, especially in underserved or marginalized populations. She has a Ph.D. from the University of British Columbia.

**Lindsey Weiler** (assistant professor, family social science) focuses on prevention

science, risk and resilience, and child and adolescent development within the family. Her Ph.D. is from Colorado State University.

**Jason Wolff** (assistant professor, educational psychology) studies

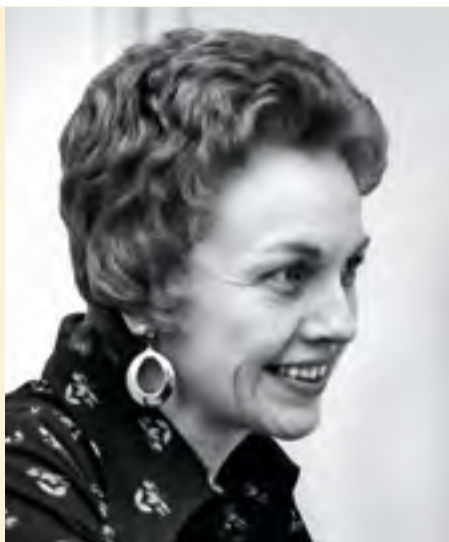
autism and the intersection of brain, behavior, and intervention as related to sensorimotor development and restricted and repetitive behaviors in the first years of life. He has a Ph.D. from the University of Minnesota.

## IN MEMORIAM

**Russell Burris**, professor emeritus of educational psychology, passed away July 7 at the age of 87. A World War II veteran who served the hospital corps in the Navy, Burris went to college on the GI bill. After graduate school, he arrived at the University in 1959 with his wife, Jane. Burris studied what and how we learn, in particular “expertness,” focusing on areas that included trial advocacy, clinical medicine, and art history. Working with faculty and departments across the University, he headed the consulting group on instructional design. In the Law School, he cofounded and directed the Center for Computer-Assisted Legal Instruction. He retired in 1999. A memorial service was held at Coffman Union in August. Burris is survived by his children, who established a fellowship in his name.

Gifts to the Russell W. Burris Memorial Fellowship in Educational Psychology may be made to the University of Minnesota Foundation, Fund 20556.

**Jeanne Lupton**, professor emeritus and former dean of the University’s General College, passed away August 16 at her home in College Station, Texas. She was 90. Lupton served as dean from 1979 to 1986. During her tenure at the University from 1960 to 1990, she also held positions as associate dean of



Jeanne Lupton

student affairs and as special assistant to the president. As an administrator, Lupton was a strong proponent for disenfranchised students and worked tirelessly on behalf of all students. She was a champion of women in higher education.

Lupton was born in Chicago in 1923, moved with her family to Minneapolis in 1937, and graduated from Washburn High School in 1940. She received a B.A. (’44), M.A. (’49), and Ph.D. (’56) in history from the University. Before coming to the U she taught high school in Chaska and college in Mankato. She married Robert Lupton, Jr., in 1962. Lupton is survived by her stepchildren, their families, and many close friends.

Memorial donations to the Jeanne T. Lupton Legacy Scholarship Fund may

be made to the U of M Foundation, Fund 3300 or online at [www.giving.umn.edu/giveto/lupton](http://www.giving.umn.edu/giveto/lupton).

**Kathryn Rettig**, retired professor of family social science, passed away August 16 at the age of 75. With a Ph.D. in family ecology and educational psychology counseling, she held positions in Illinois and Iowa before joining the University of Minnesota faculty in 1985. Her interests focused on legal-economic issues including family values theory and research, divorce, and ethical challenges in family life. She collected primary data from court files for longitudinal research on the economic consequences of divorce in Minnesota, called the Rettig Study in legislative reports. Rettig served as a mentor, adviser, and friend to many, and it was the development of her students and colleagues that brought her the greatest satisfaction. A celebration of her life was held at McNeal Hall in October. The Department of Family Social Science established a memorial fund to honor her scholarship and support graduate students, with a preference to those whose research focuses on issues faced by women.

Memorial donations to the Kathryn K. Rettig Fellowship may be made to the U of M Foundation, Fund 20600 or online at [www.giving.umn.edu/giveto/rettig](http://www.giving.umn.edu/giveto/rettig).



# After the revolution

## Alumni in and from Tunisia at work

*Work hard. Play hard. Learn English. Have fun!*

That's the motto of a new preschool and after-school program in a suburb of Tunis, Tunisia, on the southern shore of the Mediterranean. This fall it opened its doors to 104 children, who come to swim, play pickleball, make art, and learn language. On the tiled terrace upstairs, parents can drink coffee and access free Wi-Fi with a view of the sea.



