

UNIVERSITY OF MINNESOTA

# CE+HD connect

THE MAGAZINE OF THE COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT | FALL 2018



# WELCOME HOME,

## Coach Whalen '06

SOCIAL-EMOTIONAL LEARNING + LEGACY OF LAB SCHOOLS + LEARNING HOW TO TALK ABOUT DEATH

# CE+HD connect

VOL. 12, NO. 3 | FALL 2018

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CEHD alumna Lindsay Whalen, who rose to fame as a Gopher and plays for the Minnesota Lynx, on the day she was hired to return to the U as head coach for women's basketball. Read the story on page 20.

Photo by Eric Miller

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+ HUMAN DEVELOPMENT**

**UNIVERSITY OF MINNESOTA**  
**Driven to Discover<sup>SM</sup>**

Anthony Ray Hinton with  
Dean Quam, right, and with  
alum and emeritus Seattle  
Mariner Dan Wilson, below



**from the dean:** We are thrilled that two of our amazing alumni—Lindsay Whalen and Kelly Roysland Curry—are new coaches for the U of M women's basketball team. They were great athletes when they played here as Gophers, and we are proud of their new opportunity to lead our female student athletes. Both Lindsay and Kelly earned their degrees from the School of Kinesiology in CEHD.

Another sports story with a connection to our college unfolded this spring. You may remember that all of our freshmen read a common book. Two years ago, the book *Just Mercy* was read by many of you, and our speaker that year was Anthony Ray Hinton. Author Bryan Stevenson joined us a year later.

Ray was a great choice in 2016. He had served over 30 years on death row in a prison in Alabama for a crime he did not commit. Ray spoke to us about never giving up hope. In the audience that night were alumni Dan and Annie Wilson, who had come to visit their son, Eli, and hear Ray's talk. Dan is a retired All-Star catcher for the Seattle Mariners, and Eli is a CEHD student who plays on the outstanding Gopher men's baseball team.

Toward the end of Ray's talk, a student asked if Ray had regrets about what might have happened if he had not gone to prison. Ray thought for a while, and then he said that he had been a good baseball player in high school, had tried out for the Seattle Mariners, and never found out if he had made the team before he was arrested.

Dan and Ray had an emotional introduction after the talk and have stayed in touch. About a month ago, Dan and Annie invited me to come to Seattle to watch as Ray threw out the first ceremonial pitch at a Seattle Mariners game. They presented Ray with a jersey with his name, and he threw a strong pitch. It was not the same as making the team, but it was a moment to cherish.

Ray has now written a book, *The Sun Does Shine*, that I highly recommend.

Thank you for supporting the work of our college, and please stay in touch with us.

*Jean K. Quam*



Clockwise from bottom right: graduate Joann Knuth with adviser Kyla Wahlstrom, undergraduate class speaker Cheniqua Johnson, professor Michael Goh, and graduate and professional students cheering. Facing page left to right: professor Bill Doherty, and graduate and professional students lining up.

# Congratulations, graduates!

Nearly 650 undergraduates and 564 graduate and professional students crossed the stage at the 3M Arena at Mariucci for CEHD commencement ceremonies on May 10. The processions were led by energetic drummers and flags. Local star vocalists sang "Brave" and inspired many in the audience to sing along.

Among the graduates this year was **Joann Knuth**, who came back for her doctorate after a full career that included serving as a

high school principal in St. Paul when women principals were rare.

"She is truly amazing," said proud adviser **Kyla Wahlstrom** from the Department of Organizational Leadership, Policy, and Development (OLPD). "Joann is an exemplar for all women who strive to be a leader when the odds are against you."

Professor **Michael Goh** from OLPD, interim vice president for University's Office of Equity and Diversity, delivered the

undergraduate commencement address about learning from intercultural encounters and curiosity. Student speaker **Cheniqua Johnson**, family social science, appealed to her classmates to remember to take care of themselves, too, as they embark on their work to come.

Family social science professor **Bill Doherty** delivered a call to graduate and professional students to follow our “better angels,” a phrase from Abraham Lincoln’s first inaugural address. Some historians believe our current political polarization is worse than any time since before the Civil War, he said, yet he is filled with hope based on his work with a grassroots citizens’ initiative

bringing “red” and “blue” Americans together in a working alliance to depolarize America.

“As a family therapist, I’m trained to understand people who are locked in conflict, but the challenge in the public arena is that I’m part of the conflict,” he said. “I do have a dog in this fight and I’m scared for the future of democracy. But I believe in my heart that most Americans really don’t want a civic divorce and, when offered the right container for our conversation and relationship building, will choose to access the better angels of our nature.”

Read the full address and link to videos of the CEHD ceremonies at [www.cehd.umn.edu/commencement](https://www.cehd.umn.edu/commencement).



## Three-generation celebration

When **Devyn Smith**, '18, walked across the stage at 3M Arena at Mariucci and received her diploma, two important U alumnae were cheering her on. In the crowd were her mother, Stacye Ballard, and grandmother, Gail Robinson, both University of Minnesota graduates.

Smith’s degree in human resources development from CEHD makes her the third generation of alumnae in the family. To say her family was excited to see her graduate is an understatement.

“I’m still living in that moment,” says Ballard. “I was very proud of her.”

Robinson earned her degree in business with an emphasis in management information systems from the Carlson School of Management in 1991, the same year Ballard graduated from high school. Ballard went on to complete a degree in psychology with a minor in African American studies from the College of Liberal Arts in 1997.

Smith was just one year old when she watched her mother graduate, but the significance wasn’t lost on her.

“Knowing that my mother and grandmother graduated from college made me very aware that I could also be a college graduate,” according to Smith.

Read more at [connect.cehd.umn.edu/three-generation-celebration](https://connect.cehd.umn.edu/three-generation-celebration).

# Sales champs

The Center for Sales Leadership and Education (CSLE) hosted its first collegiate sales competition in April. This year's competition brought together 48 students from 8 different universities with 140 corporate volunteers.

Sales competitions offer students in CEHD's business and marketing education program and other majors across the U the chance to practice real-world sales skills, receive feedback, and make connections with local businesses.

The competitions use roleplay to test participants' skills. Students take on sales roles, and volunteers from corporate partners present a business scenario to assess and make

a sales pitch. Using webcams, volunteer judges watch and score the interactions based on each student's performance.

The Twin Cities Collegiate Sales Team Championship was the first of its kind to use a team model instead of individual competition. CSLE director **Roy Gaddey** says the new format involved more students and fostered valuable teamwork.

"It created a different atmosphere," Gaddey says. "Instead of worrying about themselves, students collaborated a lot more."

Gaddey was so busy running the competition he didn't have much time to see how the U of M team was doing. But at the end, his students came out on top.

CSLE plans to host another, larger sales championship next year, drawing competitors from more schools around the country and boosting its recognition.

"Being able to host our own competition makes our program that much stronger," he says. "Winning was just a bonus."

Read more about CSLE on page 36 and at [csle.umn.edu](http://csle.umn.edu).



The U of M team took first place at the 2018 sales competition hosted by the Center for Sales Leadership and Education.

CEHD's 2018 3MT winner Jackie Liu



## Exploring CEHD research

This year's winner of the Three Minute Thesis (3MT) Award was doctoral student **Jackie Liu**. Her talk, "Who do you think you are?" described her research about increasing women's confidence in the workplace. Liu studies human resources development in the Department of Organizational Leadership, Policy, and Development. She will represent CEHD in the U-wide 3MT competition this fall.

The competition was held as part of CEHD Research Day at McNamara Alumni Center, where more than 200 U and community members learned about the wide-ranging research of faculty, staff, and students. Posters described work on topics from children's mental health to strong families, and attendees voted for their favorite and most effective presenters. Alumni heard presentations about discoveries by leading faculty. Read more at [www.cehd.umn.edu/research/research-day/](http://www.cehd.umn.edu/research/research-day/).



## Authors at school

**HUNDREDS OF AREA K–12** students have experienced books in a new way and met award-winning authors through Read & Meet, a program that began in 2015.

Students at partner schools Murray Middle School and Hmong College Preparatory Academy in St. Paul have read the books of Jon Scieszka and Thanhha Lai, respectively—and then hosted the authors.

The Read & Meet Initiative was launched with the goal of empowering K–12 students to embrace reading and discuss literature as a way of learning about real-life issues. In the four- to eight-week program, the students create projects based on a specific author's work. Read & Meet pairs participating faculty and graduate students in the Department of Curriculum and Instruction with teachers at partner schools to design curricular units tailored to the students' learning needs. It culminates in an in-person meeting with the author.

The need for students to engage with literature is more urgent than ever, says professor **Marek Oziewicz**, an internationally recognized scholar of children's literature who initiated the program.

"Literature can provide a personal, transformative experience for the reader," he says. His current research explores how storytelling and literature can help young people process trauma. He emphasizes that storytelling can be a way to deal with painful events, imagine solutions to complex problems, reflect the human experience, and establish identity.

"Watching our learners connect with literacy through this amazing opportunity was beyond compare in my experience as a school administrator," said Murray Middle School principal Stacy Theien-Collins. She called it an experience of a lifetime for the students.

"This is one of the best experiences I will keep," declared a student who participated in the 2017 Read & Meet. "I didn't really like reading before. Now, I'm fully obsessed!"

The 2018 Read & Meet partnership will be based on the work of Nnedi Okorafor, the guest for U of M Book Week on October 25. *See page 24.*

See also [connect.cehd.umn.edu/read-and-meet](http://connect.cehd.umn.edu/read-and-meet).

Top left, students got to talk with Jon Scieszka, award-winning author of *The Stinky Cheese Man and Other Fairly Stupid Tales*, and right (in pink), Thanhha Lai, author of Newbery winning-book *Inside Out & Back Again* and *Listen, Slowly*, through Read & Meet.

# A path for support

## Autism prevalence study draws from 11 sites nationally

**A NATIONAL STUDY** published in April estimates that 1 in 59 children has autism spectrum disorder (ASD). The findings were based on data collected from health and school records of 8-year-olds living in 11 communities across the United States in 2014.

The Minnesota site in the study drew data from 9,767 children in Hennepin and Ramsey counties and found a rate of 1 in 42 children (2.4 percent), higher than the national average.

Minnesota's higher rate may be a reflection of more available services for diagnosis and support, says **Amy Hewitt**, director of the Institute on Community Integration in CEHD and principal investigator for the Minnesota study.

Consistent with national data, the Minnesota study found that boys were four times more likely than girls to be diagnosed with ASD. In addition, about half of the study's children were diagnosed around four years and nine months of age, though ASD can be diagnosed as early as age two.

The study was funded by the Centers for Disease Control and Prevention's Autism and Developmental Disability Monitoring (ADDM) Network. This is the first time Minnesota has been involved in the ADDM Network.

The Minnesota study is unique in relation to other ADDM Network studies because, in addition to examining data from white, black, and Hispanic populations, it also collected information on two immigrant groups with large populations in Minnesota, Somali and Hmong. While the prevalence was slightly higher in Somali children and slightly lower in Hmong children than Minnesota's average, the sample sizes were too



small to verify whether the differences were real or occurred due to random chance, according to Hewitt.

"By being able to expand our study area beyond the borders of Hennepin and Ramsey counties in future studies, we will be able to gain a better perspective on autism rates among all Minnesotans, including those of Somali and Hmong descent," Hewitt said.

