



connect!

spring 2007 : for alumni and friends of the **NEW** College of Education and Human Development

learning knows no age limit

UNIVERSITY OF MINNESOTA

EDITOR

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

ART DIRECTOR/DESIGNER

Nance Longley

PHOTO EDITOR

Rebecca Noran

WRITERS

Laine Bergeson
Diane L. Cormany
Sarah Covert
Suzy Frisch
Jessica Griffith
Raleigh Kaminsky
Mary Beth Leone-Getten
Kathy Shea
Lynn Slifer
Andrew Tellijohn

PHOTOGRAPHERS

Greg Helgeson
Leo Kim
Rebecca Noran
Raphael Rachman
Dawn Villella

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The College of Education
& Human Development

UNIVERSITY OF MINNESOTA

Our new College is now eight months old!



And like any eight-month old, it is growing, changing, and developing daily. Just as we “birthed” this new being together, so we are all now serving to “parent” it to maturity. It’s an awesome experience!

Our team of associate deans is now in place: Jean Quam, Heidi Barajas, Mary Bents, and David R. Johnson. You can read more about each of them and their roles in this issue of *Connect!* In addition to the associate deans, the leadership of our College also is in the hands, minds, and hearts of our department chairs, center directors, and administrative directors.

As the team has coalesced, we have taken on the vital task of defining what our new College is about, in order to organize what we do as a faculty, staff, and students. We have organized around the principle of “neighborhood themes.”

So, what do I mean when I use the term “neighborhood”? A “neighborhood” in our new College is a strategy for pulling together our enormous talents and strengths toward a common and shared vision and mission. I have worked with our College leaders to solicit input from across the College to draft a preliminary set of three, overarching “neighborhood themes.”

The themes have evolved from several important sources: a natural clustering of our nationally and internationally recognized faculty and staff; the work of two task forces, established as part of the University’s strategic positioning process in 2005-06; and our new vision and mission. The themes are as follows:

Teaching and Learning: The focus of this theme is integrating evidence-based teaching, learning, and assessment practices into classrooms; creating, analyzing, and improving organizations and strategies to enhance the E-14 (early childhood through grade 14) school years; promoting positive youth development and leadership; advancing productive citizenship and service; promoting school completion and successful transition from school to postsecondary education; and developing new models of lifelong learning.

Psychological, Physical, and Social Development: This theme advances knowledge and applications of evidenced-based practices that promote psychological, physical, and social development; and health and well-being experienced by children, youth, families, and the elderly.

Family, Organization, and Community Systems and Contexts: This theme creates understanding of the interrelationships between and among families, organizations, and communities from a systems view by examining the influences local, state, national, and international relationships and policies have on the quality of life of all citizens.

To return to my original analogy, every young being spends important time learning to reach out and engage with others. In just that fashion, I will continue to meet with our alumni and other individuals and groups who are friends and friends-in-the-making throughout Minnesota and across the nation. I also am eager to spend time with many of our 8,000 alumni outside of this country. I anticipate these contacts as opportunities for deep listening, for honoring existing traditions and establishing new ones, and for exploring all of the exciting possibilities for continuing to develop our new College.

I hope you will find all of this as exciting as we do! Once again, please know how honored I remain to be a part of this “us.” An incredible amount of thoughtful work, care, and time was needed and was given to get us to where we are now. I truly believe that, together, our vision, mission, and neighborhood themes not only lay out our strategic direction but effectively position our College to transform the way higher education serves the world.

Best regards,

Darlyne Bailey

dean and assistant to the president

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on the cover: Willie Mae Demmings, a model for kinship care of younger generations, helps her great-grandson Joshua Collins with his homework.

photo by Dawn Vilella

DEAN & ASSISTANT TO THE PRESIDENT

Darlyne Bailey

ASSOCIATE DEANS

Heidi Barajas

Mary Bents

David R. Johnson

Jean Quam

DIRECTOR OF ALUMNI RELATIONS

Raleigh Kaminsky

DIRECTOR OF COMMUNICATIONS

Peggy Rader

DIRECTOR OF DEVELOPMENT

Lynn Slifer

ALUMNI SOCIETY PRESIDENTS Education and Human Development

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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.

The University of Minnesota
is an equal opportunity educator
and employer.

Alumni step up for undergrads

Human resource development alumna **Laura (Krumenauer) Stuckey** knows the value of connections and experiences in the workplace. Best Buy hired her immediately after her 2001 graduation—the direct result of an internship during her final semester at the College. Today she oversees training for the corporation’s marketing and finance teams in her role as lead learning design developer.

Hers is just the kind of training-development job that interests **Silas Sibomana**, a senior in the human resource development program whom Stuckey mentors. Like the other 28 pairs taking part in the College’s alumni mentor program, the two were carefully matched based on common areas of student interest and mentor expertise.

This is the first time that the College’s mentor program has served human resource development undergraduates. kinesiology students were part of the pilot program last year, and family social science established its own mentoring program before joining the new College.

Most of the professionals volunteering for the program are alumni, like Stuckey, though a few outside professionals are taking part. They are encouraged to meet two to four hours each month to cover topics of interest to each individual student. Job shadowing and mock interviews are also encouraged. The College’s alumni relations office, which oversees the mentor program, sends out monthly prompters with helpful suggestions, as well. The University of Minnesota Alumni Association also puts on events open



Human resource development senior Silas Sibomana learns about training development on the job from his mentor, alumna Laura Stuckey, near her office in the Best Buy headquarters.

to all college mentorship programs.

Stuckey is helping Sibomana polish his resumé and expand his thinking about potential employers. She also is encouraging him to network and begin looking for employment early, as he graduates in June. Sibomana, a Rwandan refugee, says that as a non-native American, even knowing where to even look for opportunities is helpful.

It’s the kind of support his mentor wishes had existed when she was an undergraduate. “I get to help someone who is sitting in the same place that I was,” Stuckey says.

The College will expand the alumni mentor program next year to include undergraduate business and marketing majors and a total of 50 student-mentor pairs. Staff will be recruiting for alumni mentors over the summer.

“It’s a tangible way for alumni to reconnect with the College,” says Raleigh Kaminsky, alumni relations director, adding that the mentor program is a unique way to give back in terms of service, not just money.

Become a mentor

Students are looking for exposure to alumni expertise and employers, a preview of potential professions, and networking opportunities. Make a difference and become a mentor. For more information or to download an application go to education.umn.edu/alumni/mentor.

Mentor applications will be accepted throughout the year, but must be received by Friday, September 28, 2007 for participation in the 2007–08 program. Those received after October 1 will be contacted for the next academic year.



A view on the bridge

In early December, students from the postsecondary teaching and learning program took their talents to the Washington Avenue Bridge. As the final project for their Identity, Community, and Culture in the Performing Arts class, taught by **Heather Dorsey**, the group performed an improvisational scene centered on a societal theme, along with individual, original works in poetry, song, dance, and theater. This was the fifth such bridge performance.

A sleeper hit

Of the more than 60 million couples who cohabitate in the U.S. alone, most, presumably, share a bed, which might explain the massive response to family social science Professor **Paul Rosenblatt's** book *Two In a Bed: The Social System of Couple Bed-Sharing*, published in July. In it, Rosenblatt parses the relationship dynamics of

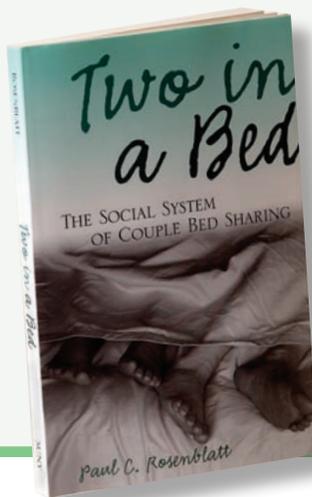
sheet stealers, spooners, snorers married to light sleepers, and others.

Rosenblatt interviewed 42 opposite- and same-sex couples to examine how slumbering side by side affects their relationship and vice versa and offers one of the first looks beyond sleep patterns alone to relational dynamics. Though many of the couples admitted they would sleep better alone, for example, they didn't want to give up the intimacy and security of sharing a bed.

By early February, Rosenblatt had given 102 interviews to publications and broadcast outlets from more than 13 countries, including *Cosmopolitan* magazine and a two-part series on *Good Morning America*. A September article on *Two In a Bed* ranked among the *New York Times'* most e-mailed stories for 30 days—the longest the online editors maintain the rankings.

The book also has inspired some surprising reactions. A choreographer is composing a ballet from parts of the book, and excerpts were re-enacted by actors for Italian television. A bedding manufacturer suggested that Rosenblatt arrange an appearance for both of them on *The Oprah Winfrey Show*. The professor declined; however, he was interviewed on Winfrey's satellite radio network and by the beauty editor of *O, The Oprah Magazine*.

