

UNIVERSITY OF MINNESOTA

CEHDconnect

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Advancing INCLUSION

INSTITUTE ON COMMUNITY INTEGRATION • SENSORIMOTOR LAB • MENTAL HEALTH CARE AT THE BORDER

CEHD connect

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Institute on Community Integration (ICI) Director Amy Hewitt and Coordinator John Smith are making sure ICI stays true to its mission of advancing inclusion for people living with disabilities.

Photo by Jayme Halbritter



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The CEHD Alumni Society is the proud recipient of this year's UMAA Alumni Society of the Year Award.

from the dean: At our annual fall assembly this year, we had the pleasure of introducing new University of Minnesota President Joan T.A. Gabel to the CEHD community. We were the first college to invite President Gabel to present. She has had an extremely busy fall semester, including attending the UMAA awards ceremony during which our CEHD Alumni Society received the Alumni Society of the Year Award (see picture).

As we say hello to a new president, it is also a time for a farewell. I recently announced that this will be my last year as dean of the College of Education and Human Development. Next fall, I will go on a semester-long sabbatical and then return part-time to the School of Social Work, my academic home. We have accomplished so much over the past few years, but there is always more that can be done.

My priorities for the next few months are to secure the final funding for the Institute of Child Development building; finalize plans for the Unified Program, which brings the current Lab School and the Child Development Center into one location; and partner with the Medical School to create an institute for the developing brain in the former Shriners Hospitals for Children building. Our Institute on Community Integration is one of the best research centers on campus. It will hopefully be housed in the new institute.

I have one other important milestone to report. Very soon, we expect to reach our Improving Lives Campaign goal of \$100 million. It is thanks to you and your generosity that we are reaching this goal and able to continue our mission into the foreseeable future. Much of our mission is reflected in the stories appearing in this issue. Please enjoy reading about the great work we do at CEHD.



CEHD 2019 Block Party welcomes in **new school year**

Fun, food, and free stuff were the order of the day at the August 29 CEHD Block Party in Nolte Plaza. The block party is CEHD's annual event to welcome in the new school year, meet old and new friends, and show college pride.



FOLUSO FAMUYIDE, JR.

CASCW to partner with state for training academy

The culmination of several years of work in the Minnesota Legislature has resulted in a fully executed joint powers agreement between the Minnesota Department of Human Services (DHS) and the U of M.

DHS' existing child welfare training system will partner with the School of Social Work's Center for Advanced Studies in Child Welfare (CASCW) to co-create a statewide Child Welfare Training Academy. The first-year funding of \$2.25 million will support training activities, hiring of staff, and the acquisition of a new centralized training space.

The four-year development period will include critical involvement from counties, tribes, providers, community members, and a myriad of interdisciplinary professionals, resulting in new supervisor training, revised and enhanced new worker training, and more robust offerings of advanced practice training. Professionals' ability to work effectively cross-culturally to address bias, discrimination, and racial disparities within the system will be core aspects of the training.

CASCW is the premier source of child welfare information and training in Minnesota. Its staff conducts and publishes research on a broad range of child welfare topics.



Gov. Walz visits ICD building on first leg of bonding tour

The Institute of Child Development (ICD) welcomed Minnesota Governor Tim Walz, Lieutenant Governor **Peggy Flanagan '02**, and Minnesota Management and Budget Commissioner Myron Frans on October 16 as the trio embarked on a statewide tour of proposed bonding projects, of which the ICD building is one. Walz and his team plan to visit the sites of all the projects to determine which ones he will request funding for from the Minnesota Legislature.

"It's going to be an exciting time," Walz said. "It lets us get on the ground and make some assessments on these projects."

The building that houses ICD was constructed more than 100 years ago. Last renovated in 1960, it is structurally not up to current standards. CEHD is seeking \$29.2 million from the legislature for a \$43.8 million proposal for a new building. The remaining funding will come from private gifts.

"Now is the time for robust community projects across the state," Frans said, adding that current low interest rates make this a great time for states to invest in their infrastructure.

The ICD renovation project was not new to the governor's office. "This project was in our bill last year, so we recognized this right away," Frans said. Walz concurred, indicating that ICD had a place in his funding request. "There's a reason we're here," he said. "I don't think I'm letting anything slip here that this project will certainly be in there. That's why we started here."



Welcoming the new U president

The new University of Minnesota President, **Joan T.A. Gabel**, was the keynote speaker at this year's CEHD Fall Assembly. The annual event is when the college reflects on what it has accomplished and looks ahead to the future. CEHD was the first college that Gabel spoke to in an official capacity

and she took time to answer questions submitted by staff and faculty. "What you do is amazing and humbling for me," she told the assembled crowd as she reflected on the college's achievements. "I look forward to working with you to increase your impact."



Connections: from ICD to Ed Psych to ICI

Tayler Loisel began her undergraduate career in 2012 as a student in the Institute of Child Development's (ICD) child psychology program. She recalls, "At the time, I wanted to become a school counselor."

But as she delved deeper into CEHD's offerings, other areas beckoned. While pursuing her major in child psychology, Loisel began working in Professor Albert Yonas' lab in ICD where she studied vision and perception development in humans. She enjoyed conducting research and sought out additional opportunities to apply research to help students in the classroom. It was then she met Keisha Varma, associate vice provost for equity and diversity and

associate professor in the Department of Educational Psychology (Ed Psych), and began working on a second research project studying the relationship between scientific reasoning ability, executive function, and motivation in middle school students.

Today, Loisel's career goals look a bit different. She's currently a PhD student in Ed Psych studying with Varma and plans to continue working in community-engaged research—with a focus on education—after graduation. As a graduate student, Loisel has had the opportunity to work with Varma's ESPRIT Project, a National Science Foundation-funded project dedicated to fostering more equitable sciences practice in middle school classrooms by including parents in students' learning. Her latest research is with the Institute on Community Integration's (ICI) TIES Center.

The TIES Center is a National Technical Assistance Center on Inclusive Practices and Policies based out of ICI's National Center on Educational Outcomes. Similar to ESPRIT, the TIES Center works with families, communities, and educational leaders. Loisel is working with ICI researchers Sheryl Lazarus and Terri Vandercook on a project funded by the U.S. Department of Education's Office of Special Education to increase time, instructional effectiveness, engagement, and state support for inclusive practices for students with significant cognitive disabilities.

Through her research experiences in CEHD, Loisel has learned that researchers working with schools must strive to build authentic connections and trust among students, teachers, parents, and administrators to make meaningful and sustainable changes. That is much like the work of school counselors, which is what initially brought her to CEHD.

"It's an invaluable research philosophy I will carry into my future research projects and career," she says.



Winter learning

Professional development and enrichment from CEHD

The Other Side of Poverty in Schools Workshop

Tuesday, January 14, 4:30-8:30 p.m.
325 Education Sciences Building

Mark Vagle and Colleen Clements, Department of Curriculum and Instruction, will lead this workshop designed for teachers, administrators, counselors, specialists, and educational professionals. Learn about the five principles for change to better meet the needs of working-class and poor students, and their families.

Info: z.umn.edu/osps2020

Path to Reading Excellence in School Sites (PRESS) workshops

January 24, February 14, March 13

PRESS provides professional learning opportunities and resources for K-5 educators to implement data-driven decision making and targeted reading interventions within the MTSS/RTI framework. Learn more and gain practical understanding of the PRESS framework by attending one of the upcoming workshops. CEUs available.

Info: PRESScommunity.org/events/workshops

Chase Lecture in Children's Literature

Tuesday, April 21, 5:30-8 p.m.
120 Andersen Library

The featured guest will be children's writer and illustrator Grace Lin

Info: childlitumn.org/events

Women Coaches Symposium

April 24, 7 a.m.-3 p.m.
TCF Bank Stadium

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

Info: wcs.umn.edu

Ambiguous Loss certificate

The Department of Family Social Science is now offering an online noncredit certificate program led by professor emerita Pauline Boss. 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

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

Supporting Early Social and 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

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-degreestudent.

Balancing values

How attitudes about money affect relationships

LOVE MAY BRING TWO PEOPLE TOGETHER, but sometimes money is what drives them apart. Matters of finance can strain relationships in many ways, such as when spouses keep secret debts from each other or when there are salary imbalances between partners.

One source of conflict is how differently people are raised to think about saving, spending, and investing. Yiting Li, a PhD student in family social science, is studying how the financial values parents instill in their children can clash with the financial habits of their romantic partners.

“When you are young, you observe your parents as financial role models and learn things from them that you internalize as part of your own identity,” Li says. “This is why money is sometimes really hard to talk about—because there’s no right or wrong answer. It’s about personal values.”

Up until the time children leave for college or otherwise move out of the house, they pick up cues from how their parents talk about money and budgeting, a process called financial socialization. Part of this process happens

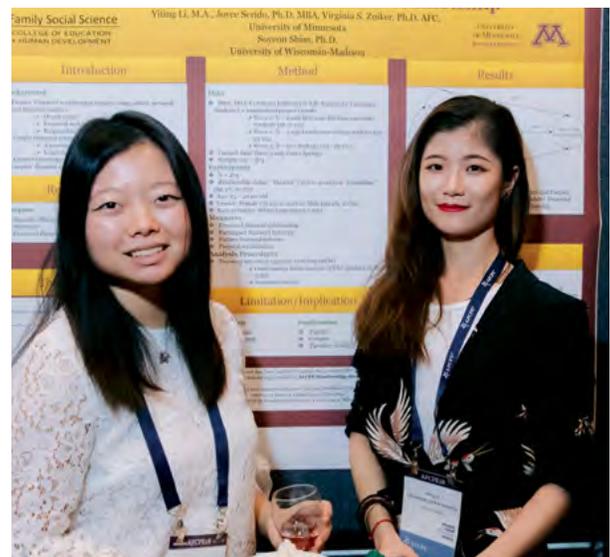
intentionally, when parents make a point of teaching their children, for example, to leave expensive products on the shelf or stick to a shopping list at the grocery store, guiding their children away from impulsive spending.

But parents’ habits can unintentionally influence their children, too. If they feel uncomfortable talking about their salary or debt, for example, children may be left to infer what they can from what they observe. Cultural norms can factor in, too. In Li’s previous research, she found Asian American parents don’t often talk about finances with their children, while parents of international students going to the US from Asia tend to instruct them about how to spend and invest their money.

Regardless of how it happens, children internalize many of their parents’ attitudes and behaviors, meaning two children from different families can have vastly different perspectives on finances. Li wanted to explore the question that has received little research attention in the past: what happens when they grow up and enter a long-term relationship?

“I might spend a thousand dollars on whatever I want because I can afford it,” she says. “But some people think, ‘If I have a thousand dollars, I need to pay my loans, pay my mortgage, and then move to the things that I want.’ There’s no right or wrong answer; it’s just different.”

