

THE GENERAL COLLEGE MAGAZINE

Access

UNIVERSITY OF MINNESOTA

Volume 5 Number 2

WINTER 2006

**BUILDING
NEW
HOMES**

Page 8

HONORING THE PAST/EMBRACING THE FUTURE

Access

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Winter 2006 | Vol. 5, No. 2

4 MUTUAL UNDERSTANDING

College of Education and Human Development faculty see great opportunities for academic collaboration with GC.

6 GC MILESTONES: THE GOLDEN AGE

Returning veterans from WW II were key to GC's growth from 1946 to 1960.

8 BUILDING THE FUTURE

Learning communities will be part of students' future educations: this one helped build a family's future home.

10 GC LEGACY LIVES ON

The first awards from the Legacy Scholarship Fund will be made in the fall of 2007.

12 FROM THE FRONT HALL

GC Development

13 ALUMNI NEWS

14 NEWS NOTES & KUDOS

15 NEWS FROM CRDEUL

16 OUR BACK PAGES

FOCUS ON | STRATEGIC POSITIONING

Terry Collins *General College Interim Dean*



What a pleasure it is to run into former students and to be reminded how this wonderful University changes lives and builds the state's human capital. In recent weeks, I've seen or heard from a nice sample.

Scholastica wrote to let me know that she's training to be an Army intelligence officer after finishing her tour in Bosnia and still plans to go to law school. Jim stopped in to visit when he was on campus for a meeting in his role as vice president at one of our local community colleges. Tom was gracious enough to reintroduce himself after 15 years when I was a customer at the small business he owns in Grand Marais. All of us who teach know how our students enrich our lives, and how we are privileged in the process of doing our work.



On campus, it's a bad time to be a creature of habit! Higher education faces an unprecedented convergence of pressures. The University of Minnesota must change in profound ways or it will wither. The resulting ambitious strategic positioning process being worked through at the University this year brings daily challenges and opportunities.

Many readers of Access are aware that under this plan General College will be part of the reorganization of six current colleges into three new colleges. Beginning in July, we will be part of the new College of Education and Human Development.

For those of us who work in GC, things will be quite different. In a workplace community as complex as this, the range of emotions and attitudes about our future under the strategic positioning process is predictably diverse. But each day gives me a new reason to be proud of the way in which everyone here in Appleby Hall is coming together around the opportunity to build something exciting and powerful for our students so that they can take their place in the new University that will emerge.

The challenges of letting go of familiar ways of working and valued relationships are mitigated by the exciting possibilities before us. Task Force reports outlining what the new college—and our department within it—might look like are available at www1.umn.edu/systemwide/strategic_positioning/tf_recommendations.html. The reports call for creation of a richly collaborative new college where our work will feature strong student services and first-year learning communities, both designed to foster better outcomes and faster transfer into majors throughout the University. In addition, the creation of new majors and graduate education will allow the University to take full advantage of our talented faculty.

We worry, of course, that in all of this change our core values of access and diversity could get lost. Mid-year, I have to say that I'm gratified at how fully the signs point in the right direction. President Bruininks notes in his column (right) that the U's commitment to diversity has never been higher. The University's commitment to our student support programs—the Student Parent HELP Center, Upward Bound, McNair Scholars, and TRIO Student Services—remains unchanged. Our student applicant pool for next year is very promising. And the University's terrific work on scholarship support helps to ensure that our most economically challenged families will be able to afford the University into the future. In the years to come, we will work with our new colleagues to help ensure that these trends continue.

The General College has been privileged to receive the support of many alumni and community friends. I assure you that we will be good stewards of your support in our new home. We rely on your continued support, and we hope to earn it. I'm reminded daily to be grateful to the generations who built the wonderful University. Thank you.



THE GENERAL COLLEGE SPIRIT By Robert H. Bruininks

At the midway point in the University's Strategic Positioning initiative, Access asked President Robert Bruininks to assess how the process is going and, in particular, comment on matters of concern to the General College community.

For 74 years, General College has evolved and grown to meet the changing needs of society. In so doing, the faculty and staff of General College have immeasurably enriched the University and our state and improved the lives of countless individuals.



The spirit of General College, the broad access to the University, and the student-centered education that are its hallmark, will be maintained and strengthened by the reorganization of the University's college structure.

One thing we know from task force findings and public input is the importance of effective support for individual students. Learning communities and expanded summer bridge programs are just two programs being considered to ensure that access to the University means increased access to academic success.

Faculty and staff, too, will benefit from the new college structure. Related disciplines previously housed in separate colleges can now collaborate more easily on new educational research, professional development, and learning initiatives at the University and within our state's schools.

Affordability remains a critical concern for the University, and in addition to our efforts at the legislature to reinstate sufficient public funding of public education, we launched a scholarship drive in 2003 to enable us to offer scholarships to 50 percent more students; we are more than two-thirds of the way to our goal of raising \$150 million. In fall 2005, we also created and made a commitment to fund the Founders Opportunity Scholarship, which bridges the gap between government financial aid and the cost of tuition and required fees at the University for each student who receives a federal Pell grant—students from the lowest income backgrounds.

Our commitment to diversity has never been greater. We want to ensure that all students have an opportunity to succeed at the University. That is why it is vital to the future of the University—and our nation—that levels of achievement in pre-kindergarten through 12th grade improve dramatically across racial and economic boundaries.

