

UNIVERSITY OF MINNESOTA

# connect

- + Special education teachers
- + Designing activewear
- + Classroom exchange
- + Improving Lives campaign

CEHD | College of Education + Human Development

FALL 2015



# healthy practice

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On the cover:

School of Social Work associate professor Joe Merighi, center, with MSW students, left to right: Christine Opitz, Mai Ku Moua, Karl Reichter, and Bao Herr. The students belong to the school's first 30-member cohort training to work in primary health care settings. Read the story on page 7.

Photo by Greg Helgeson

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+ HUMAN DEVELOPMENT**

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**Driven to Discover<sup>SM</sup>**

GREG HELGESON



Regent **Abdul Omari**, congratulated by **Dean Quam**, celebrated his Ph.D. in organizational leadership, policy, and development at graduate student commencement in May.

**from the dean:** Innovation is everywhere in CEHD. This issue of *Connect* is full of examples of how faculty, staff, students, and alumni are listening to the needs of our community, engaging with people and services outside the University, and collectively discovering ways to improve lives. We are doing things nobody else is doing that truly make a difference.

The cover story about our School of Social Work describes how we are responding to the needs of our health care system. Another tells how our faculty responded to a call for help in addressing Minnesota’s serious teacher shortage in special education. Our kinesiology faculty collaborated with a colleague in design and a community organization to help East African girls create clothing that makes it possible for them to actively participate in sports. Two of our education faculty spent half their time during the past academic year in local elementary classrooms—an experience I would like more of our faculty to have in the future.

Every issue of *Connect* is just a tip of the iceberg. Over the past few months I have been excited and moved by the launch of the new Institute for Design Innovation and the U of M Autism Initiative. And the new Institute for Translational Research on Children’s Mental Health held an inaugural symposium on epigenetics in May that brought together experts from around the world.

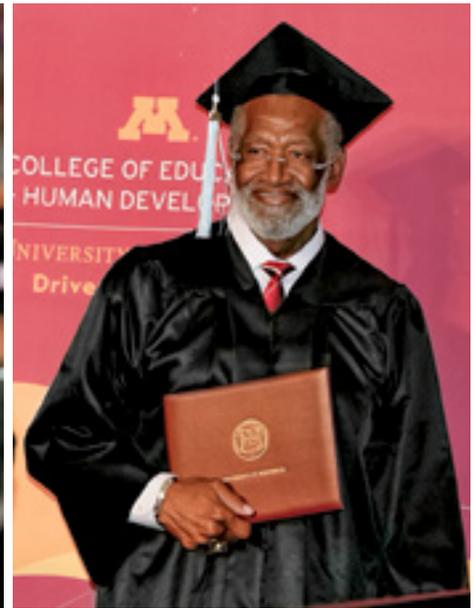
Finally, I have been inspired and proud to kick off the public phase of the capital campaign for our college, which we’ve named Improving Lives because that’s what it’s all about. Learn about the campaign in a special insert in this and upcoming issues of *Connect*.

Lots of great innovation goes on every day in CEHD. We invite you to learn more. Come back to campus for Homecoming this year, or for Saturday Scholars or one of the many events or classes we’re planning, and meet the new students and our faculty who are doing this amazing work.



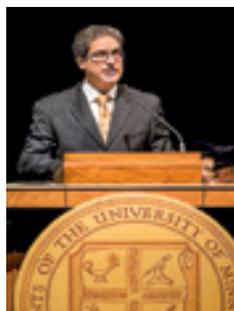
# FINISHING WHAT THEY STARTED:

This year's graduates from CEHD included a former NFL star, a University regent, and the first person from Malawi's University of Livingstonia to earn a Ph.D. Over two days in May, more than 500 graduate and professional students and about 630 undergraduates crossed the stages in Mariucci Arena and Northrop Auditorium to receive their diplomas amid applause, celebratory music, and plenty of social media. Congratulations to all our new alumni!



Football legend **Bobby Bell**, center right, finished what he started 56 years ago by earning his B.S. in recreation, park, and leisure studies (RPLS) on May 14. The Rose Bowl and NFL Super Bowl winner was 13 credits short of a degree when he went pro in 1963. RPLS director **Connie Magnuson** worked with him to create a directed study to fulfill his final credits in the major. Above, President Kaler congratulated the grads.

# Congratulations, graduates!



Clockwise from top: Rep. Carlos Mariani addressed the graduate and professional student commencement at Northrop on May 13. After the ceremony, **Phalla Keo**, Ph.D., celebrated with her family. **Leila Farah** is among the U's first Somali-born doctoral graduates. A delegation of Malawi's University of Livingstonia supporters honored its first alum to earn a doctorate, **Nelson Masanche Nkhoma**. **Maya Hamilton**, Ph.D., and her daughter were greeted by kinesiology faculty adviser **Nicole LaVoi**.

*See more photos at*  
[cehd.umn.edu/commencement](http://cehd.umn.edu/commencement)



GREG HELGESON; PATRICK O'LEARY

# SIX presidents, FOUR decades of leadership

**THIS SPRING** six of the University's former presidents met on campus for a conversation about higher education and the future of Minnesota. President Kaler welcomed his five predecessors—C. Peter Magrath (1974–84), Kenneth Keller (1985–88), Nils Hasselmo (1988–97), Mark Yudof (1997–2002), and former CEHD dean **Bob Bruininks** (2002–11)—who met with students, lunched with faculty leaders, and addressed an enthusiastic crowd at Northrop Auditorium, moderated by the *Star Tribune's* Lori Sturdevant. This is the first time in its 164-year history that the University has had six living presidents. The event was co-sponsored by the Office of the President and CEHD.

Clockwise from front row, left: Presidents McGrath, Keller, Hasselmo, Bruininks, Yudof, and Kaler.



## Bruininks on the Mississippi

**ON MAY 4, THE BUILDING FORMERLY KNOWN** as Science Teaching and Student Services became **Robert H. Bruininks** Hall. Naming buildings after presidents is a University tradition, and this one was completed in 2010, during the presidency of the College of Education and Human Development professor emeritus. Bruininks has given more than 45 years of service to the U including nine as president (2002–11), seven as dean of CEHD (1991–97), and seven as founder and director of the Institute on Community Integration (1985–91). Bruininks Hall forms a gateway to the East Bank campus near the Washington Avenue bridge on the Mississippi River. It houses extensive technology-rich classrooms that serve about 20,000 students a year through hands-on and highly interactive learning environments, plus One Stop Student Services, Career Services, Veteran Services, and more.

# Celebrating 25 years of partnership with schools



Left to right, CAREI directors **Karen Seashore** (1998–2003), **Geoffrey Maruyama** (1993–98), **Kyla Wahlstrom** (2004–15), **Theodore “Ted” Christ** (present), and **Jean King** (1989–93). Not pictured: Interim director **Steve Yussen** (2003–04).

**RESEARCH ON TEEN SLEEP AND SCHOOL START TIMES** is the topic of only some of the 600 studies across the nation completed by the Center for Applied Research and Educational Improvement—better known as CAREI.

On May 4, CAREI celebrated the 25th anniversary of partnership with school districts. Current and former directors and staff, CEHD and University faculty collaborators, founder and former CEHD dean **Bill Gardner**, and many community partners attended—including leaders from school districts, the Minnesota Department of Education, and neighborhood outreach groups.

The first three directors gave a special recognition for longevity and impact on CAREI’s national reputation to **Kyla Wahlstrom**, who has been with the center since its beginning in 1989 and served the past 11 years as director.

President Kaler, former president **Bob Bruininks**, and **Dean Quam** all spoke about CAREI’s strong educational research tradition and future. The center will continue to provide evaluation services while enhancing and expanding services to address research and assessment needs across the state under the leadership of educational psychology professor **Ted Christ**, who took the helm this year.

## Connecting with Cameroon

**ROYALTY FROM THE AWING** region of Cameroon visited the College of Education and Human Development in June. His Royal Majesty Fon Fozoh II traveled to visit with Cameroonians living in the United States and included a trip to Minnesota. His delegation met with **Dean Quam** and other representatives of the college as well as donor Mary Tjosvold, whose support has allowed nine CEHD students to conduct research and field learning in Cameroon over the past two years. Fon Fozoh II also impressed on the college his support for teacher workshops conducted in the Awing region this year.

The Awing region’s Fon Fozoh II, center, and his delegation met with CEHD and other University representatives.





# Educational equity in action

**THE UNIVERSITY'S NEW** Educational Equity Resource Center was announced April 2 in President Kaler's State of the University address. The center is the region's first dedicated hub for information about closing the achievement gap, housed in CEHD. It was formed as a portal serving early childhood, K-12, and youth educators and U researchers and programs.

Educational equity is the work of eliminating demographically predictable outcomes in educational access and achievement. Issues of educational equity exist across the lifespan, from cradle to career.

The website **[www.gap.umn.edu](http://www.gap.umn.edu)**

aims to provide easy access for educators to information on U resources including research, professional development, classroom resources, and related programs. Other projects to develop connections are ongoing, including a community-university advisory council.

The center is headed by educational psychology

professor **Michael Rodriguez** and co-directed by **Julie Sweitzer**, director of the University's College Readiness Consortium.

As the U's Campbell Leadership Chair, Rodriguez has met over the past two years with hundreds of school and educational leaders about the persistent achievement and opportunity gaps among different demographic groups.

"The most common question I get is 'What works?'" says Rodriguez. "There is no one thing that works. Instead we need to focus on 'What works for whom, in what context and conditions?'"

**"There is no one thing that works. Instead we need to focus on 'What works for whom, in what context and conditions?'"**

## Save the date: June 2016 convening

The University will host a two-day event on educational equity in action June 20-21, 2016. It will draw from many contexts that impact educational outcomes for children and youth, including early childhood, K-12, and higher education, community, and employment.

Leaders from educational, community, and political arenas will have the opportunity to consider the current state of educational equity in Minnesota relative to the nation and the world.

With a focus on achievement gaps from pre-K to higher education, Minnesota is strongly positioned to develop and execute coordinated action strategies to achieve greater educational equity by increasing movement toward closing educational disparities.

