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+ President Kaler
answers your questions

+ First-year students
learn via iPad

CEHD | College of Education + Human Development

SUMMER 2011

Building resilience for homeless children

Susan Hagstrum:
A First Lady reflects



connect

VOL. 5, NO. 2 | SUMMER 2011

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Photo by Dawn Vilella

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from the dean: Summer is a time of transition around CEHD, between proudly sending off our graduates during commencement (congratulations to 450 graduate students and 358 undergraduates who received their degrees) and welcoming new faculty, staff, and students for the next school year. This season has been one of even more dramatic change, as Bob Bruininks (former dean and founding director of the Institute on Community Integration) wrapped up his tenure as University president. Eric Kaler took the mantle July 1, becoming only the 16th president of our historic institution.

Over the summer I participated in two retreats with President Kaler. I am impressed by his wisdom, his wit, and his excitement about being here. He describes himself as “pathologically optimistic,” which will help as we plan for the challenges ahead due to reduced state support. I am serving on the Inauguration Committee, helping to plan a week of celebration that will culminate in the inauguration ceremony September 22. Please join the celebration (details at events.umn.edu).

The college will be kicking off the school year with its own opportunities for you to return to campus. We greet the Class of 2015 with our annual Block Party, Sept. 1, which promises food, fun, and fellowship. As part of our unique First-Year Experience programming, these students will read the common book *Outcasts United*, which documents a coach who transformed the lives of refugees and their southern community through soccer. First-year classes will host author Warren St. John and a separate visit from his protagonist, Coach Luma Mufleh. Please join us for public, evening events with St. John, Oct. 25, and Mufleh, Nov. 1. Information about the book and the events can be found at cehd.umn.edu/reads.

This fall also marks President Kaler’s first chance to lead the Homecoming Parade towards TCF Bank Stadium. I hope you’ll don your maroon and gold and march with the college October 21 (details on page 32 and at cehd.umn.edu/events).

May you all have a successful year. Go Gophers!

Greg Helgeson



Abi Gewirtz (left) leads a role playing exercise showing parenting skills to ADAPT facilitators.

Building family resilience after deployment

ASSOCIATE PROFESSOR ABI GEWIRTZ (family social science and child development) is collaborating with the Minnesota National Guard and Reserves to test parenting resources for families who have recently returned from deployment. Gewirtz has studied the correlations between parenting and children's health, especially in high-risk conditions, and in recent years has become interested in military populations.

"Since they put their lives and their families on the line for our country, they deserve to get the best of what science can offer," Gewirtz says. "And yet there have been almost no studies of parenting among service members."

Gewirtz and project manager **Laurel Bidwell** will be recruiting 400 families over the next five years to participate in the program, called ADAPT—After Deployment: Adaptive Parenting Tools. Families that have a parent who has returned from deployment within the last three years and at least one child between 5-

12-years old are eligible.

Through past research Gewirtz and Melissa Polusny and Chris Erbes from the Veterans' Administration found a link between post-traumatic stress symptoms in returning soldiers and parenting challenges.

"We have the data to show, first of all, that parents are critically important to children in high stress situations," says Gewirtz. "And second of all, good programs and supports can improve parenting, children's resilience, and family life."

ADAPT participants who complete a 14-week program will receive parenting support literature or take part in a facilitated parenting program. Parents will learn skills such as teaching through positive encouragement, family communication, and problem solving. After a pilot last spring, researchers are recruiting the first cohort of 100 families to begin early this fall. To find out more information and to participate, see cehd.umn.edu/fsos/ADAPT/.

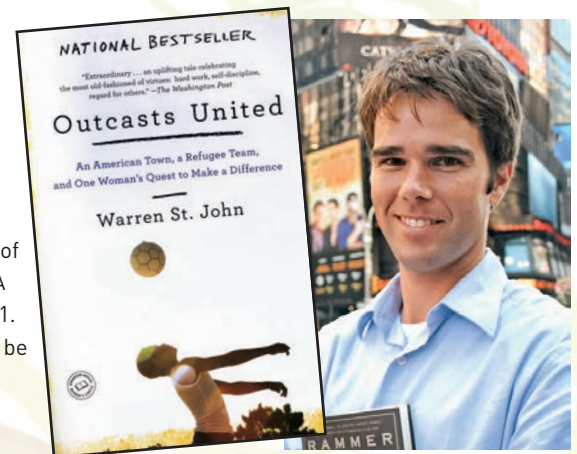
CEHD Reads: Of soccer and refugees

AS PART OF the fourth annual CEHD Reads, the college community will join all first-year CEHD students in reading *Outcasts United* and answering the recurring common question: Can one person make a difference? The book is the true account of the Fugees, a soccer team of refugees in Clarkston, Georgia, and their inspiring coach Luma Mufleh. She unified the refugee children and changed the entire community with a program that offers academic support and behavior expectations, along with soccer. Mufleh also created Fugees Academy to provide better language-learning support for the refugee youth.

As in previous years, the author—Warren St. John—will speak to students in the First Year Experience. He will also make a public appearance on campus October 25.

An added component of CEHD Reads for 2011 is a visit from the book's protagonist, Coach Mufleh—an example of how one person can make a difference. A free public event will be held November 1.

More information on both events can be found at cehd.umn.edu/reads.





Target funds reading program aimed at early literacy

A COMPREHENSIVE LITERACY PROGRAM

designed by faculty from the University of Minnesota Center for Reading Research (MCRR) and Department of Educational Psychology will help Minneapolis Public Schools reach its goal of having all students read by the third grade. The program, called Path to Reading Excellence in School Sites (PRESS), is funded by Target Corp. as part of a \$6 million commitment to district literacy programs over the next three years.

Developed by MCRR co-directors **Lori Helman** and **Matthew Burns** and educational psychology professor **Jennifer McComas**, PRESS expands upon research-based strategies developed via the Minnesota Reading First model, which improved student vocabulary, comprehension, word recognition, and fluency. The program comprises instructional strategies for students of all skill levels in kindergarten through third grade, including expanded support for English Language learners.

“PRESS integrates the research on what is essential for student success in reading, the instructional practices that help learners advance, and the school-wide structures that ensure a continuous focus on data,” says Helman. “There is evidence that each of these areas is critical to improved outcomes in student performance.”

The district named six Minneapolis schools as initial PRESS sites. Through an ongoing partnership that includes the Minnesota Reading Corps, University faculty and graduate students will provide coaching and support over the next three years. Program goals include expansion beyond the initial six sites to the district as a whole, and ultimately nationwide.

“What makes PRESS unique is: A, the melding of different research-based components, the likes of which has not been done before, and B, the addressing of core principles and practices, rather than implementing of programs,” Burns says.

More at cehd.umn.edu/reading/.

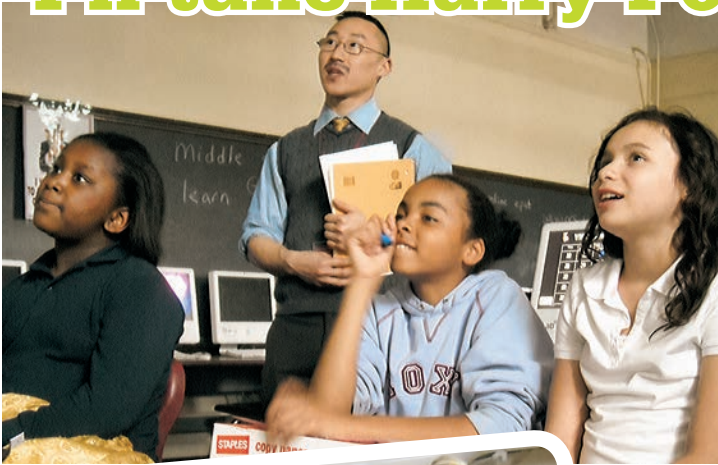
Reinventing the Vo-Tech Building

LEFT Educators from the MAGE Summer Institute utilize the LT Media Lab’s technological assets. RIGHT The well-appointed conference room can host partner meetings and dissertation defenses.



Justin Evidon

I'll take Harry Potter for \$200, Alex.



SLANG TERMS WITH DOUBLE MEANINGS. Harry Potter. Disney Movie Lyrics. These were three of the categories in Literacy Jeopardy, a popular activity developed by literacy pre-service teacher **Adam Hansen** for Family Literacy Night, hosted by the University YMCA at Sheridan Elementary. He was one of a cohort of nine pre-service teachers who planned the event with fun, educational activities that parents could use to help their children develop literacy skills.

About 13 families with younger children enjoyed age-appropriate activities, including hopscotch (each square contained a letter to be strung together to spell a word) for the youngest, and Bingo using words, rather than numbers, for children in grades 2–3. Jeopardy was a big hit with the older children.

The event, which also included a book giveaway and a spoken word performance, gave pre-service literacy teachers a chance to think through ways that they can engage parents outside of the school context, says **Madey Israelson**, a doctoral student who coordinated University efforts. Emily Huynh, a University of Minnesota undergraduate who works for the YMCA, coordinated with Israelson.



THE RENAMED Learning and Environmental Sciences building (originally the Livestock Pavilion, then the Vo-Tech Building) on the St. Paul campus now plays host to the college's cutting-edge Learning Technologies Media Lab, along with the Minnesota Center for Reading Research, the Center for Early Education and Development, the Center for Applied Research and Education Improvement, and the STEM Education Center.

Lab co-directors and learning technology faculty **Cassie Scharber**, **Charlie Miller**, and **Aaron Doering** have assembled a team of developers and media producers to design and research technology solutions for educators and researchers. The lab features multiple flexible spaces that redefine what it means to be in a classroom and offer spaces for learning technologies students to create and collaborate. Outside education groups have also used the space for workshops.

