Dear friends,

I AM HONORED to write to you as the newest dean of the College of Education and Human Development. When Provost Thomas Sullivan announced my appointment in October, I was pleased to accept the task of steering our college through the challenges that face us and to look ahead to exciting opportunities in the next decade and beyond.

My first few months as the dean of our college have called for some challenging decisions. At the same time, I have been looking ahead to our promising future. I am asking each program, department, and center to dream about what we could be in the year 2020. Vision 2020, which is what we are calling this process, is not just a catch phrase—it is an aspirational goal for envisioning how we will change along with the world around us in 10 short years. This requires leadership and creativity by each of us. We know, for example, that our world will be more diverse, but what does that mean for what and how we need to teach?

We must model this type of courageous and resourceful leadership for the success of our college and as an example to our students. Developing these traits among our students at all levels is a vital part of our teaching mission. While we do not necessarily produce the most teachers or principals or superintendents or deans, we produce the leadership for all of these groups. This sets us apart from other institutions of higher learning.

Leadership can be hard to define, but it is a quality that we know when we see it. The following pages include numerous examples of our alumni, faculty, and students who embody this quality. In addition, our faculty research how to develop leadership within schools and communities.

I continue to be impressed by the leaders we produce at our college. Through Vision 2020, I look forward to a future of preparing educators, researchers, and human service professionals who break new ground in their fields and contribute to a better future for all.

Sincerely,

Jean K. Quam, dean
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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on the cover: Adviser Anthony Albecker (fourth from left), and professor Rashné Jehangir (fourth from right), guide students through their first year at the college. photo by Dawn Villella
Grad students gain global research skills

RESEARCH THAT CHANGES LIVES, based on proven theories. That is the guiding principal behind faculty and graduate research at the college. Eighteen graduate students from the comparative and international developmental education program in the Department of Organizational Leadership, Policy, and Development (OLPD) are learning this principle in the field. They have the unique opportunity to conduct research alongside faculty in such countries as Bangladesh, Cambodia, Honduras, and Malawi. Their experiences are part of a partnership between the college, CARE USA, and CARE’s partners in eight developing countries.

This winter, research teams of graduate students, paired with faculty from OLPD, visited four of the countries to finalize research tools and gather baseline data. Among the students, Nancy Pellowski and Kate McCleary returned to Honduras, where they have worked for the past year with principal investigator and OLPD assistant professor Joan DeJaeghere and Shirley Miske, president of consulting firm Miske Witt & Associates—a partner on the college’s CARE grant.

This summer McCleary and DeJaeghere visited a number of sites where CARE Honduras is working with youth, including a center for abused girls and youth where young adults teach evening classes for dropouts and fellow youth. McCleary will be conducting her dissertation research with this program.

“It’s fabulous to see the graduate students experiencing this field research and to see the contributions they can make,” says DeJaeghere. She says that though international research is part of many graduate programs, this one—in which students commit to two semester-long classes structured around field research—is more extensive.

The nature of the University’s partnership with CARE is also unique. Through the Patsy Collins Trust Fund Initiative, which focuses on empowering marginalized girls and ensuring their access to education, CARE has developed long-term partnerships with educators based in the countries. The partners identify the barriers to girls’ education and the ways to address them for their country. The college, along with Miske Witt, serves as a consultant to these partners by helping them design research tools to gather evidence to assess the impact of specific programs. The college is in the final year of an initial $1.1 million grant from CARE. DeJaeghere and Christopher Johnstone, the college’s director of international initiatives and relations, are co-principal investigators. OLPD faculty members Fran Vavrus and David Chapman also lead research teams in some of the countries.

In November, 20 CARE staff from the eight countries, which also include Ghana, India, Mali, and Tanzania, gathered at the University of Minnesota. They were able to witness the research capacity of the University and its faculty, staff, and students and to better understand how to tap into those resources, DeJaeghere says, adding, “We do international development, and we get it. They started to see that.”

CIS students compete for Golden Femur

On Nov. 18, about 350 students from 10 high schools across Minnesota converged on the University of Minnesota for the culmination of their College in the Schools (CIS) class. The students competed for the Golden Femur, awarded to the team that created the most imaginative, best-produced video explaining a specific concept in anatomy and physiology.

And the winners are ...

First Place, Golden Femur
Hopkins High School
Blood cells

Second Place, Silver Scapula
Eastview High School, Apple Valley
Anat-O-Rap

Third Place, Bronze Ulna
St. Paul Conservatory for Performing Artists
H1N1 Update

Teams produced 20- to 60-second videos that explain an anatomy or physiology concept. Students developed a script and a storyboard, selected or designed an appropriate setting, and demonstrated creative shooting and editing.

Murray Jensen, associate professor in the Department of Postsecondary Teaching and Learning, created the video competition as the faculty coordinator for the University course, offered through CIS.

College in the Schools at the University of Minnesota develops partnerships between the University of Minnesota and high school teachers and administrators. Students get firsthand experience with a faster pace of study and increased academic rigor while earning university credits.

For more on the CIS program and the video competition, see www.youtube.com/watch?v=v-NxvBDjvHo

Doering leads young climate change ambassadors to Copenhagen

Aaron Doering, Bonnie Westby Huebner Endowed Chair in Education and Technology, and his GoNorth Adventure Learning colleague, program director Mille Porsild, led a group of 18 teachers and students from the Arctic to the United Nations Climate Change Conference in Copenhagen, Denmark, in December.

The youth spoke and performed at a number of events during the conference, culminating in an opening of a photo exhibition of their lives at the Danish National Museum. The unique exhibit, developed in partnership with the United Nations Environment Programme’s Global Risk Identification Program, will travel around the world following the Danish premiere.

“Climate change is the greatest challenge facing humankind today,” Doering said. “No one speaks more powerfully and has more vested in this conversation than children and teens in the Arctic today. For them climate change isn’t a matter of if and when; it’s impacting their lives right now.”

The exhibition included art made by youth in the communities of Nesseby (Norway), Uummanaq (Greenland), Pangnirtung (Canada), and Shismaref, Alaska (USA). Their observations of change in their communities are illustrated with powerful photos.

“Through our What is Climate Change to You? (WCCY) project and the exhibit at the Danish National Museum, we’re providing a very personal window into how climate change is affecting residents of the Arctic,” Porsild says.

For reports from GoNorth’s recent expedition to Greenland and the exhibit in Copenhagen, see www.polarhusky.com/support/paw-news/COP15/
Luminaries deliberate teacher quality

On Feb. 5, the college gathered more than 200 of Minnesota’s top education leaders and policymakers to debate the timely topic of how best to develop and support teacher effectiveness. Moderated by Karen Seashore, the Robert H. Beck Professor of Ideas in Education, panel members included Misty Sato, the new Carmen Starksen Campbell Endowed Chair in Education; Bush Foundation President Peter Hutchinson; St. Paul Public Schools’ Superintendent Valeria Silva, Teach for America President Matthew Kramer; and Garnet Franklin, education issues specialist for Education Minnesota.

Sato laid out the research on teacher quality and charged the audience to think beyond the individual teacher. She focused on the teaching profession as a cycle from recruiting, through preparation, through support for early career educators and their ongoing development as professionals. The ultimate goal, she noted, is to have the most effective, experienced teachers become master teachers who can help those who are new to the profession.

She emphasized the importance of partnerships between teacher preparation colleges and the schools where their graduates will teach, such as the college’s Teacher Education Redesign Initiative (TERI). “TERI is as much about developing schools into places of professional support and learning as it is about redesigning teacher preparation at the U,” she said.

The panel members followed with their perspectives on teacher quality, based on their individual positions in the education field. Bush Foundation President Peter Hutchinson reiterated the call for ongoing partnerships between schools, districts, and colleges of education. The foundation has funded TERI with a $4.5 million grant—part of a $40 million investment that promotes ongoing collaboration between preparation programs and school districts.

“This relationship in which the two sides are really working on one problem is absolutely essential,” Hutchinson said, “and in many ways this is the most profound policy change we need to see. We need to actually integrate the work of the higher education system with the work of the K-12 system in order for this to work successfully.”

Though some panel members disagreed on topics such as tenure and alternative teacher preparation, they all expressed their commitment and urgency towards solving the complex challenges of an educational system that does not work for all students.

“We have to bring together expertise in higher education, in districts, at the state level, and work on different parts of the system simultaneously with some leadership and coordination,” said Sato, warning against playing the blame game and urging policymakers to help support such efforts.

Video and more information is available at www.cehd.umn.edu/policy/
Open enrollment’s losers

RESEARCH SHOWS FISCAL HEALTH DOESN’T TRANSLATE INTO SCHOOL COMPETITIVENESS

BY MARY BETH LEONE-GETTEN

Despite Minnesota’s Constitutional Obligation to provide a “uniform” public school system for all, more of the burden of education has fallen to school districts in recent years. Their’s is a tall order: to ensure that every student, regardless of primary language or ability, meets state and federal learning standards in the face of dwindling funding. State aid has dropped 13 percent in inflation-adjusted dollars since 2003, and many districts are scrambling to close funding gaps through levy referendums. After years of doing more with less, the financial health of some Minnesota school districts is on shaky ground.

Minnesota’s system of open enrollment, which policymakers established to allow the education system to self-regulate, has created a system in which schools and districts must compete for students. Through open enrollment, parents can send their children to public schools outside their own district, with state aid following the pupil to their district of choice. Funding disparities have been one unintended consequence of this competition, with a direct impact on districts’ bottom lines.

The correlation may stop there, however. “Right or wrong, there is a tendency to presume that districts in good financial position are competitive and produce quality academic results,” says Nicola Alexander, associate professor in the Department of Organizational Leadership, Policy, and Development. She has researched what the dueling pressures of finances, competition for students, and measures of student achievement mean for 55 Twin Cities metro school districts.

Alexander examined the revenues, expenditures, operating position, and the debt structure of each district, as well as its ability to attract students. More competitive districts enrolled a higher percentage of resident students and attracted more non-residents. She also considered the intersection of fiscal health, competitiveness, and academic achievement as measured by the percentage of students who passed the basic skills test.

