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On the cover:
Yuhei Inoue, assistant professor in the School of Kinesiology, is studying the health and social benefits of sport spectatorship with a focus on older adults. Read the story on page 10.

Photo by Tj Turner
from the dean: Goldy and I recently got all dressed up to attend one of the regional launches for Driven, the University of Minnesota’s $4 billion campaign. CEHD alumna Nancy Lindahl, ’68, and her husband, John, are co-chairs of the University’s campaign committee and led the event in Naples, Florida, last month.

You may remember that our own CEHD campaign, Improving Lives, had a goal of $62 million that we reached last year. Our new college goal—as part of Improving Lives, Phase II, to coincide with the University’s campaign—is $100 million, and we have passed $78 million as I write this column. Your generosity will lead to scholarships for students and research support for our faculty. It will also help us advance the work of the Institute of Child Development with a new building. Please read more about the campaign on page 32.

We can all be proud that CEHD continues to climb in the U.S. News & World Report graduate school rankings. We broke into the top 20 this year with a ranking of 19, a move up from 21st last year. We were also recently recognized as the top public school of education in the 2017 Academic Ranking of World Universities!

Once again in this issue, you can read stories about why CEHD is truly a great place to learn and discover.

Meeting former students and new friends of our college is always a pleasure. I encourage you to attend events at CEHD and the University and keep in touch with us about your activities (see page 30). One of the greatest joys is meeting children of former alumni who are now students in our college. I look forward to talking with you.
Room to **thrive**

Asian American and Pacific Islander students are the U’s largest group of students of color, but until last year the U had no specific university resources available for them. With a grant from the U.S. Department of Education, Bic Ngo from the Department of Curriculum and Instruction in CEHD and CLA professor Josephine Lee founded the Asian Pacific American Resource Center (APARC). The center moved to its new home in February.

APARC aims to be a bridge for groups of Asian American students on campus while meeting the unique needs of the local Asian American community. Minnesota has the largest urban Hmong population in the world, and 50 percent of the state’s Asian American residents identify as Southeast Asian.

“This means half of the Asian American and Pacific Islanders in Minnesota are refugees or children of refugees,” says Ngo. “Census data shows that Southeast Asian Americans have among the highest poverty rates and lowest educational attainment rates.”

The center supports students in three specific areas—community building, identity affirmation, and academic support. APARC offers tutors and writing consultants as well as workshops around identity and culture.

In addition to the center, Ngo and Lee are planning a youth summit, a speaker series, and a teaching pathways program with the grant’s funding.

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**Olympian winners**

Congratulations to our alumnae who competed in the 2018 Winter Olympics in Pyeongchang, South Korea. Former Gophers hockey star Amanda Kessel, BS ’16, helped the USA women’s hockey team win a gold medal in a 3–2 victory against Canada.

Akuoma Omeoga, BS ’14, (below) born in St. Paul and a dual citizen of Nigeria and the United States, turned her track and field skills into a spot as brakewoman on Nigeria’s bobsled team. The team practiced with a wooden cart for two months before stepping into a real sled for the first time at their debut race in 2017. Though they didn’t win a medal in Pyeongchang, the sledders made history as Africa’s first-ever Olympic athletes in the sport.
Super singing!

Sara Zanussi, '18, and middle-school members of a youth development music program she founded had the opportunity of a lifetime on February 4—to perform for an audience of thousands, and a broadcast audience of millions, at the Super Bowl in Minneapolis.

Zanussi founded ComMUSICation in 2013 with a mission to empower youth through music, service, and community. Serving St. Paul’s most vulnerable youth, ComMUSiCation runs a tuition-free, rigorous music-making experience for second through eighth graders using music as the vehicle for character skill development.

For the Super Bowl, Zanussi’s group partnered with another local youth choir and sang “America the Beautiful” along with Broadway star Leslie Odom Jr. After the performance, the young singers watched the big game—and the halftime show—from the field.

“Our choir is not a choir that would usually be auditioned for big opportunities like this,” says Zanussi, “so the fact that Leslie Odom Jr. and the NFL had this vision to really represent the diversity and true representation of the Twin Cities the way they did was an incredible honor.”

Zanussi just completed her master’s in comparative and international development education. In 2017 she received the University’s prestigious Judd Fellowship to conduct qualitative research at two music programs in Colombia that use ensemble-based music to improve the lives of vulnerable children.

Partners for teacher preparation

More than 50 CEHD school partners and 55 University faculty and staff gathered in December to collaborate on improving teacher preparation and preschool through grade 12 student learning. 2017 Minnesota Teacher of the Year Corey Bulman, '00, gave a keynote address, and the Earl Bakken Center for Spirituality and Healing presented a panel discussion about mindfulness in the classroom. Partners and faculty also had time to network and discuss current issues in teacher preparation and in preschool through high school education. The event was organized by the Office of Teacher Education in conjunction with the School Partner Network Advisory Board.
Understanding normalization

The documentary Valuing Lives: Wolf Wolfensburger and the Principle of Normalization, produced by CEHD’s Institute on Community Integration (ICI), screened to an audience of over 300 at the Walker Art Center in Minneapolis on March 1. The concept of normalization developed in the 1960s and provided a framework for moving people with intellectual disabilities from large institutions into their home communities. It had a dramatic influence on services and supports for individuals and families and fundamentally changed the way many professionals understood their roles.

To set the stage for the film, Colleen Wieck from the Minnesota Governor’s Council on Developmental Disabilities gave a presentation on the historical impact of normalization in Minnesota. After the film, a panel discussion facilitated by film director Jerry Smith of ICI examined the need to revisit Wolfensberger’s ideas at a time when many communities are building new, segregated facilities for people with disabilities. It was followed by a reception and tribute to ICI pioneering staff member Angela Amado, pictured here with professor and ICI director David Johnson and former CEHD dean and U president Bob Bruininks.

Cuba learning

Eleven students from the Twin Cities campus spent their winter break taking the CEHD course History and Culture of Education in Cuba (EDHD 3100/5100). They were paired with students from Cuba’s University of Pedagogical Sciences to promote cultural, language, and disciplinary exchange, and they participated in conferences on culture, history, and pedagogy with local faculty. In Havana and Matanzas, they visited cultural sites to experience events related to the anniversary of the Cuban revolution. Students called the experience unforgettable and life-changing, citing the power of homestays. “I loved staying in a house with Cubans and getting to see what life here is really like,” was a common response. Keitha-Gail Martin-Kerr in the Department of Curriculum and Instruction led the group and taught the course. It grew out of the college’s international initiatives and will be offered again based on this year’s success.
Girls on the Run

Girls on the Run is a program that uses running and other physical activities as a platform for teaching girls life skills and healthy habits. But the organization wanted to know: Does it really work?

Kinesiology professor Maureen Weiss's task was to find out. Weiss has been studying youth development through sport and physical activity for more than 30 years with organizations and programs such as The First Tee. Often, it's simply assumed that sport alone will drive positive developmental outcomes for youth, but Girls on the Run has a specific positive youth development curriculum.

Girls on the Run asked Weiss to lead a study measuring how the program impacts its young participants. The results were impressive. Girls on the Run participants scored higher in ability to manage emotions, resolve conflict, help others, and make decisions than their control-group peers. The study also showed significant improvements from pre- to post-season on confidence in physical activities, connection to peers and coaches, and level of physical activity. Those improvements were retained at a follow-up assessment three months after the end of the program.

The strongest findings were for girls who started the season below average on confidence, connection, physical activity, and other characteristics. They showed dramatic gains from pre- to post-season and continued to increase at follow-up. For example, the least active girls at the start of the season increased their activity levels by more than 40 percent by season’s end and retained that level at follow-up.

Typically, says Weiss, levels from post-season to follow-up are expected to show similar scores but not an increase.

“The bottom line here is that the girls who started out below the pre-season average—the girls that probably need a program like this the most—benefited the most from being physically active in this program,” says Weiss.

For all kids, physical activity levels start to decline at age 10. Gender-based social pressures make that decline steeper for young girls. “This program is hoping to catch girls early and provide them with the life lessons they can use now and beyond,” Weiss says.

In January, Girls on the Run International presented Weiss with the Legacy Award, its highest honor. “None of this would have been possible without the expertise and experience that Dr. Weiss provided,” said CEO Elizabeth Kunz.

—Ellen Fee

Link to more information about Maureen Weiss and Girls on the Run at connect.cehd.umn.edu/Girls-on-the-Run.
Melissa Koenig, a professor in the Institute of Child Development (ICD), and Sarah Suárez, a doctoral candidate in ICD’s child psychology program, are examining how children develop the critical thinking skills they need to form trust and learn from others.

Ready to doubt

Koenig became interested in researching the development of trust when she was a postdoctoral fellow at Harvard University, where she conducted a study that presented true and false statements to young children. She is now continuing this research at ICD in the Early Language and Experience Lab, which she directs. The lab aims to understand how children acquire knowledge from others and how they balance the benefits of learning with the risks of being misinformed.

“There was a claim in the literature that children didn’t really understand misinformation under the ages of four or five years old,” Koenig says. “We wanted to find out how young children reacted to misinformation and if their reactions depended on the source of information.”
To test this, Koenig and her colleagues have presented hundreds of infants and young children with speakers who didn’t call familiar objects, like a ball or shoe, by the correct name. They’ve found that even by 16 months old, infants are surprised by errors—they tend to stare longer at speakers who make false claims than at truthful speakers. They also occasionally try to correct inaccurate speakers by pointing to the object that correctly matches the name. And by two years old, children are likely to discount or fail to remember new things that such speakers say.