Keynote speakers include NYU professor of education Pedro Noguera, a sociologist with expertise on the ways in which schools are influenced by social and economic conditions, and San Francisco State U professor Jeff Duncan-Andrade, known for his work with the Roses in Concrete project.

Day 1 will begin with national keynote speakers and focused small-group sessions to consider the Minnesota context.

Day 2 will include multiple sessions designed to facilitate the development of action strategies with participants, focusing on the major age arenas (early childhood, adolescents, and emerging adults) and major contexts (schools, communities, and the larger society). Participants will guide development of an action plan for achieving educational equity.

The schedule will provide ample opportunity to interact with participants and speakers throughout the conference.

Watch for more information, including registration details, in the next issue and online at **[www.gap.umn.edu](http://www.gap.umn.edu)**.

# Healthy practice

## Social work master's students gain skills for careers in health care

BY JACQUELINE COLBY

### AS THE AFFORDABLE CARE ACT

was being signed into law in 2010, the University of Minnesota's master of social work program was already gearing up to respond to changing U.S. health care.

With more people gaining access to health insurance, care providers were expected to hire additional social workers to help clients navigate the intricacies of new requirements. More fundamentally, the law would change the way health care

is practiced, calling for greater integration of services across the health care professions and for more social workers with advanced skills, particularly in services related to behavioral health—a term used to describe the full range of mental and emotional health and well-being.

In 2014, the School of Social Work was awarded a federal grant of \$1.28 million over three years from the Health Resources and Services Administration to train 90 master's students to provide behavioral health social work services in primary health care settings. The funds were part of President Obama's Now is the Time initiative, specifically to expand



the workforce that serves children, adolescents, and transitional-age youth (ages 16–25) who have mental health or substance-use disorders or both, or are at risk of developing them.

Thirty M.S.W. students were selected in 2014 as the first cohort of Integrated Behavioral Health (IBH) fellows, each receiving a \$10,000 educational stipend and embarking on a specialized curriculum that would include a

behavioral health-focused internship and an IBH seminar focused on current topics in the field and career development.

As part of their training, the fellows participated in clinical simulations with standardized patients at the University's Academic Health Center.

Over several days in February, each IBH fellow was videotaped acting as the behavioral health specialist in two 45-minute simulations, one individual session with an actor playing the part of a homeless woman, and one group session with actors playing a family that included a 16-year-old son with behavioral health issues. The fellows found the



simulations powerful—a situation in which they could put the concepts they were learning in principle into practice.

“It was my first time doing a simulation, and I really enjoyed it, even though it was nerve-racking,” said IBH fellow Mai Ku Moua. “We read a lot about therapy, but it was great to get a chance to apply it.”

Debriefing with faculty members after the sessions increased the value of the learning experience, she added. Their encouraging comments made Moua feel rewarded for her hard work in the classroom, and their suggestions helped her improve how she understands behavioral health practice.

“I learned how to troubleshoot family dynamics and how to

IBH fellow Yukershala Givens, right, was recorded acting as a behavioral health specialist in a simulated session with a family that included a 16-year-old son with behavioral health issues.

structure the session so it was more purposeful,” she said.

Simulation opportunities are just one advantage of the School of Social Work’s relationship with the University’s Academic Health Center, says associate professor Joe Merighi, who directs the training grant. The rooms, scenarios, actors, and audiovisual technology were available through the Interprofessional Education and Resource Center, a division of the Academic Health Center that provides simulation development, programming, and research for health sciences

programs across the University.

“One of the strengths of our grant application was that the IBH program provides opportunities for synergies between the School of Social Work and the Academic Health Center,” Merighi says.

## The Minnesota advantage

Merighi, a researcher with experience as a medical social worker, came to Minnesota to join the School of Social Work in 2013. He was drawn by the strength and prominence of the University’s Academic Health Center and its rich intellectual and research environment.

Merighi’s research over the past decade has focused on renal social workers’ role in health care settings—specifically end-stage renal disease, a stage of kidney failure that calls for dialysis or transplantation. It’s an area of practice for which Medicare regulations require a social worker with a master’s degree. In Minnesota, he has worked closely with the Kidney Program at CentraCare Health. Merighi had the expertise and perspectives to write a successful proposal for the training grant and now leads its implementation.

“We want to train social workers who are skilled in the delivery of behavioral health services to children and young adults, as well as social workers who can assume a leadership role on the health care team,” he says.

Merighi joined forces with other School of Social Work faculty focused on health and health care. One of them is teaching specialist Stacy Remke, who has experience as a health care social worker, including 25 years in the pain, palliative care, and integrative medicine program at Children’s Hospitals and Clinics of Minnesota. Remke joined the IBH

# The School of Social Work and health care

**HEALTH CARE IS AN** important and growing part of the School of Social Work’s expertise. Here are some highlights.

**Sexual health.** Associate professor Colleen Fisher investigates individual, cultural, and structural factors promoting sexual health. For the past two years, she has been studying the effects of HIV/AIDS on women in Kenya. Her scholarship also examines health and well-being among lesbian, gay, bisexual, transgender, and queer/questioning (LGBTQ) youth, with emphasis on the experiences of marginalized sub-groups such as transgender, homeless, and rural youth and development of youth-driven interventions.

**Addiction and recovery.** Assistant professor Amy Krentzman researches factors that promote recovery from alcohol and other substance-use disorders, especially the mechanisms of therapeutic change precipitated by professional treatment, recovery community organizations, and 12-step programs. Her current projects include the development and testing of positive psychology interventions for individuals with alcohol and substance-use disorders, the relationship between spirituality and alcoholism recovery, and the role of sober-living houses on long-term abstinence.

**The role of culture.** Associate professor Hee Yun Lee’s major research area is cancer health disparity among underserved minority populations. Using mobile health technology and a community-based participatory research approach, she is developing and testing intervention programs to promote cancer screening behavior.

**The role of medical social workers.** Associate professor Joseph Merighi examines the professional roles and contributions of social work practitioners in health care settings with a particular emphasis on nephrology social workers in dialysis clinics. He conducts quantitative and qualitative studies that describe the changing landscape of social work practice in nephrology settings and explores how social workers enhance the physical and psychosocial well-being of patients with end-stage renal disease.

**Mental health of trauma survivors.** Assistant professor Patricia Shannon focuses on improving the health of refugee communities by identifying the mental health needs of refugee trauma survivors when they first arrive in the United States. She has developed culturally responsive tools and processes for assessment, referral, and treatment of refugees in need of mental health services.

**The Minnesota Center for Chemical and Mental Health** joined the School of Social Work in 2014. The center’s focus is on advancing the science and practice of treating mental health and substance-use disorders. Center staff members work collaboratively with policymakers, clinical researchers, and providers in the field to advance clinical mental health and substance abuse care that will benefit all of Minnesota’s diverse communities. Teaching specialist Peter Dimock is a co-principal investigator of the center.



Above, in a simulation of an individual session, IBH fellow Meredith Brandon, right, worked with a homeless woman. On the facing page, the fellows debriefed their simulations with faculty members Stacy Remke and Joe Merighi, left.

Fellowship Program team based on her expertise in social work in health care and, she says, “because it is a really important, interesting, and challenging area.”

## An emerging model

Remke knows that an interdisciplinary model for health care is still forming.

“Although there is a lot of energy in integrated behavioral health right now,” she says, “there’s very little consensus about what the model should look like, and who should be doing it, and where.”

Social workers are well suited to integrated behavioral health care, according to Remke, because of their orientation to whole-person care, including mental health and practical assistance; their systems knowledge; and understanding that “our tasks include those things that grease the wheels for people, and doing that with intention to empower the client.”

Remke finds it gratifying—and somewhat ironic—that physicians, nurses, and psychologists are now using terminology that has been in social workers’ vocabulary for years.

“The good news is that people are recognizing the validity of our perspective,” she says. “I think we have some advocacy,

some education [about social work] to do in order to link these insights to social work practice.”

The IBH fellows get a chance to do that advocacy and to learn about interprofessional practice in one of their required classes. Every year more than 1,000 University students from across the health-related professions’ programs—including medicine, nursing, dentistry, pharmacy, psychology, public health, nutrition, and veterinary science—enroll in an introductory course offered by the Academic Health Center: Foundations in Interprofessional Communication and Collaboration (FIPCC).

Students in the class are divided into interdisciplinary learning groups. In 2014–15, with the addition of the 30

IBH fellows, approximately half of the groups included a social worker. The face-to-face discussions in these groups provided an excellent opportunity for other health professionals to learn about the roles and practice expertise of social workers, Merighi observed.

## Bridges to practice

A key component in the IBH fellows’ training is the capstone course, a seminar on integrated behavioral health.

“The seminar gives IBH fellows an opportunity to talk about issues and challenges in their internships,” says Merighi, “to learn about ‘hot topics’ in integrated behavioral health, and to hear from behavioral health professionals who are practicing in the Twin Cities.”

One of the seminar presenters was Matthew Lindberg, a trainer in integrated behavioral health at the Minnesota Center for Chemical and Mental Health, which became part of the School of Social Work last year. Lindberg has worked with co-occurring mental health and substance-use disorders since 2000, beginning with clients with mental illness and chemical dependency at People Incorporated Maghakian Place, one of the first residential treatment programs that had a harm-reduction philosophy.

“I enjoyed talking with the students about where I developed my passion,” says Lindberg. “It’s very exciting that these students are able to obtain innovative, evidence-based training in co-occurring disorders. They will really be able to

make a difference in the lives of clients who live with mental illness and substance use.”

The behavioral health internships then provide a way for fellows to hone their skills.

Mai Ku Moua worked as a social work intern with the Family Partnership in the Twin Cities, where she counseled children and families. Then, with her M.S.W. complete, she went to work for the Community-University Health Care Center in Minneapolis as a mental health practitioner. One reason she was drawn to work at the center was Nancy Joseph-Goldfarb, a behavioral health integration specialist there, who was a presenter in the IBH seminar.

“I wanted an opportunity to be in an environment that would allow me to apply my integrated behavioral health knowledge and to grow my skills,” says Moua.