Perhaps not surprisingly, districts with relatively sound fiscal health showed a positive ability to attract and retain students to their jurisdictions and had higher passing rates for basic standards tests. Yet the relationship between fiscal health and competitiveness was less pronounced than the correlation between competitiveness and educational performance, suggesting that educational achievement (as measured by test scores) plays a bigger role in choosing a district. The converse is also true. A district can be fiscally well managed with little impact on its ability to draw students or on the number of students passing assessment tests.

Alexander’s study reveals that more districts are struggling financially. In 2000, districts spent $6.50 of every $100 raised on debt service. By 2006, that number jumped to $11.75 per $100. This shift could have far-reaching consequences.

“In the absence of adequate funds, a district might deal only with immediate needs, because they don’t have the finances to do otherwise,” Alexander explains. “If they end up borrowing money, in the end less resources will be spent directly on educating children, as more revenue will be used to make principal and interest payments.”
Even districts that have made tough financial decisions to “right size” continue to feel the ripple effect years later. In Alexander’s 2001 study, the Minneapolis district was among the lowest in fiscal health. Since that time, the district has closed schools and consolidated programs to meet strict budget constraints. Today Minneapolis boasts strong fiscal health scores but is still hemorrhaging students to nearby districts.

Ironically, nearby Edina, which has benefited from adding these students to its rolls, posts the same fiscal health scores as Minneapolis. Edina is among the most competitive districts, drawing more than 18 percent of its students from outside the district. Minneapolis retains just over 83 percent of its potential students, the lowest among the 55 metro-area districts.

During times of declining enrollment and flat funding from the state, the Mahtomedi district has greatly benefited from the 19 percent of its students who come from open enrollment. “Open enrollment has given us economic stability to maintain class sizes, teachers, programs, and services, all of which makes us attractive to families,” explains Mahtomedi superintendent Mark Wolak (Ed.D. ’99). “But it has its limits to keep the district fiscally sound. Ultimately, an increase in state aid is crucial to long-term stability.”

Retired Robbinsdale Area Schools Superintendent Stan Mack (M.A. ’77) saw his former district buoyed by an annual influx of 200 open enrollment students. However, after a failed 2007 referendum—and the program cuts that followed—these families scattered to neighboring districts.

In 2008, a district referendum passed; student numbers are slowly rebounding. Mack, who did his preparation through the college for licences as director of special education, secondary school principal, and superintendent, cautions families against jumping ship as districts work to right size their schools. “The reality is that most school districts will need to close buildings as lower birth rates work their way through our schools,” explains Mack. “Moving kids when the grass seems greener somewhere else is short-sighted, since educational stability has been documented as a critical element for student success.”

Whether from fiscal challenges, low student achievement, or just the perception of problems, it’s difficult to shore up a district once an exodus of students has begun. This raises another area of concern: When there is flight from a district, the remaining students can be those most likely to require costly resources, such as special education and English language learning.

Alexander thinks her findings merit a closer look at the implications of open enrollment—especially on the students who do not have the ability to leave a struggling district. “If you accept open enrollment as a market-based model, this assumes there are winners and losers,” explains Alexander. “My ultimate concern is this: What happens to the students who are left behind?”

For more information
Nicola Alexander, nalexand@umn.edu, 612-624-1507

Additional resources:


come together

COLLECTIVE LEADERSHIP JOINS THE POWER OF PARENTS, COMMUNITY, AND SCHOOLS—TO THE STUDENTS’ BENEFIT
CALL IT THE BIG TENT THEORY IN EDUCATION.
When all of the stakeholders—parents, community members, teachers, administrators—come together to collectively influence school-related decisions, student achievement improves. It turns out that sharing leadership among a broad swath of people doesn’t end up eroding anyone else’s power either.

These are key findings from a recent landmark study on leadership in education, “Learning from Leadership: Investigating the Links to Improve Student Learning.” The five-year research project, which was funded by the Wallace Foundation, is one of the largest ever conducted on the subject. Led by professors Kyla Wahlstrom and Karen Seashore, along with co-investigators from the University of Toronto, a team of researchers focused on 45 districts in nine states, via multiple site visits, interviews, and surveys of 8,391 teachers.

“Our research basically has confirmed that collective leadership is important for improving teacher practice and ultimately student learning,” says Wahlstrom, director of the Center for Applied Research and Educational Improvement. Teachers in schools with strong collective leadership demonstrated motivation and reported positive work settings, which influenced student achievement.

The study fills a gap in existing research about leadership. “Nobody in education has looked to see if you enlarge the influence that exists in a school setting, does that have any effect on kids,” says Seashore (organizational leadership, policy, and development), the Robert H. Beck Professor of Ideas in Education. “Is this just something you do to make adults feel good? Or does it have an impact on student achievement?”

The study found that student achievement improves as more people from different interest groups influence school decisions. Generally, that’s because collective leadership can inspire people to communally think about big-picture issues, such as their broad goals for students’ education. “Getting people’s attention focused on student learning and getting people to feel more influential creates an environment where people are also attentive to instructional practices,” Seashore says. “In schools where we see parents and teachers exercising influence together, we actually see better instruction.”

Community and especially parental involvement in the schools can face barriers, however. Work schedules, language differences, or cultural attitudes may prevent individuals outside the system from taking part in school decisions. Faculty from a number of different departments across the college are working to eradicate those barriers—efforts that involve bolstering parents, tapping community resources, and encouraging schools to go beyond their walls to the stakeholders around them.
Parental guidance recommended

Parents are schools’ most important partners in teaching children. So it follows naturally that when they are deeply involved in decision-making, students and schools benefit. The Wallace study found that collective leadership works best when superintendents seek the input of parents outside of traditional parent-teacher organizations. These leaders go out of their way to gather diverse viewpoints and use creative strategies to encourage parents to lead.

Schools need to go beyond fundraising and field trips to seek parental influence on shaping curricula or incorporating students’ learning opportunities into the community. Otherwise, many parents won’t get engaged, notes Wahlstrom. “Parents are key stakeholders,” agrees Marj Hawkins (Ed.D. ’97), head of early childhood services and community outreach for the St. Cloud Area Schools. “If we don’t have parents on board with our core expectations and our goals and strategies for reaching those expectations, it’s difficult to get their support for what we’re doing educationally.”

Though many schools have good intentions, there are universal challenges in fostering deep parental involvement. It’s not that parents don’t care about their children’s educations, says Susan Walker, associate professor in the parent and family education program (curriculum and instruction). In all walks of life, many parents are stressed from working long hours, holding multiple jobs, functioning as single parents, or working split shifts with their partners. Helping schools make decisions just doesn’t make it to the top of the priority list.

For some immigrant groups, Walker says, it may not feel natural or comfortable to get involved with school leadership in ways that are customary in the United States. Other parents may not have completed high school or had a bad educational experience, Walker continues. “They don’t feel like they have a voice now, because they didn’t as students,” she says.

And finally, the abundance of school choice has made the system more complicated for potential parent leaders. It’s not just as simple as walking over to the neighborhood school for a meeting, with children attending magnets, charter schools, or open enrolling in other districts. “Many parents show their leadership in support of their individual child or individual school,” Walker says. “That’s

Helping adult learners retool

When Ngoh-Tiong Tan (Ph.D.’88) began a counseling career in his home country of Singapore, he didn’t imagine his future role as dean of one of the country’s most unique and fastest growing universities. While Tan’s career has evolved in unexpected ways (“the path less trodden,” as he describes it), his belief in the importance of public service and social equity has remained constant.

“The priority in education,” he says, “is not just to stay relevant in an increasingly globalizing world but to lead society in progress and greater social justice.”

He earned a master’s degree from the University of Pennsylvania, then came to the University of Minnesota to pursue a doctorate in social work. Tan focused on the new field of family mediation with the help of his mentors, social work professors David Hollister and Jeffrey Edleson. He credits his period at the University for shaping his future as an educator and researcher.

Tan’s career has included positions in counseling, teaching, research, and administration at the University of Minnesota, the University of St. Thomas, and the National University of Singapore. In September 2009, Tan left Augsburg College, Minneapolis, to join the Singapore Institute of Management (UniSIM), which is Singapore’s only privately funded university focused on working professionals and adult learners. As dean of the School of Human Development and Social Services, he oversees programs in social work, counseling, human resources, and child education.

“We’re preparing our graduates to be leaders in their professions, improve society, and contribute to the welfare of others,” says Tan. “My job is to ensure that they have access to a quality, flexible, and affordable education.”

The Singapore government has subsidized adult learning up to 40 percent since 2008. Since then, enrollment at UniSIM has grown 25 percent to more than 10,000 students, and University leaders project an additional 40 percent by 2020 as the downturn challenges members of the workforce to upgrade their skills.

“Providing greater access to a university education is a social justice issue, especially for adult learners,” says Tan.

— Kara Rose
MARY BRABECK

Inspired by research

“Nobody ever believes she’ll grow up to be a dean,” jokes Mary Brabeck (Ph.D. ’80), who is dean of New York University’s Steinhardt School of Culture, Education and Human Development). The St. Paul native credits much of her intellectual and professional development to the University of Minnesota.

Brabeck started her career in the Teacher Corps after earning a bachelor’s degree in English from the University. Her desire to better support her students and her own love of learning drove her back to school, first for a master’s at St. Cloud State University, then a doctorate in educational psychology at the U.

Brabeck spent the bulk of her higher education career—23 years—at Boston College, ultimately becoming dean of its Lynch School of Education. She fostered a broad-based view of the role of schools in the community, using them to connect children and families with a network of integrated services, including health care and community service agencies.

She has continued her community focus at NYU, where she accepted the position of dean in 2003. “Academic dean-ing is an extraordinarily intellectually challenging job,” says Brabeck. “You manage up; you manage down; you bridge the administration and faculty, and you can continue to teach and conduct research.”

Brabeck describes a two-year period in her own University of Minnesota experience as one of the formative experiences of her life. Every Friday afternoon, Clyde Parker, who was chair of the Department of Educational Psychology, would meet with a group of doctoral candidates to discuss the ethical and intellectual development of students. She describes Parker as “brilliant” at asking just the right questions, saying, “We learned to theorize, to critique theory, to understand the importance of bold and compelling theory, and to value the impact of research.”

