

CEHD | College of Education + Human Development

connect!

FALL 2007

STUDENT
research
in **action**

UNIVERSITY OF MINNESOTA

Dear friends,



It remains my honor and joy to welcome you to this issue of *Connect!* as we begin our second academic year as the new College of Education and Human Development.

Once again our campus is awirl with conversations and activities as our 6,300-plus students, our faculty, and our staff re-engage and start anew. Our faculty and staff assembly, our first Student Block Party, and our ribbon-cutting ceremony with President Bruininks for our new Education Sciences Building were gatherings that will long be remembered.

Earlier this month I delivered my first State of the College Address to a gathering of faculty, staff, students, University administrators, members of our College Advisory Council, and several regents. I reflected upon just a few of our many accomplishments and forecasted the work that lay ahead of us. I spoke of our need to be our most creative selves, to be “bridge people”—a phrase created by Minnesotan leadership consultant Barbara Shipka—living the “link between what has been and what is becoming.” To do so, I urged us to think and act together, not simply outside of, but without “the box.” To most fully live up to our vision and into our mission as a world leader, creating a sustainable model of multidisciplinary and multicultural excellence with impact, requires the dynamic interplay among all that we do in our research, teaching and learning, and community engagement.

Research at all levels informs and supports the College’s vision to serve as a model for engagement.

Research at all levels informs and supports the College’s vision to serve as a model for engagement. As this issue makes clear, the power of discovery is not just the provenance of our faculty members; it is an integral part of the undergraduate and graduate student experience. Student research, particularly at the undergraduate level, is also a key step toward the University’s goal of becoming a top three public research institution. Our students benefit from the resources of a Research I university and our faculty members’ dedication to incorporating a positive and meaningful research experience into learning.

These stories will greatly expand your awareness and deepen your appreciation for some of the most significant and timely research conducted in academia today. So, enjoy!

Best regards, Darlyne

Darlyne Bailey, *dean and assistant to the president*

Campbell Leadership Chair in Education and Human Development

connect!

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EDITOR

Diane L. Cormany
612-626-5650, dcormany@umn.edu

ART DIRECTOR

Nance Longley

DESIGNER/PHOTO EDITOR

Rebecca Noran

WRITERS

Anitra Budd, Diane L. Cormany, Sarah Covert, Jessica Franken, Kate Hopper, Raleigh Kaminsky, Mary Beth Leone-Getton, J. Trout Lowen, Brigitt Martin, Karen Miksch, Lynn Slifer, Andrew Tellijohn

PHOTOGRAPHERS

Penny Bader, Greg Helgeson, Pat James, Leo Kim, Patrick O’Leary, Steve Schneider, studiotobechei, Dawn Villella, Carolyn Wavrin

ONLINE EDITION

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OFFICE OF THE DEAN

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Jean Quam, *senior associate dean*
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Mary Bents, *associate dean*
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ALUMNI SOCIETY PRESIDENT

Randy Johnson

Photo of Darlyne Bailey by Patrick O’Leary.

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**COLLEGE OF EDUCATION
+ HUMAN DEVELOPMENT**

UNIVERSITY OF MINNESOTA

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An update from development

on the cover: Family social science alumna Naima Bashir is applying the experiences she gained through undergraduate research in her graduate studies.

photo by Dawn Vilella

The College of Education and Human Development is a world leader in discovering, creating, sharing, and applying principles and practices of multiculturalism and multidisciplinary scholarship to advance teaching and learning and to enhance the psychological, physical, and social development of children, youth, and adults across the lifespan in families, organizations, and communities.

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AROUND THE NEIGHBORHOODS: The neighborhood themes pull together the College’s talents and strengths toward a common vision and mission. The themes are: **Teaching and Learning; Psychological, Physical, and Social Development;** and **Family, Organization, and Community Systems and Contexts.**

COMPILED BY ANITRA BUDD AND DIANE CORMANY

Sustainable by design

AS YOU PICK UP this issue of *Connect!*, you may notice a different look and feel to the paper and printing. This change is just one element of our new visual identity system, which reflects the College’s character and mission.

Using sustainable practices for production of marketing materials is an important part of the College’s philosophy. For that reason, *Connect!* is now printed on recycled paper containing 100-percent postconsumer content and certified by the Forest Stewardship Council. The cover stock is 30-percent postconsumer. Paper manufacturing is powered by landfill-generated biogas, and no chlorine is used in production.

This philosophy will extend to all College communications and will include selecting the appropriate vehicle for each message, including electronic communications at times. However, it is important to recognize that College alumni are scattered across the globe and that access to the Internet may be limited for this or other reasons.

If you would prefer to receive an e-mail link to *Connect!*, please e-mail sbeyer@umn.edu.

College welcomes students back to campus

ON SEPTEMBER 5 at the McNamara Alumni Center, the College welcomed its newest members. Entering graduate and undergraduate students had the opportunity to meet with the dean, department chairs, and student organizations. The number of first-year students at the College increased dramatically during the 2007–08 school year, as several departments, including kinesiology and work and human resource education, are welcoming freshmen for the first time.

Later that day nearly 500 College faculty, staff, and students gathered at the premiere College Block Party. Partygoers enjoyed food, live music, and a variety of activities, including “speed minton” (a badminton tournament), and a hula-hooping competition. They were given T-shirts and disk fliers that feature the new visual identity. The event, held in front of Burton Hall, helped energize the College community before the fast-paced routine of classes set in.



The College community and families picked up goodies with the new visual identity at the College Block Party.



Dean meets with Twin Cities communities of color

DEAN DARLYNE BAILEY has held several public meetings, collectively titled “Building Bridges with Communities of Color,” as a means of fostering community outreach and engagement. The first meeting, held in June at the Franklin Community Library in south Minneapolis, gathered about 25 community members who spoke about successful educational programs within their organizations. A second June meeting was held at north Minneapolis’s Sumner Public Library.

“These meetings have been incredibly powerful, largely because we’ve let community members take the lead,” says Serena Wright, College events coordinator. “We’re asking them to tell us what they need, rather than dictating their needs to them.”

As of publication, a third meeting is scheduled for November 18 at the Vietnamese Community of Minnesota in St. Paul. Future meetings are tentatively planned with groups including the local Native American community. The meetings will continue into 2008.

Short timeframe, significant gains

THIS JULY, associate professor Jennifer McComas, director of graduate studies in the Department of Educational Psychology, and nine undergraduate and graduate research assistants made significant literacy gains with struggling readers in a Minneapolis summer school program. Through the voluntary program at Lucy Craft Laney Community School, they were able to work on an individual basis with about 60 elementary students who had tested below grade level in reading.

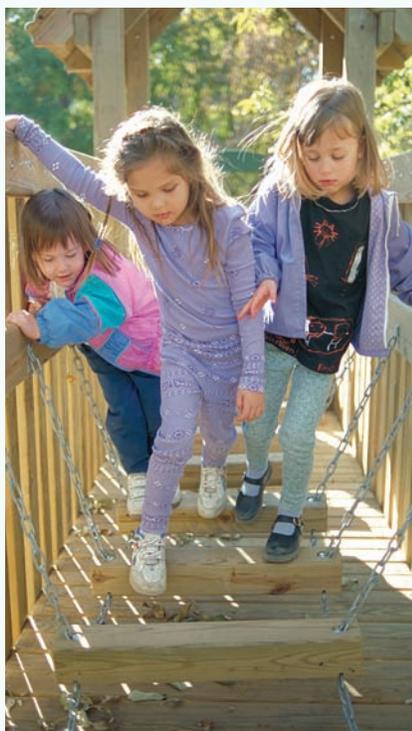
After gauging each reader’s level during the first week, McComas and her graduate assistant Dana Wagner customized reading interventions accordingly. Some, for example, showed increased fluency when simply offered an incentive, such as a piece of candy. Others improved their performance when the instructor read the passage aloud beforehand as a model of fluent reading. Each of the

instructors met with four to six students per day to offer their personalized intervention and to test for retention on a regular basis.

After 12 days of intervention, students in one of the test groups gained an average of nine words per minute, and the other group gained an average of seven per minute. The control group of students who attended the regular summer school program gained an average of 2.5 words per minute.

McComas’s literacy research is part of her larger research interests in early academic intervention as a way to circumvent future behavioral problems, which often lead to an emotional behavioral disorder (EBD) diagnosis, school failure, and drop-outs. She is spending the fall designing a larger study that will address academic and behavioral success of children in elementary and middle schools in north Minneapolis.

PHOTOS: © Steve Schneider 2007, p. 6; Leo Kim and courtesy of McJohn Publishing, p. 7



Take it outside

CHILD PSYCHOLOGIST MARTI ERICKSON, senior fellow in the Center for Early Education and Development, joined about 70 other experts at the University’s Landscape Arboretum in August to share ideas about promoting No Child Left Inside (NCLI). NCLI is both a proposed legislative amendment and a national initiative aimed at promoting outdoor activity and environmental education for children.

Outdoor play, especially when unstructured, promotes healthy child development through increased physical activity and use of the imagination. Children who gain an appreciation for the outdoors typically develop concern for the environment as well.

