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Sue Vang, recipient of support from the Judy King Potts Endowment for Teaching and Literacy
from the dean: Space matters. Our college is spread out over eleven buildings on two campuses. We value space as critically important to the excellence of our work.

In the past few years we have witnessed the abandoned Mineral Resources Research Center transformed into the Education Sciences building—a spectacular space that overlooks the Mississippi River. The former Animal Husbandry and Poultry Science building was reborn as Peters Hall, home of the School of Social Work. This issue illustrates the amazing transition in the Learning and Environmental Sciences (LES) building, which started out in 1904 as the Livestock Pavilion and in 1982 became the Vocational and Technical Education Building.

The University continually upgrades classrooms, but as a college we have invested, too. Because our resources are limited, we move slowly but deliberately in improving the spaces where we teach and do our research.

Poor work space limits our ability to do our best work. Yet some faculty do remarkably well despite inadequate spaces that have yet to be renovated. For example, the research faculty and staff in the Institute on Community Integration housed in Pattee Hall—a building on the historical registry built in 1888—secured research projects worth almost $17 million in fiscal year 2013. One day this building will be “gutted and remodeled.”

Design matters, too, as the story of LES so powerfully shows. As the Institute of Child Development begins to plan for a new facility, now on the University’s six-year capital plan, we will be looking at the value design brings to all its activities.

We have ambitious plans for finding the best working spaces for all of our faculty, staff, and students. We clearly do our best work when our spaces encourage creativity and collaboration.
Celebrating 20 years of making dreams come true

**THE 20TH ANNUAL** Dream Ceremony honored 27 high school graduates in the TRiO Upward Bound program who are going to college this fall supported by Minnesota I Have a Dream Scholarships. Also honored were 14 new grads of the U and five other Minnesota colleges who fulfilled the dream of becoming the first in their families to finish college. Dozens of Upward Bound students still in high school and Dream Scholars still in college also attended to be part of the milestone celebration.

The Minnesota Dream Scholarship program was founded by Karen Sternal and her late husband, Bill Lahr, in collaboration with the U of M TRiO programs. TRiO is a federally supported initiative whose U of M presence is located in CEHD. More than 450 Dream Scholarships have been awarded since 1991. Read more at www.cehd.umn.edu/TRiO.

IN A UNIVERSITY DElegation to China led by President Eric Kaler June 25–July 5, CEHD programs and alumni were highlighted, relationships strengthened, and opportunities explored. The trip coincided with the 100th anniversary of the arrival of the first Chinese students to the U of M Twin Cities.

Li Li Ji, professor and director of the School of Kinesiology and the Laboratory of Physiological Hygiene and Exercise Science, and Ken Bartlett, professor of organizational leadership, policy, and development and associate dean for graduate, professional, and international programs, both traveled to Beijing and Tianjin. Ji also accompanied the group in Shanghai and Bartlett in Taipei.

“It was thrilling to see first hand the strength of our relationship with the Tianjin University of Sport and the extremely high regard for Professor Ji’s scholarship and our School of Kinesiology,” said Bartlett.

Ji played a key role in establishing the U.S.-China Center for Sports Culture Exchange last year shortly after he came to Minnesota. It is one of several American cultural centers supported by a grant from the U.S. State Department and the only one devoted to the role of sport in the two nations.

“It was a rewarding and productive experience,” said Ji. “We strengthened many relationships with our Chinese partners, and created new ones. The School of Kinesiology looks forward to the research, scholarship, and outreach opportunities that will ensue from these partnerships.”
Wait! It’s Sesame Street!

COOKIE MONSTER is famous for his uncontrollable appetite. But in a new video, he tries something new—waiting. Institute of Child Development professor Stephanie Carlson worked with Sesame Street (and Cookie Monster) to develop the video to teach kids about self control, known in the field as “executive function.” Find the three-minute video on YouTube at z.umn.edu/ef.

Expanding on early education

A POWERHOUSE of early childhood education leaders from Illinois and Minnesota met in St. Paul May 9 to work together on the Midwest Child-Parent Center Program Expansion. The program strengthens pre-kindergarten education and the transition to school through third grade and includes such components as greater parent involvement. A longitudinal study on the first CPC founded in Chicago in the 1960s, conducted by Institute of Child Development professor Arthur Reynolds, has shown lifelong benefits. The expansion, funded with a five-year federal innovation grant, is now putting the model to the test in more settings—five school districts and 30 sites from Chicago to St. Paul. The steering committee is a large group of representatives from all the schools, including head teachers, parent resource room teachers, and more. St. Paul Public Schools Superintendent Valeria Silva ('91) was among those who joined discussions with Reynolds and former Federal Reserve research director Art Rolnick from the U and Barbara Bowman from Chicago’s Erikson Institute. Learn more at www.humancapitalrc.org/midwestcpc.

CEHD works with several school partners in Minnesota to develop highly qualified teachers through its Teacher Education Redesign Initiative (TERI), which is supported by the Bush Foundation’s Network for Excellence in Teaching (NExT). One of TERI’s hallmarks is collaboration with local districts to prepare teachers focused on reducing disparities in student achievement. Read more at z.umn.edu/ncate.

Accreditation renewed for teacher education

THE COLLEGE was awarded the highest standard of accreditation and recognized for exemplary performance in its partnership with local schools by the National Council for Accreditation of Teacher Education (NCATE). This accreditation renewal extends through 2019 and recognizes CEHD’s high quality preparation of teacher candidates and other school professionals. The U recommends Minnesota teaching licensure for about 300 teachers each year. Most remain in the state.
Join the CEHD community for more events this fall!

**SEPTEMBER 27**
**Inaugural Cornerstone Symposium**
Join the Department of Family Social Science for this event dedicated to upholding the well-being of families in a changing world. University of New Hampshire professor Elizabeth Dolan will speak on the late professor Jean Bauer’s extensive body of research and legacy. A reception will follow.
105 Cargill Hall, 2 p.m.
z.umn.edu/cornerstone

**OCTOBER 4**
**Gopher Adventure Race**
Test your physical and mental strength as you race around the Twin Cities campus! All U alumni are welcome.
z.umn.edu/gar

**OCTOBER 29**
**CEHD Reads**
The Latehomecomer: A Hmong Family Memoir, by Minnesota author Kao Kalia Yang
Ted Mann Concert Hall, 7:30 p.m.
www.cehd.umn.edu/Reads

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**Touchdown for Tinsley**

**TEAMMATES** of the late Gary Tinsley, B.S. ’12, donned their Gopher football uniforms April 30 to serve a banquet in honor of the first 14 recipients of a scholarship in his name. Tinsley was an outstanding scholar-athlete—business and marketing education (BME) off the field, linebacker for Gopher football on it—who passed away just shy of graduation in 2012 due to an enlarged heart. Guests at the Gary Tinsley Memorial Scholarship fundraiser included his mother, Rhonda Evans, with coach Jerry Kill, dean Jean Quam, and chair Rebecca Ropers-Huilman from CEHD’s Department of Organizational Leadership, Policy, and Development. All proceeds went to the fund to support BME students. Read more at www.gtinsleyscholarship.com.

Guest of honor Rhonda Evans, mother of the late Gary Tinsley, was welcomed by Tinsley’s teammate Troy Stoudemire, ’12. The evening of remembrance, celebration, and scholarship-recipient recognition was held in the TCF Bank Stadium.
More than 550 undergraduates and 430 graduate students were honored in college commencement ceremonies May 16. **Quincy Lewis**, associate development officer for the Golden Gopher Fund, received his M.Ed. during the graduate ceremony in the afternoon and gave the commencement address at the undergraduate ceremony in the evening. Youth studies graduate **Xue Xiong** gave the student address to her fellow undergraduates. See the slideshow at [www.cehd.umn.edu/commencement](http://www.cehd.umn.edu/commencement).
Time for learning

Enrichment and professional development this fall at CEHD

Make time this fall to reconnect with your learning goals or the pleasure of exploring the latest advances with experts in your field or a field new to you. Many can be taken for CEU or college credit. This is just a sample!

**STEM Faculty Seminar Series**

Sept. 6, Oct. 4, Nov. 1, Dec. 6

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

**Center for Early Education and Development (CEED) Online Courses**

September registration

CEED will offer a variety of online courses earning 24, 36, or 48 clock hours of professional development. New this fall: Select courses will be offered for academic credit. Info: www.cehd.umn.edu/CEED/onlinecourses

**Teens and Sleep: Linking Discovery, Practice & Policy**

Oct. 3–4

Join the Center for Applied Research and Educational Improvement (CAREI) for the first national, interdisciplinary conference on the latest research on teens and sleep, how to change practice, and how to take action to influence policy. Info: www.cehd.umn.edu/CAREI.

