

THE GENERAL COLLEGE MAGAZINE

Access

UNIVERSITY OF MINNESOTA

Volume 5 Number 1

FALL 2005



Honoring the Past
Embracing the Future

JIM Q.

Access

The General College Magazine

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Fall 2005 | Vol. 5, No. 1



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General College
Interim Dean

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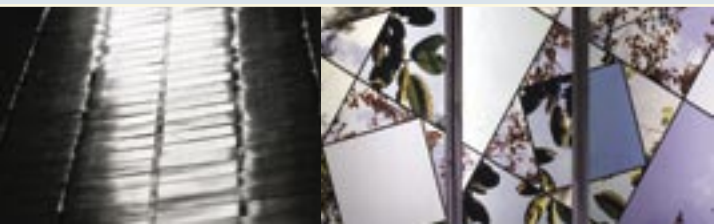
FOCUS ON | STRATEGIC POSITIONING

It's our first chilly morning of the new season, a nice dew-wet Minneapolis sunrise. At Oak and Washington I rest my bicycle at the stoplight and I notice a young woman walking by, whistling a Bob Marley song and wearing a Gopher sweatshirt, a wonderfully full ballet tutu, zebra-striped leggings, and tall sheepskin boots, all topped by a cardboard glittered tiara glistening in the early light. It's late September, and it's really good to be back at school.

The University of Minnesota is a wonderful place, full of surprises and serious people doing serious work. For 153 years, the state has privileged those who come here to study, and over the past year, many members of our community have argued that the University needs to be careful that it does not re-invent itself as a place where only the already-privileged come to study. Indeed, three-fourths of Minnesotans polled by the University point to broad access as a central value they hold for our state's flagship institution of higher learning. It's an important moment in the University's history, as we struggle with the sometimes conflicting demands embedded in the notion of access and excellence.

In his strategic positioning plan, adopted by the Board of Regents in June 2005, President Bob Bruininks has challenged the University to change. The Regents have set the bar high for academic improvements, with a 10-year aspiration that the University emerge as one of the top three public research universities in the world. That Strategic Positioning Initiative (www1.umn.edu/systemwide/strategic_positioning/) makes 40 recommendations affecting nearly every corner of the Twin Cities campus, including the merger of six colleges into three. Under the plan, General College will become a department in a transformed College of Education and Human Development.

The goal for the new college is to bring together a group of faculty and students to form the premier unit in the nation focused on human development across the lifespan. The new college will be composed



of current College of Education and Human Development departments and centers, the Family Social Sciences Department and the School of Social Work (both currently in the College of Human Ecology), and the General College. The potential for this to be a positive change is immense. Our students should find fewer barriers to degree programs and better opportunities for stronger graduation outcomes. Our faculty will find themselves in a highly productive and more diverse research milieu (see the profiles of Professors Steve Yussen, Andrew Collins, and Joan Garfield in this issue). Much of our work this fall is to help insure a smooth transition to our new home.

Currently, some 34 task forces are at work to implement the proposed changes in the University. The task force on the restructuring of GC into the new College of Education and Human Development is chaired by Professors Laura Koch and Robert Serfass. They hope to hear from as many members of the GC community of students, staff, alumni, friends, and donors as possible. You can give the task force comments by e-mailing Professor Koch (koch@umn.edu) or write to her by regular mail at our GC address. Your ideas and hopes for an accessible and high-performing new unit will be welcomed by the task force, but they need to hear from you well before their December 10 deadline.

Task force draft reports will be posted in mid-December for a 30-day period of public comment. Please check the strategic positioning Web site, noted above, in mid-December to review the recommendations and provide further input. The task force process is your best chance to help form the future University of Minnesota to reflect your ideas and your values.

In the midst of this planning, the students have returned and the semester is in full swing. Lively talk, engaged young people, and good academic work make it a joy to be on campus in Appleby Hall. I hope you will take a moment to consider the scholarship funds outlined by Deb Wilkens-Costello in her development office column.

This issue features a wonderful profile of Malcolm MacLean, the founding director of General College. We'll be publishing more such historical vignettes in our final year of *Access* magazine. The MacLean piece is a good reminder that GC was once a new college, full of hope and vision. I know that we can bring some of that same visionary, optimistic perspective to our work of creating a new department as we close up GC in its final year as a college. Great things can happen in a place where autumn's first dawn includes a whistling young woman in a tiara and tutu.

Terry Collins joined the General College faculty in 1976. He is a Morse-Alumni Distinguished Teaching Professor of Writing and Literature and serves as interim dean of the college through June 2006.



On the cover

Honoring the Past—Embracing the Future is the theme for General College this year, our last as a college, though our mission will continue as a department within the new College of Education and Human Development. To kick off the final year of *Access*, we asked award-winning artist and illustrator James O'Brien to provide a visual depiction of the concept of "change." O'Brien's clients include the *New York Times*, *Scholastic*, *Newsweek*, *Smithsonian*, *Entertainment Weekly*, *Business Week*, *Money*, *US News*, Time Inc. Publishing, and McGraw-Hill. His work has received recognition from *PRINT Magazine's* Regional Design Annual and *Communication Arts Illustration Annual*. Jim lives in St. Paul and runs in his spare time.

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The mission of General College is to provide access to the University of Minnesota for highly motivated students from a broad range of backgrounds who demonstrate potential to succeed at a major research university and to advance research in fields affecting those students' success, including developmental and multicultural education.

