University of Minnesota

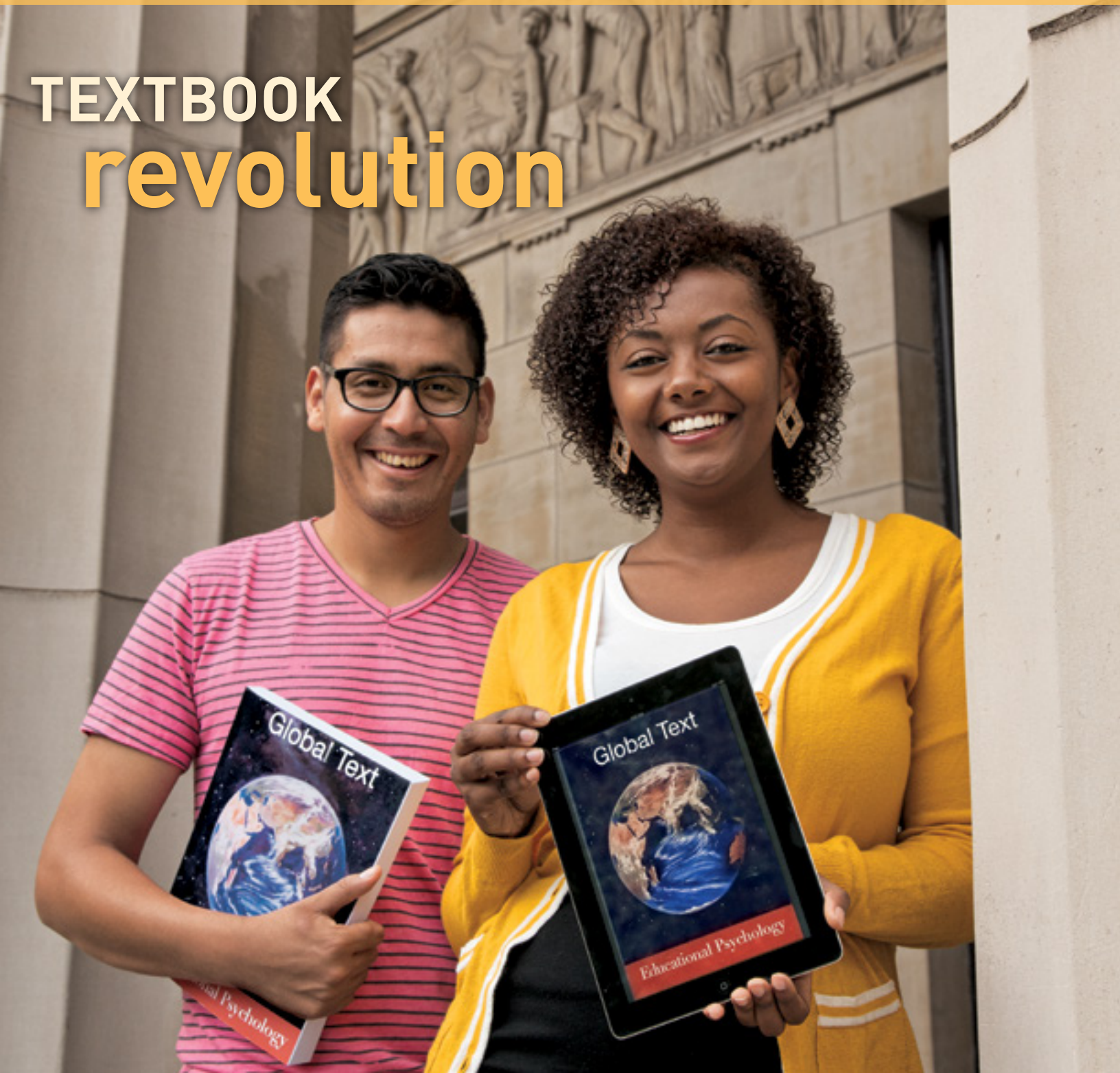
connect

+ Visual history of education
+ STEM lessons
+ Norris Hall and Title IX
+ Land Grant 150

CEHD | College of Education + Human Development

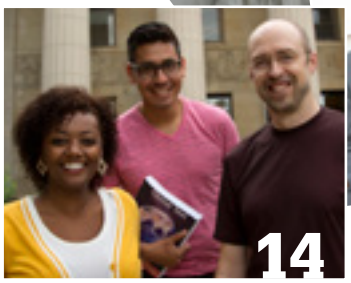
FALL 2012

TEXTBOOK revolution



connect

VOL. 6, NO. 3 | FALL 2012



FEATURES

DEPARTMENTS

ON THE COVER:
Which is the open textbook? Both! CEHD is leading the way in testing options like cost-saving open textbooks. Read more on page 14.
Photo by Greg Helgeson

Connect is printed on paper that has been certified to meet the environmental and social standards of the Forest Stewardship Council™ (FSC®) and comes from responsibly managed forests and/or verified recycled sources.

FSC www.fsc.org MIX Paper from responsible sources FSC® C007320

EDITOR
Gayla Marty

DESIGNER
Nance Longley

DESIGN ASSISTANT
Emily Hamre

WRITERS
Steve Baker, Suzy Frisch, Joel Grostephen, Gayla Marty, Jessica Mooney, Jon Ruzek

PHOTOGRAPHERS
Susan Andre, Heather Hanson, Greg Helgeson, Bob Holder, Raleigh Kaminsky, Leo Kim, Gayla Marty, Uriah Mendoza, Chelsea Oland, Jon Ruzek, David Sherman, Dawn Villella, Ava Wichmann, Marisa Wojcik

ONLINE EDITION
cehd.umn.edu/pubs/connect

Connect is published three times a year by the University of Minnesota College of Education and Human Development for alumni, faculty, staff, and friends of the college. Send correspondence to the editor, 105 Burton Hall, 178 Pillsbury Drive S.E., University of Minnesota, Minneapolis, MN 55455. For address corrections, contact us at 612-625-1310 or connect@umn.edu.

This publication is available in alternative formats upon request. Contact 612-624-3430 for more information.

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

COLLEGE OF EDUCATION
+ HUMAN DEVELOPMENT

UNIVERSITY OF MINNESOTA
Driven to Discover℠

Dean Quam congratulated a graduate at commencement ceremonies in May.

URIAH MENDOZA

from the dean: I often say that the college is both blessed and cursed with some of the oldest buildings on campus. In St. Paul and Minneapolis, we occupy structures that date back to the University's land grant, many of great beauty and significance, icons that have meant so much to generations of students and scholars. In this issue, you can read about two of them—Burton Hall, the University's first library, built in 1894, and Norris Hall, possibly the first gymnasium at an American university dedicated solely to women. Everyone knows that buildings require care and attention. Demands on our buildings change. Not all of them can be saved. And when we tear down a building, it hurts.

Losing Norris Hall was painful. Over the past eight months, it has been literally painful for those of us nearby as the excavation caused our walls and windows to vibrate! But it has been more painful to the many women whose lives were strengthened and transformed within its walls and by its legacy of equity. As we celebrate the 40th anniversary of Title IX this year, it's a perfect time to reflect on how the women of Norris Hall and the values it represents have advanced us all. I am proud that the college is now home to the Tucker Center for Research on Girls & Women in Sport, the first center of its kind in the world, and that the University of Minnesota continues to be a standard-bearer for women in education and social sciences.

The silver lining of losing Norris is the possibility it creates for the Institute of Child Development. Many of you know that ICD has been running the top-ranked research program in facilities that shock reviewers at every round of program reviews. This spring we learned that ICD was placed on the University's six-year capital plan, a critical step toward getting a new building. I have placed a new building for the institute and Shirley G. Moore Laboratory School at the top of my building priorities to keep us at the forefront of the child development field. So we have lived through the deconstruction of Norris Hall, but we have new opportunities that will allow us to keep doing amazing things.

I hope to see many of you on campus during Homecoming this fall!

Jean K. Quam

Relief for HOARDERS and their families

HOARDING HAS BEEN SENSATIONALIZED by TV shows and the media. But two family social science graduate students see deeper issues that involve trauma, grief, and loss. Now they have launched an international study to discover more and to help people who hoard and their families.

Interviewing people about hoarding behavior in 2009, **Jennifer Sampson** noticed that a lot of them spoke about experiences in terms of grief and loss. She contacted **Janet Yeats**, who has experience in working with trauma and ambiguous loss. Together they created the Hoarding Project to discuss and better understand the connection between hoarding and trauma.

Sampson and Yeats started by organizing a six-week psychoeducational support group for family members of people who hoard.

"Hoarding involves four factors—excessive acquisition, difficulty discarding items, clutter, and distress—but hoarding itself is a spectrum," says Sampson. "Not everyone who hoards lives in a junk house."

"Ambiguous loss theory turned out to be a good way to describe the relationship between people who hoard and their family members," says Yeats.

The team is recruiting adults to take part in an online survey to gather information for further research. People who hoard and their family members are encouraged to participate. Issues such as mental illness, attachment relationships, and unresolved trauma will be examined to better understand how they affect hoarding behavior. The project will focus on the entire family and offer education and training to professionals, media affiliates, and members of the public.

Learn more at **thehoardingproject.org**.

State of the children

STATE AGENCY LEADERS, managers, and direct-service staff are attending a series of seminars led by CEHD faculty. The four-part series is about neurobiology, adversity, and resilience in the context of early childhood development. The goal is to bring the latest research to inform best policies and practices in support of Minnesota families and children who experience adversity and traumatic stress.

Faculty members **Megan Gunnar** and **Abi Gewirtz** gave the first two seminars in May; two more, by **Ann Masten** and **Elizabeth Carlson**, are planned for fall. The series is a result of collaboration between CEHD and the Minnesota state departments of human services, health, and education and is organized by the Center for Early Education and Development.

Read more about CEED at **www.cehd.umn.edu/ceed**.

A startup is born

THE FIRST UNIVERSITY OF MINNESOTA STARTUP COMPANY to result from research at the College of Education and Human Development has launched.

Early Learning Labs will commercialize a suite of tools to track growth and development of preschool children. The tools, called myIGDIs—for Individual Growth and Development Indicators—are a combination of test kit and assessment system plus a web-based management and reporting framework designed for schools, teachers, and early-childhood specialists.

The research behind myIGDIs was funded by the U.S. Department of Education. The assessment was invented by educational psychology professors **Scott McConnell**, **Michael Rodriguez**, and the late **Mary McEvoy** with research associates from the Center for Early Education and Development (CEED), **Tracy Bradfield** and **Alisha Wackerle-Hollman**.

The assessment measures are based on 15 years of research and have been used in more than 11,000 school settings, measuring more than 180,000 preschool children.

Learn more at **www.myigdis.com**.

earlyLEARNINGlabs™

ISTOCKPHOTO; URIAH MENDOZA; CHLESEA OLAND

A stronger workforce for mental health

A NEW MINNESOTA CENTER FOR MENTAL HEALTH is taking shape on campus. The School of Social Work is a partner with the College of Continuing Education and the Department of Psychiatry in creating the center. Its mission is to prepare a strong, well-trained workforce delivering evidence-informed, integrated mental health services.

"The emphasis will be on fostering mental and behavioral wellness for all Minnesotans," says social work faculty member **Peter Dimock**, a co-investigator for the project.

The center is funded with a $900,000 grant from the Minnesota Department of Human Services Mental Health Division. It will help meet the increasing demand for clinical competence and holistic care.

Because more mental health and substance-abuse treatment programs are gearing up to work with clients with both conditions, a major goal of the center is to develop a continuing-education credit certificate for professionals who want to work in this area. The center will organize focus groups throughout the state and tribal communities to help determine objectives to meet that goal and will form an advisory group.

Read more at **z.umn.edu/8rw**.

