Goldy gets studious

College support helps Gopher Athletics shine

2008-2009 Donor Report
Dear friends,

AUTUMN IS ALWAYS AN EXCITING TIME at the University of Minnesota. The campus explodes with students walking, riding bikes, or skateboarding. The air is crackling with excitement, especially from our incoming students, whose spirit re-energizes us for the busy months to come. Welcome Class of 2013!

This year is electrifying as we welcome Gopher football back to campus—an event with particular resonance for the College of Education and Human Development. Our college plays a critical role in supporting Gophers as athletes and as students. School of Kinesiology Director Mary Jo Kane led University efforts that reshaped how student athletes are supported academically. Jeannie Higbee in the Department of Postsecondary Teaching and Learning teaches all incoming Gopher athletes the academic and life skills they need to juggle demands in the gym or on the field with their primary responsibility to get a top-notch education.

Most of our students strike that balance. For example, Heather Dorniden, a senior in kinesiology, is an eight-time All American track and field athlete, the winner of the President’s Student Leadership and Service Award, and has a 3.90 GPA. She is one of many remarkable athletes who have called our college their home. As you will read, for these Gophers, the education received at our college and their development as athletes prepared them for success far beyond the world of sport.

While athletics have always played an important role at Big Ten universities, over the years, more emphasis has been placed on sport at younger and younger ages. Our faculty members are doing critical research into the impact that the exploding popularity and competitiveness of athletics have on youth development and on the family. Researchers in kinesiology discover how parents who coach can be more effective in both roles and how critical life skills can be learned in the context of sport. Meanwhile in family social science, Bill Doherty examines the impact of increased competition and time commitments on the family unit. Our faculty members also expand opportunities for healthy physical activity and development.

These are just some of the ways that members of our College of Education and Human Development make a difference. This year, the college community is joining our first-year students in examining the question, “Can one person make a difference?” and in reading the book A Lesson Before Dying. We’re calling it CEHD Reads. I invite you to join us in reading the book and attending related events throughout the year. For more information on CEHD Reads, please see the Community section.

Keep in touch with us throughout the year, and go Gophers!

Jean Quam, interim dean
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on the cover: Goldy hits the books in Walter Library. photo by Greg Helgeson

For additional photos and media, find us online at cehd.umn.edu/pubs/connect

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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Tackling autism across disciplines

BY KARA ROSE

Amy Hewitt, senior research associate in the Institute on Community Integration, knows that when it comes to an autism spectrum disorder (ASD), no single practitioner—educator, medical professional, social worker, or therapist—has all the answers. She’s learned that during her 20 years as a researcher in intellectual developmental disabilities, as a trainer, and as a service provider. She also lives with and helps coordinate services for an adult family member with autism.

“I’ve seen firsthand that there’s a real need for leaders who take a multidisciplinary approach to providing services for people with ASD diagnoses and their families,” she explains.

That’s where the University’s new Leadership Education in Neurodevelopmental and Related Disabilities (LEND) program comes in.

The program, funded with a $900,000 grant from the U.S. Department of Health and Human Services, is designed to prepare future leaders who will serve children with ASDs and other neurodevelopmental disabilities and their families. LEND will teach graduate students and fellows in a number of disciplines across the University to think beyond their own fields of expertise when providing health care, education, and social services or when making policy.

“Autism and related neurodevelopment disorders are complex and require a strong interdisciplinary approach,” explains pediatrician Dr. Michael Reiff, associate professor in pediatric clinical neuroscience and director of the LEND program.

He and Hewitt, the program’s training director, are among 13 faculty and staff in 12 University departments involved in the project, including the School of Social Work and the Department of Educational Psychology. Educational psychology professor Joe Reichle is the project’s research director.

Outside collaborators include Gillette Hospital staff, youth diagnosed with an ASD, and family members who serve as trainers and advisers.

This fall, 12 graduate students and postgraduate fellows began weekly LEND seminars and individualized leadership learning plans. Watch for the first graduates in spring 2010.

New department joins strengths

THE DEPARTMENTS of Educational Policy and Administration and Work and Human Resource Education have joined to form the Department of Organizational Leadership, Policy, and Development (OLPD). The new department is home to 47 faculty and staff serving several hundred students from across the world.

OLPD faculty conduct cutting-edge research on girls’ education in developing countries, strategies for human resource development, intercultural communication, and scientific integrity. “This merger brings together the department’s strengths in school and organizational change, among other areas, and offers opportunities for interdisciplinary research and collaboration,” says Department Chair Darwin Hendel.

Programs in comparative and international development education, educational administration, evaluation studies, higher education, administrative licensure, adult education, comprehensive work and human resource education, the business and marketing education undergraduate program, and human resource development will continue within OLPD.

For information about other program changes, please see cehd.umn.edu/olpd.
A UNIQUE COLLABORATION
among students, faculty, and staff at
the college has yielded a new academic
technology that’s earning national
recognition. Brad Hosack developed
VideoANT as part of his graduate
work in learning technologies in
response to a request that came
through the college’s Academic
and Information Technology (AIT)
team, where he works. Lecturer
Jill Trites was looking for a tool to
review work from her undergraduate
speech class in the Department
of Postsecondary Teaching and
Learning (PSTL)—an improvement
over her system of hauling home
shopping bags filled with videotapes
of her students’ speeches so that
she could provide feedback.

The department invested in a digital
video recorder, but Trites needed an
online platform that students could
easily access to view and take notes
on the videos. When Hosack had the
opportunity to develop an academic
technology project as part of a class
with professor Charles Miller, her
request came to mind. He developed
an online tool that allows notes to
be entered real-time, in sync with
a video presentation, for grading
purposes, peer reviewing, and other
needs. Along the way, Hosack worked
closely with both Miller and David
Ernst, the college’s AIT director.

Hosack says developing VideoANT
within the parameters of Miller’s
class helped him to look at the tool
through an educational lens. “It was
helpful to actually discuss how it
would affect pedagogy,” he says.

Trites piloted VideoANT during
fall semester 2007 in three public
speaking classes. Her research
suggests that students develop
confidence about public speaking
as they use the tool. “I don’t think
there’s anything more helpful to
students than being able to watch
themselves,” she comments. Speakers,
peer reviewers, and the instructor
can exchange notes and even have a
dialogue through their annotations.

The University’s Office of
Informational Technology threw its
resources behind VideoANT. Today,
Hosack says, the open source tool
is used in more than 20 countries
and in subjects as diverse as biology
(instructor notes accompany a
dissection video) and business. Gillian
Roehrig, an associate professor in
curriculum and instruction, is using
VideoANT as part of her work
surrounding teacher induction.

VideoANT won top honors from
the Association for Educational
Communications and Technology
Design and Development Showcase in
2008. During the same year, EduCause
Learning Initiative’s Horizon Report
featured the tool as one of five
emerging technologies likely to have
a significant impact on teaching,
learning, and creative expression
in higher education. Pixelawards.com
also named VideoANT one of
the top five Web sites in the student
category. The VideoANT research
team, including Ernst, Trites, Hosack,
and Caroline Hilk, PSTL instructional
technology fellow, has presented
papers on the site at a number of
regional and national conferences, as
well. Hosack continues to improve
VideoANT, sharing updates with
users via a dynamic Web log.

To review a demonstration of
VideoANT, go to ant.umn.edu/
**Guthrie puts family caregiving center stage**

**THIS SUMMER**, Live Action Set, a Twin Cities-based performance company, tackled the weighty topic of Alzheimer’s disease with a unique approach. Its “tragic comedy” *My Father’s Bookshelf*, which ran at the Guthrie Theater in June, examined the life of a man suffering from Alzheimer’s and the collective response to the disease from his family and society.

The company worked with the local Alzheimer’s community, including the Wayne Carson Family Caregiving Center in the Department of Family Social Science and others from the University of Minnesota, to develop a piece that educates as much as it entertains.

“All of the work that we do is collaborative,” says Galen Treuer, co-director of *My Father’s Bookshelf* and a founding member of Live Action Set. “We’ve been able to get information in an in-depth way from a number of different communities and perspectives.”

Treuer initially approached Dr. Karen Ashe, director of the University’s N. Bud Grossman Center for Memory Research and Care, who gave him an overview of how the brain changes as Alzheimer’s progresses. When Treuer began asking about the impact on the family, Ashe directed him to the Family Caregiving Center, which collaborates in Grossman’s Memory Clinic.

Family Caregiving Center Director **Adine Stokes** invited Treuer and his actors to attend the center’s Saturday collaborative learning communities, which include both those who suffer from dementia and their family members and caregivers. The theater director attended weekly for about six weeks and was joined, at times, by co-director and lead actor Noah Bremer. “They were really open, and we learned a lot of information from them,” including how to treat the disease on a family level,” Treuer says.

Stokes notes that a number of comments and stories that were shared during the Saturday sessions made their way into the production. Families from the center also attended rehearsals and took detailed notes, which they shared with Treuer to augment the production’s authenticity.

“The families responded to people learning from their experience,” Stokes says. “Their voices could be heard in an artistic context.”

The set is focused around 10 moving refrigerators, which are both literal—the kitchen is a central part of the family, Treuer notes—and a vehicle into the imagination. “It allows us to move around abstractly, but we’re using really concrete, recognizable objects,” he says.

To Stokes, the most powerful moment came at the end of the first act, when a community seniors choir came onstage and sang, “You Are My Sunshine.” Stokes realized that, according to statistics, one in five of them could be diagnosed with dementia once they reached 80 years old.

“It was very moving to think that they could be part of something that shows what they might experience,” she says.

“This show isn’t just about Alzheimer’s; it’s about aging,” says Treuer. “Alzheimer’s is really acute aging.... It’s also something that a lot of people deal with.”

The production was well received, with strong reviews. The Family Caregiving Center led two discussions, which were offered after most of the performances with the actors and/or members of the Alzheimer’s community. In the months since, Stokes has received a number of inquiries as a result of *My Father’s Bookshelf*. Live Action Set is exploring opportunities to stage the production again both locally and nationwide.

