

UNIVERSITY OF MINNESOTA

connect

- + Undergraduate experience
- + Death of the death penalty?
- + Oats for health

CEHD | College of Education + Human Development

FALL 2014



The rivers that connect us

connect

VOL. 8, NO. 3 | FALL 2014

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Photo by Dawn Villella

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COLLEGE OF EDUCATION
+ HUMAN DEVELOPMENT

UNIVERSITY OF MINNESOTA
Driven to DiscoverSM

GREG HELGESON



Dean Quam at
commencement 2014

from the dean: Maybe you were with us for one of our commencement ceremonies in May. It is exciting every year to see our students become alumni. And what is the value of that undergraduate degree? A recent report by the College Board stated that a college grad age 25–29 who is working full time earns \$15,200 more per year than someone the same age with a high school diploma. Over time, the difference becomes wider: At age 45–49, the college grad earns almost \$32,000 per year more than the high school graduate. Of course earnings are only part of the picture. In this issue, you have an opportunity to see the future unfolding for students in seven of our ten undergraduate majors. Our majors are very diverse and result in some interesting “first jobs” after graduation.

Have you walked across the Mississippi River where it begins in northern Minnesota? Itasca State Park is a common vacation destination for families. I have pictures of my sister and me stepping carefully across the stones when we were in elementary school, and pictures of my boys making the same walk when they were younger. Here on campus, it is a powerful feeling to walk across the Washington Avenue bridge over the Mississippi River and remember the beginning stream of that river. And it is amazing to see that same mighty river flowing into the Gulf of Mexico more than 2,000 miles away.

Our cover story describes how we are teaching and learning about water and so much more by looking at two very different rivers—the Mekong and the Mississippi. The faculty members in the story work in departments that in 2006 became part of the new CEHD. I am proud that the college has been able to play a role in bringing them together, providing resources and staff expertise to support their teaching, research, and engagement around critical local and global issues.

I hope you enjoy reading this issue of *Connect*. We hope to see you on campus this fall!



Commencement: the next generation

“The University has been a partner on virtually every effort in this community to close the achievement gap. Jean Quam is doing remarkable work in education, along with partners too numerous to name who have been involved in early literacy work.”

—R. T. RYBAK, GENERATION NEXT

COLLEGE GRADS and their families celebrated at Mariucci Arena in two CEHD ceremonies on May 15. At undergraduate commencement, 572 students and their families heard from Gopher football coach Jerry Kill, who memorably led the auditorium in dancing to Pharrell Williams’s “Happy,” and from family social science senior **Khadija Said** (read more about Said on page 10).

At graduate and professional student commencement, featured speaker R. T. Rybak (above) could not resist the opportunity to take a “selfie” from the podium before 435 graduate students. Rybak—former Minneapolis mayor and now the executive director of Generation Next—attended presentations and conversations about ongoing research in the college, hosted spring semester by the Department of Educational Psychology.

In his commencement address, Rybak asked the new graduates to think of the caring and trusted adults in their lives who made a difference—then appealed to them to become those caring and trusted adults in the lives of today’s young people.



A new pathway to teach

A FIRST-OF-ITS-KIND alternative teacher preparation program, created by CEHD, was granted conditional approval by the Minnesota Board of Teaching in June. The program is designed to provide high quality teacher preparation for individuals who need to continue working during their preparation or who come to the field of teaching after earning a degree in another major. A cohort of 36 Teach for America (TFA) corps members are enrolled in the program.

The corps members are completing an eight-week summer residency in Minneapolis and a partnership with the federal Promise Neighborhood Northside Achievement Zone, which includes co-teaching with experienced instructors. The program continues beyond this summer for an additional two years of coursework and professional development.

Teacher candidates in the TFA cohort will be prepared in four areas: secondary science, secondary mathematics, K-12 English-language learners, and elementary teaching. The corps members will be held to the same standards as those in the comprehensive U of M teacher education program, according to **Deborah Dillon**, CEHD associate dean for graduate, professional, and international programs.

"This is the latest research-based development in our college's history of creating innovative teacher preparation

models for over a century," says Dillon.

Candidates who are admitted into TFA—which recruits high-achieving college graduates and professionals to teach in high-needs schools—and who meet CEHD admission requirements begin teaching this fall with a limited-term teaching license. In addition to the eight-week summer residency, which is longer than the usual five-week TFA summer institute, corps members will have more hours as the instructional leader in front of students and more time working directly with teaching mentors.

Corps members who successfully complete the summer residency and two additional years of study, and who meet the rigorous standards and assessments at CEHD and the state of Minnesota, may be recommended by CEHD for a regular full-time teaching license. These candidates will also have the option of earning additional credits

to receive a master's degree, as do students in CEHD's comprehensive teacher education program.

CEHD faculty are committed to using the most effective elements of the comprehensive program to prepare individuals who want to be teachers and for whom the comprehensive program is not workable in their lives, says Dillon.

"We will continue working on alternative pathway programs with urban and rural schools in partnership to take individuals from non-traditional backgrounds and prepare them to be teachers," says Dillon. "They might be teaching aides or people from another workforce area with day jobs. They need a more flexible schedule for coursework and learning, but they still need a rigorous program to prepare them to teach."

Developing participants' long-term commitment to teaching is another goal of CEHD's alternative pathway initiatives.

"We want to prepare individuals who will want to stay in the classroom and in education long into their careers," says Dillon, "and we believe that will happen because our candidates will be well-prepared and supported as they learn to teach and develop as new educators."

The first cohort of 36 corps members in the new U of M-TFA partnership program began preparation this summer.



Entrepreneurial spirit

AMERICAN INDIANS have a long tradition of entrepreneurship, and for the past six years, the Young American Indian Entrepreneur (YAIE) Academy has been building on that tradition.

The academy is a summer program that gives American Indian high school students from northeastern Minnesota the opportunity to learn the ins and outs of becoming an entrepreneur and to come up with their own business ideas. It's held at Fond du Lac Tribal Community College in Cloquet, Minnesota, in a partnership of the college, the Fond du Lac reservation, and the Institute on Community Integration in CEHD.

This year, 12 students entering grades 11 and 12 attended the academy for an intensive six-day residential program that included academics and activities. The students developed ideas for small businesses, worked in teams to create potential products, and visited local Native entrepreneurs. As the capstone, they each presented a three-minute "elevator speech" on their business idea.

"By the end of the week, students are exhausted but proud of their accomplishments," says **Jean Ness**, director of the program at ICI. "It's inspiring to watch the students as they begin crafting their ideas of businesses that stem from their passions and interests.

"But the academy is about much more than entrepreneurship," she adds. "Youth learn self-confidence, cultural awareness, self-advocacy, teamwork, career awareness, and how to use their strengths to support themselves. I often see timid students arrive on Sunday night, and by Friday afternoon they are prepared to present their elevator pitch to a crowd of 100 or more. Some students apply to return year after year."



Academy activities are based on *Young American Indian Entrepreneur*, a curriculum ICI co-published with Fond du Lac Tribal Community College in 2010. The program has been funded by the U.S. Department of Education's Title III through this year.

Read more on the news blog or contact Jean Ness at nessx008@umn.edu.



Creating a hub for early learning

MINNEAPOLIS PUBLIC SCHOOLS (MPS) and the U took their Partnership for Early Learning a step further in June. Superintendent **Bernadeia Johnson**, '12, and President Kaler signed a memorandum of agreement for a new early childhood learning center at the site of the former Willard and Gordon schools in north Minneapolis.

The plan responds to a study that found demand for high quality early childhood education spaces exceeds current capacity in the community. MPS will provide leadership, physical space, and staff with a long-term goal of sharing space with other community partners. The project will rely on community engagement through the planning stages as programs are developed and the buildings are upgraded.

Dean Quam and faculty members from educational psychology, child development, and the Center for Early Education and Development attended.

Minnesota ramps up

BY 2018, AN ESTIMATED two of every three U.S. jobs will require postsecondary education. But making the leap from high school to college, and staying in college, isn't easy for many students.

Enter Ramp-Up to Readiness, a school-wide advisory program that helps students master the skills needed to get to college and succeed. The program was created by the University's College Readiness Consortium, now part of CEHD.

Since 2012, Ramp-Up to Readiness has been implemented in 56 middle and high schools across Minnesota, reaching more than 34,000 students in grades 6–12. A new cohort of schools began preparing for the program last spring, which will bump the number of participating schools to more than 100 this fall, with more than 55,000 students.

While preparing students academically for courses in technical, community, or four-year colleges, the program focuses on non-academic aspects of readiness. Its curriculum rests on five "pillars": academic, admissions, career, financial, and personal/social readiness. Ramp-Up to Readiness is a research-based program, with ongoing research to study its impact and improve its effectiveness.

Program director **Jim Bierma** emphasizes the importance of school counselors in connecting students to postsecondary options. Ramp-Up works closely with counselors to integrate "college thinking" into junior high and high school courses.

"We hope that by helping students feel college-ready, we will give them the confidence and the mindset that they can be successful in college," says Bierma, who has been an elementary, junior high, and high school counselor himself and brings national leadership experience to his current role.

Any Minnesota public secondary school may apply to participate in the program. Learn more at www.collegeready.umn.edu/programs/ramp_up.html.

Meeting the need for special education teachers

THE SHORTAGE OF special education teachers in Minnesota is significant and growing. The Department of Educational Psychology is stepping up to meet the demand in two ways that begin this fall.