**Book Week**

Oct. 21

Join faculty and graduate students from the children’s literature program in the Department of Curriculum and Instruction reviewing the best books for young readers. Award-winning graphic novelist Gene Luen Yang will speak. Info: www.cehd.umn.edu/bookweek

**Urban Leadership Academy (ULA) Workshops for School Leaders**

Oct. 23

Eleanor Drago-Severson, associate professor at Columbia University’s Teachers College, will present her work focusing on supporting principals, assistant principals, superintendents, and other educational leaders in their professional and personal development in K–12 schools and adult education settings (domestically and internationally), designing learning environments that support adult and leadership development, and coaching for growth. ULA workshops are targeted toward preK–12 superintendents, principals, assistant principals, teacher leaders, and other district and school leadership personnel. Pre-approved administrative and teacher CEUs are available to participants. Info: www.cehd.umn.edu/professional-development/ula.html

**Minnesota Literacy Council Volunteer and Teacher Training Workshops**

(OLPD 5893-002, 1 credit)

The course will be offered at the Minnesota Literacy Council four times this fall: (1) Sept. 24, 26, Oct. 1, 3; (2) Oct. 7, 9, 14, 16; (3) Oct. 21, 23, 26; (4) Nov. 19, 21, 23

Training prepares volunteers and teachers to work with adult students who are learning English. It also prepares volunteers to tutor adult English language learners in math, citizenship, computers, or job skills. Info: z.umn.edu/micworkshops

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**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**

CEHD Professional Development: www.cehd.umn.edu/professional-development

Lifelong Learning: lifelong.umn.edu

Digital Campus: digitalcampus.umn.edu/programs/professional-development.html

Questions about additional professional development opportunities? Contact Sara Najm with the CEHD Office of Professional Development at 612-626-6341.
The promise of PRESS

Now entering its third year, a partnership to improve literacy is showing results

BY SHONA BURKE

LITERACY COACH ANNE ITTNER gives an example of the encouraging growth she is seeing in her students’ reading skills.

“Last year I worked with a third-grade student who came into the intervention group practicing sounding out words,” says Ittner. “She was well below grade level in her reading fluency. After five months of focused instruction and goal setting in decoding and fluency, she gained confidence and excitement about reading. By spring, she was reading at grade level. She couldn’t wait to get home to tell her mom!”

Ittner works at Best Academy, one of six PRESS sites in Minneapolis. PRESS is a comprehensive approach to early literacy, driven by research-based practices. The program incorporates quality core instruction, data-driven instructional decisions and interventions, expanded support for English learners, and meaningful professional development to support systemic change.

Nearly one in four third-graders in Minnesota today is failing to reach basic levels of literacy. That means 15,000 children each year. Research shows that if students don’t read proficiently by third grade, odds are that they will not catch up.

Such distressing numbers motivated the Minnesota Center for Reading Research (MCRR) to form a partnership in 2011 with the Target Corporation, Minnesota Reading Corps, Minneapolis Public Schools, and two charter schools to examine the issue and act. Together they formed the Path to Reading Excellence in School Sites, or PRESS. Their goal: Getting all students reading at their grade level by third grade.

The PRESS sites include nearly 1,800
Small groups of struggling students receive much-needed individualized support to increase their proficiency levels. This multi-tiered approach was welcomed at Pillsbury Elementary School in northeast Minneapolis. “We work very collaboratively to make sure our children receive the instruction they need,” says principal Laura Cavender. “PRESS was a natural fit for our school. The University faculty shared their knowledge and expertise, and the PRESS coach became an important part of our Instructional Leadership Team, helping to disaggregate data, research strategies, provide coaching for teachers, lead instruction, and provide leadership for tutors that work with our students.”

Next steps

The need to “catch students up” in reading is a priority across the nation. According to the National Center for Education Statistics, only 34 percent of fourth-grade students demonstrated at least proficient reading skills in 2011; among economically disadvantaged students it was only 17 percent. A long-term goal of PRESS is to introduce its model to other schools across the nation. Now in its third year, PRESS continues to provide support in its partner schools as well as share what is being learned. Twin Cities school districts have shown considerable interest in PRESS, which will likely lead to increased implementation in the upcoming school years and will continue to move the mission forward.

“PRESS is an opportunity for a team of partners to come together to work on a critical educational problem,” says Helman. “As university faculty, we are proud to contribute to this important work.”

Learn more about PRESS at www.cehd.umn.edu/reading.
Triangles for change

In the wake of war, Uganda is the first site of research supported by an innovative grant.

I’d been running for a little over an hour. The sounds from under my feet reflected the moisture left by the most recent rain. I ran along a muddy trail that followed an abandoned railroad track through the lush northern Ugandan bush. A cloudy sky drew out the contrast between the red earth trail and the vibrant, green grasses, hills, and trees.

After an hour of thinking, “I’ll just see what’s around this bend,” my quest to satisfy my curiosity brought me to a village. This village had clearly been built as an internally-displaced-persons camp, and it served as another reminder of the recently ended war and the reason for our research project.

THE RUNNER WAS CHRIS MEHUS, one of three members of a new college “internationalization triangle” in Uganda along with associate professor Liz Wieling in the Department of Family Social Science and doctoral grad Jennifer Simmelink from the School of Social Work. Internationalization triangles are collaborations among three members of the college community. At least one must be a student, and at least two disciplines must be represented.

Wieling, Mehus, and Simmelink received a grant to support research in Uganda building on Wieling’s years of experience there.

Uganda is a land-locked country on the equator, part of the Nile basin. Its area is a little bigger than Minnesota while its population is more than six times as large and growing rapidly.

It is a nation recovering from decades of war that ended about five years ago. The dictatorship of Idi Amin in the 1970s was followed by the terror of the Lord’s Resistance Army war against the government led by Joseph Kony. For more than 20 years, the Acholi and Lango people of northern Uganda experienced horrendous violence and poverty. The trauma experienced by youth was extreme: UNICEF reported in 2005 that more than 32,000 had been abducted by the LRA, with boys forced to kill friends, family, and others, and girls forced into sexual slavery. Most families in the region—an estimated 2 million people—were moved to internally-displaced-person camps like the one Mehus came upon, their way of life completely disrupted.

Wieling first came to Uganda in 2010 during a sabbatical year. She had been working closely with international colleagues who developed an evidence-based treatment for post-traumatic stress disorder called Narrative Exposure Therapy, used around the world with populations affected by war and organized violence. They formed vivo (“victims’ voice”), working by then in Uganda.

Wieling’s work is focused on developing interventions for families in war-affected communities. In the area around Gulu, she has interviewed groups of mothers and fathers in the rural areas about family values, parenting practices, and areas of need in preparation for adapting and testing the parenting intervention. Despite advances in treating victims of traumatic stress, few studies and no evidence-based treatments exist to treat parents, couples, and families.

“There are many non-governmental...
organizations working in Uganda,” says Wieling, “but none are doing this kind of work.”

Wieling and Mehus co-facilitated a nine-session pilot of the parenting intervention with 14 mothers. The internationalization triangle grant will allow them to return to Gulu this year to further develop the multi-component trauma intervention in preparation for a larger research trial. Simmelink brings cross-cultural expertise in substance abuse and domestic violence that will allow the team to conduct qualitative interviews around the community.

During the pilot interventions he co-facilitated, Mehus keenly observed the change process for the mothers.

“One morning, a few weeks into the intervention, a mother poignantly told us that she now sees love in her family she did not know was possible,” he says. “More than one mother said family members were noticing and praising them for the changes they had already made in themselves and their families. They were moved by the loving responses of their family members, and we were moved by their joy in telling the stories.”

It is preliminary observations like this that give hope for interventions that can help families to keep the violence inflicted upon themselves from passing to the next generation.

The team is working now to publish the results of the pilot study and apply for a grant to test a full version of the parenting intervention and extend it to fathers.

**Guided to a global view**

CEHD adopted the internationalization triangles concept two years ago to increase opportunities for student international experiences while supporting faculty and staff initiatives and creating a global culture in the college as a whole.

Uganda was also the site of the first internationalization triangle’s work, in 2012. That triangle built on the long-standing involvement of Institute of Child Development professor Nicki Crick, a pioneering researcher on relational aggression.

Crick first brought doctoral researcher Kathryn Hecht with her to Uganda in 2011. Hecht, specializing in child clinical psychology, had been drawn to the University because of ICD’s leading work to understand how children respond to and recover from trauma, and cultural factors that influence recovery. Hecht helped Crick to conduct exploratory research with the broad aim of looking at psychosocial and relational factors affecting war-affected adolescents. The team collaborated with a private K–12 school in Lira, a region in northern Uganda about two hours southeast of Gulu.

