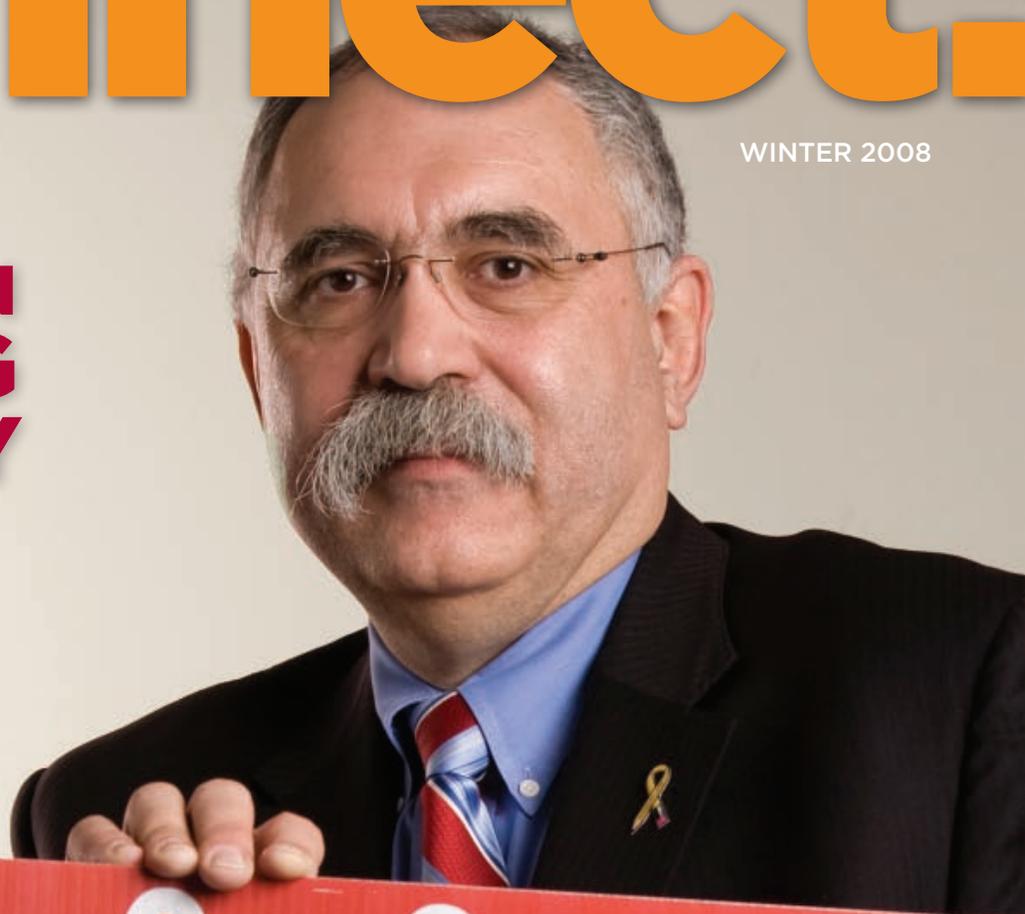


# connect!

WINTER 2008

## EDUCATION FUNDING & EQUITY

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Dear friends,



**AS WE ENTER THE SECOND HALF** of the academic year, I look back with pride on an autumn and winter once again filled with focused hard work that led to amazing achievements. Our College's commitment to serve as a model for most "impact-full" engagement—one component of our guiding vision and mission—continues to take shape in multiple collaborations and initiatives that reach across our departments, centers, and administrative units, linking us with outside communities both far and near. In one initiative a team

of faculty, students, and staff brought clinical talents, much needed supplies, and assessment and referral abilities to hard-hit areas of the Gulf Coast. Other members of our College community offered their unique skills and support to those affected by a tragedy closer to home—the Interstate 35W bridge collapse.

Now that the Minnesota Legislature is back in session, we at the College remain steadfast in fulfilling our promise of engagement by sharing our knowledge and discoveries with policymakers and other community leaders. Our newly launched Policy Breakfast Series promises to be an effective forum for an active exchange of concerns and ideas. The dilemmas and perspectives regarding opportunity and equity in our education and healthcare systems will be among those topics we will review and debate.

Although we can barely touch on such complex discussions in a single magazine, in this issue of *Connect!* we begin to explore some of the related questions around educational access and funding; issues that are inherently multicultural and multidisciplinary—the other components of our M<sup>3</sup> vision and mission. As you will soon see, research into topics such as these touches on every aspect of education and human development and spans every unit within our College. Our "Neighborhood" structure (please see my greeting in Vol.1, Issue 2 of *Connect!*) was designed for just this: to interweave the expertise and passions of our faculty, staff, and students into effective strategies for addressing multifaceted concerns.

We know it is a challenge to even begin to share with you the layers that make up these issues in the pages of each *Connect!* Please just know that this is only the beginning. Our entire College remains committed to joining with you and others in our communities to do the deep and continuous work needed to address each and every layer. It is indeed part of our destiny.

Best regards always,

Darlyne Bailey, *dean and assistant to the president*  
*Campbell Leadership Chair in Education and Human Development*

## connect!

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Photo of Darlyne Bailey by Patrick O'Leary.

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**on the cover: Alumnus Robbinsdale Superintendent Stan Mack (M.A. '77; licensures in superintendent, secondary school principal, director of special education) displays a sign designed by students. The district's November referendum failed, forcing deep budget cuts. photo by Leo Kim**

The College of Education and Human Development is a world leader in discovering, creating, sharing, and applying principles and practices of multiculturalism and multidisciplinary scholarship to advance teaching and learning and to enhance the psychological, physical, and social development of children, youth, and adults across the lifespan in families, organizations, and communities.

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**AROUND THE NEIGHBORHOODS:** The neighborhood themes pull together the College’s talents and strengths toward a common vision and mission. The themes are: **Teaching and Learning; Psychological, Physical, and Social Development;** and **Family, Organization, and Community Systems and Contexts.**

COMPILED BY ANITRA BUDD AND DIANE CORMANY

## Dishing across Minnesota

**THIS FALL DEAN DARLYNE BAILEY** set out to explore the culinary vernacular of Minnesota and to meet alumni, representatives from the Duluth campus, public officials, and other members of the education and human services community beyond her Twin Cities home base. Dubbed the Hot Dish Tour, the dean made multiple public appearances in Duluth, Grand Rapids, Mankato, and

Rochester. The events drew about 150 attendees in total who discussed topics including the dean’s advocacy for the College at the state legislature and the need for more K–12 educators of color.

“It is truly an understatement to say that our colleagues—our alumni, legislators, superintendents, principals, community leaders, and extension professionals—were as thrilled as we were to have this time together. They join us in looking forward to maintaining and deepening our connections,” Bailey says.

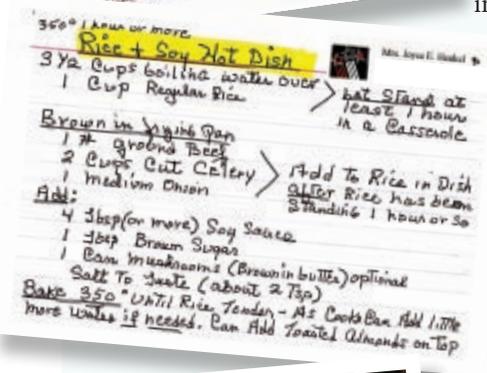
Attendees were asked to bring a copy of a favorite hot dish recipe to share. Dozens of recipes were gathered, including classics such as Tater Tot Casserole and more contemporary takes including Rice and Soy Hot Dish.

Future stops on the Hot Dish Tour include St. Cloud on May 22, and western Minnesota at a later date.

## Hormel teams with College for teacher development

**THE DEPARTMENT OF EDUCATIONAL POLICY AND ADMINISTRATION** is creating ongoing courses and professional development programming for Austin, Minnesota, teachers, in partnership with the Hormel Foundation and the Austin Public Schools. Funded by a \$1.3 million grant from the foundation, the program focuses on improving content knowledge and instructional practices in the areas of math, science, and literacy. Its ultimate goal is to increase student achievement and learning opportunities for both students and staff. The 96 program participants, who began classes in January, are pursuing certificates or M.Ed. degrees in science, math, science literacy, math literacy, and a number of other content areas.

Program coordinator and lecturer **Julie Kalnin** is excited about the fellowship’s future. “Over the next five years we plan to develop and refine the program model so that it can be replicated in other communities,” she says, adding, “We also hope to add a research component to the program.”



Dean Bailey and Keith Dixon, superintendent of Duluth Public Schools, during a Hot Dish tour stop

# College receives \$2 million for new endowed chair

**IN DECEMBER**, University alumnus Dan Huebner funded an endowed chair in honor of his late wife, alumna **Bonnie Westby Huebner**. The \$2 million chair focuses on learning technologies.

Bonnie Westby Huebner graduated from the College in 1953 with a bachelor's degree in education, later becoming an elementary school teacher in Minnesota and in California. She was a member of the Philanthropic Educational Organization and the American Association of University Women. Her husband spent his career in aeronautical engineering at such companies as GE Aerospace and Grumman Aerospace Corp.

"The chair perpetuates Bonnie's lifelong commitment to the primacy of education, representing an investment, in her memory, in teaching excellence through the advancement of technologies," Huebner says. Supporting the emerging area of learning technologies is a good way to represent both of their career interests, he said during a December event.

**Aaron Doering**, an assistant professor of curriculum and instruction, was named the first recipient of the Bonnie Westby Huebner Endowed Chair in Education and Technology. Doering is also education director of GoNorth!, an adventure learning project that connects K-12 classrooms with arctic explorers.

