

CEHD connect

THE MAGAZINE OF THE COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

DIVERSITY IN STEM

P. 6

COMPASSION
FATIGUE APP

P. 8

TOWARD BEING
AN ANTIRACIST
INSTITUTION

P. 16



BRAIN

▲ P. 10

boost



WINTER 2021

from the **INTERIM DEAN**



WE HAVE SO MUCH TO CELEBRATE and so much for which to be thankful. Moreover, in the face of global trauma and unmeasurable uncertainty ahead, we are creating greater certainty through our renewed commitments to community. The challenges we face together help us realize the extent through which we are all interconnected—that all things are related.

In the pages that follow, we find members of the CEHD community working collaboratively and with communities to promote thriving locally and globally, to support our families, neighbors, students, colleagues, and others—to support all our relations.

I cannot possibly do justice to the work underway by providing a summary here. Take the time to read this issue of *Connect* and learn about what our CEHD community has to share; it is inspiring and motivating. It makes me wonder how I can do more. I can be encouraging and supportive. I can provide access to scarce resources and even donate personally to those efforts closest to my own goals and hopes. And I can encourage others to do the same—helping them learn about the great work underway in CEHD.

Hi. I'm Michael Rodriguez, interim dean of the College of Education and Human Development; a fifth-generation Minnesotan and descendent of immigrants; an alumnus of the Morris Campus, CEHD, and the Hubert H. Humphrey School of Public Affairs; a 21-year employee of this great land-grant institution (28 years including student employment); and a Gopher through and through. I am excited to share with you some of the great works of members of the CEHD community. Let us read on together. *¡Adelante!*



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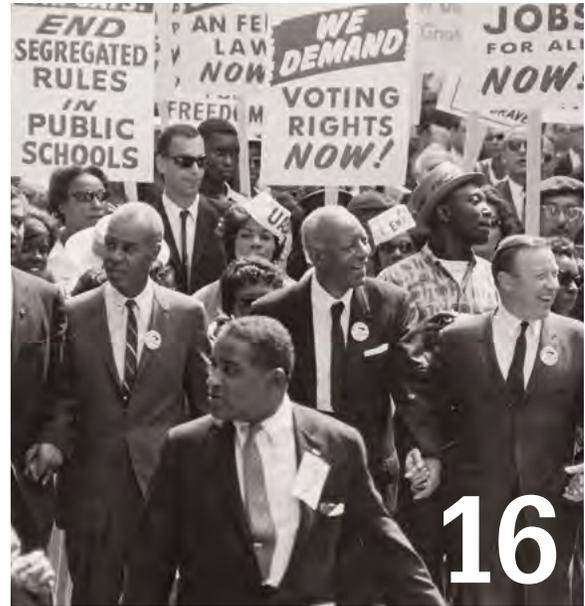
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CEHDconnect

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Features

10 BRAIN BOOST

The new Masonic Institute for the Developing Brain aims to spark novel understandings.

16 TOWARD BEING AN ANTIRACIST INSTITUTION

The steps CEHD is taking to bolster its commitment to racial justice, diversity, and inclusiveness.

ON THE COVER Michael Georgieff and Damien Fair are the co-directors of the new Masonic Institute for the Developing Brain

PHOTO BY Scott Strebler

In every issue

2 COMMUNITY

Justice system trauma, new early childhood resource guides, MNLEND telehealth hub, TRIO SSS funding, guide for parents of college students, ICD building funding, Women in College Report Card

6 RESEARCH

NSF grant supports CEHD work toward diversity in STEM

8 START-UP

First responders in all 50 states using University of Minnesota app to manage compassion fatigue

24 FACULTY PROFILE

McKnight Professorships recognize influential early career work

25 FACULTY

New professors, awards, appointments, in memoriam

29 ALUMNI PROFILE

Iris Heavyrunner-Prettypaint, PhD '09—A living example of her dissertation

30 ALUMNI

Coping with COVID, congrats to Myrna Shaw

32 IMPROVING LIVES

The Masonic Institute for the Developing Brain and Institute of Child Development projects, inspiring benefactor stories

36 GIVING MATTERS

Social Innovation Challenge



Helping families with justice system trauma

IN THEIR CLINICAL INTERNSHIP WORK at a Minneapolis substance abuse treatment center, two Department of Family Social Science PhD candidates became deeply troubled by how few mental health services were accessible to their clients over their lifespans.

At the same time, they were inspired by the capacity for transformation and healing in the lives of justice-involved individuals and families when people have access to high-quality mental health care.

So, students (pictured, left to right) Kadie Ausherbauer, Molly Bailey, and Elsa Kraus launched the local non-profit Minnesota Trauma Recovery Institute (MN-TRI) in 2019. It is focused on helping families involved in the criminal justice system heal from the legacy of trauma and addiction.

“We wanted to create an institute to bring together multiple systems of care and methods of serving families involved in the justice system,” Ausherbauer says. “We want to be on the leading edge of creating a people-first multidisciplinary community in the space of treating trauma, mental health, and relationship problems for those with justice system involvement through research, training, and mental health services.”

Located at 822 S. 3rd Street in Minneapolis, MN-TRI offers clinical services in mental and relational health as well as provides cross-disciplinary training and community-based research. Besides directors Ausherbauer, Bailey, and Kraus, MN-TRI board members also include family social science alums Lekie Dwanyen and Noah Gagner among others.

“Our work has continued during the COVID-19 pandemic—while following CDC and Minnesota Department of Health guidelines—as the needs of the community have only increased during this time of change and adversity,” Ausherbauer says. “We want to thank the CEHD and family social science community for supporting our development and preparing us.”

For more about MN-TRI, visit mntri.org.

New series of resource guides for early childhood professionals

The Center for Early Education and Development (CEED) is pleased to share a series of downloadable resource guides intended for people who work with infants and young children. These 10 guides (and two bonus resources) cover topics of interest to child care providers and early educators that are particularly relevant in the context of the COVID-19 pandemic. The guides fall into three subject categories:

- Preparing for Children’s Return
- Understanding Young Children’s Challenging Behavior
- Supporting and Managing Young Children’s Behavior

Each guide includes a featured resource such as a video or article, followed by a brief summary of the main points and an interactive component such as a quiz or reflection question. Many of the guides are accompanied by handouts with practical ideas and activities related to the topic. The resource guides were compiled by CEED for the Minnesota Department of Education (MDE). They are posted with MDE’s permission.

The resources can be found at ceed.umn.edu/tag/minnesota-department-of-education.



CHARLEIN GRACIA, UNSPLASH.COM



Opioid epidemic: ICI's MNLEND will create statewide telehealth hub

THE WYOMING INSTITUTE FOR DISABILITIES (WIND) has tapped the Institute on Community Integration's (ICI) Minnesota Leadership Education in Neurodevelopmental and Related Disabilities (MNLEND) program to create a network of partner organizations across Minnesota that will enhance developmental screening, monitoring, and education for families dealing with the effects of opioid exposure.

The effort is part of a national training initiative called Project **SCOPE: Supporting Children of the Opioid Epidemic**. Under the initiative, MNLEND will assemble a statewide interdisciplinary team to complete immersion training in ECHO-SCOPE, a guided practice model that uses knowledge-sharing videoconference networks led by expert training teams. The model brings the latest evidence-based training in disability and other services to families, educators, providers, and administrators in their homes, schools, and offices.

The MNLEND program will coordinate the effort, in cooperation with the ICI Telehealth Laboratory and its Learn the Signs, Act Early autism intervention team. Several of ICI's external partners,

including the state's major health agencies, Hennepin County, the Minneapolis Public Schools Early Childhood Special Education Family Navigators Program, and University of Minnesota's Center for Advanced Studies in Child Welfare, are expected to be part of the network.

"We're creating a hub of statewide partners across disciplines so we can be a resource for each other to ensure children affected by opioids get access to early supports," says Rebecca Dosch Brown, program director for MNLEND. "We need to share the development trajectory and evidence-based practices for optimal long-term development with families and others, such as foster families and professionals."

Opioids accounted for 60 percent of Minnesota's 694 drug-related deaths in 2017, according to the Overdose Detection

Mapping Application Program. The number of children removed from their homes due to parental drug use increased by 128 percent between 2012 and 2016.

"While opioid use has increased significantly in Minnesota, our systems have not kept pace with the growing need to support families holistically," Dosch Brown says.

Multiple developmental variables make pinpointing opioids' long-term neurocognitive effects difficult. Last year, however, the official journal of the American Academy of Pediatrics summarized a professional panel of experts, noting emerging literature suggesting an association between neonates exposed to opioids in utero and longer-term adverse developmental and neurocognitive outcomes.

ICI's Jennifer Hall-Lande is principal investigator for the project. Others on the team, in addition to Dosch Brown, include Pediatrics Associate Professor Rebekah Hudock; Chimei Lee, a pediatric neuropsychology fellow at the University of Minnesota Medical School; Jessica Simacek, ICI's Telehealth Laboratory manager; and current MNLEND Fellow Whitney Terrill.

Each academic year, MNLEND brings together a cross section of fellows for an interdisciplinary leadership training program. Fellows are professionals, self-advocates, and family members from the greater community, as well as post-doctoral researchers and graduate students from more than 16 University of Minnesota academic disciplines. The MNLEND experience has allowed ICI to form relationships with a significant and diverse group of organizations, a key component of the Project SCOPE effort.



TRIO SSS receives five more years of funding

CEHD'S TRIO STUDENT SUPPORT SERVICE (SSS) program is now funded through August 31, 2026. The U.S. Department of Education has awarded CEHD \$1,978,695 over five years to serve UMN students who are low income, first generation, or students with disabilities. TRIO SSS has continued to successfully serve underrepresented students for 44 years at the University —this means the new funding will contribute to the program being continuously federally funded for 50 years.

“Our new program model will continue to feature outstanding holistic advising, leadership development, and academic support services currently offered, and the TRIO SSS program will move into a four-year-plus service model with a smaller first-year new student cohort and an opportunity to serve eligible transfer students,” says TRIO SSS Director Minerva Muñoz. CEHD Interim Dean Michael Rodriguez says, “I’m looking forward to working across campus for continued success with our first-gen diverse students and now with more sustained support for students throughout their undergraduate careers.”

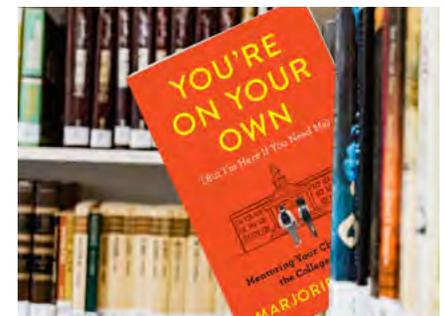
Rodriguez gave special thanks to Muñoz for her stewardship of this legacy program that continues to be a national model.

Groundbreaking guide for parents of college students

Simon & Schuster has published an updated edition of *You're on Your Own (But I'm Here If You Need Me): Mentoring Your Child During the College Years* written by Marjorie Savage, retired director of the University of Minnesota Parent Program. The liaison to parents of more than 29,000 students annually, Savage developed nationally acclaimed parent/family programming centered on research, communication, and technology. She remains a frequent speaker and consultant on the topic of family-college relations, both nationally and internationally.

Savage drew from her personal and professional experience to write the acclaimed first edition of *You're on Your Own* in 2003. Goodreads.com says, “With anecdotes and suggestions from experienced parents and college staffs nationwide, the strategies and tips provided throughout will help you to create a loving, supportive partnership responsive to the needs of both you and your children.”

Savage is currently an education specialist in the Department of Family Social Science and is also an expert contributor at Parent Tool Kit, produced by NBC News Learn.



COURTESY OF MINERVA MUÑOZ, TRIO SSS; PEXELS.COM

Creating a culture of inclusion

NSF grant supports CEHD work toward diversity in STEM

PROFESSORS Gillian Roehrig and Keisha Varma from CEHD are leading an initiative to increase diversity in the STEM fields as part of a \$26 million National Science Foundation grant awarded to the U. The grant is to establish the Engineering Research Center (ERC) for Advanced Technologies for the Preservation of Biological Systems (ATP-Bio). ATP-Bio seeks to develop technology to “cryopreserve” biological systems through temperature control. The applications of this technology are numerous, from preserving cells, tissues, and organs for medical needs to storing key genetic lines of hundreds of animal species for biodiversity protection.