Madey Israelson



Ensuring progress for all, regardless of disability

New common standards projected to save money, improve instruction

BY DIANE L. CORMANY

ALL CHILDREN DESERVE TO LEARN to their greatest capacity, no matter what barriers they face. To make sure, the National Center on Educational Outcomes (NCEO) in the Institute on Community Integration is leading educational innovation for students with significant cognitive disabilities through the National Center and State Collaborative (NCSC). The U.S. Department of Education awarded \$45 million to the four-year partnership, a network of national centers and 19 states directed by senior research fellow **Rachel Quenemoen** and NCEO Director **Martha Thurlow**.

The project draws on research to develop the first fully coordinated system of formative and summative assessments based on alternate achievement standards (AA-AAS). AA-AAS are used to evaluate performance for students who are unable to participate in general assessments, even with accommodations to the test. The new standards will be combined with curriculum, instruction, and professional development supports.

“We know that development of new academic assessments cannot ensure improved outcomes for students without other high-quality educational practices



Rachel Quenemoen

Martha Thurlow

in place,” says Quenemoen. “That is why our project will develop not only a system of assessments to accurately reflect what the students have learned, but will also build an integrated system of curriculum and instructional materials and intensive professional development and support to build capacity in our schools to teach these students well.”

Students with significant cognitive disabilities—typically those with an intellectual disability, autism, or multiple disability labels—used to be taught a separate curriculum from their peers. However, today special education funding requires the same general academic content standards for all, which are age-appropriate, engaging, and challenging. AA-AAS

are based on grade-level content, but with achievement expectations that are appropriately challenging for students with the most significant cognitive disabilities.

Research has proven the potential of alternate assessments to improve student outcomes. “Very early on in this work, we found startling evidence that students with the most significant cognitive disabilities were able to master and apply in meaningful ways the academic skills and knowledge that we never before had tried to teach them,” Quenemoen says.

NCSC is one of two U.S. Department of Education-funded programs that are developing common alternate assessments; the University of Kansas is leading a second comprising 13 states. The programs cooperate with one another and with the Race to the Top Common State Assessment Program consortia of 44 states, which is developing general assessments. Their collective goal is to implement common educational standards by 2014 or 2015.

NCSC includes NCEO in the University of Minnesota Institute on Community Integration; the National Center for the Improvement of Educational Assessment; the University of Kentucky; University of North Carolina, Charlotte; and edCount. The 19 state partners are: Alaska, Arizona, Connecticut, District of Columbia, Florida, Georgia, Indiana, Louisiana, Massachusetts, Nevada, New York, North Dakota, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Wyoming, and the Pacific Assessment Consortium (Pacific territories and neighboring independent nations). Together, these states educate

“Very early on in this work, we found startling evidence that students with the most significant cognitive disabilities were able to master and apply in meaningful ways the academic skills and knowledge that we never before had tried to teach them.” RACHEL QUENEMOEN

90,000 students with significant cognitive disabilities in grades 3 through 12—the targeted grades for assessments.

Karen Denbroeder, administrator for the Florida Bureau of Exceptional Education and Student Service and a member of the management team for the NCSC assessment workgroup, says NCEO and the other consortia researchers have been involved with alternate assessment from its beginnings. “We’ve got the best of the best. What’s critical is people who have knowledge of these populations who have been doing research in this area,” she says.

Representatives from each state participate in one of four work groups—assessment development, curricular and instructional tools, professional development, and validity evaluation—then share information with educators and policymakers in their home states.

Collaborating with other NCSC states helps the members share approaches to common challenges. “This population is so unique in their learning, and the diversity across students within this category is unique,” says Leila Williams, director of alternate assessments with the Arizona Department of Education and

a member of the consortium. “How do we ensure we challenge and assess at the highest level but also offer students with limited abilities adequate assessment?”

This summer, the professional development work group is training educators in each state who will try new curriculum and materials and introduce them to the larger education community when ready. After the initial pilot, NCSC members will run the assessment through a field test with the entire eligible population in each participating state. Such large-scale evaluation of the assessments will provide data that has been challenging to collect because of the small number of students eligible for AA-AAS in each state, says Quenemoen.

The benefits to the comprehensive NCSC system should be widespread. A multi-state assessment system could substantially reduce the costs of administering the AA-AAS—which range from \$250 to \$2,500 per student—especially in states that test few students.

“When our work is complete,” Thurlow explains, “the system will be available to all states, regardless of their participation in the initial development funded by this grant.”



A good way to break the grip of

Early education benefits disadvantaged children for decades

BY DEANE MORRISON

A NEW STUDY from **Arthur Reynolds**, professor in the Institute of Child Development, shows that disadvantaged children who receive high-quality education between age 3 and third grade reap benefits to their economic and social well-being decades later, at age 28.

Moreover, the strongest benefits accrued to those at highest risk, namely males and preschool children whose parents were high school dropouts.

The study complements an earlier one from Reynolds that reported high economic returns on investment in early education, realized as an 18 percent reduction in public outlays such as incarceration, aid, and child welfare.

Reynolds and his colleagues conducted both studies on the Chicago Public Schools' federally funded Child Parent Centers (CPCs), established in 1967. In the current study, the researchers report on the status of more than 1,400 children born in 1979–1980 whom they have tracked for up to 25 years. The study is published in the June 10 issue of *Science*.

“This is the first time a big study like this has found effects of early education on economic well-being this far into adulthood,” says Reynolds. “From the federal standpoint, CPC has been considered a model of how state and local governments could offer preschool programs.”

The children in CPC—which has served 100,000 families—are from

low-income, largely (93 percent) African American families living in poor neighborhoods. Through CPC, children between ages three and nine take part in half- or full-day educational activities emphasizing language and math skills, all taught by teachers with bachelor’s degrees and certified in early childhood education. Parents receive parenting skills workshops and other family services, and their involvement rate is as high as 80 percent.

The key to CPC’s success lies in the quality of both the teachers and the program, which also includes the option for more than one year of enrollment, small classes, and emphasis on the continuity of learning from preschool to

Percentages for the preschool group vs. the comparison group, respectively, at age 28.

- + **High school completion rate: 81.5 vs. 75.1 (77.5 vs. 63.5 for males alone)**
- + **On-time high school completion: 44.3 vs. 36.6**
- + **Moderate or higher socioeconomic status: 34.4 vs. 28.6**
- + **Any health insurance coverage: 75.9 vs. 63.9**

Adults who had completed preschool also had lower rates of trouble with the law and drugs:

- + **Drug and alcohol abuse: 16.5 vs. 23.0 (33.7 vs. 42.9 for males alone)**
- + **Felony arrest: 19.3 vs. 24.6 (13.9 vs. 25.2 for children of high school dropouts)**
- + **Jail or other incarceration: 15.2 vs. 21.1**

poverty

early grade school. The 989 children who completed a preschool program through CPC reaped several benefits compared to 550 children in a comparison group, who didn't attend the preschool program but received a full-day kindergarten intervention. (See box.)

"The study is also significant because it shows for the first time that extended services until third grade are linked to effects above and beyond preschool," Reynolds says. "For example, those who had four to six years of intervention had a 48.6 percent on-time graduation rate—versus 31.3 percent for those with less than four years intervention—plus higher levels of socioeconomic status and health insurance coverage."

The average CPC preschool program costs about \$9,000 per child over one-and-a-half years, Reynolds says. For an extended program of four to six years, the tab is about \$14,000 per child—"a relatively modest cost for the benefits."

However, the United States still spends very little on prevention, Reynolds laments.

"Only 3 percent of the \$14 billion allocated to school districts to serve low-income children under Title I of the Elementary and Secondary Education Act (No Child Left Behind) goes to preschool, yet preschool programs are one of the most cost-effective of all social programs," he states.

Half the achievement gap by age ten between children from higher and lower

socioeconomic status is already there at age five, he adds. "The gap predicts outcomes. But state and federal policies don't reflect the knowledge of how much earlier these gaps appear, and, therefore, the need to start at age three."

He notes that while Minnesota is "close to the bottom among states that finance pre-K programs," a new Race to the Top challenge grant from the U.S. Department of Education may change things. It offers a total of \$500 million for states to improve the quality and access to such programs for children, especially ones at high risk, and Minnesota Gov. Mark Dayton has said

the state will apply for one.

"We have found a chain of positive influences initiated by large advantages in school readiness and parent involvement," says Reynolds. "This leads to better school performance and enrollment in higher quality schools and ultimately to higher educational attainment and socioeconomic status.

"It's hard to change the status quo. But now we're realizing that it makes a difference, and we have to prioritize investments we know are effective based on research and divest in ones that aren't."





Life's Currents

BY TIM BRADY

NINE YEARS AGO, Susan Hagstrum and her husband, Bob Bruininks, were making plans to go on sabbatical. Bruininks's five-month stint as interim president of the University of Minnesota was coming to an end, and while both he and Susan had enjoyed the post, Bruininks had expressed no interest in the permanent job. Instead, the couple was planning a break from the University, maybe to do some travel.

As she makes the move from Eastcliff up river, Susan Hagstrum takes time to reflect

October 2002 was a chaotic time in state history. Paul Wellstone's plane had gone down in the Iron Range, and Fritz Mondale had re-entered the political arena to take Wellstone's slot in the U.S. Senate race. The campaign was coming down to the wire, and in the midst of all this, the U of M was trying to choose its new president. A few voices at the University, many of them from the faculty, had begun to encourage Bruininks to think about applying for the full-time position. The feeling was that he had handled himself remarkably well through his months in the interim role, including the past few weeks of difficulty.

As those voices grew more encouraging and insistent, Bruininks and Hagstrum had a heart-to-heart. "I said to him, Did you have fun with this?" she says. "He said, 'Yeah, yeah, I did.' And he said to me, 'Did you?' And I said, Yeah, me,

too." It was really the first time they had considered whether Bruininks should stay on as president.