The director of ClubAnglais is **Eric Crane** (Ph.D. '01), who brings 12 years of experience living and working in Morocco as well as raising a family in a multicultural and multilingual environment. His doctorate was in work,

family, and community education with an international focus and support from a Rotary scholarship and a Fulbright. He and his wife moved their family to Tunisia a year ago to work on developing what they thought would be new school.

In Morocco, Crane was involved with several educational projects and became acquainted with research in dual language and immersion education.

"When my family and I began considering moving to Tunisia, I immediately knew that I should enroll in the dual language and immersion education program in CEHD," says Crane. He contacted professor Dee Tedick and began working on the specialist certificate in the fall of 2013.

Tunisians commonly speak two or more languages, including Arabic and French. English is increasingly common, but U.S. businesses and organizations have had a hard time recruiting professionals with families to Tunisia, where French has dominated the education and business sectors. ClubAnglais was developed with the support of investors seeking to meet the needs of families with children who speak or want to learn English.

"Things are going well," says Crane. "My studies in dual language and immersion provided a solid framework to launch ClubAnglais."

Tunisia was the birthplace of the revolutionary wave that swept through the region in 2011. So far, it is the sole Arab

nation to gain a democracy and relative stability. After half a century of dictatorship, with a new constitution, Tunisia held elections this fall for a parliament and president. It faces many challenges, including the hard task of rebuilding its economy.

Crane is one of several CEHD alumni in and from Tunisia who are making a difference.

**Isaac Bolger** (M.A., '11) works a few miles away at the Mediterranean School of Business, the first U.S. style business school in Tunisia. In a burgeoning business hub just outside the capital, MSB's state-of-the-art, technology-rich classrooms are filled with students from around the Mediterranean and Europe. Bolger is the director of international development and chair of student affairs.

**Imed Labidi** (M.A. '98) grew up in Tunisia under censorship. Today he teaches in cultural studies and comparative literature, where he went on for a Ph.D., with an emphasis in media and film. Three years ago, Labidi piloted a University Global Seminar over winter break (below), giving students the opportunity to visit Al Jazeera headquarters in Qatar and discuss the role of news and social media in the region's popular uprisings. His course has proved so popular that this year it will expand to include Dubai, land of skyscrapers as well as souks.

**Salah Ayari** (Ph.D. '98), now teaching Arabic at Texas A&M University, started taking student groups to Tunisia several years ago. After the revolution, he moved the program to Morocco. This year, he's hoping it will be back in Tunisia.

Read more at [www.cehd.umn.edu/connect/2015/Tunisia.html](http://www.cehd.umn.edu/connect/2015/Tunisia.html).



# Checking and connecting

**Darnell T. Logan, '02, helps students stay on track to graduate**



**“I HAVE AN OFFICE,** but my job doesn’t allow me to sit in it that much,” says **Darnell T. Logan, '02.** “My day is always full, and I put tons of miles on my car.”

Logan is the coordinator of psychological services for Atlanta Public Schools, a system with roughly 100 schools and 50,000 students. He supervises all 22 of the district’s school psychologists and 16 student advocates. In addition, he is the district coordinator of positive behavior and intervention support (PBIS). Every day he is involved in meetings, crisis interventions, consultations, and addressing district-level disciplinary concerns. One morning in late September, for example, Logan conducted a clinical interview with a parent, then held a consultation with a principal at another location about services for a student with a disability.

“What’s most rewarding is when I feel I’ve helped a family,” says Logan. “‘Central office coming to meet with us’ is still considered unusual.”

The most challenging aspect of his job is having to work reactively so often, he says. He provides monthly staff development for his team, but he always aspires to do more to support those he supervises.

At St. Paul Central High School, Logan didn’t foresee the career he has today. He was popular and involved in school activities, and he didn’t hold back from leadership or public speaking, but he says he didn’t have a particular focus. He thought he might go into business or teaching. At the University, he earned a bachelor’s degree that combined African American studies, sociology, and youth studies.

“I took the education path because I like to work with kids,” he says. After graduation, Logan was hired at the University’s Institute on Community Integration in Pattee Hall, working with Check & Connect in Minneapolis Public Schools.

Check & Connect is a research-based intervention to increase student engagement at school and with learning. It is designed to help at-risk students by building relationships and social and academic competence. Its goal is to help students complete school.