Family social science PhD student Yiting Li presents her research on how finance attitudes affect relationships at the 2018 Association for Financial Counseling and Planning Education symposium in Norfolk, Virginia.



ROBB MCCORMICK



A matter of values

In studying how family financial socialization goes on to affect romantic relationships, Li focused on couples who were married or otherwise living together. While people may see hints of their partner's financial attitudes during the earlier stages of dating, they still handle most spending and budgeting individually. Once they start living together, though, it's no longer possible to keep financial habits separate from the relationship. Couples will discover whether they agree or disagree, and in some cases may find it hard to resolve their differences and continue the relationship.

"This is a turning point for the young couples," Li says. "If you're cohabitating, you have to think about what kind of financial life you will have—who pays the rent, who pays the bills. Probably, you won't continue the relationship if you disagree too much."

In her research, Li used data from Arizona Pathways to Life Success for University Students (APLUS), a survey led by family social science associate professor Joyce Serido, which studies the factors influencing young adults' pathways to stability and happiness. The survey has been running since 2008, tracking the roles that healthy relationships, responsible financial decisions, and personally meaningful work play as young adults move further into adulthood.

The survey questions explored to what extent couples believed their partner was spending within their budget, tracking their monthly expenses, paying down credit card

balances, and saving money for the future. They also evaluated how they think their partner sees their habits, and to what extent they might agree or disagree with these habits. Li says many couples may accurately perceive one another's financial values, but still disagree with the practices themselves.

It's OK for couples to hold different financial values as long as they are open-minded enough to talk freely about them.

"It is OK to hold different financial values toward financial matters, as long as the couples are willing to be open-minded to bring up the money topic and try to figure out why they have arguments," Li says. Instead of criticizing a partner's spending habits, Li suggests using "I" statements, like "I love the new [item] you just bought. Would you mind talking about the financial plan we made before?" Using a soft start-up at the beginning of this sensitive conversation might lead to better results about a couples' financial relationship satisfaction.

"Let's open up the conversation and share our thoughts," Li says. "Maybe we can agree to disagree, or maybe we can compromise somewhere in between and have a plan for the future. It's not a romantic subject, but we have to start somewhere."

By Kevin Coss

This story is adapted from one originally appearing in *Inquiry*, a publication of the Office of the Vice President for Research.

Reflective supervision

Easing stress in the early childhood field

PROFESSIONALS WHO WORK on the frontline with children and families living in high-stress situations or with challenging problems need large amounts of emotional energy. Even in the best of times those circumstances can feel overwhelming and draining, leading to job burnout, emotional numbing, or even to secondary traumatic stress.

Helpful in this arena has been reflective supervision/consultation (RS/C), which has been rapidly growing in popularity within disciplines connected to the infant and early childhood field. RS/C involves ongoing regularly scheduled

meetings between a professional and a consultant or group of professionals during which time the professionals discuss the challenges of their work. Emphasis is placed on the consultant serving as an active listener, allowing the professional to discover insights on their own. These discussion sessions usually last 60 to 90 minutes.

RS/C is designed to explore the thoughts and feelings stressful environments arouse in professionals and, through talking about them, it helps to mitigate compassion fatigue, burnout, and ultimately staff turnover, which is prevalent in child care and child protection.

“Job stress results in staff turnover—a major issue in the early childhood field,” says Christopher Watson, a researcher at the Center for Early Education and Development (CEED) in the Institute of Child Development. “Child care providers, early educators, home visitors, mental health clinicians,

Reflective supervision/consultation has been shown to help ease stress for those who work with children and families.

early interventionists, child welfare workers, and other early childhood professionals have found that reflective supervision/



COURTESY OF CEED

Opportunities for professionals

The Center for Early Education and Development's Reflective Practice Center (RPC) offers an array of development opportunities for working professionals, including two online courses in reflective supervision. The first course, Introduction to Reflective Supervision/Consultation, introduces participants to the principles and core competencies of reflective supervision through the RIOS framework. In the second course, Advanced Reflective Supervision/Consultation: Building Skills Using the RIOS Framework, supervisors learn about the process of beginning, deepening, and maintaining a reflective supervisory relationship with others.

The Reflective Practice Center's online credential program, Supporting Early Social and Emotional Development, is geared toward professionals in all early childhood disciplines. Deeply rooted in attachment theory, the credential brings the science of development, the brain, relationships, and stress biology into understanding the early social and emotional needs of infants, toddlers, preschoolers, and the adults who care for them.

In addition, RPC provides in-person and customized training to help early childhood practitioners and their supervisors build reflective skills. The center's other online courses complement reflective practice and use the same infant mental health framing and relationship-based approach.

Coming in early 2020 are a series of self-study courses and related products to strengthen reflective skills. To learn more about the Reflective Practice Center, visit ceed.umn.edu/reflective-practice-center.

consultation sustains them by providing a safe space to wrestle with the complexities and powerful emotions stirred up by their jobs.”

Although RS/C has been growing in popularity with robust theoretical and clinical literature support, there is a dearth of evidence to document its impact. That's what Watson is looking to address.

Watson is the director of CEED's Reflective Practice Center (RPC), created through funding from the Lynne & Andrew Redleaf Foundation. The first of its kind internationally, RPC serves as an intellectual home for high-quality, cutting-edge research in reflective practice. One of its current projects is the Reflective Interaction Observation Scale (RIOS), of which Watson is the principal investigator.

RIOS is the first research tool developed to examine the interactions between professionals receiving RS/C and the consultants providing it. By coding RS/C conversations, RIOS can measure the content of the discussions and their reflective depth. These measurements can unearth useful data to improve future RS/C settings with those individuals. The findings have also been found to be valuable in a much broader way.

“The RIOS was originally designed as a research tool to help us identify the active ingredients in reflective supervision and consultation and to measure its impact,” Watson says. “However, since its creation, the RIOS has been used as a framework to train reflective supervisors and as a guide to

providing reflective supervision and consultation.”

As a training tool, RIOS can identify concrete topics of conversation and the communication processes involved in reflective work.

“The strength of the RIOS is that it provides a structure to organize the critical components and processes that make reflection such a powerful way in which to support professionals as they address the tremendous challenges faced by the families they serve,” Watson says.

Work on RIOS began nine years ago through the research committee of the Alliance for the Advancement of Infant Mental Health, a global organization with 30 affiliated state organizations in the US and additional chapters in other countries. As the chair of the Alliance research committee, Watson led monthly conference calls with researchers across the country during which they developed and refined RIOS. For the past several years, Watson's team at the U has further refined the tool.

“I have been involved in professional development since I entered the education field in 1991,” Watson says. “RIOS, as the lead focus of my research and professional development projects, fulfills my goal of helping professionals do their work well and maintain their sense of self-efficacy and enthusiasm for their work.”

By Kevin Moe

Learn more at ceed.umn.edu/reflective-practice-center.



Amy Hewitt is the new director of the Institute on Community Integration.

Advancing Inclusion

ICI's Latest Bold Steps Echo Its Roots

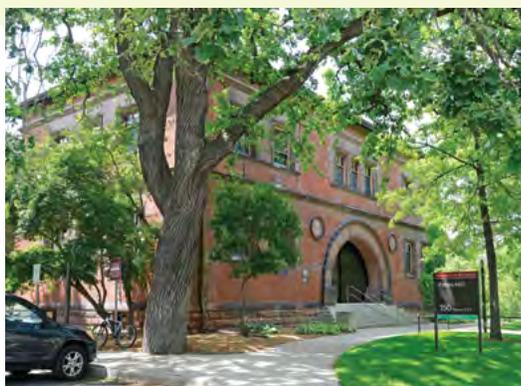
BY JANET STEWART

How many young children are diagnosed each year with autism? What's the best way to keep students from dropping out of school? Why are direct support worker shortages at crisis levels?

ANSWERS TO THESE BIG, TIMELY questions and many others unfold daily in perhaps an unlikely spot: Pattee Hall, a 130-year-old sandstone edifice on the Knoll Area of the Twin Cities campus that once housed the University's first law school.

Blending old and new is familiar ground in Pattee Hall, however, where a dizzying array of 70 active research and training projects of the Institute on Community Integration (ICI) come together to advance a shared vision: a world that fully embraces and empowers people with intellectual, developmental, and other disabilities.

Officially, ICI was founded in 1985, but its roots go deep to the civil rights era that informed the early work of former University President Robert Bruininks.



“We were trying to envision a different future, a future that really embraced the advancement of rights and inclusion of people with disabilities in society, whether they were in schools or in work or community settings,” Bruininks reminisced in an interview for ICI’s 30th anniversary in 2015. He described founding and leading ICI as the most rewarding work of his career.

“Financially, ICI is one of the most successful research centers on campus,” says Dean Jean Quam. “More than that, though, it’s just an exciting place because it brings together multiple research programs with overlapping commitments to improve the lives of people....” In a sense, innovation has been rooted in the institute’s history from its inception. Its founders wanted to produce research and provide training and education from an advocacy perspective centered around the individual. It was a novel approach compared with the more typical clinical model that sees people with intellectual and developmental disabilities as patients in need of a cure, with professionals in control of decision-making.

ICI leaders and staff view disability through a social lens, where the problem

to solve is found in how society perceives and treats people with disabilities. Many of ICI’s staff bring added passion to the work through their personal experiences living with disabilities or their insight as family members.

As ICI’s new director, Amy Hewitt is building on that advocacy legacy by diversifying the institute’s funding base, expanding collaborative partnerships, and exploring ways to change the wider community to be inclusive of people with disabilities.

ICI organizes itself around four broad areas of focus: early childhood development and intervention, educational policy and practice, community living and employment, and global disability rights. For each of those areas, ICI staff conduct research, demonstrate effective interventions, and conduct outreach and technical assistance. The institute also develops training and education programs that train community members, organizations, and graduate students. Entrepreneurial ventures are aimed at improving classroom performance, lowering student dropout rates, engaging families, and creating a more inclusive

Above from left: founding ICI Director and former U of M President Robert Bruininks, ICI’s home—Pattee Hall, the late Professor Mary McEvoy and former ICI Director Scott McConnell.

environment for people with disabilities throughout their lives.

Starting early, reaching out

Early intervention in autism and other developmental disabilities can make a significant difference in children’s lives. Pediatric residents, parent groups in culturally diverse communities, and developmental specialists all collaborate with ICI staff to create better outcomes.

“Engaging communities is interwoven in everything we do,” says Jennifer Hall-Lande, research associate, director of several ICI early-intervention programs, and project director for the Minnesota-Autism and Developmental Disabilities Monitoring Network (MN-ADDM). MN-ADDM has expanded ICI’s reach in recent years, partnering with the Centers for Disease Prevention and Control on early intervention awareness, in addition to its widely quoted studies quantifying the prevalence of autism in the Minneapolis area and in certain ethnic communities.