Watch an interview with artistic directors Galen Treuer and Noah Bremer at [www.guthrietheater.org/whats_happening/shows/2008/my_fathers_bookshelf](http://www.guthrietheater.org/whats_happening/shows/2008/my_fathers_bookshelf)
Author Ernest Gaines and Penumbra Theatre Founder and Artistic Director Lou Bellamy kicked off the new CEHD Reads program on Oct. 7. Faculty, staff, and students across the college have joined all first-year CEHD students in reading Gaines’s novel A Lesson Before Dying. The author answered the first-year students’ questions, live, via satellite, in a session moderated by Bellamy and by Ezra Hyland, a teaching specialist in the Department of Postsecondary Teaching and Learning (PsTL) and local director of the African American Read-In.

CEHD Reads is an extension of the college’s First Year Experience, which focuses on the shared question: Can one person make a difference? A Lesson Before Dying, which won the National Book Critics Circle Award and was later made into a television movie, struggles with this and other essential human questions.

The novel, set in 1940s Louisiana, opens with the conviction of Jefferson, an uneducated black man accused of killing a white storekeeper. He is doomed to be executed, but schoolteacher Grant Wiggins is prodded to help him find his dignity in the situation. Through the men’s development as individuals and friends, Gaines addresses topics that include race, the importance of education, and the meaning of justice—ideals that are central to the College of Education and Human Development.

This fall, first-year students in the college will study A Lesson Before Dying as part of their First Year Inquiry (FYI) classes. Taught by three PsTL faculty who represent different disciplines, the FYI classes focus on a particular theme, such as the importance of food or of place, that will be tied to the novel. The FYI classes are one component of the yearlong First Year Experience, which was developed by PsTL in collaboration with CEHD Student Services as a curriculum that prompts academic and personal development.

PsTL faculty and staff chose A Lesson Before Dying because it so positively answers the central question: “Can one person make a difference?” explains literature teacher Barbara Hodne, who helped spearhead the selection process. “A Lesson Before Dying is all about one person making a difference, despite its two main characters are up against insurmountable obstacles,” she says. “Grant, the teacher, is tasked with making a difference in Jefferson’s life, despite the inevitability of his execution.”

The shared question continues the First Year Experience theme from 2008-09. Then, first-year students read An Ordinary Man, Paul Rusesabagina’s account of the Rwandan genocide, and met the author during a personal visit. Reading An Ordinary Man helped students who were refugees share their experiences with their classmates, Hodne recounts. She says she expects common themes to emerge from A Lesson Before Dying, as well—perhaps the idea of leaving a home culture for higher education, which could resonate with first generation college attendees.

After PsTL’s success with the First Year Experience last year, Interim Dean Jean Quam decided to expand the idea of a common book across the college via CEHD Reads. “This book touches on themes of reading, literacy, equity of justice—the college’s values are really personified by A Lesson Before Dying,” Quam explains. “All these disparate parts of the college come together around the idea of making a difference.”

The Oct. 7 videoconference was just the first in a series of events that will explore the book and the college’s commitment to making a difference. This spring, students in Heather Dorsey’s PsTL class will stage a version of the text in a partnership with the Penumbra Theatre Company. The Web site, cehd.umn.edu/reads, will be frequently updated with information about public events.
What makes a good teacher? How can quality teachers help students improve learning and student outcomes? These questions have taken on renewed urgency in policy discussions at the federal, state, and local levels. The federal No Child Left Behind Act requires “highly qualified” teachers in public schools, while the stimulus bill passed in February included money for teacher development. Minnesota Gov. Pawlenty has strongly supported Q Comp, which links teacher pay to student achievement and supports job-embedded professional development.

Teacher quality can be hard to pin down. However, research by Misty Sato, assistant professor of teacher development and science education, may offer some clues. Sato has observed that teachers who appraise their own classroom approach make measurable improvements, such as setting clear learning goals and providing feedback to students—key elements of formative assessment.

In traditional summative assessment, teachers assign grades to student work at the end of a course or project. Formative assessment, by contrast, encourages teachers to continuously gauge learning in their classrooms. Students determine how to revise and improve their work based on feedback from their teacher and peers, alike.

“This is not looking at a student’s
Misty Sato (center) is also leading the Teacher Education Redesign Initiative, along with Leadership Group member Carole Gupton and David Heistad, from Minneapolis Public Schools.

work for the purpose of assigning a grade but a process for the teacher to determine what needs to be improved and how to guide students’ next steps by providing specific feedback,” Sato says. “It’s more about tutoring your own practice and supporting student learning.”

The formative assessment process can reveal patterns in students’ understanding of concepts and skills, allowing teachers to adjust and refine their teaching techniques, she explains.

Several studies have concluded that improved formative assessment practices raise overall student achievement, including a well-known article by Paul Black and Dylan Wiliam that surveyed more than 250 research sources on the topic. Sato has researched just what teachers can do to develop such proven formative assessment practices.

During a three-year longitudinal study that she conducted while completing postdoctoral work at Stanford University, Sato examined 16 middle- and high-school math and science teachers in the San Francisco metropolitan area. Researchers compared two groups: those who were engaged in National Board Certification—a nationally recognized professional endorsement for educators—and those who were not. National Board Certification involves sharing teaching ideas and strategies and reviewing videos of classroom practice with other teachers. Through this process, those teachers who were pursuing certification were encouraged to improve their teaching methods as part of a community of professionals.

One teacher in the study reported: “I saw things in [other teachers’] practice that I wanted in my own, and I saw things in my practice that I didn’t want there anymore.”

As part of their research, Sato and her Stanford colleagues, Ruth Chung Wei and Linda Darling-Hammond, reviewed lesson plans, classroom videos, and samples of student work. When the researchers interviewed students from the same San Francisco schools, they reported that those teachers who used formative assessment practices assigned more hands-on activities and group discussions and allowed more time for self-evaluation and reflection.

Sato’s 2008 study concluded that when teachers analyzed their teaching on their own or within peer groups, as guided by the National Board Certification process, their formative assessment practices improved.

Research into the possible impact of formative assessment on teacher quality is valuable, says Mary Cathryn Ricker, president of the St. Paul Federation of Teachers, which is negotiating for additional teacher development time built into the school schedule. “Anytime we reflect on what’s wrong, we tend to find a solution to make it right,” says Ricker, a former middle-school English teacher who is National Board Certified. “As teachers, if we’re reflecting on—‘Why didn’t sixth period go so well yesterday?’—chances are good that it’s going to help sixth period go better today.”

Formative assessment holds great promise as a focus for teacher development, says Jenni Norlin-Weaver (Ed.D. ’99), director of teaching and learning at Edina Public Schools. At a time when teachers are routinely bombarded by negative messages, the process empowers them to tailor methods to their classrooms.

“I think it further enhances (teachers’) sense of efficacy—a sense that what you do makes a difference.”

—JENNI NORLIN-WEaver, EDINA PUBLIC SCHOOLS

For more information
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More than a
Heather Dorniden, a top kinesiology student, is the most decorated women’s track and field athlete in Gopher history.

By Suzy Frisch

Finals week can stress out even the best students, as they study for multiple tests and wrap up term papers. Imagine adding high-level athletic competition to the mix.

That’s a frequent occurrence for kinesiology student Heather Dorniden and her fellow University of Minnesota track team members. Three years in a row, as she prepared mentally and physically to race in the Big Ten Tournament, she first had to sit down in a hotel conference room for a final exam. Then it was off to the track for her 800- and 1,500-meter races and the 4x400 meter relay.
Clearly she has learned to handle the pressure, earning a 3.90 GPA while becoming the most decorated Gopher women’s track and field athlete in history. She’s a nine-time All-American and two-time Gopher Female Athlete of the Year who helped her team clinch its first-ever Big Ten titles in indoor track (2007, 2008, 2009), outdoor track (2006), and cross-country (2008, 2009).

“I’ve never really settled for less than the best in everything I do, so I put the same effort into class activities as I do into track or cross country,” says Dorniden, a fifth-year senior who plans to train for the 2012 Olympics and earn a doctorate in physical therapy. “Competing helps me focus a lot on school, especially knowing that my grade point average means something if I want to compete.”

**Support on and off the field**

Athletes push their bodies to the limit during practice, compete with teammates for starting positions, and strive to perform exceptionally during games. Then, physically exhausted, they must find time and energy to study and stretch their minds, says **Jeanne Higbee**, a professor of postsecondary teaching and learning, who teaches the NCAA-required First-Year Experience class for all incoming Gopher athletes.

Higbee’s class and other supports for first-year student athletes can be vital to their overall academic success. So discovered the Provost’s Task Force on the Academic Support and Performance of Athletes, led by School of Kinesiology Director **Mary Jo Kane**. As part of the University’s efforts to improve graduation rates among all students, the task force analyzed student data from 1999 to 2007 and determined that the first semester performance of scholar athletes was one of the most important predictors of whether they would complete their degree.

“For those student athletes who are academically fragile, you want structures in place so they can hit the ground running when they come to the U,” says Kane.

During the 24 years she has been teaching First Year Experience courses, Higbee has researched the persistence of student athletes and non-athletes alike. She discovered that their overall reasons for attending college greatly predict how well they will do in college. The students who
attend college to avoid low-paying jobs or because of family expectations typically didn’t do as well as students who want a higher education to become deeper thinkers or more well-rounded individuals.

To align with these findings, Higbee has designed the University’s First Year Experience course to include sections on the broader purpose of higher education, selecting majors and graduation planning, career development, and community service. That way, students begin to understand that they are attending college as preparation for their entire lives, not just to get a degree. The class also helps athletes with the realities of college life, including time management, handling stress, academic honesty, diversity, personal finance, and more.

Higbee feels so strongly that athletes focus on their academic reasons for attending college that she has volunteered her time on weekends to speak to potential football recruits for the Gophers.

Coaching to success
Kyle Knudson, a catcher on the Gopher baseball team, admits that he stumbled a bit during his transition from high school to the academic rigor of college, performing poorly on his first two tests. Turning to an academic counselor, he got some tips on studying and test preparation, which also motivated him to increase his overall study time.

Knudson eventually learned how to study on the road—and to room with someone with similar intentions—during the busy baseball season. It can be a 40-hour weekly commitment, including travel for series from Thursday until early Monday morning, practices, as well as six to eight games a week.
“In addition to athletics, they are very dedicated and committed to being successful in school as well as helping others.”