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MUTUAL RE

A *As General College faculty and students prepare to move next year to their new home in the College of Education and Human Development (CEHD), they will encounter many new colleagues, research projects, and programs. Here is an introduction to a few of our new colleagues. Look for more profiles of CEHD faculty and staff in the final two issues of Access.*

Steven Yussen
Dean and professor of child development

For Steven Yussen, life right now is all about change. As dean of the College of Education and Human Development, he is shepherding the college through a transformation as it takes on General College and, from the disbanding College of Human Ecology, the School of Social Work and the Department of Family Social Science. He is also preparing to return to teaching in 2007 after eight years as dean.

A specialist in child development, Yussen will take a sabbatical in 2006-07 and then come back to the University as a professor in the new College of Education and Human Development. (A national search for a new College of Education and Human Development dean is under way.) “Change is always challenging, but it’s good,” he said. “We change whether we plan it or not, and you need to be excited about it.”

Yussen couldn’t be more excited about the “enormous” opportunities he sees for academic collaboration once General College becomes a department in the College of Education and Human Development. After all, the professors in his college research how students from kindergarten through high school learn, and the faculty of General College study learning in college-age students.

“With our General College colleagues, the colleagues we have in the existing college, and then with the School of Social Work and Family Social Science, we have an enormous opportunity to look at



Steven Yussen

schools, family, and communities across a broader age range than we did before. We also have the prospect of looking at access questions beyond the K-12 arena,” said Yussen. “We then become a more powerful intellectual force within the college, the University, and across the country.”

Yussen said the faculty in the College of Education and Human Development are looking forward to working with their new GC colleagues. “There is a perception in the current college that the General College faculty is very strong, that it’s a program well known around the country, and well regarded,” said Yussen. “We have some of the world’s experts here in the fields they work in, so we’re very excited about the change.”

Yussen, who earned his Ph.D. from the University’s Institute of Child Development, spent 19 years teaching child development at the University of Wisconsin–Madison and seven at the University of Iowa as a professor and dean of the College

GARD

By Suzy Frisch



W. Andrew Collins

of Education. This avid marathon runner is most interested in cognitive development, memory, learning, and reading comprehension in school-age children. Since he returned to the college as dean in 1998, Yussen has taught a freshman seminar on the world of reading and a course for teachers on early adolescence.

During his sabbatical, Yussen will plan future research projects and prepare to teach full time at both undergraduate and graduate levels. He said, "I'm also going to look around and see how an old timer can be of help in the policy world." With more than 30 years under his belt, Yussen has plenty to offer.

W. Andrew Collins **Professor of child psychology**

The way W. Andrew (Andy) Collins sees it, the faculty from General College already share a common bond with professors in the College of Education



Joan Garfield

and Human Development. They all are focused on finding effective ways to teach, whether it's educating younger students or those entering college. It's an area he sees as rich for future collaboration between new colleagues as professors from General College become part of the College of Education and Human Development.

Collins hasn't done any research projects with GC professors, but he has participated in a few committees at the college to explore potential research projects.

"I've always had respect for General College, that's not an issue," said Collins. "The one thing I've encountered in General College is a real commitment to the quality of teaching. I see that as a point of connection."

After earning a Ph.D. from Stanford University, Collins came to the University of Minnesota in 1971. Collins is a professor of child development, a Morse-Alumni Dis-

tinguished Teaching Professor of Child Psychology, and director of the doctoral minor program on interpersonal relationships research. His focus is on socialization, social development, and the significance of close relationships.

Collins has been an investigator for the Minnesota Longitudinal Study of Parents and Children, in partnership with professors Byron Egeland and Alan Sroufe. In its 28th year, the study tracks individual development in 180 participants to understand the factors that guide people toward good or poor outcomes. The participants came from families in poverty who were at risk for child abuse.

Collins' area of interest has been on the subjects' normative social development and the way they relate to their parents and romantic partners. "We do find that early care makes a difference. It's not the only important factor—later experiences make a difference as well," he said. "A consistently strong predictor of hostility between a couple in early adulthood is very strongly predicted by care in their early relationships—if they had indifferent or unresponsive care from their parents. If you think about it, it makes perfect sense. If people weren't there for you, you carry residual anger and hostility about it."

In addition, Collins teaches undergraduate courses in development and interpersonal relationships, graduate courses in socio- and emotional development, and a proseminar on interpersonal relationship research. When General College professors join the College of Education and

continued on next page

Human Development, he said, they can look forward to “wonderful collegiality and faculty who have great support for each other.”

Joan Garfield

Professor of educational psychology

Getting students excited about learning statistics and improving the teaching of statistics has been the life’s work of Professor Joan Garfield. She’s passionate about teaching the subject, showing students its relevance and importance, and preparing other teachers to do the same.

A professor of educational psychology, Garfield has been on the University faculty since 1981. She started out in General College, where she taught mathematics and statistics. In 1995 she moved to the College of Education and Human Development to teach statistics, statistics education, and statistics education research to graduate students. She is also director of the graduate program on statistics education.

Garfield has been honored many times for her teaching abilities, receiving the Morse-Alumni Distinguished Teaching Award, the CEHD Distinguished Teaching Award, and The Founders Award, the highest honor given by the American Statistical Association. She strives to mitigate students’ fears about learning math and statistics by making the subject fascinating and fun.