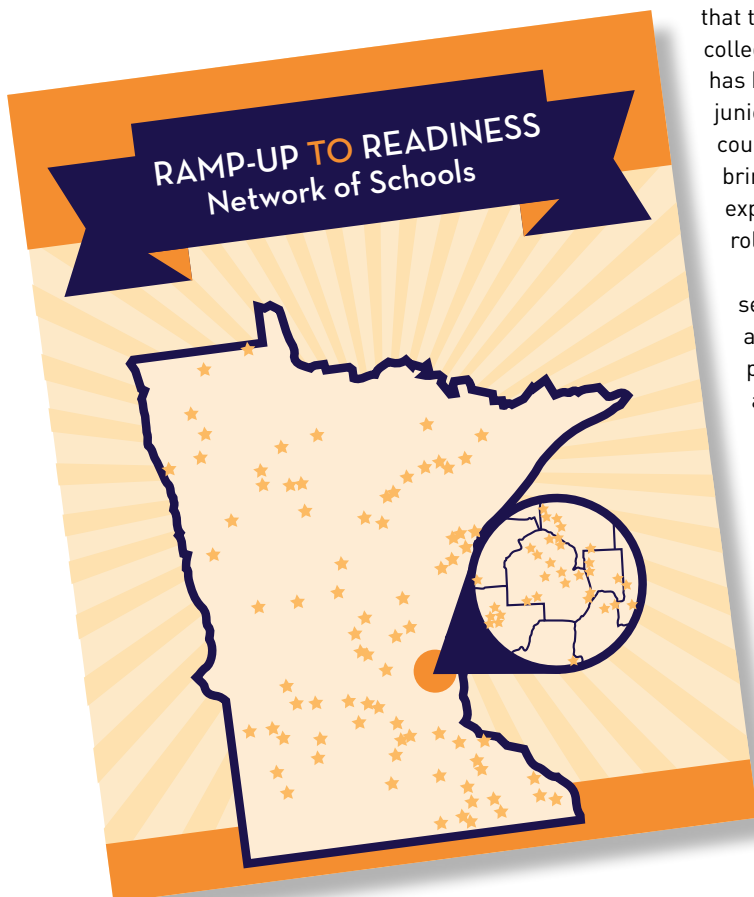
A new B.S. in special education responds to the legislature's mandate for academic behavioral strategist (ABS) initial licensure. Candidates will prepare to teach students with mild to moderate disabilities and earn the K–12 ABS teaching license.

The program also creates a pathway for those who want to go on to earn a master's or additional licensure. Learn more at www.cehd.umn.edu/EdPsych/Programs/SpecialEd or contact **Kathy Seifert** at seif0074@umn.edu.

The board of teaching also approved a first-of-its-kind type of delivery of the existing special education M.Ed. program in emotional and behavior disorders (EBD). Northeast Metro District 916 approached the college, looking for a way to help current staff stay on the job while gaining professional development needed for licensure.

Professor **Jennifer McComas** got to work adapting the EBD master's program for onsite delivery to a cohort of 20–30. Four more districts joined the effort. The individuals who start this fall were recommended by their districts and accepted into the U program. The cohort is full, but McComas says future cohorts in EBD and other areas are possible.

Read more on the news blog.





Professional development and enrichment from CEHD

Financial Educator Certificate Begins Sept. 8

Community-based professionals gain knowledge and skills to work with people to manage financial resources, build financial assets, and improve health and well-being. The 10-module program covers core financial concepts of earning, spending, saving, borrowing, and protecting. Instructors include family social science professor Catherine Solheim; cosponsored with U of M Extension. Registration remains open through the first module.

Info: z.umn.edu/fec1

Take a class in CEHD

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

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

Office of Professional Development (OPD)

Looking for customized professional development for your group?

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

- + Outreach customized to partner context
- + On-site delivery
- + Cohort models for systemwide change
- + Research-based content and delivery

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

CLASS — Observation Training Sept. 17–18

Classroom Assessment Scoring System (CLASS) is an observation system for evaluating pre-K and K–3 programs with a focus on teacher–child interactions. Two-day in-person training is offered by certified trainers through the Center for Early Education and Development. Register by Aug. 27; more dates are scheduled.

Info: cehd.umn.edu/CEED/inpersontrainings/atc/class

The States of Southeast Asian American Studies Conference Oct. 2–3

Southeast Asian American studies is a field whose concerns encompass war, immigration, race, citizenship, and identity. At the same time, the conditions that brought the field into being have shifted in light of scholarship in social sciences, education, the humanities, and cultural studies. This conference aims to continue the productive dialogues and conversations of previous triennial gatherings of Southeast Asians in the diaspora. Conference co-chair Vichet Chhuon is an assistant professor in the Department of Curriculum and Instruction.

Info: cehd.umn.edu/ci/SSEACconference

Book Week Oct. 6

Join faculty and graduate students from the children's literature program in the Department of Curriculum and Instruction reviewing the best books for young readers. National Book Award winner and three-time Newbery honoree Nancy Farmer, author of *The House of the Scorpion* and its sequel, *The Lord of Opium*, the *Sea of Trolls* Trilogy, *The Ear*, *The Eye and the Arm*, and *A Girl Named Disaster*, will be the featured speaker.

Info: cehd.umn.edu/bookweek

Cornerstone Symposium Oct. 18, 2 p.m.

Join us for the second annual symposium with Simon Robins, University of York, author of *Families of the Missing: A Test for Contemporary Approaches to Transitional Justice*. Robins returns after an April visit when he spoke at an event about ambiguous loss.

Info: z.umn.edu/cornerstone

Urban Leadership Academy Dates to be announced

As more and more leaders are asked to assess the cultural competency of teachers and school personnel, ULA's Advisory Board identified leadership and assessment of equity and cultural competency as its 2014–15 Critical Conversations theme. Join us on campus for this series of interactive workshops led by nationally recognized visionaries. ULA workshops are designed for preK–12 superintendents, principals, teacher leaders, and other school leadership personnel. Pre-approved administrative and teacher CEUs are available.

Info: z.umn.edu/cehdula

Global Education Opportunities (GEO) Winter break or May term

Alumni are invited to join students learning abroad through a new initiative. Enroll now for winter break in Puerto Rico, England, or South Africa or May term in Thailand.

Info: umabroad.umn.edu or cehdintl@umn.edu



The new exercise recovery food

A new study shows that oats may help combat inflammation



A NEW STUDY published in the *Nutrition Journal* found that the polyphenols in oats, called avenanthramides (AVA), slowed the inflammatory response to strenuous exercise and increased antioxidant defenses in women over 50.

The link between inflammation and aging is a growing concern in the scientific community because of its association with the development of chronic diseases, such as rheumatoid and atherosclerosis. According to the study's authors from the University of Minnesota and the University of Wisconsin–Madison, strategies to help prevent or reduce inflammation are a key priority for the aging population.

In addition to the development of chronic disease, inflammation can cause oxidative stress and muscle pain that can lead to underperformance and exercise avoidance.

“Whether the inflammation is

provoked by aging or exercise, it can have a negative impact on health over time,” explained lead researcher Li Li Ji, director of CEHD’s School of Kinesiology and Laboratory of Physiological Hygiene and Exercise Science (LPHES). “We wanted to investigate the effects of a naturally occurring food compound with known antioxidant and anti-inflammatory properties.”

Previous research shows that oat AVAs are a potent antioxidant with anti-inflammatory and anti-atherogenic properties.

Researchers in the new study enrolled post-menopausal women age 50–80 in a double-blind study to test whether eight weeks of consuming cookies made with AVA-containing oat flour would affect their response to an acute bout of downhill running.

Women were divided into two groups. The treatment group consumed two high-AVA oat cookies per day (4.6 mg AVA/oat cookie—the amount equivalent to two pouches of instant oatmeal). The control group ate two oat cookies of equal nutritive and caloric value containing 0.2 mg AVA/oat cookie. Both groups ate one oat cookie in the morning and one in the evening for eight weeks.

Before and after the dietary treatment, the women subjects performed the downhill running test. During both exercise trials, the women were challenged to perform four

sessions of 15 minutes of treadmill walking on a 9 percent grade with five-minute rest periods between each session.

In the group that received the high-AVA oat cookies, post-exercise inflammation was suppressed and antioxidant activity was higher. And after the eight weeks of supplementation, neutrophil respiratory burst (NRB)—a marker of inflammation—was significantly less at 24 hours post-exercise.

Additional markers of inflammation were also reduced: plasma C-reactive protein (CRP) was lower at 48 hours post-exercise; plasma interleukin (IL)-1 β concentration and mononuclear cell nuclear factor (NF) κ B binding were suppressed at rest and post-exercise. Total antioxidant capacity in the blood was higher in the high-AVA oat group compared to the low-AVA oat group, suggesting that the women experienced a boost in antioxidant protection from the high-AVA oat cookies in addition to the anti-inflammatory response.

“While more research is warranted, the current study indicates that commonly consumed, healthy foods, such as oats, may offer simple but powerful protection,” said Ji. “Our data showed that the amount of AVAs found in approximately two servings of instant oatmeal containing high AVA may help prevent inflammation associated with exercise and perhaps aging and chronic disease.”

See the journal article at www.nutritionj.com/content/13/1/21.



RESEARCH DAY 2014

Investigating iron deficiency and ADHD through the lens of international adoption

BY ALI LACEY

IRON DEFICIENCY IS A leading problem for children who spend significant time in an institution before adoption into U.S. families. Around 25 percent of internationally adopted kids are iron deficient at adoption compared to only five percent of similarly aged children who are raised from birth in U.S. homes.

Jenalee Doom, a doctoral student in the Institute of Child Development, is a member of the International Adoption Project (IAP) team that has followed about 200 international adoptees over the past five years. Her research is helping to document the impact of early iron deficiency on cognitive development over time.

Doom was excited to present the team’s research at CEHD Research Day this spring. The study is led by Regents Professor **Megan Gunnar** in the Institute of Child Development; professor of pediatrics **Michael Georgieff**, M.D., consults on the iron deficiency work.

The team studied 35 non-adopted children and 88 children adopted internationally at about age five who had spent up to 34 months in an institution such as a hospital or orphanage before arriving in the United States. Doom met and worked with the children at appointments every eight months at the University’s International Adoption Clinic, where about 250 children come each year for intake exams and assessments.