### Where social workers belong

Jobs identified as integrated behavioral health practitioner are still relatively rare because the field is evolving, Remke notes. So far, she observes, interprofessional practice is strongest in settings like diabetes, cystic fibrosis, or oncology clinics.

But wherever the IBH fellows begin their careers, Remke observed the fellowship expanding their ideas about the kinds of jobs that interest them, opening their minds to ways to become more creative in mental health practice, and generating excitement in a way they had not envisioned.

She hopes the fellows can start to change the dialogue about where social workers belong in health care.

“I think it’s a wave of the future,” she says. “I would like to see integrated behavioral health understood more and more as a social work role.”

IBH fellow Christine Opitz says the program opened her eyes to the movement toward integrated mental health and substance-use treatment within the field of social work.

“What is perhaps even more exciting is that this movement is no longer simply a conversation but has progressed to the point of action,” she says. “To be a part of that action by participating in the IBH fellowship is an amazing opportunity.”

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Learn more about the Integrated Behavioral Health Fellowship at [www.cehd.umn.edu/ssw/Current/financial-aid/IBH.html](http://www.cehd.umn.edu/ssw/Current/financial-aid/IBH.html)



# Special

A young girl with braided hair, wearing a bright pink sleeveless shirt, is focused on drawing a line on a whiteboard with a black marker. In the background, another student is also working on the whiteboard, and an adult woman with long dark hair, wearing a grey blazer and a blue lanyard, stands nearby, observing the students. The setting is a bright, modern classroom with a whiteboard and various educational materials visible.

Educational assistant Brittany Beaudette works with students in an EBD classroom.

# delivery

## Creating a new way to prepare teachers who work with our most-at-risk students

BY GAYLA MARTY

### **KARNER BLUE EDUCATION CENTER**

in Circle Pines, Minnesota, is a window on the future of special education. Only blocks from a busy freeway, its many windows look out on a wide meadow full of trees.

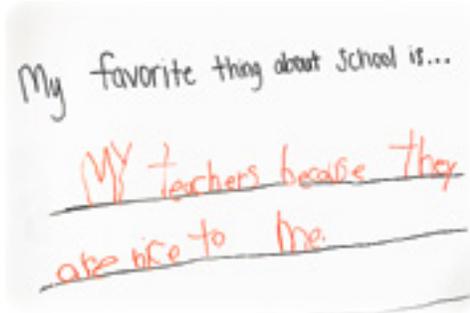
Inside this school named after an endangered butterfly, the spaces are spare and soothing, in colors of earth and sky. Karner Blue contains four areas or communities inspired by outdoor themes—Forest, Lake, River, and Prairie. One community serves only autism spectrum disorder (ASD) students, another a combination of ASD and emotional and behavioral disorders (EBD). All the spaces are secure, and there's a separate area called the Burroughs for students when it's unsafe for them to stay in the classroom.

Brittany Beaudette is an educational assistant in the K–5 River community, whose students have severe behavioral problems. Beaudette came to special education after completing a bachelor's degree in psychology. She was hired as an EA by Northeast Metro 916 Intermediate School District in 2013 and worked in the field only one year before moving to the new school when it opened last fall.

In teacher Kelly Gahie's classroom, Beaudette works with six children, including a boy she followed from her first location to Karner Blue.

"This year he's like a different kid," she says.

The setting is different, and so is Beaudette. During 2014–15, she completed the first half of a two-year U of M master's



degree program in special education that is preparing her for teacher licensure in EBD. But she doesn't drive to the U—the U comes to District 916.

Reflecting on the decision to enter the master's program, Beaudette says at first she wasn't sure. It was a big commitment in a year of big changes. But she decided to go for it and is glad

she did. She credits Gahie, whose background is in social work as well as special education, with welcoming her ideas and her program faculty into the classroom.

She credits the University program with helping her to build her skills and gain the knowledge and confidence to become a teacher.

"The intense coaching and supervision, the opportunity for classroom teaching and getting involved in such areas as due process and intervention plans—every single day—make the format of this program ideal," says Beaudette.

### **A call for help**

Minnesota's teacher shortage in special education is serious and growing, and Megan McAllister knows it firsthand. She is the staffing coordinator for District 916, which serves 12 member districts from Stillwater and Forest Lake to Fridley and Cottage Grove. It is one of Minnesota's three such districts dedicated to providing highly specialized educational programs and services to students, families, and school districts in a cost-effective way.



Beaudette and host teacher Kelly Gahie work closely, here helping students create bird feeders.

Last year, for example, District 916 served 400 students with EBD and ASD referred by their home school districts. The number of students who need special education services has been growing so rapidly that 916 was able to make a clear case for building Karner Blue, designed specifically for that purpose.

Building schools is hard but staffing them is even harder. In 2013, McAllister didn't know how the district could keep up with its EBD staffing needs. One bright spot was the high quality of its educational assistants, like Brittany Beaudette, who loved their jobs and excelled. But it was almost impossible for them to go back to school to get the degree and licensure they needed to advance into the teaching profession, and doing so would take them out of their valued positions.

Then McAllister got the name of educational psychology

professor Jennifer McComas at the U.

"I called her and basically said, 'Help! Can you help us?'" McAllister says. Was there any way the U could bring its master's program in emotional and behavioral disorders to the district so educational assistants could get licensure while staying in their jobs?

McComas responded immediately. She started working out a plan to deliver the existing master's degree curriculum in a combination of formats—off-site lecture, online, and clinical observations—to the district. The plan had to get approval from the Minnesota Board of Teaching, and by the time it did, on April 11, 2014, word had spread.

When fall semester began last September, the pilot cohort of new U students included 23 working professionals in five school districts—Intermediate Districts 916 and 917, Minneapolis Public Schools, Mounds View, and North St. Paul–Maplewood–Oakdale. Each had to apply to and be recommended by their district and then apply and be accepted into the University's two-year program.

### **Strength of a cohort**

Monday through Friday during the past school year, all 23 master's students went to work at jobs that many would consider among the most demanding anywhere. They work with children and youth with EBD who are at great risk of hurting themselves and others, who have been removed from general education classrooms and schools. In EBD classrooms, educational assistants support the licensed teacher, who at any time may need to leave the room with a student who has lost control.

On Wednesday nights, the cohort came together for six hours of off-site classroom instruction at Capitol View Education Center in Little Canada. There they experienced interactive learning tailored to their goals. For large portions of the evening, they took on the roles of their own students, experiencing the methods they would take back to their classrooms.

One night in April, for example, instructor Dave Edwards took them through a seventh-grade-level lesson on three quatrains by Shakespeare. Edwards modeled giving explicit instructions, moving step by step and using proven methods to develop EBD students' skills in processing verbal directions, writing, speaking, and controlling impulses. He invited discussion that allowed the class to bring examples and brainstorm how to address the struggles of particular students.

"Sure, I'm tired when I get here," said one student over a



break, “but every Wednesday as we’re going through examples, I am thinking of something that happened that day and how this could work or could be applied. And the next day, I have something to bring back and try in the classroom, right there, right away, so I’m getting energy from that.”

The rest of the weeknights and weekends, the students completed homework and online courses. And almost every week, they prepared for a visit from their U instructors, who observed and coached them through a variety of new activities and methods.

“When we came together in the fall, it was intimidating,” says Beaudette. “For example, I was coming from work in a beautiful new school and some of us [were coming] from schools with metal detectors. But we all have experience, we know what we’re getting into, and all 23 of us are passionate about what we do. And we felt supported by Professor McComas, our instructor, and each other.”

The cohort model made the most of the knowledge, experience, and perspectives they all brought to the classroom every Wednesday.

“Getting feedback on a weekly basis is invaluable, and there are so many schools represented in the cohort to build off of and learn from,” says Tre Lewis. He earned his B.A. in criminal justice at George Washington University and now works with high school students at Reach Academy in Mounds View. “Here you have like-minded people who still have a lot of different ways of thinking—it helps build your knowledge.”

“We had some assumptions when we started,” says GinaMarie Theesfeld from Minneapolis Public Schools. “Talk about diversity—culturally, ethnically, socioeconomically, suburbs and heart of the city, men and women.”

## A gift to students

Theesfeld came to special education by chance. With a background in criminal justice and law, she took a job in a group home while starting her own family and working part time. A friend observed that she would do well in schools. Theesfeld was hired as a special education assistant with sixth-graders at Sanford Middle School in Minneapolis and then moved with them as they advanced to Washburn High School. Now she is watching those students graduate. Theesfeld is one of the rare staff members who has helped students move successfully from highly restrictive to less restrictive levels of EBD services and even back to general ed classrooms.

“We need more people in this field and more who are passionate about these students,” she says.

After six years as an educational assistant, Theesfeld wanted more. She even thought about going to law school. Then her supervisor told her about the new U master’s program



GinaMarie Theesfeld, left, and former student Juatay Holmes, Washburn High School class of '15



Jennifer McComas and Megan McAllister

and she saw an opportunity to focus on becoming a teacher.

Like many of her peers in the cohort, Theesfeld has juggled her job, family life, and school. But the balance has become part of her lesson plan.

“This past year, watching someone like me work, be a parent, and be a student lets my students see what that looks like for their future selves,” says Theesfeld. “Your students get to see you with integrity—that is important.”

The program also gives educational assistants a strong message, she adds.

“It’s telling us, ‘We see you, and you are awesome!’” says Theesfeld. “This is a gift that the U and the districts are giving, opening up a program that gives us the tools to become really good at this work.”

## Celebrating success

It has been a successful pilot year, McComas and McAllister agree. They’ve worked through problems and made

adjustments along the way. McAllister reports strong feedback from District 916 principals.

“These EAs have taken it to a new level and are now leaders within the program,” she says. “For example, if a teacher has to be out of the classroom with a student, that level of skill and independence is increasing so the EA can step up. It’s a model, and when you’ve got a professor from the U in the building, it elevates the rest of the staff, too.”

Minneapolis retained all six of its staff members participating in the program—a sign of success especially considering the intensity of carrying out dual roles, says Molly Sullivan, Grow Your Own coordinator in Minneapolis Public Schools.