She recently demonstrated her continued faith in the power of research when she wrote an open letter to U.S. Secretary of Education Arne Duncan, responding to his public criticism of teacher preparation programs. “We need more research that identifies the best practices in each subject area and for different ages, abilities, and developmental levels of children and youth,” she wrote.

She later said, “We will continue to make bad decisions about educational interventions until we know more about how interventions work. ...We need to make investments in education because the lives of our children are at risk.”

These investments must extend through higher education. “I do worry about state-funded education,” says Brabeck. “Universities are what make this country great and we have to prioritize them.”

— Kara Rose

about as much as they can do because the system is complicated to understand and has not provided an easy mechanism for parents to have a say.”

To encourage parental contributions, Walker says, school leaders should offer a welcoming and fun place for the whole family. Hosting talent shows, car washes, picnics, and other programs throughout the year can draw families to the school in the first place. She also encourages teachers to invite parents to the classroom to talk about their job or their culture or anything. The more parents are comfortable just being at the school, the more likely they are to get involved on other levels.

In addition, Walker encourages training teachers to view parents as collaborators and advocates, not problems to be dealt with. She also suggests having teachers and administrators venture out more into the community to get families involved with decision-making. That might mean heading out to community centers, community picnics or parties, and religious institutions, which could be less intimidating than the school setting.

To encourage involvement in its schools, the St. Cloud district offers parenting classes or tutoring in community centers or apartment buildings with large concentrations of students. School leaders also make it easier for parents to get involved. That might mean offering childcare during meetings, serving dinner, or paying the transportation costs of people who don’t have cars.

Overcoming barriers

Obstacles to collective leadership can and should be overcome with a bit of creativity, agrees Jerry Stein, senior fellow in the School of Social Work, who founded the Learning Dreams program. Launched in 1996, the initiative helps parents achieve their educational goals—whether it’s learning a language or finding out how to start a business. The premise is that parents need to be engaged, enthusiastic learners to help their own children succeed.

“There is enormous evidence supporting that a love of learning in the home is the foundation for school success,” Stein says. “Most people who
do well in school had people who helped them connect to learning.” Once parents become active learners, themselves, they are more likely to get involved in their child’s education and ultimately to want to influence larger school issues.

Stein urges schools to think differently when it comes to tapping parental resources for collective leadership. For starters, educators and school leaders should take themselves outside the schools and go to the parents. That might mean visiting religious venues, community groups, apartment buildings, or libraries. Then they should give parents more power and back it up by giving them control of some funds to support education either inside or outside of the school. “All of the money spent in schools is tax money. Take a fraction of it and create a parent council around spending the funds,” Stein advises. “It transforms that discussion. If parents have power in the form of money, the communication and participation problem is over.”

**Engaging the larger community**

Beyond parents and teachers, schools improve when they involve community members in collective leadership. When community residents get engaged in the schools and learn more about the issues they face—whether it’s growing class sizes or the challenges of special education—they can champion their cause in the larger community.

Reaching out is especially important in communities where many residents don’t have a child in the schools. In St. Cloud District 742, for example, only 25 percent of residents have a student currently attending school. “When we need to ask for funding for the local levies, they need to understand what’s going on so they can support it,” says alumna Hawkins. “It’s hard to support things you don’t believe in.”

Most recently, District 742 undertook a community-wide process to create collective goals for the schools. Called Vision 2014, the number one item on the list is “shared ownership for student success: community, families, students, and district.”

The district has also tapped professional expertise within the community, such as consulting with architects, finance experts, and others as it starts to plan for a new early education–12 campus. A few years back, the district enlisted a local marketing expert who helped the district tell its story to the rest of the community—especially important in this era of open enrollment, when schools compete for students.

Associate professor Wallace urges professionals to share their skills. She especially encourages those who work with children and have the capacity to influence budgetary, policy, and system change—including legislators, nurses, and heads of transportation services—to share in collective leadership. Community and parental involvement should develop from the bottom up, with support from institutions such as the University that can gather and interpret supportive data, she adds.

“It should also be comprehensive,” she continues, “because school readiness is not just getting good early education, it’s also health, supportive parenting, and living in a healthy, safe, enriched community.”

In the realm of education, the whole is always more than the sum of its parts. Not only does it take a village to raise a child, it takes engaged and empowered teachers, parents, school staff, and community members to develop strong schools that are beacons of learning.

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**Key findings on collective leadership from the Wallace Foundation study “Learning from leadership: Investigating the links to improve student learning”**

- Collective leadership more strongly influences student learning than individual leadership.
- Respondents from high-performing schools acknowledge the greater influence of teacher teams, parents, and students, compared to other respondents.
- High-performing schools have “fatter” or “thicker” governing structures that gather robust input from a range of stakeholders.
- Principals and district leaders exercise the most influence on decisions and do not lose influence as others gain it. Collective leadership occurs when effective individual leaders encourage others to join in.
New Dean Jean Quam brings firsthand expertise and steady leadership to the helm of the college

By Diane L. Cormany
DEAN JEAN QUAM’S OFFICE INVITES visitors to make themselves at home. A comfortable couch and two overstuffed chairs create a cozy conversation nook. Prominent among the academic volumes and awards that line the wall are photos of Quam’s sons, along with humorous quotes and cards about aging—a nod to her research focus on gerontology, particularly among marginalized individuals. The feeling is welcoming and approachable—a reflection of Quam’s personality and of a career spent in the field of social work.

Many of you already know Quam as long-time director of the School of Social Work, or as the college’s senior associate dean, or, most recently, as interim dean. With her Oct. 30 appointment as permanent dean, it’s time to reintroduce her to the CEHD family and to look ahead to 2020 and beyond.

Quam calls her future plan Vision 2020, a process for faculty, staff, and students to envision what the college will look like a decade from now. Despite looming state funding cuts, Quam emphasizes that planning will be based on the college’s strengths.

“I want us to dream and think big about who we want to be and what we want the college to look like,” she says.

A focus on people

Born and raised in North Dakota, Quam spent several years as a social worker before completing her doctorate in social welfare at the University of Wisconsin, Madison, in 1981. She was recruited to teach at Minnesota that same year and became an early pioneer in the study of older lesbian and gay adults.

Quam says her background in social work has been helpful as she has taken expanding leadership roles in higher education. “I learned how to listen, to be supportive, and how to problem-solve,” Quam explains, adding that she also gained skill at matching needs to limited resources—whether financial or human.

Quam was named director of the School of Social Work in 1991, the same year she became a full professor. Under her guidance, the school secured $6.9M in state support to rehab Peters Hall, which became their home on the St. Paul campus, and raised $30,000 from alumni who bought bricks in honor of faculty and others for the renovation of an adjacent courtyard. Quam also navigated the school’s move between two different colleges before it joined the new College of Education and Human Development in 2006.

Quam played an integral role in the formation of the new CEHD, leading one of the primary task forces charged with bringing together what were then nine departments into a cohesive whole and taking the role of senior associate dean in the first new administration.

The future is now

On Oct. 30, Provost Tom Sullivan announced Quam’s appointment as dean after a year in the interim role. “Dean Quam has served with great distinction as interim dean,” he said at the time. “It is clear that she enjoys extensive support from within CEHD and beyond. She is a leader of calm and careful judgment, with strategic vision, and, very importantly, she has that very special set of skills needed to share and help realize that vision.”

To help create that vision, Quam has laid out a collaborative process that includes reviews by two panels: one comprised of the college’s academic leadership—associate deans Heidi Barajas and Mary Trettin, senior associate dean David R. Johnson, and the department chairs; and an external panel of Dean’s Advisory Council members. Each will evaluate what the college needs to do to be what we want by 2020. After gathering information and comments from the college community, these “blue ribbon” panels will recommend how resources can best be distributed among the college’s programs and units. Recommendations will be submitted to Provost Sullivan this fall.

Quam has laid out four priorities for the Vision 2020 process: diversity, technology and innovation, excellence in research, and organizational realignment.

The first priority—diversity—is a long-held value of the college and its predecessors. In fact, more than 43 percent of this year’s freshman class are students of color—the most racially diverse at the University. However, Quam says the college must continue to work hard to attract faculty, staff, and students from more diverse backgrounds.

“How are we going to look like the world that we’re interacting with?” she asks. “How are we going to have more diversity in our teachers, in our social workers, in our counselors, in sport management, or in physical therapy?”

Quam views international programs as one way to further support diversity. This includes ensuring that as many students as possible have an international experience as undergraduates.
and study or travel internationally at the graduate level. Under Quam’s leadership last year, the college increased its commitment to international work—expanding the position of director of international initiatives and relations to full time.

“We have a lot of strengths within this college in terms of international activities, international research, and faculty who are very committed to partnerships with other institutions around the world,” says Quam, adding that this is a program that sets the college apart from other higher education institutions.

She cites the learning technologies program as another area of distinction that will play a prominent role in the college’s future. Quam expects the program to continue to draw student interest and anticipates that learning technologies faculty can partner with other disciplines to expand ways of delivering content.

“We have a whole generation of future students coming up who are going to want different delivery methods, who are going to want access to faculty, are going to want to use higher education and our programs very differently than they have in the past,” she says.

Quam gives the example of GoNorth Adventure Learning, led by Aaron Doering, Bonnie Westby Huebner Endowed Chair in Education and Technology, which connects U.S. classrooms with educators and explorers in the Arctic. She imagines expanding the uses of similar technology and pedagogy to reach students who are working in the field as they prepare to be educators, therapists, or for other professions.

“Electronically you could take students into different classrooms; electronically you could take social work students into a wide variety of different social work agencies, or family therapy settings, or school counselor settings,” Quam illustrates. “You could let students see what it’s like to be rural school psychologists.” Teachers who are prepared at the college should become leaders in educational technology, she adds.

She also sees technology as a means to bring together faculty across this large and diverse college and innovation as a path to new revenue sources for the college.