More than 500 undergraduates and 370 graduate students were honored in commencement ceremonies May 10. At both events, percussionists led the procession into Mariucci Arena and internationally known social activist Naomi Tutu (below, right) spoke. At the graduate ceremony, the first cohort of the new master's program in multicultural college teaching and learning were awarded degrees, including (top, left to right) Terrance Paape, Anise McDowell, and Alison Link. See more photos at www.cehd.umn.edu/commencement/

Commencement

Off to college—in high school

When classes start this fall, high school students across the state will enroll in courses for college credit through the College in the Schools program. About 500 juniors and seniors at 22 schools will take a college course in anatomy and physiology taught by their own high school teachers under the direction of **Murray Jensen**, associate professor in the Department of Postsecondary Teaching and Learning. The program, now starting its sixth year, culminates in a spring kiosk competition at Coffman Union, where students describe their work to the public. Winning teams for 2011-12 were Minnehaha Academy (Golden Femur, top), Eagan (Silver Scapula), and Cretin-Durham Hall (Bronze Ulna, left). The program is made possible by a grant from the UCare Fund.

Learn more at **msjensen.cehd.umn.edu**.

AVA WICHMANN

Grad students gain a minor in leadership

A NEW GRADUATE MINOR in integrative leadership was approved by the Board of Regents in July. It's the first of its kind in the nation, designed to train future leaders to work across boundaries of disciplines, organizations, nations, and geography to solve problems.

The ILM will enhance graduate student preparation to lead and foster collective actions. Classes offer training in leadership theory and civic engagement. In the last seminar, students will develop ideas to resolve real-world cases.

The new minor draws on faculty in CEHD and three other colleges—Humphrey School of Public Affairs, Carlson School of Management, and School of Public Health. CEHD's Department of Organizational Leadership, Policy, and Development will serve as the minor's academic home.

Find program information at **www.cehd.umn.edu/olpd/grad-programs/ILM**.

Back to School

Professional development learning opportunities from CEHD

Don't let the energy and excitement of fall pass you by! New beginnings and new learning opportunities in CEHD are open to professionals seeking to expand and advance skills in many fields. Many can be taken for CEU or college credit. Here are some of the options available this fall.

Take a class in CEHD

If you're a former student not currently enrolled in an academic program at the U, learn more at **onestop.umn.edu/special_for/former_students.html**.

If you've never been a U student, go to **onestop.umn.edu/non-degree**.

More professional development resources

Don't miss these U resources:

Lifelong Learning
lifelong.umn.edu

Digital Campus
digitalcampus.umn.edu/profdevelopment

STEM Faculty Seminar Series

Fall 2012 (dates to be scheduled)

Topics will highlight research revolving around the science, technology, engineering, and math disciplines and their effective implementation in school settings.
Info: **www.cehd.umn.edu/STEM**

K-6 Reading Workshops

2012-13 academic year

The Minnesota Center for Reading Research (MCRR) will offer four four-day professional development workshops designed to help school leaders and teachers in grades K-6 learn how to use scientifically-based reading instruction to improve reading achievement.
Info: **www.cehd.umn.edu/reading**

Center for Early Education and Development (CEED) Online Courses

Early September registration

CEED will offer a variety of online courses earning 24, 36, or 48 clock hours of professional development.
Info: **www.cehd.umn.edu/CEED/onlinecourses**

CLASS Training

September 5-6

CEED will offer training in CLASS, an observation tool that focuses on teacher-child interactions and provides feedback to help educators understand and improve their teaching practices.
Info: **www.cehd.umn.edu/CEED/inpersontrainings/atc/class**

EduTech Showcase

October 8

CEHD is partnering with TiE MN to host this annual showcase of the latest innovations in education technologies and education-technology research.
Info: **edutechmn.org**

Book Week

November 12

Join faculty and graduate students from the children's literature program in the Department of Curriculum and Instruction reviewing the best in books for young readers. Acclaimed author and literacy expert Mem Fox of Australia will speak.
Info: **www.cehd.umn.edu/bookweek**

Strategic Exploration Workshops

2012-13 academic year

The CEHD Office of Research, Innovation, and Outreach (RIO) will sponsor four strategic exploration workshops with alumnus Joel Barker to begin in October. Topics are "Introduction to Paradigms, Implications Wheel and Strategy Matrix," "Innovation at the Verge," "T.I.P.S. Teams," and "Implications Wheel and Strategy Matrix Facilitator Training." CEUs available.
Info: **www.cehd.umn.edu/professional-development**

Watch for more opportunities at **www.cehd.umn.edu/professional-development** or contact the CEHD Research, Innovation, and Outreach office at **rio@umn.edu**.

A *FAST* read

Teachers gain a new tool to track reading progress more reliably, frequently, and faster

SUZY FRISCH

THE STAKES ARE HIGH when school districts assess students' progress. Twice-yearly tests often don't give teachers enough time to adjust their instruction for learners' unique needs. A flawed test might give a child an inaccurate label that sticks for years.

A team of educational psychologists in CEHD led by associate professor **Ted Christ** has developed a suite of more accurate assessment tools that can be used more frequently. The Formative Assessment System for Teachers (FAST) is a suite of tools that includes Early Reading (earlyReading), Adaptive Reading (aReading), Curriculum Based Measurement of oral Reading (CBMReading) along with emerging assessments for mathematics. FAST builds on the work of curriculum-based measurement (CBM) pioneer **Stan Deno** and computer adaptive testing pioneer David Weiss.

The focus of this article is CBMReading, a simple set of procedures that teachers use to identify and set goals for underperforming students.

"A lot of our work relates to maximizing the quality of the data and maximizing the quality of the decisions about students that people make with the data," says Christ, who has been working on the effort for 15 years. "It all goes back to whether you can create reading passages that yield consistent performances over time."

To assess elementary students with FAST CBMReading, teachers ask them to read out loud from a passage for one minute to estimate how many words they read per minute. Three times a year, they enter students' scores into the system, which has a user-friendly, color-coded interface that visually shows teachers which students have been tested, what they scored, and whether they are high-, low-, or no-risk. The program also allows teachers to set goals for individual skill-improvement plans. It offers charts that depict a student's progress and how he or she compares to others.

The bulk of Christ and his team's work has involved using the psychometric methods of field testing, linking

ISTOCKPHOTO

and equating to develop sets of reading passages that are equivalent in difficulty. That way, variability is removed from the test, which helps teachers get consistent scores to better evaluate whether a student is making progress toward their goal.

"What wasn't working was that passages produced widely variable performances, and someone had to make decisions based on those data," Christ says. "What we're trying to do is wrangle out that variability. We're applying more rigorous methods to develop passage sets comprised of truly equivalent difficulties."

Doug Marston (Ph.D., '82), the Minneapolis Public Schools administrator for evaluation assessment in special education, says Christ's research and updated assessment tools will help educators more effectively use database decision-making to identify students who need extra academic assistance. Using the response to intervention model, educators typically develop an evidence-based plan to help the student reach certain benchmarks. Schools then monitor how well the individual is responding to the intervention. Christ's tools are especially effective because they give educators up-to-the-minute snapshots of an individual's progress, Marston says.

"A lot of this work has been done at the University of Minnesota, beginning with Stan Deno and many others in the educational psychology department," says Marston. "Many of these procedures were first researched and implemented at the U of M going back to the 1970s and early '80s. Ted's work is really helping to continue the good research on these approaches used for improved database decision-making."

With a four-year grant from the Institute of Education Sciences, the research arm of the U.S. Department of Education, Christ's team developed the FAST interface and wrote 360 reading passages—easy, middle, and hard sets—for first through sixth grades. They tested the passages on large groups of students in three different regions of the country. Eventually the team whittled down the number of passages to 80 by removing those that weren't equal in difficulty. Now researchers from the U are monitoring students for 10- or 30-week periods and comparing the FAST results with results from other curriculum-based measurement systems.

So far, FAST has focused on reading. Eventually it will be expanded to writing, math, and spelling assessments. Ultimately, Christ wants to offer the tools to school districts nationally. FAST could save money and decrease the time teachers spend grading and logging scores from bubble-sheet tests.

"Other for-profit entities are distributing curriculum-based measurement tools and passages, and they charge $4 to $10 a child," says Christ. "For a district with 10,000 students, that's $40,000 to $100,000 a district would spend.

"We hope to distribute our tools—which will be better tools—at low or no cost," he says. "We hope to develop a sustainability model to charge $2 a student to support existing research and development and save tremendous resources for school districts."

Benjamin Silberglitt (Ph.D., '03), director of software applications for TIES, a cooperative of school districts that assists them with educational technology, strongly backs Christ's research.

"I think of Ted as the conscience of curriculum-based measurement," says Silberglitt. "Ted is trying to say, 'We have this great thing—let's make sure it's valid and that we're very exacting about the assessment process.' So when scores go up, we make sure we're measuring students' reading improvement and not just a difference in difficulty that introduced error into the measurement."

The FAST tool will be especially useful for educators as they make decisions about students' needs and education plans, giving them current data to evaluate. FAST also allows schools to track students' progress more frequently, even weekly when necessary, instead of relying on biannual tests.

"It works great as a screening measure and a progress-monitoring tool," Silberglitt says. "It can tell after a few weeks that a strategy is working. And if not, the teacher can change those strategies and not have to wait until next year's test to see that it didn't work and we lost a whole year."

With student outcomes on the line, teachers need access to accurate, time-sensitive, and easy-to-use tools to help all students achieve to their best potential.

"There is substantial evidence that assessment is a really good predictor of performance on statewide tests," says Christ. "We can identify students who might be identified with a learning disability in the next few years and try to do something different for that student's educational program so that prediction is broken or their rate of learning is accelerated."

Learn more about the Formative Assessment System for Teachers (FAST) at **fast.cehd.umn.edu** or **academics.cehd.umn.edu/fast/**.

Read more about Ted Christ, Department of Educational Psychology, at **www.cehd.umn.edu/EdPsych/people/Faculty/Christ.html**.

STEM Lessons

BY SUZY FRISCH

Three years after the STEM Education Center's launch, the summer colloquium is just one indicator of its impact on the teaching of science, technology, engineering, and math

After matching graphs of distance using motion detectors, STEM educators Tamara Moore and Christy Pettis showed off the results on graphing calculators.

HEATHER HANSON, DAWN VILLELLA

ENGINEERING IS A MUST-TAKE CLASS at Columbia Academy, the middle school in Columbia Heights District 13. Though no one is required to take the course, practically every student enrolls because it's just that much fun.

Middle school engineering teacher Angel Brown and math teacher Emily Christiansen take an interdisciplinary approach to the class, teaching students science, technology, engineering, and math (STEM) all while treating them like project engineers. The teachers require students to work as a team to design, build, and create all manner of items—on time and on budget—and then sell a client on their finished product.

During the past four years, students have developed everything from prosthetic legs and doll furniture to zoo hospitals and amenities for their school's new entrance. In the process, students use their math skills to take measurements, calculate scale, and procure supplies, figuring out sale prices and tacking on taxes. The student engineers also research their ideas, develop design concepts, and bring their ideas to life.

While students hone their scientific, mathematic, and technological skills in

Hui Hui Wang from the STEM Education Center demonstrated the LEGO Mindstorms robot kit as an education tool to colloquium participants Dabs Hollimon of Texas, left, and Julie Thomas of Oklahoma, right.

the school's engineering classes, they also experience what it's like to be an engineer, opening their eyes to new college majors and career paths.

"The engineering class has re-engaged the kids. They love the challenge, and they no longer look at us and say, 'I don't see the purpose in learning this,'" says Brown, district engineering coordinator. "They now see a need for the Pythagorean theorem or calculating fractions. They understand that everything they learn in school has an application in the real world."

At the P–12 STEM Education Research Colloquium in July, Brown and Christiansen presented Columbia Academy's engineering curriculum and guided audience members through a condensed version of a class project.