In 2012, the internationalization triangle grant allowed Crick to bring Hecht back to Lira, as well as Ross Thompson, an instructor in the Shirley G. Moore Laboratory School. Thompson was able to witness firsthand the struggles of early childhood educators in Uganda as they face crushing poverty, an outdated colonial-era curriculum, and widespread apathy about the necessity of early education. In a series of workshops, he shared modern teaching methods and theories designed to empower teachers to
bring out the best in their students.

Crick and Hecht collected more data and transitioned the exploratory, cross-sectional data collected the previous year into a longitudinal data set—critical to the field, since development is a process of change over time. They also taught a study abroad course with ICD administrator Peter Ralston, bringing 16 undergraduates to the Lira school to conduct independently designed small-group research studies.

Shortly after returning home in 2012, Crick was diagnosed with an aggressive form of cancer that took her life in the fall. The loss of such a vibrant visionary was profound. At a memorial symposium about Crick’s work at the Society of Research in Child Development, Hecht presented on the team’s work in Uganda. “Nicki’s pioneering work in peer relationships and aggression meant that, in many ways, she guided researchers through the field of child development,” says Hecht. “In those final years we were witnessing a shift as Nicki’s passion guided us once again, toward a more global and inclusive view of the field of child development.”

This year, Hecht returned to Uganda for a third summer to continue the research she began with Crick. She led a group—a research assistant, two undergrad volunteers, and three community members, including a clinical psychologist and a preschool teacher. Her dissertation will look at the impact of relational factors in the adjustment of war-affected youth in Uganda, using the data set spanning 2011–13. A special-topics course that Hecht is teaching this fall, “Development Across Cultures,” immediately filled to capacity.

Meanwhile, Thompson, Ralston, and Lira Integrated School are sharing knowledge that builds on Crick’s work and her insight that cross-cultural competencies and communication are essential to success in the emerging global environment.

Chris Mehus came to a similar conclusion this summer when he was welcomed in the village he came upon during his daily run.

The first hut I came to was larger than the typical huts but built in the same fashion [with] grass roof and mud-smeared walls. As I stood listening to the drums and rattles that reverberated from inside, a woman passing on a bike told me it was a church and asked if I wanted to go in. I spent the next hour clapping and swaying next to a woman beating on a goat-skin drum.

I gained a great deal of research experience during my nine weeks in Uganda, but experiences like this were some of the most valuable.

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Read more at www.cehd.umn.edu/connect/2013Fall/Uganda.html.

More college work in Uganda

Young entrepreneurs

Faculty, staff, and students in the Department of Organizational Leadership, Policy, and Development are part of a six-year research partnership, 2011–17, to assess the overall impact of a Swiss entrepreneurship education program in Kenya, Tanzania, and Uganda. At the Uganda sites, youth learn life skills, financial literacy, and technical and vocational skills. With a grant from MasterCard Foundation, the University serves as the project’s evaluation partner. Nine U graduate students, for example, have traveled to Uganda to help train local data collectors and collect interview data. Key findings so far show increased employment, savings, and trust and respect from community members, though the capital they need to improve their lives remains limited.

Read more at www.cehd.umn.edu/olpd/research/mastercardfdn.

Frontier for social development

When Kampala, Uganda, hosted the 18th biennial symposium of the International Consortium for Social Development in July, nine faculty members and three grad students from the School of Social Work were there. All presented papers—topics included global youth development, strategies for health accessibility, refugee housing, theories of social development, community-based participation, and transformational learning. They heard from Livingstone Sewanyana of the Foundation for Human Rights Initiative, made site visits, and met with U.S. ambassador and U alumnus Scott DeLisi.

Read more at z.umn.edu/sswkampala.
The place invites you in. The sofa, chairs, and coffee table, lit for conversation, are comfy and casual, smart but accessible. The combination gathering area and workspace of the Learning Technologies Media Lab—LTML for short—could be in a downtown tower or loft.

But LTML is on campus—the University of Minnesota campus in St. Paul. And great things are emerging from this lab. The announcement in June of a partnership with EMC Publishing to build a new online, mobile learning environment for teaching and learning world languages in K–12 classrooms is only the latest. The innovation relies on Avenue and Flipgrid, two video-based platforms developed here in LTML.

“We would never be where we are without this lab,” says LTML’s Charlie Miller, lead designer of Avenue and Flipgrid and associate professor in the Department of Curriculum and Instruction. “When our partners and potential partners come to us, they can experience the energy of what’s happening in our design studios or in the board room or the informal gathering space just by walking through. They want to come back.”

That’s important, because forging the current partnership with EMC, for example, required more than 30 six-hour meetings in LTML’s board room—a windowless room but with touchscreens to the world, where teams can demo on the fly.

That means Miller is designing technology that redefines instructional space while drawing on the power of physical space. LTML is at home in a building that has become one of the smartest places at the U.

Risk and opportunity

The building now called Learning and Environmental Sciences (LES) contains a lot of brainpower and creativity. About a dozen units including LTML and the U-wide Institute on the Environment are in this fully wired building with century-old roots in St. Paul. Six units are part of the College of Education and Human Development.

LES is the site of an emerging approach to space management at the U that is setting the bar for operational excellence and visionary development. For CEHD, it was
an approach taken in turbulent times. The college had undergone a massive restructuring in 2005, landing with a structural deficit and reduced space allocation.

“The safe thing to do would have been to shed that space,” says chief of operations Ryan Warren. “But we took the opportunity to look at where things were heading, and where the college needed to be. Learning technologies and STEM education were critical, and we already had great people in those key areas. The campus in St. Paul is a strategic location for growth. We wanted to position ourselves for the future, and we needed to be there.”

The largest department in the building—work and human resource education—had moved to the East Bank to become part of the new Department of Organizational Leadership, Policy, and Development. Meanwhile, several CEHD centers on the East Bank were bursting at the seams.

“We thought, ‘What if going forward we put only self-supporting units in that space, units that did not rely on state funding or tuition dollars?’” recalls Warren. “Centers rely largely on external funding. And if we put several centers in one location, we could try staffing them more efficiently in areas of common need.”

They knew it was a “grand experiment,” Warren says. Like any investment, there was a possibility it wouldn’t work. Dean Jean Quam talked through the prospects long and hard.
with associate dean for research David Johnson, who holds responsibility for the burgeoning centers, and the rest of the leadership team.

They called on the expertise of Fred Clayton, a long-time CEHD and U professional with experience in space and project management and a commitment to quality design. Clayton was the perfect man for the job in what had become the University’s third-largest college with the third-largest amount of external support.

“I love opportunities to repurpose existing buildings and bring them along as the campus develops,” says Clayton. “It just makes sense.”

Quam said go for it.

**Room to grow**

Clayton basically started at the top.

In fall 2009, two long-standing CEHD centers moved into shared, reconfigured, and updated space on the fourth floor of LES. Both the Center for Applied Research and Educational Improvement (CAREI) and the Center for Early Education and Development (CEED) had been housed in multiple buildings and brought their staffs into a single location. Both also gained easier community access, essential to their missions.

Next the brand-new STEM Education Center moved into the third floor, with more space downstairs for state-of-the-art science-teaching labs. When all the Department of Curriculum and Instruction’s STEM faculty moved from Peik Hall on East Bank to LES, space in Peik began to open up to bring back the Minnesota Center for Reading Research and meet other needs. But it wasn’t enough.

Among those still packed into Peik were C&I’s learning technologies (LT) faculty and grad assistants—not a center then, but clearly on the brink of becoming one. Peik Hall had been the LT headquarters when GoNorth! burst onto the educational landscape in 2003, sending live video of husky dogs and Arctic explorers into K-12 classrooms around the globe—arguably the world’s first massive open online course, or MOOC. More than 15 million students worldwide collaborated in the GoNorth! online environment.

The LT team had been growing ever since, with grad students and developers working in reclaimed closet space.

The team co-led by faculty colleagues Miller, Aaron Doering, and Cassie Scharber—all pioneers in harnessing emerging technology to reimagine and
The building renamed LES in 2010 is a complex formed when the historic Livestock Pavilion (1904) was renovated and bridged by an atrium to a new Vocational and Technical Education building (1982). Today the Institute on the Environment and several other units occupy most of the former pavilion, while CEHD units fill much of the 30-year-old space.

redesign education—were working in what was essentially a dark corridor.

But when the opportunity to move from Minneapolis to St. Paul appeared, they could not ignore the prospect of leaving the day-to-day contact with C&I colleagues they relied upon. And their first look at the prospective space in LES was sobering: dark spaces, many used for storage.

“One room actually contained an old stuffed owl and more than 50 deer hides,” says Miller.

“We did what we always do—embrace obstacles, dream big, and adopt a ‘bring it’ attitude,” Scharber says. “We were energized by the challenge to reinvent the space.”

