

UNIVERSITY OF MINNESOTA

# CE+HD connect

THE MAG

ON AND HUMAN DEVELOPMENT | WINTER 2019



# LANGUAGE IS ALIVE

Knowledge  
of Indigenous  
languages  
spreads in  
Minnesota  
and beyond

THE STRESS OF SEPARATION + NATIVE STUDENT ENROLLMENT + PREVENTION SCIENCE + DONOR ROSTER

# CE+HD connect

VOL. 13, NO. 1 | WINTER 2019

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Mary Hermes in the Department of Curriculum and Instruction is a leader in the Indigenous language revitalization movement. Read the story on page 11.

Photo by Tj Turner

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Dean Quam talked with Muzamil Ibrahim, an undergraduate in youth studies, and his faculty mentor Katie Johnston-Goodstar from the School of Social Work at the annual TRIO McNair Scholars research symposium.

**from the dean:** Last August I met undergraduate Muzamil Ibrahim at the McNair Scholars annual poster symposium. Muzamil asked to have his picture taken with me and his faculty mentor, Katie Johnston-Goodstar in the School of Social Work, and I was happy and proud to do it.

Muzamil is an Ethiopian American who learned Braille and English as a second language after immigrating to the United States in 2008. He earned a GED and then an associate's degree from Minneapolis Community and Technical College. Currently he is majoring in youth studies in CEHD and hopes to go on to a graduate program in either social work or public policy.

The McNair program supports underrepresented students like Muzamil in earning advanced degrees by pairing them with faculty mentors for a summer of research to explore graduate school. Muzamil's research project focused on appropriation of Native American culture in a U.S. youth development program in the 1900s. Associate professor Johnston-Goodstar was a great faculty mentor for him. You can read more about her and the School of Social Work's efforts to support Indigenous students in the story on page 16.

At this time of year, I am always filled with gratitude to our many friends and donors who support the important and amazing work of CEHD. In our Improving Lives campaign update, you will read about a gift for a new Institute of Child Development (ICD) building. We were pleased to learn that President Kaler has included our plans for this new building in the University's bonding request to the Legislature. We are asking for \$28 million from the Legislature, and CEHD will raise the remaining funds in private support. Read more on page 33, and learn how you can support the University's legislative request in the coming months.

Thank you for being part of this great community that continues to make a difference.



COLLEGE OF EDUCATION  
+ HUMAN DEVELOPMENT

UNIVERSITY OF MINNESOTA

Driven to Discover®

# Welcome, STUDENTS!

This fall the college welcomed 496 new first-year students, 215 transfer undergraduates, and 613 new graduate and professional students.

The undergraduate Class of 2022 is among CEHD's largest first-year classes and includes 220 first-generation students. According to the pre-orientation survey, more than 80 percent of CEHD first-year students plan to live in campus residence halls, and 90 percent plan to participate in volunteer or community service work.

Two CEHD majors—kinesiology, and business and marketing education—are in the University's Top 20 undergraduate majors by enrollment.





## All eyes on Thailand

Over the summer, **Crystal Lee** and **Lisa Thao** spent eight weeks in Thailand as Mary T. Scholars from CEHD. In Chiang Rai province, they partnered with a local nonprofit on issues of early marriage, teen pregnancy, and human trafficking. They wrote grant proposals, led focus groups, and organized anti-trafficking campaigns at the Center for Girls in Chiang Khong near the Laos, Thailand, and Myanmar borders.

Thao, '18, just completed her dual master's degree in social work and public policy. Lee is a doctoral student in the higher education program in the Department of Organizational Leadership, Policy, and Development. Both are Hmong, and they worked in several predominantly Hmong villages whose residents are still considered an ethnic minority in Thailand.

"It was truly community development," says Lee. "Lisa and I had to be the

mediators and really educate the Center for Girls on Hmong culture."

In late June, a cave near Chiang Rai became the scene of worldwide attention when a boys' soccer team was lost and a search and rescue team deployed. Lee and Thao watched as the country was swept up in the news coverage.

For Thao, watching people react to the news affirmed what she already knew about the community's close-knit bonds and positive attitudes.

"The country itself is very optimistic," says Thao. "Keeping that sense was really helpful."

Lee notes that the team's coach and some of the boys were also ethnic minorities, a detail that sparked discussion in their local communities but the media didn't emphasize. The team's eventual rescue was a moment of relief and celebration all

Above: Wat Chedi Luang temple in Chiang Mai.  
Below: Crystal Lee and Lisa Thao.

over the country, including their partner villages, says Lee.

"I could see that they're so proud to be Thai."

The Mary T. Scholars program has funded 20 professional internships all over the world since its founding in 2014. Named for local humanitarian and alumna Mary Tjosvold, '64, '75, the program engages graduate students in international community-based work.



## The Tucker Center at 25

In 1993, the work of kinesiology professor **Mary Jo Kane** inspired alumna **Dorothy McNeill Tucker**, '45, to make a gift of \$1 million to found the Tucker Center for Research on Girls & Women in Sport.

Twenty-five years later, the new Gopher women's basketball coaching staff drew a full house to Cowles Auditorium to celebrate the anniversary at this fall's distinguished lecture, "Why Women Leaders Matter: Challenges and Opportunities for Female Head Coaches in Collegiate Sports."

Former Gophers and now coaches **Lindsay Whalen** '06, **Kelly Roysland** '09, and **Danielle O'Banion** entertained and engaged the audience, answering questions from Kane about early influences, how and when they decided to coach, the transition from being an elite athlete to coaching, work-life balance, advice for young women who want to coach, and being a role model. Their range of replies provided a picture with depth.

Together they grappled with an unintended consequence of Title IX: the dramatic decline of women coaches—from 90 percent to 58 percent in just six years and now just 42 percent nationwide—while participation of women in sport went up in unprecedented numbers.

"I just thought women coached!" said Roysland, whose parents and grandmother all coached in Fosston, Minnesota. "I knew I could influence and empower other women."

In contrast, O'Banion grew up in Virginia, without siblings, and learned to play in an after-school program when she was 7. She was first coached by a woman in high school, then in college.

"It's been insanely valuable to be around women who have opinions," said O'Banion. "It's like a permission slip."

Being a role model, said Whalen, is a goal.



On stage after the panel, left to right, Gopher women's basketball coaches O'Banion, Whalen, Pam Borton (head coach 2002-14), and Roysland with the Tucker Center's Kane and LaVoi and former athletic director Joel Maturi.

"Thinking about those fourth and fifth graders out there watching is what it's all about," said Whalen. "You want to see the next generation of players be better. You want the next generation of coaches to be better."

"The most rewarding thing is seeing what happens when they leave us," said O'Banion. "It's amazing."

Former Gophers athletic director Joel Maturi spoke passionately about the need for awareness and commitment by leadership to hire and retain women coaches.

The Tucker Center is still one of a kind. It has sponsored 41 major lectures, five video projects, a media campaign about women's sport coverage, boundary-breaking research projects, partnerships around the world, the Women in College Coaching Report Card since 2013, an annual Women Coaches Symposium since 2014, and dozens of influential reports and publications. It supports interns and students. Kane and renowned Tucker Center researcher **Nicole LaVoi**, PhD '02, introduced the anniversary celebration and panel. Read a Q&A with them at [connect.cehd.umn.edu/the-tucker-center-at-25](http://connect.cehd.umn.edu/the-tucker-center-at-25).

CHRIS COOPER

## Forging connections in Brazil

A delegation from the college received a warm reception at the 5th World Conference on Remedies to Racial and Ethnic Economic Inequality in Brazil in September. The group represented five of CEHD's seven departments. Together they presented a session where they shared research and reflected on struggles and remedies. On a keynote panel, associate professor **Muhammad Khalifa** got a

rousing response from the audience.

In addition to attending the conference, the delegates met with educators and students in the surrounding communities.

"It was a profound experience," said **Liz Wieling** from family social science. Her response was echoed by the others, who cited the opportunity to deepen understanding of their research areas and forge



# TOUCH, SEE, LEARN



Roger Johnson and grandson Ethan got acquainted with a live Minnesota hog-nosed snake held by museum staffer and U student Anna Stockstad.

Visitors can find a CEHD legacy inside the new Bell Museum on the St. Paul campus. The museum opened in July at Cleveland and Larpenteur Avenues with a revamped Touch & See Lab that gives visitors hands-on access to natural history specimens.

Science education professor emeritus **Roger Johnson** played a key role in creating the Touch & See space in the previous Bell Museum. Fifty years later, he enjoys exploring its much bigger successor with his grandchildren, including Ethan, who zinged around the lab, touching and learning, one day this fall.

Historically, natural history museums didn't let guests touch any materials or collections. That all changed when the late Richard Barthelemy, the Bell's public education coordinator in the late 1960s, had a radical idea.

"Most people coming to the museum were under 12 years old," says Johnson. "Bart started to see how different it looked and felt to them. He began inviting the kids to sit down on the carpet and then pulled out a bag of bones and fur from the basement. One day he came over to my office and asked, 'As someone who knows child development, what kinds of things would you do to make things interesting and fun?'"

Barthelemy recruited Johnson to create a totally new museum experience. Johnson, co-founder of the Cooperative Learning Center with his brother David in educational psychology, had the unique perspectives and skills to design an environment to satisfy visitors of all ages. In 1968, the Bell Museum became the first natural history museum in the world with an interactive space.

Over the years Johnson has brought hundreds of future teachers to the museum as they learn teaching methods for careers around the world.

"Now the whole museum is really, in many ways, a children's museum," Johnson observes. "That's good, because most adults enjoy it the same way the kids do—they are experiencing the museum in a different way than just standing and looking. It's a gem of the U."

Read more at [connect.cehd.umn.edu/touch-see-learn](http://connect.cehd.umn.edu/touch-see-learn).



GAYLA MARTY; MARINA ALEIXO

connections with colleagues in Brazil, from other nations, and among each other.

College delegates were not the only ones from the U or from Minnesota, but, "I hope you know CEHD was the star of the conference!" said conference planning

committee member Sam Myers from the Humphrey School of Public Affairs at a debriefing in October.

The delegation was made possible with support from the dean's office and the University's Global Programs and Strategies Alliance.

The CEHD delegation with the flag of Brazil, L-R, Muhammad Khalifa, Oliver Williams, Liz Wieling, Tania Mitchell, Mary Hermes, Ken Bartlett, Nimo Abdi, Na'im Madyun, Marina Aleixo, Michael Rodriguez, Universidade Federal do Espírito Santo student and liaison Washington Galvão, Vichet Chhuon. Facing page: Local visits included a meeting at Tupiniquim indigenous community in Aracruz, Espírito Santo.

# The STRESS of SEPARATION

## What research tells us about the impact of separating children and families

CASSANDRA FRANCISCO

In summer 2018, the U.S. government instituted a policy to separate children and parents seeking asylum or trying to enter the United States illegally. Under previous policies, families generally were allowed to stay together in detention centers or were released until their immigration court date.

The policy received widespread media coverage, and early childhood experts from a variety of fields participated in the national conversation, drawing on their research and established child development concepts to highlight how the policy could negatively impact children now and into the future.

One of those experts was Megan Gunnar, Regents Professor of Child Development and director of the Institute of Child Development (ICD).

At ICD, Gunnar leads the Human Developmental Psychobiology Lab, which is dedicated to understanding the complex set of experiences that allow children to thrive as they prepare for adulthood. Specifically, Gunnar studies the effects of stress on children's development and how parent-child relations can regulate the stress children experience. According to her findings, the most powerful way to protect children from the effects of trauma—both physically and mentally—is the presence and availability of their parents.

This fall Gunnar discussed her research and what it tells us about why separating children and families can take a toll on a child's social, emotional, and physical development. Responses have been edited for length and clarity.