Though the media requests have slowed, Rosenblatt continues to receive e-mails from readers who are seeking advice or just a forum to communicate their own bed-sharing experiences. He also is developing a proposal for a self-help version of the book and discussing collaborative studies with scholars in Asia and Africa, where bed-sharing has entirely different dynamics.



Reaching out to New Orleans

Students from the College use their passion for youth and education to reach out to a city far from fully recovered

When **Nicole Skaar** saw the coverage surrounding the one-year anniversary of Hurricane Katrina, she felt called to action. She had done what she could when the devastating storm first hit, but shows such as Spike Lee's series *When the Levees Broke* made it clear that much more was needed. Skaar, a graduate student in educational psychology, wondered if the College of Education and Human Development could lend a hand.

She sought out fellow educational psychology graduate student **Chris Buckley**, a New Orleans native, for his thoughts on what could be

done. Through his mother, retired New Orleans public school teacher Carol Buckley, they found Live Oak Elementary School. The preK–8 school was set up to serve students as they returned to the devastated city, but the school building where it is housed had suffered considerable damage and had lost its entire library. Live Oak's principal, Pamela Randall, expressed the need for books targeted to middle school students, in particular.

Skaar and Buckley took their call for books to the College as a whole and got an overwhelming response, more than tripling the initial 300-book goal.

Many of the books came from outside organizations contacted by members of the College. A group of school-age children from the Midtown YWCA lent a hand by selling cookies and using the money they raised to buy about 20 books.

Hyperion Books for Children donated 400 books for all different age groups. When Buckley's parents brought the Hyperion publications to Live Oak, the librarian

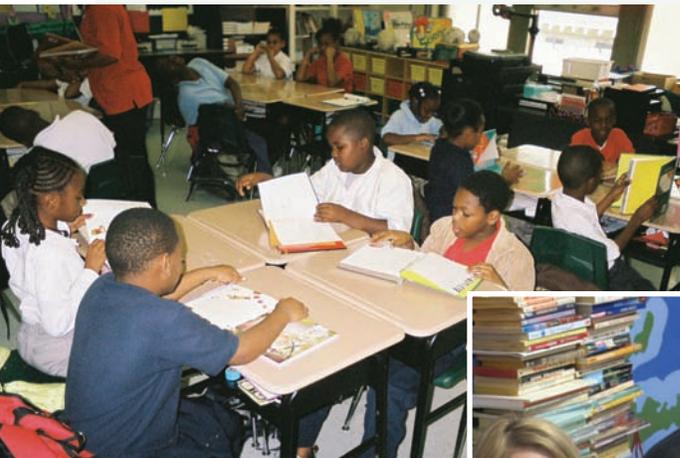
exclaimed, "This is like Christmas!" The books collected at the College were delivered in February.

Chris Buckley offers his gratitude to the University and College communities and says the book drive showed him that a few people can make a big difference. "As a person who has gone down [to New Orleans] several times and had my heart broken, this gives me hope that people still care," he says. "The fact that people are willing to put their time and energy into helping people down there gives me hope that the city will come back."

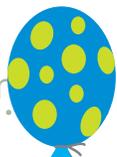
Camp for a cause

Alumna **Kyshun Webster** (Ph.D., '05, community education) came to the University in January to show *Children of New Orleans, Still Weathering the Storm*, a documentary about 11 of the youth from the Gulfsouth Summer Youth Action Camp he founded last summer. The film combines video shot by the New Orleans children as part of the camp program with documentary footage about their process. For many of the youth, the film was their first opportunity to express their reaction to their city's devastation and to the ongoing challenges of daily life.

The filmmakers follow the children as they return to their former homes and neighborhoods—some of them for the first time. A 13-year-old girl talks about watching dead bodies



ABOVE Students at Live Oak Elementary School enjoy the gift of new, age-appropriate books donated by the College community. RIGHT Stacks of books collected by students Nicole Skaar and Chris Buckley await shipment to the New Orleans youth.



Party people

float down the street. A 10-year-old boy laments losing contact with all of his friends. An 11-year-old boy stands in front of a derelict house and talks about how horrible it is to return to the place where you grew up and find it destroyed.

After publicly debuting *Children of New Orleans* on the University of Minnesota campus, Webster is taking the 22-minute film to college campuses and policymakers in Washington, D.C., and New York City. He and the film's producers are also looking for broadcast opportunities.

Webster founded Gulfsouth Youth Action Corps (GYAC) to respond to the void that remained in youth support programs as parents returned to New Orleans. He raised about half a million dollars in just 90 days to launch last year's six-week summer camp. With the number of school-age children potentially doubling from last summer to this one, the need for the camp is even more urgent. Webster has been approached by a number of organizations that hope to replicate GYAC's programming in other Louisiana cities and gulf region states, though plans are not yet finalized. He also hopes to develop the corps into a year-round program.

Laura DeRung, a senior who is majoring in communications with a minor in youth studies, was one of six University of Minnesota students who volunteered as a counselor for the middle-school-aged campers. The opportunity fit her passion for working with children and her desire to do something to help in New Orleans.

Stretch limos ferrying guests to an elegant ballroom. Live entertainment and special guest appearances. Elaborate gift bags for partygoers. No, this isn't a recap of this year's post-Academy Award parties; these are real examples of birthday parties for small children.

Such over-the-top anecdotes pepper a Web site created by Birthdays Without Pressure, a group organized and co-founded by family social science Professor **Bill Doherty**, doctoral student **Jenet Jacob**, and Twin Cities parents concerned with the effect of escalating birthday parties on parents and children. The grassroots structure of Birthdays Without Pressure is part of Doherty's Families in Democracy project, which establishes parents as identifiers and collaborators on solving cultural issues of concern to families.

Within two weeks of its January 16 launch, the Birthdays Without Pressure Web site had attracted nearly 800 entries on its blog and more than 300 media appearances and mentions across the globe (three in New Zealand alone), including *The Today Show* and *USA Today*. Clearly the group has fulfilled its goal to start a national conversation around the issue of over-the-top birthdays and how they can be reined in.

The Web site features interactive quizzes where you can rate and compare your community's birthday pressure, along with suggestions for more sane celebrations. Ideas include hosting a gift-free party and eliminating themes and gift bags.

Doherty is quick to clarify that he doesn't blame individual parents for lavish parties but rather the culture. "We have to change together. When the herd is going in the wrong direction, you have to change the direction of the herd."

In the end, it was she who gained a great deal by giving. "It was one of the best experiences," DeRung says. "At the time I was confused about what I wanted to do with my youth studies minor. It made me realize that I want to open my own organization with kids." Now DeRung imagines opening a community center in a city where better youth support systems are needed.

For further information on volunteer opportunities at GYAC, see its Web site, www.thegyac.org. At the University, contact Professor Lisa Albrecht,

lalbrech@umn.edu, 612-624-3669.

As one of the 12-year-old filmmakers says, "People in the United States shouldn't feel sorry for us down in New Orleans, they should help."

Correction: In the donor report, published in the fall/winter issue of *Connect!*, **Barbara M. Taylor**, director of the Minnesota Center for Reading Research, should have been listed as a member of the Heritage Society for her most recent gift to the College. She also is a member of the Charter Club.

Appointed

Heidi Barajas was named associate dean for outreach and community engagement. **Amy Lee** took over the position of department chair for postsecondary teaching and learning.

David R. Johnson, director of the Institute on Community Integration, accepted the part-time position of associate dean for research and policy.

Jean Quam was named senior associate dean for academic affairs and faculty development. **Jim Reinardy** took over her former role as director of the School of Social Work on an interim basis and remains its director of graduate studies.

Honored

The National College Learning Center Association gave postsecondary teaching and learning Professor **David Arendale** a Brenda Pfahler Professional Development Grant for the use and evaluation of Web 2.0 technologies in his introductory history course.

David Chapman, professor of educational policy and administration, was awarded a Fulbright New Century Scholars grant for the 2007–08 academic year—one of only 36 scholars in the world chosen for the honor.

Stan Deno, professor of educational psychology, received the American Educational Research Association's Distinguished Researcher Award in Special Education for his research in curriculum-based measurement with learning-disabled children.

The **Department of Educational Psychology** was awarded the 2007 American Psychological Association Innovative Practices in Graduate Education in Psychology Award for its statistics education program, the only program in the United States that prepares doctoral students for academic positions that include teaching statistics.

Marcie Jeffrys, director of the School of Social Work's Center for Advanced Studies in Child Welfare, received a grant from the H.B. Fuller Company Foundation to create a responsive, non-partisan, University resource for early childhood policymakers.