“They wanted to be sure any move they made was worth it.

“We needed three things,” says Miller. “Space that we could make our own with 100-percent control over the design... the ability to build a team of amazing researchers and designers...and cutting-edge tech resources.”

With those three things, they had confidence their new center could deliver a return on the investment. The dean agreed, and in the winter of 2011, the new LT Media Lab moved into its home.

From space to place

As a designer, Miller is tuned to space and place. Such awareness is acute as technology changes the nature of

STEM Education Center

www.cehd.umn.edu/STEM

The United States has a math problem—or more accurately a science, technology, engineering, and math problem. Some of the nation’s leading research to address the challenge comes from the departments of curriculum and instruction and educational psychology, brought together in the STEM Education Center. Now teachers from all over the country come to learn how to better teach STEM content in new wet labs downstairs.

“Most research and development projects are way too complex to be addressed by only one discipline,” says center co-executive director Karl Smith, an emeritus professor of engineering. “We are responding by fostering collaboration across the University that is sorely needed.”

“The collaborative nature of the center has been fostered due to the space in LES,” adds founding co-executive director Tamara Moore. “We created a work environment where everyone has their own space, but at the same time there is shared space, comfortable meeting and collaborative spaces—and good coffee!”

What’s Flipgrid?

This summer Flipgrid and Avenue—so effective at making cyberspaces into learning places—took the spotlight as a new partnership between LTML and EMC Publishing was announced. EMC Languages is a dynamic learning environment designed to drive educator effectiveness and student fluency in K–12 and postsecondary world-language classrooms. It’s a research-based, engaging environment that allows students to discover, expand, and perform their target language. Learn more at emcl.com.
instructional space. GoNorth! didn’t bring the Arctic into the classroom so much as it made the world the classroom. Flipgrid is another example. “Flipgrid is a space that brings the back row to the front—you can’t hide in this classroom,” Miller explains. The potential for its application in MOOCs is only beginning to be explored.

Flipgrid also fuses the gaps between design, teaching, and research. The team has heard about it being used to conduct qualitative online research in ways they never imagined.

“The basis of good design is that you need to plan for intentional experiences but leave room for unintentional ones, for creating the unexpected,” says Miller. “Good design starts with space—real or virtual—and creates place.”

When Miller began working with the American Sign Language faculty and staff and educational psychology colleague Susan Rose in 2003 to develop a new platform for teaching and learning, nobody knew it would evolve into something that would alter education in other world languages, much less play a role as it will in the partnership with EMC Publishing.

Nor did they imagine they would be working down the hall from each other within a few years. ASL is the University’s only world language taught in CEHD and has been at home in LES since 1999. “LTML is a magical place that is fueled by vision, innovation, and possibility that straddles geography and online worlds,” says Scharber. “We strive to ignite ideas and contribute to local as well as global conversations about education.”

LTML wants to be a community anchor, she says, supporting local groups at the intersection of technology and education. The new Minnesota Digital Youth Educators’ Network is an example. Sherri Boone, a coordinator in the University’s capital planning office, points to LES as a building where the college is leveraging technology to advance research, broadcast out, and bring others into the picture. “I’ve learned through my time in

Center for Early Education and Development
www.cehd.umn.edu/CEED
This year CEED celebrates 40 years of making positive change in early education, childcare, and public policy through research and community outreach (see page 7). Over the years it has grown dramatically, taking off from the top-ranked Institute of Child Development into whatever nearby space could be found. Bringing most of the staff together, in a building with easy community access, was a welcome move.

“The spaciousness of the building interior coupled with the more bucolic setting of the St. Paul campus fosters a less hectic pace and more contemplative environment—and yet the amount and diversity of our work has grown since we moved to LES!” says co-director Christopher Watson. “There’s also the proximity of departments with whom we’ve had limited connection—like the School of Social Work and the Department of Family Social Science—with whom we are now collaborating on various initiatives. Location does matter...even in this environment of social media and virtual work connections.”
this job that the new frontier in research is where disciplines come together to collaborate to solve problems and develop new theories based on a holistic approach to seeing and explaining the world,” says Boone. “The LES building really allows for that, for drawing people together. CEHD has a clear understanding of space as a resource, and what’s going on in that building is on the forefront.”

Ryan Warren has been amazed to watch the building’s transition in five years, and excited to see the college’s investment in innovative practices helping to debunk the myth that higher education doesn’t change.

“I don’t know of any college that feels they have enough space to do all of the work they’d like to do,” he says, “but often what doesn’t get asked is whether the space we do have sets us apart and allows us to work in ways we need to work.

“At CEHD we try to focus not on what we don’t have, but how we maximize what we do have,” he continues. “Our approach has been that, if we need to spend money anyway to make a space useful, and a relatively small amount more will make it exceptional and allow us to do something that sets us apart, we will go for the exceptional. The investment in LES shows this is working for us.”

Meanwhile, new lab space in bright colors will open this fall on the first floor of LES for internationally acclaimed child development professor Dante Cicchetti. (See related story on page 18.) The top-ranked Institute of Child Development is another CEHD unit that has exceeded its building’s capacity to contain its classrooms, labs, and advances in the field. LES, centrally located and accessible, was enlisted for the Cicchetti lab to welcome children and families recovering from trauma.

“We need places like LES and investments that set us apart to bring and keep the talent and partners so essential to Minnesota’s future,” says Warren. “We cannot forget that space makes a difference.”

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**Cicchetti Child and Family Laboratory**

[www.cehd.umn.edu/icd/people/faculty/cpsy/Cicchetti.html](http://www.cehd.umn.edu/icd/people/faculty/cpsy/Cicchetti.html)

The newest unit to move into LES is the lab of Dante Cicchetti, McKnight Presidential Chair and William Harris Professor of Child Development and Psychiatry, who holds appointments in CEHD’s Institute of Child Development and the Medical School. Cicchetti chose bright colors to welcome the children and families recovering from trauma who will be served in the state-of-the-art facilities. Read the story on page 18.
IN THE LATE 1970s, it was commonly thought that if parents who abused their children received treatment, or if the children were removed from abusive homes, then those kids would be all right. Since then, studies have proved such thinking wrong, and research is showing an association between abuse and neglect and lifelong psychological and physical difficulties such as anxiety, depression, antisociality, bipolar disorder, heart disease, inflammatory problems, and diabetes. Gaining a better understanding of maltreatment and its far-reaching consequences is important for advancing everything from developmental theory to relevant social policies and the creation of meaningful interventions that could make a difference in people’s lives.

Dante Cicchetti, McKnight Presidential Chair and William Harris Professor of Child Development and Psychiatry and one of the world’s leading researchers in developmental and clinical psychology, has long studied the effects of child maltreatment. Lauded by peers as a visionary, he is credited with conducting innovative, interdisciplinary research that has defined and shaped the field of developmental psychopathology.

This relatively new subfield of psychology focuses on the mechanism and progression of psychological disorders through an understanding of the interface between normal and abnormal biological and psychological development in children and adults.

Cicchetti received his Ph.D. in clinical psychology and child development from the University in 1977. He returned to Minnesota in 2005 to join the top-ranked Institute of Child Development and holds a joint appointment in the Medical School’s psychiatry department. In collaboration with colleagues here and around the world, Cicchetti is building upon and expanding the work he has been doing for more than 30 years, first as a faculty member at Harvard and then at the University of Rochester, and as the director of Mt. Hope Family Center in Rochester, New York, a leading site for the study of child abuse and neglect.

While teaching at the institute, Cicchetti has continued to do the bulk of his research in Rochester. But that will change in November, when his new lab opens in the Learning and Environmental Sciences building on the St. Paul campus.

**NEVER LOSE HOPE**

With the opening of his new lab, Dante Cicchetti brings groundbreaking work on child abuse and neglect to the Institute of Child Development.

BY MELEAH MAYNARD
Regents Professor and institute director Megan Gunnar is happy to see her longtime colleague better equipped to do his research in Minnesota.

“We have the best of the best here, and Dante has utterly changed the field,” Gunnar says. “I’m glad he’s getting the lab space he needs.”

**Researching the multiple effects of maltreatment**

Two years in the making, Cicchetti’s 2,811-square-foot lab is comfortable and welcoming with walls painted in bold, kid-pleasing shades of teal, magenta, and bright green that he chose himself.

Beyond the spacious waiting area, hallways lead to several interview, experimental, and observation rooms equipped with one-way mirrors and recording equipment that graduate students will use when working with children and parents who, like those at Mt. Hope, will be connected with Cicchetti and his research team through community collaborations.

In the state-of-the-art EEG (electroencephalogram) laboratory, students will use specially-designed netting and gel to attach tiny electrodes to children’s heads in order to monitor the electrical activity in their brains as they are shown things like photos of positive and negative facial expressions. What the researchers observe will help clarify how abuse and neglect may affect aspects of neural processing in different parts of the brain.

