

UNIVERSITY OF MINNESOTA

CE+HD connect

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



Building A BETTER World

SOCIAL WORK CELEBRATES 100 YEARS + BORDERLANDS + ICELAND EXCHANGE

CE+HD connect

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On the cover:

Social work associate professor Patricia Shannon and clinic founder Yussuf Shafie, M.S.W. '14, are driven to improve refugee mental health. Read the story on page 12.

Photo by Greg Helgeson

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**COLLEGE OF EDUCATION
+ HUMAN DEVELOPMENT**

UNIVERSITY OF MINNESOTA
Driven to DiscoverSM



Dean Quam, center, with faculty members Esther Wattenberg and the late Clarke Chambers at the Social Welfare History Archives, 2014.

from the dean: In 1980, I was hired in the School of Social Work, where I worked for more than 25 years, 15 as director of the school. This fall we celebrate social work's 100th anniversary, a remarkable history. The year 1917 is often cited as the beginning of the social work profession due to the publication that very year of the book *Social Diagnosis* by Mary Richmond. Ours was among the first schools of social work in a public university, for many years the only social work graduate program in Minnesota.

Two very special colleagues were Esther Wattenberg and Clarke Chambers, pictured above. Hundreds of students had the privilege of learning from these great faculty members. Three years ago, they had a chance to meet again at the Social Welfare History Archives, which Clarke founded. Clarke has since passed away but Esther—a cofounder of the Center for Advanced Studies in Child Welfare—is still championing the work of child welfare. If you have not had the opportunity to visit the archive in Andersen library, you should do it—it's one of the hidden treasures of the University.

I hope you will join us in October for a special event honoring the School of Social Work and our alumni. You can read more about them in this issue.

Thank you for being part of this amazing community.

Jean K. Quam



Counterclockwise from top left: Marion Barber Jr.; the Minneapolis Residency Program cohort at MPS headquarters; speaker Abdul Wright and his eighth-grade class; new graduate and professional alumni during the recessional.

Among the graduates was **Marion Barber Jr.**, a former Gopher football star who left college to play in the NFL. More than 30 years later, Barber finished a degree in youth studies.

“Completing this degree adds to that list of greatest moments in my life,” Barber told the *Star Tribune*.

The second cohort of the Minneapolis Residency Program—in which selected Minneapolis Public Schools staff prepare to become licensed teachers through a new pathway to teaching in CEHD—received their degrees and then traveled to district headquarters for a ceremony with family members and the superintendent.

Videos of the CEHD ceremonies can be viewed at www.cehd.umn.edu/commencement. Read more about Marion Barber Jr. in the story on page 14.

Congratulations, CEHD graduates!

MORE THAN 600 undergraduates and nearly 500 graduate and professional students crossed the stage at Mariucci Arena May 11 during commencement ceremonies. Keeping with CEHD tradition, they were accompanied by rousing

drummers, musicians, and speakers.

Graduates at both ceremonies were addressed by Minnesota Teacher of the Year Abdul Wright, a language arts teacher at Best Academy in Minneapolis, who brought his 75 eighth-graders.



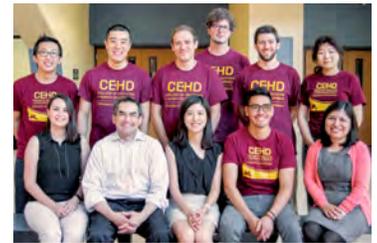
Global partners for inclusion of children with disabilities

In April, 20 professionals from Ukraine, Kazakhstan, Armenia, and India arrived for a six-week intensive fellowship with Minnesota organizations that support educational inclusion of children with disabilities.

The fellowships are part of the 2016 Americans with Disabilities Act (ADA) Anniversary Inclusive Education Fellowship Program, which marked the 25th anniversary of the act. It was awarded to the University's Institute on Community Integration (ICI) and designed to develop leadership skills of professionals from the four participating countries. The 18-month project began in September 2016 in collaboration with Arizona State University and partners in the four nations.

The fellows' experiences in Minnesota were coordinated by mentors from local organizations that support inclusion of people with disabilities, including the Arc Minnesota; Minnesota Department of Education; Osseo, St. Anthony, and Bloomington schools; and 17 other sites.

Part of the fellowship includes implementing Inclusive Education Grand Challenge Projects. After the fellows' visit, 16 U.S. mentors are traveling to their four countries for two weeks to support the projects, conduct workshops, and provide technical assistance.



working across schools and communities to enhance social-emotional learning. Three keynote speakers told powerful personal stories, and 28 breakout sessions allowed participants to work on the issue across professions and disciplines. Several sessions included youth as presenters or focused on youth projects.

The opening keynote featured Martin Brokenleg, co-author of *Reclaiming Youth at Risk*. He described the Circle of Courage model he helped to develop, which supports character building or "teaching the heart" through generosity, belonging, independence, and mastery. Educational psychology professor **Michael Rodriguez** and a

team of graduate students brought the voices of Minnesota students to the event through a plenary and sessions on the Minnesota Student Survey. In the closing keynote, associate professor **Muhammad Khalifa** challenged participants to practice culturally responsive school leadership.

"Change in schools can be promoted and fostered by 'leaders,' but culturally responsive school leadership is practiced by all stakeholders," he said. "Community-based knowledge informs good leadership practice."

Read more about the convening and link to notes and presentations at z.umn.edu/edequity2017.

Educational equity— the social-emotional learning link

Building on the success of an event last summer, a second convening on educational equity brought an estimated 500

Minnesota education leaders, researchers, policymakers, and nonprofit organizations together. The focus this year was

Books from CEHD faculty and alumni



Immigrant and Refugee Families: Global Perspectives on Displacement and Resettlement Experiences

Jaime Ballard, Elizabeth Wieling, and Catherine Solheim, eds. (University of Minnesota Libraries Publishing, 2016)

In this free open textbook, contributors explore the challenges and resilience of immigrant and refugee families around the world. Topics include economic well-being and barriers, mental health, substance abuse, resettlement, and human rights in the context of immigration. The editors, from the Department of Family Social Science, shine a light on the world in Minnesota and Minnesota in the world. Available online at open.lib.umn.edu/immigrantfamilies.

Women in Sports Coaching

Nicole LaVoi, ed. (Routledge, 2016)

Leading specialists address intersectional identities of women coaches,

opportunities and barriers in sports, and experiences of women in the profession. They explore suggestions and solutions for eliminating the obstacles that women face in sport careers. LaVoi, co-director of the Tucker Center for Research on Girls and Women in Sport, was selected by the publisher for this first-of-its-kind textbook on the persistent gender disparities in sports coaching.

Empowered Educators in China: How High-Performing Systems Shape Teaching Quality | **Mistilina Sato** (Jossey-Bass, 2017)

This new textbook offers critical insight on the modern Chinese education system with a focus on Shanghai's distinctive, high-achieving schools. Sato conducted research in China to explore motivations for strong student performance, parental support for education, teachers' high expectations, and China's robust teacher preparation and professional development policies that

are key to the schools' success. The work is part of a three-year policy study that produced a series of international case studies and books on high-performing jurisdictions. Sato is an associate professor of curriculum and instruction and Campbell Chair for Innovation in Teacher Development.

Power without Victory: Woodrow Wilson and the American Internationalist Experiment | **Trygve Throntveit** (University of Chicago Press, 2017)

A second look at the life and legacy of President Woodrow Wilson challenges long-held assumptions about Wilson, his policies, and their impacts on America's role in global governance, examining the present-day implications of Wilsonian thought and practice. Throntveit is the CEHD Dean's Fellow in Civic Studies.

The Big Move: Life Between the Turning Points | **Anne M. Wyatt-Brown, Ruth Ray**

Karpman, and Helen Kivnick (Indiana University Press, 2016)

Professor of social work and Minnesota Gerontologist of the Year Helen Kivnick and colleagues reflect on the challenges and opportunities associated with a married couple's move to an assisted-living community. They address stigmas of aging, examples of care and community, and the psychological factors at work in accepting assistance. *Read more about Kivnick on page 17.*

FROM OUR ALUMNI

It Won't Be Easy: An Exceedingly Honest (and Slightly Unprofessional) Love Letter to Teaching | **Tom Rademacher** (University of Minnesota Press, 2017)

The 2014 Minnesota Teacher of the Year, Tom Rademacher, '07, takes a candid look at the profession. The book follows a year in the teaching life, each chapter confronting a different challenge of the job. Rademacher discusses race

and privilege, meaningful teaching, student-focused work, and establishing identity as an educator—all with reflections, humor, and advice from his own career. Though aimed at new and aspiring teachers, *It Won't Be Easy* offers down-to-earth insight for a variety of readers.

La Familia: An International Love Story | **Mary Martin** (Mano a Mano International, 2016)

Joan Velásquez, '79, and her husband, Segundo, first met when she was a Peace Corps Volunteer in Bolivia in 1967. Their chance encounter sparked a lifelong partnership and dedication to the needs of Bolivian communities. They went on to found Mano a Mano, a nonprofit based in St. Paul dedicated to health and infrastructure outreach in Bolivia. Joan's School of Social Work classmate Mary Martin, '78, tells the story. All book sale proceeds go directly to Mano a Mano.

Iceland exchange

In May, University of Iceland (UI) education assistant professor Hrund Þórarins Ingudóttir and seven students came to Minnesota to get some hands-on experience. They were hosted by Heather Cline and Susan Walker in the Department of Family Social Science, who worked with Ingudóttir to launch a new master's degree program in parent and family education at UI in fall 2015.

Since 2015, students in Ingudóttir's graduate classes have been joining CEHD students in two online parent and family education courses that Ingudóttir herself took as a U of M student years ago. Visiting in May, they observed a variety of local Early Childhood Family Education program classes, spent time with the Minnesota faculty, and met some of their classmates in person. To celebrate, the students shared a potluck in McNeal Hall, complete with Icelandic snacks and desserts the students had packed in their suitcases.



Celebrating and renewing Iceland–Minnesota exchange

The universities of Minnesota and Iceland are partners in a decades-long collaboration that has engaged many disciplines and exchanges of faculty and students. More than 100 Icelanders are U of M alumni, and they have an active U of M alumni chapter (see page 31).

To celebrate and renew the 35-year partnership, Dean Quam and Susan Walker were

part of a University delegation to Iceland in May led by president Eric Kaler, along with the deans of nursing, science and engineering, and international programs and the director of the U's Institute on the Environment. Dean Quam spent time with education faculty and got to meet alumni and U students in Iceland.

She and dean of education Jóhanna Einarsdóttir signed an agreement renewing the schools' partnership.



Just a week later, Ingudóttir and her students were back in Iceland preparing to host a Minnesota delegation. Walker was part of it (see box, below left). She met with Ingudóttir and other UI professors to discuss their parent and family education program as well as other shared research and teaching interests.

Learning from leaders

Iceland has long been known for its progressive social and educational values. Ingudóttir and UI see the new master's degree as an essential piece of their country's social fabric.

Walker got to know Ingudóttir as a graduate student in parent and family education coursework. Even though the classes were available online, Ingudóttir wanted a more personal experience, so she packed up her family for a stay in Minnesota, the only U.S.

state offering teacher licensure in parent and family education. Ingudóttir wanted to bring her unique experience and

knowledge back to students and families in her home country, which led to the new master's program.

"The parent education program at the University of Minnesota remains the best in the country," she says. "We at UI were so lucky to find such a great program and people so willing to support our long-held dream of bringing parent education to Iceland."