“We’re trying to correct a longstanding, flawed picture of child learners. Children aren’t just accepting whatever they’re told,” Koenig says. “Once you put aside the model of children being passive and credulous learners, it allows you to ask all kinds of questions about how we can support their evaluation of other people and the information they provide.”

The nature of knowledge

According to Suárez, who also works in the Early Language and Experience Lab, one factor that could influence how children judge the reliability of speakers is their understanding of what it means to know something.

“We’ve found that around ages 6 to 8, with minimal cues, children begin to discriminate between informants based on their ability to reason,” Suárez explains. “We’ve also found individual differences in children’s tendency to trust speakers, suggesting that individuals may come to conclusions based on their background.”

As part of her dissertation, Suárez is studying whether having a 30-minute conversation with children about the concept of knowledge will affect the type of speaker they trust. “Having conversations with children about how you acquire knowledge might promote their ability to not only hold more sophisticated beliefs but also to guide how they learn from what others tell them.”

Conversations between parents and children are one context where an understanding of knowledge may develop. Suárez has started to explore whether parents’ beliefs—like whether they value independence over obedience—predict how critical children are of speakers who reason poorly about evidence. Her dissertation will further examine the connection between parental characteristics and children’s critical thinking and social learning skills.

Suárez received a national dissertation fellowship for her research. It’s the first experimental work that asks whether a family’s beliefs about knowledge relate to their social evaluations, conflict resolutions, and ultimately their learning decisions, Koenig notes.

Combating misinformation

While Koenig and Suárez’s studies focus on children, their findings may have implications for children and adults alike.

“Given our dependence on social sources of information, we want to understand how we can best help the most vulnerable. They might be children, but they also may be people who lack power and knowledge,” Koenig says. “No one knows everything, and no one is completely ignorant. We’re all engaged in certain power dynamics with people. We want to understand how we make decisions and how we could optimize those decisions.”

According to Suárez, determining how children develop trust and preferences for different types of speakers may help combat misinformation.

“If we’re aware of the tactics someone might use to convince you of something, we can be more aware and mindful of how misinformation can be spread,” she says. “You don’t have to mistrust everything you hear. But the question of where knowledge comes from is an important question for every learner to ask themselves.”

—Cassandra Francisco

Learn more and link to more references at connect.cehd.umn.edu/trusting-to-learn.

REFERENCES


Navigating first-episode psychosis

A new resource for Minnesota individuals, families, and professionals aims to improve outcomes

**SCHIZOPHRENIA** is behind only heart disease in U.S. health care costs. People with schizophrenia and other psychoses are at high risk for problems such as homelessness. And contrary to public perception, they are far more likely to be the victim of a crime than a perpetrator.

They are also tragically underserved. It’s commonly believed that psychoses are untreatable or incurable or both. Most people who experience a first episode of psychosis go for more than a year without treatment.

Piper Meyer-Kalos, director of the Minnesota Center for Chemical and Mental Health in the School of Social Work and adjunct faculty in University's psychiatry department, has been working since early in her career to improve recovery and outcomes for those with serious mental illness. She became part of a national research team funded by the National Institute of Mental Health (NIMH) that developed an early-treatment program that dramatically improved outcomes after first-episode psychosis.

That program evolved into NAVIGATE, a multi-component, team-based treatment study that followed 400 people for two years. The program components included (1) medication management, (2) supported employment and education, (3) individual resiliency training, and (4) a family education program. The family component is important because psychosis commonly emerges when people are teens or young adults. A large percentage are still living with their families, important allies in a confusing and frightening period.

The study found that the time between the first episode of psychosis and the point where the person begins treatment makes a big difference in treatment outcomes.

When Meyer-Kalos began working on a project to improve outcomes for the state of Minnesota, her first priority was to train NAVIGATE teams at several physical locations where those experiencing a first episode of psychosis could go for comprehensive treatment. Teams, including social workers, are made up of a project director to oversee the program and provide family education, a therapist, a supported employment and education professional, a prescriber—a psychiatrist or a nurse—and sometimes a case manager.

The University of Minnesota had already formed a first-episode program. New teams were formed in St. Louis Park and downtown Minneapolis. More are envisioned, though the workforce shortage in many areas of the state makes it difficult to find the needed professionals.

With several teams up and running, the next task was to spread the word and get people to the sites nearest them.

Piper Meyer-Kalos
Meyer-Kalos’s colleagues in Sweden were developing an app to connect mental health clinicians to evidence-based interventions. Could she do something similar for the project in Minnesota? That’s when she was introduced to Educational Technology Innovations (ETI), a start-up team based in CEHD.

“A huge part of our process is understanding the needs of the users,” says John Behr of ETI. “That drives everything.”

For Meyer-Kalos’s project, those users are people experiencing first-episode psychosis, their families, and health professionals. Together, she and the ETI team realized that the public health awareness goals of the project, combined with their target users, made a mobile-first website a better solution than an app. It would be called We Can Navigate, consistent with the team approach of NAVIGATE and also reminding every user that they’re not alone.

They chose calming colors and a very flat design. And instead of photographs of people—which Meyer-Kalos knows from experience would risk eliciting a response of “That’s not me,” alienating a person experiencing psychosis—designer Viet Do drew by hand a variety of friendly faces that are clearly not real, yet welcoming.

“ETI came with the experience to really walk you through,” says Meyer-Kalos. “John asked, ‘How do we know, when people are reading what’s on the site, that they are understanding or connecting with the content?’”

Dissemination and digital marketing are also part of the services provided by ETI, so when the website went live in March, a whole roll-out to various stakeholders and potential users was in place.

ETI uses the Agile method of project development to keep the process flexible and responsive and make consistent progress. Behr brought years of experience when he joined ETI in 2015, excited to shift from the world of private-sector companies to projects like We Can Navigate.

“The environments we build have a profound impact, from K-12 students to someone suffering ambiguous loss or first-episode psychosis,” says Behr. “That’s what drove me to join ETI. We also have an impact on the research being done here. As a faculty member, you can build sustainability and reach to larger audiences for each project. That’s powerful!”

Learn more at wecannavigate.com and eti.umn.edu.

**What is psychosis?**
- Feeling like the world is unreal in a way that is hard to describe to others
- Thoughts might change—they may speed up or slow down a lot
- Hearing or seeing things that may be unusual or not shared by others
- Experiencing an upsetting, but very convincing, belief that something is true

**Symptoms of psychosis require thorough evaluation by a professional. When a person first shows signs of psychosis, this is called first-episode psychosis or early psychosis.**

**Signs I might be experiencing psychosis**
- Performance in school, work, or family life is rapidly dropping
- Spending a lot of time alone, in my room
- Doing or saying things that seem strange, even bizarre
- Experiencing feelings of sadness or depression
- Feeling irritable
- Having problems sleeping

**ALSO FROM ETI**

DEXALYTICS™, a cloud-based software developed in ETI that leverages body composition data from dual-energy X-ray absorptiometry (DXA) scans, signed an agreement in February that will make Massachusetts-based Hologic, Inc., the exclusive North American provider of Dexalytics:TEAMSTM. The partnership provides the sports science and human performance industry with the first solution to harness the robust body composition data from DXA scans, compare it to sport- and position-specific standards, and provide actionable information that can help collegiate and professional trainers, coaches, and medical staff train better, healthier athletes.

DEXALYTICS was featured in the spring/summer 2017 issue of Connect. Learn more at dexalytics.com.
Older adults experience the benefits of belonging through sport teams and events

BY JONATHAN SWEET AND GAYLA MARTY

PHOTOS BY TJ TURNER
When Yuhei Inoue was a boy in Yamaguchi, Japan, he shared a love of sports with his grandfather. The elder Inoue was a fan of the Tokyo Yomiuri Giants, the professional baseball team of the capital city, where he had attended college many years earlier. That was not the local team, but the younger Inoue became a Giants fan like his grandfather. Together the two followed the national high school baseball tournament, too. And they followed the Ekiden, a long-distance relay race famous in Japan.

The younger Inoue grew up to love sports as a spectator, participant, and later as a scholar. Today he is an avid marathoner, running to and from work at the University’s School of Kinesiology almost every day, rain or shine, on ice or snow.

Inoue knows that the closeness he felt to his late grandfather was due in part to their shared love of sports. Their relationship strongly influenced his understanding of sport and human connections, especially across generations. It spurred his curiosity and interest in sport’s positive social impact for everyone.

Since embarking on his faculty career, Inoue documented broad intangible social benefits of a professional golf tournament in Memphis, Tennessee. In Japan, he found that people severely affected by the 2011 earthquake and tsunami who connected with local professional soccer teams were better able to recover from the tragedy. In Cambodia, he discovered complex ways that local citizens had experienced health benefits connected to the Angor Watt International Half Marathon, established in 1995 after the country’s shattering civil war.

Inoue’s research is at the pioneering edge in the field of sport management. And lately his focus has turned to older adults.

**Learning from survivors**

It was working in Japan after the tsunami that Inoue started thinking about the implications of his work for older adults.

“Dealing with a population devastated as a result of an earthquake led me to think that sport could provide benefit to other disadvantaged populations,” he says. “I decided to focus on a group that was perhaps at high risk in the sense of social isolation, lacking resources, and so on.”

Worldwide, the population of older adults—generally considered to be 65 and older—is expected to grow for the next 20 to 30 years. Not all are disadvantaged—many feel happy, relatively secure financially, and socially and emotionally supported. But a significant part of this population lacks resources and is socially isolated and generally disadvantaged. In addition, it is estimated that nearly 20 percent of older adults suffer from some form of mental illness. And a common experience of aging is confronting the loss of physical abilities.