“Physically abused kids have a much greater sensitivity to anger and identify angry faces much earlier than children who have been maltreated in other ways or have not been maltreated,” Cicchetti explains.

The new lab is located across the street from Cicchetti’s molecular genetics lab in the Biological Sciences Center where, for three years, he and his scientists have been testing blood and saliva samples collected from parents and children at Mt. Hope. Genetic variations measured in the samples are being used to understand differences in mental health and resilient outcomes in children who have experienced maltreatment. The samples also provide measurement of stress-hormone levels and immune markers that reveal how stress associated with maltreatment affects physiological processes related to physical and mental health. Findings will be valuable to other researchers and human service professionals who help families work through the trauma of violence and abuse.

Jay Belsky, the Robert M. and Natalie Reid Dorn Professor of Human Development at the University of California, Davis, is an internationally renowned expert on child development and the family. Belsky has always been struck by Cicchetti’s far-sighted approach to research.

“To call Dante a visionary would be right on target, because 30-plus years ago he saw where the field of human development needed to go and he set out to make that happen,” says Belsky. “He’s an intense guy who employs that intensity in everything he does and everybody he touches.”

**A firsthand understanding**

In many ways, Cicchetti’s experiences growing up in a poor, Italian neighborhood in Pittsburgh motivated him to do the work he does today. Over the years, as he has studied development and childhood maltreatment, he has continually confronted the question of why some children who experience abuse and neglect are able to overcome the trauma while others continue to struggle all of their lives. It is a question he understands all too well.

Tall with long, straight black hair, Cicchetti has a distinctive fashion sense consistent with his creativity and independent thinking. It often includes shirts he designs as a hobby and
sleek, colorful jackets that reach nearly to his knees. Warm and uncommonly genuine, Cicchetti explains that what you see is who he is and that his style sensibilities date back to age four or five when he remembers being inspired by his mom’s love of fashion and Elvis Presley’s enviable “cool.”

Describing himself as having been an “emotional and intense kid,” Cicchetti recalls being aware as early as age six or seven that many of the things he and his friends were experiencing at home were “bad.” But he thinks it helped that the children at least talked openly with each other about what they were going through.

“Hearing that things were really bad for them too helped me know that it went beyond me, which was good,” he says.

Cicchetti credits his maternal grandmother with giving him the love and support that helped him to get where he is today. In particular, he remembers the letters she sent when he was in graduate school at the University in the 1970s. She wrote every week, and each letter always included five dollars and 10 stamps so he could write her back and mail his bills. But what made each letter special was one line she included every time: “Remember, no one is better than you.”

“That’s not the same as saying you are better than other people,” Cicchetti explains. “She was saying that no one was better than me, and I needed to hear that because I certainly didn’t believe that at the time, after all that I had been through.”

A place for collaboration

In addition to founding and editing the academic journal Development and Psychopathology for 25 years, Cicchetti has published hundreds of articles and other works that have had a profound impact on the field. His groundbreaking ideas, concepts, and methods have garnered numerous grants totaling millions of dollars, as well as a long list of prestigious awards including, most recently, the Association for Psychological Science’s 2014 James McKeen Cattell Fellow Award recognizing his lifetime contributions to psychological research. Last fall, he received the Klaus J. Jacobs Research Prize and over $1 million from the Jacobs Foundation in Zurich, Switzerland, for more than 30 years of work in child development.

Cicchetti will use the Jacobs prize to expand his interdisciplinary research at the Institute of Child Development and at Mt. Hope, where some of his longitudinal studies with children and families have been going on for more than two decades. Plans for the new lab in St. Paul so far include expanding research on areas such as how maltreatment affects children in the first five years of life, how a parent’s bipolar disorder or major depressive disorder impacts development, whether there may be early precursors to personality disorders, and how early adversity affects epigenetics, which examines how experience can alter the functioning of genes but not the sequence of DNA. Results of these and other studies will be translated into the development and implementation of preventive interventions to promote resilient functioning.

As he talks about the future, Cicchetti says he’s looking forward to collaborating with others at the institute, including Gunnar and professors Melissa Koening, Ann Masten, and Kathleen Thomas.

“I think a lot about the good things that happen when you’re exposed to minds like theirs and what a big impact that has on your work,” he says. “It’s not about being number one. This work is very complex and no one person can do this alone.”

Currently, Cicchetti is a key faculty member engaged in the creation of a new translational research institute for children’s mental health. The new institute, which will include University professors Abi Gewirtz, Gerald August, and Frank Symons, will support basic and randomized control trial interventions across disciplines in children’s mental health and provide training in evidence-based treatments for graduate students and professionals working in the community.

“One thing we’ve learned by doing this work is that interventions with children and families need to be research based,” he explains, stressing that treatments based on myths or misconceptions can be ineffective and even cause harm. “There’s always hope if you’re doing good prevention and intervention. You can’t just look at a child and say: ‘Well, they were abused in the first, second, and third year of life so they’re doomed forever.’ They’re not. Never lose hope.”

Read more about Dante Cicchetti at www.cehd.umn.edu/icd/people/faculty/cpsy/Cicchetti.html and watch a video about his work at jacobsfoundation.org/awards/research-prize-2012.
SIX YEARS AGO, Tom Brenner was one of the youngest professionals in the first cohort of the Minnesota Principals Academy. From his job as middle-school principal in Cloquet, Brenner drove to the metro many times over 18 months, sometimes more than once a week. It was a big commitment, but his leadership team was supportive.

“Every time I got back from the academy, we would talk through something in a new way,” he says. “After a few times, they were ready for me. In the first year, we started at ground zero, wrote out our mission and vision, and laid out a plan for the next two to three years.”

Over time, Brenner’s faculty and staff implemented a variety of interventions in math and reading, from programmatic changes to scheduling. They formed and worked in professional learning communities structured around instruction. And test scores improved.

“The biggest take-back of the Principals Academy was that it helped me understand and implement myself better in the building,” says Brenner. “I went from managing to being an instructional leader.”

Strong leadership, strong schools

“There are no strong schools without strong leadership,” says Ken Dragseth, director of the University’s administrative licensure program and former superintendent of Edina Public Schools. “School principals are second only to classroom teachers in their importance to student success.” (See page 23.)

Research shows that principals impact 25 percent of student learning, yet little professional development is targeted to principals. Since the Principals Academy was established in Minnesota six years ago as part of the U’s College Readiness Consortium, it has helped to train more than 300 school leaders. The academy has used an executive development curriculum developed by the National Institute of School Leadership (NISL).
Brenner’s story is just one of many that illustrate the academy’s personal and statewide impact.

Jessica Cabeen applied and was accepted into a cohort held in Rochester as a special-education supervisor in the Austin Public Schools.

“Having the time to read relevant literature and discuss with other professionals was priceless,” says Cabeen. “Looking at context and reality with other districts across Minnesota allowed me time to think through how practices back in my district could change or impact students.”

In the Principals Academy, Cabeen discovered her passion to lead a school building. Today all 400 of Austin’s kindergarteners attend one of the all-day/everyday programs at Woodson Kindergarten Center where she is principal.

“The academy gave me more rigor and helped me articulate that,” she says. “My position has also allowed me to become a strong voice for students with diverse needs as well as the importance of all-day kindergarten and strong preschool programs.”

Mary Jo Schmid, part of Brenner’s cohort, retired in June and calls the Principals Academy a highlight of her career.

“It gave me the information, insight, and training to lead a school into the 21st century,” says Schmid, who was a principal in Moorhead. “Not only did I become a learner, but also the staff at our school valued what I was able to share with them. We were able to pull ourselves through old paradigms and refocus our efforts on our students’ learning, not the excuses for why we couldn’t meet their needs.”

Dragseth credits the cohort model as a key to success.

“You get to know each other so well and can call on people all over the state,” he says. “You build perspective on differences and similarities across districts so you can support students all over the state. You come away with a higher-level appreciation of what people can do.

“When you’re in the Principals Academy,” he adds, “we want you to be not only a great principal but a great state leader.”

New features, new cohorts forming

With the College Readiness Consortium’s move into the College of Education and Human Development this year, the Principals Academy has a new home in the Department of Organizational Leadership, Policy, and Development (OLPD). In preparation for the change, Dragseth led the program through a year-long study, surveying the state’s 1,500 principals, past participants, and models beyond the NISL curriculum. They stuck with the model and enhanced the content.

When the next cohort of the Principals Academy meets for the first time in October, it will embark on a program with several new components, including instructional practices for special education and English language learning, teacher and principal evaluations (mandated principal evaluations begin statewide this year), community engagement, and guest
Leadership, state by state

When their five-year national study on school leadership was published in 2011, CEHD researchers Karen Seashore and Kyla Wahlstrom and their Toronto co-authors were pressed for findings that would suggest a formula or prototypes to “scale up.”

