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CEHD | College of Education + Human Development

SPRING/SUMMER 2015

Out-of-school suspensions
Motion sickness research
Marital confidants
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Working in Lusaka, Zambia, in January, left to right, international project coordinator Heidi Eschenbacher, ’11, professor Fran Vavrus, Matthew Thomas, ’13, and doctoral student Ferdinand Chipindi. Read the story on page 10.

Photo by Jason J. Mulikita, JJArts Photography

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One of the great pleasures of being dean of our college is attending alumni events. In the middle of January, it is even more fun when the alumni are located in the Naples, Florida, area and attend Minne-College. I get to catch up on the news with you in person and escape the cold. This year I ran into an old friend, Patti Baldwin. She was spending some time in the area and decided to come to the Minne-College events. Patti and I have known each other for more than 25 years. She was a social worker in Hennepin County and also worked in employee assistance programs.

Meeting with alumni always reminds me of the breadth of our college. Many of our graduates have had successful careers in teaching and administration as principals and superintendents, and also counseling, social work, marriage and family therapy, and school psychology. Some are former athletes. Some work in physical and occupational therapy. Others are focused on new areas in health care and wellness centers. The one common element is consistently caring for others and a commitment to serve.

Many of our alumni who live part of the year in Florida are active in social services, the arts, and education in the local communities. This is a group that finds ways to continue to give back even in retirement. To all I say thank you—it is a privilege to meet you and hear from you, wherever you are.

In this issue of Connect, you can read about one of our remarkable programs dedicated to improving the quality and delivery of education around the world. I am particularly proud of work by our faculty, staff, and students to improve girls’ access to education where it has been denied or limited. It’s another great example of innovation and our commitment to improving lives.

Have a wonderful summer.
Immortal spirit

HENRIETTA LACKS never gave consent for her cells to be extracted in 1951 or used in research. Yet her cells lived on to play an essential role in staggering breakthroughs in human health, from the polio vaccine to mapping the human genome.

Students in CEHD’s First Year Experience program learned about Lacks, science, and medical ethics as they read journalist Rebecca Skloot’s The Immortal Life of Henrietta Lacks last fall. Then they got to meet two family members of Lacks, great-granddaughter Victoria Baptiste and Shirley Lacks, who spoke on a panel at Northrop Auditorium along with Dr. Ruth Faden, director of the Johns Hopkins Berman Institute of Bioethics.

Using events described in the book, Faden led a discussion of how ethical and privacy issues intersect with questions of social justice. Lacks was a poor, 31-year-old African American woman treated in segregated facilities in Baltimore.

Baptiste and Lacks spoke about the family’s inability to pay for health insurance even while HeLa cells were contributing to significant medical advances. They shared details of the Lacks family and stories of Henrietta’s generosity and energy. When asked whether they thought Henrietta would have given consent had she been asked, they said yes.

The Henrietta Lacks Legacy Panel was co-sponsored by the U’s Center for Bioethics.

GEO launch!

THE NEW CEHD Global Experience Opportunity (GEO) program kicked off over the winter break. GEOs are short-term study abroad courses led by college faculty and staff. Coordinator of undergraduate education María Pabón, Ph.D. ’10, took a group of 13 students to her homeland of Puerto Rico. For three packed weeks they explored the history of diversity and social capital through the lens of Puerto Rico’s political, social, and cultural contexts. Meanwhile, exercise physiology professor Don Dengel led a group exploring Olympic history in London, the only city that has hosted the games three times.

A GEO for May term in Thailand filled early.
Dean Quam welcomed more than 125 TRIO students from colleges across Minnesota who came to Coffman Union on February 7 for the annual TRIO Adult Student Leadership Symposium. This year’s theme was “Honoring Our Past, Owning Our Future,” in celebration of TRIO’s 50th anniversary.

TRIO programs for low-income students, students of color, and students with disabilities were created as a result of the Economic Opportunity Act of 1964 and the Higher Education Act of 1965: Upward Bound for high school students, Student Support Services for undergraduates, and McNair Scholars as a bridge to graduate school. CEHD is the home of TRIO programs at the U.

More than 30 U of M TRIO students volunteered at the conference, and CEHD staff made presentations on topics such as working with kids, social capital, and career decision-making. Find a link to the video recap on the news blog.
Brazil and Estonia — teachers learning in Minnesota

THREE BRAZILIAN EDUCATORS spent the month of January learning from CEHD faculty and visiting local schools through CEHD’s Global Teacher Education Program (GTEP). The teachers—one early childhood, one elementary, and one middle school—spent a week at Blake School, another at Park Spanish Immersion, and the third at the Shirley G. Moore Lab School or Friends School. All came from Colegio Helyos, a CEHD partner for two years through the efforts of Frances Durkin in the Lab School; Colegio Helyos hosted four CEHD student placements last year. GTEP has served 250 educators over the past five years.

In February, a group of 17 language-immersion teachers from Estonia spent a week on campus and in local immersion schools through a collaboration with immersion language expert Dee Tedick, associate professor in the Department of Curriculum and Instruction, and Tara Fortune, Ph.D. ’01, immersion project coordinator in the U’s Center for Advanced Research on Language Acquisition (CARLA). Both visits were coordinated by CEHD’s office of global initiatives.

Policy for literacy

LITERACY IS A POWERFUL “tool of protection,” especially for underprivileged or at-risk students, Chicago educator and researcher Alfred Tatum said at the CEHD Policy Breakfast at the University of Minnesota. More than 100 educators, researchers, and local professionals gathered January 20 to discuss literacy development and educational policy with their metro area colleagues.

Tatum, dean of the College of Education at the University of Illinois–Chicago, has spent the last 18 years researching the literacy development of African-American male students in Chicago public schools. In his presentation, he gave moving examples of student responses to rigorous classroom assignments and methods.

Tatum applied his findings to the policy environment and literacy improvement efforts in Minnesota. His keynote was followed by discussion with four panelists—Gevonee Ford, Network for the Development of Children of African Descent; Jonathan Hamilton, Minnesota Minority Education Partnership (MMEP); Tina Willette, Salem Hills Elementary School and Athanaeum, Inver Grove Heights; and Lori Helman, professor and director of the Minnesota Center for Reading Research, which cosponsored the breakfast with CEHD. Campbell Leadership Chair Michael Rodriguez facilitated the conversation.
Out-of-school suspension

A social work team takes a critical look at the effects on youth, families, and educators

By Ellen Fee

Nationwide, African American children are three times more likely to be suspended from school than their white counterparts. The racial disparity in out-of-school suspension rates has sparked discussion, debate, and policy changes. Last fall, Minneapolis Public Schools made headlines when it banned suspensions for pre-kindergarten through first-grade students and required review of suspension requests for all students of color.

A team in the School of Social Work began researching out-of-school suspensions in 2011. Over the past 18 months, results of the multi-layered study of out-of-school suspension and how it persists as a social justice problem, both in and out of the public school system, have been published by faculty members Priscilla Gibson and Wendy Haight, postdoctoral associates Misa Kayama and Jane Marshall, and doctoral student Robert Wilson.

The interviews were conducted in 2012–13 at metro-area middle and high schools. To achieve a well-rounded perspective on out-of-school suspension and its effects, the researchers spoke with participants from all sides of the issue—educators, administrators, students who had received suspensions, and the students’ parents or caregivers.

The team used three critical lenses to better understand and analyze the diverse responses: ecological systems theory, which explores social systems and how they interact; critical race theory; and social language theory, which in this study examines the use of criminal-justice-system language in participants’ narratives of their experiences with out-of-school suspension. Among the findings:

- All interviewees expressed a commitment to students’ education and the majority agreed that out-of-school suspensions were a racial issue.
- Students and caregivers view racial bias as responsible for creating a school culture that pathologizes black students and families.
- Seventy-six percent of participants—including 96 percent of educators and 65 percent of students—used criminal-justice-system language in their narratives of experience with out-of-school suspensions.

Relationships, justice, language, and solutions

From the interviews, the research team gained insight into the ways that out-of-school suspensions affect the social systems of both a child’s school life and family life. When these two microsystems interact as they do when a student is suspended, says Haight, the family system and school system form a larger meso-system that can actually promote a student’s educational success when utilized effectively. But when family–school connections are
under-developed, interaction about problems often leads to tension rather than collaboration between parents and teachers.

For many caregivers, says Gibson, “The first time a teacher is calling you about your child, they’re calling about a problem, and that does not bode well for a good relationship.”

In relationships like these, where communication occurs only as a result of trouble, the researchers found an opportunity to apply restorative justice practices, a method developed by U social work professor Mark Umbreit.

Right now, says Haight, disciplinary practices in schools focus less on restoring educator–student relationships and more on punishing kids. A suspension too often removes a child from a conflict without fixing the underlying problem. Restorative justice brings the emphasis back to strong personal bonds and healthy communication. It gives students the chance to truly solve the conflict before returning to the classroom.

“Look at individual children—and the whole child, not just the behavior,” says Kayama.

Kayama’s analysis of the criminal-justice-system language used in disciplinary practices revealed that young students, black males especially, get categorized as “offenders” and even “criminals” from an early age.

“Language is a very powerful tool for socializing children,” adds Haight. “We need to be very critical about the appropriateness of language and the hidden message it sends.”

Gibson, Haight, and Kayama agree that any approach to fixing out-of-school suspension problems will require commitment and cooperation from all parties.