With this in mind, Inoue thought he might be able to apply his earlier research to help older adults. How can sport spectatorship positively impact a sense of belonging among older populations?

**Part of the team**

There are two ways that sport spectatorship can lead to a sense of belonging. One is by attending sporting events where a person is positively influenced by a stronger sense of emotional support and the sense of belonging to a larger community. Research has shown that a live sports game is a unique physical environment. Compared to watching on television, attending in person means connecting with different people than those encountered in everyday life.

“It’s not just about your friends but also about people seated next to you in random interactions,” says Inoue.

But even huge gatherings like the Minnesota State Fair are not socially sanctioned places to display emotions. “Sports are a rare environment,” Inoue emphasizes. “It’s okay to cry, it’s okay to scream—with sports, that’s what you do!”

The second way sport spectatorship leads to sense of belonging is by fans becoming psychologically connected to the sport team, which also increases the perception of emotional support from other sports fans. By merely activating one’s sense of social and psychological identification with the sport team, a person begins to feel a part of that team. “Team identification” increases the sense of emotional support.

“If you are following a sports team, you are also supporting that team’s community,” Inoue explains. “You are essentially building connections with the many other people who are supporting...
the team and, by extension, with the larger community, whether they are involved in sports or not.”

**A Minnesota pilot study**

To understand the potential for sport spectatorship to support older adults in particular, Inoue teamed up with a pioneer in the study of sport fandom and the social-psychological impact of team identification on fans’ sense of community. With Daniel Wann, a psychology professor in Kentucky, Inoue won funding for a pilot study from the North American Society for Sport Management, the most prestigious professional organization in the field.

Locally, Inoue connected with Steve Pieh, BS ’76, director of Minnetonka Senior Services, who organizes social activities for older adults in the Minnetonka area. Pieh also happens to be a big U of M sports fan, so he was

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**Three-Minute Thesis winner studies mega-events**

Does hosting mega sports events really benefit cities? That’s the question asked by sport management graduate student Madeleine Orr in her award-winning short speech for 3MT, the Three-Minute Thesis competition.

Orr is one of Yuhei Inoue’s star students. Last year she won the college-level 3MT competition, then the U-wide competition in November. This spring she competes at the Midwest regional competition in Grand Rapids, Michigan, with her speech “Mega-Event Legacies: Rhetoric vs. Reality.”

Inoue is the reason she came to the School of Kinesiology’s sport management program, says Orr.

“His research has never focused on the economic piece as a central factor for why sports are a good thing,” she says. “It’s always been about social impact, about community well-being, about health.”

Orr says Inoue is a champion for his students and an outstanding mentor. As a grad student and daughter of professors, she views Yuhei in the top one percent of advisers.

With a diverse disciplinary background, Orr has capitalized on unique perspectives and established her own independent baseline knowledge with high potential impact, Inoue says. For example, as a French speaker on a multilingual research team, Orr is working to compare and contrast how sporting event legacies are defined in non-English languages. She’s also working with Inoue and assistant professor Yonghwan Chang on a comprehensive survey studying the intangible benefits of Super Bowl LII, just held in Minneapolis. All this research flows smoothly into her teaching.

“Bringing your research into the classroom makes you a more interesting instructor,” she says. That viewpoint and her research savvy will make Orr highly sought after in the academic world, says Inoue. One day when an amazing grad student is asked, “Why did you come here?” the answer will undoubtedly be, “Madeleine Orr.”

Watch Madeleine Orr describe her dissertation in three minutes at z.umn.edu/Orr3MT.

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**Three-Minute Thesis winner studies mega-events**

Three-Minute Thesis winner Madeleine Orr accepted a check from Graduate School dean Scott Lanyon.
definitely interested in Inoue’s project. Working with Pieh, Inoue was able to recruit participants from a senior center for the pilot study.

Half of the study participants attended three U of M volleyball games in person. The others did not. Inoue and master’s student Chris Moore conducted surveys of all study participants before and after.

The results: Those who attended the games reported feeling a closer bond to the volleyball team—and to the senior services center.

“Attending a sporting event positively influenced a sense of emotional support from other fans of the volleyball team, including people from the senior center group,” Inoue says. Excitement about the experience extended to the round-trip bus ride.

Results were not all rosy. Those who attended the games experienced challenges of the game environment itself that were unfriendly to older adults, including uncomfortable seating, very loud volume, many stairs to negotiate, and poor temperature regulation. Because of the way advertising was conducted, those who were not selected to attend the games were unhappy. And perhaps most significantly, the participants overall were neither disadvantaged nor isolated but successfully retired with stable incomes and families nearby.

Based on the findings, Inoue is conducting a follow-up study in an online survey of 600 older adults living in 50 counties across the United States. This one is designed to test findings from the first study, make the results more generalizable, and build out into a solid model for the relationships he found.

Social impact, community well-being, and health are the focus.

Inoue hopes to eventually conduct an even larger study to focus on older adults at higher risk of isolation and with fewer economic resources, exploring sport-event participation as one effective way to promote a sense of belonging and solve issues of social isolation.

In the meantime, he is developing an associated theory: that it’s not just about the strength of the psychological connection with a team and the fans but access to the psychological connection through social connections that is important. Attending a sport event, whether a person feels connected to a participating team or not, can provide access to positive forces that support well-being—a greater feeling of emotional support and a stronger sense of belonging.

Inoue also hopes that sport teams can use the results of his research to pay more attention to older populations’ needs, from transportation to facilities. He’d like to work directly with senior service centers to work on such ideas as creating fan groups and opportunities to attend games or watch them on TV together. That means not just professional teams but college and youth teams—he thinks his research could see a stronger effect with youth sports, where fans are supporting children.

As a researcher and teacher, Inoue, inspired by his grandfather, is supporting the next generation of scholars.

“I don’t want to just carry the knowledge,” he says. “I hope to use it to improve actual practice and share it with my students. They are the future managers of the sports industry and the ones responsible for shaping it into the future.”

Read more about Yuhei Inoue at www.cehd.umn.edu/kin/people/yinoue.html.
YOU MAY RECOGNIZE MICHAEL RODRIGUEZ from a University of Minnesota television ad about closing the opportunity gap.  
“I’m driven to help education fit each child’s needs,” he says in the ad. His work is to partner with schools to improve outcomes by promoting data use that is more accurate, efficient, and equitable. He’s one of four CEHD faculty members featured in the ad, and there are scores more who are engaged in the effort.

Rodriguez works with schools around the state and is in demand across the nation for his expertise on data use, assessment, and equitable measures. Last fall he was appointed chair of the U.S. Department of Defense’s Advisory Committee for Military Personnel Testing.

Five years ago, Rodriguez took two of the biggest challenges in his life. One was accepting the Campbell Leadership Chair in Education and Human Development specifically to lead the University’s efforts in tackling what is commonly called the achievement gap—the difference in academic performance among groups by race and ethnicity—a stark problem in Minnesota.

The other was adopting a son, a teen who spent the first 13 years of his life mostly homeless, followed by a series of foster placements and schools.

Since 2013, Minnesota’s gaps in academic achievement have persisted. In fact, statewide proficiency gaps between students of color and white students have widened for every racial group in both reading and math since the state set its gap-reduction goal in 2012.

Meanwhile, Rodriguez has gained new perspectives on the world as it relates to quantitative methods in education (QME), his field of expertise.

Rodriguez talked recently about what he, his many colleagues, and partners in and beyond the University are learning about gaps and our best hopes for closing them.

**What have you learned about gaps in the past five years?**

One of the biggest messages is that Minnesota students in every racial and ethnic group have very high levels of commitment to learning. We know this from the Minnesota Student Survey, which is taken every three years. (See page 19.) The academic achievement gaps that we see in state test scores are not a function of differences in commitment to learning. And, in every racial group in the state, 99 percent of students plan to graduate from high school. Students do not plan to drop out!
Although the state reached a record 83 percent on-time graduation rate in 2017, we will not likely reach the 90 percent goal by 2020. Plus, the graduation rate for white students is 88 percent, much higher than for Latino (66 percent), black (65 percent), and American Indian (51 percent) students. If we supported all students in their own goals, we should have a graduation rate of 99 percent in all communities.

When I was appointed to the Campbell Chair, I started by bringing people together from across the college and the campus and the community to get different perspectives, asking, “How do you think about the achievement gap? How do you think about where you’re at?”

We talked about opportunity gaps, resource gaps, access gaps—there are a lot of gaps! One good thing is that we definitely moved away from using the language of “achievement gap.” We moved quickly to “educational equity” and thinking about it in a broader sense. That means thinking not just in terms of schools and schooling but including other public policy arenas that play a role in educational outcomes.

**So is innovation the long-term solution?**

The most common question and request that I get is, “What works?” or “We just need to know what works to close the achievement gap—will you come and talk to us?”

There is no single thing that works. It’s really a question of what works for whom, under what conditions, and in what context. An engineering approach—identify what works, martial resources around it, and put it in schools—is not moving us forward.

Being able to bring people together for the last few years really helped us hone that understanding. We’ve been getting a bigger picture and having deeper conversations now.

We need to be responsive to local need and context. Now we understand that it requires tailoring. And it takes partnership. We’ve always kind of known about the partnership issue—that partnerships tend to be more successful.

**Can you give an example?**

One of the organizations the University has been working with is Generation Next. The relatively top-down approach they started with was not taking advantage of the real partnership possibilities. Now Generation Next is turning that upside down and taking a more organic approach, giving space to schools to
GopherMath

Mathematics success in grades 3 through 6—especially fractions—determines students’ access to algebra classes. Without algebra, college and careers are blocked for vast numbers of kids.

