

Kaleidoscope



FALL 2005

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See page 13 for a complete list of officers and directors of alumni boards.

The College of Human Ecology engages in the scholarship of teaching and learning, discovery, and engagement to address the human needs of people in Minnesota. Five academic initiatives guide and connect work across our four academic units: cultural awareness and competence, development across the life span, design and technology, economic and social well-being, and healthy life choices.

PUBLISHED TWICE A YEAR by the College of Human Ecology (CHE) for alumni, faculty, staff, students, and friends of the college. Send correspondence or address changes to Paige Rohman prohman@umn.edu, 612-625-8261 (or to the address or fax shown below).

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SHIRLEY L. BAUGHER,
CHE DEAN



Uncommon leadership toward the future

Welcome to this very special issue of *Kaleidoscope*. In this issue, you will read about the creation of new colleges within the University that will be home to our programs. Leaving one home for another is never easy. But all of us can, and should, take pride in the fact that our programs remain strong and transformative, and that they will continue to thrive as part of a reconfigured University of Minnesota.

You will also read in this issue about the rituals we have planned to mark the closing of our college. These events will include a Goldstein Museum tribute and a gala celebration in the spring. They will honor our 106 years of history, our many contributions to our state and society over the years, and the many generations of graduates we have sent out into the world to improve the lives of individuals, families, and communities.

The spring celebration also will honor the uncommon leadership of CHE people in planning transitions into the new colleges. Many, many people are engaged in this massive work, which is taking place on many fronts ... from student services, alumni relations, and donor stewardship/development to technology, facilities, finances, and human resources ... not to mention the actual alignment in the new units of our core activities related to research/discovery, teaching/learning, and outreach/engagement.

I've been deeply struck by just how hard and how passionately CHE people are working this year. They continue to lead their units and departments with skill and dedication (and unflagging care for students)—and at the same time are devoting tremendous energy, intelligence, and imagination to the creation of new programs. Their uncommon leadership capabilities, the excellence of our programs, and the strength of our heritage all are reasons I have great faith and optimism as we journey into a future of many unknowns.

Please join us as we continue our journey. Save the dates for our spring celebration and the Goldstein event. We look forward to sharing with you the rituals of transition for our college, and our new beginnings in new places.

As always, please know how much we value and welcome your comments and questions.

A handwritten signature in black ink, which appears to read "Shirley L. Baugher". The signature is fluid and cursive, with a large initial 'S'.

Leading Through Change:

A sit-down Q&A with Dean Shirley Baugher



What does the U's strategic positioning mean for CHE?

CHE will cease to exist as a college in July 2006. Our programs will continue, but in new collegiate homes.

What's driving the changes?

Higher education in the United States is facing unprecedented challenges: shrinking resources; demographic changes; the demands of a more diverse, global, and digital world; new accountability demands. Our University is attempting to reshape itself to be competitive, excellent, and financially viable in this new environment.

Why was CHE targeted for closure?

It's not a reflection on the quality or viability of our programs. It's that institutions are making choices about how they wish to embrace programs like ours. Many would say that much of what historically set our college apart—our embrace of interdisciplinary work, of diversity around gender and different cultures of people, of diverse ways of thinking—is now embraced across all of higher education. At the same time, there is a larger theoretical framework and basic core values and belief systems that continue to set us apart. As I perceive it, we happen to be an institution that is saying, "We believe in interdisciplinarity, and in the value of the work in your programs, but we don't understand the philosophy of human ecology as an organizing principle for a college."

Why do you think that was true?

We were making headway. We completed a massive visioning process, identity and branding work, finished a strong strategic plan, and we were just at the point to really start to bounce it. And we had a big role in the U's interdisciplinary initiatives—our work is deeply infused into the initiatives around healthy

foods, healthy lives; children, youth, and families; and digital technology.

I'm convinced all this would eventually solidify our position as a college. That said, those interdisciplinary initiatives highlight the fact that structure is not the critical issue.

Collaborations can flourish regardless.

Yes. The critical issue is how you create environments to bring people together to ask good questions, debate issues, and do fruitful discovery. You know, proximity is helpful—the serendipitous encounters with colleagues when you walk down the hall for coffee. But in this new flat world, I might walk down the hall - metaphorically speaking - in a chat room. It's still creating community; it's just different. Again, structure's not the defining issue.

What is the outlook for human ecology nationally?

Many university programs are undergoing change, often driven by financial concerns (which is not the case here; we've been a solidly self-supporting college). Mostly there are clean mergers with another college, often education. What concerns me most is that we haven't done our own vision work about where human ecology ought to be positioned. Should it be with education? I don't know; maybe it should, maybe it shouldn't. Should it be with public policy, or with public health? Maybe, maybe not. We need to ask the questions.

Do you have your own answers?

If I could design the world today, I would actually maintain colleges like human ecology—but I would open the door to take on an even broader portfolio and enlarge the space for interdisciplinary work. I would focus on what is unique about human ecology: the systems perspective we bring to questions around the near environment to improve the

REGULAR UPDATES ABOUT THE FUTURE OF CHE CAN BE FOUND AT WWW.CHE.UMN.EDU - CLICK ON "CHE IN TRANSITION."



human condition. I think we might include some parts of education, some public health, some public policy. It all depends on how you frame the questions. If you're working on housing, it would be some architecture and also geography. The process then is about philosophical issues and less about structure.

Did the closure decision catch the college by surprise?

I knew change was going to happen. I had shared three possible scenarios with department heads, including a broader CHE; a clean merger with another college; and, worst case, the disbanding of the college. I hoped the worst-case scenario would not occur. And it did. I was told two weeks before it was announced. I did choose to share the decision with my executive team and department heads, to honor the trust they have in me. I have so much respect for our staff and faculty, and our mission and work is so deeply important to us—I would not, could not, accept their reading about their daily life in the newspaper. We do what we do because of our relationships and values. I'm deeply sorry we were constrained from telling our alumni in advance.

Alums have talked of feeling homeless. Could a human ecology institute be created in McNeal Hall?