Another important partnership has been with La Red, the Latino Childcare Providers Network, which has worked with ICI to develop training materials and provide screening to spot early signs of autism. The team has also done considerable work alongside the Somali community.

“We’ve always viewed this work as bi-directional,” says Hall-Lande. “We bring our experiences and knowledge and then we learn from underrepresented communities how to better work together and how to build trust.”

The approach has resulted in deeper relationships that are now leading to further grant-supported work, says Rebecca Dosch Brown, an ICI coordinator who works on a number of the institute’s projects.

“The positive outcome has been that we’ve been able to continue to build relationships in the community,” she says.

Below from left: MNLEND Fellow Alyssa Mason, a panel discussion with leaders from the disability community hosted by MNLEND.

Making education more inclusive

ICI is raising expectations for classroom achievement.

“Students with the most significant cognitive disabilities remain the most excluded students across the country,” says Terri Vandercook, assistant director of the TIES Center, part of ICI’s National Center on Educational Outcomes (NCEO).

Launched in 2017 under a five-year, \$10 million commitment from the U.S. Department of Education, TIES works to increase Time, Instructional effectiveness, Engagement, and state Support for including K-8 students with the most severe cognitive challenges more fully in the educational system. After a competitive process, the state of Maryland was selected last year to work with ICI and others to lift the inclusion conversation to the state’s highest levels of educational leadership.

“We’re trying to have a systems-change approach to this whole issue,” says Vandercook. “When we first started

working with individual students and teachers, we did it one at a time and created some awesome outcomes for those individual students and their peers. It was a place to start, but it wasn’t going to change the system and that’s not acceptable. We are now going to connect the district and state levels with classrooms doing this work so they are helping one another identify opportunities and challenges.”

One of Hewitt’s highest priorities since taking the leadership role is cultivating relationships with potential partners in grant work as well as diversifying ICI’s staff. This is being done through ongoing Diversity Fellowships and the Minnesota Leadership Education in Neurodevelopmental and related Disabilities (MNLEND) program. MNLEND develops future leaders in the neurodevelopmental field and has now graduated more than 200 fellows from diverse cultural and professional backgrounds, deepening ICI’s ties in schools, healthcare settings, and the wider community.



JAYME HALBRITTER



A student in Yerevan, Armenia, and two US students are part of an international inclusive education program.

Meaningful work, meaningful life

ICI investigators are pursuing new ways to create opportunities for fulfilling work and inclusive community life once students leave school-based programs and face their adult futures.

Beginning in the late 1960s, a movement away from overcrowded, dehumanizing institutions to inclusive, community-based homes and apartments began for people with intellectual or developmental disabilities (IDD), driven by the belief that they had the same right to a good life as everyone else. A similar trend is happening in the workplace, says Kelly Nye-Lengerman, a research associate focused on community and workplace inclusion issues for adults with IDD. Rather than employing these adults in segregated workshops at substandard wages, advocates today increasingly are working to place them in fully integrated workplaces.

“Some of these concepts are very modern,” she says. “As a society, we haven’t been thinking about people with developmental disabilities having meaningful careers and being self-sufficient. Now, that’s changing. Employment is a primary way out of poverty and ICI is in a unique position to help.”

ICI provides technical assistance and training for employers, and studies best practices to find which supports lead to the most success on the job.

Going global

ICI’s global reach extends to programs in Eastern Europe, India, Zambia, and Bhutan, among other countries, with significant work in developing textbooks, curricula, and job-training programs.

Investigators from the institute’s Global Resource Center for Inclusive Education work with teachers, administrators, and communities to learn and share information about disabilities in a global context. Their International Institute on Progress Monitoring, for example, develops tablet-based tools in multiple languages that help teachers assess the skills of students with significant cognitive disabilities.

“Each country has its own history and legislative path in how children with disabilities are educated,” says Renáta Tichá, the center’s director. “We try to respect that and let it mold our thinking as to how to present learning strategies at the level they want it to be.”

Another example is in the notion of self-determination, said Brian Abery, ICI’s coordinator of school-aged services. In a U.S. context, an independent adult

living away from extended family is considered an important goal, but it’s less so in other cultures.

“If the cultural standard is three generations of families living together, telling the parent of someone with a disability they need to now push them out to an apartment is not culturally appropriate,” Abery says.

Staying on the cutting edge

Some of its early work established ICI’s national footprint decades ago, such as longitudinal studies charting federal and state services provided to people living with IDD. Now, newer, more entrepreneurial ventures, including online training for direct support professionals providing support to people with disabilities and web-based apps that monitor student progress, are extending ICI’s outreach.

Partnering with publishing company Elsevier and several universities and organizations across the country, the institute has offered DirectCourse since 2001. DirectCourse is a suite of online curricula that trains direct support professionals (formerly called caregivers) to better serve older adults and persons with disabilities. Last year, more than 402,000 learners enrolled in these courses. Through projects like Self-Advocacy Online, the institute’s Research and Training Center on Community Living is translating key knowledge about topics like self-determination and justice into simple language with engaging video and animation, free of charge.

Web-based tools for mentors to track student outcomes and progress are available through Check & Connect, a highly successful high school dropout prevention program begun in partnership with the Minneapolis School District in 1990. The program matches students at risk for truancy or dropping out of high school with adult mentors, who both advocate for and challenge their students to achieve more.

The National Center on Educational Outcomes also plays a leadership role in measuring academic progress of English learners and students with disabilities. Building on that history, the center recently launched interactive training courses, known as the DIAMOND project, that equip teachers with online guidelines for deciding which accessibility features are working or not working for individual students.

“We’re asking the research questions that are vitally important to people in our communities,” says Hewitt.

“We have researchers working on new projects across the lifespan and longitudinal research that’s been going on for decades.”

One of ICI’s other great strengths is meeting people where they are, acknowledging their perspective, and then delivering meaningful training and support. These qualities are in high demand today as educators learn to work with digitally native students, Quam says.

“Students want information in an on-demand format and ICI does just-in-time education so well. It’s really a model for the future, and now they are not only nationally recognized, but internationally recognized for the work they are doing,” she says.

Moving forward

Despite all of its progress, much work still needs to happen for ICI to realize the dream of full inclusion for people living with disabilities. There are still too many students with disabilities sitting

on the sidelines of class participation. Employment rates among adults with disabilities are very low. There is still much to learn about cultural differences in autism prevalence and intervention and disparities in service utilization. These are just a few of the remaining challenges.

“What’s also still very real, though, is ICI’s commitment to challenging assumptions along the path to justice for persons living with disabilities,” says Hewitt. A once-radical notion in those early days at Pattee Hall about people with disabilities having just as much inherent worth as anyone else echoes today in ICI’s current work. Through applied research, hands-on and online training, cultural outreach, and international exchanges, those efforts now reach deeper than ever into the wider community, calling on people of all abilities to value one another’s diversity.

Coordinator John Smith came to ICI in 1996 after working for 10 years as an advocate for people with disabilities.

“ICI was about research and showing what was possible,” he says. Twenty-six years later, and it has become his life’s work. “I love and continue to love that marriage of science and advocacy.”

“And what I love most about ICI is that we’re nimble and have the kind of culture that thrives when we’re trying new things,” Hewitt says. “We have exceptionally committed people who see themselves in our mission.”

Read more about the Institute on Community Integration at ici.umn.edu. Please support ICI by making a gift: z.umn.edu/GiveNowICI

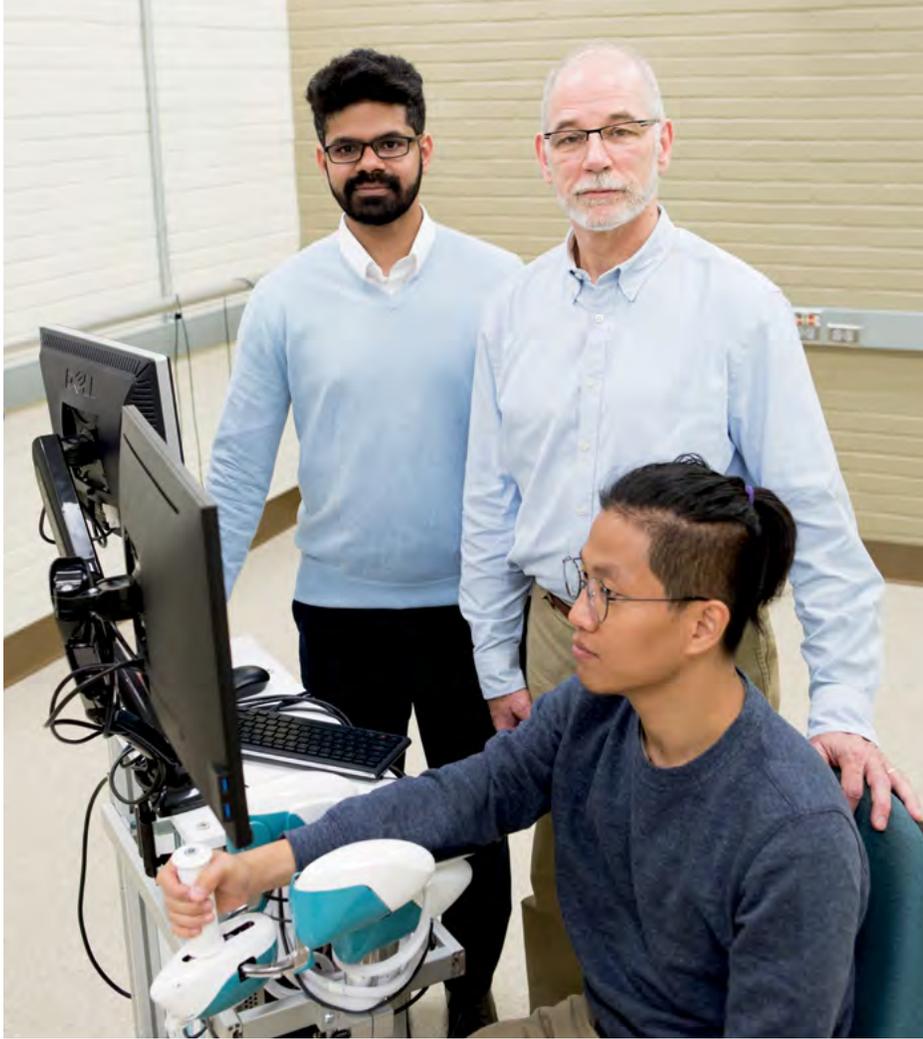
Amy Hewitt and John Smith talk about the progress ICI has made.