—JEANNE HIGBEE, POSTSECONDARY TEACHING AND LEARNING

“You definitely have to be self-motivated to do homework on the road,” says Knudson, a senior in the School of Kinesiology’s sport management program who aims to work with youth sports camps. “It doesn’t come easy because there are a lot of other distractions there, like the hotel TV and teammates hanging out next door.”

Head baseball coach John Anderson makes sure that academics are a priority for players such as Knudson. For Anderson (B.S., ’77), an alumnus who earned a bachelor’s degree in physical education, it all starts during the recruiting process. He seeks players who are internally motivated and have academic and career goals, students who understand that they attend the U to earn a degree first and to play baseball second.

Then Anderson works hard to create a team culture that stresses academic excellence, with the veteran players coaching younger teammates to focus on their studies. Calling upon his own education at the college, he advises his athletes to learn to manage their time, take advantage of the people and resources at the University and the larger community, and find a major they are passionate about. His efforts resulted in the two highest team GPAs in Gopher baseball history during the last two seasons—and one of its most successful seasons on the field.

“I’m here to prepare people for the next 50 years of their lives. They need a degree to open doors to other opportunities,” says Anderson. “Our core philosophy is, ‘You are here to earn a degree, and we think you can be good on the field and in the classroom.’ They aren’t mutually exclusive,” says Anderson, who credits the college with a comprehensive understanding of the human body and of how athletes’ physical, mental, and emotional states can affect performance.

Anderson’s message is similar to the one Stacy Ingraham passes on to future coaches. As coordinator of the 15-credit coaching certificate program, Ingraham ensures that consistent themes include the morals and ethics of coaching, emphasizing academics, and being a positive influence.

“I just want our future coaches to understand that there is no one who can influence these kids academically more than them,” says Ingraham, an instructor in the college who has a Ph.D. in exercise physiology and was a college athlete and coach. “They need to use that platform, and they would be negligent not to. Ask your student-athletes how classes are going and hold them accountable.”

Coaches play a critical role in the success of student athletes, especially when they encourage academic excellence in their players and meet regularly with them about their progress toward graduation, agree Rich Weinberg, a distinguished University teaching professor of child psychology who recently completed a nine-year stint as faculty athletics representative.

Recently the University instituted more checks and balances for its athletic programs, which help improve athletes’ experience of earning a degree while competing, Weinberg says. The measures include making sure that the right students are admitted in the first place, that scholar athletes take rigorous courses on track to earning a degree, and that they perform up to NCAA and University standards.

“It’s amazing to see how these kids can achieve academically and also be competitive in a Big Ten school,” says Weinberg. “They use the discipline they have for sport and put it into academics.”

Higbee holds a similarly high opinion of the Gopher athletes, whom she gets to know well. “These are some truly outstanding young men and women, and they might be in the press only when one individual does something people will be critical of,” says Higbee, whose class also includes advice on living life in a fishbowl. “In addition to athletics, they are very dedicated and committed to being successful in school as well as helping others. It’s one of the things I see shining through over and over again.”

Jeanne Higbee
Teaming up

COLLEGE OUTREACH PROMOTES ACTIVITY AND WELL-BEING

BY KATE HOPPER

Lisa Kihl (back, left) collaborated with parents, staff, and youth at the Dayton’s Bluff recreation center in St. Paul to create a sustainably safe environment for youth baseball.
THE NEED FOR YOUNG PEOPLE TO BE ACTIVE is more than a matter of fun and games, it can mean life or death. Lack of physical exercise can lead to a lifetime of health problems.

According to the Centers for Disease Control and Prevention (CDC), approximately 64 percent of Americans are obese or overweight, and the numbers have tripled among children and teenagers in the last two decades, to 23 million. Though obesity has increased among all age groups and ethnicities, in children and teens, obesity is highest among Mexican American boys (about 22 percent) and non-Hispanic Black girls (23 percent).

People with disabilities are twice as likely to be obese than those without disabilities, as well, yet they are largely ignored in health outreach programs.

“This is a huge problem in our society,” says Pat Salmi, research associate in the Research and Training Center on Community Living (RTC) in the Institute on Community Integration. “Obesity is affected by the culture in which people grow up, the types of food they are raised eating, the cost of food, and whether people have access to healthful foods and exercise.”

Yet fewer than half of adults in the U.S. get the recommended levels of physical activity, according to the Robert Wood Johnson Foundation. College faculty and staff are reaching out to underserved populations to address these imbalances.

Identifying barriers
Increasing access for youth is a high priority among college faculty. The 2007 Tucker Center Research Report, Developing Physically Active Girls, found that participation in physical activity outside of organized sports is declining among girls, even while they are participating in organized sports in record numbers. In the case of African-American adolescent girls, only 21 percent report a healthy amount of physical activity, according to the CDC.

“Over 40 percent of African American girls aged 6 to 19 are overweight or obese,” says Daheia Barr-Anderson, assistant professor in the School of Kinesiology. “This rate is 5 percent and 10 percent greater than the prevalence for Hispanic and white girls, respectively.”

This fall, Barr-Anderson will hold focus groups with African American girls and their mothers and do inventories of food, physical activities, and media to understand what factors lead to such numbers, which only get worse with age. “The high rate … is of great concern in African American girls because being overweight in childhood is predictive of being overweight in adulthood,” she explains.

The implications extend beyond just the corporal. “In addition to the health benefits, there are also psychological and emotional benefits for adolescents of being physically active—less risk for depression, improved academic performance, improved self-esteem,” she says.

Though Barr-Anderson doesn’t want to speculate on what will emerge in the focus groups, typical barriers to physical activity can include family responsibilities, safety concerns, limited access to recreational facilities or opportunities, and lack of support from family and peers. Once she has gathered the information from her research subjects, she hopes to create an obesity prevention program designed specifically for African-American girls.
Through research and community partnerships, Nicole LaVoi, Jo Ann Buysse, and Chelsey Thul have collaborated on ways for East African immigrant girls to be active.

**Embracing culture**

The 2007 Tucker Center report suggested that girls should be listened to when physical activity is being developed for them. “Involving girls in this process empowers them and lets them know they have a say in programming,” says Chelsey Thul, a doctoral student in the School of Kinesiology. When programmed activities are based on what the girls actually want to do, rather than on what programmers or scholars think they want to do, participation increases, she explains.

This is especially important when working with ethnic minorities to ensure that the activities are culturally relevant. “When activities uphold personal, social, and cultural values,” says Thul, “girls are more apt to join, and parents and the community may be more supportive of participation.”

Last year, with a grant from the Melpomene Institute for Women’s Health Research, Thul and Tucker Center Associate Director Nicole LaVoi interviewed 19 East African adolescent girls in the Twin Cities Metro about their experiences with and beliefs about physical activity. The girls shared the type of activities they enjoy, the barriers they face, and made suggestions about how to promote physically active living within their culture.

Some of the barriers they encounter to exercise include a lack of time because of homework and caring for siblings, feelings of incompetence because they had never been taught, peer gender stereotypes, lack of parental support and encouragement, and an absence of programming.

“But the most important characteristic that came up in our Somali women. Last winter Hussein, with help from Melpomene, launched female-only gym days at the Brian Coyle Center.

Professor Jo Ann Buysse, coordinator of the sports management program at the college, began volunteering for the program in January and loves to see the girls and young women enjoying themselves. “This is often one of the only times that they really get to exercise during the week. One woman was very happy about losing some weight, and it was really nice to see all of them become stronger.”

Thul agrees. “It’s a time that is just for them. They can take off their head scarves, wear what they want, and have a good time.” And though most of the participants are teens and young adults, one day a woman in her seventies showed up, ready to play basketball. “She clearly had never played before, but she was laughing and having such a good time,” says Thul.

Thul is working with Hussein and the girls who use the gym to decide how to best spend her $2,000 CEHD Women’s Philanthropic Leadership Circle Graduate Award to sustain the program. The next phase of research will assess the girls’ perceptions of acceptable spaces. “We want to know where and what spaces the girls perceive are open and available to them in their neighborhoods and communities,” says LaVoi. “So we can better help them plan where to be active.”

**Safe spaces**

Just being able to play outside can be a challenge in some areas. Lisa Kihl, assistant professor in the School of Kinesiology, sees safety as one of the big challenges to the sustainability of urban
sports programs. Kihl has been working with a recreation center on St. Paul’s East Side to address issues that led to decreased participation in the Minnesota Twins’ Reviving Baseball in Inner Cities (RBI) Rookie League program for youth ages 8 to 12.

“There is a lot of money invested in urban activity and programming in the Twin Cities,” says Kihl, “but unless you have a safe environment and a staff trained to address the unique issues that can arise in urban sports, kids won’t participate.”

At this East Side recreation center, there was a strong gang presence—gang members loitering, bullying kids, and dealing drugs near the baseball field. “There was a general disrespect of the space as a place for recreation,” says Kihl.

With Minnesota Twins RBI Coordinator Frank White, Kihl facilitated a community-based action research approach, which supported community members as they identified problems and solutions. Besides safety, other issues they identified included unmaintained fields, lack of good coaches, and the kids’ belief that baseball is a “white sport.”

Center staff began working with St. Paul police to increase safety at the park. Social work professor Mike Baizerman helped facilitate a dialogue with area gang members and launched a Youth in Transition program to help them lead more positive lives. Playing fields also have been improved, though city budget cuts are affecting routine maintenance.

“This has been a huge success,” says Kihl. “And it’s an example of how the delivery of urban sports is not just about the delivery of sports. You need other programs running side by side to address the issues unique to urban programs. Without Mike’s work, the center wouldn’t be able to deliver the RBI program.”

In the year the study started the league had six teams, but four dropped out. Participation is starting to build again as kids learn to love baseball through experience with successful play and having fun. Recreation center staff watch the players and encourage them, too, which makes a difference, says Kihl.

**Increasing access**

People with disabilities face a different set of challenges in being physically active. According to the CDC, people with disabilities are among the least likely to engage in regular moderate physical activity. More than half of adults with disabilities reported an absence of physical activity during their leisure time, as compared to 34 percent of those without disabilities.