“All solutions need to have...
something for everybody involved,” Gibson said. “All kids and all teachers and administrators and families are affected.”

Concrete resolutions could involve an increased presence of social workers in schools as a way to support teachers, smaller class sizes, preventative communication with parents and caregivers, and respectful interventions that include parents, teachers, administrators, and students, all of whom have important contributions to make in resolving underlying problems.

“We have to make it humanly possible for teachers to do what they want and need to do,” says Haight.

The study showed that out-of-school suspension is one part of a larger, systemic problem in public schools. It’s an issue that can seem intimidating and, when left unsolved, can harm a school’s ties to its students and its community.

“We have a lot of blame going on,” says Gibson. “We would just like to get out of the blame game and on to more strengths-based, solutions-based approaches.”


**RESEARCH SHORTS**

**Minnesota Executive Function Scale leads to a startup**

Nearly 20 years ago, research on executive function (EF) in children made a leap forward when Phil Zelazo, now a professor in the Institute of Child Development (ICD), created the Dimensional Change Card Sort Task. ICD professor Stephanie Carlson adapted the card-sort task to create an executive-function scale so it would be useful for a broader age and ability range, including children as young as two years old. The Minnesota EF Scale is now widely used in research and is part of the National Institutes of Health Toolbox, a resource for scientists.

Executive function skills are those that aid in controlling one’s attention, thoughts, actions, and emotions. These skills provide a foundation for children’s early learning and problem-solving abilities. Low executive function skills can indicate childhood disorders such as attention-deficit disorder or autism. Assessing executive function allows instructors to measure important development outcomes, including school readiness, and determine when to intervene to help students.

Carlson and Zelazo worked together to make the scale into a computer app that could meet the growing demand for standardized measures of executive function. They developed a five-minute tablet game designed for convenient use for children two to seven years old. Research with more than 3,000 children has shown it to be reliable, valid, and easily administered.

Last year Carlson and Zelazo co-founded Reflection Sciences, a company that provides training and tools for assessing executive function skills in early childhood. The Independent School Admissions Association of Greater New York became the company’s first customer, and schools in several more states and countries are adopting it.

Read more at [www.reflectionsciences.com](http://www.reflectionsciences.com).

**Full-day preschool makes a difference**

In 2011, the University of Minnesota won a federal Investing in Innovation grant to expand one of most promising public preschool models, the Chicago Child-Parent Center (CPC) at several locations in the Midwest.

The first results of research on the Midwest CPC Expansion program were published in November in the Journal of the American Medical Association (JAMA). They showed that full-day preschool was associated with increased school readiness in four of six measured areas—language, math, socioemotional development, and physical health—as well as attendance and parental involvement.

Despite several setbacks, including a teachers strike and school closings, the grantees adapted and were able to open preschool classrooms at 26 sites serving more than two thousand students in five districts in two states in two years.

The study is the first to assess full-day CPC preschool. The lead author on the study is the Institute of Child Development’s Arthur J. Reynolds.

Expand your skills, work toward a degree, or pursue lifelong learning this summer with CEHD. Here is a sample.

**Take a class in CEHD**
If you’re a former student not currently enrolled in an academic program at the U, learn more at onestop.umn.edu/special_for/former_students.html
If you’ve never been a U student, go to onestop.umn.edu/non-degree

**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.

**Minnesota Statewide Conference on Traumatic Stress in Children and Families**
April 29
Using and adapting evidence-based interventions to help children and families is the theme of this half-day conference featuring Dr. Judith Cohen, medical director at the Center for Traumatic Stress in Children and Adolescents, Allegheny General Hospital, Pittsburgh; Dr. BraVada Garrett-Akinsanya, Brakins Consulting & Psychological, Golden Valley; and a family consumer panel. Sponsored by Ambit Network and the Institute for Translational Research in Children’s Mental Health. 8:30 a.m.—12:30 p.m.

Info: 2015traumaconference.eventbrite.com

**Hip Hop/Hiop Hope: The (R)Evolution of Culturally Relevant Pedagogy**
May 13
For more than 20 years, Gloria Ladson-Billings, Ph.D., has focused on helping teachers learn from the pedagogical expertise of teachers who have been successful with African American students. She coined the term “culturally relevant pedagogy” to describe their work. In this workshop, Ladson-Billings will describe how hip-hop provides hope for engaging students in a culturally relevant way to ensure their academic, cultural, and social-civic success. Sponsored by the Urban Leadership Academy, a professional development program for new and experienced school leaders. Pre-approved administrative and teacher CEUs are available to participants. 8 a.m. – 2:30 p.m.
Info: z.umn.edu/cehdula

**Changes and Challenges in Language Teacher Education**
May 14–16
The ninth annual conference on language teacher education will be held at the U of M Twin Cities, sponsored by the Center for Advanced Research on Language Acquisition and cosponsored by the National Heritage Language Resource Center at UCLA.
Info: carla.umn.edu/conferences/LTE2015

**Harris Forum: Developmentally-informed Foster Care for Young Children**
May 19
Dr. Charles Zeana of Tulane University, a longstanding leader in infant mental health, is the 2015 Harris Scholar. 1–4 p.m. Free but registration is required. The event will be broadcast to greater Minnesota.
Info: www.cehd.umn.edu/ceed/events/harrisforum
Couple Therapy Training
May 19–20
Gottman Institute Evidence-Based Couple Therapy Training is an internationally recognized and celebrated approach created by Drs. John and Julie Gottman, based on 40+ years of research and clinical practice with more than 3,000 couples. This two-day, proctored video training, offered through the Department of Family Social Science, will jumpstart your professional career.
Info: Damir Utrzan, DUtrzan@umn.edu

PRESS Leadership Tools for Implementing Multi-tiered Systems of Support in the Elementary School
May 27
PRESS is a framework that structures literacy achievement in elementary grades within a response-to-intervention (RTI) or multi-tiered system of supports (MTSS) context. Developed through a research partnership at the Minnesota Center for Reading Research, the goal of PRESS is to work with educators to establish school-based systems and practices for all K–5 students to become capable readers. 8:30—11:30 a.m. Info: z.umn.edu/PathToReading

Center for Early Education and Development
Begin early June
CEED offers online, asynchronous courses for early childhood professionals across disciplines. Topics this summer include parent–infant pathways, bridging education and mental health, premature babies and their parents, critical learning through movement of infants and toddlers, and preschoolers in movement. Taught by field experts and faculty, the courses intend to build professionals’ skills and knowledge in a supportive and interactive online environment. The six- to nine-week sessions may be taken for clock hours or graduate credit.
Info: www.cehd.umn.edu/CEED/onlinecourses

- 6/1 to 8/3 — Parent-Infant Pathways (2 cr/84 clock hours)
- 6/1 to 8/3 — Bridging Education and Mental Health (1 cr/42 clock hours)
- 6/8 to 8/10 — Premature Babies and Their Parents (2 cr/84 clock hours)
- 6/22 to 8/3 — Critical Learning Through Movement: Infants/Toddlers (1 cr/42 clock hours)
- 6/22 to 8/03 — Preschoolers in Movement (1 cr/42 clock hours)

Minnesota Early Intervention Summer Institute
June 11–12
Choose one of eight intensive sessions intended to support and promote the knowledge and skills of early childhood special education practitioners and their cross-sector partners. Registration includes two days of training, meals, dormitory housing, and 12 general or administrative clock hours. Optional graduate credit may be earned for an additional fee. Practitioners living or working in Minnesota are eligible to attend. $200. St. John’s University, Collegeville, MN.
Info: www.cehd.umn.edu/CEED/events/summerinstitute

Center for Advanced Research on Language Acquisition
Various dates
CARLA summer institutes for language teachers and immersion educators are open for registration.
Info: www.carla.umn.edu/institutes

Watch for more opportunities at z.umn.edu/cehdsummer
FERDINAND CHIPINDI was teaching more than 800 students at the University of Zambia in 2013 when he made his first connection with the University of Minnesota. He had risen quickly through UNZA’s ranks after completing his bachelor’s degree, retained to serve on the faculty of education while beginning a master’s degree. Yet Chipindi knew he needed a doctorate to meet the demands of his job, his students, and his country.

Zambia made the transition to multi-party democracy in 1991. More than three times the area of Minnesota, it is a nation of 14.3 million people that regards education as a basic human right. Despite impressive progress during Chipindi’s lifetime, Zambia’s educational quality remains poor and its challenges are daunting.

Chipindi got the name of a U.S. contact, Matthew Thomas, ’13, who emailed him back. There was a team in Zambia right now, Thomas wrote.

Less than an hour later, Chipindi met Heidi Eschenbacher, ’11, and Roozbeh Shirazi from the University of Minnesota. They were in Lusaka for work on a U.S. Agency for International Development project. STEP-Up Zambia* is a five-year effort in which the University of Minnesota is collaborating with Zambian leaders and educators to improve educational quality through policy-relevant research by Zambian faculty.

“I thought, ‘Wow, this is a rare opportunity,’” Chipindi remembers. He was impressed by Eschenbacher’s passion as the project coordinator and immediately sought ways to get involved and contribute from his UNZA position.