“Growing current and future special ed teachers through this program is really complex for the staff members and for their host teachers,” says Sullivan. “We’re excited about the program—‘growing our own’ is a way to do this.”

McComas organized a picnic to celebrate the end of the year and mark the midpoint of the program. The M.Ed. students brought families—a mix of spouses, children, and parents, who spread out around tables under an oak tree by Burton Hall. They ate burgers and brats off a grill and introduced their families to each other and the staff.

When asked about the program—biggest challenges, biggest positives—the students agree it has been tough. But they point to each other with smiles.

Alvin Johnson, who works at Northeast Middle School in Minneapolis, attended the picnic with his two young sons. With all the demands of his heavy schedule, he credited the cohort with keeping him in the program.

Theesfeld couldn’t make it to the picnic because it was her own preschooler’s last day of school, but she was there in spirit.

“We came together, and we are doing not only this program together,” she says, echoing Johnson. “This cohort does *life* together.”

“It has been the best year,” says Beaudette. “Being part of the cohort is powerful. We had a meeting to recruit the next cohort and I got kind of emotional, because I want others to have this.” +



Students in the first cohort met on campus for a picnic to celebrate their program midpoint in May, hosted by Jennifer McComas, left, and instructor Dave Edwards, in the maroon U of M shirt.

Learn more about the master’s program in special education for licensure in EBD at [z.umn.edu/MEEDBD](http://z.umn.edu/MEEDBD).

# energy



# exchange

Barbara Billington, center, and host teacher Amy Wittmann co-teach in a science classroom at Linwood school.

## Two teacher educators take time out to co-teach in elementary classrooms

BY ELLEN FEE

**A CLASS OF EAGER THIRD-GRADERS** are barely keeping themselves in their seats. “Gibbous!” “Crescent!” “First quarter!” they call out as their hands shoot into the air.

In this elementary science classroom, today’s lesson is all about the moon. Some students stand and model the lunar cycle, using labeled signs, a bright yellow exercise ball, and their own bodies to represent the moon’s different phases.

At the front of the room, not one but two teachers facilitate the activity and ask questions. Amy Wittmann, a science specialist at Linwood Monroe Arts Plus in Saint Paul, and Barbara Billington, a science education specialist from the U, are co-teaching together this year.

They aren’t the only ones. U math educator Terry Wyberg wheels his bike up to Matt Linman’s second-floor classroom at Barton Open School in Minneapolis one morning before class. Soon, Wyberg and Linman greet their room full of fifth- and

sixth-graders, and together they introduce the day's math focus: measuring and graphing how gear size affects a biker's speed.

These partnerships are part of a special year-long collaboration. CEHD's Teacher Education Redesign Initiative (TERI) connected Billington and Wyberg with partner schools to meet several needs—first, to provide professional development opportunities for teachers in those schools; second, to expand Billington and Wyberg's experience in elementary education and their specialty areas; and third, to enhance the quality of education for K–6 students and teacher candidates across grade-school to university settings.

### Shared spaces for learning

The partnerships began as a way to honor a request for professional development for two highly valued lecturers. Billington and Wyberg are instructional staff in the Department of Curriculum and Instruction who work in the Science, Technology, Engineering, and Mathematics (STEM) Education Center. With expertise in science and mathematics, respectively, both had taught at the secondary level but not in elementary school settings.

To enable them to teach elementary education methods courses and remain in compliance with Minnesota Board of Teaching instructor requirements, associate dean Deborah Dillon awarded them professional development leaves to work as elementary teachers in public schools for the 2014–15 school year.

In a strategic move, Billington and Wyberg were asked to take special roles in TERI partnership schools, linking their work with the redesign of teacher education underway in CEHD.

"In the past, many different types of liaisons have engaged in schools to support areas such as induction, partnership, research, professional development, and retention," says Dillon. "Embedding faculty as co-teachers was yet another iteration of a mutually beneficial hybrid role. The faculty liaison roles of doctors Billington and Wyberg were new to our TERI Partner Network."

Office of Teacher Education (OTE) director Stacy Ernst was instrumental in arranging the placements.

"Opportunities for University faculty liaisons to co-teach in partner schools is as important to us as having school professionals engaged as instructors in our programs," says

Ernst. "In these ways we're able to remain in shared spaces to learn, advocate, and support the initiatives at the school site—and also to translate and link those initiatives for P–12 students to the cutting edge research of our faculty and to the methods expertise that our instructors bring to the table."

Wyberg, who has been preparing the next generation of math educators for 24 years, hoped to put the methods he teaches and reads about to the test in a classroom with an experienced elementary educator.

Billington, in her seventh year teaching science education courses, was interested in the different classroom dynamics between high school, where she started her teaching career, and elementary school.

In a lesson about the moon, students modeled the lunar cycle using signs, balls, and their own bodies to model the moon's phases.





“Learning how to work with a classroom full of elementary kids was one thing that I was really looking forward to,” says Billington. “Their enthusiasm is absolutely infectious. They have so many questions.”

### **Connecting the spheres**

Billington and Wyberg committed to spend half of every school day for the year working in their respective elementary classrooms. Afternoons and evenings were spent back on campus teaching graduate-level classes.

Teaching elementary and graduate students at the same time has helped them make important connections between the two spheres, they agree.

“Being able to step away from the theoretical side of teaching methods and working at Linwood every day has been a really good reminder of things I learned and put in play as a high school teacher,” says Billington, “but it also gives me a richer experience because I’m working with younger kids in a different setting.”



Barton host teacher Matt Linman, top left, and Terry Wyberg co-teach a math lesson on measuring and graphing how gear size affects a biker’s speed.

And for Wyberg, the connection between the University and elementary setting goes even further. One of his co-teachers, Lindsey West, is one of his former methods students. Working with West has allowed Wyberg to present ideas and put them into play with an elementary teacher he helped to prepare for the profession.

“When Lindsey and I talk through an idea, she goes and does it even better,” says Wyberg.

The year was a learning experience for everyone involved. When Wyberg co-teaches with Matt Linman, for example, he says they are able to combine their different strengths to help each other out while planning lessons.

“I help him with the math, but then we’ll work together with the pedagogy,” says Wyberg. “It’s been a nice connection for both of us.”

The mutual support present in each classroom has been an important facet of the partnership for the University but also for Billington and Wyberg’s co-teachers. Wittmann says that having another science educator to reflect with her has helped her become better at her job.

“It’s helped my practice and developed me as a science teacher,” says Wittmann. “That has been huge.”

## Putting new knowledge to work

As the school year came to a close, Billington and Wyberg didn’t see their partnerships ending. Each envisions the personal relationships they’ve built impacting their work as much as their new skills will.

Billington would like to bring Wittmann into her methods class as a guest teacher. She senses that many of her teacher candidates are nervous about teaching science to elementary school students and thinks Wittmann could be a positive role model who can give teacher candidates some resources and reassurance.

“Many of them know that I’m trained as a secondary teacher, so it would show that there are enthusiastic people who teach elementary school and love to teach science, too,” Billington says.

Barton Open School, where Wyberg co-taught, has a long-standing relationship with the University. It has been a placement site for student teachers for many years, and Wyberg says he now has a different understanding of student teachers’ work in the classroom and role at the school.

“I got to work with the student teachers a little differently—as colleagues rather than coming in and watching them teach,” he says.



Left to right, Matt Linman, Wyberg, and Lindsey West

Associate dean Dillon sees the investment paying off in larger ways, too.

“I have no doubt that the partnership with faculty liaisons this past year will greatly inform our continuous improvement work in collaboration with school partner districts and sites,” says Dillon.

Billington and Wyberg describe how lucky they feel to have been supported by the college, TERI, and their department to enable them to spend a year working side by side with their co-teachers in two of CEHD’s largest partner districts—Minneapolis and Saint Paul public schools.

“I have been allowed to be a vital part of the science program at Linwood this year, which is a really wonderful experience,” says Billington.

Both look forward to starting the new academic year strong, with their new knowledge and deeper understanding of effective elementary education.

“I’m going to be bragging this up to my students,” says Wyberg of his year at Barton. “But in a way that tells them, ‘I understand what you’re going to go through’—maybe not a hundred percent, but a little bit. And I think that makes a difference.”

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Learn more at [www.cehd.umn.edu/connect/2015/TERI.html](http://www.cehd.umn.edu/connect/2015/TERI.html).



# Fashion Forwards

Four women teamed up with a group of middle-schoolers to create activewear for East African girls

BY ELLEN FEE

**TWO YEARS OF HARD WORK** paid off in June as East African middle-schoolers showed off their new activewear at a campus fashion show.

The girls modeled two different designs that take their culture into account: a versatile outfit for general physical activity, and new basketball uniforms—bright red and bearing the team name, Lady Warriors.

Before this, the girls faced challenges playing sports in public because traditional cultural clothing made it difficult to play to their fullest potential. The new activewear, which features breathable leggings, long sleeves, and a tighter “sport hijab,” enables freer movement and allowed some of them

to finally become the first traveling basketball team in the community.

Chelsey Thul grinned from the audience as she cheered on the sixth- and seventh-grade girls modeling the specially designed activewear. Thul, lecturer in the School of Kinesiology, became involved in the clothing design as a way to research and address the trend of physical inactivity in diverse populations of adolescent girls.

The project was born in 2013 when Thul collaborated with Elizabeth Bye from the College of Design, Nicole LaVoi from the Tucker Center for Research on Girls & Women in Sport, and Fatimah Hussein, founder of the Girls Initiative in



Recreation and Leisurely Sports (GIRLS) in the Cedar–Riverside neighborhood in Minneapolis. GIRLS, a program of GirlsWin nonprofit organization, is an all-female, culturally appropriate physical activity program for Muslim East African girls.

The four set out to form a partnership that would allow the University to conduct valuable research while benefitting the surrounding community.

“Since the first day Chelsey came, she never stopped,” says Hussein, who began working with Thul before the clothing project. “The girls always complained about the many layers, but we didn’t know what to do about it. Then she found the connection to make it happen.”