Quam expects to open a new Learning Technologies Center within the next year or two that can provide a state-of-the-art lab for faculty and graduate students to develop new projects. The center will be part of the college’s new Centers for Interdisciplinary Research on the St. Paul campus, which provides the infrastructure to support new faculty research projects or centers. The interdisciplinary center—which Quam counts as one of the colleges’ top accomplishments of the last year—already includes a new Science, Technology, Engineering, and Mathematics (STEM) Education Center and the existing collegewide centers.

The new shared center, along with grant writing and other financial supports, help the college achieve excellence in research.

“Our faculty does a good job seeking outside sources of funding, but I think we need to continue putting as many supports in place as we can,” Quam explains.

Research excellence, technology and innovation, and diversity all help steer the process of organizational realignment. As part of her Vision 2020, Quam has charged the internal and external panels with gathering historical and current data about our programs and forecasting student demand 10 years from now.

“I would like to see us come to a consensus or agreement on the top three, five, seven programs that we really do better than anyone else in the country, or even better than anyone else in the world, and focus on those areas,” she says. “I’ve said this before, we can’t do everything well, so we need to pick out the ... areas of excellence.”

Quam also expects that faculty will become more fluid and able to research and teach across programs or departments. A number of current faculty work in more than one department already, which helps foster interdisciplinary collaboration.

Though colleges across the University are facing budget cuts in the coming fiscal year, Quam says the college is better positioned than many. She’s most proud of balancing the budget and eliminating structural debt during her year as interim dean.
Bold moves, creative thinking

Law school officials at the University of California-Berkeley came up with a solution to their budget woes: they raised tuition $27,000. For Berkeley’s Graduate School of Education, though, that really doesn’t work.

“We can’t charge future teachers an extra $20,000 just to study to be a teacher, above and beyond what it costs to earn a degree at UC-Berkeley,” says Graduate School Of Education Dean David Pearson (Ph.D. ’69).

To preserve the mission of his school—cutting-edge research in education theory and preparation for the next generation of teachers, principals, and urban superintendents—Pearson has had to get creative. For his renowned Principals’ Leadership Institute, he reached out to principals, superintendents, and retired educators in the Bay Area who co-teach classes with faculty and supervise interns. The move helps Pearson keep costs down and quality up. As a result, the institute—which schools hire to conduct professional development—essentially pays for itself, says Pearson.

“The time has come for more deans of education to push their faculty to think like entrepreneurs, to come up with alternative funding models,” Pearson says. “The traditional sources, like state funding, have dried up. The only other option is to go out of business.”

Bold thinking first drove Pearson to pack up his belongings and move to snowy Minnesota from Porterville, California, in 1966. Pearson—who was working as a teacher in the Central Valley—studied under literacy professor John Manning at Fresno State. When Manning moved, starting a 40-year storied career at the University of Minnesota Department of Curriculum and Instruction, his student followed.

“Manning was so influential in my life,” says Pearson, who earned his doctorate in reading education. “His knowledge, his passion for promoting literacy, a lot of where I eventually went in professional life is due to his guidance.”

Pearson also credits retired elementary education professor Robert Dykstra for encouraging him to question assumptions, especially about popular classroom practices.

These assumptions can plague even the highest levels of education in this country, says Pearson. Take, for example, U.S. Department of Education Secretary Arne Duncan, who recently critiqued all teacher preparation programs for doing a “mediocre” job preparing teachers for the 21st-century classroom.

To Pearson, the speech was a broad, slashing critique of a nuanced problem. “He really misrepresents the issues in teacher education,” says Pearson. He points to his own school and the University of Minnesota: fewer resources, but thriving and still preparing teachers “with just the characteristics that Duncan says he wants to see,” he says.

“I agree that there are schools that could close down tomorrow, but there are also many, many schools that are doing exceptional work—Berkeley is one, Minnesota is another.”

—Alyssa Ford
COLLEGE PROGRAMS HELP DEVELOP STUDENT CHARACTER

BY ANDREW TELLJOHN

Every student has the capacity to lead. Some just need help finding the path. That’s the philosophy behind two programs in the college that help students identify and apply their leadership capabilities.
THROUGH THE FIRST YEAR EXPERIENCE, all incoming College of Education and Human Development freshmen work to identify their individual strengths. This two-semester program focuses on helping students succeed academically and socially at the University and to identify the majors and careers where they can have the most impact. The college is also academic home to the University-wide leadership minor, which provides knowledge about leadership in the context of social action and change.

First Year Experience
As part of the First Year Experience, team-taught classes use multi-disciplinary perspectives to explore the question: Can one person make a difference? The First Year Inquiry Course, taken the first semester, involves three faculty members from different disciplines who explore one big picture topic, such as the role of food in culture and community.

A college adviser also works with each First Year Inquiry Course. This past fall semester advisers used the Gallup StrengthsQuest—a six-week program designed to help students identify their natural talents, which help guide educational and career planning.

“We want to give them a language [for] how they think about their strengths,” says Anthony Albecker, an undergraduate academic adviser who partnered with faculty on two of the fall class sections. “We believe each individual has a group of talents within them, that when combined with knowledge and skills, help develop their strengths. This awareness helps them achieve success and progress. Additionally, we believe that becoming aware of strengths improves confidence and builds a basis for achievement.”

Overall, he says, the program helps students because their advisers and their instructors coordinate with one another to ensure their needs are being met, rather than working individually in a vacuum.

During the second semester, the first-year students participate in linked courses in learning communities. These allow them to study common themes across disciplines, such as communications and biology or social science and theater arts. Though the classes are held separately, the same students take both links, giving them the opportunity to build relationships with one another and with the subject matter.

“Each of the learning communities offered in the spring semester are also taking care of requirements that students might need to move toward particular majors or general requirements, so the intent is to serve multiple functions at the same time,” says Rashné Jehangir, an assistant professor in the Department of Postsecondary Teaching and Learning. “It’s been complicated to plan it, but it’s also sort of creating steps and scaffolds to guide students through their first year in productive ways.” Encouraging students to apply information learned in one class to the other also helps develop critical thinking skills, she explains.

Though the program is still evolving, both Albecker and Jehangir say, anecdotally, they’ve seen students take leadership roles who wouldn’t typically be considered in such positions. Jehangir recalls one shy student who was reluctant about a performance in front of classmates. However, the StrengthsQuest process had identified adaptability as one of this student’s strengths, and Jehangir says that trait developed and played out as he took a leadership role in a group performance.

“That was sort of an ‘ah ha’ moment for him,” she says. “He had learned to traverse his new environment and find a way to make it work.”

Student learning and development outcomes
The college’s Student Services staff and faculty and staff in the Department of Postsecondary Teaching and Learning, developed FYE with the University’s Student Learning and Development Outcomes in mind. Approved in 2007 and developed by a working group within the provost’s office, these outcomes provide strategic ways to improve teaching and learning for undergraduate students.

“We thought [about] how we could tap into those [outcomes] early in their academic careers and use them as foundational to developing the course with the understanding that they would be building ground for students to begin developing and learning in those ways,” Jehangir says.

The college chose to focus the FYE on four outcomes: responsibility and accountability, appreciation of differences, effective communication, and acquiring skills for citizenship and lifelong learning.

“While aspects of our courses cover many more of these, we felt these were the most critical ones,” Jehangir says. “I think they also link well to what research says about what students need to have a good start.”
Organizers are still collecting data to measure the program’s success. Mark Bultmann, the college’s director of Student Services, says the college’s retention rate for second year students who took the first-year program in 2008-2009 increased by nearly 5 percentage points, from 85.7 percent to better than 90 percent.

“That was the biggest increase of anywhere in the University,” he says, adding that the majority of first semester 2009 students reported they were very satisfied or felt good about the class.

Leadership minor
The University-wide leadership minor also hits on a number of learning and development outcomes, says June Nobbe, director of undergraduate leadership education and development in the University’s Office of Student Affairs. These outcomes include problem-solving, critical and analytical skills, and preparing for participation in a diverse global society—traits that are vital to employers who are increasingly interested in an applicants’ ability to solve complex problems, rather than limited technical expertise, she says.

While the leadership minor is available to all eligible University of Minnesota undergraduates, it gains from the particular knowledge and expertise provided by faculty in the college’s Department of Organizational Leadership, Policy, and Development (OLPD). The program emphasizes leadership in the many capacities students encounter, including workplace, family, and the community, with an emphasis on civic and public engagement.

“We hope … students leave our program inspired and empowered to go out and effect change and that they feel they have the skills and capabilities to do that, in whatever context that’s going to be,” says Nobbe.

Launched in 2001 with collaboration from a number of different colleges, the program continues to evolve. In early January its leaders met to discuss working international programs into the curriculum to create a stronger global leadership competency.

Karen Seashore, the Robert Holmes Beck Chair of Ideas in Education, and the minor’s faculty coordinator in OLPD, says program officials are developing internship opportunities with minority-owned businesses and other ways to build and illustrate ties between the University, businesses, and the community. There are also efforts underway, she says, to create
ties between the minor and existing majors in human resource development and business and marketing education.

“This is the time to really move this program, which is robust but relatively small, out into the forefront of the University-wide initiatives,” Seashore says.

Pairing the minor with the major programs comes in response to a Bush Foundation study showing that various communities were having trouble finding college graduates capable of solving today’s complex societal problems, says Linnette Werner, coordinator in the Office of Student Affairs. Tying the programs together allows students to learn the technical requirements of their chosen field by finishing their major while also gaining broader leadership skills.

Though lacking in empirical data, Nobbe is long on anecdotal evidence for the leadership minor’s success. She cited the case of Blake Hogan, now a second lieutenant in the U. S. Marine Corps. He wrote a piece for a Marine publication about his experience in the program, which he credited for allowing him to transform from a “blue collar kid from Blaine, Minnesota who was the product of a broken home amongst an alcoholic father and diabetic mother” into an officer.

“The leadership minor is a great outlet for students and provided me the vehicle I needed in order to become an active participant in my education,” wrote Hogan. “You see, the thing that makes the leadership minor different is that it both involves and challenges the whole person. It seeks to start with where you are and challenges you to learn and grow in who you are.”