“I’ve been trying to help people learn statistics in a very positive way, to empower people to use statistics and statistics theory to make the learning of statistics an enjoyable and empowering activity,” said Garfield. “That’s been a big theme in my work during the past 25 years.”

As a professor who made the transition 10 years ago from General College to CEHD, Garfield said the GC community should view the move as a “great opportunity to be part of one of the top-ranked colleges of education in the country and work with top-notch faculty who are doing exciting things and are good colleagues.”

A longtime collaborator with GC Associate Professor Robert delMas, Garfield plans to continue working on research projects with him. She sees opportunities for research that teams GC and CEHD professors to study learning, assessment, social psychology, or the teaching of specific subject areas.

Garfield believes that the General College community will find a welcoming home in the new college, just as she has. “I think the College of Education and Human Development is a very vibrant and stimulating community with a lot of great research going on,” she said. “It’s a wonderful environment in which to work. There are great colleagues, support for innovative teaching, and excellent help in getting research grants. It’s a positive environment.”

MILESTONES

The pioneer— Malcolm MacLean

General College is undergoing a profound transformation over the next few years, becoming a department within the College of Education and Human Development. The final issues of *Access*, the General College magazine, will look back at other transition points in the college’s history.

We begin at the beginning.

By Tim Brady

When Malcolm Shaw MacLean arrived in the fall of 1932

to become the first director of the Junior College of the University of Minnesota (renamed General College a year later), he was a newcomer neither to the University nor to the world of educational reform that had prompted the creation of the college. MacLean had first come to Minneapolis as a graduate student in 1919, and 10 years later, he was awarded his Ph.D. in English. His study was interrupted by a three-year stint during which MacLean served as a night editor at *The Minneapolis Tribune*.



Malcolm MacLean, 1931

He was also an instructor in English and a student counselor during his graduate school years; it was in these positions that he first developed an interest in what would come to be called “general education.” Simply put, general education was the idea that universities ought to broaden the base of their student populations and provide an education that was more conducive to those undergraduates who enrolled at the college without knowing precisely what sort of studies they wanted to pursue.

MacLean took his first academic job, as an associate professor of English, at one of the nation's first headquarters for general education, the University of Wisconsin Extension Center in Milwaukee. He spent the next three years in Wisconsin, before he was hired to lead the U of M's grand experiment in "a new and better kind of general education," as he would put it years later in a speech describing the General College's beginnings.

In the fall of 1932, the program opened its doors in Westbrook Hall, a place that, according to MacLean, had recently been abandoned by the School of Dentistry, and was "cluttered with pipes and wires, broken plaster and splintered floors." He had a faculty of two, consisting of assistant director Fred Hovde, and Bob Kissack, who was assigned to develop a new tool in education—film—by means of a Visual Education Service. A secretary, June Whitney, completed the staff in the newly created General College.

The program had 489 students in its first year and 700 the next. To provide appropriate courses for all of these people, MacLean and his staff had to beg, borrow, and steal the time, energy, and labor of faculty and staff from various departments all over the university. "All of us were as busy as bird dogs," MacLean would write. And there was still much resistance, within the more conservative corners of the institution, about the very concept of general education. Enough quality resources were found, however, to make the college a model for learning all over the country.

MacLean himself was in such great demand to come to universities across the nation to describe the Minnesota experiment that, by 1936, he'd become a member of the 100,000-Mile Air Club. These were the early years of commercial flying and air miles were no picnic. MacLean's were flown, as he described it in 1962, "in hedge-hopping fabric biplanes, Ford tri-motors, and other primitive ancestors of the jets."

As word of the program spread, foundation money began to pour into the school. Grants from Carnegie and Rockefeller helped fine tune the General College's concepts and produce a number of publications that further enhanced the college's

MacLean himself was in such great demand to come to universities across the nation to describe the Minnesota experiment that, by 1936 he'd become a member of the 100,000-Mile Air Club



PHOTOS: UNIVERSITY ARCHIVES

Malcolm MacLean (right) receives the University's Outstanding Alumni Award from Vice President for Institutional Relations Stanley Wenberg, 1968.

reputations. The size of the faculty and staff was doubled and doubled again. By the time Malcolm MacLean was hired away from the General College in 1940 to become president of Hampton Institute, one of the country's leading black schools in Hampton, Virginia, the University had lost one of the most recognizable leaders in general education in the nation. It had been left, however, with a solid beginning and a well-established program.

There would be more stops for MacLean in a career that stretched into the 1960s. During World War II, he served as a commander in the U. S. Navy, serving in North Africa, Sicily, and in the Pacific theater. After the war, he was hired by UCLA as a professor of higher education, and there he stayed until his retirement.

When he returned to the University in 1962 to give a speech on the occasion of the 30th anniversary of the General College, MacLean recalled the early days of the school and the many educators who had helped shape the college. "We shared both our knowledge and our ignorance. Cross-fertilization of ideas was terrific. It developed in us a profound respect and liking for persons and disciplines for which previously we had had little or none. We lost our arrogance and attained humility. And out of all of this emerged the General College of that time, crude and primitive perhaps as we look back upon it, but sound in basic design."

Road trip to

EMPOWERMENT

The theory
and practice
of nonviolent
resistance

By Gayla Marty

Nonviolent resistance walks a path between violent resistance on one hand and compliance on the other. It is the intellectual passion of assistant professor Katy Gray Brown, who organized a course about social change and a trip this summer to key sites in the U.S. civil rights movement. Then, with nine students, she got behind the wheel and made it happen.