Megan Gunnar

### How does your research relate to the issue of family separation?

The most potent and powerful stress that a child can experience is the stress of separation. Children experience many acute stressors that activate stress biology. We use this all the time as a way of activating stress biology. For example, going to daycare is stressful until you adapt to it, but that doesn't necessarily harm a child. However, separation, if you have no idea if you're going to be able to get back to your parent, is an extremely powerful stressor. Separation where no one person is really taking care of you once you've been separated, and you're being cared for in an institution—that's about as intense of a situation as you can devise. And I say that in terms of both behavior and physiology.

### Why is it the most powerful stressor?

It's the one that activates the biological system of stress in the most powerful way that we know of. We know from studies about post-traumatic stress disorder (PTSD) in children that, if they are in an accident, how they recover depends more on whether their parent is able to resume being a parent, or if their parent is badly hurt. Children evolve to live in the context of relationships with one or a few close adults. Stripping that away from them strips many of their abilities to cope and interact with the world.

### What are the key development science concepts that underpin what we know about how child separation impacts children?

The understanding of how powerful and important relationships are to children is grounded in our understanding of what we now call attachment theory. In order for young children to survive, they need to have an adult taking care of them. Throughout our evolution, we've developed patterns of behavior that keep us close to the adults who are going to take care of us. We begin to see these operating powerfully at the point when a child can crawl away and leave their parent. It's about that time in development when parents notice that their baby starts crying when they leave the room. Another example is if a child is traveling away from their parent, like on a playground, and there's a sonic boom, they will return to the parent. We describe that as secure attachment. The parent becomes the child's secure base from which they can explore their environment.

**Are there any other development concepts that come to play here?**

Another one that is related to attachment theory is the idea of self-regulation. Children need to regulate their own emotions and behavior, and they often do that using the parent as a source of guidance. With a baby, the parent is integrated into their regulatory system. As children get older, they become better capable of independently regulating themselves. Even now as an adult, if something really stresses you, if you have a good relationship with your parents, you may well pick up the phone and call them. Just hearing their voices helps you feel calmer. It never quite goes away. We use those close relationships as a way to regulate ourselves, and we especially need those close relationships when we're scared, distressed, and uncertain. Not only is the separation activating and creating a threat for children, but the lack of being able to contact their parent is reducing a child's ability to activate their own self-regulation capacities.

**Children and families are still being reunited. What does science tell us about how children might behave when reunified with their families?**

Multiple things will influence this. The child's age will matter a lot. If a child is 4, 5, 6, or 7 years old, they won't understand why their parent hasn't come and gotten them. By separating them, we've threatened the trust between a parent and child. What we would expect from children is that they won't let their parents out of their sight and that they might have easy meltdowns. Older children and teenagers, on the other hand, might have a better understanding of the situation.

**How can we help children who have been separated from their families overcome their traumatic experiences, so they are successful?**

How the parent negotiates the situation, for example, how able they are to stay calm, will affect how it ultimately plays out. Humans are fairly resilient. For many of the children, it probably will be OK, but some who have genetic predispositions will suffer from anxiety and PTSD. Individual differences in

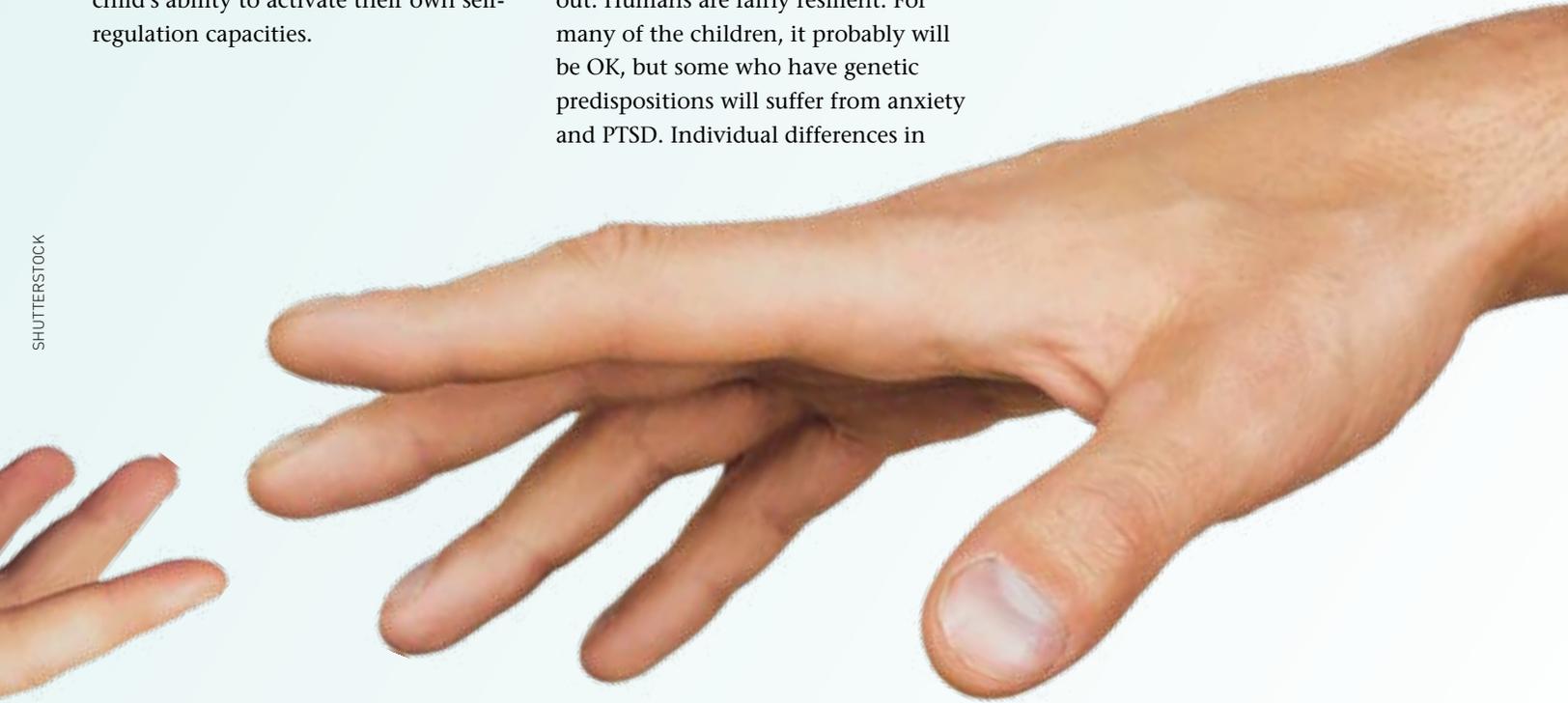
temperament come into play here—if a child is more anxious or bold or emotionally reactive—all of those things go into how a child potentially manages the situation. But none of it overrides not being able to be with your parents.

**As a researcher, why did you feel it was important to contribute to the national conversation around this issue?**

This was a situation where we had enormous amounts of evidence to speak out about what was happening. It was not political—we had a lot of information on why the policy was problematic. There was a body of evidence. Because of that, I could not imagine not speaking out. The developmental science field spoke with one voice on this issue.

.....  
Learn more about Megan Gunnar and her research at [icd.umn.edu/people/gunnar](http://icd.umn.edu/people/gunnar).

SHUTTERSTOCK



# The Early Writing Project

## Making implementation easier for teachers

Young students learning to write may face some common challenges—constructing sentences that express ideas, translating thoughts and ideas into words, and revising errors in spelling or grammar. Often, students struggling with writing proficiency are placed for small-group instruction or given an individualized learning plan. Without the proper resources, it can be hard for educators to tailor instruction to different students' specific needs.

Educational psychology professor Kristen McMaster's work focuses on this very issue. She is principal investigator for the Early Writing Project, which gives educators tools and ongoing support—in the form of professional development and coaching—to implement data-based writing instruction with first- through third-grade students. A collaboration between the University of Minnesota and the University of Missouri since 2013, the project aims to support special education teachers and interventionists working with early writers who need intensive support.

Teachers involved with the Early Writing Project get online access to downloadable resources like mini-lessons, assessments, and guides for using classroom data. A special education teacher in charge of a student's intervention can use Early Writing Project materials to track progress, assess growth, and make instructional changes in efficient and effective ways.

### Distribution makes the difference

McMaster knew the Early Writing Project had high-quality resources that deserved a wider reach. She had exchanged ideas with Educational Technology Innovations (ETI), a start-up team based in CEHD, before it launched in 2015. McMaster wanted a better way to disseminate information to teachers, and ETI knew how to help. Their missions aligned, McMaster says, and she looked for opportunities to work together.

When McMaster applied for a grant to test the efficacy of the Early Writing Project tools and supports on a larger scale, she wrote ETI into the proposal. That would guarantee funding to develop the Early Writing Project's web platform.

Including ETI in the application gave the Early Writing Project a modern dissemination mechanism, which likely gave a competitive edge in the grant process, according to ETI director Ryan Warren. Funders like to know that researchers have a plan in place for distributing results and resources. Too often, Warren says, the quality of researchers' platforms don't match the quality of the actual research, and discoveries aren't getting to the people who need it most.

"We can create dissemination platforms to assure that our discoveries are making a difference," he says.





McMaster got the grant. Now she is principal investigator on a four-year study examining the efficacy of the Early Writing Project tools and supports, along with her Missouri collaborator Erica Lembke, PhD '03. Outcomes from Minnesota and Missouri teachers using the Early Writing Project's resources are compared with teachers in a control group. When their yearlong cohort of the study is over, all teachers gain access to the project's resources.

The process will repeat three times with three different cohorts of between 40 and 50 teachers. With each new year, McMaster aims to grow the wider community of educators interested in the project's methods.

And ETI is playing a key role.

### Building a positive experience

McMaster has three main goals for the website: to make it easier for teachers in the study to access the relevant materials, to use the new website to recruit new study participants, and to plan for wider distribution to many more educators in the future.

ETI modernized the look and feel of the Early Writing Project's branding with a new logo and website design. They built an online structure to accommodate the project's wealth of materials and make the site easier for teachers to use.

Throughout their partnership, McMaster says ETI worked hard to understand the project's specific needs.

"They're designed to support researchers like us," says McMaster. "I've been really impressed by the way we've been part of the process the whole time."

The website went through two rounds of testing before its release in early October. The study will continue for three more years, and ETI is on board for all of it.

As the study moves forward and their distribution base grows larger, Warren expects the new website to make the process smoother for the researchers and their educator partners.

The teachers will have a much more positive experience with the website," says Warren. "Both sides will have a much better time doing the work that they need to do."

—Ellen Fee

Learn more at [earlywritingproject.org](http://earlywritingproject.org).



## Become an ETI project ambassador

Educational Technology Innovations (ETI) focuses on expanding the impact and broadening the reach of CEHD knowledge. We work with our faculty to translate discoveries into practical applications that can help students succeed in school.

**We need your help!** If you are working or have worked in a K–12 setting and wish to help us have a deeper impact and wider reach with our products, you may be interested in becoming a project ambassador.

Project ambassadors are needed for the following ETI products:

**Check & Connect**—an evidence-based, structured mentoring program for K–12 students showing early warning signs of disengagement and dropout

**IM4**—a student intervention matching-and-monitoring system to identify the intervention most likely to succeed based on student needs and to assure it is implemented with fidelity

**PRESS**—an elementary school reading intervention program tailored to specific student needs

**Ramp-Up to Readiness**—a career and college readiness program designed to help students from sixth to twelfth grade plan and prepare for life after high school graduation.

Contact us at [eti@umn.edu](mailto:eti@umn.edu) to learn more about this exciting opportunity.