A photograph of three men standing in an office or library. The man on the left has a beard and glasses, wearing a light blue sweater and dark pants, with his arms crossed. The man in the center is older, with glasses and a grey beard, wearing a light blue button-down shirt and khaki pants, with his hands clasped. The man on the right has a beard and glasses, wearing a blue patterned button-down shirt and maroon pants, with his hands in his pockets. Behind them are wooden bookshelves filled with books and binders. A framed picture hangs on the wall to the right.

Managing Movement DISORDERS

BY MARTA FAHRENZ
PHOTOS BY ERICA LOEKS



movement physiology, and biomechanics. HSCL has conducted human testing for federally funded and industry-sponsored studies that develop new health and safety products and has undertaken selected research for possible commercial applications. Examples include studying how the vibration behavior of a tennis racket design may mitigate muscle fatigue, and evaluating a new fastening mechanism design for a child's car seat.

Over the past few years, the lab has consistently attracted external funding from agencies such as the German Science Foundation, the U.S. National Science Foundation, and the National Institutes of Health, as well as support through U of M grant programs from the Clinical and Translational Science Institute, the Office of Development and Translation, and the Jump Start program in CEHD.

Engaging in research to help people with physiological speech disorders

One of HSCL's current research efforts centers on focal dystonia, a disease that affects a muscle or group of muscles in a specific part of the body, causing involuntary muscular contractions and abnormal postures. For example, a person's neck muscles may contract unintentionally, resulting in abnormal and often painful head postures. Or, the muscles of the larynx controlling speech contract excessively, causing a permanently hoarse voice that makes it very difficult and exhausting to communicate.

Spasmodic dysphonia (SD) is a type of focal dystonia that causes interruptions

Above: Post-doctoral researcher Naveen Elangovan and Jürgen Konczak look on as PhD student Jinseok Oh works with the lab's WristBot.

ON THE FOURTH FLOOR OF COOKE HALL, high above the bustle and noise of offices and classrooms, there is a light-filled, spacious laboratory, immaculate and efficient. Here a group of talented and dedicated researchers and students are discovering ways to help people, many with debilitating movement challenges, enjoy a quality of life they never could have imagined.

The Human Sensorimotor Control Laboratory (HSCL), directed by School of Kinesiology Professor Jürgen Konczak, explores how the human brain controls movement. More specifically, the lab's research focuses on how disease alters brain function that leads to movement disorders. Taking that mission a step further, the lab is committed to developing ways to help people with

movement disorders manage their disability and live as fulfilling and independent lives as possible.

"A primary goal of the lab's research is to enhance our understanding of the underlying mechanisms behind specific motor deficits, with the ultimate aim of translating such knowledge into new therapeutic approaches," says Konczak. His team of graduate students, postdoctoral researchers, and research partners and collaborators from around the world, have researched, created, and tested devices and rehabilitation options to help treat some of the most challenging medical conditions, such as Parkinson's disease, voice disorders, and stroke.

The laboratory also has a number of industry partnerships, providing expertise in human ergonomics,

of speech and affects voice quality. The muscles inside the vocal folds experience sudden involuntary spasms, which interfere with the ability of the folds to vibrate and produce voice. People with SD may have occasional breaks in their voice every few sentences, or more often, may have spasms that occur every other word, making their speech difficult to understand. A patient describes living with this disorder: “My life is divided into two parts. Everything before SD, and everything after SD. Absolutely life-changing.” Another says, “SD has robbed me of my personality and kept me from living my life fully. I was a people person and loved to talk to everyone. Not anymore.”

Treatments for spasmodic dysphonia

Traditional treatment options for SD are limited. Injection of botulinum toxin into the laryngeal muscles controlling speech will partially paralyze the muscles, which can ameliorate voice symptoms for several months. However, only a subset of patients receive lasting benefits from this treatment. Deep brain stimulation has recently been promoted as another alternative, although this treatment requires brain surgery and there is little evidence of its effectiveness for treating SD symptoms. But recently, HSCL researchers made a remarkable discovery: in a preliminary study, vibro-tactile stimulation (VTS) of

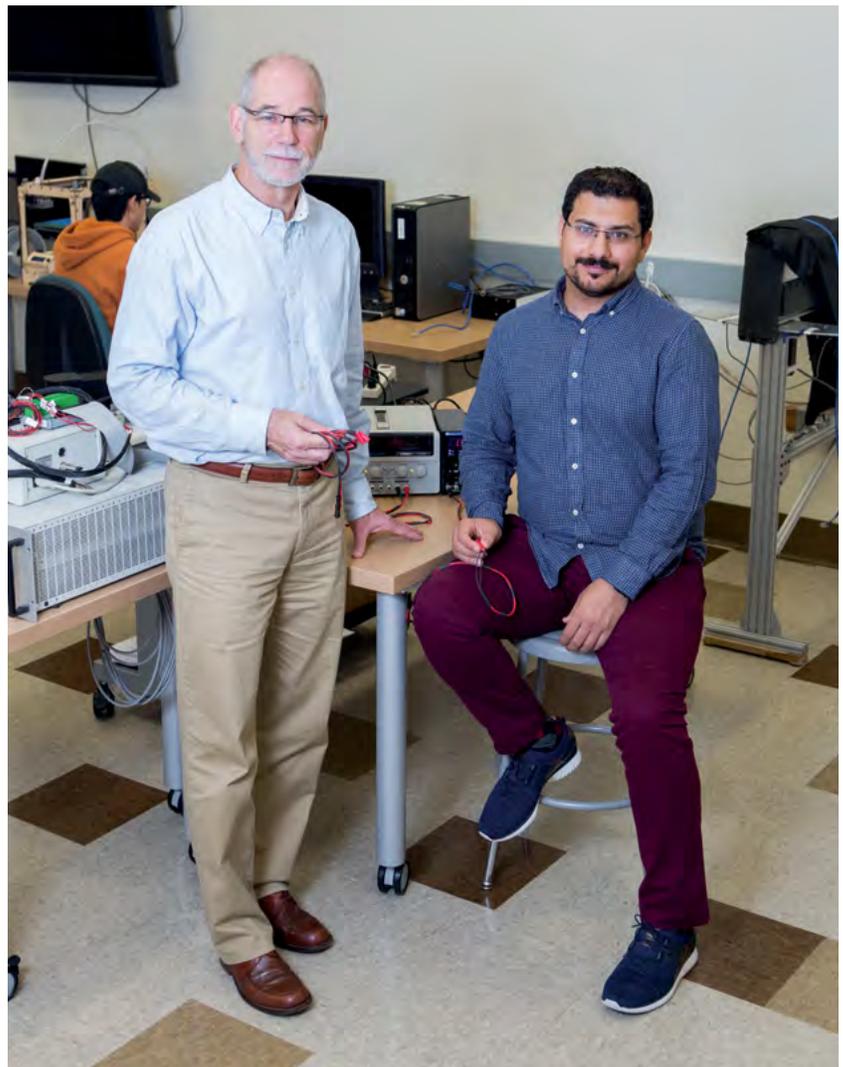
the larynx resulted in measurable improvements in the voice quality of people with SD.

VIBRO-TACTILE STIMULATION.

“We have been studying laryngeal dystonia since 2012,” says Konczak. “We discovered that people with this voice disorder have an underlying somatosensory deficit, which means their brain does not properly process signals that come from the receptors in the muscles. This gave us the idea to investigate if one can modulate the activity of this neural circuitry by applying vibration to the skin above the larynx with the goal to improve the voice symptoms of

people with SD.”

Konczak says there is evidence that suggests that laryngeal VTS “normalizes” the way the brain processes signals from the muscles and then communicates with those muscles that are activated during speech, relieving symptoms in some patients. The results from preliminary studies with SD patients, which consisted of a one-time, 30-minute application of VTS, have encouraged HSCL researchers to explore VTS as a possible treatment for SD and other forms of dystonia. The National Institutes of Health recently awarded the HSCL \$775,000 to conduct a systematic clinical



At right: Jürgen Konczak and PhD candidate Arash Mahnan are exploring vibro-tactile stimulation as a possible treatment for spasmodic dysphonia.

trial to investigate possible longer-term benefits of VTS for people with SD. The NIH study involves participants with SD who will self-administer VTS at home for up to eight weeks.

SD VOICE COLLAR.

Konczak and his team knew they needed to translate their neurophysiological findings into a therapeutic tool that could be easily used by people with SD. Biomedical engineers in the lab designed and prototyped a collar-like, wearable device that fits around the neck, can apply VTS, and is transportable. Their work on the SD Voice Collar has received funding from the University's Clinical and Translational Science Institute to create a next-generation prototype that eventually can be manufactured and made available to patients with SD. Arash Mahnan, a biomedical engineer and doctoral student in HSCL, successfully created the first prototype.

Last June, the lab was awarded a \$50,000 grant from the National Science

Foundation (NSF) to conduct further study of the SD Voice Collar. The grant will support nationwide interviews with SD patients, otolaryngologists, speech therapists, and others in the medical device industry to determine the potential for making the SD Voice Collar available commercially.

"Our study findings will inform patients and clinicians on the possible impact of this therapeutic approach," says Konczak, "and could promote the development of wearable VTS devices that would greatly expand the available therapeutic arsenal for treating voice symptoms in SD."

The NSF study was completed in the fall of 2019. Its results will inform the HSCL researchers on the next steps in their development of the SD Voice Collar and on how the device can be brought to market and made available to patients.