During the project, Thul and other U collaborators worked closely with the students, coaches, and families involved in the GIRLS program.

“We built relationships together,” says Thul. “It was incredibly important to have a true community-University partnership that lived up to that name.”

Top, the girls’ sketches made while brainstorming with the design team were displayed at the fashion show. Below, the girls modeled the activewear including a new basketball uniform, left.

Making sure the young students had a say in the process was a top priority. Apparel design professor Elizabeth Bye brought her expertise not just in apparel but in the overall design process. The final clothing design was based directly on drawings the students made while brainstorming with the team. Attendees of the fashion show could see the girls’ sketches displayed near the stage.

“The process was wonderful,” Thul says. “It was a true collaborative effort between the Tucker Center, the College of Design, the GIRLS program, and many community members along the way.”

“The girls’ confidence has changed—it’s changed their lives,” says Hussein. “We all agree that, when we start young, those habits of activity become the norm.”

Much of Thul’s work focuses on implementing physical activity programs for underserved adolescent girls. Creating opportunities is a passion for her. She says getting to know the students and the community over the span of the project made the project all the more meaningful.

“It’s hard to put into words,” says Thul. “Seeing the joy and excitement that the girls have in the design they created and the fact that it’s really going to make a difference in their lives when it comes to sport and physical activity is powerful and exciting.”

Now that the finished clothing can bring opportunities to members of the GIRLS program, Thul and the team want to bring culturally appropriate activewear to even more players and communities.

“The hope is to make these designs accessible for many more girls and women,” says Thul. 

Read more at [www.girlswinmn.com](http://www.girlswinmn.com) and [z.umn.edu/EAactivewear](http://z.umn.edu/EAactivewear).



>>> FACULTY PROFILE <<<

## Heart work

### Teaching award winner Rashné Jehangir is an interdisciplinary scholar and passionate student advocate

**“WHERE ARE YOU FROM?”** “Where did you grow up?”

**Rashné Jehangir** first encountered questions like these as a college freshman in Wisconsin. Born and raised in Mumbai, India, her experience leaving home to attend college informs her educational work today.

“I have an understanding of what it means to be an outsider in different ways,” she says. “This idea of not quite fitting in and having to figure that out—this is where I feel really connected with students.”

Now an associate professor in the Department of Postsecondary Teaching and Learning (PsTL), Jehangir is a recipient of the University’s highest teaching honor, the Morse–Alumni Teaching Award. She is committed to cultivating classroom communities where students can grapple with big questions and learn from the experiences of others. Crafting interdisciplinary learning space, where students and teachers are co-learners, helps her make meaningful connections.

“I credit Rashné for being my academic fairy godmother,” says former student Kafia Ahmed, “seeing something in me I couldn’t yet see in myself—a capable and dynamic young woman.”

Creating moments of advocacy and agency is central to Jehangir’s teaching philosophy. Helping students—especially those who are first in their families to attend college—recognize their strengths while reinforcing their aptitude for walking in multiple worlds is a driving force for her.

“Our job is to help them translate strengths—that’s where the deep ‘heart work’ is involved,” says Jehangir. “There is head work, and there’s heart work—both intellectual and relational.”

Teaching came to Jehangir through a chance opportunity. She began her career as a counselor advocate for first-generation and underserved college students in the TRIO program. Her mentor, Bruce Schelske, invited her to teach a one-credit class,

and the experience shifted the trajectory of her career and life.

“The types of conversations, the types of reflections on identity of self and others we were able to have [in the classroom] were unbelievable,” she says. She wanted to explore them as a teacher and researcher, so she began her Ph.D. while working full time. Her research focused on interdisciplinary, team-taught learning communities designed for first-generation college students. That served as a springboard to her leadership in developing CEHD’s successful First Year Experience program.

“It was a really joyous, challenging, messy time,” she remembers, reflecting on the work in which she and her PsTL colleagues engaged to design the program. “I think that’s as it should be when there is space to be creative and innovative about pedagogy.”

As a qualitative researcher, Jehangir’s renowned work examines the narratives and experiences of first-generation students, many immigrants and people of color. Her own first-year curriculum focuses on storytelling and examining diverse narratives through various lenses, including short documentary films. In one assignment, she invites students to explore personal narratives through a biographical object that represents their experiences and identities. She participates in the assignment, too. “If they’re going to do it, I’m going to do it,” she says.

Jehangir’s biographical object is handwritten letters from her father, received as an undergraduate.

“He wrote letters like stories, so I could picture things at home that I missed,” she continues. “They carried my history.”

Jehangir keeps the letters within reach of her office chair, a reminder of her identity as she helps students honor their own beginnings while advocating for their futures. —Wendy Robson

Read more at [www.cehd.umn.edu/people/profiles/Jehangir](http://www.cehd.umn.edu/people/profiles/Jehangir).



## Honored

New faculty member **Bodong Chen** (curriculum and instruction) was honored with the Chinese American Educational Research and Development Association's 2015 Dissertation Award at its 23rd annual conference. This award is given to Chinese and Chinese Americans who have completed a quality dissertation on education or education and teaching of Chinese.

**Dante Cicchetti** (child development), McKnight Presidential Chair and William Harris Professor of Child Psychology and Psychiatry, has been elected a member of the American Academy of Arts and Sciences. The 197 members of the academy's class of 2015 include Nobel and Pulitzer prize recipients; MacArthur and Guggenheim Fellows; and Grammy, Emmy, Oscar, and Tony award winners as well as some of the world's most accomplished scholars, scientists, writers, artists, and civic, business, and philanthropic leaders. The new class will be inducted at a ceremony on October 10 in Cambridge, Massachusetts.

The Department of Curriculum and Instruction's **Aaron Doering**, **Susan Koseoglu** (Ph.D. candidate), **Cassandra Scharber**, **Jeni Henrickson** (Ph.D. candidate), and **David Lanegran** (Macalester College) are recipients of the Journal of Geography Award from the National Council for Geographic Education for their journal article "Technology integration in K-12 geography education using TPACK as a conceptual model." The recipients were recognized at a special ceremony during the U.S. National Conference on Geography Education in Washington, D.C.

**Tania Mitchell** (postsecondary teaching

and learning) was selected to receive an American Association of University Women (AAUW) fellowship for 2015-16. AAUW provides one of the world's largest sources of funding for graduate women, and the awards are highly competitive.

Dean **Jean Quam** was ranked sixth among the nation's 30 most influential deans of education in the nation by Mometrix Test Preparation. She was also voted Favorite Role Model for Women in Education in the *Minnesota Women's Press* 18th annual "What Women Want" survey of its readers.

The Research and Training Center on Community Living (RTC), Institute on Community Integration, received two awards from the Somali Parents Autism Network for the RTC's work on the Minneapolis Somali Autism Spectrum Disorder Prevalence Project. The awards, given at the organization's World Autism Day annual event in Minneapolis, were accepted by **Amy Hewitt**, RTC director.

The American Society for Engineering Education (ASEE) awarded **Karl Smith**, co-director of the STEM Education Center, with the 2015 Lifetime Achievement Award. Smith was presented the award during the 2015 ASEE Annual Conference and Exposition in Seattle, Washington.

**Frank Symons** (educational psychology), associate dean for research and policy, has been awarded the Distinguished McKnight University Professorship, which honors the University's highest-achieving mid-career faculty. His research on the severe behavior problems of children and adults with special needs, especially those with developmental disabilities and emotional or behavioral disorders, is ground-breaking. Symons is

one of five University professors receiving the award in 2015. The Institute of Child Development's **Megan Gunnar** and **Ann Masten** earned the award previously.

**Fran Vavrus** (organizational leadership, policy, and development) has been named the 2015-16 recipient of the Rossmann Family Faculty Development Award. Established in 2009 by Marty and Jack Rossmann, the award recognizes a tenured faculty member who has demonstrated an exceptional level of creativity and productivity in their scholarship, teaching, and service.

## Retired

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

**Jim Brown** (organizational leadership, policy, and development)

**Andy Collins** (child development)

**Jeanne Higbee** (postsecondary teaching and learning)

**Jan McCulloch** (family social science)

**Tom Post** (curriculum and instruction)

**John Romano** (educational psychology)

**Susan Rose** (educational psychology)

## Appointed and elected

**Zan Gao** (kinesiology), director of the Physical Activity Epidemiology Lab, was named to the editorial board of the *International Journal of Behavioral Nutrition and Physical Activity*, which is devoted to the promotion of understanding behavioral aspects of physical activity and diet.

**Michèle Mazzocco** (child development), research director of the Center for Early Education and Development, was selected to serve as an adviser on the Minnesota

Department of Education Improving Early Math Project team. She will contribute to revising early learning standards for 0–5 year olds and advise on early math professional development efforts for early childhood educators in Minnesota.

**David O'Brien** (curriculum and instruction) was elected to the board of directors of the Literacy Research Association, a major research organization in the field of literacy. His three-year term begins December 2015.

**Roozbeh Shirazi** (organizational leadership, policy, and development) has been named associate editor of *Diaspora, Indigenous, and Minority Education*, a quarterly peer-reviewed journal dedicated to researching cultural sustainability in a world increasingly consolidating under national, transnational, and global organizations.