"Understanding the prevalence of autism in Minnesota communities is a critical first step as we make plans to ensure access to services from childhood through adulthood," says Hewitt. "We hope that as a result of the MN-ADDM project, the differences uncovered in this study will help us better understand health disparities in our state and to expand Minnesota's autism support services and workforce network."

Read more at [www.cdc.gov/ncbddd/autism/addm.html](http://www.cdc.gov/ncbddd/autism/addm.html).

## WHAT IS A PREVALENCE STUDY?

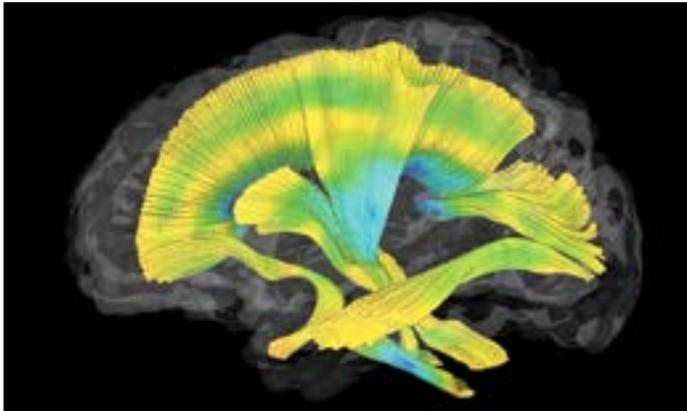
A prevalence study identifies the number of individuals with a disease or condition among a defined group of people at a specific time. It doesn't answer why, but it does reveal how many people

need support and services and lays a foundation for future studies.

A prevalence study by CEHD's Institute on Community Integration in 2013, funded by the CDC, the National Institutes of Health,

and Autism Speaks, examined autism rates specifically in Minneapolis.

Understanding the prevalence of autism spectrum disorder is key to promoting awareness, forming plans for support, and identifying clues to further research.



An image from the fragile X study

# Fragile X and the brain

## Imaging study holds potential for earlier intervention

**FRAGILE X SYNDROME**, a genetic neurodevelopmental disorder, is the most common inherited cause of intellectual disability in boys and men. The disorder is caused by a gene mutation that stops production of a protein important to brain development.

Doctors usually diagnose fragile X syndrome at age three or later based on anxious, aggressive behavior combined with social, intellectual, and motor impairments. About 10 percent of people with fragile X experience seizures, and one-third fall on the autism spectrum. Other symptoms include intellectual disabilities, problems with social interaction, delayed speech, hyperactivity, and repetitive behaviors.

But a recent study that revealed differences in infant brains related to fragile X syndrome could lead to earlier intervention and better treatment options. The study was co-led by educational psychology professor **Jason Wolff** and colleague Meghan Swanson at the University of North Carolina-Chapel Hill with team members at three additional universities.

The study examined the link between fragile X and the development of white matter in the brain. Using magnetic resonance imaging (MRI) in a group of 100 infants, researchers focused on white-fiber tracts, which function like bundles of cables that connect the brain's various parts. White fiber allows neurons to communicate with each other, making it essential for proper childhood neurodevelopment.

The results showed that babies who went on to develop fragile X had less-developed white matter compared to babies who didn't develop the syndrome. Analysis of MRIs indicated that 12 of the 19 fiber tracts examined showed significant differences in babies with fragile X syndrome.

According to Wolff, the results substantiate what other researchers have shown in animal studies: the essential role of fragile X gene expression on the early development of white matter.

"Our work highlights that white-matter circuitry is a potentially promising and measurable target for early intervention," says Wolff.

Researchers hope their work enables doctors to diagnose babies with fragile X at a younger age. The study could also improve development of drug treatments, which so far have not demonstrated change in treatment targets for individuals with fragile X syndrome.

### REFERENCE

*Journal of the American Medical Association Psychiatry*, 2018; 75 (5):505-513.



# Ramp-Up to Readiness retools

Expanding a powerful agent for postsecondary access and success



**RAMP-UP TO READINESS** is a schoolwide program that aims to help all students graduate from high school ready for postsecondary success. Through weekly lessons and activities during schools' advisory periods, Ramp-Up to Readiness seeks to improve college and career readiness for all students.

A study by the REL—the U.S. Department of Education's Institute of Education Sciences Regional Education Library—showed that, even in the first year of Ramp-Up's use in a school, students perceived increased support for exploring career and postsecondary options and finances. School staff reported that Ramp-Up's strengths include a well-designed curriculum.

The evidence-based curriculum covers different areas of postsecondary success—academic, admissions, career,

financial, and social-emotional skills. It also encourages teachers, students, and parents to work together on a plan for graduation and beyond.

"We're trying to bust up the mentality of who 'should' and 'should not' go to college," says director **Jennifer Kunze**.

## Trying to keep up with demand

Housed in CEHD's College Readiness Consortium, Ramp-Up to Readiness implemented its first fully developed programming in 2012, and it's been growing ever since. Schools in nine states use Ramp-Up's curriculum to prepare students for life after graduation.

As the program grew, Kunze and College Readiness Consortium director **Julie Sweitzer** noticed that the Ramp-Up

to Readiness website wasn't keeping up.

School staff members were using the Ramp-Up website to access and purchase curriculum. But the site wasn't always user friendly, and the payment system was inefficient. Plus, they believed a better website could help Ramp-Up market the program and further its reach.

"We have a really powerful program that many more kids in schools across the United States should be using," Kunze says. "But we haven't been able to get our name out there with the small team that we have."

That's where Educational Technology Innovations (ETI), a start-up team based in CEHD, got involved.

## Retooling for customer service and national reach

ETI had the expertise to fill gaps in user experience, design, and marketing—areas that Ramp-Up couldn't cover on its own.

"When we walked in, we didn't know that they could offer as much as they did," says Kunze. "And it's excellent for us because we're a super small team."

Ramp-Up's online curriculum is updated frequently to reflect changing admissions standards and career statistics. The new, more efficient website with an updated payment system makes it much simpler for schools to stay up to date with lessons.

"I've been frustrated that it's harder for schools to grab our curriculum," Kunze says about the old website. "Now schools can get our information really quickly and easily."

For Kunze and Sweitzer, it was important to pair website improvements with a strong marketing strategy. Previously, Ramp-Up had expanded mostly through word of mouth or educators with CEHD connections.

"We felt we had reached a good proportion of Minnesota school leaders and counselors, but ETI provided the opportunity to engage a national audience," says Sweitzer.

Ramp-Up to Readiness was already doing a lot of things right, says ETI director **Ryan Warren**. His goal was to build on



The Ramp-Up curriculum encourages teachers, students, and parents to work together on a plan for graduation and beyond.

its current strengths and enable Ramp-Up for future growth.

The new website will also be mobile friendly and will feature Ramp-Up's five areas of focus more prominently than in the past. Improvements in search engine optimization and social media outreach will help more educators discover the program.

"We haven't abandoned the core of what makes Ramp-Up successful," Warren says. "But we needed to modernize what they had done to reach more audiences."

One of ETI's core strengths is its experience crafting technology that enhances educational experience and benefits communities. For Sweitzer, that care and expertise was essential.

"We appreciated working with a unit that works hard to understand schools and their needs," she says.

## Sustaining an agent for access

Ultimately, Kunze hopes the collaboration with ETI will lead to better outcomes for schools and students who use Ramp-Up to Readiness. When the material is more accessible and easy to use, teachers can lead lessons more efficiently and meaningfully.

And as Ramp-Up expands its reach, any extra income generated will go right back to sustaining and improving programming from year to year.

"This has the potential to bring a whole new population of students into colleges, especially kids who historically have not been on college campuses," Kunze says. "This could change the trajectory for a lot of families."

—Ellen Fee

Learn more about Ramp-Up to Readiness at [rampuptoreadiness.org](http://rampuptoreadiness.org) and about ETI at [eti.umn.edu](http://eti.umn.edu).

A man with a dark beard and mustache, wearing a light purple button-down shirt, is leaning his right arm on a yellow book return bin. The bin has a sign that says "CELEBRATING Little" and "Take a Book Return a Book". The background is a blurred outdoor setting with green trees.

# Back to school with social-emotional learning

Recipe for student success takes  
schools from good to great

by Sarah Jergenson | *photographs by* Greg Helgeson

**One** in five youth ages 13 to 18 has, or will experience, a mental health condition, according to the National Institute for Mental Health. Studies show that mental health problems, such as anxiety and depression, are the number-one cause of illness among youth. Mental health problems also result in significant impairment in social and academic functioning and are associated with a greater likelihood of students harming themselves or others. Untreated mental health conditions are increasingly identified as factors in a range of issues, from school dropout rates to bullying and gun violence.

Yet mental health issues can be prevented and treated, and youth can gain resilience by receiving supports to develop what are now called *social-emotional skills*—relating to others, managing emotions, maintaining resilience, and solving problems.

“Social-emotional skills enable young people to meet the social and academic demands at school,” explains school psychology associate professor Clayton Cook. “They set up students for successful lives as workers, citizens, and parents.”

Cook sees schools as the epicenter of communities, with great potential to better support the children and families who gather there. Taking a whole-child approach integrates social-emotional supports with academics. This approach also connects mental and behavioral health providers to schools to deliver services in the places where children are most able to access them.

“If you build a community mental health clinic, most kids who need those services won’t get there,” says Cook. “Schools are a major hub and access point. But most schools don’t know how to organize themselves and tailor services for kids. This is where research helps—to know what works and how.”

Cook knows firsthand the challenges young people face in schools and life. He struggled with his own behavior during high school and later worked in schools as a paraprofessional for students with emotional and behavioral disorders. These experiences made him highly effective when he became a researcher identifying interventions that work and putting them into practice in real-life settings.

Today, Cook is an expert in school mental health. He’s the John W. and Nancy E. Peyton Faculty Fellow in Child and Adolescent Wellbeing in the Department of Educational Psychology. He’s also a core faculty member in CEHD’s Institute on Translational Research in Children’s Mental Health. Since he arrived in Minnesota in 2015, he has

forged a variety of partnerships across the campus and in communities to help children, families, and schools.

Cook is at the leading edge of research in implementation science in the schools—the study of methods that bring evidence-based practices, interventions, and policies into everyday settings to improve important outcomes for children.

He has been working with Lakeville Area Public Schools for the past year to do exactly this.

### **SCHOOL AS A RECIPE**

There’s a buzz of excitement about Crystal Lake Education Center in Lakeville not typical of a Wednesday evening. A community advisory committee of teachers, parents, high school students, faith leaders, citizens, and school



Clay Cook took part in a May meeting of Lakeville Area Public Schools community advisory committee for social-emotional learning.

administrators has gathered for its last meeting of the school year. Their goal: to improve social-emotional learning in Lakeville schools.

Cook is familiar to most in the room. During his presentation, he describes the metaphor of “school as a recipe” for optimizing student social-emotional and academic success. That recipe includes six “ingredients” supported by evidence:

- *an environment that’s safe, nurturing, structured and predictable, and reinforcing*
- *relationships that help all students and staff feel welcomed, valued, and a strong sense of belonging*
- *knowledge and skills that enable students to achieve academic and life success*
- *promotion of agency to help students develop a sense of purpose, hope, and future orientation*
- *a relentless approach to meaningful family and community engagement*
- *a needs-driven continuum of supports to tailor and align supports to individual students*

## IM4—an app to close the gap between research and students’ lives

More districts will be able to follow Clay Cook’s recipe for promoting social-emotional learning with a new web-based application called IM4.