“Often people with disabilities don’t have access to as many recreation activities as they would like,” says Angela Amado, research associate in RTC. Amado helped develop [LifePages.org](http://LifePages.org), an interactive database designed to increase opportunities, access, and support in community recreation and leisure activities for people with developmental disabilities.

Despite some initial challenges, including limited Internet access in residential homes, the program has been a success. Staff report that users are participating in a wider range of activities and connecting with people in different agencies who have similar interests. Amado says that the site gets more than 5,000 hits a month.

Salmi, also with RTC, says LifePages is one way to help people with disabilities be more independent and take charge of their own wellness.

Salmi has also been working to help people with disabilities lead healthier lives through the Ramsey County Physical Activity and Nutrition Training Program. Using a curriculum developed at the Oregon Institute on Disability and Development, Salmi and her colleagues at RTC train professionals, covering dimensions of social health, physical activity, emotional health, preventing illness, and goal-setting. “We selected this curriculum because of its holistic approach,” says Salmi.

Earlier this year, RTC trained 20 individuals from vocational and residential service providers, as well as two University staff, who will go on to train individuals with disabilities within their organizations.

“So often people with disabilities have eating goals imposed on them,” says Salmi. “But this curriculum gives individuals the opportunity to set their own goals. They have a chance to think about what will make their lives better.”

In the end, empowering individuals to take charge of their well-being may be the great equalizer.
IF YOU’VE GOT KIDS, chances are good you spent the summer scheduling vacations and family dinners around soccer games, youth baseball, or some other organized sports. In its 2008 survey, the National Council of Youth Sports (NCYS) found that approximately 44 million children participate in the sports offered by its member organizations—many in multiple sports—a significant increase over the past decade. They are supported by 7.4 million adults who coach, referee, manage teams, and the like. As more American families chart an exhausting course between practices, games, and team fundraisers, researchers in the college are asking: Are children and their families reaping the benefits?

Sisters Kari Osnes (left) and Julie Lundquist have worked with Nicole LaVoi's research into moms who coach. They buck the trend by coaching soccer for older kids at Prior Lake High School.
And what happens when parents don the role of coaches? Where does home end and the playing field begin?

Maureen Weiss, a professor in the School of Kinesiology and co-director of the Tucker Center for Research on Girls and Women in Sport, sees a lot to be gained from participation in organized youth sports, with appropriate programming. “Sports can teach life skills, but it’s not automatic,” she notes. “We need caring, competent coaches and parents, and there needs to be some deliberate curriculum or lessons for life skills transfer.”

Weiss cites the example of a youth development program called The First Tee, in which golf is the context for promoting character, confidence, and self-regulation. She discovered that the positive development among young participants, including the ability to make choices and to manage negative emotions, followed the golfers into their school and family environments.

Ross Velure Roholt, an assistant professor in the School of Social Work who specializes in youth development, finds similar value in youth athletics. “Besides learning about teamwork, goal setting and attainment, and so on, we’re finding that kids involved in organized sports have greater civic engagement,” Roholt explains.

Parents on the playing field

Many of the adults who coach and manage youth sports are parents of participants—a dynamic that inevitably affects both family and team relationships.

“Sports can provide opportunities to build great relationships with parents and siblings,” says Weiss, who studied a group of father-coaches and their 11- and 12-year old son-athletes who played competitive soccer.

Both fathers and sons identified positive aspects of the coaching relationship, including quality time together and the ability to pass along special skills and values. However, there were drawbacks. The sons at times felt the pressure of higher expectations and more criticism for mistakes, along with other instances of unequal treatment. The coach-fathers, for their part, also identified issues with placing undue expectations on their sons and challenges with separating the role of father and coach.

Weiss concludes that parent-coaches are necessary to the survival of youth sports but cautions parents to preserve the precious parent-child relationship and not attempt to coach their children once they have advanced to the travel league level, which is highly competitive.

Fathers tend to be the primary coaches for girls’ teams, too. Nicole LaVo, associate director of the Tucker Center, is researching obstacles to the involvement of more women as youth sports coaches. “Fewer women get to experience being parent-coaches,” she explains. “This can be attributed to a multitude of barriers, as women are still the majority of primary family caretakers and, if they also work outside the home, may see coaching as ‘the third shift.’”

Moms who do coach tend to do so with younger kids, stepping back around adolescence when few parents of either gender feel fit to coach at a high level, LaVo adds. “There are few female parent-coaches for boys’ teams for similar reasons,” she continues. “The stereotype is that men are needed to teach boys to be men.”

Kari Osnes further defies the trends by coaching the boys team; her sister coaches the Prior Lake girls team.
However, having moms as coaches can be particularly beneficial for girls, says LaVoi, citing research that demonstrates girls identify more with same-sex role models. She says the girls may develop greater self-esteem and increased likeliness to coach in later years.

**Staying sidelined**

Even parents who don't take an official role can have a large impact on their child's feeling about sports. Pressure to win can detract from children's experience of athletics, says William Doherty, a professor in the Department of Family Social Science. “If parents are overly invested in their children's success, children will be doing it for the parent, not themselves.”

Symptoms of parental over-investment can include shouting at and arguing with coaches or officials, or even fighting in the stands. LaVoi, who has studied parent-spectator behavior, has found that incidents of anger occur more frequently at older kids' team sporting events where the competition level is higher. She cautions that confrontations between parents or officials can be distressing to children of all ages but especially to younger ones.

In contrast to the angry parent as negative role model, Weiss says that parents who exhibit positive cues about their child's physical competence and the value of physical activity are a positive influence: “Children need to see parents as physically active people who enjoy what they do. Go to the gym! Walk! And express your excitement about these activities.”

**A healthy balance**

When does the full calendar of practices and away games become too much—for both the child and the family? Doherty emphasizes the importance of balancing the child's need to experience the sporting life with the needs of the family as a whole, and has started parent groups and Web sites committed to setting aside time for the family. While Doherty notes the absence of research on the effects of over-scheduling, he says anecdotally that over-scheduling can stress the family as a whole, diminish the quality of family life, and cause couples to sacrifice critical time for relationship-building.

The impact on the child is also not cut-and-dried. “You cannot determine if a child is over-scheduled by measuring the number of hours or activities,” Doherty says. “You see the stress and tension in the child. They lose a part of their childhood, especially in activities that are competitive.”

Over-scheduling isn't a challenge for all U.S. children, however. In fact, it may be a product of privilege. “Many children are under-served, under-scheduled, and lack opportunities to participate,” LaVoi says, “including children in low socio-economic status families, immigrant families, and ethnic minority families.”

Cuts to school budgets have hit some of these groups particularly hard, causing some schools to charge athletes to play at the high school level, Weiss points out. She also notes that, as the level of competition increases, players may be expected to provide more expensive equipment and fund travel and ice time, for example, which can limit participation to wealthier families.

For those parents who can and do over-schedule their children for fear of depriving them of an opportunity, Doherty sympathizes but points to the facts: “The strongest research about activities that are good for kids says family dinners are number one. Ultimately, scheduling activities that compete with family time and family meals replaces something great with something good.”

PHOTOS: Dawn Villella
GOPHER GREATS

BY ANDREW TELLJOHN

LEO LEWIS (PH.D. ’97), RETIRED NFL PLAYER

Leo Lewis never played sports at the University of Minnesota. While he was attending classes in the School of Kinesiology, he was in the middle of an 11-year career as a wide receiver and punt returner in the National Football League.

Though Lewis had a long career in the NFL, he never took his future for granted. He didn’t get drafted out of college and, at 5-foot-7, was undersized by pro standards. So he spent his off-seasons supplementing his education.

He spent a decade at Minnesota pursuing his Ph.D., writing his dissertation on the post-playing careers of NFL players.

He’s been putting that research to work since rejoining the University in 2006 as associate athletics director for student athlete development. He prepares students for the ups and downs of a career as a professional athlete, as well as the reality that at some point they will need to find something else to do. While Lewis played in the NFL for over a decade, he was cut four times before making the Vikings roster, so when he speaks of preparing for life outside athletics he can do so with authority.

“I think the NFL and other sports leagues are now having more hands-off approaches to managing their players in that way and are relieving their duties to look at how they can best serve their athletes,” he says. “Consequently, at the college level, I think it’s increased.”

Lewis is helping the University create programming that addresses the overall development of student athletes. He’s been given the flexibility to develop and tailor the program to fit the needs of his students. “That was one of the attractions for getting the job here, in that the movement toward a more holistic resource for student athletes has improved.”

He’s also enjoying working with sports besides football and, as the father of two daughters, he’s motivated by helping young women prepare for their lives inside and outside of athletics.

“I think I’m a good role model for that,” he says. “[I’m] someone who wasn’t gifted athletically nor academically, but because I had good mentors, had people who steered me in the right direction, had parents who provided the means for me to get a good education, and at the same time had coaches who believed in me and put me in the right positions to excel…”

The College of Education and Human Development and its predecessors have graduated many top athletes over the years. While some go on to successful careers in sport, others have made a name in business, human services, and education. The lessons they learned from the college and from their coaches continue to shape their lives today. Here are just a few of our impressive Gopher alums.

Leo Lewis
Because of that I’m able to understand what these student athletes are going through.”

Now in his second stint at the University, many of his past mentors from the School of Kinesiology are now colleagues, including Director Mary Jo Kane, who also directs the Tucker Center for Research on Girls & Women in Sport, and associate professor Diane Wiese-Bjornstal. He hopes to have the same impact on current and future athletes.

“It all points back to the student athlete and how we can serve the student athlete and provide that student athlete as many resources for them while they are here to be successful,” Lewis says.

**LINDA WELLS (M.A., ’84), GOPHER WOMEN’S BASKETBALL, VOLLEYBALL, AND SOFTBALL COACH** When Linda Wells arrived at the University in 1973, she was just looking to pursue her master’s degree. Within a decade, she had helped put women’s sports on the map at the University and became one of the early and most influential figures in women’s intercollegiate sports.