A year later he met the project’s co-principal investigator when she came for a workshop with the partners. Frances Vavrus is a renowned international educator with years of engagement in Tanzania, Zambia’s neighbor to the north. Chipindi observed her grasp of the issues, personal warmth, and skill working in groups.
“In the workshop, we struggled to put across our thoughts,” Chipindi says. “She is able to get the concept quickly, and to phrase it in a way that helps to decode it.”

Vavrus saw an engaged scholar.

“He was asking thoughtful questions and facilitating among his colleagues,” she remembers. “He was a critical thinker and also had the professional experience that is generally the mark of a more mature scholar.”

Chipindi was encouraged to apply for the University’s doctoral program in comparative and international development education (CIDE). He was accepted with full support, including a Mellon Scholarship, and last summer he bid farewell to his students, colleagues, and family.

Chipindi joined the University of Minnesota as an international student, bringing his years of teaching expertise and knowledge of Zambia’s educational system, culture, and challenges to the classroom. He jumped right in, taking five classes, serving on the college curriculum committee, and participating in the U’s Interdisciplinary Center for the Study of Global Change.

“In my classes, I began to look at my classmates as resources available to me—for peer review, for so many things,” says Chipindi, “and I have never been so engaged when reading and then discussing what we read.”

He began to see how to choose his dissertation topic—which, he notes, could have been imposed upon him. Instead, he is examining what motivates him and the topics to which he responds most strongly.

At the semester’s end, Chipindi flew home to spend the break with his wife and young children. And in January, he got to join in another STEP-Up Zambia workshop. Vavrus, Eschenbacher, Thomas, and Chipindi facilitated the workshop in Lusaka with staff from the national ministry, the University of Zambia, and ZAMISE—the principal institution that prepares special education teachers.

“I can see my life changing,” he says. “But more than that, as a member of the teaching fraternity, I know the benefits to the students will be great—our nation and its people are the ones who will really benefit. It’s very, very exciting.”

**Bringing the world to the classroom**

Step into any CIDE classroom, and the brainpower from around the world is impressive. The program currently enrolls 95 doctoral students and 33 master’s students from 21 countries on four continents. Not all have professional experience like Chipindi’s, but they bring cultural knowledge

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**Comparative and international development education program track**

Dept. of Organizational Leadership, Policy, and Development
M.A. established 1986, Ph.D. 1993
The combination of comparative, international development, intercultural, and international education provides unusual breadth.

**Comparative education:** an academic field of study that examines education and societal relations in one context (country, region, or state) in relation to another context in order to understand similarities and illuminate differences

**International development education:** research, study, and application of knowledge about the role of education in the development of societies

**Intercultural education:** research, study, and application of knowledge about interpersonal relations among different cultures and the role of education in fostering these relations

**International education:** an interdisciplinary field of study and practice that situates education within international relations and globalization and considers how education can prepare students to engage in international or global issues

*Strengthening Educational Performance (STEP)-Up Zambia is a program in partnership with the Ministry of Education, Science, Vocational Training, and Early Education. It is supported by USAID through a contract to Chemonics International, with the U of M as a subcontractor.*
and years of experience in varied settings—schools, international development organizations, government, for-profit and non-profit groups, and more. That global breadth and depth of the student cohort is one of its key strengths.

“CIDE is multicultural and international in terms of students,” says Erica Ledesma, ’06, now working with the Diversity Network at Diversity Abroad, a consortium dedicated to advancing diversity and inclusive excellence in international education. “The perspectives in the room were a huge factor in the benefits I gained. It helped me learn how to question my own assumptions and thoughts.”

The power of the cohort continues far beyond graduation, says Holly Emert, ’08. She came to the program after years of teaching that included China and a Fulbright in France. Today she is based at the Institute of International Education in Washington, D.C., where she manages the Fulbright Distinguished Awards in Teaching Program.

“When you finish, you are part of a network that is so valuable,” says Emert. “I can name 10 CIDE people around the world right now that I contact on a regular basis.”

The strength and diversity of the CIDE student body is not a coincidence. It grew from a focus on courses and curriculum by founding faculty in the early 1980s, who engaged students from across the University. A rich curriculum with depth in three areas—comparative, intercultural/international, and international development education—made CIDE stand out, nationally and internationally, from the start (see box, p. 11).

And the faculty, marked by a collaborative, applied approach, only became stronger. Vavrus and her colleagues have worked to update and hone the coursework and cohort model on campus while remaining deeply engaged in work around the globe. They continually meet working professionals in their own environments, some who are drawn to Minnesota.

In CIDE, international and U.S. students and faculty learn and work as partners. Essentially, everyone is an international learner and teacher.

Bringing the classroom to the world
Joan DeJaeghere was a CIDE doctoral student with a lot of international experience when, in 1999, she accompanied professor David Chapman to Pakistan to evaluate a girls’ education program funded by a major foundation. Chapman is one of the world’s leading international education consultants and evaluators.

“That was a pivotal experience,” says DeJaeghere, who grew up on a farm in western Minnesota. She had started asking questions about inequalities while studying international relations as an undergraduate. “The trip allowed me to return to questions of development and what education can do to address inequalities.”

The experience also sparked DeJaeghere’s thinking about how to make graduate education more connected to problems and projects. As she completed her doctorate, started a family, and continued to teach and work for international organizations, she applied for grants in collaboration with Chapman and other colleagues that allowed her to test research questions. Many of those grants also provided learning experiences for graduate students. In 2007 DeJaeghere was hired into a CIDE faculty position.

“I am trying to bring together the areas of international education and international development education in my work,” she explains. “How could we bring a grant program into the classroom, and the classroom to a grant program?”

After leading a three-year research project in eight countries for CARE, a humanitarian organization dedicated to women and girls’ empowerment around the world, DeJaeghere was approached by the MasterCard Foundation Canada to write a proposal, this time to conduct a six-year evaluation of a youth-livelihoods initiative in eastern Africa.

In 2011, DeJaeghere and Chapman won the $3.4 million grant. It is a project that does what DeJaeghere envisioned: brings a research and development program into the classroom and the classroom to the field. Now in its fourth year, more than 50 graduate students in CIDE and other graduate programs have gained experience evaluating the work of three foreign youth development organizations working in Kenya, Tanzania, and Uganda.
Nelson Masanche Nkhoma of Malawi and Laura Willemsen originally of Austin, Minnesota, are doctoral students who have traveled for three consecutive summers on the MCF Learn, Earn, and Save initiative. In Tanzania, they have worked with a Paraguayan foundation’s research team to conduct interviews with youth and stakeholders, to train local data collectors, and to analyze data. Before and after each trip, they prepare intensively on campus, working with the other teams going to Uganda and Kenya.

“It's like a mini United Nations,” says Nkhoma, naming nationalities of other students on the project—Turkey, Egypt, Zambia, and many more. “It's diverse but also a closely knit program.”

“There's constant learning from each other—that's a transformative piece,” says Willemsen. “Our Tanzanian colleagues call the team a family now.”

This year the team received some welcome news. A USAID report identified the evaluation assessment instruments developed and used in the Learn, Earn, and Save initiative among the top five in a national search and review of measuring instruments relevant to youth education and livelihoods.

Meanwhile, DeJaeghere is looking ahead. She doesn’t let funding drive her research, she says, but takes those opportunities that let her pursue a question.

“The bigger question for me is ‘How is education changing youths’ lives?’” she says. “For example, it may be teaching people to be workers, but what is it doing for them as individuals, as citizens?” That is the topic of her book in progress.

Intercultural is local

Gopher football players Cameron Botticelli and Donnell Kirkwood did not imagine they would help to prepare a multicultural meal—with origins in Singapore—when they registered last fall for OLPD 5132, Intercultural Education and Training.

“We thought the class would be about diversity here in the U.S.,” says Botticelli.

“And it is,” says Kirkwood, “but we didn’t really expect how international it would be, too.”

Botticelli and Kirkwood were two of 18 students led by associate professor Michael Goh through a semester of learning about culture, in and out of the classroom.

One assignment was an Intercultural Quest. Another was an opportunity to serve as table-conversation facilitators for a huge annual community event, “It’s Time to Talk: Forums on Race,” sponsored by YWCA Minneapolis with support from a dozen major corporations and other organizations.

In the last weeks of class, everyone signed up to bring ingredients, from dry roasted peanuts to English cucumber and frozen hashbrowns. On the appointed morning, several students came early to help. Everyone arrived, leaving shoes by the door.

Around a dazzling table of bright dishes and vegetables, Goh provided an orientation to food ways adapted from his home country and taught the final class throughout the meal. Soon everyone was assembling wraps and the conversation was punctuated by laughter and reflections on the semester.

“Food—breaking bread—is a source of nourishment and cultural learning in how it unifies but also distinguished
Theory and practice

“You'll hear so many people in graduate school say, 'I took my theory class last semester,' but we have theory in every class!” says Nancy Pellowski Wiger, a CIDE doctoral student who serves as project director for the Learn, Earn, and Save Initiative. “Then we go out and apply it—to design questions, for example—and bring it back and ask, ‘How is this working?’”

Minnesota’s CIDE program is widely recognized as the strongest in the country for those who seek a balance of theory and applied experience.

That balance can be traced to the program’s founders. Frank Braun was a pioneering exchange scholar in the post-World War II period who became a faculty member in curriculum and instruction, supporting thousands of students in career preparation, planning, and placement. John Cogan was a comparative education scholar with research and teaching experience around the world. R. Michael Paige came from Stanford’s CIDE program and developed tools to prepare students for study abroad and measure its impact. Josef Mestenhauser fled the Cold War in his native Czechoslovakia, led the nation in developing the profession of international student advisers, and challenged a generation to develop the theoretical foundation for education during rapid globalization (see p. 16).