Our efforts to create a more diverse University community, therefore, includes not only recruiting, retaining, and mentoring students, faculty, and staff, but also working to improve early childhood and K-12 education outcomes so that significantly more of our state's children are prepared for college. I believe members of the General College community can help play a key role in helping the University assume stronger leadership in this essential aspect of our land-grant mission.

Many thanks to those who have ensured that General College has a permanent place of honor in the University's history. Our task is to advance the distinguished legacy of General College and its alumni in achieving our goal of becoming one of the best public research, educational, and publicly engaged universities in the world.

Bob Bruininks is president of the University of Minnesota

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MUTUAL U

S Several faculty in the College of Education and Human Development are no strangers to General College—indeed, they have been directly associated with the college in the past. As GC continues the process of transition to the College of Education and Human Development, we continue with profiles of our new colleagues.

By Suzy Frisch



Rick Beach
Professor of curriculum and instruction

Rick Beach has rich ties with General College. A co-founder of GC's Center for Research on Developmental Education and Urban Literacy (CRDEUL), Beach has spent much of his 32 years with the University focused on English education and how secondary students' backgrounds influence their interpretations of literature.

Recently he researched how high school students develop their identities through reading multicultural literature. Beach turned the project into a forthcoming book, *High School Students' Competing Social Worlds: Negotiating Identities and Allegiances Through Responding to Multicultural Literature*. In the fall he will offer a graduate-level course on research about identity construction in school, community, peer-group, family, and virtual social worlds.

This is a common theme in Beach's work, one that he has also explored at the college level. Along with CRDEUL Director Dana Britt Lundell, Beach examined students' socialization into General College and how they defined themselves in an academic environment. Their two-year study evaluated how University students transitioned from high school to college and learned to move between disparate worlds of family, the workplace, General College, and the University at large.

"We wanted to know how they acquire academic literacy in terms of writing and General College. Students who were able to negotiate some of the tensions between these worlds were able to be more successful," says Beach, who holds a Ph.D. in education from the University of Illinois. "I've always been interested in that—one of my research areas is composition research and research and writing."

Beach's other focuses include media literacy and ways to encourage students to study media, film, and television via the Internet, the subject of an in-press book, *Teaching Media Literacy through the Web*. In addition, Beach works closely with graduate students in the literacy education program and students pursuing their initial licensure in English education.

Beach isn't a proponent of disbanding General College, but he does see many areas where GC and the College of Education and Human Development can work together. For instance, faculty from CEHD and GC composition faculty could team up to establish a cross-University doctoral program in comp. "There are some strong composition

UNDERSTANDING

people in General College who could really contribute a lot to this,” he says.

There are also many possibilities for GC faculty to stretch their wings in the new college, such as creating graduate-level courses on developmental education. Beach adds, “They will find a strong interest in pedagogy and teaching, and there will be some links” regarding the study of teaching. After all, that’s what CEHD is all about.



Mary Bents
Associate dean for undergraduate and professional studies

Mary Bents started working in the student services area of the College of Education and Human Development (CEHD) as a graduate student in 1981. Twenty-five years later, she’s still there, now as associate dean for undergraduate and professional programs.

She works on a wide swath of areas in the college, from undergraduate admissions and recommendations for teacher licenses

to graduate programs and policy issues regarding teacher education. “I’ve been in student services a long time. Each job morphs into the next one,” says Bents. “I’ve been able to pick and choose among my interest areas and put them together into this job. It’s been really great.”

Bents earned a master’s degree from the University of Minnesota in adult education and a Ph.D. in teacher education. Prior to attending the University, she graduated from Luther College in Decorah, Iowa, and taught physical education for two years in Marshall, Minnesota. Bents then spent several years working with community recreation organizations and YMCAs before going back to school.

Lately Bents has focused much of her energy on undergraduates. A committee in the College of Education and Human Development is exploring issues surrounding undergraduate education—especially the admission of freshmen into CEHD. (Up until now, CEHD has been an upper-division institution.)

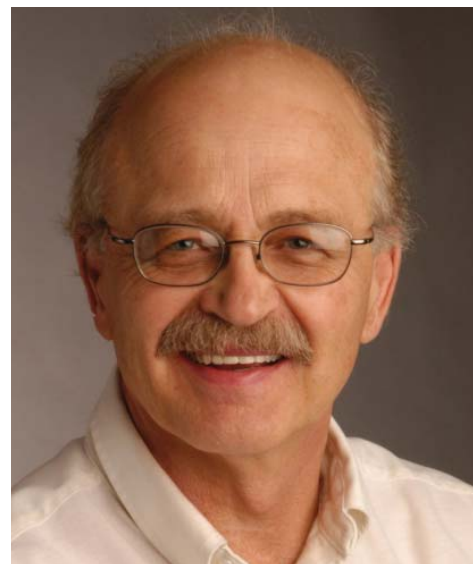
Bents says the new CEHD will be working toward accepting first- and second-year students into its undergraduate majors by the fall of 2007. Soon, faculty and staff in the new college will learn about accepting and teaching first-year students from the experiences of General College and the College of Human Ecology.

She believes that her colleagues in CEHD are greatly looking forward to the addition of students, faculty, and staff from General College, and from the School of Social Work and the Department of Family Social Science from the College of Human Ecology. Bents sees many common areas of interest for research, such as studying

how college students learn and the development of higher education.

“CEHD, in many ways, is about teaching and learning in lots of different settings,” says Bents. “It seems to me that the faculty in General College is focused on the same thing.”

