# CEHDConnect

THE MAGAZINE OF THE COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT



# from the **DEAN**



THESE DAYS, time takes on new meaning. Some would mark time with commutes to work, children's school bus schedules, or annual family gatherings and community festivals. Although more activities are reappearing, our clocks and calendars continue to be a bit blurred. Yet one thing we know: Fall semester is here! And our excitement about new opportunities is growing.

CEHD Connect is full of examples of the contributions of students, staff, and faculty to communities across Minnesota and the globe. It also provides an exercise in acronyms—which leads us to awesome stories of discovery, innovation, partnerships, and accomplishments. Find the stories about RPP, L+T, ICI, MIDB, SNUE, and many others!

We honor Frank Wilderson, who dedicated scholarship and service to CEHD, the University, and the world. I worked with Frank (VP for Student Affairs) while I was the Morris Campus student representative to the Board of Regents in 1985 and again in 1987-88 as a student worker in the Office of Minority and Special Student Affairs. He included students in University discussions and actively sought our input. He worked closely with students as the University was deciding to divest from South Africa in the mid-1980s to pressure the nation to dismantle apartheid. Frank provided a model of sustainable leadership. Frank's commitment to engaging students is with me to this day.

We also honor Bill Gardner (CEHD Dean, 1977-1991) who similarly made indelible and deep contributions across CEHD and globally. We are privileged to have had such awesome leaders, who continue to guide us as a college.

So many stories to tell. So many stories to create. Let's continue to partner and collaborate; let's continue to build stories that will be told for generations. I am honored to be the new dean of CEHD and am ready to work with you to continue improving lives in communities around the world. *¡Adelante!* 



University of Minnesota

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Helping children pursue their dreams

**ON THE COVER** Michael C. Rodriguez is the new dean of CEHD.

PHOTO BY Ti Turner

COMMUNITY







# Campbell Hall groundbreaking

**CONSTRUCTION IS UNDERWAY** at Carmen D. and James R. Campbell Hall, the new home for the Institute of Child Development (ICD). A groundbreaking ceremony took place June 25. Lead donors Carmen and James Campbell were in attendance, as were Dean Michael Rodriguez, former Dean Jean Quam, Department Chair and ICD Director Kathleen Thomas, former Chair and ICD Director Megan Gunnar, other CEHD representatives, and special guests.

The project is a much-needed upgrade to the ICD facilities. The new 77,415-square-foot space will include instructional classrooms, research suites for faculty, observational and behavioral testing rooms, shielded electrophysiology rooms, an MRI simulation space, a graduate/post doc collaboration space, and ICD administrative/faculty support space.

-KEVIN MOE

Learn more at cehd.umn.edu/giving/campbell-hall.



#### Past Scholar Spotlight events available to view

The inaugural run of Scholar Spotlight, a forum where CEHD researchers presented their recent groundbreaking publications to the community, was a great success, generating thought-provoking questions and lively discussions.

The initial seven events that took place during the 2020-21 academic year were themed "Centering Race." They highlighted faculty members with a recent publication focusing on diversity, inclusion, and racial issues and justice. The events ranged from Department of Curriculum and Instruction Professor Tim Lensmire and his former student and current Macalester College Associate Professor Brian Lozenski talking personally about "Anti-racist Mentoring" to School of Kinesiology Associate Professor Daheia Barr-Anderson hosting a panel discussion on "Yoga in the Black Community."

All Scholar Spotlight: Centering Race events were recorded and are available to view online. A new forum series, focused on academic partnerships, is slated to take place this fall.

learn more at innovation.umn.edu/scholar-spotlight.

# C&I students create art inspired by social justice in education

**STUDENTS TAKING** Linda Buturian's course, CI 1032: "Creating Identities: Learning in and through the Arts" spent their spring semester discovering how to use art as a means to understand social issues and inspire change. They created and analyzed art to understand how personal and social identities impact the ways in which people learn. The final project asked students to use the creative medium of their choice to reflect on a social justice issue.

#### MALAYA MERRIWETHER (LEFT)

Here are some examples:

"My journey of accepting and loving my racial identity can be seen through the evolution of my hair. Growing up as one member of the one percent Black population in my hometown, it was important for me to eliminate, as best I could, any aspect of my appearance that made me different from my peers. For this reason, I tried very hard to conceal my curls and to embody the eurocentric beauty standards that surrounded me. Clearly, after 20 years, I am now very proud to be a Black woman and it gives me pride to wear natural or braided hairstyles. This event inspired me to create this art piece, showcasing the intimate relationship that Black women have with their hair."