The IM4 Education app uses Cook’s evidence-based problem-solving process to efficiently organize and deliver interventions to students based on the intensity of their mental and behavioral health needs. Similar to tax software that many people use, the system asks for specific, observed inputs and then determines the intervention that research indicates would have the greatest likelihood of success for an individual student. The app will be available to schools beginning with the 2018–19 academic year.

“Schools often struggle to support students with social, emotional, and behavioral problems,” Cook explains. “With IM4, the expertise is built in, so educators can better understand the supports students need and gather data that informs timely and accurate decisions. It’s about enhancing capacity within schools to facilitate effective intervention programming from beginning to end.”

IM4 stands for the four steps of the program: matching, mapping, monitoring, and meeting.

**MATCH** is the first step in the IM4 problem-solving process, which guides educators through a data-driven decision-making process to select the right intervention for the right student.

**MAP**, the second step, means developing a plan to ensure the core components of the matched intervention are delivered with fidelity. The map includes important dates—such as the intervention start date and meetings to review data—and information about the way data will be collected to inform decisions.

The third step **MONITORS** the student’s response to the intervention and delivery of the intervention with fidelity. According to Cook, both of these data sources are critical to making decisions within a problem-solving process. At this step, educators will be able to view a dashboard—with progress-monitoring graphs and rubrics—that tracks the student’s response to the intervention.

**MEETING** as a team is the final step in the problem-solving process. This happens roughly four to six weeks after the intervention start date. Educators review data and make decisions about whether to stop, change, or continue the intervention programming.

It’s a recipe that has worked in schools where Cook has consulted across the country, such as the Sumner School District in Washington State. Sumner has been using Cook’s methods for four years and today sustains a whole-child approach.

“With so many young people and families affected by mental health problems,” Cook tells the Lakeville committee, “even schools with a record of success in academics like this one have an opportunity to go from good to great by supporting social-emotional learning.”

## IMPLEMENTATION IS THE HARD PART

Lakeville Area Public Schools have a legacy of high academic achievement. But school staff have known for years that the Minnesota Comprehensive Assessments (MCAs)—though a necessary measure of success for students—were giving an incomplete picture.

“Back in 2009, we were having conversations around mental health, promotion, early intervention . . . but we really didn’t have dedicated research or support to do that work,”

## THE POWER TO INTEGRATE

“I think of technology as having the power to integrate research findings that are otherwise difficult for practitioners in everyday school settings to access,” says Cook. “I realized that technology is an answer to researchers’ efforts to get our research actually used to benefit young people.”

Cook was at the University of Washington when he started to think about the role technology might play in implementing proven interventions. When he moved to Minnesota, ETI was poised to turn this thinking into reality.

“I wanted to create something that is really a bridge between science and practice,” he remembers. “My motivation as a researcher is to build that bridge—how to close the gap between research and practice to promote students’ quality of life.”

Cook went to work with the ETI team, and they built the bridge.

For more information, including a demo of the app, go to [www.im4education.com](http://www.im4education.com). Learn more about ETI at [eti.umn.edu](http://eti.umn.edu).



Top, Lakeville’s Lisa Holien, left, and Emily McDonald, right, with Cook. Below, students participated in the community advisory committee meeting.



recalls Renae Ouillette, executive director of student services and special education and a trained school psychologist.

Ouillette and district student services coordinator Lisa Holien found that Lakeville teachers and student services staff were spending a lot of time providing one-to-one interventions for kids. They recognized that helping students build better social-emotional skills early on would help prevent the need for more intense interventions in the future.

Getting teachers and school staff excited about social-emotional learning wasn’t difficult. Implementation was the hard part.

“We would purchase curriculum for social-emotional learning in classrooms, and we found that our teachers weren’t using the practices,” she says.

In 2015, Ouillette attended a conference where she heard Cook speak. In his talk, he discussed promoting social-emotional learning in schools using implementation science.

“When I learned the components of implementation science, it made sense that people—teachers, school staff, etcetera—weren’t adopting social-emotional learning as we knew it could be,” says Ouillette. She shared what she learned at the conference with Holien, and the two were determined to find a way to work with Cook.

“As an initial step, we invited Clay to meet people throughout the district who were passionate about the whole-child approach and concerned that we weren’t addressing it as best we could,” Holien remembers.

“When we had the opportunity to hear Dr. Cook speak, it was a lightbulb moment for us to expand the narrative around what student success is,” says Emily McDonald, assistant superintendent and director of teaching and learning for the district.

After meeting with Cook, the student services team applied for a grant from PrairieCare Child & Family Fund, a charitable nonprofit organization that supports mental health innovations in education, services, and research. Lakeville Area Public Schools were awarded the grant and used part of it for Cook to train staff in social-emotional learning and help establish recognition of SEL as essential to the district’s academic mission.

### **NURTURING THE WHOLE CHILD**

When Michael Baumann joined Lakeville Area Public Schools as superintendent in 2017, he brought 20 years of experience as a professional officer in the United States Army before beginning his career in education. His transition plan for the district is called, “Educating every child today. Making strong leaders for tomorrow.” That philosophy fuels his passion for the whole-child approach.

“As superintendent, I think of my role in social-emotional learning as that of a gardener,” says Baumann. “If we want to grow a strong crop of kids in our district, we need to remove the weeds—or potential barriers to their growth—and nurture them with the right support.”

During the 2017–18 school year, teachers and student support staff from all 15 of Lakeville’s schools attended training sessions led by Cook. Afterward they were surveyed to measure their readiness for social-emotional learning programming. Results showed overwhelming support for social-emotional learning.

In addition to assessing readiness of school staff, Cook and the student services group held regular discussions—like the one at Crystal Lake Education Center—to build advocates for social-emotional learning in the school and surrounding community as well as to test potential implementation strategies.

Cindy Haux, a parent of two Lakeville high school students who have struggled in school, is a member of the community advisory committee for social-emotional learning. As someone who has also suffered from anxiety for many years, Haux is all too familiar with the challenges of growing up with mental illness.

“We are working to help each child and their family to be supported and encouraged in schools and in homes,” is how Haux describes the committee’s work.

During the 2018–19 school year, Lakeville Area Public Schools’ focus will shift from developing the training curriculum and assessing readiness to establishing teams at each of the school’s buildings to support social-emotional learning. Cook expects the process will take roughly three to five years to fully implement, establishing the district’s internal expertise.

### **SUPPORTING SCHOOLS FOR THE LONG TERM**

Cook aims to increase school districts’ capacities to use the science of implementation to continuously improve and



### **Social-emotional learning for Minnesota schools**

This year the Minnesota Department of Education released a set of social-emotional learning competencies and benchmarks for schools, developed by a team that included educational psychology professor Michael Rodriguez.

The department also released implementation and professional development guidance, developed by a team led by Cynthia Zwicky in the Department of Curriculum and Instruction, and assessment guidance, developed by a team led by Rodriguez.

Read more at [education.mn.gov/MDE/dse/safe/clim/social/](http://education.mn.gov/MDE/dse/safe/clim/social/).

### **Innovations in Implementation Science**

Bridging the Science-to-Practice Gap to Increase Children’s Access to Quality Mental Health Services | Oct. 4–5

Learn about innovative research in implementation science from top researchers in this multidisciplinary and internationally recognized field. Implementation science is designed to address the longstanding science-to-practice gap across social service sectors—health care, child welfare, juvenile justice, and education. It aims to help practitioners and researchers more effectively implement evidence-based practices into real-world practice. This is the third-annual symposium sponsored by CEHD’s Institute for Translational Research on Children’s Mental Health, useful for researchers, professionals, and practitioners alike.

Info: [z.umn.edu/2018symposium](http://z.umn.edu/2018symposium)

refine social-emotional programming over time, long after his role ends.

That’s what has happened in Sumner, Washington. Whole-child program administrator John Norlin says Cook’s implementation approach helped Sumner build a program that’s made to last.

“Clay’s philosophy of ‘move slow to move fast’ was great advice for us,” says Norlin. “He knows that you should never look at this as a one-year project that is going to make change, as there is no research to back that up.”

In Lakeville, Superintendent Baumann sees that approach as critical to the success of all future initiatives—not just social-emotional learning programming. Implementation science bears similarities to the craft of the military, he notes.

“You train everyone to the same standards of process, and this allows you [to] plug and play those standards to help you implement other initiatives,” says Baumann.

Parent Cindy Haux believes it’s worth the wait, even if her own children graduate before it’s fully in place.

“If, in the end, teachers and staff in our district have the confidence to approach kids and parents when support is needed,” she says, “we will have made a meaningful difference.” +

Read more and link to resources at [connect.cehd.umn.edu/back-to-school-with-SEL](http://connect.cehd.umn.edu/back-to-school-with-SEL).



Children enrolled in the laboratory preschool, undated.

# A laboratory for **science and learning**

**The legacy of laboratory schools is a foundation  
for the future** | by CASSANDRA FRANCISCO

**WHAT DOES IT MEAN TO BE A CHILD?** It's a simple question that today would garner innumerable answers, all backed by decades of research. But in the early 1900s, children remained for the most part a mystery, at least from the point of view of science. ¶ Scientists, who at the turn of the century started making major breakthroughs in fields like adult medicine and psychology, still had little data on how children learn and



A child participated in a research study at the lab school circa 1930s.

grow physically, mentally, and socially. Meanwhile, parents' appetite for evidence-based resources was growing as they grappled with the remnants of World War I and how to best prepare their children for an increasingly urban world.

Taking a cue from society's growing faith in science and parents' hunger for information, professional researchers who studied childhood exploded onto the scene. Their ranks ballooned from five in 1918 to more than 600 in 1930, prompting one child development expert to call the 1920s the "decade of the child."

With the child at center stage, the philanthropic and scientific communities came together to build a cast of institutions, including CEHD's Institute of Child Development (ICD) and its nursery school—now the Shirley G. Moore Laboratory School—with a mission to define childhood, share empirical knowledge with others, and improve child welfare across the nation.

## Laying roots in Minnesota

The Institute of Child Development, then

known as the Institute of Child Welfare, was organized at the University of Minnesota in 1925 with the support of the Laura Spelman Rockefeller Memorial, which by the 1920s had focused on child study and parent education as a pillar of its philanthropic strategy. The memorial supported similar institutions at other universities, including the University of Iowa and Columbia University in New York.

From the beginning, the laboratory nursery school was integrated into ICD's mission of research and training. As one of the first lab schools in the nation, its objectives were threefold: meet the needs of young children and their families, provide a research facility for studying young children, and serve

as a training site for undergraduate and graduate students in early childhood education and other fields.

In the early years, the lab school was located in the YMCA/Publications Building, later renamed the Music Education Building, in the Knoll area of campus. It enrolled an average of 36 children who were representative of the socio-economic levels of the general population. In 1928, the Institute opened a kindergarten.

In both the preschool and kindergarten, children received annual medical, dental, and psychological check-ups, which not only were valuable for families but also provided longitudinal data for researchers. Early curriculum focused on physical growth, hygiene, nutrition, and health habits like sleeping, eating, and toilet training.

## Advancing the field

In addition to providing care and schooling to the children in attendance, researchers also sought to define principles of child development that would lead to a better understanding of children in general.