When faculty and students join the new College of Education and Human Development, they likely will find “people who are willing to listen and work together and collaborate,” Bents says. She should know: for the last quarter-century, Bents has been doing just that.



Tom Skovholt
Professor of educational psychology

Teaching novice counselors to put theory into practice and creating strategies to keep veteran counselors from burning out have been the guiding themes of Professor Tom

continued on next page



Skovholt, a professor of educational psychology in the counseling program.

During a 29-year career with the University, Skovholt has worked in both General College and the College of Education and Human Development to improve counseling techniques for a range of clients, from K-12 students to displaced workers and victims of violence. “It’s nice to believe in something—that there is a method that in small ways makes people’s lives much better,” he says of his chosen field.

Skovholt earned his Ph.D. in counseling psychology from the University of Missouri and taught for four years at the University of Florida before joining the University in 1977. He had a joint appointment in the College of Education and Human Development and General College, at a time when GC awarded associate and bachelor’s degrees. Skovholt was a General College faculty member in social and behavioral sciences for 10 years, on top of his appointment in educational psychology in the College of Education and Human Development.

In addition to counseling psychology, Skovholt’s interests include international counseling—specifically, cultural differences in delivering counseling services. Skovholt has traveled far and wide to teach and observe, to Norway, Kuwait, Singapore, Korea, and Turkey, where he and his family lived for a year while he was a Fulbright scholar.

As a faculty member who made the transition from General College to the College of Education and Human Development, Skovholt believes the GC faculty and students will find a welcoming atmosphere in their new environment. “There are a lot of talented faculty in General College and they will have a home in the new college, where they will continue focusing on good teaching and research,” he says. “They will fit right in.”

That said, Skovholt is sorry to see GC lose its autonomy. He firmly believes in its role as the University’s “Statue of Liberty,” an entry point for people from different economic and cultural backgrounds. He says, “In some ways its mission is as important as that of any other unit because equality of opportunity is one of the most important values we have in Minnesota and the United States.”

Skovholt is a much-lauded professor and teacher whose honors include the James Cosse Distinguished Award for Extraordinary Contributions to the Professional Practice of Counseling Psychology, the Minnesota Psychological Association Outstanding Graduate Professor in Psychology Award, and the Academy of Distinguished Teachers at the University of Minnesota.



Returning World War II vets key component of GC’s “golden age,” 1946–60

As General College undergoes its final transition, *Access* presents the second of three articles describing key turning points in the college’s 74-year history.

By Tim Brady

Though the General College of the University of Minnesota achieved much in the eight years after it was opened in 1932, not everyone was enamored of the program. In the eyes of many at the University, the college remained an extravagant experiment in general education, unsuitable for an institution of higher learning. So when World War II prompted drastic reductions in student enrollment, and budget cutting became the exercise of the day on campus, fiscally conservative eyes were cast upon GC and the ax loomed above its efforts at Wesbrook Hall, its first home building.

INKLINGS OF TROUBLE

There had been inklings of trouble before the war began, as many of the college’s earliest and most powerful advocates left the University. The first director of GC, Malcolm MacLean, was gone by 1940 to become president of Hampton Institute (now University) in Virginia. Absent, too, were proponents of the college within the University administration, including heavyweights like President Lotus Coffman.

In addition, a substantial grant from the Rockefeller Foundation was not renewed. These funds had underwritten the publication of a series of landmark studies on general education from the college, which had placed the college in the forefront of the progressive education movement across the country. This renown obviously failed to impress the new powers at the University. MacLean would later characterize these leaders as “tired old men confused by the complexity and pressure of the war.”

By winter quarter 1944, General College was at its lowest point, with an enrollment well below 500, one-third of what it had been at the high point of its 12-year history. Faculty



The end of the war brought a quick boost to GC enrollment. Here, Dean Horace T. Morse meets with incoming GC students at tea in Coffman Union, May 1947.

numbers at GC shrunk accordingly; while the new director of General College, Horace T. Morse, was an able leader, the outlook for the college was grim.

REBOUNDED FROM MID-WAR DOLDRUMS

In an attempt to better meet the needs of GC students, both current and future, the college decided to create a vocational curriculum that would provide training in a number of practical fields. These included child care, mortuary science, commercial art, nursing, retailing and selling, and, most famously, training in “air hostessing”—a program encouraged by the airlines, and widely publicized in the Twin Cities.

The end of the war brought a quick boost to enrollment, both in GC and at the University in general. The vocational programs turned out to be popular additions to the GC curriculum (though some, like the air hostessing classes, wouldn’t last long). By spring 1946, General College had already exceeded its peak pre-war enrollment figures, and while talk of eliminating the college abated, GC was faced with new demands.

Class sections were overflowing; classroom space was at a premium; and finding enough staff to support, and faculty to teach, all these new students was a daunting task. But over the next few years, Morse and his staff at GC not only succeeded in meeting the needs of college students; they also laid the groundwork for what one historian of the college has called “The Golden Era” of GC.

The post-war wave of students who arrived at General College were almost evenly divided between veterans and non-veterans (with around 1,800 students in total by 1947), and the characteristics of the former lent a different air both to the college and to the University as a whole.

A late 1940s study of General College students found that the veterans were, on average, two years older than their post-war colleagues. About 10 per cent were married, compared to “practically none” of the non-veterans. In academic tests taken while both groups were still in high school, the veterans had scored, on average, lower than the non-veterans. When retested, however, after service, these same veterans had scored higher than their counterparts.