Little Rock, Arkansas. Jackson, Mississippi. Selma, Montgomery, and Birmingham, Alabama. Atlanta, Georgia. Memphis, Tennessee.

It sounds like a travelogue of the U.S. civil rights movement. And in May term 2005, that's exactly what it became for nine General College students, their professor, and a baby named Sam packed into a 15-passenger van.

GC 1350, Political Power and Social Change, took to the road after two full-day class sessions about the theory and practice of nonviolent resistance. For the next 11 days, the group walked in the steps of students who helped to desegregate Little Rock's Central High School in 1957, went to church where Martin Luther King, Jr., once preached, and met survivors of the movement, like Hollis Watkins and Edwin King, who are still working for change.

Nonviolent resistance walks a path between violent resistance on one hand and compliance on the other. It is the intellectual passion of General College Assistant Professor Katy Gray Brown, who organized the course and the trip, then got behind the wheel and made it happen.

"No amount of reading and studying can match the experience you gain from traveling," said junior Jennifer Nguyen. "I had never learned in school that children had a huge impact on the movement."

Back in Minnesota, 3,500 miles later, the course wasn't over. Based on their experiences, the students wrote about the Little Rock Nine, Rosa Parks, Medgar Evers, the people they met, Freedom Summer (1964), and Bloody Sunday (1965). They added photos and captions, and printed copies.

"It is so pleasing to be reminded that true change begins with a simple idea," said one student, who goes by "Francis." "Big things need to start out small before anything can happen. This can be scary, but it's also extremely empowering."

General College Associate Dean Dan Detzner has witnessed the power of experiential learning found in travel courses, field learning, service learning, and internships—which are showing a strong impact on retention. That's why he located General College scholarship funds that enabled many of the students to go.

"This kind of experience is life-altering," said Detzner. "It makes a huge difference in how learners see themselves. It provides motivation for everything they're studying."

This fall all the students are back in regular classes, and Gray Brown is teaching a non-traveling edition of the course, using photos and other materials developed on the trip. She's also teaching logic and a graduate seminar on immigration for the MacArthur Interdisciplinary Program on Global Change,

Sustainability, and Justice, for which she is an associated faculty member.

“There are two forms of nonviolent protest,” Gray Brown says. “One is of principle; the other is strategic—used because it can work in a given situation. The travel course was a study of a movement where nonviolence worked.”

Gray Brown’s education began in Indiana at Manchester College, affiliated with the Church of the Brethren and home of the oldest peace studies program in the United States.

“I constantly had professors who made us engage in the world in this whole-body sort of way,” said Gray Brown. “They would get us to look at theories and say, ‘Okay, what can this theory really *do*?’ Here’s what John Locke or Omar Jamal says... how can this help us come up with creative solutions?”

After a master’s degree in peace studies at Notre Dame, Gray Brown studied political philosophy at the University of Minnesota and earned a Ph.D. Her research areas included not only theories of nonviolence but civic engagement in philosophy and American Indians in higher education. She taught at the University of St. Thomas and Metro State University and worked for the Higher Education Consortium for Urban Affairs (HECUA) before joining the faculty of General College in 2002.

“The call [for applications] was interdisciplinary,” she remembers. “I saw a fit with the mission here of access in education and a passion for diversifying. This was a place to live out the land-grant mission.”

There are now more than 200 peace studies and related programs across the country; some are minors. In Minnesota, they are offered at schools including Gustavus Adolphus, Hamline, and St. Thomas. Last year, Gray Brown was on a committee with faculty members from General College, the College of



Above: At the Civil Rights Memorial, outside the Southern Poverty Law Center in Montgomery, Alabama. Front row (l to r), Ayi Anna Kennerly, Gada Beshir, Jennifer Nguyen, Mark Acesor, Jerry Her. Back row (l to r), Brandon Jones, Chris McDuffie, Aimee Easter, Katy Gray Brown, Mohamed Jama.

Right: Assistant professor Katy Gray Brown.



Human Ecology (CHE), and the College of Liberal Arts that developed a social justice minor at the University of Minnesota, approved by the Board of Regents in June.

“She’s the most knowledgeable person on campus on peace studies and non-violent social movements,” said Lisa Albrecht, associate professor in the School of Social Work, academic home of the new minor. Gray Brown is helping to develop one of the core courses, Introduction to Peace Studies.

Over the next two years, the School of Social Work—part of CHE—and General College will move into the College of Education and Human Development. There, Gray Brown and other faculty members working on social justice and peace studies look forward to working more closely together.

“In this era of terrorism we can see that the nature of war has changed, and conventional notions about it don’t work any more,” said Gray Brown. “We need to think in a completely different way about war and what we can do about it. Generations from now will depend on it.”



The Martin Luther King National Historic Site in Atlanta, Georgia. Back row, from left: Brandon Jones, Mahatma Gandhi, Aimee Easter, Chris McDuffie. Front row, from left: Mohamed Jama, Ayi Anna Kennerly, Jerry Her, Mark Acesor, Jennifer Nguyen, Gada Beshir.

Related links:

General College
<http://www.gen.umn.edu>

Social justice minor
<http://ssw.che.umn.edu/Programs/socialjustice.html>

Interdisciplinary Center for the Study of Global Change/MacArthur Program
<http://www.icgc.umn.edu>

NEWS & KUDOS

NOTES

NATIONAL RECOGNITION

Randy Moore is the recipient of the 2005 Honorary Membership Award by the National Association of Biology Teachers (NABT). This, the highest honor that the NABT awards to K-16 biology educators worldwide, was presented at a banquet in October.