To capture snapshots of childhood from different perspectives, the institute at its founding included experts from eight areas across the University, including anatomy, home economics, education, pediatrics, psychiatry, psychology, sociology, and public health nursing.

Under its first director, John E. Anderson, more than 100 research projects were developed in the

# Laboratory schools for K–12



Pattee Hall, circa 1908

Peik Hall, circa 1954

Institute of Child Welfare, circa 1955

**THE LABORATORY SCHOOL MOVEMENT** of the 1900s included not only preschools but also elementary and high schools. At one time the University had all three.

Established by the University's Board of Regents in 1908, University High School played a large role in research for the College of Education. The laboratory high school, occupying Peik Hall starting in 1952, enrolled approximately 465 students every year. Students regularly participated in research studies.

University Elementary School, founded in 1947 and located in Pattee Hall, aimed to support research and teacher education. The laboratory elementary school opened with a first-grade class and added a class each year until a six-grade elementary school was completed in 1952 with 175 children enrolled. The kindergarten initiated in the laboratory preschool was transferred to the elementary school in 1959. Teachers in the elementary school studied individual differences in students, general problems of growth and development, and new ways of adapting techniques to needs.

In 1963, an external study proposed that University High School merge with Minneapolis Public Schools' John Marshall High School in order to offer a broader educational curriculum and enroll children of different races, economic backgrounds, and educational abilities. The merger finalized in 1969, and the laboratory high school relocated by three blocks to Marshall High School on Fifth Avenue Southeast in Dinkytown.

In 1965, at the request of the dean and faculty of the College of Education, University Elementary School closed. The discontinuation of the elementary school was prompted by the hope to expand programs conducted in surrounding demonstration schools, such as Marcy, Motley, Pratt, and Tuttle.

Marshall–University High School closed in 1982 under budget constraints. Student apartments now occupy the site.

Today, many faculty members carry out classroom-based research in local schools and districts with children of all ages.

—Chloe Herzog

institute's first year alone, and nearly every researcher conducted studies at the lab school. Study topics included school attendance, illness at various ages, physical growth, behavior, and language and social development.

Fulfilling their goal of sharing new child development science with parents, researchers at the institute also produced several best-selling books. *Modern Baby Book* (1929), by Anderson and associate professor Florence Goodenough, offered parents the opportunity to track their child's development from birth to adolescence.

## Evolving with time

In the decades that followed, the lab school evolved its approach to better meet the changing needs of the children and families it served. In 1955, the preschool moved to its current

location, which at the time was called the Education Building. The building was renamed the Institute of Child Development and Welfare and, two years later, the Institute of Child Development.

In 1959, the kindergarten was transferred to the University's elementary school (see sidebar). Shirley G. Moore, who directed the lab school from 1960 to 1979, updated the preschool curriculum to offer children individualized, developmentally appropriate education based on guided discovery and play.

Now bearing Moore's name, the lab school today annually enrolls more than 100 children ages two to five. Enrollment is open to families throughout the Twin Cities and reflects a diverse community. The school also offers an inclusive environment for children with special learning needs in every classroom.

"It's important for everyone to think about foundations of education—early

education is where it starts," says Sheila Williams Ridge, who directs the lab school. "What happens during this time period is so particular and can be supported in so many ways."

The lab school is one of many throughout the United States that continues to be affiliated with an institution of higher education. Lab schools across the country use a variety of educational models, placing varying emphasis on research and training.

Today's curriculum at the Shirley G. Moore Lab School reflects current best practices in cognitive, social, emotional, and physical development. During the school day, children take part in child-directed and teacher-facilitated learning experiences. Every day offers children a range of learning opportunities,

Child participating in a research study at the lab school circa 1970s; Shirley G. Moore, director of the lab school from 1960-1979





A child plays in a class at the lab school led by teacher Marie Lister.

including large and small group activities that focus on math, science, art, literacy, sensing, block building, dramatic play, gym, and outdoor play.

## Combining strengths

Now, more than 90 years after it opened its doors, the lab school remains central to ICD's mission of research and training.

Outfitted with observation booths in each classroom, the lab school continues to be a valuable research site for ICD faculty and graduate students, who conduct studies and test methodologies there each year. For example, two recent studies led by ICD faculty members have focused on how young children learn multiple languages and on executive function, a cognitive process that affects skills like focus and attention to a task, self-regulation, and critical thinking.

The lab school also helps ICD's undergraduate child psychology

students make connections between what they learn in the classroom and how it applies to life.

"It's hard to overstate the value of a place like the lab school," says Henriette Warren, an undergraduate instructor at ICD who teaches courses including Introduction to Child Development and Social and Personality Development. "Students are able to unobtrusively observe children's behavior in a preschool setting that's set up for optimal child development. It not only brings to life what students are learning in classes, but it also connects them with ICD, which houses so many world-renowned researchers in child development."

Another major function of the lab school is training early childhood education teachers. More than 30 undergraduate and graduate teacher candidates work in the school each year.

"There's a disconnect between research and practice in the field," says Marie Lister, MEd '12, a lead teacher at the lab school. "The way the lab school is set up gives our student teachers

experience working with children with a variety of different needs, which better prepares them to manage their own classroom."

## Building the future

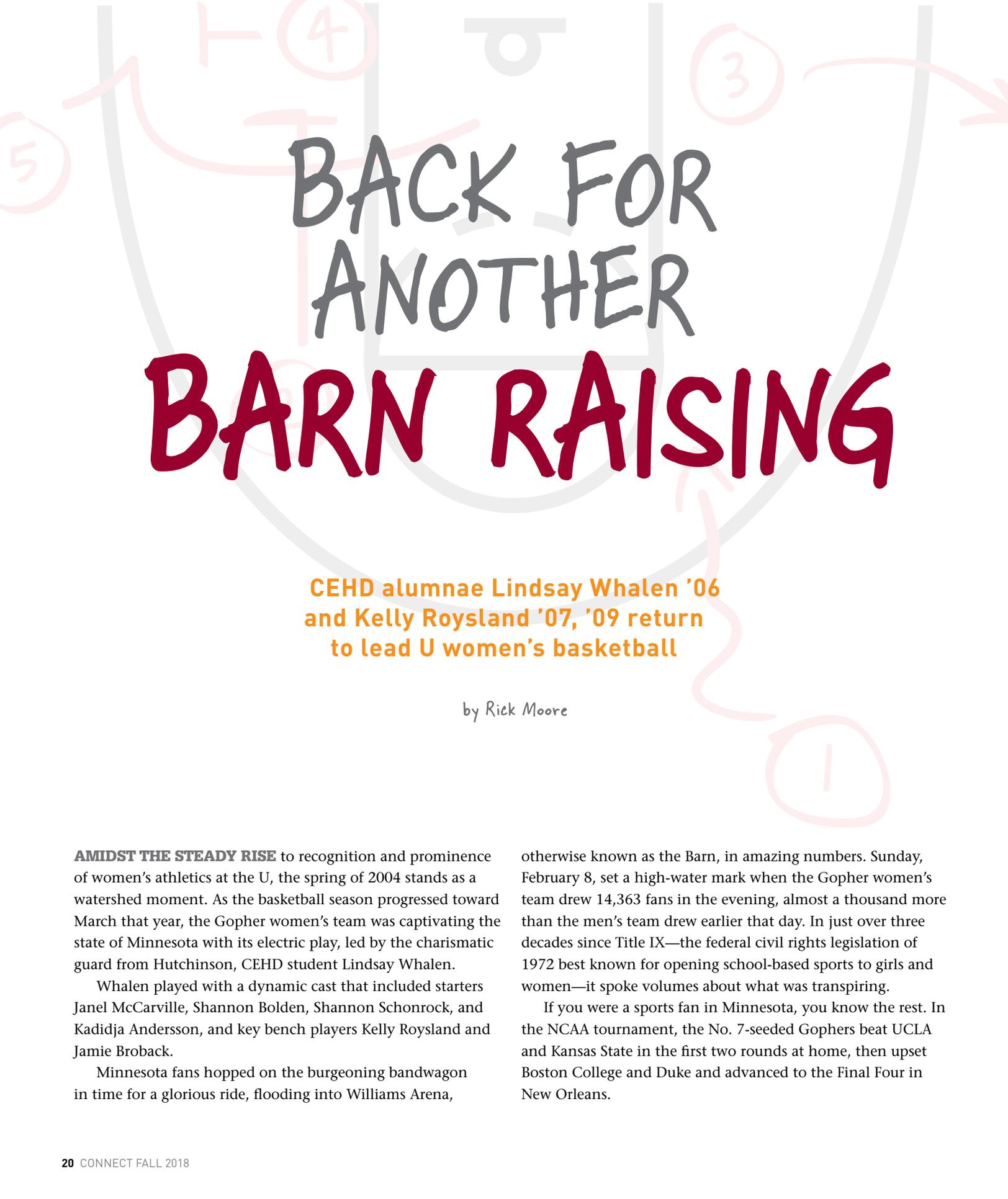
Looking ahead, lab school staff hope to broaden the school's reach in an effort to share research and best practices with more children, families, students, and teachers.

"Over the past few years, we've become increasingly connected to the University and community partners, and my hope is that we can deepen those relationships so we can expand our scope," Lister says. "One of my real goals is to make it clear that early education can look a lot of different ways. We want to validate all of those ways so that different populations have access."

Early childhood and child care are currently at a crossroads, according to Pamela Miller, MEd '14, also a lead teacher at the lab school.

"It's so important to have high-quality child care between the ages of birth and five," says Miller. "We have a huge opportunity to share our voice and expertise about the impact that high-quality care can have. For us specifically, we're honored to be a part of the discussion around how to improve child care and access to high-quality care for all children." 

.....  
Read more and link to resources at [connect.cehd.umn.edu/a-laboratory-for-science-and-learning](https://connect.cehd.umn.edu/a-laboratory-for-science-and-learning).



# BACK FOR ANOTHER BARN RAISING

**CEHD alumnae Lindsay Whalen '06  
and Kelly Roysland '07, '09 return  
to lead U women's basketball**

*by Rick Moore*

**AMIDST THE STEADY RISE** to recognition and prominence of women's athletics at the U, the spring of 2004 stands as a watershed moment. As the basketball season progressed toward March that year, the Gopher women's team was captivating the state of Minnesota with its electric play, led by the charismatic guard from Hutchinson, CEHD student Lindsay Whalen.

Whalen played with a dynamic cast that included starters Janel McCarville, Shannon Bolden, Shannon Schonrock, and Kadidja Andersson, and key bench players Kelly Roysland and Jamie Broback.

Minnesota fans hopped on the burgeoning bandwagon in time for a glorious ride, flooding into Williams Arena,

otherwise known as the Barn, in amazing numbers. Sunday, February 8, set a high-water mark when the Gopher women's team drew 14,363 fans in the evening, almost a thousand more than the men's team drew earlier that day. In just over three decades since Title IX—the federal civil rights legislation of 1972 best known for opening school-based sports to girls and women—it spoke volumes about what was transpiring.

If you were a sports fan in Minnesota, you know the rest. In the NCAA tournament, the No. 7-seeded Gophers beat UCLA and Kansas State in the first two rounds at home, then upset Boston College and Duke and advanced to the Final Four in New Orleans.

The dancing ended there, against Connecticut, and Whalen moved on to the Women's National Basketball Association.