ATP-Bio will be led by the U and three core partners: Massachusetts General Hospital, University of California Riverside, and University of California Berkeley. Heading up the center at the U will be 14 senior personnel, including Roehrig and Varma from CEHD, six from the College of Science and Engineering, four from the Medical School, one from the Carlson School of Management, and one representing both the Law School and Medical School.

Roehrig, a professor in the Department of Curriculum and Instruction, will head up the project’s Engineering Workforce Development work which aims to develop STEM pathways and experiences to increase and diversify the future STEM workforce. Department of Educational Psychology Professor Varma, who is also associate vice provost in the UMN Office for Equity and Diversity, will collaborate with Professor Roehrig and the center’s partners to lead efforts to create a center-wide culture of inclusion that upholds social justice, equity, diversity,

and accessibility.

“The STEM fields are not representative of the demographic population of the United States,” Roehrig says. “This is particularly true in engineering where Students of Color and women are very under-represented. ATP-Bio provides an exciting research opportunity to develop and research new pathways that will promote diversity in STEM.”

“There is a critical need for a culture of inclusion, especially in STEM,” Varma says. National studies show that African American and Latinx undergraduates declare STEM majors at the same rate as their White peers, suggesting that underrepresented students have comparable

levels of interest in STEM as they enter college. “Yet, STEM degree completion rates for African American and Latinx students fall far below those of their White peers,” Varma says.

Roehrig and Varma’s research will explore the development of STEM identity starting in sixth grade, and through partnerships with the ATP-Bio core institutions, will continue to support and track STEM identity through college.

“Academic achievement is a critical factor for predicting not only recruitment and enrollment, but also retention for undergraduate students from underrepresented minority groups,” Varma says. “Programming must provide both strat-



▲ Professors Keisha Varma and Gillian Roehrig are leading efforts to increase diversity in STEM fields.



gies and support to overcome instructional, curricular, or social inequities, and also present students with a broad array of experiences to promote the desired level of academic achievement, engagement, and social and emotional wellbeing.”

Integrated STEM starts with an authentic context or real-world problem that allows K-12 students to learn and apply scientific knowledge and motivate student learning. “ATP-Bio will revolutionize organ transplantation and other biological therapies, providing an exciting new context for learning and applying scientific concepts,” Roehrig says. “ATP-Bio will engage teachers in professional learning and curriculum development to provide innovative and motivating learning opportunities that will promote pathways into STEM careers for all students.”

ATP-Bio seeks to diversify the STEM field by developing and promoting new

“There is a critical need for a culture of inclusion, especially in STEM.”

pathways into STEM that address both racial and gender gaps. “We are partnering with diverse middle and high schools at all four ATP-Bio sites—UMN, Massachusetts General, US Berkeley, and UC Riverside—to develop innovative learning opportunities for students. For example, we will develop a summer intern program for high school students who will have an opportunity to engage in ATP-Bio research,” Roehrig says.

Roehrig and Varma also will collaborate with faculty and researchers to make sure that they support academic success and personal well-being for all undergraduate students, graduate students, and post-doctoral scholars who participate in ATP-Bio research. “In much of our work we will be able to leverage existing programs and models developed at our University, such as the North Star STEM Alliance,” Varma says.

ATP-Bio will build on previous partnerships among CEHD and the National Science Foundation, Minnesota Department of Education, the 3M Foundation, and St. Paul Public Schools, which provided extensive professional learning for teachers related to integrated STEM teaching and promoting equity and social justice.

“ATP-Bio is a great opportunity to continue our work promoting equity and diversity in science for K-12 students,” Roehrig says. Marty Davis, St. Paul’s Supervisor PreK-12 Science, agrees. “St. Paul Public Schools is excited to partner with the U of M on this groundbreaking work,” he says. “The teacher professional development, the creation of curriculum, and student research internships will provide unique opportunities for both our students and staff.”

— KEVIN MOE

Learn more about the ATP-Bio project at [nsf.gov/news/special_reports/announcements/080420.jsp](https://www.nsf.gov/news/special_reports/announcements/080420.jsp).

Aiding the helping professions

First responders in all 50 states using University of Minnesota app to manage compassion fatigue

FIRST RESPONDERS IN ALL 50 STATES are now using an app designed by University of Minnesota researchers to help manage the emotional and physical exhaustion of their work that can lead to personal burnout, reduced feelings of empathy, and poorer job performance.

The First Responder Toolkit, created by CEHD researchers in collaboration with the Minnesota Department of Health, provides an interactive platform to help emergency physicians, mental health providers, medical technicians, firefighters, police officers, and other professionals whose roles involve significant emotional investments, in the management of compassion fatigue. The app was developed in response to the COVID-19 pandemic with help from CEHD's Educational Technology Innovations team.

“The First Responder Toolkit’s widespread usage demonstrates the pressing need among responders of all types for resources to help manage their personal and professional well-being through multiple forms of self-monitoring and self-care,” says Tai Mendenhall, associate professor of family social science and principal investigator on the research team behind the app. “Generally, people in the ‘helping professions’—mental health providers, biomedical providers, EMTs, etc.—are very good at helping other people. But we are not very good at taking care of ourselves.”

Preventing, mitigating, and promoting recovery from compassion fatigue is essential—not only to the health and well-being of first responders, but to the people that they serve. Compassion fatigue can lead to greater risks of missing important cues or

questions (such as those regarding medications or suicidality), working ineffectively in teams, conducting poor documentation (such as assessment and triage sequences), and making medical errors.

Nationally, there is a high need for compassion fatigue management. A 2016 survey by the National EMS Management Association found a significant mental health and wellness problem among professionals working in emergency medical services. That same year, a survey of the National Association of Emergency Medical Technicians found that almost 60 percent of respondents reported being unsatisfied with the mental health services provided by their agency, while more than 75 percent said that their agency does not measure the effectiveness of such services at all.



▲ The First Responder Toolkit is designed to help those in professions that involve significant emotional investments.



▲ Preventing, mitigating, and promoting recovery from compassion fatigue is essential to the health and well-being of first responders.

The First Responder Toolkit aids users' attention to their own physical, emotional, and social well-being to reduce physical and mental vulnerabilities among first responders, alongside concomitant strains in the marital, familial, and/or social relationships that they inhabit. The toolkit differs from other self-care inventories and tools in that it provides "in-the-field" usability.

"I registered for the app and thought it was full of helpful information," says Ruth Bullock, LPC, behavioral health director for Ketchikan Indian Community in Ketchikan, Alaska. "I suggested to our staff that they register and see what they thought. Two of our counselors notified me that they had registered for it and found it easy to use and full of helpful suggestions."

The simple, straightforward design of the toolkit provides highly stressed responders an efficient way to consider their personal well-being at the present

moment, and to then monitor it over time. The app provides self-care tips and resources, space for self-reflection, and information about how to access immediate help if needed. The app also recommends whether and how users should—or should not—proceed with deployment work based on their assessment scores related to compassion fatigue and trauma risk factors.

"Across Minnesota, overworked and overwhelmed responders are hearing the stories of anger, frustration, grief, and loss from those they serve—which puts them at a high risk for compassion fatigue," says Nancy Carlson, behavioral health program coordinator with the Minnesota Department of Health's Office of Emergency Preparedness. "Compassion fatigue negatively impacts not only the mental and emotional health of our responders, but also their professional functioning and ability to continue to protect the health and safety of Minnesota residents."

"I registered for the app and thought it was full of helpful information."

The development of the First Responder Toolkit app was supported by a grant through the University's MN-REACH program, a National Institutes of Health-funded initiative designed to improve health care by fostering the development and application of therapeutics, preventatives, diagnostics, devices, and tools. Collaboration with experts in biomedicine, behavioral health, firefighting, and emergency medical care ensured that their perspectives and opinions were all taken into account.

Going forward, the toolkit will be further developed to include enhanced features and fit individual user needs. The app will also, with users' consent, collect anonymous data to help researchers better understand the extent and impact of mental health and wellness issues in their fields, and to discover and advance better ways to address these issues.

— KEVIN COSS

Learn more at firstrespondertoolkit.com.

BRAIN boost



By Suzy Frisch

**CEHD plays a starring role in the new
Masonic Institute for the Developing Brain to
help children build healthy connections for life**

SCOTT STREBLE

There are many ways the human brain can go off track during development—trauma, poor nutrition, neurocognitive disorders, stress, genetic diseases—all affecting the trajectory of people’s lives. Often, early diagnosis and intervention are key to helping all people thrive and develop into happy, high-functioning adults.

A new collaboration between CEHD and the Medical School will unite researchers from all spectrums of child development, linked by a shared purpose to make breakthrough discoveries that improve children’s lives. The multidisciplinary Masonic Institute for the Developing Brain (MIDB) aims to spark novel understandings of the brain and uncover the best ways to intervene, as early as possible, when a child’s development gets off course.

The University already is home to globally recognized programs and world-renowned experts in child and adolescent development, child welfare, developmental disabilities, psychiatry, developmental neuroscience, and more. Yet they often focus on different aspects of the same challenge. MIDB will put many of these specialists under one roof, on the former Shriners Healthcare for Children campus

in Minneapolis. The setting will foster new connections and research to more quickly advance findings about how the brain develops typically and atypically from early childhood through adolescence and adulthood. The first-of-its kind institute is



▲ The Masonic Institute for the Developing Brain will bring experts from several areas together under one roof to spark novel understandings of the brain.

made possible by a \$35 million naming gift from Minnesota Masonic Charities and a \$21.5 million investment from the Lynne & Andrew Redleaf Foundation.

There are many potential areas for collaboration, including autism and disability, says former Dean Jean Quam, who calls the institute “one of the most exciting partnerships in the history of the College of Education and Human Development. It’s very unique that a college of education would partner with a medical school and

Child Development (ICD), and Michael Georgieff, MD, a professor in pediatrics and developmental psychology as well as in ICD, will report directly to the deans of CEHD and the Medical School, explicitly illustrating the collaborative nature of the institute.

Jakub Tolar, MD, PhD, dean of the Medical School and vice president for clinical affairs, sees MIDB redefining the field of brain health—and outcomes for children—with its singular approach. “Child-

science to identify and implement ways that can impact brain development and health,” Tolar adds. “By bringing all of our resources together in one location, to focus intensely on this one aspect of human development, we have the opportunity to maximize our impact and increase the speed of discovery.”

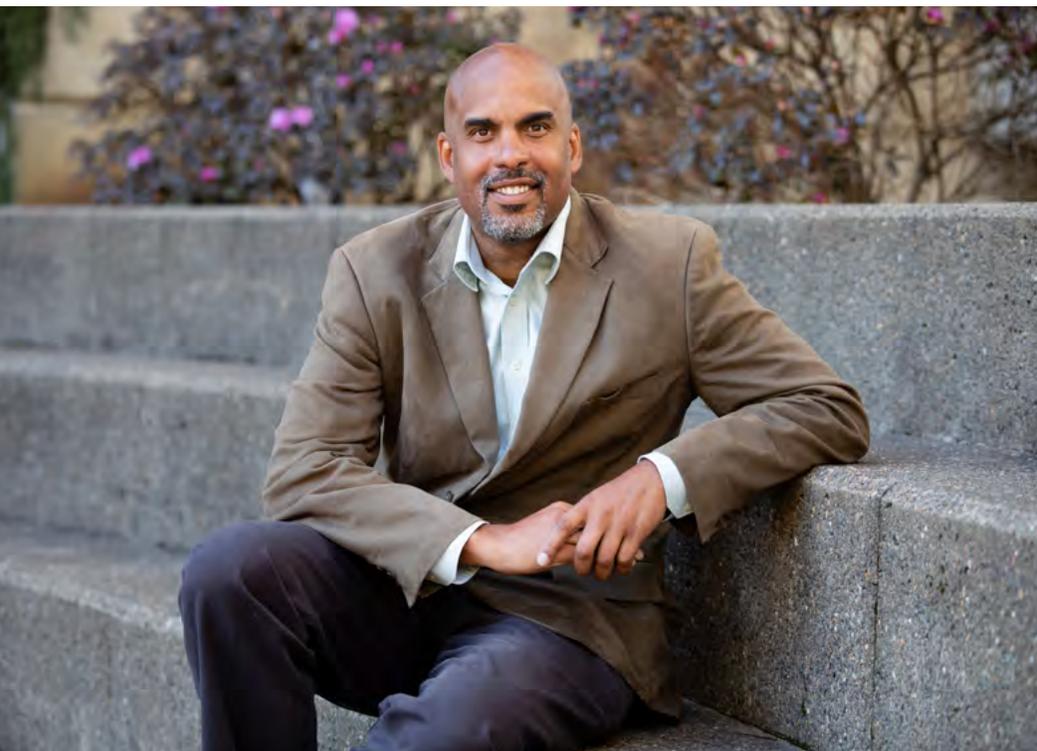
Quam points to CEHD’s Institute on Community Integration (ICI) as a valuable asset that the college brings to the partnership. ICI’s groundbreaking approach and work in interdisciplinary training, telehealth, and community outreach will be a model for collaboration at the new institute, she adds. ICI is a major component of MIDB with its 157-person staff, researchers, and fellows who focus on improving the lives of children, youth, and adults with disabilities.