In general, the team found that children with more severe iron deficiency at adoption had lower IQs and more ADHD symptoms at age five. Because iron deficiency affects children’s ability to pay attention and self-regulate, they may score lower on cognitive tests as a result. Also, the longer children had spent in an institution before adoption, the more ADHD symptoms they had at age five. Finally, children who had been in an institution for more than 12 months or who had more severe iron deficiency at adoption showed a substantial rebound in IQ by age five.

“That is a tremendous accomplishment and demonstrates those children’s ability to recover from early stress and adapt to their new families,” says Doom. “We are finding that the internationally adopted children are remarkably resilient and often show improvement in a number of areas over time.”

Of course, iron deficiency is not specific to adoption. Because the study documents the importance of iron through its effect on brain development and behavior regulation, adoption agencies, institutions, expectant moms, and new parents can all benefit from the study.

.....
 This iron deficiency study was one of 50 projects featured at CEHD’s annual Research Day. See the posters at www.cehd.umn.edu/research/news/rd.html.

RESEARCH SHORTS

Advancing understanding of autism

The Interagency Autism Coordinating Committee recently recognized a study led by assistant professor **Jed Elison**, child development, as a scientific advance in the understanding of autism. The study provides evidence that may lead to earlier detection. Elison subsequently received the prestigious Biobehavioral Research Award for Innovative New Scientists (BRAINS) from the National Institute of Mental Health.

“White matter microstructure and atypical visual orienting in 7-month-olds at risk for autism,” *American Journal of Psychiatry*, 170 (8), 899-908.

Race and identity in the classroom

Have some of the pedagogies adopted to combat racism actually had the opposite effect? Associate professor **Timothy Lensmire**, curriculum and instruction, talked about his study “White Men’s Racial Others” in a vialogue produced by *Teachers College Record*, a critical journal of Columbia University Teacher’s College, in June. The study examines the experiences and stories of four white men from rural Wisconsin to better understand racial identity in a way that can inform and improve teaching. Link to the vialogue on the news blog. Lensmire was also the lead author of a recent article on the topic.

“McIntosh as synecdoche: How teacher education’s focus on white privilege undermines antiracism,” *Harvard Educational Review*, 83 (3), 410-431.

Seven new alumni talk
about their undergraduate
experience and what's next

LAUNCHED!



BY CHRISTINA CLARKSON

Real-world opportunities. Welcoming. Supportive.

That's how seven new alumni describe their undergraduate experience in the College of Education and Human Development. Whether it was participating in a research project or completing an internship, these grads exemplify the benefits of the outreach and engagement opportunities incorporated into CEHD majors. They also reflect the diversity of the college's undergraduates, who bring a range of lived experiences.

Pathway to medicine

Khadija Said (sa-YEED) is used to forging her own path. She immigrated to Minnesota from Kenya when she was 14 and was the only Muslim student in her suburban middle school. When she entered the University, she was the first female in her family to pursue higher education.

Said worked toward her goal of becoming a doctor by taking the necessary science and math prerequisites. But a major in the hard sciences just didn't feel right. That's when she found family social science.

"Coming from a Somali community with such a collective culture and mindset, it was always hard to find Khadija the individual, and this major has helped me do that," she says.

As the 2014 undergraduate commencement student speaker, Said described how family social science helped her understand that creating a dialogue about differences was important to helping people understand her culture. She says associate professor William Goodman's counseling courses led to her decision to pursue psychiatry,



Khadija Said
family social science

a field that is not widely accepted in Muslim culture.

"My culture trusts every other medical field except psychiatry, so I think if they see a Muslim person in this role, it will be a lot easier for them to be willing to understand that the person needs help," she says.

Said has already helped bridge this divide as a volunteer at the University of Minnesota Medical Center, Fairview, in Minneapolis. She joined a Muslim family in group therapy, and says the doctor was blown away by her ability to connect to the patient's family through the lens of their faith.

She also worked with assistant professor Tai Mendenhall's Family Education Diabetes Series (FEDS) research project, which works with the Native American community on improving health by incorporating cultural identity in the delivery of services.

Said is excited to begin medical school at Saint James College of Medicine in Chicago. But, she says, she will miss the family social science community.

"I had amazing professors who knew me by name and who really took the time to get to know me," says Said. "My best friends are in family social science. I loved every minute of it."

Big Ten experience

Being a Gopher fan has been a way of life for Kelly Miller since she was young. Miller's grandfather played basketball for the Gophers in the 1940s, and she grew up going to Gopher games. She came to the University set on majoring in sport management and pursuing a career as a sports agent.

Miller says classes like facilities and event management with former University athletics director Joel Maturi gave her firsthand examples of what it would be like to work in the field, and an internship at Concordia University in St. Paul honed her skills.

"Another great thing about the program was the guest speakers from all of the professional sports teams—the Timberwolves, the Wild, the Vikings, and the Twins... It gave us the opportunity to meet people," she says.

One of those speakers hired her for her current job as a sales executive at Gopher Athletics.

"After class I asked him about opportunities because I was looking for a job in sales," says Miller. "He said they only hired

graduates, so I sent him my résumé after I graduated and got the interview and then the job."

Miller's affinity for the Gophers extends to her involvement in the Pride of Minnesota Marching Band and the men's basketball pep band. She was a leader of the marching band's trumpet section and also received a band scholarship.

"I tell people all of the time that joining the marching band was the best decision I ever made in college. It really helped me connect to the University," she says. "The band gave me lifelong friends, physical, mental, and emotional support, and an experience that will stay with me forever."

Miller is applying to several law schools over the next year. Her goal is still to become a sports agent or to work for a professional franchise or Big Ten school to negotiate contracts.

"My different experiences in the sport management program opened my eyes to my options," she says. "I can go anywhere in sports, and so much of the experience you get translates between jobs."

Kelly Miller

sport management

"Different experiences opened my eyes to options."





Joe Zerka
*business and
marketing education*

Ambassador energy

Joe Zerka's enthusiasm for people is infectious, a trait that serves him well as an official ambassador for Oscar Mayer. As a Hotdogger, he and a partner are spending a year driving across several states in the company's official Wienermobile. Zerka says his business and marketing education degree and minor in leadership were great training for this position.

"My courses taught me how important it is to build relationships," says Zerka. "I love putting smiles on people's faces and creating that 'remember when' moment."

As a transfer student from a community college, Zerka was surprised by how easy it was to build relationships with his professors and advisers. They remembered his name and were always available.

"The professors in CEHD teach in a way that is so real-life. They treat you with respect and want you to succeed," he says.

Zerka is a first-generation college student. He says he owes his success to his parents, who emigrated from Lebanon. His

father stressed to Joe and his three brothers the importance of getting an education and degree as a way to a better life.

"I want to prove to my parents that I did not just get a degree," says Zerka. "I got a life."

Through the college's leadership minor, Zerka spent a May term in South Africa, where he volunteered working with children and took a class at the University of Cape Town. He also took spring break trips through the Students Today Leaders Forever program, completing service projects in six cities over spring break.

Zerka is not sure where he'll land after his yearlong stint as a Hotdogger is over. He has completed a corporate sales internship so may pursue something in that field, but he says the welcoming environment in CEHD has helped him figure out what he loves to do.

"The program teaches you how to be the best you."

Friendship for life

Torey Alberda and Jade Beauclair laugh as they recall the first time they met. It was the first semester of their freshman year, and both had come to a campus ministry group hoping to meet other first-year students. Beauclair was living by herself in a dorm with mainly juniors and seniors, and Alberda was still looking for someone she felt she could relate to.

“We are both Yankees fans, we both graduated from classes of 30 in high school, we both don’t have our ears pierced,” says Alberda. One grew up in North Dakota and one in South Dakota.

“Torey thought my name was Jane at first and got really excited because that’s her mom’s name,” says Beauclair. “We were looking for anything to have in common.”

After four years of friendship, the pair is now connected on a much deeper level. Alberda was Beauclair’s maid of honor at her wedding, and they are both pursuing youth-related work. Alberda works

as a personal care assistant and tutor for families with children with special needs. An experience working at a camp for kids with special needs led her to switch her major from chemistry and pursue an occupation working with people. She found the right fit with the kinesiology major.

“Professors get to know you and they care deeply about you,” says Alberda, whose career goal is to become a physical therapist.

Beauclair is an elementary education teacher in the Twin Cities with Teach For America, part of the first cohort of students earning their teacher’s license through a new partnership through the U of M–TFA partnership (p. 3). She was always interested in teaching but wanted to learn youth skills that a teacher would need, especially to teach in the inner city. That’s why the youth studies major was the perfect fit for her.

“When I came to the orientation presentation for youth studies, it was so easygoing and hilarious, painted as a kind of family atmosphere,” says Beauclair. “Coming from a small high school to the University, I definitely wanted that.”

Both Alberda and Beauclair took advantage of CEHD research

opportunities. Alberda worked with kinesiology professor Maureen Weiss on a project to track the success of Girls on the Run, a nonprofit organization that teaches life skills and character development through running. Beauclair was a McNair Scholar, working with postsecondary teaching and learning instructor Robert Poch (p. 23) on a research project about how to recruit teachers of color.

“I can honestly say that there are things I’m going on to do that I would not be doing had professors not believed in me and allowed me to have undergraduate opportunities that really set me up for success post-graduation,” says Beauclair.

Jade Beauclair
youth studies

Torey Alberda
kinesiology



Zach Steigauf
*elementary education
foundations*

Veteran to teacher

Zach Steigauf's path to teaching was unconventional, but the roots of it began at a young age. He was one of the oldest kids among his large extended family, so he had a lot of opportunities to teach.

"I've always liked to be helping, even when I was as young as five years old," he says. "One of my favorite things to do with my siblings and cousins was to teach them how to ride a bike."

But in a traditional classroom, Steigauf didn't feel as engaged. He says school was just something to get through. After graduating early from high school in Lindstrom, Minnesota, he took courses at a community college, but that didn't feel right, either.

Steigauf enlisted in the army as a cavalry scout in 2004. He was deployed to Iraq twice for year-long tours, once to Tal Afar and once to Baghdad. His duties included security operations, patrols, raids, and intelligence.

