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On the cover:
School of Social Work doctoral student Tanya Bailey, MSW, LICSW, created a campus program to help students and staff reduce stress with the help of animals such as her registered therapy chicken, Woodstock. Read the story on page 20.

Photo by Gina Easley
from the dean: What is a chicken doing on the cover of our CEHD magazine? You might be asking yourself, “Did CEHD merge with agriculture, or veterinary medicine?” No, neither of those happened. In this issue you have a chance to read about the amazing School of Social Work doctoral student Tanya Bailey and her partnership with animals in working with people. Anyone out there who still thinks that what we do in our college is not diverse?

Fall is in the air. We welcomed 487 new freshmen to CEHD in September, more than 70 percent from Minnesota, more than 50 percent first-generation students. All of them have a passion to be in our college and are grateful to be among the 5,500 accepted to the University of Minnesota, where more than 50,000 apply to enroll as undergraduates every year.

September always feels a little like New Year’s Day to me. Everything starts up after a quiet summer on campus. The parking lots, the buses, and the light rail are all crowded. Students pack into the coffee shops and restaurants. More students live in the neighborhood than ever before. Classrooms are full to overflowing. The sounds of the band practicing in the stadium can be heard as I walk to my car at the end of the day. And the days are getting shorter. It is a time of new beginnings, and the enthusiasm of the students makes me optimistic to see a new year begin again.

Enjoy this issue of Connect. Read about civic engagement, schoolhouses, and a lot more. And make sure you figure out why that remarkable chicken is on the cover of our magazine!

Happy new year,
On May 12 at Mariucci Arena, 550 graduate students and 560 undergraduates walked across the stage during CEHD’s commencement ceremonies. They were honored by guest speakers Michael Lehan, ‘03, former NFL cornerback and current Osseo Senior High School principal, and Carmen Campbell, ‘64, volunteer and philanthropist, as well as graduating senior Julia (Jiayin) Qian, an international student in family social science who will pursue a graduate degree in higher education management at the University of Pittsburgh this fall.

“There is beauty in the process and healing in the scars,” said Lehan, who earned a degree in family social science and a minor in youth studies before he began his NFL career.

Ceremonies also included music and speeches from regents, faculty, and Dean Quam, who directed everyone to put their hands in the air as she led them in the wave, sending cheers rippling across Mariucci Arena.

Link to more memories at www.cehd.umn.edu/commencement.
More than 60 posters from faculty, staff, and students filled McNamara Alumni Center in March for the annual CEHD Research Day, photo below left. This year’s event was host to the college’s first-ever Three Minute Thesis (3MT) competition, where eight doctoral-student finalists had the chance to explain their research to a non-specialist audience under a strict time limit. The judging panel included former Minneapolis mayor R. T. Rybak, CLA professor of African and African American studies Keith Mayes, and Soran Foundation executive director Margie Soran.

First-place winner Michelle Brown, from the Institute of Child Development, speaking in the top photo, discussed ways to disrupt the “domino effect” of child maltreatment. Of all people who are victimized as children, 61 percent will be revictimized in adulthood, said Brown, but the situation isn’t without hope. “In the same way that one person has the power to set forth that domino effect, one person has the power to stop it,” she said, whether that person is a friend, relative, teacher, or social worker.

Runner-up Anna Kaiper examined the social and symbolic power of motivations behind a group of South African female domestic workers learning English as a second language. People’s choice winner Leonard Taylor discussed how the structures and cultures of research universities can impede student success, even when policies are well intentioned. Kaiper and Taylor are in the Department of Organizational Leadership, Policy, and Development.

All 3MT competitors’ presentations can be viewed on the CEHD YouTube channel at www.youtube.com/user/UMCEHD.

An estimated 200 community members and professionals attended the second annual UMAI Day hosted by the U of M Autism Initiative in April at Masonic Children’s Hospital on the West Bank.

UMAI members made presentations and answered questions on their latest findings and gave an overview of current U of M research collaborations related to autism. Among the presenters was Jason Wolff, assistant professor of educational psychology, who described his research on infant brain development and the emergence of autism.

After the presentations, participants had the opportunity to learn more in conversations at a poster session reception with many more researchers.

The U of M Autism Initiative is an interdisciplinary collective of researchers, educators, and providers focused on improving the lives of people with autism spectrum disorder, or ASD, in Minnesota. Its mission is to unify stakeholders toward the ultimate goals of collaborative research, excellence in education and training, and community partnerships. Several key members are from CEHD.

Learning about autism research
Bhaskar Upadhyay didn’t plan to visit Nepal the same day an earthquake arrived. But on April 25, 2015, he landed in Kathmandu as a 7.8 magnitude quake tore apart the ancient capital and took the lives of an estimated 9,000 people at an already turbulent time.

Upadhyay was on his way to spend three weeks doing research in a rural area far from Kathmandu. But he found himself caught in the capital for 12 days, aiding individuals impacted by trauma and loss, often seeking food and shelter. By the time he arrived at his research site, he had only three days to connect with his research partners before heading back to Minnesota.

This spring he returned to complete his research project and take stock of the quake’s impact. As it turns out, his project is even more timely, and Upadhyay is the ideal person to carry it out. Science education is his area of expertise, STEM more generally—the integration of science, technology, engineering, and mathematics in the classroom. And Nepal is his home country.

His sabbatical research—in collaboration with Valentine Cadieux from sociology and supported by a U of M Global Spotlight grant—aimed to investigate science education in indigenous and rural communities in the context of food security and local actions.

“Nepal faces enormous challenges to food security,” he says, “and then on top of that an earthquake!”

Upadhyay is known for his success in creating positive learning environments for science and math, such as urban gardens. At the STEM Education Center, his areas of expertise include equity, social justice, urban teacher education, and the sociology and anthropology of STEM education.

This time, he spent only three days in Kathmandu and 15 days in the village of Thakurdwara, Bardiya. He conducted interviews and was invited by high school principal Dinesh Gautam to lead a full-day STEM professional development workshop for 26 teachers from eight schools across Bardiya.

“We really look at this question, ‘What does STEM education mean in a village without electricity or resources?’” he explains.

Physical damage in the village was minimal, but everyone is connected to someone in Kathmandu and to the many sacred and significant places destroyed. Upadhyay has spent time listening to parents, children, and teachers talk about the earthquake’s devastating toll on the culture as a whole. Experiencing the earthquake and its aftermath in his home country has given him insights on his teaching and research and the very issues he cares about most deeply.

“It changed my life,” he says.
In June, more than 600 education leaders, researchers, policymakers, and nonprofit employees attended the University’s two-day meeting of the minds about educational equity and how to attain it. They left inspired and connected, with tools to work for change.

Toxic stress experienced by children emerged as a common theme and focus to address. Both keynote speakers on Day 1—Pedro Noguera from New York and Jeff Duncan-Andrade from San Francisco—identified toxic stress as a key issue for understanding persisting inequities and navigating toward solutions.

Participants generated ideas that became the focus of small groups’ work on Day 2. During a rigorous schedule of sharing and mixing, individuals gave feedback and shared experiences related to topics that spanned systems as well as children’s lives from birth to college.

PowerPoint files and graphic art summaries of the keynote presentations, follow-up articles by the guest speakers, and summary documents of the ideas generated by participants are all online to help the convening continue. Read more at www.gap.umn.edu/about/edequityinaction.html.

Dividing their time between assembly in Willey Hall and small-group discussions, participants shared and developed ideas about educational equity and how to attain it.
Tattooing and piercing, once associated with those on the margins of society, have become widespread in recent decades. But within queer culture—meaning gay, lesbian, bisexual, and transgender persons—its use is about twice as common as in the population as a whole.

A recent study explored the use of body art by transgender youth in particular. It drew on data collected in a larger study of 90 transgender participants from eight cities in the United States as well as Ireland and Canada. The youth in the study described their body art as a way to document their changing identities and relationships with their bodies.

Transgender youth include those who were assigned a gender at birth at odds with the gender they identify with, often from a young age. As these children mature into puberty, some express body dissatisfaction and hatred and may seek to modify their bodies.

Many of the study participants described giving a lot of thought and planning to the process. They described the results as positive, associated with declaring and gaining social support, resilience, and asserting ownership and control of their bodies, often for the first time. For example, one 26-year-old chose a song lyric for a tattoo:

“[I]t was this reminder that like the way that I own my body and the way I survive is by owning my body,” said Justin. “I have to do that in order to survive. And tattooing is this really positive way to do that so to get his tattooed on there was really good.”

Contrary to associations with self-destructive behavior, body art was described by participants in the study as constructive and creative, an instrument of health and connection.