The main goal of UI's new program is to train family education practitioners who will help build the field of parent and family education in Iceland.

"For these women to take what they're learning and start a whole field of practice in Iceland is so cool," says Walker.

Read the full story at connect.cehd.umn.edu/bringing-parent-education-to-iceland.



Making a difference with data

Simplifying the way early educators collect and analyze data is key to success for children with—and without—emotional and behavioral challenges

AN ESTIMATED 25 PERCENT of preschool-age children are in some kind of structured program, and those with emotional and behavioral challenges are often asked to leave. In fact, preschoolers are more likely than any other age group to be expelled from a program.

If the goal is to help more children enter kindergarten ready to learn, much more can be done to make preschool more effective for more kids, says assistant professor LeAnne Johnson. She teaches in the special education program in the Department of Educational Psychology and serves as coordinator of the early childhood special education (ECSE) licensure and M.Ed. program.

Johnson has always been interested in helping children with emotional and behavioral challenges become more successful in school. In recent years, Johnson and her team began focusing on educators' needs—ensuring teachers have the tools to decide which interventions they should use with kids.

Studies have reported that only 10 percent of practices implemented by teachers are supported by empirical evidence and that few collect data they are able to use to check progress related to practices they are implementing.

“The rest are going with their gut,” says Johnson.

Sally Hansen agrees. Hansen is a regional early childhood special education professional development facilitator for the Minnesota Centers of Excellence for Young Children with Disabilities in the Minnesota Department of Education (MDE).

“For many early childhood educators, myself included, we really weren't trained to analyze data,” says Hansen. “We were trained to work with kids.”

Adopting a new model

A research-based model for supporting social-emotional competence in young children is rolling out in Minnesota. More than 60 programs serving a total of about 300 students are using it.

Based on the Pyramid Model, all children (tier 1) should receive good universal support and responsive interactions from their teachers. Children with mild emotional and behavioral challenges (tier 2) should receive additional coaching. For preschoolers with the highest level of social and emotional challenges (tier 3 or 4), educators need to choose an intervention that works for each child and situation.

Johnson serves on the state leadership team tasked with scaling the Pyramid Model out to districts. As a former special education teacher, she recognized the challenge to convince early educators to adopt a new model for supporting social-emotional development.

Learning from behavior incidents

In early childhood education (ECE) and ECSE classrooms, behavioral incidents—a child fighting with a classmate over a toy, for example—are often documented on paper.

“Today, teachers don't do anything with paper incident reports for months,” Johnson says. “There's potential for educators to be empowered to do so much better by having information they've never had before.”

LeAnne Johnson, front row left, with Monica Potter and the Robbinsdale team.



Johnson developed a data management system—the Knowledge Management System for Behavioral Incidents, or KMS-BI—to help schools more effectively track incidents and make decisions based on the Pyramid Model.

MDE’s Minnesota Centers of Excellence for Young Children with Disabilities invited school districts implementing the Pyramid Model to participate in training with Johnson and adopt KMS-BI. Today Johnson works with 15 programs, from the Iowa border to the Iron Range, to use and refine KMS-BI. It’s a game changer, according to Hansen.

“It is really difficult to sit down and digest spreadsheets or try to look for patterns in multiple pieces of paper,” Hansen explains. “If we don’t do the work to get to the meaning of the behavior, we’re just throwing darts all over and seeing what sticks.”

Districts using KMS-BI ask that teachers in nearby ECE centers, state-funded pre-kindergarten programs, and ECSE programs use their phones, iPads, or computers to fill out an online form to document each incident. All of a district’s behavioral incident reports enter a database, which a district-designated “data manager” uses to see immediate summary tables and charts of data in a workbook. The data manager brings the workbook to regular meetings with ECE and ECSE teams to support active, data-driven problem solving.

The goal, Johnson explains, isn’t to give the district more data. It’s to help them learn what questions to ask and how to explore answers to those questions using their data.

Finding what works

Robbinsdale is one example of a school district that has found a way to successfully integrate the Pyramid Model into their day-to-day practices using KMS-BI. Early childhood program director Monica Potter attributes the group’s success to their commitment to evidence-based practices. Preschool enrollment is largely low-income and students of color; a third are learning English.

“Our students can come with a lot of trauma,” says Potter. “We’re always sharing with one another current research on trauma and stress to the brain in young children. Our philosophy of early learning focuses on how the brain creates a healthy foundation, so when the kids and families go forward,

they’re in a good place.”

Data manager Shannon Peterson makes sure everyone—six early childhood programs throughout the district—is getting and sharing information. When teachers fill out a behavioral incident report, they answer the question, “Do you want help?”

“If they say yes, I send the data for that student to a coach from the district’s social-emotional support team,” says Peterson. “I tell any teacher they can request any data from me at any time.”

The team—made up of Potter, Peterson, early childhood educators, a social worker, a school psychologist, parent educators, and more—says the knowledge management system has improved the way they support students with special needs.

Johnson and her students are so impressed with the way Robbinsdale has

implemented the system that they regularly observe and record its team meetings to understand how they make decisions and what challenges they still have. Their goal: to uncover what’s been successful about the way Robbinsdale is using KMS-BI and share those best practices with other districts across the state.

Most importantly, Robbinsdale’s new system is making a difference in the lives of young students and their families.

“I wouldn’t be surprised if about 50 percent of the time we make a tier 1 change in the classroom versus having to go into tier 2 or 3 interventions,” says social worker Jill Russell. “It’s more often a tweak to the environment, a change teachers can make, versus doing anything different with the kid.”

Ideally, Johnson says, early childhood educators should have a state-of-the-art, technology-driven data system that provides real-time data and easy-to-follow summaries. This information would help general and special education teachers provide better support not only for individual kids and their families but entire classrooms.

—Sarah Jergenson

“It’s us changing our behavior to meet the children’s needs, not blaming parents. We don’t ever dismiss kids or throw them out.”

—MONICA POTTER,
ROBBINSDALE

Learn more at www.cehd.umn.edu/edpsych/research/making-a-difference-with-data.

REFERENCE

Johnson, L.D. (2017). “Exploring cloud computing tools to enhance team-based problem solving for challenging behavior.” *Topics in Early Childhood Special Education*. DOI: 10.1177/0271121417715318

Check & Connect goes digital

A new app enhances a tested dropout prevention tool

FOR MORE THAN 25 YEARS, Check & Connect has been improving student outcomes and keeping at-risk kids on track to graduation. Through the program, mentors and students meet weekly, harnessing valuable one-to-one time to build connections with young people who need them. The mentors' goal: *Fuel students' motivation to learn by building trusting relationships, providing persistent support, and helping them learn to solve their own problems.*

Check & Connect was founded in the 1990s by researchers and practitioners at CEHD's Institute on Community Integration in collaboration with Minneapolis Public Schools. It is the only dropout prevention intervention shown to have positive effects on keeping kids in school.* In the last 15 years, Check & Connect has trained more than 5,000 professionals in schools, districts, and community organizations to implement the model.

Unique to Check & Connect is the model by which mentors check in with students and provide immediate supports to address specific issues. Their system of tracking data? A paper form. Mentors fill out forms weekly and submit reports

monthly to a site coordinator, who aggregates the data to determine the impact on student outcomes.

Imagine if they could do this on a tablet, laptop, or computer. Data entry could be simplified, and reporting would be immediate and visually powerful.

Thanks to a partnership between ICI and Educational

Technology Innovations (ETI), this vision is a reality with a new Check & Connect web-based application. After more than two decades of growth, the collaboration brings yet another innovation to Check & Connect.

Program manager Jean Echernacht appreciates the synchronicity.

"The timing was perfect," she says. "Just as the Check & Connect team decided it was time to offer mentors a quicker, easier, and more flexible way to record and manage data, the college was developing a team of software developers, marketing experts, and entrepreneurs to do just the type of work we were looking for."

How it works

With the new Check & Connect app, mentors use a tablet or computer to track and visualize student outcomes. This is useful especially when showing trend data, like improvements or lapses, to students and families.

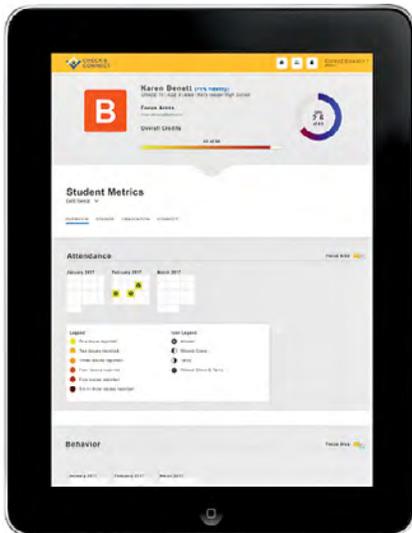
For administrators examining program impact, the reporting features are the most valuable. They can visualize trends over time comparing student outcomes with interventions provided.

The Check & Connect app is not only a replacement for the paper monitoring form. It's an enhancement. New features enable users to easily track progress toward graduation, receive alerts when interventions are needed, and monitor implementation.

"With the Check & Connect app, everybody wins," says ETI chief of operations Ryan Warren. "Mentors can more easily track student progress, principals and caregivers can more easily access progress, and researchers can further understand how this intervention is being used and what is proving to be most effective for continued development and refinement."

Check & Connect implementation sites have a suite of offerings to choose from, starting with the implementation manual, trainings tailored to meet a site's needs, technical assistance to help ensure fidelity of implementation, and a powerful data-tracking and reporting tool.

—Megan Dushin



To learn more about Check & Connect and preview the new app, visit checkandconnect.umn.edu. Learn more about ETI at eti.umn.edu.

*What Works Clearinghouse, est. 2002, supported by the Institute of Education Sciences in the U.S. Department of Education



Lifelong Learning

Professional development and enrichment from CEHD

Ambit Network Fall Conference: The Importance of Parenting in Highly Stressed Children and Families

September 15

This year's half-day conference, with the new Center for Resilient Families (CRF), will feature Marion Forgatch, a key developer of Parent Management Training—the Oregon Model (PMTO), a landmark evidence-based prevention intervention; CFR director Abi Gewirtz; clinical psychologist BraVada Garrett-Akinsanya; and opening remarks by state leaders.

Info: z.umn.edu/parenting

Path to Reading Excellence in School Sites

Fall dates beginning Sept. 22

PRESS is a framework that structures literacy achievement in elementary grades within a response-to-intervention (RTI) or multi-tiered system of supports (MTSS) context. Developed through a research partnership at the Minnesota Center for Reading Research, its goal is to work with educators to establish school-based systems and practices for all K–5 students to become capable readers.

Info: presscommunity.org/events

School of Social Work 100th Anniversary Gala

Oct. 7

See program information on page 11.

Info: cehd.umn.edu/ssw/100th

Center for Advanced Research on Language Acquisition Presentation and Open House

Oct. 10, 4–6:30 p.m.

Berkeley professor emerita Claire Kramsch will speak on “The Challenge of Globalization in Foreign Language Education,” followed by a showcase of U research on language and culture education. Free and open to the public. McNamara Alumni Center.

Info: carla.umn.edu/presentations/

Check & Connect Conference

Oct. 12–13

“Student Engagement: Connection to School, Motivation to Learn,” aims to bring together experts and practitioners working with at-risk youth. Hedy Chang, director of Attendance Works, and University of Georgia professor Amy Reschly will give keynote presentations.