Currently spread across the U, ICI’s team will come together at the institute and showcase its approach to helping people with developmental and neurodevelopmental disorders in all aspects of their life, throughout their life, says ICI Director Amy Hewitt, PhD. Viewing disability as a unique difference rather than a problem to be fixed is a foundational aspect of ICI, one that its leaders aim to share with clinicians and researchers in MIDB.

“What we want to bring to MIDB is a constant reminder that kids grow up and become adults,” Hewitt says. “What we do when they are really young will predict their outcomes later in life. We want MIDB to be a place where we think about how we can provide support to a child—whether it’s an infant or a 3-year-old we’re assessing for a developmental disability—and their family so that when this person is an adult, they have a great life.”

‘COMMUNITY CENTER’ FOR BRAIN DEVELOPMENT

The institute’s offerings will encompass clinical services for children and families,



▲ MIDB Co-director Damien Fair says the institute will become a model for how to do translational, integrative, and community work.

that we would look for the strengths that we have and the things we have in common,” she says.

MIDB’s co-directors Damien Fair, PA-C, PhD, a cognitive neuroscientist, a professor in pediatrics and at the Institute of

hood brain health greatly influences adult quality of life. Early interventions can be simple and highly effective,” he says.

“The University is in the unique position of being able to combine expertise from education to pediatrics to neuro-

clinical research, outreach, and policy initiatives. Its work will encompass all ages of development, but will heavily target two critical developmental stages in children: the first 1,000 days of life and adolescence. During birth to age 3, young children's brains experience crucial periods of development that set the stage for a bright future or potential adverse outcomes. There is another surge of brain growth and maturation during adolescence, setting young people on the path to becoming independent adults.

“Childhood brain health greatly influences adult quality of life.”

“The intention is to build an institute that studies the process of brain development, how it stays on the rails, how it goes off the rails, how early we can tell, and how early we can intervene,” explains co-director Georgieff. “We now know that early life events shape the brain and therefore, your adult mental health across the lifespan.”

MIDB researchers will have considerable opportunities to jointly pursue discoveries that lead to early detection of disorders and difficulties that challenge children—and eventually adults.

Whether it's autism, fetal alcohol syndrome, depression, substance abuse, or learning disorders, it is critical to arrest early damage before it settles into lifelong struggles with enormous social and economic consequences.

One key to potential discoveries will come from the expertise of co-director Damien Fair, who specializes in using tools like functional MRI technology to discover the biological bases of typical and atypical child brain development. These investigations will take place in collaboration with the University's Center for Magnetic Resonance Research. Fair, who joined

the University last summer from Oregon Health & Science University, will split his time between ICD and the Department of Pediatrics and will hold the endowed directorship established by the Lynne & Andrew Redleaf Foundation. A strong supporter of the project, the foundation has contributed \$15 million to the MIDB and another \$6.5 million in related gifts.

“The average brain study, which typically focuses on identifying trends across a population, gives you a view from 10,000 feet. But if you want to help individuals and improve long-term outcomes, that's not going to be

the most effective approach. The studies need to be more personalized,” Fair says. “We're working on taking individuals with ADHD and Autism Spectrum Disorders (ASD) and identifying their functional fingerprint.”

With a deeper understanding of biological variance in people with ADHD and ASD, scientists and clinicians can develop more personalized and effective methods of helping them, Fair says. And that's a big goal of MIDB: creating individualized treatments for neurobehavioral disorders and other forms of atypical development.

“This new institute will become a model for how to do translational, integrative, and community work,” Fair adds, including opening information channels between experts, gaining feedback from

▼ Bringing all of the U's resources together in one location to focus on one aspect of human development can maximize impact and increase the speed of discovery, says MIDB Co-director Michael Georgieff.





▲ Amy Hewitt (top) of the Institute on Community Integration and Megan Gunnar of the Institute of Child Development agree that the MIDB will open up tremendous opportunities for multidisciplinary collaboration.

the community about research questions, and integrating basic science research findings into clinical care. “We’re breaking down silos and barriers that prevent that information flow from being as efficient as possible.”

An exciting aspect of MIDB will be its ability to create connections among experts with shared interests who work in vastly different areas of the University, Georgieff says. This structure will be a boost for research and for children and their families who receive care. Currently, experts in child and adolescent brain health are spread among many departments, including pediatrics, psychiatry, and neurology. Families often visit multiple clinics, and researchers from each entity don’t have the opportunity to meet and collaborate as frequently as they will be able to in MIDB.

“Think of it as a community center for the investigation of child behavior,” Georgieff says. “Rather than having them siloed off like that, wouldn’t one child with behavioral problems really benefit from being assessed by several specialists in one location? The new things we’re bringing to the table at the University allow us to assess them earlier and intervene earlier than ever before.”

ORGANIC COLLISIONS FOR COLLABORATION

That information flow among diverse experts will flourish in the institute’s building. Last January, the University completed the purchase of the 10-acre site along the Mississippi River, less than two miles east of campus.

“The property offers a serene, welcoming setting, family-friendly architecture, and convenience,” Quam says. “It’s essentially a one-stop shop designed to enhance children’s and teen’s recovery.”

Minnesota Masonic Charities had provided significant funding to M Health Fairview University of Minnesota Masonic Children's Hospital, leading to another natural partnership.

One integral benefit of uniting researchers, clinicians, educators, and policy and public health experts in the new space will be organic collisions of people from vastly different areas of the University. They will more easily learn about each other's research and expertise and discover common ground to pursue multidisciplinary collaboration.

"Physical proximity makes a huge difference," says Hewitt. "We're not just going to see people on the rare occasion that we're in a shared meeting. We'll get to know one another and that makes a big difference."

In addition, an executive leadership council with shared leadership from CEHD, its institutes and centers, and the Medical School, will foster communication and collaboration among all of MIDB's members, leading to more pioneering work together, Hewitt adds.

Megan Gunnar, PhD, a Regent professor and former director of ICD, says that MIDB builds off decades of collaborative groundwork laid by child development psychologists, developmental neuroscientists, and pediatricians in the University's Center for Neurobehavioral Development (CNBD). Some of the ICD faculty who have worked in CNBD will do a part of their research at the new site.

There, they will gain more bandwidth and opportunity to collaborate with a wider circle of experts and forge relationships with people they wouldn't normally encounter, such as pediatricians or child psychiatrists, Gunnar says.

"It's pretty rare to have close interactions between these groups. It's the cross-



▲ Bringing together people from vastly different areas of the University will make it easier to learn about others' research and expertise.

talk that will be most exciting," Gunnar adds. "It's bringing ideas together—the collision space—that will create avenues for understanding as we come up with new questions. We might never have realized that the questions were a possibility until we met at the institute."

For ICI, there will be numerous opportunities to break even more ground for people with disabilities by partnering with clinicians and faculty from new areas, such as dentistry or public health, Hewitt says. Currently, ICI researchers don't have direct access to patients, so housing clinical services at MIDB will help its researchers connect on projects about the holistic lives of people with disabilities, whether it involves school, work, or community involvement.

"MIDB is not just a clinical health care place for the Medical School. We're going to dance together in a partnership that really brings together health care, education, and community human service. And

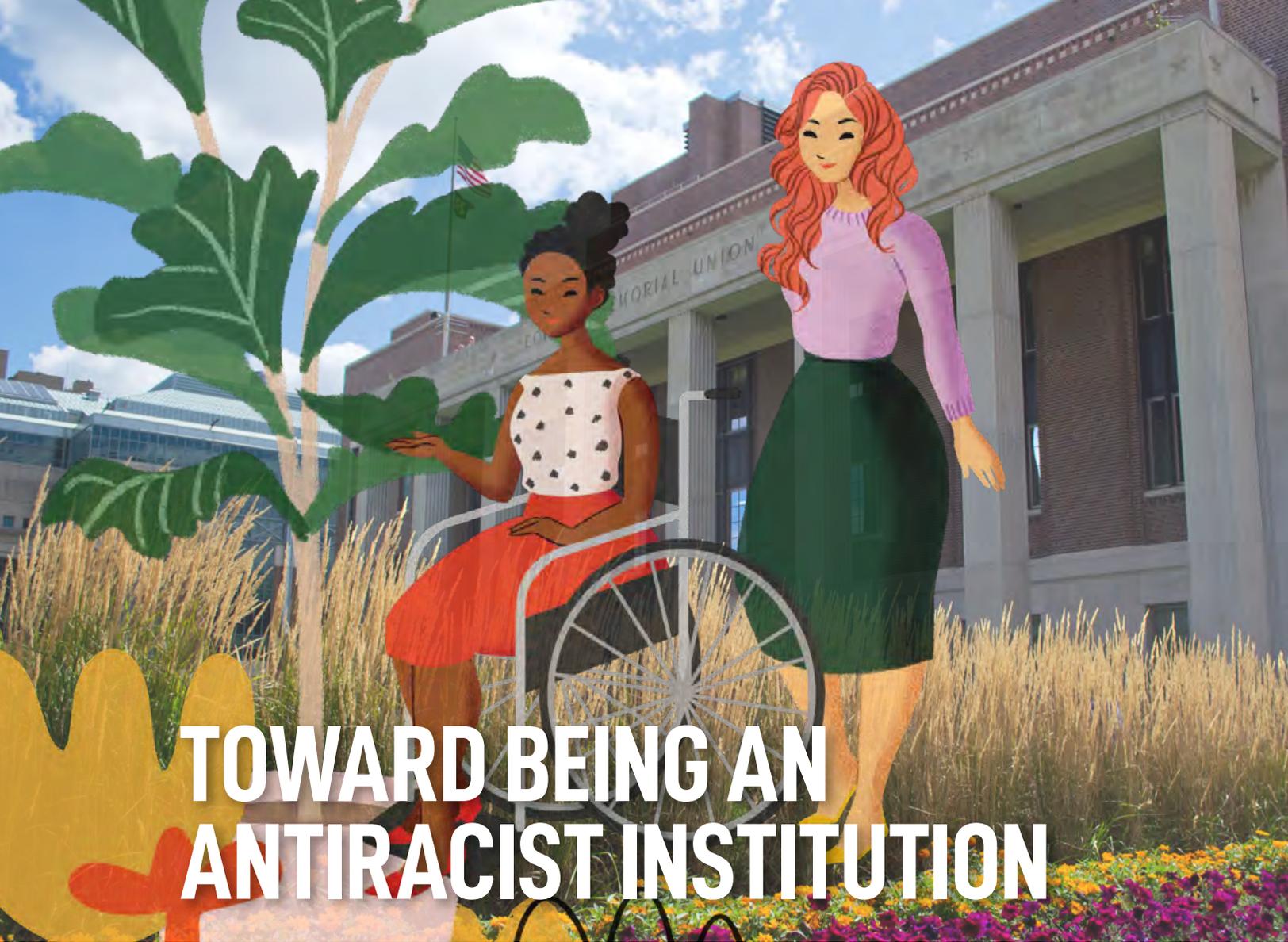
that's what is unique about it," Hewitt says. "We're not conducting research about kids in a vacuum—we're working together with researchers who have an interest in developmental and neurodevelopmental disorders."

Clinicians, researchers, educators, and policymakers will come together at MIDB with a shared purpose: serving Minnesotans and the

region by giving all children a strong start for a safe, happy, productive life. ☉

"Think of it as a community center for the investigation of child behavior."

For more information, visit midb.umn.edu.



TOWARD BEING AN ANTIRACIST INSTITUTION

THE DEATH OF GEORGE FLOYD in Minneapolis last May galvanized world opinion that it was beyond time to finally address racial inequities in a meaningful and lasting way. CEHD is not exempt from this reckoning. Although racial justice, diversity, and inclusiveness are among the foundational pillars of the college, more work can and needs to be done.