PUBLICATIONS

David Arendale, "Terms of Endearment: Words that help define developmental education," *Journal of College Reading and Learning*, 2005, 35 (2) 66-82.

Bob delMas and Yan Liu (Vanderbilt University), "Exploring students' conceptions of the standard deviation," *Statistics Education Research Journal*, 4 (1) www.stat.auckland.ac.nz/serj.

The Civil Rights Project at Harvard University commissioned **Karen Miksch** to write a paper for the project "Is Access to Higher Education Shrinking? Impacts of Shifts in Race-Conscious Policies & Their Alternatives."

Don Opitz, "Nontraditional Students and 'Strategic Positioning' at the University of Minnesota," *Nontraditional Student Newsletter* (National Orientation Directors Association Nontraditional Student Network), Summer Edition (2005): 2, 5-6.

Laura Weber, "LandMarks: The Ogden Hotel," *Minnesota History*, 59/6, Summer 2005.

The Learning Assistance Review, edited by **Jeanne Higbee** and **Irene Duranczyk**, published two papers and a book review by GC staff in its spring 2005 volume:

■ **Randy Moore** and **Murray Jensen**, "What Factors Predict the Academic Success of Developmental Education Students?"

■ **Pat Eliason**, "Beyond the Learning Center: What the U.S. Can Learn from South Africa."

■ **Emily Goff** reviewed the book *Qualitative Research in Practice: Examples for Discussion and Analysis* by Sharan B. Merriam.

GRANTS

The U.S. Department of Education has awarded a three-year grant of \$904,483 to GC for "Pedagogy and Student Services for Institutional Transformation" (PASS-IT). **Jeanne Higbee**, project director, and a committee of GC and CRDEUL faculty and staff developed the proposal in collaboration with U of M Disability Services. The project will develop a corps of trainers to facilitate workshops in the implementation of Universal Design and Universal Instructional Design in higher education.

The **Student Parent HELP Center** (SPHC) received a \$147,454 grant from the U.S. Department of Education through its Child Care Access Means Parents in School program. The grant will enable SPHC to increase the number of low-income undergraduate student parents who receive financial assistance for child care.

SPHC also received a grant of \$5,500 from Hunter's Chosen Child Foundation to support low-income parents who are continuing their education and are in need of a scholarship for child care services.

Mark Pedelty has been awarded a \$2,500 Woody Guthrie Fellowship from the BMI Foundation. The grant will support travel and lodging for Mark, enabling him to do research in the Woody Guthrie Archives Research Collection in New York City.

The **General College Student Board** and **TRIO Student Advisory Board** received two grants to support the Homecoming breakfast and salsa contest and dancing on Sept. 22: a \$1,500 Event Partnership Grant from the Student Activities Office and \$2,000 from the Coca-Cola Campus Life Initiative.

Gary Peter received a \$1,000 grant from SASE: The Write Place and The Jerome Foundation

WELCOME TO NEW FACULTY

Tabitha Grier

Courses taught this year: Career Planning Strategies and an another course in the spring.

Research areas: Career development and promoting success in African-American college students.

What excites her most about coming to GC: Working with GC students, to whom I have a strong commitment.

Plans or goals for first semester: Introduce exciting career development curriculum and get the accompanying research off the ground. Introduce important programming for African-American students and develop the accompanying research agenda. Search out and apply for additional funding to continue both research agendas.

Anything else? I was very happy to present my dissertation research evaluating the perceived impact of a multicultural counseling course in Hong Kong this summer at the First International Conference on Enhancing Teaching and Learning through Assessment.

Also, this fall I will be named a James B. Hamilton Research Scholar, which includes a \$1,000 award. Sponsored by the Mid-America Association of Educational Opportunity Program Personnel (MAEOPP), this award is for faculty who demonstrate scholarship or have a significant impact in furthering educational opportunity for low-income or first-generation college students, students with disabilities, and underrepresented minority students in the mid-America region.

Na'im Madyun

Course taught this year: General Psychology.

Research areas: Looking at the differences

to receive mentoring and feedback on his novel from Minneapolis writer Paulette Bates Alden.

TRANSITIONS

Welcome to new staff

Anthony Albecker, principal student personnel worker, Student Services

Deborah Malaga, community program specialist, Outreach

Minerva Muñoz, student personnel worker, Upward Bound

Victoria Neau, information tech professional, Technical Services

Vanessa Pompei, lab services coordinator

Nathan Whittaker, community program specialist, TRIO/SSS

Miguel Vargas, office specialist, CRDEUL

Promotion

Patty Hoag, to accountant

Best wishes to departed staff

Lizette Bartholdi, associate counselor advocate, Student Services

Carl Chung, assistant professor, humanities

Pat Hara, senior accountant, Financial Services

Ellen Mauro, accountant, Financial Services

Betsy Taplin, associate development officer, Development Office

David V. Taylor, Dean

Obituary

Roger A. Larson, 74, professor of mathematics and business studies at GC for 32 years.

GENERAL COLLEGE STRATEGIC PLANNING FUNDED PROPOSALS

In the summer of 2004 GC administrators initiated a college strategic planning process (preceding and separate from the University's Strategic Positioning Initiative). The goal was to improve the retention, transfer, and graduation rates of GC students. These 9 proposals among 32 submitted by faculty and staff were funded this year in support of that goal.