The following have been promoted to tenured associate professor:

**Vichet Chhuon** (curriculum and instruction)

**Tai Mendenhall** (family social science)

**Cassandra Scharber** (curriculum and instruction)

**Patty Shannon** (social work)

The following have been promoted from associate to full professor:

**Martha Bigelow** (curriculum and instruction)

**Theodore Christ** (educational psychology)

**Aaron Doering** (curriculum and instruction)

**Abigail Gewirtz** (family social science)

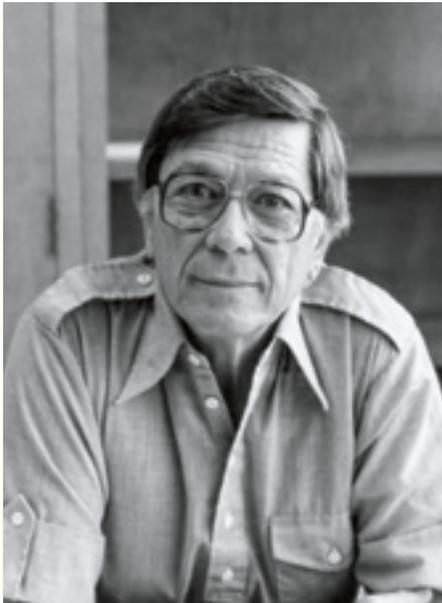
**Priscilla Gibson** (social work)

**Amy Lee** (postsecondary teaching and learning)

**Hee Lee** (social work)

**Kristen McMaster** (educational psychology)

**Diane Wiese-Bjornstal** (kinesiology)



## In memoriam

**Richard Noble "Dick" Hey**, professor emeritus and former chair of the Department of Family Social Science, passed away April 22 at his home in Roseville. He was 96. A beloved teacher, mentor, and colleague, he served as president of the National Council on Family Relations and the American Association of Marriage and Family Therapy.

Hey grew up an avid reader in Okeene, Oklahoma, and moved to Washington, D.C., after high school to work for the Department

of Agriculture. In 1941, he was drafted into the military. During his service, Hey regularly corresponded with Miriam Jennings, and they married while he was stationed in Texas. The Heys moved to Kentucky to attend Berea College because it allowed married students to live together, enabling them to share care of their first child. Dick Hey went on to Newton Theological Seminary, where he completed a divinity degree and was ordained; and Columbia University, where he completed a Ph.D. in sociology. He then joined the Marriage Council of Philadelphia at the Pennsylvania School of Medicine. He was a pioneer in the technique of working with couples together in therapy rather than assessing spouses individually. Joining the faculty in Minnesota, he worked to establish the first postdoctoral training program for marriage counselors. After retirement he continued taking students on international trips to study cross-cultural family systems and home economics.

Hey was a mentor to many, a lover of art and music, and a husband and father dedicated to forward thinking and generosity. He is preceded in death by his wife Miriam and survived by their three children, five grandchildren, and two great-grandchildren. A memorial celebration was held May 30.

Gifts in memory of Dick Hey may be made to Family Social Science Student Support, University of Minnesota Foundation, Fund #3303.

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A University remembrance of **Josef Mestenhauser**, professor emeritus of international education, who was eulogized in the spring/summer issue of *Connect*, will be held October 3, one day after the annual Mestenhauser Lecture. See [z.umn.edu/mestenhauser](http://z.umn.edu/mestenhauser).

# Making music together



## Norm and Joan McGonigal Staska reunited decades after meeting in University band

**CEHD ALUMS** Norm Staska (B.S. '57, M.Ed. '69) and Joan McGonigal Staska (B.S. '57) met in the bowels of Northrop Auditorium, drawn there—and together—by love of music.

Norm, alto saxophonist in the marching band, arranged music for the Gopher football halftime shows, toiling in a basement office for four cents a measure. Joan, a French hornist, earned even less temping as the band director's secretary in an adjoining room.

"Eventually Norm asked me to go grab 'pizza,'" Joan recalls. "I said, 'Never heard of it, but I'll try it if you do.' It only took him 40 years to propose after that." Long wait for an overture!

### Prelude

Norm came to the U from Owatonna High School via the Navy. He was already studying and playing music with Red McLeod, a professional music arranger. Red got him the arranging job—including the office next to Joan's. Joan played trumpet at Anoka High but switched to French horn after transferring to St. Paul Central—good news for the U, which was short on French hornists.

Both made concert band, and Joan arranged her work hours so Norm could walk her to the parking garage at night. But after earning their degrees—Joan in elementary education, Norm in music education—the couple separated. Norm took a position in Litchfield, and Joan taught fifth grade in Robbinsdale.

### Interlude

By the time Norm returned to the Twin Cities as a band director in Columbia Heights, Joan had married. Norm himself was enjoying life as a big-band musician and music author: In 2013, his and Red's *Scale Etudes* celebrated its 50th year in print, and their *Rhythm Etudes* will reach the same milestone in 2016. But Norm's extracurriculars never overshadowed his devotion to music education.

"Band provided a place for kids to blossom, especially shyer kids who needed to shine but wanted a sense of collegiality," he says. He believes the fine arts are crucial to education, encouraging both flexibility and precision in thinking.

Joan agrees that kids need safe spaces in which to challenge themselves. One of her four children had special needs and was initially denied enrollment in their local school.

"I demanded an assessment and negotiated a trial period," Joan relates. "When it ended, Kevin's kindergarten teacher refused to let them kick him out!"

The experience convinced Joan to put her education background to work by sharing with others what she learned about how schools and students can thrive together.

### Reprise

Norm and Joan reunited in 1992 while helping to plan the University Band Centennial. Joan had been widowed, and Norm, despite a vibrant social life, remained single. They married in 1998, four decades after graduating college together.

Norm's big-band career ended just six years ago, at age 80. Joan worked as a paraprofessional at Park Center High School and served as president of the Osseo Retired Educators Association. Both remain active U band alums. They return each fall for concerts and took in last year's Homecoming game.

"It's been great fun getting reconnected to the college,"

Joan says, Norm nodding assent. Music to our ears.

—Trygve Throntveit

Read the complete story at [www.cehd.umn.edu/people/profiles/Staska](http://www.cehd.umn.edu/people/profiles/Staska).



## FROM THE PRESIDENT

JAN ORMASA, M.A. '74



I am honored to be your Alumni Society President for the upcoming academic year. So far during my tenure on the Alumni Society Board, I've had the opportunity to meet truly inspirational people through our Rising Alumni and Award of Excellence programs, support students with more than \$30,000 of Alumni Society scholarship funds, and be enlightened by some of the college's fascinating and thought-provoking professors at Saturday Scholars. These are just a few of the reasons I'm proud of the impact CEHD is having on its alumni and students.

I look forward to meeting as many alumni as I can at our upcoming events this fall and spring. Please save the date for Saturday Scholars on November 7. This annual lifelong learning event is a fantastic way to expand your horizons and stay connected to what's going on in CEHD. This year's Saturday Scholars will focus on innovative ideas in the fields of education and human development. Please visit [z.umn.edu/saturdayscholars](http://z.umn.edu/saturdayscholars) for topics and registration information. And I would love to see you at our Homecoming kick-off reception on September 23 and pre-parade party on September 25. Please visit [z.umn.edu/cehdhomecoming](http://z.umn.edu/cehdhomecoming). To learn about more CEHD alumni events and programs, visit [cehd.umn.edu/alumni](http://cehd.umn.edu/alumni).

As one of more than 74,000 proud CEHD alumni, I look forward to serving you. The Alumni Society Board welcomes your comments, questions, and feedback. Please email me at [cehdas@umn.edu](mailto:cehdas@umn.edu) or connect with us through LinkedIn, Facebook, or Twitter.

Sincerely,

**Stay connected to CEHD and the University of Minnesota! [cehd.umn.edu/alumni](http://cehd.umn.edu/alumni)**

### 1940s

**Verne Gagne** ('48), legendary wrestler and promoter, passed away on April 27. Gagne was a two-time NCAA wrestling champion and a member of four major wrestling halls of fame.

### 1960s

**Clark C. Peterson** (A.A. '67) was the guest presenter at a meeting of the University of Minnesota Duluth Seniors Alumni Association. He spoke on the Great Hinckley Fire, the Oklahoma City bombing, and flag etiquette. • **Douglas Woog** (B.S. '67) was recently honored with the 2015 Cliff Thompson Award, presented by the Minnesota Hockey Coaches Association to a recipient recognized for an outstanding, long-term contribution to the sport of hockey in Minnesota.

### 1970s

**Joanne Manlove** (M.A. '72), dedicated special education teacher in Robbinsdale, passed away April 24. • **Kurt Richter** (B.S. '73) was named 2015 Employee of the Year for Innovation at the University of North Carolina, Charlotte. He was recognized for an innovative approach to faculty development through his Active Learning Academy program. • **Harold Grotevant** (Ph.D. '77) has been named chair of the Department of Psychological and Brain Sciences at the University of Massachusetts, Amherst.

### 1980s

**Delores Henderson** (Ph.D. '82) received the Charles L. Hopson Racial Equity Principal Leadership Award from the Pacific Educational Group at

its annual national summit in New Orleans. Henderson was also recognized for her anti-racism work by the St. Paul Foundation at its Facing Race Ambassadors Awards program. • **Charlotte Kodner** (M.Ed. '85) received the Spirit of DCTC Award from the Dakota County Technical College for her commitment to the college's mission and tireless support of its students. • **Kay Hawley** (M.A. '88), beloved band director of Hopkins West Junior High, retired after 43 years of service to Hopkins Public Schools.

### 1990s

**Joseph Erickson** (Ph.D. '90), professor of education at Augsburg College, delivered the opening keynote address at the Fifth Asia-Pacific Conference on Service-Learning in Taipei, Taiwan. Ericson also facilitated several professional



# Outstanding Alumni Awards

Two CEHD alumni have won the University of Minnesota Outstanding Achievement Award, the highest non-degree award conferred on distinguished alumni of the University.



Child development alumnus **Richard N. Aslin** (Ph.D. '75) received the University's Outstanding Achievement Award on April 17. Aslin is the William R. Kenan Professor of brain and cognitive sciences at the University of Rochester and a member of the National Academy of Sciences. His research focuses on exploring and understanding how human infants obtain information about the external world, an area now known as statistical learning. Regent **Linda Cohen** (Ph.D. '86), right, presented the award at the ceremony also attended by **Dean Quam**, left, and Regents Professor and Institute of Child Development director **Megan Gunnar**.