The  
Early  
Writing  
Project



# Winter learning Professional development and enrichment from CEHD

## Take a class in CEHD

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

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

January 25, February 15, March 15

PRESS provides professional learning opportunities and resources for K–5 educators to implement efficient and effective reading interventions within their MTSS/RTI framework. Learn more and gain practical understanding for implementation in classrooms, schools, and districts. CEUs available.

**Info:** [PRESScommunity.org/events/workshops](http://PRESScommunity.org/events/workshops)

### College Readiness and Achievement Gap (CRAG) Talks

February 7 and April 11; noon–1 p.m., 303 Coffman Memorial Union

Presenters across the U share their research to advance educational equity. Each session ends with discussion around the application of the ideas and connections to other work. Bring your lunch; beverages and light snacks provided. Sponsored by the College Readiness Consortium and Educational Equity Resource Center.

**Info:** [gap.umn.edu](http://gap.umn.edu) or [sweigt001@umn.edu](mailto:sweigt001@umn.edu)

### Minnesota Evaluation Studies Institute (MESI) Spring Training 2019

March 18–21

The annual MESI training institute brings together faculty and staff, University colleagues, and local and national professionals to create interdisciplinary

evaluation training. It's designed for students and professionals seeking to improve knowledge, skills, and competencies around evaluation. Participants gain deeper understandings of evaluation and evaluation theory; opportunities to reflect about past and present evaluation challenges; a deeper understanding of the cultural dynamics in evaluation; and the chance to share and network with a community of colleagues. Discounts for students and groups from single organizations. CEUs available.

**Info:** [cehd.umn.edu/OLPD/MESI/spring](http://cehd.umn.edu/OLPD/MESI/spring)

### Women Coaches Symposium

April 19, 7 a.m.–3 p.m., TCF Bank Stadium

The seventh annual Women Coaches Symposium provides high-quality educational programming, networking, and professional development for more than 350 women coaches, administrators, and students at all levels of competition and all sports.

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

### Ambiguous Loss: Its Meaning and Application certificate program

The Department of Family Social Science now offers an online noncredit certificate program led by professor emerita Pauline Boss, groundbreaking therapist revered as a pioneer in the interdisciplinary study of ambiguous loss. Human relationships are often traumatized by ambiguous loss, a type of loss just beginning to be discussed in professional texts and training courses. Understanding the difference between ambiguous and other kinds of loss leads to more effective service for students, clients, and patients. Participants will earn a professional development certificate of completion and 15 CEUs.

**Info:** [cehd.umn.edu/fsos/programs/continuing\\_ed/AL\\_index.html](http://cehd.umn.edu/fsos/programs/continuing_ed/AL_index.html)

### Learning technologies online certificates and MED

Design your future with professional development in learning technologies. Choose from four completely online, flexible programs to help leverage technology to advance teaching and learning:

- Certificate in Online Learning
- Certificate in K–12 Technology Integration
- Certificate in Multimedia Design and Development
- Master of Education, Professional Studies in Learning Technologies

Offered through Learning Technologies in the Department of Curriculum and Instruction.

**Info:** [cehd.umn.edu/ci/academics/LearningTechnologies](http://cehd.umn.edu/ci/academics/LearningTechnologies)

### Supporting Early Social & Emotional Development (SEL) online credential

Learn how to incorporate infant and early childhood mental health principles into your current role. Courses include infant mental health, social and emotional development, using infant mental health principles to support special parent populations, and developing capacity for reflective practice using the RIOS™ framework. This 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. Online courses begin throughout the year. Offered through the Center for Early Education and Development (CEED).

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



# Language is alive

Knowledge of Indigenous languages spreads in Minnesota and beyond **by VICTORIA BLANCO**

In a second-grade classroom in Richfield, Minnesota, a quiet boy stood in front of his classmates and spoke about his Ojibwe heritage. He talked animatedly, sharing that he was learning Ojibwe at home, teaching his classmates words, and explaining what it means for his family to be enrolled tribal members. The students listened attentively. They hadn't known their classmate was Ojibwe, and they enjoyed seeing his excitement and learning from him.

Mary Hermes, a professor of second languages education, was visiting the classroom. Hermes is the co-founder and executive director of Grassroots Indigenous Multimedia and was sharing a book she and her team had made in Ojibwe language as part of their effort to inspire younger generations of Ojibwe language learners.

"When he spoke he was carefully claiming his heritage,

telling me and his classmates that he was Ojibwe," says Hermes. "In a way it was his coming out. I was delighted."

Grassroots Indigenous Multimedia is a nonprofit organization that develops Ojibwe educational materials for children, provides training on language education, and documents the Ojibwe language so it remains preserved for future generations. Hermes visits elementary schools and sees students engage with the books, games, and multimedia language lessons she brings to them. Ojibwe children become especially involved in the lessons.

That day, the boy's teacher told Hermes she had never seen him so excited about a lesson. Hermes has known for a long time that there's a desire among Indigenous youth for a deeper connection to their cultures and recognition of their heritage in the greater world.



“Language has become a way of reconnecting to heritage,” says Hermes.

Mary Hermes showed a children’s book in Ojibwe to Veronica Quillien, left, a doctoral student and learner-speaker of Bāsàa from Cameroon.

## Indigenous languages revitalization movement

Pressures to assimilate Indigenous people worldwide have caused Indigenous languages to decline. Of the estimated 7,000 Indigenous languages spoken throughout the world today, linguists predict that nearly half will become extinct by the end of the 21st century. But the recent Indigenous languages revitalization movement is fighting languages’ extinction by teaching youth to be proud of their Indigenous heritage, increasing efforts to teach Indigenous languages, and naming Indigenous knowledge as a solution in today’s era of climate change.

Identity and globalization are two key factors that motivate individuals to support the Indigenous languages revitalization movement, which has no formal organization but describes the current worldwide push to resist the suppression of Indigenous people and cultures.

Like many who support the movement, Hermes’ journey to discover her connection to (Ojibwe) Native American

heritage was not a straightforward path. Adopted as a young child into an Irish Catholic family, she became interested in learning more about her mixed (Dakota) Native American, Chinese, and European heritage when she was a teenager. She began studying the Ojibwe language as an adult.

Through her studies of the Ojibwe language, Hermes found a connection to identity and place that she had never experienced in English. She eventually helped found an Ojibwe immersion language school, Waadookodaading School with the Lac Courte Oreilles Band of Lake Superior Chippewa Indians in western Wisconsin, in hopes that she could help students deepen their relationship with their indigenous heritage even as they made their way in the wider world.

“I wanted to start a language school for children so they could feel always connected, yet mobile,” she says. “Language has become a way of reconnecting to heritage.”

Today on the faculty in the Department of Curriculum and Instruction, Hermes teaches an Indigenous languages revitalization course. In 2000, with educator

Kevin Roach, BS ’06, she cofounded and continues to lead Grassroots Indigenous Multimedia, which has partnerships with tribal schools and other organizations investing in Ojibwe language revitalization.

“We try to look for language needs, and then meet those needs,” says Melissa Engman, PhD ’17, administrative director of Grassroots Indigenous Multimedia. The staff of four, in conjunction with 15 elder and speaker consultants, develop and produce all the education materials. They have received funding from the Bush Foundation as well as private donations for their initiatives.

On the Grassroots Indigenous Multimedia website, the organization proposes a simple but convincing path toward preserving indigenous languages: “The language revitalization movement is based partially on numbers. That is to say, if enough people start to use even a little bit of Ojibwe, it helps to shift the general awareness and status of the language.”

Hermes has seen an increase in the number of language learners over her two decades of studying Ojibwe and supporting Indigenous languages revitalization.

“There are more Ojibwe language

learners today than 20 years ago," she says. "There are more speakers under the age of 20 because of the language revitalization movement."

Combatting centuries of colonialism and internalized shame about Indigenous heritage is an important part of the Indigenous languages revitalization movement. There is still a long road to making Indigenous languages flourish again, but Hermes sees the growing number of language learners as a hopeful sign.

"Language is alive," Hermes likes to remind her students. Keeping languages alive, along with animals and plants, is vital to the health of the planet.

## Innovations in language education

In her language revitalization course at the University of Minnesota, Hermes and her students develop projects aimed at supporting linguistic, cultural, and identity revolutions in their countries. Several international students and students with ties to countries outside the United States sign up for the language revitalization course each semester. Diverse experiences allow students to share strategies that have worked in different countries and find common trends in their research findings.

Hermes strives to teach her students that Indigenous languages and cultures cross political boundaries, a fact that she hopes will inspire students to think beyond the confines of nationalism, political borders, and even their chosen area of study. As she gives lessons in the Ojibwe language, she makes sure to remind students that Ojibwe people are not isolated within Minnesota; they also live in cities across North America.

Students not only take courses from Hermes but also work with her as an

adviser on a wide array of projects. Veronica Quillien, a learner-speaker of Bāsàa from Cameroon, researches and works at the intersection of art, creativity, and language reclamation.

"My research interest is on the remaking of culture," says Quillien. She is learning Bāsàa as an adult, and her imperfect pronunciation has come up in language conversations with her father. To embrace the imperfections, she expresses language in many art forms. The "remaking of culture" more specifically "is about learning from the elder within the rough form [of the spoken language], and then fitting it into ways that allow the next generation to consume it."

Quillien interviews elders, primarily her father, with the intent of extracting wisdom encapsulated in the Bāsàa language. Her multilingual graphic novel, *Yigil i mam ma loñ* (Reclaiming Roots), is the product of two language conversations with her father. Written in Bāsàa, English, and French, Quillien's goal was to capture Bāsàa knowledge and experiences in a popular form that would draw in current and future generations. She also develops zines, has a documentary, and sculpts—all artistic expressions that convey what it means to be Bāsàa.

As part of their research, many students pursuing a PhD collect data and interview members of their community about their relationship to indigeneity, their proficiency in a heritage language, and their desires to become more connected to their Indigenous heritage. Maria Schwedhelm, a PhD candidate in curriculum and instruction, grew up in Mexico and the United States. Like many Mexicans, she has heard family stories about an Indigenous ancestor but knows little about her Indigenous heritage. She understands the pressures

## More Native students

Native American students have long been underrepresented in U.S. higher education. The University of Minnesota–Twin Cities is no exception.

Modest gains at the University have come in recent years. A good share of that change is in the College of Education and Human Development.

CEHD's Native student enrollment over all increased from 69 in fall 2010 to 105 in fall 2018. Notably, enrollment at the graduate and professional level has nearly doubled in that time, from 33 (1.1 percent) to 63 (3.0 percent).

The Department of Curriculum and Instruction—where Mary Hermes is at work—enrolled 17 Native graduate and professional students this fall. Enrollment spans all levels, from certificate to doctoral programs. For example, several teachers at Bdote Learning Center in Minneapolis, a public charter school offering year-round Dakota and Ojibwe language immersion, are enrolled in licensure and certificate programs. Program areas of Native grad and professional students include science, technology, engineering, and mathematics (STEM) education, second language education, arts in education, and English as a second language.

Two other CEHD departments each enrolled 15 Native graduate students this fall. Learn about the School of Social Work's efforts on page 16, and read about a new faculty member in the Department of Organizational Leadership, Policy, and Development on page 15.

"We want this increase to continue," says Na'im Madyun, associate dean for undergraduate programs, equity, and diversity. "It pushes us to think about how we're presenting ourselves alongside what is just."

to assimilate into mainstream, Spanish-speaking Mexican society, and her work supports the revitalization of Indigenous languages and cultures in the country.

“Discrimination is ongoing,” Schwedhelm says, especially by people who believe in “belonging to the country through Spanish.” She travels yearly to Oaxaca, a southern Mexican state where more than a million people speak an Indigenous language, to learn Mixtec and work on projects aimed to support language revitalization. She plans to return to Oaxaca to work with teachers to support innovations in language and heritage education. She is exploring and learning how local knowledges and pedagogies are being used to create spaces for Indigenous languages, both within and outside formal education.