#### **JOE SHERRY (CENTER)**

"My sculpture was created with items that are commonly found in an elementary school classroom. My favorite part of the sculpture is the scissors that hold it up. The main part is shaped like a dollar sign to represent education funding and budgets. The scissors have a double meaning. They represent the cutting of the education funding in Minnesota in general, as well as the Minnesota legislators. My hope is that my art inspires you to look at the education funding in your community and advocate for equitable funding across the state of Minnesota."

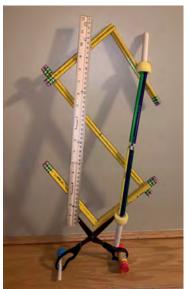
#### EMMA POLLEI AND SYDNEY SCHROEDER (RIGHT)

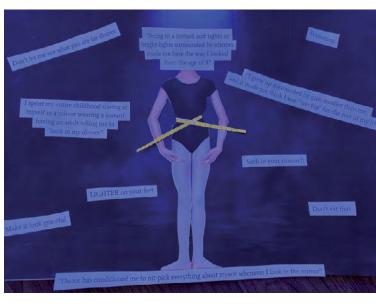
"For our topic, we chose to focus on dance, something we have both done our whole lives and something we are very passionate about. We think it is very important to discuss how the sport tends to shed a very negative light on body image and how that can lead to high levels of eating disorders in the sport. We chose this topic because we have seen how dance has affected us in different ways, of course positively, but also negatively regarding body image and confidence."

-CLAIRE HELMKEN

Learn more at z.umn.edu/71iw.







# A model early learning community

THE UNIVERSITY OF MINNESOTA Child Development Center (UMCDC) and the Shirley G. Moore Laboratory School are uniting in Fall 2021 to form the University of Minnesota Child Development Laboratory School (CDLS). The new, combined program will be academically and administratively housed in the Institute of Child Development (ICD) and integrated with the department's research and early childhood education training programs. The physical space of the programs is at 921 17th Ave. SE in Minneapolis, near campus.

The CDLS combines two long-standing, high-quality early childhood programs that have served the University and Twin Cities communities for decades. Founded in 1974, the UMCDC has provided a full-day, "fee-for-service" childcare and enrichment program for U of M-affiliated staff, faculty, and students. The Shirley G. Moore Laboratory School opened in 1925 and is one of the oldest laboratory schools in the United States. It has offered a part-day preschool program for Twin Cities families not affiliated with the U of M.

Connect spoke with Sarah McKee and Sheila Williams Ridge, co-directors of the CDLS, about the new program and its exciting next chapter. Responses have been edited for length and clarity.

#### What about the combined program are you most proud of?

*McKee*: I'm most proud looking at the future of both the Shirley G. Moore Lab School and UMCDC and the programs' long history. Together, we are continuing the quality that we've always provided for families, children, and the University.

#### What sets the CDLS apart?

Williams Ridge: The expertise of the staff and commitment to early childhood. Many teachers in both the part-day and full-day programs have many years of experience and advanced degrees. Our staff also continue to incorporate new teaching approaches as best practices evolve, both from a developmental and a cultural perspective.

#### What will children and student teachers gain from the CDLS program?

*McKee*: Our programs are laying the foundation for children's education and growth later on. They are developing important skills with the support of teachers and student teachers that will help them navigate their education and career.

#### How will research be integrated into the program?

Williams Ridge: There will be many opportunities for research both in the part-day and full-day programs, as well as in our indoor and outdoor spaces. Our classrooms have observation booths that researchers, teachers, and parents can take advantage of. Our gym also has an observation booth, which will allow researchers to study how children move and develop physically.

-CASSANDRA FRANCISCO

Learn more at

icd.umn.edu/about/child-development-laboratory-school.







# MIDB's design flow invokes serenity and welcoming

**CONSTRUCTION IS ON TRACK** for the 116,000-square-foot Masonic Institute for the Developing Brain (MIDB) to be ready for units and departments to begin moving into the building this October. The building will be open to patients and the public November 1.

