

UNIVERSITY OF MINNESOTA

# CE+HD connect

THE MAGAZINE OF THE COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT | WINTER 2017

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## THE GRATITUDE FACTOR

MOVEMENT MOTIVATION + A LAUNCHPAD FOR IDEAS THAT WORK + DONOR ROSTER

# CE+HD connect

VOL. 11, NO. 1 | WINTER 2017

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Gratitude is mutual between social work faculty member Amy Krentzman and community partner Jennifer Diederich, who are collaborating to support people in recovery from substance use disorders. Read the story on page 8.

Photo by Dawn Villella

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**COLLEGE OF EDUCATION  
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**UNIVERSITY OF MINNESOTA**  
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Dean Quam and Abdul Wright, a language arts teacher at Best Academy in Minneapolis and the 2016 Minnesota Teacher of the Year

**from the dean:** Gratitude is one of my favorite words, and it’s a timely topic. Right now I am grateful for the remarkable and talented faculty and staff in our college who do extraordinary research to improve lives. I am grateful for those who keep our work moving smoothly every day of the week. You will read about some of them in this issue.

I am grateful for our students, who bring their incredible minds and curiosity and energy into our classrooms, labs, and communities and keep guiding us into the future.

I am grateful to our alumni, donors, and community partners who continue to make the College of Education and Human Development a great college.

During the divisiveness of the past months in our country, I am grateful that I work in a place where people are thoughtful, creative, and not afraid to explore difficult issues. I am reminded every day of the three pillars that guide our college—excellence in research, innovation and technology, and diversity and globalization. In the months ahead, we need to hold on to our values and renew our commitment to civil discourse.

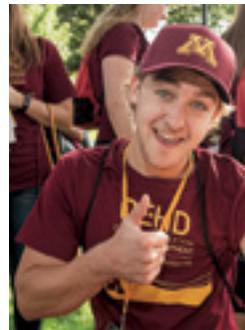
Your support has never been more important.

With gratitude,

# Welcome, students!

CEHD welcomed 487 new first-year students to the Class of 2020 this fall. With more than half first-generation college students and more than 70 percent Minnesota residents, it's the largest freshman class since CEHD became a new college.

New students donned their CEHD gear and joined the community in the annual block party on September 1, kicking off the school year with food, live music, giveaways, and games.



GREG HELGESON; SETH DAHLSEID



# Just Mercy

The audience was silent as Anthony Ray Hinton spoke, describing his 30 years on death row and the fight

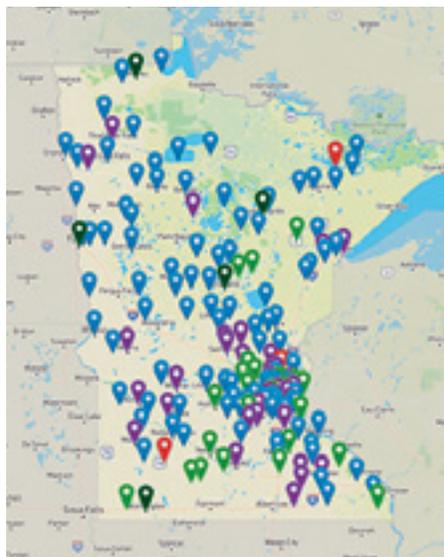
to overturn his wrongful conviction. Occasionally he paused, overcome with emotion. Hinton was freed in 2015 through the work of the Equal Justice Initiative, described in the book *Just Mercy* by founder Bryan Stevenson. At the end of Hinton's powerful testimony and appeal to end the death penalty in the United States, the audience rose in a standing ovation.

*Just Mercy* is the selection of CEHD Reads, part of the college's First Year Experience program. First-year students are reading the book as part of their classes, and several of them joined Hinton onstage in October to ask questions as part of a panel. This is the first time a CEHD book has been selected for a two-year period; next year, Stevenson is the scheduled speaker. See [cehd.umn.edu/reads](http://cehd.umn.edu/reads).

## Resources for EQUITY

This fall, CEHD launched its Educational Equity Map, an online, interactive map charting resources for educators interested in equity programs in schools and communities around Minnesota. Viewers can explore offerings in categories of college readiness, arts and design, early childhood, language and literacy, social studies, STEM, agriculture, and leadership.

Explore the Educational Equity Map at [gap.umn.edu/resources](http://gap.umn.edu/resources).



## Let the *celebration* begin!

The **School of Social Work** marked the beginning of its yearlong, 100th anniversary celebration in August with an outdoor lunch in the Peters Hall courtyard. Former director of MSW field education **Steve Maxwell** and his band, Stealin' Home, entertained faculty, staff, and alumni as they gathered to commemorate the school's legacy and future. Special speakers included professor emerita **Esther Wattenberg**, professor **David Hollister**, and longtime staff member **Jan Goodno**.



As the year of celebration continues, the School of Social Work will offer special continuing education programs, alumni gatherings, community conversations, and a final gala in October 2017. See the calendar at [cehd.umn.edu/ssw/100th](http://cehd.umn.edu/ssw/100th).



## BOOKS AND LIVES

# “Weaving Stories, Crafting Lives”

More than 100 students, educators, and community members gathered to celebrate CEHD’s 76th annual Book Week, with this year’s guest Candace Fleming, author of more than 30 books for children. Known for her biographies—including books about Amelia Earhart, royal Russian family the Romanovs, Eleanor Roosevelt, and Buffalo Bill Cody—Fleming earned the Children’s Book Guild of Washington, D.C.’s Nonfiction Award in 2014 and the *Los Angeles Times* Book Prize in the young adult literature category in 2015. Her next project is a collaboration with several other authors collecting the stories of Henry VIII’s six wives, set for release later in 2017.

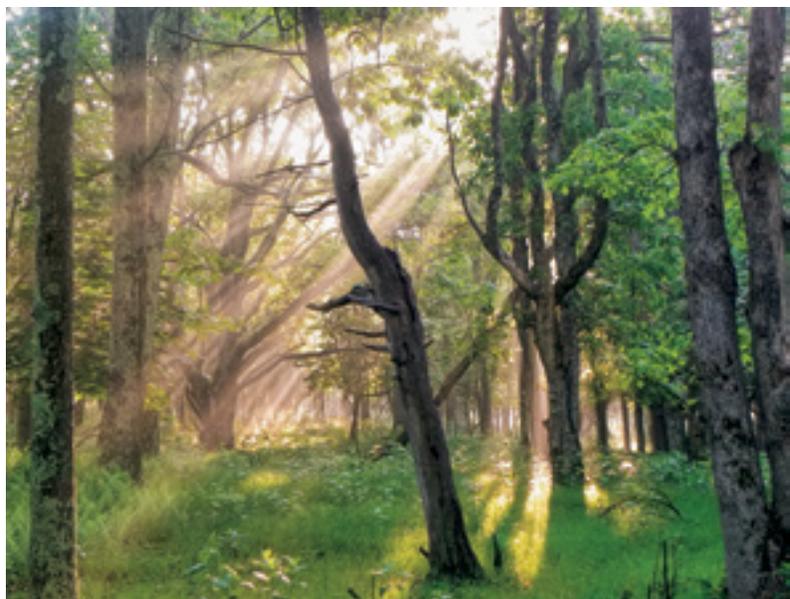
Fleming stressed the importance of searching for uniquely human details in the lives of famous figures, such as Eleanor Roosevelt’s favorite color of nail polish or one Romanov daughter’s messy habit of eating cookies in bed.

Dating back to the 1940s, Book Week is one of CEHD’s longest-running events and the oldest event of its type in the country.



## Olympians in Rio

Congratulations to the CEHD alumni who competed in the 2016 Summer Olympics in Rio de Janeiro, Brazil. Hutchinson native and Minnesota Lynx star **Lindsay Whalen**, '04, '13, helped the USA Women’s Basketball team to its sixth consecutive gold medal in a victory against Spain. Volleyball player **Daly Santana**, '16, competed for her home country of Puerto Rico as a part of the country’s first-ever Olympic volleyball appearance.



## Changing landscapes in Pattee Hall



The **Institute on Community Integration’s** Changing Landscapes initiative supports artists with disabilities with displays in Pattee Hall. This fall’s exhibit featured the nature photography of Geoffrey Mikol, an Illinois-based artist born with Down syndrome who discovered fine-art photography as a means of self-expression. Mikol is a graduate of Harper Community College and owns River Bend Gallery with his family in Galena, Illinois.

The Changing Landscapes initiative began with a grant from CEHD’s Multicultural and Diversity Committee in 2007. See [ici.umn.edu/art](http://ici.umn.edu/art).



# 50/40/25 A TRIO ANNIVERSARY GALA



This year marks major anniversaries for three of TRIO's best-known programs' arrival in Minnesota—50 years of Upward

Bound, 40 years of Student Support Services, and 25 years of McNair Scholars. On September 22, TRIO celebrated these Minnesota milestones with a gala held at TCF Bank Stadium, where 400 gathered to honor TRIO's dedication to equity in higher education access with awards, entertainment, and stories from TRIO staff, students, and alumni.

Those recognized with awards included TRIO Achievers **Joyce M. Bell**, **Courtney Bell**, **Maisue Xiong Thao**, and **Lois Vosika-Weir**, all alumnae of U of M TRIO programs. Program leaders **Bruce** and **Sharyn Schelske**, who served the University for more than 40 years, were honored with the TRIO Legacy Award, and Congressman Keith Ellison received the TRIO Champion Award for his efforts to increase program funding at state and national levels.





# Winter learning

Professional development and enrichment from CEHD

## Urban Leadership Academy

Three winter/spring dates

Each workshop in the series is \$75 and open to students, staff, and alumni, with CEUs available.

Info: [www.cehd.umn.edu/OLPD/ULA](http://www.cehd.umn.edu/OLPD/ULA)

**December 16:** Cultivating Community and Voice in the Classroom: What We Learn from Our Students. A workshop led by teaching award-winning faculty member Rashné Jehangir.

**February 8:** Creating Community in a Diverse School Environment. Led by Lee Mun Wah, renowned Chinese American documentary filmmaker, author, poet, Asian folk teller, educator, community therapist, and master diversity trainer.

**April 26:** The Sweet and Sour Taste of Racism in “Post-Racial” America. Led by Eduardo Bonilla-Silva, professor and chair of sociology at Duke University.

## Minnesota Evaluation Studies Institute Spring Training

March 20–24

Designed for professional evaluators, program directors and staff, community agency staff, students, and others interested in conducting or using evaluations, this training provides learning and reflection on contemporary issues in evaluation with national experts and practitioners in a small setting.

Info: [www.cehd.umn.edu/OLPD/MESI/training/spring.html](http://www.cehd.umn.edu/OLPD/MESI/training/spring.html)

## 2017 Women Coaches Symposium: THRIVE

April 21

A full day of high-quality educational programming, professional development, networking, and a space to build community among women coaches of all sports and all levels—youth, club, high school, college. TCF Bank Stadium.