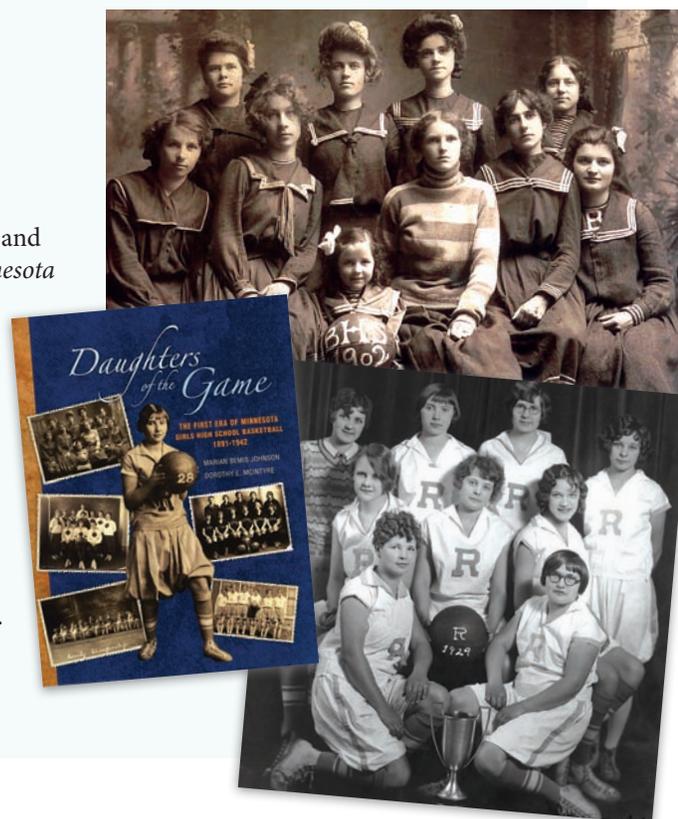
The NCLI bill would authorize \$100 million in grants for states and school districts to integrate environmental education into their K–12 curricula. NCLI was originally inspired by the work of Richard Louv, author of *Last Child in the Woods: Saving our Children from Nature Deficit Disorder* (Algonquin Books, 2005).

In conjunction with Louv, Erickson and a group of scholars and civic leaders from across the country have created the Children and Nature Network to further support state and national NCLI programs. For information on joining the network and additional news about NCLI, visit www.cnaturenet.org.

McIntyre, Johnson win 2007 AASLH award

Dorothy McIntyre (M.Ed. '69) and **Marian Bemis Johnson** (M.Ed. '73) recently won an Award of Merit from the American Association for State and Local History for their book *Daughters of the Game: The First Era of Minnesota Girls High School Basketball, 1891–1942* (McJohn Publishing, 2005). *Daughters of the Game* recounts the early history of girls’ basketball through photos and first-person stories from the women who played. McIntyre, who is on the College Advisory Council, led efforts to include girls’ interschool sports in the Minnesota State High School League, where she was associate director. During her long career supporting girls and women in sports, Johnson developed the women’s varsity sports program at Lakewood Community College, where she was women’s athletic director for almost 20 years.

For information on book signings or ordering, see daughtersofthegame.com.



College colleagues exchange gift of life



ON JUNE 13, colleagues Peter Dimock and Peggy Pond from the School of Social Work forged a lifelong bond. Pond, an undergraduate community program assistant, donated 60 percent of her liver to Dimock, 62, who needed a transplant due to damage from cancer and from hepatitis C. Undertaken at the University of Minnesota Medical Center, Dimock's surgery took nine hours.

The *Star Tribune* ran a front-page story about Pond and Dimock on the day of the surgery, which has had ongoing impact. Last month, when both were at the hospital for routine follow-up appointments, they were

recognized by someone who had seen the paper. Her husband is in need of a liver transplant, and because of Dimock's story she was inspired to write an open call for donors to her church congregation. Someone who they didn't even know stepped forward as a match.

Pond has also been contacted a number of times by potential donors who want to know about her experience. Because the liver regenerates, both she and Dimock now have normal-sized organs. He's back to his active lifestyle—working full time, biking, and dancing with his wife.

Child welfare forum ties practice to cultural competence

IN JUNE more than 90 researchers, child welfare professionals, state legislators, and community members converged on the McNamara Alumni Center for a forum entitled "Evidence-based practice in child welfare in the context of cultural competence." Speakers represented the University of Pennsylvania, Ramsey County Community Human Services, the American Indian Policy Center, and a number of other national organizations.

The forum's goal was to address the lack of information about the effectiveness of culturally sensitive approaches to child welfare. It's an issue vital to a variety of fields, says social work professor Susan Wells, Gamble-Skogmo Chair in Child Welfare and Youth Policy, who hosted the event. "It's important for the College to support this work because child welfare crosses so many areas—schools, families, law, social services," she says. "All the different people

studying child welfare need to speak a common language."

To continue the work begun at the forum, Wells will serve as guest editor of a special issue of *Children and Youth Services Review* that focuses on the same theme. A call for papers is available on the forum Web site, cehd.umn.edu/ssw/EBP-CulturalCompetence.html, along with proceedings, video footage, podcasts, and slideshows from the event.

community systems and contexts

family, organization, and



Partners in storytelling

THE CONTINUING PROFESSIONAL STUDIES (CPS) department within the newly named Preparation to Practice Group embarked on a unique research collaboration with Lucy Craft Laney Community School and the Black Storytellers Alliance (BSA) earlier this fall. The project, funded by the University’s Center for Urban and Regional Affairs, aims to explore storytelling as a means of teaching literacy skills to young students of color.

Throughout the project, third-grade students from Lucy Craft Laney, a predominately African American K–8 school in north Minneapolis, will participate in regular storytelling activities coordinated by BSA. The nonprofit organization promotes the traditions of African and African American storytelling. CPS and principal investigator associate professor Tim Lensmire (curriculum and instruction) are supervising the research and evaluation components of the project.

The research also specifically explores the partnership between the University, schools, and community organizations. The collaboration is one way to apply the mission of CPS, which is to create mutually beneficial partnerships between the College and the community, says Suzanne Miric, one of the project’s supervisors.

Educators take spotlight at Professionalism in Practice conference

ON AUGUST 17, more than 100 educators gathered for the first annual Professionalism in Practice conference, co-sponsored by the College of Education and Human Development. Entitled “Practice Made Public,” the half-day event featured a lively mix of interactive workshops and research roundtables led by teachers and based on their practice.

The conference’s keynote speaker was Jan Mandel, a teacher at St. Paul Central High School and an authority on integrating arts and curricula. Several of her students joined her to simulate an English class that incorporates improvisation and movement techniques.

The unique forum allowed teachers to demonstrate that they have research to share and that their reflection is substantive, says educational policy and administration coordinator Julie Kalnin, adding, “It was the teacher’s voice and knowledge being

acknowledged at a research university.” Kalnin, who coordinated the College’s support for the conference, describes it as the culmination of longtime collaborative efforts by the University, Education Minnesota, and by Minneapolis Public Schools to support teacher professionalism and practice.

For conference coordinator Sharon Cormany Ornelas, Patrick Henry Professional Practice School coordinator, the event served to bring teachers together from an array of different disciplines for one purpose: improving the field of education. “It’s about giving teachers a voice in their professions, giving them a chance to dialogue about their practice and their research.”

For further information about the conference and the *Professionalism in Practice* journal, visit www.professionalisminpractice.org.

Appointed

Alexander Ardichvili, associate professor, work and human resource education; international and cross-cultural human resource development, knowledge management, entrepreneurship; Ph.D., University of Minnesota

Stephanie Carlson, associate professor, child development; cognitive development, executive function, theory of mind, symbolism/pretend play, culture; Ph.D., University of Oregon

Shonda Craft, assistant professor, family social science; sexuality and public health, intimate partner violence, marriage and family therapy, cultural identity; Ph.D., the Ohio State University

Joan DeJaeghere, assistant professor, educational policy and administration; comparative and international development education; Ph.D., University of Minnesota

Peter Demerath, associate professor, educational policy and administration; social and cultural foundations, educational policy and research; Ed.D., University of Massachusetts, Amherst

Yvonne Gentzler, associate professor, curriculum and instruction; family and consumer science history, professional development, methods and strategies for instruction, gender issues; Ph.D., the Pennsylvania State University

Abigail Gewirtz, assistant professor, family social science; trauma, resilience, parenting, child development; Ph.D., Columbia University

Asha Jitendra, professor, educational psychology; schema-based instruction,

access to education, at-risk learners; Ph.D., University of Oregon

Julie Kalnin, coordinator and lecturer, educational policy and administration; Ph.D., University of California, Berkeley

Melissa Koenig, assistant professor, child development; language acquisition, cognitive development, pragmatics and social cognition, word learning; Ph.D., University of Texas at Austin

Beth Lewis, assistant professor, kinesiology; mediators of physical activity change; using technology to increase physical activity; Ph.D., University of North Dakota

J.B. Mayo, assistant professor, curriculum and instruction; teacher education, GLBT studies, multicultural education, global education, teaching of history, social justice; Ph.D., University of South Florida

Becky Ropers-Huilman, professor, educational policy and administration; higher education, women's studies; Ph.D., University of Wisconsin, Madison

Colleen Tracey-Fisher, assistant professor, social work; adolescent health and behavioral risk factors, HIV prevention, adolescent identity development, GLBT issues; Ph.D., Washington University

Susan Walker, associate professor, curriculum and instruction; parent education; parenting and early education; use of technology in teaching and learning; Ph.D., University of Wisconsin, Madison

Maureen (Mo) Weiss, professor, kinesiology; psychological and social

development of children and adolescents through participation in sport and physical activity; Ph.D., Michigan State University

Philip Zelazo, professor, child development; cognitive development, developmental cognitive neuroscience; Ph.D., Yale University

Honored

Sandy Christenson, Birkmaier Professor of Educational Leadership in the Department of Educational Psychology, received the American Psychological Association Division 16 (School Psychology) Senior Scientist Award, the highest honor that the division awards. She was also named a fellow of Division 16.