MIDB will bring together University of Minnesota experts in pediatric medicine and research to diagnose, prevent, and treat neurodevelopmental disorders in early childhood and adolescence. It is led by CEHD and the Medical School.

Located at 2025 E. River Parkway in Minneapolis, the 10.2-acre property includes a two-level building with research and clinical spaces, as well as community space and an attached parking lot.

Using warm textures and natural colors, the visual theme of the new MIDB facility draws on its connection to the Mississippi

River, located just south of the building. Several murals throughout the building are designed to complement that theme and invoke a spirit of playfulness, wayfinding, and welcoming through the entire public and patient/visitor areas of the building.

Created by MIDB's design architect HGA in collaboration with the MIDB University Project Team, the first floor murals reflect the flow of the river, and the second floor murals reflect the treetops that run along the river. The designs were chosen to relate to young children while respecting that MIDB will service the needs of many ages, including teens, young adults, and adults.

Located approximately one mile from campus, the site is easily accessible for patients, families, and visitors. Outdoor spaces include beautiful grounds with indigenous plants, a playground, and access to nearby walking paths.

The new home of MIDB will offer a serene and welcoming environment when it opens this fall.

Learn more at midb.umn.edu.

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# Mutually beneficial partnerships

CEHD researchers and school districts produce winning results

#### A RESEARCH-PRACTICE PARTNERSHIP

(RPP) is a special kind of collaboration that better aligns the work of researchers with the work of practitioners. Researchers and practitioners work in tandem to create shared goals to inform program design and implementation as well as contribute to broader research fields. RPPs are long-term relationships that benefit all involved.

The Learning + Technologies (L+T) Collaborative is a research and professional

learning center within the Department of Curriculum and Instruction (C&I). Formerly called the LT Media Lab, the L+T Collaborative is engaging in RPPs with Minnesota school districts in Austin and Bloomington.

"These partnerships are collaborations on the design and implementation of programs, curricula, and professional learning, as well as joint evaluation and research agendas that inform local practice and broader research literature," says

 Lana Peterson and Cassie Scharber have had multi-year partnerships with the Austin and Bloomington School Districts. The relationship has been beneficial for all.

Associate Professor and L+T Collaborative Director Cassie Scharber. "The connecting thread between the two projects is technology and the ways to use it to support teaching and learning practices."

#### **AUSTIN PUBLIC SCHOOLS**

The L+T Collaborative is currently in its eighth year with Austin Public Schools on supporting K-12 technology integration with teachers and students. "We work with technology integration coaches, teachers, principals, and district leaders to inform technology-infused, student-driven teaching and learning practices," says the collaborative's Director of Community Engagement, Lana Peterson.

Together, the district and the L+T Collaborative first identified learning principles as they considered ways that technology could be used in the classroom. "As teachers and principals adopted more learner-centered learning approaches and more technology was made available in the district, our partnership has continued to evolve," Scharber says.

Peterson says their work has been both deep and wide. "Being a research practice partner, you need to show up for schools in ways you didn't know you would," she says. "We have done everything from painting walls in the library to leading district-wide professional development to crying together over hardships and helping to create emergency pandemic distance learning plans within one week."

They've also led or co-led professional learning programs, co-wrote grants, and worked with district tech coaches. "Austin hired one instructional technology coach for almost every building in the district," Scharber says. "We have worked closely with these coaches for the duration of our

partnership in many ways, including leading monthly sessions with the coaches as a group, co-developing district resources, and meeting individually with coaches."

In terms of research results, Scharber and Peterson have presented at numerous conferences and published several articles, frequently in collaboration with district partners, including "A rapid response to COVID-19: One district's pivot from technology integration to distance learning,"

recently published in *Information and Learning Sciences* (2020).

Scharber and Peterson are both pleased at how their RPP with Austin has unfolded. "When the partnership started, there was not an end date established or estimated," Scharber says. "We started working together knowing that it would be more than a year, but I don't

think we imagined it would be eight years and counting."

Amy Thuesen, the technology integration coach at Austin High School, said the district has benefited greatly from the partnership as the L+T team provided invaluable support as the district transitioned to a one-to-one program. "They provide unique professional development



▲ The real beneficiaries of the research-practice partnership are the students in the Bloomington (left) and Austin (right) School Districts.

"One of the

reasons we

have been so

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our work with

they lead. we

schools—

isten."

for both technology and instructional coaches, assuring that technology is implemented with a learner-centered approach," she says.