Info: [z.umn.edu/wcs2017](http://z.umn.edu/wcs2017)

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

Four winter/spring dates

Read about PRESS on pp. 19-20. Upcoming workshops for elementary educators are Classwide Interventions (January 20), Tier 2 Interventions and Introduction to Progress Monitoring (February 24), a two-day intensive covering all four pillars of PRESS (March 8–9), and Making Decisions with Progress Monitoring Data (April 14).

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

## Center for Early Education and Development (CEED)

Various dates

A variety of online courses and in-person trainings help professionals across disciplines build knowledge and skills in key areas of early education, including relationship-based teaching, mental health, and the CLASS™ observation system.

Info: [www.cehd.umn.edu/CEED/onlinecourses](http://www.cehd.umn.edu/CEED/onlinecourses) and [www.cehd.umn.edu/CEED/inpersontrainings](http://www.cehd.umn.edu/CEED/inpersontrainings)

## Take a class in CEHD

If you're not currently enrolled in an academic program at the U, learn more at [onestop.umn.edu/academics/take-class-non-degreereguest-student](http://onestop.umn.edu/academics/take-class-non-degreereguest-student).

## School of Social Work continuing education

Fall, winter, and spring dates

The Clinical Practice and Supervision Series offers full-day, weekend, and online options to help social service professionals meet changing career and life goals. Courses for professionals working with children and families, clinical mental health, community practice, trauma, ethics, supervision, health, disabilities, and aging.

Info: [sswce.umn.edu/courses](http://sswce.umn.edu/courses)

## Minnesota Principals Academy Begins fall 2017

The University's executive development programs for school leaders, partially funded through a legislatively allocated grant, focuses on creating schools where all students graduate ready for college or careers. Cohorts of 25–30 school leaders meet every 6–8 weeks for two-day sessions over about 18 months, including summers. Current cohorts are meeting in Thief River Falls and the Twin Cities, and two cohorts are slated to begin in fall 2017—one in the Twin Cities and one in a regional center to be announced in December that serves principals in greater Minnesota. The deadline to apply is in March.

Info: [www.mnprincipals.umn.edu](http://www.mnprincipals.umn.edu)

## RESEARCH SHORTS

### Learning from Vietnam

Vietnam has succeeded in educating its children to higher levels than peers in many wealthier nations. In 2012, Vietnam surpassed both the U.S. and United Kingdom in math as well as reading achievement, according to a worldwide scholastic performance measure.

The U.K.-based Research for the Improvement of Education Systems (RISE) project is a new initiative seeking and gathering evidence to enhance children's learning throughout the world. RISE is launching four research endeavors—one in Vietnam led by University of Minnesota faculty—to study ways to address a global learning crisis.

CEHD associate professor **Joan DeJaeghere** is a Fulbright scholar and Fulbright specialist to Vietnam, having worked on education projects there for more than 10 years. Now she is the co-principal investigator the RISE project in Vietnam, seeking to learn how Vietnam “got it right” and what RISE can learn from the country's schooling practices. The aim of the six-year, \$4.7 million project is to understand exactly what made Vietnam's exceptional achievements possible and how new reforms are able to build on those achievements.

In August, DeJaeghere and her co-PI, U of M applied economics professor Paul Glewwe, visited Vietnam to partner with Vietnamese and international researchers in a workshop for RISE. She and nine other experts will undertake a systematic evaluation of Vietnam's education by analyzing the impacts of past, current, and upcoming educational reforms. The RISE agenda emphasizes the need to make changes that can provide children with the education they need to be successful adults in their local, national, and global communities.

DeJaeghere is an associate professor in the Department of Organizational Leadership, Policy, and Development.

### The latest in precision health care for children's mental health

Close to 200 children's mental health researchers and practitioners experienced an enlightening and inspiring three days at the fall symposium, “Moving Toward Precision Healthcare in Children's Mental Health.” National experts in the emerging field of precision health care shared findings and perspectives about the growing body of research

showing the effectiveness of highly personalized treatments.

Precision health care addresses the question, “What type of intervention design works best for whom? And why or how does it work to benefit individuals?” It draws from disciplines including pharmacogenetics, neuroscience, epigenetics, intervention science, research methodologies, and mobile technologies. Tailoring technologies can include things like smartphone apps, social media, wearables, and other unique delivery systems.

The approach has the potential to overcome barriers for families of varying economic and social circumstances who are addressing mental and behavioral health issues, including substance use disorders.

Articles from the conference will be published in a special edition of the *Prevention Science Journal*. In the meantime, slides from the presenters can be viewed on the symposium page from [itr.umn.edu](http://itr.umn.edu).

The annual symposium is hosted by the **Institute for Translational Research in Children's Mental Health**. It's one of the ways the institute is bridging the vast gap between research and practice. A 2017 colloquia series will be announced soon.

### Supporting Asian American students

Associate professor **Bic Ngo** in the Department of Curriculum and Instruction and professor of English language and literature Josephine Lee from CLA have received a \$1.7 million, five-year grant to increase and improve services for Asian American students at the U.

The grant from the U.S. Department of Education is aimed specifically at helping institutions serving Asian American and Native American Pacific Islander students to enhance resources and expand their capacity for service. In spring 2016, Asian American students made up 9.3 percent of the University's enrollment and 10 percent of CEHD's student population.

Ngo teaches in the culture and teaching doctoral program and specializes in immigrant education. She has worked extensively with Lao American and Hmong American students in the Twin Cities as she researches how culture and difference affect teaching practices and student outcomes.



# **THE** gratitude **FACTOR**



## New findings on what works in addiction recovery programs from an innovative social work scholar

BY GAYLA MARTY

**GIVING THANKS IS A COMMON PRACTICE** that spans cultures and has been a hallmark of religious practice for millennia.

“Gratitude begins in our hearts and then dovetails into behavior,” writes best-selling author Anne Lamott in her book *Help, Thanks, Wow: The Three Essential Prayers*.

Gratitude is also part of many addiction treatment and recovery programs. Alcoholics Anonymous, for example, recommends expressing “genuine gratitude for blessings received” as part of step 10 of its 12 steps. And people in recovery are often asked by their sponsors to write a gratitude list.

It’s not surprising that gratitude has been the subject of research in the field of positive psychology, the scientific study of wellness rather than illness that emerged in the 1990s. But in 2012, no studies had yet explored gratitude practices in recovery programs.

Social work researcher Amy Krentzman was surprised when she discovered the gap. She had been studying addiction recovery for more than 10 years with a particular focus on positive psychology, since the study of successful addiction recovery is strengths-based by definition.

“Gratitude is a naturally occurring emotion among people in recovery,” she says. “On the menu of positive-psychology interventions, gratitude practices seemed to hold the most potential.”

Krentzman designed an experiment to study a popular intervention from positive psychology called the Three Good Things exercise and assembled a team to carry it out.

The study took place in early 2013 in a Midwestern community where the 23 participants were enrolled in an outpatient program to treat their alcohol use disorder. All were adults, nearly equal numbers of men and women; 80 percent were European American.

Each person began with a face-to-face intake assessment. Then, every day for 14 days they received email invitations to

answer a survey with six questions. Half the group was asked to describe their sleep, exercise, and caffeine intake over the past 24 hours. The other half was asked to describe three good things that had happened over the past 24 hours and what caused them.

Throughout the two weeks, the participants also completed a set of questionnaires to identify and rate their emotions and mood. Eight weeks later, they were invited to talk about the experience.

The results showed that the Three Good Things exercise had an impact on mood—it decreased negative mood and increased feelings of calm and ease, factors known to support and reinforce recovery.

Meanwhile, the control group did not experience similar effects.

“The people in the gratitude group said that the practice pulled them away from habitual negative thinking,” Krentzman says. “It also had the unanticipated effect of reinforcing their recovery because when they were asked, ‘Why did that good thing happen?’ they would say, ‘Because I’m in recovery now and not drinking.’”

But those effects lasted only as long as the practice continued—there was no lingering after-effect.

Krentzman’s team had completed the first formal study of gratitude in alcoholism treatment. The *Journal of Positive Psychology* published the results in 2015. A new grant will soon allow Krentzman to build on the study, examining the function of gratitude in a journaling practice among people in recovery in rural communities.

And something unexpected emerged in the Three Good Things follow-up interviews. Participants mentioned that completing a questionnaire about their emotions—the Positive and Negative Affect Schedule, or PANAS for short—was helpful to their recovery.

Krentzman dug back into the data. She and a smaller team found evidence that people in the study, like many with addictions, suffered from alexithymia: difficulty identifying, naming, and expressing emotions. In completing the PANAS, they found that their ability to identify, accept, and regulate their mood increased.

It was an important finding because mood plays such a significant role in models that explain the motivation to drink. It was the first study that suggested that the PANAS questionnaire might have therapeutic properties for people with addictions. The secondary study was published in the journal *Qualitative Health Research* the same year.

## Three Good Things

Please describe three good things that happened to you in the past 24 hours.

1. What was the first good thing?
2. What was its cause?
3. What was the second good thing?
4. What was its cause?
5. What was the third good thing?
6. What was its cause?

### A focus on wellness

An estimated 20 million people in the United States, or about 8.4 percent of the population, have had an active substance use disorder in the past year. Alcohol abuse is by far the most prevalent. Only 10 percent of people who meet the criteria for addiction enter treatment, says Krentzman. But with and without treatment, many recover from addictive disorders. And those who do, keep recovering, every day, many for the rest of their lives.

Krentzman arrived in 2013 as an assistant professor in the School of Social Work. Her Three Good Things study had been completed, and analysis had begun.

“Minnesota is a wonderful place to be doing this kind of research,” she says. “There’s a great community of people who care deeply about recovery issues.”

Krentzman exudes a calm intensity and positive spirit. In a classroom in Peters Hall or making a presentation to a community organization, she speaks thoughtfully, listens intently, and smiles often. Her habits are those of a skilled and seasoned social worker, honed over years of conversations and serving others.

Her path to Minnesota, home of pioneering addiction treatment programs, covered long years of social work service, teaching, and a master of social work degree in New York. After her doctorate at Case Western Reserve University in Ohio, Krentzman spent four years of postdoctoral work at the University of Michigan in Ann Arbor.

John Kelly, associate professor of psychiatry in addiction

medicine at Harvard Medical School, first met Krentzman in Michigan. He recognizes her as one of a cadre of individuals that focuses on positive aspects of recovery and what works.

“She’s done some fabulous work on gratitude and spirituality, which has been talked about but not really studied in our field,” says Kelly. “We’ve tended to focus on the pathology and deficits. She’s ultra rigorous, a top-notch scientist, with a lot of creativity, in a valuable and interesting area. She is demonstrating that you can be a serious scientist and focus on positive emotion and gratitude.