INTEGRATING GC INTO THE UNIVERSITY

This added maturity helped facilitate the college’s integration with the rest of the campus. The transfer of credits between GC and other colleges at the “U” became less restrictive, and GC students were more readily accepted into the University. Similarly, faculty members at General College won a respect within the broader professorial community that they hadn’t generally enjoyed before and they remained highly regarded in general education circles on a national level. In 1950 alone, faculty from the General College gave seminars on general education to groups in California, Ohio, Iowa, Florida, Missouri, New Jersey, New York, Michigan, and Massachusetts.

Morse’s work was highly regarded, too, and in 1946 he was made the first dean of the General College, a title that further enhanced the college’s standing in the larger community.

Comprehensive examinations were continued for students entering General College, and further tests were given at the end of each student’s first and second years at the college. The progress reported by these exams helped solidify the standing of the college in the eyes of the University at large.

In 1951, GC moved from its cramped quarters in Westbrook Hall to more comfortable digs in Nicholson Hall, in the heart of the campus, leaving, in Morse’s words, “its ancient quarantine sign behind.”

In a satisfied report to the President at the end of the 1950-52 University biennium, Morse described a college that, finally, after 20 years on campus had become a fixture at the University of Minnesota:

“In a great many respects the program embarked upon in 1932 had been revolutionary as well as pioneering and experimental and for years the College was the cynosure of the interested and the critical but not always admiring eyes of the educational world,” he wrote. “A survey of developments of the last two years, however, indicates that the General College no longer stands alone in the field of general education . . . there might even be reason to believe the College is beginning to lose its role as prophet without honor on its home campus.”

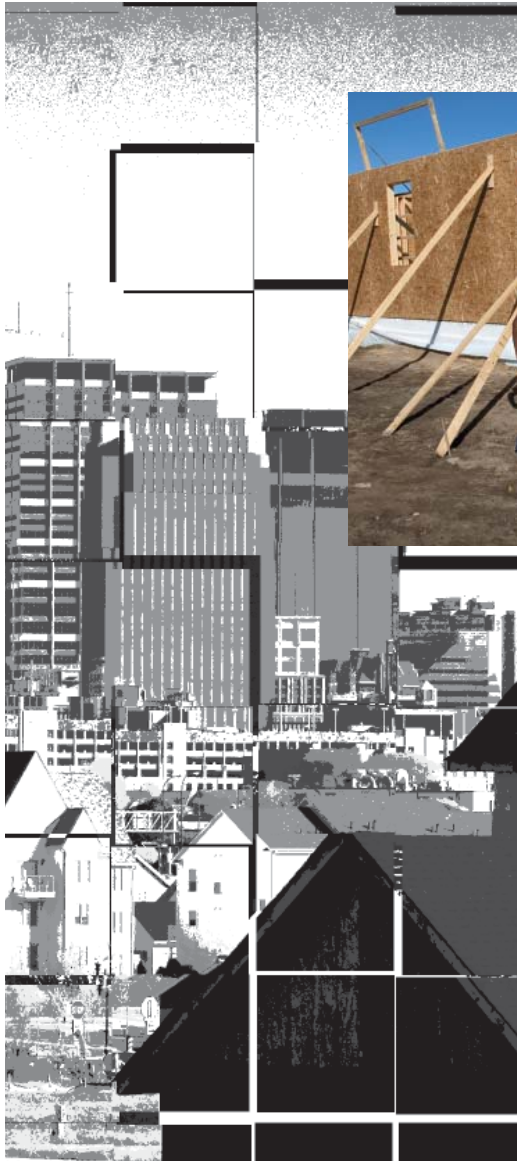


Shaquita Battles (foreground) and Juanita Felder (background) on site at Heritage Park housing development in north Minneapolis. The new development (top photo) is on the former site of the Depression-era Sumner Field Homes.

BUILDING THE Future

By Judith A. Fox

Learning communities will be a signature feature of the student experience in General College's successor department in the College of Education and Human Development. Here's how one worked.



**Back row: Amro Abdalla
Middle row: Juanita Felder, Shaquita Battles, Associate Professor Amy Lee, Nicole Crittenden, Erin Schiller, Susana Rodriguez-Andrade, Virginia Galindo
Front, kneeling: Yia Vang, Justine Dieringer**

taught by Assistant Professor Irene Duranczyk (mathematics) and Associate Professor Amy Lee (writing), who linked their courses with a Habitat for Humanity service project.

Students in this learning community explored how Hurricane Katrina's devastation redefined housing and housing issues in New Orleans. They gathered and analyzed demographic data on New Orleans and used algebraic expressions and concepts to develop statistics such as residents' race, ethnicity, income, and size of household. With their newly developed mathematical thinking, students gained a broader understanding of the unfolding stories about housing for New Orleans residents in Katrina's aftermath.

The students then had an opportunity to put their newfound knowledge into practice. Along with professors Duranczyk and Lee, the students participated in a Habitat for Humanity build taking place in the Heritage Park housing development in north Minneapolis. They learned how to frame and raise internal walls and finish external framing. They used algebraic formulas in order to measure, determine angles and lines, and to proof their work. "In many cases," said Duranczyk, "hours of work turned out to be merely a 'first draft,' once students discovered they'd performed a calculation wrong. If they were

off by even as little as 1/16 of an inch, an entire wall needed to come down."