It was through Check & Connect that Logan met a school psychologist for the first time and discovered the field. He met professor Sandy Christenson, applied to the master’s program in educational psychology, and began in 1999. He continued to work with Check & Connect and wrote his master’s thesis on one of its components.

After completing a certificate in school psychology, Logan moved to Georgia for a job as a school psychologist with the Fulton County Public Schools in 2002. There he served a district of 90,000 students in the first-ring suburbs of Atlanta. Over the next nine years, Logan worked in up to three schools at a time. But Logan wasn’t done with school himself. He earned a leadership certificate and then his doctorate in executive leadership. He found that his educational psychology degree from Minnesota was his biggest advantage.

“My knowledge base was leagues above my peers,” he says. “Going into my doctoral program, I was already grounded in the statistics and research methodology. The grad program is strong and really sets you apart. It’s not just ‘Test the kid and place the kid’ but ‘Understand the kid.’”

In 2011, Logan was hired into his current position. And this fall, he was excited to bring Check & Connect to Atlanta Public Schools. The 16 student advocates he now supervises are Check & Connect mentors, joining Logan and his team to help students stay on track to graduate.

Read more at [www.cehd.umn.edu/people/profiles/Logan](http://www.cehd.umn.edu/people/profiles/Logan).





## FROM THE PRESIDENT

ZER VANG,  
B.S. '07, M.S.W. '13



Fall is always a great time to be on campus! The Alumni Society kicked off the year by helping students at the CEHD Alumni & Graduate Student Networking Social. Nearly 80 alumni and students gathered on September 12 to share ideas and career advice in the Weisman Art Museum's beautiful Riverview Gallery. In October, CEHD alumni couldn't have asked for a better Homecoming week. On Thursday evening, I had the privilege of watching **Janet Heidinger** (Ph.D. '92) receive the Alumni Service Award at the U of M Alumni Association's annual awards dinner. Friday's Homecoming party and parade ride with Dean Quam was a blast. Then we wrapped it all up with a thrilling Gopher football win on Saturday!

Saturday Scholars continues to be one of my favorite Alumni Society events. This year's faculty presenters shared the groundbreaking work they are doing in the areas of resilience and risk. We were lucky to have **Ann Masten**, newly named Regents Professor and faculty member in the Institute of Child Development, as our keynote speaker. Ann gave a fascinating talk about resilience in children. Ann is teaching a MOOC (massive open online course) on the topic in the spring. I encourage you to check it out!

This spring, we will continue our efforts to support students with the Alumni & Undergraduate Student Networking on February 25. Students routinely tell us that meeting and talking with alumni is one of the most helpful experiences they can have. If you are interested in sharing your career advice with students, please email me. We will also be recognizing recent alumni who are making big waves in their careers and communities through the CEHD Rising Alumni project. See the back cover for more information on how to nominate worthy Golden Gophers.

The CEHD Alumni Society is here to serve you. If you have ideas or feedback, please send them to [cedhas@umn.edu](mailto:cedhas@umn.edu).



**Stay connected to CEHD and the University of Minnesota!** [cehd.umn.edu/alumni](http://cehd.umn.edu/alumni)

### 1940s

**Vincent Di Nino** (B.S. '41), beloved and renowned band director of 30 years at the University of Texas at Austin, passed away September 9.

### 1960s

**Nancy Chakrin** (B.S. '66), photographer and co-author of *Friendship: The Art of Practice*, has an exhibit of her work traveling to allied health centers in the Midwest. • **William Schrankler** (Ph.D. '66) has published *Shadows of Time... Minnesota's Surviving Railroad Depots* (Woodbury Heritage Society).

### 1970's

**David Passmore** (Ph.D. '74), a faculty member at Penn State University for 35 years, was named Distinguished Professor

of Education and Operations Research.

• **Richard Ryman** (M.Ed. '76), pastor for 27 years of the First Presbyterian Church in Cobden, IL, passed away on May 16. • **Mary McDougall** (B.S. '77) and **Jill Pavlak** (A.A. '86) were recognized with the *Minneapolis/St. Paul Business Journal* Diversity in Business Awards.

### 1980s

**Sister Mary Kathleen Glavich** (M.A. '81) has published her first novel, *The Fisherman's Wife: The Gospel According to St. Peter's Spouse*. • **Martha Rosen** (Ph.D. '89) retired as manager of psychological services for Minneapolis Public Schools. She worked 35 years as a school psychologist in Connecticut and Minnesota. • **Karl Rosengren** (Ph.D. '89) is professor of developmental psychology at the University of Wisconsin–Madison.