"Through my experiences in the army, I have learned to set goals and embrace challenges in my motivation to be a stronger and overall better person," he says.

Returning to Minnesota in 2008, Steigauf enrolled in classes at Itasca Community College before entering the University a year later. He wanted to pursue business and entrepreneurship. Then a service-learning experience at Southside Family Charter School in Minneapolis drew him back to his childhood enjoyment of working with kids.

"The teacher there showed me a lot," he says. "I wanted to be a part of creating that same supportive environment for children."

Steigauf switched his major to elementary education foundations and knew right away it was the right decision. He completed practicum experiences at a variety of urban and suburban schools.

"I didn't care how far I had to drive, I just wanted the best mentor teachers," he says, "and the program staff did an amazing job setting me up with teachers that were great for me."

Now he's enrolled in CEHD's elementary education teacher licensure/master of education program, completing his student teaching in Lino Lakes. He says the skills he honed in the army, such as organization, a strategic mindset, and collaboration, will transfer well to the classroom.

"I would like to continue my education forever," he says. "This has been a great experience. I started out not liking school and now I am going to miss this place. I hope to be in school in one way or the other for the rest of my life."



Almas Merchant
*early childhood
education foundations*

Foundation for lifelong learning

Becoming a teacher has been a longstanding goal for Almas Merchant, who immigrated to the United States almost twenty years ago. In Pakistan, Merchant studied English and economics at the University of Karachi and became

a certified Montessori teacher. Infants and young children have always fascinated her because of their enthusiasm and openness.

“There are no boundaries,” she says. “They can be from different cultures and backgrounds, but those young minds and young hearts are so open and they are always so curious.”

Merchant enrolled at the University in 2010, intent on earning her American bachelor’s degree in early childhood education. A student teaching experience at the Shirley G. Moore Lab School introduced her to the Reggio Emilia approach to teaching young children. The philosophy emphasizes self-guided learning to promote thinking and creativity.

“In my experience, if the child is interested in something they will bloom and ask for more information,” she says. “That’s why I like it, because it promotes lifelong learning.”

Merchant has two teenagers and says her family has been very supportive of her pursuing her education.

“Learning about executive function and how to control emotions has also been useful in talking with my teenagers,” she says, laughing.

She adds that the support of her professors and advisers in CEHD have been key to her success.

“Coming from a different culture and studying at the University of Karachi was totally different from how and what I studied here,” she says. “The whole CEHD community embraced me with open arms and really helped me in achieving my goals, and I felt fully supported. When you get full support from both sides, then your experiences will really be excellent.”

Merchant is interested in working at a school in the Twin Cities that uses the Reggio Emilia approach. She plans to pursue her master’s degree and teaching license in early childhood education or special education.

“Whenever I think about it, I get excited,” she says. “I just want a reason to go back to the University.” +

Undergraduate majors in CEHD

Business and marketing education	Human resource development
Early childhood education foundations	Kinesiology
Elementary education foundations	Recreation, park, and leisure studies
Family social science	Special education (new—p. 5)
	Sport management
	Youth studies

cehd.umn.edu/academics/undergraduate

The rivers that

A writer, an artist, and a family social scientist join forces to connect communities along the Mekong and Mississippi

BY GAYLA MARTY

Photos by Susan Andre



The Mekong's "golden triangle" connects Thailand, Laos, and Myanmar—three of six nations in the river's path.

Rosy dusk settles on the Mekong River at Chiang Khong.

"LISTEN," says Cathy Solheim. "Close your eyes and listen."

River sounds sharpen—the shrill chorus of frogs and insects, chirping birds, the lap of a watercraft's wake along the shore, and a bell, clanging cross a wide expanse of water.

The Mississippi River is just yards away from the campus room where Solheim speaks. But the recorded sounds come from half a world away. The Mekong River begins on China's Tibetan plateau and winds more than 2,700 miles southeast through Burma, Laos, Thailand, Cambodia, and Vietnam to the South China Sea.

The packed room of students, faculty, staff, and community members has come to learn about internationalizing the curriculum and campus. For an hour, they are immersed in images and sounds of the Mekong. They also meet three women engaged in a collaboration that is both natural and remarkable.

Solheim, a faculty member in the Department of Family Social Science, is a leader in international teaching and research. For more than 30 years, Thailand has been her second home. Her Global Families course is among the department's most popular.

Linda Buturian is a writer who teaches CEHD humanities courses with a focus on cultural diversity and social change. In 2008, she began assigning digital stories—three- to five-minute movies using computer-based tools to integrate audio, video, and research and communicate their findings.

Susan Andre is the lead designer on the college web team whose first international assignment, during grad school in New York, was helping to edit thousands of images taken by renowned documentary photographer Gilles Peress.

The Mekong River brought them together.

Through their collaboration, Solheim introduced Buturian to Thailand and working in a global context. Buturian helped Solheim integrate digital storytelling and an environmental perspective in her courses. And Andre is helping both faculty members author a digital book that, unlike traditional textbooks, will not be out of date on the day it is published.

connect us

It hasn't happened overnight or predictably.

"Just as the Mekong River winds and meanders across time and space," says Solheim, "so does our journey towards global teaching and learning."

A vision to connect communities

The journey began in 2010, when Solheim and Buturian attended Treks, an annual CEHD workshop that helps faculty and staff enhance their teaching through technology.

During a break, Buturian described to Solheim the seminar she created to introduce students to water-resource topics from disciplines representing both the sciences and humanities. Because so many students are visual learners and water is such a visual compound, Buturian found digital stories an effective way for students to communicate their findings.

Buturian also has a strong interest in rivers, partly because she has lived for 18 years on the Rum River, a tributary of the Mississippi north of the Twin Cities. She researches the patterns of environmental problems emerging across rivers.

"I'm interested in connecting communities along and across international rivers to share best practices," she says. "The Mississippi, the Ganges, the Nile..."

"I heard Linda describe her vision about connecting communities along global rivers," says Solheim, "and I said, 'You know, I haven't been to any of the rivers on your list except the Mississippi, but I have another river for you!'"

Solheim, born in Barnum, Minnesota, first encountered the Mekong River in 1979, soon after college. During an 18-month international development program in Thailand, she learned Thai and met her future husband. She described to Buturian how globalization is affecting families and communities along the Mekong River.

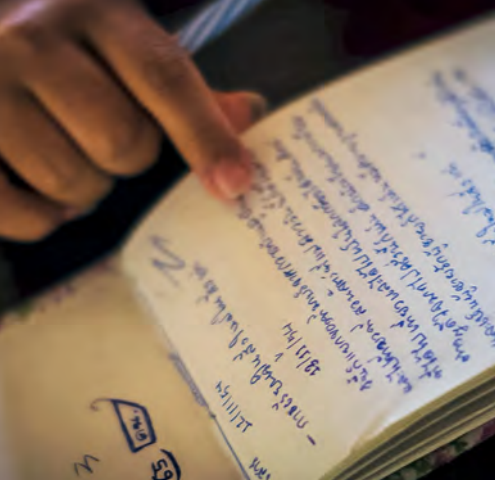
"After I met Cathy, the Mekong shot right to my top five," Buturian says. "I started researching that river."

Solheim and Buturian were awarded a grant from the University's Global Programs and Strategy (GPS) Alliance and additional support from the college. A year later they traveled to northern Thailand, with Solheim also acting as Buturian's interpreter.

There they interviewed and recorded people in many roles and occupations about changes along the Mekong River. A fisherman, a boat captain, a field ecologist, a news editor, community elders and organizers described the alteration of natural cycles due to new dams upstream, a dramatic loss of fish populations, and increases in logging and barge traffic. The challenges appeared staggering.

A river ecologist describes a bridge connecting Laos and Thailand, now under construction, to Buturian, center, and Solheim.





“It’s very complicated and nothing that we haven’t done ourselves in the United States,” says Buturian. Everywhere they went in Thailand, she was impressed and inspired by the people they met—“resourceful, adaptable, smart and funny and gracious.”

“Linda learned more about Thailand, the Hill Tribes including the Hmong, and the river,” says Solheim. “I learned how to develop digital stories and approach the connection between families and the environment from a different perspective.”

Working local

Back in Minnesota, Solheim and Buturian worked with the college’s Academic Technology Services to produce their own 15-minute digital story about the trip. “Mekong Mosaic” is still used in their classes and across the college and campus. Most who view it don’t know Thai, but they get to hear it spoken and hear the sounds of the Mekong.

“The students in my classes love the river aspect of it,” says Solheim. “The way families act is connected to their natural environment—for example, how changes in the river impact the fish population, and how that affects the family livelihoods—and our students really get that. Rarely do family scholars talk about how families impact the natural, physical environment or are impacted by it. But our students do.”

Solheim used the experience to improve her Global Families course. And in 2012, she and Buturian joined the U’s Internationalizing Teaching and Learning (ITL) program, which supports curriculum design and redesign.

One of the voices from Thailand that stayed in Buturian’s mind was that of Miwatr Roikaew, or Kru Tee, a teacher and community organizer in northern Thailand. When Buturian asked his advice—for a message to take home to Minnesota students—his reply went straight to her heart.

“He said, ‘Work local,’” says Buturian.

Buturian looked with new eyes at the river visible from her office. The Twin Cities campus along the river is located in a national park—the Mississippi National River and Recreation Area—on a 2,300-mile path to the Gulf of Mexico. She talked with colleagues like Pat Nunnally, coordinator of the U’s River Life program, about the Mississippi as a global river, powerful and vulnerable: what happens to this river is felt around the world.

The mighty Mississippi began winding its way into all her courses—writing, art, and the first-year experience.

Buturian also developed a new course in the Department of Postsecondary Teaching and Learning. She taught “Mississippi Local, Global—Community Based Approaches to Living with Rivers, Sustainably” for the first time last spring. Her students conducted research and fieldwork in the community and met guest speakers from the arts, sciences, and local organizations. They watched “Mekong



A fisherman from Chiang Khong described changes in the Mekong that he has experienced.