Info: checkandconnect.umn.edu/conf/

Book Week: Guest Author Thanhha Lai

Oct. 17, 5–8 p.m.

Meet children's book author Thanhha Lai at a public reception and presentation. Lai is best known for her award-winning *Inside Out and Back Again* and *Listen, Slowly*. Born in Saigon, she is the founder of nonprofit Viet Kids, Inc., which buys bicycles for poor children in Vietnam. Free and open to the public. McNamara Alumni Center.

Info: cehd.umn.edu/book-week

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-degreeguest-student.

40th Minnesota Symposium on Child Psychology

Oct. 19–20

“Human Communication: Origins, Mechanisms, and Functions” is the topic of the Institute of Child Development's 40th Minnesota Symposium. Scholars, researchers, and graduate students interested in child psychology are invited to attend. Free and open to the public. Cowles Auditorium, Humphrey School of Public Affairs.

Info: cehd.umn.edu/icd/events/symposium/40th.html

Center for Early Education and Development (CEED) courses

Online, start dates vary

CEED offers a variety of online, asynchronous courses for early childhood professionals across disciplines, now including the credential in Supporting Early Social Emotional Development.

Info: ceed.umn.edu/online-courses



PREPARE TO BUILD A BETTER WORLD

Social work
celebrates
a century

AS YOUNG TROOPS MUSTERED FOR WORLD WAR I AT THE UNIVERSITY OF MINNESOTA ARMORY, the first professional social work program in a public university was born. The Training Course in Social and Civic Work, administered in the sociology department, required one year of undergraduate and one year of graduate study. The first master's degree was awarded the next year.

A century later, an estimated 5,000 social work alumni have lived out the anniversary theme of building a better world. The training course grew into a school, which today enrolls more than 500 students—nearly 300 in the master of social work (M.S.W.) program as well as doctoral and undergraduate students—responding in the same spirit to new challenges.

The program's path has been winding, from the University's east bank to west bank in Minneapolis and back again, then to St. Paul; in three successive college homes. It has responded to evolution of the field and broad changes in the nation and the world.

In social work, the human drive to relieve suffering and improve lives is made visible. On the following pages are just three stories from the School of Social Work today. Look for another, focusing on child welfare, in the next issue.

Come learn more and celebrate with the School of Social Work at its centennial gala in October.



Marching for peace, early 1980s. Facing page, field work staff in 1948 (top) and professionals in child protection and family work.

100TH ANNIVERSARY GALA

SATURDAY, OCTOBER 7

Featuring acclaimed television and radio host **Tavis Smiley**

DISTINGUISHED PANELISTS

Winona LaDuke
Sheldon Danziger
Michelle Fine
Alan Dettlaff
Ilhan Omar

Evening events include reception, dinner, and introduction of new School of Social Work director **John Bricout**

LOCATION: McNamara Alumni Center, Minneapolis

Details, tickets, and more events at

cehd.umn.edu/ssw/100th

SOCIAL WORK AT THE UNIVERSITY OF MINNESOTA



1917
Training Course for Social and Civic Work established in the sociology department, College of Science, Literature, and the Arts (later the College of Liberal Arts), classes held in Folwell Hall

1935
The program becomes the two-year Graduate Course in Social Work

1946
Doctoral program in social work approved, first Ph.D. awarded in 1951 to Chester Clifton for his thesis, "A Study of Time and Activities of Old Age Assistance Recipients in Commercial Rest Homes in Minnesota"

1948
Master of arts in social work degree becomes the master of social work (M.S.W.)

1950
The Graduate Course in Social Work becomes the School of Social Work

PLACES FOR HEALING

Meeting the needs of refugee trauma survivors



IT WAS 2001, and Yussuf Shafie was 12 years old. He had just arrived in Minnesota from Kenya with his family after fleeing war in Somalia. Already he had noticed the profession called social work. As he witnessed the difficulties of so many others who had escaped war and famine, their new lives filled with jarring contrasts, he also observed those in critical positions to help them.

At the time, Patricia Shannon had begun what would become a decade as a psychotherapist and then a trainer at Minnesota's Center for Victims of Torture. She worked with people from Somalia and other countries around the world who had suffered unspeakable cruelty and were struggling to put their lives back together.

Eleven years later, Shafie and Shannon met in a classroom at the U. Shafie had worked his way through high school, community college, and Metropolitan State University to earn his bachelor's degree. Shannon had joined the School of Social Work faculty to help develop a clinical mental health concentration in the master of social work (M.S.W.) program and to research such things as a multicultural screening measure for mental health—exactly what Shafie was looking for.

In Peters Hall, Shafie took a core class on concepts in clinical social work practice with Shannon, then another on assessment and treatment of trauma. He learned about topics like cross-cultural assessment and evidence-based interventions for refugee trauma survivors—not only practice but theories and research on what works and why.

"Patty Shannon really knew what she was talking about," says Shafie. "She was so knowledgeable about mental health

and trauma-informed care, and she engaged the students in a way that no one was ever bored. She was also the easiest person to talk to, in and outside of class."

Students like Shafie are part of the next generation of professionals that Shannon is driven to train, passing on what she has learned and preparing them for not only compassionate clinical care but also contributing to the research that will make it better.

When Shafie shared his dream of opening a clinic, Shannon encouraged him. She knew how long such a dream could take to achieve and how hard it could be.

Unlinking the chains

In 2016, just two years after Shafie finished his M.S.W., Shafie and Shannon found themselves sitting side by side among national speakers at a Twin Cities conference, Unlinking the Chains: Making Global Mental Health a Priority. The conference title was a reference to the fact that, in Somalia, people with mental illness are still sometimes kept in chains.

Shafie and Shannon had been invited to speak on a panel about Somali mental health, Shannon as a research expert and Shafie as the founder and executive director of a new, first-of-its-kind clinic, Alliance Wellness Center in Bloomington, Minnesota.

"It was amazing to be on that panel with Patty Shannon," says Shafie. "And when I shared with her that I had done it—I had opened the clinic—she was telling everybody, 'This was my student!'"

The clinic is an addiction treatment center that offers



Refugees are forced to flee their home countries because of persecution, war, or violence. Somalia was home to large numbers arriving in Minnesota in recent years, many after stays in refugee camps in Kenya.

multicultural services delivered by a multicultural team. It was born out of Shafie’s response to the suffering of those with mental illness and addiction, problems long stigmatized in the Somali community. He had known of many who turned to alcohol and drugs to deal with the stresses of all they’d been through as well

as adjustments in the United States.

He did it by building alliances within and across communities, and he raised funds by opening a restaurant with his sister.

“Since I was a little kid I wanted to do this—to be in social work and provide service,” says Shafie. “It’s more than me—it’s about the services that are needed. With chemical dependency, it’s where people turn when they can’t cope. So how can we help?”

Minnesota for human rights

Social work grew as a profession in settlement houses that served waves of immigrants and refugees to U.S. cities and communities in the decades from 1880 to 1920.

“Minnesota has been a human rights leader—it’s been refugee friendly,” says Shannon. “Minnesotans have recognized that the migrants into our state enrich us.”

In the 1970s, a new wave of immigrants and refugees began to arrive from Southeast Asia in the wake of war. A surge from eastern Europe followed the Soviet Union’s collapse.

The Center for Victims of Torture opened in Minnesota in the 1980s, the second such center in the world. Shannon joined the staff in 1999 following an influx of newcomers fleeing the 1990s wars in Somalia, Rwanda, Liberia, Sierra Leone, and



1962
The school moves from Ford Hall to the Social Sciences Building on west bank (returns to Ford in 1973)



1964
Social Welfare History archives established at U of M Libraries



1970
Center for Youth Development and Research established by social work professor Gisela Konopka in the Center for Urban and Regional Affairs



1983
The school moves to the College of Home Economics (later the College of Human Ecology)



1992
Center for Advanced Studies in Child Welfare established in the school



2000
Move to current home in refurbished Peters Hall, St. Paul campus



2006
The school joins the newly configured College of Education and Human Development

Bosnia. She had just completed a postdoctoral fellowship in psychotherapy research and trauma at the University of Michigan.

“The center expanded my awareness of trauma to global politics and what international populations are bringing to Minnesota,” Shannon says. “I also realized there are so many more survivors in the community than will ever use a specialized center like that.

“I thought, ‘We screen people arriving in the



Yussuf Shafie and Patricia Shannon talked during a visit to the clinic, which has already outgrown its location.

United States very successfully for infectious disease—so why not screen for mental health?”

Shannon started working on culturally derived measures in 2009—piloting, testing, and analyzing what would lead to developing a pilot state screen, all in conversation with the department of health over a two-year period. It required learning how cultural groups talk about mental health and how to make a successful referral.

Learning together

In the same year Shannon started the project, she also arrived in the School of Social Work, joining forces with others on the faculty who work with

A commitment to serving immigrants and refugees

When social work professor David Hollister was recruited to interview hundreds of low-income people living in the Twin Cities nearly 20 years ago, he was struck by the needs of those recently arrived from Europe, Africa, Latin America, and Southeast Asia.

"It made me ask, 'What do we have in our curriculum to deal with the needs of immigrants?'" he remembers. There was a gap. Hollister proposed a course, *Working with Immigrant Populations*, first offered in 2003. Every spring he co-taught it with a doctoral student—either an immigrant or one whose work focused on immigrants—until his retirement. The course continues today. Hollister also led teams of grad students and colleagues studying housing and homelessness among immigrants and refugees, sharing expertise with colleagues around the world.

Professor Liz Lightfoot, whose interest in international social work led her to a Fulbright year in Namibia, has worked on several community-based projects related to refugee health. She's involved in a partnership with several community groups interested in developing asset-based approaches to preventative health among refugees and immigrants, especially those from East Africa.

Professor Hee Yun Lee is a behavioral health scientist who specializes in work with underserved groups, including immigrant and refugee communities. She has worked on such projects as breast-cancer prevention among Asian American women, removing cultural barriers to getting preventative care. With a research grant from the U.S. Centers for Disease Control and Prevention, she's been part of a team designing an app tailored to Hmong youth age 11–17 and their parents that raise completion rates for the HPV vaccine series.

immigrant populations (see box, above). And she joined forces with students.

"It's stimulating to meet students in my classes who challenge existing paradigms about how we understand mental health and what to do about it—they are very good at pointing out what is outdated," says Shannon. "They will become our doctors and professionals of the future . . . probably within one generation."

Yussuf Shafie is one of them.

With the tremendous diversity in the communities served, Shannon stresses the importance of academic and health professionals working together.

"That has been our goal," Shannon says. "We're only at the beginning of learning and understanding."

FULLY FLOURISHING

In the youth studies program, the future is now

GRADUATES BEAM into the cameras. It's commencement day, and CEHD undergraduates are lining up by major in the hallway beneath Mariucci Arena, hooting, hugging, and hopping up and down in excitement.

Next to the School of Social Work sign are the youth studies majors—most of the 21 graduating this year. Some are already launched into careers as counselors, coaches, youth program directors, event coordinators, case managers, or community organizers.

Marion Barber Jr. is one of them—now a special education assistant and assistant coach at a local high school. Standing in back, exuding calm joy, Barber is definitely the tallest in his class and, at 57, the oldest. He is not a typical youth studies major, but essential parts of his student experience are hallmarks of the program.

"School wasn't what I thought it would be, from the first day when we started with an icebreaker exercise," says Barber. "After the initial shock of sharing something about myself, it became relatively easy to share my story. There's an incredible trust factor that makes this program able to draw on life experiences."