Wells had played five sports while earning her bachelor’s degree from Southeast Missouri State. She spent a year student teaching but knew it wasn’t the career she wanted. So she enrolled in the master’s program at the University of Minnesota, where she was drawn by the liberal, progressive culture. The master’s program itself was excellent, Wells says, with many fantastic scholars who helped shape her career.

Perhaps more importantly to her future, Wells quickly got into coaching as well. As the first full-time women’s coach at Minnesota, she headed the basketball (1973–77), volleyball (1974–81), and softball (1974–88) teams simultaneously as they became sponsored sports. For a couple of years, she also held a graduate assistantship and worked in an exercise physiology laboratory, all while taking classes. Wells also played softball professionally from 1975 to 1979.

She still recounts the early days of women’s athletics fondly and enthusiastically. “It was the day of the feminist,” she says. “It was an exciting time to be in women’s athletics.”

She received her master’s in exercise physiology in 1982 and coached at the University until leaving in 1989 to take over the softball program at Arizona State.

The entire package presented her with an education that helped her become a successful coach.

“They developed you to be a professional,” she says. “I’m certainly proud to be a graduate of the College of Education [and Human Development], and I want to stress I couldn’t have done it without the great graduate education and professional development I got from the college.”

She retired from Arizona State in 2005 with an overall coaching record of 884-653 and then coached softball in two Olympic Games, leading the Netherlands team in 2008 and Greece team in 2004. Now completely retired, Wells is making up for lost time, traveling with family, attending sporting events rather than coaching them, and fully enjoying life.

“I’ve been around as a player and a coach. It’s been a great,
fun time,” she says. “Coaching was a full-time job. You don’t get to watch your niece or nephew play in a ballgame, or you don’t get to take your sisters out for a birthday, or you don’t get to be there Mother’s Day. Now I can choose wherever I want and do whatever I want and definitely spend a lot of time with my family.”

CLYDE TURNER (B.S., ’76, MSW, ’87), GOPHER BASKETBALL Work hard, study hard, play hard, excel in life, and beat the odds.

That’s the slogan that Clyde Turner, a self-described former student athlete with some limited learning abilities, adopted to describe his life and inspire others to do the same.

Turner grew up in Champaign, Ill., in a community he says felt like a village. There, he spent hours at the local community center, honing basketball skills that would serve him well.

“It felt like everyone was supportive of each other,” he says. “It felt like you had more than one mom and more than one dad.”

But he also gives credit to his two real parents, who taught him the value of hard work. During one of his summer jobs with the Champaign Recreation and Park Board, he worked with kids who had physical and mental health challenges.

“That was really a great experience, working with that target group and understanding their needs and strengths,” he says. “That really got me thinking that maybe one day I want to work with young folks and families who might be struggling in some areas.”

Turner arrived at the University of Minnesota in 1971, joining the men’s basketball team as a transfer from Robert Morris Junior College. He averaged 18 points per game and was instrumental in helping lead the Gophers to two postseason appearances and their first Big Ten championship in 35 years. But his time on the court was overshadowed by a legendary fight during a game against Ohio State.

Though he was drafted into the NBA, he was quickly cut and headed to Europe to play professional basketball for two seasons. He returned to the University and finished his undergraduate degree in education, later earning his master’s degree in social work as well. His professional and community work in the years since is well documented.

Turner works as manager of the Ramsey County Family Services Division, which oversees child and adult foster care, child care, adoption, and other programs. Nearly three decades ago, as a way to connect in the community, he started the Clyde Turner Educational Basketball Camp. About 35 kids showed up for the first sessions.

In the years since, more than 10,000 from all over the country have attended what he describes as part basketball, part life coaching. He also co-founded Past Athletes Concerned About Education. Turner’s work was rewarded in May at CEHD’s commencement, where he received the Dean’s Outstanding Achievement Award.
Turner stresses that experienced adults should mentor kids. From coaches Al Nuness and Bill Musselman when he was on the basketball team, to local businessman Harvey Mackay as he was transitioning from professional basketball toward his return to the University, Turner remains grateful for help he received. Support from his professors and tutors at the college also proved vital.

His profession has exposed him to some of life’s difficult issues. But he forges ahead with the well-being of his clients in mind and the lessons he’s learned from CEHD, from basketball, and from his parents and hometown.

“You work hard, and you become self-sufficient and independent and take care of yourself. And if you have a family you take care of your family and help take care of your neighborhood and your community,” Turner says. “I think that’s part of the reason I do what I do now; I can’t help myself. … I’ve tried to cut back over the years, but I can’t do it. So I think this is the way I’m going to go out.”

DAVID METZEN (B.A., ’64; M.A., ’68; PH.D. ’72), GOPHER HOCKEY  David Metzen didn’t get a lot of playing time his first couple years on the University hockey team. He played behind Lou Nanne, who went on to become a player, coach, and general manager for the Minnesota North Stars.

Though he’s self-effacing about his time on the team, Metzen was good enough to become team captain his senior year.

“I met some great people,” he says. “I played on a couple of U.S. [national] teams. I owe that all to the University.”

He encourages people who attend the University to find their niche, whether it’s a sport, a student group, or another activity. It helps make the large campus smaller and more accessible, he says.

Metzen found one of his niches in the College of Education and Human Development. He arrived as an undergraduate in 1960 with the goal of becoming a teacher and the hockey coach at South St. Paul High School, where he had attended.

He returned for his master’s degree and later for his doctorate in educational administration. He also returned to South St. Paul, though not as the hockey coach.

“At that time I was crushed,” he says of not getting his dream job. “It turned out to be a great thing. Not that I wouldn’t have enjoyed coaching, but I went back to school and got my administrative license.”

He began working his way up through educational administration in his hometown of South St. Paul, first as an assistant principal, then as a principal, and eventually as superintendent for 18 years.

Though he retired as superintendent in 2000, he has remained active in education. This year Gov. Pawlenty appointed him director of the Minnesota Office of Higher Education, where he’s trying to help reshape how high school counselors prepare students for college. It’s vital, he says, because people can lose their houses and their cars, but nobody can ever take away an education.

“That’s why I’m such a stickler,” he says. “It’s not about access. It’s
about completion and really hammering on getting kids taking the right courses, and studying, and getting ready for college, and then finishing what they start.”

Though he received his last degree 36 years ago, Metzen returned to the University in 1997 and served 12 years on the Board of Regents.

“If I’ve accomplished anything in this world, I owe it all to the University of Minnesota,” he says. “That’s why I was honored to be on the Board of Regents. It was a way to give back for a place that defined who I am in this world.”

ALICIA HICKEN-FRANKLIN (B.S.,’97), GOPHER SWIMMING

Under the coaching of Alicia Hicken-Franklin, Denver University swimmers have broken more than 75 competitive records, culminating in the 2008-09 season when the Pioneers reached their first conference championships. During the same period, the team has placed in the top 10 for grade point average among Division I swim and dive teams five times.

Hicken-Franklin was quite successful in the water herself. Following in the footsteps of a cousin who competed in the 1984 Los Angeles Olympics, Hicken-Franklin, a native of Ontario, competed in the Canadian Olympic Trials in 1992. As a Gopher, she was a four-year letter winner and a six-time Big Ten championship finalist in three events.

She attended the University in part because she had connections to then swimming and diving coach Jean Freeman, and because she was impressed that the University had its own Women’s Athletic Department.

“It was a very special thing to me to see that,” she says. “I had never had a female coach. I had never really been in that kind of environment.”

She was similarly impressed by the facilities and the atmosphere. “The people in Minnesota were so friendly and nice, it felt like home to me,” she recalls. “As soon as I got to the campus I felt comfortable.”

Hicken-Franklin majored in kinesiology to understand the physiology behind athletic performance and helped out with a number of club teams at the University. She earned a master’s degree in the physiology of exercise at Washington State. Now she looks forward to helping the Denver swimmers become nationally ranked.

“It was an easy switch to move into coaching—I felt like I
had such role models myself as coaches, in my club days and especially at Minnesota,” Hicken-Franklin says. “I really felt inspired by Jean and Terry (Nieszner, then Ganley). I felt if I could have that effect on some young men and women it would be very rewarding.”

While she’s happy in Denver, and credits her employer for its funding and dedication to the swimming program, she gives a lot of credit for her success to her time at the University. She says she met a lot of good mentors and learned a lot about life—and she wouldn’t mind returning as a coach at some point.

“I just feel so lucky to have been given the opportunities I did at Minnesota,” she says. “There’s no way I would be where I am without it. It was really a great starting point for me in my life.”

THOMAS HARDING (A.A., ’83), TRACK AND FIELD
Thomas Harding, a member of the college’s Alumni Society Board of Directors, entered the former General College as an average student with a decent grade point average but a less than stellar ACT score. In the two decades since he graduated from the University, Harding has gone on to become the successful owner of Plymouth-based Infinity Direct Inc., building the direct marketer into a $17 million company with 33 employees. He’s also remained a lifelong booster of his alma mater.

He says the college was vital to his success because he was able to take a wide variety of classes in small classrooms, rather than getting lost in auditoriums with hundreds of students. He also learned about hard work, improved his critical and logical thinking skills, and gained the confidence to take risks.

“I have a lot of loyalty to it because it gave me, an average student, a chance to excel, where if I had entered the regular system, there’s no way,” he says. “I would have just drowned.”

Harding also competed on the University’s track and field team, running the 100-, 200-, and 400-meter races. “The track and field experience with Roy Griak gave me lifelong discipline,” says Harding, who says the legendary coach helped shape him into the person he is today. “He was tough but very caring.”

He gained a cachet of experience through his first jobs out of college, primarily in sales and marketing. Partially out of stubbornness and partially out of a desire to be his own boss, he pursued his dream of starting his own company, launching Infinity Direct in 1991.

“I have my own visions,” he says. “It’s easier for me to create my own destiny vs. trying to navigate through the corporate world. The only one I can blame for failure is myself.”

As was the case with many General College students, Harding was the first in his immediate family to earn a college degree. He continues providing support for students in similar situations by offering the Harding Family Scholarships to male CEHD students on the track team who are the first in their families to attend college.