In the 1990s, CIDE attracted Deanne Magnusson, a specialist in teacher and adult education. Gerald Fry is a scholar whose role in transforming Thailand’s education system is known across Asia. And David Chapman is a top international education evaluator whose newest role is leading a $50 million grant to educate the global workforce on pandemic preparedness.

In the past 10 years, CIDE has gained DeJaeghere, Vavrus, Goh, and most recently Roozbeh Shirazi.

The Twin Cities international and multicultural character has fostered CIDE’s combined strength, with large populations of immigrants, refugees, Native Americans, colleges, and Fortune 500 companies. That environment was a draw for Vavrus.

“We have the largest Liberian and Somali communities in the United States in our metro area,” she says, “an illustration that international is not ‘out there’—it’s right here.”

Vavrus came to Minnesota from Teachers College, Columbia University, in 2008. She jokes that international education is practically in her DNA: her father was a Russian professor, her mother an ESL teacher at Purdue, and she remembers international gatherings in their living room since childhood. In college, she traveled to Tanzania for the first time, began to learn Swahili, and laid the foundation for a lifelong study of education in sub-Saharan Africa.

Matthew Thomas, ’13, met and worked with Vavrus in Tanzania. He was a high school music and band teacher, inspired to get a master’s.

“She had a strong emphasis on teacher education, and I liked the way she did her research—she is truly collaborative,” says Thomas. “Fran knows the theories and can work with people in different contexts to find ways to test and apply them.”

Thomas joined Vavrus at Columbia and followed her to Minnesota, where he worked on the Zambia project as a graduate student.

“The applied project required in the CIDE program is so valuable,” he says. “It’s fun, and you learn a lot because it’s very practical—it’s what happens in the world in addition to the classroom.”

Today Thomas is working in a tenure-track position at the University of Wisconsin-LaCrosse.

Meanwhile, the government of Tanzania has initiated a project to reform its in-service teacher education program based on Vavrus’s research and work with local professionals in a program called Teaching in Action, a learner-centered approach that grew out of a Fulbright in 2006–07. It’s one example of how the CIDE faculty is working to speed up the path from theory to practice.

“We’re always critiquing our field,” says Vavrus, “but at the same time, we don’t have the luxury of waiting for things to be perfect.”
humankind,” says Goh. “It’s also a space where most people, even sometimes enemies, partake peacefully.

“When it comes to intercultural relationships, being invited to one’s home is a cultural act denoting a willingness to be vulnerable when reaching out to build bridges with others,” he says.

Goh started inviting students to his house for a meal 14 years ago. Once an international student himself, he was moved by the troubling fact that most international students in the United States never see the inside of a U.S. home. But he found that involving them in providing the ingredients was a golden learning opportunity—it challenged them to visit ethnic grocery stores and required an attention to detail required of intercultural encounters.

In CIDE, Goh draws on his background in educational and counseling psychology to help students learn how to learn. One example has been helping to develop the curriculum for the Teacher Education Redesign Initiative, preparing CEHD’s teacher candidates for increasingly multicultural classrooms.

Doctoral student Doug Kennedy is an advisee of Goh’s who came to the CIDE program with years of teaching experience. “I first learned about ‘CQ’—cultural intelligence—in his course,” says Kennedy. “I remember sitting in his office talking about how it could be applied to teacher professional development. As a teacher it made intuitive sense to me.”

Kennedy is working to find ways to understand and develop intercultural abilities. His work with Goh has led to more international collaborations and opening doors to research.

Last summer, Goh accepted an appointment as associate vice provost in the University’s Office of Equity and Diversity. He’s still teaching in CIDE but now also travels around the University system, listening, leading discussions, and challenging faculty, staff, and academic leaders to support a diverse and interdisciplinary community.

When the last students left his home after the multicultural meal last December, he was off to a meeting at the University of Minnesota Duluth.

Michael Goh set the table for a multicultural meal during the last session of his class.

Read more about the comparative and international development education program at www.cehd.umn.edu/OLPD/grad-programs/CIDE.
All hands on deck

Pioneering international educator Josef Mestenhauser gave urgency to the work of teaching and learning

BY ELIZABETH SCHWARTZ AND GAYLA MARTY

EDITOR’S NOTE: This story was underway when we received news that Professor Mestenhauser passed away on March 14. See also the notice on page 26.

AS A YOUNG LAW STUDENT at Charles University in Prague, Czechoslovakia, Josef Mestenhauser had dreams of someday working in a diplomatic position, perhaps with the United Nations. That all changed in 1948 when he was arrested and jailed for his anti-communist activities.

With the help of an underground network, Mestenhauser fled from prison. At a refugee camp in Germany, he joined a group that set up what they called colleges to give lectures to each other on topics they knew—anything to keep education in their lives.

“When I escaped, I lost virtually everything—family, education, friends, and a future career, either in politics or diplomacy,” Mestenhauser wrote later. “But what I and all my exiled friends never lost were our ideals and faith in democracy and freedom.”*

Mestenhauser eventually made it to eastern Washington, where he completed a U.S. undergraduate degree on a scholarship as a ski instructor. He did not intend to spend his life in the United States. But 43 years would pass before he would return to his native country.

Tapping the power of international students

Mestenhauser came to Minnesota for graduate school in political science, earning his master’s degree in 1952 and Ph.D. in 1960. He was part of the post-war surge in international educational exchange, and he dedicated his life to helping students outside their home countries, by choice or not.

For 40 years, Mestenhauser held a series of positions in student and academic affairs. He began as a graduate assistant working for international student adviser Forrest Moore, ’53, and eventually served as professor and director of the systemwide Office of International Education in the 1980s.

“Forrest hired me—he’s the one to blame for my achievement and motivation!” Mestenhauser commented years later. “He absolutely demanded a pedagogical foundation for everything.”

With Moore, Mestenhauser was a founder of the Minnesota International Center, created to engage the community in welcoming international students. He lobbied at the legislature and raised funds for scholarships. He played a key role in building NAFSA: Association of International Educators, which grew to 10,000 members, and later served as its president.

Every year at orientation, Mestenhauser personally welcomed international students and urged them to get involved, to learn as well as teach by sharing the knowledge they brought to the campus, inside and outside the classroom. He constantly fought for international students to be treated as an asset and had little patience for bureaucracy, timidity, or short-term thinking.

Lives were at stake. The future was at stake.

*From Mestenhauser’s “Shifting Landscapes in Central Europe,” essay 33 (p. 68).

[Joe] was a big man, his hair gone white; he somehow managed to look both stately and overworked when I saw him on campus. He always wore a gray business suit, not the standard rumpled academic corduroys, and a pearl tie tack pinned in the center of his silk tie. His manner was formal, his courtesy organic. Very Czech, I thought. And I suppose it is always striking to see someone no longer young who has retained ideals about a better world, someone still trying to make things come out right, though things went very wrong for him long ago. “Why should I complain?” he said when I asked him about this. “It’s been a good life.”

An interdisciplinary thinker

Mestenhauser’s dedication to developing a theoretical foundation for international education began when, as a young professional, he made a presentation to the College of Education faculty.

“At the end of my presentation, professor Bob Beck said, ‘That’s all fine, but where’s the theory?’” Mestenhauser remembered. He had to develop it himself.

Reading across the disciplines and from many cultural perspectives, he wrote, presented, and published papers, articles, chapters, and books. He developed his ideas during time in the Philippines, Korea, and Japan as a Fulbright scholar. He discussed ideas with faculty who founded the comparative and international development education (CIDE) program in the College of Education and Human Development in the 1980s.

Mestenhauser’s work challenged linear, isolated thinking. He drew extensively on the fields of education, psychology, political science, and communication. His ability to foresee paradigm shifts in education was reflected in recent years in his fascination with cognitive complexity and neuroscience. International education is complex and constantly changing, he argued, with culture at its very core.

In the fight against ignorance and dogmatism, Mestenhauser never wavered in his fierce belief in the power of education.

Mentoring a new generation

Though he remained deeply connected to his Czech roots, over time Mestenhauser lost hope of returning. Then in 1991, after the dissolution of the Soviet Union and fall of Communism in Eastern Europe, the unthinkable happened.

He and many of his surviving peers were contacted and invited back to Prague to be awarded the academic degrees they had earned but never received.

Back in Minnesota, Mestenhauser was appointed honorary consul for the Czech Republic and penned a collection of articles about the emerging political and cultural landscape.

At the University, he left his administrative post and in 1992 joined the CEHD faculty. He poured his energy into the CIDE program as it gained approval to offer the Ph.D. Joan DeJaeghere was exploring graduate programs when she got Mestenhauser’s name.

“I made a cold call to Joe and he spent an hour with me,” says DeJaeghere, now associate professor and coordinator of the CIDE program. “He introduced me to so many people, and his interdisciplinary approach really influenced my thinking.”

Mestenhauser spent the last 10 years of his University career teaching the next generation, including in his native Czech Republic with his fourth Fulbright award. After retirement, he continued reading, writing, giving lectures with his signature dry sense of humor, publishing, and connecting scholars around the world. Last fall, young scholars crowded into a conference room in St. Paul to hear him speak on a panel.