But in 2010, Whalen returned to play for the Minnesota Lynx. She helped spark a dynasty, with the Lynx winning four WNBA championships in the last seven years.

Then came the ultimate return home. On April 12, the University of Minnesota announced it was hiring Whalen as head coach to succeed Marlene Stollings, who'd taken the head coaching job at Texas Tech. Whalen will continue to moonlight for the Lynx, at least for the current season.

For Whalen—who completed a BS in sports studies in CEHD—not to mention a generation or two of fans, it was a dream come true.

"I've always been a Gopher and always will be a Gopher," says Whalen. "To be back now working and contributing to the team and having an impact has really been a great blessing, and I'm so happy that it worked out. This is something I thought I might have an opportunity for at some point in my life, but to have it now has been pretty special. It's been busy, but it's been really fun."

Less than two weeks after returning to the U, Whalen announced the hiring of Kelly Roysland, her teammate in 2004, as an assistant coach. A standout in her own right, Roysland earned a bachelor's degree in sport management as



Lindsay Whalen, top, and Kelly Roysland



well as a master's in applied kinesiology from CEHD.

Roysland had already returned once to the Gophers, as an assistant to coach Pam Borton from 2010 to 2014, between serving as an assistant at North Dakota State University 2008–10 and as the head women's coach for the last four seasons at Macalester College in St. Paul.

"It was kind of a dream scenario that played out," says Roysland in the women's basketball recruiting lounge in the new Athletes

Village. "When this all started to shake out and unfold and Lindsay's name had been thrown out there, it was cool to hear from an alumni standpoint . . . And then for her to ask me to come on board, it was a no-brainer—something I jumped at—because obviously I care a lot about this place, just like she does. It's our home. We've had some of the best memories here, and I think the University has changed both our lives in a great way."

## SHAPED BY STRONG LEADERS

It's abundantly clear that both Roysland and Whalen have been shaped by strong leaders.

Roysland grew up in Fosston, Minnesota. Her mom coached volleyball and golf (two other sports Roysland excels in),

and her dad coached volleyball and boys basketball before settling in as the women's basketball coach at the University of Minnesota Crookston, 45 minutes west of Fosston. She also soaked up the spirit of her grandmother Berniece Carlin, a teacher and coach in Fosston who was an advocate for girls in sport well before Title IX. "You can be tired tomorrow" was a saying of Carlin's that Roysland remembers with a smile.

"I probably get a little bit of my toughness from her," she says. Both Roysland and Carlin were among the 10 initial inductees into the Fosston High School Athletic Hall of Fame this summer.

Whalen and Roysland speak with appreciation of their time at the U and their experiences in CEHD. Among their mentors, both called out kinesiology faculty members Jo Ann Buysse and Mary Jo Kane as especially influential.

For Whalen, lessons in college have resurfaced as she simultaneously juggles two challenging, if somewhat overlapping, professions.

"I've had to go back to everything I learned at the U of M in terms of time management and prioritizing," she says. "And it's true what they say, what you learn at the University are

**"It's like old times,  
and I think people can  
really resonate with  
good memories."**

— KELLY ROYSLAND

lifelong lessons. And I've tried to do my best at using those skills, especially now."

"As former students of mine I couldn't be prouder of what they've accomplished both personally and professionally," says Kane, founding director of the Tucker Center for Research on Girls & Women in Sport and an expert on Title IX. "Lindsay and

Kelly are quintessential Minnesotans in that they're, to their core, authentic. They are genuinely humble in spite of their very public accomplishments, and what you see is what you get . . . They have never forgotten who they are and where they came from. And the University of Minnesota is very lucky to have them here."

Whalen and Roysland are also well aware of their platform as women coaches to help shape the next generation, at a time when women struggle to land head coaching jobs.

"[They both have] a deep sense of history and are keenly aware of themselves as role models for young girls," Kane says. "When it comes to their awareness of the impact they've had, they are elegantly understated."

Whalen is proud to be part of the lineage of women head

## FACTS AND FIGURES



**LINDSAY WHALEN**

- Her 2,285 points were the most in Gopher history until Rachel Banham (3,093) broke her record in 2015.
- Second all-time at the University of Minnesota in assists and third in steals.
- Winningest player in WNBA history.
- Married to Gopher golf alum Ben Greve, who won the Minnesota State Open Championship in 2016 and 2017.



**KELLY ROYSLAND**

- Finished with 1,074 career points at the U.
- Played one year of Gopher volleyball as a fifth-year athlete in 2007.
- Playing golf, once had a hole in one and a double eagle in the same week.
- Married to Eric Curry, a Division I men's basketball official, and mother of one-year-old son Brekken.

basketball coaches at the U.

“I’ve learned so much during my time at the University of Minnesota, and now it’s my job to give back,” adds Whalen. “It’s my job to make sure that these women are having a great experience, they’re getting their degrees, and they’re ready to take on whatever challenge is next.”

## THE LINDSAY FACTOR

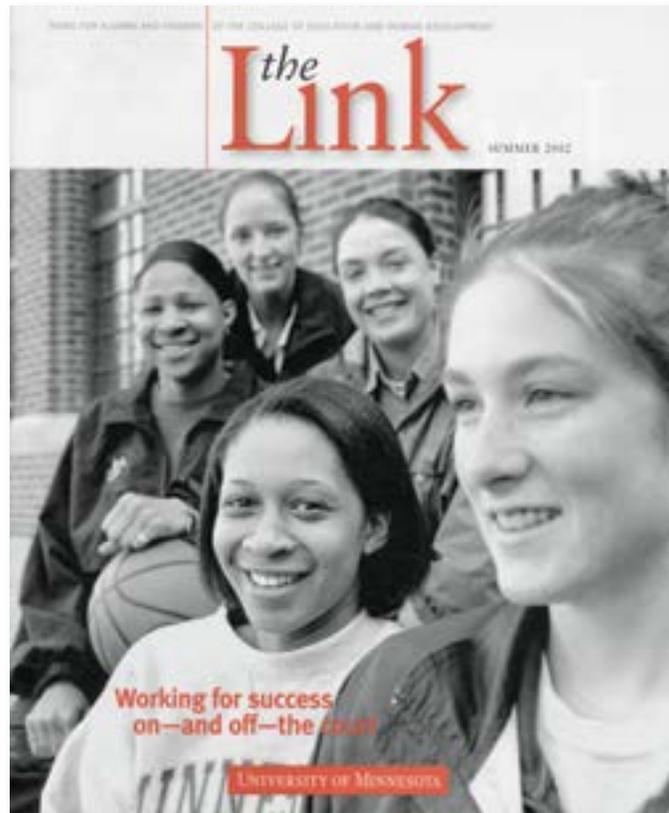
With his latest hiring splash for the Gophers, athletics director Mark Coyle is hoping to capitalize on a name that resonates with Minnesotans and the basketball community at large. Whalen is arguably the most recognized and revered woman of all time in Minnesota sports and one of the rare athletes—female or male—recognized by first name alone.

Fans still light up when recounting that 2004 season, the memories as fresh as when the women were dominating the local news and sports pages. It was the furthest run ever in the NCAA tournament by either the Gopher men’s or women’s basketball team. In fact, a photo shrine paying homage to the accomplishment was a popular attraction in the concourse of the Barn for many years.

That season launched Whalen’s enduring legend, which now continues to grow.

In late May at a Gopher Road Trip event near Brainerd, freshly minted men’s hockey head coach Bob Motzko reminisced with fans about basking in the glory of being the talk of the town in Gopher sports, even “kind of a big thing,” he joked. “And then one week later they hire Lindsay Whalen, and I’m not so big anymore.”

“The reaction from the community has been overwhelming at times, it’s been so positive,” says Whalen. “I’ve just been really thankful for everybody being so excited and so happy. Now I have to do my part and make sure that we’re working



Lindsay Whalen and four teammates in CEHD made the summer 2002 cover of *The Link*, predecessor of *Connect*, with a story about success balancing the rigors of academics and athletic competition.

hard and doing our best.”

Coyle agreed that the reaction from fans in the state has been overwhelmingly positive.

“Lindsay, I think, is the ultimate Gopher,” says Coyle. “Her dream was to play at Minnesota, and for her to come to Minnesota and take us to the Final Four—all that success—and what she’s done professionally has been awesome. And then you throw Kelly in there. When

Lindsay named her an assistant coach, the energy going through our department . . . I have never heard more people on staff talk about what a wonderful person she is with a great heart . . . People are really excited.”

Whether there’s another Final Four in our future remains to be seen. But the memories have been tapped.

“I can’t tell you how many people sent me random messages on Twitter that I haven’t heard from in forever [saying], ‘I just got season tickets and we’re so excited to re-engage with the program!’” Roysland says. “It’s like old times, and I think people can really resonate with good memories. That Final Four was such a feel-good moment for the state.”

The enthusiasm has already translated to the box office. As of early June, more than 700 new season tickets had been sold since Whalen was hired.

“They are Minnesota,” says Coyle. “They represent everything good and everything we like about our institution, and what we like about our state. It’s a perfect fit. We’re just thrilled that Lindsay came on board, thrilled that Kelly came on board, and we really look forward to a bright future with those two.”

Read more at [connect.cehd.umn.edu/back-for-another-barn-raising](http://connect.cehd.umn.edu/back-for-another-barn-raising).



# Fall at CEHD

## Professional development and enrichment

### **Innovations in Implementation Science: Bridging the Science-to-Practice Gap to Increase Children's Access to Quality Mental Health Services**

Oct. 4–5

Learn about innovative research in implementation science from top researchers in this multidisciplinary and internationally recognized field. Implementation science is designed to address the longstanding science-to-practice gap across social service sectors—health care, child welfare, juvenile justice, and education. It aims to help practitioners and researchers more effectively implement evidence-based methods into real-world practice. This is the third-annual symposium sponsored by CEHD's Institute for Translational Research on Children's Mental Health, useful for researchers, professionals, and practitioners alike.

Info: [z.umn.edu/2018symposium](http://z.umn.edu/2018symposium)

### **Take a class in CEHD**

Many classes in CEHD may be taken even if you are not enrolled in an academic program at the U. Learn more at [onestop.umn.edu/academics/take-class-non-degreereg-quest-student](http://onestop.umn.edu/academics/take-class-non-degreereg-quest-student).

### **Book Week with Guest Author Nnedi Okorafor**

Oct 25

Nnedi Okorafor is the author of more than a dozen highly acclaimed African-based speculative fiction titles for children and young adults. Since the 1940s, Book Week has celebrated the best of children's literature with teachers, librarians, and others who devote themselves to literacy for young readers. Free and open to the public.

Info: [cehd.umn.edu/book-week](http://cehd.umn.edu/book-week)

### **Second Annual Minnesota Symposium on Civic Renewal**

October 27

Join fellow Minnesotans exploring ways to reclaim democracy as the work of citizens. This symposium will showcase how various groups of people are working together across differences to reassert ownership of public life and their responsibilities to improve it. Presented by CEHD and the Minnesota Civic Studies Initiative.

Info: [innovation.umn.edu/civic-renewal/](http://innovation.umn.edu/civic-renewal/) or email Trygve Throntveit, Dean's Fellow for Civic Studies, at [tthrontv@umn.edu](mailto:tthrontv@umn.edu).