A few days later, then-Regent Chair Maureen Reed called to offer him the job. Bruininks asked his wife if he should take it. She replied, "I think we've already talked about this." But Hagstrum did have a couple of new considerations to run by her husband. "I said, Will I get a facility parking tag? And will I get an unlimited budget for outfits? The answers were, 'Yes,' and 'That I can't promise you.' "

Since then Susan Hagstrum, the accomplished wife of retiring President Bob Bruininks, has had no regrets about encouraging her husband to take the position. "It's been a wonderful time and a wonderful education," she says. "When Bob and I moved [into Eastcliff, the official University president residence] I thought I knew the University. I'd been around it all my life. But when I became first lady, I think I truly started to understand its scope and complexity."

She was surprised by the sheer breadth and historical depth of the research that goes on at the U. "I was astonished to discover some of the major events that have taken place here—the creation of AIDs drugs, the invention of black boxes for airplanes and seatbelts for cars," she exclaims. "Right now, a med school unit is working on a way to alleviate the symptoms of Parkinson's through deep brain stimulation, another is creating the biggest and best magnets for MRIs. This institution has an amazing capacity to change peoples' lives."

Hagstrum acknowledges that she even had a few things to learn about the College of Education and Human Development when she joined its Dean's Advisory Council. This, despite earning a Ph.D. ('87) in educational policy here, along with

In Bob's own words

What was your greatest accomplishment during your tenure as University of Minnesota president?

“Our strategic positioning effort, Transforming the U, raised the bar and established a clear vision and aspirational goal for the University. It was the foundation for everything we accomplished in the past nine years, and the day the University Senate endorsed the effort with a vote of 120 to 3 was a big victory. But if I had to pick a single, specific accomplishment, it would be the University's unprecedented success in raising private support, especially for student financial aid. The Promise of Tomorrow scholarship drive, for example, raised more than \$342M in total commitments of private support for students, including \$260M in undergraduate and professional school scholarships and \$82M for graduate fellowships. As a result of these efforts and our innovative need-based financial aid strategy for Minnesota students, we've been able to keep the average increase in net price for Twin Cities undergraduates to less than 3.5 percent per year over the past 10 years.”

What was the greatest challenge of your presidency?

“Again, it's difficult to choose just one. Broadly speaking, trying to drive an aggressive, long-term agenda of transformation and results while addressing three separate, deep state budget reductions was difficult. This most recent round of budget planning has been the most discouraging, primarily because we could not see any long-term planning or analysis in the deep cuts proposed by the legislature, nor any recognition of higher education as a priority for the state or a catalyst for economic growth.”

continued on next page

over 27 years of her own experience as a teacher and educational administrator.

“I was astonished at the college's work in curriculum,” she explains. “I didn't know about Barbara Taylor's wonderful work in reading. It was a great and rewarding challenge to be a part of the many changes that took place at the college, particularly after the closure of the General College and the merger with the College of Human Ecology and School of Social Work.”

Hagstrum is also a founding member of the college's Women's Philanthropic Leadership Council, which supports rising women scholars in CEHD.

When Hagstrum says she's been around the University of Minnesota all her life, she's not exaggerating. Her grandmother, the daughter of Swedish immigrants, had gone from high school into the work world after her father died. She was determined that her own sons appreciate and respect quality education and subsequently named Susan's

father—Hugh Vincent Hagstrum, called Vincent by the family—for George Vincent, third president of the University. He was raised about 10 blocks from Eastcliff, and he and three brothers were Depression-era graduates of the U, as well as committed Gopher fans in the heyday of Bernie Bierman football.

Hagstrum's father and mother took Susan and her sister to Northrop Auditorium on a regular basis, to see the Vienna Boys' Choir, the Nutcracker Suite, concerts, and ballet. Two of her uncles, Jean and Homer, would go on to distinguished academic careers and become just the second set of brothers in University history (after the Mayos) to receive honorary degrees from the University in the same ceremony.

Though Susan Hagstrum was raised in Mendota Heights, she always felt like she was from St. Paul. Her father co-owned (with yet another uncle, Paul) a successful men's clothing store in the city. The family ties to the east side of the river were so tight that when her mother took her on an off-to-college shopping trip to Minneapolis—“because the stores were more stylish”—she brought along an



empty bag from St. Paul's Frank Murphy dress shop. "So we could hide the evidence of where we'd been."

As a girl, she thought she might like to be a nurse or a doctor when she grew up—she says she was the family member who liked to look after others—and she took a job as a nurse's aide in high school. When her mother was diagnosed with Multiple Sclerosis in the early '60s, her interest in medicine was heightened. Today the search for a cure for M.S. is Hagstrum's passion.

She went off to Northwestern University, where Uncle Jean taught English literature, for her undergraduate education. Though Hagstrum began her college career in pre-med, it wasn't long before she discovered "that science wasn't my forte."

She says she fell into her major. A sorority sister, whom Hagstrum admired for her cool intellectualism, was studying speech pathology. She suggested that Hagstrum come to class with her one day, who became compelled by the subject matter's relevance to helping others. "I fell in love with it," she says. "I was immediately drawn to early language acquisition and linguistics."

Hagstrum earned a scholarship, which helped fund her last two years at Northwestern. The grant required that she teach in Chicago after graduation, which she did for a couple of years. When she returned to Minnesota in the early 1970s, she took a position in the Mounds View school system.

It wasn't the path that Hagstrum anticipated. "If anyone would have told me when I was growing up that I would wind up in schools in any way, shape, or form, I would have said, 'Uhn-unh.' I didn't want to manage student behavior in a classroom, didn't want to manage a group of 30 rowdies."

She not only managed the rowdies but grew to love it. Hagstrum began as a speech pathologist and started a pre-school speech development program at Mounds View. She took a leave to earn her master's in speech pathology from the University in 1977. When she returned to Mounds View, she became an assistant director in special education and decided to steer toward a career in public school administration. Soon she began pursuing a doctorate at the College of Education.

Shortly after she began studying toward the degree, the college received a grant, and she was asked to work under its



auspices. One of the professors who interviewed her for the position was a friend of her adviser, the chair of the college's psychosocial studies department, Bob Bruininks. Though she was offered the position, accepting it would have meant a 50 percent cut in pay, and Hagstrum, who was recently divorced, had a mortgage to pay. She said 'no thanks.' Two years later, ("He says it was just one," Hagstrum comments), that Bruininks guy called to see if she'd like to go out.

Sitting in the sunroom at Eastcliff in June, Susan Hagstrum looks at ease in her surroundings, though she'll soon be moving. Her laugh comes easily, with a bit of throatiness and a slight backward toss of her red head. Jack, a black lab, wanders in and out of the room, eyeing the visitor with a slightly exasperated, "were-you-about-to-leave?" glance. "I am the principal dog walker in the family, and he thinks it's time," Hagstrum explains on Jack's behalf.

Outside in the backyard, chairs and tables are being set up around a yellow and gold striped tent, all in preparation for one of the final functions of the Bruininks' administration and the last that Hagstrum will host in the official residence—this one is a gathering of the Friends of Eastcliff, supporters and donors who help maintain the home.

Hagstrum is a self-confessed hugger whose good-byes from the many functions that require her attendance are invariably lengthened by this proclivity. Thankfully, her hugging matches her husband's tendency to want to add one more thing to a conversation, giving them one of the basic building blocks of a good couple: similar timing.



On a more personal level, the closing of General College, the resulting protests, and the misperceptions of people who began to question my commitment to equal educational opportunity for students of all backgrounds stung a bit. I still believe we did the right thing—I believe we are better serving the students we admit and helping them to succeed and graduate—but I know that even today, there are deep, lingering wounds in the University community over this issue.”

What do you look forward to as you transition back into the faculty?

“The presidency was a 24/7 job, 365 days a year. Susan and I are looking forward to having more time to spend with our sons and their families, to spend at our cabin on the Gunflint Trail, and to do more of the things we enjoy. But I don’t intend to retire. I’ve said many times that I was looking forward to getting back to the academic life—I miss interacting with students on a regular basis, and I look forward to creative collaboration with my colleagues, finding new connections and new solutions to real problems in society.”

What message would you like to share with President Kaler?

“Dr. Kaler has my best wishes, my support, and all my confidence in his new endeavor—and I continue to believe that the best days of the University of Minnesota are yet to come.”

They also like to tell the same stories, like the one about the first major gathering that came on the heels of Bruininks’s appointment as president of the University. Still living out in Minnetonka, Hagstrum had to hustle after work on the day of the party to get from the west metro back to Eastcliff. “Rush hour traffic and I’m late, late, late,” she says. “So I pull into the parking lot at Eastcliff, rush in the back door, grab my nametag, run through the kitchen and out to greet a group of people in the foyer by the front door, who haven’t met me before. I say to them, How do you do? I’m Susan Hagstrum, interim wife of the president.”

Throaty laugh. Toss of the head.

“Now Bob always tells that story, but it’s really mine.”

Hagstrum and Bruininks were married in 1985. He was in his mid-40s; she was half-a-dozen years younger. Hagstrum joined in raising his three sons from a previous marriage. He went on to become dean of CEHD and later provost of the University; she continued her work toward her doctorate. “Bob was very helpful in giving me encouragement and ideas for my dissertation; keeping after me to get it done,” she says. The degree, she says, “opened up a world of opportunities for me.”

After completing her degree, Hagstrum returned to work in school administration and then branched into a public school consulting business in the mid-’90s. Her practice was thriving when Bob became interim chief of the U, but her schedule and his were so demanding that soon after he took the regular post as president, she decided to dedicate herself to the duties of first lady.

“I had a very successful business, and I chose to set it aside,” she says. “Toward the end, I was helping a number of schools work with the voluntary desegregation initiatives that were funded in the late ’90s. I was going to Wilmar, Worthington, New Ulm, Anoka, but I was missing the nighttime stuff at Eastcliff. Bob asked me if I’d be willing to set aside the business. I have no regret at all about doing so.”

Though a dramatic change, Hagstrum’s professional and educational background proved invaluable in the new role. “I couldn’t have done it without that experience,” she says. “The knowledge and background in issues of educational policy and administration gave me the tools necessary to be an effective fundraiser for both the college, itself, and the University as a whole. I know the issues.”