Professor **Dante Cicchetti** (child development) received the 2007 Outstanding Research Study Award from the American Professional Society on the Abuse of Children.

Postsecondary Teaching and Learning professor **Irene Duranczyk** received the National Association for Developmental Education Award for Outstanding Research Conducted by a Developmental Education Practitioner.

Michele Fallon, clinical director of the Baby's Space Partnership project, received the Advocate of the Year Award from the Minnesota Organization on Adolescent Pregnancy, Prevention, and Parenting.

Harvey Feldman, teaching specialist in the School of Kinesiology, has been elected to the American Academy for Park and Recreation Administration.

Elizabeth Lightfoot, associate professor of social work, received a Fulbright Faculty Scholar Award for 2007–08. Lightfoot will spend the next year teaching at the University of Namibia’s Department of Social Work and Community Development in Windhoek.

Karen Miksch, assistant professor in the Department of Postsecondary Teaching and Learning, published a chapter in *Charting the Future of College Affirmative Action: Legal Victories, Continuing Attacks, and New Research* (Civil Rights Project, University of California, Los Angeles, 2007).

The **Department of Postsecondary Teaching and Learning** was selected for the 2006–07 Outstanding Unit Award for Professional and Academic employees.

Senior Associate Dean **Jean Quam** was elected to a transition team that will address issues with implementing the 12 imperatives set down by the Social Work Congress of 2005.

Professor emeritus **Thomas Slettehaugh** (curriculum and instruction) received the Archimedes Award from the International Biographical Centre in the United Kingdom for his life science research on the creative intellect.

Finding Our Voice, a documentary by **Jerry Smith** for the Institute on Community Integration, received a Gold Award from the University Communicators Forum and a Bronze Statue from the 2007 Telly Awards, which honor local, regional, and cable television commercials and programs and video and film productions.

The Gerontological Society of America awarded fellow status—its highest class of membership—to professor **Marlene Stum** (family social science).

Transitions

William Bradshaw, associate professor of social work, has joined the faculty at the University of Tennessee–Knoxville.

Katy Gray Brown, assistant professor of social work, has joined the faculty at Manchester College.

Simon Hooper, associate professor of curriculum and instruction, has joined the faculty at the Pennsylvania State University.

Joan Hughes, associate professor of curriculum and instruction, has joined the faculty at University of Texas at Austin.

Dana Lundell, director of the Center for Research on Developmental Education and Urban Literacy, has joined the faculty at Argosy University, Twin Cities.

Scott McLeod, assistant professor of educational policy and administration, has joined the faculty at Iowa State University.

Randy Moore, biology professor of postsecondary teaching and learning, has transferred to the College of Biological Sciences.

Tom Reynolds, associate professor of postsecondary teaching and learning, has transferred to the new Writing Studies department within the College of Liberal Arts.

Liang Zhang, assistant professor of educational policy and administration, has joined the faculty at Vanderbilt University.

In memoriam

Wayne Caron, *assistant professor, senior lecturer, family social science; died August 21 at age 51*

Caron earned his doctorate in family social science in 1991 from the University of Minnesota, where he also earned his bachelor’s and master’s degrees. He was an active therapist, researcher, and author, holding positions at the V.A. Medical Center Alzheimer’s Disease Research Center and in the University’s Medical School, School of Public Health, and College of Nursing. Caron was founder and director of the Family Caregiving Center, an organization dedicated to supporting family-centered care for people with dementia, which was featured in the spring 2007 issue of *Connect!*

Samuel Popper, *professor emeritus, educational policy and administration; died August 28 at age 90*

Popper received his doctorate from New York University in 1952. He then worked with the Minnesota Jewish Council, eventually becoming a high school sociology teacher in St. Paul. In 1958 he began his career in the Department of Educational Policy and Administration. At the same time, Popper led the Minnesota School Facilities Council, a group formed to ensure better school buildings, sites, and facilities. He was a co-founder of Group Health Plan, which eventually became HealthPartners. He retired in 1987.

Learning communities help first-generation students succeed

MULTICULTURAL CURRICULUM IS CRUCIAL TO ACADEMIC PERSISTENCE BY MARY BETH LEONE-GETTON

THE POSITIVE EFFECTS OF A COLLEGE DIPLOMA ARE MANY—

from increased income and professional mobility to good health. Yet for students whose parents' highest level of education is high school or less, finishing college is a greater challenge than for those whose parents hold a degree. According to the U.S. Department of Education's "First-Generation Students in Postsecondary Education" study, only 24 percent of first-generation college students attain an undergraduate degree, compared to 68 percent of students with at least one parent who attended college.

Research has shown that regardless of their parents' background, students who participate in a learning community—a small cohort of students that takes a set of integrated courses together—are more engaged in their learning and have higher retention rates. Learning communities with a multicultural makeup and curriculum have been particularly successful in this regard. But the specific reasons that first-generation students stay at a postsecondary institution have been less known.



To uncover these motivators, Rashné Jehangir, assistant professor in the Department of Postsecondary Teaching and Learning, analyzed weekly writing assignments from a multicultural learning community comprising students from the Trio

Support Services Program. Trio, a federally funded program housed in the College, offers academic development services for low- to moderate-income, first-generation college students and for students with disabilities.

THE SUPREME COURT AND INTEGRATION: What it means for education

BY KAREN MIKSCH, assistant professor of higher education and law, Department of Postsecondary Teaching and Learning



ON JUNE 28, 2007, the U.S. Supreme Court ruled that voluntary school integration-assignment plans adopted by Seattle and by Jefferson County, Kentucky were unconstitutional. (*Parents v. Seattle School District No. 1* and *Meredith v. Jefferson County*). The fractured 4-1-4 ruling is called a plurality because, although a majority of the justices agreed that the plans at issue were unconstitutional, a different majority held that school districts have a compelling interest in promoting diversity that justifies their giving some consideration to race, even in the absence of past segregation.

Chief Justice Roberts, joined by three other Justices, argued that the voluntary assignment plans were unconstitutional because the districts' concept of diversity was too limited, classifying students as white or nonwhite (Seattle) or as black or other (Kentucky). Noting that the Seattle district had not been segregated by law and that the Jefferson County district had been declared desegregated in 2001, Roberts argued that the districts' interest in maintaining racial integration did not justify assigning students based on two racial categories.

Justice Breyer, along with three other members of the court's minority, disagreed, arguing that the Chief Justice's opinion misapplied past cases and constitutional principles. Reading his opinion from the bench (a rare occurrence), Breyer went on to say that the Chief Justice's opinion "announces legal rules that will obstruct efforts by the state and local governments to deal effectively with the growing resegregation of public schools and it undermines [Brown v. Board of Education's] promise of integrated primary and

secondary education that local communities have sought to make a reality."

Justice Kennedy wrote, arguably, the most important opinion. Although he concurred that the integration plans at issue were illegal, he wrote separately to emphasize his view that school districts have a compelling interest in promoting diversity that justifies that they give some consideration to race. Kennedy listed several areas where he thought school districts could take race into account, including the drawing of attendance zones, the selection of sites for new schools, and the recruitment of students and faculty. Because the four justices who completely dissented against Chief Justice Roberts shared Kennedy's view, a majority of the Court recognized that integration is a compelling interest and there are some legally acceptable techniques for achieving it.

Although the Supreme Court's decision limits the tools that schools can use to halt resegregation, it does provide some avenues for voluntary integration plans. P-12 schools that want to voluntarily adopt assignment policies should still be able to do so if they first, in good faith, consider race-neutral alternatives. If the school decides that race-neutral means will not ensure the educational benefits of a diverse student body, then the school must design an assignment policy that defines diversity broadly (race can be one factor, but may not be the only factor) and holistically review applications to ensure diversity.