GopherMath was created to support students in grades 3 through 5 to learn this challenging content. In partnership with Minneapolis Public Schools and Generation Next, GopherMath became a one-year project that drew upon the expertise of faculty in four distinct areas: fraction learning, whole number assessments and interventions, teacher development, and parent involvement.

It built on a tested research and curriculum-development program called the Rational Number Project. Kathleen Cramer, associate professor and director of the Science, Technology, Engineering, and Mathematics (STEM) Education Center in CEHD, brought her expertise with that project to lead GopherMath.

Robin Codding in educational psychology and Michele Mazzocco in child development brought expertise in ways to help students master basic facts, in particular whole numbers, which are foundational for fraction learning.

The project also addressed factors in and out of classrooms that may influence students’ learning. For example, Keisha Varma in educational psychology designed programs to increase parent involvement for minority and immigrant families. That included promoting positive mindsets about math, such as dealing with anxiety. She experimented with parent meetings and adding text messages to support interactions between parents and teachers and encourage math activities at home.

Funding may have ended, but teachers and U faculty identified next steps to continue their work through parent videos, new fraction games, and supplemental materials for teachers.

identify their challenges, then using Gen Next more as a think tank and resource gatherer.

GopherMath is an example. (See box above.) Generation Next pulled a number of U faculty to come up with a more comprehensive approach to meeting the math challenges...working with teachers and families and recognizing the community partnerships already in place, bringing what we know and tailoring it to what’s needed in the schools.

What’s the history of the achievement gap? I heard an education leader say recently that the gap was rapidly closing until the 1980s and then began to widen again.

Until after World War II, not everybody was expected to graduate from high school. But expectations have changed. The high school graduation rate increased through the Civil Rights Movement and after Vietnam. I was the first in my family to go to college after five generations in this country on one side and three on the other. Now, everybody’s expected to finish high school. And college! That, on top of changing demographics. And meanwhile, we have the same high schools.

What difference has the Campbell Chair made?

The power to convene is really important. When others hear that members of the community like the
Campbells are supporting our efforts to impact the welfare of the state and addressing some of the most persistent challenges we face—particularly ones in education that directly affect the social and economic health of Minnesota—it’s inspiring and motivating. We continue to respond to inquiries from so many others who are trying to make a difference, too. Together, we are making much more progress than we were independently.

The Campbell Chair has also allowed me to support research carried out by graduate students who are really sharp and creative. This year the Minnesota Youth Development Research Group got a total of 11 papers accepted to present at the American Educational Research Association national meeting! (See page 19.)

To be the hub for all this, in 2015 we were able to establish the Educational Equity Resource Center. Julie Sweitzer came on board with her experience leading the College Readiness Consortium. The center has done so many things. Launching a website and map of resources across Minnesota. Holding quarterly bag-lunch series where people get to hear seven-minute presentations about work related to college readiness and achievement gaps—that’s led to a number of new collaborations. In June 2016 and again in 2017, the center held two-day convenings to connect hundreds of campus and community education leaders around these issues.

You spoke about your son at the educational equity convening last summer, and it was very powerful. How has your experience as a parent influenced your thinking?

Santana’s entire educational experience has been disrupted. In these five years with me, he’s definitely been able to overcome a lot. He likes to read, he plays the trumpet, he’s teaching himself to play piano, he’s got a wood shop in the garage. I take him on business trips when I’ll be in meetings 9 to 4 and he’ll read in the lobby—he can do sustained reading. When he turns in school work, it’s really good and it’s complete. But school just doesn’t fit him. He’s talking about getting his GED.

There’s a harder side to this story. It’s the challenge of working with teachers and schools. There are so many competing priorities. Schools are really good at adopting activities, tasks, and programs, and really bad at dropping ones that don’t work. There’s trauma in many kids’ lives. Teachers are overwhelmed. The last thing we want to do is add to their burden.

And we can’t just leave it up to schools. That’s another thing that Julie and I have been pushing in our work. It’s communities. It’s families. It’s housing. It’s transportation. It’s

**BOOKS ABOUT GAPS**

**Solving the Achievement Gap: Overcoming the Structure of School Inequality**

PELGRAVE, 2016

Stuart Yeh in the Department of Organizational Leadership, Policy, and Development argues that a structural factor, specifically in the conventional model of schooling, drives the persistence of inequality in the United States.

**The Achievement Gap in Reading: Complex Causes, Persistent Issues, Possible Solutions**

ROUTLEDGE, 2017

Alumna Rosalind Horowitz, PhD ’82, now at the University of Texas, and U professor emeritus S. Jay Samuels brought together prominent scholars to address research from varied perspectives. The achievement gap is redefined as a level at which all groups can compete economically in a society and have the literacy tools and habits needed for a good life.

**Ordinary Magic: Resilience in Development**

GUILFORD PRESS, 2014

Regents Professor Ann Masten in the Institute of Child Development draws on her pioneering research with homeless and highly mobile families in this accessible book. She asserts that resilience is common and depends on ordinary adaptive systems within and around individuals.
health care and other infrastructure. For example, we know safe, stable housing improves educational outcomes. What if we held landlords accountable for the educational outcomes of the kids in their buildings!

**What’s next?**

We’ve been building opportunities for greater collaboration. Now we need to be more strategic. So many relationships we have with schools are happenstance and ad hoc. I mean, I’ve been in school districts where several faculty from not just the U but our college are working and they don’t even know it.

We’re exploring new models of working with schools and communities, models that take a more comprehensive approach to partnering. We are looking for ways to encourage schools and communities to identify their own challenges and partner with University expertise that can contribute to local efforts.

But we also want to create an approach that is not piecemeal. We need to recognize schools and communities in holistic ways, in ways that recognize that there are multiple interconnected and moving parts that need to be supported all together to make progress. This next year we are introducing a new model to support schools. Stay tuned to hear more about that in the near future.

Learn more at [connect.cehd.umn.edu/learning-about-gaps](http://connect.cehd.umn.edu/learning-about-gaps) and [gap.umn.edu](http://gap.umn.edu).

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**High-quality early childhood education**

Research for several decades has shown that high-quality early education programs improve school readiness and other factors that reduce the gap in achievement for children in low-income and high-poverty areas.

One program that has shown success is the Child-Parent Center (CPC) program, which began in Chicago in 1967. CPC provides small classes, intensive learning experiences, menu-based parent involvement, and professional development for staff, giving children a strong, continuous system of educational and family support.

Longitudinal studies have found that CPC participants continue to reap the benefits from the program far into adulthood: they complete more education, get better jobs, attain higher incomes, and experience lower rates of incarceration. Measured in dollars, cost-benefit analysis by Federal Reserve researchers has shown a return of $8 to $11 per dollar invested in the program, among the highest of any social program.

Child development professor Arthur Reynolds has been leading research on the impact of CPC and is now working to expand the program into more states, including Minnesota. Rigorous studies are showing that CPC leads to higher scores on school readiness measures, fewer absences, and higher levels of parent involvement—with results strong enough to garner publication in prestigious journals including *Pediatrics* and *Journal of the American Medical Association* (*JAMA*).
After-school activities

Since 1989, the Minnesota Student Survey has provided a way to hear students’ voices. The 2016 MSS alone yielded a mountain of data from 160,000 kids in four grades (5, 8, 9, and 11) who each answered about 300 questions on topics from school to behavior to aspirations. The survey is administered every three years by an interagency team from the Minnesota departments of education, health, human services, and public safety.

Michael Rodriguez got his first close look at MSS data in 2004 as a member of the two-year Minnesota Commission on Out-of-School Time. He pulled together a group of students to help him look at what kids were saying about what they do when they’re not in school. The link between out-of-school activity and academic performance was clear. Students who are engaged in after-school activities at least three days a week are more likely to perform better academically and be ready for college. Longitudinal studies confirm the link beyond high school.

Ignite Afterschool, a statewide organization that supports after-school activities, has set a goal that all kids in Minnesota be engaged in after-school activities at least three times a week. Right now, that is true for about three in five kids, and access to after-school activities remains uneven. Rodriguez’s research group conducted data analysis that allowed Ignite Afterschool to generate regional snapshots about after-school participation to support their goal.

More insight from the Minnesota Student Survey

The Minnesota Student Survey continues to yield information and insights about not only after-school activities but many themes and topics. It’s a rich source for study by what’s now called the Minnesota Youth Development Research Group, facilitated by Rodriguez. The research group has conducted research with the Minnesota Student Survey over the past decade, working to more effectively hear the voices of the next generation and share what they learn with schools and communities. Their studies have contributed to the knowledge base about risk factors and noncognitive, or social-emotional, skills. All together they’ve written 45 papers that they’ve presented—including 11 this spring—and published some of them.

The research group continues working with the MSS because the data set is so enormous that many schools receiving their raw results were overwhelmed.

“What’s a school going to do with that?” says Rodriguez. “They’re buried in data.” Most underuse this resource.

The research group adopted a series of measures of students’ developmental skills (commitment to learning, positive identity, social competence), supports (family/community, teacher/school, empowerment), and challenges (bullied, bullying, mental distress, family violence) based on the best research available. They created composite measures for survey items on the same theme and created scalable measures to synchronize lots of data and information.

Most of the survey initially focused on the bad things kids do—illegal behavior, criminal behavior, violence, drug and alcohol use, smoking—but the research group looked for assets, too, and asked to add questions that would reveal positive things that kids bring to their schools, families, and communities.