Roger Johnson, professor of curriculum and instruction, and **David W. Johnson**, professor of educational psychology, have won the 2007 Brock International Prize in Education, which recognizes individuals for innovative and effective ideas in education. Their selection marks the first time in the award's six-year history that two individuals have been chosen for the award. The brothers are cofounders and codirectors of the College's Cooperative Learning Center.

Carol Leitschuh, kinesiology, has been named Visiting Scholar for the Erasmus Mundus Program of the European Commission, a four-university consortium from universities in Belgium, Ireland, the Czech Republic, and Norway.

Kinesiology Professor **Keith Russell** will head Teens Outside!, a collaboration between the National Recreation and Parks Association and the Outdoor Industry Foundation. The School of Kinesiology was selected as

one of only 20 pilot sites nationwide.

Thomas Stoffregen, professor of kinesiology, has been appointed as a member of the International Committee for the First International Symposium on Visually Induced Motion Sickness, Fatigue, and Photosensitive Epileptic Seizures, to be held in Hong Kong this December.

Marlene Stum and **Cathy Schulz** were selected to receive grants from the former College of Human Ecology e-Scholarship Task Force. Stum's award will support her translation of "Who Gets Grandma's Yellow Pie Plate?" into an interactive, technology-enhanced program. Schulz will use her funds for a Structural Equation Modeling course in June.

The Minnesota Coalition of Women in Athletic Leadership gave a Special Merit Award to the **Tucker Center for Research on Girls and Women in Sport** as part of the Twenty-First Annual National Girls and Women in Sports Day.

In November, Governor Tim Pawlenty appointed **Julia Washenberger**, program associate at the Institute on Community Integration, to the Minnesota Statewide Independent Living Council.

In memoriam

Educational policy and administration Associate Professor **Don A. Morgan** passed away on December 11 at the age of 81. During his 20-year tenure at the College he developed instructional programs for administrators of community, junior, and technical colleges. He retired in 1988.

Donovan and Alice Johnson — secrets of marital bliss

by Andrew Tellijohn

Donovan and Alice Johnson have been married for 72 years. They are continuously thankful for one other ... and for a timely case of typhoid.

Donovan was a year behind Alice at Minnehaha Academy when his teacher caught the fever. His older sister took over the class as a substitute teacher and allowed him to take a state board exam that advanced him one grade.

Still, they had never met until being placed in the same group during a campus clean-up day. Then 16-year-old seniors, they didn't marry for several more years, but they have been in love ever since.

"I decided she was the one for me so I never let her go," says Donovan Johnson, while sitting close and holding her hands.

"It all happened that day," Alice adds. "I cleaned up."

Upon graduation, both attended the University of Minnesota. She graduated as a dietician in 1932. He finished a bachelor's of science in mathematics a year earlier, then earned an M.A. in education psychology in 1933 and a Ph.D. in education 15 years later, all from the College.

He taught science at Stillwater High School for six years before returning to the College as a professor. It was a

collegial time, he recalls. Professors worked together to find solutions to department problems rather than competing to be published or gain recognition. He stayed with the University until 1973, when the College offered a half-pay early-retirement.

He took it and soon began a stretch of volunteer teaching assignments that over the next decade took the couple from Turkey to Australia to Costa Rica to Mexico.

"We've always said the best years of our lives were the first 10 years of retirement," Donovan says.

Despite being on a fixed income for more than 30 years, the couple has continued to tithe 10 percent of their income, as they have for all of their married life.

Johnson stayed involved with the College until about a decade ago when hearing loss made it difficult to attend meetings. He still meets frequently with several other professor emeriti at Pearson's Edina Restaurant.

Both of Alice's brothers lived into their nineties. Donovan was the youngest of 10, and eight of his siblings lived into their nineties as well. The older sister who was once his substitute teacher is his only living sibling; she's



now 107 years old. His brother Reynold Johnson, who passed away in 1998, also was a College alumnus. Considered the father of the computer-disk drive, he also invented automatic test-scoring equipment and the videocassette tape before leaving IBM with more than 90 patents.

Donovan Johnson is more than satisfied to have published several textbooks, worked with nearly 20 Ph.D. students, and coauthored a series of mathematical teaching pamphlets with problem sets that were used in classrooms for nearly three decades. "My life has been just a normal life," he says.

Johnson attributes his long life to good genetics, living with a dietician for a wife, and enjoying traveling and spending time with family, including his three children.

"We're not at all depressed with the end of life approaching," he comments.

His advice on maintaining a happy marriage is simple. "Recognize that your mate is your best friend," he says. "Encourage rather than criticize. That's been my inspiration."

Unmasking our true selves:

INNOVATIVE RESEARCH REVEALS IDENTITY AND
POWER ISSUES IN COMMUNICATION



by Mary Beth Leone-Getten

Are you unbiased? Treat all people equally? A fair leader? A team player? You might be surprised.

Cryss Brunner, associate professor of educational policy and administration, has created an innovative communication method that gives students an unprecedented view of how their perceptions of their own power and character can differ from the way they present themselves to others. Ultimately Brunner wants to know if our identity (gender, race, physical characteristics, experiences) gets in the way of interpersonal understanding, true dialogue, and “justice-oriented” interaction.

“Identity shapes both our actual communication and our perception of communication in ways that create obstacles to equitable practices and experiences for all learners and communities,” Brunner explains. “Identity and the power associated with it can drown out alternative voices or marginalize all but mainstream authority, which contributes to inequity and diminished social justice.” Often leaders who practice this kind of autocratic interaction are unaware of imposing their power on others, Brunner says.

Brunner has spent the last decade studying women leaders and power within school administration. In 2002 she partnered with the University's Digital Media Center to create Experiential Simulations (ES), an online environment similar to a chat room where participants' true identities are masked to others in the group. Each participant is given a "modified persona"—an assigned gender, racial, class, and positional identity unlike their own. They are instructed to refrain from revealing personal details to one another.

When participants log in, each sees his or her own image, while their classmates see images and video that represent the assigned persona. The participants are unaware of this, however, and assume that the others are seeing them as they actually are. In this context, students work together in situations that illustrate how their perception of others' identities shapes their own participation in decision making. Offline, the students answer reflective questions concerning their assumptions about power and stereotypes, their communication, and their decision-making practices.

The ES experience brings to the foreground what is usually in the background of real-world interaction: who each student is in relation to their membership in privileged or marginalized groups, the assumptions about those groups, and the characteristics that bias their

interactions. "As a participant, I found the experience tremendously unsettling, unprecedentedly liberating, and undeniably enlightening," says Christen Opsal, a graduate student in educational policy and administration."

Many of the participants' reactions have been visceral and profound. One woman who thought that people didn't listen to her because she is African American realized that her own communication approach was preventing her from being heard. Several participants were startled to learn that their behavior was often bigoted. Others who thought they were inclusive discovered they were bullies. Several report, months later, that they draw on the ES experience "every day" as they communicate, listen, and lead.

For another group of students, the exercise was a great equalizer. Speakers of languages other than English reported that they had never before been able to participate in class discussions in such a meaningful way, an experience that was echoed by students who categorize themselves as shy and by those with physical disabilities.

Michael Miller, assistant professor of teacher education at the University of Wisconsin–River Falls, sees promise for Brunner's work in fostering interpersonal understanding. "One powerful use might be an Experiential Simulation in which you modify the personas of inner-city students

to become stereotypically suburban students and suburban students with stereotypically inner-city identities and have them collaborate on a task," Miller says. "This would provide students a powerful look at how they think differs from how they act and an opening for meaningful discussions about perceptions of the 'other.'"

Popular social-networking sites such as MySpace and Friendster have highlighted aspects of power and identity in relationship to social influence, Miller continues. "Brunner's work on power and identity through Experiential Simulations may prove to have farther reaching implications, given the way human communication continues to so rapidly morph."

The Experiential Simulations process has been patented and copyrighted. Brunner and colleagues are in the process of refining the ES model as software that can be used as a leadership development tool. On a broader scale, the technology could have application in any situation where people work together in groups—from schools, to communities, to businesses, to government.

"Consider what the United Nations might be able to accomplish if participants were stripped of the power associated with the countries they represent," says Brunner. "Would the world be a more just place if decisions were made from such a level playing field?"

Learning



WHAT IS IT
WHO HAS IT?
WHAT IS IT GOOD FOR?
HOW CAN WE
... ..

Creative education consultant Bee Bleedorn leads a Vital Aging Network session on creative processes and aging.