### **Supporting Early Social & Emotional Development Credential**

Online courses start throughout the year

This professional development program is designed to help participants learn

how to incorporate infant and early childhood mental health principles into their current role. Course topics include infant mental health, social and emotional development, and using infant mental health principles to support special populations. The program is ideal for individuals in fields that support children and families, including child care, home visiting, social work, early education and special education, and health care. Offered through the Center for Early Education and Development (CEED) in the Institute of Child Development.

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

CHRIS COOPER

## SAVE THE DATE

### **TUCKER CENTER WOMEN COACHES SYMPOSIUM**

April 26, 2019

Now in its sixth year, the symposium provides a high-quality educational program, networking, and professional development plus the Jean K. Freeman Keynote for women coaches, administrators, and students at all levels of competition and all sports. More than 350 are expected to attend. TCF Bank Stadium.

Info: [wcs.umn.edu](http://wcs.umn.edu)

# A mind for science, a heart for health

## Honoring the legacy of a giant in the study of exercise and health

**EVERY DAY AT NOON**, you can find him exercising at the Field House. **Arthur Leon**, MD, has always practiced what he preaches. This June, the world-renowned cardiologist, exercise scientist, researcher, and professor of kinesiology retired after 45 years at the University of Minnesota.

Leon grew up in Miami. He was a B student in high school, he says, but at the University of Florida he discovered a love of learning and graduated with top honors in chemistry. His grand plan was to get his master's, a PhD in biochemistry, and then an MD, but the Korean War intervened. After an MS and MD, he did postdoctoral training to fulfill his military obligation as a medical officer. In 1961, he was ordered to France to work in a U.S. military hospital as the Berlin Wall was built.

When Leon and his wife, Gloria, finally returned, his career in the new age of exercise science began. He accepted another military assignment at Walter Reed Institute of Research, where he and a colleague examined the effects of exercise on the cardiovascular system in a study with rats that swam every day.

Their study caught the eye of Henry Blackburn in Minnesota, then directing the lab started by Ancel Keys, who had gained fame by inventing K rations for troops in World War II. In 1973, Blackburn recruited Leon to work on a study called MRFIT involving 12,000 men at high risk of heart attack due to smoking, high blood pressure, and cholesterol. It was an offer he couldn't refuse.

Results of the multi-year study showed that regular physical exercise reduced risk of cardiovascular disease. It made a big impact, and Leon's reputation only grew. He then joined four colleagues at other universities across the country in designing a study to research the effect of genetics on the body's response to exercise and aerobic capacity. Their project became the HERITAGE Family Study, the largest exercise training study ever funded by the National Institutes of Health. From 1992 to 2004, Leon and his colleagues examined responses of biological family



members to endurance exercise.

"The study clearly showed a genetic relationship to an increase in aerobic capacity with exercise training," Leon says. "We also found people who showed high levels of aerobic fitness even though they didn't exercise on a regular basis, and that it ran in families. ... That's been something I've been very proud to be associated with," says Leon.

It was Leon who, as an endowed professor, brought the Laboratory of Physiological Hygiene and Exercise Science (LPHEs) from public health into what is now the School of Kinesiology in CEHD. Its home in the new Rec Center is on the site of Memorial Stadium and the original lab. Under Leon's leadership for more than 20 years, it attracted top researchers from around the world and funding for significant research projects. But if you ask him about his most important accomplishments, his immediate response is always the same.

"I'm very proud of the accomplishments of my students," he says.

Leon's remarkable legacy is how, as part of a small, elite group of scientists and researchers, he has helped save lives and educated societies on the relationship between regular physical activity and a healthier life. He may be retiring from the U, but his world reaches far beyond. He will continue to be active in his field, he says—and in the Field House.

—Marta Fahrenz

Read the full story at [connect.cehd.umn.edu/mind-for-science-heart-for-health](https://connect.cehd.umn.edu/mind-for-science-heart-for-health).

# Meet new leaders

## Department of Curriculum and Instruction and Institute on Community Integration

**Mark Vagle** became chair of the Department of Curriculum and Instruction (C&I) in July with the goal of building on its reputation of excellence in teacher education and educational research that continues to be responsive to the needs of the communities, families, and students it serves.

“Our work is to figure out how, not whether, we focus on equity and social justice,” says Vagle. He plans to continue the work of the department to diversify the teaching force in order to better reflect the student population and to increase access to a superb education for all learners.

Mark Vagle



Vagle is a graduate of the department and earned his PhD in elementary education in 2006. His first faculty position was at the University of Georgia. Since returning to Minnesota in 2012, he has reinstated and led the MA and PhD programs in elementary education and served as the associate chair of the department from 2014–17.

An award-winning researcher, teacher, and author, Vagle studies how social class frames people’s schooling experiences and how that in turn affects teaching practices and school policies and procedures. Using a methodology he created called *post-intentional phenomenology*, he explores how these experiences, contexts, policies, and histories are shaped by social class.

As chair, Vagle’s major goals are to increase financial support for more students of color and first-generation students to access department programs, to work with faculty in order to ensure teacher candidates and graduate students learn to teach and research for social justice, and to further the work of the department to increase equity in education.

**Amy Hewitt** was named director of the Institute on Community Integration (ICI) on July 2. For more than 30 years, Hewitt has built a distinguished career improving community inclusion and the quality of life for children, youth, and adults with disabilities and their families.

Hewitt has served as ICI’s training director since 2002 and as director of both the Leadership Education in Neurodevelopmental and Related Disabilities (MNLEND) program and the Research and Training Center on Community Living. She has directed several federal and state research, evaluation, and demonstration projects in the area of community long-term services and supports for children and adults



Amy Hewitt

with intellectual and developmental disabilities, including autism.

“I am honored, humbled, and looking forward to the opportunities and challenges to continue our mission-based work to improve policies and practices to ensure that all children, youth, and adults with disabilities are valued by, and contribute to, their communities of choice,” she says.

Hewitt, a social worker, is a national leader in the disability field. She is the president-elect of the Association of University Centers on Disabilities (AUCD) and has served as its treasurer. She is a past president of the American Association on Intellectual and Developmental Disabilities (AAIDD). She is widely respected in Minnesota, where she has served on the board of The Arc Minnesota and several state-level advisory and work groups, repeatedly demonstrating community collaboration. She currently serves on the statewide advisory committee of the Minnesota Disability Law Center.

As a federally designated University Center for Excellence in Disabilities, ICI carries out collaborative research, training, and outreach in partnership with service providers, policymakers, educators, advocacy and self-advocacy organizations, researchers, families, and individuals with disabilities around the world.

## Honored

**Patricia Avery** (curriculum and instruction) was chosen as an Outstanding Reviewer in 2017 for *AERA Open*, a publication of the American Educational Research Association. She was honored at a reception in New York City during AERA's annual meeting in April.

**Daheia Barr-Anderson** (kinesiology) was selected as a recipient of the U of M's special mid-career faculty award, the McKnight Presidential Fellow Award. The three-year award recognizes Barr-Anderson for her significant scholarly accomplishments.

**Lesa Covington Clarkson** (curriculum and instruction) received the U of M 2018 President's Community-Engaged Scholar Award. This annual, systemwide award recognizes one faculty member for exemplary community-engaged scholarship. Clarkson's scholarly work and professional goals are rooted in her belief in the transformative power of mentorship to help underserved students understand their own potential.

**Abigail Gewirtz** (child development/family social science), director of CEHD's Institute for Translational Research in Children's Mental Health, was honored with The Translational Science Award by the Society for Prevention Research. The award is presented to an individual or a team in recognition of contributions to the field of prevention science.

**Sehoon Kim** (organizational leadership, policy, and development) won the Best Paper Award from the Academy of Management for his paper "Assimilation and Resistance: The Token Status of Women Leaders in South Korea."

**Beth Lewis** (kinesiology) was named a fellow by the Society of Behavioral Medicine. The organization confers fellow status in recognition of outstanding contributions to the

advancement of the science and practice of behavioral medicine.

Regents Professor **Karen Seashore** (organizational leadership, policy, and development) received the 2018 Excellence in Research to Practice Award from the American Educational Research Association Special Interest Group on Research Utilization.

**Oliver Williams** (social work), the founder of the Institute on Domestic Violence in the African American Community, received the 2018 Alliance for HOPE International Lifetime Achievement Award. Williams has worked in the field of domestic violence for more than 35 years. He is a clinical practitioner, working in mental health, family therapy, substance abuse, child welfare, delinquency, domestic violence, and sexual assault programs.

## Retired

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

**Kathy Cramer**  
(curriculum and instruction)

**Robert Tennyson**  
(educational psychology)

**David Chapman** (organizational leadership, policy, and development)

**Shari Peterson** (organizational leadership, policy, and development)

## Appointed and elected

**Daheia Barr-Anderson** (kinesiology) was elected to the American College of Sports Medicine Board of Trustees. She will serve a three-year term ending in 2021.

**William Bart** (educational psychology) is the new editor-in-chief of the *International Journal of Gaming and Computer-Mediated Simulations*.

The publication is a peer-reviewed, international journal devoted to the theoretical and empirical understanding of games and computer-mediated simulations.

**Zan Gao** (kinesiology) was appointed to the editorial board of the *Journal of Sport and Health Science*, an international peer-reviewed journal founded by the Shanghai University of Sport.

**Marguerite Ohrtman** (educational psychology) is the new president-elect of the Minnesota School Counselor Association Board, which represents school counselors across the state to promote, educate, and advance the school counseling profession.

**Thomas Stoffregen** (kinesiology) has accepted a three-year appointment as an academic editor at *PLOS ONE*, the world's first multidisciplinary open-access journal.

**Keisha Varma** (educational psychology) has been appointed to the board of directors of the Search Institute, which conducts youth development research to understand young people's lives, challenges, and aspirations.

**Diane Wiese-Bjornstal** (kinesiology) will be inducted as a fellow in the National Academy of Kinesiology this fall. To be inducted into membership, an individual must meet rigorous criteria for scientific research, professional scholarship, and service to the field.

**Panayiota Kendeou** (educational psychology) was promoted from associate to full professor.

The following have been promoted to tenured associate professor:

**Daheia Barr-Anderson** (kinesiology)

**Julie Brown** (curriculum and instruction)

**Yuhei Inoue** (kinesiology)

**Leanne Johnson** (educational psychology)

**FROM THE PRESIDENT**

**MARK GROVES,**  
AA '83, BA '90

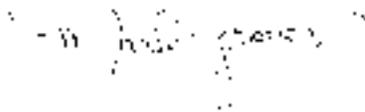


As my CEHD Alumni Society Board presidency comes to a close, I am very proud to have held this privileged position, continuing the excellent work of previous presidents. I am so thankful for each and every one of our Alumni Society Board members and their individual contributions, whether that be time, talent, or treasure. It's been a banner year for our association in which we have enjoyed and appreciated increased attendance at our annual events. We take great pride in hosting our college participation in the UMAA Day of Service, CEHD Reads, alumni and students networking events, Rising Alumni awards, and more.

As I reflect on the changes and challenges of this past year, I am struck by three things: how our board members' hearts have always been in the right place, how our committee chairs promoted and accomplished our strategic goals, and how collaborative and inclusive our board members have been in moving the University of Minnesota Alumni Association forward.

I wish to thank those leaving the board (see the article below) for their dedication and accomplishments over their years of service. They have provided a steadfast and fierce commitment to raising the achievement of our mission. They've left this board a better organization, on strong footing for those to follow.