“As one of the leaders in the field, she has really zoomed in on the particular emotions of gratitude and hope,” he adds, “and, no pun intended, for that I am really grateful!”

## Communication OARS

In the School of Social Work, Krentzman’s teaching assignment includes a core class for MSW students.

Because social workers must listen and respond appropriately to their clients, communication is a foundational skill. Krentzman teaches the acronym from Motivational Interviewing, “OARS,” to help students remember the key types of optimal conversational responses: Open-ended questions. Affirmations. Reflections. Summaries.

But the impact of OARS and other skills wasn’t limited to social-work settings. Krentzman’s students began reporting that their new skills were changing their lives outside of class—with girlfriends and boyfriends, parents and siblings, friends and coworkers.

That gave Krentzman an idea: Could these skills help people in recovery, too?

She contacted Union Gospel Mission in St. Paul, and

they opened their doors. Krentzman teamed up with the mission’s clinical social worker, Janet Westlund, and then designed a five-week communication skills class in winter 2016 and an assessment to measure its impact.

Nineteen men ages 20 to 55, all with chronic addiction histories but sober at the time, were recruited into the study. They were randomly assigned to either take the class on Tuesday afternoons or complete a weekly packet of questionnaires.

When the class was done, those who’d received the packets were offered the opportunity to take the class. All but one of them did.

Krentzman presented the preliminary results to the Union Gospel Mission leadership and staff this fall. She opened with thanks to everyone for hosting her and her study. She wanted

## A resource on recovery

Across the hall from Amy Krentzman on the St. Paul campus is the Minnesota Center for Chemical and Mental Health, founded in 2013 in the School of Social Work with funding from the State of Minnesota. It’s an avenue for lifelong learning, helping the public and professionals keep up with the explosion of research and treatment methods related to treatment and recovery from substance use disorders, mental illness, and co-occurring disorders. Krentzman is among those who have collaborated with the center on training, continuing education, and research. Learn more at [mncamh.umn.edu](http://mncamh.umn.edu).

to share not only her research findings but also the clinical and demographic data she collected in the course of the study that may be most valuable to the program.

The randomized pilot study showed there was value in the approach, results that can be used to pursue funding for a larger study. The staff was enthusiastic.

On the last day of Krentzman’s classes, she often asks her students to write a word in response to the cue, “There is only one word for what we had together.” Then they take a photo. This class gave Krentzman an oar for OARS, signed with their names—it now hangs in her office.





Amy Krentzman, right, and Jennifer Sevlie Diederich in the kitchen at Come Straight Home.

“Data is very important to our future,” says Dr. Charles P. Morgan, executive director of Union Gospel Mission Twin Cities.

## The gift of a bigger picture

Jennifer Sevlie Diederich has data—a lot of it.

Ten years ago, she founded Come Straight Home, a quality sober living house for women coming out of addiction treatment programs. At one point it grew to five houses. Nearly 700 women have been served.

“What I have is purpose, passion, and intent for providing the best possible, quality ethical living for women coming out of treatment,” says Diederich, who has walked that path herself.

Two years ago, Diederich and Krentzman had coffee with one of Diederich’s house managers and a colleague of Krentzman’s—Lana Yarosh, U assistant professor of computer science and engineering, who investigates technology as a medium for peer support in addiction recovery communities.

“When Jennifer mentioned that she had a box with eight years of intake forms documenting length of stay and reason for leaving, I was excited,” Krentzman remembers. “And she has a background in nursing—she is meticulous and collected detailed information on things like meds.”

“I keep really good records—for me,” says Diederich with a laugh, “but it took a month to figure out my mess. Amy was able to walk me through the process.”

For the next few months, Krentzman and three of her graduate research assistants came to Diederich’s home office and carefully went through all her records, alphabetizing, de-identifying, and extracting data to enter into a database.

“This is a unique data set that could tell us so many things,” Krentzman explains, “like how many days is optimal for living in a sober house before transitioning out? What are some differences between those who relapse and those who don’t? Differences such as psychiatric diagnoses, age, and so on. And what’s the nature of change in sober-living demographics over time—for example, age and addiction severity?”

“What we find should help anyone who’s running a sober-living house and those who are recommending sober living after treatment,” she continues. “It will advance our understanding of success rates and optimal lengths of stay, which can generate recommendations for treatment providers and families.”

Diederich was impressed by the process.

“Amy showed up with an agenda that was clear and concise,” she says. “She was methodical. She amazed me in her ability to follow rules of confidentiality. She kept saying, ‘I am so happy you kept such good information!’ If somebody moved out and I didn’t write down the date, she was able to find out from the billing. Who could do this? Rarely have I seen someone as respectful, conscientious, and accommodating.”

“I can’t wait until it’s over and Amy can sit down and tell me what she’s found: These are the women coming to you; these are their presenting problems.”

The gratitude is mutual.

“Jennifer opened her home to us and entrusted us with her records,” says Krentzman. “It’s a joy to work in partnership with her. We are pushing for the same goals. She is devoted to helping women achieve lasting recovery, and I will do my best with the data we’ve gathered to support her and others in helping women get well.”

Yes, Krentzman has a gratitude practice, too. Every morning with a cup of tea, she writes her own list of Three Good Things. +

Learn more about Amy Krentzman and her work at [connect.cehd.umn.edu/the-gratitude-factor](http://connect.cehd.umn.edu/the-gratitude-factor).



# Motivation to **MOVE**

A new  
lab explores  
how technology  
can be used  
to promote  
health

BY JONATHAN SWEET

**AT A TIME WHEN** both obesity and sedentary screen-based gaming are on the rise, Zan Gao has a vision for turning the tables—using technology itself to help increase physical activity. Gao is an associate professor of kinesiology, and research projects coming out of his new lab in Williamson Hall show that it actually can be done.

Exergaming is a type of video game that is also exercise. The recent Pokémon Go phenomenon is a great example of how exergaming can be used to benefit the body, says Gao. While he was away visiting China for several weeks last summer, Pokémon Go took the world by storm, amassing 56 million users in just over a month. A location-based, augmented-reality game, Pokémon Go is a phone or tablet app that visually overlays the real world with a game interface and sends players out into the real world to find virtual creatures that appear on screen.

Gao's two boys showed him how to play the game, and now Gao is working on a proposal to examine how college students use these kinds of games and how often: Do they use them to consciously promote their own physical activity, or are the games just games? By going outside and walking or running to find virtual creatures, players are physically active, Gao points out—they are emphatically not sitting passively on a couch in front of a large-screen monitor.

“Technology is a double-edged sword,” he says. “One edge can lead to sedentary behavior, especially with use of televisions and computers. On the other edge, though, some technologies can actually motivate people to greater physical activity, where they play games and start moving their bodies.”

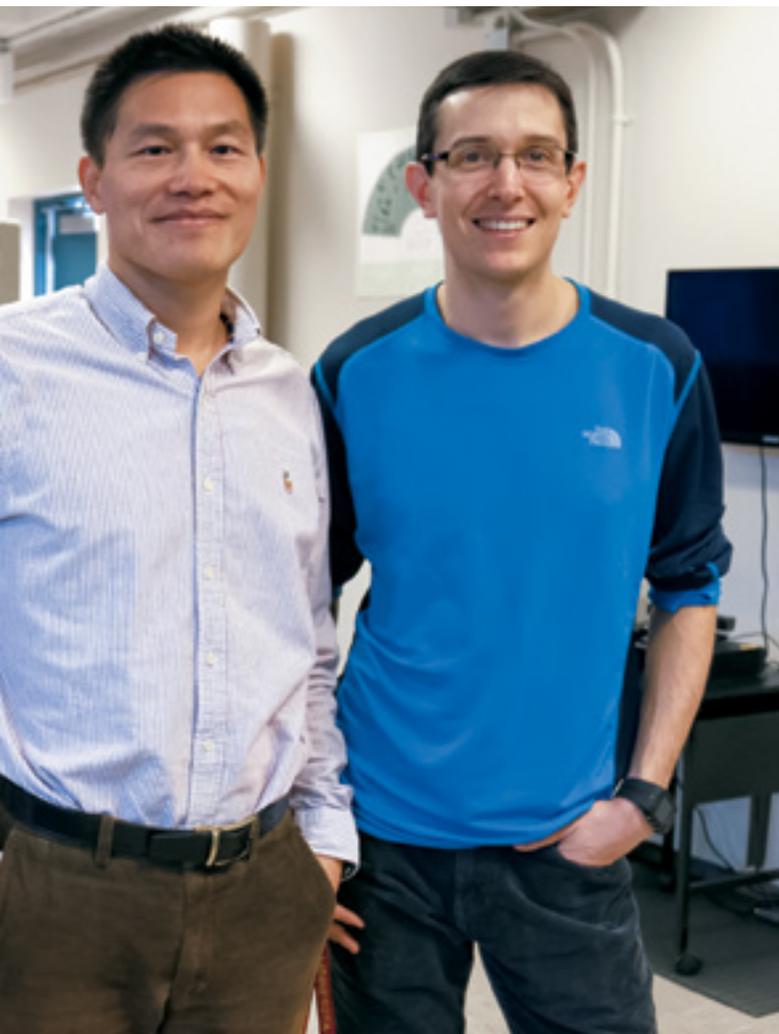


## Revolution

As a young student in China, Gao was a promising sprinter and long jumper. In college, he majored in physical education, completed his master's degree, then worked as a sports journalist covering soccer for three years before coming to the United States for his Ph.D.

He quickly discovered his passion for research. At Louisiana State University, Gao completed his doctorate in kinesiology with a minor in experimental statistics. It was there he conducted research in public schools and was introduced to the rising problem of obesity in children. Obesity rates in Louisiana are high, especially at low-income schools. Finding ways to help children change harmful physical activity behaviors was a challenge.

In Utah for his first faculty job, Gao discovered a strategy



Zan Gao, center, and Zachary Pope, right, in their Williamson Hall lab as kids move to the game “Just Dance” on the Microsoft Xbox360.

for creating change. A medical student wanted to collaborate with him to offer after-school physical activity programs for Latino children in urban public schools. Gao jumped at the chance.

“At one particular school there was a 40 percent obesity rate, with a rate of 75 percent among Latino children alone,” he says. “We used Dance Dance Revolution in an after-school program. The teachers and principals were highly supportive.”

Dance Dance Revolution, commonly called DDR, is an activity game in which players match their steps to music and colored cues. With no physical education classes in the schools, a free program was attractive. This, along with the fact that the children actually liked the program, allowed Gao—by then funded by a Robert Wood Johnson grant—to continue his research on active video games and health and fitness levels for

almost three years with the same cohort. In a study published in 2013, Gao and his colleagues found that exercise based on DDR improved cardiovascular endurance as well as math scores over time.