Dawn Quigley, PhD '18, a member of the Turtle Mountain Ojibwe nation, was an advisee of Hermes and is now an assistant professor in the education department at St. Catherine University. She researches and develops Native curriculum for the state's school communities, especially non-Native educators. Eighteen years of teaching in the public schools taught her that Native curriculum written and delivered by Native teachers is lacking. Quigley acknowledges that bringing Native teachers into the public school system will take longer, so she developed workshops focused on non-Native teacher development for her doctoral dissertation in curriculum and instruction and culture and teaching, along with creating [nativereadermn.blogspot.com](http://nativereadermn.blogspot.com) as a resource for non-Native teachers to deliver quality Native curriculum to students in a respectful manner.

“The Native students were hungry for culture,” says Quigley. “I realized that we



Dawn Quigley

needed to encourage our non-Native teachers to be allies.”

Her young adult novel, *Apple in the Middle*, published in August by the Contemporary Voices of Indigenous People's series of North Dakota University Press, describes the experiences of a young Native teen living between cultures who is learning to embrace her Indigenous heritage.

## Allies for Indigenous languages

While the Indigenous languages revitalization movement emphasizes connection to heritage and culture, non-Indigenous allies do powerful and important work. Engman, administrative director of Grassroots Indigenous Multimedia, has a long history as a language learner, with extensive studies in French and Arabic.

As a graduate student, Engman enrolled in Hermes' languages revitalization class, where she began

learning Ojibwe. Through her Ojibwe studies, Engman began to gain a deeper understanding of her home state of Minnesota. She realized the people who lived on this land before colonization had the richest connection to it.

“I love this place, I love the Midwest, and this is the language that grew out of this place,” she says. “It just felt like I should have been doing this all along.”

Soon, she began working closely with Hermes on research for her dissertation. She went on to complete her PhD in second language education. After graduation, she began working at Grassroots Indigenous Multimedia in addition to teaching in the Department of Curriculum and Instruction in an adjunct capacity.

“If I want to live here and pay homage and honor this place that grew me,” says Engman, “I should figure out a way to help the language that grew here to stay here and keep growing.”

## Gaining power through Indigenous languages

Hermes hopes that Indigenous languages will become part of everyday communication and that classroom language instruction will no longer be essential to keeping languages alive.

While classroom instruction has been vital in keeping languages alive, one problem with teaching Ojibwe in schools is that teachers tend to use a “foreign language model” rather than a communicative, heritage model.

“A lot of schools teach Ojibwe, but it's never been language as communication,” says Hermes. “It's been a lot of memorizing nouns—an English overlay onto Ojibwe—while two-thirds of Ojibwe is verbs.”

She hopes the resurgence of interest in Indigenous languages will lead to worldwide improvements in teaching language.

Technology is helping Ojibwe language learners to find each other and create wider spaces for communication in the world, she observes. The internet allows for language classes to take place online, uniting language learners across state and country lines. YouTube has become a resource for language lessons, communication, and artistic expression. Online language courses, which tend to be less expensive and often take place in the evening, are more accessible and have enjoyed increasing popularity. The Ojibwe People's Dictionary, established by the University's Department of American Indian Studies, is a free online resource accessible to everyone with internet access.

An even stronger signal of language revitalization's momentum is that language learners are communicating via social media and text messages in their Indigenous language. Today, Ojibwe learners have replaced "lol" as the standard response to jokes with "nb," short for *nimbaap*, Ojibwe for "I'm laughing." Facebook and Twitter, too, are spaces that support spontaneous and natural communication in Ojibwe.

More and more, lessons learned in the classroom and practiced in virtual spaces are being spoken in person.

"It's wonderful when people are at events and they use the language," says Hermes. "That's our goal, to hear Ojibwe language spoken." +

Learn more and link to related sources at [connect.cehd.umn.edu/language-is-alive](https://connect.cehd.umn.edu/language-is-alive).

## Exploring Indigenous knowledge systems

Indigenous knowledge and culture is the focus of a new scholar in another CEHD department this fall.

Elizabeth Sumida Huaman aims to address how Indigenous knowledge systems—what Indigenous peoples know about the world around us—inform both in- and out-of-school educational experiences for children and community members.

Sumida Huaman comes to Minnesota from the University of Arizona. She joins the comparative and international development education track faculty as an associate professor in the Department of Organizational Leadership, Policy, and Development.

Scholarship for her is both personal and global.

"I come from a beautiful community in the Andean highlands of Peru," she says. "As a Wanka and Quechua female scholar, my cultural identity and academic life have been shaped by my dedication and responsibility to my home community and to our Andean peoples and ancestral homelands."

Sumida Huaman has built long-term collaborative research relationships with Indigenous communities and tribal institutions in North and South America, which she incorporates into her teaching. This spring she plans to offer a course called Indigenous Education: Research, Policy, and Practice.

"The course will merge new approaches in comparative and international education with innovative work on reconceptualizing education that is being done by Indigenous peoples across the globe," she explains. She is excited to join the CEHD community.

"As a comparative education researcher, I am looking forward to being in a space with colleagues who are shaping our field and open to conversations about confronting coloniality," she says. "The connections I've started to make at the University have really impressed upon me the openness and support of colleagues who are genuinely interested in each other's work. Our world really needs healing, and for people to put that kind of good energy into doing that work is inspiring."

—Alex Evenson



At Pikillaqta, an archaeological site in Cusco, Peru



Cary Waubanasum on the steps of Peters Hall, St. Paul campus

# First steps

Innovative programs and initiatives in social work are drawing more Native American students

by Jacqueline Colby

“We *need* Native students here,” says Cary Waubanasum, a doctoral student in social work. She’s an enrolled member of the Oneida Nation of Wisconsin, with ancestral roots in the Menominee, Potawatomi, and Stockbridge-Munsee Band of Mohican Indians of Wisconsin.

Waubanasum admits she felt intimidated about applying to doctoral programs. Today she would like other prospective

Native American social workers to realize that they can be competitive and succeed.

“Now that I am here, I don’t think any Native student should be intimidated to apply,” she says. “The work is possible. Walking away from your career for a while is possible. We need social workers who understand our people, communities, culture, and history.”

TJ TURNER

Native perspectives and voices are necessary and powerful in higher education, says Waubanesum, especially in social work, where social workers have a lot of influence on the lives of the people they work with in tribal communities. Coming to the University equipped with this knowledge was a major factor in her recognition of the need for Indigenous social work education so social workers can gain the ability to work with Native people in respectful and effective ways.

The number of Native American students enrolled in graduate programs in the School of Social Work has increased from 4 (1.3 percent) in 2010 to 15 (5.3 percent) in 2018, a significant portion of an increase in the college as a whole.

“As more and more individual students come in, and they see a connection in different places—whether that’s in our experiential program or opportunities to engage in tribally centered research—respect and trust start to develop,” says Korina Barry, MSW ’11, director of outreach for the school’s Center for Advanced Studies in Child Welfare (CASCW). “It’s a domino effect. Native students and faculty talk to other people within the University about their perspectives and experiences, and that awareness and knowledge spreads. That representation matters.”

## Connections with the community

The program Barry refers to is Critical Experiential Learning in the Native American community (CELNA). It started in 2012 in support of the Center for Advanced Studies in Child Welfare’s goal of providing educational resources to MSW students who are receiving federal Title IV-E funding. Those students, called child welfare fellows, are committed to pursuing careers in public or tribal child welfare.

Shortly after Katie Johnston-Goodstar joined the social work faculty, CASCW staff asked her to collaborate on an experiential learning curriculum about Native American child welfare, according to Elizabeth Snyder, the center’s director of professional education.

The percentage of children and families in Minnesota engaged with child protection who are Native and African American is extremely high, even though those groups make up a small minority of the state’s population. The state’s disparity is the highest in the nation.

In addition, most child welfare workers are white and unfamiliar with tribal philosophies or the particular lived experiences or history of trauma among the people they work with.

With extensive input from Native elders and social service providers, including partner organization Ain Dah Yung,

Johnston-Goodstar developed a one-day curriculum for child welfare students, which soon expanded to two days. Barry, who received her MSW before CELNA started, learned about it when she joined the CASCW in 2015.

“I was really inspired and impressed by CELNA,” says Barry. “I thought, ‘We need more of this!’”

Johnston-Goodstar, now an associate professor, praises CASCW’s leadership in connecting with the Native American community.

“CASCW hasn’t been just talking about diversity and supporting the Native community,” she says. “They’ve been putting it into action in so many different ways.”

She notes that CASCW has been intricately collaborating with the Center for Regional and Tribal Child Welfare Studies in the University of Minnesota Duluth’s School of Social Work for many years. In 2011, the Twin Cities began to support Title IV-E students to attend UMD’s Summer Institute in American Indian Child Welfare. CASCW pays for three Twin Cities MSW students and three to four bachelor of social work IV-E students from other schools to attend the institute, which gives a unique opportunity to meet with and learn from tribal child welfare workers and administrators. It is the only institute of its kind in the United States.

Ashley Jones, MSW ’17, says she was fortunate as a child welfare fellow to be able to experience both the CELNA program and the summer institute.

“You can only read so much about it—you have to go out into the community,” says Jones.

Her CELNA experience included a segment at Fort Snelling, the site of a historic mass incarceration where many Dakota people perished.

“It impacted me in a personal way,” Jones says. “I’m Native, and being there on Indigenous People’s Day was memorable.”

## Connection to home

Adam Savariego, MEd ’18, is a member of the Dakota Upper Sioux Community and a graduate of the youth development leadership (YDL) program in the School of Social Work. He came to the University from Granite Falls, Minnesota, mainly because he wanted to take Dakota language classes.

“It’s weird,” he says with a laugh. “I had to leave my community to come to the University of Minnesota, that’s named after a Dakota place, on Dakota homeland, to learn my language.”

He also wanted to pursue a master’s degree program that would support his goal of working with youth. YDL appeared to be exactly what he wanted, and its evening classes allowed



During field experience for his master's in youth development, Adam Savariego talked with youth at the Upper Sioux Agency State Park on a bluff overlooking the Minnesota River Valley about the importance of that place.



him to take Dakota language classes during the day. YDL exceeded his expectations.

"I think it was the first time in my 18 years of education that I felt it was actual education," he says.

The MEd program in YDL added a new course, Ways of Knowing in Youth Development Leadership, as part of a recent curriculum revision. The course explicitly introduces students to four major epistemological traditions, including Indigenous epistemology. Throughout the course, students consider how these ways of knowing shape both how they understand issues and the practice interventions that are created to address them.

In YDL, faculty and staff members encouraged Savariego to be "real," and the acceptance he felt, once he was able to share his thoughts and feelings, helped him overcome the shame he had felt growing up in a small town in Minnesota.

"In YDL specifically, [...] I didn't become something," he explains. "I was allowed to be something I always have been."

Savariego is now is a part-time community cultural liaison at Granite Falls High School. The job is one he created. He describes it as helping the teachers better understand Dakota Upper Sioux culture and students, and helping those students navigate a Eurocentric school system by motivating, empowering, and just being a friend to them.

He is also working on a grant project with Johnston-Goodstar and thinking about eventually entering a PhD program so he

can "grow and expand myself and maintain my connection to home—because that's where the work is for me."

### Drawn to leading research and teaching

PhD student Waubanasum chose the University's social work program based on three factors: flexibility in research assistantships based on her interests, working with a Native faculty member, and location close to her home and family in Wisconsin.

Although she left her reservation home in Oneida, Wisconsin, to move to Minnesota, she feels connected to her roots.

"This isn't my ancestral homeland," says Waubanasum, "but it's Dakota land, and they are my relatives."