Simulations are evolving as a transformative tool in higher education
Nurse-midwifery students and obstetrics and gynecology residents took part in a birth simulation, with a standardized patient portraying a woman in labor, at a University simulation center directed by CEHD alumna Jane Miller.

IN WHAT LOOKS LIKE A HOSPITAL ROOM, a midwife and an obstetrician-gynecologist consult with a new mom about the best ways to feed her baby. In the room next door, a patient experiencing labor fatigue has just been transferred from a freestanding birth center to a hospital. Down the hall, a woman at risk for shoulder dystocia—when a baby’s shoulder obstructs the birth canal—is helped safely through labor.

All of these situations can be stressful for patients as well as health care professionals. At the University’s simulation centers, it’s a typical afternoon.

In 2017, more than 500 simulations that served 13,000 learners were conducted at the University’s Interprofessional Education and Resource Center (IERC) and Academic Health Center (AHC) Simulation Center, the largest of several U simulation centers serving educational needs.

“Simulation is a powerful tool,” says Jane Lindsay Miller, PhD ’98, founding director of the two centers. “It’s a great way to expose learners to some really difficult problems before they actually have to experience them in the field.”

Simulations range from introductory skills, like establishing patient rapport, to immersive, complex scenarios that require a whole team of people. Some involve mannequins or models of body parts. Many simulations focus on strengthening interpersonal and teamwork abilities.

While medical simulation as a formalized practice is relatively new, simulations in some form have long been used to train health care professionals. Improvements in technology, organization, and data collection have helped the field develop in more recent years.

Miller is currently at work on plans for a new simulation facility to open about two years from now. It will continue and expand the work of the IERC and AHC Simulation Centers and the Medical School’s SimPortal.

“Our aspirations for the future are going to be following what we already do best—using the best of simulation science to improve teamwork and patient outcomes—but also using new emerging technologies,” Miller says.

Those new technologies include 3-D printing, which allows learners to practice procedures on a specific printed body part while interacting with a real person.

Better tools for professional learning

Miller came to Minnesota with a background in medical anthropology and global health. She didn’t foresee simulations as a focus in her work. But early in her career in maternal and
child health, in countries struggling to respond to infectious diseases including HIV, Miller encountered many medical training programs that lacked a full understanding of how people learn.

A Fulbright scholar from CEHD encouraged her to consider coming to Minnesota, with its comprehensive research university, international programs, and medical school. Miller came, completing a PhD in higher education evaluation and assessment in CEHD.

“We’ve developed a team of professionals who are able to address a variety of needs, both as educators and as clinical content experts,” Miller says. Seven full-time staff members work to create realistic clinical scenarios designed to challenge learners wherever they are in their career development.

In addition, the centers rely on a special group of what are called “standardized patients” to portray patients, family members, and sometimes health care providers to teach and assess learners’ skills. That takes more than being a good actor.

“My training, both in anthropology and education, has been incredibly valuable,” Miller says. “I use those resources more than I ever thought I would.”

After three years working in faculty development for the Minnesota State Colleges and Universities system, Miller was recruited back to the U to establish the IERC in 2003. The AHC Simulation Center followed in 2009.

Failing safely

Learning through simulations can teach future health care professionals to give thoughtful care to all patients, regardless of gender, age, race, or culture. But achieving that goal requires a highly skilled staff and a strong cohort of standardized patients.

Consistency, technical ability, and the desire to educate others are critical to the job. To Miller, the centers’ 180 standardized patients are one of their biggest assets.

A simulation is a safe place to explore mistakes and misconceptions. By working with standardized patients from a variety of backgrounds, learners have experiences that reflect the patients they’ll eventually serve.

“One of the things we often talk about in simulation is failing safely,” Miller says. “Students can fail safely in a structured environment, get feedback, and then incorporate

Simulations allow students to test their skills and collaborate on interprofessional teams in a range of situations they will face in practice.

Simulations for social work

The School of Social Work developed a partnership with the simulation centers over the past few years to offer simulations for master of social work (MSW) students. Scenarios involve patients with complex physical and mental health issues, such as abuse or addiction—situations in which social workers and nurse practitioners have to work together to find the best treatment for the patient in question.

“In treating so many diseases, not just one discipline is going to have the answer,” says Miller. “It’s going to be a whole team of people. We’re trying to expand the medical knowledge of social workers, and expand the social assessment skills of nurses, so that they can understand better how to work together.”
that into their practice. That’s what we see over and over again as being one of the most powerful aspects of our work.”

For example, Miller worked with the School of Nursing and Medical School to develop simulations for nurse-midwives and obstetricians, who are increasingly collaborating to provide quality care to women and their families that will improve outcomes and lower costs.

**A bridge to practice**

Midwifery student Fartun Mohamed says simulations have helped her bridge classroom learning into critical practical skills.

“I’m a visual learner,” says Mohamed. “Taking the textbook and bringing it into real life makes a huge impact in my learning.”

Melissa Avery, professor of nursing and director of the U’s graduate midwifery program, which regularly conducts simulations through the IERC, considers simulation essential for her students. She has watched the field advance dramatically since, as a nursing student, she and her classmates practiced injections using a syringe and an orange.

An important part of the simulation experience is receiving feedback in a debriefing.

“Just as much, if not more, of the students’ learning comes from that one process,” says Avery. For example, students have an opportunity to reflect on how they interacted with the standardized patients. Appropriate use of language understandable to consumers and listening fully to their story are important discussion points. Learning through simulation means students can practice these as well as more technical skills and correct missteps before they enter the workforce.

“We feel better about the knowledge and understanding that our students have as they graduate and go out into the community,” says Avery.

**Communicating to save lives**

As much as 70 percent of medical error comes from faulty communication. As a health care professional, says Miller, effective communication is just as important as other more technical skills—critical to patient safety.

Whether it’s improved communication or specific technical skills, studies show that training through simulation reduces medical error once professionals enter the field. Fewer hospital-acquired infections and lower rates of re-hospitalization have been tied to simulation learning.

“It really comes down to prevention,” Miller says. “It saves lives.”

Effective communication not only with patients but also with health care staff in other disciplines is essential. Simulations can prepare students for real-life circumstances where collaboration with professionals from different fields is crucial to a patient’s well-being. In the programs Miller directs, the commitment to interprofessional practice stands out.

Simulation centers are a space for positive change in both skills and perspectives.

“This is the reason I really love what I do—It’s the transformative power of simulation,” says Miller. “The way simulation helps students and providers do better continues to inspire and motivate me.”

Learn more about the centers at [www.simulation.umn.edu](http://www.simulation.umn.edu) and about graduate programs in the Department of Organizational Leadership, Policy, and Development at [cehd.umn.edu/olpd](http://cehd.umn.edu/olpd).
A LIGHTBULB MOMENT in London illuminated Jodi Dworkin’s career path toward parent–child relationships.

Today Dworkin is a professor and associate head of the Department of Family Social Science. Back then, she was a student from Allegheny College with an undergraduate research opportunity. In London she assisted a psychiatrist surveying teenagers and their parents for Britain’s health service.

Their results unveiled an interesting disconnect. Parents reported that their teens should be concerned about alcohol and smoking, while the teens were more concerned about making friends and fitting in.

It’s what family social scientists call divergent realities, which lead to misunderstandings in the parent–child relationship. It made Dworkin curious.

“London was where I first started forming questions about the relationship between adolescents and their parents,” she says.

Her questions grew into a research agenda in graduate school. She delved deeper into risk-taking—developmental behaviors around experimentation and learning.

“It’s all the things that young people do to try new things,” she explains. “Like trying out for the debate team, or joining a new group—moving out of their comfort zone and developing new skills.”

Then Dworkin got her first experience working with extension, discovering how research could be applied in useful ways for parents and families. After graduation, her commitment to practical research drew her to Minnesota in 2002.

Marjorie Savage, then director of the University’s pioneering Parent Program, noticed Dworkin’s research and soon came calling. The two shared a vision of giving college students’ parents the tools and resources to guide rather than rule.

Savage and Dworkin’s collaboration produced a series of online resources and seminars for parents on college finance and alcohol use, still available today. Though Savage retired in 2012, the partnership continues. Their latest collaboration is a website for parents and families of college students.

Technology and family dynamics

Promoting positive communications and helping parents develop their skills has been the core of Dworkin’s research agenda. Now she incorporates technology’s impact on risk-taking behaviors and family relationships into her work.

“One of the things we’ve learned about technology—smart phones, tablets, and computers as well as apps—is that it’s flipped the power dynamic within families,” says Dworkin. Young adults are more expert technology users than their parents.

“Relationships and behaviors online are different,” she says. “Young adults are sharing more information, and it’s more complicated. Technology often moves faster than research, so we’re learning to ask questions in a way that anticipates change.”

Dworkin, who has two children of her own, empathizes with parents who grapple with the allure smart devices wield on children and young adults. She knows parents throw up their hands, exclaiming, “What can I do?”

“I want to empower parents and let them know that it’s okay to establish guidelines,” she says.

Her research shows that young adults still put a high priority on communicating in person with their parents.

“If they’re just checking in, young adults may just text,” she adds. “But if it’s something important, they will call. They want to hear the parent’s voice.”

And that, she says, is a positive outcome that should light up any parent’s heart.

—Julie Michener

Read more about Jodi Dworkin at www.cehd.umn.edu/fsos/directory/DworkinJ.asp.
Honored

Alexandre Ardichvili (organizational leadership, policy, and development) received the R. Wayne Pace HRD Book of the Year Award for Leadership Development in Emerging Market Economies from the Academy of Human Resource Development. The award honors an outstanding human resource development book that advances the theory and/or practice of the profession.