Other studies from this research have focused on body image, community connections, and family relationships. The research has yielded two big takeaways: first, that “ownership” of one’s body leads to self-acceptance, and second, that trans youth experiences can add an important perspective on research about body size and image in the general population. For example, a lot of general research on body image focuses on size, which for trans youth intersects with gender identity. Elements of gender expression may be relevant for understanding body image among all people.
Seeking good, happy lives

Jenifer McGuire led the international interview study. McGuire is an associate professor of family social science who joined the faculty in 2014. Research on transgender youth has been a subfocus of hers since her postdoctoral research; she was led to it through her work with community centers and schools.

“I’m not as interested in why kids are trans as in how they can have good, happy lives,” says McGuire. “Transgender youth face disproportionate risks. We can also learn things from working with trans kids that will help us understand development for all kids.”

McGuire came to Minnesota after faculty positions in Washington and a year as a visiting research scientist in the Netherlands. In Amsterdam, she worked on a study following the first group of adolescents who went through puberty suppression therapy to delay puberty and sex change.

“The U has one of the oldest clinics in the U.S. that works with trans youth,” she says, referring to the Center for Sexual Health. “It’s very exciting to be here.”

Just in time

For trans youth, the risks are high for being bullied, developing eating disorders, being rejected by their parents, and suffering from mental illness. Transgender people are the victims of the highest rates of homicide in the world.

In 2014, the American Psychological Association took a stand by publishing a policy statement declaring it unethical to suppress gender variance. McGuire’s research comes at a time when families, professionals, and communities are seeking information about a complex topic.

When the Minnesota chapter of the National Council on Family Relations held its annual one-day conference in New Brighton last December, it chose the topic of gender variance. McGuire was invited to give the keynote.

“Transgender issues were in the news, of course, but the organizers still didn’t know whether people would come to hear about the topic,” says McGuire.

The conference filled. More than 150 attended at the metro site and five more remote sites around the state. The Worthington newspaper covered it.

This year McGuire was selected to be the Children, Youth & Family Consortium’s 2016–17 scholar in residence. She’ll write for its publication and prepare Lessons from the Field for clinical and health professionals and school personnel (see below).

One of the things we’ve learned is that what works for the LGBT population as a whole doesn’t necessarily translate into greater safety and perception of safety for trans kids,” says McGuire. “Our trans kids would be a lot better off if we took better care of them … and there are lots of ways to do that.”

Transgender [trans], gender variant, and gender nonconforming are adjectives used as umbrella terms to describe persons who identify with or express a gender identity that differs from the sex assigned at birth.

Within the transgender community, there is often a variety and continuum of behaviors and self-ascribed labels that reflect this variety of transgender identities and experiences. Some individuals may identify as genderqueer, nonbinary, or as another gender, possessing characteristics along both masculine and feminine continuums or possessing gender characteristics that are not easily categorized as masculine or feminine.

The terms transwoman and transman (or the child/adolescent counterparts transgirl and transboy) refer to an individual’s identity in living as a different gender from that assigned at birth.

Cisgender is an adjective used to describe persons whose gender identity is congruent with sex assigned at birth.

REFERENCES


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Expanding brain connectivity research to child development

From 2010 to 2015, the Human Connectome Project set out to map the connectivity of the human brain. It focused on 1,200 healthy adults ages 21–50, ending successfully last year. Now that research is expanding to study the changing brain across the lifespan, and CEHD faculty members are part of it.

The University of Minnesota’s Center for Magnetic Resonance Research is one of the few places in the world that provides the state-of-the-art imaging of brain connectivity required for the project. The U of M was one of two recipients of the original project grant from the National Institutes of Health (NIH).

The U of M is involved in all three aspects of the expanded research. The studies use sophisticated, non-invasive magnetic resonance imagine (MRI) scanning.

With funding from NIH announced late this summer, researchers are beginning their work, which will involve a diverse sampling of participants from many communities and backgrounds. As with the original project, data from the research will be made available so researchers can work together to achieve the greatest possible improvements in human health.

**Baby Connectome Project (birth through age 5).** This project aims to provide unprecedented information about how the human brain develops from birth through early childhood and will uncover factors contributing to healthy brain development. Institute of Child Development (ICD) assistant professor Jed Elison is a co-principal investigator with a colleague in neurological medicine from the University of North Carolina. He and MCRR’s professor Kamil Ugurbil are leading the efforts at Minnesota. The $4 million grant is supported with a gift from Wyeth Nutrition to NIH.

**Developmental Connectome Project (ages 5–21).** This will be the first project to cover the 5–21 age range, following individual children as they move through puberty to relate changes in hormones to changes in behavior, mood, and the brain. ICD professor Kathleen Thomas is co-principal investigator with radiology professor Essa Yacoub; other CEHD faculty include Jed Elison and, from educational psychology, Jason Wolff. The U of M received $3.3 million as part of a larger grant.

**Aging Connectome Project (ages 50–90).** A third team led by U of M researchers will investigate the structural and functional changes that occur in the brain during typical aging. The U of M received $3.6 million as part of a larger grant.

Early, team-based treatment improves outcomes after first-episode psychosis

Shortening the period between a person’s first psychotic episode and the start of comprehensive treatment leads to better outcomes, according to a recent study reported in The American Journal of Psychiatry. The study, supported by a grant from the National Institute of Mental Health (NIMH), followed a total of 404 people in 20 states at community-based treatment centers that serve those with serious and persistent mental illness.

The study used a treatment model called NAVIGATE, a team-based, client-driven approach. NAVIGATE relies on four practices: (1) low-dosage medication and side-effect management, (2) reducing disability with supported employment and education, (3) lessening self-stigma through individual resiliency training, and (4) a family education program that engages loved ones with participants’ recovery journeys.

NAVIGATE participants stayed in treatment longer, spent more time in work and school, and experienced fewer symptoms than those in more traditional programs. They experienced improved quality of life in a variety of areas.

**Piper Meyer-Kalos,** executive director of the Minnesota Center for Chemical and Mental Health in the School of Social Work, joined the study in 2009. She was part of the RAISE Early Treatment Program that developed into NAVIGATE.

Building on NAVIGATE’s success, Meyer-Kalos and her colleagues are piloting a new study, also funded through NIMH, using positive psychology to foster mindfulness and defend against the emotional distress associated with psychosis.

Citizenship means more than voting, and democracy is more than elections. A hallmark of people with a connection to CEHD is their commitment to making a difference and improving lives any day of any year. Heading into election season this fall, we talked to alumni, faculty, and students about how they’re engaged in civic life. Meet three of them on these pages, and read about more in Connect online.

BY GAYLA MARTY
Getting things done

Commissioner Rachel Leonard, ’57, ’63, is a familiar face in Sherburne County, from the rural roads of her hometown of Zimmerman to the county seat in Elk River. Leonard became known for her old-fashioned door-to-door campaigning for a school board seat several years before she was recruited to run for commissioner in 2000.

“I always took along absentee ballots, whether they were for truck drivers, seniors, pregnant women, nurses,” says Leonard. “I would leave them under a rock if I could find one! The important thing is just to vote.”

Leonard never let up on going door to door. She likes to meet people face to face and learn from them and about them. Although she is finishing out her last term this fall, she’s on the campaign trail again for candidates she supports.

People knew Leonard even before she ran for public office because she was not only a farmer, lawyer, and mother but also an attorney who charged modest fees and met people at their kitchen tables. She shops in town and likes to buy local.

“I think commissioner is the best office—you don’t have party designation,” she says, “so I’ve had every kind of person supporting me.”

As a commissioner, Leonard is guided by her commitment to the lowest tax levy and the highest caliber of service—“But you can’t give the farm away, so it’s got to be somewhere between,” she explains. “When it comes to tax money, I am very respectful of it. You’ve got to be transparent.”

Her campaign motto has been A Leader Who Gets Things Done. She is especially proud of dreaming up a county legacy grant, created in 2004, which enables towns and townships to apply for funding generated by a local landfill to support “green” initiatives. She got behind an addition to the courthouse, too.

But she’s proudest of the schools.

“My name is on a plaque at the school in Zimmerman, and I love that—it’s better than money,” says Leonard with a laugh. “There’s another in Rogers and one in Otsego.”

Schools have made all the difference to citizen Leonard. Her early life was a hardscrabble existence in Iowa and southern Minnesota that included periods of homelessness. It was adults at school who recognized her potential and encouraged her. The principal recommended the University of Minnesota, and a teacher recommended another college; Leonard chose the U because she could work her way through.

Working evenings at the Normandy Inn switchboard downtown, she pursued first an associate of arts, then a bachelor’s in history and political science at a time when one professor felt free to say he didn’t want women in his class. She still keeps the postcard from that class with her A on it.