I don't think an institute will be created. In the short term, our programs will stay where they are; there's nowhere for them to go. Long term, McNeal Hall might have a cluster of human development programs, but that's just an idea. Lots of space planning work needs to happen over the next 5–10 years—I hope as part of an overall vision for the Saint Paul campus. CHE artifacts from this beautiful building will be retained. But will there be a place where alums can go and feel like they're home? Home will have changed.

Some alum have described feeling "invalidated."

I understand why they feel that. My own sense is that you have to embrace what your education has meant to you and carry that with you. I would also emphasize that you may not have a college, but you will have a University. You know, I care about human ecology. I *breathe* human ecology. I'll continue to practice my work with a philosophy of human ecology. But what I care about

most of all is that there's a strong and vibrant university here for the state. This is a great university; people should value what this institution is for them. It's a phenomenal gift.

Without a college home, will human ecology continue to exist in meaningful ways for alumni?

I think that will evolve. Alumni themselves will help drive that. They can "live" the knowledge and values of human ecology as individuals and professionals. They can bequeath the philosophy to future students by serving as mentors or by endowing well-defined scholarships. They can define continuing education programs or other initiatives they want to see, and work with the U to get them delivered. They can stay engaged—if you've worked with the Goldstein, or the Alzheimer's Caregiving Center, stay with those programs as they begin to work in a new way in a new place.

What happens to donor gifts to CHE?

The funds designated for specific programs will follow those programs. In other cases, we'll honor the spirit and intentions of the original gift; we'll work with donors or their descendants whenever possible. We are committed to doing this in a reflective and highly visionary way.

People who want to give in the future can still give for human ecology purposes?

Of course, and I hope they will. We have fund drives going right now—for the family stress resilience chair, which is in FSoS and will stay there; for the endowment to honor Joanne Eicher's cross-cultural work, in DHA; for CitySongs, in Social Work. All of the causes that people are passionate about will be there in a different collegiate structure.

What will the changes mean for the student experience?

We've been a leader in creating innovative and supportive learning environments for students, and we're working to see that our best practices inform the creation of new colleges. Our faculty and staff are working incredibly hard on issues like these.

The transition work must be exhausting.

The days are long, and often very emotional. Our work now is complex:

We're participating in the creation of new colleges. We're managing our existing college—we have a business to run, and students enrolled. And we're closing a college.

What will happen to the Goldstein Museum?

People can feel very secure about the Goldstein. It will be part of the new design college, and possibly become a college-wide initiative, which would only strengthen it.

CHE has been a center for multicultural and cross-cultural work. Will that continue?

Creating a more global university is a priority within the strategic recommendations. To do that, and to prepare students well for the future, we've clearly got to do a much better job of diversifying our faculty and students.

Will there be events to mark the end of the college?

We'll have a museum show, January through April, to frame our history as well as reflect on our future. We will celebrate our contributions to the University, to the advancement of women, and to the state and world. We're also commissioning a final chapter of "Journey Home," the college history that was written for our centennial in 2000. And we will have a gala event in April—a very important event.

Important why?

Because we all need markers or rituals to help us with transition – to do our leave-taking and closure as well as begin new journeys. It will be a time to celebrate and validate the excellence and identity of the past, and also welcome the unknowns of the future.

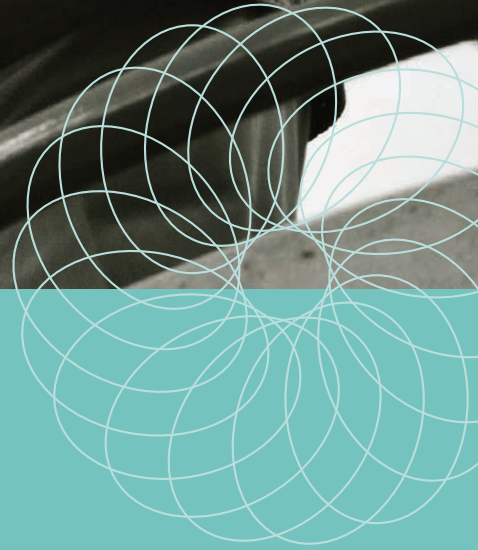
What can and should alumni do now?

They should continue to celebrate who they are, and be proud of that. And they should continue to process their own grief. It's very real, and they need to honor that. You can't go on to new beginnings without resolving grief. Then I hope they will discern ways to remain engaged with the things they care about, to maintain community, and to continue to participate in the ever-changing life of this great University. —Kate Tyler



BECKY YUST,
DHA DEPARTMENT HEAD

TOM FISHER,
CALA DEAN



Designing a bright future for the University of Minnesota

The University of Minnesota’s decision to invest in a new design college could not have come at a better time. Signs of design’s rich future are everywhere. Public health experts are now looking at how design can solve America’s growing obesity epidemic by increasing the “walkability” of communities. Apparel designers are using body scanners to help create customized clothing for varied body types. Diverse populations are looking to design to help them maintain cultural traditions through spaces that

take their unique needs into account. Even Target, one of the country’s largest retail giants, recognizes the importance of design in everyday life with their latest slogan proclaiming, “Design for All.” In his new book, “A Whole New Mind,” Daniel Pink, a critically acclaimed writer for the *New York Times*, argues that design is one of six essential right-brain activities that will be a crucial skill for everyone in the future. “Design is a high-concept aptitude that is difficult to outsource or automate—and that

increasingly confers a competitive advantage in business. Good design, now more accessible and affordable than ever, also offers us a chance to bring pleasure, meaning, and beauty to our lives. But most important, cultivating a design sensibility can make our small planet a better place for us all.”