Bob Bruininks is quick to list his wife’s exceptional contributions to the University of Minnesota: “Early in my administration we created a president’s initiative to work with community organizations involved in the well-being and mental health of children, youth, and families, especially from economically disadvantaged communities. Susan has been a great leader for these programs,” Bruininks says. “She has taken a special interest in the arts, serving on the boards of the Guthrie, the Weisman Art Museum, the Tweed Art Museum in Duluth, the Goldstein on campus in St. Paul, and now the Minnesota Orchestra. She is a fabulous fundraiser, particularly for Eastcliff; and her work advancing the department of neuroscience at the University has been tireless.”

Hagstrum’s interest in neuroscience stems largely from her mother’s illness.

“She had a long, slow decline, difficult in many different ways,” says Hagstrum, who will assume the chairmanship of the MS Society’s executive committee in January 2012. She would also like to raise funds to create an endowed chair in the study of the disease at the Medical School. “Minnesota has one of the highest incidents of MS in the nation,” she says. “No one knows for certain why, but across the world, the rate of the disease climbs in areas above the 39th parallel.”

Both she and Bruininks are proud of the funds that have been raised for campus structures at the U during Bruininks’s administration, including, of course, the stadium, the whole biomedical district, and the Weisman Art Museum addition, for which Hagstrum played a significant role. “But you know,” she says, “we’re at least as proud of the fact that so many of the gifts to the University during our time have been tied to scholarship programs as well, including the stadium. [Bob] talks a lot about ‘return on investment.’ Every time a gift arrives, our hope has been that we can provide more from that donation than is there in the gift itself—in terms of scholarship, outreach, and teaching.”

Hagstrum’s extensive work in the arts began when she was asked to serve on the Weisman Museum’s board when her husband was first named interim president at the U. “She told me she would do it only if I promised not to kick her off when his presidency ended,” says Lyndel King, executive director of the museum. Nine years later, Hagstrum is an integral part of the board who co-chaired the museum’s Tenth Anniversary celebration in 2003, a lead-up to its capital campaign. Hagstrum will co-chair a benefit in October, as well, to celebrate the museum’s re-opening after its expansion.

“People are incredibly generous, and they love this University,” says Hagstrum. “And it’s not just because they have received their education here. It’s because the U had some major impact on their life. They met their partner; they discovered their career; it’s shaped lives in basic and fundamental ways. People want to give back for those reasons.”

Hagstrum’s warm and outgoing personality has made her both a terrific fundraiser and a great ambassador for the University. She has a deep affinity for all things University of Minnesota. “We were on a trip to Italy for the Weisman a few years ago,” King recalls, “and she came across this beautiful Florentian platter that she [hesitated] to buy because it cost a little too much. Then she noticed that its principal colors were maroon and gold and out came the credit card.”

As Bruininks returns to the faculty, this time with the Humphrey Institute, Hagstrum is sorting out her next phase. She has no plans to restart her consulting business. Instead, she wants to continue her board work and support for the college, the Weisman, the MS Society, and the University’s Department of Neuroscience. A devoted practitioner of Pilates (“Always excited, always willing to work, always ready to try new things,” says her trainer, Kelly Dormady), Hagstrum will undoubtedly keep up her twice a week workouts, as well.



She and Bob fell in love with life on the river in their years at Eastcliff and have decided to move upstream to a condo on the Mississippi in downtown Minneapolis. They also plan to do a lot of traveling, including a long driving tour to California and Washington, where two of their sons and their grandchildren live. On the way back, they will swing by the home of their third son, Brett, another College of Education and Human Development grad (M.Ed. '05, Ph.D. '09, both in kinesiology), who is a professor of exercise physiology in Fargo.

Looking back at her years at Eastcliff, Hagstrum says she’s had no second thoughts about taking on the role of First Lady of the University. “I had 27 years of my own very successful career in education. I thought this might be fun for a couple of years, and it was. I worked at this job for 40 hours a week. If you’re a shrinking violet it might be punishing, but to me one of the great privileges of being in my position is that people want to engage me,” Hagstrum says.

“I never wanted to say ‘no’ very much. There’s too much good work to be done.” +



YOU ASKED. President Kaler ANSWERS.

ON JULY 1, ERIC KALER became the 16th president of the University of Minnesota. Kaler and wife Karen moved from New York, where he was provost and senior vice president Stony Brook University. He previously earned his Gopher stripes with a Ph.D. in chemical engineering from the University of Minnesota. Find out more about President Kaler at umn.edu/president.

To introduce himself to CEHD, President Kaler answered questions submitted by our alumni:

How could the University encourage a greater number of K-12 students to engage in higher level academic coursework, such as mathematics and science?

Charlie Kyte (Ph.D. '75, educational administration and public policy)

“I think the time is right for the U to discuss openly and clearly with students, parents, and K-12 leaders the preparation necessary for success. As admission becomes increasingly competitive, we should lay out clearly what is needed to be properly prepared for an education here. One element of that would be better breadth and depth in science and mathematics, not only for the information content, but for the rigor of thought and analysis those subjects teach. Exposure to and success in those subjects would also open the door to STEM (science, technology, engineering, and mathematics) careers for those who might otherwise think the subjects are ‘too hard’ or ‘boring’.”

University admissions policies have come to favor elite students from elsewhere over Minnesota students who are not elite but fully capable of educating themselves at our University. As a Land Grant University supported by Minnesota taxpayers, shouldn't the University place Minnesota kids first? Glen Nordgaard (M.Ed. '70, art education)

“Access and affordability are critical issues that we constantly consider and balance. Indeed, Minnesota students who have a record that predicts success are admitted. This year, nearly two-thirds of our students graduated from Minnesota high schools.

These are difficult issues because the University—and its financing—are changing. As the University improves both as a research institution and as a place for a sterling undergraduate education, we attract more and better students. From 2004

to 2010, the percentage of students with ACT scores between 30 and 36 rose from 14 to 27. We now receive more than 40,000 applications for 5,300 positions in the incoming undergraduate class. We simply cannot admit everyone—even everyone from Minnesota—who applies.

The expectations for student academic success at the U are high, and it does no favor to students to admit them when their record indicates the chances for them to succeed are low.

At the same time, the share of our budget provided by the State of Minnesota has dropped precipitously, from 43 percent in 1978, to 32 percent in 1994, to a mere 18 percent today. As state support declines, we are much more reliant on tuition dollars. To mitigate the impact of rising tuition on low- to middle-income families, we've made a significant investment in financial aid. Last year, 35 percent of all state resident, degree-seeking, full-time undergraduates received financial aid from University sources.

It's a complex issue. However, let me assure you, we have a deep commitment to the State of Minnesota and will always strive to ensure that the University provides a world-class education and that qualified Minnesota students can attend.”

What is your vision for the University's partnership with K-12 education?

Sharon Ornelas (M.Ed. '99, second languages and culture)

“We need to ‘close the loop’ to ensure that the teachers we train and the students they produce have the same message about the University's expectations. That can only be done when the K-12 community is tightly engaged with the University so that there is a continuous conversation about how to prepare students for success in college and in their careers.

At my former institution, I was involved in discussions and planning about ‘Cradle to Career Success,’ in which the university takes the lead to provide a structure for K-12 leaders, business people, parents, and others with a stake in the conversation to focus on providing resources for students to succeed. I look forward to conversations with the K-12 education leaders in the Twin Cities and elsewhere in which we can align the University's resources to enable student success. Our student demographics and the demands of the workplace require us to work well together and to move quickly.”



Learning by iPad

It takes more than an app

BY HOLLY DOLEZALEK

Second-year student Jemma Sepich (left) shows a portrait of the spring literature class that created digital stories with their iPads, while instructor, Linda Buturian (right) displays one of the projects.

MATT CARLYON HAS INTEGRATED the iPad into his life. Last year, Carlyon was one of the 450 incoming first-year CEHD students who received an iPad from the college. Though he was initially anti-Apple, the iPad was the only computer he had. Now he uses it in his performances as a spoken word artist, as well as in school.

“I use my iPad in some way for every assignment in every course,” he says. “But I also found it’s the perfect size for my spoken word performances – I hold it in one hand and swipe with the other as I read.”

As a member of Voices Merging, a campus spoken word and art organization, Carlyon performs at venues all over the cities, including the Artists’ Quarter in St. Paul and Kieran’s Irish Pub in Minneapolis. When he was given a class assignment to create a digital story about a culture he participates in, it was natural that he would focus on the hip-hop and spoken word community.

He used a tool called Prezi to create his story, then used an app called Prezi Viewer to show the story

on his iPad. "Digital stories are the best thing that technology has ever done for the art of storytelling," Carlyon says. "[Prezi] does not distract as PowerPoint sometimes does, and it's much more engaging than a poster, allowing personality to flow from the story. It's simple, elegant, and does only what it's supposed to do: tell a story."

That kind of passion is just what Dean Jean Quam had in mind when she decided the college would distribute iPads to first-year students and to about 30 instructors. "I was looking for an idea to excite both students and faculty about teaching and learning," she says. "One of my goals for the college is to embrace technology and innovation, because each year students are more sophisticated about technology and learning."



I wanted us to use one of the newer tools in a way that would interest them and get them excited about learning." Buying those newer tools cost less than \$300,000, paid for by donor funds.

Technology for the right reasons

Carlyon completed his digital story for his Literatures of the United States—Multicultural Perspectives class, taught by Linda Buturian, a senior teaching specialist in the Department of Postsecondary Teaching and Learning. For the stories, each student produced video, images, and narration focused on a friend or family member's experience of a cultural tradition or event. One created a digital story about how her family had left Vietnam and included context on the wave of Hmong immigration to the United States.

"These stories facilitated understanding about diverse cultures and encouraged real participation, even among the students who had been quiet in class before,"

Buturian says.

Somewhat surprisingly, Buturian admits that she's not fond of technology for its own sake.