Over the lifespan

A lesson plan for healthy aging and a healthy society

by Kathy Shea

The value of learning to all aspects of health—mental, physical, emotional, and societal—doesn't stop at age 25 or even age 70. Continuing to develop the brain and its many functions is a lifelong pursuit that should be carried out until “the last breath.”

So goes the philosophy of Jan Hively, a senior fellow in the College, who earned a Ph.D. from the Department of Work, Community, and Family Education (now WHRE) at age 69. A nationally recognized activist in the area of vital aging—which she defines as a strengths-based approach to growing older—and founder of the Vital Aging Network (VAN), Hively is coteaching a class on educating older workers through WHRE this spring.

The benefits of ongoing learning to the individual and to society as a whole are clear. The brain, like the body, benefits from regular use. Exercised often enough, it will maintain healthy cognitive function.

Studies also have linked ongoing learning to physical and emotional health. And healthier, more connected seniors are less reliant on expensive health care.

Once considered a fixed piece of equipment that only degrades with age, the human brain is now seen by most scientists as a dynamic and constantly reorganizing system capable of being shaped positively across the lifespan. “Studies suggest that the brain’s left and right hemispheres become better integrated during middle age, making way for greater creativity,” writes Gene Cohen, director of the Center on Aging, Health, and Humanities at George Washington University, in “The Myth of the Midlife Crisis” (*Newsweek*, Jan. 16, 2006).

“A great deal of scientific work has confirmed the ‘use it or lose it’ adage, showing that the aging brain grows stronger from use and challenge,” continues Cohen, who served as the keynote speaker at the Minnesota Creative Arts and Aging conference, which VAN cosponsored last January.

So, how to “use it” most effectively? In addition to physical exercise and social interaction, mental fitness researchers point strongly to the value of ongoing learning. According to the MacArthur Studies of Successful



Aging, “Education is the strongest predictor of sustained mental function. Education early in life may have a direct beneficial effect on brain circuitry. It may also set a pattern of intellectual activities that when exercised later in life serves to maintain cognitive function.”

What defines lifelong learning?

Hively’s co-teacher Janet Jacobson, who has a master’s degree from the College with an emphasis on older learners, developed the curriculum for Educating Learners in Mid-Life and Beyond as part of her work towards a certificate from VAN, which is part of the College of Continuing Education. The only course of its kind in Minnesota, Educating Learners in Mid-Life and Beyond emphasizes the older learner’s capacity to learn and the benefits he or she derives from that process. The class also highlights experiential learning and a give and take of knowledge—a continuous cycle of teaching and learning.

Lifelong learners, says Jacobson, “are people who are





ABOVE Jan Hively is interested in the entire lifespan. She recently founded Shift with Michael LaBrosse to support people through mid-life transitions. LEFT Bob Gubrud participates in a creativity exercise at Bee Bleedorn's VAN workshop.

actively, intentionally, learning new things—right up until their last breath.” Learning, she says, can include formal classes, programs in the community, or self-directed experiences—pursuing a hobby or even reading the newspaper regularly, if done with educational intent.

Hively describes lifelong learning as the process of pursuing activities that contribute to one or more of what she calls the six dimensions of wellness—physical, mental, social, emotional, vocational, and spiritual. “I think of education very broadly,” she says, “as a support to help people exercise in all of these dimensions, as a way to help people achieve overall well-being.”

The changing view of aging

At 71, **Arthur Harkins**, associate professor in the Department of Educational Policy and Administration, doesn't worry about age. He still has his hand in a variety of projects, departments, and cross-college initiatives that explore, on various levels, the intersection of technology, education, innovation, and the workforce. At home he enjoys the company of his fifth wife and their 15-month-old son. Harkins is calling the shots in what others would call his later years. He's not alone, as he points out: This is a trend.

“There is an increased sense that, as one gets beyond 50, the world becomes much less prescribed than it used to be,” says Harkins, who has a deep interest in futures studies. “Now it's much more inventible by individuals. I find this hugely exciting.”

He attributes this new freedom, in part, to the extension of longevity and active health that medical technology has made increasingly possible. “The trick to healthy aging,” he says, “is to be healthy enough to be both adaptable and proactive. As the world changes, you change with it. When you become proactive, you're inventing your world and inviting others to keep up with you.”

People across age groups are breaking away from prescribed notions of how and what they should be at each stage of life. However, Harkins qualifies, many older people lose their vigor because they expect to. As a result, their lives lack surprise and risk. “They become unplugged, without upstream feedback, without offering uniqueness back to society—they just exist,” Harkins comments. “I wonder if our society can tolerate such loss, particularly when experience and wisdom are more in demand than ever.”

Jan Hively, a senior fellow in the College, has made it her charge to help older adults remain active and engaged. In 2000, she conducted a survey of older adults living in rural Minnesota as part of her fieldwork for her Ph.D. in work, community, and family education. Her research uncovered an unrealized truth: Modern older adults are, in large numbers, healthy, fulfilled, and wanting to remain connected to and active in their communities.

What holds them back? “Ageism,” says Hively, “and a lack of community supports like transportation or housing alternatives that enable older adults to remain actively engaged.”

Five years ago Hively cofounded the Vital Aging Network (VAN), a statewide network affiliated with the University's College of Continuing Education, to combat ageism and foster a more active view of aging. VAN promotes self-determination, community participation, and personal enrichment for and with older adults through education and advocacy. Last year it was recognized as a model for other statewide organizations when it received a \$650,000 Atlantic Philanthropies Grant.

With larger numbers of older adults mentally alert, active, and connected to community, society gains experienced employees, advisers, volunteers, citizens, and family members, as well as the wisdom and perspective they've accumulated.

Both Hively and Jacobson emphasize that, as learners hit middle age and beyond, they begin to crave learning and experiences that help them find greater meaning and purpose in their lives. They enjoy more self-directed learning and

become less patient with the traditional lecture format.

The wisdom that comes with years of experience also factors into their learning interests.

“Many adult learners,” explains Jacobson, “seek out learning opportunities that help them consider their own lives, what they’ve accomplished, and find a sense of pride in what they’ve done.”

These may include an autobiography or memoir, writing poetry, or simply gathering with others in conversational learning to have what Hively calls

“those deep, rich, sharing conversations from the heart that help you to look at your past with growing understanding of who you are, the whole person.”

Benefits for the individual and society

In addition to brain fitness, ongoing learning can increase a person’s overall physical health. Cohen recently concluded a national study of older adults, for example, that found a strong correlation between serious artistic study and improvements in a wide array of health indicators.

Ongoing learning is also critical to mental and emotional health. Positive outcomes include a sense of personal fulfillment, the chance to develop strong social connections, opportunities to boost self-esteem, the chance to develop spiritually and creatively, and a way to gain a sense of control over one’s life.

Helen Kivnick, a professor of social work in the College,

describes the value of ongoing learning in psychosocial terms. “I consider vital involvement—that is, interacting meaningfully with the world outside the self in a way that somehow changes you—the essence of learning. And that process is absolutely essential to a person’s psychosocial health.”

In a study to determine what gave aging role models a positive attitude, despite challenges, Kivnick found that all were natural lifelong learners—responsive to the world around them and able to apply their internal strengths to their present environment.

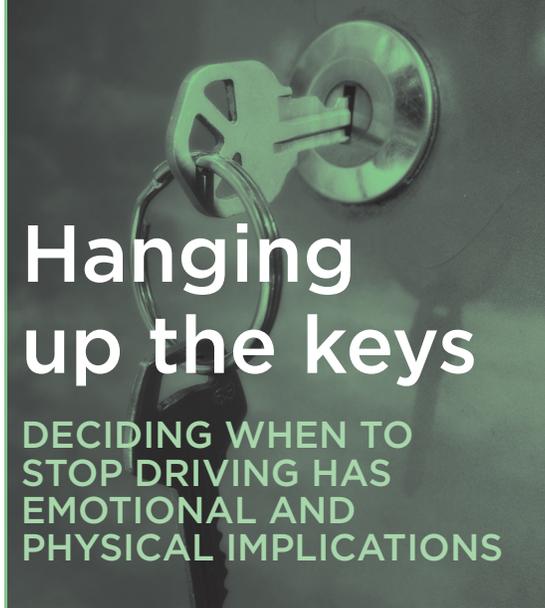
What’s more, lifelong learners tend to be more active volunteers and often take part in the running of the organizations in their lives—whether it’s the senior center or their church or a lifelong learning organization such as VAN. Helping to recruit speakers, put out a newsletter, write a brochure, send out e-mails, run a registration table—these are also forms of learning and social engagement.

For society, the benefits of encouraging lifelong learning are becoming clear. Lessening the likelihood of dementia-related diseases, increasing overall physical health into old age, and lessening age-related isolation and disconnectedness will reduce the national health-care and long-term care price tag. But that’s only the beginning.