Coming into a PhD program can feel isolating at times, she says, but she remembers her grandfather's advice to "never forget where you came from." Remaining close and connected to home and family is a key ingredient to her overall success in the program. She also loves and feels connected to the Native community in the Twin Cities.

She arrived at the University with a few ideas for a dissertation.

Her interest in Native youth suicide prevention began when she worked as a suicide prevention coordinator at the College of Menominee Nation in 2010, where the community saw a need. In the social work program, she is also working

with professor Wendy Haight, UMD professor Priscilla Day, and UMD, examining how UMD has integrated Indigenous knowledge and practice into its social work program through the Center for Regional and Tribal Child Welfare. Waubanasum's role in the project has piqued her interest in Indigenous social work education.

In addition to the Eurocentric ways of knowing, predominant in University coursework, Wabanascum is learning decolonizing theories and methods from her mentors and fellow students.

"These are the most appropriate lenses with which to practice, research, theorize, and design policy with our people," she says.

She knew she would gain relevant teachings from her adviser, Johnston-Goodstar, who envisions Indigenous knowledge woven into the social work program. It's a signature offering that could distinguish the University, support the recruitment and retention of Indigenous students and faculty, and improve social work practice in Native communities.

**"We need social workers  
who understand our people,  
communities, culture,  
and history."**

—CARY WAUBANASCUM

Johnston-Goodstar has helped Waubanasum make connections to other Indigenous researchers and to Minnesota tribal communities. She also secured funding for Waubanasum to attend the 2017 national conference of the Society for Social Work and Research, which was offering an Indigenous research track for the first time. A keynote speaker at the conference was Linda Tuhiwai Smith, PhD, from New Zealand, a Maori scholar-activist and author of *Decolonizing Methodologies*. A grand entry celebration for Smith gave Waubanasum a unique opportunity to intersect her scholarly and Native American identities.

"I wore a ribbon skirt that I borrowed from my Dakota friend, and my moccasins, and I participated in the grand entry alongside another Menominee PhD student," she says with pride. "Dancing in a grand entry felt natural because it's how I grew up."

## A long way to go

The graduate programs in the School of Social Work have taken several steps on the road to becoming more welcoming for Native American students and more responsive to the surrounding Native communities.

"I'm really proud that we do CELNA every year," says Johnston-Goodstar. "It gets a lot of positive feedback from the community and among the students. It seems to be adding something to the social workers that we are producing."

But CELNA is limited to child welfare students. She would like to see Indigenous content not just in the MEd program in youth development leadership but across the school's curriculum, expanding to all students, graduate and undergraduate. She would also like to see initiatives that support students across departments and colleges—for example, language revitalization and college support for students to minor in Dakota and Ojibwe language programs offered in the College of Liberal Arts.

Initiatives like that, she says, could increase not only the number of Native students in the college but also the number of critically aware students of other backgrounds.

"We could produce graduates who not only work in Native communities but are simultaneously engaged in the language and cultural revitalization efforts of those communities," says Johnston-Goodstar.

Hiring and retaining more Native Americans in professional and tenure-line positions remains a large hurdle. Part of the reason, CASCW's Snyder points out, is that Indigenous research and scholarship can be very different from prevailing methods. To be a true research institution, she adds, the University needs to include it.

"That," says Johnston-Goodstar, "means understanding what research methodology and dissemination would look like in a world in which we are not comparing them to a white, male, positivist science standard."

The good work that has been done to increase Native graduate students in the school is awesome, according to Johnston-Goodstar.

"It's a good start," she says, "but we have a long way to go." +

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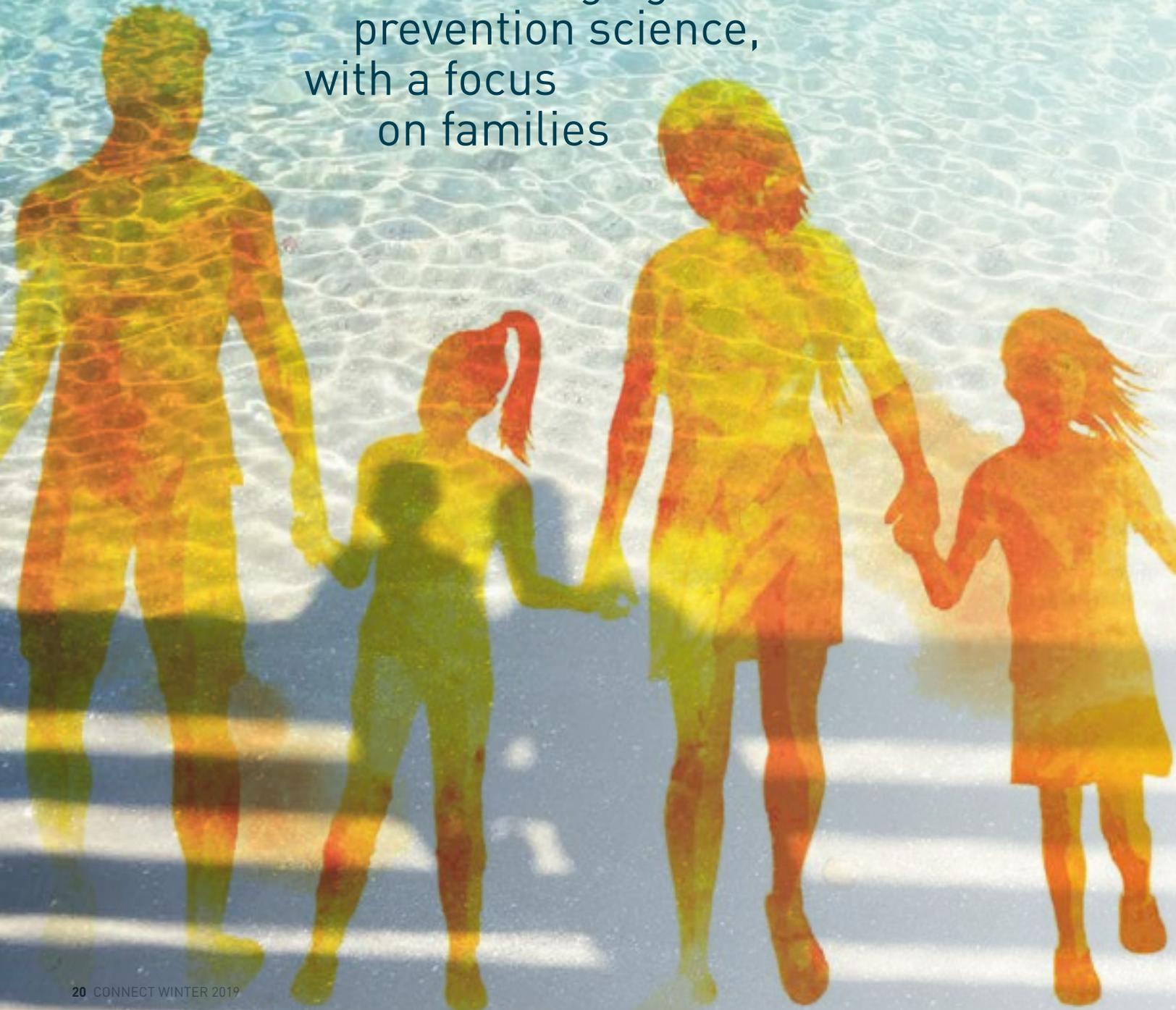
Read more and link to resources at [connect.cehd.umn.edu/first-steps](https://connect.cehd.umn.edu/first-steps).

Read about the increase in Native student enrollment in CEHD, and specifically in the Department of Curriculum and Instruction, on page 13.

# An ounce of prevention

by JULIE MICHENER

The emerging field of prevention science, with a focus on families



In a Twitter-driven, 24-hour-news-cycle culture, taking a long view is not easy. But professor Gerry August, a passionate advocate for children's mental health, is one who does.

August got to know thousands of children and families during his years as a clinical therapist and director of the University Medical School's psychological services. He learned that the stigma of mental health issues makes children less likely to share their feelings or seek help.

"Children who struggle with emotional or behavioral difficulties are often embarrassed, ashamed, or humiliated," says August.

That led him to identify the need for screenings to determine who's at risk. In the late 1990s, August worked to develop an intervention called Early Riser, which identified children with behavioral and social adjustment problems at the start of kindergarten and delivered a school-based, coordinated package of child and family training and support. Provided over a two- to five-year period, the comprehensive prevention program offered school and family support interventions and skill training that significantly reduced children's aggressive behaviors while improving social skills and peer relationships.

On the leading edge of developing prevention programs for children, August moved "upstream" to the Department of Family Social Science in 2014. He joined forces with faculty members Abigail Gewirtz, whom he'd previously mentored, along with prevention science researchers Tim Piehler and Lindsey Weiler. Their work led to a new master's program in prevention science last year that is attracting a new generation in family social science.

## Defining prevention science

Prevention science researchers and teachers in family social science are driven to use research to unravel the complex factors that place a child, adolescent, or family at risk and then create interventions that could deflect them from a negative path to a more positive outcome.

They ask questions that spring from their clinical experiences treating children and families. What if I had seen this child, or this family, three years ago? . . . What if we could have intervened earlier—before the effects of a negative event or family trauma fractured the family's healthy development? . . . What can I do to help?

More specifically, they ask, how can parents, health care professionals, schools, and communities help those who are at a heightened risk for serious mental disorders as well as health-compromising behaviors? How do we identify children who may be at risk due to exposure to trauma or other life-altering events, such as death of a parent, divorce, or abuse? What

kinds of preventative intervention programs are available to reduce the impact of harmful experiences? How do individuals, families, and communities develop resilience?

Prevention science encompasses those questions and more. Interdisciplinary and practical, it's a field of applied research uniting researchers, practitioners, and community health care providers from a variety of sectors to develop, test, and disseminate interventions for those they serve.

Historically, says August, prevention science's roots were in public health interventions such as municipal water fluoridation and the development of vaccines to combat contagious diseases. It has been most successful in cardiovascular health interventions—prevention programs designed to reduce heart attacks and disease have been embraced and adopted by the public.

"You're not stigmatized if you have a heart attack," he notes.

But prevention aimed at mental health issues lags behind, he says, particularly efforts designed for children.

"Prevention science in mental health is challenging because multiple factors can place individuals at risk," says August.

"When children start school, they're screened for a variety of health issues but not for any possible behavioral or emotional issues that could manifest later. Risk factors are often difficult to identify and may only emerge following a traumatic event, or if the child is rejected by peers, bullied, or experiences some kind of failure."

An ounce of prevention is worth a pound of cure, the saying goes. Prevention science aims to reduce not just costs but the human toll of crisis after crisis.

## Identifying risk factors

Assistant professor Timothy Piehler focuses his research on broad risk factors that trigger the emergence of disorders like substance abuse in adolescents.

"What has led up to that disorder development? What are the risk factors and possible protective factors?" asks Piehler. "What's exciting to me is drawing from diverse sets of knowledge to better understand how we can prevent problems from emerging."

Piehler is a licensed clinical psychologist who came to the U's Medical school in child psychiatry in 2011 and then, like Gerry August, moved to family social science in 2014.

His current collaboration with a Twin Cities high school is testing the effectiveness of mindfulness training to reduce school-based aggression and violence. He and his collaborators want to learn whether they can identify narrow neurocognitive modifications and see changes in the way students exercise

impulse control and delay gratification.

School staff members are trained by Piehler and his team in mindfulness techniques. Students participate in a group-based program to build skills in increasing emotional awareness while reducing reactivity to negative emotions. Early findings are encouraging.

"We're identifying students displaying early conduct problems to see if we can help them be more aware of their emotions and reactions and manage them more appropriately," he explains. "Students seem to like the groups and what's happening. They're receptive to learning these types of skills, and it's rewarding to see them engaging with the material."