But that skepticism might be what has helped her to succeed and innovate with the iPad in the classroom.

"Most people assume that technology is benevolent or good because it provides us with convenient access to information and entertainment and allows us instant communication. But that access is available to only some populations, and it comes at a cost to other people and natural resources," says Buturian. "I feel it's important to help students think through these complex issues, while empowering them to integrate technology in their learning."

That attitude has prompted Buturian to question what technology should do in her courses, instead of what it can do. "When I consider how to use the iPad in a way that supports learning, I ask the questions I apply to any

Matt Carlyon received an iPad when he entered CEHD last year and incorporated it into spoken word performances, as well as every class he took during his first year.

use of technology for teaching: Is it worth the time and energy required to learn, both on my part and the students? Does it foster community in and beyond the classroom?" she says. "Will it deepen engagement? Does it facilitate understanding in a unique way?"

She found that technology helped facilitate understanding in her Literatures of the United States—Multicultural Perspectives class. For example, one day students were discussing a James Baldwin short story, called "Sonny's Blues." As they parsed the meaning of the concluding paragraph, one of the students noticed that the phrase "the cup of trembling" sounded familiar. "She whipped out her iPad and Googled it, and it turned out that it was a phrase from the Old Testament," Buturian says. "Suddenly the discussion took on a whole new level of meaning." The moment demonstrated how the iPad can be useful for meeting the University's undergraduate Student Learning Outcomes, which include the ability to locate and critically evaluate information.

Through apps like ChimelN, a survey app that allows participants to express their opinions and displays the opinions of the group for all, Buturian believes that using the iPad has also helped to build community in the class.

Because some of Buturian's students had laptops, and all were more familiar with the traditional PC or laptop, the iPad wasn't going to become useful until they knew why they should use it, says Jemma Sepich, who was the undergraduate teaching assistant for the literature course. Some had never had a computer of their own before and hadn't even loaded e-mail onto their iPad by the first day of class.

To help students take advantage of its full benefits, Buturian began holding what she called iPad Mondays, and each week she, Sepich, or a guest guided students through a new way to use the iPad. For example, one week covered how to use Storyrobe, the app that many students chose to create their digital stories. Another Monday, Sepich walked students through the app store so they could find what was new and relevant to what they were doing. She also showed students how to highlight and search electronic text and embed podcasts in it.

"Once people understood that the iPad could do things like that, things that the laptop couldn't do, they were more on board," says Sepich. "By the end of the year, they were choosing the iPad over the laptop."

Instructors have also been learning from one another as they go about how best to teach and learn with the iPad. To



2:00 PM

Irene Duranczyk: Statistics

Classwork, group projects, and data collection using Google Docs ■ Digital texts

Suzanne Loch: Statistics

Create a welcome video for students ■ Pictures or video for student presentations ■ Collect survey data and export to a spreadsheet using Google Docs

Karen Miksch: Multicultural Perspectives in Sociology/William Goodman (family social science): Preparation for Working with Families

Used Chime In, a survey/response tool, to reflect on service learning projects, creating word clouds with results ■ Students updated articles in class with recent statistics, etc.

Bob Poch, K.C. Harrison, Jill Trites: First Year Inquiry: Communicating in a Global Society

Small groups will use the FaceTime application for video chat and in-person meetings.

Tabitha Grier-Reed and Rose Elia Chahla: Principles of Psychology

Students take psychological surveys on the iPads ■ Reference information online

Janet Stottlemeyer: Mathematical Modeling and Prediction

Use as a whiteboard for in-class notes ■ Embed presentations in lesson notes and make available to students after class

Jill Trites: Multicultural Perspectives in Public Speaking/Tiffany Richardson (kinesiology): Introduction to Sport Management

Students use for primary research for speeches related to current trends in the sports industry ■ Students survey speech audiences

facilitate the process, David Ernst, the college's academic and information technology director, assembled a faculty learning community with help from the University's Office of Information Technology (OIT).

More formal instruction is also on the way. In the new school year, incoming first-year students will get the iPad 2. To help instructors get the most out of the upgrades in the new version, Buturian and Sepich, now working as an undergraduate research assistant, have spent the summer building a series of six modules that teach instructors how to use the iPad in the classroom. They're including examples of postsecondary teaching and learning faculty and the apps or uses they have found (see box for examples).

Ernst says that in terms of what students are able to create, the iPad—especially the iPad 2—is a big leap forward for learners. "Today, if they're going to create media, students have to check out or find a camera, record the video, find the hardware and software to edit it, and find support on their own if they need it," he says. "Then they have to figure out how to compress it and get it to the instructor, and instructors end up spending so much energy just to support the technology."

By contrast, the iPad 2 includes a high-definition video camera, and movie-editing software can be downloaded for just a few dollars. As a result, he says, students can record, edit, and send media using a single device.

OIT has partnered with the college in additional ways, providing student support for the devices and upgrading the wireless infrastructure in the buildings where students were most likely to be using them. They also managed a student survey at the end of last year to find out what was working in the project and what wasn't.

That survey suggested that while there might be isolated issues, there was plenty to celebrate in the first year. "Students said that they're having very few technical issues because the iPads are so easy to use," Ernst says. "That's really key, because that allows you to focus on what you're trying to do rather than messing with technology."

Already, other schools are getting in touch with CEHD to find out how they can use the iPad to teach and learn. As faculty gather information from student evaluations and their own experiences, the college will have more to share.

Dean Quam thinks that's as it should be. "Our overarching goal is to keep thinking about how to embrace the next technology and use it in the best way to teach students." +

ordinary MAGIC

Ann Masten is developing tools to build resilience among homeless children

BY GREG BREINING

ANN MASTEN'S RESEARCH REVEALS the challenges posed by homelessness. On the whole, kids without permanent homes score far lower in reading and math than any other group—lower than children from low income but stable homes, lower than the national average. By fifth grade, as a group, homeless and highly mobile students test no better in reading and math than kids in second grade who come from average income, stable households. Homeless kids start behind and struggle to ever catch up. Yet as Masten parses data to the individual level, another story



emerges. Many homeless children do succeed—even excel—despite additional factors associated with poor attainment, such as single-parent head of household, low parental education, or an exceptionally young parent.

“There are people, even though they have four, five, or six risk factors, they’re doing really well,” says Masten. “It’s astounding.”

That phenomenon of resilience has fascinated Masten her whole career. A Distinguished McKnight University Professor in the Institute of Child Development and the current Fesler-Lampert Chair in Urban and Regional Affairs, she is a pioneer in the study of individual resilience and the impact of homelessness. During the next three years, she will continue long-standing collaborations with Minneapolis Public Schools and People Serving People, a Minneapolis homeless shelter, to identify and test strategies to help at-risk preschoolers bounce back from adverse circumstances.

Masten says she is more interested in success than failure. “We’re trying to frame things in terms of how children succeed. What makes a difference for them? And how we can promote school success?”

The nature of homelessness varies. According to federal standards, homelessness and “high mobility” include living in a shelter, doubling up with friends or relatives, or living in motels, in abandoned buildings, on the street, or in temporary foster care. In Minneapolis Public Schools, where Masten does much of her research, the number of children who have experienced homelessness during the year grew from 1,000 in 1989 to 6,000—about 7 percent of students. Minneapolis isn’t unique. In the United States, the number was nearly 800,000. Numbers this year are expected to be even higher.

“Homelessness affects kids emotionally, their well-being in a great many ways,” says Elizabeth Hinz, Minneapolis’s district liaison for homeless and highly mobile students. “That of course affects their ability to concentrate and focus on skill building. That affects their future.”

Child psychologists long focused on these kinds of issues—the problems, the pathologies. But in the 1970s, just as Masten was entering the field, the focus changed. “There was this cohort of pioneers who discovered that we’ve left out a very important part of the story,” says Masten. “We’re overlooking a very important question: How is it that some people, even from the same family, grow up in similar circumstances and do

fine? Or do beautifully? And inspire us with their stories of resilience?”

Masten describes a young man named Mike—a Minneapolis kid who grew up in a chaotic family with alcoholism and violence. He skipped school. He was arrested two dozen times.

Today Dr. Michael Maddaus is a University of Minnesota professor and chief of thoracic and foregut surgery at the Masonic Cancer Clinic. His story was featured on the 2010 PBS NOVA television special, *This Emotional Life*, with commentary by Masten.

“You can study risk until you’re blue in the face, and you may not understand the positive processes,” says Masten. “A lot of people are challenged by unexpected events or by chronic poverty or chronic wars. There are many different human experiences that can derail development. But an awful lot of people—children and adults—manage to recover or make their way through and carry on with their lives in a manner that is impressive.”

Masten has established that the greater the number of risk factors, the greater the difficulty children have being able to be ready to start school. However, two factors emerged that can help.

First were good parenting skills. Through interviews with families residing in area shelters, parents were rated on warmth, involvement, and structure provided to their children. Researchers found these parent evaluations related to teacher reports regarding the child’s academic achievement and behavior.

Another factor emerged as well: A suite of skills that has come to be known as executive function. In an earlier time, these abilities might have been called self-control. Executive function skills develop along with the prefrontal regions of the brain and improve markedly between the ages of three and seven.

“To do well in kindergarten you need to be able to direct your attention, resist the temptation to get distracted, run around the room, or hit the child next to you, and so forth,” says Masten. “To learn anything you have to have some control over your own behavior and attention.”

Moreover, kids with better executive function skills showed less physiological signs of stress. Megan Gunnar, the director of the Institute of Child Development collaborates with Masten and graduate student J.J. Cutuli to measure stress via a hormone called cortisol. They discovered that children

with higher levels of cortisol generally exhibit less effective executive function skills.

Good parenting and executive function skills appear interrelated. “When we see kids with good executive function, we often see adults around them that are also good self-regulators,” Masten says. “Parents model, they support, they scaffold the development of these skills.”