“There is no formula,” says Wahlstrom, director of the Center for Applied Research in Educational Improvement (CAREI). “What works in Oregon or Texas doesn’t work in New York or Mississippi. State leadership varies between states based on deep political culture.”

Instead, the study showed that effective leadership involves “three E’s”—efficacy, expectations, and engagement. A whole-school focus, collaboration, professional development for leaders, and context are all critically important.

It also showed that, when principal confidence is low, using data and setting targets for student achievement negatively affects instructional leadership and achievement.

“The role of the principal must not be underestimated,” says Wahlstrom.

Data from nine very different states (see map) were collected for Learning from Leadership: Investigating the Links to Improved Student Learning—surveys from 8,391 teachers, case studies from several districts per state, and more than 1,000 in-depth interviews with teachers, administrators, and state personnel. The researchers observed classrooms and analyzed student achievement data.

The importance of context found in the study validated what many educational leaders around the country know from experience. For them, the research provided practical information they are putting to work.

In Alaska, for example, the study has been used to develop a professional growth system (PGS) for early-career principals statewide. Alaska’s 509 public schools range from large comprehensive high schools in urban centers to small K–12 schools in districts that span 40,000 square miles, accessible only by small aircraft. Many school leaders work in the most challenging situations to be found in the nation.

“This research ranks up there with the most profound contributions ever made in school leadership,” says Gary Whiteley, director of the Alaska Administrator Coaching Project based in Kenai. “They describe for us in the field what educational leadership should look like. This is informing what we do.”

Regents Professor Seashore and Wahlstrom presented their research this spring at the first in a new policy-breakfast series sponsored by CEHD. Then they joined a panel of educational leaders and policy makers in a conversation about the role of leadership in closing the achievement gap among students from different socioeconomic backgrounds.

Find photos, presentation slides, and links to research about leadership on the policy-breakfast page (see box).
ASSOCIATE PROFESSOR SUE STAATS doesn’t design her first-year algebra class around a textbook and a set of formulas to memorize. Instead, she creates opportunities for students to make personal connections with math.

“By the time students get to a university, they have a lot of experience with math,” says Staats. “It may not be organized in the way a math teacher or textbook expects it, but students bring tons of knowledge to the classroom. So from the teacher’s standpoint, there’s a lot to work with, and from the student’s standpoint, they have the knowledge to be successful.”

Staats’s own success in the classroom has been recognized with a 2012–13 Morse Alumni Award for outstanding contributions to undergraduate education. As a faculty member in the Department of Postsecondary Teaching and Learning (PsTL), Staats combines her interests in math with the study of why non-lecture-based instruction works.

Staats describes her path to teaching math as a zigzag. She majored in math at Ohio State University. As a senior, she got her first teaching experience as a TA for a math class. She was hooked. After earning a master’s, she began college teaching in Illinois and also pursued her interest in anthropology.

“For me there was a connection between math and anthropology because as a math teacher I was always conscious of the idea of translating math into terms that engage students,” she says. “I think anthropologists understand that process of translation the best because they translate between languages, cultural systems, political systems, and value systems. They have an experience in one world, and they have to explain that story to other people.”

Staats completed a Ph.D. in cultural anthropology at Indiana University with fieldwork in Guyana for a dissertation on religious discourse. But she missed teaching math.

She found a position at Project SEED, a nonprofit that places teachers in elementary schools with students struggling in math. Staats taught in Indianapolis and Philadelphia, a formative experience in her teaching career, where she and her colleagues taught by asking questions.

“You couldn’t lecture or tell students whether they were right or wrong, so you were always thinking on your feet and thinking about math problems to give them so they can build their own knowledge,” says Staats. “It’s a real craft, and when you see people who are really good at it, it’s a beautiful thing.”

Staats first came to the University of Minnesota in 2003 as an assistant professor in the former General College. Now in PsTL, she enjoys being a part of the department’s first-year experience program, which includes learning communities that link classes through common themes.

“A few years ago my math class was linked to world literatures, so all the applications I did in class had an international character,” she says. “The students created a map of the world showing where poverty was under reduction and where poverty was increasing. The math applications gave a bigger context to all of the cool readings they were doing.”

Over the coming year, Staats’s research will take her to local high schools, where she plans to record non-English-speaking students doing problem-solving activities. This will add a multilingual perspective to her research on why talking about math helps students figure out problems better than lectures.

“Mathematics is such a gateway class to individual goals,” she says. “If you can work with a student on an interpersonal level and help them realize it’s not a barrier for them—that they can actually accomplish learning and do well in it—that’s really fun.”

—CHRISTINA CLARKSON

Learn more at www.cehd.umn.edu/pstl/directory/staats.asp.
Meet the chairs
New chairs are heading two departments

Lynne Borden joined the Department of Family Social Science July 1 from the University of Arizona, where she was professor of excellence in youth development in the division of family studies and human development. She led many nationally funded projects designed to enhance the well-being of children, youth, and families. Two have relocated with her—Military REACH, serving those who work with and on behalf of children and youth in military families; and the Children, Youth, and Families at Risk evaluation project.

Before Borden became a researcher, she was actively involved in public education. As a classroom teacher, then as a middle school counselor, she became aware of the influence of family, school, community, and other contexts on young people’s development. Her interest in the role of community programs in promoting the development of young participants led her to complete a degree in family studies and human development at the University of Illinois. During graduate school, she worked directly with cooperative extension, addressing the needs of young people following disaster. She looks forward to leading a department with a strong reputation.

“I really love the opportunity to think about how we keep moving the academy forward, particularly in the area of family social science,” says Borden. “How do we do our best, how do we think about that strategically, and how do we work together to achieve it?”

Geoff Maruyama returned to the Department of Educational Psychology in 2012 after 16 years in central administration. He never stopped teaching, advising, and conducting research.

Maruyama’s interests cover a range of issues in schools, including schedules and structures, teaching approaches such as cooperative learning and conflict resolution, social influence processes, and student background characteristics including poverty, type of housing, language, ability, and race and ethnicity. His work broadened to look at how universities engage urban communities to build partnerships that address key social issues, as well as program evaluation and structural equation methods.

As vice provost and associate vice president, Maruyama chaired U task forces on preK–12 education and urban engagement. He worked on the Northside Partnership in Minneapolis. He brings back experience and deepened perspectives on operations, global competition, technology’s impact, and factors that affect productivity.

“Chair is a new challenge,” he says, listing nearly a dozen things he wants to support, from increased collaboration to identifying and developing core themes for research that create identity and visibility for the department’s work. “Student access and success, engaged research, and sharing skills with our communities—I’ve spent much of my career on these issues, and so have my colleagues. Bringing what I have learned to help shape the department is an interesting and valuable thing to do.”

HONORED
This year’s Council of Graduate Students’ Outstanding Faculty Award winners include Alexandre Ardichvili (organizational leadership, policy, and development), Jodi Dworkin (family social science), Keisha Varma (educational psychology), and Andrew Zieffler (educational psychology).

The award was established four years ago as a way for graduate students to nominate faculty members they feel go above and beyond in their work with graduate students.

Dante Cicchetti (child development) has received the Association for Psychological Science’s 2014 James McKeen Cattell Fellow Award. The award is the highest honor that can be conferred by APS, and it recognizes distinguished APS members for a lifetime of outstanding contributions to applied psychological research. The award will be presented at the 2014 APS Convention in San Francisco on May 22, 2014.

Ezra Hyland (postsecondary teaching and learning) is chair of the board of directors for Best Academy, a Minneapolis K–8 school that is one of five schools to be awarded the 2013 Coalition of Schools Educating Boys of Color School Award. This award recognizes schools with proven success in closing the achievement gap among boys of color.

Nicole LaVoi (kinesiology) was honored at a Minnesota Lynx game on July 7. During the second quarter, LaVoi received the Inspiring Women Award for her work in making a difference for girls and women in and through sport. She has also been invited to serve as an editorial board member for Sports.
Coaching Review, a new international peer-reviewed journal.

Hee Yun Lee (social work) was selected to attend “Excellence in Cancer Education and Leadership” at the 37th Annual Conference of the Association of Pediatric Oncology Social Work. She also was invited to participate on a Special Emphasis Panel to review grant applications submitted to the National Center for Chronic Disease Prevention and Health Promotion of the Centers for Disease Control and Prevention.

Professor emeritus Neil Nickerson (organizational leadership, policy, and development) won a 2013 University of Minnesota President’s Award for Outstanding Service, which is presented each year in the spring and recognizes exceptional service to the University, its schools, colleges, departments, and service units by any active or retired faculty or staff member.