Fresh fish at the Chiang Khong market, detail of Akha hill tribe ceremonial dress, a Hill Tribe girl’s journal about attending school in a city away from home, and produce in the Mae Chan market.



Kru Tee founded a grassroots organization to raise awareness and mobilize people to add their voices in decisions about the changing environment around the Mekong.

Mosaic” and identified resources about other troubled world rivers, such as the Jordan and Nile.

On the last day of class, the students presented their digital stories. The Mississippi appeared up close in images familiar, strange, beautiful, and sometimes shocking, from sunsets and bridges to garbage and art, urban and rural. It spoke in gurgles, raindrops, storm drains, a running tap, a watering can, and a coffee maker.

“This course really opened my eyes to the Mississippi,” says Megan Trehey, a senior in family social science who is



interested in using art to connect people and communities. She included an interview with St. Paul artist Peter L. Johnson and his dazzling photographs of people immersed in the river.

Based on her experience in the course, Phoebe Ward, a junior, received a paid internship at the U’s Cedar Creek Ecosystem Science Reserve, where she worked all summer maintaining biodiversity plots.

New eyes and voices

Buturian and Solheim knew they wanted to expand their work.

“In learning abroad, so often we go to a place and learn about ‘them’ and don’t really contribute to what’s going on,” observes Solheim. “We try to incorporate service learning in the process. But we wanted something longer lasting. We wanted to build relationships over time and space.”

“The challenges communities are facing along rivers transcend the boundaries of our disciplines,” says Buturian. “We need to collaborate across disciplines and across rivers to address them.”

Andre was among those who saw “Mekong Mosaic” and was struck by the magnitude of the challenges facing Thailand.

“My imagination was on fire when I saw Cathy and Linda’s digital story about what was happening on the Mekong,” says Andre. “I wanted to help them realize their project. I wanted to create an opportunity for students to hear and see the Mekong River and meet the Thai people through video and photos.”

Andre had started learning how to convey complex and difficult stories since her 1994 experience working with Peress and Human Rights Watch to document the war in Rwanda. Now she, Buturian, and Solheim began a conversation that led to a proposal for a feature-length interactive book about the Mekong using a web interface and social media capabilities. They envisioned successive groups of students and partners in Thailand playing an active role in its ongoing creation and use.

“We’re seeking a way to invite Thai partners and community members to speak for themselves, to come into our classrooms through a wise and inclusive use of digital media,” says Buturian. “We want to hear their stories, understand their experiences, and as much as possible let the people and river be revealed in their own voices.”

Hill Area Development Foundation director Juthamas Rajchprasit consults with villagers about requirements to prove their Thai citizenship.

During winter break early in 2013, the trio set off for an intensive three weeks shooting video and taking photos in Thailand, gathering visual information that would allow them to tell a bigger story.



A street in Chiang Mai, left, and Akha village on Mae Fah Luang mountain.

“Susan has an unbelievable eye for capturing large and small parts of the culture and natural world,” says Solheim. “As a family scientist, I tend to focus on faces and people. Plus, it’s been 35 years for me—everything gets to seem normal—so introducing first Linda and then Susan to Thailand was to see it with new eyes.”

Together they collected more images to tell the story of change on the Mekong, development, globalization, climate change, and the vulnerability of living downstream in a way that also speaks to other river communities.

“The Mississippi River is among the most polluted global rivers, with the fastest sinking delta in the world,” says Buturian. “If we can learn from communities on another river as they are navigating hard issues, and empower them as well, it is a mutually beneficial experience for students and for us.”

The face of the future

Solheim and Buturian were among the first faculty members to create a course accepted in the new Global Education Opportunity program, a CEHD study abroad opportunity created by teaming up with the University’s Learning Abroad Center.

Now they are busy developing Global Change, Environment, and Families, a three-week course in Thailand that will debut in May term 2015. Buturian can’t wait to introduce U students and alumni to the Mekong River, lush

Children play in a nursery in Ben Jelai village.



landscapes, delicious food, and people like Kru Tee.

Solheim and Buturian are also answering the call to speak to others about their collaboration, as they and Andre did


at the campus conference this year.

“There is national interest in what they are doing,” says Gayle Woodruff, ’95, director of curriculum and campus internationalization for the University system. She has observed the evolution of their work and skill.

“Their ability to partner, to develop curriculum, to bring in learning technologies and expertise—all while continuing their scholarship—is remarkable,” says Woodruff. “Cathy and Linda are role models for those who are helping students develop global thinking.”

Buturian sees their collaboration as a necessary response to complex issues and the face of the future.


“More responses and solutions to problems can be recognized and collected by different perspectives coming together and attuned to them—in our case, writer, artist, and family social scientist,” she says. “What we care about is the vibrant thriving of communities—families, businesses, natural environment, and culture.”

Buturian paraphrases pioneering ecologist Aldo Leopold when she invites people to “think like a river.” Think about who owns the water and whether it has agency of its own, she says. Think about the role of water in our everyday lives, says Solheim. Take a walk along a river or a boat ride, and listen. 

See “Mekong Mosaic” and learn more at cehd.umn.edu/connect/2014/rivers.html.



Mississippi River course students, left to right, Phoebe Ward and Megan Trehey with Buturian on a campus walk bridge. Photo by Pat O’Leary



A study by social work professors in Texas and Minnesota is the first to look at the death penalty's effect on murder victims' families.

The death of the death penalty?

BY ADAM OVERLAND AND GAYLA MARTY

TEXAS LEADS THE NATION in executions. Minnesota has no death penalty. So two researchers—one from the University of Minnesota and one from the University of Texas at Austin—teamed up to find out something no one had ever looked at before: what the worst possible punishment does for the murder victims' families. They compared family survivors' experiences in Texas with Minnesota—the latter one of 18 states whose “ultimate penal sanction” is life without the possibility of parole.

The study used in-person interviews with victims' families to examine the death penalty and life-without-parole processes and their long-term impact on the families.

The study itself does not advocate for the death penalty or for life without parole, but it does reference a key reason often given in support of the death penalty by Americans—that, as a form of retribution, it succeeds in bringing satisfaction and closure to murder victims' families—in other words, the belief that it helps them heal.

Among the findings: In Minnesota, victims' family members show higher levels of physical, psychological, and behavioral health, as well as more satisfaction with the criminal justice system.

The study was led by School of Social Work alumna and former adjunct professor Marilyn Peterson Armour, '00—now in Texas, where the research won UT's top research award last year—and Mark Umbreit, '88, professor and director of the Center for Restorative Justice and Peacemaking in the School of Social Work. It is the first systematic inquiry dealing

directly with whether capital punishment affects the healing of homicide survivors.

Listening to survivors

Armour has been interested in homicide survivors for a long time. After earning her master's in social work in 1968, she worked for many years as a psychotherapist in private practice with an emphasis on violent death, trauma, and family relationships. She observed many going through the legal process to bring justice to a perpetrator.

“Survivors often refer to themselves as ‘bit players in their own lives,’” says Armour. “They have very little voice except to push for the punishment they want to see.”

Teaching as an adjunct faculty member in the School of Social Work, Armour met Umbreit, who shared her interest in the healing of victims, offenders, and communities and in restorative justice. When Armour decided in the 1990s to pursue her Ph.D., Umbreit served as her adviser.

For her dissertation, Armour interviewed whole families of homicide victims. After she moved to Texas, she and Umbreit continued to co-author articles and wrote a book on restorative justice dialogue. They talked about doing a comparative study on the impact of the murderer's sentence on homicide survivors' well-being.

Then Umbreit got a grant to do it. It was a small grant for what turned into a five-year project.

The first big question was how to find a sample. It takes an average of 10.8 years from conviction to execution in

Texas, and the state is required to stay in contact with victim's families during that period, so it was easier to find prospective participants in Texas than in Minnesota, where most contact ends two years after the final appellate process is completed.

"We started out thinking we'd talk to anybody we could get," says Armour, "because the research involved going back in time, when there were no computers. Maybe a survivor was a child. And people move, so you can't find them. But we really wanted a randomized sample to give the study greater reliability and validity."

Armour had key contacts in both states, one in the Texas attorney general's office and, in Minnesota, the executive director of the nonprofit agency Survivor Resources. Those contacts helped her get the names of offenders who had received each state's ultimate penal sanction for the same time period. Armour then drew a random sample from the list of offenders, gave lists back to her contacts, and they tracked down the victims' families.

"Once people found out about the study, they wanted to talk," says Armour. She spent two summers driving all over Minnesota and Texas, interviewing a total of 39 people. One asked to meet in a motel room so the family wouldn't know. One lived in a trailer house that required walking through a herd of cattle.

The study is unusual: multisite, mixed methods, and cross-sectional. Because it is principally qualitative, Armour developed a system to quantify the results. She then got an independent expert to analyze the data from the standardized measure termed 'complicated grief' and compare results to her own findings. They matched up perfectly. "The rigor that I put into it paid off," she says.

The study was published at the end of 2012. A few months later, a conference at Marquette University School of Law in Milwaukee was devoted to the study. It brought together panels of people from all stages of the death penalty process, including defense attorneys, judges, clergy, and wardens, who were asked not to debate the death penalty but to speak only about its impact on them. Panels of survivors also spoke.

"They became the directors of the conference," says Armour, "which was very powerful."

Upending expectations

Most studies related to the death penalty have focused on societal concerns—including opinions, cost effectiveness, and mistakes in death penalty cases. This study has implications for trial strategy and raises significant policy issues.

"It challenges this assumption that, 'Well, at least the death penalty really brings closure to survivors,'" says Umbreit. "If a growing number of people—and this is clear through surveys in this country—are really questioning the death penalty, realizing that it's more costly than life without parole (it is), or that there have been people on death row who have been innocent (there have), and the one real pillar is that at least it brings closure to victims—if that's being challenged, then at a public-policy level it really brings up the question, 'Should we still be doing this?'"