Please join me in welcoming **Chris Dixon**, MEd '05, as he assumes the presidency for the coming year. I wish you and your family an enjoyable rest of the summer and a prosperous year.



The CEHD Alumni Society Board marked the end of a great year for the college on June 6, honoring volunteers under the leadership of outgoing president **Mark Groves** and welcoming new president **Chris Dixon**. Special thanks for their years of service were expressed to members concluding terms June 30—**Paul Amla**, former president **Brenda Hartman** (read about her on page 31 of this issue), **Alejandro Muñoz**, **Lou Quast**, and **Mala Ugargol**. In the photo, seated (L-R): **Dean Quam**, **Mala Ugargol**, MEd '03; **Brenda Hartman**, MSW '89; **Ellen Doering**, MSW '17; **Candice Nadler**, MEd '82; **Anna Lifson**, MSW '17. Standing (L-R): **Chris Dixon** MEd '05; **Jeremiah Dean**, graduate student representative; **Mark Groves**, AA '83, BA '90; **Jenny Wright Collins**, MEd '10; **Jan Ormasa**, MA '74; **Shirley Flittie**, MA '85; **Jill Stein Lipset**, MEd '13; **Mary Branca Rosenow**, MEd '85; **Alex McKinney**, MA '09; alumni relations director **Serena Wright**; **Paul Amla**, MEd '07. Not present were **Lekie Dwanyen**, BS '14; **Alejandro Muñoz**, MEd '05; **Sheila Piippo**, MEd '04; **Marcus Pope**, MEd '06; **Eugene Hall**, graduate student representative; **Shawna Monson**, BS '04, MEd '08; **Olivia Rieck** and **Alexis Venne**, undergraduate student representatives; **Lou Quast**, PhD '03.



## Welcoming our new Alumni Society Board president

Please welcome **Chris Dixon**, '05, as the new president of the CEHD Alumni Society Board. His term began July 1. Dixon is founder and owner of a sports and fitness company specializing in strength, conditioning, health, and nutrition. He also directs an organization that prepares personal trainers for certification exams.

Dixon was honored as a 2014 CEHD Rising Alumni for his work to increase the access and affordability of preventative health care services. That year he founded Health is Love, a nonprofit that provides health and wellness education to underserved communities. Dixon also serves on Burnsville's 360 Communities, an organization providing food shelves, shelters, and other supports to Dakota County families.

"My education has afforded me the tools and resources to chase my dreams and help as many people as I can along the way," Dixon says.

A first-generation college student, Dixon grew up in Apple Valley and says he didn't think much about higher education as a young person. But in high school, a coach encouraged Dixon to give track and field a try. To his surprise, Dixon's first attempt at a triple jump would have qualified for the state meet if he'd been on the team, so he joined up.

Dixon came to the U as a track and field athlete focusing on the triple jump. At CEHD, he earned a BS in sport management with a minor in coaching in 2004, then went on to complete an MEd in applied kinesiology the next year.

"I'm honored to be the incoming president of CEHD Alumni Society Board," says Dixon. "Our alumni are inspiring professionals who are dedicated and passionate about CEHD and the University. I'm looking forward to continuing the work of our board and connecting with as many alumni as possible. Go Gophers!"

COURTESY OF CHRIS DIXON; COURTESY OF COURTNEY BELL



## Our award-winning teachers

Three Department of Curriculum and Instruction alumni were honored among the finalists for 2018 Minnesota Teacher of the Year. Seated in the front row, left, is **Scott Glew**, MA '15, an eighth-grade social studies teacher at Salk Middle School in Elk River. Standing fifth and sixth from left are **Dani Berry**, MEd '13, a math teacher for grades 7–12 at Epsilon in west metro Intermediate District 287, and **Courtney Bell**, MEd '14, a social studies teacher for grades 9–12 at North Academy of Arts and Communication in Minneapolis. Glew and Bell are also pursuing doctorates in CEHD. Winner Kelly Holstine, an English teacher at Tokata Learning Center in Shakopee, stands on the right.

## 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](http://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 

CEHD Alumni & Student Networking Group on 

@UMN\_CEHD\_Alumni on Twitter 



## Alumni program changes coming up

A note from alumni relations director Serena Wright

### Dear Alumni,

In a recent University-wide survey, CEHD alumni were among the most engaged and loyal to their college. We are grateful for that, and we will continue to enhance our alumni-and-friends programs to meet your changing needs while effectively using our resources.

Last spring we conducted a review of events and will be implementing some changes over the coming year. With limited University resources in many areas, we are continually striving to be good stewards of those resources.

We know our alumni highly value the Homecoming pre-parade tailgate and the CEHD Reads author lecture, and these programs will continue as usual. Saturday Scholars, meanwhile,

will be discontinued. We hope you will join us instead for Research Day on March 26, 2019, to meet the outstanding faculty and students advancing discoveries across the college. There are many other ways to engage and connect, so make sure to check out our list of events on the back cover of this issue, or you can find them online at [cehd.umn.edu/events](http://cehd.umn.edu/events).

Thank you for staying connected to your alma mater! If you have ideas to share about how we can better serve you, please don't hesitate to contact me at 612-625-1310 or [cehdas@umn.edu](mailto:cehdas@umn.edu).

Warm regards,

*Serena L. Wright*



## RISING ALUMNI class of 2018

In April, the CEHD Alumni Society honored 18 college alumni who have achieved early distinction in their careers, demonstrated emerging leadership, or shown exceptional volunteer service in their communities. Congratulations, alumni!

Front row (L-R): **Angélica Montané,**

MA '15; **Renáta Tichá,** PhD '08; **Katharine Hill,** PhD '10; **Chris Gonzalez,** PhD '10.  
Back row (L-R): **Korina Barry,** MSW '11; **Amira Adawe,** BS '07; **Kelly Roysland Curry,** MEd '09; **Meghan Hickey,** PhD '10; **Paul Ambrosier,** MEd '05; **Jennifer Hall-Lande,** PhD '11; **Nicholas Simonelli,** MEd

'14; **Reem Al-Ghanim,** MEd '09; **Angela Narayan,** PhD '15. Not shown: **Joshua Brewster,** MSW '03; **Anne-Marie Kuiper,** PhD '14; **Josh Pauly,** MEd '14; **Christopher Sippel,** EdD '17; **Sara Witmer,** PhD '04  
Read more about them at [cehd.umn.edu/alumni/rising](http://cehd.umn.edu/alumni/rising).



## A different and beautiful life

### A leader for learning how to talk about death

**BRENDA HARTMAN, MSW '89**, was 32 years old and in the middle of earning two doctoral degrees at the U when a diagnosis of stage 4 ovarian cancer changed her life. Statistics at the time gave her a five percent chance of living 24 months.

Hartman's oncologist was frank about her chances of survival—but, she recalls, he also did a remarkable thing: He gave her a glimmer of hope.

"He said, 'I have a few tricks up my sleeve, and if you have a few up yours, let's see what we can do,'" she remembers.

Thirty years later, Hartman is going strong. For 25 of those years, she has conducted a therapy practice working with people with cancer and other life-threatening illnesses. And in 2017, she received a Bush Foundation fellowship to write a curriculum to teach health care students how to talk with their patients about death.

In her practice and in volunteer work with cancer groups, Hartman has seen that health care providers many times avoid discussing death with their seriously ill patients. In fact, in 2016, the first year that physicians could be paid for having

end-of-life conversations with Medicare patients, a study showed that only slightly more than one percent actually had the conversation, though 89 percent of patients said they would like to have it.

"Physicians don't feel prepared to have the discussion," says Hartman. "They are afraid of causing more pain, and they view death as defeat."

The medicalization of the dying process has tried to make it neat and tidy, she says. Often, survivors are surprised and angry when a loved one dies and believe a medical mistake was made.

"How do we talk about this so healing can happen?" she asks. "We need a cultural shift in the way we face death."

Hartman believes the shift begins with students who are learning to be social workers, nurses, nurse practitioners, physician assistants, and MDs.

As a volunteer for the Minnesota Ovarian Cancer Alliance, she has spoken at training programs for health care workers. The most powerful moment is always when she describes her doctor telling her she had cancer.

"I talk to them about my doc holding my hand and crying with me and telling me to prepare to die. That's a hard thing to say. That's a really difficult thing to hear. And how do you actually be present with somebody? And he *was*. And how critical that is," she recalls with awe and gratitude.

Hartman calls her cancer a "twisted gift" because it has caused her to think every day about dying, which "makes life really different and beautiful, and it makes death not so scary," she says. It also has enabled her to have healing conversations with her clients who are dying. Now she is eager to share her knowledge with health care students.

The curriculum she's writing focuses on teaching skills that include different cultural, religious, and spiritual practices because, she says, when medical interventions will no longer help, "that's when the medical team hands off to the patient's belief system, to hospice and palliative care."

Hartman is interviewing and videotaping elders so students can learn directly from them. Her goal is to see her curriculum used first at the University and then branch out to wherever health care professionals are being trained.

—*Jacqueline Colby*

Read more about Hartman at [connect.cehd.umn.edu/a-different-and-beautiful-life](https://connect.cehd.umn.edu/a-different-and-beautiful-life).

# improving lives

A CAMPAIGN FOR THE COLLEGE OF EDUCATION + HUMAN DEVELOPMENT

## What's your story?



Homecoming is a time of sentimental yearning for the good ol' days. It connects our past with our hope for the future. As we come together to celebrate Homecoming at the U, being on campus ignites something different in each one of us. When you think of your time at the U, what comes to mind for you?

What's your story?

My greatest joy in each day is hearing stories about people's time spent here at the U. From performing improv skits on stage at Northrop, to selling hot dogs at Memorial Stadium, to playing trumpet in the marching band, to finding new friendships forged in a fraternity, sorority, or residence hall—it's stories like these that connect us to our university home, where higher education holds the highest value.

Since 1914, the University of Minnesota has had a Homecoming tradition. Bringing current students

and decades of alumni together honors our past, celebrates today, and builds for the future. Many of you come back in the fall to participate in Homecoming festivities. If you haven't been "home" for a while, consider donning your maroon and gold and joining us this year. Share your story with others and with me.

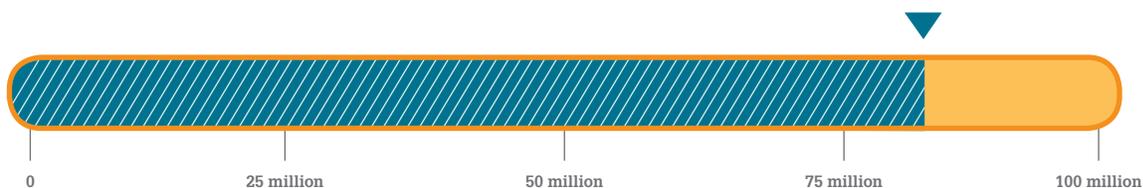
If you can't make it back to campus, please write! Tell me your favorite story about your time at the University of Minnesota. Was it riding the streetcar? Wisdom learned from a favorite professor? Shopping at Dayton's in Dinkytown? Marching in a protest? Meeting your spouse while studying in the student union?

Every one of us has a story. I'd love to hear yours.

Ski-U-Mah! Rah!

Susan Holter, CEHD Class of '83, [susan@umn.edu](mailto:susan@umn.edu)  
Chief development officer

**7,224 donors**  
**\$82,622,998 raised**  
**78% faculty & staff**  
**campaign participation**





## Building a better future for infants and young children



Strong relationships in the first years of life are key to healthy development. However, many infants and young children face stress, trauma, or mental health concerns that make it difficult for them to form secure relationships or manage and express their emotions.