College of Architecture and Landscape Architecture (CALA) Dean Tom Fisher couldn’t agree more, “Design is becoming more central to our culture and

economy. It is about being creative with practical things, moving back and forth between logic and imagination.” He is looking forward to the opportunities that will come from a new college that incorporates all of the design disciplines at the University: architecture, landscape architecture, graphic design, apparel design, retail merchandising, interior design, and housing studies. Becky Yust, head of the Department of Design, Housing, and Apparel (DHA) is excited about breaking down the barriers that may exist between these entities. She feels that the University of Minnesota is uniquely positioned to be the nation’s leader in design education, as there is no other academic institution in the world that has the wide range of design disciplines connected in quite the same way as the University of Minnesota. “I want people to think Minnesota when they think of design. I want this to be the place for people to go when they are serious about learning how design influences our lives,” says Yust.

While both Yust and Fisher are looking forward to a bright future for the design college, there are still a lot of details that have yet to be ironed out; questions like, where will the new college be located? Will credit requirements change before graduation? What will the name of the new college be? “Initially, I have to admit that there won’t be a lot of change. Students won’t see much impact on their curriculum in the beginning. Over time, the college and its initiatives will evolve, but it is going to take some time,” says Yust. One decision is certain; the Goldstein Museum of Design will be a part of the new college.

When asked about the challenges of creating the new college, Yust and Fisher had the exact same answer: location and culture. With DHA housed in McNeal Hall on the Saint Paul campus and CALA in Ralph Rapson Hall of Minneapolis’ East Bank campus, the 20 minute bus ride could get to be a bit taxing for students and professors making the commute regularly throughout the day. The long term goal is to house the college and all of its classes, centers, and research on one campus, which will better facilitate interaction among faculty, students, and staff.

The challenge of merging two cultures may be a larger obstacle to overcome. “The various design disciplines have different histories, traditions, and assumptions,” says Fisher. “We have to honor and respect these differences, while finding common ground. This will be an ongoing evolutionary process for everyone.”

“I want people to think Minnesota when they think of design education.”

The idea to create a design college is not a new one. When Ralph Rapson came to CALA in the early 1950s, he tried to bring the design disciplines together under one roof. Then, 10 years ago, Provost Gene Allen brought forward the concept again and an “affinity group” on design and human behavior was formed. DHA 1101: Introduction to Design Thinking is the result of that dialogue. This freshman-level course, cross-listed with Landscape Architecture, brings together CALA and DHA students to look at problem-solving through the lens of design. Yust and Fisher see the potential for many more collaborations with each other and other colleges throughout the University. For example, the University of Minnesota was recently selected as one of ten universities across the country to aid in the rebuilding of New Orleans. This project will not only include housing experts from DHA and CALA, but policy experts from the Humphrey Institute and environmental experts in the field of natural resources. Experts in each of these areas will come together to determine whether rebuilding is an option for the residents of New Orleans and what type of housing is appropriate. Fisher hopes these types of projects will foster relationships allowing the University to develop a major housing center.

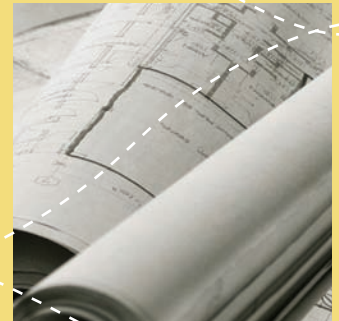
“In the past, design has always felt a bit at the margins in this University, without the same visibility or respect as science,” states Fisher. However, it is clear that experts in a wide range of disciplines are

starting to recognize design’s importance. Yust is optimistic as well, “I believe in the work we are doing and look forward to growing.” -Ashley Burt



MEET TOM FISHER

College of Architecture and Landscape Architecture (CALA) Dean Tom Fisher considers himself a “fairly unconventional academic.” Before coming to CALA in 1996 he never held an academic position. For 15 years Fisher worked as the editor of a major architecture journal, *Progressive Architecture*. He has written on a wide range of design issues and if you need proof, check out the Avery Index to Architectural Periodicals: Fisher has 224 citations on the index, which makes him the most published writer in the field. His areas of research interest include intellectual history, the history of ideas, sustainability, and ethics. He has written three books and 23 book chapters or introductions. He is currently writing a book on architecture and ethics which will be titled, “Constructing the Good Life.” And, despite his busy schedule as Dean, Fisher still loves to teach. “It is important to remember why we are here.”



Design collaborations in progress

Take a peek into a McNeal Hall classroom early in the fall semester: clothing design and architecture students gather in front of a massive machine that is beaming infrared light. Students from Karen LaBat's clothing design and Marc Swackhamer's architecture classes are learning about the magic of body scanning technology. This impressive machine allows apparel designers to measure parts of the body many people didn't even know exist. The students are discussing fiber structures in clothing and buildings and comparing the similarities and differences. Meetings like this are becoming more and more common with the announcement about the new design college. Faculty and students from the Department of Design, Housing and Apparel (DHA) and the College of Architecture and Landscape Architecture (CALA) are opening their eyes to a whole new world of design possibilities and partnerships.

The potential for collaboration is endless. Tasoulla Hadjiyanni, an interior design professor in DHA, is an expert in accounting for cultural identity through housing design. With an undergraduate degree in architecture and a Ph.D.

from DHA in housing, she is familiar with the opportunities that will come from joining the two entities. Several years ago, while an adjunct professor in CALA, Hadjiyanni collaborated with Julia Robinson, a professor in CALA, to create a design studio that looked at the unique housing considerations of the Hmong population. Students interviewed ten Hmong families and then designed houses that took into account their cultural traditions. Being Shamanists, many Hmong use the home as a place to worship, rather than dedicated religious buildings. Because of this, marriages, deaths, and births are all celebrated in the home. The floor plans students designed had to accommodate these large gatherings that often involved 200 people. The information students gathered from this studio was used to inform the design of a home in Saint Paul's Frogtown neighborhood that was constructed by the Amherst H. Wilder Foundation. Hadjiyanni is hopeful that more collaboration like this will take place in the new college.

Denise Guerin, an interior design professor in DHA, sees the new design college as changing the way design

is practiced throughout the world by bringing together interdisciplinary design teams on all projects, "I want to see a blurring of the practices."