Interestingly, the study found that the expectation that closure will occur with the death of the murderer is so ingrained in society that, even in Minnesota, survivors wished for the death penalty, believing incorrectly that the murderer's death would be more satisfying than life without parole.


"If you really are concerned about the healing impact of the ultimate penal sanction on family survivors, there's a clear indication that the death penalty doesn't foster that in the long term," says Umbreit.

Powerful wisdom

It's a small sample and an exploratory study, Armour and Umbreit agree, and it should be followed up with research on a national scale. But its methodology was rigorous and it holds important lessons.

One lesson is that, at least through the law, closure can never occur. Through the lens of his research, Umbreit believes that, instead, there should be an acknowledgment of what constitutes a healing path for survivors, particularly where offenders receive the ultimate penal sanction, and whether the punishment fosters or hinders the healing process.

The other lesson is the "extreme importance of listening to victims," says Umbreit, of hearing their concerns and perceptions. For professionals, that means not making assumptions about what they need. For the rest of us, it means anchoring public policy as much as possible in the people most affected by it.

"I believe that people who live through horrific things go places the rest of us don't," says Armour. "They have a kind of wisdom for us to learn from, that is invaluable for us to know about. They are teachers. We all gain if we give them a voice." 

Link to more information at www.cehd.umn.edu/Connect/2014/justice.html.

Marilyn Peterson Armour and Mark S. Umbreit, "Assessing the Impact of the Ultimate Penal Sanction on Homicide Survivors: A Two State Comparison," 96 *Marq. L. Rev. J.* (2012). scholarship.law.marquette.edu/mulr/vol96/iss1/3

>>>FACULTY PROFILE <<<

Learning from history

Teaching-award winner
Bob Poch is an agent for access



GROWING UP IN A WASHINGTON, D.C., suburb, Bob

Poch was surrounded by monuments, museums, and sites of historical significance. Each Saturday his father eagerly guided Poch and his older brother on tours of nearby treasures. Ford's Theater enthralled eight-year-old Poch.

"I was looking at Lincoln's clothing and hearing my father's emphatic affirmations—"This is real. This is where it happened. This isn't fake," Poch recalls. That moment triggered his passion for history, but it would be years before he considered history as a career path. College wasn't even part of his plans.

Fortunately for Poch's students, his father persuaded him to try college for two years. Today he is a senior fellow in the Department of Postsecondary Teaching and Learning. This year he received the University's Morse-Alumni Award for Outstanding Contributions to Undergraduate Education.

It was civil war historian and educator Charles Poland who radically altered Poch's plans. Poland pulled Poch aside at the end of his first college semester with a prophecy. "I think you can do what I do," Poland predicted.

Poch's two-year trial turned into nine straight years of study. He earned an M.A. followed by a doctorate in higher education at the University of Virginia.

During an internship in the provost's office, Poch grew passionate about educational access and realized he could apply his understanding of history, specifically issues of privilege, to educational policy issues. His desire to shape policy and reverse historical access trends landed him a position with the South Carolina Commission on Higher Education.

"I was an outsider, a young white guy looking for ways to reverse the effects of Jim Crow and increase the college-going rate of South Carolinians," Poch says. "Luckily, I had great mentors who taught me how to understand diverse perspectives and contexts, and effectively engage people. It was

a crash course in multiculturalism and respect."

With those interpersonal lessons and Poch's natural warmth and exuberance, he was embraced by his colleagues, he says. Many became lifelong friends.

Eight years later, Minnesota called, and Poch became director of what is now the Office of Higher Education, whose mission to remove barriers to postsecondary attendance aligned completely with his previous experience and values.

"Watching thousands of students going into colleges and universities who, without the commitment of the state behind them, would not have gone was absolutely thrilling," he reflects.

While guest lecturing at the U, Poch's love of teaching was reignited. He eventually joined the faculty as assistant dean of General College. Now he harmonizes pedagogy, history, and access, taking his research directly into the classroom.

Poch's investigation of Howard University law school's consistent development of pioneering civil rights attorneys, such as Thurgood Marshall, is his foundation for scenario-based history problems shown to increase undergraduates' subject knowledge and cognition. He is also the new director of graduate studies for the nascent master of arts in multicultural college teaching and learning.

"Our program prepares future and current professionals to skillfully and productively engage diverse audiences within colleges and universities," says Poch. "We believe you can harness all forms of diversity to maximize educational experiences and outcomes."

The decades-old advice he received from Poland fuels his contagious enthusiasm. "I love what I do," he says. "This is a joyful thing for me."

—Wendy Russ Robson

Learn more about Bob Poch and his work at www.cehd.umn.edu/pstl/directory/poch.asp.



Honored

Nina Asher (curriculum and instruction) is a recipient of a 2014–15 Fulbright–Nehru Academic and Professional Excellence Award for research. The Fulbright Program is the flagship international educational exchange sponsored by the U.S. Government and is designed to increase mutual understanding between people of the United States and of other countries.

Dante Cicchetti (child development) and W. John Curtis, University of Kentucky faculty member and child development alumnus ('02), co-authors of “Affective Facial Expression Processing in 15-Month-Old Infants Who Have Experienced Maltreatment: An Event-Related Potential Study,” have been awarded the Best Article in Child Maltreatment for 2013 by the journal *Child Maltreatment*. The award recognizes the article’s “focus on neural correlates of risk for emotional processing in young children with a maltreatment history.”

Flipgrid, the Learning Technologies Media Lab’s video-based discussion and reflection tool, was selected as an honoree for this year’s international Webby Awards in three categories—Web Education, Mobile Education and Reference, and Social Education and Discovery. Flipgrid was developed under the leadership of **Charles Miller** (curriculum and instruction) to enable teachers to create short, discussion-oriented questions that students respond to through recorded videos. Since its launch, over 600,000 teachers and students, community groups, corporate teams, research organizations, and individuals looking to boost social

presence in their online discussions have utilized Flipgrid.

Priscilla Gibson (social work) is the faculty/staff recipient of the 2014 Josie R. Johnson Human Rights and Social Justice Award. The award was established in honor of Dr. Josie R. Johnson’s lifelong contributions to human rights and social justice, which guided her work with the civil rights movement, years of community service, and tenure at the University.

The *Minnesota Somali Autism Spectrum Disorder Prevalence Project: Community Report 2013*, led by Research and Training Center on Community Living director **Amy Hewitt**, has been selected by the Interagency Autism Coordinating Committee (IACC) of the U.S. Department of Health and Human Services as one of its top 20 picks for the most significant studies in autism research in 2013. Also, **Jed Elison** (child development) and co-authors have been recognized by the IACC for their article, “White matter microstructure and atypical visual orienting in 7-month-olds at risk for autism.”

David W. Johnson (educational psychology, emeritus) was recently given the Distinguished Alumni Award by Teacher’s College at Columbia University. Johnson and his brother, **Roger** (curriculum and instruction),

founded the U of M Cooperative Learning Center and established a network of school districts that conducted multi-year efforts to implement cooperative learning and the cooperative school. He has authored more than 500 research articles and book chapters and more than 50 books, which have been translated into at least 17 languages.

Connie Magnuson (kinesiology) is a recipient of the 2014 President’s Award for Outstanding Service, which recognizes exceptional service to the University, its schools, colleges, departments, and service units by an active or retired faculty or staff member. Recipients of this award have gone far beyond their regular duties and demonstrated an unusual commitment to the University community.

Ann Masten (child development) has been named a Regents Professor of the University, its highest faculty honor, for her contributions to the study of risk and resilience among children that has shaped the field. She was also awarded the



New Regents Professor Ann Masten

Uri Bronfenbrenner Award for Lifetime Contributions to Developmental Psychology in the Service of Science and Society, from the American Psychological Association, in light of her long-standing and excellent work on high-risk children. The award recognizes an individual whose career has contributed to the science of developmental psychology and who has also worked to apply developmental psychology to society.

The STEM Education Center's **Tamara Moore** was awarded the Presidential

Early Career Award for Scientists and Engineers on April 14 at a ceremony in Washington, D.C. This award is the highest honor bestowed by the U.S. Government on science and engineering professionals in the early stages of their independent research careers.

John Romano (educational psychology) received the Outstanding Graduate Faculty in Psychology Award from the Minnesota Psychological Association at its 2014 conference. His research

and writing focuses on the science and practice of preventive interventions to reduce the psychological distress and problems of living.

Frank Symons (educational psychology) has been appointed senior associate dean for research in the college. **David R. Johnson** (organizational leadership, policy, and development), who served seven years in the position, resumes research, teaching, and full-time leadership of the Institute on Community Integration.

Meet the chair



Literacy education professor **Cynthia Lewis** stepped up to chair the Department of Curriculum and Instruction this summer. As the Emma Birkmaier Professor in Education Leadership, Lewis is an established scholar who brings a wealth of local, national, and international connections. Her research, which includes partnerships with schools and teachers in urban settings, focuses on the sociocultural dimensions of literacy

learning. She has conducted many studies on how classroom interaction and emerging technologies can best support the identities of diverse youth, enhance their literacy practices, and provide pathways for academic futures.

“Our combination of programs, centers, and teacher education make this a very complex and interesting department,” says Lewis. “We have wonderful established scholars and up-and-coming stars. And we are bound together by a commitment to equity and access.”

Her priorities will include continuing to build the department’s profile in the University and community; helping the faculty remain at the forefront in key areas, such as work with multilingual populations, emerging technologies, research-based practices, and innovative teacher education; and making the department’s work useful to policymakers.

“Our big challenge, and one that the entire college and University are engaged in, is working on equity and opportunities to learn,” Lewis says. “We are a department with great capacity for examining the social and cultural aspects of teaching and learning. We are building our undergraduate programs and offerings in ways that are expanding our student populations.”