"I am honored, thrilled, and incredibly thankful to Dan Huebner and his commitment to the College, education, technology, and future scholars," says Doering. "This is the start of an incredible future for educational technology within the College of Education and Human Development. We will continue to make a difference within K-12 classrooms around the world as we rethink the way technology can transform education."

**Dean Darlyne Bailey** also anticipates the impact of the new chair. "I am personally moved, and we are all

delighted by Mr. Huebner's extraordinary gift," she says. "The Westby Huebner endowment enables the College to greatly enrich and advance the critical partnership among the highest quality teaching, learning, and technology.

"Dan's investment today of his family's commitment to these areas is an expression of their dream—one that I promise that we will fulfill together," Bailey continues.



Bonnie Westby Huebner



Dan Huebner (right) congratulates Aaron Doering, the first recipient of the endowed chair he established in his wife's name.

## Higher Ground explores untold side of Katrina



**CITIZENS WITH DEVELOPMENTAL DISABILITIES** and the direct support professionals who work with them were among the thousands left to cope with displacement and desperate conditions after Hurricanes Katrina and Rita. A new documentary produced by the Research and Training Center on Community Living at the Institute on Community Integration is shining a light on these unsung heroes and receiving accolades from the film industry.

*Higher Ground: The Dedication of Direct Support Professionals During and After Hurricanes Katrina and Rita*, produced by Jerry Smith, tells the stories of some of the New Orleans direct support professionals who, despite long hours and tremendous stress, provided services to their clients during and after the storm. The 45-minute documentary, which took roughly six months to complete, premiered in November in Louisiana.

“The story of Katrina is a story of economics,” says Smith. “Most of the subjects we filmed lived on very low wages, and a lot of them used their own limited funds to care for their supportees after the storm. So I see the film as an excellent classroom tool, not only for supporting people with disabilities but advocating for economic justice.”

*Higher Ground* received a bronze award at the December Northern Lights Media Festival in St. Paul, Minnesota, and a gold 2007 Audio/Visual award from the Association of Marketing and Communication Professionals. To purchase the DVD or to preview the movie, visit [highergroundthemovie.org](http://highergroundthemovie.org).

## Sport Business Institute shares global expertise

**IN NOVEMBER**, kinesiology lecturer **Rayla Allison** launched the Sport Business Institute to provide business consulting and research to clients in the sport industry. Faculty and students offer market research, business development analysis, risk management planning, and Title IX assessment at the local, national, and international levels. The Institute’s clients include the Western Collegiate Hockey Association, a NCAA Division I hockey conference.

Allison brings a wealth of sport industry experience to the institute from amateur, collegiate, and professional sports and from national governing organizations. She serves on the boards of the Babe Ruth League, Foundation IX, and Cultural Jambalaya.

Allison is excited about the experiential learning opportunities the institute offers students. “The Sport Business Institute bridges the University and its sport management students with real-world experience in the sport industry for an invaluable educational opportunity,” she says.

## College gathers policy leaders

**IN MID-JANUARY**, the College hosted the first of its Policy Breakfast Series for 2008, bringing together more than 150 policymakers, including Minneapolis Mayor R.T. Rybak, community and education leaders such as former Mayors George Latimer and Don Fraser, and faculty and staff experts from the University and the College.

Speaker Karen Pittman, executive director of the Forum for Youth Investment, presented her case for a comprehensive and coordinated youth policy that prepares all youth for college, work, and life by age 21.

She urged attendees to envision the positive outcomes they want for all youth, rather than simply reacting to problems, and to evaluate existing and needed resources through that lens. She also emphasized the need for measurable results and shared real examples of comprehensive youth policy that is working.

“This is not about helping particular young people beat the odds; it’s about actually going into the community and changing the odds by changing the landscape of our communities, and I believe we can do that,” she stated emphatically.

Panelists Sen. Mee Moua (DFL-St. Paul), and Dale Blyth, associate dean for youth development with the University Extension, offered the Minnesota perspective. Both agreed on the need to look at youth development and funding as a whole and to move beyond current silos.

A copy of Pittman’s presentation and information on the next policy breakfast can be found at [cehd.umn.edu/policy](http://cehd.umn.edu/policy).

## College extends help down river

**IN EARLY JANUARY** a team of eight faculty, staff, and students joined forces to provide crisis-intervention services to rural Mississippi communities still suffering from the impact of Hurricanes Katrina and Rita. The focus of the College’s From Minnesota to Mississippi initiative, as it is known, was to undertake needs assessments at the individual, family, and community levels, particularly in the area of mental health. After ascertaining the level of need, the team was able to refer clients to local service providers and to begin building a sustained, intentional relationship between the College and the affected areas.

In addition to invaluable services, the team donated items collected from the College community, including personal care products, cell phones, food, and more than \$600 in gift cards from home improvement and discount stores.

Research fellow and trip participant **Katrina Uhly** was particularly impressed with the diversity of the team. “We pulled together a group of caring and thoughtful folks from several different disciplines around a common interest, and the productive synergy that

developed really gives testament to the great work that can come from collaboration.”

The College contingent included a number from the School of Social Work: assistant professor **Priscilla Gibson**, a licensed independent clinical social worker; professor **Oliver Williams**, director, and **Marcus Pope**, associate director, Institute on Domestic Violence in the African American Community; **Tamiko Thomas**, field director; and graduate student **Arnold Imani Harris**. Marriage and family therapy student **Kathleen Bischel Beddow** (B.S. ’07) also participated.

Team member **Jill Trites**, a senior teaching specialist in postsecondary teaching and learning, returned to the area in February to continue distributing needed items and deepen work with community partners. The College is developing a formal proposal for specific follow-up projects.



**ABOVE** Rev. and Mrs. Willie Rawls offer free lunches every day to anyone in the Pearlington, Mississippi, area. **LEFT** Arnold Imani Harris stands in a former bank vault.





## Partnership responds to bridge disaster

**WHEN THE INTERSTATE 35W BRIDGE COLLAPSED** in August, the public and officials turned their attention to rescue efforts and traffic challenges. Few people immediately considered the event's potential impact on children. Few people, that is, besides Abigail Gewirtz, assistant professor in the Department of Family Social Science.

Gewirtz is project director and principle investigator for the Minnesota Child Response Center (MnCRC), a community-University partnership committed to increasing access to care for traumatized children and families. In consultation with the National Center for Child Traumatic

Stress, Gewirtz developed a free guide for families on coping with the bridge collapse. The publication includes a list of common child reactions to traumatic events, as well as tips on how parents can keep children calm in times of stress. Within a week of the collapse, the guide was available online through the National Child Traumatic Stress Network, of which MnCRC is a member, with Spanish and Somali translations.

For Gewirtz, the guide was a natural extension of MnCRC's current work. "We have special expertise in this area: parenting in the context of trauma," she explains. "We're also pretty nimble, because we're small."

## Tributes to Wayne Caron continue

**A MEMORIAL** Web page and fund have been created to honor family social science assistant professor Wayne Caron, who passed away in August at the age of 51. The Wayne Caron Memorial Fund had raised more than \$1,200 by early January to support strategic initiatives related to families and gerontology.

Caron was an active therapist, researcher, and author who also held positions in geriatrics in the University's Medical School, School of Public Health, and School of Nursing. He also founded the Wayne Caron Family Caregiving Center (featured in *Connect!*, Spring 2007), an organization dedicated to supporting family-centered care for people with dementia.

Those who wish to share remembrances of Caron can post them to his online memorial page at [blog.lib.umn.edu/hgroteva/caron\\_page](http://blog.lib.umn.edu/hgroteva/caron_page). To give to the fund, forward contributions to the University of Minnesota Foundation at the McNamara Alumni Center, 200 Oak Street S.E., Suite 500, Minneapolis, Minnesota, 55455 and be sure to note that the contribution is for the Wayne Caron Memorial Fund.

## Ed Persons:

### EMERITUS INNOVATES SUSTAINABLE ENERGY BY ANITRA BUDD

**DURING HIS 32 YEARS** at the University, professor emeritus Ed Persons became known for developing computerized tools to analyze farm management. The agricultural education professor taught hundreds of teachers, who spread their knowledge to farmers throughout the western half of the U.S.

But for the past five years, Persons has been studying a different kind of crop: wind. Since 2003 he's been part of Grant County Wind, an informal group that is building a commercial-scale wind farm in Roseville Township. After finally clearing some frustrating red tape, the operation will be fully functional by December, with ten wind turbines in place to start.

To Persons, the wind farm is the culmination of a number of goals. "We did this primarily as an economic venture, but we're also concerned about the need to provide a sustainable form of energy and to add something valuable to our rural community."

When he's not at Grant County Wind, Persons finds ways to help out at the Rafter P Annex. The Annex, a 450-acre ranch owned by his son, raises sheep and produces some hay, corn, and soybeans.

Persons is quick to downplay his work on the ranch. "I'm more or less an interested observer," he says.

As you might expect from a man who revels in the outdoors, Persons values the freedom of life outside the ivory tower. "It's nice to not have to answer to anybody. That's one of the beauties of being retired."

Not one to sit still, Persons is as an external graduate examiner for the University of Agriculture in Pakistan, for which he reviews Ph.D. theses. He also volunteers with his local Passport Club, a national geography program for elementary school students.

And if the timing is right and you happen to find yourself in Kensington, you might just see him calling bingo. For the past four years he's been a regular fixture at a local senior citizen's group, calling out the numbers once a month to an eager crowd of regulars.