InformeDesign, housed in DHA, is doing just that. The web-based service, www.informedesign.com, allows designers to search areas of interest and find the most up-to-date research on the subject in easy to understand terms. "This is a major center that can help to tie all areas of design research," says Guerin.

CALA's Design Institute is also working to bridge gaps in the design disciplines by improving design in the public realm. One way they are doing that is through a summer camp for kids, aged 13-17, to learn more about design from some of the world's leading experts. CALA Dean Tom Fisher hopes to use this camp as a model for introducing students to a wide range of design disciplines in the new design college. "When these students get into the real world they are going to be working together on projects. Why not get them familiar with the idea now?"

—Ashley Burt

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EXHIBITS

Mind Over Matter, Body Under Design:
Bodyworks by KeySook Geum

October 9, 2005 - January 8, 2006

This exhibition features the conceptual fashion of Dr. KeySook Geum, an internationally known Korean designer, teacher, and scholar. Geum's elegant works usually take the form of clothing - dresses, jackets, and coats. Often made from strands of wire and silk, these transparent web-like sculptures are enlivened with the addition of beads, sequins, feathers, coral, and amber.

Visit <http://goldstein.cbe.umn.edu> for current news and updates.

Celebrate! The College of Human Ecology

January 28 - April 9, 2006

Opening Reception:
Saturday, January 29, 1:30-4:30pm

This exhibition's purpose is to celebrate the teaching/learning, research/discovery, and outreach/engagement scholarship of the College of Human Ecology. Current projects will be featured in relationship to the five college initiatives: cultural awareness and competence, design and technology, development across the lifespan, economic and social well-being, and healthy life choices.

A gala celebration will be held in conjunction with the exhibit on April 7.



APPOINTED: LIN NELSON-MAYSON,
DIRECTOR, THE GOLDSTEIN MUSEUM OF DESIGN.

Nelson-Mayson comes to The Goldstein from her most recent leadership position as Director of ExhibitsUSA in Kansas City, an organization that specializes in museum services and traveling exhibitions for small and midsize museums around the country. She has also held posts at the Minnesota Museum of American Art in Saint Paul and the Columbia Museum of Art in Columbia, South Carolina. Nelson-Mayson holds a BFA with an emphasis in painting from Miami University in Oxford, Ohio, and an MFA with an emphasis in sculpture and critical writing from The Ohio State University. She has extensive experience with decorative arts and curatorial design and is an accomplished speaker, having lectured widely on museums and the issues integral to them. She served as chair of the Curator's Committee for the American Association of Museums (1992-1994), chair of the Minnesota Association of Museums (1998-2000), and board member for the Association of Midwest Museums (2002-2005). "I am honored to be the incoming director of The Goldstein Museum of Design and glad to be a part of such a dynamic operation. I anticipate being able to draw on my past museum experiences as well as work more intensively with design, students, and the public. I am pleased to be a part of this exciting time in The Goldstein Museum's history," said Nelson-Mayson.

"WE HAVE EXCELLENT
UNITS COMING TOGETHER,
WITH SIMILAR
COMMITMENTS AND VALUES
—AND COMPLEMENTARY
STRENGTHS."



JAN McCULLOCH,
FSoS DEPARTMENT HEAD



JEAN QUAM,
SSW DIRECTOR

STEVE YUSSEN,
CEHD DEAN

Social Work & Family Social Science help to create new era in education

“We’ve done this before,” says Jean Quam. “In 1983, we came to what is now the College of Human Ecology from the College of Liberal Arts. So we know what it’s like to go through that kind of transition, and to become part of a blended family.”

Quam, director of the School of Social Work (SSW), is reflecting on her school’s impending partnership with the College of Education and Human Development (CEHD) and General College (GC). Also affected by the sweeping reorganization of University programs is CHE’s Department of Family Social Science (FSoS), which will be part of the new collegiate unit. These changes are expected to create the broadest, largest—and arguably strongest—college in the country devoted to the development of human capital and the social well-being of children, youth, and families.

“CHE has been a wonderful home for us,” Quam says, emphasizing that SSW—one of the country’s top-ranked professional schools of social work—has prospered “in CHE’s small, innovative, mission-driven, and values-focused” scholarly community. For Jan McCulloch, whose FSoS program also ranks in the top tier, “Human ecology is who we are as much as what we do. We’re ‘leaving home’ in some real and deep ways.”

Yet, their work will continue, they

stress, and they see the reorganization plans brimming with promising opportunities. Says Quam: “We have excellent units coming together, with similar commitments and values—and complementary strengths.” From early childhood development (a CEHD strength) to aging (a SSW emphasis), the new college “will have cradle-to-grave coverage of educational and quality-of-life issues,” she says. CHE and CEHD faculty already collaborate on topics such as youth development and the needs of people with disabilities; Quam and McCulloch expect many new collaborations to flourish.

“We may be able to work together to create something greater than ‘the sum of the parts.’”

One area where that may happen is in the training of mental health professionals. The new college will be home to all of the U’s licensing programs in this area (including clinical social workers, marriage and family therapists, school psychologists, and counseling psychologists). “We may be able to work together to create something greater than ‘the sum of the parts,’” says Quam.

That may be true in the area of undergraduate education as well. Especially with GC’s developmental education programs in the mix, the new college will, says CEHD Dean Steve Yussen, “play a large and important role in the undergraduate mission of the University, and perhaps also become a national leader on undergraduate teaching and learning.”

The college will combine three units known for their attention to diversity issues. It’s also likely to be an outreach powerhouse. All three units have public constituencies and have strengths in outreach, says McCulloch, whose own department—which includes extension faculty—is an acknowledged leader. “I think there’s going to be new synergy in this area, and maybe some new models for bringing knowledge to families and communities statewide,” she says.