### Building a better village

"Everyone has heard the phrase, 'It takes a village to raise a child,'" says assistant professor Lindsey Weiler. "So how do we create a village when there isn't one, and how can we create a better village?"

Weiler is a licensed couple and family therapist who joined the family social science faculty in 2014. In addition to teaching, she collaborates on projects with the National Mentoring Resource Center and leads a project funded by the U.S. Department of Agriculture to help youth traumatized in foster care. She's interested in the impact that adult mentors, formal or informal, can have on children's well-being.

"There's been very little research on parents' role in fostering their children's social network," says Weiler. "We believe informal mentors can be very beneficial for kids and possibly even protect them from negative events in their lives."



Lindsey Weiler surveyed Minnesota State Fair-goers about youth mentoring.

Now Weiler is conducting a multi-year research project on caregiver-initiated mentoring with a team from the University of Arkansas. They met at a national symposium of youth-mentoring researchers convened by Big Brothers Big Sisters of Canada, the National Mentoring Partnership, and a university in Boston.

The symposium message was clear: Current programs and practices in youth mentoring are inadequate, especially for youth from disadvantaged backgrounds. Weiler and her colleagues set out to explore and expand the very definition of mentor.

With surveys and focus groups in the United States and Canada, the team has explored why parents enroll their children in formal and informal mentoring programs and how parents view the benefits and risks of mentors. Their research helped them design a survey conducted during the 2017 Minnesota State Fair showing that parents and caregivers see value in connecting their children with supportive adults but have little experience actually doing it. Parents need help to recruit informal mentors from their communities to "build the better village."

The team then generated solutions to the recruitment challenge in a Twin Cities-based workshop last fall with parents who are clients of a low-income housing service and with volunteers who serve youth at several community organizations.

"These kinds of collaborations bring multiple perspectives and skill sets to the table," says Weiler. "The result is a better, more culturally sensitive program that is received and sustained by the community."

Next steps include fully fleshing out a program, finding community collaborators, and seeking funding partners to help parents and caregivers connect with informal and formal mentors.

"We use research to develop programs that are applicable, acceptable, and effective for people in our communities," says Weiler. "It's what we mean when we talk about 'translational research.'"

### Reducing the impact of trauma

The prevention science mantra is *identify what works and get it into practice as widely and as quickly as possible*.

It's an aim repeated often by professor Abi Gewirtz, whose father described surviving the London blitz during World War II. Later, as a graduate student in Tel Aviv during the first Gulf War, she saw firsthand the distress of parents and families trying to cope with war-induced trauma. Those experiences

instilled in her a powerful urgency to help children and families exposed to violence and trauma.

Today she holds a joint appointment in family social science and the Institute of Child Development.

“There is a body of knowledge that’s grown over the past quarter-century that shows how damaging exposure to violence can be to a child’s development,” says Gewirtz. “When research, practice, and policy are in sync, important changes can be made to benefit vulnerable children and families.”

In partnership with the U.S. Department of Defense, Gewirtz created the ADAPT program—After Deployment: Adaptive Parenting Tools—designed to help military families reintegrate effectively when a parent returns.

ADAPT is a model of prevention science success: using evidence-based research to create an intervention program that fills a much-needed gap in supporting the mental health and resilience of military families with a deployed parent.

Gewirtz and her one-time mentor, Gerry August, now co-direct the Institute for Translational Research in Children’s Mental Health (ITR). It’s a home for ADAPT, the Early Riser program, the Center for Personalized Prevention Research, and more, drawing on the energy and expertise of colleagues across CEHD and the U.

## The next generation

Six U colleges—CEHD, medicine, nursing, public health, public affairs, and liberal arts—collaborated to launch a graduate minor in prevention science at the U in 2009. The Department of Family Social Science is now its academic home, and a master’s program opened in 2017, one of about a dozen in the country.

“It’s a relatively young, multidisciplinary field focused on improving health and well-being,” says Kristen Johnson, coordinator of the master’s program and a prevention science researcher. “It equips students with a range of skills and knowledge, from assessment to sustaining a positive impact.”

Graduate students make possible the research of August, Piehler, Weiler, and Gewirtz, working side by side with them and bringing new questions and perspectives.

Cheuk Hei “Bosco” Cheng came into the master’s program and is now pursuing his PhD with Gewirtz as his adviser.

“Prevention-focused research has really helped me see the connection of my work to the purpose of improving the well-being of families,” he says. “It’s been meaningful and helped me to connect back to the whole picture of research.”

Jingchen Zhang is a doctoral candidate with a focus in prevention science. With Piehler, she explored data gathered by the Early Riser program team. With Gewirtz, she and Cheng studied ADAPT’s impact. She’s now devoting more effort to the physiological markers of emotion regulation, such as heart rate variability, to understand how it maps to real-time parent–child interactions.

“I feel grateful for being involved in such a well-designed parenting intervention program and finding the meaning of being a researcher,” says Zhang. “The transition from working on the basic developmental psychology research to applying the knowledge to parenting intervention studies has been fantastic.”

Solving big challenges will take sustained attention to unpack complex health-risk factors with solid data. It will take smart investments in interventions that prevent major health issues from blossoming into major crises.

With a long view, prevention scientists are working to solve those challenges. +

Learn more about prevention science at [cehd.umn.edu/fsos/programs/masters/prev-sci](http://cehd.umn.edu/fsos/programs/masters/prev-sci) and [itr.umn.edu](http://itr.umn.edu).



Abi Gewirtz, Kristen Johnson, Gerry August, and Tim Piehler, along with Lindsey Weiler (facing page), are core faculty in prevention science.



## Better options after traumatic injury

Exercise physiologist Sarah Greising works to regenerate skeletal muscle

A person who suffers a traumatic injury can face a future forever changed. Traumatic injuries such as those sustained during military combat can lead to permanent disability, limb loss, or worse.

Sarah Greising, assistant professor of exercise physiology in the School of Kinesiology, is seeking to help change for the better the lives of people who experience such injuries.

“I’ve always been fascinated by how quickly muscles can change and heal themselves,” says Greising. “Some people can regenerate muscle. Others lack the ability to regenerate. Why?”

Greising directs the school’s Skeletal Muscle Plasticity and Regeneration Laboratory, where her team explores strategies to address traumatic muscle injuries through regenerative rehabilitation, a process that stimulates cells to repair and regenerate damaged tissue. Specifically, Greising studies skeletal

muscle physiology and volumetric muscle loss, which is caused by traumatic injury.

Before joining the kinesiology faculty last spring, Greising received her PhD in rehabilitation sciences at the U of M Medical School and ran a research laboratory at the U.S. Army Institute of Surgical Research, where she encountered soldiers who had experienced major trauma in combat. She saw injury to bones, the vascular system, and skeletal muscle.

“These are young people,” she says. “They have a long life to live. There are long-term questions of how these injuries will affect them. How do you change something to help them function and live better?”

Trauma patients often suffer multiple major injuries, Greising notes, and the skeletal muscle aspect can be overlooked. In some cases, patients are presented care options related to whether a limb should be salvaged or amputated.

“Sometimes they don’t have a choice,” she says, “but we want to be able to give the patient some options and a holistic way of looking at the problems.”

Traumatic injury can have many causes other than war, such as car and motorcycle accidents, as well as mass tragedies.

“These seem to be happening more often,” she says. “But as

civilian and military medicine advances, more of these injuries are survivable.”

Greising’s academic background in exercise science (BS), health and human performance (MS), and rehabilitation science (PhD) has provided her with wide-ranging perspectives on advancing the study of regenerative rehabilitation. She sees potential for collaboration with colleagues in areas such as biomedical engineering, stem cell biology, and physical therapy.

“Lots of groups are working on this,” she says. “Everyone looks at a problem through their own lens.” They bring new ideas and different approaches to addressing the issues.

Greising is also involved in research studies with U Medical School alumnus and former classmate Jarrod Call, PhD ’11, now an assistant professor at the University of Georgia, that involve the use of exercise and electrical stimulation to promote regeneration. Greising and Call were recently awarded a Department of Defense grant to further their studies.

“The regenerative rehabilitation field is fairly new and is becoming more multidisciplinary,” says Greising. “The teacher side of me wants to open windows to other applications of exercise physiology. I have a few undergraduates thinking about pursuing physical therapy, and they are seeing how they can develop rehabilitative programs that address traumatic injury. I think in the next 10 years we’ll discover more scientific ways of combining regenerative medicine and rehabilitation for the best outcomes in lifelong function.”

—Marta Fahrenz

Read more at [cehd.umn.edu/kin/people/grei0064.html](http://cehd.umn.edu/kin/people/grei0064.html).



## New Faculty

**Mimi Choy-Brown** (assistant professor, social work) focuses on improving the quality of mental health services, implementation science, and recovery-oriented evidence-based practices. She received her PhD from the Silver School of Social Work, New York University.



**Stefanie Marshall** (assistant professor, curriculum and instruction) studies how policies impact the implementation of science education in K–12 schooling and how information about science education is distributed through social networks. She has a PhD from Michigan State University.



**Joseph Rios** (assistant professor, educational psychology) specializes in educational measurement and psychometrics, identifying appropriate methodologies to classify and filter noneffortful responses in low-stakes testing contexts. He has a PhD from the University of Massachusetts, Amherst.



**Elizabeth Sumida Huaman** (associate professor, organizational leadership, policy, and development) focuses on Indigenous knowledge systems, education, and research methodologies as well as transformative human rights education. She received her EdD from Teachers College, Columbia University. *Read more on page 15.*



**Jessica Toft** (assistant professor, social work) studies citizenship disenfranchisement and is writing a book for Oxford University Press on an analysis of current social work practice and a model of democratic citizenship social work through which to understand and address injustices. She received her PhD from the University of Minnesota School of Social Work.

## Honored

**Lynne Borden** (family social science) was honored with a 2018 College of Agricultural, Consumer & Environmental Sciences Alumni Association Career Achievement Award from the University of Illinois, Urbana-Champaign.

**Joshua Collins** (organizational leadership, policy, and development) received the Assistant Professor Award given by the University Council for Workforce and Human Resource Education. This award recognizes accomplishments in research, teaching, and service by an individual in the early academic career stage.

**Megan Gunnar** (child development) is the 2018 recipient of the Lifetime Achievement Award from the International Society of Psychoneuroendocrinology. The society promotes and disseminates knowledge on hormones, their interactions with brain and body processes and behavior, and their clinical applications.

## Appointed and elected

**Daheia Barr-Anderson** (kinesiology) has been appointed to a three-year term on the editorial board for the peer-reviewed journal *Research Quarterly for Exercise and Sport*.

**Zan Gao** (kinesiology) was appointed to the editorial board for the *Journal of Clinical Medicine*, an international scientific open-access journal providing a platform for advances in health care, clinical practices, the study of direct observation of patients, and general medical research.

**Michael Goh** (organizational leadership, policy, and development) has been appointed vice president for equity and diversity for the University. Goh had served as interim vice president for equity and diversity since October 2017.

The American Association on Intellectual and Developmental Disabilities appointed **Frank Symons** (educational psychology) as the next editor of the *American*



Michael Goh

*Journal of Intellectual and Developmental Disabilities*. The journal is the association's scientific, scholarly, and archival multidisciplinary journal for reporting original research contributions of the highest quality on intellectual disability, its causes, treatments, and prevention. Symons will serve as editor for four years beginning in January 2019.

## In memoriam



**Jack C. Merwin**, former dean of the College of Education and professor emeritus in the Department of Educational Psychology, passed away on July 2 at age 92. Merwin was widely known as a coauthor of the Stanford Achievement Test, which measures academic progress of students from kindergarten to grade 12.