Meanwhile, when he isn’t building his business and supporting the college, he keeps his stride, getting out at least twice a week for 10-mile runs. He’s also preparing to launch an athletic apparel company this fall. ●
Retired
Retirees as of May 24, 2009

Faith Clover, lecturer, Department of Curriculum and Instruction, nine years. Clover taught art education and was a curriculum consultant on a U.S. Department of Education project regarding Native American art and educational standards and published extensively.

Stan Deno, professor, Department of Educational Psychology, 38 years. Deno’s work in special education is known worldwide, especially his research into the failure of students to develop basic skills in reading, writing, and arithmetic. He developed curriculum-based measurement to monitor learning progress among students with cognitive, disabilities, which became the standard in special education.

Harvey Feldman, teaching specialist, School of Kinesiology, 12 years. Feldman taught a number of recreation, park, and leisure studies courses, coordinated the recreation senior internship program, and advised undergraduates with public and commercial recreation emphases. Before joining the University, Feldman had worked for the Minneapolis Park and Recreation Board for more than two decades. He was also chair of the College of Continuing Education’s Vital Aging Network Leadership Group.

Debra Haessly, administrative director, School of Kinesiology, 25 years at the college. Haessly assumed increasingly greater administrative responsibility over her college career, 16 years of which were spent in the School of Kinesiology. She won the college’s Outstanding Civil Service Award in 1994 and again in 1997. In 2006, under her leadership, kinesiology was awarded the University-wide Civil Service/Bargaining Unit Award. She also served on the CEHD Senate, the Senate Consultative Committee, and the Civil Service/Bargaining Unit Committee.

Marilyn Johnston, administrative director, Center for Applied Research and Educational Improvement, 45 years. Johnston’s entire University career was spent with the college, beginning with the former University High School and then in CAREI, from its precursor, through its creation in 1980.

Marijo McBride, coordinator, Institute on Community Integration for 20 years. McBride developed person-centered plans for individuals with disabilities and families and worked to support people with developmental disabilities in being freed from state hospitals. She also developed and implemented Parent Case Management training and Parent Case Management for People of Color, which train families to advocate for and obtain the services and supports needed by their children with disabilities.

Rebecca Rapport, lecturer, Department of Curriculum and Instruction, 30 years. Rapport advised and prepared many teachers over her 30 years at the college, where she specialized in children’s literature and elementary and middle school literacy. She was a Book Week reviewer for 30 years, among other professional and service activities.

Elizabeth Spletzer, education specialist, School of Kinesiology, 20 years. Spletzer coordinated K-12 physical education licensure and was deeply involved in reviewing licensure and accreditation requirements at the college and regional levels.

Appointed

Steven Harris, professor, director of marriage and family therapy, family social science. Harris joins us from Texas Tech University, where he was a professor of marriage and family therapy and previously served as associate dean for academics and students. He also had a private therapy practice.

Patricia Shannon, assistant professor, social work. Before joining the School of Social Work, Shannon provided psychotherapy to refugee and asylum-seeking torture survivors from more than 60 different countries at the Center for Victims of Torture.

Lou Quast, Lowell Hellervik Professorship in Adult Career Development, organizational leadership, policy, and development. As vice president of leadership development services at Personnel Decisions International, Quast has extensive experience designing training and leadership development programs in the workplace. He earned his Ph.D. in human resource development from the University, where he has also been an adjunct instructor.

Honored

Rayla Allison (kinesiology) was inducted into the University of Texas at Arlington’s Athletics Hall of Honor. Allison was a standout softball player at UTA from 1972-75 and was a head coach from 1983-89.

Richard Beach (curriculum and instruction) received the 2009 Computers in Reading Research Award from the Technology in Literacy Education Special Interest Group of the International Reading Association.

Matthew Burns (educational psychology) was recently inducted into the Society for the Study of School Psychology, whose mission is to promote and recognize scholarship and research in school psychology.

David Chapman (organizational leadership, policy, and development) has been named to the
college’s endowed Emma Birkmaier Educational Leadership Professorship.

**Ted Christ** (educational psychology) received the Lightner Witmer Award from Division 16 (School Psychology) of the American Psychological Association. This award is given to young professional and academic school psychologists who have demonstrated scholarship that merits special recognition.

**John Cogan** (organizational leadership, policy, and development) was awarded the Distinguished Global Scholar Award by the International Assembly of the National Council for the Social Studies.

The Clinical and Translational Science Institute of the Academic Health Center has named **Don Dengel** (kinesiology) as the director of human performance core and densitometry services for the next year.

**Abigail Gewirtz** (family social science and child development) received the Rising Star award from the Women’s Philanthropic Leadership Circle for a pre-tenure female faculty member who has demonstrated leadership and creativity as shown by research, teaching and service.

**Megan Gunnar** and **L. Alan Sroufe** (child development) each received the Distinguished Contributions to Child Development award from the Society for Research in Child Development in recognition of major contributions to the field.

**Nicole LaVoi** (kinesiology), associate director of the Tucker Center for Research on Women and Girls in Sport was awarded the Staff Award from the Women’s Philanthropic Leadership Circle.

**Cynthia Lewis** (curriculum and instruction) received the Robert H. Beck Faculty Teaching Award from the CEHD Alumni Society for excellence in teaching and advising, innovation in academic program development, and outstanding educational leadership.

**Jennifer McComas** (educational psychology) has been named to the college’s endowed Rodney Wallace Professorship for the Advancement of Teaching and Learning.

**Ann Masten** (child development) was elected to a two-year term as president of the Society for Research in Child Development.

**Stephen Ross** (kinesiology) was named a research fellow in the North American Society of Sport Management (NASSM).

**Karen Seashore** (organizational leadership, policy, and development) has received the University Council for Educational Administration Lifetime Achievement Award, which recognizes senior professors whose professional lives have been characterized by commitment, excellence, leadership, productivity, generosity, and service.

**Mark Umbreit** (social work) received the John W. Byrd Pioneer Award for Restorative and Community Justice at the National Conference on Restorative Justice. Umbreit is the director of the Center for Restorative Justice & Peacemaking. He also received a Peacemaking Award from the Montana Community Mediation Program.

The Teaching in Action program, initiated by associate professor **Frances Vavrus** (organizational leadership, policy, and development), was one of only three programs from a pool of 400 international entrants to receive an Ashoka Changemakers Champions of Quality Education in Africa award.

**Oliver Williams** (social work) received the Distinguished Alumni Award from the School of Social Work at the University of Pittsburgh.

Former CEHD Dean **Steve Yussen** (child development) has been named editor of AERA’s flagship journal, *Educational Researcher*.

**Deborah Dillon**, Guy Bond Chair in Reading (curriculum and instruction) and **Michael Harwell** (educational psychology) will be associate editors.

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In Memoriam

**Xiaojia Ge**, professor, Institute of Child Development, died Aug. 26 at age 55. Ge, who had been a senior professor at the University of Minnesota since 2006, was best known for his seminal findings of puberty onset on adolescent developmental outcomes. Born in China, Ge earned his Ph.D. in sociology from Iowa State University, where he previously conducted research at the Center for Family Research. He was on the faculty of the Department of Human Development at University of California, Davis, before coming to Minnesota.

**James Maddock**, professor emeritus, family social science, died July 18 at age 67. Maddock worked at the University of Minnesota for 36 years and founded the Medical School’s Program in Human Sexuality. He was former president of the American Association of Sex Educators, Counselors and Therapists. Memorials may be made to the University of Minnesota Foundation with a notation designating the contribution to the Department of Family Social Science Neubeck Scholarship Fund (Fund # 2191).
Nancy Lindahl: Building support for stadium and classroom

BY JENNY WOODS

ALUMNA NANCY LINDAHL is a big reason that Gopher football is back on campus this fall. She’s also a big reason some top education professors have come to the University. Lindahl is fully committed to the Gophers—from the gridiron to the classroom.

Lindahl (B.A., ’68) and her husband, John, have co-chaired the fundraising campaign for TCF Bank Stadium since President Bob Bruininks asked them to do so in 2004. Lindahl says they accepted without hesitation. “We felt that it was the right time, and one of the things we’ve said over and over is, for this University to be one of the top research institutions in the country, you have to have the complete package,” Lindahl explains. “Without the football stadium on campus, we weren’t able to really have that collegiate experience for our students—and alums and friends of the University.”

To date, the campaign has raised nearly $90 million in private funds for the stadium, surpassing the University’s goal of $86 million. The Lindahls are among 30 corporations and individuals who have donated $1 million or more. As the couple raised money for the stadium, they simultaneously sought student support, raising $45 million from private donors to be used for scholarships throughout the University.

Lindahl has traveled all over Minnesota reaching out to potential donors, going to people’s houses for dinner, to VFWs, farms, and resorts. She says she’s met a lot of interesting people who are excited about Gopher football.

“We’ve gotten much more out of this than we’ve given,” she says. “It’s just amazing. People are tied together by this great University. That’s been the joy.”

A past president of the University of Minnesota Alumni Association, Lindahl has longtime ties to her alma mater. Both of her parents taught at the University, and she remembers coming to Gopher football games as a young girl. She and John met while they were students here (he graduated from the Carlson School of Management in ’68, then called the School of Business Administration), and they held their wedding reception at the Campus Club. John Lindahl is now managing general partner at Norwest Equity Partners, a Minneapolis private-equity firm.

After graduating with a degree in elementary education, Lindahl taught second grade for six years in the Robbinsdale school district. She became a reading and math tutor in the Minneapolis Public Schools following the birth of her two children. She then spent a few years at KARE 11-TV as community affairs director before becoming a full-time community volunteer.

The self-described “meeting junkie” serves on a slew of nonprofit boards, including the University of Minnesota Foundation Board of Trustees and the Advisory Board for the College of Design’s Buckman Fellowship for Leadership in Philanthropy.

One of the Lindahls’ philanthropic priorities is giving back to the institutions that prepared them. They funded the Nancy M. and John E. Lindahl Professorship for Excellence in Teaching and Learning in the College of Education and Human Development, as well as a professorship in the Carlson School of Management.

Professor Phil Zelazo in the Institute of Child Development
currently holds the CEHD professorship. He studies the development of neural bases of executive function—the conscious control of thought, action, and emotion in children, adolescents, and adults. One of his lab’s projects is a study on the effect of motivation on executive function in children with typical development and autism spectrum disorders.