Leaders are made
So are these CEHD programs reversing the adage about leaders being born and not made? Program administrators acknowledge that students rarely get into the University of Minnesota without some level of extracurricular leadership. But they add that the programs are definitely helping students take their early-life leadership experiences and use them to take charge of learning programs and academic work.

“We don’t have a definition of leadership, but what we absolutely subscribe to is that leaders are made,” Nobbe says. “It is our absolute explicit assumption that every individual has the capacity to be a leader and that it’s just a matter of identifying the strengths that each person brings to the table.”
It wasn’t so long ago that Kristi Kremers was living with an aboriginal tribe in Australia, studying petroglyphs, going on bush walks, and eating grubs. Today, she’s serving her second term as president of the Graduate And Professional Students’ Association (GAPSA) while pursuing her doctorate in the Department of Organizational Leadership, Policy, and Development (OLPD).

It sounds like a wayward path, but Kremers sees many parallels. “Indigenous tribes and universities have a lot in common,” says Kremers. “There’s an organizational structure, lots of nuance, rituals.”

That, at its heart, is what fascinates Kremers: how people align themselves into complicated structures. And it may be just her aptitude for figuring out how these people-systems work that allowed Kremers to lead her graduate student constituents during a tumultuous year.

It all started with some shocking news: In February 2009, the provost announced that the Graduate School would be dissolved as a stand-alone school and would instead become an office that reports to the provost. Kremers and many others were bowled over by the news. “When I agreed to run for president,” she recalls, “I thought the national GAPSA conference would be the biggest thing I would have to do. Little did I know I would be sleeping, eating, and breathing what was happening to the Graduate School.”

After the announcement, Kremers launched into action, calling an emergency meeting of Graduate School student leaders. Led by Kremers, the group collaborated with faculty, reached out to sympathetic state legislators, asked other graduate schools around the country to write letters of support, and released a flood of press releases with their concerns—specifically that many shared governance policies had been broken by the top-down decision.

Their diligence paid off. The provost announced that a committee that included Kremers would review the Graduate School decision. In the end, the Graduate School was preserved as a separate college, though some administrative processes are being restructured and student services are being improved. For her bold work, Kremers was given the President’s Student Leadership and Service Award this spring, as well as the college’s Outstanding Leadership Award. The National Association of Graduate-Professional Students also named GAPSA Organization of the Year.

“One thing that I think made Kristi so effective was her Ph.D. study program,” says Darwin Hendel, chair of the Department of Organizational Leadership, Policy, and Development and her adviser. “Her expertise in institutions, organizational history and structure gave her a basis that perhaps an equally talented Ph.D. student in physics wouldn’t have had.”

In hindsight, Kremers sees the graduate school restructuring as a fortunate turn of events, all things considered. “At the time, I was like, ‘please don’t do this to me, I have my own studies.’ But in the long run, what happened in 2009 raised the Graduate Schools’ visibility among key administrators and the University community at large.” Indeed, this semester the University of Minnesota Board of Regents is setting aside a month to attend to graduate student issues, and the provost’s office has called for a complete evaluation of graduate school best practices as part of the reorganization.

As for Kremers, the experience has opened her up to a path she had previously not considered: politics. “Before this, the idea seemed very alien to me, but I’ve found it to be such a luxury to be seated at the table for some important discussions. It’s a side of the university that not many students get to see,” she says.

Originally, Kremers planned to become a dean of study abroad, or a dean of experiential education, and chose the college because it employs one of the gurus of study abroad research: professor Michael Paige.

Though she credits Paige as a valued mentor, her work with GAPSA and her time lobbying on behalf of higher education in St. Paul and in Washington, D.C., has taken her in a new direction. In fact, her dissertation now revolves around how higher education institutions can train and leverage students to lobby more effectively to governmental bodies.

If Kremers does pursue politics, it will be one more serendipitous turn in her ambitious—if unexpected—path. “It makes sense in my mind!” she says with a laugh.

— Alyssa Ford
By Brigitt Martin

Martha Spriggs’ (M.Ed. ’03) day is divided between teaching math to middle school students and coaching other teachers at Andersen United Community School in Minneapolis.

“It used to be that teachers went into their classroom, closed the door, and didn’t emerge until the end of the day. The TAP system has opened up the doors at Andersen, and not in a punitive or valuative way,” says Spriggs. “The kids can see that we take their education seriously. We’ll do what it takes, whatever that is.”

Spriggs is referring to the Teacher Advancement Program (TAP), designed by the National Institute for Excellence in Teaching (NIET) to help develop teaching strategies among educators while holding them accountable for their performance. It is the best-known program representing a nationwide push that ties teacher effectiveness to student achievement. Recent policy initiatives—including the Q Comp. system (a voluntary, merit-based teacher compensation program) that Gov. Pawlenty favors—also focus on teacher quality.

Whether schools are using TAP or other models to advance professional learning in schools, Jennifer York-Barr, professor and director of graduate studies in the Department of Organizational Leadership, Policy, and Development, calls this moment “a culture shift for teachers, a movement away from planning tasks and activities—although that is also still necessary—toward talking about their teaching practice and sharing ways to improve it.” Peer leadership plays a vital role in teacher professional development.

“Systems need pressure and support to change,” explains York-Barr, who teaches in the educational leadership graduate program and coordinates the professional development certificate program at the college. “In the field of education today there is strong external pressure to change [such as accountability and competition for students], and the school districts themselves are creating more supports internally around collaborative learning and development practices.”

**Professional development**

Collaborative learning relies on peer support, as well as top-down efforts. Jennifer McComas, professor of special education
in the Department of Educational Psychology, is harnessing teacher leadership to support students with learning or behavioral challenges. Last year McComas received a Leadership Training Grant from the U.S. Office of Special Education to train six doctoral students as experts in the Response to Intervention (RTI) approach. The students will, in turn, train individual teacher leaders or school-based teams to implement an RTI approach or improve their existing programs.

RTI relies on monitoring individual student progress, rather than relying solely on generic assessments. For those children exhibiting academic or behavioral issues, data is used to recommend at least two new teaching strategies (or interventions) before the children are placed in special education programs.

“RTI identifies kids much earlier and identifies better instructional matches for them, ideally,” McComas explains. “The upshot of our doctoral program is to help groom leadership to take the schools’ RTI teams where they need to go.”

In this first year of McComas’ grant, two doctoral students are working in Loring and Kenny Elementary schools in Minneapolis, where they are studying existing RTI programs. Next year, two more students will join the project, and the cohort will lead the implementation of RTI programs in four new schools. In the third year, six doctoral students will establish RTI programs in a total of eight schools.

“The Ph.D. students will act as leaders in the schools, training teachers to understand RTI assessments, to understand the data collected, and to understand how to choose an intervention based on the data. In short, to give teachers the tools they need so they know what to do next to make their students successful,” says McComas. “Then those teachers will be able to lead other teachers working with struggling students, to ensure that a team approach is being taken.”

The Minneapolis Public Schools Middle School Reading Initiative also provides professional development to teachers with the goal of reaching their students—in this case, 900 students in each of grades 6 through 8 across 25 schools, who are not reading at grade level. Literacy professors David O’Brien and Deborah Dillon (curriculum and instruction) are collaborating on the initiative, which also provides regular professional development to licensed middle school reading coaches to help them lead and nurture a culture of literacy in the Minneapolis district. They might do this, for example, by mentoring teachers of non-literary subjects to emphasize content-specific vocabulary, O’Brien says.

To ensure that this coach-led culture of literacy does indeed encourage students to improve their reading skills, the reading initiative also includes a research component: a longitudinal
Kate Steffens (Ph.D. ’89) is learning from others.

In the position just six months, Steffens has taken the time to meet people, ask questions, and simply observe her new environs—no sweeping agenda changes or overhauls just yet.

“There’s a strength that comes from just listening to people,” says Steffens.

Wholly owned by Laureate Education Inc., formerly Sylvan Learning Systems, Walden is a for-profit, accredited online university with staff and faculty spread all over the world. In Steffens new role she oversees around 900 faculty and staff as far away as New Zealand.

While publicly funded institutions such as St. Cloud State cope with economic challenges, Walden is enjoying a boost in enrollment from online learners—a 17 percent jump just last year.

What helps Steffens navigate such a change in work culture is the good advice she received from Bob Bruininks, her former doctoral adviser in the Department of Educational Psychology and current president of the University of Minnesota. She also earned her bachelor’s and master’s degrees through the college.

“I have spent my entire professional career using lessons I have learned from President Bruininks,” says Steffens, noting his inclusive leadership style that focuses on listening, first and foremost.

While listening and learning may be core to her leadership style, Steffens has big plans for Walden’s college of education. For one, she plans to replicate an accountability infrastructure that she set up through St. Cloud State University, which will make it easier for the school to document that it is preparing exceptional teachers.

But that and other plans are for later. At the moment, Steffens is simply keeping her eyes—and ears—open.

— Alyssa Ford

study of the sixth-graders over their three years in middle school. “As part of the initiative we are looking at how teachers and reading coaches are gaining knowledge and ability and using student assessments to direct their instruction,” O’Brien says. “Are the teachers using better strategies to teach reading more effectively? Has this increased their students’ reading ability and self-efficacy?”

The middle school initiative was born when the Strong Schools Strong City referendum passed in 2008, and Minneapolis Public Schools suddenly had sufficient funds to hire 36 middle school reading teachers. Though all of those hired were licensed, many lacked the specific reading licensure. The district teamed up with the college, and as a result, 10 of the 36 new hires are working toward reading licensure while teaching reading on a variance. O’Brien notes that connecting professional development and leadership initiatives with licensure is unique.

What is a leader?

We traditionally identify teacher leaders by their role-based positions, licenses, and titles—identified mentors, curriculum developers, and master teachers, for a few examples—cites Misty Sato, who was recently named the Carmen Starkson Campbell Endowed Chair in Education. Some schools have more success with a less formalized model, she says.

“There is resistance among teachers to being designated a ‘leader,’ ” explains Sato, who is working with six metro area high school science teachers in an action-research group to apply formative assessment [for an explanation of formative assessment, see ResearchWorks] in their everyday practice. “Many teachers prefer to be recognized as having leadership qualities,” she continues. “Being labeled a leader pulls you out of a peer group, but having leadership qualities means you are a positive, contributing member of the community.”