Born in Illinois, Merwin was a high school math teacher before he earned his master's and doctoral degrees at the University of Illinois. A veteran of World War II, Merwin served in the Army Air Corps and the U.S. Air Force Reserve. He married his wife Betty while on leave in 1945. Merwin took his first teaching position at Syracuse University and joined the University of Minnesota in 1960.

A professor for 36 years and dean for seven, Merwin was one of the first U.S. educators to work with teachers in the People's Republic of China. In retirement, he volunteered with many organizations, including Alzheimer's facilities. He was an active volunteer until the week before he passed away.

Merwin is survived by his daughter, brother, granddaughter, and great-grandson. Gifts in his memory may be made to the Jack C. Merwin Endowment for Educational Measurement, University of Minnesota Foundation.

**FROM THE PRESIDENT**

CHRIS DIXON,  
BS '04, MEd '05



**DEAR FELLOW ALUMNI,**

What impact did CEHD have on you? Did you discover a new passion, decide on a rewarding career, develop useful expertise, forge lifelong friendships?

For me, it meant all that and more. As a proud, two-time graduate of the School of Kinesiology, I am thankful every day for my education and the connections to 75,000 other CEHD alumni around the world that it brought me.

Just as you benefited as CEHD students, the Alumni Society wants to help you benefit as alumni. I encourage you to get involved by attending our events, sharing your story with students, and supporting scholarships for CEHD's best and brightest. Please contact us to find out how you can build your relationship with the college or to share your ideas.

I look forward to meeting you at an upcoming CEHD Alumni Society program. Go Gophers!

**A day of service—and fun**

Cookie Cart in North Minneapolis was once again a volunteer site for many CEHD alumni on September 29, where community members worked side by side with teens gaining work, life, and leadership skills in the bakery. It's part of the U of M Alumni Association's Day of Service, which has grown to sites nationwide, 10 in greater Minnesota, plus Japan, Saudi Arabia, and Scotland. Clockwise from top right: Cookie Cart youth and volunteers, and CEHD alumnae **Cheniqua Johnson** (in a maroon CEHD T-shirt) and **Mary Branca Rosenow** (in a white apron) with their baking teams.



**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 [f](#)  
 CEHD Alumni & Student Networking Group on [Linked in](#)  
 @UMN\_CEHD\_Alumni on Twitter







## Homecoming 2018

On October 5, alumni, students, faculty, and staff enjoyed a pre-parade gathering on the Burton Hall lawn, with food and fun for all ages. Many then lined up to represent the college in the Homecoming parade. Above, Dean Quam welcomed a future student. Top right, Alumni Society Board president Chris Dixon and his daughter had fun with Goldy Gopher. Students and alumni gathered and marched in the parade down University Avenue to TCF Bank Stadium.





## Women in Cooke Hall

A pair of tap shoes. A blazer, a gym uniform, and a timeline. A directory of alumnae from the classes of 1922 to 1999 in the Women's Physical Education Alumnae Association, or WPEAA.

These are memorabilia now on display in the lobby of Cooke Hall. This fall,

alumnae of the WPEAA came to have a look and celebrate at a coffee reception with leadership from the School of Kinesiology.

The association officially disbanded in 2016 after nearly a century. But the warm comraderie continues. Lifelong friends, they sang happy birthday to

**Shirley Oehler Anderson, '59**, as well as the *Minnesota Rouser*. Next-generation faculty and guests gave moving tributes to the women's example, leadership, inspiration, and philanthropy. Read about the WPEAA legacy at [z.umn.edu/wpeaa-history](http://z.umn.edu/wpeaa-history).



Randy and Judi Johnson

## A leader in oncology nursing

During the 1960s and '70s, new drugs and therapies were having an impact for cancer patients. Cancer was no longer a death sentence but treatable and sometimes curable. Quality of life throughout treatment was a growing need, and oncology professionals began to look at how to provide both treatment and supportive care.

**Judith L. Johnson, PhD '79**, was a pioneer in that movement and is still making a difference today across the medical field.

During her nearly four-decade career at North Memorial Medical Center, Johnson challenged the stigma of a cancer diagnosis and started programs to support patients in a holistic way. She established the first cancer support group in the Twin Cities and launched educational programs so patients could be informed about their diagnoses and treatments. That support program model, which came out of her dissertation work, was soon adopted by the American Cancer Society for nationwide use. She also was a founding member of the Multinational Association of Supportive Care in Cancer, a groundbreaking organization that recognized supportive care as a field of study.

In addition to her work with patient support and education, Judi Johnson has promoted the field of oncology nursing around the world. She was a key consultant in

establishing the Asian Pacific Oncology Nursing Society and has worked internationally with academic institutions to set up nursing and oncology programs, including in Japan and England.

Johnson, a registered nurse who earned a master's in public health at the U and her doctoral degree in adult education in CEHD, received the University's Outstanding Achievement Award on August 4.

"Judi offered hope, knowledge, and support at one of the scariest times in anyone's life, being an active cancer patient," a longtime friend remarked. "She exemplifies the University of Minnesota's commitment to the state, its students, the nation, and internationally."



Rising Alumni Award winner Reem Al-Ghanim

## The power of education

### A global leader for human resource development

“I’m passionate about the development of each individual,” says Reem Al-Ghanim, MEd ’08. “Making sure that Sarah, for example, gets her petroleum engineering degree. My job is not about being in the background or in front but about being there, shaping the environment around the individual.”

That’s how Al-Ghanim describes her role in human resources development (HRD). Since completing her degree, she has held progressively senior positions in Saudi Arabian Oil Company, an energy giant employing 65,000. In 2015 she was named head of Saudi Aramco’s women development and diversity, aiming to increase the number of women in the company’s talent pipeline. She became a founding member of the Gulf Region Organization for Women (GROW), whose members include 30 industry partners, semi-government organizations, and academia. She also chairs the Leadership Excellence for Women Awards and Symposium, a leading awards program and symposium for women in energy in the Middle East.

“Women in Saudi Arabia have worked in education and medicine for years and are now coming into fields we’ve not been in, and in larger numbers,” she says. “A catalyst is the industry–academic partnership, which often does not get enough attention.”

Al-Ghanim’s first contact with the University came in 1998 when a certificate program was offered in her home country, taught by Gary McLean, now professor emeritus.

“Our department director sat us all down and said, ‘If you want to progress in this company, you will take this degree,’” she remembers with a smile. “Well, in that program, you had to have an opinion, and I hadn’t developed one yet. Being in the cohort of around 20 people in 1999—my direct manager, his manager, their peers—I got to speak up. I enjoyed it and learned so much in the process.”

Al-Ghanim completed the certificate program in about 18 months. Then a master’s in education in HRD became available, with classes taught in Saudi Arabia by CEHD faculty for several years. Al-Ghanim was on board, navigating career and classes.

The degree, she says, prepared her to be adaptable, deal with ambiguity, and anticipate change.

“The answer to every question is always ‘It depends,’ especially living in the world today,” she says. “The power of education is that it helps you understand yourself a lot more and understand your environment. What I learned from Dr. McLean is, if you want to understand something well, you start with critical observation.”

As part of her current work assignment, Al-Ghanim visits with critical technical organizations—for example, visiting on-shore rig sites—to better understand the job environment, which currently has very few women employees.

Al-Ghanim received CEHD’s Rising Alumni Award in 2018 for her outstanding leadership and distinction. She’s also on the CEHD Alumni Society Board and its new international relations subcommittee, with board members from four continents, attending meetings online.

“I am proud to be associated with an education institution that has prepared me so well,” she says.

Learn more at [connect.cehd.umn.edu/the-power-of-education](https://connect.cehd.umn.edu/the-power-of-education).

**CEHD Rising Alumni**  
 The deadline to submit names  
 for the 2019 award is January 15.  
 Nominate someone you know!  
 See [cehd.umn.edu/alumni/rising](https://cehd.umn.edu/alumni/rising).

# improving lives

A CAMPAIGN FOR THE COLLEGE OF EDUCATION + HUMAN DEVELOPMENT

## GRATITUDE



The needle on my gratitude meter has moved to the highest level! As chair of the Improving Lives campaign, which has raised more than \$85 million, I am overwhelmingly grateful to all our donors who have given so generously to CEHD. I am grateful, too, for a hard-working campaign cabinet, whose members have supported

the effort by volunteering their time and energy. I am grateful for a development staff whose passion is contagious and for Dean Jean Quam who provides immeasurable leadership.

All of us share a love for CEHD because of how it has impacted our lives in meaningful ways. When I reflect on my time as a student, I am grateful for an education that altered the course of my life in ways I could not then even imagine. I am also grateful for professors who became mentors and fellow students who became lifelong friends.

Today, I am most grateful to be able to experience the joy of giving back, knowing that more lives will be transformed through CEHD's groundbreaking research and stellar educational opportunities. Our donors fuel the work that significantly improves lives. Because of donors, young people will have an education they didn't think possible. Researchers will have breakthroughs, solving problems never before addressed. World-class programs for early childhood will be housed in a new state-of-the-art facility. Leaders will inspire others to meet seemingly insurmountable challenges. Educators will transform the lives of students of all ages.

William Arthur Ward said, "Feeling gratitude and not expressing it is like wrapping a present and not giving it." I am happy for the opportunity to extend my heartfelt thanks to our CEHD team of donors, faculty, staff, and volunteers. I am so very grateful for all of you.

Louellen Essex, BS '70, PhD '79  
Chair, Improving Lives Campaign cabinet

### Improving Lives Campaign Cabinet

#### Honorary Co-Chairs

Carmen and Jim Campbell  
Eloise and Elliot Kaplan

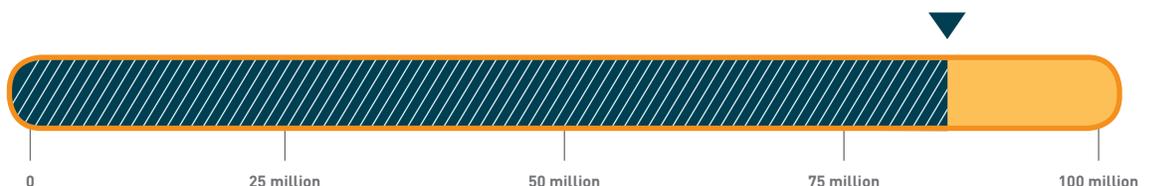
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Louellen Essex

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Julianne Bye	Candice Nadler
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8,556 donors  
\$85,703,597 raised  
78% faculty & staff  
campaign participation



# Investing in the future— building a new home for the Institute of Child Development

What's the best investment someone can make? Candice Nadler, BS '70, MEd '82, shares the belief that effective early childhood development programs lead to better outcomes for youth and a good quality of life for all. Her experience as a student in the



Chuck and Candice Nadler

Institute of Child Development led to a successful career and a lifelong dedication to building healthy futures for children.

As a first-generation college student, Candice had limited examples of professions that required higher education. Her initial plan to become a librarian shifted after

a powerful experience volunteering with children living in a hospital facility throughout their medical treatment.

She pursued a master's in early childhood education at the Institute of Child Development (ICD) under the guidance of legendary professor Shirley G. Moore, gaining exposure to faculty doing the most current work in the field. She recalls that the ICD building was "rickety" even then and adds, "Today, the space is completely inappropriate for a top-ranked program like ours."

Candice drew upon her fondness and talent for working with children throughout her career. She served as head teacher

for the U child-care program's infant class. She later taught in several community preschool and parent education programs and worked for more than a decade as a therapist at Jewish Family and Children's Service of Minneapolis. In semi-retirement, she volunteered with ICD's Center for Early Education and Development and remains an independent consultant and writer on wellness and family issues. She also contributes time and expertise to CEHD as a member of the Alumni Society Board and Improving Lives campaign cabinet.