### 1990s

**Marion Palm** (M.A. '93) received a grant from Thrivent Financial to produce an educational textbook, *An Introduction to Poetry Writing*. • **Keita Cline** (B.S. '96), five-time Big Ten champion, two-time All-American and two-time Olympian, and **Quincy Lewis** (M.Ed. '12), men's basketball All-American and Big Ten Scoring Champion, were inducted into the University of Minnesota "M" Club Hall of Fame. • **Ketmani Kouanchao** (M.Ed. '98) is dean of student services at Mendocino College. • **Eric Nelson** (M.Ed. '98) has been named principal of Irondale High School in New Brighton, MN. • **Valerie Thompson** (Ph.D. '99) has been named interim dean of University College at Alcorn State University. • **Christopher Wurst** (M.Ed. '99) is





**Saturday Scholars** More than 100 alumni and friends attended the 13th annual CEHD Saturday Scholars at McNamara Alumni Center. Distinguished faculty shared their work related to resilience and risk. New Regents Professor Ann Masten's keynote explored why some children thrive despite adverse circumstances. She signed copies of her new book, *Ordinary Magic: Resilience in Development*.



**Janet Heidinger** (Ph.D. '92), center, with Regent Beeson and Dean Quam, received the UMAA Alumni Service Award for her longstanding service to the University at the annual awards celebration October 16. Heidinger is a founding member of the Women's Philanthropic Leadership Circle, a former president of the CEHD Alumni Society Board, and a volunteer for the Extension Master Gardener program. She earned three degrees from the college and impacted the lives of countless students and professionals through her 30-year career with Minneapolis Public Schools.

the public affairs officer for the U.S. Consulate General in Milan, Italy. He has previously served as a diplomat in Slovenia, Zambia, India, and Guatemala.

## 2000s

**Abu Saad Hassan** (Ph.D. '02) is an assistant professor at Al Qasemi Academic College of Education in Baqa al-Gharbiyye, Israel. • **Amanda Herman** (M.Ed. '02) received the Outstanding Professional Award from the Minnesota Association of Family and Consumer Sciences. • **Ben Johnson** (B.S. '06) and **Carter Jensen** (B.S. '12) were honored for their work at the Minneapolis Egotist's #32Under32 Advertising Awards.

## 2010s

**Michelle Larson** (program evaluation certificate '11) was appointed

Minnesota's first director of the Office of Medical Cannabis in July. She is also a doctoral candidate in organizational leadership, policy, and development.

- **Mohammed Elmeski** (Ph.D. '12) is a senior monitoring and evaluation specialist at the American Institutes for Research (AIR) in Washington, DC.
- **Hakeem Onafowokan** (B.S. '12), third-year University law student, interned in the public affairs department at NASCAR's Daytona Beach headquarters through its competitive NASCAR Diversity Internship Program.
- **John Flomo** (Ph.D. '13) was appointed as the first president of Bong County Technical College in Gbarnga, Liberia. The newly created college is the first of its kind in Liberia dedicated to training students in the technical disciplines.



Class of '64 alumnae members of Phi Upsilon Omicron viewed yearbooks during a reunion visit to campus in July. Phi U is a national honor society in family and consumer sciences formed at the University in 1909. A Phi U Scholarship was established recently to support students in several colleges including CEHD. Left to right, Mary Hurlocker, Ann Stemm, **Virginia Juffer** (M.S. '64), and Margaret Morton.





# Forever Gold! Homecoming 2014

More than 600 people of all ages attended the CEHD picnic October 17, and 150 marched behind the CEHD banner in the nighttime parade down University Avenue. Almost as many children as adults showed off our retro Goldy T-shirts in the parade. The next morning, fans sat in the sun to watch the Gophers win a close one against Purdue.



KAREN MCCAULEY



## New gifts and commitments to the college



**James W. Hansen** committed \$500,000 through his estate to the college.

**Terry Free** has made a gift commitment of \$50,000 to create the Quinley T. and Terry G. Free Family Scholarship in support of scholarships for elementary education students.

**Mick and Susan Johnson** have made a commitment of \$100,000 through their estate that will endow the Michael J. and Susan F. Johnson Scholarship Fund.

The **Irving Harris Foundation** has made a grant to the Irving B. Harris Institute for Infancy Training.

**Carol and Jerome Benson** have made an estate gift of \$50,000, which will support scholarships in the School of Social Work.