The fall 2020 issue of *Connect* was devoted solely to the thoughts and feelings raised by Mr. Floyd's death upon the CEHD community—alumni, students, staff, and faculty. The issue concluded with a message from the senior management

team stressing that the college will be taking steps to continue the conversation by creating new initiatives and bolstering those already in place.

RACIAL JUSTICE IN PROFESSIONAL EDUCATION TASK FORCE

A new endeavor at the college level is the Racial Justice in Professional Education Task Force. It is charged with examining the ways racial inequities are embedded in CEHD structures, systems, policies, and practices in professional education programs and how best to mitigate or eliminate them.

“The formation of the task force is a culmination of many years of work that’s been happening in the college,” says co-chair Vichet Chhuon, an associate professor in the Department of Curriculum and Instruction (C&I). “Things kind of came to a head with COVID, the George Floyd murder—basically everything in the news and people being fed up.”

Chhuon’s co-chair is Professor Timothy Lensmire, a C&I colleague. “We got all the specialists together,” he says. “We wanted people who had long records of caring about and worrying about racial justice in their work at the University and

in communities. So Vichet and I shared a list with [Interim Dean] Michael who we were hoping to work with. He was enthusiastic with that and luckily the people we asked agreed.”

The group has just started meeting regularly and is currently in a “gathering information” phase. “We’re in a period of study right now doing a meaningful investigation of the lay of the land,” Chhuon says. “Members of the task force have different entry points and we are trying to understand that as well.”

As the task force continues to assemble information, it will be in a better position to define racial justice in terms of the college and offer recommendations for moving forward.

MEET THE TASK FORCE MEMBERS

Lensmire is proud to note that every single person asked to join the task force readily accepted. They include:

Nicola Alexander, interim associate dean for undergraduate education, diversity, and international initiatives and professor, Department of Organizational Leadership, Policy, and Development: “I was honored to be asked to be part of the conversation and the work. Education matters for children and how we educate and prepare their teachers matters as well. I look forward to advancing racially just programs that enhance the lives of children.”

Tabitha Grier-Reed, professor, Department of Family Social Science: “My mission is around creating access in education. I’m a person who believes in education as tool for upward mobility, but unfortunately I’ve seen students pushed out rather than supported in schools. That has to change. There was this statistic that over 90 percent of teachers in Minnesota are White, but in St. Paul Public Schools for instance, the majority of students are Students of Color. These are discrepancies

we must contend with.”

Justin Grinage, assistant professor, C&I: “This gives me the opportunity to do something transformative. It perfectly aligns with the work I want to do as a scholar and aligns with my passion and values as well.”

Stefanie L. Marshall, assistant professor, C&I: “Being a junior scholar that I am, I hope that through works like this my service aligns with the mission and the ways in which I am shaping my scholarly identity. This is an opportunity to do important work that’s meaningful and long-lasting.”

Amanda Sullivan, professor, Department of Educational Psychology: “It fits well with what we’re already trying to do in school psychology—thinking about racial justice as a foundation for how we construct and offer our programs going forward. This is necessary work in the college that will hopefully touch every aspect of what we do here so that we prepare graduates to advance social justice no matter their professional activities.”

Bhaskar Upadhyay, associate professor, C&I: “This work presents to me a much-needed opportunity to bring race at the center of STEM education. Additionally, this is another avenue for me to bring attention to the issues of race and social justice in my works here in the U.S. and also in my home country of Nepal with Indigenous and other marginalized communities.”

C&I’S RACE, JUSTICE, AND EQUITY COUNCIL

It’s not surprising that the task force counts so many C&I faculty on its roster. For the last couple of years, every member of the department’s faculty and staff have participated in a Race, Justice, and Equity Council.

“Previously, C&I had two distinct groups that were pushing for equity,”

says Associate Professor J.B. Mayo, who heads up the council. “One was a diversity committee and the other was the Teachers of Color Council, which was a group of us who got together and thought about ways we could engage the entire faculty on self-education. For a couple of years we had readings and talked about them in small groups about what it meant to our personal lives and in our teaching. It still felt like we weren’t going deep enough.”

So in the fall of 2018, members of the Teachers of Color Council reached out to Lisa Sass Zaragoza, an outreach coordinator in Chicano and Latino Studies at the U as a consultant. She helped C&I envision something deeper and broader in scope and from that evolved the Race, Justice, and Equity Council, which was officially established the next year.

There are six work groups within the council that have their own focus areas:

- Student of Color Recruitment
- Student of Color Support
- Departmental Policies
- Departmental Culture
- Curriculum and Pedagogy
- Thinking Outside the Box

Each of these groups has two chairs. These 12 individuals plus Mayo make up the council. “The idea is that now we have complete buy-in from our departments,” he says. “The leaders of the work groups meet periodically to talk through the issues they want to work on. It’s systemic and strategic.”

And some progress has already been made. “A good example of accomplishment is the Student of Color Recruitment group,” Mayo says. “They’ve taken a deep dive and looked at our prereqs.”

If C&I’s prerequisite classes were all European history, then it could expect only a certain population of students. But if they also included African or Indigenous histories, there would be a better chance of getting Students of Color. “Modifying

prerequisites was a big deal that was accomplished,” Mayo says.

Lecturer Jana Lo Bel-lo Miller is the leader of the Support Students of Color work group. “What I think makes this group unique is how it listens to multiple modes of feedback from Students of Color in an effort to make both experiential and systemic change in the department,” she says. “I have found that students are looking for connections, whether that be with their instructors, mentors, potential employers, or with each other. With COVID-19, it is incredibly apparent that C&I Students of Color are seeking these connections to both be together as well as take action together to address issues of inequities within our University and local neighborhood communities.”

THREADING RACIAL JUSTICE THROUGH EDUCATIONAL PSYCHOLOGY

As professor Amanda Sullivan said, educational psychology is threading racial justice themes throughout the department. Its academic year was kicked off with a fall retreat focused on anti-racism. Prior to the retreat, all faculty and staff were given the assignment to read and reflect on *Me and My White Supremacy* by Layla Saad. They were also invited to begin sharing anti-racist resources with each other on a Padlet site. Department members also reviewed a video in which the department chair proposed a five-step process toward their commitment to change, and the department’s Diversity Committee provided an update on its activities over the summer and recommendations for actions.



At the retreat, Anne Phibbs from the Strategic Diversity Initiatives Group led faculty and staff through a workshop to help them begin taking actions to become an anti-racist department. The event concluded with a call for faculty, staff, and student nominations for a new Anti-Racist Action Council to help move the commitment forward. The council is now established and consists of 16 faculty, staff, and students representing the programs and committees of the department.

“We view this work as central to advancing our research, teaching, and engagement with our communities,” says Kristen McMaster, Stern Family Professor of Reading Success and chair of the department. “A core aim of educational psychology is to generate, translate, and apply knowledge and practices that reduce educational inequities and provide opportunities for all people, especially those who have been historically marginalized, to learn, grow, and thrive across their lifespans.”

Besides the retreat, educational psychology faculty as well as students have been keeping busy leading the way with antiracist and diversity initiatives. For example, faculty in the school psychology

program have developed a Google Calendar with weekly antiracism activities for the full calendar year. Learn more about this tool at z.umn.edu/5zqh. School psychology faculty also started a book group, inviting CEHD faculty, staff, and students to join them in reading *Just Medicine* by Dayna Matthew, along with National Association of School Psychologists (NASP) members across the country.

Faculty and students published an article featured on the front page of *Communiqué*, the official newspaper of NASP, on advancing equity during COVID-19. Read more at z.umn.edu/5zqi. And over the summer, faculty, students, and alumni from the school psychology program partnered with school psychology practitioners in the field, as well as other faculty members in the Department of Educational Psychology, to publish a white paper, “Pursuing Educational Equity in Minnesota through a State-Wide Multi-Tiered System of Support.” This white paper called upon educational and political leadership across the state to seek equity-centered statewide implementation of Multi-Tiered Systems of Support (MTSS). MTSS is a data-driven, problem-solving framework to improve

outcomes for all students that relies on a continuum of evidence-based practices matched to student needs. View the white paper at z.umn.edu/5zqj.

In September, students across all of the department's programs came together for the first Diversity Student Group meeting of the academic year. During the meeting, students had the opportunity to get to know one another and work toward finding common ground for future efforts toward equity, social justice, and anti-racism. Students, as well as faculty and staff, who are working to support these efforts and the department's commitment to change are regularly recognized by having their profiles shared in the department's newsletters and on its social media accounts. View the department's commitment statement at z.umn.edu/5zqm.

"We are committed to this work over the long term," McMaster says. "Real and sustainable change will take time, and it will take all of us."

SCHOOL OF SOCIAL WORK ANTIRACIST INITIATIVES

The School of Social Work Diversity and Equity Committee, which has long been a cornerstone of action within the school, spent summer into fall semester working on a proposal of Seven Action Steps to Support Anti-Racist and Decolonizing Reforms brought before it for both immediate and long-term implementation.

In addition, many offerings of the school are directly tied to antiracist initiatives: 15 faculty collaborated on a three-part panel series sharing their research efforts in relation to social justice concerns, including COVID-19, racism, police violence, disparities, and immigration. Learn more at z.umn.edu/5zqo.

The Center for Practice Transformation is developing a spring 2021 antiracism conference "Transforming Practice: Expanding Ourselves, Our Knowledge, and

#ThriveOLPD: Empowerment at Work

#ThriveOLPD began on the back of a napkin as a means to address graduate student mental health. We asked ourselves "what can we do?" "What do we know?" "How do we make our voices heard?"

We partnered with administrators and faculty in the department while stressing the need to better understand the experiences of students whose identities are marginalized. Partnering with Boynton Health allowed us to administer a mental health survey to students in OLPD. This fall we are gathering more data, with a particular focus on the mental health of BIPOC and international students.

Our project has informed us about the different sources of students' anxiety, depression, and constant worry. We have learned that the graduate experience is different for our BIPOC and international colleagues than it is for White students. Mental health is a racialized issue. Unfortunately, the issues we identified in the spring have been exacerbated by the COVID-19 pandemic (see the latest GradSERU COVID data for some humbling data).

#ThriveOLPD is a starting point. We want to impact the students of our community in a sustainable and positive way. This departmental initiative can chip away at the system that silences the marginalized students and obscures experiences that negatively impact their mental health. As graduate students, we can support each other professionally and personally while collaboratively trying to dismantle systems of oppression that operate in our local community of scholars. And, we can equitably build partnerships with faculty. We can empower each other. The timing is right to reflect on what goes on within these walls and to create a learning experience that is equitable and inclusive.

Lisa S. Kaler and Jesse Lewis
*Cofounders of #ThriveOLPD and
PhD students in the Department of
Organizational Leadership,
Policy, and Development (OLPD)*



Our Reach.” Visit z.umn.edu/5zqn for more information.

The Center for Advanced Studies in Child Welfare (CASCW) is collaborating with Ramsey County Children and Family Services to provide unique field placements for Title IV-E child welfare MSW Fellows, particularly IV-E Fellows who identify as BIPOC (Black, Indigenous, and People of Color). This field placement for Title IV-E Fellows within Ramsey County is an opportunity to provide a more in-depth integration of child welfare theory, practice, and racial justice to enhance field and academic learning experiences.

Jim Reinardy, outgoing director of the School of Social Work, in describing the hard work done this past summer by the school’s Diversity and Equity Committee, as well as the challenges faced in bringing the Seven (now Eight) Action Steps through the school council, remarked on the even harder work that was ahead. “We all find ourselves in the cloudy and murky middle of the social work profession, not clearly understanding the ways—some very subtle—all of us in our actions can



▲ The School of Social Work hosts an African American poetry read-in each February. This quote from Toni Morrison was part of an atrium display where the event took place.



▲ The Civil Rights Movement has greatly informed the work of the Institute on Community Integration. The institute brings attention to the need of communities to promote full inclusion and eliminate practices and policies that allow racism and ableism.

be complicit, often unintentional, with the policies and actions that institutions often use to oppress BIPOC,” he says. “It will take time and many hard and honest conversations to work through these.”

BUILDING ON THE LEGACY OF THE CIVIL RIGHTS MOVEMENT

The roots of the Institute on Community Integration (ICI) dig deeply into the Civil Rights Movement, which informed the early work of University President (and ICI founder) Robert Bruininks. Advancing the rights and inclusion of people with disabilities in similar ways, he has said, was the most rewarding of his career.