"They do STEM integration that is just phenomenal, and they give students engineering design challenges that have great context," says Tamara Moore, associate professor of math/engineering education and co-executive director of the STEM Education Center. "They showed participants how they thought about developing their curriculum and then let us play as students to see what it was like. It was really very helpful for teachers who would want to plan even a one-week project."

Columbia Academy's engineering program serves as a prime example of how teachers can synthesize STEM disciplines into one effective curriculum. STEM integration helps students master various concepts and deepen their understanding, giving them the ability to apply their learning and gain lasting meaning from it, Moore says.

Collegial colloquium

It's an important endeavor—and a hot topic—to figure out the best ways to teach STEM subjects, increase students' proficiency, and boost their problem-solving skills. For two days this summer, that endeavour drew nearly 150 people, from Eagan to Egypt, for the second annual colloquium.

The colloquium brought together educators from preschool to high school, higher education professors and researchers, government officials, business leaders, and many others to see,

CYCLES

BY ALL ACCOUNTS, Reach for the Sky is a smashing success in its efforts to spark the interest of White Earth Reservation students in science and engineering. For four years the program has brought hands-on STEM learning to fifth- to twelfth-grade students, using Western and American Indian approaches to projects involving energy and alternative sources of power.

The program greatly affected its young participants, but **Gillian Roehrig**, associate professor of science education and associate director of research on teacher development at the STEM Education Center, wanted to do more. The best approach? Teach the teachers, in partnership with reservation elders and educators.

Teachers in CYCLES explored abiotic and biotic factors in different biomes at Cedar Creek Ecosystem Reserve.

COURTESY GILLIAN ROEHRIG

Thanks to a three-year grant from the NASA Innovations in Climate Education program, Roehrig teamed with the University's St. Anthony Falls Laboratory to launch CYCLES. The program is working with 24 middle and high school educators teaching on reservations or at schools with many Native students.

"We want kids to have strong experiences with STEM year-round," says Roehrig. "Our end goal is to improve the climate literacy of students through teachers."

To help educators develop meaningful STEM activities related to climate change, the CYCLES teachers attend workshops and a summer institute, and they participate in experiential learning projects that can be the basis of a STEM curriculum. They evaluate the impact of climate change on Native peoples, studying wild rice harvests, maple syrup production, and the Mississippi River watershed.

Read more at **www.cehd.umn.edu/STEM/Projects/CYCLES**.

experience, and hear about the latest STEM research and how to best apply it in the classroom. Keynote speakers included Maura Borrego, an associate professor in the department of engineering education at Virginia Tech and a program director at the National Science Foundation, and David Hammer, a professor of education and physics at Tufts University, where he co-directs the Center for Engineering Education and Outreach.

Concerns about the quality of STEM education in the United States are quite real. Somehow, students are not connecting with these subjects. In fact, the country faces an inadequate pipeline of students focusing on math, science, and engineering who will meet the needs of our technology-focused society.

Notably, a recent survey from the National Center for Education Statistics found in a 10-year survey that, of 4 million ninth graders from 2001, 69.8 percent graduated from high school but only 32.5 percent were college-ready. Then a mere 6.9 percent initially majored in a STEM subject while 4.1 percent actually graduated with a STEM major. At the same time, 90 percent of job growth comes from STEM fields, according to economic estimates, including more than 2 million STEM job openings in 2012.

Research already has shown that one critical—and highly effective—way to keep students interested in STEM subjects is to integrate the disciplines into one curriculum. And it turns out that the perfect vehicle for that is engineering.

"There is very little engineering in K–12 education, but it's coming," notes Karl Smith (Ph.D. educational psychology, '80), co-executive director of the STEM Education Center and Morse-Alumni Distinguished Teaching Professor Emeritus of civil engineering. "Something we can really do—and the heart of the center—is to focus on STEM integration. Students come away from a fairly high-quality education with a fragmented view."

That's because most schools still teach subjects as individual units instead of interrelated topics. "Students don't see the connection among courses or between ideas, and so many of the challenges we face today can't be addressed by folks from one discipline," adds Smith. "We're trying to figure out how to create curricula and pedagogy and assessments that help advance this integrated approach."

Integration in action

At the colloquium, it was especially enlightening for Wendy Niesl, K–12 science specialist for the South Washington County School District 833, to learn about strategies for integrating math and science into a cohesive curriculum. Specifically, she attended a session by Tamara Moore and doctoral student

A team of teachers designed a stool for a student with an injury in a workshop organized by Columbia Academy teacher Angel Brown (center photo, background) and Emily Christiansen.

Kristina Tank about PictureSTEM, a new curriculum they developed to use literature to teach engineering concepts in the K–6 classroom.

One example Moore and Tank presented involved a five-module unit called "Designing a Hamster Habitat," in which first graders read several books related to hamsters, frogs, and animal habitats. Then teachers carry concepts from the stories into math lessons related to 2- and 3-D shapes. Eventually the students design a tube course for the hamsters, applying some of their new knowledge about the animals, shapes, and spatial reasoning.

"One thing we know is that if you teach kids abstractly, they might learn it for the time being but not forever," says Moore. "The context and mixture of subjects helps them learn more deeply and internalize the things they are learning."

Niesl thought the session was a good reminder that pairing literature with math and science is an effective best practice, one that her district trains teachers to do and uses periodically. "The literacy piece is important when teaching science," says Niesl, who taught high school biology and chemistry and is now starting her Ph.D. in science education at the U. "You need a lot of different strategies for exposing kids to science. You can't just learn science by doing. You need to hear it, see it, and do it, and you have to read about it."

It's certainly easier to utilize literature in science or math lessons in elementary school, where students often have one teacher for most of their subjects. It's a little tougher in middle and high school, where teachers typically operate in silos. "We struggle with trying to cross those lines in secondary schools," notes Niesl. "I think the intent of STEM education is to push that a little bit and get teachers to think about how all the different areas fit together in a practical way."

For Debbie Belfry, a veteran educator and director of career

Fractions, decimals, and percents

WHAT IS THE BEST WAY to help children master rational numbers like fractions and ratios? For more than 30 years, CEHD researchers have been developing more effective approaches to teach often difficult math concepts.

With steady funding from the National Science Foundation (NSF) since 1979, CEHD and partners have led the charge with the Rational Number Project to change the way children learn foundational math concepts. Most recently, the team used a $550,000 NSF grant to build a research-based curricula for middle-grade students. It aims to help them develop meaning behind the rational number concepts of fractions, decimals, and percents.

"Fifth and sixth graders learn procedures for these ideas but they don't understand how they work," says **Kathleen Cramer**, associate professor of mathematics education and associate director of research on curriculum development at the STEM Education Center. "We wanted to figure out what type of model would be most effective for bringing meaning to each operation and how we should sequence each model."

Working in the Minneapolis Public Schools, Cramer and senior lecturer **Terry Wyberg** used story problems, hands-on projects, and small-group work to illustrate math concepts. One of their key findings is that students need more time to absorb rational number concepts.

Cramer and her team are seeking new grant money to continue this work, especially focusing on building meaning into mathematics and connections between concepts—all critical elements of STEM education.

Read more at **www.cehd.umn.edu/ci/rationalnumberproject**.

Carlton Public Schools science teacher Patrick Day assembled a robot in a workshop, "GEAR-Tech-21: LEGO Mindstorms Robot in a STEM World."

and technical education for Bloomington School District 271, the colloquium served as a fantastic opportunity to bring together researchers, educators, students, business leaders, and other stakeholders to exchange information and best practices related to STEM. That way, teachers can hear about the latest research while also inspiring new research projects by sharing their real world classroom experiences.

"We need to continue to have conversations as both our workforce changes and our educational systems change to meet the growing needs in the workforce," says Belfry. She appreciated hearing from STEM education experts from around the country. "It's one thing to do research in isolation but, unless we all talk together, including bringing in information about the workforce, we aren't going to move forward as well or as informed as we could have otherwise."

Belfry also gleaned fresh examples of different ways educational institutions can partner with businesses or other organizations like the Science Museum of Minnesota. That way, students and teachers gain access to hands-on learning and professional development. In addition, listening to students present posters from various class projects was an effective way to see the freshest STEM learning in action.

"For all of us," says Belfry, "whether we are in education or the workforce or doing research, it's important to see what these students comprehend and how they can put their learning into context and keep them motivated and engaged."

Read more at STEM Education Center, **www.cehd.umn.edu/stem/**.

State by state, standards for engineering education

COMING TO A K–12 SCHOOL NEAR YOU: more engineering. In recent years, numerous states began incorporating engineering deeper into their science curricula—Minnesota included. Most notably, the states are in the process of determining academic standards for the subject.

Some of the considerations include: What are the most important engineering concepts to get across, and how best should educators teach these topics? **Tamara Moore**, associate professor of math/engineering education and STEM Education Center co-executive director, is seeking answers to some of these questions with her Engineering through STEM Integration research project.

Funded by the National Science Foundation's Faculty Early Career Development program, Moore is employing a variety of data sources to analyze teachers' strategies for implementing engineering curricula. She also works to uncover the obstacles educators face as they address the development of engineering standards for the K–12 classroom.

In addition, part of the project includes developing a framework for quality K–12 engineering education and applying it to state academic standards across the country. The research has shown that the states that are implementing engineering are incorporating engineering design and mathematics and science knowledge well, but they need to integrate engineering thinking, teamwork, communication, and ethics in a more robust way. Next, Moore will do a survey of 544 self-identified STEM schools to assess the status of their programs. She also will conduct case studies of four schools to highlight successful strategies for integrating engineering into STEM classes.

Her end goal? Advancing the understanding of how to teach STEM content in an interdisciplinary manner, with the larger goal of engaging students in STEM subjects and expanding the pathways into college STEM programs and careers, Moore says.

Read more at **www.cehd.umn.edu/STEM/Projects/EEC-CAREER**

Land Grant 150

What does the Morrill Act mean in 2012?

HEIDI BARAJAS SPOKE RECENTLY *about the Land Grant 150 celebration. She is CEHD's associate dean for engagement, diversity, and undergraduate programs, associate professor (and founding chair) in the Department of Postsecondary Teaching and Learning, and executive director of the University's Urban Research and Outreach-Engagement Center (UROC).*

What does the land-grant mission mean to you?

There are two parts to the University mission that shouldn't be confused. One is the mission to serve the state of Minnesota, and then there's the land-grant mission, and they are really two different things. The Morrill Act created higher education for the "common man."

Of course there has been a shift since 1862 from a largely agricultural sensibility to also urban sensibilities, and along with that, changing demographics. In an urban area whose demographics have changed so drastically, the "common man" includes underrepresented groups. That's why the land-grant mission cannot be stagnant—it's dynamic. Our response to what it means to be a land-grant institution in the 21st century has to be dynamic as well.

What is our college's particular role in the University's land-grant mission?

Our role is carried out in multiple ways. One is the fact that diversity is identified as one of the pillars of our college. Diversity isn't just a narrative. It really is where we put a commitment. We are the only college that has a very high number of entering freshmen who are diverse. But the "common man" isn't only underrepresented students of color. It's lots of mainstream kids who come from backgrounds that we would expect at the University but who need additional support, not just to be successful in college but at a Research 1 institution, which the University is.

Our first-year program was created to serve all students through best teaching practices and models. It's done through universal instructional design, meaning we are prepared for mainstream students, for underrepresented students, for second-language students—whoever comes through the door. We are the only college that has an integrated first-year program, that doesn't pull out students who have a profile with a lower ACT and high-school ranking, that actually integrates all students together. We're the only college that integrates work within diversity and multiculturalism in a space, so students learn how to work with others who aren't like them. Then, those students are better prepared to go on into our degree-granting programs.

We are also the college that continues to prepare students to go out into other colleges through the TRIO program. We are the home of the Upward Bound and McNair programs, too, reaching out to prepare high school students for college, and encouraging undergraduates to go on to graduate school.

This is a 21st century model of how we meet the land-grant mission. That's why I say we in CEHD own a very concrete piece of the land-grant Morrill Act.