David Chapman (organizational leadership, policy, and development) has been named an Honorary Fellow of the Comparative and International Education Society (CIES). The award honors senior members who, through lifelong service and scholarship contributions, have advanced the field.

Joshua Collins (organizational leadership, policy, and development) received the Early Career Scholar Award and the 2017 Award for Outstanding Issue of Advances in Developing Human Resources from the Academy of Human Resource Development.

Zan Gao (kinesiology), director of the Physical Activity Epidemiology Laboratory, was selected as the Foreign Outstanding Instructor by Hunan University in the People’s Republic of China in 2017. Hunan University is a top-tier research university in China.

David R. Johnson (Institute on Community Integration) will receive the 2018 Education Award from the American Association on Intellectual and Developmental Disabilities (AAIDD) in June. Founded in 1876, AAIDD advocates for the equality, dignity, and human rights of people with intellectual and developmental disabilities, and for their full inclusion and participation in society.

The book Women in Sports Coaching, edited by Nicole LaVoi (kinesiology), was selected by Choice magazine as one of their Outstanding Academic Titles for 2017. The book is part of the Routledge Research in Sports Coaching series, which provides a platform for leading experts and emerging academics to present groundbreaking work on the history, theory, practice, and contemporary issues of sports coaching.

Kristen McMaster (educational psychology) recently received the prestigious Samuel A. Kirk award for best research article for “Data-based decision-making: Developing a method for capturing teachers’ understanding of CBM graphs,” published in Learning Disabilities Research & Practice in 2017. She also received the Honorable Mention Award with co-authors from other universities from Assessment for Effective Intervention for their article, “Examining alphabet writing fluency in kindergarten: Exploring the issue of time on task.”

Glenn Roisman (child development) has been awarded the Distinguished McKnight University Professorship, which honors the U’s highest achieving mid-career faculty. Roisman is an internationally recognized researcher on the legacy of early relationships as a foundation for development across the lifespan.

Maureen Weiss (kinesiology) received the Legacy Award, the highest honor given by Girls on the Run International, a physical-activity-based, positive youth development program enhancing girls’ social, psychological, and physical skills. Read more on page 5.

New faculty

Nimo Abdi (assistant professor, curriculum and instruction) studies immigrant and refugee education through lenses of experience and identity. She has a PhD from Michigan State University.

Yonghwan Chang (assistant professor, kinesiology) studies sport marketing and consumer behavior with a focus on experience and implicit memory. He has a PhD in sport management from the University of Florida.

Sarah Greising (assistant professor, kinesiology) studies skeletal muscle regeneration after traumatic injury. She has a PhD in rehabilitation science from the U of M and completed a postdoctoral fellowship at Mayo Clinic.

Sehoon Kim (assistant professor, organizational leadership, policy, and development) focuses on employee well-being, talent development, and evaluation and assessment. He has a PhD in human resource development from Texas A&M University.

John LaVelle (assistant professor, organizational leadership, policy, and development) studies multiple facets of evaluation. He has a PhD in psychology from Claremont Graduate University.

Appointed and elected

Rachel Freeman (Institute on Community Integration) was named a professional council member of the British Institute on Learning Disabilities in Birmingham, UK. She was also elected a board member of the International Association for Positive Behavior Support.

Steven Harris (family social science) is the new editor, for a four-year term, of the Journal of Marital and Family Therapy, published by the American Association of Marriage and Family Therapy.
Summer at CEHD

Professional development and enrichment

PRESS: A Systematic Framework for School Literacy Improvement
May 18
Administrators and literacy leaders who want to implement a systematic approach to multi-tiered systems of support are introduced to strategies from the PRESS framework. Examine how the four pillars of PRESS provide a cohesive structure for school improvement. Build collaborative decision-making through protocols designed to strengthen core instruction, facilitate literacy data analysis, plan for tiered interventions, and determine pathways for professional learning. CEUs available.
Info: PRESScommunity.org/events/workshops

Minnesota Early Intervention Summer Institute
June 19–20
Experience deep learning in one of eight subjects over two days. Led by field experts, gain new insights and skills in your work with very young children and their families while interacting with like-minded professionals.Gain from networking and community-building activities in a reception and barbecue lunch. Presented by the U Center for Early Education and Development and held at St. John’s U. CEUs available.
Info: Karen Anderson, ander352@umn.edu

Summer Institutes for Language Teachers
Various dates, July–August
The Center for Advanced Research on Language Acquisition (CARLA) offers internationally recognized intensive weeklong summer institutes each year designed for K–16 foreign language and ESL teachers. Two are offered exclusively online—Using the Web for Communicative Language Learning, and Teaching Linguistic Politeness and Intercultural Awareness. CEUs available.
Info: carla.umn.edu/institutes/

Immersion 101 Summer Institute
July 16–18 or July 16–20
This CARLA institute provides an introduction to the challenges, options, and issues in the unique world of K–12 immersion education. The first two days focus on issues of interest to both new immersion teachers and administrators. Administrators spend their third day with a veteran immersion principal addressing specific leadership competencies needed to operate a strong language immersion program. On days three through five, teachers plan for curricular and instructional innovation in their own classrooms. CEUs available.
Info: carla.umn.edu/institutes/immersion101.html

School of Social Work continuing education
Various dates
Responsive and flexible professional development extends beyond the traditional classroom and degree-earning model. It includes evening, weekend, online, and off-site courses to help social service professionals meet changing job, career, and life goals. Select stand-alone courses or complete one of the rigorous certificate programs, including an Interdisciplinary Certificate in Trauma Studies, Supervision in Social Work Certificate, or Trauma-Effective Leadership Certificate. CEUs available.
Info: sswce.umn.edu

Early Education Online Courses
Various start dates for 6 or 9 weeks
Professionals hone skills in key areas of early education and development. Topics include Introduction to Reflective Supervision/Consultation; Working with Parents; Infant Movement; Toddler Movement; Bridging Education and Infant Mental Health Frameworks; Premature Infants; and Helping Parents Nurture Healthy Development in the Earliest Months to Create Interventions. Earn either 42 or 84 clock hours.
Info: ceed.umn.edu/online-courses

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.

New master’s program
PHYSICAL ACTIVITY AND HEALTH, M.ED.
Unit: School of Kinesiology
Focus: Promoting healthy lifestyles and the prevention and control of chronic diseases in interdisciplinary settings
Learn more cehd.umn.edu/kin/current/grad/med-pah.html
DEAR FELLOW ALUMNI,

It's my honor and privilege to lead the CEHD Alumni Society Board as president for 2017–2019. As alumni of CEHD and the U, we have great reason to be proud of our alma mater and the benefits we continue to receive through our affiliation with the college and university. Consider the countless times your CEHD degree earned you special recognition, landed you that initial job interview, or connected you to a new friend or colleague.

Making a financial commitment to CEHD is critical to maintaining our university’s viability as a world-class teaching and research institution. Especially in this economy, it’s more important now than ever to consider CEHD in your annual giving, just as you would for your local food bank or religious center. Any monetary amount makes a difference, and you can feel confident that a gift to the CEHD Fund for Excellence is used to support the college’s priorities and scholarships, which enables students of all financial situations to experience the CEHD we know and love.

Next time you update your budget, make plans for the weekend, or strike up a conversation, be mindful of your CEHD roots and seek out ways to contribute to the college. From assuming a leadership role to making a simple gesture or comment, you can make a difference in the future of CEHD. I encourage you to just give back!

FROM THE PRESIDENT

MARK GROVES,
AA ’83, BA ’90

Trail-blazing alumni and grad students

Blaze Your Trail: Crafting a Career with Passion and Innovation was the theme for our annual networking event with graduate students. The students enjoyed and appreciated the opportunity to meet with a range of our alumni, including panelists Kathy Flaminio, ’93, president and founder of 1000 Petals; Nicole LaVoi, ’02, co-director of the Tucker Center for Research on Girls & Women in Sport; Wynne Reece, ’09, founder of the Creative’s Counsel as a way to make legal counsel accessible to creatives, makers, and other small businesses; and Amelious Whyte, ’15, public engagement director for the U’s College of Liberal Arts.
Paving paths to good policy

**Helen Meyer**, BS ’77, center, received the University’s Outstanding Achievement Award in October. A School of Social Work alumna, she went on to earn a law degree and served on the Minnesota Supreme Court for 10 years. As an associate justice, Meyer sought better practices for addressing addiction in court and empowered families involved in child protection cases. After stepping down from the court, Meyer helped establish the Mitchell Hamline Child Protection Clinic at her law alma mater.

In her remarks, Meyer recalled work as a research assistant for professor Esther Wattenberg that sparked her interest in working on behalf of vulnerable populations. “Esther taught me how to interview and listen, then how to turn that information into data, then turn that data into good public policy,” said Meyer.