It's only when considering what lies over the horizon that Persons can imagine taking a break. "I hope to sit by and watch our turbines leisurely turn," he says. ●



## New neighborhood leaders

Dean Darlyne Bailey is pleased to announce the appointment of neighborhood leaders who will help the College carry out its vision of multiculturalism, multidisciplinary, and modeling engagement. These leaders will work with the associate deans to bring together College, University, and community expertise to address specific challenges and to encourage research, teaching, and community engagement:

- + *Teaching and Learning*: **Matt Burns**, associate professor, educational psychology, and **Kyla Wahlstrom**, director, Center for Applied Research and Educational Improvement
- + *Psychological, Physical, and Social Development*: **Nicki Crick**, director, Institute of Child Development, and **Teri Wallace**, research associate, Institute on Community Integration
- + *Family, Organization, and Community Systems and Contexts*: **Bill Doherty**, professor, family social science

## New international initiatives director

**Christopher Johnstone** has been appointed director of international initiatives for the College. A researcher within the National Center for Educational Outcomes, Johnstone will be working with Associate Dean Heidi Barajas and with Dean Bailey to ensure the College's mission is carried out multiculturally and multinationally.

## Appointed

**Nicole Landi**, assistant professor, educational psychology; reading development, reading acquisition, neurobiological bases of dyslexia; Ph.D., University of Pittsburgh

## Honored

**Rayla Allison**, kinesiology lecturer and CEO of the newly formed Sport Business Institute, was inducted into the Honor Wall of Fame honoring distinguished alumni at the University of Texas at Arlington.

Professor **Patricia Avery** (curriculum and instruction) accepted a one-year appointment on the new editorial board for the Teaching, Learning, and Human Development section of the *American Educational Research Journal*.

**John Cogan**, professor emeritus in educational policy and administration, who founded the Comparative and International Development Education program, received a 2007 Global Engagement Award from the University for outstanding contributions to global education and international programs.

Associate professor **Don Dengel** in the School of Kinesiology was a featured speaker at the October Target Health and Fitness Expo. Dengel's presentation was entitled "Super sizing our kids: Problems and solutions for childhood obesity."

Professor **Deborah Dillon** (curriculum and instruction) has been named to the Guy Bond Chair in Reading, established in honor

of longtime professor Guy Bond to encourage scholarly activity in reading. Dillon's scholarship focuses on literacy practices of teachers and learners in K-12 schools; motivation and its role in literacy learning; and the sociocultural and historical contexts for literacy.

**Aaron Doering**, assistant professor of curriculum and instruction, will be the first faculty member to hold the Bonnie Westby Huebner Endowed Chair in Education and Technology. Doering's GoNorth! project won second place in the over-\$100,000 category of the Association for Educational Communications and Technology's (AECT) 2007 Outstanding Achievement in Innovative Instructional Design and Development competition.

Postdoctoral associate **Christine Greenhow** (curriculum and instruction) received a \$25,000 grant from the Office of the Vice President for Research for the multidisciplinary research symposium "Networks & Neighborhoods in Cyberspace." She also was invited to join the International Society of Teacher Education NETS Stakeholders Advisory Council, which is revising the National Educational Technology Standards for Teachers.

**Tabitha Grier**, assistant professor in the Department of Postsecondary Teaching and Learning, and kinesiology professor **Tom Stoffregen** both received Grants in Aid of Research, Scholarship, and Artistry from the University. Grier will pilot career education at Patrick Henry High School in north Minneapolis.

Stoffregen plans to continue research on postural instability and visually induced motion sickness.

The Institute for International Sport named professor **Mary Jo Kane** (kinesiology) one of the 100 Most Influential Sports Educators.

Professor **Juergen Konczak** in the School of Kinesiology received a grant for \$100,000 from the Minnesota Department of Education to help make the Twin Cities German Immersion School a model for other programs in the state.

**Sarah Leberman** was awarded a Fulbright Senior Scholar Award to conduct research over four months at the Tucker Center for Research on Girls & Women in Sport. Leberman was a senior lecturer in sport management and coaching at Massey University in New Zealand.

Professor **Cynthia Lewis** (curriculum and instruction) and her co-editors have won the Edward Fry Book Award from the National Reading Conference, which recognizes a noteworthy contribution to research in the field of literacy, for *Reframing Sociocultural Research on Literacy: Identity, Agency, and Power* (Lawrence Erlbaum, 2007).

Associate professor **Liz Lightfoot**, Center for Advanced Studies in Child Welfare Director **Traci LaLiberte**, and doctoral student **Katharine Hill** (all in the School of Social Work) recently published the *Guide for Legislative Change: Disability in the Termination of Parental Rights and Other Child Custody Statutes*. To date, four states are using the guide.

**Trish Olson** in the Department of Family Social Science was presented with the Outstanding Leadership Award at the 2007 Minnesota Extension Fall Program Conference. Olson is the area program leader of Family Resource Management and director of the Center for Personal and Family Financial Education.

Associate professor **Susan Rose** (educational psychology), postdoctoral associate **Charles Miller**, and graduate student **George Veletsianos** (curriculum and instruction) won first place in the over-\$100,000 category of the AECT's 2007 Outstanding Achievement in Innovative Instructional Design and Development competition for the multidisciplinary Avenue ASL project.

Kinesiology assistant professor **Stephen Ross** was presented with the *Sport Marketing Quarterly* Article of the Year Award for "Segmenting Sport Fans Using Brand Associations: A Cluster Analysis."

Professor **Karen Seashore** (educational policy and administration) won the Contribution to Staff Development award from the National Staff Development Council.

At the request of Minnesotans for Human Rights, social work professor **Mark Umbreit** and the Center for Restorative Justice and Peacemaking provided training sessions for the Liberian Truth and Reconciliation Commission in West Africa and in the Twin Cities.

**Maureen Weiss**, professor in the School of Kinesiology, was named the 2008 chair of the President's

Council on Physical Fitness and Sports Science Board, which reviews the President's Challenge program and many other initiatives related to physical activity and health.

## In memoriam

**Eloise Jaeger**, *professor emeritus, kinesiology; died October 8, 2007 at age 91*

Eloise Jaeger began her involvement at the University as an undergraduate who took classes in physical education in preparation for a career in teaching. She earned an M.Ed. in 1944 and a Ph.D. in 1952 from the University of Iowa. Professor Jaeger taught women's physical education at the University for many years and in 1962 became the director of the Department of Physical Education for Women. In 1971 Jaeger was named the director of the School of Physical Education, becoming the first woman at an American college or university to have jurisdiction over both men's and women's physical education programs.

**Anne Lindgren**, *professor emeritus, social work; died November 1, 2007 at age 97*

Anne Lindgren taught in the School of Social Work from 1947 until her retirement in 1972. She received both a bachelor's degree (1931) and a doctoral degree in social work (1957) from the University. During her tenure, Lindgren also served as director of admissions for the School of Social Work.

# Inspiring parents; educating youth

## LEARNING DREAMS PROGRAM BRIDGES GENERATIONS BY ANITRA BUDD

**FAMILY ENGAGEMENT** is one of the most important factors in a child's academic success. The Learning Dreams program achieves this goal by supporting the parents' involvement in their own educational dreams.

Developed by social work senior fellow **Jerry Stein**, Learning Dreams is built on the premise that actively supporting a culture of learning in homes and communities creates a foundation for students' educational success. Stein believes that Learning Dreams deepens more typical parent engagement efforts. "It's my deep conviction that the current approach to parent

involvement—that parents should help their kids learn—just doesn't go deep enough. It assumes that parents are comfortable in the culture of learning itself. But many parents aren't. First they have to experience the love of learning on their own, for themselves, as curious humans."

In the program, community-based educators provide individual, home-based mentoring to parents, then follow up with support for children's learning. These educators also act as bridges between families, schools, and community institutions.

The three-year Learning Dreams pilot began in 1996 with 30 families in a Minneapolis public housing community. At the conclusion of the pilot, the truancy rate among children involved in the program was zero, and 100 percent of their parents were involved in the neighborhood school.

Parents' educational goals have

ranged from learning to drive to owning a business that makes hair accessories for children. In any case, a parents' connection to children's academic success is undeniable. "We have a mom with four kids who's motivated to write," says Stein. "Our neighborhood educator helped her figure out what her dream was, provided the resources to help her get started, and now she's taking a creative writing class in south Minneapolis. She recently turned to me and said, 'You know, when my kids say they have homework now, I say, 'So do I,' and we sit down together. They used to complain but now they don't, and we just all work together.'"

Correlations between the program and positive school outcomes have generated significant interest in other communities. The program recently received a \$50,000 grant from the Phillips Family Foundation, and Hennepin County also provides financial support.

Learning Dreams has program sites in southeast Minneapolis, north Minneapolis, and Worthington, Minnesota. Queens University in Belfast, North Ireland has created a certificate program in community learning and development based on Stein's work. A site in Belfast is being considered for next year. ●



PHOTO: istockphoto.com

# History IN THE making



THE COLLEGE'S NEWEST BUILDING MARKS THE PAST  
AND ENSURES A BRIGHT FUTURE BY SUZY FRISCH



The rooftop terrace may be the best study space in town.

## PERCHED ON THE EAST BANK OF THE MISSISSIPPI RIVER,

the Renaissance-style brick building once known as the Mineral Resources Research Center sat abandoned for nearly 20 years. Industrial equipment and materials once used to develop the taconite refining process lay about, abandoned. Graffiti marred the walls.

“It was like people just got up and left,” recalls architect Mike Jordan of the Collaborative Design Group in Minneapolis.



University President Robert Bruininks, former dean of the College of Education and Human Development, dreamed of restoring the building so that it could serve again as a vibrant

center for learning. He set to work convincing previous University President Mark Yudof and the Minnesota Legislature to fund the renovation of the building, originally designed by state architect Clarence Johnston.