Professor emeritus Paul Rosenblatt (family social science) received the 2013 Award for Service to the University by the University of Minnesota Retirees Association. Although he retired two years ago, Rosenblatt not only writes and researches in his office every day, he also advises five doctoral students, serves on the committees of 15 other grad students, and mentors other students informally.

Amanda Sullivan (educational psychology) received the 2013 Lightner Witmer Award from Division 16 of the American Psychological Association. This prestigious award recognizes individuals who are within seven years of receiving their degree and who have demonstrated continuous scholarship that merits special recognition.

Thom Swiss (curriculum and instruction) recently had new work displayed in a digital literature exhibition at the Library of Congress in Washington D.C. The exhibition features works of electronic literature by American authors, relevant printed works from the Library of Congress collections, and readings. Swiss’s new media poem is titled “Shy Boy.”

Kay Herting Wahl (educational psychology) was named Post-Secondary Counselor Educator of the Year at the spring Minnesota State School Counselor Conference.

Retiring faculty honored at the spring assembly for their careers of distinguished teaching, research, and service in the CEHD and University communities were:

- Lee Galda-Pellegrini (curriculum and instruction)
- Roger Johnson (curriculum and instruction)
- R. Michael Paige (organizational leadership, policy, and development)
- Anthony Pellegrini (educational psychology)
- Jay Samuels (educational psychology)
- Carla Tabourne (kinesiology)
- Constance Walker (curriculum and instruction)

Appointed & Elected

Child development’s Stephanie Carlson and Phil Zelazo have been appointed adjunct professors at Zhejiang University, China. The appointment will include funding for annual travel in support of collaborative research and enhance a planned exchange program to provide graduate students and faculty at the Institute of Child Development with support for (and hands-on training about) cross-cultural research in China.

Joan DeJaeghere (organizational leadership, policy, and development) will serve as an associate editor, in a team of six associate editors from different countries, for the International Journal of Educational Development, a leading journal in the field of education and international development.

Mark Umbreit (social work), director of the Center for Restorative Justice and Peacemaking, was elected founding president of the new National Association for Community and Restorative Justice at the National Restorative Conference in Toledo, Ohio, on June 21. The new association includes practitioners and scholars from throughout the United States and will support the needs of members through annual conferences, technical assistance, training, and other resources.

The following have been promoted to tenured associate professor:

- James Bequette (curriculum and instruction)
- Sashank Varma (educational psychology)
- Ross Velure Roholt (social work)

The following have been promoted from associate to full professor:

- C. Cryss Brunner (organizational leadership, policy, and development)
- Stephanie Carlson (child development)
- Donald Dengel (kinesiology)
- Elizabeth Lightfoot (social work)
A drive for deeper understanding

From Ramsey County to Bolivia, Joan Velasquez, ’79, is an advocate and organizer for communities in need

ONE SUNDAY MORNING while in her teens, Joan Velasquez was ill and stayed home from church. Her family in rural Minnesota had recently acquired a television. She tuned in to a program about a young social worker who worked with urban gangs.

Velasquez had contracted polio at the age of two and spent many childhood years in the hospital. But by high school, she was strong enough to walk a half mile.

“I was raised with the idea that I would have to go to college because I wouldn’t be able to do physical work,” she says. “After seeing that program, I set my mind on social work and stuck to it.”

St. Paul was the urban center that first captured her talent. After earning a bachelor’s degree at Macalester College and a master’s in social work in Ohio, Velasquez returned for a job in Ramsey County.

Then in 1967, she signed up for the Peace Corps and was assigned to Cochabamba, Bolivia. In a growing urban area, Velasquez joined forces with a new parish on the city’s edge.

“I visited every one of the hundred families living there,” she says. “Community organization was an important part of my program—I was a very strong advocate.”

In 1969, Velasquez returned again to Ramsey County. Now fluent in Spanish, she was assigned most of the Spanish-speaking family case load. After several years as a caseworker and then supervisor, her interest in assessing effective social work practice led Velasquez to go for a doctorate.

“I wanted a deeper understanding,” she says. “I got to the U and I found I just loved the research piece.”

When she finished her Ph.D. in 1979, Velasquez became Ramsey County Human Services’ first director of research.

In the meantime, she married Segundo Velasquez, whom she first met in his hometown of Cochabamba. As a Northwest Airlines employee, he was able visit his family twice a year with medical supplies that the couple collected. Donations and surplus of everything from bandages to crutches went to his pediatrician brother.

But it wasn’t until illness led to Velasquez’s retirement in 1994 that the idea of starting an organization took shape. She had lost so much strength that she was flat on her back in bed. But as a child with polio, she had learned to write while lying down.

Less than 20 years later, the accomplishments of Mano a Mano, “hand in hand,” stun even the Velasquezes. They include 139 clinics and a host of other types of projects, from schools and reservoirs to roads and airports.

“I can’t even believe we’ve all done that!” Velasquez says, shaking her head. “But we respond to needs described by people in their own communities. You just go one step at a time, then you see the next step.” The fact that they were bilingual and bicultural has been critical.

“Many organizations can work effectively in urban areas,” Velasquez says, “but we can really make it happen in rural areas.”

In December Mano a Mano moved out of their house to a larger location and now has three employees, freeing Velasquez to focus on planning and research. She and her husband have moved to a condominium downtown looking out on the urban center that drew her as a young woman.

Velasquez, winner of a CEHD Distinguished Alumni Award in 2012, is still dedicated to research. This year, Mano a Mano created a formal collaboration with the University, focused primarily in the Department of Family Social Science.

“We can provide a real-life lab in which students can learn,” says Velasquez, “and the students can provide the expertise and person-power to move our research forward.”

Read more about Joan and Segundo Velasquez and Mano a Mano at www.manoamano.org.
As president of the CEHD Alumni Society, I’m excited to expand our outreach to alumni both near and far. Our board kicked off two new exciting initiatives in April—CEHD 23: Rising Alumni, and Alum-Fest. The rising alumni web profiles highlighted a talented group of individuals representative of the college’s eight academic departments. Through social-media promotion, we increased visits to our alumni webpage and drew greater attention to the outstanding work our alumni do! Our first ever Alum-Fest event on April 24 connected alumni and graduating students, while providing family-friendly activities such as a tour of TCF Stadium and an appearance from Goldy Gopher. The smiles and laughter of children as they played with Goldy were priceless!

We have a variety of events coming up this year, ranging from socials to professional development. Please save the date for CEHD Saturday Scholars on November 2. Now in its twelfth year, this annual day of informal learning will focus on what’s working to reduce the achievement gap and improve preK–20 student outcomes. Please visit z.umn.edu/saturdayscholars to register.

I look forward to serving our 70,000-strong CEHD alumni community! If you have ideas, questions, or feedback for the CEHD Alumni Society, please feel free to email me at cehdas@umn.edu.

Warm regards,

FROM THE PRESIDENT
BRENDA HARTMAN, B.S. ’81, M.S.W. ’89

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

1940s
Victoria Lang (B.S. ’44), longtime middle school teacher in Grand Rapids, MN, passed away April 27.

1950s
Larry Wilson (B.S. ’52), founder of Wilson Learning and Distinguished Alumni Award recipient, passed away April 6. • Harland DeBoer (M.A. ’53), former superintendent for ARAMCO Schools in Saudi Arabia, passed away April 24. • Mearl Guthrie (Ph.D. ’53), professor emeritus at Bowling Green University and Distinguished Alumni Award recipient, passed away March 13.

1960s
Marjorie Crump-Shears (B.S. ’63) played a role in the movie Fruitvale Station, which debuted at the Sundance Film Festival. • Naim Sefein (Ed.D. ’63), professor emeritus at State University of New York at Fredonia, passed away February 15. • Barbara Theobald (M.Ed. ’64), former school textbook publisher, passed away March 6. • Clark Peterson (A.A. ’67) was the featured Memorial Day speaker in Hinckley, MN. • Judi Devin (B.S. ’68) was inducted into the inaugural class of the Minnesota Women Business Owners Hall of Fame. • John Jones (B.S. ’68), dean emeritus and research professor at the University of Denver’s Graduate School of Social Work, passed away February 20. • Marcia Tabram Philips (B.S. ’69) created The Law of Attractiveness for Physical Fitness and Healthy Eating DVD series to help children and families make healthier choices over a lifetime.