By using a practical leadership model based more on actions than on individuals, schools create conditions in which teachers’ everyday leadership is valued and actively developed. Sato says while schools have begun creating official roles for teachers, their day-to-day leadership frequently goes unrecognized. She suggests that schools find ways to identify the practical guidance that teachers offer when they informally toward school improvement, even when they’re not functioning in an identified leader role.

“We need to understand leadership in a new way,” says Carole Gupton, director of the college’s Preparation to Practice Group (PPG). “It’s not about a title or position. Leadership means understanding who you are and what your students need to be successful.”

Gupton cites as an example of this changing mindset the renaming
of PPG’s Urban Principal Leadership Academy to the Urban Leadership Academy, an ongoing series of workshops for Pre-K–12 leaders, aimed at altering patterns of education inequity.

“Schools are only successful as schools,” says Gupton. “If one classroom is successful but eight are not, then the school is not successful. We need great teachers to support each other so the whole school can flourish.”

PPG provides an infrastructure for professional development from licensure candidates to practicing teachers. Its staff helped found the Teacher Support Partnership, a collaboration with Education Minnesota, the Minnesota Department of Education, and Minnesota State Colleges and Universities that has developed guidelines for supporting early career teachers to increase effectiveness, enhance student achievement, and strengthen teacher retention. Gupton also serves on the task force for the new Teacher Education Redesign Initiative, or TERI, led by Sato and associate dean Mary Trettin.

**Mentoring and collaborating**

School administrators are important partners in supporting teacher development and leadership. York-Barr researches ways that school cultures can be more collaborative to positively influence student learning and achievement. Central to this line of research is understanding ways that principals and teachers, together, advance teaching and learning in schools.

Carole Gupton, left, and Misty Sato (shown with David Heistad, Minneapolis Public Schools) focus on leadership as a schoolwide phenomenon.

**Leading for the future**

It’s one thing to be a leader when your institution is exceeding its goals. It’s an entirely different game when the organization is faced with financial challenges.

Rich Wagner, president of Dunwoody College of Technology in Minneapolis, knows that scenario well. From the time he was named president-elect to when he took the title last July, Dunwoody suffered the same blows as the economy at large. Its endowment had dipped 30 percent along with the stock market. It faced a constricted fundraising environment, and it was forced to layoff 12 percent of its employees.

Thankfully, Wagner was prepared for the challenge. Having earned his doctorate in educational policy and administration from the University of Minnesota in 2006, Wagner was versed not only in faculty and staff issues, student development, and data analysis, but more nuanced elements, such as organizational structure and educational culture. Being a new president, Wagner could have hedged, waiting to make sweeping changes until he was more comfortable in his role. But the situation demanded swift action, so he jumped in.

Part of what aided him, says Wagner, was the “confidence that comes with completing a degree from a world-renowned institution.”

He changed Dunwoody’s organizational structure to include two deans, one to provide academic leadership and one to provide leadership for student services—a move that renewed the college’s emphasis on teaching and learning.

Wagner also reinvigorated Dunwoody’s focus on continuous improvement and increased efficiency. As he and other college leaders plan for the college’s centennial in 2014, they are crafting a new vision for the college.

“We started with really fundamental questions about our mission, our core values,” says Wagner. “We asked each other, ‘if we could start with a blank canvas, how would we paint our masterpiece?’ ”

They launched a total re-imagining of Dunwoody’s offerings.

“By 2014, Dunwoody is going to be an even more vibrant and eclectic institution of higher education,” promises Wagner.

The process, Wagner says, has kept him focused on his real job: leading a college and not just ferrying one through a recession.
Thomas Jandris (Ph.D. ’78) has built a successful career at the intersection of entrepreneurship and education—just where he likes it. “When you combine entrepreneurial development and education together, you’ve got the kind of grassroots convergence of forces that is necessary to turn the economy around and advance our country,” explains Jandris, dean of the College of Graduate and Innovative Programs at Concordia University Chicago. He’s also CEO of Progress Education Corp., which offers staff development, school improvement planning, policy consulting, and proprietary learning management tools.

Progress Education is one of 16 for-profit ventures Jandris has launched—most of them while also working as a teacher, principal, or professor. “Entrepreneurial activities and education are both about optimizing the development of human capital,” says Jandris. “If you’re passionate about what you’re doing, you can get a lot done.”

Jandris began his career as an English teacher in Illinois. While serving in the military in Germany, he became friends with former University of Minnesota dean of education Bob Keller. Keller convinced Jandris to pursue a doctorate at Minnesota. “Dr. Keller was a mountain of a person in his influence on me and my life,” says Jandris. “I quote him to this day.”

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While completing his doctorate in kinesiology, Jandris also worked with professor and associate dean Eloise Jaeger, whom he describes as “a truly remarkable person of stature, nationally and internationally. ...She contributed to my thinking regarding social justice and equality and had an amazing impact on my career.”

Since joining Concordia four years ago, Jandris has helped the College of Graduate and Innovative Programs live up to its name, launching ten degree programs, including seven at the doctoral level; established several new departments; ramped up graduate-level online learning; and sparked 800-percent growth.

He’s also contributing creativity and expertise to CEHD as a member of the Dean’s Advisory Council and its Innovation and New Revenue Sources work group.

Drawing on his experience as a teacher and a businessperson, Jandris says it wouldn’t hurt educators to have the experience of wondering how they’re going to make payroll, as he did in some of his early business ventures. “Increasingly, educators will have to make decisions based on the greatest return for their dollars.”

According to Jandris, that means unbundling assumptions and bureaucracies and changing business as usual. “To continue growth, we need to create a culture of innovation.”

— Kara Rose

York-Barr has also partnered with the Minnesota Staff Development Council and the Minnesota Elementary School Principals’ Association to create a yearlong Learning Leaders Academy in which elementary school principals meet to discuss how to lead and create key partnerships with teachers in their schools. In addition, she researches how schools that have received large amount of external funding sustain their improvement practices after the funding leaves their systems. A central focus of this research is tracking shifts in teacher leadership and professional learning.

Back at Andersen United, Spriggs says she sees evidence of change and improvement all around her, including in her own math classes. In 2009, 82 percent of her eighth-grade students made more than a year’s growth—the highest percentage of any teacher at Andersen, a school in which 97 percent of students qualify for free and reduced-price lunches. For her efforts and for her leadership, Spriggs was awarded a prestigious Milken Award in 2009.

“Teacher leadership initiatives bring everybody into a more open discussion about how the kids are doing in school,” says Dan Hoverman, superintendent of Mounds View Public Schools (MVPS).

Last summer, the district brought in York-Barr for its August Leadership Institute to help teachers and administrators define their leadership roles and discuss everything from ways to handle difficult discussions with colleagues or introduce new ideas, to planning and anticipating the instructional team’s professional development needs.

“Over the years the work of teachers has become more challenging so the job has had to become more collaborative,” Hoverman explains. “Our schools have increased student assessment, focused on professional development, clarified our goals as a team, and continuously provided opportunities for teachers to get and give feedback.”
catching up with emeriti: **Byron Egeland and Alan Sroufe**

**Longitudinal careers**

**BY JENNY WOODS**

**BYRON EGELEAND AND ALAN SROUFE** spent their careers studying the factors that influence how people function. Despite retiring—Egeland in January and Sroufe come May—they remain dedicated to research in child development.

As part of that commitment, they remain involved in their landmark Minnesota Longitudinal Study of Parents and Children. The 35-year, world-renowned study has followed its research subjects from infancy through adulthood, examining social relationships, risk factors, and other significant influences on development. Among its approaches, the study has examined how attachment between a parent and child develops and how attachment in infancy affects long-term development.

“What comes from attachment theory is the idea that the child’s basic attitudes toward themselves and other people come out of these early relationships,” Sroufe says. “If someone cares for you, you develop both an expectation that they can be counted on and the knowledge that you’re able to get what you need from other people. And that simple idea was what launched us on this long-term study, in which we found things like that we could predict dropping out of school by the time kids were 3 years of age, and we could predict it better from the nature of their relationships with their parents than from...
“The fact that you had an early poor beginning doesn’t mean that it’s forever hopeless ... It requires additional support, and our data’s very clear on that.”

—ALAN SROUFE

measures of IQ and academic achievement.”

Egeland says the overall research has significant implications for education. He and Sroufe have gathered massive amounts of educational achievement data, including information on grade retention, achievement scores in high school, and dropout rates.

The study is not deterministic, Sroufe qualifies, saying while behavior can be predicted, change is also predictable. According to their research, children who have supportive relationships with teachers, for example, are more likely to rebound from problems.

“The fact that you had an early poor beginning doesn’t mean that it’s forever hopeless,” Sroufe says. “On the other hand, it’s also the case that overcoming an early negative beginning isn’t magic either. It requires additional support, and our data’s very clear on that.”

Among the applications of the longitudinal study, Egeland developed STEEP (Steps Toward Effective, Enjoyable Parenting), a preventative intervention program for high-risk parents and their infants, with professor emerita Martha Farrell Erickson.

Egeland and Sroufe have checked in with the study’s participants throughout their lives, gathering information about work adjustment, physical and mental health, satisfaction with life, social support, level of education, and relational status and quality. They have studied how people develop at different points in their lives in school and home settings, as well as in social relationships.

“Now the children are adults,” says Egeland, “many of whom have been or are in relationships, and so we’re interested in how those early relationships are related to how they’re doing in their current relationships with their partners.”

Egeland began the longitudinal study in 1975, three years after joining the Department of Educational Psychology. In 1988, he transferred to the Institute of Child Development. Sroufe, who has been part of the Institute of Child Development since 1968, joined the study in 1977. After receiving his doctorate from the University of Wisconsin, Madison, in 1967, he came to the University to gain knowledge about child development in preparation for a career in clinical psychology.

“It just became so fascinating in its own right, I never wanted to leave here,” he says.