Thirteen years and \$15.3 million later, the former research center has been reborn as the Education Sciences Building. It serves as the new home of the Department of Educational Psychology, the Center for Applied Research and Educational Improvement (CAREI), and the Center for Early Educational Development (CEED).

“[The restoration] places in this building some centers and academic departments that are known throughout the country and the world for their excellence and the quality and impact of their work,” Bruininks says. “And it strengthens the connection between the beauty of the Mississippi River and the Mississippi River Valley and this great campus.

“If you look up the river you can see St. Anthony Falls and an area of Minneapolis where the city began, where the Dakota Mdewakanton community once had their homes,” he continues. “It’s a very important part of the history and heritage of our state, community, and the University of Minnesota.”

Being under one roof will strengthen the already strong connections between the new building’s tenants in the areas of literacy, special education, accountability and assessment, and early childhood education.

“We now can begin to envision the multitude of research, teaching, and learning that will come from having the centers and departments located there,” notes Dean Darlyne Bailey. “It provides us with just one microcosm of what we’d like to see throughout the College, which is taking seemingly disparate units and giving them the opportunity to work together. The Education Sciences Building provides us with one living example of that.”

Department of Educational Psychology Chair Susan Hupp has noticed a difference in the department faculty, who had been scattered in different buildings, “Now I walk out of my office and see people leaning against the railing and discussing the design of a grant proposal or analyzing

“We now can begin to envision the multitude of research, teaching, and learning that will come from having the centers and departments located there.”

DEAN DARLYNE BAILEY



Once abandoned graffiti-covered equipment was cleared, a light-filled atrium was revealed. The inviting gathering space promotes collaboration among educational psychology colleagues.





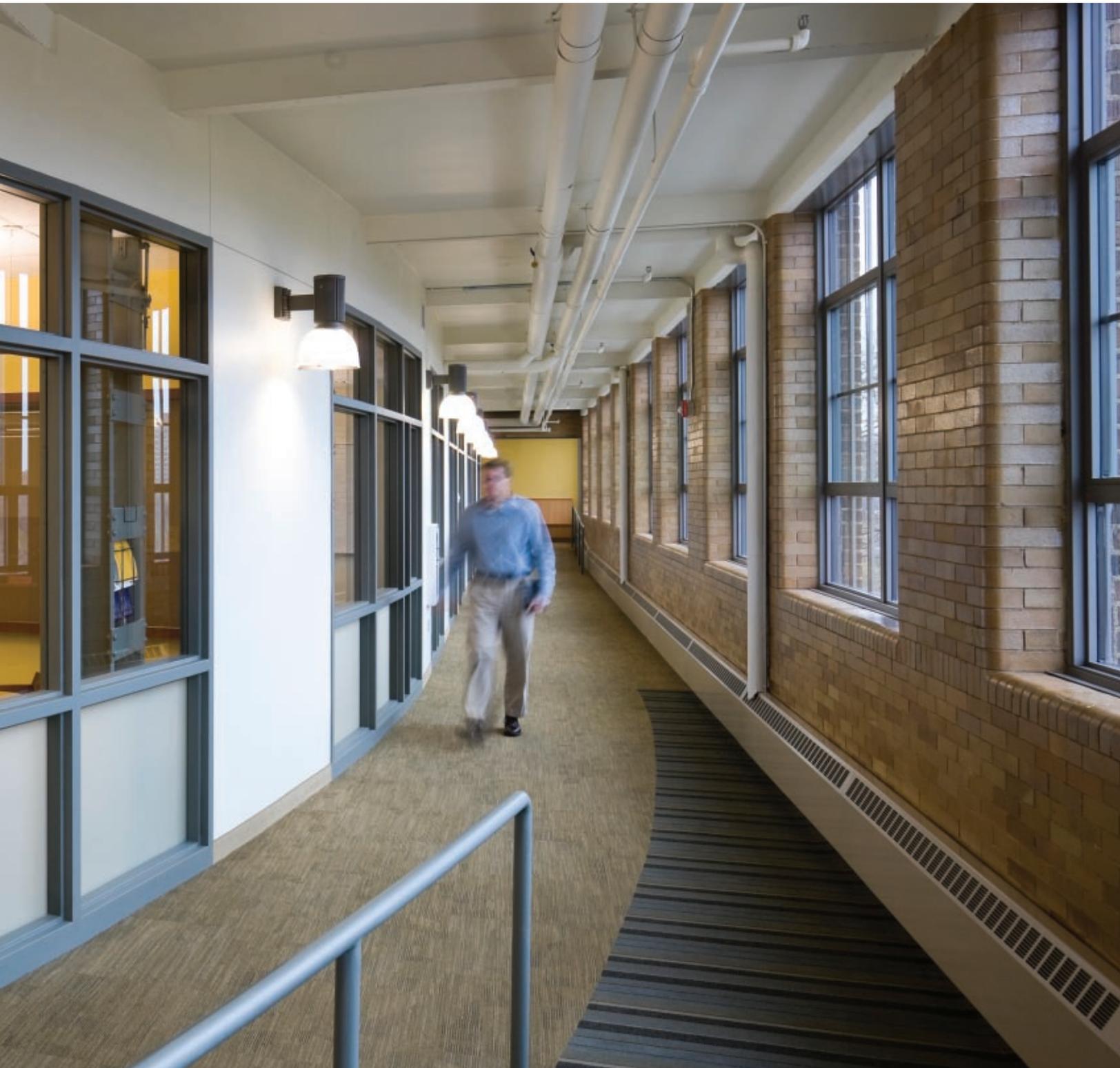
some data,” she says. “There is a vibrancy and immediacy to the discussions that I just didn’t see in the same way before. It’s a lot more satisfying to collaborate here.”

When designing the 70,000-square-foot building’s overhaul, the Collaborative Design Group aimed to offer visual reminders of its industrial past, including exposed pipes, steel beams, and brick walls. A 10-ton crane inscribed with “Pawling & Harnischfeger Co.” sits in the middle of an office space.

The architects also sought to maximize the connection to the Mississippi River. Natural light streams into the building from a 140-foot-long skylight that runs its entire length.

Two main circulation spines lead people toward the building’s western side and its views.





By placing the main circulation areas on the outside, the architects ensured that all would share in the stunning river views.

RIGHT The Mary A. McEvoy Seminar Room is named for the former director of CEED and chair of the Department of Educational Psychology. BELOW Informal meeting rooms offer more views of downtown Minneapolis.



“Everyone visiting and working in the building can take advantage of the views, not just the people who have offices on the west side,” says Jordan, who was the project manager.

A large, high-tech conference room with sweeping views of the Mississippi River offers an inspiring place for collaboration and learning. Named the Mary A. McEvoy Seminar Room, it honors the former director of CEED and chair of the Department of Educational Psychology, who was killed in a 2002 plane crash along with Paul and Sheila Wellstone.

In her 12 years at the University, McEvoy made a huge impact on the research, teaching, and community work of the centers and the department now located in the Education Sciences Building, says professor Scott McConnell, who is CEED’s director of community engagement. McEvoy also lobbied tirelessly to secure funding for the renovation.

“She was a big presence—short of stature, but you always knew where she was,” says McConnell. “She knew a lot of people and was willing to use those connections to influence how our work can be more impactful and actually get it done.”

Another favorite new feature of the building is a coffee shop and a rooftop deck that overlooks the river.

Sprinkled around the grounds of the Education Sciences Building are further hallmarks of the structure’s former use. Seven massive boulders made of 10-ton taconite stones from Minnesota’s Iron Range were sculpted by Andrea Stanislav, an assistant professor in the College of Liberal Arts. Known as the *Garden of Iron Mirrors*, the piece features stones that were sliced in half and polished to a mirror-like surface. Like the building itself, the stones show how reflections of the past can create a beautiful future. ●



Made of polished taconite, the *Garden of Iron Mirrors* gives a nod to the building’s past.



# WHEN THE LEVY FAILS

## A DELUGE OF BUDGET CUTS FOLLOWS ROBBINSDALE'S UNSUCCESSFUL REFERENDUM

BY BRIGITT MARTIN

**WHEN ALUMNUS STAN MACK**, superintendent of Robbinsdale Area Schools, and Robbinsdale school board director Paul Magnuson learned that the district's tax levy referendum had failed on November 7, they were disappointed, to put it mildly.

Between September and November, Mack worked as much as 90 hours per week and made more than 80 informational presentations to the citizens in his school district to make the case for the levy. Now he is working almost as hard to cut \$5 million from his district's budget on top of the \$4.5 million he cut last year in anticipation of flagging revenue. Additional cuts of \$4 million are projected for 2009 unless other forms of revenue are located.

"We're in a terrible financial situation," says Mack. "What we have is districts of 'haves' and districts of 'have-nots', and everyone is in competition. Our neighbor, Hopkins, has about \$100 more to spend on each student, and Wayzata has over \$600 more per student. That means that they can deliver a better education, and we lose students to them."