“The professorship provides research money that allows my students and me to be much more flexible in our research endeavors than would otherwise be possible,” says Zelazo. “For example, it allows us to conduct exploratory research to justify requests for additional funding from federal agencies, and it allows us to be responsive to important research opportunities when they arise.” He adds that the endowed professorship played a crucial role in recruiting him from the University of Toronto two years ago.

The professorships are designed to allow gifted scholars to do research with the money upfront and no strings attached, Lindahl explains, which encourages exploration and fosters recruitment.

“Research is the cornerstone of a great university,” she says.

A mighty roar: RODNEY WALLACE MAKES A BIG IMPACT ON FANS AND SCHOLARS

BY JENNY WOODS

RODNEY WALLACE FIRED THE GOLD-PLATED CANNON heralding Gopher points from the sidelines of the Metrodome for the past 15 years. Now he’s enjoying his new post in the TCF Bank Stadium, which has a dedicated Cannon Management Room that’s three times as big as the supply room at the Dome.

The booster club for the University’s football program, the Goal Line Club, purchased the 10-gauge, blank-firing gunnery. Wallace bought a silver version as backup. His two youngest sons, John and Joe, also help out as “Cannon Boys.”

Wallace built the Thunderbird Hotel and Convention Center in 1963, where he used to hire Gopher football players. (He sold it in 2005.) His relationship with the University started when he was a kid attending Gopher football games with his uncle before World War II.

“I was born in Minneapolis in 1924, and I’ve lived here my whole life. I bleed maroon and gold,” he says.

Although he never attended the University, Wallace has given generously to its campus, faculty, and students. Wallace has supported Gopher football for more than 25 years as a founder and advisory board member of the Goal Line Club. He created the Rodney S. Wallace Endowment in Education for Native Americans or other minorities pursuing a teaching degree at the college. He also endowed the Rodney Wallace Professorship for the Advancement of Teaching and Learning, which is held by Jennifer McComas, a professor in the Department of Educational Psychology.

A number of facilities on campus bear Wallace’s name, including the atrium in Burton Hall, the Gophers’ indoor practice facility, and one of the gates to the new TCF Bank Stadium.

Though the 84-year-old doesn’t know how many more years he’ll fire up the fans, he’s savoring the role. “Becoming the Cannon Man has been an interesting and rewarding experience that I treasure,” Wallace says.
I AM HONORED to serve as the CEHD Alumni Society president for the coming year. It’s such an exciting time to be a part of the University of Minnesota and the college.

Homecoming is always a fun time at the University, and this year we’re enjoying The Ultimate Homecoming as we welcome Gopher football back to campus. This is a chance to reclaim time-honored traditions and to create memories with a whole new generation of students. The college is celebrating with a pre-parade tailgate party on October 9 on the plaza next to Burton Hall. I can’t wait for the opportunity to connect with other alumni and current faculty, staff, and students for a guaranteed Gopher good time.

Then I’ll join the college community as we march in the homecoming parade, which will immediately follow the tailgate party. We’ll march down University Avenue and into the stadium to end the evening with an exhilarating pep fest and fireworks in the new TCF Bank Stadium.

Homecoming is a time when the college enthusiastically welcomes alumni back to campus. If you are in the area, please join us back on campus to celebrate Homecoming 2009: The Ultimate Homecoming.

Carol Mulligan, B.S. ‘01
president, CEHD Alumni Society

1940s

Harriet Burns (B.S. ’42, B.A. ’57, M.A. ’67, Ph.D. ’76) passed away at the age of 89. She served as the director of special education for Minneapolis Public Schools and was the first female full professor at the University of St. Thomas.

Joan Way Washburn (B.A. ’49) passed away August 11. Joan earned her degree in social work and was a pioneering social activist with involvement in the civil rights, voting rights, women’s rights, animal rights, and social justice movements.

1950s

Frederick Greenberg (B.S. ’57) died on March 14 at the age of 73. During Fred’s 27-year career in Edmonton, Canada, he was director of speech pathology and audiology and later associate executive director for planning at Glenrose Rehabilitation Hospital.

Marilyn Nordstrom Olson (B.S. ’56, M.A. ’70) passed away suddenly at her home in Mexico on June 24. She taught elementary students for 33 years in the Minneapolis and Edina school districts.

1960s

Roger Evans (B.S. ’61) died on July 18 at the age of 70. He was an educator in the Robbinsdale Area Schools for 35 years and ended his career as principal at Pilgrim Lane Elementary School in Plymouth, which closed in May.

Virgil Linderoth (B.S. ’62) passed away on July 12 at the age of 94. In 1982 Linderoth retired from teaching 6th grade at Cooper Elementary School in Minneapolis; she was nominated for Teacher of the Year in 1975.

James Thomas Woychick (M.A. ’63, Ph.D. ’68) and his wife Mary Woychick died August 19 in Boise, ID.

Almon Hoye (Ph.D. ’67) passed away in June at the age of 87. Hoye was an educational innovator and principal in Minneapolis Public Schools and a strong proponent of learning second languages. He developed the widely used Ramsey Multiple Schedule and the Marshall Modular Schedule for class scheduling.

1970s

Peggy Schuster (B.S. ’77, M.Ed. ’88) passed away on May 20 at the age of 53. Peggy taught at the Blake School as an elementary instructor for 20 years.

Joan Velasquez (Ph.D. ’79) received the Sargent Shriver Award for Distinguished Humanitarian Service from the National Peace Corps Association. She and her husband co-founded Mano a Mano, a non-profit organization that has provided medical supplies, built health infrastructure, and helped provide water resources to hundreds of thousands of Bolivians.

1980s

Ruth Hansen (Ph.D. ’80) and Harlen Hansen (faculty emeriti) have co-authored Lessons for Literacy, Promoting Preschool Success (Redleaf Press, 2009). They also co-authored a Naples Alliance publication, The Discipline Toolbox, which helps preschool teachers deal with 40 common behavioral challenges.

Mark Schelske (M.A. ’81, Ph.D. ’90), St. Olaf College professor, chair of the Education Department, and TRiO faculty adviser passed away June 24.

Kathleen Macy (M.A. ’82, Ph.D. ’86) died May 16 at age 61. She spent 16 years in the Eastern Carver County School District and was a superintendent in Stillwater, serving eight years in the district before leaving to start a development consulting firm.

Brad Coulthart (M.Ed. ’83), Eastview High School science teacher, was selected by Honeywell to participate in the prestigious 2009 Honeywell Educators @ Advanced Space Academy program at the U.S. Space & Rocket Center and the Kennedy Space Center.
Mark LaCelle-Peterson (B.A. ’84, M.A. ’87) was appointed vice president of the Teacher Education Accreditation Council (TEAC). LaCelle-Peterson recently stepped down as the head of teacher education at Houghton College and has served TEAC as an academic auditor since 2005. He is a member of the joint TEAC/National Council for Accreditation of Teacher Education design team, which is evaluating accreditation of educator preparation programs.

Jill Reilly (B.A. ’85) serves as president of The Academy of Holy Angels (AHA). In April, AHA was awarded a Minnesota Quality Advancement Level Award based on the prestigious National Malcolm Baldrige quality improvement process.

Deb Hilmerson (B.S. ’89) founded Hilmerson Safety Learning Systems, which offers software that uses game technology built around such TV favorites as Jeopardy and Wheel of Fortune to help safety trainers keep trainees engaged and interested. Hilmerson previously founded Hilmerson Safety Services Inc.

1990s
Barbara Brown (M.Ed. ’90) died April 29 at the age of 61. Barbara started her 37-year career teaching at North St. Paul High School and joined the Anoka-Ramsey Community College faculty in 1987 as a math instructor.

Mary Cooper (Ph.D. ’99) passed away on August 3 at 62 years old. Mary was an assistant professor of adult education at the University of Missouri-St. Louis for 10 years. She retired in 2008.

2000s
Sharon Gibson (Ph.D. ’00) died June 17 at age 52. Sharon was an associate professor in the Department of Organization Learning and Development at the University of St. Thomas and a tireless volunteer for the St. Paul Jewish Community Center and numerous other community organizations.

Tracy Ann Wright-Sperling (M.A. ’00) passed away May 2. She taught math and physics at Hopkins West Junior High for five years and at Hopkins High School from 1999 through January.

Amber Damm (M.Ed. ’02) was named the 2009 Minnesota Teacher of the Year. She has taught English and language arts to seventh and eighth graders at Clara Barton Open School in Minneapolis for the past nine years.

Elizabeth Boeser (M.Ed. ’08) has won the 2009 National Council of Teachers of English High School Teacher of Excellence award for the state of Minnesota.

Barbara Stephens Foster (B.G.S., ’90) will receive the University’s Alumni Service Award for her volunteer service and leadership at the annual Alumni Association Award Celebration October 8. Through her dedication, passion, and respect for others, Stephens Foster has ensured that alumni from the former General College find a home in the CEHD Alumni Society. In addition, she is a member of the Women’s Philanthropic Leadership Circle and the Intercollegiate Athletics’ Cultural Diversity Task Force. She also volunteers with the Family Tree Clinic; Wastebasket Revue; the Osseo School District’s student scholarship fundraiser; Minnesota State Services for the Blind; the United Way; and the Boys and Girls Club of Minneapolis.

Golfers tee up for scholarships

On July 24, 18 foursomes teed up at the 3rd Annual Scramble for Scholarships golf tournament. Thanks to all of the golfers and sponsors, we raised over $6,000 for the Study Abroad Scholarship fund.

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From left to right: Jay Pomeroy, Chris Helle, Goldy, Dominic DeVaan, Don Johnson

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JOIN US!

For specific information on these events go to: cehd.umn.edu/alumni

Third Annual Wine Tasting and Tour
St. Croix Vineyards, Stillwater
October 29, 5 p.m.
Tour the vineyard and taste Minnesota-made wine. A special invitation is extended to GOLD (graduates of the last decade) alumni. RSVP online by Oct. 23 at cehd.umn.edu/alumni

CEHD READS
Join the college community in reading A Lesson Before Dying, Ernest Gaines’s novel of one person making a difference and reclaiming dignity in an unjust world. Information about events featuring the author and Penumbra Theatre is available at cehd.umn.edu/reads

Women’s Philanthropic Leadership Circle:
Women’s Leadership in Public Service
McNamara Alumni Center
November 10, 5 p.m.
This event’s focus is on women leaders in public service and will consist of a panel discussion with women leaders in a variety of public service roles. Non-members are welcome to attend for a $10 registration fee. Contact Raleigh Kaminsky at kamin003@umn.edu or 612-626-1601.