Key high school personnel breakfast

Rudy Hernandez and Robert Poch

General College will host an informational breakfast meeting on campus to establish close working relationships with counseling staff from the top 10-15 feeder high schools. Anticipated outcomes include an increase in student retention and a decrease in the number of students on academic probation.

GC Psychology Club

Tom Brothen and the psychology faculty

A GC Psychology Club will spur student interest in psychology-related majors and help put psychology students on a positive track toward retention, transfer, and graduation. The club will host regular pizza lunches featuring topics of interest, personal advising from psychology faculty, and interaction between new students and experienced students.

Secondary liaison position

Bruce and Sharyn Schelske

This graduate student position will improve urban student retention by (1) developing partnerships with selected high schools and outreach programs and (2) establishing grade 11 and 12 advising

relationships to address potential problems in college transition. Anticipated outcomes include fewer students who "no-show" for orientation or who withdraw early or perform poorly.

Building Bridges

Annia Fayon, Susan Staats, Irene Duraczyk

"Building Bridges" will provide a stronger background in calculus through instruction in GC, provide course support for the math department's pre-calculus and calculus courses, and establish a peer group linking students from GC and IT's civil engineering department. The applicants anticipate an increased presence of GC students in science, technology, engineering, and mathematics departments through the University.

Centralized, Web-based information for advising staff

Kitty Jones

Using a commercial application called Project Forum, this project will create a centralized, searchable, Web-based compendium of information needed by advisers. The application will allow advisers to more easily locate accurate, current, and relevant information and will provide a

continued on next page

in the structure and density of social networks as a means for better understanding the variance in achievement between blacks and whites.

What excites him most about coming to GC: I am excited about interdisciplinary wisdom within the college. Walking from office to office within the college is better than the library system. Even though I'm excited about the chance to continue working with my mentors Cathy Wambach and Tom Brothen, who were critical to my development, I am most excited by my two newest colleagues, Tabitha Grier and Rashné Jehangir. I could not imagine a better cohort.

Plans or goals for first semester: Write a successful small grant of \$20,000 or more. Begin to gather social network data from a small group of high school students. Submit two articles for publication.

Anything else? General College faculty

and staff Harvey Carlson, Terry Collins, Jennifer Franko, LeRoy Gardner, Barbara Hodne, John Moore, Patti Neiman, Bruce Schelske, Sharyn Schelske, and David Taylor have added a lot to my development.

Rashné Jehangir

Course taught this year: Contemporary Literature: International Perspectives. In the fall, this course will be part of a new learning community, the themes of which are identity, community, and agency.

Research areas: The collegiate experience of first-year students, particularly those students who have been historically marginalized in higher education. The experience of first-year students in learning communities with multicultural curriculum. The ways in which learning communities impact persistence and engagement in the academic experience and

also ways in which curriculum and pedagogy can impact the development of students' identity, sense of place, and capacity to impact change in their environment. Also exploring the collegiate experience of immigrant students.

What excites her most about coming to GC: The people—both staff and students. The students continue to amaze me, challenge me, and teach me. The people who work in GC know why they became educators and what it means to engage in creating educational opportunity. It is wonderful to be part of a place that has such a strong sense of mission.

Plans or goals for first semester: Ease into my new role as assistant professor—there are things to figure out and expectations to juggle. So the long answer is I will try to find my direction. The short answer is I will continue to teach and research and, of course, publish!

forum for commenting and project collaboration. Anticipated outcomes include a better use of advising appointment time and greater student satisfaction with advising.

Increasing retention, transfer, and graduation rates of African-American students

Tabitha Grier and Na'im Madyun

Two new programs, Sisterfriends and Black Men Emerging, will provide a safe, consistent space for African-American students, thereby reducing students' sense of isolation and disconnectedness. Applicants anticipate a long-term outcome of increased retention and graduation rates for African-American students at the University.

Intensive algebra experiences

Susan Staats and Doug Robertson

This project will develop intensive algebra experiences for science, technology, engineering, and math majors and other ambitious students. The applicants will prepare additional homework and test questions that are abstract, conceptual, and computationally more difficult than those in standard algebra classes. Anticipated outcomes include changes in performance in math department classes and changes in transfer decisions.

Systematic assessment of factors related to student success

Jeanne Higbee, for the Assessment Committee

This project will conduct a systematic assessment of students' interests, strengths, and areas for improvement. In addition to assessments already available, the applicants propose the use of additional instruments to enhance student self-awareness while providing individual data to advisers and aggregate data to decision makers. Anticipated outcomes include individual student profiles and a research project that will determine trends related to achievement in GC.

"Equal Ground"—GC student ambassador scholarship program

Patti Neiman

This project will create "student ambassador" positions for GC students who have demonstrated leadership ability. The project will provide outreach to hard-to-reach communities, their peers, etc. Anticipated outcomes include increased leadership experience for the student ambassadors, enhanced connections for GC with other units on campus and with community organizations, and enhanced student-to-student communication.