Why did he choose DDR instead of, for instance, baseball? Gao points to an upside of technology: Almost all kids use and like it, and most are adept at it.

“Our philosophy is that we’d like kids to continue with their traditional sports and outdoor activities but meanwhile use active screen time to replace sedentary screen time,” he explains. “Sometimes parents are very busy, so [they] don’t have time to engage in physical activity with their children. But the children know technology and how to play games, so we just help them to be active while they’re doing this.”

Active screen time is exactly what Gao’s intervention achieved using DDR.

“It’s important to start intervention early in life so the child can realize the benefits and importance of exercise and can start developing a physically active lifestyle when young,” he emphasized.

When Gao arrived in Minnesota in 2012, exergaming followed. Building on his continued success exploring exergaming in schools, this fall Gao received a \$370,000 grant from the National Institutes of Health to study exergaming among preschool children. (See the sidebar on page 16.)

### **A lab for Williamson Hall**

In a building that has once housed the bursar, registrar, and bookstore, Gao’s Physical Activity Epidemiology Laboratory (PAEL) brings a new kind of energy. The lab in Williamson Hall is a long, thin room, lined with 14 gaming stations and traditional treadmill and cardio equipment on one end.

When Gao is not doing school-based interventions, his lab is able to accommodate college students, school-age children, and elite athletes to test physiological and psychosocial outcomes of different activities on site. It’s also much easier to run tutorial sessions for subjects using lab space.

Three graduate students—Zachary Pope, June Lee, and Nan Zeng—and many others work closely with Gao in the lab. This dedicated and enthusiastic cadre has weekly meetings where they discuss aspects of lab projects. And while Gao helps guide his students, he is also learning from them. He says he wants his students to build their own distinct lines of research that



## Power to preschoolers

Recognizing the power of choice in exercise adherence, Gao's innovative Project TEACH—Trial of Exergaming Activities on Cognition and Health—empowers young children to exercise on their own. Gao uses an approach he calls “child-led, instructor-supervised” that allows children to select games they'd like to play, difficulty level, tempo, and more. The instructor's role is to supervise the activity, making sure the game is appropriate and, if need be, helping the child engage in more challenging games. Compared to more traditional care programs, Gao's exergaming intervention promotes children's physical activity levels, their fitness, and their movement skills and cognition.



will hold their interest and investment and make them more attractive when seeking employment. He cites Pope, his third-year research assistant and doctoral student: When Pope came on board, Gao encouraged him to work with health medical devices, the Fitbit, iWatch, and other smart mobile devices.

“My focus on exergaming is just one part of what technology can do,” says Gao. “I want my grad students to explore other directions while they assist me and establish their own scholarship. When people think of mobile devices, for example, they should think of Zachary Pope as the top scholar in this area.”

Pope, well on his way, has now published 15 journal articles (three as first author) and 12 book chapters (four as first author).

The Pokémon Go wave occurred just as Gao and his research team finished writing a new textbook, *Technology in Physical Activity and Health Promotion* (forthcoming from Routledge in January 2017), a comprehensive, scholarly textbook and the first of its kind.

The PAEL website also lists an impressive number of research collaborators both at the U and other universities. For example, Gao just completed a home-based exergaming intervention with colleague Simone French in the School of Public Health funded by a \$50,000 Obesity Prevention Center grant. And he is working on a paper with Department of Epidemiology and Community Health chair Dianne Neumark-Sztainer using 10 years of longitudinal data from Project EAT (Eating Among Teens).

### Interventions for health

Another partner is the School of Social Work's Hee Yun Lee, a behavioral health scientist working on health behavior interventions using mobile technology. She received a grant of \$47,620 last spring to develop smartphone exercise apps for

breast cancer survivors. Physical activity has been shown to be effective in cases of breast cancer and colon cancer, and Gao is excited about the possibilities.

“Since Dr. Lee’s work is more on nutrition and screening and mine is more on physical activity outcomes, our collaboration is a good fit,” he says.

Their research covers a lot of ground, determining quality of life and health outcomes for breast cancer survivors that use smartphone apps and social media. They include measures such as cardiovascular fitness, psychosocial beliefs, and body composition, among others.

It’s a fertile area for future study, Gao notes, as social support or competition with others via shared online data, including Facebook and Twitter, could help promote physical activity in unforeseen ways.

But Gao also recognizes the power of personalization.

“Even with more than 5,000 exercise apps currently available for smartphones, there are none that can generate individualized exercise prescriptions,” he says.

That’s why he is working with data-mining expert Rui Zhang, an assistant professor in the U’s Institute of Health Informatics, on two projects. One examines data from a large cohort of breast cancer survivors using sport watches in China’s Guangdong province. The researchers sort data biweekly to

provide personalized exercise prescriptions for each of the 184 individuals. Participants from Minnesota have also been recruited, and Gao hopes to be able to conduct cross-cultural comparisons.

A second project, still in the conception phase, builds on the first to run synchronized data from body-based activity trackers, smart watches, smartphone apps, and augmented-reality games through a natural language computer program. The resulting model could make participant adherence to exercise much more likely by offering a weekly or even daily personalized and flexible exercise prescription tailored to individual health goals.

## Across the lifespan

Looking ahead, Gao envisions working with the nation’s aging population as well. He credits the insight of his wife. Shortly after they arrived in Minnesota, she joined the nursing staff at a long-term health care facility and soon reported that her clients were using a pair of Nintendo Wii Fit—game boxes with handheld controllers—to play active games as part of their rehabilitation regimen.

Gao cites good evidence that exercise helps people with Alzheimer’s disease and dementia by increasing blood flow and, in some cases, helping in retention of cognitive function. The possibilities intrigue him, and he’s directed his students to comb research literature for studies that test the effectiveness of exergaming on rehabilitation.

“I really have a passion for doing this research because of the learning process,” says Gao. “And there is always new technology coming out”—he mentions watches and apps—“and then we get to learn how to apply it. I like these challenges. ... In the winter I play active video games inside with my kids at home, and it’s fun for them—it’s fun for all of us.”

As technology changes and human health becomes ever more important, it will be both exciting and fun to see where Gao’s work goes next. 

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Link to more information about Zan Gao and the Physical Activity Epidemiology Laboratory (PAEL) at [connect.cehd.umn.edu/motivation-to-move](https://connect.cehd.umn.edu/motivation-to-move).

A breast cancer survivor, below, learns to use the MapMyFitness mobile app, which helps participants self-regulate their physical activity.



# Launchpad for IDEAS that work

A new CEHD unit is speeding up the transmission of new knowledge and innovation to users and markets

**IT WAS A COMMON PROBLEM.** Grant-supported research finds an effective solution to a challenge, and then the funding ends.

In summer 2014, associate professor Lori Helman was wrapping up the work of a faculty team that developed a reading intervention framework for elementary-aged children called Path to Reading Excellence in School Sites (PRESS—see companion story on the facing page). Three years of funding from the Target Corporation supported graduate students working in six metro schools, and the PRESS intervention had proven successful.

With the end of the Target funding, Helman and CEHD chief of operations Ryan Warren discussed options for continuing the important work. It was exactly the type of challenge that could be met by what would become a new college unit, Educational Technology Innovations (ETI).

“The idea of ETI began to take shape as an effort that would seek to employ highly skilled software developers and connect them with our content creators across the college,” says Warren. “The goal was to reach audiences with our knowledge that we otherwise would not reach by creating digital environments that are both affordable and sustainable.”

The idea evolved over the coming months. But how would the college find the seed funding to launch it?

The answer came in early 2015 when the college sold the Flipgrid technology, created in CEHD, in a deal that ultimately led to a Minneapolis company.

“At that point, we really saw two options,” says Ryan. “We could either treat that start-up as an anomaly that would never happen again, or we could use the proceeds to invest in the people and process to turn external sales and commercialization activity into an expectation of the college.”

Dean Quam was convinced that the college could do more, and ETI was created in August 2015.

## Building on success

When Flipgrid was sold, the employees working on it left with the new company. Heading the new endeavor and confronted with complete turnover, Warren hired local technology entrepreneur John Behr to serve as ETI’s chief technology officer. He also brought in CEHD development officer David Hoffman, who had worked with many college faculty members to imagine the possibilities of an ETI-like effort.

Potential projects began to take shape. Two developers were hired to advance three projects with promise to generate external sales revenue for the college.

One project aims to develop a tool for athletes developed by professor Don Dengel and graduate student Tyler Bosch in the School of Kinesiology as an outgrowth of their research using new technology.

“We knew we had created something special, but to make it a viable product we knew we needed help,” says Dengel. “That is where ETI came in. They’ve provided us with the software developers and management team to take our idea to the next level. We have been able to work side by side with them as we have taken the initial research and turned it into a viable product. Without ETI, Tyler and I would in all likelihood still be sitting in my lab wondering where to go next.”

Another project builds on the success of a well-established and tested student engagement intervention model, Check & Connect. Staff in the Institute on Community Integration (ICI) field weekly inquiries about this model designed to promote positive academic, behavioral, and school completion outcomes for students, primarily in middle and high school. But Check & Connect’s student progress data-recording has always been conducted strictly by paper and pencil, which has limited adoption and functionality. Beginning in January 2016, ETI began collaborating with ICI to develop software to support online data collection and reporting.

“The software will allow schools to systematically report on a student’s progress and share this information with the student, the student’s teachers, and parents,” says ICI director David R. Johnson.



Ryan Warren and Lori Helman

But the first product to launch from ETI is Lori Helman's. The Path to Reading Excellence in School Sites intervention became available this fall. The PRESS online environment provides intervention content, learning environments, demonstration videos, and community forums.

"ETI made it possible for us to envision, design, and bring to life a participatory website," says Helman. "Educators will be able to use it to access the knowledge developed through PRESS, be guided to implement it in their schools, and contribute to its continued advancement."

In addition to the three projects advanced this last year, many more were considered, identified, or staged.

"The demand in year one has validated the idea," says Warren. "As we demonstrate more of what it is we can do, the future is limitless for what we will do."

Learn more at [eti.umn.edu](http://eti.umn.edu).

## A new path for **PRESS**

### A successful literacy intervention program gets a new life and global reach online

BY SONJA RUNCK

**FIVE YEARS AGO**, Path to Reading Excellence in School Sites (PRESS) began in response to alarming statistics. Nearly one in four third-graders in Minnesota were failing to reach basic levels of literacy. At the same time, research showed that if students don't read proficiently by third grade, odds are they will not catch up.

A partnership of the Target Corporation, the Minnesota Center for Reading Research, and the Minnesota Reading Corps created PRESS as a pilot project. PRESS launched at six elementary schools in Minneapolis with close to 1,800 students in grades K-3.