And, says Yussen, the new college could give the U a new edge in addressing the needs of urban communities. “Take CEHD’s work with urban school districts, and add the expertise of GC on urban communities and communities of color, plus what social work and family social science does around issues like poverty, diversity, and violence—and you have the makings of a serious urban studies focus,” he says. (Cont. on page 10)

CHALLENGES AS WELL

With an estimated 200 faculty and more than 6,000 students, the new college will be double the size of the current CEHD and will be the U's second-largest college (after the College of Liberal Arts). Getting such a complex college up and running by next summer requires what McCulloch terms "massive, exhausting work," with structure, staffing, and budget details hammered out in many meetings among the three colleges' deans and by faculty-staff task forces. Representatives from CHE aim to

two colleges closing, and one that is going to remain intact, so I understand there's more ambiguity and anxiety for CHE and GC. But really what we're doing here is creating an entirely new college. It will be organized differently than any of the three colleges going in. We'll have a new mission statement, and possibly even a new name—although the one we have does seem to cover the waterfront pretty well; we'll see what the task forces say."

The open-ended process is essential, in McCulloch's view. "We want a new

well-rooted where they are, McCulloch and Quam suggest that the Saint Paul campus eventually could be a base for allied human development programs. Quam is keen to have the SSW remain in Peters Hall, an historic building specially renovated for the needs of the school.

Looming over the structural questions are "the bigger questions about identity," McCulloch says. "We want our new colleagues to understand who we are and what we do. We're a faculty with a strong theoretical foundation in human ecology. That means we have a systems approach to capturing the full richness and complexity of people's lives." For McCulloch, it also means something more. "There's this sense of carrying on a movement," she says. "Human ecology is where you found the first women admitted to the University, the pioneering women scientists who were shut out of other fields, the rabble-rousers who stood up for social justice issues. This is our history; it's where our identity is rooted."

"Getting to know one another is going to take time," Yussen concedes. "There are different histories, and different folkways and frameworks. I think that will be a strength. I also know there's strong glue that will bind us—we're all members of the University of Minnesota, and we're all interested in the well-being of children and families."

"This isn't going to fail," adds Yussen, who will step down as CEHD dean next summer (a search is under way for a dean to head up the new college). "There are a lot of people working very, very hard to make this reorganization a success."

Says McCulloch: "There's uneasiness and uncertainty, but also optimism. We're a very adaptive group—that's part of the human ecology tradition, too. We recognize that this is part of what the U of M needs to do to position itself for the future, and we see the exciting possibilities for our work."—*Kate Tyler*

preserve CHE's small-college strengths in areas such as student services, says McCulloch, and to maintain strong relationships with alumni and donors.


Much of the work, she says, "is about creating new relationships. It takes a lot of time and energy to do that, at the same time we're running our existing programs—and coming to grips with the loss of CHE as well."

"This is going to be a multi-year process," Yussen emphasizes. "We have

collegiate home that blends the strengths we bring and the strengths they [GC and CEHD] bring," she says. Says Quam: "Our position in the SSW is a little different because as a professional school, we're relatively self-contained. But we're excited about figuring out where we fit and how we can help shape something new."

For now, Yussen says, the new college "will be a two-campus operation. There's neither the appetite nor the space for wholesale moves." With FSoS and SSW





SYNERGIES SURROUNDING CHILDREN, YOUTH, AND FAMILIES ABOUND

Youth development. Child welfare. Adoption. Disability policies. These are a few of the many areas in which faculty in CHE's Family Social Science and Social Work programs already collaborate with faculty in the College of Education and Human Development.

"It's a natural for us to work with CEHD folks, because our interests extensively overlap," says SSW professor Michael Baizerman. A youth development expert, Baizerman partnered with Byron Schneider, Joyce Walker, and other CEHD colleagues to found an innovative graduate program for youth development professionals, and he continues to work closely with them as a core faculty member "and part of the management team."

Issues related to children and youth are among those most often cited by faculty in both CHE and CEHD when talking of the "synergy" that will be realized by the forthcoming integration of their colleges. Take CHE's strengths on families, diversity, aging, and a range of social issues, suggests CHE Dean Shirley Baugher, and pair them with CEHD's strengths in areas such as child development, disability issues, and K-12 education, "and you have a much more complete picture of the lives of children, youth, and families."

Similarly, Jan McCulloch, FSoS Head, says, "When you look at what CEHD does and then plug in CHE's strengths in areas such as adolescent development, parenting issues, mental health issues, and family economic well-being, you start to model the full complexity of the world," says McCulloch. "That's exciting, because it's very consistent with the framework of human ecology."

The obvious links between CHE and CEHD already are the basis of multiple intercollege collaborations. Many faculty members from both units lend their expertise to the U's Children, Youth, and Family Consortium. Among specific collaborations in which youth issues are central, family social science researchers Hal Grotevant and Martha Rueter are graduate faculty members for the interpersonal relationships research minor based in CEHD's Institute of Child Development. Grotevant also collaborates with CEHD colleagues such as Megan Gunnar to study a range of family and adolescent issues related to adoption.

SSW's Elizabeth Lightfoot works with colleagues in the CEHD Institute on Community Integration to address child disability issues in a community context. Baizerman is collaborating with Schneider—a faculty member in educational policy administration—to develop a new international policy initiative related to youth. And his ongoing involvement in the youth development leadership (YDL) program is about to grow with the planned expansion of the now master's-level program to include both undergraduates and Ph.D. students.

The forthcoming partnership between CHE and CEHD programs "is really going to be great in terms of the growth of the YDL program," says Joyce Walker, a professor of education and the program's director. "We were already talking about expanding the program, but wow, how much easier it's going to be now that we're all going to be together. That's true collegewide—lots of potential to expand the range and scope of our work around youth issues. It's very exciting."

SSW Director Jean Quam ticks off several additional collaborations under way or in the works involving SSW and CEHD faculty—one to plan policy forums on child disability issues, another to develop a grant proposal around the training of child welfare workers, and still another to discuss new initiatives related to youth transitioning out of foster care.

New collaborative possibilities abound. FSoS faculty member Jodi Dworkin spent a morning in early November talking with a group of faculty from CEHD. "We share many overlapping issues, so it was exciting to brainstorm about how we might collaborate on future projects—to connect more of the dots in terms of youth well-being," says Dworkin, who studies adolescent development and family functioning. She sees potentially exciting intersections, for example, between her study of youth experimentation and youth risk-taking and the studies of youth sports that are being done by faculty in CEHD's kinesiology department.