Board member Magnuson (Ph.D. '03), a research associate in the College's Minnesota Center for Reading Research, explains that parents with school-aged children avoid moving into school districts where popular programs are unavailable, and local parents are free to send their

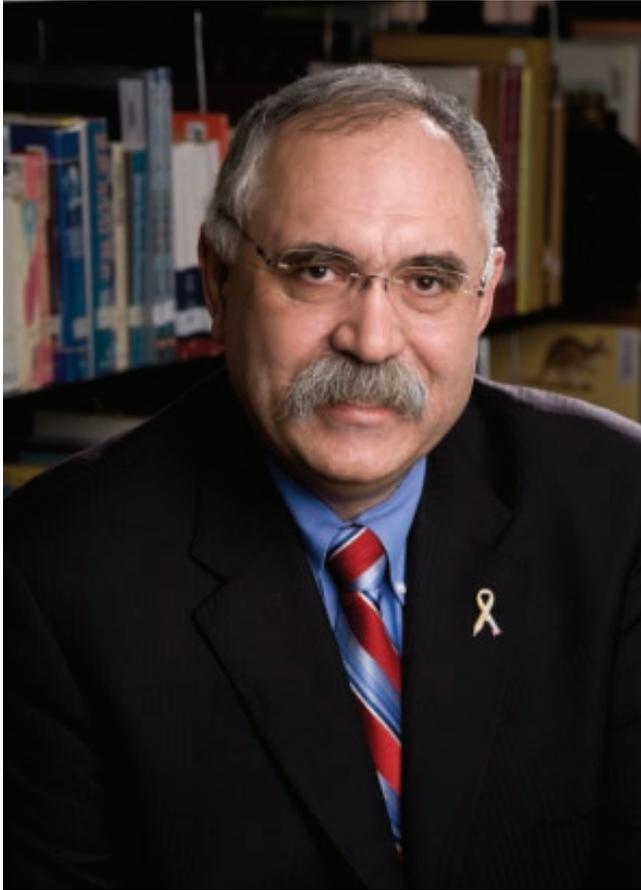
children to neighboring district schools. This begets a downward spiral—disadvantaged school districts lose pupils then, as a consequence, lose even more state and federal funding, resulting in more programming cuts.

"We need educational funding reform so I can deliver the same opportunity as our neighbors, and right now I cannot," says Mack (M.A. '77), who did his preparation through the College for licensures as director of special education, secondary school principal, and superintendent.

Robbinsdale's 2007 levy referendum would have added \$624 per student for 10 years onto an existing \$848 levy. This is in addition to money that all Minnesota school districts receive from the state's general education formula (\$7,881.14 per student), state special education funding (\$1,115.61 per eligible student), federal special education funding, and grants. The money generated by the 2007 levy was slated for day-to-day operating expenses.

As a result of the levy's failure, class sizes will increase districtwide, extracurricular activities will be eradicated at the middle-school level, and the elementary gifted program will be eliminated. Reductions in fine arts and athletics programs at the high-school level or increased participation fees are also planned. The district is undergoing a strategic planning process that may result in future school closures, as well.

"Excess levy is such a misleading name for school tax levies. We're just trying to retain existing programs when the state isn't giving the school districts enough to match inflation," Magnuson complains. "It's ridiculous that upwards of 80 percent of school districts are asking their communities for excess levies that aren't for excessive or new programs at all."



**Stan Mack**

The problem, the pair agrees, stems from a state policy that empowers cities and counties to increase taxes without a ballot but forces school boards to face their district's citizens each time they have a funding request.

"A state policy which exempts a baseball stadium from holding a levy referendum but mandates that schools must ask voters for \$9.7 million more to educate the children in their county is broken," says Mack. "And I like baseball!"

The result, adds Magnuson, is that "the state is not living up to its promise to provide 'fair and equal education.'" The state constitution mandates a uniform system of public education, he explains. "The current system does not meet this mandate," he adds. "We all share in and inherit the limitations of what these referendums generate." ●

# An equal opportunity education?

**COLLEGE ALUMNI AND FACULTY FIND THEMSELVES ON THE FRONTLINES OF THE BATTLE OVER FUNDING AND EQUITY** BY J. TROUT LOWEN

**WHEN NEARLY ONE-THIRD** of Minnesota's school districts went to voters last November asking for more money, it raised a red flag among education experts and policymakers.

"I wouldn't necessarily say [the system] is broken, but given the number of levies that people wanted to pass ... there clearly is a sense that we need more money," says Nicola Alexander, an associate professor in the Department of Educational Policy and Administration.

But how much money, and where should it come from? The state? Local taxpayers?

The answer to those questions depends on the outcomes Minnesotans want their educational system to achieve, says Alexander, whose research focuses on K-12 education financing and its impact on educational equity, adequacy, and fairness. "You may not be able to demand as much if you're not willing to pay as much."

The 2002 federal No Child Left Behind Act (NCLB) charged schools across the country with raising academic standards and performance for all students. Increasingly, education experts and policymakers are realizing that it will take more money than Minnesota and most other states are currently spending to meet those goals. As districts struggle to make up



**Nicola Alexander**

the difference between state and federal funding with local dollars, education experts agree that disparities between districts are growing.

“If the states don’t contribute a floor that is high enough, then more and more districts are going to feel the need to have an add-on [funding source],” Alexander says. “The more districts that feel the need to have an add-on, the more likely it is that there are to be disparities between districts ... the more likely there are going to be disparities

between the outcomes that we have.”

When states contribute a higher percentage of education funding, there’s greater equity between districts, says Alexander, because districts with fewer resources aren’t relying on local property taxpayers to fund basic educational costs. But more state funding often translates into less local control over how that money is spent.

“These are the tensions that policymakers face,” she says.

Just equalizing funding between districts may not be enough to achieve the educational outcomes policymakers and society want. That’s where the issue of adequacy comes into play.

“So it ends up that both sides may be right,” says Alexander. “The state may say, ‘I’ve given you lots of money,’ and the districts may still respond sincerely ‘That is not enough given the things that you’re asking us to do, both at the federal level and at the state level.’”

### **State equity versus local control**

In Minnesota, state dollars account for 79.9 percent of K–12 education funding—down 6.8 percentage points since 2002, when the state took over the bulk of education funding.

The state’s funding formula attempts to even the playing field by providing supplemental aid to districts with higher education costs, for example large numbers of students from lower-income families or students with limited English proficiency, and to sparsely populated districts that face higher costs for transportation.

However, flat or declining state contributions between 2003 and 2005 increased the burden for local property taxpayers. In poorer districts—many of the same districts that have higher costs—taxpayers simply can’t afford to pay more, says Rep. Mindy Greiling (DFL-Roseville), chair of the House Education Finance Committee and an alumna of the College. In other districts, taxpayers are just saying no to higher taxes.



**Mindy Greiling**

Greiling (M.A. ’74) is co-chair, with Sen. Terri Bonoff (DFL-Minnetonka), of a bipartisan task force that began meeting in late October to overhaul the state’s education funding formula, with the goal of preparing every K–12 student for college. “I can’t think of anyone on the task force who has said schools have enough,” Greiling says.

To determine how much is enough, the task force is looking to a report on the real cost of meeting the state’s educational goals, which was issued by P.S. Minnesota, a non-partisan coalition of education and parent groups that advocates for public education funding. The November report used two methodologies to estimate costs per pupil. One asked experienced educators to calculate the resources needed to meet the NCLB Adequate Yearly Progress Standards. The other evaluated actual spending in districts that meet, or are on target to meet, NCLB standards.

In both analyses the state’s spending on education came up short, by \$1.7 billion in the first model and by \$1 billion in the second. Minnesota’s school superintendents recently put the shortfall at \$2 billion, Greiling says.

But recognizing a problem and solving it are two different things, and Greiling cautions that the state won’t be coming up with an extra billion dollars for education any time soon. What the task force hopes to do, she says, is develop a new funding formula and adopt it by statute, as some other states have, and then develop a plan to fully fund it over the next two or three biennium.

“The more districts that feel the need to have an add-on, the more likely it is that there are to be disparities between districts ... the more likely there are going to be disparities between the outcomes that we have.”

NICOLA ALEXANDER

One idea under discussion would ask districts to submit plans for using dollars to fund proven strategies that improve outcomes, such as smaller class sizes, higher teacher pay, or early childhood education. That’s where University and College research can play a huge role.

One area of research that interests Greiling is the role of parents in the K–12 education process. Educational psychology professor Sandra Christenson has researched and written extensively on the impact of family involvement on student behavior and learning, particularly in regards to marginalized students and those at risk for educational failure. She is careful to differentiate the old assumptions about parental involvement from her findings concerning constructive family-school partnerships. In a 2001 book, *School and Families: Creating Essential Connections for Learning* (Guilford Press), she and co-author Susan Sheridan noted positive correlations between family involvement in K–12 schooling and fewer special education referrals, increased College enrollment, improved attendance, lower dropout rates, and a number of other variables.

This is just one example of the significant body of research into effective educational approaches and interventions that the College has amassed over decades. “The challenge has been one of how to strategically share these research-based practices in a meaningful way that promotes their adoption by professionals,” says David R.

Johnson, associate dean for research and policy.

Johnson is leading the charge to make sure that College research informs interactions with policymakers. College faculty and staff consult directly with legislators and committees and testify at legislative hearings. The College also has launched a Policy Breakfast Series to gather government and



**Patricia Harvey**

community leaders for meaningful exchanges around topics of mutual interest, such as a recent discussion of postsecondary readiness (see “Community”). Johnson also works closely with Heidi Barajas, associate dean for outreach and community engagement, to connect research to the College’s relationships with its communities.

### Somewhere in the middle

The debate over education funding is hardly unique to Minnesota. Across the country, states are struggling to find the right mix, says Patricia Harvey, senior fellow at the National Center on Education and the Economy, former superintendent of St. Paul Public Schools, and a member of the College Dean’s Advisory Council.

West Virginia and New Jersey are doing the best job on finance issues, Harvey says, earning grades of ‘A’ and ‘A-’, respectively, in *Education Week’s* Quality Counts 2008 report on the nation’s schools. Minnesota earned a ‘C+’, the same grade given to the nation’s education system overall, when judged on eight measures concerning distribution of resources.