Deadline for CEHD Alumni Society Awards nominations
January 29
Nominate alumni for the Gardner, Mork, Wilson, and the Emerging Leader awards. Award criteria and nomination forms are available online at cehd.umn.edu/alumni/awards

Friday, October 9 | 4 p.m.
CEHD Pre-parade Tailgate Party
Burton Hall Plaza
RSVP online at cehd.umn.edu/events/homecoming

Friday, October 9 | 7 p.m.
Homecoming Parade
University Avenue. To march with CEHD, RSVP online at cehd.umn.edu/events/homecoming

Friday, October 9 | 9 p.m.
Homecoming Pep Fest
TCF Bank Stadium

Saturday, October 10 | 11 a.m.
Homecoming Football Game
Minnesota vs. Purdue
TCF Bank Stadium

Sunday, October 11 | 12 p.m.–3 p.m.
The Ultimate Volunteer Experience
Registration in Great Hall
Coffman Memorial Union

For a full description of homecoming events visit: www.homecoming.umn.edu
Van Mueller: Fighting for just funding

BY SARAH ASKARI

SOCIAL AND EDUCATIONAL JUSTICE still drive professor emeritus Van Mueller, even in retirement. A national presence in the area of education finance reform, Mueller has spent many of the 12 years since he left the former Department of Educational Policy and Administration traveling to assist reform groups in Alaska, North Dakota, and Kansas. Mueller has years of experience in assembling legal challenges to remedy disparities that can arise when school funding is tied to local property tax revenue. He’s happy to endure 30-degree-below-zero temperatures to lend a hand, figuring out “whether or not all kids are getting a fair shake.”

“These cases can have a life of their own,” he notes of the complex litigation. “The definitions of right or wrong, social justice or injustice, are hard to determine precisely.”

After a career spent analyzing the practical effects of policy decisions, it’s still the human element that speaks to him most compellingly. “When you visit the schools, even in the poorest, most deprived places, you find dedicated administrators, teachers, students, and parents who are working hard to do something good.”

Sauk Rapids-Rice Schools Superintendent Greg Vandal, one of Mueller’s doctoral advisees and the leader of the P.S. Minnesota school reform initiative, appreciates his contributions to the national funding discussion. “Van Mueller has had a great impact on the state and national school funding debate,” he says. “His work as a scholar and an advocate for change has surely ramped up policy discussions in so many quarters. Van’s passion for his work has been a real inspiration and a positive contribution to those in this profession.”

During his 33 years at the University, Mueller became a coordinator for the Educational Policy Fellowship Foundation. For the first decade of his retirement, he continued to organize retreats, dinner seminars, and educational opportunities for the fellows, stepping down only a few years ago. He was also heavily involved in the Parent Teacher Association, serving as vice president and treasurer of the National PTA and president of the Minnesota PTA. “I learned to watch my language when I was talking to parents—eliminate the jargon, listen a lot more—I got a lot out of it,” he reflects.

In Mueller’s family, the commitment to education is obvious. His wife Mildred (“Mike”) is an alumna of the college and a retired faculty member from Augsburg College. Together the two educators support several scholarships, including one at Augsburg and two at the School of Kinesiology. Of the four grandchildren they’ve helped through college, two have become teachers.

To relax, the couple spend their time at a lake in northern Michigan, on yearly opera jaunts to New York City, and in the stands at Gopher football and basketball games—they’ve been season ticket holders for 45 years. Asked about the new football stadium, he comments, “It never should have left, and it’s about time they get back on campus—now they just have to win!”

PHOTO: Leo Kim
report to donors 2008-09

The section represents life-to-date giving to the college.

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Why are we grateful to you, our donors? Your gifts—large and small—provided support during an economically challenging time when other critical financial resources were lacking. A few examples of the impact you are making:

+ A gift of $500 to the Multicultural Teacher Development Fund provided support for a student to take the Praxis test, necessary for teacher licensure.

+ A CEHD alumna and long-time elementary teacher passed away, but her legacy will live on through a permanent scholarship fund established through her will.

+ A gift of $50 to the annual fund from a loyal donor was added to other such gifts to provide the dean with over $200,000 in unrestricted funds for important innovations and new initiatives.

+ Graduate students in special education will benefit from a new fellowship created to honor the donor’s father.

The names listed in this roster are donors to the College of Education and Human Development and qualified for membership in the Presidents Club either before or during the fiscal year ended June 30, 2009. Also listed are donors to the Women’s Philanthropic Leadership Circle and members of the newly created Burton Society. A complete donor list is available at cehd.umn.edu/giving.

grat•i•tude [grat-tee-tüd, -tyüd]—noun: the quality or feeling of being grateful or thankful; synonyms: thanks, thankfulness, appreciation, gratefulness

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N. Lynn Siffer
Mary K. St. John
Mary L. Trettin

Burton Society
New annual giving society for donors who have contributed $1,000 or more to the college during the past fiscal year, July 1, 2008 to June 30, 2009.
Gail Nygaard Anderson
Grace L. Andrews*
Mary Beth Barry
David A. Boardman
Donna Lee Carnes
Marcia and Dick Carthaus
Katherine* and Robert Chandler
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Lisa S. Finsness
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Kenneth A. and Jean E. Linwick
Jeanne T. Lupton
Whitney MacMillan
Robert W. Marshall
Patricia A. Martinson
Mary K. McConnon

We have made every effort to accurately reflect contributions to the college made between July 1, 2008 and June 30, 2009. If you find an error, please contact the Office of External Relations at 612-625-1310.

† WPLC lifetime member
* deceased
Corporations, Foundations, and Organizations

3M Company and 3M Foundation
Ameriprise Financial Services Inc.
AT&T Company and AT&T Foundation
Barry Kimm Productions Inc.
BASF Aktiengesellschaft
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Best Buy Company Inc. and Best Buy Children’s Foundation
BLO LLC
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Break the Cycle
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Ecco International
Ecolab and Ecolab Foundation
Family Social Science Social Fund
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Gamma Omicron Beta Foundation
Gardner Enterprises
General Mills and General Mills Foundation
George Family Foundation
Marvin E. and Miriam R. Goldberg Foundation
Mary and Peter Gove Foundation
—Saint Paul Foundation
Graco Inc. and Graco Foundation
Gray Family
Greater Twin Cities United Way
Irving Harris Foundation
John and Sharon Haugo Living Endowment Fund —ELCA
Wallace Havac Education Fund
—Minnesota Community Foundation
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Jule Kucera Learning Solutions LLC
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Medtronic and Medtronic Foundation
Midwest Vending Inc
National Association of Social Workers Foundation
North Central Investigative Services
Valdemar and Marilyn Olson Fund
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Pontinen Living Trust
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Weck Charitable Fund
Wells Fargo Foundation
WEM Foundation
West Group
John Wiley and Sons
Charles and Mable Williams Fund
—Minneapolis Foundation
Xcel Energy Foundation
Ypsilon Associates

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Celebrating the good news

AMIDST THE ECONOMIC DOWNTURN of the last year, it has sometimes been hard to maintain my usual optimistic outlook. Yet there is much to celebrate in the College of Education and Human Development:

+ The Institute of Child Development has regained its ranking as the top developmental psychology program in the country, according to U.S. News & World Report.
+ The college beat its target for incoming freshmen, welcoming about 450 students this fall.
+ A new research center for STEM education (science, technology, engineering, and math) has been created to focus on teaching effectiveness and curriculum development in these areas.
+ Faculty and staff have embarked on an ambitious redesign of the teacher preparation program—an effort that garnered support from the Bush Foundation.

Elsewhere in this issue, we celebrate the generosity of our alumni and friends who made gifts last year totaling more than $2.6 million. The success of the college depends on many factors, not the least of which is philanthropic support. Whether you give annually to the Fund for Excellence, make a major gift to create an endowment, or remember the college through a will bequest, you are a vital part of that success.

If you would like more information about giving to the college, please contact the Office of External Relations at 612-625-1310, or e-mail director Lynn Slifer at slife001@umn.edu.

Lynn Slifer, director of external relations

Recent gifts and commitments to the college

MARTY AND JACK ROSSMANN have committed a gift of $200,000 to establish the Marty and Jack Rossmann Faculty Development Award, a college-wide award for tenured faculty members.

KAREN STERNAL made a gift of $51,578 to support the I Have a Dream Scholarship Fund for the Upward Bound program.

JOHN HAUGO has made a gift of $20,000 in support of the STEM fellowship program.

HANS ERIKSSON has made a gift of $16,000 to be added to the Mari-Anne Zahl Memorial Fellowship in the School of Social Work.

The OSWALD FAMILY FOUNDATION gave $12,000 in support of the Fund for Restorative Justice in the School of Social Work.

The college realized proceeds of $273,000 from the estate of the late GERTRUDE LUTTGEN, which will be used to establish a scholarship fund in her name.

SAMPLE LANGUAGE FOR WILL BEQUESTS: “I give, devise, and bequeath to the University of Minnesota Foundation, Minneapolis, Minnesota 55455, [percentage of residue, sum, or description of property], the principal and income of which shall be distributed by the Board of Trustees [to name of program or purpose] in the College of Education and Human Development.”
As individuals and family members, we conveniently ignore much of the information available to us, a quality that family social science professor Paul Rosenblatt calls our “shared obliviousness.” In a family setting, this occurs when relations distance themselves from information they could—and maybe should—be conscious of. Rosenblatt believes researchers, educators, and therapists should be aware of this phenomenon and “pay attention to what people aren’t paying attention to” to lessen the fallout from what might be missed.

Read the complete story at www.umn.edu/news/features/2009/UR_CONTENT_124842.html and listen to an interview at blog.lib.umn.edu/urelate/radio/187071.html