Practitioners in a wide range of fields—including early childhood special education, child care, child welfare, and public health home visiting—provide support to children who are struggling. But because they are often serving children and families in high-stress situations, these professionals are at a higher risk for compassion fatigue, burnout, and staff turnover.

“There is a lack of appreciation for the importance of creating and maintaining a competent, well-supported workforce,” says Christopher Watson, PhD, research associate at the Center for Early Education and Development (CEED) in CEHD. “You can create interventions that provide quality supports for children, but the people who do the intervening need to be supported, too, both in terms of initial training and ongoing support. This is particularly true when they’re working with families who are facing extreme challenges.”

In an effort to provide early childhood practitioners improved support, CEED researchers are working to offer information and training on a relationship-based professional development approach called *reflective practice*.

Reflective practice encourages individuals to pay attention to relationships as they examine behavior and their responses to behavior. It also asks practitioners to explore how they relate to the children and families they work with, who may be facing multiple challenges and risks, like poverty, domestic violence, or social and emotional disabilities. There is growing evidence that reflective practice leads to better intervention outcomes for children and to improved work environments for practitioners.

Inspired by the positive impact reflective practice can have on young children and those who care for them, in 2017 the Lynne & Andrew Redleaf Foundation made a gift to CEED to establish a new Center for Reflective Practice. Watson directs the center at CEED.

With the Lynne & Andrew Redleaf Foundation’s generous support, in the past year Watson and his team have launched research projects to create a standard definition for reflective practice and a scale to measure how reflective practices impact practitioners and their work with families. They also have developed an online training program that will help practitioners gain a better understanding of how to support early social and emotional development.

“We know that having a knowledgeable workforce that’s able to foster relationships with families is one of the basic components that contributes to positive outcomes for infants and young children,” Watson says. “Through the Center for Reflective Practice, we hope to create a community that will support professionals who are working to build a better future for infants and young children every day.”

Members of the Center for Reflective Practice team, left to right: Alyssa Meuwissen, Deborah Ottman, Christopher Watson, Mary Harrison, and Amy Susman-Stillman



++++

## Building on a legacy of public service

Jacqueline Mithun, BS '34, was an early believer in making sure young children receive a strong educational foundation. While attending the University of Minnesota during the Depression, Jacqueline lived at home with her family and clerked at the Golden Rule Emporium for 25 cents an hour to help meet expenses.

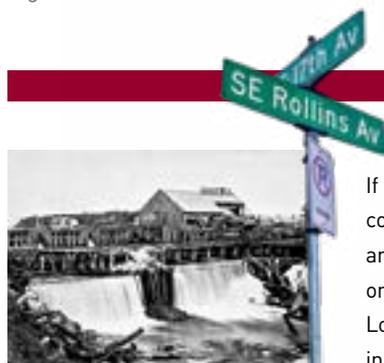
Jackie chose to study elementary education because she believed it was critically important for students to learn to read and write in first grade to establish a basis for future learning in any field. Her daughter Jill remembers her mother's genuine enjoyment of children, sharing with the family the "memorable expressions that came out of the mouths of babes."

After teaching assignments in New Richland and West St. Paul, Minnesota, Jackie married Howard Mithun, JD '36. It was a time when married women could not teach, but when Howard enlisted in the Navy during World War II, Jackie returned to teaching. She continued periodically after the birth of her daughters, Jill (officially named Jacqueline, after her mother) and Susan. One assignment was substitute teaching Jill's first-grade class. After the war, Jackie's savings bought the family's first house.

Both her daughters embraced Jackie's love of education. Jill earned MA and MSW degrees at the University of Minnesota and a PhD in anthropology from SUNY-Buffalo. Susan taught junior high students and ran after-school and summer programs in



Jackie Mithun, top, and daughters Jill, left, in Norway in 1984, and Susan, right.



If you have ever driven on Rollins Avenue Southeast in Minneapolis or Robert Street in St. Paul, you've connected with the family history of Jill and Susan Mithun. Their great, great grandfather John Rollins was among the earliest European American settlers of the Saint Anthony Falls area in Minneapolis, operating one of the first flour mills as well as the first steamboat above the falls. Their great, great grandfather Louis Robert was a fur trader, riverboat captain, and steamboat owner who helped locate the state capital in St. Paul. Contributions of Rollins and Robert helped make the Twin Cities a thriving metropolis.



Jackie and Howard Mithun, 1980

Washington, DC, and Santa Fe. She was elected to the Santa Fe School Board in 2013 and served as board president in 2016–17.

Jackie Mithun passed away in 1996, just before her 86th birthday. Howard followed her in 2002 at age 89. To honor their memory and ties to the University, Jill and Susan established funds to benefit students who reflect their parents' legacies.

The Howard W. Mithun Scholarship assists U of M law students with financial need who demonstrate academic achievement. With his law degree from the U, Howard served as vice president and general counsel for the Minneapolis Star Tribune for 27 years.

The Jacqueline R. Mithun Fellowship has supported 29 CEHD graduate students in elementary education who have potential for teaching children from varied economic and cultural backgrounds. Recently, the fund has supported students in CEHD's residency teacher preparation program for staff already in schools who want to pursue licensure. These programs are designed to create a more diverse teacher force through individuals who would otherwise be unable to earn their teaching license due to financial and time constraints.

Jackie's instinctive belief in the importance of a strong educational foundation is a key tenet of today's early childhood and elementary education programs.

"My mother was incredibly grateful to the U of M for the opportunity to obtain her degree," says Jill. "We hope CEHD Mithun Fellowship recipients will carry out her commitment to early learning and pass it on to succeeding generations."

COURTESY JILL MITHUN

## New gifts and commitments to the college

### \$500,000 to \$1,000,000

**ELLIOT S. and ELOISE S. KAPLAN** made a commitment to the Institute of Child Development building project.

### \$250,000 to \$499,999

The A. **MARILYN SIME** estate made a legacy gift to create the Marilyn Sime Fund for Educational Excellence.

### \$100,000 to \$249,999

The **JAMES I. BROWN** estate made a legacy gift to the Ruth S. Brown Scholarship for students in family social science.

**BERNARD E. NASH** made a gift to create the Bernard Nash Scholarship in Social Work Gerontology.

**JOHN W. and NANCY E. PEYTON** made gifts to the John W. and Nancy E. Peyton Faculty Award in Child and Adolescent Wellbeing and the John and Nancy Peyton Global Service Scholarship.

### \$25,000 to \$99,999

An **ANONYMOUS DONOR** made additional gifts to the CEHD Global Graduate Grant, the Global Discovery Scholarship, and the Global Engagement Scholarship.

**MARVIN E. BAUER** added to the Jean W. Bauer Faculty Fund in Family Economics and Policy.

**MARTHA J. and RONALD C. ERICKSON** made a gift to establish the Marti and Ron Erickson Fund for Infant Mental Health.

**JENNIFER M. MARRONE and DAVID H. SHORT** made a gift to the Jennifer Marrone and David Short Entrepreneurial Fund to support researchers working with Educational Technology Innovations.

**KAREN M. STERNAL** made an additional gift to the Minnesota I Have a Dream Scholarship for low-income and first-generation students.

## Heritage Society commitments

**MARVIN E. BAUER** pledged an additional estate gift to the Jean W. Bauer Faculty Fund in Family Economics and Policy.

**JAMES W. HANSEN** pledged an additional estate gift to create the Louise DiGirolamo Hansen Scholarship for first-generation college students who plan to be science teachers.

**ELLIOT S. and ELOISE S. Kaplan** pledged an estate gift to the Institute of Child Development.

**WESLEY A. MELLGREN** pledged an estate gift to the Marie Mellgren-Beth Turner Scholarship.

Includes gifts made between October 10, 2017, and May 25, 2018.

# Giving matters

**JACK ZABEL REMEMBERS** his first collegiate sales competition was nerve wracking. But he made it through the roleplay-style contest and earned second place. A year and many competitions later, Zabel became student council president of the Center for Sales Leadership and Education.

The center in CEHD is directed by founder by Roy Gaddey Jr., former vice president of business development for a Fortune 500 company, to create opportunities for students in any major at the U to develop practical sales skills and real-world connections with local business leaders. Competitions, career fairs, and networking events prepare them for success after graduation and help local corporations recruit talented young graduates.

Last year, Zabel helped organize the center's first Suit Expo, where undergraduate students can find high-quality used business attire for free. It can be difficult to afford a suit, Zabel says, even for those who don't struggle financially. Having the right kind of clothes gives students confidence as they attend networking events and job interviews. Nearly 200 men's and women's suits, ties, shirts, and accessories were given away that day.

This spring, every senior member of the center had a job offer before graduation. Zabel accepted a position with a law group in San Diego. From building his skills and confidence to connecting him with college internships, the center made the difference for him.

A new gift from alumnus Patrick Campbell and his wife, Shirley, will make it possible for the Center for Sales Leadership and Education to expand its programs and serve more aspiring business leaders.

"CEHD has demonstrated its capacity for absorbing new ideas, improving them as appropriate, and sending them back into the field for the benefit of the general community," according to the Campbells. "We are very proud to be associated with our alma mater in these endeavors."

With support from the Campbells, the center is able to create life-changing experiences for young people like Jack Zabel, building a bright future for students pursuing business endeavors.

"CSLE benefited me in lots of different ways—building relationships, solving problems, and financing college with scholarships."

—Jack Zabel, '18, bachelor of business and marketing education

ERICA LOEKS

# CE+HD

College of Education + Human Development

UNIVERSITY OF MINNESOTA

Driven to Discover<sup>SM</sup>



**Support student scholarships at [cehd.umn.edu/giving](https://cehd.umn.edu/giving)  
Contact us at **612-625-1310****

## CEHD | CALENDAR

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

### CEHD Alumni and Graduate Student Networking Reception and Panel

Friday, September 21

5:30–7:30 p.m.

New location this year: Coffman Memorial Union,  
Mississippi Room

This a fun, interactive way for CEHD graduate students and alumni to build relationships and connections to support each other's professional journeys. Complimentary food and refreshments. **RSVP: [cehd.umn.edu/events/grad-networking](http://cehd.umn.edu/events/grad-networking)**

### Alumni Day of Service

Saturday, September 29

1–3 p.m.

Cookie Cart

Day of Service strives to engage U of M alumni and friends in service to their community through one big day of service and gratitude.

For more volunteering opportunities:  
**[umnalumni.org/dayofservice](http://umnalumni.org/dayofservice)**

### Homecoming 2018

Pre-Parade Tailgate Gathering and Parade

Friday, October 5, beginning at 4 p.m.

4–6 p.m., Burton Hall Plaza

6:30 p.m. parade on University Avenue

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

**RSVP: [cehd.umn.edu/events/homecoming](http://cehd.umn.edu/events/homecoming)**

University-wide festivities run September 29–October 6.

Info: **[homecoming.umn.edu](http://homecoming.umn.edu)**

### CEHD Reads

Thursday, October 25

7:30–9:30 p.m.

Ted Mann Concert Hall

Jennine Capó Crucet, author of the new CEHD common book, *Make Your Home Amongst Strangers*, will speak.

Info: **[cehd.umn.edu/reads](http://cehd.umn.edu/reads)**