These complementary skills can also be developed, which makes them particularly appealing for building resilience. “It doesn’t help you to find out that being a girl or a boy is better,” she says. “I mean, what can we do about that? So we focused on parenting, because you can work with parents to help them. And we focused on executive function skills because there was a lot of reason to believe that it would really matter.”

Masten will work with Philip Zelazo, who is the Nancy M. and John E. Lindahl Professor, and Stephanie Carlson, associate professor, both in the Institute of Child Development and both experts on the assessment and neuroscience of executive function in children. Through collaborations with People Serving People and The Family Partnership, they are researching methods that promote executive function skills for the National Children’s Study, along with a school readiness project.

Masten grew up with her own brand of mobility, courtesy of the Army. Her father was deployed to Vietnam.

“It was hard sometimes because you would move away from friends and family and relatives. You were always dealing with a new curriculum, new schools, new peers,” she says. “You watch people deal



with the challenges in the military, particularly having a parent deployed in a war zone. On the other hand, there was a lot of opportunity. It was interesting and exciting to see places all over the world.”

After college during a short stint working at the National Institutes of Health, Masten read an academic paper on University of Minnesota psychologist Norman Garmezy’s pioneering work with “invulnerable” children and resilience. “I was captivated by the ideas in this article,” Masten says.

As it happened, Masten met Garmezy who convinced her to come to Minnesota in 1976 for her graduate studies. She ended up following in her mentor’s footsteps, conducting child development research in cooperation with Minneapolis schools. Since the late 1980s, she has focused on the homeless and highly mobile population, in collaboration with Minneapolis and St. Paul area schools and shelters.

“This kind of work is possible only because of strong, long-lasting relationships with collaborators,” she says.

Graduate research assistant Amanda Wenzel (left) helps Masten gauge parenting and executive function skills with shelter residents.

“If resilience required something rare and special, we’d be in trouble. But we’re not, because it requires something ordinary and basic.” ANN MASTEN

Two longstanding projects have figured particularly prominently. Both aim to document the effect of homelessness and develop interventions to help students achieve.

The first is a “big-picture” examination of the academic records of homeless children in Minneapolis schools. The records revealed large and persistent gaps in the performance of homeless kids, according to Masten’s analysis. The difficulties experienced by kids with chaotic lives can snowball, creating “developmental cascades” from which many struggle to recover. For example, mean reading achievement scores for homeless fifth-graders in Minneapolis schools were comparable to mean scores for so-called advantaged second-graders, who were neither homeless nor poor. Math achievement scores told a similar tale. Reading and math achievement scores also showed that the advantaged second-graders maintained their skills during summer vacation, but the abilities of homeless kids (as well as low-income students) fell off when school was out of session.

The data has broad applications. Indeed, says Hinz, the liaison for Minneapolis schools, “I began to realize that the kind of data we were reporting was very powerful information for advocacy purposes as well as planning and research.”

Masten says it is important to share findings with the educators, policymakers, and scientists who can put this data to work. “These reports I believe have considerable influence on policymakers and agencies concerned with achievement disparities and the well-being of homeless and other disadvantaged or highly mobile children,” she says.

The second project followed a smaller group of kids and provided more personal insights into resilience and academic success. Supported by the National Science Foundation, Masten and her students and colleagues studied the roles of executive function and parenting as predictors of school success. Results corroborated their importance as protective factors for homeless children as they transition into school from emergency shelters. Findings turned the attention of

the research group to designing programs for promoting the effectiveness of parenting and executive function skills.

In 2007, teachers from the Shirley G. Moore Laboratory School at the University worked alongside the Masten team and shelter staff to set up a preschool education program in four classrooms at People Serving People.

“Our main mission is to provide children in transient populations quality early childhood programming that they might not have available otherwise,” says Kelly Rogers, director of family support service at the shelter. The program serves as many as 100 kids a month.

“Because we have them for such a short amount of time, we can’t follow a regular curriculum or schedule of a normal classroom,” Rogers says. But “once children have been coming there, even after a week, we see a dramatic change in that behavior, because they’ve learned the structure of the program. They are able to settle in.”

Masten will continue to collaborate with the shelter to devise strategies that build executive function skills in preschoolers, funded by a recent three-year grant from the U.S. Department of Education. These may entail simple games, such as Simon Says, that require exercising self-control. Other games may build working memory—the executive function skill involved in recalling a sequence of numbers or retracing a route. Research will take place at People Serving People, the Family Partnership in Minneapolis, and the Shirley G. Moore Laboratory School at the University.

“The idea is to give them a boost,” says Masten. “We think that if they get off to a better start, we’re going to generate a cascade, a positive cascade. We see plenty of negative ones.”

Masten hopes useful learning exercises can be put right to work because of the close cooperation between researchers, teachers, and family advocates. “The best way to eliminate the famous gaps between finding out things and implementing them to help people in the real world is just to eliminate the separation,” says Masten. “Do your research together.”

One of the most promising insights Masten has discovered in her research is something she calls “ordinary magic.” Rising above adversity is rarely the result of some rare personal quality. Rather, resilience springs from common human qualities.

“All of the evidence points to there being these very common, ordinary processes,” says Masten. “It gives me quite a bit of hope for the potential for intervention. If resilience required something rare and special, we’d be in trouble. But we’re not, because it requires something ordinary and basic. We can make a difference.” +



Retired

Rick Beach, *professor, curriculum and instruction, 38 years*

Led the English education teacher licensure program, provided leadership for literacy education, and has served the college as director of teacher education and assistant dean. Held significant service roles in the Conference on English Education, the National Council of Teachers of English Research Foundation, the National Reading Conference, and the National Board for Professional Teaching Standards. Honored with membership on the National Council of Teachers of English Commission on the Media, the International Reading Association's Computers in Reading Research Award, and the college's Distinguished Teaching Award, Alumni Society Faculty Award, and Rodney Wallace Professorship.

Carole Gupton, *director, Preparation to Practice Group, nine years*

After a full career as a special education teacher, district resource specialist, and school principal in Minneapolis Public Schools, Gupton came to the college's former Office of Continuing and Professional Studies (CPS). She took over management of the Urban Leadership Academy and launched the Cultural Competence Advisory Board. She redefined CPS as the Preparation to Practice Group to coordinate educator professional development across the career continuum.

David W. Johnson, *professor, educational psychology, 45 years*

Johnson is a foundational scholar in the areas of cooperative learning and conflict resolution. His vita lists 62 books plus 549 articles and chapters, and he has been the most widely cited author in

the College of Education and Human Development. His many honors include distinguished career awards from the American Psychological Association and the American Educational Research Association, as well as the Jeff Rubin Award from the International Association for Conflict Management. He also held the Emma M. Birkmaier Professorship in Educational Leadership from 1994 to 1997.

Rosemary Miller, *director, Literacy Initiative and America Reads, 13 years*

Miller developed the University's America Reads literacy tutoring program, which uses federal funds to pay 100 percent of college students' work study if they tutor reading in the community. Before coming to the University, she taught high school and junior college English over a 15-year period and was the editor-in-chief of an early childhood publication. She said directing America Reads has used all of the skills developed in these previous two careers.

Cheryl Morgan, *executive assistant, Dean's Office, 23 years*

Morgan assisted Charlie Lakin in the Institute on Community Integration until Fall 1994, when she moved to the college Dean's Office. During her time in Burton Hall, she worked with numerous deans, faculty, and staff. Her work has focused on educational policy and policy-related procedures. In the past few years, she also actively supported the college's growing international programs.

Herb Pick, *child development, 49 years*

Pick spent his entire scholarly career in the Institute of Child Development, though he has served as a visiting faculty member in Uganda, Moscow, and elsewhere around the world. He

also directed the Center for Research in Human Learning. He has participated extensively in professional service with the American Psychological Association, the National Science Foundation, the National Research Council, and others. Pick will continue his research into spatially coordinated behavior with the support of a University of Minnesota Retirees Association grant.

Kathryn Rettig, *professor, family social science, 26 years*

Rettig will always be remembered for her work on the economic consequences of divorce for Minnesota families. She gave legislative testimony for the judicial committees and subcommittees for the Minnesota House of Representatives, the Supreme Court of Minnesota, and its Task Force for Gender Fairness in the Courts. She has published 55 refereed journal articles, 41 of them with students, edited one book, and authored 11 book chapters. Over the years she also helped many others grow and develop through advising, mentorship, and through service as an ad hoc reviewer for 22 different journals.

Paul Rosenblatt, *professor, family social science, 42 years*

An accomplished, internationally known scholar and a mentor to hundreds of graduate and undergraduate students, Rosenblatt's discoveries have been influenced by personal experiences and the people he has met along the way. His 2006 book, *Two in a Bed: The Social System of Couple Bed Sharing*, was named one of the top 10 university press books of 2006 by *ForeWord Magazine*. He also won the Excellence in Research Award from the former College of Human Ecology, the Ernest G. Osborne Award for outstanding teaching in the family field from the National Council on Family

Relations, the Distinguished Service to Families award from the Minnesota Association for Marriage and Family Therapy, and was named a fellow by the American Psychological Association, the Society for the Psychological Study of Social Issues, and the Society for Applied Anthropology.

Robert Serfass, *associate professor, kinesiology, 48 years*

Serfass began his University career as an assistant to Henry Taylor in Ancel Keys' Laboratory of Physiological Hygiene and later as a research assistant to John Alexander in the Human Performance Laboratory, where he was ultimately named director. He also served as head of the Division of Physical Education; associate dean of academic affairs for the college; and associate director of the School of Kinesiology. Over the years he was honored with the Lou Keller award; Outstanding Contributions to College and University Physical Education award; Minnesota Association for Health, Physical Education, and Recreation award and named a fellow of the Research Consortium and the American College of Sports Medicine.

Deborah Snouffer, *assistant to the dean, Dean's Office, 37 years*

Snouffer joined the Dean's Office in 2009 to continue assisting Dean Jean Quam, whom she previously assisted in the School of Social Work. Prior to her 25-year tenure in social work, Snouffer worked in the College of Liberal Arts. She has co-led the college's Continuous Quality Improvement Group and has served on other critical organizational committees for the University. She has been recognized repeatedly for outstanding service in her job classification.