“I finally realize that I didn’t really understand what Joe was saying when I was a graduate student in the classroom—I understood maybe five percent of all things,” says Miki Horie, ’03, now an associate professor at Ritsumeikan University in Kyoto and a leading international educator in Japan. But, she explains, Mestenhauser trusted that students would process information over time to develop critical thinking skills. “I was able to take my own step forward with his help.”

Kay Thomas, ’85, mentored by Mestenhauser throughout her career, rose to international prominence in intercultural counseling and student services. She watched him advance the careers of women and men of all backgrounds.

“Joe cared deeply about his students and colleagues and wanted them to be the best they could be,” she says. “He made you believe you could do it! And then he gave the time and the resources if he had them to make that possible.”

Read more at www.cehd.umn.edu/Connect/2015/Mestenhauser.html and global.umn.edu/icc/lecture.
Inquiry in motion
BY CLAIRE BRAMEL

THE MOVING ROOM in the basement of Cooke Hall sprang to life when kinesiology professor Thomas Stoffregen clicked a button. In just seconds, the room’s movements induce an off-balance feeling, sending many participants stumbling backwards, some sick to their stomachs.

But Stoffregen and the undergraduate and graduate researchers in the Affordance Perception-Action Laboratory (APAL) are not discouraged by the queasiness. They research it.

“No one has ever tossed their cookies in my lab,” says Stoffregen.

The lab’s achievements, however, go far beyond that. APAL (pronounced “apple”) is a leader in quantitative research about the relationship between perception and action.

“I routinely run into people in kinesiology who know little or nothing about the research regarding motion sickness and are surprised we’re doing it,” Stoffregen says.

APAL is the successor to the Human Factors Research Laboratory, founded in the 1990s by Peter Hancock. Stoffregen, the lab’s current director, came to the University in 2001.

The lab is currently occupied with four projects, some engaging undergraduate researchers. This year, two students were awarded grants from the Undergraduate Research Opportunities Program (UROP) to assist with cutting-edge projects.

Half the population

Meg Diedrick, a junior in the College of Biological Sciences studying biology, plans to study physical therapy. After doing a bit of research on her own, she knew she wanted to work at APAL.

“A lot of my friends work in medical labs, and I find that interesting,” says Diedrick, “but when I came here, it all made sense.”

But getting a research gig in the lab is not easy. Most students reach out to Stoffregen after taking one of his courses.

“She had to convince me,” says Stoffregen. “We had a nice conversation and it became very obvious that she was for real. I’m happy to have her.”

Specifically, Diedrick will test motion sickness differences between males and females. Though motion sickness has been studied for decades—most of it mapped out by the military in the 1960s and ’70s—the data has a gaping hole: nearly all of the research had been
conducted on male subjects.

“It turns out that everything we know about this as a general phenomenon we only know about half of the population,” says Stoffregen.

Diedrick and graduate researchers on the APAL team will call attention to the fact that knowledge concerning the other half of the population, women, is unknown. While it is known that women in general are more susceptible to motion sickness than men, research concerning stimulus differences between sexes still needs to be investigated.

Stoffregen rejects the traditional idea that motion sickness is related to the inner ear; rather, it is connected to the way humans control their bodies, which differs between men and women based on typical size and weight distribution.

The team will perform their research with the help of new technology. The Oculus Rift, developed as a virtual-reality device for video games, looks like an oversized pair of black goggles. While it is designed to “let players step inside their favorite games and virtual worlds,” it also has an awkward side effect. Many users feel nauseous or uncomfortable.

“I definitely got sick,” Diedrick says of playing games on the Oculus Rift.

She will conduct trials with experimental participants and document their feelings throughout their time using the Oculus Rift, looking at demographic differences in particular. Participants will also stand on the lab’s force plate to measure their body sway during trials.

**Hefty opportunity**

Chris Curry, a junior majoring in kinesiology, became involved with APAL as a sophomore after taking a class with professor Michael Wade. He has assisted Wade and Stoffregen on various experiments, including work on motion sickness.

This year, Curry is supported by a UROP grant for his project, “Neurological Correlates of Hefting via EEG.” It will add to existing literature about a person’s ability to determine how far he or she can throw an object by hefting, moving the arm up and down while holding an object.

Project participants will wear an EEG, a device that measures brain-wave activity, when they make predictions about how far they can throw. They will also wear the EEG when watching footage of individuals throwing certain objects to see if the brain-wave measurements possess any level of similarity. Finally, participants will throw items, and the result and predictions will be compared.

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Bill Doherty was reading an article about public health, not family social science, when he had a breakthrough insight that could help marriages in trouble.

The article was about a national initiative in Australia to provide mental health first-aid training. It focused on training community members to recognize and respond helpfully when a loved one, friend, or neighbor was having a mental health crisis.

Doherty, a professor in the Department of Family Social Science, is a couples and family therapist. He knows that the first person someone turns to when they’re having trouble in a marriage or relationship is not a professional but a friend or family member.

“The big insight was focusing on natural, existing relationships,” says Doherty. “Those everyday relationships are the first line of support.

“The second thing is that those confidants can help or hinder,” he continues. “Skills can be improved.”

Doherty is a national voice on topics from family meals and birthday parties to marriage and divorce. He’s no stranger to the New York Times and has appeared twice on Oprah. He thinks big.

Inspired by the Australian initiative, Doherty set out do something similar for marriage and couples confidants in the United States—develop research-based training, including cultural variations for specific communities, and deliver it widely.
Confiders and confidants

The first step was conducting the research to back it up. Doctoral student Kirsten Lind Seal jumped at the opportunity. In the summer of 2013, she and Doherty surveyed 1,000 adults ages 25 to 70 using YouGov, an international Internet-based survey research firm. Their results showed that 73 percent of U.S. adults have been a marital confidant—more than 60 percent in the preceding year.

“It’s also really interesting what people bring to their confidants,” says Lind Seal. “Confidants reported hearing about problems like growing apart and not getting enough attention but also what we call the ‘hard problems’—abuse, addictions, and affairs.”

Whatever the issue, according to confiders, the most helpful thing confidants can do is listen, yet they often give too much useless advice, talk too much about their own problems, are too critical of the confider’s spouse or partner, or actually suggest breaking up, which usually backfires.

Based on the findings, Lind Seal completed her dissertation and Doherty was able to start developing the training. In order to get it to the public as fast as possible, he and his entrepreneurial daughter, Elizabeth, decided to open the Doherty Relationship Institute. They worked out an agreement with the University to avoid conflict of interest, and last year the institute launched Marital First Responders.

So far the workshop has been offered in St. Paul, Oklahoma, and New York, with an immediate response. Articles about the training have run in national media including Elle and the Wall Street Journal.

Expanding the research

Professor Steve Harris directs the couple and family therapy program in the Department of Family Social Science. Originally from Toronto, with experience in Utah, New York, and Texas, he collaborated with Doherty before coming to Minnesota in 2009 to work on the Couples on the Brink project (see box, below).

Now Harris is the principal investigator on research concerning the Marital First Responders program. He is working on evaluation of the program and also finding ways to measure its impact.

“Not only how useful do participants say it is, but how does it change things?” he asks. “What’s the exact nature of its impact on people’s lives?”

Discernment counseling

Each year, more than 10,000 Minnesota marriages end in divorce. Yet a 2009 survey found that 30 percent of individual divorcing parents expressed ambivalence about whether divorce was the best option for their families. That survey led to establishing the Minnesota Couples on the Brink Project, which offers discernment counseling to couples in which at least one person is reluctant to end the marriage. Doherty and Harris lead the project, which is headquartered at the University of Minnesota. Learn more at www.cehd.umn.edu/fsos/projects/mcb.
Harris and Doherty are working with doctoral students Corey Yeager and Kyle Zrenchik, who are developing adaptations of Marital First Responders. Both are preparing to conduct randomized control trials, a high quality type of study in which some participants receive the training, some don’t, and all take before-and-after tests of their skills as confidants.

A conduit for change

Questions about culture and racism are important to Corey Yeager, whose broader interest is active citizens in democracy. Yeager grew up in Kansas and played football in California before moving to Minnesota. After years as a therapist, he came to the doctoral program needing a deeper connection.

“One of the best programs is right here,” he says. “Professor Doherty’s work is connected to who I’ve been my whole life.”

Doherty requested Yeager as a research assistant three years ago, so he was on the ground floor as Marital First Responders developed.

“There are nuanced differences about how this will work for the African American community,” says Yeager. “I want to look at it in the context of African American families and relationships.”

One of the factors, he notes, is that marriage rates are lower and divorce rates higher in the African American community, so relational first responders is a more effective term to use.

Those rates also translate into a higher level of gender distrust relative to other communities, he adds.

“People ask, ‘Will my partner be here for the long term? for employment?’” he explains. “Finding ways to address those issues in this training is my work.”

Yeager has observed Doherty conducting the training several times and has conducted or co-facilitated it a few times himself. He is excited to be a conduit.

“There’s all this research but it’s not getting where it needs to get,” says Yeager. “We are closing the gap between research and clinical practice.”

Harnessing energy

Therapist Kyle Zrenchik grew up in the Midwest and was drawn back in 2012 when he came to Minnesota for a degree in couples and family therapy. His particular interest areas are human sexuality and issues that affect sexual and gender minorities. After taking a class with Doherty, he was honored to review questions for the national survey on confidants.