Today, ICI builds on that legacy across several fronts:

Its Cultural and Linguistic Competence (CLC) work group, formed early in 2020, formalizes ICI’s ongoing diversity, equity, and inclusion efforts and ties them to the organization’s strategic planning objectives. Since the death of George Floyd,

the group has held several lunch-and-learn sessions on racial equity and the intersection of civil and disability rights.

“To truly reduce disparities in education, health, and employment, we must break down both racism and ableism,” says Amy Hewitt, ICI’s director. “No one has greater disparities than People of Color who have disabilities. Our charge at ICI is to bring attention to the need for our communities to promote full inclusion, and to change both policies and practices that allow racism and ableism to continue.”

Toward that end, a work group in September completed a staff-wide survey assessing the organization’s own performance on diversity. While the group hasn’t completed its analysis, the survey did show more than 97 percent of ICI staff members believe the organization is committed to cultural diversity.

Large majorities also said the organization is committed to addressing racial and ethnic disparities among people with

disabilities through its work in housing, education, employment, and healthcare, though there is work to be done in how the goals are accomplished, the survey found.

“We’re on the right path, however, there are a lot of opportunities to grow in different areas of our work,” says ICI’s Macdonald Metzger, who co-leads the work group.

Separately, ICI’s Leadership Education in Neurodevelopmental Disabilities (LEND) program actively recruits, trains, and supports fellows from underrepresented racial, ethnic, socioeconomic, religious, gendered, educational, and disabilities backgrounds.

ICI also aims in every research proposal to consider how racial and other disparities may impact the investigative question. Its autism prevalence research through the Autism and Developmental Disability Monitoring Network, for example, has for several years been collecting prevalence data among immigrant groups in addition to data on White, Black, and Hispanic populations, and calling for wider sampling to reach statistical significance among the immigrant groups.

The organization is also partnering with 4-H to develop a replicable model for transforming Minnesota 4-H clubs to be fully inclusive of Youth of Color with intellectual and developmental disabilities.

“This is an opportunity for Youth of Color with disabilities to access resources for relationship building, reducing social isolation, and work-

force training,” says Charity Funfe Tatak Mentan, an ICI research associate who is serving as a co-principal investigator on the 4-H project. She also co-leads the CLC work group.

Taken together, all of these efforts represent progress, she says. “We’ve certainly made strides.”

DIVERSITY, EQUITY, AND INCLUSION WORK CONTINUES IN FSOS

The Department of Family Social Science (FSOS) established a committee of faculty, staff, and students to collaboratively deepen understanding and address issues around diversity and equity more than 20 years ago, and are two years into an active diversity, equity, and inclusion strategic plan for the department. However, following the murder of George Floyd, this work has taken on a new urgency and also deepened the FSOS community’s resolve to take action and more fully live into its mission and values in the way it teaches, conducts research, and works in partnership with communities. A large part of this work involves reviewing FSOS

policies, processes, procedures, and curriculum using equity and anti-racist lenses.

At a recent meeting of faculty and staff who serve undergraduate students, the group collaborated to outline ways teaching has changed as a result of the dual pandemics of structural racism and COVID-19; how faculty incorporate diversity, equity, and inclusion into

courses; and what more is needed to become an antiracist department. All of this work will inform the development of an undergraduate student-learning outcome (SLO) specifically on diversity, equity, and inclusion.

“It’s important for students to see themselves and their families reflected in course content,” says Stacey Horn, FSOS department head. “Particularly as we are seeing more diversity in our undergraduate student population and these students say they want to serve diverse communities. We have a professional and ethical obligation to ensure that our students have the knowledge, experiences, and skills they need to work in and with a diverse range of communities and that this work is both liberatory and transformative.”

At the undergraduate meeting, faculty shared a number of strategies they have used in FSOS courses: initiating discussions about identity and how it is shaped by individual worldviews, introducing ways in classes to think about diversity and carrying that through the entire semester, and intentionally focusing on differences and creating safe spaces inside classes to explore it. Specific methods included a first day of class artifact/identity exercise as way for students to introduce themselves. It also served as a launching point for a class discussion of “cultural artifacts” and what they had in common.

“Students are also adding diversity/equity/inclusion topics to class discussions,” says Horn. “We are also finding opportunities for our students to connect to resources and opportunities in communities.”

Community-based research with diverse communities has been a part of FSOS’ fabric since its founding. Faculty have employed a variety of research methods, including community-based participatory research that advances knowledge and solves problems.



▲ Leadership Education in Neurodevelopmental Disabilities (LEND) Fellow Alyssa Mason (right) has a discussion with ICI staff member Katrina Simons.

A sample of research collaborations and projects includes:

African American Student Network, established as a safe space for students coping with antiblackness at a predominantly White institution, Tabitha Grier Reed, professor.

“Collaborative Research: African American Family Relationship Research through Partnerships with HBCUs” underwritten by an NSF grant, Chalandra Bryant, professor.

Hmong Children’s Longitudinal Study, examines children’s social and cultural capital change over time, Zha Blong Xiong, associate professor.

East Metro American Indian Diabetes Initiative, promoting health in collaboration with the American Indian community that embraces their heritage, values, and culture, Tai Mendenhall, associate professor.

Police and Black Men Project—Minneapolis, forging connections between police officers and African American men that can lead to better partnerships for community safety and law enforcement, Bill Doherty, professor.

Economic Well-being of Diverse Families Residing in the United States, designed to understand the economic well-being of diverse families residing in the U.S. and in Minnesota, Virginia Solis Zuiker, associate professor.

Parenting College Students—when your child goes to college, comprehensive resources to parents of college students to support and empower successful transitions to college, Jodi Dworkin, professor and extension specialist.

Immigrant Family Financial and Relational Stressors and Coping Strategies during the COVID-19 Pandemic, Catherine Solheim, professor and director of graduate studies, (study is available at z.umn.edu/FSOS-IRF).

THE LIST GOES ON AS THE DIALOGUE CONTINUES

This survey of CEHD’s antiracism initiatives is by no means exhaustive. There are many other examples:

- The Institute of Child Development (ICD) has a Diversity, Equity, and Inclusion Committee that has representation on all other ICD committees. In addition, a new professional development fund is being offered to staff and PhD students to pursue opportunities related to diversity, equity, and inclusion.
- The School of Kinesiology’s Global Institute for Responsible Sport Organizations is launching a Social Innovation in Sport Competition opportunity. Selected students will work with representatives from Minnesota Hockey and the Minnesota Wild during the spring 2021 semester to develop and implement initiatives to improve diversity and inclusion in sport.
- In November 2018, Rashné Jehangir, associate professor in the Department of Organizational Leadership, Policy, and Development, led the CEHD-sponsored First Generation Institute, a conference to empower participants to recognize and af-

firm the intersectional identities of first-generation college students, many of whom are BIPOC and also represent immigrant and refugee populations. A critical question that the institute addresses is not whether first-gen students are ready for college, but how institutions are preparing to be student-ready for an increasingly diverse student population. In November of this year, the institute held a second virtual webinar titled Data Dive: What COVID Context Tells Us about the First-Generation Student Experience.

- The 2020 Tucker Center Fall Distinguished Lecture took place in October and featured Drs. Nikki Franke (moderator), Akilah Carter-Francique, Gyasmine George-Williams, Joyce Olushola Ogunrinde, and Nefertiti Walker. The panelists and moderator took a deep dive into the historically erased, silenced, and marginalized voices and actions of Black women and Black female athletes. View video of the event at z.umn.edu/tc-DL2020.

Future issues of *Connect* will be taking a deeper look at many of the initiatives listed in this article as well as others not mentioned and those yet to be developed. The conversation will go on. ☺



▲ Drs. Akilah Carter-Francique, Gyasmine George-Williams, Joyce Olushola Ogunrinde, Nefertiti Walker, and Nikki Franke discussed the power, importance, and voices of resistance of Black women in the fight for social justice at a lecture hosted by the Tucker Center for Research on Girls & Women in Sport.

Continuing education

School of Social Work's Clinical Practice and Supervision Series

January & March

Each year, the School of Social Work offers a variety of exceptional continuing education courses.

► INFO: sswce.umn.edu/our-courses

Trauma-Effective Leadership Certificate

February-November

The School of Social Work Continuing Education Program is accepting applications for its Trauma-Effective Leadership Certificate: Building Trauma-Informed Leaders and Resilient Organizations, which will begin February 2021. This fully online, rigorous, 10-month certificate program uses a cohort learning model.

► INFO: sswce.umn.edu/trauma-effective-leadership-certificate

CASCW Hybrid Certificate Programs

Ongoing

The Center for Advanced Studies in Child Welfare (CASCW) offers two hybrid certificate programs for professionals wishing to deepen their practice. The Phoenix Learning Exchange (PLX) will broaden the learner's knowledge of the development, challenges, positive engagement, and well-being of youth and adolescents involved in the child welfare and other social service systems.

► INFO: phoenixlx.com

The Permanency and Adoption Competency Certificate Program (PACC) builds a shared understanding of permanency and adoption across collaborative and multicultural contexts to improve outcomes for children and families in Minnesota by increasing the number of qualified permanency

and adoption mental health and child welfare professionals in the state who are able to work in collaborative and multicultural contexts.

► INFO: casw.umn.edu/continuing-education/permanency-adoption-competency-certificate

Supporting Early Social & Emotional Development Online Credential

Ongoing

Offered through the Center for Early Education and Development, this online professional development program will help participants learn how to incorporate infant and early childhood mental health principles into their 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.

► INFO: z.umn.edu/SESEDcredential

Family Social Science Faculty Advice

Answering the call to create community and connect with alumni and friends isolated by the COVID-19 pandemic, five Department of Family Social Science faculty members shared their research and expertise with the University of Minnesota Alumni Association.

► INFO: news.cehd.umn.edu/fsos-faculty-advice-available-online-at-alumni-association

Upcoming events

Minne-College 2021

Saturday, January 16

Virtual

► INFO AND REGISTRATION: umnalumni.org

CEHD Research Day/3MT/World's Challenge Challenge

Tuesday, March 16

American Educational Research Association (AERA) Annual Meeting: Accepting Educational Responsibility

April 9-12

Virtual

► INFO: aera.net

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. Visit cehd.umn.edu/alumni/rising for more information and to submit a nomination.

Commencement

Friday, May 14

Events may be canceled or postponed due to public health guidelines. Please visit cehd.umn.edu for the most up-to-date information.

McKnight Professorships recognize influential early career work

ONE OF THE MOST PRESTIGIOUS University honors for young faculty members is the McKnight Land-Grant Professorship. The goal of this award is to advance the careers of new assistant professors at a crucial point in their professional lives. Out of the 11 bestowed across the entire U campus system in 2020, two of them went to CEHD faculty: Dr. Sarah Greising in the School of Kinesiology and Dr. Syla Wilson of the Institute of Child Development (ICD).

SARAH GREISING

“Acknowledgement of promise early in one’s career is always a ‘shot-in-the-arm,’ so to speak,” Greising says. She joined the School of Kinesiology in January 2018 and is the director of its Skeletal Muscle Plasticity and Regeneration Laboratory. She says there has been much work as her lab group of graduate students and postdoctoral fellows got things up and running.

“One aspect that I stressed in my application was how my research has been strengthened by collaborative teams, both here at the U and at other institutions,” she says. “I think our collaborative work



allows us to do more together than any one research group can do alone. We are better together.”

Greising’s work focuses on skeletal muscle physiology in efforts to optimize skeletal muscle function after injury. “We specifically focus on traumatic orthopedic injuries, which can leave patients with significant lifelong dysfunction,” she says. “To understand these injuries, we evaluate how the muscle environment is limited to adaptation during treatment. We are committed to using physiology to promote an environment supportive of treatments to improve long-term function for these patients.”

Some injuries, such as volumetric muscle loss (VML), are particularly challenging and current treatment guidelines for skeletal muscle remain elusive. “My overarching goal, which drives my research agenda, is to develop and evaluate treatment options for those who have traumatic injuries such as VML,” she says.

SYLIA WILSON

Wilson, who joined ICD in 2019, says receiving the McKnight Professorship is a great honor. “I’m happy to join the many other early career researchers at the University of Minnesota who have made important contributions across colleges and disciplines and research areas,” she says. “I’m looking forward to a long career that furthers the mission of the University for research, education, and outreach.”