Retired

Retiring faculty honored at the spring assembly for their careers of distinguished teaching, research, and service in the CEHD and University communities were:

Yvonne Gentzler (curriculum and instruction)

Arthur Harkins (organizational leadership, policy, and development)

Dario Menanteau (social work)

Jennifer York-Barr (organizational leadership, policy, and development)

Jim Ysseldyke (educational psychology)

Appointed & Elected

Alexandre Ardichvili (organizational leadership, policy, and development) is president-elect of the University Council for Work and Human Resource Education and will become president in 2016.

Joan DeJaeghere (organizational leadership, policy, and development) has been selected as an expert consultant to the MacArthur Foundation. Her focus is on girls’ secondary education in Africa and India.



In memoriam

Merrilyn Belgum, '46, a faculty member in social work and a well-known comedian, passed away May 9 at the age of 89. Born in Duluth, Belgum practiced social work in Alaska, Colorado, and Iowa before returning to Minnesota. For more than 20 years, she directed the Twin Cities International Program in the School of Social Work, which facilitated professional and cultural exchanges of more than 800 social service professionals from nearly 100 countries. In 1986, Belgum retired from the University and embarked on a career in comedy. For the next 20 years, she performed in the long-running Dudley Riggs Theater show, "What's So Funny About Being Female?" and traveled the country, including appearances on national television. "Merrilyn strongly believed in the importance of laughter—that laughter is good medicine," says Dean Jean Quam, her colleague in the School of Social Work.

Memorial gifts may be made to the Merrilyn Olson Belgum International Student Support Fund in the School of Social Work, University of Minnesota Foundation, Fund #4813.

Michael Goh (organizational leadership, policy, and development) has been appointed associate vice provost for equity and diversity in the U of M's Office for Equity and Diversity.

Scott McConnell (educational psychology), director of community engagement for the Center for Early Education and Development, will serve as a member of the Cradle to K Cabinet announced by Minneapolis mayor Betsy Hodges. The cabinet's focus is closing the achievement gap in the city's education system by eliminating disparities for children from prenatal to three years old.

Karen Miksch (postsecondary teaching and learning) is part of a new William T. Grant Foundation-funded team looking at how amicus (friend-of-the-court) briefs use research. The group will be looking at the Fisher v. University of Texas at Austin affirmative action case and the use of research by nearly 100 amicus briefs filed with the U.S. Supreme Court.

Following the retirement of **Kenneth Dragseth** in the spring, **Gary Prest** (organizational leadership, policy, and development) has been appointed the new director of administrative licensure. He holds four degrees from the U of M, including an Ed.D. in educational administration. He served as an elementary school principal in Hopkins, 1988–1993; as director of administrative services in Hopkins, 1993–1997; and as superintendent in Bloomington, 1997–2006, where he was recognized as MASA MN Superintendent of the Year in 2006.

Frances Vavrus (organizational leadership, policy, and development) has been named co-director of the U of M's Interdisciplinary Center for the

Study of Global Change. This is an interdisciplinary and cross-cultural community of faculty and students at the University who are committed to research, teaching, and collaboration aimed at promoting global change with a focus on the global south.

Maureen Weiss (kinesiology) became the editor of *Kinesiology Review*, the official journal of the National Academy of Kinesiology and the American Kinesiology Association—the two societies that oversee the scholarly, engagement, teaching, and service areas of the discipline as a whole.

The following have been promoted to tenured associate professor:

Colleen Fisher (social work)

J. B. Mayo, Jr. (curriculum and instruction)

Michael Stebleton (postsecondary teaching and learning)

Amanda Sullivan (educational psychology)

Keisha Varma (educational psychology)

The following have been promoted from associate to full professor:

Michael Rodriguez (educational psychology)

Gillian Roehrig (curriculum and instruction)

Kathleen Thomas (child development)

Frances Vavrus (organizational leadership, policy, and development)

>>>ALUMNI PROFILE <<<

Choices for health

Shirley Billigmeier has an
appetite for leading others
to self-realization



AS A PHYSICAL EDUCATION AND HEALTH TEACHER in St. Louis Park in the 1970s, **Shirley Billigmeier, '75**, became fascinated by girls' obsession with their body weights. She learned that eating issues originated in the minds of her students, not their stomachs.

What creates magnetism to food? As infants, Billigmeier notes, people know when they are hungry and when to start and stop eating.

"That 'start-and-stop' was the key for understanding the eating issue," she says. "We are always looking for boundaries, and they are really in the body—we are born with it."

Billigmeier believes that choosing what to eat is the most important step in becoming healthy. Her challenge was to help individuals create boundaries but not interfere with their choices.

"Choice is huge," she says. "The driving force behind my research was allowing people to choose what they want to eat, what tastes good, and something that feels good after they eat it, too."

Using her findings, Billigmeier developed a process to help people re-create their own boundaries using hunger and taste as cornerstones. She designed Innergetics, an approach to recapturing the forgotten joy of eating and movement. She also wrote a book, *Inner Eating*, based on the principle that choice and taste are essential to a core connection with one's own body. Now she is using new scientific information that supports her original research to write a new book.

"People need to be in the body they feel joyful in but also have the joy of eating," she says.

Billigmeier had accomplished enough for one lifetime when a breast cancer diagnosis led her onto a new path in 2009. Before starting treatment, she learned about a woman who had used "cold caps" during chemotherapy and kept her hair.

She tracked down the London inventor, who shared the science and the names of U.S. women who had used them.

"In my mind, it would work," Billigmeier remembers. "It wasn't even a question."

With support from family and friends, she began putting the caps on her head before, during, and after each treatment. She used a laser thermometer to ensure that their temperature was kept at -30C degrees, cold enough to prevent hair loss. That proved difficult in her hospital room. But by her second round of chemo, she and a network of supporters had gone through the complicated process of bringing a freezer into the hospital.

After her third round, Billigmeier walked into the hospital to the sound of cheers from the nurses. She had kept her hair.

"We decided that we needed to tell other women about this," she says. In 2010, Billigmeier and her friend Nancy Marshall created the Rapunzel Project. The nonprofit has donated more than 70 freezers to hospitals across the nation.

Last year Billigmeier, who earned both her bachelor's and master's in physical education, received the CEHD Distinguished Alumni Award. Whether she is working on a book, researching, consulting, managing her non-profit, or serving on the tennis court, Billigmeier clearly has an appetite for leading others to self-realization.

"Choice has been my driving force, whether it's the choice of eating or the choice to save your hair," Billigmeier says. "When that door of choice opens up, a person feels stronger, because that's their identity. Your choices, your decisions—that's who you are."
—Ali Lacey

Read more about Shirley Billigmeier and her work at www.innergetics.com and www.rapunzelproject.org.



FROM THE PRESIDENT

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



As a CEHD alumna, both undergraduate and graduate, I am excited to begin my term as president of the CEHD Alumni Society. I look forward to continuing our good work with undergraduates, graduates, and alumni of CEHD throughout this coming year.

Two of our newest initiatives continued this past April—Alum-Fest, and CEHD 23: Rising Alumni. The Rising Alumni event on April 10 was a huge success, with current and former board members, past alumni society award recipients, honorees, and guests. The rising alumni web profiles highlight a talented and innovative group of individuals across the college's eight academic departments.

This upcoming year, we have a range of events coming up, both social and professional development. We hope you will join us for the Homecoming parade, Saturday Scholars, and CEHD Undergraduate Student Networking. Please visit the Alumni Society web page for more information at www.cehd.umn.edu/alumni. If you have questions or ideas, please contact me at cehdas@umn.edu—we would love to hear them. I am excited and look forward to serving our 70,000 CEHD alumni community!



Stay connected to CEHD and the University of Minnesota! cehd.umn.edu/alumni

1940s

Ellen Leuthauser (B.S. '44) passed away on November 10, 2013. • **Merrilyn Belgum** (B.A. '46) passed away on May 9. (See p. 26.)

1960s

Carol Anderson Darling (B.S. '68) and **Dawn Cassidy** (B.A. '98) have co-authored the third edition of the textbook *Family Life Education: Working with Families across the Lifespan*, published by Waveland Press. • **Jeanne Voight** (B.S. '68) has been inducted into the Minnesota Women Business Hall of Fame.

1970s

Lynn Webster Allen (B.S. '70) passed away on April 13. • **Dagny Christiansen** (M.A. '74) passed away on May 4. • **Richard**

Aslin (Ph.D. '75), professor of brain and cognitive science at the University of Rochester, NY, was inducted into the National Academy of Sciences. • **Hattie Kauffman** (B.S. '77) is being honored as a Woman of Distinction at AAUW's prestigious National Conference for College Women Student Leaders.

• **Douglas Fuchs** (Ph.D. '78) and **Lynn Fuchs** (Ph. D. '81) will receive the AERA Outstanding Research Award this year. • **Wanda Ellingson** (M.S.W. '79) was elected to the National Association of Social Workers Board of Directors serving as a representative to the Board from Region XII.

1980s

Mary Olberding (M.A. '80) retired after 40 years of service as a kindergarten teacher with Shakopee Public Schools. • **Patricia Feld** (B.S. '87) was

recognized as one of the Arrowhead Region's most dedicated community leaders. • **Sarah Mangelsdorf** (Ph.D. '88) was named provost and vice chancellor for academic affairs at the University of Wisconsin-Madison.

1990s

Gayle Woodruff (M.A. '95) received the Marita Houlihan Award for Distinguished Contributions to the Field of International Education from NAFSA: Association of International Educators. • **Corey Lunn** (Ed.D. '99) is superintendent of the Johnston Community School District.

2000s

Lisa Sayles-Adams (M.Ed. '01) has been appointed assistant superintendent of middle schools for St. Paul Public Schools. • **Margaret A. "Peggy" Flanagan** (B.A. '02)

continued on page 30

CE+HD23

Recognizing Rising Alumni



In April, the CEHD Alumni Society was proud to recognize 23 rising alumni from across the college who have achieved early distinction in their careers, demonstrated emerging leadership, or shown exceptional volunteer service in their communities. This was the second year of the Rising Alumni initiative and was a huge success with current and former Alumni Society Board members, past Alumni Society award recipients, and guests of the evening's honorees in attendance. Profiles of the recipients can be found on the web at cehd.umn.edu/alumni/rising.