Since the longitudinal study began, Egeland and Sroufe have written extensively about their discoveries. Their 2005 book *The Development of the Person: The Minnesota Study of Risk and Adaptation from Birth to Adulthood*, was named the Eleanor Maccoby 2007 American Psychological Association Division of Child Development Book of the Year.

Egeland and Sroufe are now taking their study beyond environmental factors by collecting participants’ DNA.

“We want to get some DNA because there’s a lot of evidence that says that it’s not a gene that predicts, say for example, antisocial behavior, it is a combination of the right gene with the right environment,” Egeland says. “We are in an excellent position to look at those kind of gene-environment interactions.”

Sroufe says he will have a less-involved role going forward, as he plans to devote more time to writing and speaking. He’s been invited to speak on every continent but Antarctica and hopes to be able to accept more of those invitations. He also plans to spend time fishing, canoeing, traveling, and enjoying retirement with his wife, June, their four children, and two grandchildren.

When he’s not working on the longitudinal study, Egeland plans to spend time playing golf, sailing, skiing, and traveling with his wife, Soile. Reflecting on his academic career, he says he feels lucky to have done something he truly enjoyed.

Added Sroufe: “Both Byron and I feel extraordinarily fortunate to have been able to do this study, to know each other, and to have the careers that we had. It’s been quite a life.”
Retired
Retirees as of June 5, 2009

**Linda Charles**, administrative director, former Department of Work and Human Resource Education, 19 years. Charles spent her entire University career in what was called the Department of Work, Community, and Family Education when she arrived. She demonstrated a deep knowledge of college and University operations and an ability to work with a wide range of people. Charles also volunteered as a captain for the Community Fund Drive.

**Marcia Finke**, administrative director, former Department of Educational Policy and Administration, 44 years. Finke joined educational policy and administration in 1981 after working for nine years in the dean's office. Previously she had worked in the former Office of Clinical Experiences and in the Student Teaching Department.

**Andrea S. Johnson**, lecturer, former Department of Work and Human Resource Education, 11 years. Johnson was an instructor who also supported and supervised students as they completed their in-service teaching assignments.

**Ann Mooney-McLoone**, lecturer, Institute of Child Development, 31 years. Mooney-McLoone spent her entire University career in the institute and was its assistant director of undergraduate studies for 18 of those years. She also taught for the University of Minnesota Extension and in the Department of Women's Studies. McLoone participated in the University Consortium of Children, Youth, and Families, and served on the college's Diversity Committee, among other governance roles.

Appointed

**Karen Seashore (Louis)** was named the inaugural holder of the Robert Holmes Beck Chair of Ideas in Education, which promotes a better understanding of the conceptual foundations of critical issues in education.

**Mistilina Sato** was named inaugural holder of the Carmen Starkson Campbell Endowed Chair in Education for Innovation in Teacher Development, which focuses on scholarship regarding preparation and support for new teachers and improved effectiveness and retention of teachers.

Honored

Area Chairs of the National Reading Conference awarded curriculum and instruction faculty **Deborah Dillon**, **David O'Brien**, **Cassandra Scharber** and graduate students **Brad Biggs**, **Catherine Kelly**, and **Megan Mahowald** for a well-developed and highly refined proposal on an important topic in literacy research.

The University's Office of International Programs selected professors **David Chapman** and **Gerry Fry** (both in organizational leadership, policy, and development) for the 2009 Award for Global Engagement.

**David W. Johnson**, professor of educational psychology, was awarded the Jeffrey Rubin Theory to Practice Award, cosponsored by the International Association for Conflict Management and the Program on Negotiation at Harvard Law School.

**Dr. Arthur Leon**, a professor in kinesiology, this month was named a “Top Cardiologist in Minneapolis, MN” by the International Association of Cardiologists (IAC).

Associate professor **Terry Lum** (social work) has been awarded a 60th Anniversary Distinguished Alumni Award from the University of Hong Kong.

Learning technologies assistant professor **Charles Miller** (curriculum and instruction) was awarded Best Paper at the 2009 AACE ELearn international conference in Vancouver.

Professor **Barbara Taylor**, director of the Minnesota Center for Reading Research, was awarded the National Reading Council's top research honor, the 2009 Oscar Causey Award.

**Philip Zelazo**, professor in the Institute of Child Development, was recently named associate editor of Child Development Perspectives, the journal of the Society for Research in Child Development.

In Memoriam

**Norman Garmezy**, adjunct professor, Institute of Child Development from 1961 until his retirement in 1989, died Nov. 21, at age 91. He mentored or influenced many students in child development, school psychology, family social science, and social work, as well as clinical psychology. Garmezy was considered a pioneer of resilience theory.

**David Ghere**, associate professor, Department of Postsecondary Teaching and Learning, died Jan. 17, at age 59. He taught history at the University of Minnesota for the past 19 years, originally in the former General College, then in CEHD. His historical research focused on American Indians during the colonial period. A fund has been set up in his honor. Specify in memo line: TRIO Program Fund. Send to University of Minnesota Foundation, C-M 3854, P.O. Box 70870, St. Paul, MN, 55170-3854.

**Darrell Lewis**, professor emeritus, Department of Educational Policy and Administration, died September 20 at age 73. He was a Professor at Luther College and Louisiana State University before beginning his 40-plus year career at the University of Minnesota, primarily in educational policy and administration. He was also a former associate dean.
For 25 years, Margaret Sughrue Carlson (Ph.D. ’83) has personified the character of the University of Minnesota. When the Alumni Association chose Carlson as its CEO in 1985, she became the first woman to hold such a position in the Big Ten. Since then, she has been the driving force behind a host of enduring Alumni Association successes and has become, by dint of her irrepressible personality and determination, one of the most memorable figures in the modern history of the University.

“Aside from the University president and some of the coaches,” says Dave Mona, 1998–99 Alumni Association National Board president, “I don’t think there’s anyone associated with the University any more recognizable than Margaret.”

With her retirement this spring, Carlson leaves behind a rich legacy of both spirit and bricks and mortar.

Carlson earned a bachelor’s degree in home economics and a master’s in clothing and textiles from Kansas State University. After moving to Minnesota with her first husband, Cal Carlson, Margaret took a job with the University of Minnesota Extension Service, helping establish homemaking programs in the inner city and 4-H programs in special education classes.

She took a hiatus from her career to raise her daughters, Julie and Elizabeth, then returned to the University to work with Keith McFarland at the School of Home Economics.

McFarland, whom she calls “one of the great influences in my life,” convinced her to complete her doctorate through the Department of Educational Policy and Administration (now organizational leadership, policy, and development). “I loved every moment of the experience,” Carlson recalls, “even statistics.”

Carlson focused her dissertation on women in higher education leadership, though some warned her against the topic, saying she would be labeled a feminist and have trouble breaking into male-dominated fields.

Through her example and her philanthropy, she has continued to support women’s leadership throughout her career. She helped found the Women’s Philanthropic Leadership Circle, which was born when Carlson was asked to advise on how the college might increase giving among its graduates. Since that foundational moment in 2002, the circle—now 33 members strong—has raised $300,000.
in past, current, and future gifts and awarded $90,000 in scholarships to support women’s leadership in education and human development. Carlson has also established a scholarship in the college, which is aimed at incoming students who show leadership potential (see below).

“There is a dearth of great leaders and particularly courageous leaders,” Carlson says. “I hope my scholarship will be a vote of confidence to the recipients so that they venture forth into their careers with confidence, determination, and courage.”

During her doctoral program, Carlson studied under a “dream team of excellent professors”—her adviser, Van Mueller, along with Robert Keller, Tim Mazzoni, and Mary Corcoran—whom she says encouraged, coached, and challenged her. She credits Keller for honing her writing skills and Mazzoni for teaching her the politics of education—lessons that would serve her well at the Alumni Association.

After completing her Ph.D. in 1983, followed by a three-year stint as executive director of the Minnesota chapter of the Cystic Fibrosis Foundation, she returned to the University for good as CEO of the Alumni Association.

In her first year on the job, Carlson initiated an advocacy program intended to involve the Alumni Association more with the regent selection process and with legislative lobbying. The move was met with skepticism—at the time, most alumni associations were simply spirit-building organizations.

Ultimately, however, the Minnesota State Legislature created the Regent Candidate Advisory Council, which has helped depoliticize the selection process. Meanwhile, the Legislative Network, which mobilizes alumni, staff, and students to lobby their elected officials on the University’s behalf, has grown from a few dozen members to 15,000.

“She has been a tireless advocate for the U, and the Alumni Association under her leadership has served as a model for associations both at a national and international level,” says University President Bob Bruininks.

Through sheer will, Carlson also built the momentum needed to construct an on-campus home for the Alumni Association. Her ability to engage community leaders proved key to sparking the needed energy, and the decades-long undertaking culminated in the 2000 grand opening of the McNamara Alumni Center and Heritage Gallery inside the $45 million building.

The Alumni Association was also the first organization to give $1 million to the TCF Bank Stadium project; it simultaneously donated $500,000 in scholarship money, which was matched by the University.

Besides her material legacy, Carlson leaves behind an Alumni Association whose membership has more than doubled, to 60,000, and an Annual Alumni Meeting transformed from a ho-hum affair to a can’t-miss event.

Barely taking a moment to rest, she will be starting May 1 as a part-time consultant with Bentz Whaley Flessner, a national firm that provides services to higher education institutions and non-profits. It’s a job that will fulfill her desire for a challenge, yet allow more time with her family. She was married in August 2008 to Paul Citron, a former vice president of science and technology at Medtronic. Their blended family encompasses four adult children, their spouses, and four grandchildren.

“My roles in life continue to evolve, but I will always be a proud University of Minnesota alumna. That will never change,” says Carlson, who promises to continue to advocate for the University.

On Feb. 6, the Alumni Association named Carlson’s successor, alumnus Phil Esten (Ph.D. ’03), associate athletics director of the University, who earned his doctorate in sport management through kinesiology.

To read a longer version of this profile by freelance writer Tim Brady, see z.umn.edu/carlsonfullprofile
Who would have thought 20 years ago that we’d be reading our alumni magazine entirely online? Technology has enabled us to do things we never imagined. In alumni relations, we are embracing new tools to engage more alumni and friends.