Ann Werner, *director of extended learning, organizational leadership, policy, and development, 14 years*

Werner worked as a school principal for more than 20 years before joining the University as director of the Urban Executive leadership program, then coordinator of licensing for educational administrators. Her research has focused on evaluating proficiency for State of Minnesota-required competencies for licensed school administrators. She is a member of the American Educational Research Association, Minnesota Association of Secondary School Principals, National Association of Secondary School Principals, Association of Psychological Type, Phi Delta Kappa, Scholia, and the Midwest Council for Educational Administration and was honored with a Bush Fellowship.

Appointed

Heidi Barajas has been named director of the Urban Research and Outreach/Engagement Center. She will continue as the college's associate dean for engagement, diversity, and undergraduate programs on a part-time basis.

Promoted to tenured associate professor:

Big Ngo (curriculum and instruction), **Misty Sato** (curriculum and instruction), **Abi Gewirtz** (family social science), **Tabitha Grier-Reed** (postsecondary teaching and learning), **Beth Lewis** (kinesiology), **Shari Peterson** (organizational leadership), and **David Weertz** (organizational leadership).

Frank Symons (educational psychology) was promoted from associate to full professor.

Honored

Lesla Covington Clarkson (curriculum and instruction) was the faculty/staff recipient

of the 2011 Josie R. Johnson Human Rights and Social Justice Award.

Michelle Everson (educational psychology) is the 2011 recipient of the American Statistical Association Waller Education Award for early career teachers of elementary postsecondary statistics.

Jeffrey Edleson (social work) has been voted a fellow of the newly established American Academy of Social Work and Social Welfare.

Social work assistant professor **Colleen Fisher** received a 2011 Council of Graduate Students (COGS) Outstanding Faculty Award this spring.

Lee Galda (curriculum and instruction) received the Arbuthnot Award for outstanding university teaching of children's and young adults' literature from the International Reading Association.

Michael Harwell (educational psychology) received the COGS Faculty Award, as nominated and selected by graduate students.

Charlie Lakin (Institute on Community Integration) has been named director of the National Institute on Disability and Rehabilitation Research.

Ann Masten (child development) has been named the University's 2011–2012 Fesler-Lampert Chair in Urban and Regional Affairs, an endowment intended to stimulate interdisciplinary research and teaching.

Bic Ngo was named one of five exceptional early-career researchers selected as a William T. Grant Scholar, a program that supports promising early-career researchers from diverse disciplines who have demonstrated success in conducting high-quality research and are seeking to further develop and broaden their expertise.

“We’re finding ways to respond to domestic violence that match the realities of the communities we’re serving.”

OLIVER WILLIAMS, director,

Institute on Domestic Violence in the African American Community; professor, School of Social Work

DESPITE THE LANGUID SUMMER FEEL of the University of Minnesota St. Paul campus, the Institute on Domestic Violence in the African American Community (IDVAAC) headquarters is hopping. It’s Friday afternoon, and Executive Director Oliver Williams’s St. Paul campus office is packed. A meeting is just breaking up between a handful of institute colleagues and a Somali woman in traditional dress. They’ve been exploring ways to best reach recent African immigrants with their violence-ending message.

“There is simply no ‘one size fits all’ approach to this topic whether we’re talking about the historic African American community or these newer immigrant communities,” says Williams, who is dressed comfortably in jeans and a program t-shirt.

This has been the organization’s refrain since Williams founded it in 1993. In fact, it may be the holy grail of his career—a vocation inspired by a peer’s experience with an abusive relationship.

When Williams first entered graduate school there wasn’t much research on family violence, much less how to best address the problem within specific cultural groups. Since then, the institute has delivered 18 years of hands-on work and research through a number of videos, conferences, and publications that promote culturally relevant and effective approaches to end abuse. Materials are distributed to facilitators of programs to support battered women or prevent teen dating violence and groups for men who batter, among others.

Direct accounts from survivors of domestic violence pepper the materials. However, there are also unexpected mediums at work here: theatre, music, and dance spread the word of change and healing. “We’re finding ways to respond to domestic violence that match the realities of the communities we’re serving,” says Williams with a warm smile in his eyes.

As our conversation starts to pick up momentum, his smart phone rings. Williams glances at the device and sheepishly admits he must take this call. I use the opportunity to glance around at his office filled with African art, storage boxes, family photos, and many awards and framed articles. In this small space I can’t help but overhear his call. There is affection in Williams’s voice as he proudly describes how the caller’s story was received at a recent conference. “It was moving to people,” Williams says.

When he’s finished, he plays a video segment on the office’s large flat screen. In it, I see the woman from the phone calmly talking of her middle class life with an upstanding husband. Inkings of jealousy and control issues emerge in a story that culminates in terror and gunfire. From there she begins a physical and spiritual healing process to free herself and her children from the abusive cycle. She is an IDVAAC success. Her story, along with 13 other videos, have reached upwards of 30,000 people, not including the institute’s well-attended conferences or the hundreds of thousands of website hits on topics ranging from fatherhood to diversity issues.

When asked how he deals everyday with these violent stories, Williams compares it to a religious calling. “I think about it as a commitment, a kind of faith you have in creating positive change in lives.”

—LUCIE B. AMUNDSEN





“I’m always trying to push people a little bit beyond their comfort zone when it comes to redesigning education.”

CHARLIE KYTE (Ph.D. '87, educational administration), retired executive director, Minnesota Association Of School Administrators



A DIFFERENT MAN MIGHT MARK THE TRANSITION from 43 years spent working in education to the life of a retiree by anticipating a quieter time in which relaxation trumped late-night meetings and trips to the legislature. Charlie Kyte is not that man. After retiring in July from his post leading the Minnesota Association of School Administrators (MASA) for the past 11 years, Kyte brims with possibilities.

“I thoroughly enjoy working in public education, and I’ll do some consulting, maybe even a little teaching at the University level; we’ll see what the future brings,” he says.

Kyte, was superintendent of Northfield Schools when a colleague called to urge him to apply for the MASA job. “They said they wanted a strong advocate for public education and that I should apply. So I did, and I’ve never looked back,” he recalls. After decades spent teaching, coaching, and working as a principal and superintendent, Kyte felt well prepared to lead the organization.

Over the years he has earned a reputation for being an informed and respected voice for public education in Minnesota and nationally. At the legislature, he communicates the views of superintendents statewide. In addition to being quoted often in the media, Kyte provides background for stories and editorials on education-related topics. He also co-founded Minnesota’s Promise: World Class Schools, World Class State, which he describes as an ongoing effort to transform public education in Minnesota to achieve a truly world-class system. “We have to change our delivery model, and we have to do it in a coherent way so it isn’t happening in only one school district,” he says.

One example of change, Kyte says, is making education more accessible through online learning. Minnesota’s Promise partners are currently looking at ways to customize and offer technology-based education. “And we’re trying to get people to have the collective courage to change so no one is standing by themselves,” Kyte explains, adding that nudging people forward is a big part of his job. “I’m always trying to push people a little bit beyond their comfort zone when it comes to redesigning education.”

But making changes has become more difficult as the atmosphere surrounding education has grown increasingly emotionally and politically charged in recent years. On top of that, decisions that were once made behind closed doors are now made publicly. “Board meetings are televised and bomb scares are tweeted and texted before a superintendent has time to make a decision on what to do,” he says. “All this openness has made our schools better in many ways but also more difficult to manage.”

—MELEAH MAYNARD



At the annual Women's Philanthropic Leadership Circle (WPLC) awards celebration June 15, **Ada Alden** honored **Barbara Billington** (left) as one of the WPLC Graduate Student Award winners. Also honored were **Millicent Adjei**, **Megan Alama**, **Beth Dierker**, **Elizabeth Greene**, **Tomoko Ogasawara**, **Angiel Pohl**, and **Rachel Sarto**. **Hee Yun Lee** (social work) received the Rising Star Faculty Award.

Goldy and the University Marching Band brought outgoing President **Bob Bruininks's** and First Lady **Susan Hagstrum's** tenure to a rousing close at the UMAA Annual Celebration May 3.

The CEHD Alumni Society honored its 2011 award recipients on April 22 at the McNamara Alumni Center. The honorees included (L-R): **Yoav Lavee** (Ph.D. '85), Distinguished International Alumni Award; **Arunya Tuicomepee** (Ph.D. '07), Emerging Leader Award; **Frances Vavrus**, Robert H. Beck Faculty Teaching Award; **Adele Munsterman** (M.Ed. '99), Gordon M.A. Mork Outstanding Educator Award; **Bryna Jackson** (B.S. '02), William E. Gardner Pre K-12 Outstanding Educator Award; and **Dirk Miller** (Ph.D. '93), Larry Wilson Award. At left, board member **Doobie Kurus** shows his spirit.

CEHD welcomed its newest alumni on May 12 with two commencement ceremonies—one for graduate students and the other for undergraduates. This year also marked a change in venue to Mariucci Arena.



FROM THE PRESIDENT

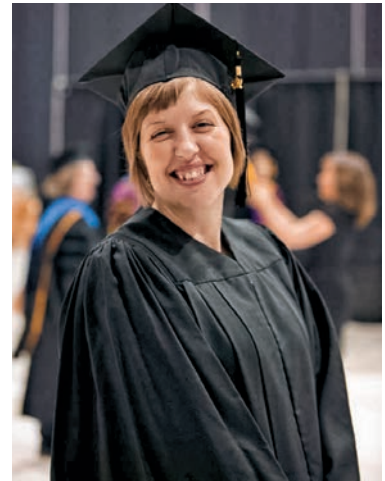
HEATHER VINGE
HANSON, B.S. '03

In May, I had the privilege of welcoming into our alumni community more than 800 graduating students who processed in college commencement ceremonies. We gave each graduate a CEHD Alumni Society pin to wear with pride and represent the college. It was an inspiring day!