The youth studies program received high marks in an external review of the School of Social Work early this year. With 56 percent students of color, youth studies is one of the most diverse undergraduate programs at the U. Reviewers remarked on the program's intellectual richness, strong and innovative community partnerships, and the exceptional vibrancy and enthusiasm of its students.

The everyday lives of young people

Youth studies draw on humanities, arts, social science, and social service perspectives.

"The field has been called by many names," says professor Michael Baizerman, who has been part of youth studies'



evolution at the U since arriving in 1972. “From youth service in the 1950s it became youth involvement in the 1960s and ’70s, and later youth engagement and participation.”

Baizerman, whose Brooklyn background can still be heard in his banter, is one of three core faculty members in the program along with associate professors Ross VeLure Roholt and Katie Johnston-Goodstar (see box on page 16).

A signature of youth studies is what they call the language of everyday life, of what it’s like to be a young person in a time, place, and culture. The words *youth* rather than *adolescent* and *studies* rather than *development* are significant, they agree.

“The goal is fully flourishing, right now, today,” says VeLure Roholt. “We want a young person not to work on becoming an adult but on being the best person they want to be. So—how do we create the

opportunities and supports for them to do that now, and not wait for the future?”

“It’s really a nondevelopmental approach to working with young people,” says Johnston-Goodstar.

Youth studies faculty members collaborate with scholars across the U, from recreation management to health, and with colleagues in the community and around the world. They look at culture and the way different cultures across the world imagine and understand young people and their roles and identities.

Fostering an ethos

Baizerman, VeLure Roholt, and Johnston-Goodstar refer often to the youth studies program’s *ethos*—its

character, guiding beliefs, and ideals. Listening, being fully present, and having a sense of humor are all part of it.

Trust, as Marion Barber Jr. testified, is a critical factor.

That extends to learning to trust one’s own experience and knowledge.

Two years ago, Barber sat down with an adviser to consider his options for finishing a bachelor’s degree, which he’d started in the 1970s. As a Gopher football star, he’d left for a career in the NFL and then Twin Cities business. He raised a family, volunteered at Armstrong High School for years, and worked in juvenile corrections. Based on his interests—business on one hand, youthwork on the other—adviser Mary Ellen Shaw suggested he try a

course in youth studies and see what he thought.

One of those courses was with Johnston-Goodstar.

“She’s a professor I was just supposed to have,” says Barber.

“A person crafts themselves every single day in response to experiences and situations. The future is now—that’s how it’s created.”

—ROSS VELURE ROHOLT

“Marion found us,” says Johnston-Goodstar. “Here he was allowed to return to and recognize the knowledge of the experience he already brought, and to begin to trust that. Sometimes the answers were already there.”

“From the beginning, I often looked at my experience in the program as *in the moment*,” says Barber. “And there were several moments when I’d have the thought, ‘This is more than I wanted to take on,’ but the very next moment it had passed.”

The ability to be in the moment is something Barber now

takes to his job every day, where he works with young people with emotional and behavioral disorders.

“I work with attitude, but I love being in the classroom despite what I’m dealing with,” Barber explains. “Even if I’ve had an altercation, I don’t take that to the next moment. We need to be mindful that we’re working with children. We can make some assumptions but we don’t really know what happens outside of school. Teach, empower, encourage—that’s what we do.”



Clockwise from top left: Gisela Konopka, a pioneer in focusing on youth, and current youth studies core faculty members Michael Baizerman, Ross VeLure Roholt, and Katie Johnston-Goodstar.



him to work in poverty programs, with gangs, and in neighborhood organizing.

The program—as well as the School of Social Work—moved to the College of Home Economics, which became the College of Human Ecology (CHE). A graduate program in youth development leadership (YDL) was added under the leadership of dean Robert Bruininks in the 1990s. When CHE closed in 2005, youth studies and the

of the YDL master’s program.

Katie Johnston-Goodstar had just completed a doctorate at the University of Washington in 2009 when Baizerman called. He was visiting a colleague in New Mexico who’d built youth studies for Native and Hispanic youth in the Southwest, who told him about Johnston-Goodstar. She had combined three disciplines in her scholarship: critical education, social work (mainly community practice/community organizing), and indigenous studies.

“I grew up here and went away to Seattle to university, so I was coming home, in many ways, figuratively and literally,” says Johnston-Goodstar. “I was particularly interested in returning here and working with Native youth in Minnesota . . . but I could have pursued that research in a number of different areas and with other young people. I was returning for a number of reasons but primarily because Mike, from a mountaintop in New Mexico, convinced me of the ethos of the program.”

Then she came for a visit and got to experience it for herself.

All three are engaged internationally in countries from Northern Ireland to New Zealand.

Youth at the center

Youth studies’ origins at the University of Minnesota are often associated with the life and work of Gisela Konopka, a German scholar and activist who fled Europe in World War II after work in the resistance. Her career on the U faculty 1947–78 was marked by innovation. Konopka played a role in recruiting Michael Baizerman—a new Ph.D. from the University of Pittsburgh in 1972—whose study in social work, public health, and medical sociology led

School of Social Work found a home in the newly configured College of Education and Human Development.

Ross VeLure Roholt completed his master of social work and then a Ph.D. in community, work, and family education at the U and joined the youth studies faculty in 2007. A focus of his work is youth involvement in democratic and social development, especially with young people from historically marginalized and contested communities. He’s also the director



VITAL YEARS

Minnesota Gerontologist of the Year focuses on strengths in aging

BY JACQUELINE COLBY

IMAGINE AN 85-YEAR-OLD WOMAN who raised nine children on a farm who is now moving to an assisted-living facility. In an intake interview, the woman is asked about the kinds of things she is good at doing.

"I've never been particularly good at anything," she replies.

Rather than writing down a zero and going on to the next question, the interviewer follows up with more specific questions.

"Tell me about raising your children," he asks. "What was involved in every day?"

He continues with thoughtful questions. What were the

high points? What was your marriage like? What did you like about being on a farm, and what did you wish for instead of being on the farm?

After the woman talks for a while, the interviewer points out that she appears to be describing an absolute unwillingness to give up.

"I look at that as a really big strength that you can count on," the interviewer says. "You see something through to the end, and if you have made a promise or commitment, you honor it no matter what. Those are three big strengths. It also appears that you have been very good at being a friend. Why don't you tell me about some of those relationships?"

These questions are very different from the more typical, "How many of your children live in the city?" and "Is there somebody who can come by if you fall?" or "Who is going to take care of you when you get released from the hospital?"

Connecting to core values

The engaging approach uses a set of tools called Vital Involvement Practice, which helps identify the strengths and assets in a person and in their environment, then examines

those strengths alongside the individual's and environment's deficits. The term was coined by School of Social Work professor Helen Kivnick and colleagues after studies with older adults more than 30 years ago, and it has been the focus of her work ever since.

Vital involvement is defined as a person's meaningful engagement with the world outside the self. Kivnick stresses the word *meaningful*, not just being busy. It's participating in things connected to a person's core values and interests that bring deep joy and satisfaction. The engagement also must have a reciprocal, positive effect on the person's environment.

"Precisely at a time when older people become more fragile, with less endurance, less physical strength, and with differently functioning memories and cognitive capacities, the environment narrows what they're allowed to do in a way that doesn't play to what they *can* still do or to what they *want* to be doing," she says.

Vital Involvement Practice helps restore the balance.

Kivnick decided to make Vital Involvement Practice her career path 40 years ago while she was working as a psychotherapist and pursuing a doctorate. Researching her dissertation topic about what it means to be a grandparent, she talked with people about the deeply enriching and joyful experiences they were having with their grandchildren.

In contrast, her conversations with the people in her therapy practice were generally about the things that made them depressed and miserable.

"It became clear that I was a lot more interested in understanding this process of promoting health and strength and well-being, and in trying to design programs that do that in large numbers of people, rather than in the exquisitely detailed one-by-one remediation that I had thought I was going to spend my life doing," she says.

Because of her decision, many people have been able to experience growth, satisfaction, and deep joy in their lives and contribute more to their communities as they age.

This spring, the Minnesota Gerontological Society recognized Kivnick's efforts by naming her Minnesota Gerontologist of the Year. Her work, which emphasizes assessing and working with older persons' strengths rather than concentrating solely on their dependencies, has changed



Helen Kivnick

thinking about long-term services and supports in Minnesota and nationally, the award noted. It cited particularly Kivnick's role in envisioning, developing, testing, and training others in the use of Vital Involvement Practice with older people.

Sparkling all over

As a next step in her work, Kivnick is developing a method to measure vital involvement's effectiveness. It began as part of a project with a subsidized-housing corporation that manages 86 apartment buildings for low-income disabled and elderly people. She trained the buildings' service coordinators to promote vital

involvement in residents.

She originally conceptualized the measurement tool as something that could be administered to a person. But she concluded that such a tool could not assess the effect of vital involvement on the environment.

Instead, she decided to use the monthly reports of the building service coordinators about how they are promoting vital involvement and how residents are demonstrating it to provide data for the tool.

By analyzing their stories, she began to be able to identify markers of vital involvement. The more markers for an incident, the better the vital involvement. Over three years collecting data, she has seen a huge increase in the number of markers.

Building service coordinators are sent quarterly newsletters, and Kivnick includes several stories in each issue. A good example is a story about a resident who was isolated and depressed—"the classic picture of residents of these buildings," Kivnick notes.

The building service supervisor remembered learning that the woman used to like to dance and asked her whether she ever felt like dancing. The resident said she had wanted to dance as a farewell at the funeral of a fellow resident but didn't know how it would be received.

The supervisor told her that the next time she felt that way, she should go ahead and dance. She took the advice.

"She has become a star," Kivnick says with a broad smile, "and she is sparkling all over the building." +

Read more at connect.cehd.umn.edu/building-a-better-world.



Reflections on a course
where national meets
international

BORDERLANDS

MARINA ALEIXO, '12, HAS CROSSED MANY BORDERS AND THOUGHT A LOT ABOUT THEM. She came to the U as an international student from Brazil. She met her future husband, a medical resident from Pakistan, while standing in line to renew their visas at a U.S. embassy in Canada. ¶ Aleixo (pronounced ah-LAY-sho) completed a Ph.D. in second languages and cultures education in 2012.

Today she is program director for CEHD's international initiatives, an energetic support to faculty and students interested in global engagement. She also teaches. ¶ Working with the Department of Curriculum and Instruction, Aleixo developed a special-topics upper-division course, Borderland, Education Policy, and the Immigrant Student Experience. A total of 19 students have taken it, in spring 2016 and 2017.

The course begins with U.S. immigration history, policy, and trends, with an introduction to Arizona in particular. It explores the relationships among immigration policy, language policy, schooling, and education reform. It goes on to examine border crossings, detention centers, and special issues related to children and minors.

Midway through the course, over spring break, the class travels to Tucson, Arizona. This portion is conducted in partnership with the local nonprofit organization Borderlinks, founded in 1987, which provides experiential learning and workshops in the U.S.–Mexico border area of Arizona. Students get up close to the wall, make water drops in the Sonoma desert, interpret for newly arrived migrants, and may serve as supportive witnesses for migrants at deportation court. They cross the border into Mexico and return.

“Marina’s delegation is distinct because it’s connected to a class, and not just a class that is loosely related,” says Abbey Woodley, a program organizer who works on contract with Borderlinks. “When her students came to the border they were able to think about it and discuss on a much deeper level. Plus—Marina herself is familiar with immigration and has a ton of knowledge on the topic.”