Both Duranczyk and Lee employed a process-based approach to learning in their courses. This approach values and makes plain the process by which learning occurs. Students come to realize that knowledge is developed over time and through stages of brainstorming, drafting, critiquing, self-reflection, revision, and assessment. For Lee, the process-based approach, which helps students learn how to learn, is critical. "It's an approach that can yield success in all disciplines, and at all levels of education," she said.



The learning community offered all participants—both students and professors—a powerful experience of community building. "As teachers, we don't often get the chance to observe our students working, participating, and simply being outside of our classrooms," Lee said. "And our students don't often get the chance to see their teachers as learners. At our Habitat build, we were on an equal footing—learners, one and all."

Two General College professors recently integrated the seemingly disparate subjects of math and writing in a learning community, a progressive educational model that will be a signature feature in General College's successor department in the College of Education and Human Development.

Learning communities engage students by linking courses, providing students with integrated learning opportunities and increased interaction with their instructors and peers. In the fall semester, 18 first-year students took part in a learning community





1932-20

GC LEGACY WILL LIVE ON THROUGH SCHOLARSHIP FUND

By Judith A. Fox

Through a recently established scholarship fund, the General College legacy will continue to affect the lives of students for generations to come.

The General College Faculty and Staff Legacy Scholarship Fund will support new full-time undergraduate students with financial need enrolling in GC and its successor department. The purpose of the fund, according to Deb Wilkens-Costello, GC's director of development and alumni relations, is to honor those who have contributed to the well-being of the college since it was founded in 1932.

Contributors to the Legacy Scholarship Fund may choose to honor individual GC faculty or staff members, living or deceased. That's important to Interim Dean Terry Collins, who said that now is the time to both remember and honor the incredibly dedicated faculty and staff who have worked hard to accomplish so many good things.

MANY HONOR NORMAN MOEN

Several contributors to the Legacy Scholarship Fund have memorialized the late Norman Moen, who mentored generations of GC faculty members. Professor Moen



Norman Moen

spent his entire 41-year career at GC, beginning as an assistant to Dean Horace T. Morse in 1946. He completed a doctorate in history in 1958 and, through the years, held both teaching and administrative posts.

Moen specialized in Minnesota history and was known as an innovator of new courses, including some of the

first courses addressing the history and issues affecting Minnesota's Indian peoples. He helped initiate the first Afro-American studies courses at the University and served on the committee that created the Martin Luther King program.

"He was always interested in helping the underdog," says Moen's widow, Kathryn Moen, who recalled that Norman loved students and loved helping people. "He was an avid reader, always bubbling over with information, and he was also a quick wit—a born storyteller," she said. In addition to teaching his courses at GC, he participated in the University's outreach mission, teaching classes through Elderhostel, at Courage Center, and even, briefly, in a prison.

Moen took an active role in mentoring young faculty members. Terry Collins recalled, "Early in my career in GC, Norman modeled a kind of intellectually engaged scholar who also cared passionately about teaching well. He was also somebody who could pull his weight as an administrator to make the college run well."

Dan Detzner, GC's associate dean of academic affairs, remembers that Moen helped the younger faculty members see themselves as part of the academy. "I tell those whom I mentor to pass it on to the next generation in honor of Professor Moen," Detzner said. "This is his lasting legacy."

GC Professor Tom Brothen agreed. "It's nice to think you invented something," said Brothen, "but you're part of a larger tradition. Norman had his mentors too. He recognized his place in this progression of people, and he gave me a sense of how these ideas



06

are carried forward.” Brothen also credits Moen with helping him become a better teacher. “I learned a lot about teaching from him,” says Brothen. “He didn’t speak a lot, but in a classroom he became this mesmerizing figure.”

A COMMITMENT TO GC’S MISSION

Long-time GC supporter Dr. Al Hoff has also contributed to the Legacy Scholarship Fund. Now a successful chiropractor, Hoff completed an associate degree in GC in 1973 and has remained committed to the college’s mission ever since.

“I don’t think I’d be a chiropractor if it weren’t for GC,” said Hoff, who grew up in Minneapolis in a large, poor family and keenly understands how difficult financial circumstances can hobble a student’s aspirations. After dropping out of high school and completing a stint in the Marine Corps, Hoff met a GC student who introduced him to the college and to some helpful staff members who encouraged him to enroll.



Al and Janet Hoff

Hoff singles out two particularly influential people—the instructor of a career planning class, who pulled him aside and coached him on goals and commitments, and a counselor who assisted him with financial

issues. “At one point,” says Hoff, “if it hadn’t been for a \$200 book voucher, I would have dropped out.”

Hoff made his gift in honor of former GC Dean David Taylor, Interim Dean Terry Collins, Director of Development and Alumni Relations Deb Wilkens-Costello, and Development Office staff members Betsy Taplin and Serena Wright.

“Contributing feels better than buying a piece of furniture or a piece of jewelry,” Hoff said to those

THE FIRST AWARDS FROM THE LEGACY SCHOLARSHIP FUND WILL BE MADE IN THE FALL OF 2007. FUNDS WILL BE SOLICITED ON AN ONGOING BASIS.

who are considering making a contribution. “You see a direct benefit to students.”