As I near the end of my term as CEHD Alumni Society President, I want to thank all alumni who have supported the college and University by attending events, working with our academic departments and centers, or donating to student scholarships. In fact, because of your generosity, the CEHD Alumni Society will award \$14,000 in scholarships to nine exceptional students this fall.

Please join us during the fall semester, an active time on campus featuring a number of learning and social opportunities. First the CEHD Block Party kicks off the semester on September 1. The October 21 Homecoming tailgate party and the subsequent parade is a great opportunity for alumni, especially those with families, to reconnect and celebrate Golden Gopher traditions in a festive atmosphere. On November 5, Saturday Scholars features CEHD faculty presenting a variety of informative topics in an intimate setting. It's a great day of informal learning and networking.

I look forward to seeing you on campus this fall. Go Gophers!



Join us! Enjoy ALL the benefits of the CEHD Alumni Society!
cehd.umn.edu/alumni

Share your news

Land a new job? Celebrate a professional milestone? We want to share your news in *Connect*. Submit an alumni note online at cehd.umn.edu/alumni/connect/notes.

CEHD Alumni and Friends on [Facebook](#)
CEHD Alumni & Student Networking Group on [LinkedIn](#)
[@UMN_CEHD_Alumni](#) on [Twitter](#)

1950s

Anita Schwartz (B.S. '51), former employee of the Minnesota Department of Education, died April 20 at age 82.

1960s

William Martin (Ph.D. '68), professor emeritus at George Mason University, passed away April 2.

1970s

Antoine Garibaldi (Ph.D. '76) became the University of Detroit Mercy's president on June 1. He had been president of Gannon University since 2001. • **John Red Horse** (Ph.D. '76) was inducted as the alumni initiate into the University of the Pacific's Chi Chapter of California for Phi Beta Kappa.

1980s

Duane Roen (Ph.D. '81) has been appointed assistant vice provost for University Academic Success Programs at Arizona State University. • **Daniel**

Hertz (B.S. '82), counselor at Wellstone International High School, authored the book *Swami Hari: I am a Simple Forest Monk*. Proceeds from the book benefit a remote Himalayan school that serves underserved children and adults.

• **David LaRochelle** (B.S. '84) received the Northeastern Minnesota Book Award for *Minnesota's Hidden Alphabet* and was a finalist for the 2011 Minnesota Book Award in children's literature for *1 + 1 = 5 and Other Unlikely Additions*. • **Ngoh Tiong Tan** (Ph.D. '88), dean of the School of Human Development and Social Services at SIM University in Singapore, was presented with the University of Minnesota Distinguished Leadership Award for Internationals on March 23. • **Glen Ramsborg** (Ph.D. '89), professor at Kendall College School of Hospitality Management, was appointed to the newly created position of academic liaison by the Certified Meeting Professionals Board of Directors.



Polly Saatzer (M.Ed. '95) received the Presidential Award for Excellence in Mathematics and Science Teaching at a May 18 ceremony in Washington D.C. Saatzer, a kindergarten teacher at Garlough Environmental Magnet School in West St. Paul, was one of 85 K-6 teachers nationwide to receive the award and the only one from Minnesota.

1990s

Kennon McCaa (B.A. '93) founded iLearnFastSoftware, which recently launched *Algebra Explained*, the first of a series of 15 apps available via iTunes.

- **Jennifer Mactavish** (Ph.D. '94) was appointed dean of Ryerson University's School of Graduate Studies in Toronto.
- **Scott Allen** (B.S. '95), assistant professor of management at John Carroll University, published *The Little Book of Leadership Development* featuring 50 common sense ideas for building leadership potential in others.
- **Lili Herbert** (M.Ed. '97) is head of school at Friends School of Minnesota, a K-8 progressive school in St. Paul.

2000s

Marilyn Armour (Ph.D. '00) has been named to the University of Texas at Austin Academy of Distinguished Teachers. She is an associate professor of social work there.

- **Lisa Bartel** (M.Ed.

'01) is now the health and wellness coordinator for Harvey County in Newton, Kansas. She had been director of the Hesston Wellness Center for nine years.

- **Sue Plaster** (M.Ed. '01), independent consultant in the areas of diversity and intercultural communications, was awarded the Friend of the Forum award by the Multicultural Forum for Workplace Diversity in Minneapolis in March.
- **Marilyn Luptak** (Ph.D. '03) was named a Belle S. Spafford Endowed Chair in Social Work at the University of Utah. The position is dedicated to improving the lives of Utah's women and their families.
- **Susan Niz** (M.Ed. '04) released her first novel *Kara, Lost*, which follows a 16-year-old runaway on the streets of Minneapolis.
- **Paul Amla** (M.Ed. '07) was featured by the African American Registry for his growing Twin Cities translation business.
- **John Moravec** (Ph.D. '07) released his new

Barb Boerboon (M.Ed. '91), **Beth Kiene** (M.Ed. '01), and **Laura Zabel** (M.Ed. '96) were three of the thirty semifinalists for Education Minnesota's 2011 Teacher of the Year honor.

impact.umn.edu

Learn more about the economic and societal impact of the University

book *Invisible Learning: Toward a New Ecology of Education*, which proposes a remixing of innovative learning paradigms and human capital development.

- **Diana Dudzik** (Ph.D. '08) is a U.S. State Department Senior English Language Fellow in Hanoi, partnering with national officials on Vietnam's Foreign Language 2020 project to address the quality of foreign language teaching and learning.
- **Jae-Eun Jon** (Ph.D. '09) received the Best Dissertation Honorable Mention from the Comparative & International Education Society (CIES) Higher Education SIG meeting in Montreal.

2010s

John Asmussen (Ph.D. '10) won third place in the inaugural Outstanding Poster Awards at the 2011 American Educational Research Association annual meeting in April.



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

Block Party

September 1, 3:00-5:00 p.m.
Burton Hall Plaza

Welcome the incoming Class of 2015 and celebrate the new school year with CEHD students, faculty, and staff. Alumni and friends are encouraged to attend and enjoy food, music, giveaways, and fun.

Celebration of Scholars

Tuesday, October 11, 5:30 p.m.
McNamara Alumni Center

CEHD will celebrate scholarship and fellowship donors and recipients at this annual recognition event. RSVP via email to sbeyer@umn.edu.



Alumni Association Awards Celebration

October 20, 5:30 p.m.
McNamara Alumni Center
Register at minnesotaalumni.org/awards

CEHD Pre-parade Tailgate Party

October 21, 4:30-6:30 p.m.
Burton Hall Plaza
RSVP at cehd.umn.edu/events/homecoming

Homecoming Parade

October 21, 7:00 p.m.
University Avenue
To march with CEHD, RSVP at cehd.umn.edu/events/homecoming

CEHD Reads

October 25, 7:30 p.m., author Warren St. John
November 1, 7:30 p.m., coach Luma Mufleh
Ted Mann Concert Hall

Join the CEHD community in reading *Outcasts United*, Warren St. John's bestseller about a refugee soccer team, its remarkable female coach Luma Mufleh, and a small southern town adjusting to refugee resettlement. More details at cehd.umn.edu/reads.

Saturday Scholars

November 5, 8 a.m. -1:30 p.m.
Coffman Memorial Union

Come back to campus for a day of learning—no tests required! Registration begins in early September; the price will include breakfast, lunch, and informative classes taught by faculty. CEUs are available. More details will be posted at cehd.umn.edu/alumni/events/saturday-scholars.

Recent gifts and commitments to the college

The **3M Foundation** has made a gift of \$90,000 to support the 3M STEM Fellowship program through the college's STEM Education Center.

An irrevocable future gift of \$200,000 has been given by **Duane and Lily Christ** to benefit the college.

The **Best Buy Children's Foundation** has made a gift of \$173,450 to support the Adventure Learning Fund in the Learning Technologies Media Lab.

Judith Schuck has made a future gift of \$100,000 to support scholarships for transfer students.

Karen Sternal has made a gift of \$63,290 to the I Have A Dream Scholarship Fund, which provides college scholarships for Upward Bound students.

For more details and a complete listing of University-wide homecoming events, visit homecoming.umn.edu





“This award has provided the needed bricks to build a platform of advocacy. With this support, I have been able to sit on community roundtables and regional discussions regarding populations who have been socially defined as minorities. It has granted me the space to convey information effectively with confidence, compassion, and concern.”

Charles Helm, Matthew Stark Civil Rights and Civil Liberties Student Award, counseling psychology doctoral student, organizational leadership policy development alumnus

Giving matters

Matthew Stark (M.A. '59), retired executive director of the Minnesota Civil Liberties Union, created this award to honor leadership in social justice, civil liberties, and public education. Recipient **Charles Helm** has dedicated himself to community- and self-improvement and helping each person gain the access, navigation skills, and tools to succeed. He directs educational activities for the Minnesota Alpha Phi Alpha Fraternity, serving urban African American communities; co-hosts a radio show about Black health; is liaison for mentor programming with Youth Links for homeless youth; is national president of Holmes Scholars; coordinates the Project Alpha pre-college program, and founded The College Connection to help students of color explore paths to graduate school.

CE+HD

College of Education + Human Development

Support student scholarships at cehd.umn.edu/giving. Contact us at 612-625-1310.

Search

Why do some people struggle so much to learn math?



Search Results

They may suffer from dyscalculia—as common as dyslexia.



Sashank Varma (educational psychology) has reviewed findings regarding the prevalence of a neurocognitive disorder that inhibits the acquisition of basic numerical and arithmetic concepts. Called developmental dyscalculia, the disorder affects roughly the same number of people as dyslexia but has received much less attention (and research funding). Varma and his co-authors documented the use of magnetic resonance imaging to map abnormalities in the neural network used to learn arithmetic that was found among learners with this disorder. The findings could lead to new interventions for some who struggle to learn mathematics. More information can be found at <http://z.umn.edu/42a>.