Help for those recovering from the effects of stroke or who live with Parkinson's disease

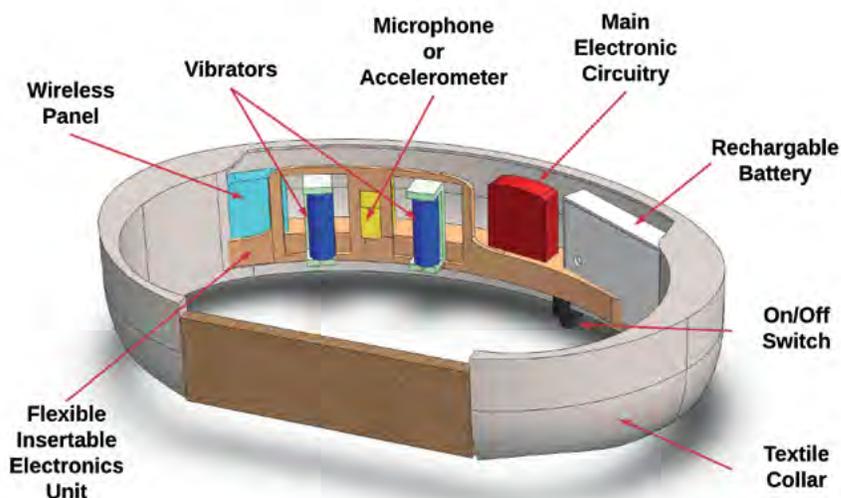
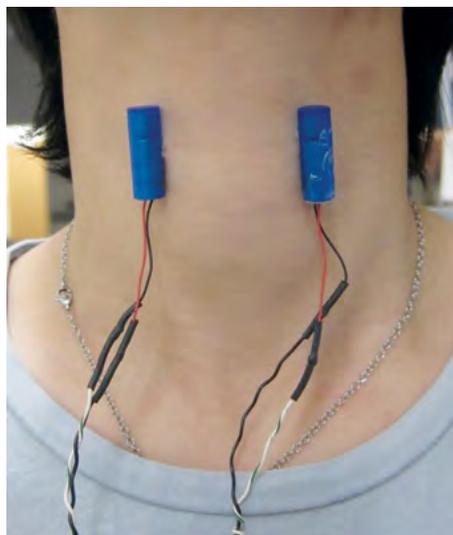
Another HSCL research initiative involves the development of robotic

rehabilitation to help patients who are recovering from stroke or spinal cord injury. Many patients experience reduced body perception, or proprioception—the ability to sense or feel the limbs and body movements without seeing them. Often they lose motor function and experience somatosensory deficits, or the inability to interpret bodily sensation. This often occurs in the wrist, and can be a serious detriment to daily function and self-care.

Enter the **WRISTBOT**, a robotic exoskeleton developed to assess and train proprioceptive and motor function of the hand and wrist. The glove-like device fits over the hand and leads patients through a series of exercises, designed as a game, to help them regain their wrist and hand movement.

"We've been collaborating with colleagues at the Italian Institute of Technology in Genova and Nanyang Technological University in Singapore over the past few years to develop this rehabilitation device," says Konczak. The WristBot will likely find use in rehabilitation hospitals, he says, where most stroke patients spend their first

Below: The lab has received grants to study the effectiveness of vibro-tactile stimulation on patients.



Glossary

DYSTONIA is a state of abnormal muscle tone resulting in muscular spasm and abnormal posture, typically due to neurological disease or a side effect of drug therapy.

DYSPHONIA is defined as difficulty in speaking due to a physical disorder of the mouth, tongue, throat, or vocal cords. Dystonia can affect many different muscle groups, whereas dysphonia is specific to the areas of the body that affect speech.

SPASMODIC DYSPHONIA is also known as voice dystonia or laryngeal dystonia. In this condition, the vocal cords are affected by involuntary spasms. These involuntary spasms of the vocal cords cause the voice to change in quality.

[Source: The Dystonia Society.]

days of recovery. “Moving the body as early and intensely as possible is beneficial to recovery, and the WristBot may induce a higher intensity of exercise than traditional physical therapy,” he says. The Wristbot’s gamified exercise also may motivate patients to practice longer and more vigorously.

HSCL is currently performing two clinical studies with stroke patients and patients with Parkinson’s disease to establish the efficacy of the WristBot. Dr. Naveen



Elangovan, a certified physical therapist and postdoctoral researcher in the lab, is the lead investigator in this project.

“With the recent advances in robotics, it is possible to deliver highly engaging, customizable, and patient-centered robotic therapy for improving somatosensory and motor function in people with neurological impairments,” Elangovan says. “However, the available knowledge on the specifics of robotic sensorimotor rehabilitation is limited. The clinical studies from the lab will provide new critical insights on the application of robotics in the field of neurorehabilitation.”

Koczak sums up HSCL’s success—and commitment—to pioneering

Above: The WristBot is designed to help stroke and spinal injury patients regain their wrist and hand movement.

research initiatives that will improve lives this way: “Our lab engages in translational medicine,” he says. “We’re bridging basic and applied science in ways that will help us use our research findings to develop new therapies and medical applications. We need to understand disease mechanisms and we need to know basic science—without this we can’t make informed decisions about best therapies. We need both types of science.” +

Read more about the sensorimotor lab at research.cehd.umn.edu/hsc.

PROVIDING *Mental Health Care* IN A HUMANITARIAN CRISIS



FOR SCHOOL OF SOCIAL WORK

faculty member Katrina Cisneros, those lines from Warsan Shire's poem, "Home," eloquently explain why thousands of refugees are willing to risk their lives to seek asylum in the United States and why she wants to do whatever she can to address the inequity of access.

She was paying close attention in the summer of 2018 when the news stories started to come out about asylum seekers being detained at the U.S.-Mexico border.

"You only have to sit in a shelter for five minutes and hear people's stories to understand that they are highly vulnerable people who have left extremely dangerous and volatile situations and traveled thousands of miles to seek refuge in the United States," and now are required to wait in some of the most dangerous cities in Mexico for a chance to plead their case for asylum, Cisneros explains.

She is a licensed independent clinical social worker who has worked for a number of agencies in the Twin Cities providing individual and group therapy



“As I sat there in the groups of women, it was incredible to me that not one woman identified herself as the reason she was there...”

and clinical supervision. She also is fluent in Spanish and has expertise working with chronically stressed families, including those from numerous Latin American countries.

Despite her qualifications, she found it difficult to find a way to gain access

to the U.S. detention centers, until this spring, when she learned about a local team, led by Dr. Miguel Fiol from the University of Minnesota Medical School, that had traveled to Mexico in January to provide care to people in the refugee shelters in Tijuana, Mexico.

Mental health care for asylum seekers is often neglected because it is so complex and difficult to manage.

While the need for medical care is obvious, Cisneros says, the mental health component is often neglected because it is so complex and difficult to manage. She sought out the two members of the January group, Sarah Lechner and Roberto Lopez Cervera, who had focused on trying to provide it. By the end of the trio’s first meeting, Cisneros—whose energy and passion are obvious to anyone who meets her—had agreed to take the lead organizing the mental health volunteers for the next trip.

So they began to tackle the big question: How do you provide ethical mental health care in a humanitarian crisis?

They decided that the way to do that was to ensure that their work was anti-oppressive, trauma-informed, and ethical.

Being anti-oppressive means approaching the work from a multi-disciplinary approach with humility and is aimed at dismantling socioeconomic oppression. Trauma-informed care practices promote a culture of safety, empowerment, and healing, which is the best way whether or not the therapist knows the person they are working with has suffered trauma. Ethical means ensuring informed care and informed consent.

“I needed to make sure that anyone who wanted to speak with me knew who I was, where I came from, what my role was, and that, given the inevitable nature of the crisis, they may never see me again,” she explains.

Before her first trip to the shelter in Tijuana, she thought a lot about how to introduce herself and explain what the MSW and LICSW behind her name mean.

But when she got down to the shelters and actually sat with the women and children, “what came out of my mouth was ‘I’m Katrina Cisneros, and I’m a woman and a mother.’ ”

She decided the best way to help the women would be to use listening

“Everyone counts, and everybody’s story matters, and everybody’s need is important.”

circles, where the women could decide whether they wanted to share a piece of themselves and what they wanted to share. Cisneros’s role was to help

navigate the conversation among the women and hold space.

One woman chose to talk about why she had left her home country, and the woman next to her just sat and wept because something about what the first woman was saying touched and honored

her own experience, Cisneros said.

“I can’t tell you how many times in these groups women would say, ‘That’s exactly what happened to me,’ or ‘I can’t

believe we’ve been in this shelter for a week and we haven’t even talked.’ ”

The connections also helped to build parent-child relationships by getting parents and kids to have fun together doing an art project or building with Legos—anything that wasn’t stressful. That was particularly moving for Cisneros, the mother of three young sons.

“As I sat there in the groups of women, it was incredible to me that not one woman identified herself as the reason she was there,” she says. “It was all about the wellbeing, safety, and future of her children.”

Simple things like recognizing the selflessness and the sacrifice that these women were making for their children was very empowering for them.

Once Cisneros, who herself isn’t a highly religious person, discovered that the women’s spirituality and faith were their strongest protective factors, she ended every circle with a prayer. In one group, a woman volunteered to pray aloud, and, as she prayed, all of the other women started saying their own prayers under their breath.

“As I closed my eyes and bowed my head and tried to listen to what these women were saying,” Cisneros says, “I realized that most of them were actually praying for me. They were praying for my safety, they were thanking God that I had come to be in the shelter with them, they were praying for my children and my safe return to a country that they themselves were aching to arrive to. It was just really, really overwhelming.”

As she teaches full-time in the social



Cisneros meets with asylum seekers in Tijuana, Mexico.



Working together on art projects helped to build parent-child relationships.

work program, Cisneros continues working on getting more mental health providers to Mexico. The local psychologist who runs the clinic she was working with in Tijuana asked her to consult on the mental health committee of the Refugee Health Alliance, so she is helping develop a program to give more structure for volunteer mental health workers.

“It’s not just about having warm bodies that can talk to people,” Cisneros says. “You have to make sure that the volunteers are trained, that they’re licensed, that they have the skills necessary to meet the population that they’re going to be working with.”

Locally, she is working with the two volunteers she met last spring to develop what they are calling the REACH (Refugee Empowerment and Community Health) project. They want to make REACH a hub for organizing local practitioners who want to go down to the border.

In July, she presented

a webinar sponsored by the Center for Mental and Chemical Health, which is housed in the School of Social Work. A record 400 people signed up for the event.

“Since doing the webinar,” she says, “I’ve just been inundated with local providers, activists, and people here in our own community who work with local people seeking asylum. There’s thousands here in Minnesota and the Dakotas. The REACH project is trying to think about how to harness all of this interest and energy and potential into something cohesive.”

Recent raids on immigrant communities in the United States have left a lot of people struggling with fear and anxiety. REACH leaders are considering providing workshops for local communities that need mental health support.

“I said this in the webinar,” Cisneros says, “the women that I’m sitting with in Tijuana



Katrina Cisneros

are the same women and children that are here, it’s just they’re on a different place in the journey. And everyone counts, and everybody’s story matters, and everybody’s need is important. And so I’m trying to sort of straddle both of those aspects of the work. How do I now stay connected and helpful down at the border with program development and trying to support this volunteer effort, while also making sure that the grass in our own backyard is tended to?”

And, because she is a teacher, she is trying to develop a curriculum to turn the situation into an experiential learning opportunity for the School of Social Work and its students that deconstructs power and oppression at the border and is also focused on the social location of the student.

“I have a million ideas, things that students could experience or do in this humanitarian crisis that would feel meaningful and would enrich learning and bring textbooks and theory and concepts and evidence-based practices and interventions—all of these words that we use—to life.”

On her last trip in July, she said, she thought a lot about her students. “I was thinking, this is it; this is social work; this is relevant. This work embodies who we are as a profession, who we want to be as a school, and who so many of my students want to be as a social worker.”