In addition, the court acknowledged once again that universities have a compelling interest in a diverse student body—an important part of which is racial diversity—and that colleges and universities may consider race as a factor in their individual admissions decisions. Thus the Court reaffirmed its 2003 ruling in the Michigan affirmative action case (*Grutter v. Bollinger*) and reiterated that postsecondary institutions may voluntarily adopt affirmative action policies designed to ensure a diverse student body and the concomitant educational benefits. ●

Karen Miksch holds a J.D. from the University of California and worked as a civil rights attorney for six years before joining the faculty. She recently contributed a chapter to the book Charting the Future of College Affirmative Action: Legal Victories, Continuing Attacks, and New Research (Civil Rights Project at the University of California, Los Angeles, 2007).

connecting with emeriti faculty

Frank Wood: Sustaining his calling

BY JESSICA FRANKEN

FRANK WOOD IS A REMARKABLE PERSON, though he would never admit as much. When asked about the numerous awards and recognition that he has received for his groundbreaking work in special education, he modestly says, “I just had some good friends.”

Wood has always had a passion for working with students with severe emotional, behavioral, and learning problems. He discovered his calling after earning his B.S. from the then-College of Education ('54), when he taught in inner city schools and at the Seminole Indian reservation in Florida. He taught the first elementary education class in the public schools for students with emotional and behavioral disorders in 1958, at the invitation of Evelyn Deno (Ph.D. '58, M.A. '50, B.S. '48), director of special education for the Minneapolis Public Schools. This program revolutionized the classroom environment for students who had once been labeled “uneducable” by the school system.

Deno also encouraged Wood to return to the College of Education for his master's degree ('62) and his Ph.D. ('65), which led to his position as a faculty member in the Department of Educational Psychology's special education program. She joined him on the faculty two years later, and together they were part of a nationally renowned team that made great strides in inclusion, public policy, research, and teacher training. Wood was also an integral member of the University of Minnesota Committee for Social Concerns, which worked on equality issues around race, gender, and sexual orientation.

Wood says the hardest thing for him to give up when he retired in 1995 was teaching and working with people. Luckily, he has much to keep him busy in retirement, thanks to a happy marriage and a “wonderful, interesting family.” Wood's wife, Raquel, is also a graduate of the College. They have three children (an herbalist, a bookstore owner, and an art teacher) and four grandchildren.



For all of their married life, the Woods have been involved in the Religious Society of Friends, and this community has focused Frank's philosophy about collective responsibility. “There are some things that a society as a whole can do that as individuals we're not able to do,” he says. “I'm very passionate about a society where people have a shared concern for each other.”

Wood is definitely doing his part. He and Raquel took care of her parents at the end of their lives, and since his retirement, he has been visiting and providing transportation for homebound senior citizens in his community. An amateur photographer, Wood is also compiling a book of portraits honoring Friends that are more than 80 years old.

In addition to photography, Wood enjoys camping, being outdoors, and sailing—“an elegant way to travel.” Retirement has given him an opportunity to do more reading, especially about the environment. He says his wife jokes with him about always reading “gloomy stuff about global warming.”

He plays harmonica and sings with an informal country/folk band called The Earthquakers (made up, naturally, of fellow Quakers). They perform on a volunteer basis for guests at birthday parties, residents at nursing homes, and “other friendly, uncritical groups.” Humble as always, Wood says of their audiences: “Probably they are the ‘volunteers!’” •



Professor Ken Bartlett and student Chao Yang review casino marketing materials for her research project.

early opportunities

RESEARCH PROGRAMS GIVE
UNDERGRADS A BOOST FOR
THE FUTURE BY ANDREW TELLIOHN
PHOTOS BY DAWN VILLELLA

Undergraduate Chao Yang always wanted to attend graduate school, but she had little knowledge of what that might entail. Her parents never attended college, and she had no experience doing intensive research. Then a friend introduced her to the Ronald E. McNair Postbaccalaureate Achievement Program, which prepares low-income, first-generation college students for doctoral studies. Through McNair, Yang spent this summer researching alongside Ken Bartlett, associate professor and chair of the Department of Work and Human Resource Education.

Bartlett let her choose between a number of projects that were geared toward her interests and her scholarly level. She decided to examine the role of Native American heritage in casino marketing materials because it relates to her majors in human resource development and business marketing education. “It was very independent,” she says, qualifying, “My mentor was always there to guide me. If I needed a little push in a direction he would do it.”

Yang determined that while most marketing materials and casino Web sites have references to Native American themes, their tribal histories and cultural identifiers are often not prominently represented. She presented her findings

alongside other McNair Scholars at a July poster presentation and was invited to present at the McNair Scholars National Convention in early November.

Encouraging undergrads

Naima Bashir, who graduated in spring 2006 with a bachelor’s degree in family social science, spent the summer of 2006 with the McNair program, studying the impact of parental involvement in schools within the Somali community. She continued her research last spring through the University-wide Undergraduate Research Opportunities Program (UROP), which offers a stipend or expense allowance for



Recent graduate Naima Bashir started her research into Somali parents’ involvement in schools during her undergrad years.

students to assist with an existing faculty research project or to carry out their own project under faculty supervision.

A native of Somalia, Bashir says the research experiences educated her about graduate school expectations and application procedures and helped her conquer a fear of public speaking. “Just being exposed to higher education in that way helped me,” she says, adding that she hopes to encourage other immigrants to pursue college and graduate school. Today she is a first-year graduate student at the Hubert H. Humphrey Institute of Public Affairs.

Students sometimes benefit by discovering what they don’t want to do for a living, says Catherine Solheim, a family social science professor who mentored Bashir in both McNair and in UROP. “McNair and UROP are great ways for students to find out if doing research and going to graduate school fit well with who they are and where they want to go in life,” Solheim says. “If they get excited, then they have great support to pursue those goals. They might find out that the grad school path isn’t where they want to go, though, and that’s fine as well.”

Benefits for mentors as well

Solheim says she admires the University’s undergraduate research programs for the opportunities they offer students. She also appreciates the diversity McNair feeds into University graduate programs. For her part, the professor says she benefits from the students’ enthusiasm and from interacting with people of different ethnic backgrounds.

Like Solheim, Bartlett found the experience of mentoring a McNair student to be intellectually stimulating. He volunteered to be a mentor after learning about the program from some former student participants. Because Yang was new to academic research, he supported her at every step: from selecting a topic to framing the research question and providing her “an avalanche” of background material. But she learned quickly and took control of the project, he said, doing the research and arriving at the conclusion.

“I think that’s a big part of being a scholar is making some of those decisions and being able to defend those decisions in the face of appropriate scholarly critique,” Bartlett says. “That’s something that is so unique about the McNair program, and something the University of Minnesota should really be proud of.”



Chao Yang

“With the McNair program they really prepare you. It was really inspiring. My perspective broadened a lot.”

—CHAO YANG

Yang, now a senior, is preparing to apply to graduate school and hopes to stay at the University. She’ll have ongoing support from the McNair program, including help with graduate admissions preparation tests and the application and funding process.

“With the McNair program they really prepare you,” Yang says. “It was really inspiring. My perspective broadened a lot.”

Named for Ronald McNair, an African American astronaut who died in the Challenger explosion, McNair is one of three federally funded Trio programs that support under-served student populations. Of the 300 students who have participated at the University of Minnesota since 1991, when the campus location was founded, 54 have earned master’s degrees, 26 have received professional degrees, 12 have earned doctorates, and 60 are still enrolled in a graduate program. The McNair program is available at 178 institutions nationwide, and eligible participants can come from any college or university.

Kinesiology school active

The School of Kinesiology has actively promoted undergraduate research opportunities for years. Rachel Eggenberger was a kinesiology honors student when her adviser, kinesiology assistant professor Moira Petit, suggested she apply for UROP. She participated in Petit's study examining whether playing Dance Dance Revolution—in which players dance along with lit-up prompts—stimulated bone growth in youth.

"It was a really good experience to get involved with research but not have quite as much responsibility [as a principal investigator]," she says, adding that it was a great way "to learn how things work without having to get super stressed about it."

She always planned to attend graduate school for physical therapy, but UROP helped her feel more prepared for her continuing studies. "It was helpful to already have had some experience," she says.

"There's an ownership there and an opportunity to contribute. ... To put it in very simple terms, it gives them a chance to act like a graduate student for awhile."—PROFESSOR TOM STOFFREGEN

"The difference between a UROP student and a research assistant in a lab is they have their own research project," says Tom Stoffregen, a kinesiology professor who has mentored several UROP students, including one over the summer. "There's an ownership there and an opportunity to contribute. ... To put it in very simple terms, it gives them a chance to act like a graduate student for awhile."

Stoffregen says the number of labs and frequency of projects within his department make it practical for undergraduates to assume a short-term research role. The exposure to research and the existence of funding mechanisms for such projects can only help with their academic development.

Petit says "self-motivated and incredibly bright" students typically can thrive by getting involved in such hands-on research. Graduate and faculty researchers benefit as well from those students' willingness to help with data analysis, data entry, and the like. "They help with tasks that we otherwise would have to hire someone to do," Petit says. "But they do a number of different tasks ... The nature of the work lends itself to providing opportunities for students."