By the time Leonard graduated, she’d fallen in love and wanted to stay in Minneapolis. That’s when she decided to get a second bachelor’s degree.

“I went into elementary education, got married, had my daughter, and graduated in 1957,” she remembers. “And that was a good thing for my family, since I lost my husband to cancer when our youngest was two.”

Before Leonard faced that terrible loss, she had become such a good teacher and mentor to younger teachers that she’d been recruited back to the U to teach while earning her master’s degree in educational psychology. She became a school counselor and was soon drafted into positions as
an assistant principal at Olson Junior High and then as vice principal at Edison High School. Working full time, Leonard finished raising her family and sent all of them to college.

It was in her fifties that Leonard got her law degree in the evening program at William Mitchell College of Law. She fulfilled a dream by earning her pilot’s license. Then she returned to her small-town roots. Leonard and her brother pooled their resources to buy a farm, and she moved up the river to Sherburne County.

But schools had not finished with Rachel Leonard. When she opened a solo law practice and joined the chamber of commerce, she introduced the idea of businesses “adopting” a class and keeping in touch with students to encourage them on the path to graduation.

It was the need to build a new local school that first persuaded Leonard to run for public office. With experience as a teacher, school counselor, vice principal, and assistant to a superintendent, she won a school board seat in time to support a referendum for a new junior high school in Elk River in a 4–3 board vote.

“Public education is so important,” says Leonard. “Without our public schools, we would not be a democracy.”

**Educating voters**

Alice King Moormann, ’60, was a young mom in 1968 when she joined the League of Women Voters Minneapolis.

“The war in Vietnam was going on, and I didn’t know a lot about politics,” she remembers. “I boycotted for a time, and that led me to think it was important to learn more about our political process.” She smiles. “Well, I soon learned that the league is very process oriented.”

It is the democratic process that’s the focus of the League of Women Voters, born during the campaign for women’s suffrage nearly a century ago. Its structure is based on local leagues as the foundation for state leagues and a national league.

The league doesn’t support any candidate or political party. It does support free and fair elections and educating voters. Discussion plays a big part.

“The premise of the league really is discussion,” Moormann says. “At the time I joined, most of us were stay-at-home moms, getting out once a month to discuss what was happening in the world. You were challenged!”

Many of the women Moormann met in the league were college graduates, but most of them had majored in political science or history. She was an art educator, and her classroom skills proved valuable. She got involved in developing a discussion guide and materials that have continued to evolve and are used to this day.

“Discussion is not just listening,” she stresses. “It involves things like, how do you frame a question? We need to make sure we really have discussions.”

This summer Moormann was on the freeway when a Black Lives Matter protest shut it down.

“That caused me to really think,” she says. “All of us need to be tuned in to where our own biases are. How should Minneapolis be supporting racial equity right now? How are we talking about this?”

Alice Moormann
The League of Women Voters is well known for hosting the first nationally televised political debate in 1952. It continues to sponsor forums at the local level, and many members serve as election judges on Election Day. Local leagues are also often engaged to collect ballots from polling places and ensure their integrity through the counting and reporting processes. In Minneapolis they deliver absentee ballots to the polling places. Some league members have to vote absentee themselves because they’re so busy.

Moormann has volunteered in all of those activities and more. Over the years, she continued in the league while many others dropped out as their children got older and they went back to work. She has directed the league’s neighborhood elections service, working as a moderator and consultant and training league members to facilitate elections for Minneapolis neighborhood organizations and community groups.

Such experience in turn shaped her career. Working as a program manager at the nonprofit organization Senior Resources in Minneapolis, Moormann got the opportunity to teach a painting class for seniors at Park Avenue Senior Center. Because of her league experience with bylaws, budgets, and group discussion, she also worked with the public housing resident councils. When hired to work with public housing in St. Paul, she developed a successful peer program for residents to manage their councils rather than relying on staff.

Meanwhile, Moormann also served as volunteer coordinator, nominations chair, and co-president (twice) for the Minneapolis league. She conceived of a transformative fund-raising effort, and she’s worked hard to make eligibility for membership keep up with the times. The league opened to men in 1973, and this year—thanks to Moormann—the League of Women Voters USA extended membership to any person at least 16 years old.

“It is so important to recognize that our roots are in universal suffrage,” she says. “Think of the drive to register voters in the Civil Rights movement—it’s a reminder of the importance of voting to our democracy.”

Women in Minnesota and Minneapolis were among the first to form state and local leagues of women voters. The national league was founded in 1920, about six months before the Nineteenth Amendment to the U.S. Constitution gave women the right to vote.

A few years ago, Moormann researched and organized an exhibit at the Hennepin County History Museum about the League of Women Voters. It focused on the role of the league in the women’s suffrage movement in Minnesota and the following decades of leadership in educating voters including new immigrants, study and action on topics from child labor laws to establishing a Minnesota Appeals Court to protecting the environment, facilitating voter registration at citizenship ceremonies, and working to defeat a state constitutional amendment to require voter IDs.

In 2015 the League of Women Voters Minnesota recognized Moormann with the Hope Washburn Award for her outstanding service.

“Her organizational and communication skills are legendary,” says league activist and past president Polly Keppel, “but so are her positive attitude and joyful presence. You want her to be your mentor because she is encouraging, enthusiastic, and fun to be with.”

Of course that is what a teacher would be doing, says Moormann, “trying to draw out of people their best.”

Creating engaged citizens

As a college student, Tania Mitchell was given an opportunity to replace an assignment for a 20-page paper with 20 hours of service. She jumped at the chance.

At the Kate Ross Homes in Waco, Texas, Mitchell worked with single moms doing after-school projects with their kids. It would have been faster and easier to write the paper, but the experience changed her life.
“Concepts I was learning in the classroom came to life,” she says. “That’s when I first became enamored with the opportunity that community service—and then service learning—provides for students and communities.”

Today Mitchell is an assistant professor of higher education whose interests include community engagement and service learning, civic identity, and civic discourse. She is especially interested in how the college years can make good on the promise to transform lives and create active, engaged citizens.

What she’s found is striking. For example, only 36.4 percent of eligible voters across the nation voted in the 2014 midterm elections. The voter turnout was 40 to 60 percent among those with some college to post-graduate education. It was nearly 80 percent among the alumni in Mitchell’s most recent study.

Mitchell’s research looks specifically at civic learning programs that involve students through a cohort model in service over one to three years. That provides time for students to get a variety of experience in the organizations where they serve, and they do. A student who works in a soup kitchen, for example, probably starts on the line serving soup to clients. Then they learn to do other duties. Eventually their work in communities challenges them to ask questions like, “What are the structural issues that create the need for a soup kitchen in the first place?” and, “If the soup kitchen doesn’t address that structural issue, what else should we be doing?”

“They are making the personal professional,” she explains. “Now you have adults acting in all those ways intended.”

Her data shows a strong return on the investment in classroom and community. Voting behavior is just the tip of the iceberg.

More than 80 percent of the alumni in her study reported participating in some form of community service at least monthly, while 26 percent of all citizens do. More than 90 percent said their civic learning program in college had an impact on their career, and 76 percent are working in the nonprofit or public sectors.

“Universities are the optimal place to create these citizens,” says Mitchell. “Shouldn’t we all want to make these investments in our students and our democracy?”

In Mitchell’s own life, there were elements of service before college. Growing up in San Antonio, her grandmother took her door-knocking to register people to vote. Holiday shopping in her family also meant shopping for an extra family. She joined a community service club in high school.

“But college is where I got invested in community work and wanting to see how I could make a contribution,” she says.

Soon she took on not only service roles but also leadership in such opportunities as alternative spring break, where students spend their spring breaks volunteering.

Mitchell went on to graduate school in Indiana and Massachusetts, where her interest in student development deepened. She wrote her dissertation on a multi-term, service-learning program with a cohort of 10 undergraduates, whom she followed for two years. As an academic administrator at Stanford University, she spent five years leading an innovative program-based service-learning and community engagement initiative for the Center for Comparative Studies in Race and Ethnicity. Her desire to know what happened to the 10 undergraduates in her dissertation research led her to develop a study of alumni that included programs at three institutions and 195 individuals.

She was spurred on by a national report, “Advancing Civic Learning and Engagement in Democracy: A Road Map and Call to Action,” from the U.S. Department of Education in January 2012—the 150th anniversary year of the first Morrill Act, which led to the founding of the first public land-grant universities. The report linked high-quality civic learning with increased retention and completion rates, a stronger workforce, and safeguarding democracy.

It called on higher education, as well as elementary and secondary schools, to “expand and transform their approach to civic learning and democratic engagement.”