Designed as a literacy intervention program, the goal was for all students to be reading at their grade level by third grade. With the funding from Target, the University had the opportunity to put into practice research and theory it had developed.

### Hands on

During the pilot project, faculty and literacy coaches worked with teachers to understand how to best serve students using the PRESS Intervention Manual as a key tool. Teachers were introduced to new ways of collecting and analyzing data to ensure that what was happening in the classroom would lead to effective instruction.

PRESS faculty and coaches helped teachers and literacy coaches use student data to make better instructional decisions and implement classwide interventions tailored to students' needs. At the same time, CEHD graduate students teamed with Minnesota Reading Corps members to plan and deliver individualized literacy interventions to students who were reading below proficiency level.

The team behind the PRESS pilot project was led by faculty members Lori Helman (curriculum and instruction), Matthew



Burns (formerly of educational psychology), and Jennifer McComas (educational psychology). They developed the program using the response-to-intervention (RTI) concept, meaning that data are collected to ensure that classroom techniques and interventions are actually having a positive effect with students in the classroom.

When the pilot was complete, the PRESS team knew they had an effective framework for literacy intervention. Results from a study in two third-grade classrooms showed a 32 percent increase in the number of students performing at or above their seasonal benchmark after receiving a PRESS classwide intervention.

## Across Minnesota

Interest in the program grew. PRESS started offering trainings through the Minnesota Center for Reading Research and leading on-site professional development sessions at schools around the state, educating participants on how to implement the PRESS framework.

Since attending their first PRESS training almost four years ago, reading specialist Michele Chapin and her colleagues at St. James Public Schools have fully embraced the many levels of support offered by PRESS.

“What PRESS has done is give us a really solid starting point,” says Chapin, who works with close to 30 teachers to implement reading interventions. “My teachers really appreciate that PRESS is a research-based tool they can tailor to their classroom needs.”

## Creating a community

Now Chapin and her team are some of the first users of the new online educational platform PRESScommunity.org. This new digital community makes the research and tools that have made PRESS successful available to a larger audience.

Users can access a wide variety of downloadable curriculum resources on many topics including phonics, fluency, reading comprehension, and the basics of effective classroom

interventions. Video modules model classroom intervention techniques so teachers can see examples of how interventions are actually conducted in a classroom environment.

“The ability to go back and review, access additional resources, and watch training videos is invaluable,” says Chapin. “Sometimes a one-and-done training isn’t enough.”

Another feature is the community discussion board. Educators can post questions, and PRESS literacy coaches and other PRESS community members can respond and engage in an ongoing conversation.

## Innovation magic

PRESScommunity.org was designed in partnership with CEHD’s Educational Technology Innovations (ETI). Development took about a year with a dedicated team of eight people working on the project.

“All the pieces had to come together,” says ETI chief technology officer John Behr. “We needed to combine multiple brands—PRESS, the reading center, the college, and the University—into one, really make sure we understood our target market, and, most importantly, design a sustainable product our users would value.”

ETI uses the “agile method” of software development, Behr notes, which means that he and his team of developers can quickly react and adjust in response to user feedback. And feedback has been positive.

PRESS’s transformation has been a rewarding experience for its founder and MCRR director Lori Helman.

“PRESScommunity.org is the product of the magic that happens when content creators and developers work together to design a digital environment,” says Helman. “This partnership means that the site presents and structures the information, materials, and interventions of PRESS in a way that will be most effective—and will enable teachers and administrators that use it to gain the most benefit.” +

Read more at [PRESScommunity.org/connect](https://presscommunity.org/connect).

**IT'S A ROOM IN APPLEBY HALL**, anchored between the Mississippi River and Pleasant Street. There, every Wednesday at noon for 11 years, black students at the predominantly white University of Minnesota have found a space to be the majority for an hour.

Students came to call the African American Student Network “AFAM,” and many have said it’s kind of like a family.

“You could count on AFAM occurring if you needed a place to decompress from a stressful week or to process through a tragic moment,” says Amber Jones, who graduated with honors in 2015.

AFAM was created by Tabitha Grier-Reed, today an associate professor of family social science. At the time, she had just completed her Ph.D. in counseling and student personnel psychology. At AFAM, she confronted racial disparities head on, supporting students dealing with personal and academic problems as well as racially charged incidents.

“Students felt safe to speak their mind and speak their truth,” she says. “They felt connected to a community and validated.”

Through her research, Grier-Reed was also able to document AFAM’s effects on students, who have outperformed their more academically prepared peers.

## Breaking barriers

Grier-Reed grew up in Alabama and attended Tuskegee University as a student in TRIO, a federally funded program designed to motivate and support students from underrepresented populations. She went on to become a TRIO McNair Scholar at the University of Knoxville, Tennessee. Then as a graduate student, she got to work as an adviser for TRIO programs at the University of Minnesota.

After her Ph.D., Grier-Reed joined the faculty, helping to forge a first-year program and undergraduate curriculum in CEHD that has led the University in retaining a diverse student body, including a high percentage of students who are first in their families to attend college.

Inside the classroom, Grier-Reed is known for engaging and challenging students through discussion techniques and assignments that open up topics and connect to lived experiences and communities.

“There was nothing about Tabitha’s teaching that resembled a lecture,” says Emily Karp, now in medical school, who vividly remembers how Grier-Reed brought concepts and information to life through videos, stories, and group projects that allowed undergraduates to conduct original research.

# We are family

## Creating safe space to succeed



Outside the classroom, Grier-Reed identifies ways to break down barriers to college success. She’s created ways for undergraduates to present their research at conferences. And she has come full circle, serving as a TRIO McNair faculty mentor to undergraduates exploring research and the prospect of graduate school.

Grier-Reed is also a graduate student adviser and excited about their work. She cites one counseling psychology student focusing on high-need rural communities that don’t have adequate access to mental health care.

For her own research, Grier-Reed is attracted to the new prevention science program in family social science, which focuses on preventing problems and building resilience. She wants to advance restorative practices and prevention related to racial discrimination for cultures, families, and schools.

In everything, Grier-Reed’s work is marked by excellence. In 2016, she received the University’s prestigious Morse-Alumni Undergraduate Teaching Award, citing her commitment to inclusive pedagogy, intellectual rigor, supportive peer advising, and research.

“I am committed to social justice and equity,” she says. “That’s who I am as a teacher and who I am as a person. Better equipping students to contribute to our multicultural democracy as part of an informed citizenry and agents of social change is at the core of what I do.”

Link to more information at [connect.cehd.umn.edu/we-are-family](https://connect.cehd.umn.edu/we-are-family).

## Honored

**Clayton Cook** and **Panayiota Kendeou** (educational psychology) were appointed to endowed chairs in CEHD. Cook is the John W. and Nancy E. Peyton Faculty Fellow in Child and Adolescent Wellbeing. Kendeou is the Guy Bond Chair in Reading.

**Zan Gao** (kinesiology) has been selected Foreign Outstanding Instructor by Hunan University in Changsha, China. Hunan University is one of the top-tier research universities in China.

**Lori Helman** (curriculum and instruction) was named the Jerry Johns Outstanding Teacher Educator in Reading by the International Literacy Association (ILA). The award honors an exceptional college or university professor in the field of reading education and is given annually to a member of ILA who is currently teaching preparation in reading to prospective educators at the undergraduate or graduate level.

The U.S. State Department presented the **School of Kinesiology** and its partner, Tianjin University of Sport in China, with the American Center for Cultural Exchange Network's 2016 Excellence Award.

**Tai Mendenhall** (family social science) received a Wingspread award from the Collaborative Family Healthcare Association. Wingspread honorees are individuals who embody innovative spirit, tenacity, and entrepreneurship and who have positively influenced the lives of their mentees and colleagues through their work.

*Access Press*, Minnesota's disability news source, named **Cliff Poetz** (Institute on Community Integration) as the Charlie Smith Award recipient for 2016. Poetz has advocated for disability rights since the early 1970s.

**Cathy Solheim** (family social science) received the Jan Trost Award from the National Council on Family Relations. She was chosen for her extensive scholarship and work on behalf of families in Thailand and international families in general.

**Diane Tedick** (curriculum and instruction) received the 2016 Paul Pimsleur Award for Research in Foreign Language Education from the National Federation of Modern Language Teachers Associations in cooperation with the American Council on the Teaching of Foreign Languages.

## Appointed and elected

**Megan Gunnar** (child development) has been appointed to Gov. Mark Dayton's Early Learning Council, which aims to ensure that all children are school-ready by 2020. Council members make recommendations to the governor and legislature on how to create a high-quality early childhood system in Minnesota that will help improve educational outcomes for all children.

**Michael Rodriguez** (educational psychology) was named chair of the Technical Advisory Group for the National Board of Professional Teaching Standards (NBPTS). Also a member of the group's Certification Council, Rodriguez has worked with NBPTS in a number of technical advisory roles since 2005.

**Karl Smith** (STEM Education Center) was elected to the Board of Trustees of The Works Museum. The Works is an interactive children's museum in Bloomington, Minnesota, that focuses on technology and engineering.

**Michael Wade** (kinesiology) has been appointed to the Scientific Merit Review Board of the Department of Veterans Affairs (VA) for a four-year term. He will serve on the Aging and Neurodegenerative Disease Study section. The board gives advice and evaluation of research grants that are supported by VA research funds.



Daniel Berry



Jeffrey Waid

## New faculty

**Daniel Berry** (assistant professor, child development) focuses on self-regulation of attention and emotion in childhood; interplay of experience, stress physiology, and self-regulation; and longitudinal quantitative methods. He has an Ed.D. from Harvard University.

**Jeffrey Waid** (assistant professor, social work) studies child maltreatment prevention, family-based intervention programming, and foster/kinship care. He has a Ph.D. from Portland State University.

## In memoriam



**John Schultz**, former head of the then-Division of Recreation, Parks, and Leisure studies, passed away on July 23 at the age of 83. Born in Milwaukee in 1933, Schultz served as a tank gunnery instructor for the U.S. Army at Fort Knox before earning his bachelor's degree in physical education from Valparaiso University in 1958 and his master of science in parks and recreation administration from the University of Illinois in 1961. After completing his Ph.D. from the University of Minnesota in 1968, Schultz served as division chair in the University of Wyoming's recreation, park, and leisure studies program until 1974, when he returned to Minnesota to take the same position. He served in multiple roles, including as director of the School of Kinesiology 1984–86, until his retirement in 1997, when he moved to Albert Lea.

Schultz enjoyed spending time golfing, coaching sports, and taking road trips with his family, and was known as “a positive force in every community with which he became involved.” He is survived by his wife, Carolyn “Kelly” Schultz and sons Dan and Andrew and their families. Gifts in his memory may be made to the Kinesiology and Leisure Studies Scholarship, Fund #3583, University of Minnesota Foundation.