With larger numbers of older adults mentally alert, active, and connected to community, society gains experienced employees, advisers, volunteers, citizens, and family members, as well as the wisdom and perspective they’ve accumulated. Kivnick refers to a Zulu proverb to describe the value of ongoing community engagement: “A person is most fully human when in interaction with other people.”

And, of course, what’s good for older people is ultimately good for all of us. Younger people will one day be old, and the abilities one needs to age well are usually developed earlier in life. Hively, who has worked on a range of aging issues since 2000, is broadening her focus to the entire lifespan with Shift, a nonprofit that aids people through mid-life transitions.

“Purposeful lives,” she says, “create public good for everyone. All along the life continuum, we, as a society, need to support each person’s search for meaning and purpose. That means supporting career centers in schools, mid-life career shifts, the traditional retirement transition, and late life changes. And each stage requires education.”



Hanging up the keys

DECIDING WHEN TO STOP DRIVING HAS EMOTIONAL AND PHYSICAL IMPLICATIONS

by Laine Bergeson

For most Americans, driving equals autonomy. Getting to the grocery store, book club, a family member's house, often requires an automobile. The car has rooted itself in American life as a tool for defining what we do and, by extension, how we perceive ourselves.

Which makes aging so potentially upending. While the years bring experience, they also can chip away visual acuity, hearing, muscle tone, and response time—skills vital for driving. When an individual or his or her loved ones senses that it might be time to retire from driving, the decision can feel like a blow to his or her very identity.

“The decision to stop driving is a real issue, and we need a more realistic way of looking at it,” says Jim Reinardy, a gerontology expert who is director of graduate studies and interim director of the School of Social Work. “Driving cannot simply be experienced as something one gives up. It has to be seen as a change to a different alternative.”

It's important for the senior and members of his or her support system to weigh the options. “When driving has to stop, you need to have a transportation plan or a whole life plan in place. Don't talk about *giving up* driving, talk about what driving led you to,” says Reinardy, then arrange alternatives for getting there. Some people choose to live on bus routes. Others create intentional communities where members can still help out with driving duties. Some families devise schedules for helping meet an older person's transportation needs.

The question arises, then: How does one gauge when it's appropriate to retire from driving? While different aspects of aging will affect individuals to varying degrees, some changes

are universal, says Curtis Hammond, a researcher in the School of Kinesiology. “As you age, you stiffen,” says Hammond. “And you don't crane your head as you probably should. Turning around to spot a vehicle can be especially important if one's eyesight is deteriorating—another age-related concern.”

In one of Hammond's studies of braking behaviors, researchers evaluated younger and older drivers using a full-sized car and a virtual environment. When the car that test subjects were following stopped at a prescribed distance, younger drivers tended to react more quickly but brake harder due to closer following distance. Older drivers did just the opposite; they had slower reaction time but needed less pressure to stop in time.

Hammond emphasizes, however, that age-related physical concerns are only half of the issue. More pressingly, he says, the system is broken.

“The traffic system is not designed with a wide range of tolerance for even healthy drivers,” says Hammond, who conducted his research with principal investigator Professor Michael Wade from kinesiology. “The road system [leaves] a very narrow band of what you can get away with. There are too many signs and merges that are too quick, too tight turns on off-ramps,” he continues. “The traffic system as it now stands, taxes [even] a young, spry mind. We are already pushed to the limits.”

Other issues that may affect older drivers include a decreased ability to track several moving objects at once, and spotting details, such as on a sign.

The AARP offers a self-test for some of these abilities. Testing alone isn't enough to make the decision, says Hammond; the person facing the choice needs to be proactive. “Even if we put self-tests out there, the older person needs to make that decision first. If they can tell three years in advance that their vision is going down, they can test themselves and plan for the future. If one plans ahead, the decision doesn't have to be dramatic.”

Reinardy suggests drawing up a contract well in advance that sets parameters so everyone can plan for the eventual decision to hang up the keys. He also emphasizes flexibility and a proactive approach. “The savvy older person, or their adult children, will think of alternatives as they age,” he says. “Giving up driving is a fundamental and difficult change; it takes a long time. Treat this as a real decision, not a loss. With a lot of support, there are a lot of alternatives.”

Raising

Elders are doing their part to create healthy families for their children's children

by *Suzy Frisch*

Willie Mae Demmings of Minneapolis raised 11 children of her own, and she and her husband were enjoying their empty nest. But when three of their grandsons needed to get out of an abusive environment, she volunteered to take them in. For about a decade she raised those three boys and also cared for a teenage granddaughter for about one year.

Years later she took care of three of her 30 great-grandchildren before her daughter—the kids' great-aunt—adopted them. Each time, Demmings was happy to get back into parenting. In her mind, she could protect her grandchildren and provide them with a stable home.

“I felt they were better off with me, and I enjoyed having them with me,” says Demmings, who facilitated a Lutheran Social Services group for kinship caregivers as part of her certificate in advocacy leadership for vital aging through the College of Continuing Education (founded by alumna and senior fellow, Jan Hively). “I love having kids around and the energy that it gives me. It makes me feel younger and more useful. I think that’s the feeling of most seniors who have young people around them.”

As it turns out, Demmings' intergenerational care structure is not an anomaly. More seniors from a wide spectrum of communities are playing major roles in raising grandchildren and great-grandchildren. In fact, the 2000 U.S. Census reports that more than 4.5 million children live in their grandparents' homes, a 30 percent increase since 1990.

PHOTOS: Dawn Vilella



the next generation



The AARP is focusing its attention and resources on the topic as well. The group's Web site lists extensive information on financial and support resources for grandparents raising grandkids, tips for grandparents providing childcare in the home, and more. AARP also sponsored a conference last September on kinship care. The national organization invited Demmings to get involved in their efforts, which she eagerly agreed to do.

Cultural traditions

Demmings reflects a longstanding custom in the African-American community of elders taking care of younger family members. In the United States this tradition of kinship care actually dates back to the time of slavery, explains Priscilla Gibson, an assistant professor in the College's School of Social Work.

When parents were sold to another slave owner, close family friends or relatives—grandparents in particular—took the children under their wings. This intergenerational care-giving also happened frequently during the great migration of the early 20th century, when African Americans moved north to seek employment and a better life. Grandparents and other relatives often raised the children until their parents obtained employment and established a stable environment.

These days, many African-American seniors are creating “grandfamilies” and caring for younger relatives because of social problems including drug abuse, poverty, incarceration, and domestic violence. In Gibson's qualitative studies she found that grandparents decide

to care for their grandchildren for multiple reasons, including the desire to keep their kin out of the foster care system. Many also believe they are the only ones who can care for the children, while others want to build or maintain a close relationship with their young relatives.

“Most were responding to the state of their grandchildren. Some saw it as helping their adult children,” says Gibson. With their new roles as primary caregivers of their grandchildren, “their lives changed drastically. They had increased responsibilities and their life work changed.” Physical effects on the caregivers varied, from reduced blood pressure to elevated pressures and exacerbated diabetes symptoms from the stress.

Gibson is evaluating a demonstration project on kinship care that was held in Ramsey County in 2003–04. The goal was to provide context-sensitive services to kinship families, such as helping track down biological parents



Willie Mae Demmings, previous and center, enjoys close relationships with her great-grandchildren, from left, Moriah, Elijah, LeMuel, Melvin Jr., David, and Joshua Collins, shown with her daughter Kitisha Collins.

or other relatives, especially within institutional settings, to provide priority for placement within homes. Gibson will study the impact of these services to see how county workers can better support kinship-care families.

She also is seeking funding to research ways to reintroduce the biological parent into the child's life when another family member has taken on child-rearing. There is a lack of research on these parents, often called the "absent generation," though they are very much on the minds of the children left behind, she says. Through social-work interventions, the parent may be able to help facilitate the child's well-being and provide support to the older caregiver.

Being elders and caregivers

Grandparents are taking on bigger roles in other communities, often without going as far as formal custody. In Southeast Asian immigrant families, especially those that were refugees, parents increasingly rely on elders to care for their children so that they can go to school and work several jobs, explains Daniel Detzner, a professor of social science in the College's Department of Postsecondary Teaching and Learning.

Instead of playing the traditional role of elder, who is typically doted on and cared for in Southeast Asian families, these seniors are serving as major caregivers for their grandchildren. "In families where the middle generation—the adult generation—has to go out and find jobs and learn language skills, the elders are the people at home who hold the family together, especially in large families with large numbers of children," says Detzner, the author of *Elder Voices: Southeast Asian Families in the United States*.