“She is so passionate about her work,” says Tania Garcia, another Borderlinks program leader, “and it is a pleasure working with her students.”

Back in Minnesota, the students debrief. They compare

and contrast U.S. immigrant issues with those across the globe. They learn more about immigration in Minnesota. They explore what local organizations are doing and how individuals can engage effectively and impact their own immigrant communities. They write papers and create digital stories about what it all means and the difference it makes in their lives.

“When I first came up with the idea for this course, my target audience was our teacher candidates,” says Aleixo. “I strongly believed they, and their teaching, would benefit from learning more about the history and lived experiences of immigrant students.

“We did get teachers, but the course attracted a much broader student group. Immigrant students came to learn more about their immigrant identity and their parents’ journey, other students came because they recognized the gap in their K–12 history classes, and others were just hoping to gain a better understanding of what is happening in the world. We live in challenging times, and this course seems to meet a need among our students.”

Students enrolled in the class have come from a variety of majors in CEHD and from other fields such as nursing and nutrition. Aleixo worked to ensure the students in each class brought diverse views and experiences. They’ve included Hmong, African-American, Latino, and white students. Some are children of immigrants themselves.

Here are reflections from four of them.

Karina Elze

M.Ed. '16
Teacher, Minneapolis Public Schools

We saw immigration policy from all sides, not just the government view, but also the experiences of migrants who are the most vulnerable in society, who are refugees from violence and fear in their home countries and came to the United States with a dream of a better life. During our field study at the Arizona border with Mexico, we went to the federal court to see the mass incarceration of

immigrants under Operation Streamline and interviewed people who were being detained. I felt such sorrow to see them dehumanized, herded like cattle through a system that separates families and makes huge profits for private corporations.

Immigration and education are closely related: We have undocumented students in schools that struggle for financial support, and then the students face deficit thinking that comes from labeling and segregating children as English-language learners. We are giving a negative label to a child just because their parents speak a different language at home, and this

label includes lower expectations for them academically. That is why I am so proud to teach in a dual-immersion program, where the home language is valued equally with the target language. I also use culturally responsive teaching to create pride in the hearts of my students for their heritage.

Dr. Aleixo’s course helped me become a better teacher, too! When I returned from the field study, I was inspired to create a lesson for my kindergarten class that compared and contrasted walls and bridges. The students realized that walls are built to divide people, but bridges serve to connect people. I was proud my students preferred bridges!



Above, students help to make water drops in the Sonoma Desert. On the Mexican side of the wall in Nogales, crosses and art symbolize prayers for crossing migrants. Students write encouraging messages on the water bottles such as *Your life is precious* and *Be strong*. On page 19, students walk along the wall between Nogales, Arizona, and Nogales, Mexico.

COURTESY OF BORDERLAND STUDENTS 2016 AND 2017

Denise Reyes

Junior, CEHD business and marketing education

I am the proud daughter of Mexican immigrants. I will have the honor of being the first woman in my family to attain a bachelor's degree, and that is because of my parents' sacrifices. Both of my parents came to the United States before my siblings and I were even born but remained in this country because of us. My parents knew that in the United States we would have the opportunity to earn college degrees.

As a first-generation college student, I want to use my education to better myself, my family, and my community. Immigration is important to me, and I desired to become better educated to better serve and advocate for the immigrant community. This class provided the opportunity to gain a deeper knowledge about the borderland and education policies that affect immigration. I was both thankful and excited that CEHD was offering a class about a topic I am passionate about and decided to sign up.

My experience in this course was incredible, and unforgettable. As I learned more about immigration, I also learned a lot more about myself and what it means to be the daughter of immigrants. Through assignments and class discussions I was able to understand a lot of the academic and personal difficulties I have experienced growing up. This class quickly became my favorite because I learned so much from my instructor and my peers. The small class size allowed me to be comfortable in the classroom and feel safe to share my personal stories.

There were times throughout this course when I had to take breaks. It was frustrating and heartbreaking to learn about and witness the injustices against immigrants that happen every day, but I also knew that learning about such difficult topics was necessary. In Arizona, I witnessed some terrible things, such as Operation Streamline, and walked in the desert between the United States and Mexico. I also met with people in amazing organizations, such as Mariposas Sin Fronteras and No More Deaths. Those experiences were a once-in-a-lifetime opportunity for me. Although the trip was mentally, physically, and extremely emotionally draining, I would relive it all over again if I could. I met many wonderful, persevering, and resilient people in Arizona—people I will never forget, and people I now aspire to be like. Marina's class and my experience with Borderlinks have changed me more than I could have imagined. I have become more knowledgeable about immigration and even more appreciative of all the sacrifices my parents have made for my family.

Nathaniel Gier

M.Ed. '16
Second-year law student

During my first year of teaching I did a poetry unit, and a seven-year-old wrote a poem thanking her mother for supporting her even though her mother was undocumented.

At the end of that year, I was approached by another student's parent seeking a letter of support for their immigration case, to describe the impact on my student if her parents were deported. I realized then the limits of my advocacy for my students. I could do a lot for them at age 7, but I could possibly do more if I went into immigration law. I had actually applied to law school when I took Marina's class.

At first I was a little hesitant about the class, but over time I became more comfortable. The composition of the class was different. It was small but diverse. I was one of a few practicing teachers, and there were other varying levels of educators. Many of us were multilingual. That diversity created a lot of synergy and perspectives and helped the class move forward. The class structure was refreshing—watching documentaries, for example, and making a digital story as a final project . . . having that outlet to be creative.

The high point was probably also the hardest thing. I was appalled by the reality of the situation. On the Tucson trip I felt very moved and inadequate. It shocked me that it had taken me this long to realize some of the issues we were talking about.

We had a discussion in Tucson before we came back: After all we've learned here, now what? We had a really challenging discussion. We *all* felt inadequate. Could we do anything? What came out of that was a lot of support and encouragement for each other. We can work together, we can put our brains and efforts together in the Twin Cities. We learned the importance of doing work in your own community. That gave me the motivation to continue.

The course confirmed changing paths to go to law school. It opened my eyes to things that were right in front of me.





Chee Loo

M.S.W. '17
Social worker

As an immigrant I was always curious about my own identity and what it means to be an immigrant in the United States. This course was a way to explore those questions and connect to the experience of other individuals who share similar identities. It reconnected me with Asian American history and the atrocity Asian Americans faced as new immigrants in the United States.

The in-person experience in Arizona and Mexico was extremely challenging. It was there that I realized so much about myself as a person with privilege and how that changed my narrative as an immigrant. I also reflected much about my parents' journey to America and how daunting that must have been. I am deeply motivated by the narratives shared by all the students, mothers, migrants, and families in Tucson. It is an eye-opening experience.

Over the semester my layers of being an immigrant unraveled, layer by layer, as I learned more about my intersectionality—being an immigrant, a Southeast Asian, a woman, a person of color, a student, and much more. I was able to reflect deeply on who I am both inside and outside of the United States and how I impact the world and the problems prevalent in our society.

Despite its challenges of engaging students to question themselves and explore their own privileges, I believe every student should have this experience. Students should be taking this course in order to discover a sense of purpose in whatever it is they want to do.

Many things have changed since I started the course. I definitely have a better sense of who I am. I also have a better understanding of immigration in the United States. My passion for policy and immigration reform was rekindled over the course. I know I have an important role in making changes.

As an aspiring social worker, I hope to serve immigrants and be an ally in their journey, and this course has helped me see that about myself and others. +

The Borderlands course will be offered again in 2018. Link to information at connect.cehd.umn.edu/borderlands.



Facing page, left, the 2016 class talked with teachers at Manzo Elementary School in Tucson about how they work to meet the needs of their immigrant students. Top right, the 2017 class in Mexico. Center photos, clockwise from bottom left: port of entry in Nogales, visiting the Florance Project to hear from local immigration lawyers, water drop, desert message, art on the Mexico side of the wall.

Lifting students up

Clayton Cook's experience as a troubled teen inspired him to find real solutions that support students and systems



GROWING UP in a small California town, Clayton Cook's life started without advantages most kids take for granted.

"My mom and dad were amazing, loving parents, but financial and educational resources were limited," says Cook. "My dad has Native American heritage with all of the historical oppression that goes with that. This—combined with the poverty my mom's family endured—meant that my brother and I did not have access to many of the cultural, intellectual, and educational experiences affluence affords."

Cook struggled with his own behavior in school during his high school years. His eventual interest in the field of school psychology came about by coincidence.

"Halfway through my junior year, I was a floundering undergrad with a GPA only slightly over 1.0. I was in a developmental psychology class, and the professor took an interest in me. He asked me to be his research assistant on a 30-

year longitudinal study," Cook says. "It was the first time I ever participated in research, and it lit a passion in me."

The first in his family to attend and graduate college, Cook completed a bachelor's degree in psychology and began working as a paraprofessional for students with emotional and behavioral disorders.

"As a paraprofessional, you deal with the raw, in-the-trenches needs kids bring to the educational table," he says. "I'd see kids whose needs were not being met by anybody—not at school nor at home."

It was then that Cook decided to pursue a doctorate. While working on his Ph.D. at the University of California–Riverside, Cook says he began to understand the difference school psychologists can make.

"I discovered that when psychological principles are applied to improve the quality of supports, school can become the great equalizer, the thing that lifts students up to help them succeed."

Now at the University of Minnesota, the one-time troublemaker is the John W. and Nancy E. Peyton Faculty Fellow in Child and Adolescent Wellbeing, an associate professor in the school psychology program, and a researcher in the Institute for Translational Research for Children's Mental Health.

The main focus of Cook's research is promoting mental health-related practices in schools.

"Schools are the epicenter of communities where children and their families gather," he explains. "There is great potential for students and their families to access what they need when delivered via schools."

The challenge, he argues, is the stigma surrounding mental illness. When speaking to a group of educators, he often asks how many in the room have experienced a physical illness, and nearly everyone's hands shoot up. But when he asks about mental illness, only a few raise their hands.

"Mental health is foundational for living a happy, healthy, and effective life," he says. "One of the greatest needs we have in our society is the lack of access to quality mental health services that support children's social, emotional, and behavioral needs. This—along with my family and friends—is what gets me up every morning."

—Sarah Jergenson

Read the complete story at connect.cehd.umn.edu/lifting-students-up.

Meet the directors

New leaders for the School of Social Work and the School of Kinesiology

John Bricout joined the School of Social Work as director on August 1 with a goal of building on the school's already strong reputation. He previously served as a professor and associate dean for research and professional development at the University of Texas at Arlington.

Bricout's research interests center on social technologies and how they can improve the lives of people with disabilities. He will continue working on two of his current research projects. One, funded by the National Science Foundation, involves creating a learning network of people with a disability who use robotic arms mounted on wheelchairs. The goal of the other, funded by the National Institute on Disability, Independent Living, and Rehabilitation Research, is to develop a model for respite care of individuals with developmental disabilities whose caretakers are older adults.

John Bricout and Beth Lewis



Bricout explains his vision for the school with three words: destination, discovery, and dedication. *Destination* indicates the school becoming a sought-out resource for leading-edge knowledge and practice information in its researchers' areas of focus. *Discovery* refers to the school's diversity of thoughts and perspectives generating innovative responses to emerging social issues and helping to prepare students for dynamic work environments. *Dedication* references 100 years of service, which allow a long-term perspective—guided by the principles of social justice and valuing diversity—on deep social challenges.