In 2013 Minnesota legalized same-sex marriage. Doherty asked Zrenchik if he would be interested in adapting the training for the lesbian/gay/bisexual/ transgender community.

“It was a chance to blend my passion for couples work with being part of systemic change,” he says, “not only to help people attain marriage but to keep it.”

Zrenchik went to work developing what he calls the MFR-Q, or queered Marital First Responders. For example, the adaptation includes learning how to respond when someone confides, “My partner doesn’t want to live as an out gay man and that’s not okay for me.”

He’s aiming for Minnesota Pride weekend in June to conduct the training and collect his data.

“Having a group come together around these issues, harnessing that energy at a critical time is exciting,” says Zrenchik. “Without a stable, consistent couple at its base, so many of the things we want to accomplish as a community get trampled. It’s the next step we need as a queer community—and as a community as a whole.”

Read more about Bill Doherty, Steve Harris, Kirsten Lind Seal, Corey Yeager, and Kyle Zrenchik at www.cehd.umn.edu/fsos/people.

Bill Doherty is co-owner of Doherty Relationship Institute, which conducts the Marital First Responder workshop. This interest has been reviewed and managed by the University of Minnesota in accordance with its conflict-of-interest policies.
Seeking the origins of autism

Jason Wolff leverages the power of brain-imaging data

JASON WOLFF, ’10, ONCE WORKED with a teen with autism who was sometimes incredibly late for school because a fingernail wasn’t clipped properly.

“His need for symmetry, his repetitive behaviors—we had no resources to handle that,” Wolff remembers. “His psychiatrists were helpless—they looked to me! I had to come up with my own ideas, and that pushed me to research.”

Seeking behavioral interventions led Wolff to search for the origins of behaviors often seen in autism. Today, Wolff is a new assistant professor in the Department of Educational Psychology.

“When I reflect on my path, it began in my early 20s,” he says. “The questions and challenges that I came up with then—I’m still on that path, but it’s taken a lot of curves, through fields as diverse as neuroscience and special education.”

Wolff grew up in Rapid City, South Dakota, where he was a member of the debate team and developed a strong interest in constitutional rights and protecting the rights of the minority. Then he went to college at the University of Chicago.

“I wanted a different experience, and it was great,” he says. “It was an incredible intellectual environment.”

A job with legal aid did not hold his interest. By luck, Wolff says, he got to work in a group home for adults with severe disabilities and wrote his undergraduate thesis based on that experience.

After college, Wolff moved to the Twin Cities for a job, working with people with intellectual disabilities and autism. He learned about the contrasts among service providers. More importantly, he observed the disconnect between research and practice and realized how little was known about autism.

His path led to graduate school. It was educational psychology professor Frank Symons who first allowed Wolff to see that it would be possible to bring biology into the study of behavior. Symons specializes in the study of self-injurious behavior, something that about half of all children with autism experience.

“The question is, when and how do these behaviors start?” says Wolff. “There’s an origin to them.”

Advances in brain research and technology opened doors. After finishing his doctorate, Wolff took a postdoctoral appointment at the University of North Carolina. There he focused on the brain, bringing together neuroscience and behavioral research, studying babies to look for biological signs of behaviors that will emerge later.

“The standard approach is to wait until there’s a failure, like missing a developmental milestone,” he explains. “We can help in these situations, but if we can identify the signs even earlier, we could develop early or even preventative interventions that could significantly improve outcomes.”

He was drawn back to the University of Minnesota, joining faculty members working on related issues in educational psychology. He is also connecting with faculty members in child development and other departments across the U who are asking questions related to autism.

The University of Minnesota is one of the best places in the world to work with brain imaging, including MRI, EEG, and eye-tracking devices. Wolff’s lab, funded in part by the National Institute of Mental Health, is leveraging brain imaging data to characterize factors associated with the early emergence of behavioral excesses and deficits in autism spectrum disorder. It’s also analyzing how brain and behavior data might help tailor special education for young children.

“What can the brain tell us about educational practice?” he asks. “It might sound like a stretch now, but studying the brain could tell us something about teaching a class of second-graders.”

Read more about Jason Wolff at www.cehd.umn.edu/EdPsych/people/faculty/Wolff.html.
Honored

Teaching specialist Daryl Boeckers (curriculum and instruction) received the 2014 Emma Birkmaier Outstanding World Language Educator Award from the Minnesota Council on the Teaching of Languages and Cultures. The award is given to a teacher credited for a significant impact on the language teaching profession and involvement with the nonprofit organization.

Former University president and CEHD dean emeritus Robert Bruininks received the Lifetime Achievement Award from the Association of University Centers on Developmental Disabilities. The award is given to individuals making a lifetime commitment to serving people with developmental disabilities and their families, and includes recognition of his work as founding director of the college’s Institute on Community Integration.

On campus, in recognition of his more than 45 years of service to the University, the Science Teaching and Student Services (STSS) building will be renamed Robert H. Bruininks Hall. In December the Board of Regents approved the renaming of STSS, which was completed during his presidency in 2010. A ceremony is planned for early May.

Vichet Chhuon (curriculum and instruction) received the 2015 Early Career Achievement Award from the Association of Asian American Scholars in recognition of his many contributions to Asian American studies. The award honors scholars who have made valuable contributions to the field in the early stage of their careers through outstanding and innovative research in Asian American and Pacific Islander studies.

Sharon Danes (family social science) was honored with the Hubler Award for Excellence in Service to Family Businesses for her research, teaching, and consulting on family business disciplines. She was honored at the 2014 Minnesota Family Business Awards.

Aaron Doering (curriculum and instruction) was recently inducted as a fellow into the Royal Canadian Geographical Society (RCGS) in recognition of his work for more than a decade in the Canadian Arctic and around the world. RCGS is dedicated to imparting a broader knowledge and deeper appreciation of Canada and its people and places, its natural and cultural heritage, and its environmental, social, and economic challenges.

Jed Elison (child development) has been awarded the Society for Research in Child Development’s Early Career Research Contribution Award. His research on infant brain and behavior development and the early signs of autism spectrum disorder represent themes that are advancing knowledge in early child development. He joins a prestigious group of 30 current and past recipients who have distinguished themselves with exceptional scientific and scholarly contributions early in their research careers.

Zan Gao (kinesiology) was selected by the SHAPE America (Society of Health and Physical Educators) Recognition Awards Committee to receive the LeRoy T. Walker Young Professional Award. The award is given to a minority member of SHAPE America who is 40 years old or younger and who has demonstrated superior promise in the areas of service, teaching, scholarship, and commitment to the goals of the alliance focusing specifically on underrepresented or underserved populations and promotion of social justice and diversity.

Rashné Jehangir (postsecondary teaching and learning) and Diane “Dee” Tedick (curriculum and instruction) have won the University’s highest honors for teaching. Jehangir, who focuses on addressing issues of access, equity, and student development for first-generation college students, is a recipient of the Horace T. Morse Award for Outstanding Contributions to Undergraduate Education. Tedick, an expert in immersion education in the second languages and cultures program, is a recipient of the Award for Outstanding Contributions to Postbaccalaureate, Graduate, and Professional Education.

Panayiota Kendeou (educational psychology) was selected to receive an Early Career Impact Award for Text & Discourse from the Federation of Associations in Behavioral and Brain Sciences (FABBS). Given to FABBS members during their first 10 years post-Ph.D., this award recognizes scientists who have made major contributions to the sciences of mind, brain, and behavior.

Nicole LaVoi (kinesiology) was chosen by the Minnesota Coalition of Women in Athletic Leadership to receive the 2015 Special Merit Award given annually to individuals who exemplify extraordinary levels of commitment to breaking barriers for girls and women in sport. The award was presented at the Minnesota National Girls and Women in Sports Day celebration, held at the Minnesota History Center in February.
Hee Yun Lee (social work) was awarded the Middle or Senior Career Achievement Award from the Korean American Social Work Educators Association and was recognized at the Council on Social Work Education.

Associate dean for research and policy Frank Symons (educational psychology) was named fellow of the American Association on Intellectual and Developmental Disabilities (AAIDD) for his contributions to the field of intellectual disability. Symons is one of only 10 individuals who will receive this designation at AAIDD’s Annual Meeting in June.

Martha Thurlow, director of the National Center on Educational Outcomes, received a lifetime achievement award from the Council on Exceptional Children. The 2015 J. E. Wallace Wallin Lifetime Achievement Award acknowledges Thurlow's commitment to and exemplary performance in serving children and youth with disabilities.

Maureen Weiss (kinesiology) received the 2014 President’s Council on Fitness, Sports & Nutrition Science Board's Honor Award. The award is given each year to an academic or research professional who has significantly contributed to the advancement and promotion of the science of physical activity or nutrition.

New faculty
Gerald August (professor, family social science) researches attention and behavior problems including ADHD, adolescent psychiatry, antisocial behavior, and drug abuse prevention. He has developed an early-age-targeted prevention program and is the lead investigator on several national prevention projects. He joined the University in 1985 and served on the psychiatry faculty in the Medical School until last year. His Ph.D. was from Purdue University.

Timothy Piehler (assistant professor, family social science) researches the causes and prevention of behavior problems and substance use in children and adolescents, and works on family-focused prevention programming. He holds a Ph.D. in clinical psychology from the University of Oregon.