Back row: **Todd Hering** (M.Ed. '02), **Chris Dixon** (M.Ed. '05), **David Parker** (Ph.D. '12), **Anise McDowell** (M.A. '13), **Cara Gulbranson** (B.S. '13), **Taylor Thomas** (M.Ed. '11), **Kerry Phillips** (B.S. '07). Front row: **Carynn Roehrick** (B.S. '03), **Fadumo Ibrahim** (B.S. '13), **Sophia Thompson** (M.S.W. '08), **Ana Vasquez** (M.Ed. '12), **Lindsay Walz** (M.Ed. '13), **Kristen Smith Myers** (M.Ed. '13), **Millicent Adjei** (M.A. '12). Not pictured: **Michael Belot** (B.S. '01), **Janette Herbers** (Ph.D. '11), **Penny Kelsey** (Ph.D. '02), **Darnell T. Logan** (M.A. '01), **Donald Mitchell** (Ph.D. '12), **Allen Shen** (B.S. '11), **Rebecca Shlafer** (Ph.D. '10), **Emily Smith** (B.S. '11), **Kate Terry** (M.A. '13).



Susan Krausz (B.S. '79), left, owner of Arkenstone Vineyards in Napa Valley, California, hosted a gathering of college alumni and friends in June. Guests included School of Social Work emeritus professor **Jeffrey Edleson**, now dean of Berkeley's School of Social Welfare, and his wife, **Sudha Shetty**, pictured right, as well as Dean Quam, external relations director **Lynn Slifer**, and others.



The fifth-grade students of **Castina Wingard** (M.Ed. '13) at Westview Elementary in Excelsior Springs, Missouri, celebrated College Night by donning the colors of their teacher's alma mater.

was honored by the CLA Alumni of Notable Achievement program as a nationally recognized expert in community organizing and public policy formation. • **Johan Dulfer** (M.A. '03) is head women's volleyball coach at Clarkson University. • **Sujin Horwitz** (Ph.D. '04) is associate professor at the University of St. Thomas in Texas. • **Samuel Museus** (M.A. '04) received the Dr. Carlos J. Vajello Award for Exemplary Scholarship.

• **Thomas Rademacher** (M.Ed. '07) was named Minnesota Teacher of the Year. Rademacher teaches high school English at the Fine Arts Interdisciplinary Resources (FAIR) School in downtown Minneapolis. • **William Walker** (M.Ed. '09) is cultural resource program manager for Three Rivers Park District.



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

2010s

Yuki Watabe (Ph.D. '10) is lecturer and international education adviser in the Graduate School of Commerce and Management at Hitotsubashi University in Tokyo, Japan. • **Elisabeth Wilson** (Ph.D. '12) is program officer for research and evaluation at FHI 360 in Washington, D.C. • **Kristofer Babler** (M.Ed. '13) is head men's basketball coach at Rainy River Community College. • **Jana Craft** (Ph.D. '13) is assistant professor of business administration at Winona State University. • **Rosemary Frazel** (M.S.W. '13) is a clinical social worker at Family Partnership. • **Nancy O'Brien** (Ph.D. '13) is faculty/director of intercultural experiences in the Honors College at the University of Alabama, Tuscaloosa. • **Emily Lilja Palmer** (Ph.D. '13) has been selected as the winner of the LSI SIG Dissertation of the Year award for her work, "Talking about Race: Overcoming Fear in the Process of Change." • **Matthew Schuelka** (Ph.D. '14) is lecturer in inclusive education and coordinator of the disability, inclusion, and special needs program at the University of Birmingham, United Kingdom.



Welcome, new alumni relations director

The college extends a

warm welcome to new senior director of alumni relations **Christopher Buckley**, '08, who joined us in June. Christopher is a graduate of the master's program in counseling and student personnel psychology in the Department of Educational Psychology and received his undergraduate degree from Xavier University of Louisiana. He has worked for the past six years as senior career counselor for the College of Liberal Arts. In that role, he built relationships across the college and University, planned events, managed volunteers, and played a leadership role in the graduate student internship program. Previously, Chris taught English as a Second Language for two years in Japan and assisted with the start-up of Breakthrough Twin Cities.

Former alumni relations director **Jon Ruzek** is now senior director of alumni networks for the University of Minnesota Alumni Association.

Share your news

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

CEHD Alumni and Friends on
 CEHD Alumni & Student Networking Group on
 UMN_CEHD_Alumni on Twitter

A gift to support tomorrow's teachers

FOR COLLEGE STUDENTS graduating today, debt can be a heavy burden. Seventy percent of recent graduates have student loans to pay off, with an average student debt of more than \$31,000 in Minnesota.

Richard M. Schulze, founder and chairman emeritus of Best Buy, worries that these grim numbers may deter some students who want to pursue teaching careers. To help them succeed—and to ultimately improve the quality of education in general—the Richard M. Schulze Family Foundation (RMSFF) recently gave \$1.25 million over four years to the College of Education and Human Development for scholarship support.

“The family knows the importance



Dean Quam and external relations director Lynn Slifer accepted a check from Mark Dienhart.

of high quality teachers,” says Mark Dienhart, president and chief executive officer of the RMSFF board of trustees. “Their hope is that this will allow some high-achieving students with a passion for teaching to make that choice without worrying as much about debt.”

The first scholarships supported by the gift will be awarded during the coming academic year.

“This is a remarkably generous gift that will benefit dozens of new, well-prepared teachers,” says Dean Quam.

Recent gifts and commitments to the college

Target Corporation has made a final grant of \$1,398,872 to support the Path to Reading Excellence in School Sites (PRESS). Aimed at preparing all students to read by third grade, PRESS is a comprehensive approach to early literacy developed by the Minnesota Center for Reading Research (MCRR) in partnership with Minneapolis schools, Minnesota Reading Corps, and the Target Corporation.

Dorothy Van Soest has made a future gift of \$250,000 through her estate to provide scholarships to full-time, undergraduate students, with a preference for students pursuing studies in the area of peace and justice.

Mitchell Trockman has made a gift of \$250,000 through his estate to create the Mitchell D. Trockman Fund for School Leadership, promoting the growth of students to become future public school leaders and educators.

Maxine Strege has made a future commitment of \$200,000 to support low-income high school students who want to enter the field of education.

Mary M. Tjosvold has made a three-year commitment of \$60,000 to support student engagement and service learning scholarships for CEHD and CFANS students working as volunteers in Cameroon.

Gail N. Anderson has made a \$50,000 commitment to fund a graduate fellowship in dyslexia identification and prevention.

Marilyn B. Horowitz has made a future commitment of \$25,000 in the area of women's leadership.

The Institute of Child Development has received the following grants recently in support of Professor Arthur Reynolds's project, Full Day Child-Parent Center Pre-K St. Paul: \$50,000 from the **McKnight Foundation**; \$50,000 from the **F. R. Bigelow Foundation**; \$50,000 from the **Saint Paul Foundation**; and \$20,000 from the **Mardag Foundation**.



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UNIVERSITY OF MINNESOTA
ALUMNI ASSOCIATION

Giving matters

AFTER 15 YEARS AWAY, Johanna Ortega boarded a plane for the country where she was born. Ortega's parents emigrated from Cuenca, Ecuador, when she was five years old. She grew up in Minnesota, but she always wondered about her birth home.

Ortega studies human resource development and business and marketing education. When she graduates, she hopes to work for an eco-friendly business. Over the semester break last winter, a scholarship allowed her to take a three-week global seminar in Ecuador focused on the environmental knowledge of the indigenous Quichua culture and society and on issues that connect Minnesota to Ecuador.

In the capital city of Quito, Ortega submerged herself in Ecuadorian culture and learned about biodiversity and how the concept of "going green" can aid in business endeavors. In the Amazon River basin, she learned how communities are affected by companies that ignore environmental impact. In a small town in the highlands, she lived with a Quichua family and was surprised by the sense of community she found. "Nobody has more or less than the other because they all share what they can," she says.

Ortega is one of 10 CEHD students who have studied abroad for periods of three weeks to a semester over the past two years, supported by Global Discovery and Engagement Scholarships. The scholarship program is the result of a gift from an anonymous donor to make study abroad possible for first-generation college students with financial need.

"It would be hard to overstate the impact of this gift," says Mary Ellen Shaw, coordinator of student progress and scholarships in CEHD. "Our advisers have witnessed amazing changes in the lives of students who never dreamed study abroad could be for them. Thanks to this scholarship program, together we are creating a culture of possibility."

Ortega describes her seminar in Ecuador as life and career changing. It allowed her to see the culture and traditions of her own background as well as her future.

"When I pursue a career in business," she says, "I want to make sure that the company is responsible for the environment and puts the lives of other human beings first."

"This experience made me grow as a person, but it also taught me more about taking care of nature."

—**JOHANNA ORTEGA**, undergraduate in human resource development

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There are many ways CEHD alumni and friends can stay connected to the college. We hope you'll join us at some of the events listed here or connect with us online. Visit cehd.umn.edu/alumni/events or call **612-625-1310**.

Homecoming 2014: Forever Gold

CEHD Homecoming Alumni Party and Parade
Friday, October 17
4:30–6:30 p.m., Burton Hall plaza
7 p.m., parade on University Avenue

Join us for family-friendly food and fun!

RSVP at cehd.umn.edu/events/homecoming

University-wide homecoming activities run October 18–22.
Visit homecoming.umn.edu.

CEHD Saturday Scholars

October 25, 8 a.m.–1:30 p.m.
McNamara Alumni Center

Our popular half day of informal learning, featuring timely topics in education and human development. Registration opens in September: cehd.umn.edu/alumni/events/Saturday-scholars

CEHD Reads

November 10, 7:30 p.m.
Ted Mann Concert Hall

Public event featuring Rebecca Skloot, author of *The Immortal Life of Henrietta Lacks*, the CEHD 2014–15 common book.

Details: cehd.umn.edu/reads