Recently our college’s Web site received a facelift, making it easier for alumni to get involved, receive information about timely events, find up-to-date alumni news, and learn about giving opportunities and priorities. If you haven’t visited lately, please check out www.cehd.umn.edu/alumni.

While you’re there, I encourage you to register for a number of mentoring opportunities. We are connecting alumni with students personally and virtually in a new Alumni Caller initiative. We’re looking for alumni like you to call high school seniors who have been admitted to the college but have yet to decide whether to enroll. Here’s where the technology comes in—you’ll be able to call from the comfort of your home by accessing a secure online site with their contact information.

You can also connect to the college via social networking. Network with fellow alumni and with students through the CEHD Alumni and Student Networking group on LinkedIn. If you’re on Facebook, we invite you to become a fan of our CEHD page.

The thing I appreciate most about these technologies is how they connect us not only to our alumni and friends in the Twin Cities, but also those across the country and around the globe.

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

1940s
Dr. Jerome Kaplan (M.S.W. ’49) passed away on Dec. 20, at Mansfield Memorial Homes, an organization where he served as executive director from 1958 until his retirement in 1988. Kaplan was an internationally renowned gerontologist.

1960s
In 2009, Robert E. Ripley (Ph.D. ’67) and Marie June (Schert) Ripley (B.S. ’67) authored five books: *Take Control of Your Life: With Your Lifestyle Wheel for Wellness, Road to Your Personal Success, Building Your Success Through Customer Relations, Steering Your Ship on the Career Sea of Life, Adult Learners: Understanding and Instructing*, fourth edition (all Carefree Press). Robert and Marie June have co-authored all of their professional books and journal articles over more than 40 years of publishing. Jointly, they have served as independent contractors for start-ups to Fortune 500 companies, directors of institutes and academies, collaborated on grants at the local, state, and regional levels, as well as for the U.S. Departments of Labor, Education, Justice and U.S. Navy, and managed a consulting firm.

Rich Weinberg (Ph.D. ’68) is retiring from the College of Education and Human Development after 40 years of service. He started his career in the college as an assistant professor in 1970. During his tenure, he has worn many hats, including faculty athletics representative for NCAA, director of the Institute of Child Development, and director of the Center for Early Education and Development.

1970s
Robert Bloom (Ph.D. ’73) retired as the executive director of Jewish Child and Family Services of Chicago. For more than 30 years he has worked as a teacher, therapist, consultant, program director, and executive administrator in the fields of educational and psychological services to children with disabilities and their families. Bloom is now working as a consultant and adjunct professor at the University of Chicago and Northeastern Illinois University.

1990s
Valeria Silva (M.A. ’91) has been named superintendent of St. Paul Public Schools. Silva has served for more than 20 years in the district, most recently as chief academic officer. She was St. Paul’s director of ELL (English Language Learner) programs from 1997 to 2006. Prior to that, she was principal of Adams Spanish Immersion School.

Muhammed Haj-Yahia (Ph.D. ’91) was awarded one of the University’s Distinguished Leadership Awards for Internationals. Haj-Yahia holds the Gordon Brown Chair in Social Work at Hebrew University of Jerusalem and is an internationally recognized scholar of family violence, particularly in Arab and Muslim communities.


Patty Nygren (M.Ed. ’97) was selected by the Farmington Education Association as the 2009–10 Teacher of the Year and will continue on in the Minnesota Teacher of the Year competition. Nygren is an English teacher at Farmington High School and has served the district since 1987.

2000s
Phil Esten (Ph.D. ’03) was named the new University of Minnesota Alumni Association chief executive officer.
Esten, who has been associate athletics director at the University, succeeds Margaret Sughrue Carlson (Ph.D. ’83), who retired after 25 years of service.

Miki Horie (Ph.D. ’03) was awarded one of the University’s Distinguished Leadership Awards for Internationals. She is recognized in Japan, Europe, and the United States as an authority on Japanese international education and policies. Horie recently published a book on internationalization of Japanese universities, which has become a significant reference for international education in Japan.

Maria Kroupina (Ph.D. ’03) was selected to participate in the prestigious Leaders for the 21st Century Fellowship Program of Zero to Three: National Center for Infants, Toddlers, and Families. She is the clinical research coordinator for the International Adoption Clinic in pediatrics at the U.

Martha Spriggs (M.Ed. ’03) a math teacher at Andersen United Community School, Minneapolis, is the latest college alum to win the prestigious Milken National Educator Award. Among her achievements, Spriggs was recognized for outstanding results in the classroom, where 82 percent of her eighth-grade students reached state target scores, and for establishing an after-school science program for girls (see p. 22 for more on Spriggs).

Daniel Hess (Ph.D. ’08) won two Outstanding Graduate Student Research Awards at the 117th American Psychological Association Annual Convention in Toronto for his dissertation research titled: “The Mental Health Sequelae and Treatment of Massive Community Violence in West Africa.”

Share your news online

Complete the alumni notes form online at www.cehd.umn.edu/alumni/connect/notes. We look forward to hearing from you soon!

For a slideshow of fall events, see cehd.umn.edu/Pubs/Connect/2010Spring/continuity.html
There are many ways to stay connected with CEHD alumni & friends of the college. We hope you’ll join us at some of the events listed below. For more event details including RSVP information, visit us online at www.cehd.umn.edu/alumni/events or call 612-626-8782.

**Alumni Society Awards**
**McNamara Alumni Center**
**April 9, 4–6 p.m.**
This spring will mark the 42nd annual awards, which celebrate and honor distinguished alumni and the winner of the Robert H. Beck Faculty Teaching Award. Please RSVP online www.cehd.umn.edu/alumni by April 1.

**CSPP Distinguished Alumni Lecture Series & Reception**
**Education Sciences Building**
**April 22, 5:30–7:30 p.m.**
CSPP alumnus Dirk Miller will share the story of founding The Emily Program, which supports individuals and families affected by eating disorders. Several CSPP alumni who work for the organization will also present. Connect with former classmates and meet faculty, staff, and students. Complimentary wine and hors d’oeuvres will be served. Please RSVP by April 16 to Salina Renninger at renni001@umn.edu.

**University of Minnesota Alumni Association Annual Celebration**
**Mariucci Arena**
**April 27, 5:30–9 p.m.**
Katie Couric, CBS Evening News anchor, will be the featured speaker. More details will be announced soon at www.minnesotaalumni.org. For ticket information contact the Northrop ticket office at 612-624-2345.

**WPLC Awards Celebration**
**Town & Country Club, St. Paul**
**June 15, 9–11 a.m.**
Join members of the Women’s Philanthropic Leadership Circle and friends of the college as they celebrate the recipients of the WPLC faculty and staff awards and scholarship recipients. The event is open to all. Please RSVP by June 10 to Raleigh Kaminsky at kamin003@umn.edu.

**4th Annual Scramble for Scholarships**
**July 23, 8 a.m.–2 p.m.**
**Valleywood Golf Course, Apple Valley**
A best-ball golf tournament featuring contests, prizes, breakfast, lunch, and more. Create a foursome on your own, or be matched with a group. The proceeds will benefit the CEHD Alumni Society Study Abroad Scholarship Fund. We are currently seeking breakfast, lunch, beverage cart, photography, giveaway, and hole sponsors, and we are collecting gift certificates and merchandise for our silent auction. Registration will begin in late May. For more information or to volunteer contact Heather Peña at hpena@umn.edu.

**Saturday Scholars**
**Coffman Memorial Union**
**November 6, 8 a.m.–2 p.m.**
Come back to campus this fall for a day of learning—no tests required—and a chance to connect with faculty, students, alumni, and friends of the college. Registration begins in August and will include breakfast, classes taught by faculty, lunch, and a docent-led tour at the Weisman Art Museum.

**Homecoming 2010**
**September 26—October 2**
Join us in celebrating a week dedicated to honoring the spirit of the maroon and gold. For more details visit www.homecoming.umn.edu.

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2020 Vision

RECENTLY I HAD THE PLEASURE of meeting with a woman, along with her son, who wanted to make a gift to the college to endow a scholarship for students in early childhood education. Not only had this woman’s children attended the college’s laboratory nursery school, but so had her five grandchildren. The family feels such a strong connection with the school that they wanted to give back. Now our students will benefit—today and into the future.

Dean Jean Quam has recently initiated an academic planning process to envision what the College of Education and Human Development might look like in 10 years. No matter what academic programs may warrant future investment, our students will continue to need support. There are many ways to accomplish this:

- As in the example above, you can establish a named endowment and generate matching funds for either undergraduate or graduate students.
- You can give an annual cash gift in the amount of $1,000 or more that will provide support for one or more students each year.
- You can remember the college in your estate plans and designate that this gift is to be used for student support.

If you would like more information on supporting CEHD students, please contact the development office at 612-625-1310 or e-mail me at slife001@umn.edu.

Lynn Slifer, director of external relations

Recent gifts and commitments to the college

Carol and Lynn Swanson made a gift of $25,000 through their estate to be designated for scholarships.

A gift of $90,140 was received from the estate of Mary Ost to be added to the Eloise M. Jaeger Scholarship at the Tucker Center.

Rudolf Greulich has made a future gift of $25,000 for scholarships.

Gail N. Anderson made a gift of $10,000 to be added to the Susan Rose Fellowship Fund in Special Education.

John and Colles Larkin have made a future commitment of $1.8 million to the University, $350,000 of which is designated for the College of Education and Human Development.

Virginia Puzak has given $30,000 to establish the Puzak Family Scholarship Fund for early childhood education.

Over $25,000 has been received from multiple donors to endow the Margaret Sughrue Carlson Scholarship Fund, in honor of Margaret Carlson’s retirement and her 25 years of service as CEO of the University of Minnesota Alumni Association.

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.”
Even though babies can’t talk, they can tell us a lot about how our brains work. Using a frame that gives the illusion of a cube, researchers in the Institute of Child Development test the visual perception of babies. In the experiment, the babies reach out expecting to touch solid planes. This shows that their perceptions are already based on expectation, as well as what they see.