Congratulations to our amazing alumni! The college honored 21 alumni in November with the CEHD Distinguished Alumni Award and two more with the Alumni Society Award of Excellence. All are community builders and leaders who have made a positive difference in the lives of children, youth, families, schools, and organizations, and whose achievements bring honor to the college. Back row (L-R): Eddie E. Williams (PhD ’75), Norena Hale (PhD ’79), Farrell Webb (PhD ’94), David Legvold (MA ’74), Lewis Stern (MA ’76, PhD ’77), Beth Bowman (MED ’66), Bo Thao-Urabe (BS ’94), Constance Dawson (BS ’55, BS ’70), Dean Jean Quam. Seated (L-R): Kenneth Pedersen (MA ’61), Carrie Sampson Moore (BS ’89, MA ’01), Joyce Kloncz (MED ’81), Wendy Watson (BA ’80, MA ’87), Mary Jo Czaplewski (PhD ’81), Bernadeia Johnson (PhD ’12), Elizabeth Anderson (BS ’46, MA ’55), Karen Filla (MA ’79), Noel Larson (BA ’66, MSW ’67, PhD ’80), Verna Price (MA ’90, PhD ’96). Not pictured: Rachel Adler (MSW ’80), Martha Andresen Wilder (BS ’66), Laura Bloomberg (PhD ’97), Jane Liljestol (BS ’69, MA ’73, MS ’76, PhD ’77), and Thomas Wilson (PhD ’84).
Minne-College 2018

Three from CEHD were on the faculty for the U of M Alumni Association’s Minne-College this winter. Regents Professor Ann Masten from the Institute of Child Development spoke about resilience in Naples, Florida, in January. Reading expert and PRESS leader Lori Helman and kinesiology professor Daheia Barr-Anderson spoke and met with alumni in Scottsdale, Arizona, in February.

Clockwise from top right: In Arizona, Daheia Barr-Anderson, Jan Ormasa, Thomas Hiendlmayr, and Serena Wright; in Florida, faculty including Ann Masten (in purple); a Vikings cake to celebrate a Minnesota football win; and CEHD alumni and friends meet for brunch—clockwise from Dean Quam: Mary Endorf, Barbara Shin, Julianne Bye, Jan Ormasa, and Ruthanne Strohn.

A champion for parents—she’s terrific!

Paula Goldberg, BS ’64, center, celebrated with President Eric Kaler and former President Bob Bruininks after receiving the U’s Outstanding Achievement Award in November. After earning an elementary education degree, Goldberg taught in Minneapolis and Chicago before launching PACER Center, a nonprofit dedicated to serving parents of children with disabilities.

From humble beginnings nearly 40 years ago, PACER has grown to house 35 programs, including bullying prevention, youth self-advocacy resources, social events, and an assistive technology center. PACER’s unique “parents helping parents” model serves children of all ages with all types of disabilities—learning, physical, mental, emotional, and health.

Goldberg was born in Rochester where her mother volunteered as a Yiddish interpreter at Mayo Clinics. “How many eight-year-olds go to a state hospital?” Goldberg said. “She instilled in me the values of kindness, respect, and making a difference in the world.”
JOIN US IN ITALY  October 19–29

Exploring the Science of Food, Wine, and the Renaissance in Italy is the topic of a small-group tour coming up this fall. What could be better than exploring enchanting vineyards, enjoying delicious cuisine, and strolling through historic towns in Italy? Spend time with a family member or friend, or travel as a treat to yourself on an 11-day trip to Italy. University of Minnesota program leaders and local experts will lead this small-group tour and provide insight into topics such as organic winemaking, agricultural practices, art, and architecture. The itinerary includes Cinque Terre, Piedmont, and Venice as well as the Veneto region. The tour is designed for alumni of CEHD and the College of Food, Agricultural, and Natural Resource Sciences, but everyone is welcome! Learn more at agla.cfans.umn.edu

CEHD in Thailand

Professor and associate dean for faculty development Ken Bartlett, second from left, met with proud alumni on a recent visit to Thailand. CEHD’s Department of Organizational Leadership, Policy, and Development has a long and deep connection with the National Institute of Development Administration (NIDA), where three of the human resources development graduate faculty pictured here are CEHD alumni—Busaya Virakul, PhD ’92 (fourth from right), Chiraprapha Akaraborworn, PhD ’00 (second from right), and Oranuch Pruetipibultham, PhD ’10 (right). Bartlett and OLPD colleague Alexandre Ardichvili collaborate on research and workshops with NIDA faculty and doctoral students.

Future alumni!

College Jersey Day was coming up in the New York City elementary school where Liza Gould, ’16, teaches 25 kindergartners. But 95 percent of the school's students qualify for free or reduced lunch and Gould knew her students would have a hard time affording jerseys. So she reached out to her alma mater, and a box of our best CEHD shirts arrived in time for the celebration. Alumni relations director Serena Wright plans to visit Gould and her students while attending the American Educational Research Association conference in April.

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 cehd.umn.edu/alumni/notes and send us your news—with photos if you have them. Read about people you know from CEHD.

CEHD Alumni and Friends on Facebook
CEHD Alumni & Student Networking Group on LinkedIn
@UMN_CEHD_Alumni on Twitter
A little bit taller

Teacher Jennifer Eik makes room to grow for students with Spanish-speaking backgrounds

JENNIFER EIK, ’13, REMEMBERS HER FIRST YEAR of teaching as one of the most stressful in her life. Returning from Peace Corps service, she began working as an elementary Spanish teacher, hired without a license by a school facing a shortage. But by the end of the year, she realized she’d found her passion.

“I loved it,” she says. “It sparked my interest to go back and get my master’s.”

Growing up in St. Francis, a small town north of the Twin Cities, Eik had a Spanish teacher who connected her with the Concordia Language Villages immersion program. After graduating from the University of Wisconsin–La Crosse, Eik joined the Peace Corps and spent two years in youth development in Ecuador.

After that first, stressful year of teaching, Eik enrolled in the master’s program in second-language education at the U. She came to understand that her success in the classroom is highly linked to the strong relationships she forms with her students.

She remembers a course that prompted her to study her racial identity. She explored the biases that she would carry into the classroom and the ways in which those biases would impact her instruction. It was the first time an educator had pushed her to do that type of thinking, and it made a lasting impact on the way she interacts with students.

“Having done that work, I feel more prepared to have those conversations with my kids,” she says.

During a panel with her master’s cohort, Eik met Roosevelt High School principal Michael Bradley, ’98. He asked if she’d be interested in piloting a Spanish as a heritage language program, and she agreed without hesitation. She teamed up with then-PhD candidate Jenna Cushing-Leubner, ’17, and the two designed it together.

All students in the program come from Spanish-speaking backgrounds, but some are not active speakers or writers of the language—at least not at first. But because the curriculum affirms the students’ identities, the class provides space to grow academically, socially, and personally as the year progresses. A key part of that growth is emphasizing material that reflects students’ linguistic, cultural, racial, and political backgrounds, says Eik.

“That makes them sit up a little bit taller,” she says. “I see them carry themselves a little bit differently.”

She urges educators to learn about the ways school structures disadvantage students from marginalized groups, and notice how those structures hurt students.

“Know about the system that you are becoming a part of,” Eik says. “Do focused research on the histories of the schooling structures that have been crafted to have a disproportionately negative impact on students of color. Restrictive language policies, tracking, boarding schools, and suspension and expulsion practices are just some examples. Think about the ways in which their legacies impact your students. Consider which parts of these structures you’ll perpetuate, which you’ll resist, and how.”

Eik is now program coordinator for Roosevelt’s Spanish as a Heritage Language classes and, in 2017, was named one of CEHD’s Rising Alumni for her pioneering work.

—Ellen Fee

Link to learn more at connect.cehd.umn.edu/a-little-bit-taller.
This spring is my first as chief development officer for CEHD. I still feel nostalgic when I remember wearing my cap and gown on the spring day that Dean William Gardner handed me my diploma and offered a congratulatory handshake. It was a moment of pride and humility as I became a new alumna of the college.

All these years later, I’m fortunate to find myself in a leadership position in the college where I can build on greatness, drive change, and sustain the momentum built by Lynn Slifer, the college leadership team, my alumni relations and development colleagues, and all of you. There’s no place I’d rather be than right here, right now. Together we will achieve the extraordinary.

These are times when, together, we can accomplish great things for children, families, and schools in Minnesota, our country, and the world. Having surpassed our original campaign goal of $62 million, we are now moving toward $80 million raised, with a Phase II campaign goal of $100 million.

The greatest opportunity before us is to build a new and transformational facility for the world-renowned faculty and students housed in the Institute of Child Development (ICD). They and those they serve will greatly benefit from a state-of-the-art building for their field-shaping work on autism, executive function, language development, children’s mental health, resilience, and more. Imagine an increased ability for the ICD faculty to get new knowledge into the hands of practitioners.

Imagine all of CEHD as the place where the brightest minds come together in world-class research spaces to solve some of society’s biggest challenges. We’ve created the vision. Now, we need you to help turn the vision into reality.

I look forward to my new role and to sharing our vision and opportunities with you. Thank you for your support as the College of Education and Human Development continues improving lives.

Susan Holter
Chief development officer
You helped us make history with a record-breaking Give to the Max Day in November! Thanks to your involvement, CEHD had greater donor participation and funds raised than ever before:

- **Gifts to CEHD**: 91 donors, a total of $19,103
- **Gifts to our Alumni Society Advanced Study Scholarship**: 63 donors, a total of $6,020
- **100 percent of our Alumni Society Board participating!**

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**A champion for the U**

University of Minnesota alumni swell with pride when they hear “The Rouser” or see a crowd decked out in their finest maroon and gold. The urge to cheer for the U of M—for team victories, a bright new graduate, or a significant research discovery—never goes away. Andrea Hricko Hjelm, BS ’65, has been cheering since she was a student and isn’t stopping anytime soon.

Andrea was first in her family to graduate college. Her mother emigrated from Ukraine at age 13 and made sure her children understood that attending college was not optional. At the U, Andrea took every opportunity she could to get involved. That included joining the cheerleading squad and serving as 1962 Homecoming queen.