The student becomes the teacher

Ideally, students selected for these research programs attend graduate school and eventually become faculty, as with Tabitha Grier. Now an assistant professor in the Department of Postsecondary Teaching and Learning, Grier was a McNair Scholar in 1996 at the University of Tennessee-Knoxville. While a graduate student at the University of Minnesota, where she earned a master's and Ph.D. in educational psychology, she co-created the African American Student Support Network. This summer, she and Amber Riley, a McNair scholar who is a senior at Carleton College, researched the experiences of five African American students who use the network at a predominantly white campus.

"It was a very good match," Grier says, adding that the more Riley learned, the more interested the student became. "That's what made it exciting for me. Her inspiration was contagious."

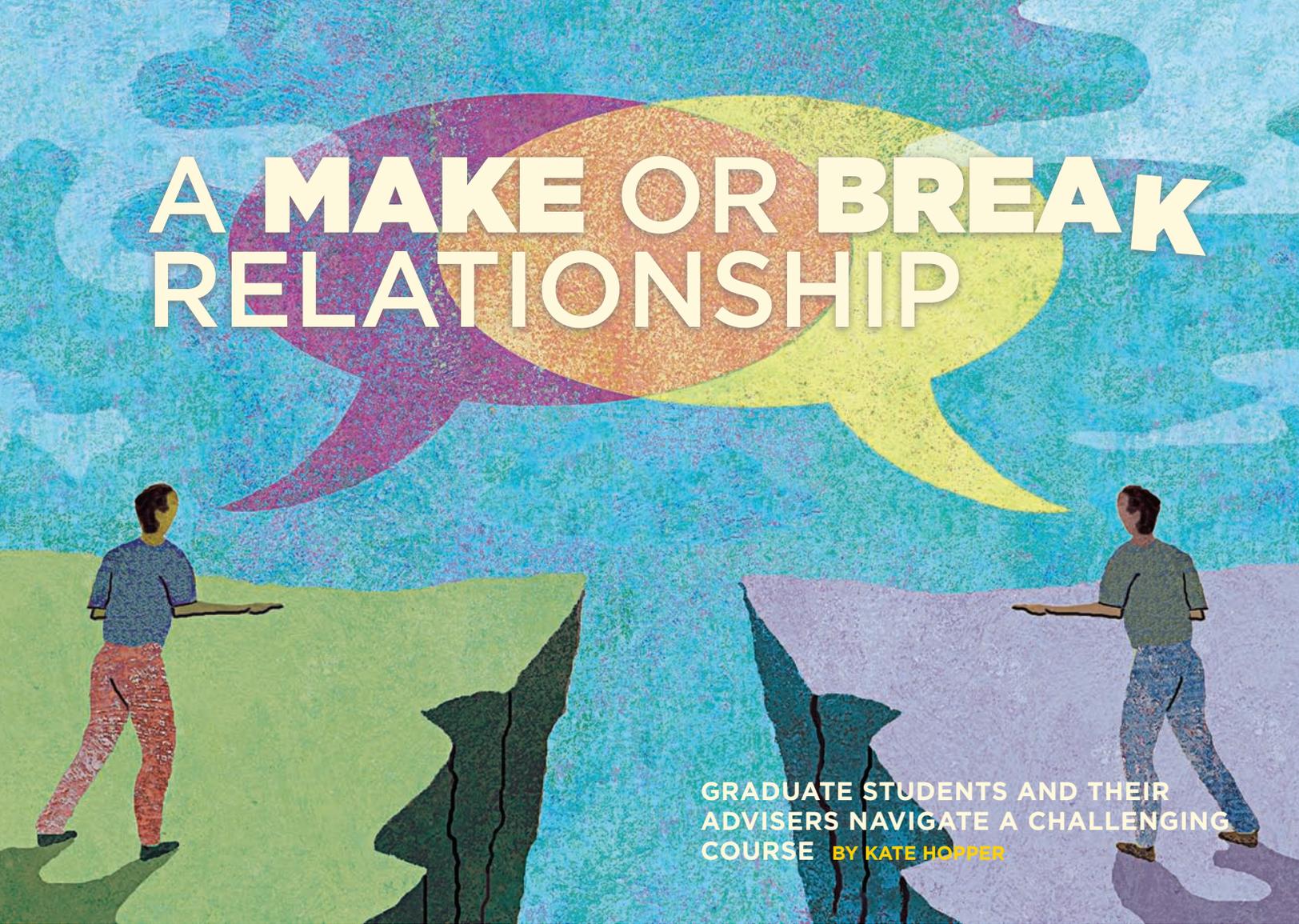
Riley grew up in south Minneapolis and had few family members with much experience in higher education. She loved working with Grier on the project, which concluded that academic administrations should ensure networks exist to help provide minority populations a safe haven on campuses. "A group like this is really a powerful group for African American students," Riley says.

The research experience helped her tailor her interests, and now she's planning to apply for an out-of-state community psychology program. "It was an empowering process," Riley says. ●



Tabitha Grier followed the path from McNair Scholar through earning a Ph.D. and becoming a faculty member.

“It was a very good match. That’s what made it exciting for me. Her inspiration was contagious.” —PROFESSOR TABITHA GRIER

An illustration featuring two stylized human figures standing on a cracked, uneven path. The figure on the left is wearing a blue shirt and red pants, while the figure on the right is wearing a green shirt and blue pants. They are both looking towards a large, colorful speech bubble that dominates the upper half of the image. The speech bubble is filled with a vibrant, multi-colored pattern of dots and lines, transitioning from purple and blue on the left to yellow and orange on the right. The background is a textured, abstract landscape with various shades of blue, green, and purple.

A MAKE OR BREAK RELATIONSHIP

GRADUATE STUDENTS AND THEIR ADVISERS NAVIGATE A CHALLENGING COURSE BY KATE HOPPER

Family is important. So are friends and peers. For graduate students, however, one of the most important relationships may be with their adviser. And as with any relationship—especially one in which so much is at stake—there can be conflict and emotional pitfalls.

At the College of Education and Human Development, a graduate adviser often launches a graduate student's career. Besides guiding their students' research, advisers help secure joint publications, presentations, and grants—invaluable additions to a curriculum vitae. They also provide contacts with other professionals and researchers in the field.

"This relationship sets the tone for the whole program and affects how you're feeling about your place within the department," says Kate McCleary, a second-year doctoral

candidate in the Department of Educational Psychology's Comparative and International Development Education program. "Having the support of your adviser as you move forward with your research and dissertation is invaluable."

But the graduate student/adviser relationship is a complex one. A successful relationship depends on finding a good fit, explains educational policy and administration associate professor Melissa Anderson, director of the Postsecondary Education Research Institute, who has spent the past 20 years studying graduate education and research integrity. "An adviser and advisee need to have intellectual interests in the same areas and a compatible take on their subject matter," says Anderson. "Since it's a professional, collaborative relationship, they really need to work well together."

The collaborative nature of the research and publishing process, not to mention status differences between faculty and student, can lead to some sticky situations. If graduate students feel they aren't getting enough credit for their work, for example, resentments can develop. "This is a real issue," says Anderson. "But the way to avoid ethical problems is by discussing and agreeing on authorship at the first meeting."

Professor Richard Weinberg, who has been advising students in the Institute of Child Development for 37 years, agrees. "You have to set strict guidelines before work on a project begins," he explains. "A person's role in the project will determine how credit is given. If a student is paid to gather data, she or he might only be mentioned in a footnote, but if a student has really collaborated on the research and writing, she or he will be given authorship credit. This needs to be clear from the beginning because problems arise when there is no clarity about this."

Weinberg, who has been honored with the University of Minnesota Award for Outstanding Contributions to Postbaccalaureate, Graduate, and Professional Education, takes his role as an adviser seriously. "The key is the word 'relationship.' Being an adviser is not just about signing papers," he says, "It's a long-term relationship, and you need to put time into getting to know your advisees. First-year graduate students are often nervous. You must remember that you were in their position once, and do what you can to acculturate them."

The University honored Joan Garfield, professor in the Department of Educational Psychology, with the same award, so it's no surprise that she expresses the same commitment to her graduate students. "It's so important to get a sense of your advisees as people, and understand the constraints of their lives," she says. "I strive to be welcoming and accessible and really try to get to know them."

The graduate student also must take responsibility for maintaining a healthy relationship by meeting deadlines and making time for meetings. "Students need to make as big an effort as their advisers," says Joel Donna, a third-year doctoral candidate in science education. "But if you've tried, and the relationship still isn't working,

"The key word is 'relationship.'
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PROFESSOR RICHARD WEINBERG

you need to find someone else with whom to work. You need to find a good match." Donna says he can always pick up the phone to call his adviser with a question.

Though the process of changing advisers might seem a bit awkward, Anderson encourages students to seek out a better relationship, when needed. "Most students are overly concerned about switching advisers, but initial adviser-advisee appointments are made only on the basis of a hunch about compatibility. As students become familiar with lines of research and the faculty, they will quite naturally find out who is likely to be the best adviser for their work. Professors understand this dynamic and support changes of advisers."

So how does one avoid some of these pitfalls and create a healthy adviser/advisee relationship?

"Open communication," says McCleary. "You need to be honest and upfront with your adviser, and if you need something, you have to ask for it. You can't expect your adviser to know what you need."