"We're clearly doing research that is related, or even complementary," says Dworkin, an extension-based faculty member who is already collaborating with the Center for Youth Development, an extension-based research center formerly housed in CEHD. "Probably some of us should have gotten together sooner. The integration of our colleges seems to have opened up the doors to new conversations, new opportunities. It's clearly going to be good for research and teaching on children and youth."

—Kate Tyler



AL LEVINE,
FScN DEPARTMENT HEAD

Food Science & Nutrition: At home with an old friend

As head of the Department of Food Science and Nutrition (FScN), Allen Levine has been in the unusual position of reporting to the deans of two U of M colleges, the College of Human Ecology (CHE) and College of Agricultural, Food, and Environmental Sciences (COAFES). That dual report, he says, is the only major thing that will change for the department when the University completes its strategic reorganization next year.

“We’ve been jointly administered by two colleges, but now we’ll be under a single college,” Levine says. That means he will need to consult with just one dean to develop budgets or make hiring decisions. Aside from that, he says, “I don’t think people will notice any real differences in how we go about our work.”

The administrative shift for FScN is part of the U’s plan to bring together its programs related to agriculture, food, natural resources, and the environment. COAFES, the College of Natural Resources, and FScN will come together to form a new, as yet unnamed, college that will focus broadly on food systems, environmental science, agricultural policy, and renewable resources.

Levine, who cochairs a University task force charged with implementing these plans, stresses that the FScN department’s faculty and programs will remain intact. It will be business as usual, he says, in its classrooms, laboratories, extension offices, and research centers.

Most important, he says, “Our mission will remain the same—to expand understanding of how foods affect the health of our population and to prepare

leaders in nutrition and food science.”

The fact that nutrition and food science remain linked is crucial, says Levine. Their entwining dates back to the early 1970s, when the FScN department was formed by the merger of the dietetics and nutrition program (in what was then called the College of Home Economics) with the dairy science program (in what was then the College of Agriculture). Levine says that he and CHE Dean Shirley Baugher “pushed hard to maintain the nutrition piece and the food science piece in one college,” as opposed to scenarios that might split them (for example, placing nutrition in public health or the medical school and divvying up food science between biochemistry and chemical engineering).

“With our focus on health, nutrition research and food science research need to stay together,” says Levine—“just as in the field of psychology, you don’t want to split mind and behavior by cutting

neuroscience off from behavioral science or counseling psychology.

“One of our key strengths in FScN is that we straddle the basic sciences and the social sciences,” Levine says. In this vein, he prizes the close relationships between FScN faculty and those working in family social science, social work, and design, housing, and apparel—the departments that have made up CHE.

“Everyone in the FScN department is interested in the health aspects of food,” Levine says. “What’s been great is that those doing research about improving plant crops for nutritional reasons have had colleagues who can advise about nutrition, about health, about family eating patterns, about cultural issues. Even dairy scientists trying to make cheese melt better are concerned about the nutritional content—and also need to know what families will actually eat.”

Food Science & Nutrition has been awarded a \$138,000 grant by the U.S. Department of Agriculture. The National Needs Graduate Fellowship Grant will support the training and education of two Ph.D. students who will take a multi disciplinary approach to examine the production of specific bioactive components from dairy products, their incorporation into food products, their impact on the sensory properties and the acceptability of the foods (food science), the decision processes relating to peoples choice to include the products in their diets, and the clinical effectiveness of the products for weight loss (nutrition). Growing evidence suggests that calcium can play an important role in successful weight loss and that dairy products appear to enhance its effectiveness.

Graduate education is a major function of the Food Science and Nutrition department and the grant funds will help assure quality fellows. The project co-directors are professors Marla Reicks and Zata Vickers. Professors Lloyd Metzger and Susan Raatz will also direct research activities.

Those relationships “won’t disappear because FScN shifts administrative homes, or even because the College of Human Ecology is being disbanded,” Levine underscores. “All of the relationships and collaborations we have will be maintained. I would say that many of them would even grow as we hire new faculty. We’ve been one of the lead players in President Bruininks’ interdisciplinary initiative on Healthy Foods, Healthy Lives, and that’s going to continue.”

Still, Levine is keenly aware that his department no longer will have one foot in what he calls “the unique ways and culture of the College of Human Ecology.” The college’s small size, big-picture perspective, and emphasis on applied research geared to people’s everyday lives all combined “to create a scholarly culture and community that was wonderful for students and beneficial for faculty doing interdisciplinary work,” Levine says.

“I’ll miss that personally,” he says. “The small size of CHE meant that I got to know other department heads and many faculty in the college quite well. One of my goals is to find ways of carrying forward aspects of the smaller CHE community—such as its highly personalized student services—as we continue our work within a much bigger college.”—*Kate Tyler*

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ALUMNI SOCIETY TRANSITIONS

Creation of three new colleges will lead to the creation of three new alumni societies. Like our programs, students, faculty and staff, alumni and UMAA members will experience transitions in 2006. Generally speaking, graduates of our current academic programs will follow their department and begin receiving newsletters, invitations and other correspondence from their respective new colleges and alumni societies (outlined in detail in the preceding articles) beginning Fall 2006.

Our Home Economics alumni will be invited to identify their preferred college(s) for affiliation in the spring... we hope to make this transition as smooth and positive as possible. (You can visit the alumni page at <http://www.cbe.umn.edu/alumni> after January 1 to declare your society and college affiliation preferences.)

If you have questions about your alumni society membership or the proposed alumni transitions, please contact Lori Mollberg in the College of Human Ecology alumni office, 612-625-8796 or lmollber@umn.edu.

College Awards

THE 2005 LEGACY SOCIETY, HORIZON, RISING STAR AND FRIEND OF THE COLLEGE AWARD WINNERS WERE HONORED AT THE COLLEGE AWARDS CELEBRATION ON APRIL 22, 2005.