Wilson leads the Family Cognitive Affective Neurodevelopment Lab. Her program of research seeks to better understand the developmental processes that



lead to mental illness and its transmission through families. “I focus in particular on substance abuse and depression because these are among the most common forms of mental illness, affecting millions of people and families each year,” she says.

The McKnight Professorship will allow her to invest in and continue the longstanding, highly influential twin family research at the U. “I am now enrolling twin infants to the Minnesota Twin Registry,” she says. “By investigating the development of twins over time, from infancy into childhood, adolescence, and adulthood, this research holds considerable promise for helping to disentangle genetic from environmental influences on adaptive and maladaptive neurobehavioral development.”

The ultimate goal of her research is to inform public policy and develop the most strategic efforts to prevent mental illness, especially among those in most need of help. “The University of Minnesota occupies land that once belonged to Native American people,” she says. “Land-grant universities, and, by extension, I, have an obligation to work toward improving the lives of the most vulnerable and marginalized populations in our society.”

The McKnight Land-Grant Professorship is held by recipients for a two-year period and includes a research grant to be used for their research work. Greising and Wilson join ICD’s Jed Elison as recent CEHD recipients of this honor.

CEHD welcomes eight new faculty members

We are proud to announce that eight new faculty members joined CEHD in the fall.

DUNJA ANTUNOVIC

Dunja Antunovic is an assistant professor in the School of Kinesiology. Her research focuses on the intersection of gender, sport, and media. She explores the media representation of women's sport, gender equity in the sport industry, and fandom of women's sport. She received her BA and MA in journalism from DePaul University in Chicago and her PhD in mass communications from The Pennsylvania State University. Throughout her academic career, she focused on women's and gender studies. Prior to her academic career, Antunovic played tennis internationally and coached on the Division I level.

CHALANDRA BRYANT

Chalandra Bryant is a professor in the Department of Family Social Science. She

has a BS in biology and an MA in science education from the University of South Florida and a PhD in child development and family relations from the University of Texas at Austin. Her research focuses on the developmental roots and course of close relationships; the ability to sustain close intimate ties; and the manner in which social, familial, economic, and psychosocial factors are linked to marital outcomes. She was named the 2019-20 Ambiguous Loss Scholar in the Department of Family Social Science.

DAMIEN FAIR

Damien Fair is a professor in the Institute of Child Development at CEHD and in the Department of Pediatrics at the Medical School. He has a BS in biology from Augustana College in Sioux Falls,

South Dakota; a master of medical science degree from the Yale University School of Medicine; and a PhD in neuroscience from the Washington University School of Medicine in St. Louis, Missouri. His interests focus on the mechanisms and principles that underlie the developing brain. He also is the Redleaf Endowed Director of the University's new Masonic Institute for the Developing Brain (MIDB), a collaboration between CEHD and the Medical School.

RACHEL HAWE

Rachel Howe is an assistant professor in the School of Kinesiology. Her research is in stroke recovery and rehabilitation, hemiparetic cerebral palsy, bilateral coordination, neuroplasticity, robotic assessments, neuroimaging, motor development, eye tracking, and visuospatial attention. She has a BS in biomedical engineering from the University of Rochester, a doctorate of physical therapy from Northwestern University, and a PhD in biomedical engineering from Northwestern. She also was a post-doctoral fellow in clinical neurosciences at the University of Calgary.



▲ From left to right, top: Dunja Antunovic, Chalandra Bryant, Damien Fair, Rachel Howe. From left to right, bottom: Stacey Horn, Di (Landy) Lu, Ceema Samimi, Armeda Stevenson Wojciak.

FACULTY

STACEY HORN

Stacey Horn is a professor and department head in the Department of Family Social Science. Her research focuses on sexual orientation and gender identity prejudices and bias-motivated bullying among adolescents. This research is in the service of creating safer and more welcoming schools for all young people. She has a BA in child development and English from the University of Minnesota, an MA in the teaching of English from the University of St. Thomas, and a PhD in human development from the University of Maryland. Prior to academia, she taught high school English for several years.

DI (LANDY) LU

Di (Landy) Lu is an assistant professor in the School of Kinesiology. She has a BA in English from Sun Yat-sen University in Guangzhou, China; an MA in sport sociology from Peking University in Beijing;

and a PhD in sport management from the University of Michigan, Ann Arbor. She also was a post-doctoral research associate at Western University in London, Canada. Her research lies at the intersection of sport, society, and change. Her interests are in management and organizational studies in sport, organizational theory, organizational and institutional change, inter-organizational relationships, and social network analysis.

CEEMA SAMIMI

Ceema Samimi is an assistant professor in the School of Social Work. Their interests include social welfare policy, community and multicultural practice, advocacy, research methods, restorative practices, community organizing, human rights and social work, and decolonizing social work. They are interested in employing critical and community-based methodologies to examine how youth are impacted by

exclusion from systems that are designed to serve them. They have a BA in political science from the University of Colorado, a MSSW from Columbia University, an MPA from the John Jay College of Criminal Justice, and a PhD from the University of Denver.

ARMEDA STEVENSON WOJCIAK

Armeda Stevenson Wojciak is an associate professor in the Department of Family Social Science. She holds a BA in psychology and an MS in marriage and family therapy from the University of Nevada Las Vegas and a PhD in marriage and family therapy from The Florida State University. Her research is in improving outcomes for children and families with adverse childhood experiences. Her interests are in resilience, trauma-informed practices, foster care, aging out, parenting curriculum, home visiting services, parent-child relationships, and sibling relationships.

Honored

Martha Bigelow (curriculum and instruction) was awarded the 2020 Charles A. Ferguson Award for Outstanding Scholarship by the Center for Applied Linguistics.

Dante Cicchetti (Institute of Child Development) reached a new career milestone illustrating the depth and breadth of his impact on the field of children's mental health: His research has now received more than 100,000 citations.

David DeLiema (educational psychology) was named a 2020 National Academy of Education/Spencer Postdoctoral Fellow.

Damien Fair (Institute of Child Development) was named a fellow by the John D. and Catherine T. MacArthur Foundation. He is the recipient of a "genius grant" that is given to faculty who illustrate originality and creative pursuits in their field of study. Fair has extensive research expertise in brain imaging and cognitive neuroscience, and is renowned for his collaborative and engaging leadership.

Zan Gao (kinesiology) was awarded the Hourglass Integrative Therapies Cancer Research Award for his research on improving disease management and health outcomes for breast cancer survivors.

Mary Hermes (curriculum and instruction) was one of 10 recipients of this year's Community-Engaged Scholar Award. The award is presented to University faculty or staff members for exemplary publicly engaged scholarship that embodies the U's definition of public engagement.

Nicole LaVoi (kinesiology) was recognized for having the most-cited article in *Sports Coaching Review*. "Barriers and supports for female coaches: an ecological model" has been cited 37 times since publication in August 2012.

Stefanie L. Marshall (curriculum and instruction) received the 2020 Women's Philanthropic Leadership Circle Rising Star Faculty Award.

Gary Peter (organizational leadership, policy, and development) was awarded the gold medal for best LGBT+ fiction in

In Memoriam



Rosalie Kane, professor in the School of Social Work, passed away on May 5, 2020. She was 79 years old. She was a world-renowned researcher in long-term care as well as in many other concerns facing older adults. Her work had influence throughout the world in developing, designing, and evaluating changes in policies and

services that promote choices and full lives for aging adults. A member of the Academy of Social Work and Social Welfare, she set the standard in quality for social work research on aging, and in the process influenced the work and careers of many, including students and faculty at the U. The National Association of Social Workers (NASW) Foundation named her a Social Work Pioneer® in 2019. The pioneer program recognizes individuals whose unique dedication, commitment, and determination have improved social and human conditions.



Helen Q. Kivnick, professor in the School of Social Work, passed away on September 14, 2020. She was 70 years old. Helen was born in Philadelphia, was among the first women at Yale University (BA, 1972), and

received her MA (1975) and PhD (1980) from the University of Michigan. She was a licensed clinical psychologist and a licensed clinical social worker. Initially trained as a clinical psychologist, Helen worked for over 30 years in practice, programming, research, and teaching concerning the promotion of healthy life-cycle development, the arts, and intercultural



the 2020 Independent Book Publisher Awards for his collection of short stories, *Oranges*.

Timothy Piehler (family social science) was honored with a UMN Council of Graduate Students Outstanding Advisor Award for excellent advising and teaching of graduate students.

Lynette Renner (social work) received the 2020 University of Minnesota President's Award for Outstanding Service.

Jessica Toft and **Jeffrey Waid** (social work) have been awarded Grant-in-Aid of Research, Artistry, and Scholarship (GIA) awards by the Office of the Vice President for Research. The awards promote faculty research and scholarly and artistic activities as well as academic excellence throughout the U.

Appointed and elected

Nicola Alexander (organizational leadership, policy, and development) was named interim associate dean for undergraduate education, diversity, and international initiatives.

She replaces **Michael Rodriguez** (educational psychology), who is serving as interim CEHD dean following the retirement of Jean Quam. Alexander and Rodriguez also were selected by the Association of Metropolitan School Districts to receive its Friend of Public Education Award. The award recognizes dedicated support of public education and outstanding research.

Stacey Horn (family social science) was named the new head of the Department of Family Social Science.

Rashné Jehangir (organizational leadership, policy, and development) was named an inaugural editor of the *Journal of First Generation Student Success*.

Joseph Merighi (social work) was named the interim director of the School of Social Work.

Kathleen Thomas (Institute of Child Development) was named the new director of the institute.

FACULTY

relations. She lectured both nationally and internationally on these topics. She had been a professor of social work at the U since 1990. She spearheaded the evolution of Vital Involvement Practice—a strength-based approach to counseling, teaching, programming, health care practice, and administration that seeks to optimize a person’s personal vitality, competence, and community engagement. The approach has been implemented in assisted living facilities, nursing homes, senior housing, and county-based case management programs. It is currently being modified for use in optimizing encore careers, engaged retirement, and living with chronic illness. Kivnik was also a trained musician, and her work reflected abiding emphases on the value of lifelong arts participation, on social justice, and on personal vitality while living under such adverse circumstances as serious disease and social discrimination and oppression. Gifts may be made to the Dr. Helen Q. Kivnick and Dr. Gary M. Gardner Fund for the Arts and Social Work at z.umn.edu/5zqe.



● ● ●
Dianne Monson, professor emerita of the Department of Curriculum and Instruction (C&I), passed away on March

18, 2020. She was 85 years old. Monson earned a BA, MA, and PhD in education from the U. After graduating in 1966, she became a professor at the University of Washington, where she achieved full professorship in 1974. She came back to the U to C&I in 1982 and retired in 1997. She received the Arbutnot Award in 1993 and was inducted into the International Reading Association Hall of Fame in 1997. In addition to many scholarly articles, her publications include contributions to *Experiencing Children’s Literature* and co-authorship of the sixth edition of *Children and Books*. She also served on several professional organizations, including the Caldecott and Newbery Award Committees, committees of the National Council of Teachers of English, and the U.S. Board on Books for Young People.

● ● ●
Warren Shaffer passed away on April 12, 2020, in Mesa, Arizona, at age 83. Shaffer was a professor in the Department of Educational Psychology and a core faculty member in the counseling and student personnel psychology program until his retirement in the 1990s. Shaffer also maintained a private practice of psychology in St. Paul, Minnesota. During his time as a faculty member, Shaffer was an advisor for many PhD and MA students who developed careers as psychologists and counselors in Minnesota and beyond. Shaffer served in the military and received his PhD from Teachers’ College, Columbia University.

● ● ●
Shirley Zimmerman, School of Social Work alumna and professor emeritus in the Department of Family Social Science, passed away on March 31, 2020, at the age



of 95. Her career spanned the front lines of social work to teaching and research in family and policy development at the U. Born in 1925, she earned her bachelor of arts degree at the U in 1947, married Pete Zimmerman and raised four children. She returned to the U and received a master’s in social work in 1967 and a PhD in social work with emphasis on social policy and organization theory in 1977. She served as a caseworker in Hennepin County’s AFDC program, social planner for St. Paul’s Health and Welfare Planning Council, and as a consultant to statewide organizations for the Minnesota Department of Public Welfare’s Child Welfare Division. Zimmerman joined the U in 1970 as a social welfare researcher and lecturer in continuing education in social work. Following appointments as assistant director, instructor, and assistant professor in CESW, Zimmerman joined the family social science faculty in 1982 and retired as professor emeritus in 2000. Following her retirement, the Department of Family Social Science established the Shirley Zimmerman Fund to support doctoral dissertation, faculty research, colloquium, symposium, or conferences regarding family policy. Gifts may be made to the Shirley L. and Peter D. Zimmerman Fund at z.umn.edu/5zqf.