Dana Britt Lundell, Director

Jeanne Higbee, Senior Faculty Adviser, Research

David Arendale, Faculty Adviser, Outreach

Robert Copeland, Program Associate

News from CRDEUL

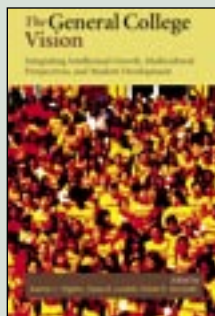
Center for Research on Developmental Education and Urban Literacy

www.gen.umn.edu/research/crdeul/

CRDEUL had a productive summer, during a time of transition. With its focus on urban literacy and educational transitions, our work continues to transform teaching practice and student learning in higher education. There is much to celebrate at this time, including new publications, grants, research, and ongoing events.

Publications

Co-editors Jeanne Higbee, Dana Lundell, and David Arendale are pleased to announce the publication in October of a new book, over two years in the making,



The General College Vision: Integrating Intellectual Growth, Multicultural Perspectives, and Student Development. The book includes 25 chapters by GC faculty and staff. The publication describes

the vision of the General College through its history, academic programs, research, and student voices. Copies will be available through the Center's Web site or CRDEUL offices, 340 Appleby Hall.

The proceedings from the conference of the Metropolitan Higher Education Consortium, sponsored by CRDEUL, will be available in October. *Building Bridges for Access and Success from High School to College: Proceedings of the Metropolitan Higher Education Consortium's Developmental Education Initiative* is co-edited by Dana Lundell, Jeanne Higbee, and Susan Hipp of Century College.

We are also working on an upcoming monograph, *Student Standpoints on Access in Higher Education*, co-edited by Dana Lundell, Jeanne Higbee, and Irene Duranczyk, available in spring 2006.

Grants

Jeanne Higbee, CRDEUL senior adviser, has been awarded an important grant from the U.S. Department of Education. The project is "Pedagogy and Student Services for Institutional Transformation (PASS IT): Implementing Universal Instructional Design by Training Professionals to Train Others." The grant totals \$904,483 over three years. Congratulations, Jeanne!

Events

CRDEUL hosts three forums this fall, including a celebration of the release of the new book, *The General College Vision*, featuring the editors and authors; "Student Identity and How It Affects Motivation and Engagement" by Brock Dubbels of the College of Education and Human Development's Department of Curriculum and Instruction; and "A Shift from Culturally Relevant to Culturally Responsive Teaching: A Navajo Experience" by Gretchen Starks-Martin of St. Cloud State University. Dates will be posted on our Web site (above).

Research

CRDEUL Director Dana Lundell conducted in-depth interviews with past presidents of the Minnesota Association for Developmental Education this summer for the project "Oral Histories of Minnesota Developmental Educators."

From the
FRONT HALL
GC DEVELOPMENT REPORT

Deb Wilkens-Costello
director of development
and alumni relations



Scholarships change lives

The familiar fall rhythms in General College are in full swing as I write—the halls are filled again. Students are taking new classes and making new friends. They ate at the TRIO Homecoming Breakfast and Salsa Contest and marched in the Homecoming parade. Student life in Appleby Hall continues, seemingly unchanged. Yet change is under way. Task forces are working on the details of implementing President Bruininks' Strategic Positioning process, a component of which includes the end of collegiate status for GC by July 1, 2006. Next fall will be different: we will be smaller, and we will be in the first stages of our transition to becoming a department within the College of Education and Human Development.

This may seem an odd time to appeal to you for support. After all, with General College on the way to becoming but a proud memory, what is there to support? The answer is, as it has always been, **our students.**

Students who match the General College profile—first-generation college students, immigrants, low-income students, or students of color, as well as others who will benefit from our supportive curriculum—will continue to be admitted to the University through our new department. The future of General College will depend in large part on our ability to make crucial investments in our students, faculty, and programs.

This year, in particular, President Bruininks has declared that student scholarships are his top fund-raising priority; GC Interim Dean Terry Collins and I share that perspective. Research shows that students with scholarships maintain good grades, are more involved in campus activities, and graduate on time at a rate up to 35 percent higher than that of other students.

Because of your generous past support, General College was able to award 47 scholarships for use this fall semester, an increase of 15 percent over 2004. The scholarship dollars also increased over 2004, by 63 percent. Scholarships make a huge difference in individual lives: "You have given me hope that is inexplicable," one student

wrote to us. "Respected General College faculty and staff: I am overwhelmed at hearing that so many of you contributed to my educational future," wrote another. "You have already done so much through your courses, your example of leadership in teaching, and your many forms of guidance. This first year has made a hugely positive difference for me."

Your gift now will help ensure that the spirit of GC thrives at the U of M. One of the best ways to carry forth the values that have made GC great is to make a gift to the **David V. Taylor Scholarship Fund**, established in honor of former General College Dean David Taylor, to assist low-income students.

I'd also like to call your attention to a special limited-time opportunity to double your gift. Through December 31 (or until matching funds have been spent), gifts to a scholarship fund of up to \$10,000 by first-time alumni donors will qualify for 1-to-1 **matching gift program provided by the TCF Foundation**, the philanthropic arm of TCF National Bank. The match is also available for new gifts by those who made their first gift last fiscal year.

Finally, the **President's Scholarship Match** program is available to all donors (individuals or groups) who provide a gift of \$25,000 or more to the University of Minnesota to support incoming students to the University. The gifts are used to create an endowment fund that can be named for whomever you choose. About 5 percent of the fund's value is paid out each year to fund the scholarship.