1970s
Robert “Kent” Knutson (B.S. ’74), Minnetonka Theatre artistic director, was inducted into the Minnesota State High School League’s Hall of Fame. • Russell Clark (M.A. ’76) was named director of the study group for Roosevelt University International Study Center. • Thomas Mich (Ph.D. ’77) will retire next summer from his position as headmaster for Saint Thomas Academy, concluding a 48-year career in education. • Marilyn Nelson (Ph.D. ’79), professor emerita at the University of Connecticut, was elected
Meet 23 of our rising alumni
In April the CEHD Alumni Society unveiled a new web profile series of 23 rising alumni from across our college who have achieved early distinction in their careers, demonstrated emerging leadership, or shown exceptional volunteer service in their communities. Read their profiles at z.umn.edu/cehd23

1980s
Kim Keprios (B.S. ‘80), CEO of The Arc Greater Twin Cities, was named a Women in Business Award honoree by the Minneapolis/St. Paul Business Journal.
• Brad Coulthart (M.Ed. ’83) retired after 35 years of teaching high school science, most recently at Eastview High School. • Kathleen Niebuhr (B.S. ’84) was named the 2013 Teacher of the Year for Albert Lea Area Schools. • Barbara Keinath (Ph.D. ’85) is vice chancellor for academic affairs for the University of Minnesota, Crookston. • Patricia Elder (Ph.D. ’86), program manager for the Smithsonian Science Education Center, manages a validation grant testing her organization’s science education transformation model in rural North Carolina, northern New Mexico, and the Houston Independent School District. • Paulette Molin (Ph.D. ’87) coauthored The Extraordinary Book of Native American Lists. • Mark Dienhart (Ph.D. ’88) is president and CEO of the Schulze Family Foundation.

1990s
Kevin Kopischke (Ed.D. ’96), president of Alexandria Technical College, gave the commencement address at the University of Minnesota, Crookston. • William Allen (Ph.D. ’97) was elected to serve as board president of the National Council on Family Relations. • Carol Johnson (Ed.D. ’97) retired as superintendent of Boston Public Schools.

For his pioneering work in science education, Larry Yore (Ph.D. ’73) received the University of Minnesota’s Outstanding Achievement Award on May 22, pictured here with his wife, Shari. Yore, a distinguished professor emeritus at the University of Victoria, British Columbia, is an internationally known expert on the role of language in science and science education and on how language affects scientific inquiry.
• **Eric Radtke** (Ph.D. ’97) retired as president of Prairie State College. • **Aaron Ruhland** (M.A. ’97), director of learning and accountability for Orono Schools, was named the 2013 Richard Green Scholar by the Minnesota Association of School Administrators. • **Tracy Gleason** (Ph.D. ’98), associate professor at Wellesley College, was awarded the college’s Pinanski Prize honoring fine teaching.

### 2000s

**Eric Crane** (Ph.D. ’01) is head of a new International Baccalaureate World School in Tunisia. • **Namhee Kim** (Ph.D. ’02) is assistant professor in business at Northcentral University. • **Brittany McCarthy** (M.A. ’02) opened the Sattva Yoga studio in Los Angeles. • **Chris Schulz** (B.S. ’02) founded AKASPORT, offering active programs and camps to keep kids well rounded through sports. • **Kurt Wical** (Ph.D. ’04) is a marriage and family therapist at Minnesota Renewal Center. • **Michelle Ness** (M.S.W. ’05) is executive director of the social service agency PRISM. • **Ross Eichele** (M.Ed. ’06), English and debate teacher at Blaine High School, was a top-ten finalist for Education Minnesota’s Teacher of the Year program. • **Rachelle Hernandez** (M.Ed. ’08) is associate vice provost for enrollment management at the University of Minnesota. • **Andrew Franks-Kelly** (M.S.W. ’09) is a therapist at Jewish Family and Children’s Service of Minneapolis. • **Jessica Peterson** (M.Ed. ’09) is a human resources generalist for the University of Minnesota Foundation.

### 2010s

**Rebecca Shlafer** (Ph.D. ’10) is piloting a research project using Sesame Street Workshop materials developed for children of incarcerated parents. • **Anastasia Maximova** (M.A. ’11) is an international development officer at the Center for International Cooperation in Education Development in Russia. • **William Mullen** (Ed.D. ’11) was named vice president for enrollment management at Augsburg College. • **Millicent Adjei** (M.A. ’12) is associate director of diversity and international programs at Ashesi University College in Ghana. • **Azizah Jor’dan** (Ph.D. ’12) is a postdoctoral research fellow at Harvard Medical School. • **Holley Locher** (Ph.D. ’13) is assistant to the dean at the College of Design, University of Minnesota. • **Caitlin Tharaldson** (M.S.W. ’13) is an in-home therapist for Face to Face in Saint Paul. • **RobertYawson** (Ph.D. ’13) is assistant professor of organizational leadership at Quinnipiac University.

*Degrees listed are highest earned in the College of Education and Human Development at the University of Minnesota.*
Recent gifts and commitments to the college

The college has received an additional $70,000 from the estate of Helen L. Wardeberg, bringing her total estate gift to $720,000. This gift was designated to be added to the Guy Bond Endowed Chair in Reading.

The Target Corporation has given $1,961,000 in support of the PRESS Program, a three-year project through the Minnesota Center for Reading Research to implement and evaluate tiered interventions to get all students in participating schools reading by the end of third grade.

Eloise and Elliot Kaplan have given $200,000 to establish the Eloise and Elliot Kaplan Fellowship for TBI Placements in the School of Social Work.

Gail J. Hanson has made a commitment of $30,000 to establish the Gail Taylor Hanson Fellowship in Special Education.

John and Nancy Peyton have made a commitment of $100,000 to be added to the John and Nancy Peyton Scholarship Fund, which they established in 2010.

3M Foundation made a gift of $34,999 to the STEM Education Center.

Heather Burns and Katherine Maloy have made a gift of $25,000 in support of summer internships at the Tucker Center for Research on Girls and Women in Sport.

An anonymous donor has made a future commitment of $750,000 to the college.
Giving matters

**JUDY AND BOB POTTS ARE AVID READERS** who passed that love on to their daughters. As an elementary teacher in Hopkins for many years, Judy found she had an affinity for children who struggled to read.

“It just broke my heart,” she says. “I knew some kids hadn’t been read to...they came to kindergarten not knowing how to hold a book right side up or that pages should be turned right to left.”

After their daughters finished college, Judy and Bob started thinking about how they might support education beyond their family. Ten years ago, they created two funds, one to support in-service teachers and one for graduate students. The Judy King Potts Endowment for Teaching and Literacy was named in part to honor Judy’s parents.

“My parents were not wealthy people, but they had three daughters and paid for college for all of them,” says Judy. “I always thought that was one of the greatest gifts they could have given us.”

Now Judy and Bob are passing on the gift to others.

Sue Vang is a recent recipient of support from a Potts endowment. As a child, she was a struggling reader and overcame a bleak prediction that she would never learn. Today she is a creative and charismatic teacher.

Working with kindergarteners in Minneapolis, Sue began to write cultural stories in the Hmong language to increase oral language development. She realized she needed to expand her understanding of literacy development.

“Knowing that I work in a highly mobile, culturally diverse, high poverty-rate location, I did not want the students to settle for less—even if that meant going back to school myself,” she says.

The scholarship provided Sue the financial support to further her education, with many paths to reflect, collaborate, educate, and develop better understanding of her daily work with children. Meanwhile, she assembled her Hmong stories into unpublished books that her students can read and judge.

“It’s a matter of getting kids motivated,” she says, “allowing students to see themselves in the text they are reading.”
“The award has shaped me to become a critical thinker about reading and to find identity in the work I do every day for literacy development.”

—SUE VANG, elementary teacher and M.Ed. and reading licensure student

Support student scholarships at cehd.umn.edu/giving
Contact us at 612-625-1310
There are many ways CEHD alumni and friends can stay connected to the college. We hope you’ll attend some of the events listed here or connect with us online. Visit cehd.umn.edu/alumni/events or call 612-626-8782.

**CEHD Homecoming Alumni Party and Parade**

Friday, September 27  
4:30–6:30 p.m., Burton Hall plaza  
7 p.m., parade on University Avenue

Join us for family-friendly food and fun!  
RSVP at cehd.umn.edu/events/homecoming.  

**CEHD Saturday Scholars:**  
**Working In the Achievement Gap**

November 2, 8 a.m.–1:30 p.m.  
McNamara Alumni Center

Understanding the many factors that affect a child’s ability to learn is crucial to ensuring that every child has the opportunity to succeed. Now in its twelfth year, our popular day of informal learning returns with CEHD faculty members exploring what’s working to improve preK-20 student outcomes and reduce the achievement gap in Minnesota. Scheduled topics include: physical activity and academic achievement, child welfare, reading instruction, second-language learning, multimedia instruction, school district collaborations, the global achievement gap, ECFE and early school success, and using photo narratives in college classrooms.

Alumni, students, and the general public are welcome to attend. Register by October 25 at z.umn.edu/saturdayscholars.

*Topics and presenters subject to change.*