**Jane C. Sherburne** (M.S.W. '78) was presented with the University of Minnesota's Outstanding Achievement Award by Regent **Abdul Omari** (Ph.D. '15) on May 28. Sherburne was recognized for her leadership and commitment to public service as special counsel to President Bill Clinton, chief legal officer for several major U.S. corporations, and her pro bono work on numerous public interest cases.

development seminars at Lingnan University, Hong Kong's only public liberal arts university. • **Sharon Shelerud** (M.Ed. '90) received the 2015 K-12 Distinguished Teaching Award from the National Council for Geographic Education. Shelerud teaches social studies at Metcalf Junior High in Burnsville. • **Dean Schieve** (Ph.D. '92) produced the documentary *Minnetonka to Ghana: Bridging an Ocean with Education* with Twin Cities Public Television. The documentary tells the story of an educational partnership between the Minnetonka School District and several schools in rural Ghana. • **Jeffrey Pesta** (M.Ed. '95) was named interim principal

for Kenyon-Wanamingo High School. • **Valerie Thompson** (Ph.D. '99) has been appointed dean of the University College at Alcorn State University.

## 2000s

**Reggie Bicha** (M.S.W. '00) was recognized with the 2015 State Member Award from the American Public Human Services Association.

• **Amelia Franck Meyer** (M.S.W. '01), CEO of Anu Family Services, was named one of 23 Bush Fellows for 2015 by the Bush



Foundation. Franck Meyer is also one of four new Ashoka Fellows in 2015; with fellows in 70 countries, Ashoka is the largest network of social entrepreneurs worldwide. The awards recognize Franck Meyer for the positive impact of her work on the child welfare system. • **Jill Johnson** ('02) received a 2015 DiscoverE Educator Award for her leadership and efforts to bring science, technology, engineering, and math (STEM) learning opportunities to underserved students in Minneapolis and St. Paul. • **Teri Staloch** (Ed.D. '02) was named superintendent of the Prior Lake-Savage Area Schools.

*continued on page 30*

# CE+HD

*Recognizing Rising Alumni*

The Rising Alumni initiative, now in its third year, continues to showcase the extraordinary contributions of CEHD alumni across many disciplines. The 2015 class of Rising Alumni

represent a diverse group of individuals who have achieved early distinction in their careers, demonstrated emerging leadership, or contributed exceptional volunteer service in their communities. In April, the CEHD Alumni Society Board hosted a reception to honor their achievements. In addition to the award recipients and their guests, also in attendance at the reception were faculty and staff, former Alumni Society Board members, and previous Alumni Society award recipients. View the profiles for the Rising Alumni class of 2015 at [cehd.umn.edu/alumni/rising](http://cehd.umn.edu/alumni/rising).



1972 CEHD Alumni Society president **Donald Sonsalla** (Ph.D. '84) and wife, Verna Sonsalla.



Back row: **Melissa Lundquist** (Ph.D. '13), **Courtney Bell** (M.Ed. '14), **Gloshanda Lawyer** (M.Ed. '12), **Maria Le** (M.Ed. '12), **Audrey Lensmire** (Ph.D. '06), **Shadé Osifuye** (M.A. '14). Front row: **Matthew Ayres** (M.S.W. '07), **Nora Murphy** (Ph.D. '14), **Ben Silbergitt** (Ph.D. '03), **Jill Stein Lipset** (M.Ed. '13). Not pictured: Martha Aby (M.S.W. '01), Kathryn Johnson (Ph.D. '05), Terrence Jordan (M.A. '12), Azizah Jor'dan (Ph.D. '12), Thomas Rademacher (M.Ed. '07), Stuart Ralston (M.Ed. '09), Michael Redict (B.S. '09), Amy Reschly (Ph.D. '04), Sara Schoen (M.A. '14), Christopher Schulz (B.S. '02), Caity Sweet (B.S. '11)



2014 Alumni Society president **Brenda Hartman** (M.S.W. '89) and **Maria Le** (M.Ed. '12).



2015 Alumni Society president **Zer Vang** (M.S.W. '13) and **Simone Gbolo** (M.A. '13) with **Shadé Osifuye** (M.A. '14), and **Nate Whittaker** (M.Ed. '06).



**Jill Stein Lipset** (M.Ed. '13), **Melissa Lundquist** (Ph.D. '13), and Mark Lundquist.



- **Amanda Haertling Thein** (Ph.D. '05) co-authored the book *Identity-Focused ELA Teaching: A Curriculum Framework for Diverse Learners and Contexts*.
- **Adam Keim** (B.S. '06) received the Ed Meyers Award for Outstanding Contributions to the WestEd community. Keim is a member of WestEd's Comprehensive School Assistance Program that provides research and evidence-based assistance to education agencies in several states.
- **Chad Schmidt** (Ph.D. '06) is the director of learning for South Saint Paul Public Schools.
- **Emily Warren** (M.S.W. '07) is one of 15 recipients in the nation of the Doris Duke Fellowship for the Promotion of Child Well-Being, which will support completion of her dissertation and research.
- **Demian Jackman** (M.Ed. '08) teaches art at Kenyon–Wanamingo

- Elementary School in Kenyon.
- **Pahoua Yang** (Ph.D. '08), director of community mental health at the Wilder Foundation, was one of five leaders honored with the 2015 IMPACT Award at the Hmong National Development Conference.
- **Alyssa Siech** (B.S. '09) is an associate development officer at the University of Minnesota Foundation.

## 2010s

- **Scott Alger** (Ph.D. '11) was named the new director of human resources for Orono Public Schools.
- **Krystal Calubayan** (B.S. '11) is director of events at the Saint Paul Area Chamber of Commerce.
- **Candance Doerr-Stevens** (Ph.D. '13) is an assistant professor of curriculum and instruction at the University of Wisconsin, Milwaukee.

- **Kate McCleary** (Ph.D. '13) is a program director working jointly for the University of Minnesota Learning Abroad Center and the College of Food, Agricultural, and Natural Resource Sciences.
- **Zer Vang** (M.S.W. '13) is an academic adviser for the University's College of Liberal Arts.
- **Brad A. Biggs** (Ph.D. '14) joined the faculty of California State University, Fullerton, as an assistant professor of reading.
- **Peter Nelson** (Ph.D. '14) joined the faculty of Penn State University as an assistant professor in the Department of Educational Psychology, Counseling, and Special Education.
- **Cody Athmann** (B.S. '15) is a materials planner at Honeywell Technology Solutions, Inc.
- **Amy Barton** (M.A. '15) is a career counselor for the University's College of Liberal Arts.
- **Alison Berkas** (B.S. '15) is conducting her student teaching at Galtier Community School in Saint Paul.
- **Nicholas Csargo** (M.Ed. '15) was awarded a Fulbright English Teaching Assistantship for the 2015–16 academic year at the University of Lisbon, Portugal.
- **Mara Stommes** (B.S. '15) is a research and communications intern at BridgeWorks.
- **Mallory Wickman** (B.S. '15) is a client service coordinator at FOX Sports North.

Come travel with us on our newest adventure

## Introducing CEHD Travels' inaugural trip

### Italy

April 26–May 7, 2016



This spring, join Dean Jean Quam and Professor and Morse–Alumni awardee Laura Coffin Koch on a dazzling 12-day tour of Renaissance Italy. We'll explore the cities of Florence, Pisa, and Rome. In Tuscany we will visit medieval sites, such as the Tower of Pisa, Santa Maria del Fiore, Uffizi, and see Michelangelo's *David*. In Rome we will tour the Vatican and St. Peter's Basilica as well as the Coliseum, Roman Forum, and beautiful Trevi Fountain.

In addition to artistic treasures, irresistible cuisine, and awe-inspiring sites, CEHD Travels strive to provide rare cultural gems and unique moments of connection. Enjoy a meal with an Italian family, visit a school and talk with school teachers, meet with workers at a youth center, and discuss the Italian family structure with an Italian sociologist. Join us for what is sure to be an unforgettable adventure with CEHD alumni and friends.

For more information, visit [z.umn.edu/cehditaly2016](http://z.umn.edu/cehditaly2016) or contact Laura Coffin Koch at [koch@umn.edu](mailto:koch@umn.edu).

## 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](http://cehd.umn.edu/alumni/news). Need to update your contact information? [update.umn.edu](http://update.umn.edu)

CEHD Alumni and Friends on   
 CEHD Alumni & Student Networking Group on   
 UMN\_CEHD\_Alumni on Twitter 



# improving lives +

A CAMPAIGN FOR THE COLLEGE OF EDUCATION + HUMAN DEVELOPMENT

## Campaign kick-off celebrates great start and great supporters at McNamara Alumni Center

On Thursday, May 7, the College of Education and Human Development kicked off the public portion of its Improving Lives campaign with a reception and program at the University McNamara Center. More than 100 alumni, donors, faculty members, and friends joined Dean Jean Quam and development staff for the celebration.

Speakers included Becky Malkerson, University of Minnesota Foundation executive vice president for development, and Karen Hanson, senior vice president for academic affairs and provost.

Campaign Committee chair Leeann Essex announced that the campaign has raised a total of \$44 million toward a goal of \$62 million—or 71 percent! The total raised to date has come from nearly 6,000 donors. Dean Quam and Essex also announced several recent major gifts to the campaign (see box).

The celebration ended with the debut of a brand-new campaign video, highlighting the many ways in which CEHD improves lives. The video features alumna and educator Natalie Rasmussen, Ph.D. '06, as narrator.

+ To see the video, go to this link [vimeo.com/127516186](https://vimeo.com/127516186)

5,800 donors  
\$44,000,000 raised  
\$62,000,000 goal  
36 months to go

MARK TROCKMAN

### Gifts leading the way

#### VIRGINIA AND ROYAL ANDERSON

\$2.9 million in unrestricted funds, creating a strategic initiatives fund

#### NANCY AND JOHN LINDAHL

\$2 million to create a new faculty endowed chair

#### GARY AND CATHY GEROY

\$1.6 million to support graduate students

#### ANONYMOUS DONOR

\$1.4 million for graduate fellows in literacy and undergraduate scholarships for students with financial need

#### THE RICHARD F. SCHULZE FAMILY FOUNDATION

\$1.25 million for scholarship support in key academic areas of STEM and special education









Dear friends,

When I began thinking about a campaign, the year was 2009. I was a new dean, and the country was sliding into the Great Recession. On top of that, the college's philanthropic support had dropped to its lowest point in four years.