“The report said we have to stop tinkering at the margins,” Mitchell recalls. The phrase stuck with her. Later in 2012 she joined the University of Minnesota, where she continues to deepen her teaching and expand her research as an internationally recognized and award-winning scholar. She acknowledges that her perspective has become more critical over time.

“I want us to move away from the idea that service is good just because it’s service,” she says. “We need to be intentional, and we need to care as much about the outcomes for the community that is served as we care about the outcomes for the students doing the service.”

That, too, is good citizenship.
A heritage
On the tenth anniversary of *Schoolhouses of Minnesota*, a photographer and an education historian talk about the legacy of the one-room schoolhouse

BY ELLEN FEE
PHOTOS BY DOUG OHMAN

AS THE AMERICAN FRONTIER spread west near the turn of the 19th century and the natural landscape became a grid of counties, townships, and states, a familiar sight dotted the wild prairies and rolling hills of the new midwestern territory. Schoolhouses.

In the great land sales that sparked westward expansion, no contract was complete without provisions for “the maintenance of public schools” and a small schoolhouse seated on a one-square-mile plot inside each budding township.

Ten years ago, the Minnesota Historical Society Press published *Schoolhouses of Minnesota*, a glimpse into the state’s historic and vanishing schools with photos by Doug Ohman and text by Minnesota author Jim Heynen. The book included a visit to Minnesota’s last operating one-room schoolhouse, Angle Inlet Elementary School in the northernmost part of the state, where the lone teacher travels to work by boat and the single classroom is host to math, music, reading, art, science, social studies, and physical education for kindergarteners through sixth-graders.

Ohman continues to lead tours of historic school sites around the Twin Cities and greater Minnesota. He says attendees are often looking to connect with personal history and find ways to preserve the stories of their parents and
grandparents—stories of immigration and early Minnesotan life that are only a generation or two in the past.

“More and more people want to reconnect with their family’s past,” Ohman says. “We’re closer to our history in Minnesota compared to Boston or New England. Our history is visible and not that far away.”

Examining education’s past is essential for educators seeking to understand the complex dynamics and evolution of American schools, says education historian Christen Opsal, ’14, now at the Center for Educational Transformation at the University of Northern Iowa. Opsal taught foundations of education courses, which included educational history, to CEHD students while working in the Institute on Community Integration and finishing her doctorate.

“The history of education allows me to walk back and forth across time and give some context to today’s teachers,” Opsal says.
We asked Opsal to shed light on what gave the one-room schoolhouse its lasting legacy, in Minnesota and beyond.

**What does the one-room schoolhouse stand for?**

Chris Opsal: It’s definitely an icon. Those buildings were used for community functions. People would go there to vote. Your community meetings would probably be held there, and adults would wedge themselves into desks. It does represent a heritage of education in this country—how the minute people landed on these shores, they tried to figure out a way to build in a norm of schooling. Communities took it as a given that there was this template called the one-room school, and each individual community that built a school chose to build that.

**What was the relationship like between the land—so much of which had just been claimed or purchased or settled—and early American schools?**

Schoolhouses were spaced in such a way that a child could actually walk to school. So many children walked to school that this inherent connection to the land. There was so much about this country particularly—like the Western frontier and settlement—that had to do with wide swaths of land, but even two miles for a little kid—that’s a long way. The view was, “We need to have schools at such an interval. It’s so important that we have schools that we put them that close together.” Looking at the frontier, two miles is nothing. That’s a real statement of importance.

**How have the school–community relationship and the motivations for schooling changed over time?**

If you think back to the one-room schoolhouse, it was a very different school–community relationship. People really had to put forth effort to get schooling for their kids. The interest behind the first education laws was that we needed formal education to teach our children to read the Bible. Much of the impetus in this country for formal education was really based on an essentially Protestant view that, “If we’re all empowered to have a relationship with God that doesn’t have any priestly
intermediaries, we darn well better be able to study God’s word.” And that requires literacy.

The other theme, of course, was political—that our founders didn’t want us to be taken advantage of by tyrants or despots—so we had to have an educated populace that could self-govern, especially in these really sparse prairie places. So there was a will and desire for education. You still see that today among immigrant populations, especially.

**What lessons can we learn from the one-room schoolhouse model?**

Around the turn of the twentieth century, we experienced all of this urbanization. So much of the way our current education took shape happened during that time—people call it the factory model of schooling, with bells and periods. A lot of customization is lost, and flexibility, and the ability of the child to overhear what another grade is doing and say, “Wow, I can’t wait to be in fourth grade and learn about that.”

**What are the biggest ways the physical space of school has changed?**

The physical space is an artifact of a lot of differences in structure and social relationships. One-room schoolhouses are very cozy—whether they’re warm or cold, they are small. It was A. E. Houch who said that, in a democracy, part of the reason we have education is so students can learn to “rub elbows with their fellow man and neither harm nor be harmed by the contact.” In the one-room schoolhouse, you literally did rub elbows.

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Do you think there will be a regrowth of that small community school concept? Is there a way to restore that in an urban setting?

There are attempts. We have these competing instincts of wanting community and socialization and wanting to rub elbows with our fellow man, but we want to save money—and we don’t know what to do with schools as a result. I think we as a society would struggle a little with taking a high school of 500 students and breaking it into ten schools of fifty students or five schools of 100 students. That reluctance would rein in any attempt to carve off a school on every block.
Why do you think people have such a strong interest in the “olden days” of school? Not every American shares this history.

I think part of it is our nostalgia and loss of the rural sense of community—that may be a vestige of urbanization—and also some romanticizing of rural life. It’s important that we understand, for example, that not everyone had access to education in this country, and some groups only got it recently, and so their attitude toward education is very different than people who are in their fifth and sixth and seventh generation of being educated at public expense. Education is very precious to those groups that haven’t had access—it’s not to be taken for granted, and it feels very personally threatening when their educational institutions are threatened.

What choices have we made about how we educate people and to what end we educate them? What does access to education mean? When they have access to school, people feel like they’re full citizens in this country.

All photos copyright Doug Ohman. Most were included in Schoolhouses of Minnesota, Minnesota Historical Society Press, 2006. Text by Jim Heynen, 128 pp., 120 photos, 8x9, ISBN 9780873515481.
PAUSE with **PAWS**
(or hooves or claws)

For social work doctoral student Tanya Bailey, animals are partners in creating a healthy campus

BY JACQUELINE COLBY

**ANIMALS ARE TANYA BAILEY’S DRIVING FORCE.**
She has been seen on campus with dogs, horses, and perhaps most notably Woodstock, her Silkie-breed registered therapy chicken.

Animals are the reason that the social work Ph.D. student was awarded the 2016 University of Minnesota Outstanding Community Service Award, the highest honor the University gives to a student for service to the greater community.

The award recognized Bailey for starting an animal-assisted interaction program to support the well-being of students on the Twin Cities campus. The program, called PAWS—Pet Away Worry and Stress—allows students to interact with registered therapy animals in order to relieve stress and anxiety.

“The PAWS program is an extraordinary gift from Tanya to the whole campus of the University of Minnesota and really to college students across the country as more and more universities emulate PAWS,” according to Elizabeth Lightfoot, professor and director of the School of Social Work Ph.D. program.
Bailey’s bond with animals goes back to her childhood in Indianapolis, where she had a habit of bringing home injured creatures. Her mother never sent any of them away. She got her first pet when she was about five—a rabbit that slept with her. “I had a lot of support for my love for animals,” says Bailey. “Animals and being connected to nature were just my orientation.”

Being outside and bonding with animals, especially during the summers she spent on her aunt and uncle’s farm in Illinois, helped her through the traumatic time of her parents’ divorce when she was eight.

“Sometimes being with humans is difficult, but animals take us to a deeper place much quicker,” Bailey says. “They allow us to be vulnerable with them without fear of being judged.”

A licensed social worker, Bailey moved to the Twin Cities in 1995 and continued working with animal-assisted interactions in programs for individuals, families, school districts, and human service organizations. In 1996, she started a nonprofit organization that provided animal-assisted interaction programming on farms and in schools. Measuring the girth of a horse to teach circumference is just one example of her innovative techniques to make learning math both fun and real.

“That program was essentially my childhood for as many kids as I could find,” she says.

In 2012, Dr. Jean Larson recruited Bailey to become the principal animal-assisted interactions specialist in Larson’s Nature-Based Therapeutic Services program at the University of Minnesota Landscape Arboretum. Besides her work in that program, Bailey also teaches courses on human–animal relationships in the University’s Center for Spirituality and Healing. Working at the U, Bailey decided it made sense for her to work on a Ph.D.
Bailey developed the PAWS program with Gary Christenson, M.D., chief medical officer at the University of Minnesota’s Boynton Health, in the fall of 2013 out of concern for the emotional health of college students.