In memoriam
Neil Bracht, professor emeritus and former director of the School of Social Work, passed away January 2 at his home in Santa Fe, New Mexico. He was 79 and had battled renal cancer for several years. With degrees in social work and public health, Bracht came to the University in 1978 to direct the School of Social Work. After leaving the director’s post in 1983, he remained on the social work faculty until his retirement in 1998. Bracht was known for his work in health promotion and started the first joint master's degree program between the schools of social work and public health. He wrote several books on health promotion and on social work in medical care and was sought out as a consultant to help communities advance the message of healthier living through diet, exercise, and stress management. Bracht is survived by his wife and three children.

Josef Mestenhauser, professor emeritus of educational policy and administration, passed away March 14 at his home in Richfield. He was 89. Mestenhauser was a leading figure in the development of the field of international education and taught in the comparative and international development education program before his retirement in 2002. He is survived by his wife, Pat, and their three children and their families. Read the story on pp. 16–17.

Memorials can be made to the Josef Mestenhauser Distinguished Alumni Fund for International Education, Fund #4371, or the Josef A. Mestenhauser Legacy Fund, Fund #8710, through the U of M Foundation.
LAST SPRING, HIGH SCHOOL ENGLISH TEACHER

Tom Rademacher, ’07, became Minnesota Teacher of the Year. He still seems a little amazed he’s even a teacher. “I hated high school!” he exclaims.

But Rademacher had many outstanding teachers in his life. At the University of Minnesota, he completed his bachelor’s degree in English and went on for licensure in the Department of Curriculum and Instruction. He has taught for eight years at FAIR School in downtown Minneapolis, an arts school in a district dedicated to integration. He has become a dedicated teacher valued by his students, who call him Mr. Rad. An energetic guy with glasses, a beard, and an easy smile, he says he is still learning every day. Culturally relevant pedagogy is an example.

“You need to know where you’re centered in that work,” he says. “Like a lot of white men, I over-intellectualized it. Then I gave the kids the mike in talking about race and privilege. They teach me so much more than I teach them. There should not be a teacher in a classroom who is not thinking about how race has affected them.”

A student nominated Rademacher for Teacher of the Year, an annual award for public, private, and parochial school teachers. He has taken his message to groups and communities all over the state, after school and on weekends. He has written opinions and articles. He urges people who care about education to focus on shared goals and points to schools, districts, and organizations that are leading the way. Students must be the top priority.

“It takes all of us!” he says. “For me, it meant growing up with people like my mom, a lot of great teachers, and so many people who came together to make, in my case, a successful teacher. I want to make sure my experience is not a happy accident.”

Social media have given Rademacher an even bigger platform than he expected. Before school started last fall, he knew that his students would want to talk about the recent death of 18-year-old Michael Brown, shot by a police officer in Ferguson, Missouri, and they did. Then in November, the day after a grand jury decision not to indict the officer, student after student spoke up during discussion in his class.

“The kids were nailing it, and then one of them said, ‘Someone should tweet this,’ and phones started coming out, and I said, ‘I’ll do it,’” Rademacher says. He started taking notes and sending the students’ words out on Twitter. Suddenly over the loudspeaker, the class heard his name called to the office.

“They looked at me and we’re all thinking, ‘Uh-oh,’” says Rademacher, “and on the way to the office I’m thinking, ‘How much trouble could I be in if I’m Teacher of the Year?’ but I was still worried! I got there and it was literally a couple of minutes before it sunk in that I wasn’t in trouble.”

The principal told him they were getting calls from local and national media, which were seeing his tweets and wanted to schedule time to talk to him. “It’s fantastic,” he told Rademacher.

The empowerment his students experienced was real and lasting. One student has received a writing fellowship as a result.

Pushback has not been a serious problem. For one thing, Rademacher recognizes that his race and gender help him avoid a lot of scathing responses.

“And I am very lucky that I’m in a school that supports me,” he says. “But for the record, I’d do it anyway.”

Read the full story: [www.cehd.umn.edu/people/profiles/Rademacher](http://www.cehd.umn.edu/people/profiles/Rademacher)
It’s hard to believe that another school year is almost over. CEHD alumni have been actively engaged in Minnesota and beyond. As you can see from our photos in this issue, our college was well represented at the U of M Alumni Association’s 2015 Minne-College events in Florida and Arizona. Dean Quam, associate dean Deborah Dillon, and associate professor Marek Oziewicz were delighted to have the opportunity to visit with our alumni in Naples and Scottsdale.

Right here in Minnesota, more than 50 students and alumni gathered to connect and share their personal and professional experiences with each other at the annual CEHD Alumni and Undergraduate Student Networking Social on February 25. I’ve attended this event four times, and each time I learn something new from students and alumni.

This year, the CEHD Alumni Society awarded over $15,000 in scholarship funds. Supporting our exceptional students’ academic and career success is one of the Alumni Society’s top priorities. And we continue to recognize the outstanding achievements of CEHD’s Rising Alumni. Visit www.cehd.umn.edu/alumni/rising to see the profiles of the 2015 class of alumni who have achieved early distinction in their careers.

In a few short weeks, I’ll have the privilege of carrying out one of my last duties as CEHD Alumni Society President—speaking to our undergraduate and graduate students at their commencement ceremonies before they join the ranks of our 70,000+ alumni. I still vividly remember my first day at the U. It was exciting and scary all at the same time. When I reflect on those times, I don’t think much about the exams, papers, and stress of finals. Although all of those things were very important, I tend to dwell on my memories of playing flag football with friends and camping trips with the Hmong Minnesota Student Association. It’s the memories of people that bring me back to campus—my friends, my colleagues, and the places where I felt that I belonged. I hope that you’ll think about your University of Minnesota memories and take time to visit those people and places again.

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

1960s

Stanley Baker (M.A. ’63), professor of counselor education at North Carolina State University, received the 2014 Counselor Educator of the Year Award from the North Carolina School Counselor Association. • Clark Peterson (A.A. ’67) was the featured speaker at a meeting of the Northern Pacific Railway Historical Association at the Minnesota Transportation Museum’s Jackson Street Roundhouse.

1970s

Connie Hollerbach-Goodman (B.S. ’72) retired as assistant registrar from The Ohio State University. • Sandra Lewandowski (B.S. ’72) was named the 2015 Minnesota Superintendent of the Year. Lewandowski has been superintendent of Intermediate District 287, a consortium of 12 west-metro school districts, which employs a staff of more than 800 and serves almost 10,000 students, since 2005. • Joy Wetzel (M.Ed. ’76) passed away November 6. As a volunteer and board member with the Minnesota Ovarian Cancer Alliance, she helped thousands of cancer survivors, clinicians, and researchers through mentoring and public speaking across the country.

1980s

Richard Selvik (M.S.W. ’84) was selected to participate in the 2014–15 Health and Aging Policy Fellows Program. He will spend a year in Washington, D.C., working on policy issues related to aging and integrated primary care in rural and inner-city areas. • Brenda Hartman (M.S.W. ’89) has published The Golden Thread, a book to help children deal with losing a loved one.

1990s

Ganie DeHart (Ph.D. ’90), professor and chair of SUNY Geneseo’s Department of Psychology, was appointed as Distinguished Teaching Professor of Psychology by the State University of New York Board of Trustees. • Georgianna Klevar (M.Ed. ’91) received the Outstanding Retiree Service Award for 2014 from Northeast Iowa Community College. • Maureen O’Brien (Ph.D. ’91) is the curriculum and training manager for Families First Parenting Programs, a nonprofit agency in Cambridge, Massachusetts, dedicated to strengthening families and supporting parents. • Corinne Dickey (Ph.D. ’96) has retired.
The college honored 23 alumni in November with the CEHD Distinguished Alumni Award. All are community builders and leaders who have made a positive difference in the lives of children, youth, families, schools, and organizations, and whose achievements bring honor to the college. Back row (L-R): Marilyn R. Armour (Ph.D. ’00), Ann L. Jaede (M.A. ’65), Gary S. Prest (Ph.D. ’93), Michael J. Lovett (Ph.D. ’79), Debra K. Harless (Ph.D. ’95), Dean Jean Quam, Dorothy J. Van Soest (M.S.W. ’75), Joyce A. Stephens Bell (Ed.D. ’99), Rita M. Davern (M.Ed. ’03), Penny M. Kodrich (D.L. ’86), Eric G. Campbell (Ph.D. ’96), Jan S. Greenberg (Ph.D. ’87), Mindy G. Greiling (M.A. ’74), Anita Mallory (B.S. ’68). Seated (L-R): Julie M. Jensen (Ph.D. ’74), Henry W. Terrell (Ph.D. ’74), Velma H. Terrell (Ph.D. ’79), Joan M. Solomon (B.S. ’67), C. Mary Mackbee (M.A. ’79), Hope Bouvette Thornberg (Ph.D. ’79), Jacalyn W. Weissenburger (Ph.D. ’03), Candice J. Nadler (Ph.D. ’90), Irene M. Ott (M.S. ’68). Not pictured: Anne L. Helmholz (B.S. ’67).