FUND HAS BEEN DOUBLED

Wilkens-Costello is pleased that the \$25,000 minimum for the Legacy Scholarship Fund has been raised, which will make the fund eligible for the President’s Scholarship Match Program’s one-to-one match. The first awards from the Legacy Scholarship Fund will be made in the fall of 2007. Funds will be solicited on an ongoing basis.

Interested in honoring a former teacher, adviser, or colleague through the General College Faculty and Staff Legacy Scholarship Fund? Contact Deb Wilkens-Costello at 612-625-8398, wilke041@umn.edu, or visit the Web site at www.gen.umn.edu/alumni/default.htm.

THANK YOU



COMMEMORATE



From the
FRONT HALL
GC DEVELOPMENT REPORT

Deb Wilkens-Costello
*Director of development and
alumni relations*



Stewardship of your gift

It's a new year. Perhaps you made a 2005 year-end contribution to General College or the University of Minnesota. Have you ever wondered how your donations are taken care of? Are there questions you have about how your dollars are being used?

A survey was conducted at the University of Minnesota asking donors what was most important when they thought about "stewarding" their gifts. The overwhelming response was: **communicate with me**. Donors want to hear about how the funds are being spent.

Nearly all gifts received are designated for specific purposes by individual donors. Annually, General College awards an array of scholarships to specific groups of students. Scholarships are both

merit based and need based; often combinations of both are awarded.

Most of the funds are endowed funds. This means that the University of Minnesota pays out about 5 percent of the current market value of the endowment that can be used as an annual resource to the students and programs. For endowed funds, the donor stipulates that the principal must be invested and that all or a portion of the income be expended to carry out the donor's purpose. To guard against the eroding consequences of inflation, the remaining portion of investment return is then added to the principal. The goal is to ensure that the principal remains—to support future generations of students.

Finally, and very important, gifts are directed according to the donor's request. Even as we proceed with the transition from collegiate to departmental status within the "new" College of Education and Human Development, your gift intent will be honored.

Your privacy is precious to us, as well as being protected by the Data Practices Act and the Donor Bill of Rights.

Reading *Access* and other publications you receive from the University is one of the most effective ways of hearing the stories of students and programs affecting students that are supported by your contributions. The stories show how the students are affected by the generous scholarships awarded.

Your gifts are critical to the success of students. Honoring your wishes and keeping you informed about how your money is being used is a priority of the Office of Development in General College. If at any time you have questions, please don't hesitate to give me a call at 612-625-8398.

—Deb

University of Minnesota

ALUMNI ASSOCIATION

Barbara Stephens Foster
*General College
Alumni Society Representative*



We continue our quest to "honor the past and embrace the future" by incorporating a General College legacy arm into the College of Education and Human Development (CEHD) Alumni Society. (See related article on the next page.) We've heard from a number of people that they do not want to lose our General College identity as the college merges with the new CEHD.

One of the strengths of GC has been the bond students, staff, and faculty feel toward it. We sincerely appreciate the warm welcome and sense of inclusion the College of Education and Human Development has extended to the GC alumni advisory committee, and we also recognize the importance of the legacy of excellence we received from those who labored before us.

A legacy is "anything handed down, as from an ancestor." Those of us who are still connected to the college on a daily basis have some ideas about the shape and focus the legacy group may want to take. However, as I have often stated, we have produced an incredible pool of brilliance over the past 74 years, and you are part of that reservoir. Our desire to continue to honor the legacy we and our predecessors contributed to the University will only work if we have your participation. As alumni, your input will be heard and valued.

I want to take this opportunity to thank all of you who have contributed your resources and remained loyal to the General College's programs and history. This is my 45th year of affiliation with the college. I expect to stay connected to it by remaining a staunch supporter of University access and excellence for students who aspire to lofty heights despite the challenges they face. I encourage you to find a student to mentor or a program to champion to keep your ties to the University active and strong. I leave you with some pearls of wisdom from a stellar artist:

"...if you have a purpose in which you can believe, there's no end to the amount of things you can accomplish."

— *Marian Anderson (1902-1993), American opera singer*



New alumni society to incorporate General College alumni

Raleigh Kaminsky
College of Education and Human Development alumni relations director

There's an old saying that goes, "The more things change, the more they stay the same." As we begin to make plans for integrating General College and its alumni into the "new" College of Education and Human Development, we think about the many changes that will be occurring and how they will affect students, staff, faculty, and alumni.

While General College as an entity will change with a new collegiate home, what we hope will stay the same is the support of GC alumni and friends for the important work of General College and the lifelong connection to our alma mater—the University of Minnesota.

We have already begun to make plans to keep the General College legacy alive. This spring semester we will be developing plans for a new alumni society that will include representatives from General College, Education, Family Social Science, and Home Economics. Four GC alumni, Tex Ostvig, Tom Harding, Ellie Meade, and Barbara Stephens Foster, are serving as General College ambassadors to the Education Alumni Society.

In my role as alumni relations director representing both Education and General College, I am committed to helping create a new society that will serve the needs of all alumni in the new college. My promise to you is to make sure that GC alumni have a place to call home, feel empowered and welcome, and become an important part of an exciting new college.

GC has a special place in my heart since it was the open door to the University of Minnesota for my husband and one of my sons. It is a privilege for me to work with you, the loyal GC alumni, in creating this new society. I welcome your ideas and suggestions at kamin003@umn.edu.

COMING HOME CELEBRATION

MAY 25, 2006

General College is closing its doors after 74 years
Come and join us for the "event of the year."