When it works, the adviser/advisee relationship can be mutually beneficial and satisfying. "The relationship evolves from a mentoring relationship to a collegial one," says Weinberg. "I'm still in contact with many of my former advisees. Some are now professors and advisers to their own students. It really is a generative relationship, and that's so rewarding." •

OUT OF THE LAB INTO THE WORLD

A sporting chance

BY J. TROUT LOWEN | EMBARRASSED BY HER

FATHER'S BEHAVIOR, a young girl breaks down crying on the pitcher's mound. A pee-wee flag football coach punches a 16-year-old referee during a game. A father pulls a gun on a football coach in an argument over his second-grader's playing time.

Adults' bad behavior at youth sports events has become a hot topic in the media, prompting some sports organizations to impose mandatory ethics classes for parents or "silent sidelines." How do youth really want parents to behave, though?

Jens Omli, a doctoral candidate in sport psychology and a research associate at the Tucker Center for Research on Girls and Women in Sport, put that question to young athletes ages 3 to 14 as part of his Kids Speak research project. He thinks the answer could help athletes, coaches, and parents both on and off the field.

"We have a number of different programs and ways to change parent behavior," Omli explains, "but no research had previously been conducted on how children want [parents] to

behave, so we don't really know what we wanted them to change to."

Omli interviewed 73 attendees of a beginners' summer tennis camp in Washington, all of whom had previous sports experience. The campers played an average of 3.8 sports each; soccer was the most common, followed by baseball and swimming.

What the campers said they want might surprise some parents: quiet attentiveness. Children want parents to pay attention but to keep quiet unless somebody scores, then cheer, and then become silent again. What kids don't want is their parents coaching from the sidelines, or yelling at them, at the coach, or at the referee.

Even positive comments can be distracting or embarrassing, kids say. Embarrassing enough—especially for young teens—that they may want to drop out of a sport altogether.

Omli also quizzed youth about coaches, asking them to describe their best and worst coach. Their responses were

The goal of any research—particularly at an institution dedicated to human development and to education—is to have an impact. To make a difference. Every day, graduate students at the College take their discoveries out into the community. Though their programs and their research focuses differ, they have a singular vision: To create a better future. Meet three doctoral candidates and a recent alumnus who are ambassadors for the College as it applies research and scholarship to transform the lives of individuals, families, and communities. **PHOTOS BY DAWN VILLELLA**



Jens Omi

“We have a number of different programs and ways to change parent behavior, but no research had previously been conducted on how children want parents to behave.” —JENS OMLI

remarkably similar, he says. More important than skill or ability was individual behavior. Kids described a good coach as someone who is “really nice” or “really funny,” and in the case of younger children, someone who brings treats.

The only instance where the subjects were divided, Omlí says, was around the issue of playing time. Some youth want the coach to give every player equal time, while others want the coach to use players to the team’s best advantage.

Marceil Whitney, who oversees the Redmond, Washington, tennis program where Omlí conducted his

research, says his findings support what 30 years of teaching tennis has shown her: Children want sports to be fun and social. In sports programs that include those goals, kids learn faster. But parents don’t always recognize the benefits, adds Whitney, who developed the nationally recognized Teenie Tennis program for children ages 3 to 9.

Omlí’s findings have made it easier for coaches to talk to parents about coaching methods and competitiveness. “The research gives us credibility, especially with some of the younger instructors,” Whitney says. “It really helps.”

Omlí, who won the 2007 Eloise M. Jaeger Scholarship for Students in the Tucker Center, plans to continue his research, looking more closely at age and gender differences in the subjects’ responses. He also intends to explore the impact of background anger—anger expressed between parents and other parents, coaches, or referees—on children’s emotional well-being.



Matthew Ayres

Street wisdom

BY BRIGITT MARTIN | WHEN ALUMNUS MATTHEW

AYRES started surveying Minneapolis panhandlers in February 2007, he hoped to get a clearer picture of those who solicit cash to survive. Little did he know that his work would help fuel a hotly contested civic argument.

“It’s a livability issue,” says Ayres, who won the Mark S. Umbreit Scholarship for Restorative Justice and Peacemaking for 2006–07. “Every year when the good weather starts, panhandling becomes an issue because people can once again see the homeless.”

Ayres conducted street interviews with 45 sign-toting panhandlers—36 men and 9 women—during his final semester of the Master of Social Work program, when he was employed as a part-time intern at the Office to End Homelessness (OEH). Meanwhile, the Minneapolis City Council began debating amendments to its already strict panhandling ordinance.

“Homelessness is what I’m the most passionate about. I wake up on Saturday morning thinking about how we can best help these people get out of shelters and into safe and stable housing.”

—MATTHEW AYRES

Ayres and Cathy ten Broeke, program coordinator for OEH, which is jointly funded by the City of Minneapolis and Hennepin County, reacted quickly by tabulating the survey responses to inform the council members’ discussions. “We felt that strengthening the ordinance would create an air of hatred and distrust of homeless people,” explains Ayres.

The Minneapolis Panhandling Survey is the first comprehensive survey of a panhandling population in a community in the United States. The subjects ranged in age from 22 to 76, with an average of nearly 6.5 years since their

last permanent housing. Ayres found a clear correlation between the length of time the person had been homeless and how long they had panhandled—a contrast to arguments that panhandlers are not homeless but rather are aggressive scam artists. When asked whether or not they would choose a job that pays \$6.15 per hour over panhandling, 27 of those surveyed answered in the affirmative, while 5 said they are unable to work.

Ayres feels his research provided some rather surprising insights. “I guess, like everybody, I assumed that these guys were hardened by a life on the streets. But many of them became teary when I talked to them, and most of them felt that panhandling was demeaning, demoralizing, and something that nobody should have to do,” says Ayres.

Ayres and ten Broeke shared their survey results with council members Ralph Remington, a co-author of the ordinance changes, and with Cam Gordon and Elizabeth Glidden, both of whom voted against the ordinance.

“The changes to the amendment related to verbal solicitors, not sign carriers, who were the subject of Matt’s survey,” Gordon explains. “However, the survey helped bolster my case by showing that the ordinance was an ineffective way to address the homeless population, many of whom have psychiatric and substance abuse issues. Outreach is the best way to help them, and the ordinance was moving in the opposite direction.”

Though the ordinance passed 9–3, Ayres explains, “Our success was that the debate changed from being about the homeless panhandler on the corner to the aggressive guy who is making people truly uncomfortable.”

Since graduating, Ayres has become a full-time program analyst at the OEH, and an on-call staff member at Simpson Men’s Shelter in Minneapolis. At the OEH, Ayres and ten Broeke are spearheading the implementation of a ten-year plan to end homelessness, called Heading Home Hennepin. They also organize Project Homeless Connect, a program designed to link homeless people to the services they need.

“Homelessness is what I’m the most passionate about,” Ayres proclaims. “I wake up on Saturday morning thinking about how we can best help these people get out of shelters and into safe and stable housing.”

Compiling strength

BY BRIGITT MARTIN | EVA BOEHM, a Ph.D. candidate in curriculum and instruction, is making a career out of empowering reading teachers across the state of Minnesota.

“I’m a literacy ‘networker,’ if there is such a thing,” she says. “I’m interested in helping people meet their teaching goals by connecting them with the right resources at the right time.”

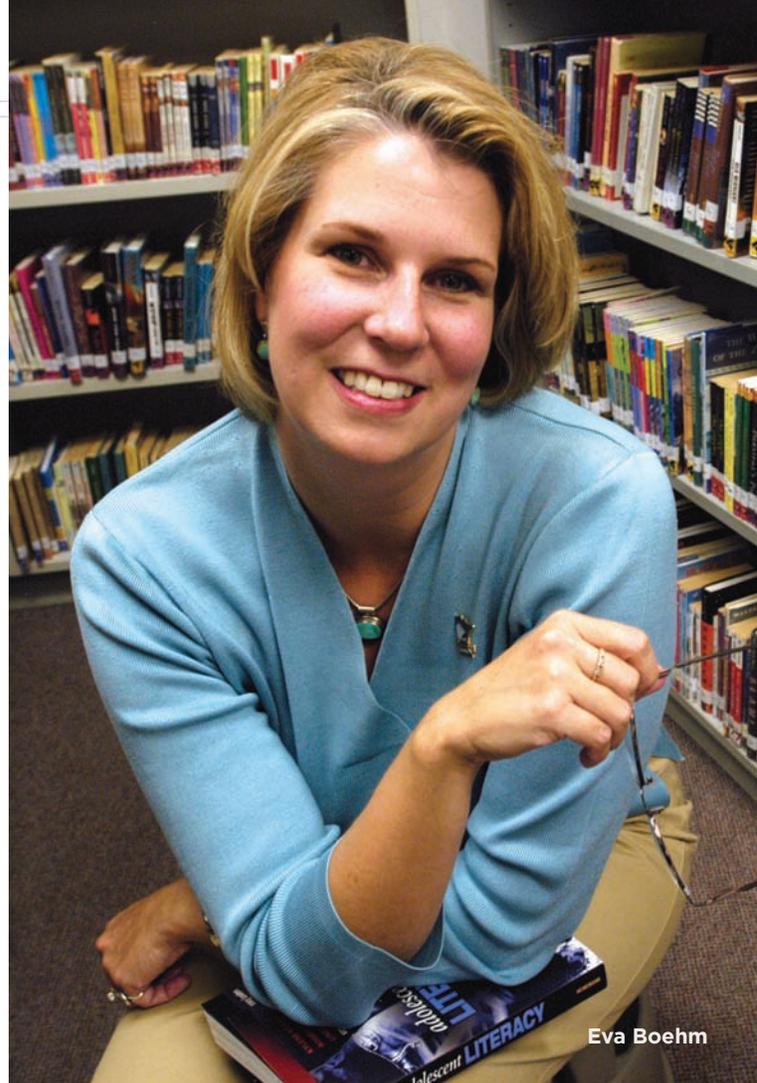
To match educators with the literacy assets they need, Boehm and her adviser, professor Deborah Dillon, co-founded the Literacy Coalition of Minnesota (LCM). The coalition evolved out of a Literacy Leadership Conference that the duo organized in June 2003, which brought together about 100 reading educators and literacy experts from the not-for-profit, college, and university worlds. There, attendees discovered overlap in their programs and realized there was much they could learn from each other.