CEHD’s Award of Excellence was presented in November to Barbara Schmidt (B.S. ’85), above center, and Kenneth Mauer (B.S. ’77), below right, for their career accomplishments and commitment to serving others in their respective fields and local communities. With Schmidt are (L–R) alumni relations director Chris Buckley (M.A. ’08), Zer Vang (M.S.W. ’13), Mary Rosenow (M.Ed. ’85), and Brenda Hartman (M.S.W. ’89). Not pictured: Also announced in November was CEHD’s Distinguished International Alumni Award to Zayed Al-Harethi (Ph.D. ’85) for his contributions to the field of education in his home country, Saudi Arabia. He will receive his award on campus at a date to be announced.

after 39 years of service in the field of higher education. • Holly Raffe (M.A. ’97), assistant professor at Ohio University, was named 2014 Prevention Champion by the Ohio Department of Mental Health and Addiction Services.

• Lee-Ann Stephens (M.Ed. ’97), 2006 Minnesota Teacher of the Year, has been elected to the board of directors for the National Board for Professional Teaching Standards. • Camilla Lehr (Ph.D. ’99) was honored with the school psychology program’s Distinguished Alumni Award.

2000s

Kaaren Williamsen (M.A. ’00) is the Title IX coordinator at Swarthmore College. • Jack Brewer (M.Ed. ’02), CEO of the Brewer Group, participated in the United Nations Ebola Private Sector Mobilisation Group effort to coordinate business resources to support front-line Ebola humanitarian relief efforts. The Brewer Group was one of 35 companies with major assets and operations in West Africa selected to attend the event.

• Kathryn Johnson Coleman (Ph.D. ’05) is the global leader for talent acquisition and onboarding at 3M Company and leads strategy for recruitment across 70 countries. • Adam Leicht (M.Ed. ’08) was named WCCO’s Excellent Educator for the week of January 5. Leicht teaches at Forest Hills Elementary School in Edina.
The University Aquatic Center has a new namesake—legendary alumna and former head coach Jean Freeman, ’74. The center was renamed the Jean K. Freeman Aquatic Center in a ceremony followed by a reception on December 6.

Freeman, who passed away in 2010, swam for the Gophers and graduated with a B.S. in physical education. Shortly after graduation, she stepped up as women’s swimming head coach, keeping the position for 31 years until her retirement in 2004. During her tenure, Freeman coached 27 winning seasons and led the Gophers to two Big Ten championships. Freeman herself was named Big Ten coach of the year four times. In addition to coaching more than a thousand student-athletes over her career, Freeman helped found a leadership group for Division I women swimming coaches and endowed an annual scholarship for exceptional female swimmers.

CEHD goes to Minne-College

Marie Nelson (M.S.W. ’11) was elected as communications co-chair for the Washington Chapter of the Society for Social Work Leadership in Healthcare.

• Gwendolyn Freed (Ph.D. ’12) is the director of development for the Humphrey School of Public Affairs.

• Michelle Loman (Ph.D. ’12) is an assistant professor of neurology in the Division of Neuropsychology at the Medical College of Wisconsin.

• Maria Jaramillo (B.S. ’13) is an admissions counselor at the University of Minnesota.

• Heidi Jones (Ph.D. ’13), assistant professor of English education at the University of Wisconsin, Lacrosse, received a Young Scholar and Activist grant from the Working-Class Studies Association (WCSA). Jones was invited to present her work at the WCSA annual conference.

• Matthew Miller (Ph.D. ’14) launched his own private practice, Running Therapy, which focuses on mental and physical health.

• Samuel Tanner (Ph.D. ’14) will join the faculty at Pennsylvania State University, Altoona, as an assistant professor in literacy education.

CEHD alumni attended the University reception after Minne-College in Naples, Florida. L–R: Minnesota Rep. James Swanson (B.S. ’69), Mary Hertogs (M.A. ’75), Vasanti Kolatkar, Sharon Beckstrom (M.A. ’76), and Elizabeth Swanson.

Marek Oziewicz, Marguerite Henry Professor of Children’s and Young Adult Literature, spoke about “Monsters, Zombies, Talking Sponges: On Fantasy, Imagination, and the Challenges of a Global World” at Minne-College in Scottsdale, Arizona.

Joyce Youngren (B.S. ’51) and Judy Youngren at the CEHD Dean’s Breakfast in Scottsdale.
Gary and Kathy Geroy have made a future commitment of $1.6 million through their estate, designated for the support of graduate students.

An anonymous alumnus donor has made a future commitment of $1.4 million for fellowships in reading and literacy and for undergraduate scholarships.

A gift of $1,776,797 has been realized from the estate of Gordon and Lois Robertson, designated for support of graduate students.

J. Patrick Campbell has made a gift of $90,000 to the college.

Robert Shumer has made a future commitment of $65,000, which will support the youth development program in the School of Social Work.

Norma J. and Roy Baker have committed a gift of $50,000 through her estate to support global service scholarships.

Wesley Mellgren has made a gift of $50,000 to create the Mellgren–Turner Scholarship Fund in social work.

David and Sharon Burris–Brown, Lydia Burris Lafferty, and Julia and Charles Phillips have made gifts totaling $50,000 to create the Russell W. Burris Fellowship in Educational Psychology.

John and Nancy Peyton have pledged $50,000 to create the John and Nancy Peyton Global Service Scholarship Fund.

Lorena Jacobson has made a gift of $35,700 to be added to the scholarship fund in her name, supporting students in mathematics education.

Michael and Delores Rowan have made a $30,000 future gift for undergraduate scholarships.

Elizabeth B. Anderson has pledged $25,000 to create an endowment in her name for educational psychology.

Erwin J. Chorn has made a gift of $25,000 to endow the Chorn Family Fund for student support.

Donald and Mary Anne Draayer have made a future commitment of $25,000 for school leadership development.

Ann Torp–Pederson has made a pledge of $25,000 to honor her late mother, Geraldine B. Nilsestuen, ’36, creating an endowment fund to support M.S.W. students in the School of Social Work.

James J. Trunk made a gift of $20,000 in support of the Fund for Excellence in Education.

University Regent Peggy Lucas and David Lucas made a gift of $20,000 to support the Pam Borton Endowment for the Promotion of Girls and Women in Sport Leadership.

Luong B. Tran and Minh–Tam T. Liu, Inc., made a gift of $15,000 for the Lu Mong Chi Memorial Scholarship.

Valdemar Olson made a gift of $12,500 to be added to the Marilyn Nordstrom Olson and Valdemar Olson Scholarship Fund.

Kenneth and Nancy Pedersen made a future gift of $11,000 to support teacher licensure and school leadership.

Gifts of $10,000 have been received from:

Donald F. Alm for the STEM Education Center

The Kathy and Larry Holleran Charitable Trust for the Pam Borton Endowment

David H. and Karen B. Olson for a faculty award in family social science

Caryl and Ernest Pierson for support of their scholarship fund

The WEM Foundation for the Families and Democracy Research Fund
Giving matters

AS A YOUNG SCHOLAR, Mary Corcoran was browsing a list of funding opportunities when she noticed one for research that required travel. Later, an opportunity to work on a project in Paris gave her experience that resulted in a publication on the path to becoming a professor of educational psychology.

“It was a combination of having a model and having an experience myself,” says Corcoran. “I found it so valuable that I thought we should have more such opportunities.”

In 1996 she created the Mary E. Corcoran Endowment, which has provided research travel awards to more than 20 students. She’s heard from recipients over the years and knows that wonderful things have come from it.

One of those recipients is Ya Liu, a doctoral student in comparative and international development education. Liu, too, knows the value of travel in educational experiences.

Intrigued by how globalization shapes education, Liu’s long-time dream was to study abroad. After completing her master’s degree in international and comparative education in China, she pursued her doctorate in the same field in Minnesota. Her dissertation research focused on the identity of the Chinese “education diaspora” in the Midwest.

A Corcoran Research Travel Award enabled Liu to present papers at two international conferences in the United Kingdom in 2012—the Eighth Annual Conference at the Centre for Research on Nationalism, Ethnicity, and Multiculturalism at the University of Surrey and the Fifth Global Diaspora Forum at the University of Oxford—requiring air and train travel.

“The conferences were a critical help for my dissertation,” says Liu. “Going to the conferences and talking to people from around the world and from all kinds of disciplines helped me to reconfigure my research design and become more focused.”
“Talking to people from around the world and from all kinds of disciplines helped me to reconfigure my research design.”

—YA Liu, Ph.D.’14, comparative and international development education

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

**Naomi C. Chase Lecture on Children's Literature**
April 22, 5:30 p.m.
120 Andersen Library

Award-winning author Jon Scieszka, writer of weird and funny stories for children, including *The True Story of the 3 Little Pigs!* and *The Stinky Cheese Man*, will speak and sign books at this free event co-sponsored by the Department of Curriculum and Instruction, CEHD, Kerlan Friends, and others. Register at www.cehd.umn.edu/ci/events/chase.html

**CEHD Commencement**

Graduate Commencement
Wednesday, May 13
1–3 p.m., Northrop Auditorium

Undergraduate Commencement
Thursday, May 14
5:30–7:30 p.m., Mariucci Arena

cehd.umn.edu/commencement

**WPLC Annual Awards Celebration**
June 16, 9–11 a.m.
Town and Country Club, St. Paul

Recipients of the Women’s Philanthropic Leadership Circle 2015 awards will be honored. Pam Borton, former head coach of the U of M Women’s Basketball team and co-founder of TeamWomenMN, will be the featured speaker. Complimentary breakfast.
RSVP to wplci@umn.edu.

**Homecoming 2015**
September 20–26

*Save the date!*