Thursday, May 25, 2006 Weisman Art Museum
University of Minnesota East Bank 5:30 p.m.

Watch the mailbox for your invitation.

Leadership Circle raises visibility of women in academia

"When women get together, it gives them a chance to become successful in whatever they do," said Pat Holder, an active member of General College's Women's Philanthropic Leadership Circle. Holder participates in order to raise the visibility of women in academia and support women in research.

A project of GC's Development and Alumni Relations Office, the Women's Philanthropic Leadership Circle promotes networking among women and provides scholarship opportunities for women who are GC faculty, staff, and students.



Pat Holder

A long-time supporter of GC, Holder sees her support of the college and of the Circle as a way to give back to the community and to support multiple options for students, particularly for students of color. Holder is a counselor at North Hennepin Community College, working primarily with nontraditional students whose average age is 29-30 years. Yet she recognizes that some students, especially those who are younger and who might benefit from the on-campus living experience, do better in a traditional college setting.

"I want to support two options so students can choose whichever fit is better for them," said Holder.

Since its inception in fall 2004, the Women's Philanthropic Leadership Circle has raised money to award scholarships to the following individuals:

- Students Sarah Cristy and Maria Accomando—\$2,500 to support publication of their community action class magazine *COMPOST*
- Teaching Specialist Heather Dorsey—\$1,000 to support production of *Voices of Hope: A Multicultural Arts Slam*
- Assistant Professor Irene Duranczyk—\$1,500 for her research in collecting student perceptions of the GC mathematics program
- Student employee Stephanie Fols—\$1,000 to cover her summer hours working on the GC Archives project
- Graduate Assistant Emily Goff—\$1,000 to support her research regarding the GC Math Center.

For more information about the Women's Philanthropic Leadership Circle, contact Deb Wilkens-Costello at 612-625-8398 or wilke041@umn.edu. New members are always welcome.

—Judith A. Fox

WHY I LOVE GC

NEWS & KUDOS

NOTES

NATIONAL RECOGNITION

Professor **Jeanne Higbee** and **Center for Research on Developmental Education** (CRDEUL) national adviser Norman Stahl have been selected as fellows of the American Council of Developmental Education Associations (ACDEA). Higbee and Stahl, who were the two nominees of the College Reading and Learning Association (CRLA), were honored at the CRLA awards banquet in Long Beach in November and will be inducted as fellows at the annual conference of the National Association for Developmental Education (NADE) in February in Philadelphia.

GC faculty members **Tom Brothen** and **Catharine Wambach** have received the Outstanding Article Award for the *Journal of Developmental Education*, Volume 28, for the article "Refocusing the Core of Developmental Education." The award will be presented at the annual NADE conference in Philadelphia.

COMMUNITY RECOGNITION

Dan Detzner was elected to a one-year term as the chair of the Falcon Heights Human Rights Commission.

Robin Murie received the Harold B. Allen Award for excellence in TESOL. This is an annual award given at MinneTESOL (Minnesota Teachers of English to Speakers of Other Languages).

The Hispanic Chamber of Commerce of Minnesota has named UConnects program coordinator and GC alumnus **Tex Ostvig** to its inaugural "25 on the Rise" list. The list honors Hispanic leaders for their services and contributions to Minnesota's growing Hispanic community.

Laura Weber's article, "The House That Bulard Built" (*Minnesota History*, summer 2004), received the 2004 Solon J. Buck Award from the Minnesota Historical Society this fall, awarded for the best article of the year.

PUBLICATIONS

David Arendale, "Selecting interventions that succeed: Navigating through retention literature," *NADE Digest* (2005): 1(2), 1-7.

Jill Barnum, "Patty Jane's House of Curl: Restyling Women's Literature in the Midwestern Classroom," *MidAmerica* XXVIII.

Donald L. Opitz, "Jack Meadows, *The Victorian Scientist: The Growth of a Profession*. London: The British Library, 2004" [Book Review] *Nuncius* 20 (2005): 507-508.

Gary Peter's short story, "Wedding," appears in the Winter 2006 issue of *Blithe House Quarterly*, an online literary magazine (www.blithe.com).

GRANTS

Linda Buturian received an East Central Arts Council/McKnight Individual Artist Grant for \$1,000 to help fund a research/writing trip for her novel *Fire in Waiting*.

CONNECTING
with our
ALUMNI

SURVEY REMINDER: Connecting with University of Minnesota alumni

The University of Minnesota recently sent alumni a survey designed to help the "U" better connect with its alumni and understand the social and economic influence its graduates have on Minnesota, the nation, and the world.

Please take a few moments to complete the survey. Your participation is greatly appreciated and will be very helpful in creating the most complete picture possible of University of Minnesota graduates.

Tabitha Greer was named a James B. Hamilton Research Scholar by the Mid-America Association of Educational Opportunity Program Personnel. The \$1,000 award is for demonstrated scholarship that furthers educational opportunity for underrepresented students.

Rashné Jehangir received a \$14,000 U of M President's Faculty Multicultural Research Award for the project "Longitudinal Impact of Learning Communities on First-Generation College Students." Jehangir also received a Grant-in-Aid of Research, Artistry, and Scholarship from the Graduate School for the project.

Laurie McGinley received a grant from Open Society Institute's Documentary Photography Project to work with the Museum of the Word and the Image) in San Salvador, El Salvador, a project to preserve and publicize a collection of El Salvador wartime photography.