“Nationwide, mental health is the number-one public health concern for today’s institutions of higher learning,” she says. “Campuses struggle to meet the increasing mental health needs of students, who are the least likely group to seek help.”

College students face the challenge of learning to navigate adulthood just as they are separating from their family, friends, and homes. For most youth and young adults, a relationship with a pet is a significant source of social support—the pet is perceived as an ally and a confidant.

“Leaving home and entering college separates students from their pets,” Bailey explains, “a task many young people experience as more difficult than saying good-bye to other established forms of support.”

PAWS began with weekly sessions at Boynton Health on the East Bank campus. Then bi-monthly sessions on the St. Paul campus were added, then weekly sessions on the West Bank campus, then monthly sessions at the Rochester campus. In academic year 2015-16, PAWS received more than 14,000 visits.

“We’ve obviously tapped into something!” says Bailey. But she has been concerned about the lack of scientific research to support emerging practices. That’s why she is laying the groundwork to study programs like PAWS for her dissertation. Her research will be useful not only to universities across the country but also to other organizations—such as businesses, nursing homes, schools, or hospitals—that are looking to improve the well-being of people they serve.

“We need animal-assisted therapy programs that are grounded in evidence-based research and training,” she says.

Bailey remembers a first-year student who came to a PAWS session. She made a beeline toward a golden retriever named Boudie and his human, Wayne. Tears flowing, the student told Wayne that her family dog at her faraway home—who looked exactly like Boudie—was very sick, and she wasn’t able to make the trip back home to say good-bye. Wayne expressed compassion as the student wrapped her arms around Boudie, who rested his head on her shoulder and let her cry. Before the student left that day, she thanked Bailey for the PAWS program.

“PAWS was there for her when she needed it,” says Bailey, “at a time when she might not have been able to share with anyone else the depth of sorrow she felt over the death of her own dog back home.”

Learn more about PAWS at www.bhs.umn.edu/paws.
Honored

Elizabeth (Betty) Carlson (child development) received the Nancy Latimer Award from the Start Early Funders Coalition at the 10th Annual Nancy Latimer Convening for Children & Youth. Created in 2007, the award honors outstanding contributions by individuals or groups working to enhance life for young children and honors the spirit and legacy of Nancy Latimer, whose leadership, passion, and commitment to children are exemplified by award recipients.

Lesa Clarkson (curriculum and instruction) was honored with the Insight into Diversity 2016 Inspiring Women in STEM Award by INSIGHT into Diversity magazine. The award honors remarkable women in STEM professions who continue to make a significant difference through mentoring and teaching, research, successful programs and initiatives, and other efforts worthy of national recognition.

Andy Furco (organizational leadership, policy, and development) has been selected as a National Society for Experiential Education (NSEE) Distinguished Scholar. The award honors those who have an established history of active leadership and scholarship in experiential education.

Tabitha Grier-Reed (family social science) was the recipient of the University of Minnesota Morse-Alumni Award for Outstanding Contributions to Undergraduate Education (2015–16). Her efforts as a teacher who helps many college students improve their study and reasoning skills, as well as her research to identify co-curricular interventions to break down barriers to college success, were recognized and honored.

David Hollister (social work) was one of 12 awarded the 2016 President’s Award for Outstanding Service. The award recognizes exceptional service to the University, its schools, colleges, departments, and service units by any active or retired faculty or staff member. Recipients of this award have gone well beyond their regular duties and have demonstrated an unusual commitment to the U community.

Asha Jitendra (educational psychology) was selected as the recipient of the 2016 Special Education Research SIG’s Distinguished Research Award. Her work in special education focuses on evaluating variables that affect children’s ability to succeed in school-related tasks.

Lisa Kihl and Yuhei Inoue (kinesiology) were awarded recognition as research fellows of the North American Society for Sport Management (NASSM). This award recognizes members of distinction within NASSM, the largest professional society in sport management, and is the society’s highest research honor.

The International Association for the Scientific Study of Intellectual and Developmental Disabilities (IASSIDD) named Sherri Larson (Institute on Community Integration) as a fellow for her outstanding contributions to the field of intellectual disabilities. Larson traveled to Australia in August to be honored at the IASSIDD General Assembly and Awards Ceremony in Melbourne.

Arthur Leon, M.D., (kinesiology) was selected by the American College of Sports Medicine as a 2016 Honors Award recipient. This award is granted to an individual with a distinguished career of outstanding scientific and scholarly contributions to sports medicine and exercise sciences. Leon was also named 2016–17 Top Doctor of the Year in Higher Education by the International Association of Top Professionals.

Maureen Weiss (kinesiology) was honored with the Distinguished Scholar Award from the North American Society for the Psychology of Sport and Physical Activity. The award is the most prestigious that the society offers, recognizing outstanding long-term contributions and excellence in research that has made a significant impact on scholarly knowledge in the psychological sciences.

Emeritus professor James Ysseldyke (educational psychology) has received the 2016 Lifetime Achievement Award from the National Association of School Psychologists. The award recognizes an outstanding school psychologist who has made a national impact on the field and has dedicated his or her professional life to the development and improvement of school psychology.

Retired

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

Cryss Brunner (organizational leadership, policy, and development)
Sandra Christenson (educational psychology)
Sharon Danes (family social science)
Joan Garfield (educational psychology)
David Hollister (social work)
Ronald Rooney (social work)
Kyla Wahlstrom (organizational leadership, policy, and development)
Cathrine Wambach (postsecondary teaching and learning)
Appointed and elected

Zan Gao (kinesiology) is president-elect for the International Chinese Society for Physical Activities and Health. The society is a nonprofit professional organization serving hundreds of scholars and graduate students from North America, China, Hong Kong, Macau, and Taiwan. He was also appointed as a foreign expert on physical activity epidemiology by the People’s Republic of China for 2016.

Jennifer Hall-Lande (Institute on Community Integration) has been selected as Minnesota’s 2016–18 Act Early Ambassador by the National Center on Birth Defects and Developmental Disabilities at the Centers for Disease Control and Prevention, and the Association of University Centers on Disabilities.

The following have been promoted to tenured associate professor:

Zan Gao (kinesiology)
Eric Snyder (kinesiology)

The following have been promoted from associate to full professor:

Andy Furco (organizational leadership, policy, and development)
Michael Goh (organizational leadership, policy, and development)
Marek Oziewicz (curriculum and instruction)
Diane Tedick (curriculum and instruction)

In memoriam

Art Harkins, professor emeritus in the Department of Organizational Leadership, Policy, and Development (OLPD), passed away on May 17 at the age of 80. A futurist, Harkins’ long career centered around the relationship between education, technology, and the workforce. He was a founding coordinator for the Center for Urban and Regional Affairs (CURA).

Born in Olean, New York, Harkins spent most of his childhood in Kansas and earned his Ph.D. from the University of Kansas before coming to Minnesota in 1967. He helped to create a cross-college certificate in innovation studies, one of the first of its kind. Always looking to the future, Harkins’ pioneering projects included StoryTech, a controlled imagination process adapted from the Shinto religion, and Leapfrog Institutes, an OLPD program promoting policy development focused on informal education, innovation, and the use of advanced handheld learning devices like iPads. Harkins received the Teaching Excellence Award from the College of Continuing Education in 2000 and retired in 2014.

Harkins is survived by his wife, Nataliya, and two sons. Memorials in his honor may be made to OLPD, Fund #3008 through the U of M Foundation.

John Rynders, professor emeritus of educational psychology in special education, passed away on March 29 at the age of 82. He was widely known as an advocate for quality early education for children with Down syndrome.

Born in Milwaukee in 1933, Rynders attended the University of Wisconsin–Stout, where he met his wife, Barbara. His interest in special education was sparked while serving in the Army, where he helped other soldiers earn their GEDs and advocated for those with mild cognitive disabilities. Rynders earned his doctorate at UW–Madison before starting his career in Minnesota. During his tenure, he co-authored the book To Give an EDGE, a guide for parents of children with Down syndrome based on a long-term study called Project EDGE (Expanding Developmental Growth through Education).

“We’ve received an outpouring of support from his former colleagues and students,” says professor and department chair Geoffrey Maruyama. “Dr. Rynders left an important legacy.”

Rynders is survived by his wife, three children, sister, and nine grandchildren. A service was held at North Heights Lutheran Church in Roseville. Memorials may be made to the Institute on Community Integration, Fund #2797 through the U of M Foundation.
Center for Early Education and Development (CEED)

online courses
10/03 to 12/05 Introduction to Infant Mental Health
10/10 to 12/12 Parent-Infant Pathways
10/17 to 12/19 Preschooler Movement
10/17 to 12/19 Infant/Toddler Movement

CEED offers a variety of online, asynchronous courses for early childhood professionals across disciplines. The courses are taught by field experts and faculty and are intended to build professionals’ skills and knowledge in a supportive and interactive online environment. The sessions run from six to nine weeks and may be taken for clock hours or graduate credit.