Why is it important to celebrate the Morrill Act after 150 years?

Part of it is bigger than all of us. It's about understanding what higher education contributes to society in general, not just better pay for individuals. It's about who we really are as a society.

Learn more at **landgrant150.umn.edu**, **www.cehd.umn.edu/current/undergraduate/fye**, and **www.cehd.umn.edu/trio**.

CHLESEA OLAND

Revolutionary access

THE CIVIL WAR was raging when President Lincoln signed into law the Morrill Land-Grant Act of 1862.

The act stipulated that a portion of the proceeds from the sale of public lands made available by the federal government would be dedicated to higher education in the states. Institutions that accepted such funding were required to "promote the liberal and practical education of the industrial classes in the several pursuits and professions of life" and focus on a broad curriculum "without excluding other scientific or classical studies, and including military tactics: [by also offering] agriculture, and mechanic arts"—this last was antique-speak for engineering.

"We in America take it for granted—no pun intended," says U historian Ann Pflaum. "But the rest of the world recognized right away that this was something unprecedented, and they still do. Ensuring that all classes of people and professions be included was truly revolutionary."

Dave Ernst, right, showed an open textbook to CEHD students Addis Tesfaye and José Palma.

Open-book test

CEHD is exploring new ways to deliver high-quality course materials at lower costs

EACH YEAR, COLLEGE STUDENTS SPEND an average of nearly $1,200 on course materials.

Dave Ernst decided to do something about it. As the director for academic and information technology in CEHD, Ernst is always looking for ways to increase access for students, and cutting costs is obviously one of them.

When a national student group called for more use of "open" textbooks, Ernst paid attention. Open textbooks, they said, would save students an average of 80 percent of current costs.

The high cost of textbooks has fueled a growing movement to look for alternatives. Open textbooks are published under an open license, such as Creative Commons, which allows students to get free or low-cost versions of their textbooks either in print or digital format. The cost can range from a significant cut to free.

"There is a growing body of quality open textbooks available," says Ernst. "Foundations and even state governments are funding their development because they see the potential to significantly cut costs for students."

But how is quality determined? Would professors really use them for a course?

Ernst talked to colleagues on and off campus, including bookstores and technology groups. He talked not only to students but also to the faculty. Irene Duranczyk, an associate professor in CEHD's Department of Postsecondary Teaching and Learning, was already looking into open textbooks for her courses.

"Faculty members share student concerns about high textbook costs," says Duranczyk. "We are willing to consider high-quality, affordable alternatives like open textbooks."

Ernst asked CEHD faculty members to help review open textbooks so quality would become clearer, making it easier for others to adopt.

The Open Academics online catalog launched in April with a list of 84 open textbooks currently in use in classrooms across the country. It was the first and only tool of its kind at a major research institution. Within hours of the catalog's launch, Ernst began to get email and calls. Since then, the catalog has received more than 26,000 visits from 138 countries and territories. Faculty from around the globe have offered to help.

Ernst began recruiting faculty to start reviewing open textbooks over the summer and to potentially adopt them for upcoming courses. Duranczyk was one of those who signed up immediately to review a text. She is analyzing a statistics book.

"The catalog makes it easier

GREG HELGESON; MARISA WOJCIK

What are open textbooks?

OPEN TEXTBOOKS are published under an open license that allows anyone to freely access texts without having to go through the extra steps required to access traditional copyrighted material.

A common misperception is that open textbooks are available only in digital formats. All textbooks in the Open Academics textbook catalog can be ordered in print at a fraction of the cost of traditional textbooks. That's because students still prefer print—although once they try e-books, many change their minds.

To be included in the Open Academics catalog, textbooks must be complete, be appropriate for use outside the author's home institution, and be licensed with an open license such as Creative Commons that allows faculty to reuse and rework content.

Learn more about open textbooks at **creativecommons.org**.

Board of Regents chair Linda Cohen, Ph.D. '86, got an iPad tutorial from CEHD tech team member Daniel Ferrara during a presentation to the Educational Policy and Planning Committee meeting in June.

to consider open textbooks," says Duranczyk. "I'll be able to find peer-reviewed options in one place."

Meanwhile, Ernst and his staff are also working with the CEHD faculty and University Libraries to cut the cost of course packets—collections of articles and other materials hand-picked by faculty to supplement or use instead of textbooks. They're running two case studies to see just how much money can be saved by digitizing the materials for CEHD courses.

Read more about the Open Academics textbook catalog at **open.umn.edu/opentextbooks/**.

iPads in the boardroom

WHEN THE UNIVERSITY REGENTS got an update on e-learning and e-textbooks in June, the College of Education and Human Development stepped into the spotlight.

As part of a presentation led by Provost Karen Hanson, Dean Quam and college staff gave an overview of CEHD's approach to innovations in technology for teaching and learning.

"We thought—what better way to show you than to put some iPads in your hands?" said the dean. "That's what we've been doing with our first-year students for two years now."

Assigned to each regent was a CEHD information-technology staff member in maroon and gold, helping to navigate the iPads as Dean Quam showed several examples—book chapter contents, images, video... how to highlight text, create note cards and flash cards, and take a quiz.

CEHD is not only using iPads but conducting research about the effectiveness of doing so over three years, with approximately 450 incoming students each year. The third cohort arrives this fall.

"Ours may be the largest evaluation of a project like this," said the dean. CEHD's leadership has attracted the attention of other institutions around the world as well as Apple.

The Regents expressed a resounding thanks.

"Do you loan out the technicians?" Regent Linda Cohen asked.

CEHD on the digital frontlines

A NEW, FIRST-OF-ITS-KIND E-BOOK offers unique stories about teaching with technology at the University of Minnesota. Of the 50+ stories in it, 11 feature CEHD faculty, staff, and students.

Samples from CEHD in *Cultivating Change in the Academy: 50+ Stories from the Digital Frontlines* at the University of Minnesota in 2012—

"Podcasting: Learning on the Go"

"The River in the Classroom: Digital Storytelling that Fosters Community, Deepens Engagement, and Cultivates Global Awareness"

"Avenue: Innovation and Transformation in World Language, Reading, and Writing e-Assessment"

Perspectives from more than 100 U faculty and staff and more than 20 grad and undergrad students are included throughout the volume.

Find the book at **purl.umn.edu/125273**.

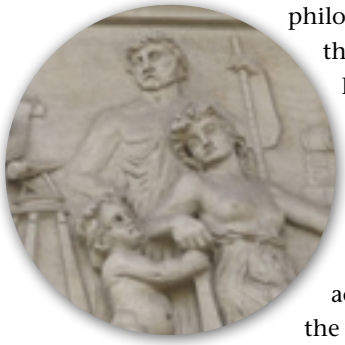
Emblems

A couple's search for the visual history of education is now a worldwide quest

BY GAYLA MARTY

"RESEARCH WAS SO TEXT ORIENTED," says Marian-Ortolf Bagley, reflecting on the 1960s, when she and her husband began to collect images. "The written word was the focus—in the culture as a whole, but especially in university research."

"And there we were, working away in our little offices in Burton Hall, an icon of Greek history!" Ayers Bagley exclaims, his eyes twinkling. "Daily we walked beneath those images of learning—art and architecture! Science and literature!"



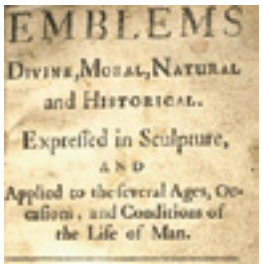
Ayers taught courses on the history and philosophy of education, part of the faculty that included such luminaries as Robert Beck, Walter Cook, Ruth Eckert, and Marcia Edwards. Each morning he passed beneath the frieze on the Parthenon-inspired Burton Hall, once the University library, contemplating the history and evolution of education across time and cultures, reflecting on the aspirations of the human soul.

Marian taught art education in nearby Wulling Hall. The two had met as undergraduates at Wayne State University in Detroit—theatrical Ayers immersed in music, graceful Marian in the world of painting and color, both bound for graduate school in Indiana.

But it was the discovery of Renaissance picture books that launched their travels together in search of images about education through the ages. The intellectual partnership they forged would put Minnesota on the map among scholars of educational history and imagery.

Ayers remembers the special-collections librarian, Austin McLean, who first pointed him toward "emblem books," volumes of woodcuts or engravings with explanatory text used

# of learning


EMBLEMS
Divine, Moral, Natural and Historical.
Expressed in Sculpture,
AND
Applied to the several Ages, Occasions, and Conditions of the Life of Man.

in teaching. Then he discovered the *Orbis Sensualium Pictus*—"the visible world in pictures"—a 1658 combination picture book–bilingual dictionary–encyclopedia created in Latin and German, swiftly adapted into languages across Europe.

He was hooked. Ayers immediately recognized that studying educational imagery and emblems could help scholars understand and document educational beliefs, attitudes, values, and practices in the societies that produced the images. Education iconics—from the Latin and Greek *iconicus* or *eikonikos*, meaning likeness or image—draws on knowledge of art history as well as educational history—a rare combination possessed by the Bagleys. While Marian joined the University design faculty to teach color and design, Ayers would form the Emblem Studies Group and, in 1976, establish and direct the Education Iconics Project. He organized international conferences on emblem books and cultural emblematics. He was invited to serve on the graduate faculties in American studies in 1968, religious studies in 1973, and composition, literacy, and rhetorical studies in 1996. Many of his courses were cross-listed.

For 30 years, the Bagleys poured their energies into every-other-summer trips to track down and photograph works of art, ranging from the sacred to the popular. With a Canon 35mm camera and a bag of lenses they traveled Europe by train.

"Every visit was by prior arrangement, with much correspondence over months," says Marian. Still, more than once they had to seek out a town garage to find a lift into the countryside. Sometimes they made it to endpoints on foot. Once on site, Marian was the "experienced detective with an extraordinarily keen eye," according to her husband.

On those forays abroad, Ayers put his Italian, French, and Spanish to work. Marian, whose parents grew up in Germany, regained her first language. Together the Bagleys chased Chiron, the wise centaur and first educator celebrated in Western civilization. On Ektachrome film they captured carved wolves learning to read. They documented Aristotle and Grammar, teachers extraordinaire, and found Jesus at school. When the Bagleys noticed, in an encyclopedia of Christian art, a reference to a first- or second-century depiction of "Nonina" somewhere in Naples, they tracked down a child's image in a catacomb beneath an asylum. In choir stalls of medieval churches, they peered at figure carvings under seats—misericords—and studied arm- and hand-rests to uncover funny and cautionary images of humans and animals learning and inflicting myriad lessons. They gazed up into gateways and church doors to see the Seven Liberal Arts gazing back. They arranged to see books evacuated by truckload from East Berlin to salt mines near Marburg during World War II.

Images of St. Anne teaching the Virgin to read mesmerized Marian. "In France, with its long tradition of women's literacy, we found them everywhere," she says.

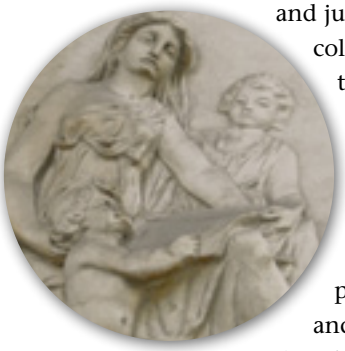
Back on campus, Ayers enriched his lectures with vivid slides and stories. In his classroom, the classical figures of Hutcheson's relief under the Doric columns of Burton Hall gained dimension—children learning measures and literature at their mothers' knees, a youth reading history, young men and women painting models. From inside the Gothic atrium, sculptor Jacob Fjelde's cast of 24 more figures came to life, too: lithe Electricity drawing a cord from the clouds, a Roman surveyor, a crone on a crutch, all surrounded by symbolic objects—lamps of learning, a raven and owl.