LEGACY SOCIETY AWARD
LINDA M. WELTERS

Wakefield, Rhode Island; Alumna, 1981 Ph.D., Home Economics (Textiles and Clothing / Design); Professor and Chairperson, Department of Textiles, Fashion Merchandising and Design, Rhode Island University; European folk dress scholar and Editor of *Dress*, the scholarly journal of the Costume Society of America.



RISING STAR AWARD
TAI J. MENDENHALL

Saint Paul, MN; Alumnus, 1994 B.S. Family Social Science, Ph.D. 2003, Marriage and Family Therapy; Director of Behavioral Medicine, University Family Physicians / U of MN Medical School / Phalen Village Clinic; Licensed Marriage and Family Therapist.



HORIZON AWARD
FRENCHY LUNNING

Saint Paul, MN; Alumna, Ph.D. 2000, Design, Housing, and Apparel (Design Communications); Professor, Minneapolis College of Art and Design; Managing Editor, *Mechademia: A Journal for Anime, Manga and the Fan Arts*.



FRIEND OF THE COLLEGE AWARD
STEVEN P. GEIGER

Wayzata, MN; Alumnus, Ph.D. 1983 Home Economics (Family Social Science); Corporate Vice President, Enterprise Transformation and Integration, Carlson Companies, Inc.

MORE AWARD-WINNING ALUMNI

The College of Human Ecology Alumni Society (CHEAS) was honored by the University of Minnesota Alumni Association with their Grand Gold Award, recognizing outstanding, long-term service by an UMAA alumni group. Alumna and past CHEAS president, Jennifer Anderson (Retail '92) received the UMAA Rising Star Award for recent graduates who contribute significant time, leadership, and commitment to alumni programs. Interior design senior, Cheryl Kempton was recognized as the Student Volunteer of the Year for volunteer leadership in creating a new portfolio review night and other professional development and networking opportunities for interior design students at the college.

CALL FOR AWARD NOMINATIONS!

Help us recognize outstanding alumni and friends of the college during our final year by nominating someone for a Legacy, Horizon, Rising Star, or Friend of the College award.

LEGACY SOCIETY AWARD recognizes lifetime achievement of individuals who have made a positive difference in the lives of individuals or families, community, the college, or it's professions.

HORIZON SOCIETY AWARD recognizes mid-career alumni who have had outstanding accomplishments related to their profession, community work, or civic activities.

RISING STAR SOCIETY AWARD recognizes outstanding alumni who have had significant accomplishments related to professional, community, or civic work within 10 years of completing their coursework at the college.

FRIEND OF THE COLLEGE recognizes someone whose paid or volunteer work demonstrates outstanding leadership in service to the college or to the University.

All it takes is a brief nomination letter (two pages) detailing reasons why you believe your nominee is deserving of recognition. Selected nominees will receive an art glass award signed by the artist. They will also be recognized at the annual college awards luncheon on April 28, 2006. Complete details are available at www.che.umn.edu/alumni/awards.html.

Send nomination letters to Lori Mollberg by January 15, 2006. 12 McNeal, 1985 Buford Avenue, Saint Paul, MN 55108; lmollber@umn.edu or fax: 612-625-7234.



PAMELA A. LOWE,
DIRECTOR OF ADVANCEMENT



Development update

This is a year of transition for the College of Human Ecology. It is the closing year of a college that has been in existence at the University of Minnesota for 105 years. It is the end of one era and the beginning of another. Our hope is that regardless of change, our dedicated volunteers and donors – like you – will continue to support the programs that have come to mean so much.

We realize that change is not easy. This issue of *Kaleidoscope* addresses ‘change’ head-on by introducing you to the new partners that will be joining our departments to create new collegiate entities. Dean Shirley Baugher answered questions about the changes in her article and faculty contributed by sharing with you some of the complementary research projects that will benefit from the coming reorganization. We hope that by sharing in-depth information about the changes to CHE you’ll feel more comfortable about ‘where’ our programs will be realigned.

One area that I hope will continue to strengthen is CHE alumni support for our departments and the Goldstein Museum of Design. We are fortunate to have some of the most dedicated volunteers and donors in this university and we hope that legacy will continue in the new colleges.

At this point in time we are planning to realign our alumni and donors with their graduating departments. For example, if you earned a degree in ‘interior design’ or ‘decorative arts’ your record will logically move with the department of design, housing and apparel into the new design college. Likewise, if you are a donor that endowed a fund in the School of Social Work, that fund will follow the school into its new academic home.

Please know that we are committed to preserving your academic record and honoring the intent of your gifts. For the majority of our alumni and donors this plan will accomplish just that, however there are always exceptions to the rule. In the case that we don’t have a clear academic major identified in your record or your gifts were directed to benefit the college and not a specific department, we will be contacting you directly. Of course you can always feel free to contact us and share your feelings about which academic unit you might want to be associated with.

It’s a full plate to honor a 105-year old college in its last year of operation, as well as prepare our files for transfer. There is much to accomplish as we prepare to move forward. In addition to a closing celebration that will take place on Friday, April 7, 2006, we will be honoring our volunteers and donors by making sure to

recognize them throughout the year. We have begun that by publishing some of our alumni volunteer lists and our FY05 honor roll of donors in this issue. We will continue to assemble our volunteer and donor rosters and plan to include them in our commemorative publications that will honor the College’s history and legacy.

In addition to listing our volunteers and donors, we’d like to include alumni stories and experiences in our final publications. If you’ve got a story to share – about a favorite faculty member, class or program – please send it our way. You can send stories or let us know your preferences for aligning with a new academic unit to my attention at 32C McNeal Hall, 1985 Buford Avenue, Saint Paul, MN 55108 or by e-mail at info@cbe.umn.edu.

I hope that this issue of *Kaleidoscope* informed you about the changes to CHE and inspires you to both share your experiences with us, as well as join us on April 7, 2006 for a wonderful celebration in honor of a wonderful college. I hope to hear from you.

In recognition of individuals, families, & organizations that have made ongoing contributions though one of our giving programs.