More money is not the only answer, Harvey says, but it’s part of it. “There are many things we are just not attentive to, and that takes money. We know from ACTs that rigor counts ... We know that for kids to be ready for college not only do they need to be involved in rigorous coursework, they need more of it.” ●

# Successful votes bring bittersweet results

UNEVEN FUNDING  
CREATES EDUCATION  
BY ZIP CODE BY BRIGITT MARTIN

**DESPITE WINNING THEIR NOVEMBER 2007 TAX REFERENDUMS**, alumni Kevin Borg, superintendent of Westonka Public Schools, and Rolf Parsons, a veteran member of the board for White Bear Lake Area Schools, find flaws in the current system for funding Minnesota public schools.

“The system works on the surface: The notion that citizens would tax themselves to do their community good implies an engaged citizenry and publicly supported schools that answer to its citizens,” says Parsons. “But last year, two-thirds of the districts didn’t get support for their referendums, and this year one-third didn’t.”

The mixed election results create greater funding gaps between districts. “If your levy referendum doesn’t succeed and your neighbor’s does, then zip codes define the quality of

Alumnus Kevin Borg had little time to savor his district’s successful referendum before facing new financial hurdles.



## “The price of the levy system is the inability to plan ahead.”

ROLF PARSONS, WHITE BEAR LAKE AREA SCHOOLS BOARD MEMBER

education” says Borg, who prepared for his principal and his superintendent licensures through the College.

In Westonka, where public levies provided 21 percent of the district’s \$26 million operating budget in 2006–07, the results of the November referendum were bittersweet. Voters approved the new excess levy of \$334 per student by a slim margin of 100 votes but elected two school board officials who were critical of the measure.

One month later, Borg found himself apologizing to the public for the district’s having fallen into statutory operating debt (when expenditures exceed general unreserved fund balances by more than 2.5 percent).

“[The debt] is a management, not a funding issue,” admits Borg. “But there’s definitely a feeling of loss. The community thought we’d be gaining back programs with the levy money, but now the feeling is that we won’t and that’s frustrating.”

He predicts that by applying the levy funds toward the deficit, the district will be out of statutory operating debt by the summer of 2009. Then he can start concentrating on its future.

Not easily done, notes Parsons (B.S. ’70, M.A. ’73, Ph.D. ’78), who has been involved in seven levy referendums and one bonding campaign in his 12 years on the White Bear Lake school board. “The price of the levy system is the inability to plan ahead. Since these are votes taken in the community and are, consequently, hardly a ‘sure thing,’ school boards are not in a position to plan for future program improvements or for new staffing opportunities until the referenda pass.”

He laments the sheer number of hours each funding effort takes away from the district’s real work. “This is what the job

has become, and what a waste of time! We could have used those thousands of volunteer hours inside classrooms instead of wasting them knocking on doors and licking stamps!”

After a levy referendum failed in 2006, Parsons says the White Bear Lake school board did a great deal of research to find out how to best garner their citizen’s support in 2007.

“In our polling and focus groups we found that support for education is not the issue; the issue is property tax increases,” he says. “Thus we needed to change our message and address the issue of rising taxes. Districts who did so won their referendums in 2006.”

The successful White Bear Lake referendum allocates an additional \$10 million, or almost \$1,471 per student, toward operating costs, including programs such as special education, extracurricular activities, and transportation services.

Despite the levy’s success, Parsons says school boards should not have to bring their funding needs to the voters and get mired in the politics of taxation. Instead, he suggests that public school funding is a state responsibility.

“Most students move around after they graduate, although in Minnesota they tend to stay in-state, so it’s hard to make a case to support education at a local level,” he reasons. “Funding at the state level makes the most sense.”

Superintendent Borg credits the College for preparing him for such challenges of school funding and administration, saying it did “an incredible job of finding relevant, qualified people from the field” as instructors.

Before being recommended for an administrative licensure, every student must study school finance and complete additional credits for any special licensure, including a class in school finance elections for future superintendents and in special education funding for potential directors of special education.

That deep expertise is important, says Ann Zweber Werner, director of the College’s educational administration licensure program, as taxpayers and citizens demand better outcomes, and more innovative and efficient educational systems. ●

# Evening the playing field

## COLLEGE RESEARCHERS MAKE EQUITY THEIR GOAL

BY ANDREW TELLIJOHN



PHOTOS: Dawn Vilella

Na'im Madyun is interested in how social relationships can support college attendance.

**AS A CHILD FROM A LOWER INCOME**, single-mother family, Na'im Madyun says he was always strong academically but not tops among his peers. Today he has a doctorate in school psychology from the College and an assistant professorship in the Department of Postsecondary Teaching and Learning. He credits his success to several adults, including his mother and several mentors she connected him with who helped steer him toward extracurricular and college preparatory programs and advised him on his eventual college choices.

He recently began researching the social networks of African American students and how the people students surround themselves with when they are young can influence their future levels of achievement. "The reason why I started this particular path of investigation is that I wanted to explain why so many of my peers growing up who I thought were better students or harder workers than I was did not advance as far academically as I did," Madyun says.

He is one of many faculty and staff members across the College who are researching educational access and equality. From looking for approaches to close the achievement gap, to addressing disparities in special education referrals, they share a passion for discovering ways to develop educators and to give all students a better opportunity to succeed.

Madyun argues that many African American students have the desire to succeed, but if they have no successful models, they won't know where to go for guidance.

"They may not have anyone to help them maximize whatever abilities they may have," he says. "They don't know that they don't know that information."

Madyun is in the process of coding data on social networks, and the value of friends, neighbors, and parents among 50 high-achievement students from a local charter school.

### **Projects leading to policy improvements**

Audrey Appelsies (Ph.D. '06), a fellow with the University's Children, Youth, and Family Consortium (CYFC), researches the difference in effectiveness of the educational system for middle-income white families compared with low-income families of color. She focuses on community activism, teacher education and development, and public policy, among other areas, to determine why an achievement gap exists. Dean Darlyne Bailey works closely with CYFC through her position as assistant to President Robert Bruininks.

For example, Appelsies notes that African American males are suspended at a far greater rate than other students and that they are disciplined more often for less serious offenses than white boys.

"The issue of institutional racism is not a thing of the past," Appelsies says. "I want to be very clear: There is nothing wrong with the intelligence of children of color, Native American children, immigrant children, or children living in poverty. It is the system that pathologizes them."

At the consortium, she is working closely with Sen. Patricia Torres Ray (DFL-Minneapolis), to coordinate data relevant to a planned policy proposal asking each district in Minnesota to end the achievement gap. Appelsies has assisted in bringing experts to Minnesota to testify about the causes of the educational disparities and participated in numerous discussions, herself.

Based on discussions with national leaders, Appelsies believes Torres Ray's efforts to end the achievement gap are among the strongest in the nation.

"The overarching principle is we believe that education ought to open opportunities for people regardless of situation," Appelsies says. "There's a tremendous

amount of work to be done when it comes to ending the achievement gap or improving access to education."

Jean Bauer, a professor in the Department of Family Social Science, also shares her research findings with policymakers. As part of a 17-state, decade-long project, she's focused on the economics and function of families in rural areas. She studies job volatility among low-income mothers, the challenges they face in keeping the same job year after year, and the resulting difficulties in keeping a family stable.

"The volatility of employment in rural areas is pretty great," she says. "Educational disparities and low income are linked with this almost always."

Ultimately, Bauer says, the goal is to remind lawmakers that there is more than the diversity of race to keep in mind when establishing laws and policies. "Rural is a diversity that most people don't think about," she says.

### **Boosting educator competence**

Some teachers simply don't have the training needed to deal with students from diverse populations, and that too can affect educational access.

Carole Gupton, director of the Preparation to Practice Group at the College, has been researching the disproportionate number of African American students referred to special education. In a second study, she is applying the same premise to a broader group of cultures.

Gupton posits that training teachers to better deal with ethnic differences would reduce their referral rates. Under the traditional system, teachers often assume that a student who doesn't maintain grade-level progress lacks the required skills and ability and needs special services. Instead, Gupton says, cultural issues may be the barrier.

Teachers with better cultural awareness will believe more strongly that these students are capable of learning materials and will work more diligently to find successful ways of reaching them rather than immediately passing them off to special education, Gupton says.

As part of two grants received from the Minnesota Department of Education, Gupton and her team have trained 11 facilitators to work with school teams to build cultural competencies that she hopes will allow them to improve their work with students of color. So far educators are reporting that the information is useful, Gupton notes.



Tanetha Grosland (right) collaborates with Carole Gupton about strategies for culturally competent education, which she disseminates in her role as integration equity coach for North St. Paul Public Schools.

However, the department is two years away from being able to make any predictions on the value of the training.

“Successful teachers of African American children are successful teachers of all children,” Gupton observes. “To be a culturally relevant teacher is to focus on the positive strengths of children rather than the negatives. These teachers do not foster a deficit approach. They believe in their students and in themselves.”

Patricia Harvey, a member of the CEHD Dean’s Advisory Council and a senior fellow at America’s Choice, where she works with superintendents and education leaders around the country, agrees that the way to improve education is to focus on improving teacher skills and helping students keep up with their grade level. “What I look for is inclusion rather than exclusion,” Harvey says. “What I look for is academic rigor for all kids .... and that we take a look at all of our policies and practices and make sure they are getting the same level of content.”

With America heading further and further into a global economy and the effect that will have on the distribution of wealth, there has never been a more crucial time to make the education system accessible for everyone, Harvey concludes. “Every child must get to high levels of achievement.”

As assistant to President Bruininks, Dean Bailey also works with the University’s College Readiness Consortium, which is charged with making sure every student is prepared to succeed in this global-information age. She shares College research and expertise with consortium Executive Director Kent Pekel as he forwards the University’s commitment to enhance preK–12 education and to ensure that all students are ready and able to access higher education opportunities. The consortium and the College are both integral partners in Minnesota Promise, a statewide collaboration among school superintendents, community partners, parents, and policymakers that is dedicated to creating world-class schools that prepare highly qualified students.