Today, Andrea is president and owner of Moore Creative Talent, Inc., one of the most established modeling and talent agencies in the Midwest. With her entrepreneurial spirit, she gives back enthusiastically to causes she is passionate about. That has included serving on and leading as president of the University’s Alumni Association National Board of Directors, serving on the Intercollegiate Athletics Advisory Board, organizing the Masonic Children’s Hospital Fashion Fest, and cofounding the CEHD Women’s Philanthropic Leadership Circle.

Andrea’s participation in the CEHD Improving Lives campaign cabinet introduced her to another cause to champion: a new facility for the Institute of Child Development (ICD). On a tour of the current facility, she was struck by how outdated and inadequate it is, especially for a top-ranked program.

“When you walk into the ICD building, you walk into the past, but their work is being done for the future,” she says. “Very gifted researchers are doing remarkable work on behalf of children, and they are held back by an obsolete space.”

She was especially inspired by faculty-led discoveries in early detection of autism indicators and studies working across traditional disciplines, such as integrating neuroscience and social psychology. She realized that, if the institute had a modern facility, CEHD faculty could uncover the next horizon in the early childhood field.

Andrea and her husband Ken were moved to make a gift to the ICD capital project, and her generosity will help transform the building and sustain research that has a positive impact on children. She hopes others will join her in supporting a part of her alma mater that is meaningful for them.

“The University provided me with so many resources that led me in a positive direction,” says Andrea. “Though it is a public university, it receives minimal funding from the state of Minnesota, while doing so much to enhance our state’s human resources. I wish every proud graduate would retain a connection and give back with their time and treasure.”

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You helped us make history with a record-breaking Give to the Max Day in November! Thanks to your involvement, CEHD had greater donor participation and funds raised than ever before:
Supporting the first-generation force

Louise DiGirolamo Hansen emigrated from Italy to the United States as a teenager. On the east side of St. Paul, she started her new life as a ninth-grader who didn’t know English. Louise finished high school without the opportunity to pursue higher education. But she had a different plan for her children.

“She communicated that education was very important,” says son James W. Hansen, BA ’77, BS ’78. “It was always clear to my brother and me that we would not only attend college but also earn a professional degree.”

Jim and John (BSB ’79) listened to their mother and enrolled at the U, with Jim as the first in his family to attend college. He became a science teacher at Mahtomedi High School and went on to complete an MBA in finance at the University of St. Thomas.

Jim’s successful business career included serving as CEO of a technology business and chair of a large software business while staying connected to education as a member and chair of the Mahtomedi School Board and as an adjunct faculty member at St. Thomas. When his alma mater, Hill-Murray School, was looking for a new president in 2014 and called to ask his advice, he shared his thoughts with the search committee. To his surprise he soon got a call that he was a finalist.

Recognizing a challenge and an opportunity to give back, Jim accepted the position. Under his leadership, the school has doubled its fundraising, launched game design and coding clubs, and grown enrollment for four straight years.

Jim has made significant financial contributions to several local educational institutions, including the University of Minnesota. In December, thanks to a story about CEHD’s commitment to recruiting and supporting first-generation students, the U got an extra boost.

Jim read “The first-generation force” in the winter issue of Connect and, in memory of his mother, increased his giving. With an outright gift and an addition to his estate pledge, he established a scholarship for first-generation students interested in science education.

“Being a classroom teacher was the best job I ever had,” Jim says. “It offers the chance to stretch your mind and see things from different perspectives. I want more first-generation students to have the opportunity to become teachers and encourage others to pursue their career goals.”

His mother would be proud.
New gifts and commitments to the college

$100,000 to $250,000

PATRICK J. and SHIRLEY M. CAMPBELL made a gift to the Patrick and Shirley Campbell Innovations Fund.

THE EMERALD FOUNDATION, INC. gave to the Child Resiliency Research Fund to support research on the maltreatment of children and their resiliency and related issues.

THE IRVING HARRIS FOUNDATION contributed to the Irving B. Harris Institute for Infancy Training housed in the Institute for Child Development.

JAMES W. HANSEN made a gift to support first-generation student scholars.

ANDREA HRICKO HJELM and KENNETH HJELM made a gift to support the new transformational facility for the Institute of Child Development.

$25,000 to $99,999

MARY JO ERICKSON made a pledge to the Erickson Family Education Fund to provide support for CEHD undergraduate students.

GLEN F. and CAROL S. FUERSTNEAU made a gift to establish the Glen and Carol Fuerstneau Fellowship for post-baccalaureate students preparing to become K–12 teachers.

THE MARVIN E. AND MIRIAM R. GOLDBERG FOUNDATION gave to the Dr. Max W. and Frances Halpern Goldberg Scholarship Fund for Education.

THE JOHN W. MOOTY FOUNDATION TRUSTEES made a gift to support CEHD’s Prepare2Nspire math tutoring program. Their gift includes an additional commitment to match other gifts to this program.

VALDEMAR J. OLSON made a pledge to the Marilyn Nordstrom Olson and Valdemar Olson Scholarship to provide funding for licensure students.

ROBERT D. POTTS made gifts to the Judy King Potts Endowment for Teaching Leadership in Literacy and to the Judy King Potts Endowed Fellowship Fund for Literacy Education in honor of his late wife.

LIZA MEYERS SIEGEL gave to the Judith Philipp Meyers Art Education Scholarship to support students committed to the teacher education program for arts education.

THE JUNE STERN FAMILY FOUNDATION made a gift to the June and Philip and Leo and Christine Stern Family Professorship in Reading Success.

STILL TO COME

Preparing school leaders of tomorrow

Operating anti-submarine tracking and countermeasure devices in the Naval Air Force from 1964 to ’66, Mitch Trockman, BS ’62, thought that when he returned to his career as an educator, he might want to become a principal.

In 1967, at the age of 27, Trockman became an assistant principal at Willard Elementary School in Minneapolis. He soon returned to the U to earn two graduate degrees in education. He credits his mentors, Neal Nickerson and John Manning, legendary figures in public school education and administration, with broadening his administrative scope and imparting to him a fascination for its particular challenges.

For three decades Mitch held a variety of leadership posts, from principal to associate superintendent, in the Minneapolis Public Schools. But it was only after his retirement in 1993 that he was able to exercise the full range of his deep knowledge and experience with such a large school system. Among other posts, Mitch served as interim executive director of facilities; interim executive director of human resources, payroll, and benefits; and interim superintendent three times.

During the early years of his career, Mitch and his wife Rachel, a pediatrician specializing in behavioral-developmental pediatrics, raised three sons, all of whom attended public schools and went on to thriving careers.

As first-generation Americans, the Trockmans believe in the power of education and community commitment. As University of Minnesota alumni, their commitment—and their expectation—runs deep.

“CEHD must be a leader in public education within the state,” according to the Trockmans, “and principal training, evaluation, and development are fundamental to the quality of public school education and to student achievement.”

In establishing the Mitchell D. Trockman Fund for School Leadership Development, Mitch and Rachel are putting their money where their values are. This fund, realized through a current endowment as well as a future bequest, reflects this family’s commitment to preparing the school leaders of tomorrow.
HOW DO FIRST-GENERATION, low-income students use “hustle” as a strategy to navigate their way through college and succeed, despite so many barriers?

Millicent Adjei from Ghana was one of them. Eventually, as associate director of diversity and international programs at Ashesi University College, she reflected on her own energetic and urgent push, or hustle, through college and how it impacted her scholarly work. Now a doctoral candidate in comparative and international development education in Minnesota, Adjei is focusing her dissertation research on the “hustle” of low-income students in an African university.

A new CEHD Global Graduate Grant, or G3 for short, allowed Adjei to travel to Ghana last summer for a pilot phase of her research. There she conducted five extended interviews with new college graduates at her research site, which helped her fine-tune her questions and make significant changes in the data collection process.

“It was incredibly informative for me as a researcher in ways I did not anticipate due to the very personal and emotional stories and experience of struggle and sheer tenacity and determination of the students and what their success meant to them,” says Adjei. She is now well on her way to completing her dissertation.

Global Graduate Grants provide valuable global experience related to internationally focused research, teaching, or engagement. They are a new way to meet an urgent need for outstanding graduate students like Adjei.

The G3 program was made possible by retired CEHD career adviser Frank R. Braun, PhD ’60, who endowed a new grant to become a permanent resource in the college. An anonymous donor contributed funds for immediate spending in order to get the fund off the ground. Though modest, the fund has already produced significant results and created great interest and a sense of possibility for graduate students who want and need to conduct research abroad.

“I am very grateful for the significant ways this funding has situated me to do thorough work with my dissertation.”

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

**CEHD Commencement**
Thursday, May 10
3M Arena at Mariucci
Graduate and professional students
12:30 p.m. procession, 1 p.m. ceremony
Commencement address by Professor William Doherty

Undergraduate students
5 p.m. procession, 5:30 p.m. ceremony
Commencement address by Professor Michael Goh
Info: www.cehd.umn.edu/commencement

**WPLC Annual Awards Celebration**
Tuesday, June 12, 9–11 a.m.
Town and Country Club
Join us for the 2018 Women’s Philanthropic Leadership Circle annual awards celebration. Hear inspiring stories and celebrate the achievements of this year’s award recipients.
RSVP to: wplc@umn.edu

**SAVE THE DATE**
September 21
Alumni and Graduate Student Networking Reception and Panel

September 29
U of M Alumni Association Day of Service

October 5
Homecoming Tailgate Gathering and Parade

October 6
Homecoming Football Game—Gophers v. U of Iowa Hawkeyes

October 20
Saturday Scholars