Read more about Katrina Cisneros and her work at cehd.umn.edu/ssw/people/cisne059.

Acting on data

Professor Bodong Chen aims to help educators use analytics to improve teaching and learning

TO MEET A STATE SCIENCE STANDARD, ninth graders in Minnesota must learn about energy sources. Teachers at Minneapolis South High School took a new approach last year, using technology that combined the required topics with discussions about the Green New Deal.

Participating in research with Bodong Chen, associate professor of curriculum and instruction, students used the Knowledge Forum tool to ask questions, post articles and information, and annotate points of interest to deepen their discussions. The format made the subject matter richer and more relevant to students, while giving teachers the opportunity to improve the tool's use for secondary instruction.

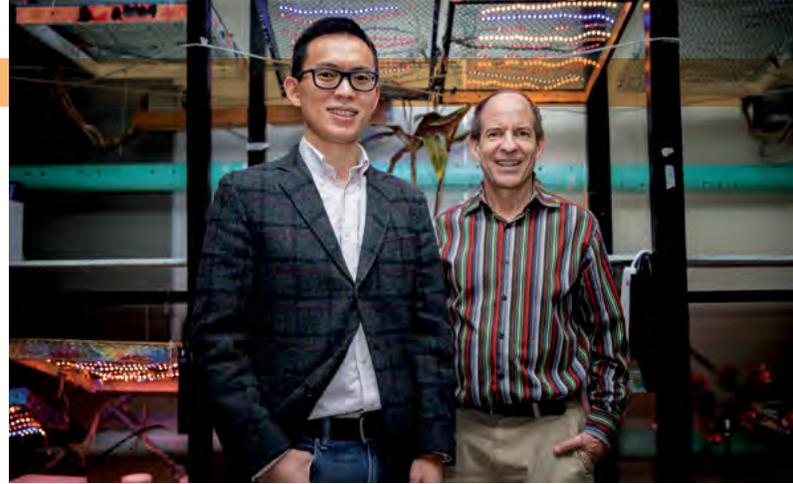
Chen, the Bonnie Westby Huebner Chair in Education & Technology, leads this National Science Foundation–funded research project, called IdeaMagnets. It's part of his work to discover novel ways to use technology that advances teaching and learning.

"I think this type of learning makes it more relevant to learners," Che says. "When we look at the discussions produced in the students' forum, it's much, much deeper than just answering a quiz. It's nuanced and holistic and it connects to what they are experiencing in their lives. It's preparing them for the future."

Chen joined the CEHD faculty in 2015 after completing his PhD in learning sciences from the University of Toronto, building on his background in educational technology. The position was the first job he applied for and the one he truly wanted—even though the University had closed for extreme cold during his interviews. That didn't deter Chen.

He was excited to shape the college's offerings in learning analytics, a field he's been involved with since its beginnings in the early 2010s. Chen focuses on leveraging massive amounts of educational data being produced in K-12 schools, aiming to understand how students and teachers most effectively use emerging technology.

"Now learning happens in different spaces and places and different data is produced. But if we don't use the data to better understand, it's a waste," Chen says. "We want to mobilize



Bodong Chen with South High teacher David Groos. Chen is working with South High to discover ways to use technology to advance teaching and learning.

data and analytics to make educational decisions more informed and make more holistic assessments."

Chen also concentrates on computer-supported collaborative learning, inquiry-based learning, and developing students' higher-order thinking. He calls on his experiences growing up in China, with its emphasis on high-stakes testing, and research about Canadian and American educational approaches. Now with his oldest child entering kindergarten and a baby at home, Chen is eager to participate in the schools as a parent, too.

Overall, Chen aims to help shift education systems to address a future where students aren't as geared to learn for employment, thanks to automation. Instead, they will focus on other skills, such as higher-order thinking, social and emotional learning, and problem-solving.

"I believe in the potential of pushing the boundaries of traditional beliefs that we have about what learners can achieve and think about what's possible for the youngest grades in education," he says.

To that end, Chen has gotten involved in the multidisciplinary Learning Informatics Lab. The newly formed lab will tackle some of the college's broader goals by bringing together specialists from educational psychology, special education, and curriculum and instruction, as well as from other colleges.

Together, they will concentrate on shared interests in learning analytics and educational technology, perhaps designing better analytical tools using human/computer interaction. "There are a lot of details to be finalized," Chen says, "but it's very exciting to us all."

—Suzy Frisch

Learn more about Bodong Chen and his work at cehd.umn.edu/ci/people/Chen.html

Welcome to campus

CEHD is proud to introduce nine new professors who joined the college this fall.



Saida Abdi | School of Social Work

Saida Abdi is an assistant professor in the School of Social Work. She received her PhD in social work and sociology and her

MSW from Boston University. She also holds an MA in communications and media studies from Carleton University. Her expertise is in refugee and immigrant trauma and resilience. She trains and consults nationally and internationally with organizations that are developing and providing mental health services for refugees and immigrants. She is part of the team that developed Trauma Systems Therapy for Refugees (TST-R) at Boston Children's Hospital.



Savana Bak | Department of Educational Psychology

Savana Bak is an assistant professor in the Special Education Program in the

Department of Educational Psychology. She has a PhD in special education from Michigan State University, an MS in instruction from Drexel University, and a BA in multimedia from the Korea National University of Arts. Her areas of interest include autism spectrum disorder, language and social communications, early intensive behavior intervention, and special education.



Seungwon Chung | Department of Educational Psychology

Seungwon Chung is an assistant professor in the Quantitative Methods in Education Program in

the Department of Educational Psychology. She received her PhD in social research methodology from the University of California, Los Angeles (UCLA). She has an MS in statistics from UCLA and an MA in educational measurement and a BA in education from Seoul National University, Korea. Her research interests include latent variable modeling, generalized linear mixed models, item response theory, structural equation models, diagnostic classification models, model fit evaluation, and missing data.



David DeLiema | Department of Educational Psychology

David DeLiema is an assistant professor in the Psychological

Foundations of Education Program in the Department of Educational Psychology. He received his PhD and BA from the University of California, Los Angeles. His areas of expertise are in productive failure, playful learning, embodied cognition, spatial reasoning, and social interaction. His research emphasis is on how students and teachers collaboratively navigate moments of failure when learning computer science, mathematics, and science.



Marguerite DeLiema | School of Social Work

Marguerite DeLiema is an assistant professor of research in the School of Social Work. She received a PhD in gerontology

from the University of Southern California Davis School of Gerontology and a BS in biological psychology from the University of California, Los Angeles. Her research focuses on identifying the extent and cost of financial fraud in the older population of the U.S. Her career objective is to generate and test novel interventions that protect consumers from financial victimization, in addition to understanding the factors that make some people more vulnerable to scams than others.



Gail Ferguson | Institute of Child Development

Gail Ferguson is an associate professor in the Institute of Child Development. She received her PhD and

MA in child/adolescent clinical psychology from Bowling Green State University and has a BA in psychology from Williams College. Ferguson's research focuses on the psychological impact of 21st century globalization (e.g., media, information and communication technologies, consumer goods, and migration) on adolescent identity, family relations, and nutrition/health. Her work aims to identify and target risk and protective factors in prevention programs that promote the resilience of youth and families in, and from, low- and middle-income countries.



Justin Grinage | Department of Curriculum and Instruction

Justin Grinage is an assistant professor in the Department of

Curriculum and Instruction. He received his PhD in curriculum and instruction; MEd in communication, arts, and literature; and BA in English from the University of Minnesota. His areas of interest include race and education, critical literacy, postcolonial theory, critical whiteness studies, critical pedagogy, psychoanalysis, cultural studies, and emotion and affect in teaching and learning. His research is driven by his 11 years of experience as a high school English teacher working in multiracial classrooms combined with a desire to help students and teachers understand, resist, and interrupt various forms of injustice.



Cindy Vang | School of Social Work

Cindy Vang is an assistant professor in the School of Social Work. She earned a PhD in social work from Arizona State University;

a MSW from California State University, Sacramento; and a BA in history from the University of California, Los Angeles. Her areas of interest include gerontology, specifically aging in place, sociocultural factors that impact mental health outcomes among older Southeast Asian refugees and immigrants, and culturally competent mental health promotions and practices in community-based settings.



Sylia Wilson | Institute of Child Development

Sylia Wilson is an assistant professor in the Institute of Child Development. She received her PhD and MS

in clinical psychology from Northwestern University and her BA in psychology and English from Macalester College. Her areas of interest include infancy, childhood, adolescence, and adulthood; families and parenting; social and emotional development; executive function; high-risk populations; stress and maltreatment; depression; alcohol and brain development; assessment and evaluation; developmental neuroscience; and genetics.

Honored

Elizabeth Lightfoot (social work) has been invited to join the American Academy of Social Work and Social Welfare (AASWSW), one of the most prestigious organizations in academic social work.

Macdonald Metzger (Institute on Community Integration) was selected for the Spring 2019 Professional Fellows Program on Inclusive Disability Employment (PFP-IDE)–Outbound Fellow Award.

Gillian Roehrig (curriculum and instruction) has received a prestigious Fulbright Specialist Award to work with teachers to advance STEM learning in Indonesia.

Thomas Skovholt (educational psychology) was awarded the American Psychological Association (APA) Division 17 Lifetime Achievement Award. The award recognizes his many years of international collaborations and contributions to counseling psychology.

Mark Umbreit (social work) has been ranked among the top 50 most notable social workers in U.S. history by

the International Association of Schools of Social Work. The rankings are based on the quality and impact of the person's work.

Appointed and elected

Nicola Alexander (organizational leadership, policy, and development) has been invited by Minnesota Education Commissioner Mary Cathryn Ricker to join the governor's task force on school finance.

Panayiota (Pani) Kendeou (educational psychology) has been elected fellow in the American Psychological Association and is the incoming editor of the *Journal of Educational Psychology*.

Michael Rodriguez (educational psychology) has been named CEHD's associate dean for undergraduate education, diversity, and international initiatives. He holds the Campbell Leadership Chair in Education and Human Development.

Michael Wade (kinesiology) has been appointed an executive editor for the *Journal of Motor Behavior*.

In memoriam



Esther Wattenberg, a longtime professor of social work and a member of the Center for Urban and Regional Affairs, passed away on July 19 at the age of 99. She was a fierce advocate for underserved women and children. Among her many achievements is the Center for Advanced Studies in Child Welfare (CASCW), which she co-founded at age 73, when most people are considering or already in retirement, and served as its first director.

As part of its 20th anniversary celebration, CASCW published a booklet of editorials written by Wattenberg. The foreword notes her “exceptional talent for succinctly, astutely, and, when necessary, sharply, getting to the heart of challenging issues in the field. She posed thought-provoking questions, encouraged critical thinking and discourse, and challenged everyone from community members to practitioners to politicians to take responsibility for the outcomes of vulnerable children in our society.”