*deceased

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TERESA THOMPSON

What is your major?

Family Social Science

What are you studying that really excites you?

I am always excited to learn more about the research process.



What scholarships have you received while being a student at CHE?

Erma Kvitrud Scholarship
Agustus Searle Scholarship

What have your scholarships meant for your education?

My parents taught me the value of getting a multidisciplinary education. The scholarships that I've received from the College of Human Ecology have made it possible for me to attend the University of Minnesota for the last two years.

If you could say anything to the donor(s) that provided the funds that created your scholarship, what would that be?

Your investment in my education will yield a good return because I am committed to making a difference in the lives of children and families through research and education.

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Through the years, the Goldstein Museum of Design has been fortunate to have the support of hundreds of dedicated volunteers and donors. CHE alumna Ann Carlson Birt is one of those special people. Ann currently chairs the Goldstein Director's Endowment Committee and is a tireless volunteer for this endeavor that has, in just a couple of short years, raised nearly \$350,000 toward a \$1 million goal. In addition to her hard work on behalf of the Goldstein, Ann has also contributed \$25,000 toward the endowment initiative, which will help to ensure the future of this important design museum at the University of Minnesota. Thank you Ann!



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Help us reach our goal of establishing an endowed scholarship fund for each of our three new colleges. By reaching the \$25,000 endowment level, our fund will be eligible for a President's Scholarship match, doubling the impact of your gift.

Make your gift to the CHEAS Scholarship Fund at <http://www.giving.umn.edu> or by mail to Pamela Lowe, Director of College Advancement, 32C McNeal Hall, 1985 Buford Avenue, Saint Paul, MN 55108-6142. Reference CHEAS Scholarship Fund 5735.

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A recent gift from Delwin Anderson, MSW '46, has created The Delwin Anderson Graduate Fellowship in the School of Social Work. His tenure with the Veterans Administration is noted for the advances made in providing quality healthcare to veterans. This fellowship provides immeasurable support to graduate students and will do so for years to come.

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For the past three years, the Buckman Fellowship for Leadership in Philanthropy program has given CHE alumni, faculty, and staff the opportunity to *learn about fundraising, community relations, and philanthropy in the non-profit sector.*

The program provides a *\$1,000 stipend and a flexible program* designed to help Fellows complete a philanthropic project of their choice. CHE alumni, faculty, and staff are encouraged to *submit an application this spring for 2006-07.*

For more information:

<http://www.che.umn.edu/donors/Buckman.html>

"The Buckman Fellowship experience totally changed the way I think about philanthropic giving."
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ACHIEVEMENTS

Bill Angell, DHA, is cochair of the Measurement and Mitigation Working Group of the World Health Organization's International Radon Project.

Sue Chu, DHA, has been selected for the Digital Media Center Faculty Fellowship program for 2005-2006. She is working to create game-based learning modules for DHA design foundation courses.

Jane Gilgun and Laura Abrams, both SSW, were the keynote speakers at the International Resilience Project conference: Pathways to Resilience.

Dee Ginthner, DHA, has been named a Fellow of the Interior Design Educators Council

Karen LaBat and Elizabeth Bye, DHA, presented a workshop on "Apparel Sizing: New Technologies to Provide Better Fit for Larger Americans" at the American Association of Family and Consumer Sciences annual conference.

Lloyd Metzger, FScN, received the 2005 American Dairy Science Association (ADSA) Foundation Scholar Award for his visionary leadership in dairy-foods research, teaching, and outreach endeavors.

Mark Umbreit, SSW, is serving as the Boden Visiting Professor of Law at Marquette University during the 2005-2006 academic year.

GRANTS

Jeffrey Edleson, SSW, received a \$1.395 million grant from the National Institute of Drug Abuse with Roger Roffman of the U of Washington. They will focus on motivating substance abusing men who batter to seek both domestic violence and substance abuse treatment services before the criminal justice system becomes involved.

Hal Grotevant, FSoS, has been awarded over \$1 million in funding from the National Institute of Child Health and Human Development and the National Science Foundation. The grants fund the third wave of the Minnesota-Texas Adoption Research Project.

RETIREMENTS

Participants from around the world attended "The Senses and Sentiments of Dress," a symposium honoring retiring Regents Professor **Joanne Eicher, DHA**.

CALENDAR

- 01.29.06 Opening for "Celebrate!
The College of Human Ecology" exhibition
Sunday, January 29, 2006
1:30-4:30PM
The Goldstein - McNeal Hall
- 02.11.06 DHA Senior Fashion Show
Saturday, February 11, 2006
Rarig Center
- 03.24.06 Retirement celebration for
Professor M. Janice Hogan
Friday, March 24, 2006
Contact Dr. Catherine Solheim for details
csolheim@umn.edu or 612-625-1201
- 04.07.06 CHE Gala Celebration
Friday, April 07, 2006
McNeal Hall
- 05.10.06 Commencement
Wednesday, May 10, 2006
Northrop Auditorium

IN MEMORY OF

Joan Gordon, FScN professor emeritus, died on August 24 at the age of 82. She joined the University faculty in 1947 and served as chair of the Food Division in the School of Home Economics from 1970-1972. Joan was instrumental in the leadership following administrative changes in the early 1970s, when a new the Department of Food Science and Nutrition was created by combining the Food Department and the Nutrition and Food Service Administration Department (College of Home Economics) with the Food and Industries Department (College of Agriculture). Upon her retirement in 1993, she became professor emeritus and continued in that position until her death.

A Memorial Scholarship honoring Joan Gordon has been established through the Department of Food Science and Nutrition and the University of Minnesota Foundation.

SAVE THE DATE!

A gala celebration of the history, people, and future of the College of Human Ecology will be held FRIDAY, APRIL 7, 2006. In conjunction with the Goldstein exhibit celebrating the college, various events are being planned throughout the day, including a mid-day luncheon, an afternoon session, and a grand reception in the evening. Further details will follow, but we know you will want to keep April 7 clear to reconnect and celebrate with friends and colleagues.



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