All together, Burton Hall's icons not only recalled ancient

AYERS BAGLEY; GREG HELGESON; GAYLA MARTY

Greece but also documented the arts in 1894 Minnesota, influenced by the classical revival of the World's Columbian Exposition in Chicago the previous year. In classrooms of the 1960s, '70s, and '80s, Ayers was able to place the University's development into the context of a nation confronting its complex identity and global roles a century later.

Worldwide scope



Influenced by more than a decade living in Japan, Jake Jacobson was a professor teaching art at colleges in town when he was introduced to Marian. They immediately discovered a shared love of color. She persuaded him to come to the U and introduced him to Ayers.

"We saw his sails coming over the horizon from the East!" Ayers remembers. At their first meeting, he greeted Jacobson in French. Jacobson's dread turned to relief when Ayers switched to Latin.

"It was a happy confluence of interests," Jacobson says with a smile. "Ayers wove his web, and off we went." At a time when images were gaining power in communications, the Bagleys and Jacobson joined forces in the work to keep visual literacy alive.

"An apple on a teacher's desk—what does that mean?" Jacobson says. "Once it was simply a way to say thank-you with a gift of food to poorly paid teachers in much of Europe, Scandinavia, and the United States—food for services, for knowledge. I use an apple as a metaphor in my color classes because its many meanings and colors, from so many traditions, start young brains moving and thinking outside the norm. It's tantalizing to examine an image for all the clues of its true or even hidden meanings."

Jacobson took every class Ayers Bagley taught. He stuck with design, though, writing his thesis on education iconics in Japan for a master's in design and educational theory in 1997.

Continuing on the faculty at Minneapolis Community and Technical College, Jacobson—like Ayers—would go on to teach across programs and departments including design, interactive media, education, and art history.

Meanwhile, nearing retirement, Ayers continued to lecture and juggle his thousands of images, the first known collection of iconic art on Western educational themes and ideas. In 1995, he was invited to give a full-day lecture, "Wandering Scholar," illustrated by his slides and maps, at the Minneapolis Institute of Arts.

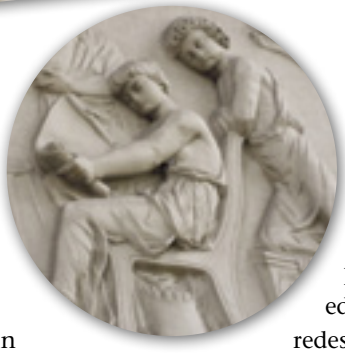
With the advent of the Internet, department head William Ammentorp proposed the idea of digitizing the images and launching a virtual museum. Ammentorp then found the funding to support the project's first web master, architecture student Janet Ford. The team began with images of the child in art. Then they added the *Orbis Sensualium Pictus* and images from the emblem books. For practical reasons they tried to limit the focus, but the project kept broadening to include more images and information,

Visit the Virtual Museum of Education Iconics

Explore the virtual museum, with 15 galleries at this writing. From Chiron to Japanese iconography, they document the visual history of education from ancient Greece to the 20th century. Many include lecture notes of Ayers Bagley.

iconics.cehd.umn.edu

JAKE JACOBSON



including the work of graduate students and themes beyond Western civilization. Many of the galleries included Ayers' lectures.

The Virtual Museum of Education Iconics opened online in 1997, the first of its kind and still a unique collection. With Ayers at the helm, Jacobson as curator, and technical support from the College of Education and Human Development, new galleries have expanded its scope, with the potential for more.

Today the museum is used by thousands of scholars, teachers, and artists around the world every year, from the U.K. to Bangladesh, Brazil to Japan.

Visual history, visual future

Fifty years after their journeys began, the Bagleys leave a legacy in the digital museum of the images that they collected, tracing the visual history of education. And they are still thinking ahead—to the next generation of discovery and scholarship.

This year, they agreed to endow the Ayers L. Bagley Fellowship in Education. The future gift will be dedicated to supporting exceptional graduate students with demonstrated interest in the sociocultural foundations and visual history of education. The Department of Organizational Leadership, Policy, and Development (OLPD) will be the fellowship's home.

As academic tides have ebbed and flowed, digital technology has transformed communication and visual culture has exploded. Education is responding to forces of globalization and changing demographics. After closing the related master's and doctoral programs a decade ago, OLPD is now engaged in rebuilding expertise, developing the graduate minor in social and philosophic foundations of education and supporting the redesign of teacher education (see sidebar, right).

"The philosophy of education has everything to do with real teachers and leaders, from preschool to postsecondary levels," says OLPD associate professor Peter Demerath. "The Bagleys' gift is important because it will allow us to bring intercultural, sociocultural perspectives to the development of teachers and leaders. It's also going to increase our abilities to conduct effective policy research."

The power to recruit a cohort of students is critical, says Demerath. Graduate students ask questions at the leading edge of discovery. Bringing talent from around the world to engage in scholarship together provides a way to expand upon the interdisciplinary partnership modeled by the Bagleys. The potential for collaboration with scholars in design, art history, history, philosophy, anthropology, and other fields stands to strengthen the college and the University as a whole.

In the meantime, the Virtual Museum of Education Iconics is a magnet for scholars using historic images, not only text, to study the sociocultural foundations of education around the world. Digital technology is providing a mechanism to reinvigorate the humanities—a paradox that delights the Bagleys.

"We have such a powerful impulse toward technology—which is important!" Ayers says. "But we don't want to lose our souls."

THIS YEAR IN OLPD, **Peter Demerath** and colleague **Michael Goh** were part of a team developing new common-content courses for initial licensure students. EDHD 5000: Cultures, Schools, and Communities is one of them—an energetic, student-focused, active-learning experience for teacher candidates in CEHD. Over the year, students are grouped into professional learning communities facilitated by specially-prepared doctoral students.

"Teachers are joining a profession with a long history," says Goh. "We ask the questions: Why schools, and why teach? And how can a teacher lead in a culturally diverse classroom? The course reflects what we believe to be the foundational philosophy of teaching and the human relations qualities and behaviors that will be the hallmark of teachers who graduate from CEHD."

On the first day of the new course this summer, the room was abuzz as nearly 150 students and their 11 graduate assistants assembled. The lesson was delivered by Harriet Bishop, Minnesota's first public school teacher, via the Minnesota Historical Society. Bishop brought them back to her makeshift classroom of 1847, where students spoke English, French, and Ojibwe. In her trunk was a primer from the period, illustrated much like an emblem book.

A building of their

A tribute to Norris Hall on the 40th anniversary of Title IX

BY GAYLA MARTY

VISITORS TO THE UNIVERSITY'S HISTORIC KNOLL this year sense something different. Norris Hall, a familiar red brick edifice standing back between Burton and Shevlin halls, is gone. By fall, Norris's footprint of roughly 58,000 square feet will return to grass after nearly a century.

The gap opens up a view of sky, river, and city to the knoll. To passersby on East River Road, the back of Burton Hall and curved caverns of Shevlin Hall are visible once again.

Coming in the 40th anniversary year of Title IX—that sweeping federal civil rights legislation of 1972 best known for opening school-based sports to girls and women—the end of Norris Hall is cause to reflect on a century of change.

When it opened in 1915, the building was called simply the Women's Gymnasium—one of the first gymnasiums built at an American college or university exclusively for women's programs. At the time, Cooke Hall, Williams Arena, and Memorial Stadium did not exist—the Armory and drill hall had been the central facilities for both men's and women's physical cultural programs and athletic activities since the Civil War.

The Women's Gymnasium was built in response to women's demand for a facility. After all, most students came to the University from active lives in working-class and farming families; a sedentary academic life was unthinkable. In 1886, women organized Company Q in order to participate in military drills, then compulsory for men; in 1892, they gained a physical activity program in the Department of Physical Culture. In 1895, the Women's Athletic Association was established with tennis, and by 1902 it sponsored interscholastic basketball. Yet women were allotted only one room in the Armory, cramped and without privacy.

Top left, women's athletic activities in 1931, the year the field house was added to the Women's Gymnasium; center, gymnastics class, 1918; below right, entrance to Norris Gymnasium, ca. 1943. In the background: Construction of the Women's Gymnasium began in 1914 next to the library, Burton Hall.

Anna Norris, M.D., arrived on the faculty from the University of Chicago in 1912. Slight in stature and strong in spirit, she immediately began to campaign for a building devoted to women's physical education. Two years later, the University broke ground in the heart of the campus.

And what a building it was! The Women's Gymnasium contained not one but two gymnasiums and two

own

UNIVERSITY OF MINNESOTA ARCHIVES

Above, swimming class, 1918; right, tumbling workout in the Norris Gym, 1954; far right, basketball in Norris Gym, Gopher yearbook 1966-67

pools, plus classrooms and courts. The locker room was large. A balcony overlooked a lobby with stained-glass windows. A suite of offices afforded some of the best views of the river on campus and included a private examination room for Dr. Norris, already engaged in work that would establish the student health service.

"The Women's Gymnasium seemed like a dream fulfilled when it was first built," Norris would reflect years later. "It became a second home to me in which I have worked long and happily with faculty and students."

By 1931, the year a field house was added to the southeast side of the gym, campus women's choice of activities expanded to include fencing, archery, golf, softball, field hockey, and track and field. When Anna Norris retired in 1941, the Board of Regents renamed the gym in her honor. Under the leadership of the next generation, Norris Gymnasium for Women continued to flourish.

It was a beehive of activity. All women students were required to take physical education classes. All the PE skill and methods classes, graduate classes, and health education classes were taught there by about 10 specialized faculty. All Women's Athletic Association activities took place there—including individual and team competition and tournaments; teams included not only phy ed majors but sorority teams and individuals.

"It was like a home away from home," remembers Anne Haugan, '55, echoing Anna Norris. "I worked out of my locker in Norris along with about 50 other female physical education majors. We had lots of fun there—learning together, playing together, watched over by an exceptional faculty and staff."

Out of that close-knit and supportive environment, the Women's Physical Education Alumnae Association (WPEAA)

formed in 1960. But thousands of women in every major remember dance classes, wide halls and staircases, and early morning swims in pools without lane markers.

"There was no building more representative of the commitment to women's sports and health," says Dorothy McIntyre, '70, a teacher who earned her master's in physical education.

Then came Title IX. The impact on Norris Gymnasium for Women was not immediate except for a name change to Norris Hall in 1973. In fact, it would be several years until the legislation was implemented. Cooke Hall remained the men's domain (it was still standard for them to swim nude) and Norris was the women's. The more visible change came in the just-completed Bierman Building, where space was made to accommodate women's athletics. Of 11 women's sport clubs, half formed the basis for new intercollegiate teams.

Swimming was one of them. The women's club team swam in 58 Norris in a pool that lacked not only lane guides but starting blocks and a timing system. In 1973 it became an intercollegiate team, but two years passed before it gained access one night a week to the pools in Cooke Hall and even longer before all its practices and meets were held there.

In 1990, the state-of-the-art Aquatic Center opened as home of the men's and women's teams. It was the first manifestation at the U of an athletic facility built with gender equality in mind, according to the late Jean Freeman. She was the young swimmer and then grad who became the first intercollegiate women's team coach.

"It still boggles my mind—that it took until 1990," Freeman reflected in 2005. "That's why we needed, and still need, a federal law to help us along. Because we still don't make change very readily."

The new coeducational University Recreation Center opened its doors in 1993. Dan Allen, senior associate director for recreational sports, has been a witness to change since he began working in the department as a student in 1968.

"One of the best feelings I had was the first day walking into the fitness center," remembers Allen. "I counted, and there were more women than men."

Women's programs slowly migrated out of Norris Hall toward the growing cluster of athletic facilities. Its pools were drained in 1992. Dance merged with theater and got its own building in 1999. Norris had always been a complex structure; in time it became harder to program, supervise, and care for. Its use as swing space and storage prolonged its life until it closed for good in 2010. That fall, the WPEAA got a last look inside. Demolition took place over several months in 2011-12 as 75 percent of Norris's materials were salvaged for reuse. Most of the stained glass from the lobby, for example, will be seen again when the recreation center expansion opens in mid-2013.