Mark Pedelty received a McKnight International Travel Award Faculty Travel Grant of \$850 and a grant from the Institute for Global Studies of \$500 to travel to Guatemala to study the Casa K'ojom Mayan music museum collections and teaching methods.

TRANSITIONS

Emily Goff, coordinator, PASS-IT Grant

Michelle Mandell, community program specialist, U Day Community

Melissa Wanta, community program specialist, U Day Community

Laurie McGinley, info tech professional, Technical Support Services

TRANSFER

Miguel Vargas, office specialist, from CRDEUL to Dean's Office

BEST WISHES TO DEPARTED STAFF

Cheryl Johnson, executive administrative specialist, Dean's Office

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/

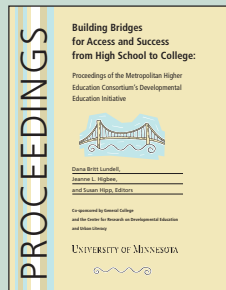
Like the rest of the University, the Center is examining the results of the strategic positioning process. Long-term publication projects, grant writing, and future planning continue as always with the publication of proceedings and a monograph on the horizon for spring 2006.

GRANTS AND RESEARCH

The CRDEUL team, led by Jeanne Higbee, senior adviser, developed and submitted a grant for a significant federal research competition this past fall and continues to pursue opportunities as they arise related to research and outreach.

PUBLICATIONS

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



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

The fall 2005 *CRDEUL eNews* is now available on our Web site. This comes out twice each year and is edited by CRDEUL's program associate, Robert Copeland.

FOCUS ON THE GENERAL COLLEGE VISION

The future of education is shaped by the innovation, experiments, and lessons of the past. This is the premise of a new book published by faculty and staff authors in the University of Minnesota's General College—*The General College Vision: Integrating Intellectual Growth, Multicultural Perspectives, and Student Development*. As the General College becomes a new department at the University, this book offers a way for the work of the college to move forward and honor a vibrant past.

A common question today among teachers and policymakers is how to best support students in their transition from high school to college. The lessons from the General College as described in the 25 chapters of this book give some fresh ideas and tested ways to help with this process.

Jeanne Higbee, the lead editor on the project, along with co-editors Dana Lundell and David Arendale, had the idea for writing the book over two years ago as a way for the college to share its legacy of teaching and research at the University of Minnesota. This book offers insights from teachers, student stories, history, and research useful to high school and college teachers alike who want to transform their programs for student success.

Perhaps the most important section of the book is its section on multicultural higher education. Serving students who come from highly diverse backgrounds has always been a hallmark and strength of the college. One student author in the book, Khong Xiong, said, "It is such a remarkable and welcome feeling to see students, staff, and faculty from all cultural backgrounds engaging with one another and making an effort to accomplish academic and life goals." The future of access and diversity at the University is also a feature of its recent task forces for strategic planning, and this book provides a starting point for future conversations.

The book also offers new ways to think about teaching and supporting students in their first year of college, especially students who can use the most support for developing new skills and perspectives about how to succeed in school. How would you teach multicultural issues in a math class, or how can an art teacher get students to develop critical thinking skills? These are some of the unique strategies and foundations for learning that are the legacy of General College.

The book has also received attention and been given out at the national level in conferences and workshops for teachers of college reading, math, skill development, and multicultural issues. The book is available at no cost online through the Center for Research on Developmental Education and Urban Literacy's Web site at www.gen.umn.edu/research/crdeul/books-thegcvision.htm.



Singing for their final grade and the Mississippi River

By Pauline Oo ■ Photo by Patrick O’Leary

A giant fish recited the evils of water pollution, a maid with a feather duster sang “River in the Rain” as a character from the musical “Big River,” and a duo with an African drum and an ocarina—a wind instrument shaped like a potato—performed their version of Sarah Teasdale’s “The River.”

Over two days in mid-December, 53 students from General College Professor Mark Pedelty’s course, “Identity, Culture, and Community in the Performing Arts” (GC 1312), read river-themed poetry, danced, and played a character or a musical instrument along the Washington Avenue pedestrian bridge on the Twin Cities campus in Minneapolis. Not only were they vying for the attention of curious onlookers, they were also trying to impress their instructors for a good final grade.

“The students did well,” said Heather Dorsey, who co-taught the course with Pedelty. “Each student had to give a one-hour performance. Some of them created their own songs and accompanying music; others read poetry by Langston Hughes, Maya Angelou, and Lucille Clifton. Whatever they chose to do, they had to stay in character and repeat their performance for the entire hour.”

The course examines different forms of art and how they relate to who we are and society as a whole. In addition to studying poetry and plays like Shakespeare’s “Hamlet,” the students explore popular



Renee Barron recites Sara Teasdale’s poem, “The River” (“From Rivers to the Sea”).

music and the musicians, such as Bob Dylan, who wrote music for political or social injustice reasons.

“We try as instructors to find different tools to help students explore who they are and how they are connected to each other, as well as to the local community,” said Dorsey. “This is the first time we are using the Mississippi River as a theme and a location for that investigation. We selected the Mississippi River because it’s so pertinent to our identity and it runs through campus.”

The class also collected about \$50 from curious onlookers for Friends of the Mississippi River, a nonprofit organization that protects and enhances the river in Minnesota.

Adapted from UMNnews, December 16, 2005, www1.umn.edu/umnnews/. Click on “students and teaching.”