Info: www.cehd.umn.edu/CEED/onlinecourses

Moving Toward Precision Healthcare in Children’s Mental Health

Oct. 5–7

New perspectives, methodologies, and technologies in therapeutics and prevention from national experts, presented by CEHD’s Institute for Translational Research in Children’s Mental Health. Cowles Auditorium, West Bank.

Info: itr.umn.edu

Path to Reading Excellence in School Sites

Oct. 7; Oct. 28; Nov. 9–10; Dec. 9

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, its goal is to work with educators to establish school-based systems and practices for all K–5 students to become capable readers. Nov. 9–10, two-day intensive covering all four pillars of PRESS; Oct. 28, Tier 2 interventions and progress monitoring; Oct. 7, classwide Interventions; Dec. 9, making decisions with progress monitoring data.

Info: www.cehd.umn.edu/Reading/PRESS/PRESSPD.html

Weaving Stories, Crafting Lives

Oct. 18, 5:30–8:30 p.m.

Meet celebrated children’s book author Candace Fleming at a public reception and presentation for Book Week 2016. Fleming is best known for her award-winning scrapbook biographies Ben Franklin’s Almanac, Our Eleanor, and The Lincolns. Free and open to the public. McNamara Alumni Center, Memorial Hall.

Info: www.cehd.umn.edu/bookweek/

The Great Family Social Science Get-Together

Nov. 1, 5–7 p.m.

The Department of Family Social Science will host a reception just before the 2016 National Council on Family Relations national conference opens in Minneapolis. Reconnect with colleagues and friends.

Info: www.cehd.umn.edu/fsos/gettogether/

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.
Paul Amla was only 18 when he fled his native Togo. He left behind his mother and five brothers and sisters, including his twin. Among the few things he carried were the multiple languages he spoke—including Togo’s native language Ewé, the interethnic language Mina, plus French and some German.

He also carried a gift for serving others in need. In fact, he had first chosen a path in school to prepare him to become a priest.

Today Amla serves people in need by providing translators and interpreters in Minnesota and beyond. Every day, hospitals, schools, government agencies, and other organizations turn to Amla International Translations, a small business headquartered at Sabathani Community Center in south Minneapolis.

Amla draws upon a group of about 200 translators and interpreters who work as independent contractors in 150 languages. Spanish and Somali are the most commonly sought, he says, but Amla International specializes in hard-to-find languages such as Kizigua, spoken in a region bordering Somalia, Kenya, and Tanzania.

“Or Ewé—nobody ever heard of it!” Amla laughs.

Amla’s path to become a small-business entrepreneur led to the human resource development (HRD) master’s program in CEHD. But he didn’t start out with that in mind.

Building on education

Amla was the son of educators—his mother a teacher and his father a principal. But when Amla was only 14, his father was killed by a drunk driver. At the time, his father had been in the process of nomination to become the next superintendent of Togo’s school system.

“My parents loved education,” says Amla. “My love for knowledge and furthering my academic goals can be attributed to them.”

Once he was in Minnesota, Amla studied hard to learn English. At Minneapolis Community and Technical College, he began to provide translation and interpreter services for other students when he could. Then people began to ask him for help finding translators or interpreters for languages he didn’t know.

“I become a person to ‘go get it,’ ” says Amla. He kept it up part-time even when he started working at a bank. “I remember a friend told me, ‘You could build a business!’ ”

Amla transferred to the University of Minnesota and completed a bachelor of arts in global studies with a minor in African and African American studies. Then he went on for his master’s in HRD. A highlight was a class trip to study education-related organizations in Paris, where his French fluency became an important asset for the group.

“This degree helped me become a better interpreter,” says Amla. “I fell in love with it.”

Real world

Amla’s family is still large and close, though in several countries. His twin brother, who was forced to leave Togo a few years after he did, resettled in Canada with his wife and children. His sister and her family live in Belgium. Three brothers continue to live in Togo. His mother came to Minnesota, and Amla has two children of his own.

He has also stayed in touch with CEHD. He was named one of its Rising Alumni in 2013 and serves on the CEHD Alumni Society Board.

“My education prepared me for the real world and my career,” says Amla. “It enhanced my leadership and entrepreneurship skills.”

Read the complete story at connect.cehd.umn.edu/a-gift-for-serving-others.
At the University’s two-day Educational Equity in Action event in June, it was inspirational and exciting to convene with more than 640 participants. How does our CEHD Alumni Society Board embrace this transformational work to provide educational opportunities and close the disparities? For one, our board reaches out to engage students and share their knowledge and expertise at networking events—with graduate students each fall and undergraduates each spring. We also seek to build networks and strengthen connections by honoring our Rising Alumni each spring.

At the same time, our board strives to build four key scholarships to advance educational opportunities for students, and we are increasing the number of recipients every year to address opportunity gaps. This, we hope, is equity in action as we support students in their pursuits and passions. We ask you to embrace the Improving Lives campaign with donations to our scholarships.

We treasure engagement with alumni, families, and students through the University’s Homecoming activities beginning October 21—see the back cover for details. Join in our celebrations and connect with one another.

We also invite you to attend CEHD Saturday Scholars on November 12 to learn about exciting and innovative research within our college, including resilience, trauma-informed care, literacy through relationships, and social–emotional learning.

How can the board serve you? We want to hear from you. Send us your inquiries, ideas, comments, and feedback. Please email me at cehdas@umn.edu or connect through LinkedIn, Facebook, or Twitter.

I am honored to serve a second year as the Alumni Society Board president. Thank you for the opportunity to serve. I, too, am reconnecting with our college and university as I seek to learn how to expand educational opportunities for students and address equity in action.

Sincerely,

FROM THE PRESIDENT
JAN ORMASA, M.A. ’74 SPECIALIST CERTIFICATE ’90

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

1930s
John Kundla (B.A.’39) turned 100 on July 3. He was head coach of the Minneapolis Lakers championship teams of the 1940s and ’50s—pro basketball’s first modern dynasty. He is the oldest living Hall of Famer in any of the four major U.S. team sports and one of three NBA coaches to have won three or more consecutive titles. Kundla’s Lakers ruled the league in the years before the shot clock, when players were still shooting free throws underhand. Kundla coached in the NBA’s first four All-Star Games, and his five league titles are tied for third. He is also the only coach in league history to win a title in his first two NBA seasons.

1950s
Judith Philipp Meyers (B.S. ’51, M.A. ’60) passed away at age 86. She spent her life using art to inspire and educate others. Meyers taught art in public schools in Iowa, Oklahoma, Illinois, Army Dependent Schools in Germany and France, and the University of New Mexico. She was a founder and teacher of several arts organizations and used her own art—paper cuts, watercolors, calligraphy, puppetry, and quilting—to fight for social justice. Meyers believed strongly in the importance of bringing art to people early in their lives and created the Judith Philipp Meyers Art Education scholarship to support future artists and art educators to continue that legacy.

Wayne Jennings (B.S. ’58, M.A. ’61, Ph.D. ’68) has inspired and encouraged research-based improvements in public schools for more than 60 years. Gov. Mark Dayton proclaimed April 9 Wayne Jennings Day in recognition of his accomplishments. One of his proudest achievements was serving as founding principal of the St. Paul Open School, a K–12 option that opened in 1971.

1960s
Nancy Chakrin (B.S. ’66) was featured in a traveling photography exhibit called “Yoga ON and OFF the wall: deepening
the connections with mindfulness, friendship, and nature” at the Bio-
Medical Library April 1–July 31, its 25th appearance in the Upper Midwest. The ex-
hibit is based on Friendship: The Art of the Practice (Tristan Publishing, 2010) by Chakrin and yoga teacher Laurie Ellis.

Bernadette Thomasy (B.S. ’66) is coauthor with sister Colleen Gengler (B.S. ’73) of Under Minnesota Skies, a memoir of three sisters growing up on a farm near Owatonna in the 1940s to ’60s.

1970s
Katherine Gray (M.A. ’72, Ph.D. ’76), president at Sage Health Management Solutions, won the Health Care Technology Innovation Award at the Women’s Health Leadership TRUST Annual Forum.

Sandra Renehan (M.A. ’75), founding principal of All Saints Catholic Academy in Naperville, retired after 40 years in education. A consummate advocate for peace, Renehan was known for starting and ending her days with “Peace begins with a smile.”