## Beyond individual faculty and staff research, the College offers a number of programs that foster equity and access in education:

**Access to Success:** For first-year students whose experiences and high-school records indicate strong potential for success, but whose high-school rank and test scores may not meet the typical admissions profile. Students receive additional advising and academic support.

**Commanding English:** A first-year learning community for multilingual students who need extra language support at the college level. A related program for talented multilingual students at Edison, Roosevelt, and Washburn high schools in Minneapolis allows students to take college-level courses in academic reading, immigration literature, and college writing, while they earn both high school and college credit.

**Common Ground Consortium:** Supports advanced graduate work in education by graduates from Historically Black Colleges and Universities

**Homegrown Teacher Partnership Project:** An undergraduate program to recruit and prepare Minnesota students of culturally diverse backgrounds as teachers for Minnesota schools

**Multicultural Teacher Development Project:** A master's degree/initial licensure program and funding to recruit and prepare students of culturally diverse backgrounds for teacher development programs

**McNair Scholars:** A federally funded Trio program that seeks to increase the rate of doctoral program application, matriculation, and degree attainment by first-generation college students who are underrepresented in graduate programs

**Trio Student Support Services:** A program for incoming first-year students who are first-generation college students, meet federal income guidelines, or have a physical or learning disability. This multidimensional program provides comprehensive academic support, supplemental study groups, learning communities, and leadership development.

**Upward Bound:** A college preparatory program for low-income and educationally disadvantaged high school students to help generate the skills they need to succeed in postsecondary education

**UGO!** A scholarship program designed to support selected, high-potential students with demonstrated financial need who are from an underrepresented group or a first-generation college student. UGO students receive financial, academic, and social support over four years, including aid that closes any gaps in their funding and fully loaded laptop computers. ●

## alumni update

# JULIE HELLWICH: Smart Women™ reach out



BY ANITRA BUDD

**SINCE 1999**, social entrepreneur Julie Hellwich (M.S.W. '94) has inspired women and girls to be informed, engaged leaders through a growing array of Smart Women products. With creative inspiration from her 10-year-old daughter, Hellwich combines retro graphics and clever wordplay on items such as “Smart Women make changes” erasers or “Smart Women protect freedom of speech” lip gloss. The products all reflect her desire to unite women around issues of community, service, and social equality.

**Q: What's an average day like for you?**

A: A large part of it is the day-to-day business of staying in business, of course. But I'm particularly focused on helping the business become more proactive about building links between people and organizations. For example, there's interest in creating a network of Smart Women clubs on college campuses, where women could form mentoring relationships, share resources and expertise, and just learn from each other in general.

**Q: You measure success in terms of the impact Smart Women has on society. Why is it important for a business venture to bring about social change?**

A: I wouldn't say that businesses are responsible for bringing about social change so much as social stability. Take the area of economic justice, for example. Businesses, in my opinion, should examine salaries closely. Is there a huge gap between executive and employee salaries? Are women and men in similar positions paid equally? Are employees generally paid a fair, livable wage? Addressing questions like these is what businesses should do as good social citizens.

**Q: You received masters' degrees from the School of Social Work and the School of Public Health. How has your education influenced your work?**

A: Both of my graduate degrees are in fields that value community outreach, which is a very large part of Smart Women's guiding mission. I've also found that many of our customers are women who tend to come from nonprofit, academic, and social work backgrounds. My background in these areas helps me create linkages between these women.

**Q: What was the biggest influence on your academic success?**

A: I owe a huge debt to the personal attention, investment in my education, support, and guidance of Bruce and Sharyn Schelske, who direct Upward Bound (one of the Trio programs now part of CEHD). As an undergraduate just entering the University and a single mom, they worked with my school and childcare schedule. They supported my application to graduate school, counseled me on personal goals, wrote in support of my research grants, and also employed me as a graduate assistant.

They are the best, most dedicated and tireless advocates for high-school and college students I know.

**Q: What advice would you give someone starting a business?**

A: First, ask yourself why you want to be in business and write those reasons down. Then, take time to learn the most common reasons why businesses fail. Finally, and this is so important, identify a support network of people you can turn to when you need help, because it will happen. Starting and sustaining a business is all about anticipating obstacles before they happen.

**Q: Where do you see yourself in 10 years?**

A: I'd like to be living in some kind of intentional community where people live lives of service. I imagine it being similar to a convent or a monastery but without the basis in religion. It would simply be a community where people share a belief that service to others, in whatever form it takes, is the highest calling. ●



**THIS IS THE 40TH YEAR** that the College of Education and Human Development Alumni Society has presented awards to outstanding alumni and faculty, and our second with alumni from social work, family social science, and

General College. Since 1968, 103 distinguished honorees have been recognized, split evenly between men and women.

The list of past winners is impressive. In 1968 the first Gordon M.A. Mork Outstanding Educator Award was presented to Elmer Lundgren. Patricia McLagan received the inaugural Larry Wilson Award in 1992 for educational achievement outside the traditional school environment. The first Distinguished International Alumni Award was presented in 1997 to Somwung Pitiyanuwat of Thailand.

In 2003 the William E. Gardner PreK-12 Outstanding Educator Award was instituted and given to Kathie Huettle and Thomas Scott. And in 1988 professor Robert Jackson was honored with the first Distinguished Teaching Award (renamed the Robert H. Beck Faculty Teaching Award in 1992). These alumni have had a significant impact on society, and we are pleased to recognize them.

We look forward to this year's "Class of 2008" honorees and to finding out who will receive the new Emerging Leader Award. I invite you to join us at this year's awards celebration on April 18 where we will say "hats off" to the winners. In addition, we will salute a new generation of leaders when we honor the recipients of our Alumni Society-sponsored scholarships which are funded by you, our loyal and generous alumni.

Randy Johnson, B.S., '75  
*president, College of Education and Human Development Alumni Society*

### 1940s

**Wesley Matson** (B.S. '48) passed away in August. His career included serving as assistant dean and professor of education at the University of Wisconsin, Milwaukee, and dean of the College of Education at Winona State University. He also served on the CEHD Alumni Society Board of Directors.

### 1960s

**Dale Lange** (Ph.D. '66) participated in a People to People Ambassador Program World Language delegation to China in October. Lange is professor emeritus, educational policy and administration and curriculum and instruction, and resides in Albuquerque, New Mexico.

**Anita Anderson Ratwik** (B.S. '67) was awarded the Pro Lingua Award by the Minnesota Council on the Teaching of Languages and Cultures for her support of world languages.

### 1970s

**Ruthann Steinlicht Baker** (B.S. '74) was honored as German Teacher of the Year by the American German Societies of New England.

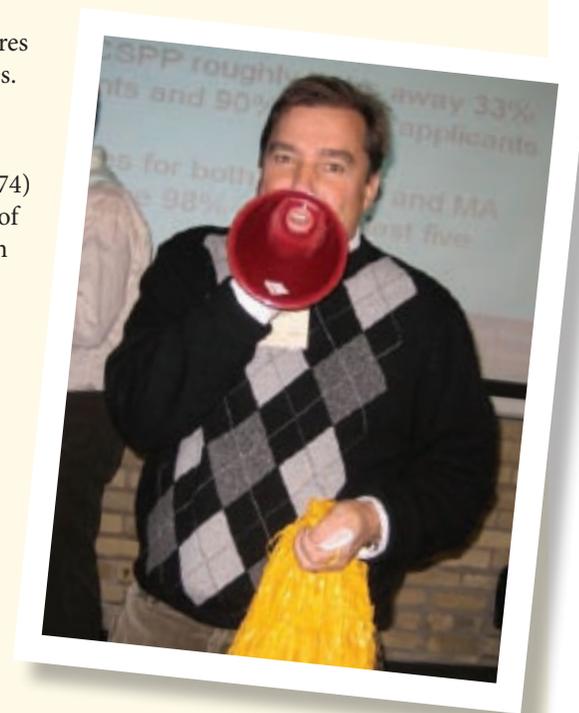
Dirk Miller (Ph.D. '93) shows his maroon and gold spirit at the CSPP Alumni Reception held on November 24 at the newly renovated Education Sciences Building.

### 1980s

**Laura Smidzik** (M.A. '84) received the Brian Coyle Leadership Award, the highest honor bestowed by the Twin Cities Human Rights Campaign, in recognition of her contributions to the cause of gay, lesbian, bisexual, and transgender equality. She is the executive director of Rainbow Families.

**Nancy Rud-Gordon** (M.Ed. '87) was named National Developmental Adapted Physical Education Teacher of the year. Rud-Gordon has been a teacher in the Burnsville, Minnesota, school district for 20 years.

**Barbara Keith** (B.S. '88) has written and illustrated *The Girls and Boys of Mother Goose* (Brownian Bee Press, 2007). The book features nursery rhymes that she illustrated with stained glass mosaic artwork.



## 1990s

**Peg Lonquist** (Ph.D. '95) was appointed director of the Office for University Women at the University of Minnesota.

**S. Bruce Benson** (Ph.D. '96) has been selected by the University's College of Pharmacy as the 2007 recipient of the Lawrence C. and Delores M. Weaver Medal for Distinguished Contributions to Pharmacy Education, Research, or Outreach. Benson is associate director of professional relations at the College of Pharmacy.

**Dan Simon** (M.A. '98) became the first Certified Transformative Mediator in Minnesota. Transformative mediation is a new approach to conflict management.