Through their ELCA Living Endowment Fund, **John and Sharon Haugo** have made a gift of \$25,000 in support of graduate fellowships in the STEM Education Center.

**Pam Borton and Lynn Holleran** have made a gift of \$15,000 to the Pam Borton Endowment for the Promotion of Girls and Women in Sport Leadership in the Tucker Center.

**Rudolf Greulich** has made a gift of \$15,000 to be added to the Rudolf F. Greulich Scholarship Fund.

The **Julie E. Oswald Family Trust** has made a gift of \$10,000 in support of the Fund for Restorative Justice and Mediation.

**Elizabeth A. Huey** has made a gift of \$10,000 to the Tucker Center Operations Fund.

The **Lumina Foundation** has made a gift of \$7,500 to the Women's Philanthropic Leadership Fund.

The following gifts of \$5,000 have been received from:

- + **Woessner Freeman Family Foundation**, for the Iris C. Freeman and Warren D. Woessner Elder Justice Fund in the School of Social Work
- + **Irene Ott**, for the Ott International Student Scholarship in Family Social Science
- + **Jerry and Lisa O'Brien Family Foundation**, for the Fund for Excellence in Education

### 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/news](http://cehd.umn.edu/alumni/news). Need to update your contact information? [update.umn.edu](http://update.umn.edu)

CEHD Alumni and Friends on   
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# Roster of Donors 2013–2014

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, 2014. Also listed are donors to the Women’s Philanthropic Leadership Circle. A complete donor list is available at [cehd.umn.edu/giving](http://cehd.umn.edu/giving).

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

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# Giving matters

**TYLER BEST WILL NEVER FORGET** the first time he spoke about HIV before a village in Cameroon. He could feel the tension in the air.

“I am not an expert,” he said. “You have experience in your history, and you know how to do things that I would never be able to do.”

As Best spoke, he could see people’s faces relax. After his introduction that day, he set to work on a month-long project related to preventing HIV/AIDS, talking to and surveying total strangers about condom use and sexual activity. Before the end of his stay, Best and a retired doctor spoke on the radio to share survey results, which showed general familiarity with HIV prevention as well as particular issues that could be addressed.

Best is a student in a dual-degree program for a master of social work (MSW) and master in public health (MPH), following community health tracks in both. In Cameroon, he learned to use the community-based approach that is becoming the new paradigm in his fields. When he graduates, he hopes to work on public health campaigns in refugee camps or HIV campaigns anywhere in the world.

Best did not go to Cameroon alone but with four other graduate students. Scholarships from the Mary T. International Scholars Fund allowed them to undertake community projects that ranged from food sustainability to curriculum development in the Bamenda region. The group spent days at their work sites and evenings together, sharing meals and each other’s stories.