The elders provide free child care to their grandchildren and often handle food preparation and household chores. But there is another critical role these grandparents play. In immigrant families where everyone is adjusting to a new country and way of life, grandparents also serve as the link to the family's culture. They pass on the family's native language and traditions, inculcating in the children a sense of ethnic identity that can help sustain them as they enter their teenage years.

"There is a lot of research that shows that young immigrant kids, especially refugees, find themselves not fitting into any world, not in their home or the larger community. It's why you have gang activities in these

communities—they found a place where they can fit in," Detzner says. "You can think of these elders as being the anti-gang and anti-drug resource for their family."

Detzner views the Southeast Asian immigrant family structure as a model that could be mirrored across any culture. "They aren't drawing on government resources, they are relying on their family and extended care network," he notes.

"The Southeast Asian community shows us the importance of extended families and the contract between generations: We'll take care of you when you're young, and we'll take care of you when you're old."

Pitching in

Sonia Davila-Williams has seen similar scenarios play out in the Latino community. A field coordinator in the School of Social Work, Davila-Williams encountered these exact changes in her native Puerto Rico.

Insurmountable day-care fees and the rising cost of living often prompted parents to turn to their extended family for help. Grandparents would care for their grandchildren while the parents worked multiple jobs or attended school to improve their family's economic situation. Their role might also include cooking for their grandchildren—usually preparing enough for their children, too—and providing financial support for school uniforms or other expenses.

"I think for the grandparents it's very positive because they get to see their grandkids, and they feel like they have a purpose in life," Davila-Williams says. "They have something they need to live for and a role to play in society."

Another reason for this shift, says Davila-Williams, is that people are generally less trusting, both in Puerto Rico and the mainland United States. Where parents often used to ask neighbors to watch their children informally, people now move around a lot more and might not have formed deep, trusting relationships with their neighbors. So instead, they turn to family for assistance.

The way Davila-Williams sees it, the new structure is quite beneficial. "It builds connections within families. Children have a sense of support from their parents, and grandchildren learn that someone cares for me just because of me," she says. "Grandparents give their grandchildren a sense of tradition, of family and unity and what it means to give without expecting things in return."

Putting a face on dementia

WAYNE CARON'S WEEKLY GROUP PUTS ALZHEIMER'S SUFFERERS IN A TEACHING ROLE

by *Brigitt Martin*

When we hear the word “epidemic,” media warnings about killer bugs such as avian influenza or SARS tend to come to mind.

Not so for Wayne Caron, assistant professor in the College’s Department of Family Social Science. Caron warns of an upcoming epidemic of chronic illness brought on by increasing longevity. As a licensed marriage and family therapist, Caron’s research and interests focus on the way that families cope with chronic illness, particularly demential illnesses such as Alzheimer’s disease. The Alzheimer’s Foundation of America estimates that one in 10 persons over age 65 and nearly half of those 85 or older have Alzheimer’s disease.



Wayne Caron, above, facilitates discussion between sufferers of dementia and their family members and caregivers as part of the Family Caregiving Center for Dementing Illness. The weekly program gives dementia sufferers a forum to share their experiences.



“We are entering a time when virtually all families will be care-giving families,” Caron warns.

Every Saturday morning for the past six years, Caron, his team of volunteer students, and a part-time employee have welcomed to a St. Paul campus classroom members of the community who suffer from dementia and their family caregivers—on average, upwards of 25 participants each week. The mission of the University of Minnesota Family Caregiving Center for Dementing Illness (UMFCC), as this weekly gathering and related programs are known, is to prepare for a future



epidemic of chronic illness by increasing knowledge of family care.

The UMFCC provides a collaborative learning community in which persons with dementia, their caregivers, students, and professionals can teach and learn from each other. The interactions and support that have emerged from the community have led to new insights and ideas into the nature of dementia and its care, Caron reports. The weekly sessions also offer an opportunity to develop and test innovative services not offered elsewhere.

“Medicare excludes people with dementia from receiving counseling or psycho[logical] care,” notes Caron with concern. “I chose this field because of this gap and to help prepare for the crisis in health care that’s coming.”

Teaching the teachers

Since 1999, the Saturday sessions have begun with a lecture by Caron or a volunteer from the professional community. Although Caron jokes that this portion of the program is “self-indulgent,” Carmen Graumann, a licensed associate marriage and family therapist and the center’s only paid employee, describes its value: “A place that is also about

learning lifts the human spirit.”

Carole Nimlos, a Saturday morning regular whose husband suffers from Alzheimer’s, agrees. “I’ve learned a lot about the disease from Dr. Caron and how it affects us and our relationships,” she comments. “When my husband was able to attend, he always said he enjoyed the lectures—even if he couldn’t remember them. I think they made him feel like he still could learn and had something to offer as a person.”

Following the lecture, the group divides into subgroups of family caregivers and of those who suffer from dementia. During this time, individuals share stories about their personal experiences, feelings, and concerns that range from coping with multiple illnesses to estate planning.

“It sure feels good to find people who understand what your journey feels like and share similar experiences,” says Nimlos.

Beyond such support for caregivers, the interactive experience allows those with dementia to feel normal and to not worry about mistakes they may make because of the disease, Caron explains. It also allows the participants to be important to others and to help those who may be more impaired. “I think you’re looking at a context where who you are is more important than the problems you have,” he adds.

Because of Caron’s conviction that “care-giving can be learned but not taught,” he developed an education model in which students are trained by the people they are supposed to help. After all, who knows more about what it’s like to suffer from dementia than someone who is experiencing the disease? Students benefit from face-to-face interaction with caregivers and dementia sufferers and help facilitate the subgroups.

Kathleen Beddow, an undergraduate student of the College, says that attending the

Saturday meetings puts a face on dementia and on aging.

Reaching more Minnesotans

Beyond its Saturday sessions, UMFCC provides facilitated family consultations to those who have been diagnosed with dementia and any family members affected by the diagnosis. Online and in-person programs help families through seven different phases of the disease.

The UMFCC has few financial grants, and owes its existence to annual University support, private donations, and the volunteers who give their time. In the UMFCC’s *2006 Annual Report*, Caron says that the center’s “present level of activity is not sustainable at current funding levels, and our plans for growth require establishing new sources.”

Nevertheless, he concedes that the UMFCC’s “growth is not measured in numbers of dollars, but in increased understanding and capacity to reach out to those who need help and guidance.” One way the center is extending its reach is through virtual support groups that reach far beyond campus boundaries.

“In five years,” he says, “we hope to be more present in the community and the state, to reach more families. We now touch about 50 families, but more than 100,000 people in Minnesota suffer from dementia.”

Nimlos agrees that, to the thousands of Minnesota families caring for a loved one with Alzheimer’s or another demential disease, collaborative learning environments like the UMFCC’s provide life-saving support services.

“The program offers hope that an Alzheimer’s diagnosis doesn’t mean that life is over. It showed me that there are still many avenues of satisfaction while taking this journey.”



Nurturing YOUR

Organization + calculation = a secure financial future

by Jessica Griffith

Retirement is changing and researchers are tossing out the “R” word in favor of the phrase “later life.” Travel, volunteer work, even second careers appear on the wish lists of those contemplating the next phase of their adult lives.

“I think it is important to throw all stereotypes of retirement out the window; there is no one-size-fits-all,” says Marlene Stum, professor of family economics and gerontology in the College’s Department of Family Social Science with a joint appointment through Extension Service.

Longer life expectancies also mean that many Americans live 30 or more years beyond traditional retirement age—as much as one-third of their lifespan. Most people will need to find income from a patchwork of earnings, pensions, Social Security, 401(k) plans, retirement accounts, and other investments. It is up to the individual to keep track of these disparate resources and ensure enough money is available. “What is increasing,” Stum comments, “is the need to take personal responsibility for your own financial security vs. relying on employers and/or public resources.”

nest egg



Stum was selected for the National Initiative Management Team for Financial Security in Later Life, through the U.S. Department of Agriculture's Cooperative State Research, Education and Extension Service (CSREES), where she lent her expertise on financing long-term care, inheritance issues, financial security for an aging population, and health-care decision-making in later life families. She developed curricula and trained extension educators nationwide in a number of financial security-related areas.

"People are really hungry for information they can trust," Stum says. "We aren't selling products. Our goal is to provide research-based information. We can help people see the big picture and help with decision-making criteria."

Plan early, review often

Retirement savings, or the lack thereof, is of national concern, says Sharon Danes, a professor in the College's Department of Family Social Science and family economist with the University Extension Service. The U.S. Department of Commerce reported in February that the personal savings rate is at its lowest level in 74 years at negative one percent.

"A lot of people are not adequately planning for retirement," says Danes, who wrote an extension publication called *Planning Ahead for Retirement* that

addresses both financial and non-financial considerations.