Mary L. Bahr (B.S. ’78), violinist and music teacher, passed away on May 27. Bahr was known for her way of making students fall in love with music.

1980s
Vickie Swedeen (B.S. ’83) is retiring after 32 years teaching German in Faribault, mostly at the high school level. Swedeen transferred her passion for language and culture to many of the thousands of students she taught.

Gretchen Worbel (M.A. ’84, Ph.D. ’90) has been named a Bethel University professor of psychology.

Brenda Hartman (M.S.W. ’89) will receive the Alumni Service Award, which recognizes service by an alumni volunteer who has had a major impact on the U, its schools, colleges, or department, or to the U of M Alumni Association. She will be honored at an award ceremony in October.

Networking with undergraduates

The turnout was the best ever for the spring 2016 networking reception for CEHD undergraduates and alumni. Students and alumni got to engage in information conversations, and five alumni spoke as part of a panel on a variety of careers. The reception was organized in collaboration with the CEHD Alumni Society Board and the CEHD Undergraduate Student Board.
1990s

Annie Wilson (B.S. ’91) and her husband Dan Wilson (CCE ’10), former Gopher and retired catcher for the Seattle Mariners, will root this year for their son Eli, who will attend the U of M and play for the Gophers baseball team.

Theresa Battle (M.A. ’94, Ph.D. ’15), Saint Paul Public Schools assistant superintendent, received the University Council for Educational Administration (UCEA) Excellence in Educational Leadership Award. Battle is credited with helping schools embrace schoolwide equity transformation through her engaging, authentic, open, and collaborative leadership style.

Farrell J. Webb (Ph.D. ’94) has been appointed dean of the College of Health and Human Development at Cal State–Northridge. He focuses on health disparities, race and ethnic relations, and poverty and inequality’s overall effects on well-being.

Krista Welle (B.S. ’94) was one of three finalists for the Minnesota Independent School Forum Honor Teacher Award.

K. Peter Kuchinke (Ph.D. ’97), professor of education policy, organization, and leadership at the University of Illinois, received the 2016–17 College of Education Distinguished Senior Scholar Award. His research interests include the role of work in overall life design, cross-cultural differences in career preparation and development, and professional ethics.

Imed Labidi (M.A. ’98) is an assistant professor of media and cultural studies at the Doha Institute for Graduate Studies in Qatar.

Amber Hegland (B.S. ’99, M.Ed. ’00) will be inducted into the “M” Club Hall of Fame this fall. She was an All-American

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

CEHD Alumni and Friends on Facebook
CEHD Alumni & Student Networking Group on LinkedIn
UMN_CEHD_Alumni on Twitter
Honoring Rising Alumni

Once again this year in April, the CEHD Alumni Society recognized rising alumni from across our college who have achieved early distinction in their careers, demonstrated emerging leadership, or shown exceptional volunteer service in their communities. Alumna **Jonina Kardal** traveled all the way from Iceland! From left to right: **Uyenthi Tran Myhre** (M.A. ‘11), **Ah Vang-Lo** (M.Ed. ’07), **Hakeem Onafowokan** (B.S. ‘12), **Jonina Kardal** (M.A. ’99), **Nate Whittaker** (M.Ed. ’05), **Catherine Bohn-Gettler** (Ph.D. ’07). Not pictured: **Emily Kafle** (M.Ed. ’12), **Lakeesha Ransom** (Ph.D. ’07), **Tricia Wilkinson** (M.Ed. ’13), **Jeffrey Harring** (Ph.D. ’05), **Alex Hermida** (Ph.D. ’11), **Amanda Haertling Thein** (Ph.D. ’05), **Heather Cronin Ott** (M.Ed. ’07). Read about our 2016 Rising Alumni at [www.cehd.umn.edu/alumni/rising](http://www.cehd.umn.edu/alumni/rising).

in 1996 and an Academic All-American in 1998 for the Gophers. She is currently teaching physical education at Wayzata High School and coaches girls hockey in Maple Grove.

**2000s**

**Chris Dixon** (B.S. ’04, M.Ed. ’05) is a newly appointed CEHD Alumni Society Board member. He is the founder and president of Insider Training, Inc., which provides in-home fitness and nutrition services in the Twin Cities.

**Shawna Monson** (B.S. ’04, M.Ed. ’08) is a new CEHD Alumni Society Board member. She is program, project, and development manager for Pentair in Golden Valley.

**Andrea Krueger** (M.Ed. ’07), an English teacher at Centennial High School in the north metro area, was recognized as Teacher of the Year for her district in May.

**Jenzi Silverman** (Ph.D. ’08) is teaching a new multi-sensory class she created for the U’s Learning Life Program, Music City Trio: New Orleans, Chicago, New York.

**2010s**

**Carrie Rogers** (Ph.D. ’10) is an associate professor in the School of Teaching and Learning at Western Carolina University, part of the University of North Carolina system.

**Elizabeth Jayanti** (Ph.D. ’13) has published *The Galileo Moment* (ATSUI Press, 2015), featuring interviews with 61 professionals from the C-suite to the front lines of *Forbes*. The book asks readers to leave behind industrial-era management practices and step into present-day knowledge.

**Jill Lipset Stein** (M.Ed. ’13) is a newly appointed CEHD Alumni Society Board member. She is the owner of the Power House at Highland, a St. Paul fitness business that serves youth and adult athletes in team strength and conditioning.

**Austin Stair Calhoun** (Ph.D. ’14) has accepted a position at the U of M Medical School as chief of staff in the Office of Medical Education, working on education innovations and initiatives. She previously served as director of e-learning and digital strategy in the School of Kinesiology.

**Irene Fernando** (M.Ed. ’14) is senior new-business development specialist at Thrivent Financial, leading a team in creating a new division in the 113-year-old company. Fernando was 17 when she created Students Today Leaders Forever.

**Emily Colton** (M.A.’16), a doctoral student in educational psychology, is the recipient of the Potential School Counselors Scholarship presented by the Minnesota School Counselors Association (MSCA).

**Thomas DeVita** (B.S. ’16), who worked in Italy for five months with refugee populations as an undergraduate in business and marketing education, has been selected as a U.S. Department of State VFP Fellow to serve the U.S. Tri-Mission at Rome. He will work remotely from Minnesota in support of the Joel Nafuma Refugee Center in Rome while pursuing a master of public affairs in the Humphrey School.
THERE ARE MANY WAYS to make charitable gifts to worthy organizations. One way is to make a gift now that will benefit the charity in the future.

Planned gifts have played an extremely important role in the Improving Lives campaign for the College of Education and Human Development. Of nearly $55 million the college has raised, more than 50 percent has come from a planned gift, providing CEHD with a pipeline of future support for students, faculty research, innovative programs, and partnerships.

Planned gifts enable donors to provide for both charities and heirs in a way that maximizes the gift and minimizes tax. They can be very easy to make. Donors can make a planned gift by including the college in their will or trust, or by designating CEHD as a beneficiary of their retirement plan, life insurance policy, or other account. Some planned gifts can provide income to the donors or to others. Planned gifts can also be outright—when a donor makes a gift of real estate, tangible personal property, or other non-cash assets.

See page 34 for some of the main types of planned giving.

www.cehd.umn.edu/giving/improving-lives
In June, Dean Quam took the Improving Lives campaign to California, where the college hosted a gathering in the San Francisco Bay Area. Alumni and friends were treated to afternoon tea, a college update, and a talk by CEHD School of Social Work professor emeritus Jeffrey Edleson.

Dean Quam shared stories about transformational education, research, and outreach taking place at CEHD. The Improving Lives campaign to date has provided funding for scholarships, fellowships, endowed chairs, and innovation.

Professor Edleson, now dean of the Berkeley School of Social Welfare, talked about his research on the impact of trauma on child development, including long-term health and social welfare implications.

As long-time colleagues in the School of Social Work, the dean and Edleson—pictured below—enjoyed reconnecting and also connecting with Bay Area alumni, including Kay and Bob Cheatham, Mardi Louisell, Pat and Shirley Campbell, and others.

Campaign on the road

New gifts and commitments to the college

An anonymous donor has made an estate gift of $1 million, half to support a future endowment at the Institute of Child Development and half to be determined.

JENNIFER MARRONE and DAVID SHORT have made a gift of $100,000 to support the Educational Technology Innovation program at the college, the purpose of which is to commercialize promising programs and products developed by faculty and staff.

The FOUNDATION FOR CHILD DEVELOPMENT has made a gift of $75,000 to support research in the Institute of Child Development.

JUDITH P. MEYERS has made a gift of $50,000 to establish the Judith Philipp Meyers Art Education Scholarship Fund.