"I want generations of graduates to continue to benefit from the sustained efforts and legacy of the school's community of educators, scholars, practitioners, and learners," Bricout says. "We need to build on the strengths of the school in each of the three areas."



Beth Lewis became the director of the School of Kinesiology in June.

"I enjoy so many aspects of the leadership role—I like building relationships, decision-making, managing conflict. And I love looking at budgets!" she laughs. "I have a vision about where this great department will go."

Kinesiology is a burgeoning field, particularly in light of current issues around obesity and its public health effects. Student demand to major in the school's programs is up. Lewis says the school is in a unique position to provide greater education and community outreach. She plans to lead a schoolwide dialogue on issues related to growth.

"Growing our enrollment takes creativity, considering our number of faculty, space, and labs," she says. "As a school, we need to talk about where we're going and how we can best leverage our expertise in physical activity and wellness for teaching and further research funding."

Lewis, whose background is in clinical psychology, joined the faculty in 2007. Her current research examines how physical activity can help in treating perinatal and postpartum depression in women. She will draw on experience with multi-year federal grants (she currently leads one funded by the National Institutes of Health and another from the U.S. Department of Health and Human Services) to guide tenure-track faculty.

"My role is to help everyone in the department to continue to do

great things,” says Lewis. “We have phenomenal researchers, excellent teachers, and an outstanding staff. I want to make sure they can continue their good work and ensure they have the resources to do so.

Bricout and Lewis succeed directors **Jim Reinardy** and **Li Li Ji**, who have returned to the faculty.

Honored

Alexandre Ardichvili (organizational leadership, policy, and development) received the Best International Paper Award at the 18th International Conference on Human Resource Development in Lisbon, Portugal. The paper, titled “Focus on Demi-Gods or We’re All One Team: Talent Management in a Collectivist Culture,” was co-authored with practitioners from a Brazilian business organization and faculty members from the University of Sao Paulo. Ardichvili holds the Hellervik Chair in Leadership and Adult Career Development.

Associate dean **Ken Bartlett** (organizational leadership, policy, and development) was awarded the 2017 Meritorious Service Award from the University Council for Workforce and Human Resource Education at its annual meeting.

Amy Hewitt (Institute on Community Integration) received the Committee’s Choice Award at the U’s Inventors Recognition event for her work with research, development, and management of DirectCourse, an online training program for people who support individuals with developmental disabilities.

Helen Kivnick (social work) was selected as Gerontologist of the Year by the



Minnesota Gerontological Society, which established the award in 1984 to recognize individuals who have contributed to lives of older persons throughout Minnesota. See also page 17.

Jennifer McComas (educational psychology) was honored as the CEHD nominee for this year’s President’s Community Engaged Scholar award, which recognizes faculty involvement

Celebrating promotion-and-tenure milestones at a University ceremony in May were, clockwise from top: Dean Quam with faculty members Lori Helman, Cynthia Lewis, Timothy Lensmire, Mark Vagle; Nidhi Kohli; Heidi Barajas and Joan DeJaeghere.

in public service and encourages and emphasizes civic engagement.

Karen Miksch (organizational leadership, policy, and development) received

the U of M 2017 President's Award for Outstanding Service. Recipients of this award have gone well beyond their regular duties and have demonstrated an unusual commitment to the University community. Miksch's contributions to the college and University have been extraordinary through her work and consultation on legal issues, academic freedom, student admissions, and fostering diversity and inclusion in graduate education.

Oranges, a short-story collection by **Gary Peter** (organizational leadership, policy, and development), was selected, from a field of nearly 300 manuscripts, as one of six finalists in the Many Voices Project Series competition sponsored by New Rivers Press. The annual competition, started in 1981, is open to writers who have not published more than two books of creative writing with a commercial, university, or national press.

Maureen Weiss (kinesiology) and former students Nicole Bolter (Ph.D. '10) and Lindsay Kipp (Ph.D. '12) were recipients of the Outstanding Research Writing Award from the Research Council of the Society for Health and Physical Education for their article published in Volume 87 of *Research Quarterly for Exercise and Sport*.

Sheila Williams Ridge, director of the Shirley G. Moore Lab School, received the 2016 Director's Award from the North American Association for Environmental Education (NAAEE). NAAEE is a membership organization that aims to accelerate environmental literacy and civic engagement through education. The Director's Award recognizes an individual or organization that has made a significant contribution to the field of environmental education.

Appointed and elected

Don Dengel (kinesiology), director of the Laboratory of Integrative Human Physiology, was named editor for the *International Journal of Sports Medicine*. The journal publishes peer-reviewed scientific research on physiology and biochemistry, immunology, nutrition, training and testing, orthopedics and clinical science, and behavioral science.

Megan Gunnar (child development) was elected to the 2017 class of the American Academy of Arts and Sciences. She is one of 228 national and international scholars, artists, philanthropists, and business leaders elected this year. Founded in 1780, the American Academy of Arts and Sciences is one of the country's oldest learned societies and independent policy research centers.

Lisa Kihl (kinesiology) is president-elect of the Executive Council for the North American Society for Sport Management (NASSM). During her three-year term, she will serve as president-elect, president, and past president. NASSM promotes research, scholarly writing, and professional development in sport management, in both theoretical and applied aspects. Kihl also was appointed to the national sport federation USA Dance Ethics Committee, which oversees implementation of and compliance with the organization's code of ethics.

Susan Walker (family social science) was elected secretary/treasurer of the American Educational Research Association's Special Interest Group "Technology as an Agent of Change in Teaching and Learning."

The following have been promoted to full professor:

Joan DeJaeghere (organizational leadership, policy, and development)

Jodi Dworkin (family social science)

Lori Helman (curriculum and instruction)

Melissa Koenig (child development)

Tim Lensmire (curriculum and instruction)

Beth Lewis (kinesiology)

Bic Ngo (curriculum and instruction)

Cathy Solheim (family social science)

Mark Vagle (curriculum and instruction)

The following have been promoted to tenured associate professor:

Katie Johnston-Goodstar (social work)

Nidhi Kohli (educational psychology)

Tania Mitchell (organizational leadership, policy, and development)

Joyce Serido (family social science)

Retired

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

Lisa Albrecht (social work)

Peter Dimock (social work)

William Goodman (family social science)

Darwin Hendel (organizational leadership, policy, and development)

Susan Hupp (educational psychology)

Albert Yonas (child development)



All in with high school

Community and connecting are keys for Teacher of the Year

WHEN COREY BULMAN accepted his first teaching job in 2000, he wasn't sure what to expect. But it was a good fit. Seventeen years later, he's still there.

Bulman, M.Ed. '00, teaches English and language arts at Mound Westonka High School in Minnetrista, a town of about 7,000 on the west edge of the Twin Cities metro area. On the path from rookie teacher to school role model, Bulman became an important part of the community.

"I went all in with high school because I felt like I was going to have a direct impact," he says. "People become your family, and you grow up with them."

So when he was named Minnesota Teacher of the Year this spring, Bulman knew whom to thank—the award reflects many years of hard work by his school's close-knit staff.

"It's the culmination of almost two decades of work that a lot of us have been doing together," he says. "It's an affirmation of what we're doing with our students."

Growing up in small-town Wisconsin, Bulman wasn't sure what path he wanted to follow. Many of his school years were not easy, but his teachers made a difference. When seniors were asked to tell the local newspaper what career they would pursue, Bulman wrote *teacher*.

As an undergraduate at the University of Minnesota, Bulman explored a few areas before diving into English, which he says changed everything. Though he'd always loved reading, the analytical and critical aspects of literature were a whole new world to him.

When Bulman began his teacher licensure program in CEHD, he met professor Richard Beach in the Department of Curriculum and Instruction, who became a valued mentor.

"Rick taught us how to build thoughtful lesson plans and to bring multiple teaching approaches to the classroom," Bulman says. "He preached the importance that inquiry plays in a student's education."

Though some things have changed about Bulman's teaching style over the years, he stands by the importance of multiple approaches. Flexibility, mixed with plenty of compassion, is how he makes the most of his time in the classroom.

"I don't come in with a set expectation of what the answer is," he says. "I want the kids to be creating meaning along with me."

Bulman says he's often asked how he deals with the difficulties of reaching "kids today," given the impact of technology, economics, politics, and the like.

"Kids today are kids as they've always existed," he argues. "If you meet them where they are and you honor their experiences, you usually will have a really good relationship."

Bulman believes in the power of language arts in every child's education.

"I think that books are a test run for life," he says. "Reading allows kids to pick out who they do and don't want to be. In English, you get to talk about the stuff of life. It teaches humanity, sympathy, and empathy, and it makes you do it in a really logical way."

Though he loves teaching stories like *Frankenstein*, *King Lear*, and *To Kill a Mockingbird*, Bulman also knows that language arts education is about more than good books. As much as he may love reading and writing, he quickly realized that not all of his students would share his passion—and that was okay.

"I had to come to terms with the idea that the content wasn't going to be the answer for the kids," he says. "Connection was."

—Ellen Fee

FROM THE PRESIDENT

MARK GROVES,
A.A. '83, B.A. '90



Meet the new board president

Mark Groves stepped up to the presidency of the CEHD Alumni Society Board July 1 after several years as an active volunteer. As president, he leads the board of 20 members and works closely with the college alumni relations director.

A proud U alumnus, he received his associate of arts degree from the General College and a bachelor of arts in child psychology before completing a master of science in education at the University of Wisconsin, Superior. He's had a distinguished career in the field of corrections and substance abuse treatment and recovery, as a licensed counselor and a master trainer for the National Institute of Corrections Offender Workforce Development. He is currently a vocational counselor with the Minnesota State Services for the Blind.

Welcome, Mark!

Greetings, CEHD alumni! As your new Alumni Society president, I am ready to help build and strengthen our beloved University of Minnesota. To that end, please help us take the next step by remaining involved in the life of the University.

We can have an immediate impact upon the success of our alma mater, its current students, and our alumni community in small and large ways. Our CEHD Alumni Society has more than 8,000 members and is the second largest alumni society at the University.

The board, in conjunction with the director of alumni relations, hosts numerous events, programs, and volunteer opportunities. I would like to encourage all my fellow alumni to stay connected!

If you are not yet part of our CEHD Alumni and Friends page through the U of M Alumni Association social network on Facebook, join us at www.facebook.com/cehd.alumni. This is a great opportunity to learn about upcoming events, keep in touch with old classmates, post updates on news in your world, and more.

Update your profile! A network is only as strong as those who participate in it! If your information is not updated, your former classmates cannot connect with you. Update your profile now at www.update.umn.edu.

The CEHD Alumni Society and CEHD Alumni Relations welcome your involvement and participation!



The CEHD Alumni Society Board marked the end of a banner year for the college on June 7, honoring our great volunteers under the leadership of outgoing president Jan Ormasa. Seated (L-R): **Andrea Mihalow**, M.Ed. '09; **Jill Lipset Stein**, M.Ed. '13; **Mala Ugargol**, M.Ed. '03; **Brenda Hartman**, M.S.W. '89; **Candice Nadler**, M.Ed. '82. Standing (L-R): **Paul Amla**, M.Ed. '07; **Lekie Dwanyen**, B.S. '14; **Shawna Monson**, M.Ed. '08; **Chris Dixon**, M.Ed. '05; Dean Quam; **Steven Hurt**, B.S. '11; **Mark Groves**, A.A. '83, B.A. '90; **Jan Ormasa**, M.A. '74, certificate '90; **Takehito Kamata**, Ph.D. '17; **Marcus Pope**, M.Ed. '06; **Jeremiah Dean**, grad student representative; **Jenny Wright Collins**, M.Ed. '10; Mick Johnson; Serena Wright. Not present were **Alex McKinney**, M.Ed. '09; **Lou Quast**, Ph.D. '03; **Mary Branca Rosenow**, M.Ed. '85; **Olivia Rieck** and **Alexis Venne**, undergrad student representatives.