To facilitate an ongoing exchange of information, Boehm created a directory of conference attendees and their program profiles. Thus the Literacy Coalition of Minnesota was born—the first organization in the U.S. to network literacy-related organizations and literacy experts from the state’s colleges and universities.

“People want to know what others are doing out there,” she explains. “We’re stronger together. The LCM is a forum that encourages partnerships, collaboration, and advocacy efforts in literacy.”

Bonnie Houck, reading specialist at the Minnesota Department of Education, agrees: “There is a great need to find ways of encouraging collaboration and communication in order to remove walls of isolation and open the door to intelligent, purposeful discourse that will move the field of literacy forward. The Literacy Coalition of Minnesota is a very helpful method of addressing these needs.”

A former Ohio middle and high school reading teacher, Boehm switched to literacy consulting shortly after moving to Minnesota. She was president of the Minnesota Reading Association (MRA) from 2006–07, where her primary goal was to strengthen teacher advocacy on literacy policy issues, particularly regarding reading licensures. Boehm also has worked as an adjunct faculty member at Hamline University.



Eva Boehm

“When I moved here in 1994, there were four state licensures for reading teachers. In the late 1990s they were all revoked and grandfathered for those who already had them,” says a frustrated Boehm. “With colleagues at the MRA, I helped create reading endorsements for K–12 reading teachers that are used by universities to design their programs.”

In September she completed her preliminary exams and began considering literacy advocacy as her dissertation topic. Specifically, she plans to research areas of tension and of possible collaboration between literacy researchers and policy makers and how to coordinate and provide forums to bring together different points of view. Her findings should help build the infrastructure that LCM needs and identify potential areas of collaborative focus.

In May, Boehm was awarded a graduate scholarship award from the Women’s Philanthropic Leadership Circle for her leadership in research, program initiatives, and academic work.



To forgive or not to forgive

BY J. TROUT LOWEN | AT SOME POINT IN OUR LIVES,

each of us has been hurt by another, be it betrayal by a friend, rejection by a partner, or victimization by a criminal. And at some point, we have had to decide whether to carry that hurt indefinitely or to forgive.

Ling-Hsuan Tung, a doctoral candidate in clinical psychology, has watched many clients struggle with that decision, and she's seen the healing impact that deciding to forgive can have. "When clients tell me they finally, truly forgive the person, they mention feeling free," Tung says. "What happened still matters, but it helps them to free themselves from being hurt."

Through her work as an intern counselor at Bethel University's Counseling Services and at the Walk-In Counseling Center in Minneapolis, among other places, Tung has discovered that it's important not to push clients to forgive, however. "If it's a very serious offense, then it's really hard. You cannot push yourself to forgive right away." That's particularly true, she says, for some of her clients who have a strong faith that encourages forgiveness.

But what makes a person decide to forgive? That's the question Tung's dissertation research seeks to answer. "My hope is to learn more about the factors that affect people's choice to forgive and reconcile, and by knowing those things, to help us develop better skills to help clients to be able to forgive," Tung says.

A native of Taiwan, Tung began researching forgiveness as a master's student at the University of Minnesota; she designed a study to determine how likely someone is to forgive using eight short scenarios that ranged from intimate offenses, such as adultery and incest, to more distant events including plagiarism and a car accident. She asked subjects to read the scenarios and respond as the victim to three questions: Would they forgive the offender? Would they tell the offender they had forgiven them? And would they reconcile with the offender?

Tung also examined the effect of four variables on that decision: the scenario itself, whether there was an apology, the closeness of the relationship prior to the offense, and the

"I want the legislators to know where to turn, and who to call when they're forming and revisiting policies that are specifically targeted at the literacy needs and rights of Minnesota's youth." —EVA BOEHM

"I want to use the money I received from the Women's Philanthropic Leadership Circle award to organize a tea where state education legislators, leaders of professional reading organizations, and literacy programs at institutions of higher education will have the opportunity to network," Boehm says. "I want the legislators to know where to turn and who to call when they're forming and revisiting policies that are specifically targeted at the literacy needs and rights of Minnesota's youth."

time elapsed since the offense. Among the most significant factors that influence the decision to forgive, Tung says, are the severity of the offense and whether the offender has apologized.

While it might seem like common sense that someone is more likely to forgive after an apology, Tung's adviser, educational psychology professor Tom Hummel, says Tung's research is unique in that it seeks to actually quantify how much more likely someone is to forgive by using techniques more common in economic and marketing research. Having

“When clients tell me they finally, truly forgive the person, they mention feeling free. What happened still matters, but it helps them to free themselves from being hurt.”—LING-HSUAN TUNG

the more precise results could help clinicians treating both victims and offenders, he says.

Now Tung is broadening her research. She recently completed interviews with 128 graduate and undergraduate students using scenarios similar to the first study, but expanding the variables to include options such as whether the victim is religious and the offender's intent. She is also probing more deeply into the question of reconciliation. Forgiveness doesn't always include reconciliation, Tung notes. In some cases, such as sexual assault, the victim may want nothing to do with the offender, but forgiveness is still possible, even if the offender never knows of the decision, Tung says.

Deciding to forgive, she explains, can give patients a sense of power and control. “It's important to empower clients, to say you have the control, you have the power to say you're going to forgive the person.” •



Ling-Hsuan Tung



PHOTO: Leo Kim

alumni update

Joel Barker: The future is here

BY ANITRA BUDD

FOR MORE THAN 30 YEARS Joel Barker (B.S. '66), one of the old College of Education and Human Development's 100 Distinguished Alumni, has been educating people about the future. Barker, author of four books and 11 films, is one of the world's preeminent experts on change, vision, and paradigm shifts. His most recent work has focused on promoting two of his automated tools for exploring the future and making strategic decisions: The Implications Wheel and the Strategy Matrix. I sat down with him recently to discuss his work, his advice for aspiring leaders, and of course the future.

Q: Describe your work in 10 words or less.

A: I help people and organizations shape their own futures.

Q: What's an average day like for you?

A: I don't have average days. My days oscillate between standing in front of 5 thousand to 10 thousand people giving a presentation and reading alone in my library. The differences in energy levels are enormous. When you're in front of people, teaching and inspiring them, you're expending a lot of energy. Sitting in a library, reading about new ideas, discovering stories for new audiences, that's taking in energy. I don't think I could have one without the other.

Q: What's one tip you would offer to someone to help them think like a futurist?

A: The single most important thing for a citizen to do, whether it's in a

professional, personal, or national context, is to read broadly. I was just with 150 kids in Hawaii, at a YMCA-sponsored event for future leaders, and I told them the same thing: To be effective in a leadership role, you must be both broadly interested and broadly educated.

Q: Over the course of your career you've worked with many prominent leaders. In your opinion, are great leaders built or born?

A: I've seen ordinary people become extraordinary leaders because they've been driven by something that's important to them—something they just couldn't let someone else have responsibility for. I've also seen people become leaders in crisis situations. In any situation, leadership is all about character, not intelligence. Sometimes people may be able to fool you for awhile, but their character will always come out.

Q: What would you be doing if you weren't in your current line of work?

A: I would be a designer, because I love inventing. I currently have three patents of my own [for a bicycle seat, a waterless toilet, and the Implications Wheel]. And you know, it might sound strange, but I think I'd be a novelist, too. That's something I'm working on right now, in fact.

Q: What does the future hold for Joel Barker?

A: I'm 63 years old. I've got five book ideas that I've defined, and three are already well on their way. I have three more films I want to make. I'm also planning on spending a lot more time with my grandchildren, taking them around the world to places like Machu Picchu, Australia, Japan. I think it's important for them, and for all children, to have a sense of the world and to not be too provincial. I'll just keep taking [my grandchildren] places until I can't do it any more. ●



I WAS HONORED to take the reins as CEHD Alumni Society president in June. I'm pleased that past president Adele Munsterman will continue to contribute

her enthusiasm and leadership to our board in the coming year.