**Mary Corcoran**, professor emerita of educational psychology and higher education, passed away on July 24 at the age of 94. Corcoran was the only woman working in the research statistics department, and she became a national leader in the field before her retirement in 1986.

Corcoran was born in Providence, Rhode Island. After earning her bachelor's degree at Hunter College, she pursued a master's at Stanford University and came to the University of Minnesota in 1953 to earn a Ph.D. in educational psychology. Corcoran then spent two years in Paris conducting the first international study on admission to higher education, a research area that would become a lifelong interest. During her tenure at the U, Corcoran focused on faculty studies, higher education policy studies

and evaluation, and issues of access to higher learning. Her experience of travel and research led her to found the Mary E. Corcoran Endowment in 1996, a scholarship fund that has provided research travel awards to more than 20 students since its creation.

In her retirement, Corcoran spent time knitting, hiking, reading, and conducting genealogy research to publish a book detailing the history of her family's 19th-century Irish roots.

Corcoran is survived by two nieces and four nephews. Gifts in her memory may be made to the Mary E. Corcoran Endowment in Policy and Evaluation Studies, Fund #4192, University of Minnesota Foundation.



**Stan Deno**, professor emeritus of educational psychology, passed away on October 12 at the age of 80. He was a pioneer in the field of special education, specifically in the development of what came to be known as curriculum-based measurement (CBM) now used around the world.

Deno was born in Minneapolis and graduated from Roosevelt High School in 1954 and St. Olaf College in 1958. After three years in the U.S. Air Force, he returned to Minnesota to begin a career as a high school teacher. Two years later he received a fellowship to pursue doctoral studies in educational psychology at the University, where he completed his Ph.D. in 1965 and then taught at the University of Delaware.

Deno returned to Minnesota when he took a position in educational psychology/special education and pursued extensive research on why students fail to develop basic skills in reading, writing, and math. His work resulted in CBM, a set of federally recognized procedures that teachers use nationwide to identify and help special education students with mild disabilities who are underperforming in the classroom. He continued to work in the field beyond his retirement in 2009.

Deno is survived by his wife, Dina “Dee” Deno, sons Joseph and James and their families, and many more family members, friends, and colleagues. He wanted everyone to know he leaves the earth a happy man. Gifts in his memory may be made to Stan Deno CBM Research, Fund #20003, University of Minnesota Foundation, [give.umn.edu/giveto/StanDeno](http://give.umn.edu/giveto/StanDeno).

**FROM THE  
PRESIDENT**

JAN ORMASA, M.A. '74  
SPECIALIST  
CERTIFICATE '90



I was in the audience at Northrop this fall when, as part of the CEHD Reads program, Mr. Anthony Ray Hinton shared his personal experiences as a death row inmate wrongly convicted of murder. His profound testimony of racism in our justice system is heartbreaking. I look forward to hearing more about the Equal Justice Initiative from founder and *Just Mercy* author Bryan Stevenson at CEHD Reads next fall. What a call to action!

The pursuit of equity is a passion for the CEHD Alumni Society Board. We offer four scholarships to our undergraduate and graduate students as a means to address access and opportunity for quality education at the University. We hope that you will join us in this endeavor. Read more about our remarkable first-year class and opportunities to support scholarships on page 29.

Don't miss the opportunity to nominate CEHD alumni for our award-winning Rising Alumni Award. The deadline is coming up on February 1. It is so inspirational to hear their life stories! Last year, we were fortunate to honor Jónína Kárdal, who travelled from Iceland for her award. We want to learn how to build international alumni connections with Iceland, Singapore, and Thailand, where we have large numbers of active alumni. We welcome your help to build our networks around the world.

We are fortunate to have four student representatives as Alumni Society Board members who comment, question, and express their thoughts as a means of strengthening our connections with students. We continue our commitment to working with the CEHD student boards in our networking events. Mark your calendar now to come network with our undergraduates on March 22, and stay tuned for the date with our graduate students. This year's theme is "Embracing Diversity in the Global Society: Strategic Engagement in Academic and Professional Careers." We would love to have you join us in building our connections locally and globally!

The CEHD Alumni Society Board is here to serve you. Please send your ideas, feedback, and questions to [cehdas@umn.edu](mailto:cehdas@umn.edu).

Sincerely,

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

**1950s**

**Mary Corcoran** (Ph.D. '57), professor emerita of educational psychology, passed away at age 94. Read more on page 23.

**Marilyn Eddy** (B.S. '53) passed away at age 83. She was a lifetime member of the Women's Physical Education Alumnae Association.

**1960s**

**James P. Metzen** (A.A. '64) passed away at age 73. He was a member of the Minnesota Democratic–Farmer–Labor party who served in the state house

of representatives for 12 years before his election to the Minnesota Senate in 1986 representing District 52. His brother David is a former U of M regent, 1997–2009.

**Stan Deno** (Ph.D. '65), professor emeritus of educational psychology, passed away at age 80. Read more on page 23.

**John Schultz** (Ph.D. '68), professor emeritus of kinesiology, passed away at age 83. Read more on page 23.

**1970s**

**Mary Martin** (M.S.W. '77, Ph.D. '78) has published *La Familia: An International*

*Love Story* about her classmate, Joan Swanson White Velásquez (Ph.D. '79) and Joan's husband, Segundo Velásquez, founders of the Minnesota–Bolivia nonprofit Mano a Mano.

**Karen Filla** (M.A. '79) received the 2016 MASE Legacy Award from the Minnesota Administrators for Special Education and was honored at its fall conference October 27.

**Norena Hale** (Ph.D. '79) published *Special Education Administration: How It Evolved in Minnesota* with funding from the Minnesota Special Education Leaders Foundation (MNSELF) and Legacy grants to support research of historical records

# Achievement x 3

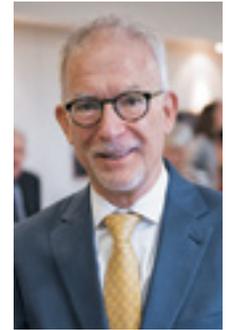
Three CEHD alumni have been honored with the University's Outstanding Achievement Award, reserved for individuals who have attained marked distinction and leadership in their field or in public service. *Congratulations to all!*



**Carmen Campbell**, B.S. '64 (above with her husband, Jim, CSOM, B.S.B. '64), taught kindergarten for 10 years in Minneapolis and then continued her connection to the district, an experience that enhanced her understanding of teachers in urban settings and the challenge of retaining talented professionals and fueled a passion for addressing those issues. She is a generous donor to the college and a community volunteer focused on violence prevention, Alzheimer's services, nature, music, theater, arts, and health care. She currently chairs the Minnesota Zoo board of trustees and co-chairs the Westminster Presbyterian Church capital campaign. She and Jim are also honorary co-chairs of CEHD's fund-raising campaign, Improving Lives.



**Margaret Carlson**, Ph.D. '83, is best known for her visionary leadership of the U of M Alumni Association, 1985–2010, a period marked by increased membership, a new building, and a campaign to bring Gopher football back to the campus. She also created an alumni lobbying organization and revitalized Homecoming. Today McNamara Alumni Center and Gateway Plaza create a welcoming and stunning landmark on East Bank and provide much-needed campus event space just a block from TCF Bank Stadium. Carlson's impact on CEHD thrives in the Women's Philanthropic Leadership Circle, of which she's a founding member, and a scholarship for new CEHD students who demonstrate leadership and academic promise.



**Robert Pianta**, Ph.D. '86, is dean of the Curry School of Education, Novartis U.S. Foundation Professor of Education, and professor of psychology at the University of Virginia. His impact can be found in every Head Start program in the country. Read more about this world-renowned scholar on page 28.

related to the development of special education. She is currently researching and interviewing people in continued work to document special education in Minnesota. Hale received the MASE Legacy Award in 2005.

## 1980s

**Daniel Hertz** (B.S. '82) is now offering meditation classes and biofeedback sessions in the community.

**Frances Stang** (B.S. '84) received the presidential Award for Excellence in Mathematics and Science Teaching. She was selected eight times as an honored teacher at the Academic Excellence

Awards for the top graduating seniors in the district.

**Brenda Blume** (M.Ed. '07) works in corporate marketing for C. H. Robinson focused on talent, learning and development, diversity, inclusion, and community relations-related efforts for the global supply chain company.

## 2000s

**Brad Hokanson** (Ph.D. '00) was elected president of the Association for Educational Communications and Technology (AECT), beginning his term at the 2016 annual convention in Las Vegas in October. AECT is the

premier international organization for educational technology, with more than 2400 members worldwide and affiliates in 21 countries.

**Lorna Saboe** (M.Ed. '02) recently joined the South Dakota State University Extension team, where she will provide direction for implementation of educational programming in personal and family finance.

**Leonore Heino** (M.Ed. '03) is one of 14 recipients of 2016 TEACH Fellowships for a curriculum-development mission and cross-cultural exchange in a two-week study tour across Bahrain, UAE, and Qatar.

**Mark Falkowski** (B.S. '06) recently became the first general counsel of Columbia College in Columbia, Missouri, where he will serve as a member of the senior leadership team.

**Stephanie Kennelly** (M.A. '06) is a third-grade teacher in West St. Paul, where she is implementing the Yoga Calm curriculum.

**Shannon Schonrock Swanson** (B.S. '06, M.Ed. '08) is the new youth development coordinator at Blue Earth Area Schools. She previously taught health and physical education courses at Winona State University.

## 2010s

**Katie Kell** (B.S. '11) recently became the middle-high school counselor for Kenyon-Wanamingo School District.

**Angela Ruggiero** (M.Ed. '11) was named head of International Olympic Committee (IOC) Athletes' Commission. Ruggiero is a former ice hockey player who has played more games for Team USA than any other man or woman.

**Emelee Volden** (M.A. '11) is the director of international education and engagement at the University of Wisconsin, La Crosse.

**Patricia Jones Whyte** (Ph.D. '13) retired from her position at the University as director of the Office for Diversity in Graduate Education on September 2 after 34 years of service. Whyte has lived out her lifelong commitment to build and retain a diverse student body in the undergraduate admissions office, the Graduate School, and central administration. She recruited and served students through tutoring, mentoring, networking, fellowships, and an open door. She continues to serve on the board of a nonprofit dedicated to assisting undergraduates in reaching their academic goals.

**Andrea Greamba** (M.Ed. '14) was part of the opening celebration at the new U.S. Bank Stadium featuring artwork from Minnesota Natives. Greamba, now an art teacher at Sky Oaks Elementary in the south metro, co-lead an art project

as a student teacher with Jenna Hubert of Waite Park Community School in Minneapolis. The project the students created was chosen as part of the permanent collection for the new stadium out of more than a thousand entries.