#### **BLOOMINGTON PUBLIC SCHOOLS**

The duo are currently in year two of a five-year RPP with Bloomington Public Schools focused on supporting computer science education. "Bloomington was about to begin building a K-12 formal

pathway for computer science education—one of the first in the state—and they were looking for partners in this endeavor as our state policies and support in this area were non-existent," Peterson says.

In this partnership, Peterson and Scharber, along with PhD candidates Sarah Barksdale and Rukmini Avadhanam, provide rapid

cycles of feedback through research activities; share the latest research; co-create programs, curriculum, and resources; co-design and facilitate teacher professional learning; and more.

During the pandemic, Bloomington decided to launch a K-12 online school and expanded its partnership with the L+T Collaborative. "We worked alongside dis-

trict coordinators to develop curriculum, identify foundational frameworks, train teachers in online pedagogy, and engage in evaluation activities," Scharber says. "Next year, we will continue to partner on mutual problems of practice in online K-12 learning."

John Weisser, the executive director of technology and information services for the district, says Bloomington benefits from the depth of knowledge the L+T team brings regarding computer science. "Our teachers get the best professional development possible—co-planning and co-teaching that reflects best practice—and our program gets data measurement that helps guide development," he says. "Our partnership is uniquely effective in the close working relationship our teams have formed and in our shared perspective for achieving equitable and sustainable programs for students."

#### TRUST

What makes RPPs valuable is the reciprocal nature of the relationships. "In RPPs, trust is the foundation," Peterson says. "Trust takes a long time to create. This is one of the reasons we have been so successful in our work with schools—they lead, we listen."

Scharber says a lot of the things they do—assisting in classrooms, presenting to school boards, even bringing cakes for celebrations—are the invisible parts to doing this type of community-engaged scholarship. They are the unsung aspects of RPPs, but they are just as important as the research aspects.

"We wouldn't do research any other way with K12 partners," she says. "Our partnerships are authentic, human, reciprocal relationships that bring us joy."

-KEVIN MOE

Learn more at lt.umn.edu.

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# Inference Galaxy—interstellar adventures in reading comprehension

CEHD researchers pool their expertise to create engaging instructional tools

FOR MANY YEARS, national assessment data has shown that nearly one-third of all fourth-grade students score below proficient levels in reading, meaning they are having trouble comprehending what they read. For many students identified as having disabilities, many multilingual learners, and those from minoritized backgrounds, the gap is even wider.

To help bridge the gap, Distinguished McKnight University Professor and Guy Bond Chair in Reading Panayiota (Pani) Kendeou, Educational Psychology Department Chair and Stern Family Professor of Reading Success Kristen McMaster, and colleagues have been pooling their research expertise to develop an application to develop students' inference skills.

"Researchers and teachers know a lot about how to support students' acquisition of 'code-focused' skills such as recognizing letter sounds and blending sounds and larger word parts into whole words," says Kendeou. "But less is known about how best to support students' development of 'meaning-focused' skills, or comprehension. Yet, both types of skills are necessary. We are trying to fill this gap in knowledge and practice."

The onset of their collaboration was their common goal to ensure that every child, beginning as early as kindergarten, has access to high-quality reading instruction and intervention that is informed by the science of reading.

"As surprising as it may seem, the most popular reading programs in U.S. schools are not backed by the science of reading," McMaster says. "This is because reading researchers have approached the scientific study of reading and its translation to educational practice as distinct and independent lines of inquiry."

Thanks to funding from the Institute of Education Sciences in the U.S. Department of Education, the researchers are pursuing their vision of directly linking the science of reading to effective reading instruction through the strengths of technology. They are also relying on their particular research strengths to inform their work.

Kendeou brings in expertise related to the cognitive processes involved in reading comprehension. Her work has shown that inferencing is key, so she has developed the Inferential Language Comprehension (ILC) framework to show the relation between inferencing and comprehension. McMaster is an expert in school-based literacy instruction and

intervention, and she has helped translate ILC into a learning experience that is appropriate and engaging for young children. In partnership with CEHD's Educational Technology Innovations (ETI), they have developed the tutoring systems Technology-Based Early Language Comprehensive Intervention (TeLCI) and Early Language Comprehension Individualized Instruction (ELCII).