Through most of the 20th century, Norris Hall produced generations of women scholar-athletes that made the next step toward equity possible. And—while the unintended consequences of Title IX have included not only gains in opportunities and achievement but losses of women coaches, women directors of athletics, and women department heads, as well as media resistance to equitable representation—physical education for men and women merged, giving new strength and a new name to exercise science: kinesiology.

The University's commitment to women athletes, evident for so long in Norris Hall, heads into the future in new forms. Today, women come to college on athletic scholarships. Gopher women compete in the Ridder Arena for hockey, the Jane Sage Cowles Stadium for softball, and the Elizabeth Lyle Robbie Stadium for soccer. It's no coincidence that the Tucker Center for Research on Girls & Women in Sport, the first such center in the world, was founded here in 1993.

"With Norris Hall, women got a building of their own," says Tucker Center director Mary Jo Kane. "And buildings matter. Symbolically and tangibly, they represent the values of the University and the power and respect accorded to the leaders who inhabit them. The U is light years ahead of its peers in terms of equality for women athletes."

Tucker Center director Mary Jo Kane celebrated the 40th anniversary of Title IX with the Minnesota Lynx June 23.

Read more:
Tucker Center for Research on Girls & Women in Sport, **www.cehd.umn.edu/tuckercenter**

School of Kinesiology history, **www.cehd.umn.edu/kin/school/history.html**

Daughters of the Game (2005) and *Two Rings: A Legacy of Hope* (2012), by Dorothy McIntyre, '70, **www.daughtersofthegame.com**

UNIVERSITY OF MINNESOTA ARCHIVES; DAVID SHERMAN/NBAE VIA GETTY IMAGES

>>>FACULTY PROFILE <<<

Screening to save lives

Hee Yun Lee is removing cultural barriers to cancer prevention

FIRST HER HUSBAND DIED FROM LUNG CANCER, then a close friend from her native Korea succumbed to stomach cancer. Her best friend from graduate school died from breast cancer.

Hee Yun Lee, an associate professor in the School of Social Work, saw people in her community receiving cancer diagnoses and dying quickly because the disease was caught too late.

"I'm still grieving," she says. Perhaps, she adds, research is her way of coping. The losses compelled her to change her research focus from family violence to cancer prevention.

"I started going for routine cancer screening after my husband died," says Lee, "but, because I am Korean, I still believe that if I do not feel symptoms or pain, I am totally healthy and do not need to go to a clinic, even for prevention."

Lee found that she is not alone. Her research with Minnesota immigrant communities revealed that most held the same belief.

"I felt that I needed to do something to change this culture-specific health behavior," she says.

Through research, Lee has tried to identify barriers that keep women from taking advantage of preventive care. For each group, the answer has been different—and that means interventions need to be specific to the group's culture, says Lee.

For instance, a Hmong woman might see an oncologist once but then not follow up because she has more faith in a shaman's treatment. Korean women, because of a deep-seated cultural belief against having their bodies examined, often delay seeing a doctor until they have symptoms of illness.

Additional barriers for both groups are practical, like busy schedules that compete with the time it takes to travel across town to a medical appointment. With these barriers in mind, Lee is creating a cell-phone-based intervention to educate immigrant women on the benefits of cancer screening and encourage them to be screened regularly. Using a community-based participatory research approach, she is currently developing and assessing an intervention program to promote cervical cancer screening among young Korean American women, research funded by the National Cancer Institute.

Lee's work has received support from other prestigious funders this year. In February, she was named a Clinical and Translational Science Institute (CTSI) KL2 Scholar in a National Institutes of Health (NIH) program that aims to develop investigators who can assure that health research findings are translated to clinical settings and into the community. In May, she received a $675,000 three-year research grant from the Susan G. Komen for the Cure Foundation. The research project aims to develop and assess an intervention to promote breast-cancer screening in an underserved minority community using mobile phone technology.

Cancer screening is not a popular topic in social work research, Lee notes, but medical social workers can educate clients about cancer screening, and they can advocate for clients to receive culturally sensitive treatment.

"We work with immigrants and refugees who don't know what to do or where to go in terms of preventive care," she says. "My hope is to equip and empower them, and to support their health and well-being.

"I dream about the world where all of the people know about cancer screening and act upon the screening guideline," Lee continues. "I plan to transfer my intervention strategies to the world, specifically the countries where cancer mortality rates are very high and cancer literacy is greatly low. Until my dream comes true, I will keep making efforts."

—Joel Grostephen

Read more about Hee Yun Lee and her research at **www.cehd.umn.edu/ssw/people/profiles/LeeH.asp**.

LEO KIM

HONORED

Nicola Alexander (organizational leadership, policy, and development) received the Robert H. Beck Faculty Teaching Award. This award recognizes a tenured CEHD faculty member for outstanding contributions to education and is given for excellence in teaching and advising, innovation in academic program development, and outstanding educational leadership.

Student Services adviser **Mark Bellcourt** has been awarded the University's 2012 Josie R. Johnson Human Rights and Social Justice Award. The award recognizes individuals who are passionately engaged in the areas of social justice, human rights, equity, and diversity. Bellcourt has a distinguished career in increasing educational opportunities for individuals from underrepresented communities, especially in STEM fields (science, technology, engineering, and mathematics).

Andrew Furco (organizational leadership, policy, and development), associate vice president for public engagement, is the recipient of the 2012 Thomas Ehrlich Civically Engaged Faculty Award, presented by Campus Compact, a national higher education association dedicated to campus-based civic engagement. The award is given annually to a university or college tenured professor in recognition of leadership in engaged scholarship, contributions to the public good, and advancing students' civic and academic learning.

Michael Goh (organizational Leadership, policy and development) was presented the Outstanding Mentor Award from the President's Distinguished Faculty Mentor Program, Office of Equity and Diversity. Goh was cited "for enriching the mentoring relationship through exceptional guidance and supervision."

The National Career Development Association presented **Sunny Hansen** (professor emerita, educational psychology) with its International Award for her lifelong commitment to international career development. Hansen, past president of the association, has done extensive research and published on international issues, gender equity, and multicultural activities in career contexts for more than 40 years.

Amy Lee and **Rhiannon Williams** (postsecondary teaching and learning) received the American Educational Research Association (AERA) Division J 2012 Outstanding Poster Award for "Facilitating Intercultural Interaction: Reciprocal Knowing" at this year's AERA 2012 conference in Vancouver, Canada. They will be presented with the award at the 2013 AERA meeting in San Francisco.

Ann Masten (child development) has been named a recipient of the President's Award for Outstanding Service. The award recognizes recipients who have gone well beyond their regular duties and have demonstrated an unusual commitment to the University.

J.B. Mayo, Jr. (curriculum and instruction) was honored with the Matthew Stark Civil Rights and Civil Liberties Award presented by the college. The Matthew Stark Award honors a faculty member who has demonstrated leadership, writing, teaching, or civic engagement in the areas of civil rights and civil liberties.

The Women's Philanthropic Leadership Circle selected **Cassie Scharber** (curriculum and instruction) as this year's recipient of the Rising Star Faculty Award, given to a pre-tenure female faculty member in recognition of her leadership, scholarship, and teaching.

Alan Sroufe (professor emeritus, child development) has been selected as this year's recipient of the Division 7 Developmental Psychology Mentor Award by the American Psychological Association. The award honors individuals who have contributed to developmental psychology through the education and training of the next generation of research leaders in developmental psychology.

Frank Symons (educational psychology) was awarded the Council of Graduate Students Outstanding Faculty Award. This award recognizes faculty members for their exceptional contributions to graduate education and is the only faculty award that expresses the appreciation of the entire graduate student body at the University.

Diane Tedick (curriculum and instruction) has been awarded a Fulbright Specialist grant in the area of bilingual/multilingual education. She spent three weeks at the University of Vaasa (Finland) working on upcoming issues of a new international research journal, the *Journal of Immersion and Content-Based Language Education*.

Michael Wade (kinesiology) has been recognized by the North American Society

of the Psychology of Sport and Physical Activity with the 2012 Distinguished Scholar Award. The award recognizes outstanding long-term contributions in research and, in particular, Wade's outstanding scientific contributions to the area of motor control and learning.

APPOINTED & ELECTED

Shonda Craft (family social science) was appointed by Governor Mark Dayton to the Minnesota Board of Marriage and Family Therapy. Craft will serve as the higher education representative to the board through January 2016.

Mary Hermes (curriculum and instruction) has transferred her tenure home from the University of Minnesota Duluth to CEHD after a year as a visiting professor. Hermes' research focuses on cultural production, curriculum theory, and Native American language revitalization. She is the principal investigator for the Ojibwe Conversational Archives project funded by the National Science Foundation.

The American Association on Intellectual and Developmental Disabilities named **Amy Hewitt** (community integration) as vice president of its 2012-13 board of directors. Hewitt is director of CEHD's Research & Training Center on Community Living.

Nicole LaVoi (kinesiology), associate director of the Tucker Center for Research on Girls & Women in Sport, was elected to serve a three-year term on the Board of Directors of the National Collegiate Athletic Association Forum for the Scholarly Study of Intercollegiate Athletics in Higher Education.

Cynthia Lewis (curriculum and instruction) has been elected by the Literacy Research Association's membership to its board of directors. The association is a community of scholars dedicated to promoting research that enriches the knowledge, understanding, and development of lifespan literacies in a multicultural and multilingual world.

The following have been promoted to tenured associate professor:
Lesa Covington Clarkson (curriculum and instruction)
Joan DeJaeghere (organizational leadership, policy, and development)
Rashne Jehangir (postsecondary teaching and learning)
Melissa Koenig (child development)
Hee Yun Lee (social work)
Na'im Madyun (postsecondary teaching and learning)
Charles Miller (curriculum and instruction)
Tamara Moore (curriculum and instruction)

The following have been promoted from associate to full professor:
Kenneth Bartlett (organizational leadership, policy, and development)
Kendall King (curriculum and instruction)

IN MEMORIAM

Professor **Jean Bauer** (family social science), age 67, passed away on July 23, 2012. A member of the faculty since 1983, she provided exceptional leadership across the campus and in her extension and research communities. She was a mentor to graduate students and to new faculty and colleagues at other universities. She served as director of graduate studies of her department, in the University Senate, and on the Faculty Consultative Committee, including as chair. In 2011 she received the President's Award for Outstanding Service to the University. Through the University of Minnesota Extension Service, Bauer led outreach and education programs in family resource management, including development of Dollar Works, a nationally recognized curriculum. She led a multi-state research project on rural low-income families, with results published last year in the book *Rural Families and Work: Context and Problems*.

Memorial gifts may be made to the University of Minnesota Foundation, Jean W. Bauer Family Economics and Policy Fellowship, Fund 8922.

Herb Pick (child development), professor emeritus, passed away suddenly and peacefully on June 18 at the age of 81. Widely credited with creating the field of study known as spatial cognition development, his research explored how people develop their ability to think and reason about space. Pick was a cornerstone of the college community for more than 49 years. After retiring officially in fall 2011, he continued to work at the Institute of Child Development on research about calibrating movement (stepping in particular) and on providing undergraduate research opportunities. He was an outstanding teacher and mentor; generations of students accompanied him and colleagues on winter camping trips to the Boundary Waters Canoe Area. He was still biking to campus every day. Pick is survived by his wife—ICD professor emerita **Anne Pick**—and their daughters and grandchildren.

Memorial gifts may be made to the University of Minnesota Foundation, Herb Pick Applied Developmental Psychology Seed Grant Fund, Fund 8795.

>>>ALUMNI PROFILE <<<

Good medicine for all

Eric Campbell leads research that is improving health services nationwide

WHEN ERIC CAMPBELL WON A NATIONAL AWARD for the impact of his research on health care this year, some of the first people he thanked were his Ph.D. advisers.