RISING ALUMNI class of 2017

The CEHD Alumni Society honored 17 college alumni at a reception in April. They are individuals who have achieved early distinction in their careers, demonstrated emerging leadership, or shown exceptional volunteer service in their communities. Top photo, front row, seated (L-R): **Sheila Koenig**, M.Ed. '05; **Valerie LeGrand Arendt**, M.S.W. '07; **Hayley Tompkins**, M.Ed. '15; **Holley Locher House**, Ph.D. '13. Back row (L-R): **Christen Pentek**, M.S.W. '17; **Naomi Farabee**, M.A. '09; **Soo-Yong Byun**, Ph.D. '07; **Jennifer Eik**, TESL certificate, '13; **Jennifer McIntyre**, PK-12 administrative certificate '07; **Rachel Boettcher**, M.Ed. '15. Not shown: **Grace Akukwe**, Ph.D. '04; **Jenny Wright Collins**, M.Ed. '10; **Connor Cosgrove**, B.S. '15; **Özlem Ersin**, M.Ed. '09; **Ellen Iverson**, Ph.D. '16; **Julie Koch**, Ph.D. '08; **David Rosenborough**, Ph.D. '04.



Welcome, new alumni relations director

Please welcome new director of college alumni relations Serena Wright, CLA '13. She is familiar to many from her years as events director for CEHD and the General College. She is known for her high energy, enthusiasm, love of the University and CEHD, and for reminding us all to "Represent!" In her new role she will work full time with our outstanding global community of alumni.

Share your news

Land a new job? Celebrate a professional milestone? We want to share your news! All our alumni class notes are now published online. Go to www.cehd.umn.edu/alumni/news and select Class Notes. Please send us your news—and photos if you have them. Link to the form on the above web page.

CEHD Alumni and Friends on 
 CEHD Alumni & Student Networking
 Group on 
 @UMN_CEHD_Alumni on Twitter 

Outstanding achievers

Three CEHD alumni were honored recently with the University's Outstanding Achievement Award, its highest distinction for alumni, reserved for alumni and former students who have attained unusual distinction in their chosen fields or professions or in public service.

CEHD alumni **John Haugo**, Ph.D. '68, and **David Metzen**, Ed.D '73, were

honored together at a ceremony June 19 at Eastcliff. Haugo is an innovative technology entrepreneur who led the implementation of computer networks across Minnesota school districts and the Minnesota State University campuses. Metzen, whose career began as an elementary teacher, went on to serve as a principal, superintendent, and University regent. President Kaler and Regent **Abdul Omari**, Ph.D. '15, presented their awards.

Chinese teaching pioneer, author, and cultural ambassador **Margaret Wong**, B.S.

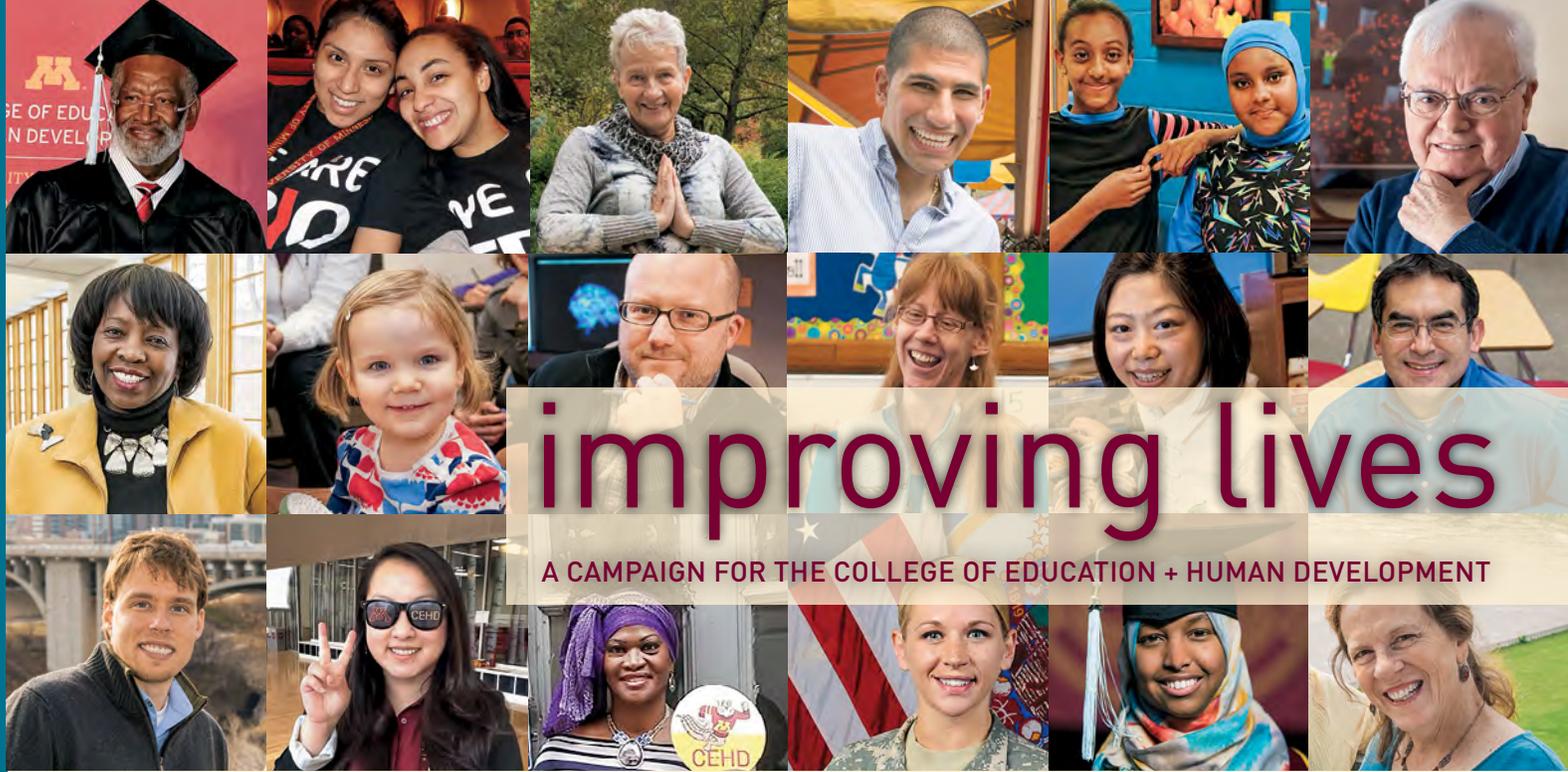


'63, was honored at a ceremony June 29 at Eastcliff. Over her career, Wong started more than a dozen Chinese language programs at schools across the nation, including the first 13-year Chinese language curriculum at Breck School, where she taught for 36 years. Wong received her bachelor's degree with high distinction majoring in French education with a minor in Spanish. President Kaler and Regent **Peggy Lucas**, M.S.W. '78, presented her award.



CEHD in Iceland

Iceland's chapter of University of Minnesota alumni came out in force when President Kaler led a delegation to Reykjavik in May to celebrate and renew a 35-year partnership. The chapter president is CEHD alumna **Jónína Ólafsdóttir Kárdal**, M.A. '99, above left. *Read more about the Iceland partnership on page 5.*



improving lives

A CAMPAIGN FOR THE COLLEGE OF EDUCATION + HUMAN DEVELOPMENT

What I have learned from you

When I began working at the College of Education and Human Development in 1999, the external relations staff consisted of a secretary and me. My children were in elementary school, and Bill Clinton was the president. On average, the college raised about \$1 million a year in gifts and future commitments.

As you read this issue of *Connect*, I will have moved to a new position at the University of Minnesota Foundation. I leave the college with an external relations staff of nine at the end of a record-breaking fiscal year, having raised more than \$19 million. We have exceeded the original \$62 million goal of the Improving Lives campaign with a current total of \$74 million. (And my children are college graduates and young adults!)

The College of Education and Human Development has been an extraordinary place to work. Strong and visionary leadership, a compelling mission, faculty

who integrate research and practice, and a caring and highly competent alumni and development staff have made my tenure here a joy.

Perhaps most meaningful, though, are the relationships I have been privileged to have with you—alumni, friends, and benefactors of CEHD. I have learned from you lessons about commitment, caring, and generosity in ways I could not have imagined back in 1999.

So, as I make this transition, I extend my thanks—for what you have taught me and for all you have done and continue to do to support the great work of the College of Education and Human Development.

Warmest regards,

Lynn Slifer
Director of external relations

P.S. My contact information remains the same, so please stay in touch!

6,752 donors
\$74,297,253 raised
76% faculty & staff
campaign participation

cehd.umn.edu/improving-lives



Slifer to join U of M Foundation

CEHD chief development officer Lynn Slifer has joined the University of Minnesota Foundation (UMF) as associate vice president for central development programs. There she will provide leadership to the regional, international development, and annual giving programs, bringing her experience of working daily with donors and collegiate leaders and staff.

In CEHD, Lynn will continue to lead the campaign for a new building for the Institute of Child Development, described on page 35. She will also lead the development team in a part-time role until the search for a new chief development officer is complete.

During her 17 years at CEHD, Lynn has built a strong external relations and development team, which has grown the college endowment from \$14 million to over \$61 million as state support has fallen dramatically. In the past five years she led the college in a successful capital campaign that raised \$74 million, exceeding the original \$62 million goal.

“During my time as dean, Lynn has been a great partner in securing funds to establish an excellent future for our college,” says Dean Quam. “And she has hired a team of outstanding professionals to continue this work.”

MANDY DWYER

Recent Gifts and Commitments

LEO AND CHRISTINE STERN have made a commitment of \$1 million through their estate to support the June and Philip and Leo and Christine Stern Professorship for Reading Success.

LYNNE AND ANDREW REDLEAF have made a gift of \$1 million through their family foundation to establish the Lynne & Andrew Redleaf Fund for Reflective Practice in Children’s Mental Health.

MARY TJOSVOLD has made a commitment of \$400,000 through her estate to support the Mary T. International Scholars Fund.

JEAN MCCURDY has made a future gift of \$270,000 to support the Tucker Center for Research on Girls and Women in Sport.

THE BEZOS FAMILY FOUNDATION made a gift of \$97,500 to support Professor Megan Gunnar’s early childhood learning project.

LILY AND DUANE CHRIST have made a gift of \$88,000 to establish the Duane M. and Lily E. Christ HI-TECH PREP Math Scholarship.

G. EDWARD EVANS has made a future gift of \$35,000, which will be added to the LaVonne E. Evans Family Memorial Scholarship in Early Childhood Education.

MARILYN SAUER has made a gift of \$25,000 to establish the Marilyn M. Sauer School Leaders of Tomorrow Fellowship.

MONA LANGGUTH WALZ has made a commitment of \$25,000 to create the “Langguth Sisters” Scholarship in Early Childhood Education.

JOHN AND SHARON HAUGO have made a gift of \$25,000 to support the John Haugo STEM Fellowship.