As task forces are working to build a stronger University, we are working to assure future funding for our students, now part of General College, and in the future, part of the College of Education and Human Development. I hope you will consider making a gift this year to the General College. Your contribution will support students, who, like you, will be proud to be alumni of this institution. You may use the envelope enclosed, or if you have any questions, please contact me directly at 612-625-8398 or wilke041@umn.edu.

—Peace, Deb

Scholarships are the key to an accessible U of M

In 1968, tuition and fees for one quarter cost \$128. Typical wages of the time translated to about 11 hours per week of work during the 11-week quarter to earn tuition and fees.

Today's U of M undergraduate pays about \$4,000 in tuition and fees for a 16-week semester. A student job paying \$8.25 per hour means today's student needs to work over 30 hours per week during the 16-week semester to earn the equivalent of the term's tuition and fees.

HOMECOMING

A legacy to uphold

Walking in the September 24, 2005, Homecoming parade under the motto "Honoring the Past, Embracing the Future" had particular significance for me. Walking beside me, a representative of the more distant past, were my daughter, Sharla, a General College



Barbara Stephens Foster

alumna, representing the recent past, and five of my seven grandchildren, who represent the future.

Sharla and I have joined the General College contingent in Homecoming parades since the college began participating 10 years ago. We started as a very small but enthusiastic group. This year, about 200 GCers of all ages ranged across almost an entire city block. The General College community truly honored our past in our final walk down University Avenue as a col-

legiate group. I'm sure the faculty, administrators, and staff who went before us, dedicating their careers to General College, are pleased with the pride we showed in the traditions they forged. We held our heads high as we marched past the historic gates, the majestic campus buildings, and the Greek houses.

Another generation of wonderful people is following in the footsteps of the General College builders. They will be pivotal in infusing our future with an intelligent, optimistic, visionary approach to transforming the lives of students who will be entrusted to us. I'm anticipating greatness on their part and the University's.

The General College is a community of stellar citizens "Honoring the Past and Embracing the Future." Join us in forging a future as exemplary as our past. With the help of the alumni and the spirit of the elders, we will continue to thrive, no matter the structure. We are change agents whose mission is to help students and others improve their possibilities for success, and we will continue to help the University develop effective strategies to make it happen. There is, and will continue to be, a General College legacy to uphold.

"Opportunity follows struggle. It follows effort. It follows hard work. It doesn't come before."

—Shelby Steele, American writer

P.S. In my column in the spring issue of *Access*, I asked you to lift up your voice and shout about the dissolution of General College. The current term used by administration is "merge," not "dissolve." That is perhaps a reason to be more optimistic about our future, but may still affect some of our friends and colleagues in unwelcome ways. My heart goes out to them.



2005



[alumni notes]

WILLIAM "TEX" OSTVIG, B.A., 1996

Born in Mexico, adopted and raised in Minnesota, Tex feels he has been blessed. "Being accepted to the U of M was a dream come true, and I couldn't have done it without General College. GC gave me the tools I needed to build the successful life I have today," he said.

Tex currently works at the University of Minnesota's Office for Urban and Educational Partnerships as director for the presidential initiative "U Connects." He was recently named a Hero of Mentoring by the Minnesota Business Partnership, one of nine so named.



WHY I LOVE GC

U Connects is an outreach initiative that supports the various needs of mentoring organizations in the Twin Cities and Greater Minnesota. The program has provided more than 1,300 tickets to mentors and the young people they work with, enabling them to attend "U" artistic and sporting events.

While a student at the University, Tex was a member of the Gopher wrestling team for four years, a member of Pi Kappa Alpha fraternity, vice president and president of the Minnesota LDS Student Association, marketing intern for "U" men's and women's athletics, University orientation leader, and two-time recipient of the President's Student Leadership Award.

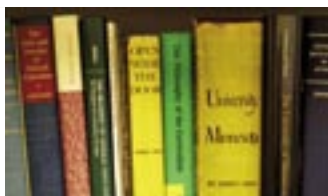
Congratulations, Tex; GC is proud of you!

KEEPING YOU INFORMED

Alumni relations officers in three colleges affected by the Strategic Positioning Initiative—GC, the College of Human Ecology (CHE), and the College of Education and Human Development (CEHD)—are meeting to discuss possibilities for a new, larger alumni society within CEHD, incorporating GC and CHE alumni. Most important, we want to know the concerns of you, our alumni. How would you suggest effectively transitioning to keep history, traditions, and programs that are important to you? Please share any thoughts with Deb Wilkens-Costello, wilke041@umn.edu.

FAREWELL, BETSY

We are sad to announce that Betsy Taplin, GC's alumni relations officer, is moving on. After seven years of loyal service to the college, Betsy's new challenge will be major gifts officer for the social sciences in the College of Liberal Arts. Thank you for your unwavering dedication to GC, Betsy!



OUR BACK PAGES

Student Success Stories Project

Who: Successful General College students

What: An idea by Patti Neiman, director of GC's Transfer and Career Center (www.gen.umn.edu/transfer_career_ctr/), to support student retention by sharing the success of current, transferred, and graduated GC students through a series of graphically arresting posters, banners, and flyers designed by Jeanne Schacht, GC graphic designer.

Why: To inspire current students and share with the greater University of Minnesota community the goals, aspirations, and career paths of our students.

Where: Students' achievements will first be celebrated in the hallways of GC's home, Appleby Hall, then will appear on a "wall of fame" in the Transfer & Career Center, as well as on their Web site.

When: Posters will go up later this fall.