During her tenure in social work, she taught three generations of students the importance of child welfare both as a social good and as a wise career choice. As an academic, Wattenberg saw an inextricable connection among research, practice, and policy. There was no point in doing research in her field that didn’t connect back to the lives of children and families.

In order to change policy in child welfare, Wattenberg went right to the source. She would talk to social workers in the field and hear what they were struggling with. By traveling all over the state, visiting counties rural and urban, she knew

exactly where the most pressing issues were. She also was famous for bringing social workers together for a series of conferences. She and the audience were surprised to find that there were gaps in the conversation. In many places, school social workers were not seeing eye-to-eye with county social workers. Wattenberg got them talking simply by putting them in the same room. The results of these meetings gave her good ammunition when she next visited lawmakers. She was a master of translating a good story into policy.

In a paper called “Notes from a Cluttered Mind: Recollections from a Late Stage of Life” that she wrote as an afterword to comments she made at a School of Social Work 100th anniversary event in 2016, she issued a challenge:

“For the best and brightest (students in child welfare), the challenge awaits your dedication to the pursuit of improving life chances for the children with problematic futures. Each new year opens with a stern command: Improve the life chances of children born into high-risk families. Construct the escape route for children.”

Her family asks that memorials be given to the Esther Wattenberg Fellowship in the School of Social Work at the University of Minnesota. Give online at z.umn.edu/EstherWattenbergFellowship.



Maura Sullivan, a faculty member in the School of Social Work from 1977 to 2002, passed away on August 12. She was fortunate to be surrounded by her three children when she passed. For most of her time in the School of Social Work, Sullivan served as the director of field instruction. She taught classes in supervision and peace and social justice. In recognition of her faculty work, she received the College of Human Ecology’s Outstanding P&A Award and the College’s Multicultural Award. As a tireless advocate for social justice, she was an active member of Women Against Military Madness and was arrested in an act of civil disobedience as part of the Honeywell Project, a decades-long protest against the making and deploying of antipersonnel mines manufactured initially by Honeywell and later by Alliant Tech.



Creating new pathways

Blazing a trail for others is her passion

IRENE FERNANDO ISN'T ONE for wasting time. A mere 10 days into her freshman year at the U, she co-founded Students Today, Leaders Forever (STLF)—a leadership nonprofit focused on service, relationships, and action. During her tenure with the program, she watched as more than 22,000 students took part, contributing 318,000 hours of service to communities throughout the nation.

While all this was happening, she wasn't just idly standing by. She received a bachelor of business administration from the Carlson School of Management in 2007 and her work with STLF led to earning a MEd from the School of Social Work's youth development leadership program in 2014. "I came to CEHD to pursue experiential learning models for young people," she says. "I was feeling a need to make sure I was investing just as much time in the programmatic side of the nonprofit as well as the business side."

Now, she is back at CEHD, pursuing a PhD in human resources development in the Department of Organizational Leadership, Policy, and Development. Her advisor is associate professor Dr. Joshua Collins.

As she looks upon her educational background, Fernando

notices how each of her degree areas has deepened her structural understanding in different ways. "My undergraduate degree really helped me see systems and models and the ways in which things impact one another," she says. "My master's in education helped root me to the viewpoint of individuals and groups and the constructs presented to them."

A big part of the PhD program is around what unique contributions can be made to the field. "In what ways are you challenging the existing school of thought and providing a different lens of how people can view the topic?" she asks. "What pathways can you create for others by doing this work? In academics, we talk about creating these unexplored paths. That's what I have done in politics."

In 2018, she took time off from her PhD studies to win a landslide election for a four-year term on the Hennepin County Board of Commissioners. She is the youngest woman elected to the seven-person board in its 166-year history. She also shares a title with Angela Conley as the first person of color ever elected to the board.

"My decision to run came from seeing who was really making decisions on my behalf," Fernando says. "People who are impacted by decisions should have a voice at the table." As she was looking at topics she cared about, she was surprised that they fell under the purview of an entity she knew little about. "It was kind of shocking to discover a layer of government I had not known even existed," she says.

Minnesota's 87 counties are all governed by boards of five to seven people. Hennepin County is divided into seven districts that each elect one commissioner. Fernando represents District 2, which extends from the City of Plymouth on the west to St. Anthony Village on the east.

She chairs the housing and redevelopment authority, serves as the vice chair for the public safety committee, and is working to support 2020 Census engagement. She is also back taking her PhD coursework. "For the last 10 years, CEHD has been the educational underpinning for me," she says. "The unique story here is the degrees I pursued were reflected in my community and leadership roles." This includes advocating for those who are marginalized or structurally disenfranchised, those impacted by decisions made by others, those who see themselves in the story of leadership in politics.

"I'm creating a pathway for people to see themselves as not only relevant but needed components, decision makers, shapers," she says. "People who are really contributing and impacting the world for generations to come."

—Kevin Moe

FROM THE PRESIDENT

MARVIN BANKS,
M ED '12



DEAR FELLOW ALUMNI,

As seasons change, it is a time to reflect about the great work of the Alumni Society Board as we end the 2019 year.

September 28 was the U of M Day of Service, one of the best days as an Alumni Society Board member. The opportunity to connect with other alumni and give back to the community is one of the reasons why I joined the board. Some participated again with the Cookie Cart in North Minneapolis. This organization has been empowering the youth in the community and educating these youth leaders about how to run a company.

Homecoming is a fantastic time but also marked the last Homecoming of our great dean, Jean Quam. Thank you, Dean Quam, for your leadership, and we wish you the best as you begin your phased retirement in August 2020.

Give to the Max Day on November 14 was once again a huge success for the Alumni Society Board. We know the value of supporting our students and one of the board's main objectives is 100 percent participation from our members to donate on Give to the Max Day.

Fellow alumni—I look forward to connecting with you soon and hope you enjoy the holidays. Go Gophers!

Marvin Banks

**For the love of cookies—
and volunteering!**

CEHD alumni rolled up their sleeves and dug in for an afternoon of scooping cookie dough and discussing life goals with teens at the Cookie Cart in north Minneapolis. This nonprofit bakery provides leadership training and work experience for local teens ages 15-18. CEHD alumni enjoyed learning trade secrets from these young entrepreneurs and sharing their own career paths. It was part of the U of M Alumni Association's Day of Service on September 28, an international effort to encourage Gophers to volunteer in their community.



Share your news

Landed a new job? Celebrating a professional milestone? We want to share your news! All our alumni class notes are now published online. Go to cehd.umn.edu/alumni/notes and send us your news—with photos if you have them. Read about people you know from CEHD.

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Homecoming royalty

Senior kinesiology student **Gillian Dahl** was named one of the University of Minnesota's 2019 Homecoming Court Royals. Dahl was chosen as a 2019 royal along with fellow CEHD senior **Brett Herbers**, who is an aspiring teacher in the DirecTrack to Teaching program and the Racial Justice in Urban Schooling minor in the Department of Curriculum and Instruction. As Homecoming royalty, Dahl and Herbers represent the entire student body as the official ambassadors of spirit and Gopher pride.

PHOTOS COURTESY OF GILLIAN DAHL



Homecoming 2019

The 2019 CEHD Homecoming tailgate and parade was a resounding success. Young and old gathered on the Northrop lawn October 4 to enjoy good food and good company as they celebrated their Gopher spirit. A 40-17 win against Illinois the next day only sweetened the deal by capping off a great Homecoming week.



WPLC fall kick-off

The CEHD Women's Philanthropic Leadership Circle's (WPLC) fall kick-off event in September was a huge success. The featured speaker was Jennifer Eggers, the director of annual giving at the University of Minnesota Foundation.

WPLC is a collaborative community of leaders and philanthropists working to enhance the lives of women. For information, contact Susan Holter, chief development officer, at 612-625-1757.

JOHN MCCALLY

improving lives

A CAMPAIGN FOR THE COLLEGE OF EDUCATION + HUMAN DEVELOPMENT

MARCHING TOWARD OUR GOAL

A new Institute of Child Development building is on the horizon



“Currently we only have one classroom in the ICD building. The new building will allow students and faculty to come together for learning, research, and networking.” That’s Courtney Engholm speaking. She’s a junior majoring in developmental psychology and vice president for the Child Psychology Student Organization. She made the

statement when asked why students need a new building for the Institute of Child Development.

It’s no secret that the ICD building is in dire need of an extensive renovation. The last time it received a state-of-the-art upgrade was a few months before John F. Kennedy was elected President of the United States. That’s 59 years ago. A lot of things change in half a century. Despite the obvious structural maintenance the building needs, it is simply not up to the rigors of 21st century educational and research standards.

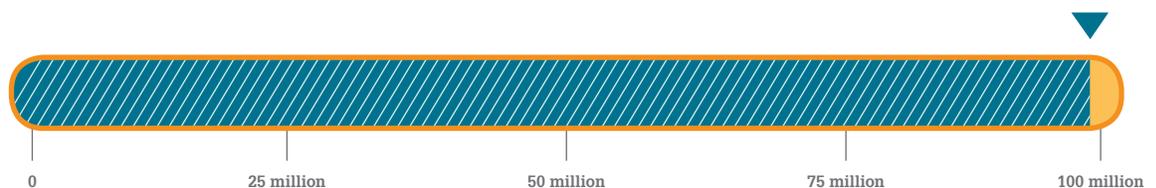
We had hoped our bonding request to the state legislature would have passed last session, but there was no bonding bill. There will be a bonding bill this year and the wheels are starting to turn. This fall we hosted a number of legislative tours of the existing ICD building as legislators consider our bonding request. Representatives from the Minnesota Department of Management and Budget Office, Governor’s Office, House Investment Committee, and Senate Higher Education Committee have all toured.

We are seeking \$29.2 million from the legislature for the \$43.8 million project with private gifts funding the rest. I am happy to report that we are near our private giving goal, having raised \$10.4 million. If you haven’t done so already, consider supporting the ICD project to provide students like Courtney the facilities worthy of calling CEHD home. Learn more at cehd.umn.edu/giving/future-building/.

Thank you for all you do for CEHD!

Susan Holter, CEHD Class of '83,
susan@umn.edu
Chief development officer

8,563 donors
\$99,430,789 raised
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campaign participation



At right: Mary Jo Kane talks about her family at a recent gathering, Kane, second from left, with some of her colleagues.

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Leveling the playing field

Last July, millions of television viewers saw the U.S. Women's National Soccer Team win the World Cup title. These strong ratings validated what Professor Mary Jo Kane has studied for decades: people want to watch and attend women's sports if players are characterized as skilled athletes versus sex objects.