When people think of retirement, they think about five or 10 years of travel or family time, says Glenice Johnson, a regional educator with the Extension Service's Crookston office. "I don't think many of us look at the fact that we could be retired for 25 or 30 years," she says. Combine that with a system that plants most of the financial burden of retirement on the individual, and the result is widespread confusion and procrastination.

There are many material and non-material reasons to develop a detailed retirement plan, as Stum points out in the course materials for *Take the Road to Financial Security*, available through the University Extension Service, online, and elsewhere nationally. Financial resources aren't just about the cabin you buy or the trips you can take; they are vital to ongoing independence in later life. Creating and communicating your plan with loved ones also can reduce conflict down the road and keep you from being a burden on others.

It's best to start planning and saving early, as financial and human resources professionals always advise. "Retirement planning starts with your first day at your first job," advises Jane Schuchardt, national program leader for CSREES.

Young workers should maximize any tax-sheltered retirement plans offered by their employers, Danes says. That means taking advantage of employer matches, contributing the maximum allowed by law, and choosing investments that pay the highest returns considering the risks involved.

As you approach middle age, it is time to seriously consider how much income you will need to maintain your lifestyle. Figures will vary, but an oft-quoted sum is 70 percent to 80 percent of current expenses, adjusted for inflation and future health needs, Danes says.

The government is trying to help by increasing the amount people can contribute to tax-deferred individual retirement accounts (IRAs), Danes says. In 2007, that figure is \$4,000 for individuals under the age of 50 and \$5,000 for adults 50 and older; those numbers each increase by \$1,000 in 2008.

Once you have a target dollar figure, review your savings and investments. Is a higher savings rate required? Bear in mind that a full one-third of your life may be lived and enjoyed beyond the age of 60, and that what you need and want may change with time. Revisit your later-life plans

ONLINE RESOURCES

Excerpts from *Planning Ahead for Retirement*:
www.extension.umn.edu/distribution/businessmanagement/DF7775.html

Interactive worksheets designed to help families develop a long-term care plan: www.financinglongtermcare.umn.edu/

Information on financial education in the workplace:
www.financialsecurity.umn.edu/

USDA Cooperative State Research, Education, and Extension Service tools for financial security:
www.csrees.usda.gov/nea/economics/fsll/fsll.html

The Employee Benefit Research Institute's Ballpark Estimate retirement calculator: www.choosetosave.org

The U.S. Financial Literacy and Education Commission's personal finance site: www.mymoney.gov

— J.G.

regularly, Stum advises, especially when changes to family, income, and other significant shifts occur.

How much will be enough can depend on gender, along with many other factors. According to the *U.S. Administration on Aging Profile of Older Americans: 2005*, three-quarters of women who have been married are widowed by the age of 85. Poverty rates tend to be higher for women, as well as for those who live alone, non-married individuals, ethnic minorities, and people who are 85 or older.

In sickness and in health

Longer lifespans also mean that many who are themselves approaching retirement also are caring for aging relatives. It's important to realistically plan for the cost of care for parents or in-laws.

"Most people equate long-term care with a nursing home, but the majority is provided by family in the home," Stum says. Such informal care can have significant financial and emotional costs to the caregiver.

Medicare and most private health insurance do not pick up the cost of long-term care. While not everyone requires long-term care insurance, Stum says everyone should consider their potential long-term care needs just as they review options for traditional health insurance. The need for any type of long-term care increases significantly at age 85, she adds.

Most adults live active, healthy later lives. However, as individuals live longer, their health-care costs increase. Fully 80 percent of Americans over 65 have at least one chronic health condition, and their average annual health care expenses were more than triple those in the traditional working-age group. Stum advises most retirees to consider a Medicare supplemental policy to cover deductibles and copays.

Financial goals and philosophies also feed the conversation. "What do you want your resources to pay for? Some people will say, 'I saved all my life so that if something happened, I could pay for it.' Others will say, 'I want my life savings to go to my kids,'" Stum says. "That has to be part of the conversation."

Gerontology experts within the College

Wayne Caron, *senior lecturer and assistant professor, Department of Family Social Science*

Aging families, families dealing with Alzheimer's

Daniel Detzner, *professor, Department of Postsecondary Teaching and Learning*

Social gerontology, family science, and ethnic studies

Priscilla Gibson, *associate professor, School of Social Work*

African American grandmothers as kinship care providers

Helen Kivnick, *professor, School of Social Work; executive director, CitySongs*

Psychosocial development through the life cycle, strengths-based long-term care practice, vital involvement practice, elder role models

Jan McCulloch, *chair, Department of Family Social Science*

Rural-older-adult quality of life, older women, health decision-making

Yat-sang (Terry) Lum, *associate professor, School of Social Work*

Family care giving among the elderly, economic security of older workers, patterns of long-term care across racial and ethnic groups

Hee Yun Lee, *assistant professor, School of Social Work*

Elder mistreatment, aging and mental health

Marlene Stum, *professor and extension specialist, Department of Family Social Science*

Aging families and long-term care, economic well-being, decision-making issues and processes in later life families, intergenerational resource transfers

Jean Quam, *senior associate dean for academic affairs and faculty development*

Older women, gay and lesbian aging and social services

Carla Tabourne, *associate professor, School of Kinesiology*

Recreation therapy

Michael Wade, *professor, School of Kinesiology*

Lifespan development, motor learning and performance, human factors

Robert Yahnke, *professor, Postsecondary Teaching and Learning*

Humanities and aging, themes of aging in film



We are often challenged to give back to the people, organizations, and institutions that have helped us become who we are. We all can point to someone or something

that truly made a difference in our lives. Who made an impact on you?

Many of us would name the University of Minnesota and the programs and people who make up the College of Education and Human Development. Did a faculty member guide you in your life's work? Did you have an "aha" experience that led to your chosen profession? Did your campus experience give you the confidence and the skills to be successful?

People often think that the only way to give back is through monetary gifts, such as to the Alumni Society Scholarship Fund or the Promise of Tomorrow Scholarship, which are greatly appreciated. But there are other ways that you can help make the University and the College stronger:

Serve as a mentor to a College student. See page three for information on how to volunteer.

Contact your legislator and ask him or her to support the University's biennial budget request.

Volunteer to serve on the Alumni Society Board.

Recommend the University and the College to people considering undergraduate and graduate study.

Alumni are one of the College's greatest assets. I invite you to get involved and become excited about the great things that are happening in the College and the University.

Adele Munsterman

Adele Munsterman, M.Ed. '99
*president, Education and Human
 Development Alumni Society*

1930s

John 'Dick' R. Jones (B.S. '31) passed away at 97. He played on the original University of Minnesota "Little Brown Jug" football team and later attained his law degree from George Washington University in Washington, D.C. Jones worked for the Federal Bureau of Investigation as a special agent. He then went on to teach business law at California Polytechnic State University.

Rosella Qualey (B.S. '39), passed away on February 18 at the age of 89. Qualey retired as professor and assistant district extension director of the University of Minnesota Extension Service in 1982. She was president of the Minnesota Home Economics Association from 1969 to 1971 and was named Minnesota State Home Economist of the Year in 1983. In 2000 she was honored by the College of Human Ecology as one of its 100 distinguished alumni.

1940s

Alfred 'Bud' A. Fischer (B.S. '40) died at the age of 88. He was a music educator and consultant in the Minneapolis schools. Fischer founded the Greater Twin Cities Youth Symphony and was the choir director at Immanuel Lutheran Church for 27 years.

1970s

William D. Hammel (Ph.D. '73) passed away. He became a quadriplegic in the mid-1950s. After extensive rehabilitation, Hammel earned a M.A. in vocational rehabilitation and a Ph.D. in educational psychology. He and his wife Bonnie were

instrumental in developing the disability education portion of the Program in Human Sexuality at the University Medical School.

Former state senator **Dallas Sams** (B.S. '74), who battled brain cancer through his reelection campaign last year, died March 5. He was 54.

1980s

Louis Zachary (Ph.D. '80) died at 77. Zachary served as a deputy commissioner of human rights for Minnesota, professor of sociology and dean of students at Minneapolis Community College, and director of the Minority Teacher Education Program at Concordia College.

Tuvia Abramson (M.A. '82) announced he will retire at the end of the academic year as the executive director of the Hillel organization at Penn State.

Kate M. Steffens (Ph.D. '89) was appointed dean of the St. Cloud State University College of Education, effective July 1. Steffens joined SCSU in 1998.

1990s

Patricia 'Pat' Nelson (M.Ed. '93), a teacher and staff consultant to teachers of the deaf and hard of hearing, died in a car accident in January. She was an itinerant teacher at Minnesota Intermediate District 287, where officials estimated that she served more than 500 families over her 17-year career.