Kay (B.S. '60) and David Nelson, Sr. (A.A. '64) catch up on College news with development officer Richard Burbach and Dean Bailey at the February 16 alumni dinner at Luke Air Force Base in Arizona.



Mandy Orlick (B.S. '04) shares her experiences as a kindergarten teacher with Dean Bailey at an alumni brunch in Arizona.

## 2000s

**Sharon Cormany Ornelas** (M.Ed. '00) was one of 80 educators nationwide to receive a \$25,000 Milken Educator Award. Ornelas is an English language learner teacher at Patrick Henry High School in Minneapolis and coordinator of its Professional Practice School—a partnership with the College. She received notice of her selection at an “academic pep rally” with Minnesota Governor Tim Pawlenty, Education Commissioner Alice Seagren, and Minneapolis School Superintendent Bill Green.

**Lori A. Peterson** (Ph.D. '02) was appointed director of Augsburg for Adults at Augsburg College in Minneapolis.



## Get into the swing of things!

Join CEHD alumni, faculty, staff, and students for the second **Scramble for Scholarships Golf Tournament** on July 15 at the University Les Bolstad Golf Course. This best ball event includes contests, prizes, lunch, and more. Create a foursome of your own, or organizers can match you with a group. The proceeds will benefit CEHD Alumni Society scholarships. Registration will begin in early May.

We are seeking 18-hole sponsors; breakfast, lunch, and beverage cart sponsors; and gift certificates or merchandise for prizes. Contact Raleigh Kaminsky at 612-626-1601 or [kamin003@umn.edu](mailto:kamin003@umn.edu) for specific information.

**JOIN US!**

**GOLD (Graduates of the Last Decade) Event  
Minnesota 150 event  
April 1, 5:30-8 p.m.  
Minnesota History Center**

Celebrate the State of Minnesota's Sesquicentennial with the Minnesota History Center's exhibit of 150 people, places, and things that shaped the state. Enjoy hors d'oeuvres and a cash bar, a brief presentation on the sesquicentennial exhibit, and tour the MN150 exhibit at your leisure.

The cost is \$10 per person, and friends and family are welcome. Contact 612-625-1310 for more information.

**CEHD Alumni Society  
Annual Awards Celebration  
April 18, 4-6:30 p.m.  
McNamara Alumni Center**

Join us as we honor distinguished alumni, outstanding student scholarship recipients, and the winner of the Robert H. Beck Faculty Teaching Award. The event is free and open to the public. For more information see [cehd.umn.edu/alumni](http://cehd.umn.edu/alumni) or call 612-626-1601.

**UMAA 104th Annual Celebration  
May 29, 5:30 p.m., reception and dinner; 7:30 p.m., program in Northrop Auditorium**

The speaker is Dr. Doris Taylor, a distinguished University of Minnesota researcher who created a beating heart in her laboratory.

Ticket pricing and event information is available at [alumni.umn.edu](http://alumni.umn.edu). For tickets to the dinner and program call 612-624-2345 or visit [northrop.umn.edu](http://northrop.umn.edu).

**Great Conversations:  
Daniel Pink and Darlyne Bailey  
June 3, 6 p.m. College reception with Dean Darlyne Bailey; 7:30 p.m. curtain time, Ted Mann Concert Hall**

Daniel Pink, author of the best-selling book, *A Whole New Mind—Why Right Brainers Will Rule the Future*, joins Dean Darlyne Bailey in a dialogue about thinking, creativity, and changes in the world dominated by technology and globalization. A block of tickets has been reserved for CEHD alumni and guests. Contact 612-625-1310 to purchase tickets.

Join Dean Bailey and Minneapolis College of Art and Design professor Jerry Allan on May 6, 5:30 p.m., for an interactive session about *A Whole New Mind*. Please read the book beforehand, then join us in the Education Sciences Building (Room 325) for a light supper and Right Brain Camp session. There is no charge to attend, but space is limited and registration is required. RSVP by April 15 to [cehdexrl@umn.edu](mailto:cehdexrl@umn.edu) with your name, address, and phone number. Contact 612-625-1310 for additional information.

**St. Paul Campus Reunion  
June 26, 9 a.m.-2 p.m., University of Minnesota Landscape Arboretum**

Join fellow alumni from the colleges of Education and Human Development; Food, Agricultural, and Natural Resources Sciences; Design; and Biological Sciences whose academic programs were based on the St. Paul campus. The program will include tours and lunch, and the Class of '58 will be honored.

For more information call 612-626-1601 or visit [www.cfans.umn.edu/spcreunion](http://www.cfans.umn.edu/spcreunion).

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## Investing in faculty to improve the future

**WHEN I VISIT WITH ALUMNI**, I find that many of their most vivid college memories revolve around experiences with specific faculty members, advisers, and academic mentors. Maynard Reynolds, Norine Odland, Gisela Knopka, the Goldstein sisters, Guy Bond, JoAnne Buggey, Marcia Edwards, and others too numerous to recount are mentioned often.

Though not a faculty member himself, one of the College's newest benefactors, Dan Huebner, shares this ability to inspire. A modest and unassuming man, Huebner is bold and visionary in his thinking about philanthropy. He has established the College's 16th endowed chair, choosing to focus on education and technology. You can read more about his extraordinary gift on p. 5 of this magazine.

Endowed chairs encourage our faculty members to teach, discover, and lead. Without the strong foundation of outstanding teachers and researchers, we would not attract and graduate great students, and the College could not make a difference for our schools, families, communities, and beyond.

To help underwrite and ensure our faculty's strength and diverse expertise, Dean Darlyne Bailey has made funding new endowed chairs a high priority for the next decade. We need partners who can share this vision, from those who have the means to establish a new position, to those who want to help by giving to an established chair or professorship in a particular discipline. Every gift makes a difference.

To view the College's complete list of endowed faculty chairs and professorships, go to [cehd.umn.edu/giving/endowed](http://cehd.umn.edu/giving/endowed). For more information about how you can help, contact the development office at 612-625-1310.



*Lynn Slifer, director of external relations*

### New gifts and commitments

**Dan Huebner** (I.T. '55) has made a gift of \$2 million to endow the Bonnie Westby Huebner Endowed Chair in Education and Technology in memory of his wife, a 1953 CEHD graduate.

**Gail Anderson** (B.S. '63, Ph.D. '96) has made a gift of \$50,000 to endow a fellowship fund, named in honor of her faculty adviser, Susan Rose.

**Carole Gesme** (B.S. '57) has made a future gift of \$31,000 through her estate.

A gift of \$221,741 from the estate of **Marian Campbell** (B.S. '53) has created an endowed scholarship fund in her name to support teacher licensure students.

**Dale Osborn** has made a future gift of \$120,000 through his estate to support the research of Megan Gunnar on early-life stress.

**Mary North Mulier** (B.S. '62) has designated an estate gift of \$35,000 for the Fund for Family Social Science.

**John Youngquist** (B.S. '52) has funded a charitable gift annuity that will establish the CEHD Parent Fund.

**Best Buy Children's Foundation** has made a grant of \$148,000 to support the adventure learning program and the work of Aaron Doering.

The **McKnight Foundation** has made a grant of \$275,000 to support the work of the Center for Early Education and Development.

**Judy** (B.S. '66) and **Bill Walter** (I.T. '66, M.B.A. '72) have made a gift of \$25,000 to establish an endowed scholarship in memory of Judy's parents, Howard and Venetia Johnson.

**Dr. Marvin Goldberg** (M.D. '52) and his sister, **Miriam Goldberg** (B.A. '52), have made a gift of \$25,000 to create a scholarship in honor of their parents, Dr. Max and Frances Halpern Goldberg ('24).

**Shirley Clark** has made a gift of \$25,000 to establish the Shirley M. and John P. Clark fellowship in Educational Policy and Administration.

The **Oswald Family Foundation** made a gift of \$25,000 in support of the Center for Restorative Justice and Mediation.

# CE+HD

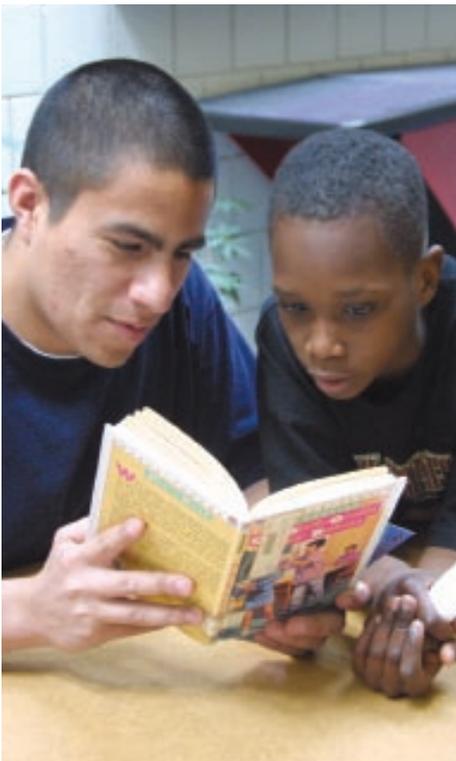
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**Search**

In a free and democratic society, what do we need to do to educate all children so they have an opportunity at success?



**Search Results**

**Evaluate the concepts from different angles.**



Educating for citizenship and democracy requires a deliberate and open school and classroom setting where the ideas of “opportunities” and “success” are debated and understood from multiple perspectives and experiences, says Joan DeJaeghere, a lecturer in educational policy and administration. Teaching for democracy so all children have opportunities for success also means helping children to learn how to act on values, knowledge, and principles to make change in society, especially for the achievement of social justice.

UNIVERSITY OF MINNESOTA

**Driven to Discover<sup>SM</sup>**