Kane is director emerita of the Tucker Center for Research on Girls & Women in Sport, which she founded in 1993. A self-described "classic pre-Title IX tomboy," she united her interests in social patterns and gender equity to build a career researching, teaching, and advocating for how sport impacts the lives of girls and women.

The Tucker Center developed out of Kane's vision to take seriously the empirical analysis of females' involvement in physical activity. Thanks to her efforts, the Center—the first of its kind—has become the preeminent resource for those who support and care about girls' and women's ability to have safe and fair access to sports in a variety of venues.

While the field is no longer as marginalized as it was, inequities persist. Media portrayals of women, which is Kane's expertise, have moved toward treating female athletes with the same respect granted to men, but the extent and tone of coverage still differs. Issues such as equal pay, women's representation in leadership positions, and sexual abuse continue to be essential areas of study.



To help ensure the future work of the Tucker Center, Kane committed an estate gift to provide flexible funding for the directorship. The David and Janie Kane Endowed Tucker Center Director Fund both honors her legacy and pays tribute to her late siblings David and Janie. Every member of the Kane family loved sports, respected success, and believed in giving back. "David and Janie are ever present in my life," says Mary Jo. "They were incredibly proud of my accomplishments and the Tucker Center reflects their passions. This gift is a way to carry forward our family name."



At left: Mary Jo Kane's, father, Ed, was a printer, and designed his own Christmas cards. This one features children Janie, Mary Jo, John, and David.

Right: The Kane children all grown up.

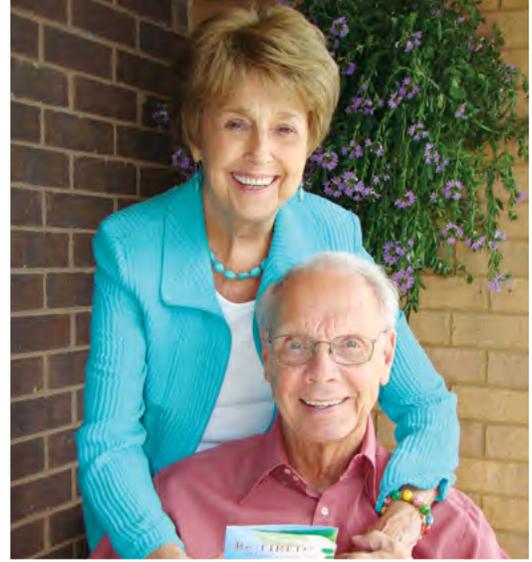
Ruth and Harlan Hansen's partnership lasted more than 50 years

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Collaboration to inspire learning

The song "Horsey Horsey" was crucial in helping emeritus professor Harlan Hansen know he was destined to be a teacher. He was co-teaching a demonstration class with his late wife, Ruth Mork Hansen, who frequently used the ditty to get children to settle down and return to their seats. One day, Ruth was in the back of the room and indicated to Harlan that he should start the song. "There were about 40 people there in addition to the students," he says. "I froze." Ruth took over, but that night at home, she reminded him that he would have to leave his comfort zone if he wanted to be a teacher. The next time he needed to sing, he sang. "That helped me realize I could become a successful teacher," he says.

Harlan had a winding path before finding his vocation, spending two years in the military and six years in business. After realizing that sitting at a desk all day wasn't for him, he quit his job and started taking classes through the University of Wisconsin. When he met Ruth, Harlan was in graduate school at UW-Madison, working as a housefellow on campus and hitchhiking to Janesville, Wisconsin, for his student teaching assignment. They decided to get married on their first date, launching a more than 50-year partnership.



Ruth was an accomplished teacher herself, who always looked for new ways to spark enthusiasm for learning. Ruth and Harlan collaborated on books, teacher workshops, and curriculum training. After retirement, they led classes on cruise ships in return for a free trip.

For three decades, Harlan was a professor of early childhood education at the U of M, inspiring future teachers and sharing his expertise on classroom management and discipline with schools. He established the Ruth and Harlan Hansen Scholarship for students in the Initial Licensure Program in honor of Ruth's lifelong commitment to education. "The U of M gave me my life," he says. "This pays back what somebody did for us."

New gifts and commitments to the college

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

The **LYNNE & ANDREW REDLEAF FOUNDATION** made a pledge to the Institute for Translational Research in Children's Mental Health for a project on stress wearables.

The **RICHARD M. SCHULZE FAMILY FOUNDATION** made a commitment to the Institute of Child Development Building.

\$100,000 to \$249,999

An **ANONYMOUS DONOR** supported the Child Resiliency Research Fund.

SUSAN MARVIN gave to the Institute of Child Development Building.

The **OTTO BREMER TRUST** supported SWITCH, a program to provide social work graduate

students with interprofessional training in behavioral health.

The **SAUER FAMILY FOUNDATION** established the CASCW-Aspire MN Outcome Evaluation System Fund.

The **WELLS FARGO FOUNDATION** established the Educating for Sustainable, Hopeful Futures Fund.

\$25,000 to \$99,999

An **ANONYMOUS DONOR** established the CEHD Next Generation Global Engagement Scholarship and the Next Generation Global Discovery Scholarship.

The **3M FOUNDATION INC.** supported Prepare2Nspire.

LOUELLEN N. ESSEX established the Louellen Essex Scholarship to support first-generation undergraduate students.

The **HOFFMAN FAMILY** made a gift to provide textbooks and "reading buddy" supplies for all teacher education candidates in the fall 2019 cohort.

The **MINNEAPOLIS FOUNDATION** established the Reimagine Education Partnership Fund.

ROBERT POTTS added to the Judy King Potts Endowment for Teaching Leadership in Literacy and the Judy King Potts Endowed Fellowship Fund for Literacy Education.

AMY AND KENNETH PUCEL established Pucel's Global Fellowship to support graduate students participating in community-based projects abroad.

AMY S. TOLBERT established the ECCO Energize Scholarship to support first-generation undergraduate students.

Heritage Society commitments

JANE F. GODFREY and **ROGER RUEGG** pledged to establish the Jane Godfrey and Roger Ruegg Scholarship to support undergraduates.

VICKY R. STACHURA made an estate gift to support CEHD.

Includes gifts made between June 1, 2019 and October 9, 2019.

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A non-traditional original

People often imagine a “college student” as an 18 year old fresh out of high school, living in a residence hall and participating in campus activities. Increasingly, however, not everyone fits that mold: 40 percent of undergraduates are considered non-traditional, with characteristics such as being older than 25 or having dependents. The late Beverly Busta was a non-traditional student before many universities even tried to accommodate that population.

Francis Busta (BS '57, MS '61) met Beverly when they were in a speech class together. “She would rush into the room right before class started, and run out just when it ended,” he says. He learned that she was supporting herself while working on her degree by alternating full-time work for one quarter, then taking classes and working part-time for one quarter. Their first date was on her birthday and two months later they were married.

Beverly paused her education to earn money while Frank, a professor emeritus of food microbiology, completed his

studies. She held several jobs and raised their two daughters, Erica and Suzanne. Once the children were older, Bev resumed classes at the U of M. Her adviser, Natalie Gallagher, helped her design a major that integrated business and family social science—areas that captured Beverly’s extensive work history and interests. She graduated in 1979, two decades after she started.

Tragically, Beverly was diagnosed with a rare form of lymphoma in the mid-1990s. She fought it valiantly for two years, utilizing the same humor and determination that had helped her complete her degree while working and caring for her husband and daughters.

After she died in 1996, Beverly’s family followed her wishes to establish the Beverly A. Busta Memorial Scholarship. The fund supports undergraduates in Family Social Science who are taking classes in multiple disciplines and doing research or an internship, with a



Beverly Busta was a non-traditional student before it even had a name.

preference for women who are working part-time. “I want the scholarship to be big enough to take a load off, permitting students to make the most of their studies,” says Frank. “Bev could have used a scholarship like this.”



At left: Francis plants a kiss on a surprised Beverly.

Right: The Busta family in 1970: Frank, Erica, Beverly, and Suzanne.



Roster of Donors 2018-2019

DEAR FRIENDS,

It's been a great year! Thank you so much for your generous support. In 2018-19, our donors gave over \$13 million, including \$3.2 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 help us move forward! You have our sincere gratitude.

Susan Holter, '83
Chief Development Officer

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Giving matters

IN HER FIRST MONTHS as University of Minnesota president, Joan T.A. Gabel has made an extra effort to acknowledge that the campus was built on the traditional homelands of the Dakota people. Unfortunately, Native American students have long been underrepresented in higher education, including at the U of M. Doctoral student Megan Red Shirt-Shaw is working to change that.

Red Shirt-Shaw is an Oglala Lakota student in organizational leadership, policy, and development. "My Lakota identity has an incredible influence on me," she says. When she was considering the U of M for its top-ranked higher education leadership program, a conversation with another Native student was encouraging. Once she visited campus, she was excited by her potential cohort and their research interests, as well as a strong Native population in Minneapolis and the U's vibrant Department of American Indian Studies.

Red Shirt-Shaw knows the importance of feeling visible, and says that it's important for Native students to be able to look around and see others like them. "I want everyone to know we still exist, we still have powerful language and culture, and we still matter."

She is interested in what inspires Native students to push through systems that were not set up for them, with a focus on identity development and how to ease the transition from high school to college. Her long-term goal is to open a college preparatory high school in Rapid City, South Dakota, for Lakota youth. "I want to give back what the community needs," she says.

Financial aid can be a critical factor in student persistence, and the Bonnie and Clark Kirkpatrick Scholarship for Educational Leadership made a huge difference for Red Shirt-Shaw. She is still coping with debt from her master's degree, and the Kirkpatrick Scholarship helped lift that burden.

She plans to share her positive experience with other Native Americans. "I hope to tell others about the opportunities I've had in CEHD, and tell them this is who you can become."

"I want to give back what the community needs."

—Megan Red Shirt-Shaw
doctoral student, organizational
leadership, policy, and development



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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 or call **612-624-0430**.

Minne-College 2020

Saturday, February 15
Phoenix, Arizona

Info and registration: umnalumni.org

CEHD Research Day

Thursday, 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

CEHD Alumni and Undergraduate Networking Reception and Panel

Thursday, March 26, 5:30–7:30 p.m.
Mississippi Room, Coffman Memorial Union

RSVP: z.umn.edu/UGnetworking

American Educational Research Association (AERA) Annual Meeting

April 17-21
San Francisco, California

The theme is “The Power and Possibilities for the Public Good When Researchers and Organizational Stakeholders Collaborate.” Many CEHD faculty, alumni, and students will present their research, and CEHD will host a reception.

Info: aera.net

Save the date: UMAA Annual Celebration

Friday, April 24
Info: umnalumni.org

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 community.

Info: z.umn.edu/RisingAlumni2020.

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