Why then, at that time, would we start planning for a fund-raising campaign?

Because, while I was a new dean, I had been a faculty member for 25 years, and I had a vision of what the College of Education and Human Development could be. We had a strong mission, grounded in research and strong connections to the community. We had a diverse academic profile, and one that focused on children, families, schools, and communities. We had strengths in globalization, innovation, and teaching. I believed these attributes could provide a solid foundation upon which to build a comprehensive campaign.

But if we "built it," would the donors respond? The results speak for themselves. \$44 million in four years, and the best year for philanthropic support ever in 2014-15. Our faculty-staff campaign has a 65 percent participation rate—a record high at the U.

With three years still to go, we have every confidence we can exceed our goal of \$62 million. I hope you will consider joining us. Every gift of any size counts towards our goal.

What has been the campaign's impact to date? We have been able to recruit and retain field-shaping faculty members like Jed Elison, whose research on early brain development is changing the ways we predict autism. We have been able to provide seed money for new research and see the impact of programs like TERI—completely redesigning the ways in which we prepare teachers. We have been able to provide scholarships and fellowships to more students, keeping the cost of their college education more affordable.

I am passionate about the work we do. Please join us. With every gift to the campaign, we will be able to continue improving lives!

Warmly,

Jean K. Quam, Ph.D.  
Dean

### Recent gifts and commitments to the college

**NANCY AND JOHN LINDAHL** made public their recent gift to the college of \$2 million, which will support the creation of a new endowed professorship. The Lindahls' gift to CEHD was part of a bigger gift to the University of Minnesota totaling \$17 million, supporting athletics, the Carlson School, and pediatric cardiology.

The **BENTSON FOUNDATION** announced a gift of \$812,000 for stipends and licensure exam costs in support of students in two new residency-based teacher preparation partnerships. The gift will increase access to licensure for more teachers of color, bilingual teachers, and special education teachers.

The college has received an additional \$450,000 from the estate of **RENE AND ALLAN SCHWARTZ**, supporting fellowships in the School of Social Work.

**CHRISTINE WARREN** has made a future commitment of \$250,000.

A gift of \$50,000 has been committed by **HOPELINE** from Verizon to support the Institute on Domestic Violence in the African American Community.

**JACK NEWCOMB** made a future gift commitment of \$34,000.

**RUSSELL GOODMAN** made a future gift of \$25,000 to the School of Kinesiology in support of research on aging.

**NOEL LARSON** made a future gift of \$25,000 to be added to the Neubeck/Maddock Scholarship Fund in the Department of Family Social Science.

**HERMAN AND NANCY MARKOWITZ** made a gift of \$25,000 to support scholarships.

### THE IMPROVING LIVES CAMPAIGN CABINET

Carmen and Jim Campbell, honorary co-chairs  
 Eloise and Elliot Kaplan, honorary co-chairs  
 Louellen Essex, campaign chair

### MEMBERS

Julianne Bye  
 Andrea Hjelm

For more information, please check out our campaign website at:

[www.cehd.umn.edu/giving/improving-lives](http://www.cehd.umn.edu/giving/improving-lives)

Penny Kodrich	Candice Nadler	Amy Schreiner
Bernadeia Johnson	John Peyton	Pucel
Jennifer Marrone	Thompson Pooton	Phil Soran

# Lifelong Learning

## Professional development and enrichment from CEHD

### Cornerstone Symposium

Sept. 5, 1:30 p.m.

Joyce Arditti, Virginia Tech, author of *Family Problems: Stress, Risk, and Resilience*, returns after her April visit, when she spoke at an event about ambiguous loss.

Info: [z.umn.edu/cornerstone](http://z.umn.edu/cornerstone)

### Financial Educator Certificate

Begin Sept. 14

Community-based professionals gain knowledge and skills to work with people learning to manage financial resources, build financial assets, and improve health and well-being. The 10-module program covers core financial concepts of earning, spending, saving, borrowing, and protecting. Instructors include family social science professor Catherine Solheim; cosponsored with U of M Extension. Registration remains open through the first module.

Info: [z.umn.edu/fec1](http://z.umn.edu/fec1)

### Check & Connect's First National Conference

Oct. 7–8

"Celebrating 25 Years of Student Engagement" honors Check & Connect, a research-based intervention model to increase student engagement at school and with learning, developed here at the Institute on Community Integration. Participants will learn from experts in the field, share lessons learned, and gain tools for implementing Check & Connect with fidelity and sustaining their site's implementation to support at-risk students in reaching their goals and graduating high school. CEUs will be offered.

Info: [checkandconnect.umn.edu/conf](http://checkandconnect.umn.edu/conf)

### Book Week

Oct. 19, 5:30–8:30 p.m.

"Beginnings, Belongings, and Becoming a Writer" will be presented by Pam Muñoz Ryan, author of more than 40 books for young people, from picture books to novels, most recently *New York Times* bestseller *Echo*. 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 before a reception and Muñoz's talk.

[www.cehd.umn.edu/bookweek](http://www.cehd.umn.edu/bookweek)

### The Other Side of Poverty in Schools

Date to be announced

An exciting and intensive one-day workshop for teachers, administrators, counselors, and teacher educators. Learn about the five principles for change to better meet the needs of working-class and poor students, develop research-based teaching practices sensitive to these students and their families, and reflect on formative assessment across the curriculum. Take away powerful classroom ideas for incorporating social class-related content and establishing positive relationships. Earn five continued education credits.

Info: Colleen Clements, [cleme234@umn.edu](mailto:cleme234@umn.edu)

### Path to Reading Excellence in School Sites (PRESS)

Various dates

Learn to use the PRESS framework for literacy achievement in elementary grades through Response to Intervention (RTI) or Multi-Tiered System of Supports (MTSS) contexts. "What's Next? Interpreting Data for Targeted Classwide Interventions" (Sept.

### 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](http://onestop.umn.edu/special_for_former_students.html)

If you've never been a U student, go to [onestop.umn.edu/non-degree](http://onestop.umn.edu/non-degree)

### Office of Professional Development (OPD)

Looking for customized professional development for your group?

OPD connects partner organizations with the knowledge and expertise of CEHD through customized, enduring professional development partnerships.

- + Outreach customized to partner context
- + On-site delivery
- + Cohort models for systemwide change
- + Research-based content and delivery

Contact Sara Najm at the CEHD Office of Professional Development at 612-626-6341 or [cehd.umn.edu/professional-development](http://cehd.umn.edu/professional-development).

23 and Jan. 22), "Practices and Tools for Quality Core Instruction" (Oct. 9), "Success in Small Group Reading Intervention: Implementing Tier 2 and Monitoring Progress" (Oct. 23), "PRESS Forward! A Research-Based Framework for Literacy Achievement" (Nov. 11–13), "Structuring Embedded and Ongoing Professional Learning" (Dec. 11)

Info: [z.umn.edu/PathToReading](http://z.umn.edu/PathToReading)

# Giving matters

**PROFESSOR ABI GEWIRTZ** is on the front lines of the world's research to improve outcomes for children affected by trauma and extreme stress—from war to homelessness—and finding strategies that work best.

"One of the primary correlates of resilience in kids is effective parents and parenting," she says. "The vast majority of children in the world don't have access to mental health resources. But most children do have access to parents, so that's our focus—putting tools in the hands of parents."

Gewirtz works at the vanguard of prevention research, studying the way things work and getting effective methods into widespread practice. With appointments in both child development and family social science, and with collaborations across disciplines and communities, she is known for leading such large-scale projects as Ambit Network and Project ADAPT, now ADAPT4U, for military families.

"We are at the cusp of some very exciting advances," says Gewirtz, "but it's a race against time. Until recently, the path from discovery in research of all kinds to widespread use in regular practice has averaged 18 years! We have got to shorten that path."

This summer, Gewirtz became the first faculty member to hold the Lindahl Leadership Professorship, created to recruit and retain field-shaping faculty for the College of Education and Human Development. She plans to put her new support to work shortening the time from research to practice through multidisciplinary and community collaborations, involving more students in effectiveness and implementation research, and piloting new technologies to deliver effective interventions.

The new professorship was created by U alumni **John** and **Nancy Lindahl** as part of a larger gift to the University.

"We want the University to be a magnet to attract and keep the superstars who can really move the needle," says Nancy Lindahl, '68. "John and I feel blessed to be able to do this."

**"This professorship will help shorten the time from discovery to practice. It is an amazing gift."**

—ABI GEWIRTZ, professor of child development and family social science

DAWN VILLELLA

# CE+HD

College of Education + Human Development

UNIVERSITY OF MINNESOTA  
Driven to Discover™



**Support student scholarships at [cehd.umn.edu/giving](https://cehd.umn.edu/giving)  
Contact us at 612-625-1310**

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+ HUMAN DEVELOPMENT

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## collegeCALENDAR

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](http://cehd.umn.edu/alumni/events) or call **612-625-1310**.

### Homecoming 2015: Gopher State of Mind

Kick-off Reception  
Wednesday, September 23  
4:30–6:30 p.m., McNamara Alumni Center

Party and Parade  
Friday, September 25  
4:30–6:30 p.m., Burton Hall plaza  
7 p.m., parade on University Avenue

Please join us for good food and fun. Bring the whole family!

RSVP at [cehd.umn.edu/events/homecoming](http://cehd.umn.edu/events/homecoming).

University-wide  
homecoming activities run  
September 20–26. Visit  
[homecoming.umn.edu](http://homecoming.umn.edu).



### CEHD Reads

October 26, 7:30 p.m.  
Northrop Auditorium

Public event featuring David Treuer, author of *Rez Life*, the CEHD 2015–16 common book. To learn more about CEHD Reads, visit [cehd.umn.edu/reads](http://cehd.umn.edu/reads).

### CEHD Saturday Scholars

November 7, 8 a.m.–1:30 p.m.  
McNamara Alumni Center

Learn about the innovative work in progress by CEHD faculty to improve lives in Minnesota and around the world. Alumni, students, and the public are welcome to attend. Register by October 26 at [z.umn.edu/saturdayscholars](http://z.umn.edu/saturdayscholars).