Educational persistence

A living example of her dissertation

IRIS HEAVYRUNNER-PRETTYPAINT, PhD '09, often says she is a living example of her own dissertation. She considers herself a Pisatsikamotaan, a “miracle survivor.” That term refers to Native students who are able to “persist” in non-Tribal institutions of higher education. Native retention rates in these types of institutions have been traditionally low, which is one reason tribal colleges and universities (TCU) were created. Her dissertation theory was for TCU students and helped them when they transferred to non-Tribal institutions. Actually, her work has led to greater Native retention rates in general.

HeavyRunner-PrettyPaint, an enrolled member of the Blackfoot Nation and descendant of the Crow Nation, received her undergraduate degree from Haskell Indian Nations University in Lawrence, Kansas. She then received a bachelor’s degree in social work from the University of Kansas. From there, she arrived at the University of Minnesota to pursue her master’s in social work.

“I always felt an affinity for social work values—they matched me culturally,” she says. “That was sort of a match I appreciated. When I started into the program it was where I realized that being raised within my community, everything—language, songs, ceremonies, and the way we learn—gave me an overarching framework for social work.”

While in the program, she was pushed toward examining her own background and experiences. What makes her people

strong? Then-director of the program Esther Wattenberg told her, “I think you’re going to discover something that’s going to help yourself and help all of us as well.” What that turned out to be was the discovery of cultural resilience. “I looked at all the literature,” HeavyRunner-PrettyPaint

says. “No one had ever put the word cultural before resilience. That was my introduction.”

This insight put her on the path for her graduate work. “I was going to study retention of tribal students,” she says. “And again I still had this question: What exists within a culture of people that causes them to not give up? Why was I able to finish a high school diploma and go on and do

a bachelors and a masters in social work?”

She still had that “why me” question in her first semester as a PhD. “I was going to develop an Indigenous theory grounded in the story of tribal students,” she says. She took her work and moved to Montana to build a student retention theory. She worked with the University of Montana and four tribal colleges to conduct interviews with thousands of students. One day, she had the responses spread out over a table at her home and was coding them by their various themes or constructs. Suddenly she was given a gift.



In Native culture, “smudging” is the burning of Indigenous plants to purify or remove negative energy. “Every tribe has a different smudge that they burn,” she says. “Some use cedar, some use sage, and our tribe has a special kind of smudge that we do in the morning to cleanse our mind and welcome the day. When I did my coding, I smelled smudge. I was gifted with these constructs to help our students, our people.”

Since completing her dissertation, *An Indigenous Theory on Educational Persistence Grounded in the Stories of Tribal College Students*, she has traveled to several Ivy League colleges to all the tribal colleges throughout the country to speak on her model. “I still get calls today,” she says. “I just got a request from Montana State. They want me to teach the model to 150 teachers across the state.”

Presently, HeavyRunner-PrettyPaint is the vice president for organizational transformation at Kauffman & Associates, a Native and woman-owned management consulting firm based in Spokane, Washington. She had been a professor at the University of Montana prior. At Kauffman, she works to promote positive change in underserved communities. She is a leading expert on student retention, Indigenous evaluation, and suicide and

substance abuse prevention within Native communities. For her wide body of work, she was named a CEHD Distinguished Alumni in 2019.

“It continues to come full circle for me. There isn’t anything I do that social work does not frame my perspective,” she says. “Miracle survivor. That’s what I am. That’s what the U of M nurtured and allowed me to grow and to become who I am today.”

—KEVIN MOE

from the
PRESIDENT



MARVIN BANKS
MED '12

DEAR FELLOW ALUMNI

2020 has been a year for the ages. No one could have predicted that there would be a global pandemic that would change our lives forever. Within the pandemic, however, a few bright spots have appeared. Our technology has allowed us to become more efficient within our workspace and in our working environment. Families have been given the opportunity to have more conversations around the dinner table, more game nights, and generally more time with each other.

As the holidays approach, I am always thankful for my family, friends, faith, and CEHD community. I remember being in the kitchen and helping my granny get Thanksgiving food ready for the family the next day. I can still smell the aroma from roasted turkey, mac and cheese, and the assortment of desserts that we would make with one another. Even though winter is not my favorite season, I still have fond memories of snowball fights, warm hot chocolate, and enjoying people that mean the most to me.

I know 2020 has not been the most ideal year but take time to think about something that you are grateful or thankful for. Make sure you stay safe and enjoy the holidays.

Marvin Banks

How are you managing?

Coping with COVID

How are you dealing with this once-in-a-century pandemic? Wherever you are, we hope you are safe and have found ways to cope in these stressful times. We've asked several of our alumni how they've been doing:

ASHLEY BRANT, '17 BS

I am in my first year as a high school counselor in rural Minnesota. With the pandemic and schools having to resort to "distance learning," it has been reported that the physical abuse in homes has increased, students' mental health is suffering, and educators are left worried about some of our most "at-risk students" who we are not hearing from and unable to get in contact with. The education gap is growing even more than before due to distance learning and it is causing a lot of uncertainty for education in the days, weeks, and even years to come. Being so early in my career, it has been an incredible

challenge to acclimate, still I'm grateful for the opportunity to provide resources to the students and make a difference in small but important ways.

LA TASHA SHEVLIN, '08 BS, '13 MED, Alumni Society Board member

I started a new job as associate executive director at UpTurnships on March 18. We had been ruminating on launching our in-person training online for fall 2020; that process was accelerated and I had to create an online program in six weeks versus six months all while getting to know



my new workplace virtually. We were successful and able to host virtual hangout spaces for our UpTurns in addition to critical programming.

MARY BRANCA ROSENOW, '85 MED

Nothing could have prepared me for how hard I would work during distance teaching. I had one week to get ready for the March 30 start to online teaching. My goal as a second grade teacher was to create as normal a schedule for my students as possible. I created 30 videos weekly and conducted Zoom meetings, corrected homework, answered emails, and created new lessons. It was exhausting! To all educators currently teaching, YOU ARE AMAZING!

THERESA BATTLE, '94 MA, '15 EdD, Superintendent Burnsville-Eagan-Savage School District

I am proud as I look back at how School District 191 responded to COVID-19. We continued day-to-day operations virtually by leading with safety as our top priority, while continuing instructional programs and support services. In eight days, staff transformed our educational and service delivery model. We educated our students from afar, provided meals to our communities' children, and cared for children of emergency workers. Ineq-



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CEHD Alumni & Student Networking Group

@UMN_CEHD

unities were illuminated, and in response, staff became more aware of the barriers our students and families face and were not willing to accept inequity. We were guided by our district values, strengthened by our community rallying in support of our students and families, and created paths to address the inequities. I applaud the graduates of the Class of 2020. They remained hopeful through-

out the last quarter of their senior year. They rose to the new world of distance learning, were flexible, patient, kind, and understanding, and finally, stayed committed to their friends, family, schooling, and well-being.

NOEL LARSON, '67 MS, '80 PHD

Humans are hard-wired for two biological imperatives: safety and connection, both of which are necessary for our survival. The coronavirus pandemic seriously challenges both. Anxiety, fear, and even panic are pervasive among clients in my clinical practice. And the connection we all crave to help calm and comfort us with friends, colleagues, family, even one's therapist, feels unsafe. Telehealth, while a necessity for safety, is good but not the same as in-person contact.

On a personal note, I have loved being home and in my garden. But for the first time in my life I am afraid to leave it. I wonder what it must be like for Black and Brown people to feel unsafe leaving their homes perhaps for their entire lives. For me it will pass. For those it will not pass any time soon. Could the experience of not feeling safe outside of one's home enlighten us to the experience of so many?

MISTY HEGGENESS, '99 BS, '02 MSW

I've been doing research on the effect of the pandemic on moms and their labor force participation. It's been picked up by *The Wall Street Journal*, NPR, Yahoo! Finance and others.

JÓNÍNA ÓLAFSDÓTTIR KÁRDAL, '99 MA, lives in Iceland



No man is an island during the pandemic! Connecting and cooperating are keywords in my mind. Also the importance of distributing high-quality and credible information to citizens based on scientific data. There we rely on www.covid.is which gives a holistic picture of the situation on a daily basis. The emphasis on public healthcare, wellbeing, use of science, and solidarity is what helps Iceland to take as much control of the pandemic as possible.

Congrats to Myrna Shaw!

Congratulations to Myrna Shaw (BS '60), a recipient of the 2020 Alumni Service Award! While her professional resume includes work with Land O'Lakes and Pillsbury, her commitment and connection to her alma mater has always remained strong. Since moving to Arizona over 15 years ago, Myrna led the UMAA's Arizona West Valley Chapter to being actively involved in the Gamma Omicron Beta sorority for over 30 years, and more.

A force of nature on her chapter's alumni board, Myrna's involvement as a member started in 2004, leading to her being named Director at Large (2009-11), Treasurer (2011-18), followed by Board President—a position she's held since 2018. Myrna has spearheaded numerous initiatives, including Minne-College, a high-profile program featuring talks by five U of M professors and a reception with former U President Eric Kaler.



from the
**CHIEF
DEVELOPMENT
OFFICER**



SUSAN HOLTER
CEHD CLASS OF '83

I hope you read the story about the exciting new Masonic Institute for the Developing Brain (MIDB) elsewhere in this issue. Led by both CEHD and the Medical School, the MIDB will study the impacts that the formative years have on the brain, which can unlock breakthroughs in autism, ADHD, depression, and a host of other conditions that take root at a young age.

As it happens, this new institute has been announced at the same time we have been seeking funding for a new building for the Institute of Child Development (ICD). This has led to some confusion. Why two buildings? Isn't this the same project?

Not at all. The MIDB is designed to be a collaborative space. Researchers from across campus—many of whom never really worked together before—will come together to share knowledge and combine the powers of their expertise. MIDB will also serve in a clinical capacity for children and families.

ICD continues to do what it has been doing for the last 90 years—increasing knowledge about human development through the interaction of faculty and staff. ICD prepares students to make a difference in children's lives through science-based solutions developed in the classroom and through experiential education.

It's helpful to think of the distinction between the two entities this way: one is more clinical in nature and the other is more academic. What they have in common, though, is a dedication to solving challenges that affect children and families and ultimately, the entire community.

Through a generous contribution from Minnesota Masonic Charities and the Lynne & Andrew Redleaf Foundation, the MIDB is on track to open next fall. And we were excited to hear that the Minnesota Legislature passed a bonding bill in mid-October that included \$29.2 million for a new ICD building.

We hope by the time the MIDB opens, we'll be back in the office. How have you been managing during these unique times? We sure miss seeing you and can't wait until we can meet in person again.

Thank you for everything you do for CEHD.

A handwritten signature in black ink that reads "Susan Holter".

Susan Holter
susan@umn.edu

Scholarship pays tribute to ICD alumna

As a first-generation college student, Dr. Carrie DePasquale shone brightly. Holding a PhD in child psychology from the Institute of Child Development (ICD), she was an incredible scientist, winning prestigious awards in her field and having her eyes set on the next steps of her career. She also was a passionate social activist and a supportive friend. Tragically, this bright star did not burn long enough. She passed away suddenly on September 12, 2020. To honor her achievements and to continue her tradition of helping others, the Carrie DePasquale Scholarship has been established.

The scholarship, which will provide support for graduate students in ICD, recognizes the challenges that first-generation post-baccalaureate students face. It will serve to



carry on Carrie's legacy of academic rigor, social responsibility, and joy. It is hoped that every year the recipients of this award will remember to enjoy the little things in life, spend time with friends and family, and apply their academic research to improve the lives of children and families.

To donate, visit give.umn.edu/giveto/depasquale.

Helping students through uncertain times

As the economic implications of the COVID-19 pandemic were becoming fully realized, the U took immediate steps to make sure help was available to its most vulnerable population—its students. The Student Emergency Fund was established to assist those facing financial insecurity in these unpredictable times. The fund helps students obtain access to housing, food, tuition, mental health services, and transportation.

As soon as they were aware of the fund, Jennifer Marrone, '82 BS, and husband David Short, '88 BS, couldn't make a gift fast enough. "Prevailing COVID-19 circumstances clearly left many students in a bind and they need help," Jennifer says. "It is important that the U can be there for them when the new normal returns." She says the fund is just a piece of how people can try to facilitate student needs in the interim and ultimately, their return toward their education. "All of us who have benefitted over the years while living in Minnesota owe a debt of thanks and gratitude to the U," she says. "Were it not for the foundational history and strength of the U, many of us would otherwise not have had successful careers, nor be here today."