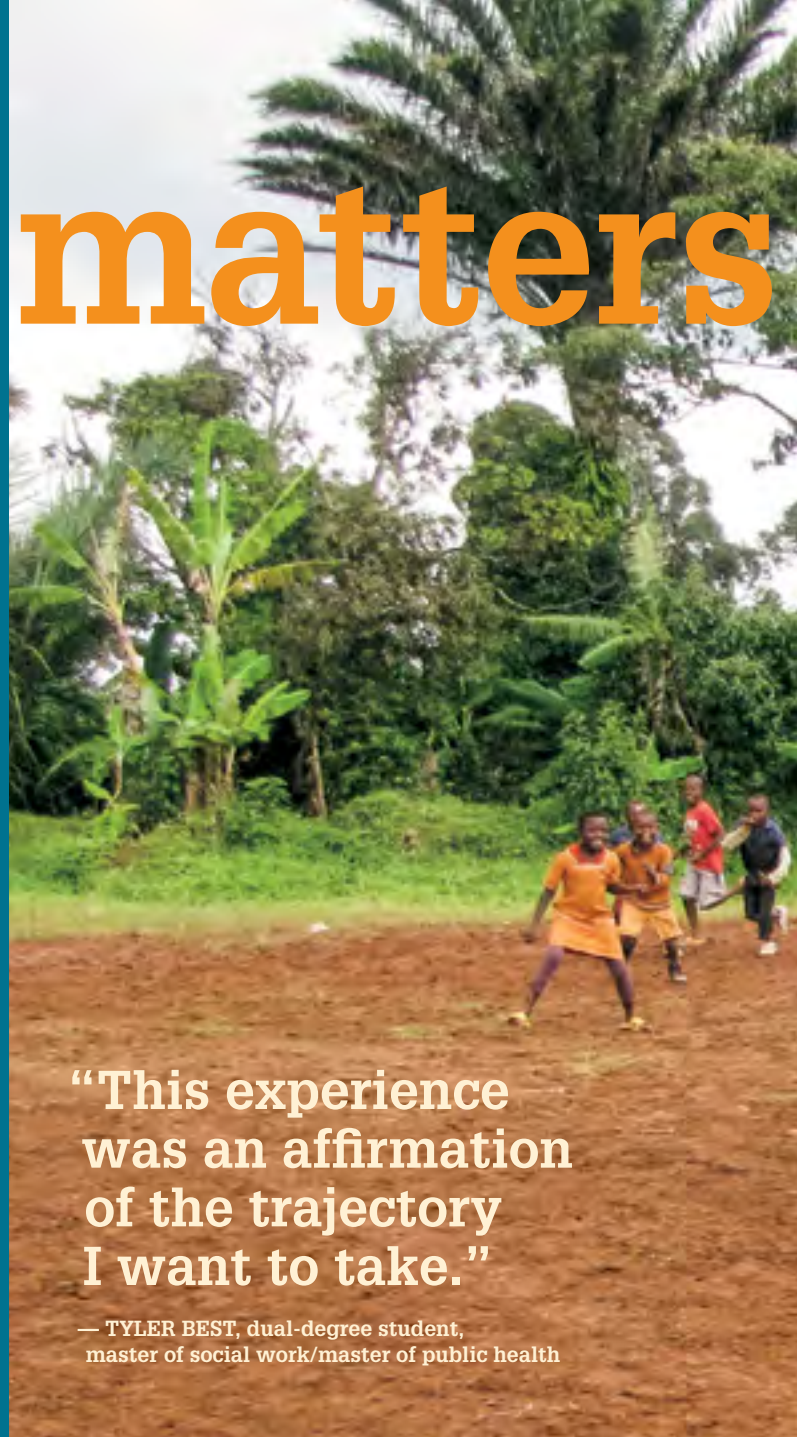
“I knew that, to be effective, the group would have to work together and share experiences,” says **Mary Tjosvold**, whose gift created the fund last year. Tjosvold’s work in Cameroon began in 2002, establishing a nursery and primary school. She knows the University, and as she got to know Cameroon, she recognized the potential for an exchange.

“My goal has always been to make a difference in someone’s life—and I share that goal with CEHD,” she says. “It’s in everything we do.”

Tjosvold is excited that her concept is a model for other study abroad programs.

“It’s incredible that someone is so generous as to fund five people to pursue their interests half way across the world,” says Best. “Most grad students can’t do it themselves.”

COURTESY TYLER BEST



“This experience was an affirmation of the trajectory I want to take.”

— TYLER BEST, dual-degree student, master of social work/master of public health

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## collegeCALENDAR

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](http://cehd.umn.edu/alumni/events) or call **612-625-1310**.

### Minne-College 2015

Join us at Minne-College 2015! The University of Minnesota has enlisted some of the most exciting, innovative, and ambitious program leaders to share their stories and vision with you. CEHD's own professor Marek Oziewicz will present in Arizona on fantasy and imagination in approaching global problems.

**Saturday, January 17**  
**Hilton Hotel, Naples, Florida**

Keynote: Dr. John Dean and Dr. Cheryl Robertson will speak about Ebola and other potential pandemics.

Visit [MinnesotaAlumni.org/FLMinneCollege](http://MinnesotaAlumni.org/FLMinneCollege) for registration information.

**Saturday, February 28**  
**The McCormick Scottsdale, Scottsdale, Arizona**

Keynote: Professor Mark Seeley will speak about coping with climate change.

Visit [MinnesotaAlumni.org/AZMinneCollege](http://MinnesotaAlumni.org/AZMinneCollege) for registration information.

### Alumni and Undergraduate Student Networking Social

**Wednesday, February 25, 5:30–7 p.m.**  
**Coffman Memorial Union**

Looking to give back? Now in its sixth year, the networking social has connected hundreds of CEHD undergraduate students with alumni in an informal, casual setting. Alumni help sharpen students' networking skills and career goals. Complimentary food and refreshments.  
RSVP to [cehdas@umn.edu](mailto:cehdas@umn.edu).

### **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 community? The CEHD Alumni Society is accepting suggestions of such alumni potentially to be featured in web profiles this April. Send ideas and suggestions to [cehdas@umn.edu](mailto:cehdas@umn.edu) by January 1. Visit [z.umn.edu/cehd23](http://z.umn.edu/cehd23)