THINK SMALL has made a gift of $50,000 to support the LENA Start program, which works with families to improve young children’s vocabulary and better prepare them for kindergarten.

MARY M. TJOSVOLD has made a gift of $26,000 to be added to the Mary T. International Scholars Fund supporting graduate students doing summer projects in Cameroon.

The JULIA L. PETTIBONE ESTATE has transferred $25,500 to the college to be added to the Faculty and Staff Legacy Scholarship Fund.

LARRY and SHARI YORE have made a $25,000 pledge to support STEM education, in memory of Clarence and Grace Beck.
A menu of planned-giving options

continued from page 32

A **bequest** is one of the easiest and most meaningful ways to make a gift. Gifts of any size made through a bequest help ensure that the University receives valuable support in the future. Donors can make a bequest by including a provision for the college in their wills or trusts. And they can choose to give a specific dollar amount, specific property, or a percentage of their estates. Bequests allow donors to make a generous gift while maintaining control of assets during their lifetimes.

**Charitable gift annuities** are a way for donors to make a gift of cash or publicly traded securities and, in exchange, the University of Minnesota Foundation agrees to pay the donor, or others the donor has designated, a fixed amount annually for life, with the payments guaranteed by the foundation. At the termination of the gift annuity, the remaining assets support the purpose the donor has designated. Gift annuities also may be established for others as a lifetime gift or can be deferred for a specific period of time.

**Charitable remainder trusts** are an excellent gift option for donors who wish to support the college while retaining income for themselves or others. This type of gift can be particularly useful for donors who want to increase current income and diversity assets without paying up-front capital gains tax. A donor transfers cash, securities, real estate, or tangible personal property to a trust, and the trust then makes payments to the donor or others for life or a term of years. The payout rate must be at least 5 percent. At the trust’s termination, the remaining assets are used to support a charitable purpose designated by the donor.

**Retirement plan assets** provide another way to make a gift. Naming the college as a beneficiary of a tax-deferred retirement account is simple and tax-efficient. Tax-deferred retirement assets that are transferred to heirs may be subject to income tax and possibly estate tax upon distribution. If left to the college, retirement assets will pass free of income and estate tax, allowing the full value of the gift to be used to support the college, program, or fund you choose.

### SAMPLE BEQUEST LANGUAGE

To include a bequest for the College of Education and Human Development in a will or trust, donors may wish to use the following sample language:

“I give [the sum, percentage, or description of property] to the University of Minnesota Foundation, Minneapolis, Minnesota, to be used [for the benefit of the college, campus, or program] or [according to my written instructions on file with the foundation].”

The college’s development staff can work with donors and their attorneys to customize this bequest language to ensure that it accurately reflects their wishes.

### BENEFICIARY DESIGNATION INFORMATION

To designate a gift of retirement assets, insurance or other account to the College of Education and Human Development, use the following information when completing the beneficiary designation document. As with any gift to the University, donors may choose to direct their gift to a specific campus, college, program, or fund.

**Name:** University of Minnesota Foundation

**Address:** 200 Oak Street S.E., Suite 500, Minneapolis, MN 55455

**UMF Federal Tax ID Number:** 41-6042488

Learn more on the facing page from the stories of donors who have made planned gifts to CEHD.

For more information about making a planned gift, please contact the CEHD External Relations office at 612-625-1310 or the University of Minnesota Planned Giving office at 612-624-1052.
improving lives

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BEQUEST
Making a difference

Growing up in a small town on the Iron Range, Nancy Latini remembers her transition from her small hometown to the “gigantic” University of Minnesota. From her B.S. in elementary education to her Ph.D. in educational administration, Nancy credits her success to continual guidance from faculty. After graduation, giving annually to the college was Nancy’s way of thanking her professors.

For more than 35 years, Nancy has dedicated her life and career to making a difference for people who are different. In Nancy’s case, this meant children with developmental or learning disabilities. She began her career as a classroom teacher and retired as assistant superintendent for the Oregon Department of Education, Office of Special Education. Nancy’s background serving as liaison among parents, community groups, and school administration taught her to focus on “what’s next” rather than “what went wrong.”

Following her retirement and move back to Minnesota, Nancy met with her financial planner and a college development officer and began thinking about making an estate gift to the college. She established the Nancy Latini Scholarship with a revocable gift through her will, with guidelines that the scholarship be awarded to graduate students in educational administration who have had direct experience in the field of special education.

In setting up her estate gift with the college development officer, Nancy realized that also making a gift now would allow her the opportunity to meet recipients during her lifetime and experience the joy of giving. That’s just what she did. She made a pledge to endow the Nancy Latini Scholars fund now, and her estate gift will be added to it in the future. Soon she will be celebrating the first Nancy Latini Scholar and seeing how she is making a difference in someone’s life once again.

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GIFT ANNUITIES
Supporting charity and family

Lily and Duane Christ met in a math class at the University of Minnesota. Lily received undergraduate degrees from CEHD in both science and mathematics education, and Duane received an M.A. in math through what was then the College of Science, Literature, and the Arts. Both went on to earn doctorates, he from Rutgers and she from Colombia. Duane’s career in the corporate sector led him to positions at United Aircraft and IBM.

In 2011, Lily and Duane Christ approached the University of Minnesota Foundation planned giving office about setting up a deferred gift annuity for their son, who was then 44 years old. Their goal was an annuity to begin when their son was around retirement age as a supplement to his retirement assets. The next year, the Christs funded another charitable gift annuity, this time to provide them with a life income.

These philanthropic gifts reflect Lily Christ’s long association with teaching and education, first as a middle school teacher in Cleveland and then as a college instructor at City University of New York. Lily is especially passionate about mathematics and views it as a building block for extending one’s knowledge in modern life. She would like to build a deeper and broader understanding of mathematics throughout elementary and secondary education. The eventual proceeds of these annuities will go to establish a scholarship for students in CEHD to encourage, motivate, and interest students to take more mathematics or mathematics education courses.

CEHD.UMN.EDU 35
FOURTEEN YEARS AGO, the Women’s Philanthropic Leadership Circle in CEHD grew out of conversations among a group of 12 women who were seeking a way to have a greater impact with their gifts. They knew from experience that, despite advances in gender equity, many women still defer to the men in their lives when it comes to financial decisions. And women may be reluctant to make philanthropic gifts because of uncertainty about their own financial security.

Since then, the circle has grown to more than 40 members who have raised a half-million dollars and given out more than $200,000 in graduate fellowships and faculty awards. Together they strive to raise the overall visibility of women leaders in education and human development and to provide financial support to women in educational leadership positions.

Each year the circle supports one or more early-career women faculty members with a Rising Star Award. A 2016 recipient is LeAnne Johnson, ‘04, whose research in special education focuses on how to speed the application of tested practices across early childhood environments. Johnson will use the award to support travel and data collection through a series of interviews, surveys, and observations with early-childhood behavior support teams this fall.

“I entered the field what seems like a lifetime ago to work with children with behavioral problems including autism because I saw something in those kids,” says Johnson. “This award means you see something in me.”

The circle has also benefitted 80 women graduate students, many of whom have gone on to professional, academic, and leadership positions in their fields. I-Ling Yeh, for example, is a student leader and community volunteer. Her doctoral research in kinesiology investigates a novel wrist movement intervention for people with chronic stroke. The scholarship is allowing her to present that research at two national conferences.

“I hope my research can help improve recovery from stroke, benefiting patients and clinicians.”
—I-LING YEH, DOCTORAL STUDENT, KINESIOLOGY

“This award is a welcome investment in research that will benefit children with behavior problems and those who work with them.”
—LEANNE JOHNSON, ASSISTANT PROFESSOR, EDUCATIONAL PSYCHOLOGY
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.

Pre-Parade Tailgate Gathering and Parade
Friday, October 21, beginning at 4 p.m.
4–6 p.m., Burton Hall Plaza
6:30 p.m. parade on University Avenue
Please join us for great food, music, and more. Bring your whole family and guests! Receive a Homecoming T-shirt when you march in the parade.
RSVP at cehd.umn.edu/events/homecoming
University-wide homecoming festivities run October 17–22.
Info: homecoming.umn.edu

CEHD Reads
Tuesday, October 25
7:30–9 p.m.
Northrop, Carlson Family Stage
Anthony Ray Hinton will speak about his life experiences in conjunction with the 2016–17 CEHD common book, Just Mercy by Bryan Stevenson. Info: cehd.umn.edu/reads

CEHD Saturday Scholars
Saturday, November 12
8 a.m.–1:30 p.m.
McNamara Alumni Center
Learn about innovative work in progress by CEHD faculty to improve lives in Minnesota and around the world. Alumni, students, and the public are invited. Register by November 5 at z.umn.edu/saturdayscholars