Her passion for keeping up with the latest research on human development continues. One topic especially resonates: the economic impact of investing in early childhood development. The high public return on programs that promote the early growth and development of children has been described extensively by Arthur Rolnick, former senior vice president and director of research at the Federal Reserve Bank of Minneapolis, and others.

Candice knows the Institute of Child Development is a leader in providing evidence-based practices and training future educators for early childhood programs across the state and world. She saw a connection between the need to replace its "rickety" building and ensuring the institute continues to be well respected and globally competitive.

Candice and her husband Chuck, JD '73, are proud that they made the first-ever gift to the Institute of Child Development building project with a modest contribution in 2012. Now, several years later, they have made a larger commitment in honor of Candice's history with ICD and personal advocacy on behalf of the project.

"We wanted to set the stage for good things to happen," says Candice. "It's so important for children to thrive and reach their potential. The research coming out of ICD has a direct influence on making that possible, and our gift will help sustain that work."

## You can be part of this important work

Plans for a new building for the Institute of Child Development are included in the University's bonding request to the Legislature. The University will ask for \$28 million from the Legislature, and CEHD has pledged to raise the remaining funds in private support. Learn more about how you can support the University's legislative request at [umnalumni.org/UMAA-get-involved](http://umnalumni.org/UMAA-get-involved).



# Planning Ahead

You may have been wondering about the new tax law—and how it will affect your charitable giving. Here are some popular giving strategies our donors are using to continue their support for the University of Minnesota in a way that makes sense for their financial planning.

## Are there still tax benefits for making charitable gifts?

Yes! The Tax Cuts and Jobs Act of 2017 maintains the charitable income tax deduction and even expands it for charitable gifts of cash. Under previous law, donors could deduct cash gifts up to 50 percent of their adjusted gross income each year. The new law increases this limit to 60 percent. However, itemized deductions (including charitable) do not provide a benefit unless the total of itemized deductions exceeds the standard deduction.

## Can giving appreciated assets rather than cash reduce my taxes?

Giving securities that have increased in value, such as stocks, bonds, or mutual funds, is a smart way to support the University and save on taxes. If you give securities you've held for more than one year, you may deduct the full fair market value, subject to applicable limitations. Even if you do not itemize deductions, you may still benefit by avoiding capital gains tax on the appreciated

property. There are similar tax benefits for donating other appreciated assets, such as real estate.

Please be aware that deadlines imposed by financial institutions for making gifts of stock have become earlier in recent years, typically to the first week of December. Check with your adviser to be sure the transaction will be completed by year-end.

## Can I make a tax-free gift from my IRA?

If you're 70½ years of age or older, you can give up to \$100,000 directly to charity from your individual retirement account, tax free. You can exclude the amount of the charitable distribution from your federal income, lowering overall tax liability. Gifts to charity also can satisfy your required minimum distribution. This option provides tax savings even if you do not itemize deductions.

In addition, designating charity as the beneficiary of a retirement account remains a popular way to support the University's future while saving loved ones from taxes.

## Is there a way to make a gift that pays me income and has tax advantages?

You can give cash or appreciated stock to fund a charitable gift annuity. In return, the University of Minnesota Foundation pays you (or up to two people you choose) a fixed annual amount for life. You may receive an income tax deduction for a portion of the gift.

In addition, a portion of each annuity payment is not taxed—and you'll save on capital gains tax if the gift annuity is funded with appreciated securities.

## I have a donor-advised fund. How can I use that to make a gift?

Giving to the University from your donor-advised fund is simple. You can recommend a grant to the University of Minnesota Foundation for any unit or program you choose. The administrator will distribute the grant directly to the Foundation.

Many donor-advised funds allow you to recommend specific charities to receive assets remaining in the fund after you pass away. To recommend that the University of Minnesota Foundation receive all or a portion of the remainder of your fund, please contact your fund administrator to specify your wishes.

## Can I direct my gift to a specific area?

When you make an estate commitment or other planned gift to the University of Minnesota, you always can designate that it go to a specific campus, college, or program of your choice—including the College of Education and Human Development. To make sure we know your wishes, please inform us of your plans by completing a Statement of Future Gift form. You can find it online at [z.umn.edu/futuregift](http://z.umn.edu/futuregift). All information you share will be kept confidential.

Thank you for making a difference with your generous support. For more information about ways to support CEHD, please visit [cehd.umn.edu/giving](http://cehd.umn.edu/giving) or contact your development staff liaison.

*Please note, this information is not intended as legal or tax advice. For information on how any gift may affect your tax situation, please consult with your own professional adviser.*

Find out more about how to give at [give.umn.edu/waystogive](http://give.umn.edu/waystogive).



## New gifts and commitments

### \$1,000,000 to \$4,999,999

Gail and Robert Buuck made a gift to the Institute of Child Development building.

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

James and Norma Leslie made a gift to the Institute of Child Development building.

Philip E. and Margaret S. Soran made a gift to the Institute of Child Development building.

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

The A. Marilyn Sime estate made an additional legacy gift to the Marilyn Sime Fund for Educational Excellence.

The Bezos Family Foundation continued its support of research in the Institute of Child Development.

The Mary E. Corcoran Estate made a legacy gift to add to the Mary E. Corcoran Endowment for Policy and Evaluation Studies.

Randall E. and Judith L. Johnson made a commitment to establish the Randy and Judi Johnson MNGOT Fund, for the Grow Your Own Teachers program.

Michael D. Lougee and Wendy Pradt Lougee gave to the Institute of Child Development building.

Sarah Mangelsdorf and Karl Rosengren made a commitment to the Institute of Child Development.

The John W. Mooty Foundation Trust made a matching gift to Prepare2Nspire.

### Heritage Society commitments

Mary Beth Barry made an estate pledge to the Tucker Center for Research on Girls & Women in Sport.

Dona S. Wagner made an estate pledge to the Louis R. and Dona S. Wagner Scholarship.

*Includes gifts made between July 1 and October 1, 2018*

# Roster of Donors 2017-2018

Dear friends,

What a great year! Thank you so much for your generous support. In 2017-18, our donors gave almost \$8 million, including \$2.4 million to support students and \$1.3 million to faculty and research. The impact of your generosity can be felt across CEHD classrooms and in the community. You light the way! You have our sincere gratitude.

Susan Holter, '83  
Chief Development Officer

*The names listed in this roster are donors to the College of Education and Human Development and qualified for membership in the Presidents Club either before or during the fiscal year ended June 30, 2018. Also listed are members of the Women's Philanthropic Leadership Circle.*

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

## **\$5,000,000 or more**

3M Company and 3M Foundation  
Bush Foundation  
Carmen and Jim Campbell  
Campbell Foundation  
McKnight Foundation  
Target

## **\$1,000,000 to \$4,999,999**

Joel and Susan Barker  
Best Buy Children's Foundation  
Best Buy Company, Inc.  
Best Buy Purchasing LLC  
CHS, Inc.  
Irving Harris Foundation  
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June Stern Family Foundation

John E. and Nancy E. Lindahl  
Lynne & Andrew Redleaf Foundation  
Marguerite Henry Family Trust  
Richard M. Schutze Family Foundation  
Leo and Christine Stern  
William and Flora Hewlett Foundation

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

Anonymous donor  
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B. C. Gamble and P. W. Skogmo Fund, Minneapolis Foundation  
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Robert Beck\* and Corrie W. Ooms Beck  
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Hobbs Family Charitable Fund, Vanguard Charitable  
Hubbard Broadcasting, Inc. and The Hubbard Broadcasting Foundation  
Innovative Programming Systems, Inc.  
Elliot S. and Eloise Kaplan  
Life Innovations, Inc.

Minnesota Educational Computing Corporation  
Northwest Airlines  
David H. Olson and Karen Olson  
Craig Orthmann and Christine Hess Orthmann  
Patrick and Shirley Campbell Foundation  
Personnel Decisions International  
John W. and Nancy E. Peyton  
Pillsbury Company and Pillsbury Company Foundation  
Robert D. and Judy G.\* Potts  
Pritzker Children's Initiative  
Nicholas J. Puzak  
Robert R. McCormick Foundation  
Roxana R. Ford Trust  
Saint Paul Foundation  
Karen Sternal and William V. Lahr\*  
The PDI Charitable Giving Fund, Saint Paul Foundation  
W. E. Lahr Company  
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# Giving matters

**WHEN YOU DESIGNATE** an annual donation to the greatest needs in CEHD, it becomes part of the Fund for Excellence. You will assist students facing financial crises, initiate programs, build community partnerships, and contribute in many other ways to CEHD's mission.

A recent example of the power of annual gifts of all sizes is the Teacher Educator Technology Integration, or TETI, initiative. To launch this critical program, Dean Jean Quam turned to gifts from alumni and friends that were allocated for college priorities.

Understanding new technologies has become a fact of life, from using the latest software platform at work to checking a Gophers game score. In recent surveys, graduates reported they felt well prepared to teach but were competing for jobs in school districts with highly advanced classroom technologies. At the same time, research showed that just one class on technology wasn't enough.

"If the people preparing future teachers aren't comfortable with technology or can't model its use, they can't help teacher candidates," says associate dean Deborah Dillon.

Last year, CEHD piloted the TETI initiative to provide professional development for the faculty and staff who prepare teachers. In the pilot program, 27 teacher educators—including Amy Kunkel in special education and Betsy Maloney Leaf in arts education, right—participated in workshops, discussion groups, and individual coaching with technology specialist Yeng Chang.

Those 27 teacher educators in turn impacted 125 teacher candidates. TETI has been a major success, with teacher candidates hired specifically because of their technology proficiency. CEHD is making sure teacher candidates graduate with the expertise and comfort level necessary to use technology in their classrooms to adapt lessons and engage students.

"We want our students to be as marketable as possible," says Leaf. "This program helps them develop their philosophy of technology use and contributes to our goal of culturally relevant practice."

CEHD has among the highest participation rates of alumni giving across all U of M undergraduate colleges. Collectively, our 70,000 graduates can have a big impact with gifts of all sizes supporting programs like TETI. Your support is crucial to continued innovation. Thank you!

"Because of donor support, I am using technology to level the playing field in my classroom."

—Amy Kunkel, PhD '15, lecturer in special education  
Department of Educational Psychology

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**CEHD | CALENDAR**

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

**Minne-College 2019**

Saturday, January 26

Sugden Theater, Naples, Florida

"What is this place I now call home? Insights into refugee family resettlement and adjustment," featuring family social science professor Catherine Solheim, PhD '90.

Info and registration: [umnalumni.org/UMAA-events](http://umnalumni.org/UMAA-events)

**CEHD Research Day**

Tuesday, March 26, 11 a.m.–1 p.m.

McNamara Alumni Center

Join us at our annual faculty and student research showcase.

Info: [cehd.umn.edu/research/research-day](http://cehd.umn.edu/research/research-day)

**CEHD Alumni and Undergraduate Networking  
Reception and Panel**

Thursday, March 28, 5:30–7:30 p.m.

Mississippi Room, Coffman Memorial Union

RSVP: [z.umn.edu/UGnetworking](http://z.umn.edu/UGnetworking)

**American Educational Research Association  
(AERA) Annual Meeting**

April 5–9

Toronto, Ontario, Canada

Many CEHD faculty, alumni, and students will present their research, and CEHD will host a reception for alumni.

Info: [aera.net](http://aera.net)

**Save the date: UMAA Annual Celebration**

Friday, April 26

Info: [umnalumni.org/UMAA-events](http://umnalumni.org/UMAA-events)

**Call for Nominations: CEHD Rising Alumni**

The CEHD Alumni Society is accepting nominations for alumni who have achieved early distinction in their careers, shown emerging leadership, or demonstrated exceptional volunteer service in their communities.

Info: [z.umn.edu/RisingAlumni2019](http://z.umn.edu/RisingAlumni2019).

Deadline to submit names: **January 15.**