"To think it all started with a couple of dissertation questions," he wrote.

Today Campbell, M.Ed. '93, Ph.D. '96, is the director of research at Mongan Institute for Health Policy in Massachusetts General Hospital and an associate professor of medicine at Harvard Medical School. But when his research began in the early 1990s, he was a doctoral student in educational policy and administration, interested in academic medicine.

What kind of gifts were academic researchers getting from drug companies? he wondered. How common was it, and how often were they called upon to show any kind of support for those companies in return?

Campbell's co-advisers were faculty members Melissa Anderson and Karen Seashore. Anderson has focused on the academic research environment in the sciences; Seashore was interested in faculty involvement in technology commercialization.

"Eric took it to a whole new level," says Seashore, "with his concern about the effects of research-industry connections on the structure of academic science."

Figuring out how to design the study and get access to data was difficult and time-consuming, but his ingenuity, collaborative style, and patience paid off. The study showed that scientists with industry support (28 percent) were significantly more productive but also engaged in more secrecy.

Campbell's dissertation won him a postdoctoral fellowship in Boston, where he was soon hired to help build a research institute in health policy at Massachusetts General Hospital. His study also became the first of several to benchmark and track over time the frequency, benefits, and risks of industry support in academic research. The results became evidence that helped to change policies and practices across the nation, such as the Physician Payment Sunshine Act.

The most recent studies show the percentage of physicians accepting medication samples, gifts from drug companies, and other industry payments has decreased significantly.

"I'm passionate about improving health care for people," says Campbell. "My goal is to help those who make decisions about health care to do it based on scientific data, and to evaluate the impact of those decisions."

The list of Campbell's publications testifies to his advocacy for patients, taxpayers, and payers of insurance premiums.

"We are enormously indebted to the American people," Campbell says of the academic health care sector. "I see it as a duty to use wisely the resources the public so generously provides."

Campbell grew up in Robbinsdale, Minnesota, and is a third-generation U of M graduate after his grandmother and his mother, a nurse. His own interest in medicine began early.

"Some families' kids work in restaurants, some at the golf course—my siblings and I worked in hospitals," he says. At 14, he got a job as an orderly. That interest carried into college. He was accepted in General College, which he considers the most important opportunity of his life. It quickly brought his skills up to where they needed to be.

These days, Campbell's job takes him around the halls of hospitals, universities, and government working on research. Physician professionalism—such as when doctors don't tell the truth to their patients, or when they don't report impairment or incompetence of fellow doctors—is a topic of growing interest.

Campbell comes back to Minnesota, too, not just to keep up on the health care sector. He likes to schedule family visits so he can go to the county fair and spend some time at the lake.

Read more at **www.cehd.umn.edu/people/profiles/campbell**.

COURTESY ERIC CAMPBELL

A very special thank-you to the CEHD Alumni Society Board for the past year of service, especially those whose six-year terms concluded this summer—their names appear in italics. Front row (L-R): **Tom Greve, *Ellie Meade*, Doobie Kurus, Andrea Canter, *Carol Mulligan, Tom Harding*.** Back row (L-R): ***Barbara Stephens Foster*, Elizabeth Finsness, *Sara Zoff, Heather Vinge Hanson*, Brenda Senger, Kelsey Savoie, Steve Hurt, Bill Schrankler.** Not pictured: ***Tex Ostvig*, Lou Quast, *Jeannie Robertson*.**

FROM THE PRESIDENT

DOOBIE KURUS, B.S. '95, M.Ed. '03

The past few months have been an active time of recognition and transition for the CEHD Alumni Society. In April, we honored seven outstanding individuals at the annual Alumni Society awards celebration, and I personally welcomed nearly 1,000 students into our alumni community as they crossed the stage at the CEHD Commencement ceremonies in May. We are proud of everyone's accomplishments!

This June, the Alumni Society Board recognized the invaluable contributions of eight departing board members who began their service after the college's reorganization in 2006 and prudently molded the board to represent all of CEHD's rich academic and institutional histories. We are welcoming seven new board members this summer, along with new officers Kelsey Savoie, vice president, and Tom Greve, secretary/treasurer. As with any transition, new ideas will emerge around CEHD Alumni Society activities. We encourage you to join our discussion and email feedback and ideas to cehdas@umn.edu.

Join us on November 10 at McNamara Alumni Center for the annual CEHD Saturday Scholars. We have an outstanding lineup of faculty slated to discuss wide-ranging and timely topics such as reading proficiency, autism spectrum disorders, effects of mortgage foreclosure on families, exercise as medicine, and early childhood development. Registration will open in September. I hope to see you there wearing maroon and gold. Go Gophers!

Stay connected to CEHD and the University of Minnesota! cehd.umn.edu/alumni

1960s

David Hecker (M.A. '64) published *Full Circle: A Journey in Search of Roots*, chronicling a 24-year search into his family history. • **Francis Lonsway** (Ph.D. '67) received the Robert D. Hess Distinguished Faculty Award from Webster University. • **Donovan Schwichtenberg** (M.A. '68), Saint Paul College president emeritus, was part of the Jandris Center for Innovative Higher Education's panel discussion "Leading Change in Turbulent Times."

1970s

Jan Ormasa (M.A. '74) was named executive director of the Minnesota Administrators for Special Education. • **Iris Freeman** (M.S.W. '77) received the Leaders in Public Policy Award from *Politics in Minnesota/Capitol Report* for her work in passage of legislation to protect elders and vulnerable adults.

Scott Charlesworth-Seiler (B.S. '82), instructor at the Fine Arts Interdisciplinary Resource (FAIR) School in Crystal, was inducted into the National Teachers Hall of Fame.

1990s

Amy Shulkin (Ph.D. '90) is an independent contractor for an outpatient psychotherapy group practice, after previously serving on staff at the Johns Hopkins University Counseling Center and working as a middle-school psychologist • **Diane Henning** (M.Ed. '93), principal at Wilson Elementary School, retired after 42 years in the Anoka-Hennepin School District. • **Einat Peled** (Ph.D. '93), senior lecturer at the Tel Aviv University School of Social Work, spoke on mothering and prostitution at the Minneapolis City Attorney's Office. • **Stephen DesJardins** (Ph.D. '96), professor of higher education at the University of Michigan, was awarded the Sidney Suslow Award from the Association for Institutional Research, recognizing distinguished scholarly contributions. • **J. Forrest** (M.Ed. '98), founder of Employee Strategies, was featured in the *Star Tribune* for designing a new employee performance appraisal tool, Alignamite. • **Dan Simon** (M.A. '98) was elected chair for the Minnesota State Bar Association's

The CEHD Alumni Society honored its 2012 award recipients on April 5 at McNamara Alumni Center. Honorees included (L-R): **Laura Zabel** (M.Ed. '96), William E. Gardner Pre K–12 Outstanding Educator; **Susie Miller** (M.Ed. '06), Emerging Leader Award; **Matthew Hoffman** (M.Ed. '97), Gordon M.A. Mork Outstanding Educator; **Mary Melbo** (Ph.D. '81), Larry Wilson Award; **Nicola Alexander**, Robert H. Beck Faculty Teaching Award. Not pictured: **Sally Alturki** (Ed.D. '00), UCEA Excellence in Educational Leadership Award; **Michelle de Haan** (Ph.D. '96), CEHD Distinguished International Alumni Award. The Alumni Society, established in 1956, works to create lifelong connections with alumni, students, and friends of the college, enhance the student experience, and advocate for the college and the University.

Alternative Dispute Resolution Section. • **Matt Vollum** (M.Ed. '98) was appointed head coach of boys basketball for Eagan High School.

2000s

Akiko (M.A. '00) and **Paul Maeker** (M.A. '01) were finalists in the Minnesota Idea Open Challenge for their proposal to bring fifth- and sixth-graders together with Minnesota leaders in intercultural dialogue. • **Rani Mathai** (Ph.D. '00), associate professor of science education at Judson University, was awarded a Fulbright Scholar grant to lecture at Indira Gandhi National Open University in Delhi, India. • **Faith Hensrud** (Ed.D. '01) was named provost and vice chancellor for academic affairs at the University of Wisconsin-Superior. • **Jack Brewer** (M.Ed. '02), CEO of Brewer Sports International, was the keynote speaker at the first annual School of Kinesiology student celebration. • **Bryan Jackson** (B.S. '02), third-grade teacher at Latin School of Chicago, was honored with the Golden Apple Excellence in Teaching Award. • **Lisa Dorsey** (Ph.D. '06) is the interim dean for the Doisy College of Health Sciences at Saint Louis University. • **Audrey Lensmire** (Ph.D. '06) completed her first year as assistant professor of literacy education at Augsburg College and published *White Urban Teachers: Stories of Fear, Violence, and Desire*. • **Tiffani Roltgen** (M.Ed. '07) was named executive director of the Wisconsin Association of Family and Consumer Sciences and honored with its New Achiever Award. Her family recently

Nancy Chakrin (B.A. '66), **Sarah Hick** (Ph.D. '08), **Joel Donna** (Ph.D. '09), **William Walker** (M.Ed. '09) and **Rebecca Dosch-Brown** (Cert. '11) were selected to participate in the Buckman Fellowship for Leadership in Philanthropy, a unique opportunity for University alumni, faculty, staff, and graduate students to learn about the world of philanthropy. Fellows were chosen based on their commitment to a specific philanthropic project and will be awarded a $1,000 stipend to implement it.

Neil Eerdmans (M.Ed. '98), **Joseph Meyer** (M.Ed. '00), and **Robyn Dettling Madson** (M.Ed. '04) were top ten finalists in Education Minnesota's Teacher of the Year program.

welcomed daughter Stella Alice Roltgen, born in April. • **Cy Amundson** (B.S. '08) made his television debut on *Conan* performing stand-up comedy. • **Cody Mikl** (M.A. '08) was selected to serve as the graduate student representative on the Board of Regents for the University of Minnesota. • **Kathi Tunheim** (Ph.D. '08) was named the inaugural holder of the Board of Trustees Endowed Chair in Management and Leadership in the Department of Economics and Management at Gustavus Adolphus College. • **Jessie Voigts** (Ph.D. '08) published *Bringing the World Home: A Resource Guide to Raising Intercultural Kids*. • **Seogjoo Hwang** (M.Ed. '09) received the Gary N. McLean Legacy Fellowship in Human Resource Development at the University of Minnesota.

2010s

Emily Goff (Ph.D. '11) joined the University of Minnesota Libraries as associate to the University librarian. • **Gary Holquist** (Ed.D. '11) is the new director of development for the University of Minnesota Duluth athletics department, previously serving 14 years as the UMD men's basketball coach. • **Karen Johnson** (Ph.D. '11) accepted a tenure-track assistant professorship in the educational foundations and leadership department at the University of Akron. • **Laird McLean** (Ph.D. '11) received the Best Dissertation Award for *Understanding Creativity in Organizations* at the Academy of Human Resource Development conference. • **Kelsey Savoie** (M.Ed. '11) accepted a new position as event coordinator for the Minnesota Medical Foundation. • **Gary Tinsley** (B.S. '12), who passed away April 6 of a heart condition, was awarded his degree in business and marketing education posthumously at the CEHD commencement ceremony in a special presentation including his family.

Geraldine Evans (Ph.D. '68) received the Outstanding Achievement Award from the University of Minnesota Board of Regents for her lifetime of work in higher education, pictured above at Eastcliff with Regent Maureen Ramirez and President Kaler. This award is conferred only on graduates, or former students of the University, who have attained unusual distinction in their chosen fields or professions or in public service, and who have demonstrated outstanding achievement and leadership on a community, state, national, or international level. Over the course of her distinguished career, Evans served as president of Rochester Community College and was the first female chancellor of the Minnesota State Community College system (a predecessor to the MnSCU system), state executive director for the Illinois Community College System, and chancellor of the San Jose Evergreen State Community College System in California.