PATRICK SLOAN has made a gift of \$25,000 to establish the Pat and Molly Sloan Scholarship.

MARTHA ANDRESEN WILDER has made a gift of \$25,000 to establish the Martha Andresen Wilder Fellowship for students preparing to be teachers.

NOEL R. LARSON has made a gift of \$25,000 to establish

the Noel R. Larson and James W. Maddock Endowment for Human Sexuality Research.

ALICE K. MOORMANN has made a pledge for \$25,000 over five years to create the Alice King Moormann Scholarship in Undergraduate Teacher Preparation.

RANDALL E. AND JUDITH L. JOHNSON have made a gift of \$25,000 to create the Randall E. and Judith L. Johnson Scholarship in Math and Science Education for math and/or science licensure candidates.

GAIL GILMAN has made a future gift of \$25,000.

INFINITE CULTURE MEDIA CO. LTD. has made a gift of \$20,000 to support the China Champions Program in the School of Kinesiology.

PHIL AND MARGIE SORAN have made a gift of \$12,500 to support the Institute of Child Development Building Fund.

Join alumni and friends of CEHD by making a gift on **Give to the Max Day.**

Save the date and watch social media for your chance to participate in matching challenges that could double your gift's impact: facebook.com/umcehd; @jeankquam

Give online anytime at cehd.umn.edu/giving

UNIVERSITY OF MINNESOTA
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A new international center for reflective practice

Reflective practice is a professional development approach that encourages individuals to pay attention to relationships as they examine behavior and their responses to behavior. In the infant and early childhood mental health field, reflective practice asks practitioners to explore how they relate to the children and families with whom they work, who may be facing many challenges and risks. Practitioners engage in reflective practice in partnership with a supervisor or consultant.

A new center that will focus on reflective practice in infant and early childhood mental health will be established with a new unrestricted grant of \$1 million from the Lynne & Andrew Redleaf Foundation to the Center for Early Education and Development (CEED) in the Institute of Child Development.

The new center will be the first of its kind in the world, an intellectual home for high-quality, cutting-edge research in reflective practice. It will disseminate knowledge about reflective practice, help professionals incorporate reflective practice principles into their work, and inform policy dealing with infant and early childhood mental health.

The director of the new center will be Christopher Watson, Ph.D., IMH-E@[IV], formerly co-director of CEED.

“We are grateful to the Lynne & Andrew Redleaf Foundation for their support as we work to impact infant and early childhood programs and providers, both in Minnesota and across the country,” said Watson. “This generous gift will allow CEED to bolster its work in reflective supervision and to better support staff who serve families facing complex challenges.

“We look forward to carrying out this work in an effort to improve developmental outcomes for infants and young children.”



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A transformational gift to support the future of child development

Carmen and Jim Campbell have made a transformational gift for a new building for the Institute of Child Development (ICD), the largest single gift in the history of the College of Education and Human Development. This generous support of \$8 million will provide the college with critical momentum to secure the remaining philanthropic support needed for the project.

The Campbells' commitment is consistent with their strong desire to support schools and teachers and to reduce educational inequities for children. They have previously funded two endowed chairs in CEHD: one focused on innovation in teacher development and the other currently supporting educational equity. The Campbells have also funded scholarships for undergraduate and teacher-preparation students.

“The work of the ICD faculty is truly changing the lives of children and families,” the Campbells shared. “We gave this gift to help ensure that this important work continues well into the future.”

The research and outreach of ICD's faculty—focused on issues such as autism, resilience, impulse control, language development, and children's mental health—provides critical learning about development at the youngest ages.

“We have amazing faculty doing life-changing research and interventions—working in one of the oldest buildings on campus,” says Dean Quam. “The current space is totally inadequate to 21st-century science. The Campbells' gift provides critical leverage to launch our fund-raising and to ensure that we can create the best possible facility for the institute's work.”

The Campbells are alumni of the U. Carmen is a 1964 graduate of CEHD's nursery-kindergarten-primary program and taught kindergarten for 11 years in Minneapolis Public Schools. Jim graduated the same year from what is now the Carlson School of Management. Prior to his retirement in 2002, he was group executive vice president for Wells Fargo & Company. He was also chairman and chief executive officer of Wells Fargo Bank Minnesota.

Giving matters

CHINESE SHORT-TRACK speed skater Chunlu “Lucy” Wang won 20 medals—gold, silver, and bronze—in Olympic games and world championships by the time she was 30.

Afterwards, Wang became a coach at Beijing Sport University (BSU). Yet she was haunted by the conviction that so many valuable skills she gained as an athlete were untapped and even lost. She appealed to the BSU president and convinced him that athletes like herself, who have given everything for their country, deserve a chance to put their experience and knowledge to fuller use.

Through her persistence, Wang became the first national athlete to complete a master’s degree at BSU. Today she oversees all of men’s and women’s ice hockey in China.

Wang’s example led to the creation of the China Champions program, a yearlong educational and cultural immersion experience at the University of Minnesota in partnership with BSU. In the past three years, the program has allowed a total of 25 premier Chinese athletes and three coaches to come to Minnesota.

As part of a master’s-level curriculum, the athletes take courses, seminars, and workshops, study English, tour local sport facilities, and learn from sport professionals and leaders. They share their own experiences on and off campus in an exchange of culture, education, and sport.

This year, a gift of \$100,000 was made to provide financial support to CEHD’s School of Kinesiology for the China Champions program to help advance international activities in CEHD and the University. Maud Meng, CEO of Infinite Culture Media Company of China, presented the gift at a ceremony with the champions in Burton Hall.

Her company promotes the art of living and multi-dimensional health practices, she explained. She aims to support “mind and body championship” and cross-cultural interaction that helps athletes realize their full potential and contribute to society.

“A gold medal is not a full stop for an athlete,” said Meng as she presented the gift. “Champions can also be winners in many aspects beyond the sports field.”

DAVID ELLIS

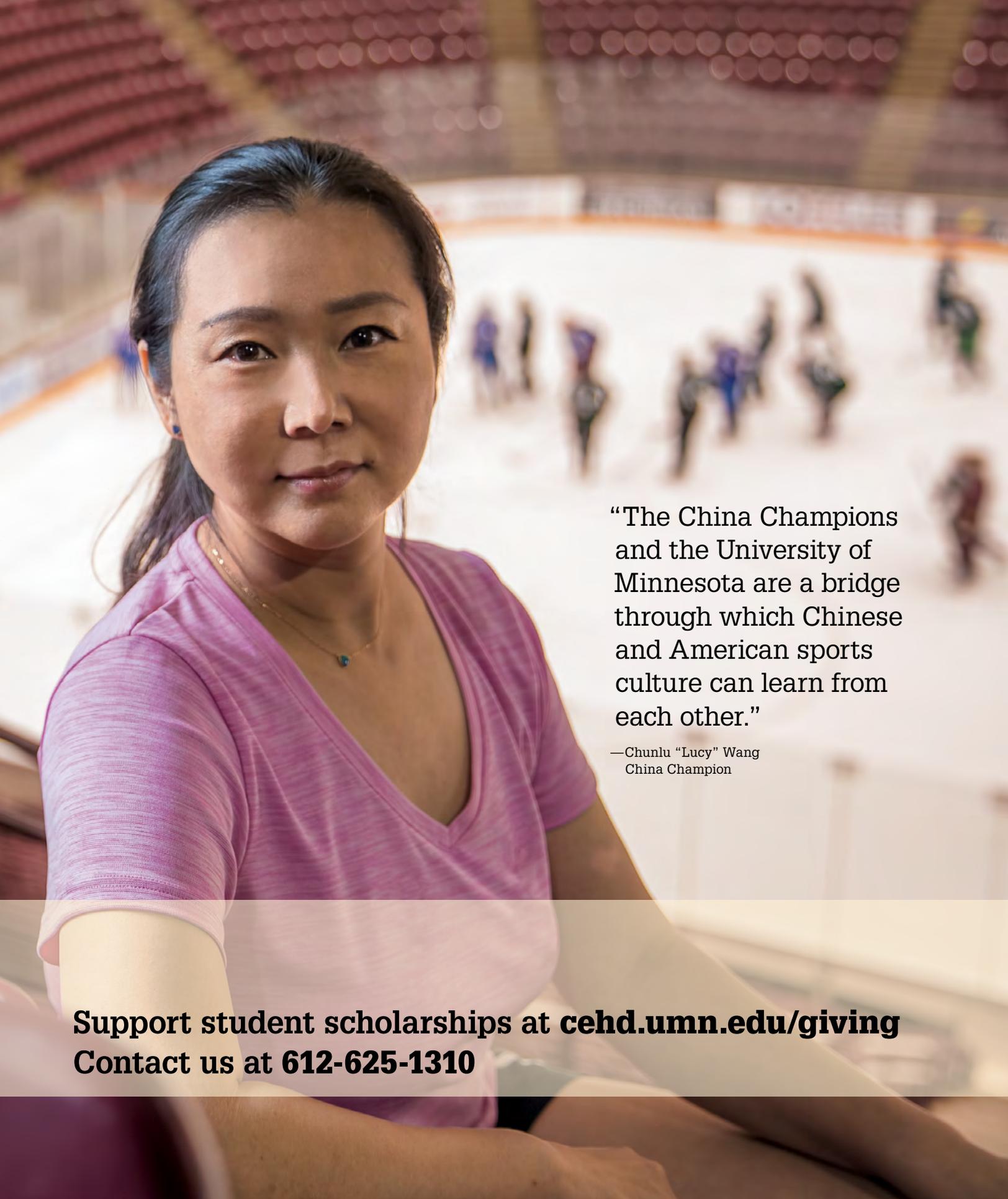


CE+HD

College of Education + Human Development

UNIVERSITY OF MINNESOTA

Driven to DiscoverSM



“The China Champions and the University of Minnesota are a bridge through which Chinese and American sports culture can learn from each other.”

—Chunlu “Lucy” Wang
China Champion

**Support student scholarships at cehd.umn.edu/giving
Contact us at **612-625-1310****

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



School of Social Work 100th Anniversary Celebration

Saturday, October 7
5–9 p.m.
McNamara Alumni Center

Join us for a gala featuring guest speaker Tavis Smiley and a panel of national experts. More details on page 11.
Info: cehd.umn.edu/ssw/100th/

Homecoming 2017: Tradition Never Graduates

Pre-Parade Tailgate Gathering and Parade
Friday, October 20, beginning at 4 p.m.
4–6 p.m., Burton Hall Plaza
6:30 p.m. parade on University Avenue

Please join us for great food, music, and more. Bring your whole family and guests! Receive a Homecoming T-shirt when you march in the parade.

RSVP at cehd.umn.edu/events/homecoming
University-wide homecoming festivities run October 15–21.
Info: homecoming.umn.edu

CEHD Saturday Scholars

Saturday, November 4
8 a.m.–1 p.m.
McNamara Alumni Center

“Civic Engagement and Citizenship in Challenging Times” is our theme. Join professor Bill Doherty and leading CEHD faculty to learn and connect. Alumni, students, and the public are invited. Register by October 28 at cehd.umn.edu/events/saturday-scholars

CEHD Reads

Monday, November 6
7:30–9 p.m.
Ted Mann Concert Hall

Bryan Stevenson, author of the CEHD common book *Just Mercy*, will speak about his career as a lawyer working to eliminate unfair sentencing, advocating for innocent death row prisoners, and fighting discrimination in the justice system.
Info: cehd.umn.edu/reads