## A DAY OF SERVICE

CEHD hosted one of 11 volunteer sites on the University's third annual Day of Service in October. At the Cookie Cart on the North Side of Minneapolis, 20 alumni from CEHD and other U colleges scooped, decorated, stacked, and of course ate delicious cookies! High-school student employees demonstrated their leadership skills in supervising the volunteers in all these activities and in demonstrating strict sanitation protocol in the kitchen. Alumni enjoyed their time with the students so much they had to be pulled away. It was a great opportunity to keep building relationships outside the U community.

# GOPHER GLORY HOMECOMING 2016



Alumnus and associate dean **Na'im Madyun**, Ph.D. '06, his wife, Tanshea, and their family—future alumni!—posed for a Gopher Glory photo at Homecoming.

It was a glorious turnout of CEHD alumni, families, and friends at Homecoming this year—350 guests at the tailgate gathering on the lawn outside of Burton Hall before the parade Friday night, 150 marchers in the parade, and 100 alumni at the brunch and football game on Saturday, where the Golden Gophers triumphed over the Rutgers Scarlet Knights. Go Gophers!



## Share your news

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

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

## An honor for alumni service



CEHD alumna **Brenda Hartman**, B.S. '81, M.S.W. '89, center, received the Alumni Service Award from the U of M Alumni Association in October. The award recognizes service by an alumni volunteer who has had a major impact on the University, its schools, colleges, or departments. Dean Quam and CEHD Alumni Society Board members celebrated Hartman's much-deserved award in an event at the Commons Hotel.

# Closing the gaps

When teachers are more effective, kids learn more



**THE WORK OF ROBERT PIANTA**, '86, can be found in every Head Start program in the country. Pianta is the creator of an observational assessment of teacher–student interactions known as the Classroom Assessment Scoring System™ or CLASS, which captures interactions that contribute to learning and development. Head Start uses it to improve teaching quality in centers nationwide.

Pianta is an energetic educator who has been making a difference in the field of early childhood education and development throughout his career. An alumnus of the school psychology program, he is now the dean of the University of Virginia's Curry School of Education. There he continues to study teachers' effectiveness in the classroom primarily through the ways that they interact with children.

"We pay attention to both the social types of engagement and the way teachers promote children's learning," he explains. "When teachers are more effective, kids learn more."

This year Pianta received the high honor of the University of Minnesota's Outstanding Achievement Award. When he returned to Minnesota to accept it this fall, he made sure to spend time answering questions from graduate students. He also ran the Twin Cities Marathon.

## Beginnings in special education

Pianta first took an interest in human development as an undergraduate at the University of Connecticut, where he volunteered with children with disabilities. That led him to a double major in special education and psychology, with a lot of coursework in child development.

Pianta became a special education teacher in a middle school for three years, where he learned about teachers' interactions and relationships with kids. He knew he wanted his graduate education to combine the type of research with practical application he had read about as an undergraduate.

"Almost everything I read was written by someone at the University of Minnesota," he remembers. He applied and came to Minnesota, where his advisers were the renowned professors Byron Egeland and Jim Ysseldyke.

"The school psychology program enabled me to combine psychology, education, and human development," he says. "I couldn't have landed in a better sandbox."

## Serving more diverse populations

Nominating Pianta for the award, Egeland and Ysseldyke—now professors emeriti in the Institute for Child Development and Department of Educational Psychology respectively—listed his important contributions to help close opportunity gaps for young children, especially those from low-income and poverty settings: Enhancing the relationship between children and teachers. Connecting children, families, and schools. School readiness and transition to kindergarten. Early child care. Supporting dual-language learners in early childhood classrooms.

With so many accomplishments, Pianta is still looking ahead, citing two goals in particular.

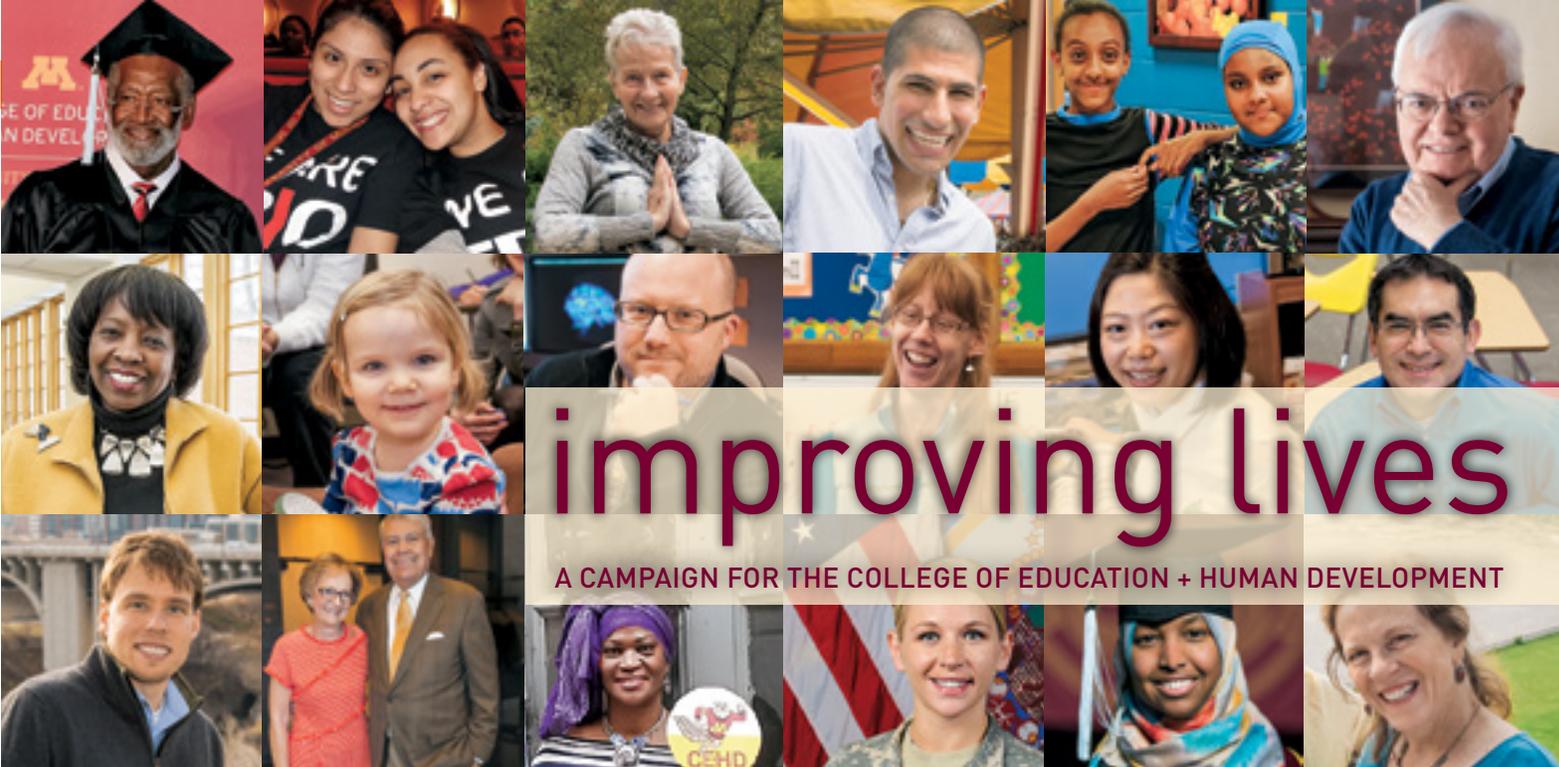
"The first is to refine the tools we have and further develop and apply them to more diverse populations," he says, "as well as understand more about the biological and physiological processes of teachers and children."

He also wants to examine the tools he and his colleagues have developed at a macro level, seeking insight on the universality of some of the properties of interactions for children's development.

"There are people using our tools across the world," Pianta says. "I believe it's now possible for us to study which factors may account for educational differences among nations."

—Sarah Jergenson

Link to more about Robert Pianta at [connect.cehd.umn.edu/pianta](http://connect.cehd.umn.edu/pianta).



## Scholarships make a difference



MANDY DWYER

Julie Vang

**THE FIRST YEAR EXPERIENCE (FYE)** is a unique curriculum that all freshmen in CEHD are a part of, designed to build community and help with the transition from high school into college. FYE's rigorous and innovative curriculum includes two semesters: a First-year Inquiry course in the fall and learning communities in the spring. All first-year students read a common book—in fact, now the entire college and many alumni read the chosen book each year, too.

FYE courses help students reach their four-year graduation goals, support the completion of the University's liberal-education requirements, and meet prerequisites for the majors in CEHD.

Part of the story of every first-year class in CEHD can be found in the numbers. And this year's numbers tell a remarkable story.

Of the 487 new students, half are the first in their families to go to college. About 40 percent are students of color. More than 40 percent come from low-income families, and nearly 70 percent plan to rely on scholarships to help finance their education.

*continued on next page*

**6,419 donors**  
**\$59,834,691 raised**  
**74% faculty & staff**  
**campaign participation**

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

## Scholarships, *continued*

This is where the Improving Lives campaign comes in. Since the campaign's inception five years ago, we have raised over \$10 million for undergraduate student support. These funds supported first-generation students like Julie Vang, a family social science major who received the CEHD Global Engagement Scholarship to spend a semester in Kenya gaining valuable experience in community building. They helped aspiring teacher Demetria Poe, who received scholarship support from both the Jeanne Lupton Legacy Fund and the John and Nancy Peyton Scholarship Fund.

"I will be the first person in my family to graduate from college," said Julie Vang in her senior year. "I value education a lot, and I want to give back to my community."

Scholarships provide that valuable bridge for CEHD students to come to college, succeed, and make contributions to our schools, communities, children, and families.

**For more information** about the importance of scholarships, please contact the Office of External Relations at 612-625-1310.



## A life of giving to students



Jan Goodno and director Jim Reinardy

At the School of Social Work, scholarships remain crucial for attracting talented and diverse cohorts of students. Still, they cannot cover the full range of student needs or directly support students' efforts to develop their professional skills and identities.

The Jan Goodno Fund for Student Financial and Professional Support was created through a generous gift from School of Social Work staff member Jan Goodno to provide graduate students the

resources they need to buy books, pay student fees, attend or present at conferences, or otherwise finance their course of study and advance their professional development.

Goodno joined the School of Social Work staff in 1968 and stayed until her retirement in August 2016. During nearly five decades as a student support specialist, Jan served six of the school's nine directors and helped guide thousands of social work graduate students through sometimes challenging journeys toward completing their degrees.

"By supporting a diverse range of students in countless subtle and critical ways, Jan Goodno shaped the future of social work not only here in Minnesota but throughout the country," says assistant director Megan Morrissey, a longtime friend.

Goodno directed her gift toward easing the lives of future students and the work of her successors. Fittingly, her fund is already being augmented by generous gifts from several of the people she aided and counseled over the years.