John and Geraldine Evans

BOB HOLDER

Share your news

Land a new job? Celebrate a professional milestone? We want to share your news in *Connect*. Submit an alumni note online at cehd.umn.edu/alumni/news. Need to update your contact information? update.umn.edu

CEHD Alumni and Friends on f

CEHD Alumni & Student Networking Group on LinkedIn

@UMN_CEHD_Alumni on Twitter

Founding and charter members (L-R) Patricia Holder, Andrea Hricko Hjelm, Beverly Johnson, Ruth Hansen, Deborah Dillon, Betty Ruth Raygor, Mary Endorf, Judith Schuck, Sunny Sundal Hansen, Mary K. St. John, and Serena Wright.

2012 award recipients are (back row) Naomi Rahn, Sarah Hansen, Sousada Chidthachack, (front row) Lisa Kiesel, Joo Ree Richards, Veronica Deenanath. Not pictured: Aryn Baxter, Johanna Zabawa; Cassie Scharber.

Women celebrate 10 years of philanthropy

RALEIGH KAMINSKY

A LOT HAS HAPPENED in the decade since the Women's Philanthropic Leadership Circle began—more than $100,000 raised, more than $200,000 in estate gifts pledged, and $140,000 given to support dozens of women graduate students and scholars.

Members gathered in June to celebrate the milestone and honor the newest group of scholarship recipients. Dean Jean Quam and Karen Kaler, wife of University president Eric Kaler, congratulated the group. Donna Smith and Rebecca Kill, wives of coaches Tubby Smith and Jerry Kill, were among the 80 who attended—including many of the 46 charter members.

Rising Star Award recipient **Cassie Scharber**, associate professor of curriculum instruction and co-director of the Learning Technologies Media Lab, sent a video greeting from a research site in France. Her parents attended to receive the award on her behalf.

The Women's Philanthropic Leadership Circle mission is to create a welcoming circle of women leaders and philanthropists through CEHD.

The circle is always expanding! New members are welcome. Call 612-626-1601 or visit **cehd.umn.edu/giving/wplc** to learn more.

Recent gifts and commitments

An anonymous estate gift of $1 million has been committed to the college to support scholarships for first-generation college students with financial need.

P. David and **Mary Pearson** have made a future gift of $250,000 in support of graduate fellowships in literacy and reading through the Minnesota Center for Reading Research.

Julianne Bye made a future commitment of $100,000.

James Scatliff pledged $100,000 to the Margaret Virum Endowed Fund for School Partnerships in Literacy.

Karen Sternal made a gift of $60,564 to support the I Have a Dream Scholarship Fund for Upward Bound students.

An estate commitment of $100,000 was made by **Francis** (Ph.D. '67) and **Pauline Lonsway** in support of the higher education program.

DuWayne and **Kay Witt** have made an estate gift of $50,000 to support mathematics education scholarships.

John and **Sharon Haugo** have made a gift of $25,000 for STEM graduate fellowships through the J. & S. Haugo Living Endowment Fund of the ELCA.

Professors emeriti **Ayers** and **Marian-Ortolf Bagley** have made a future gift commitment to support a graduate fellowship in education iconics. (see story on page 16)

Elfrieda Hintze has made an estate gift of $50,000 to create the Elfrieda H. Hintze Early Childhood Education Fund for students in early childhood education.

John and **Nancy Peyton** have made a gift of $23,337 to be added to the endowed scholarship fund in their name.

Marvin Bauer has made a gift of $30,000 to create the Jean W. Bauer Family Economics and Policy Fellowship in memory of Professor Bauer (see her obituary on p. 26).

Jane Miller has made a commitment of $30,000 to support the Glen & Esther Shingledecker Fellowship in Child Development.

The **White Earth Indian Reservation** made a gift of $20,000 in support of the STEM Education Center.

Recent corporate and foundation gifts

$1,907,301 from the **Target Corporation** for the PRESS program, a project of the Minnesota Reading Research Center supporting a comprehensive approach to literacy, preparing all students to read by third grade

$50,000 from the **Glen and Harold Bend Foundation** to support the Project for Babies

$80,000 from the **Irving Harris Foundation** for support of an infant mental health project

$25,000 from the **Joyce Foundation** for the Institute of Child Development Program Development Fund

$90,000 from the **3M Foundation** in support of STEM graduate fellowships

Giving matters

WHEN VIRGINIA PUZAK'S CHILDREN WERE YOUNG, she enrolled them in the Shirley G. Moore Laboratory School, a nursery school that has been a national leader since it began in 1925. Years later, Virginia's children enrolled their own children in the lab school, too. So when Virginia established the **Puzak Family Scholarship Fund** in 2010, she designated it for students of early childhood development.

This year, **Becky Steffens** became the first Puzak scholarship recipient. After completing her bachelor's degree in 2011, Becky was able to continue immediately for her master's and licensure and finish in a year because of the scholarship. She is preparing to become an early-childhood special education teacher, working with children from birth through age 6.

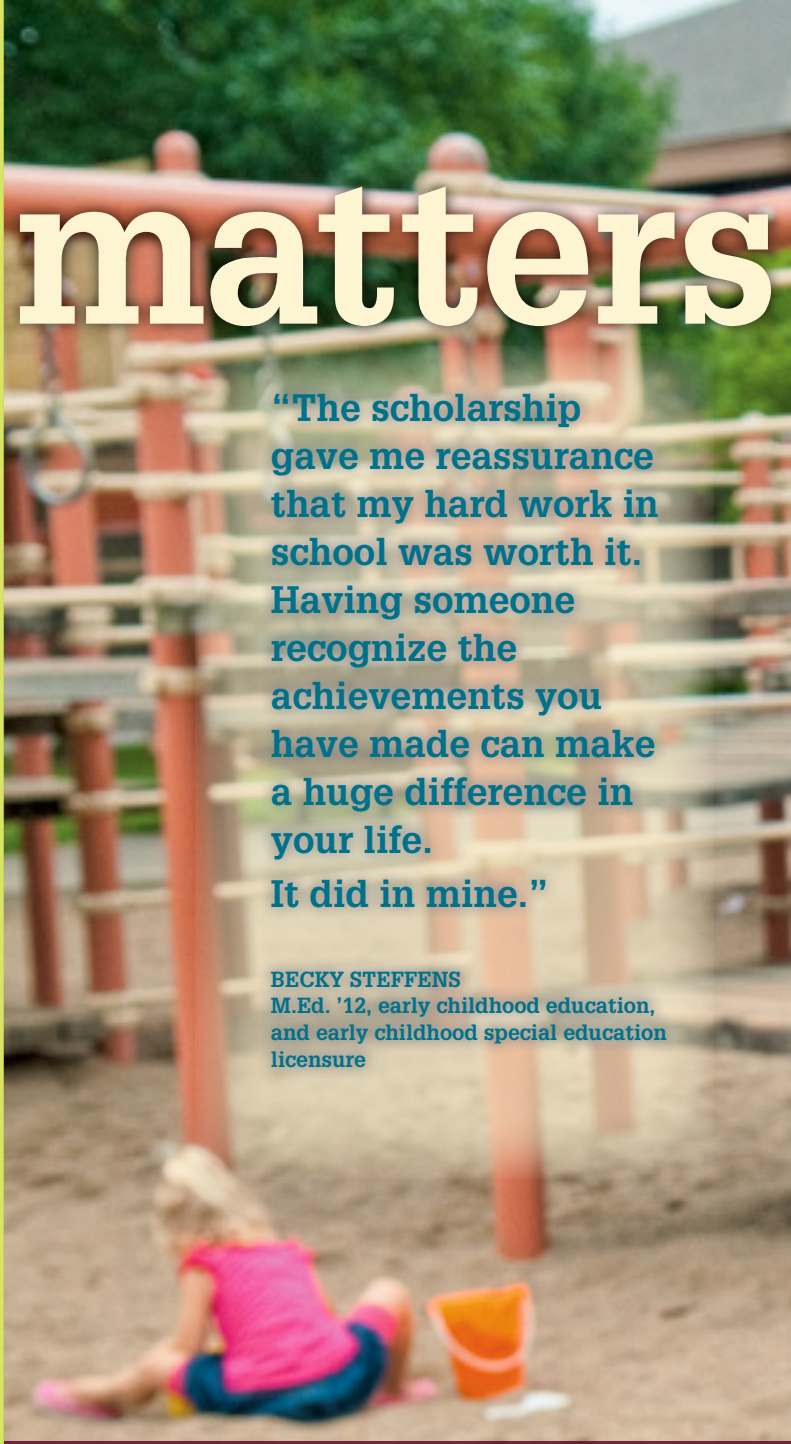
Steffens has known for years that she wants to work with young children. Then, employed as the lead teacher at a local daycare program, she realized nearly half of her students were receiving special-education services of some kind through the local school district. But daycare programs don't specialize in special-needs children, so finding a way to meet their needs was up to her.

"Being able to aid children in reaching new goals inspired me to change my educational direction," says Steffens. "I decided that I wanted to learn how to best meet the needs of all children, especially those who don't learn in the typical manner or at the typical pace."

Steffens has worked with children with a variety of needs—those at high risk for developmental delay because of medical complications, low birth-weight, or multiple birth; children with Down Syndrome and Autism Spectrum Disorder; children with physical conditions such as cerebral palsy and hearing and sight impairment; children with cognitive impairments and delays; and many who have a combination of needs that impair their capacity to learn as their peers.

"I would happily work within a classroom," says Steffens, "but I would love to work with children in their natural environment—home, daycare, preschool program—and help to give others the tools, too, to meet these children's unique needs."

DAWN VILLELLA



"The scholarship gave me reassurance that my hard work in school was worth it. Having someone recognize the achievements you have made can make a huge difference in your life. It did in mine."

BECKY STEFFENS
M.Ed. '12, early childhood education, and early childhood special education licensure

CE+HD
College of Education + Human Development

UNIVERSITY OF MINNESOTA
Driven to Discover℠

Support student scholarships at **cehd.umn.edu/giving**
Contact us at **612-625-1310**

COLLEGE OF EDUCATION
+ HUMAN DEVELOPMENT

UNIVERSITY OF MINNESOTA

105 Burton Hall | 178 Pillsbury Drive S.E.
Minneapolis, MN 55455

NONPROFIT ORG.
U.S. POSTAGE
PAID
PERMIT #90155
TWIN CITIES, MN

college**CALENDAR**

There are many ways CEHD alumni and friends can stay connected to the college. We hope you'll join us at some of the events listed here or connect with us online. Visit **cehd.umn.edu/alumni/events** or call **612-626-8782**.

Gopher Adventure Race

Friday, October 5, noon-7 p.m.

All U of M alumni are welcome to join students, faculty, and staff competing in physical and mental tasks on the Twin Cities campus. Information at **z.umn.edu/gar**. Complimentary team sponsorships for CEHD alumni as available; contact **ruzek010@umn.edu**.

Homecoming 2012: Legendary U

CEHD Alumni Party and Homecoming Parade
Friday, October 12
4:30–6:30 p.m., Burton Hall Plaza
7 p.m., parade on University Avenue

RSVP at **cehd.umn.edu/events/homecoming**
University-wide homecoming activities run October 8-14.
Visit: **homecoming.umn.edu**

CEHD Reads

Tuesday, October 30, 7:30-9:30 p.m.
Ted Mann Concert Hall

Public event featuring Wes Moore, author of *The Other Wes Moore*, the CEHD 2012-13 common book.
Details: **cehd.umn.edu/reads**

CEHD Saturday Scholars

Saturday, November 10, 8 a.m.–1:30 p.m.
McNamara Alumni Center

Our popular half-day of informal learning, featuring timely topics in education and human development.
Registration opens in September:
cehd.umn.edu/alumni/events/saturday-scholars