Anthony 'Tony' G. Kinkel (Ed.D. '98), chancellor at the University of Arkansas Community College at Batesville, has been

named president of Pikes Peak Community College (PPCC) in Colorado Springs, Colorado.

2000s

Brittney McCarthy (M.A. '02) was named director of federal relations for the American Association of State Colleges and Universities (AASCU). McCarthy is completing a Ph.D. in education policy through the College while living and working in Washington, D.C.

We want to hear from you!

Please send your awards and accomplishments to scovert@umn.edu. We would especially like to hear from alumni in the areas of Family Social Science, Social Work, and the former General College.



The School of Social Work turns 90 this year! Celebration events in the coming year will offer alumni several opportunities to support the school.

Save the evening of October 24 for a special anniversary event at the McNamara Alumni Center. School of Social Work Alumni Society board members will serve on the 90th Anniversary Planning Committee as well. We are especially interested in celebrating the achievements of professionals who have graduated from both the school's M.S.W. and Ph.D. programs. Please share your stories by e-mailing me at sarawz@aol.com.

Connecting with M.S.W. students in the current cohort also remains a priority. A number of alumni society members joined social work faculty and staff to offer students coffee and cookies shortly before their fall semester finals and to congratulate them on their efforts this year.

In early March the alumni society board met with Dean Darlyne Bailey to discuss the important role of social work alumni in the new College of Education and Human Development. Watch for further information on how SSWAS and the College of Education and Human Development Alumni Society will work together going forward.

Sara M. Zoff

Sara Zoff, M.S.W. '02
president, School of Social Work Alumni Society

Alumni gather in Naples to meet the new dean



ABOVE From left, Zana Sehlin, Judy Jones, and Mary Hertogs, catch up at the Club at Pelican Bay in Naples, Florida. LEFT Dean Darlyne Bailey invites Sunny and Tor Hansen to call her any time.



Jack and Dottie Merwin, foreground, enjoy lunch and reminiscing about the College.

DATE SAVER

Education Alumni Society Annual Awards Celebration

April 13, 4 to 6:30 p.m.

McNamara Alumni Center

Join us in honoring the following faculty and alumni: Larry Wilson Award—**Patricia Elder** and **Paula Goldberg**; William Gardner PreK-12 Outstanding Educator Award—**John Kunz, Jr.** and **Linda Woessner**; Gordon M.A. Mork Outstanding Educator Award—**Todd Beach**; Robert H. Beck Faculty Teaching Award—Professor **Karen Seashore**; Distinguished International Alumni Award—**Ahmad Ajarimah** (Saudi Arabia).

Student scholarship recipients will also be honored. Free and open to the public.

St. Paul Campus Reunion

June 21

Pomeroy Center (renovated former Dairy Barn)

Join alumni from the Colleges of Education and Human Development; Food, Agricultural and Natural Resources Sciences; Design; Biological Sciences; and Veterinary Medicine for lectures, tours, lunch, and a keynote speaker. The Class of '57 will be honored.

For more information call 612-626-2469 or visit www.cfans.umn.edu/spcreunion.

University of Minnesota Alumni Association Annual Celebration

May 8, 7:30 p.m.

Mariucci Arena

Tony Dungy ('78), head coach of national champions the Indianapolis Colts and a former Gopher quarterback, will be the keynote speaker. Stan Freese ('68), talent casting and booking director for Disney Entertainment Productions, will also appear.

Complete ticket pricing and event information is available at alumni.umn.edu/celebration. For tickets to the program (the dinner is sold out), call 612-624-2345 or visit northrop.umn.edu.

Scramble for Scholarships

July 17, 8 a.m. to 2 p.m.

University of Minnesota Les Bolstad Golf Course

Join CEHD alumni and friends in a golf scramble to support a new study abroad scholarship fund established by the College alumni society. Create a foursome of your own or organizers can match you with a group. Enjoy contests, prizes, lunch, and a silent auction.

Volunteers are needed. To help plan this new event, contact Randy Johnson, rjohnson@ci.apple-valley.mn.us, 952-953-2310. Businesses and individual sponsors are needed. Call Raleigh Kaminsky at 612-626-1601 for details.

EVENTS FOR RECENT ALUMNI

Private MIA Tour and Reception

April 19, 6 to 9 p.m.

Minneapolis Institute of Arts

An event for recent alumni who have graduated within the last 10 years. Enjoy an exclusive, private tour of the Minneapolis Institute of Arts and a reception with complementary hors d'oeuvres and a cash bar.

This event is free but reservations are required. RSVP by April 13 to Sarah Covert at 612-626-5659 or e-mail scovert@umn.edu.

Great Conversations: Richard Bolles and Richard Leider

June 5, 6 p.m. College reception with Dean Darlyne Bailey; 7:30 p.m. curtain time

Ted Mann Concert Hall

Richard Bolles, author of the best-selling career planning book in history, *What Color is Your Parachute*, joins in a lively discussion of pursuing a purposeful life with Richard Leider, senior fellow at the Center for Spirituality and Healing and author of seven books, including *The Power of Purpose*.

The cost is \$23.50. Contact Sarah Covert at 612-626-5659 or e-mail scovert@umn.edu for tickets.

For more information about these events, please go to education.umn.edu/alumni.edu



Follow your passion!

I attended a recent event within our new College that was truly groundbreaking. The topic, Serving Learners, drew more than 100 faculty members, students, and staff from the College community to discuss multidisciplinary issues that relate to schools, teaching, and learning from early childhood through post-secondary access. Educators, social workers, family social scientists, psychologists, and others gathered to share knowledge and identify challenges.

The event and its topic were the brainchild of Dean Darlyne Bailey, who is passionate about the work this College is doing, and about the new opportunities we have for breaking down barriers to collaboration and knowledge-building.

In the fall issue of the magazine, Dean Bailey quoted Paul Wellstone, who said, “The future will not belong to those who are cynical or those who stand on the sideline. The future will belong to those who have passion and are willing to work hard.”

If what I witnessed in this meeting is any example, we in this College are willing and able to put in the hard work it will take to shape the future. We need partners—people like you who feel passionate about what our College does and what it provided you in your life and work, and who can dream along with us for a better future for our children, our families, and our communities.

If you are interested in turning your passion into a charitable gift to benefit the work of this College, please contact me at 612-625-5658 (slife001@umn.edu).

Lynn Slifer
director of development

New gifts to the College

Ida Benjamin has made a future commitment to the Ida Benjamin Graduate Fellowship for social work students.

Jean Illsley Clarke has made a gift of \$37,000 to establish an endowed graduate fellowship in her name for parent education.

Janet Chalgren Hoag donated real estate to the College, the sale proceeds of which will provide discretionary funding of \$136,000 in the area of technology.

Karen Sternal has made a gift of \$30,000 to support the Upward Bound program.

Roberta Mays has contributed her own funds and funds from her mother Katherine Price’s estate to create the Ray Price Fellowship Fund in honor of her father, who was a longtime faculty member in the College.

Raleigh and Randy Kaminsky have donated a life insurance policy to be added to the Promise of Tomorrow Scholarship Fund.

The **Oswald Family Foundation** has contributed \$25,000 for the Fund for Restorative Justice in the School of Social Work.

Through a fund of the Minnesota Community Foundation, **Jack** and **Gretchen Norqual** have donated \$45,000 to support a research project in the School of Kinesiology.

The college has received distributions from the estates of the following individuals:

- Gordon Berg** (\$25,000)
- Alpha Gustafson** (\$125,000)
- Betty R. Seifert** (\$50,500)

connect!

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Search What if celebrity and teacher salaries were reversed?



Search Results Role reversal would help students.



“You’d be reading about teachers’ lifestyles in the tabloids,” says education professor Thom Swiss. At the same time, says Tim Lensmire, his colleague in the Department of Curriculum and Instruction, “there would be stories about celebrities not being able to afford buying a house.”

Swiss and Lensmire are involved in a new Ph.D. program called culture and teaching, developed by their colleagues Bic Ngo and Misty Sato to help researchers and educational leaders understand teaching and learning as cultural, social, and moral events.

All four brainstormed the answer to this question, and while their responses varied, all agreed the reversal would be a boon for society, students, and teachers alike. “Teachers would actually be asked their opinions about things like the war in Iraq, or maybe even educational issues,” says Ngo. Additionally, she says, “children would be better cared for, as teachers would donate money and create foundations specifically aimed at caring for children.”

Sato says celebrity salaries would earn teachers greater respect and authority. “Ultimately, students’ performance would not be measured on a single standardized test, but teachers would be trusted by their clients, as doctors are, to make professional judgments about student learning and progress.”