Jennifer has more than 30 years of experience in the medical product industry, including expertise in regulatory affairs, quality systems/compliance, clinical studies, and preclinical research. Her experience throughout her career focused on the development of regulatory strategies and submissions and relationships with regulatory bodies in efforts to obtain worldwide medical product clinical study approvals, and ultimately, commercial release approvals. After many years of working at large, medium, and innovative start-up medical device companies, she co-founded the Regulatory and Clinical Research Institute (RCRI), Inc. in 1999. She met husband David in 1980, where they began their careers at the Medtronic Physiological Research Laboratory.

"David and I have long recognized the University enables the state of Minnesota to be a leader in education, innovation, medical research, and social reform," Jennifer says. "Attending the U helped each of us transform our dreams and working lives into fulfilling careers in medical research." David agrees. "The U is the backbone of the state, the engine that drives overall health

“Prevailing COVID-19 circumstances clearly left many students in a bind and they need help.”

and wellbeing of our everyday lives,” he says.

Jennifer and David are not new at supporting the U. They are strong supporters of CEHD's Educational Technology Innovations (ETI) and have a study abroad scholarship in their names. "ETI has created a new paradigm for the realization of educational and technological innovation using the research and development and intellectual property of CEHD," Jennifer says. "ETI illustrates the transformation of educational ideas into social and economic good. This is our collective future and we find this very motivating."

As for study abroad, Jennifer and David find it a vital component of the global awareness which influences students as they are learning and shaping their ideas and vision for their future and working lives. "The horizons can be endless, when the boundaries



are opened up and when we become aware of the world beyond our individual perspectives," David says.

Jennifer also gives with her time, as she is a member of the Dean's Advisory Board. Comprised of academic and industry professionals, it is a place for the dean to discuss and review plans and assess potential impacts of CEHD needs, goals, and challenges. "It is a sounding board for the dean and the administration," Jennifer says. "My motivation to serve on the board is to be a voice for the extraordinary and global accomplishments and vision of CEHD and to share comments with the dean," she says.

— KEVIN MOE

IMPROVING LIVES

Supporting medical social workers

When someone experiences a complex health issue, the illness affects their entire life. Medical social workers play a leading role in holistically integrating all aspects of a patient's care with their personal life and support systems. They collaborate with other health care professionals, such as doctors and rehabilitation therapists, to provide mental health services, such as counseling related to a diagnosis and treatment, as well as assistance with the transition back home, and making referrals for housing, financial and legal assistance, and transportation. Thanks to a gift from Pamela and Daniel Weisdorf, CEHD is providing additional opportunities for students in this field.

Pamela Weisdorf realized the importance of medical social workers when she was diagnosed with ovarian cancer in her 30s. Throughout her care, she noticed how little support there was for patients and families in her situation, and was inspired to enroll at the U for a master's in social work.

She met Daniel, now in his 41st year as a professor of medicine, when they both worked in the University of Minnesota Blood and Marrow Transplant Program. Daniel has a specialty in hematology/oncology, making him acutely aware of the stress felt by cancer patients and the significance of social workers in alleviating it.

The Weisdorfs began talking with School of Social Work faculty about a collaboration between the school and the Academic



Health Center, connecting future social workers with one of the top medical programs in the country. Professor Joseph Merighi, who has a specialty in the psychosocial aspects of end-stage renal disease, “jumped on it right away,” says Pamela. “He knew exactly what we were trying to do, and was familiar with how social workers could impact patients.”

Through consultation with Professor Merighi, Pamela and Daniel established the Weisdorf Oncology Social Work Fellowship to provide a clinical practice and training experience for students, enabling them to learn first-hand the power of interdisciplinary medical teams. “Our goal is to bring together the hospital and social work programs, improving health outcomes for cancer patients,” Pamela and Daniel say. “We had encouragement in our careers, and our family is proud to pay that back by supporting the U of M.”

—ANN DINGMAN

COURTESY OF PAMELA & DANIEL WEISDORF

NEW GIFTS AND COMMITMENTS

MORE THAN \$1 MILLION

The Lynne & Andrew Redleaf Foundation established the Redleaf Endowed Directorship for the Masonic Institute of the Developing Brain, and made commitments to the MIDB building and the Institute of Child Development building.

Leo and Christine Stern made a commitment to elevate their professorship to a chair, establishing the June and Philip

and Leo and Christine Stern Family Chair in Reading Success.

\$500,000 TO \$999,999

David and Karen Olson gave to support faculty in family social science.

\$250,000 TO \$499,999

Nancy and John Peyton made a pledge to the John W. and Nancy E. Peyton Faculty Award in Child and Adolescent Wellbeing.

\$100,000 TO \$249,999

Thomas J. Libby established the Thomas J. Libby Fellowship in Honor of Charles Razee.

\$25,000 TO \$99,000

The 3M Foundation supported Prepare2Nspire. An **anonymous donor** added to the CEHD Next Generation Global Discovery Scholarship and the CEHD Next Generation Global Engagement Scholarship.

Jim and Carmen Campbell gave to the Jean K. Quam Fellowship in Social Work.

The Chan Zuckerberg Initiative supported the Reimagine Minnesota Partnership Fund.

Ann Drinkwalter added to the Roger W. and Ann T. Drinkwalter Fellowship for Nutrition Research.

Hilde F. Gasiorowicz endowed the Hilde Fromm Gasiorowicz Fellowship for social work students.

Megan Gunnar Dahlberg established the Carrie

DePasquale Scholarship in the Institute of Child Development.

Norman and Ann Hoffman Foundation added to the Hoffman Family Fund in Education.

Joyce and Lenny KloncZ established the Joyce A. and Lenny D. KloncZ Scholarship.

Kathleen A. Maloy and **Heather L. Burns**, through the Live to Give Equity & Justice Fund, gave to the Tucker Center Internship Fund.

Crystal K. Meriwether established the William

Buiding the next generation of scholars

David Ghere was passionate about helping college students learn and supporting their transition into professional life. As the first in his family to attend college, he was a champion of and mentor to underserved students. For two decades, he taught history in General College and later the Department of Postsecondary Teaching and Learning, working with the population he loved.

When he passed away in 2010, Dave’s colleague Jeanne Higbee started a fund in his memory. Today, thanks to additional gifts from his family and friends, the David Ghere Memorial Scholarship supports students in the TRIO McNair Scholars program.

Underrepresented students account for just 10 percent of PhDs in the United States, and the federally funded McNair Scholars program works to improve that by providing graduate school preparation and research opportunities for students who are of low income, first-generation, and underrepresented backgrounds. Named for American astronaut and physicist Ronald E. McNair, the program incorporates advising, an apprenticeship with a faculty mentor, networking, and public presentations of research to increase the diversity of students who pursue education beyond a bachelor’s degree. CEHD hosts one of the oldest McNair programs in the country, helping build the next generation of scholars and industry leaders for 30 years.

“We take for granted that students have access to the experi-



ences, resources, and mentors to advance their academic career, but many may not,” says Dave’s widow, Gail (pictured). “McNair addresses that inequity and helps students see themselves on a professional path that fits their interest.”

Dave was a strong supporter of TRIO students, and fit the profile of a McNair scholar when he was a student. McNair director Anthony Albecker says, “This work is high stakes. McNair alumni are contributing to research that is finding cures to diseases and generating innovation. The Ghere scholarship opens a door to allow more students to maximize their potential, just as Dave wanted.”

Gail agrees, saying, “The scholarship aligns with who he was, and how he cared about students as learners. The pandemic illustrated how easily one’s education can be derailed, and funds like this provide a bridge to the next stage. I’m gratified that the current class is persisting during this time, despite the many barriers they are facing.”

—ANN DINGMAN

To learn more and support the Ghere scholarship, visit cehd.umn.edu/trio/mcnair/ghere-scholarship.

MARK BASEL

E. Gardner Scholarship for teacher preparation students.

Robert T. Moran gave to the CEHD Global Graduate Grant.

Jack Newcomb added to the Jack W. Newcomb Fund for Teacher Preparation.

Robert D. Potts gave to the Judy King Potts Endowment for Teaching Leadership in Literacy, Judy King Potts Endowed Fellowship Fund for Literacy Education, and the Jean K. Quam Fellowship in Social Work.

The **Sauer Family Foundation** supported the Child Welfare Workforce Diversity Fund.

Sally W. Brown, Jonathan M. Wallace, Jr., and Maricarol Wallace created the Wallace and Brown Family Scholarship for teacher preparation students.

HERITAGE SOCIETY COMMITMENTS

Donna Carnes made a commitment to the Dr. Pauline Boss Faculty Fellowship in Ambiguous Loss.

Lily Christ added to the Duane M. and Lily E. Christ HI-TECH PREP Math Scholarship.

Elizabeth L. Craig and James J. Craig, Jr. pledged to establish the Craig Fund for Career Experience.

Robbin S. and B. Kristine Johnson made a commitment to support students in the Institute of Child Development.

Penny M. Kodrich made a commitment to the CEHD Dean’s Fund for Strategic Initiatives.

Crystal K. Meriwether supported the William E. Gardner Scholarship.

An **anonymous couple** committed to establish a fellowship for graduate students in human resource development as well as an undergraduate scholarship for students with financial need.

Bonnie L. Parkhouse gave to the David and Janie Kane Endowed Tucker Center Director Fund.

Nancy J. and James B. Patka pledged to create an undergraduate scholarship.

Doris S. Petrie added to the Dr. Pauline Boss Faculty Fellowship in Ambiguous Loss.

Myrna and Joe Shaw, Jr. gave to the Jean K. Quam Fellowship in Social Work and the Institute of Child Development.

Lynn Slifer pledged to establish the Slifer Family Scholarship to support early childhood education students.

Susan S. Tasa committed to the support of CEHD.

Includes gifts made between February 7, 2020, and November 1, 2020.

Social Innovation Challenge

BY ANN DINGMAN | PHOTOGRAPH BY MICHAELA MADER

THE SCHOOL OF SOCIAL WORK has long been committed to innovation, especially in partnership with community members. While students can make a meaningful contribution to that work, they aren't always invited to share their ideas or have the resources to implement them.

Last year, a gift from a CEHD alumnus and longtime affiliate of social work, James Toole of the Compass Institute, made it possible for the school to launch the first-ever Student Social Innovation Challenge. Students were asked to apply for seed funding for ways to make human service systems more effective, efficient, and just.

After submitting an initial proposal, students participated in a design workshop to help them identify potential issues and consider what would be feasible. Their revised proposal was then reviewed by a committee of faculty and staff. Caitlin Bordeaux, a youth development leadership (YDL) master's student, developed a project focused on increasing the participation of Native American students in a Saint Paul-based youth leadership institute.

Caitlin says, "I knew I wanted to do something related to my work with the leadership institute. I'm Native American and realized we were missing that valuable voice, while Native Americans were missing the opportunity to learn from a diverse group of peers." She received the award in February 2020, right before COVID-19 was widespread in the United States.

"Being able to brainstorm with other students was very helpful," she says. "Once the pandemic hit, I was able to count on the YDL community to support me in adapting my project so I could still complete it."

Prior to graduating in summer 2020, Caitlin got a job in her home state of South Dakota teaching at a new tribal school. She says her YDL degree helped her get ready for the opportunities ahead. "My experience challenged my assumptions, gave me a background in working with youth in an urban setting, and built my skills in working with a team to represent other cultures in our programming," she says.

Professor Ross VeLure Roholt sees the initiative as long overdue, saying, "We want our graduating students to see themselves not only as professional practitioners, but as leaders."



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



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SCHOLAR SPOTLIGHT: CENTERING RACE

We are proud to announce Scholar Spotlight, a new forum for researchers to present their recent groundbreaking publications to the CEHD community for questions and discussion. For academic year 2020-21, we will highlight those faculty members who have a recent publication focusing on diversity, inclusion, and racial issues and justice—**Scholar Spotlight: Centering Race.**

Our inaugural event, Antiracist Mentoring, took place September 29 and featured Curriculum and Instruction Professor Tim Lensmire and Brian Lozenski, a former C&I student and now associate professor at Macalester College.

More information and video of the event can be found at innovation.umn.edu/scholar-spotlight.