In July the new board hosted the CEHD Alumni Society's biggest event of the summer, our first-ever Scramble for Scholarships Golf Tournament. Please see the opposite page for a complete list of our generous sponsors. Golfers enjoyed a beautiful day on the links while they met other alumni and friends of the College.

At the society's annual planning retreat in August, we welcomed representatives from the School of Social Work who are now a part of the CEHD Alumni Society. Together we looked at what we hope to accomplish this year, including creating a new alumni award to be given out at our annual celebration in the spring, offering more activities for our recent alumni, supporting students, and sponsoring activities for alumni to reconnect with the College.

While the majority of our 70,000 alumni live in Minnesota, we know that others span the country and the globe. Maintain your connection by joining the University of Minnesota Alumni Association and reading about the College and the University online at cehd.umn.edu/alumni or alumni.umn.edu. Staying connected has never been easier!

Randy Johnson, B.S. '75
president, College of Education and
Human Development Alumni Society

1930s

Lena Vangstad (B.S. '38) passed away at the age of 106. Her identical twin Thilda Vangstad (B.S. '38) died last year.

1950s

Ralph Ramstad (M.A. '54) passed away. He spent most of his career teaching at Burroughs Elementary in Minneapolis. He also served as an infantryman in World War II and was awarded a Bronze Star for Valor and two Purple Hearts.

Minna Gerber Shapiro (M.S.W. '57) passed away September 10. She worked at Family Service of St. Paul and then as the director of treatment at the Minneapolis Family and Children's Service. She also co-founded the PRIDE project, a model recovery program for prostitutes, and taught in the School of Social Work and the Family Social Science department.

George Zabee (M.A. '59) died in May. He spent 36 years of service as a teacher, principal, and superintendent, most of them in the Elk River public schools. After retiring from education, Zabee was a police reserves captain and a utilities commissioner. Zabee Theater in Elk River is named for him.

1960s

James Lee (B.S. '61) passed away. He was the publications director for the Minnesota Department of Education from 1966 to 1991.

Gerald "Jerry" Middents (Ph.D. '67) has written *Bridging Fear and Peace: From Bullying to Doing Justice* (Manipal University Press, 2001), which addresses the dynamics of enemy-making and peace-making and investigates why people can be reluctant to let go of their enemies.

1980s

Daniel Hertz (B.S. '81) was honored as Outstanding Field Supervisor of the Year by the University of Wisconsin-River Falls Counseling Department. He is a school counselor at Wellstone International High School in Minneapolis.

Larry Johnson (M.S. '82) hiked 61 miles round trip from Minneapolis to Lindstrom to raise funds for the Peace Garden Project of Minneapolis and Operation America Cares, which provides audio and video links to connect families in the U.S. with soldiers overseas.

Joseph Opatz (Ph.D. '82), was named president of Normandale Community College in Bloomington.

Joyce Simard (M.S.W. '83) has written *The End-of-Life Namaste Care Program for People with Dementia* (Health Professions Press, 2007). It was written to help staff in nursing facilities recognize the importance of meeting the social and spiritual needs of residents with advanced dementia.

Robert Pianta (Ph.D. '86) received the 2007 Distinguished Alumni Award, presented by the University of Minnesota School Psychology Program. He is the Novartis U.S. Foundation Professor of Education at the University of Virginia and the dean of the Curry School of Education.

Sallye McKee (Ph.D. '87), former University of Minnesota educational psychology faculty member, has been appointed vice chancellor of the University of Colorado at Boulder.

1990s

Joy Teiken (B.S. '92), fashion designer of Minneapolis-based label Joynoëlle,

New scholarship goes global



LEARNING ABOUT AND GAINING firsthand knowledge of other cultures is an essential part of today's college experience. To help students pay for their travel abroad experience, the CEHD Alumni Society has established a new Study Abroad Scholarship Fund. When the fund reaches the \$25,000 endowment level it will qualify for the President's match program, doubling the annual payout. As you plan your year-end giving, please consider making a contribution to the study abroad fund. Donations can be sent to the University of Minnesota Foundation, CM 3854, PO Box 70870, St. Paul, MN 55170-3854. Please indicate Fund 1831 on your check. Online donations are accepted at www.giving.umn.edu.

DEVELOPMENT TEAM

Office of Development
48 McNeal Hall
1985 Buford Avenue
St. Paul, MN 55108



Lynn Slifer
director of development
612-625-5511
slife001@umn.edu



Penny Bader
stewardship and annual fund manager
612-626-5660
bader@umn.edu



Sara Beyer
development administrator
612-625-1310
sbeyer@umn.edu



Richard Burbach
development officer
612-625-4546
rburbach@umn.edu



David Hoffman
development officer
612-626-5658
dhoffman@umn.edu



Deb Wilkens-Costello
development officer
612-625-8398
wilke041@umn.edu

JOIN US!

CSPP Open House
November 28, 4-7 p.m.
Education Sciences Building

Counseling and student personnel psychology program graduates are invited to an open house and a first look at the newly renovated home of the Department of Educational Psychology, overlooking the Mississippi River on the East Bank. Enjoy refreshments, take a building tour, reconnect with classmates and faculty, and meet Dean Darlyne Bailey.

RSVP by November 21 to Janet Schank (Ph.D.'94), jschank3822@aol.com.

Snowbird Alert

January 26, 2008
Hilton Hotel, Naples, Florida

Full- and part-time residents of the southwest Florida area are invited to Minne College—an afternoon of mini lectures by distinguished University faculty, hosted by the University of Minnesota Alumni Association, the College of Education and Human Development, and several other colleges. A reception with University President Bob Bruininks and First Lady Susan Hagstrum will follow. CEHD alumni are also invited to a pre-event luncheon with Dean Darlyne Bailey.

For more information see cehd.umn.edu/alumni or alumni.umn.edu and look for an invitation this December. To connect with the UMAA Southwest Chapter, contact Harlan Hansen, chapter president and an emeriti faculty member of the College, at hhansen@aol.com.

Giving back by supporting students

By now, you have probably read this issue's cover story on student researchers. I'm sure you are as impressed as I am by the ability and drive of these young men and women. Our students are terrific! They come from all parts of the state, the country, and the world to study and learn in partnership with our faculty and staff.

What you may not know is that many of our students are able to attend the College and participate in research—undergraduate and graduate—because an alum, faculty member, or another caring individual felt strongly about giving back by establishing an endowed scholarship fund. The College has more than 150 such endowments, which support many students each year.

Yet raising scholarships and fellowships remains a high priority of the College. Why? Consider that:

- + Tuition at the University (Twin Cities) has increased by about 50 percent in five years.
- + It is almost impossible for a student in certain programs, such as teacher licensure and counseling psychology, to work outside of school.
- + Increased student support can provide access for students of color and those who are economically disadvantaged.
- + Competition for the best students is fierce in many programs, and other institutions with greater resources recruit these students away from the University of Minnesota.

Scholarships and fellowships touch individual lives. They support students in their academic work, but they also provide a model for these students, many of whom give back to the College in the future. Last but certainly not least, the University and the Graduate School will match the income of new, endowed funds of at least \$25,000. What other investment doubles your money and gives you the satisfaction of helping a young person on the road to their future?

If you would like to learn more about making a gift to support students in the College of Education and Human Development, please contact the Development Office at 612-625-1310 or e-mail me at slife001@umn.edu.



Lynn Seizer
director of development

New gifts and commitments

Alumnus and emeritus faculty member **David H. Olson** and his wife **Karen** have made an estate gift of \$1 million and a cash gift of \$100,000 to support fellowships for family social science students in the area of marital and family systems.

Dorothy Petitt has made a commitment of \$100,000 through her estate to the Dora V. Smith Scholarship Fund.

Vern and Lesley Rylander have made a commitment of \$100,000 through their estate to be added to an endowed scholarship fund in their name.

Allison “Pete” Palmer has made a gift of \$150,000 to support a summer institute on sustainability for teachers and educators.

Betty Kay Stein has made an estate gift of \$75,000 to support the College.

The **Jay and Rose Phillips Family Foundation** made a grant of \$50,000 to support the Learning Dreams project in the School of Social Work.

Frank Braun has pledged \$25,000 to the CEHD Alumni Society Scholarship for Study Abroad.

Marilyn and Valdemar Olson have made a gift of \$25,000 to create an endowed scholarship fund.

Irene Ott has made a gift of \$25,000 to fund an endowed fellowship for international students.

Donna Lee Carnes has made a gift of \$20,000 to support the Pauline Boss Ambiguous Loss Endowment.



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Search Does it really take a village to raise a child? 

Search Results Community enhances parents and kids. 

“To a large extent, yes,” says Martha Erickson, director of Harris Programs at the Center for Early Education and Development. “A wealth of research demonstrates the importance of a strong social support network for parents Also, some interesting research on adolescents shows that the very positive effects of ‘authoritative parenting’ (which, in short, includes love, clear but flexible limits, and reasonably high expectations) are multiplied for teens whose families are part of a community of parents who use a similar approach. The village helps parents do their best, magnifies the impact of parents’ best efforts, and ultimately enables children to become their best.”

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