"What better way to say thanks to Jan than by giving to this fund that celebrates and continues her career of giving to students," says director Jim Reinardy.

## 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.

Emerita faculty member **JOANNE BUGGEY** has made a future commitment of \$2 million to establish the JoAnne Buggey Endowed Chair in Elementary Education.

**THOMAS BACIG** and **BARBARA PERUSHEK** have made a future commitment of \$750,000 to support future teachers.

**MARLYS H. MELIUS** has made a future commitment to support three different program areas in CEHD.

**DENNETH** and **JOAN DVERGSTEN** have made an increased future commitment of \$500,350, which will support the Lucille and Gustav Bauermeister Scholarship Fund.

The **ROBERT MCCORMICK FOUNDATION** has made a gift to support the Midwest Parent-Child PK-3 project.

Retired staff member **JAN GOODNO** has made a pledge of \$25,000 and a future gift of \$125,000 to support the Jan Goodno Fund for Student Financial and Professional Support.

The **MCKNIGHT FOUNDATION** has made a commitment of \$75,000 to support research at the Institute of Child Development.

**FRANK BRAUN** has made a commitment of \$50,000 to support the CEHD Global Graduate Grant Fund.

**GENERATION NEXT** has made a gift of \$50,000 to support the Gopher Math Project.

The college has received a gift of \$50,000 from the estate of **MARJORIE WYSCAVER** to support the Fund for Family Social Science.

**CEAPRO, INC.** has made a gift of \$26,990 to support the School of Kinesiology Oat Research Fund.



LT Media Lab director Aaron Doering, right, with a cotton farmer in Burkina Faso, 2011



## A new gift for AgCultures

The Learning Technologies Media Lab (LTML) is the recipient of \$1 million to CEHD over four years from the CHS Foundation. The gift will fund AgCultures, an adventure-learning project that aims to introduce middle and high school students to career possibilities in the field of agriculture.

The new collaboration draws on more than a decade of the LT Media Lab's expertise in research, design, and implementation of technology-enhanced learning through programs such as GoNorth!, Earthducation, and EarthXplorers, which have spanned the globe and explored local and global STEM- and geography-based challenges.

A visually captivating online learning environment will showcase real-world, real-time, agribusiness-focused stories through a

variety of media that capture the heart of agriculture and food science's role in the nation and the world. Digital stories will be tied to text narratives, educational materials, and educator resources that can be used in formal and informal educational settings alike. Learners will follow the stories of scientists, farmers, and technological innovators, with opportunities to engage in and share their own field-based activities, data, and storytelling around agribusiness.

The CHS Foundation is funded by charitable gifts from CHS Inc., the nation's leading farmer-owned cooperative and a global energy, grains, and foods company.

Learn more at [agcultures.com](http://agcultures.com).

# improving lives

## Fueling innovation through philanthropy



When Jennifer Marrone and David Short established an endowed study-abroad scholarship in CEHD in 2013, it aimed to help young people take a critical, potentially life-changing step in their education. The donors did not anticipate that their philanthropy would soon encompass a different kind of critical support—the creation of an entrepreneurial fellowship that would enable CEHD’s Educational Technology Innovations (ETI) to launch fledgling projects with enormous potential. As

medical device experts and entrepreneurs, Jennifer and David understand what it means to take an idea and bring it to fruition, a process that requires a dynamic team and the resources to make something happen—quickly.

Tyler A. Bosch, Ph.D. ’14, is the first recipient of the Jennifer Marrone and David Short Entrepreneurial Award, established in July 2016. His work on a new technology that could revolutionize the ways that athletes at all levels are trained and developed exemplifies ETI’s mission to transform CEHD faculty research into real-world applications. Tyler’s technological prowess and creativity has addressed a situation where there is an abundance of data and limited knowledge, transforming the data into usable and understandable information.

For Jennifer and David, the excitement is palpable.

“We’re thrilled to be able to direct our philanthropy to an area for which we have passion and experience,” they say.

Read more about ETI on page 18.



# Roster of Donors 2015–2016

The names listed in this roster are donors to the College of Education and Human Development and qualified for membership in the Presidents Club either before or during the fiscal year ended June 30, 2016. Also listed are donors to the Women’s Philanthropic Leadership Circle. A complete donor list is available at [cehd.umn.edu/giving](http://cehd.umn.edu/giving).

*The first section represents life-to-date giving to the college.*

## \$5,000,000 or more

3M Company and Foundation  
 McKnight Foundation  
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## \$1,000,000 to \$4,999,999

Virginia and Courtland Anderson Trust  
 Joel and Susan Barker  
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 Best Buy Children’s Foundation  
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 The Richard M. Schulze Family Foundation  
 Rene and Allen Schwartz Estate  
 Leo and Christine Stern and June Stern Family Foundation  
 Dorothy McNeill Tucker

## \$250,000 to \$999,999

Alliss Educational Foundation  
 Bentson Foundation  
 Cargill Inc. and Cargill Foundation  
 Lily E. and Duane M. Christ  
 Emerald Foundation Inc.

.....  
 We have made every effort to accurately reflect contributions to the college. If you find an error, please contact the Office of External Relations at 612-625-1310.

\* deceased

B. C. Gamble and P. W. Skogmo Fund of the Minneapolis Foundation  
 General Mills and General Mills Foundation  
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 Marcia and Dick Carthaus  
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 Dr. Hans G. Eriksson in memory of Dr. Mari-Anne Zahl  
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*Recognizes individuals who make a future gift of any size to the college.*

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 Joel and Susan Barker  
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 Robert Beck\* and Corrie W. Ooms Beck  
 Ida Benjamin  
 Carol and Jerome Benson  
 Dorothy L. Berger  
 Ellen M. Blank  
 Mary and Norman\* Bowers  
 Richard C. Burbach  
 Julianne Bye  
 Carmen and Jim Campbell  
 Keith William Carlson  
 Margaret Sughrue Carlson  
 Carol A. Carrier  
 Marcia and Dick Carthaus  
 Louis A. Cecil  
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 Almond A. Clark  
 Richard W. and Jean Illsley Clarke  
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 Sandy Miller Eliason  
 Mary and Verlane Endorf  
 Louellen N. Essex  
 David and Sheryl Evelo  
 Ross Flom  
 Kenneth C. Foxworth  
 James Frazee  
 Francis C. Gamelin  
 William E. Gardner  
 Gary D. Geroy and Catherine Miller-Geroy



# Giving matters

**ONE NIGHT A WEEK** during the school year, a community room on the North Side of Minneapolis is packed with students learning and teaching math. Eighth-graders learn from eleventh-graders who in turn are mentored by University undergraduates.

Above the din, Lesa Clarkson smiles. All that math chatter is poetry to her. Clarkson is the associate professor of mathematics education who created Prepare2Nspire, a near-peer tutoring program to motivate youth to love math like she does. Prepare2Nspire is raising high-school math scores that open up opportunities for students and inspiring more math and STEM majors among underrepresented students.

The program began three years ago with support from a foundation grant. But when the grant came up for renewal, the guidelines had changed, resulting in gaps. That's when the John W. Mooty Foundation stepped up. A gift of \$15,000 allowed Prepare2Nspire to continue providing graphing calculators to students in the program as well as nutritious after-school food for the middle-schoolers.

"In the gift world that may not sound like a lot, but it is huge to this program," says Clarkson. "It allowed us to continue with the original model, which we know is so successful."

The Mooty Foundation has a long tradition of supporting academic programs and scholarship recipients that emphasize excellence in achievement.

"Prepare2Nspire is such a program, and we are honored to assist in its efforts," says foundation trustee and U of M Law School alumnus David Mooty. "In this world of increasing and ever-changing technology, it is crucial to learn mathematics. And Lesa Clarkson is a dynamo! Her passion, expertise, and talents make her the perfect person to lead."

Clarkson and her team not only teach math and feed the group but chart the progress of each student and evaluate their efforts.

"Prepare2Nspire is positively changing the lives of hundreds of youth every year," says Mooty. "We are happy to be part of that."

DAWN VILLELLA



# CE+HD

College of Education + Human Development

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Driven to Discover<sup>SM</sup>

A close-up portrait of a woman with short, styled grey hair. She is smiling warmly at the camera. She is wearing a black top and a necklace with a large, ornate pendant. She is holding a pair of glasses in her left hand, which is resting near her face. She is also wearing a watch on her left wrist. The background is blurred, showing other people in what appears to be a classroom or lecture hall setting.

“The Mooty gift is truly a win–win for all our students learning math.”

LESA CLARKSON,  
ASSOCIATE PROFESSOR, STEM  
EDUCATION CENTER

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## CEHD | CALENDAR

There are many ways CEHD alumni and friends can stay connected to the college. We hope you'll join us at some of the events listed here or connect with us online. Visit [cehd.umn.edu/alumni/events](http://cehd.umn.edu/alumni/events) or call **612-625-1310**.

### Minne-College 2017

Saturday, February 4  
Hilton Naples, Naples, Florida

"Relationships matter: Utilizing relationship-based strategies to prevent school dropout," featuring CEHD faculty member Clayton Cook, associate professor, educational psychology

Saturday, February 25  
Scottsdale Marriott at McDowell Mountains, Scottsdale, Arizona

Registration for both dates coming soon—visit [umnalumni.org](http://umnalumni.org)

### Alumni and Undergraduate Student Networking Social

Wednesday, March 22, 5:30–7:30 p.m.  
University Hall, McNamara Alumni Center

Looking to give back? Now in its seventh year, this event has connected hundreds of CEHD undergraduate students

with alumni in an informal setting. Alumni participation helps sharpen students' networking skills and career goals. Complimentary food and refreshments.

**RSVP: [cehdas@umn.edu](mailto:cehdas@umn.edu)**

### CEHD Research Day

Tuesday, March 28, 11 a.m.–1 p.m.  
McNamara Alumni Center

The public is welcome to attend CEHD's annual showcase of faculty and student research. Fancy hearing an 80,000-word thesis explained in less than 180 seconds? Come early to see CEHD doctoral students do just that at 3MT, the three-minute thesis competition, 10–11 a.m.

**Info: [cehd.umn.edu/research/news/rd.html](http://cehd.umn.edu/research/news/rd.html)**

### UMAA Annual Celebration - Save the date!

April 7  
McNamara Alumni Center

**Call for nominations: CEHD Rising Alumni** | Do you know alumni who have achieved early distinction in their careers, shown emerging leadership, or demonstrated exceptional volunteer service in their communities? The CEHD Alumni Society is accepting suggestions of such alumni to be featured in web profiles this April. Send nominations, ideas, and suggestions to [cehdas@umn.edu](mailto:cehdas@umn.edu) by February 1. Visit [z.umn.edu/cehd23](http://z.umn.edu/cehd23).