"TeLCI and ELCII are innovative educational technologies that provide opportunities for deliberate and individualized teaching of inferencing in elementary school students starting at kindergarten," Kendeou says.

Inference instruction is delivered to children in a web-based environment called Inference Galaxy by an intelligent avatar—a green or purple cartoon alien



▲ Panayiota (Pani) Kendeou and Kristen McMaster helped develop Inference Galaxy, a creative and engaging way to help young children improve their reading skills.



character. The alien works with students one-on-one to view videos and engage in inferencing activities while also providing individualized support and feedback.

"For example, the alien introduces key vocabulary words, then students watch

"The most

programs in

U.S. schools

the science

of reading."

popular

reading

are not

age-appropriate fiction and non-fiction videos," Mc-Master says. "Throughout each video, the alien asks inferential questions and provides feedback to help students correctly answer the questions. There is also a book read-aloud component that is led by the teacher and is designed to support the transfer of inferencing skills from a video context to a book-reading context."

ELCII is designed for all students in kindergarten classrooms and TeLCI is intended for students in first and second grade who have been identified as atrisk for reading comprehension difficulties. A third project, MIA (Minnesota Inference Assessment), looks similar to ELCII and TeLCI, but is used as an assessment that helps evaluate a child's inference making before and after they receive instruction.

"There is no web-based solution that is also evidence-based to provide comprehension instruction to children this young," Kendeou says. "In that respect, our work is unique and also leading in this area of research. We are providing

a comprehensive solution that integrates assessment [MIA], high-quality instruction [ELCII], and targeted intervention [TeLCI]."

To evaluate Inference Galaxy in action, the researchers set up a set of quasi-experimental and randomized control trials in Minnesota public schools where teachers used it to supplement their typical reading instruction.

"The program is engaging and informative, and highly effective at teaching even the youngest of learners to make inferences," says Michelle Hamren, a kindergarten teacher at Richfield Public Schools. "Making inferences is a critical reading comprehension skill, which is paramount to complete understanding of text. ELCII builds these skills in a fun, scaffolded manner which supports

students as they learn." Fellow Richfield kindergarten teacher Anna Kusche agrees. "The students really enjoy using the program and have improved their ability to make inferences," she says. "Inference Galaxy has been a great addition to my kindergarten classroom."

Since ELCII and TeLCI are cloud-based applications, students are able to access them from home, which was a boon as the pandemic pushed most children to remote learning.

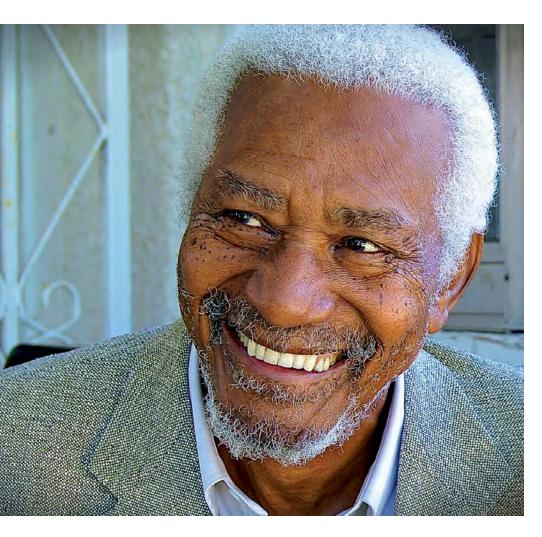
The next step for Inference Galaxy is to reach as many students as possible in Minnesota and beyond. The researchers are currently working with ETI to scale it up as a one-stop, web-based solution for inference assessment and instruction.

"Our vision is for every elementary school-aged child, especially the most vulnerable, to have the opportunity and access for individualized instruction from school or home regardless of circumstance," Kendeou says. "We aspire that Inference Galaxy will help us close persistent achievement gaps and create a more just and literate society."

-KEVIN MOE

Learn more at inferencegalaxy.com.

ANTIRACISM



## Called to serve

Frank B. Wilderson, Jr. revolutionized special education, diversity, equity and inclusion, and mental health services at the U and across Minnesota.

**CERTAIN PEOPLE WE MEET** in our careers leave an indelible impression. For Emeritus Professor Frank Wood—and many others across CEHD, the University, and state of Minnesota, Frank Wilderson is that colleague.

"Frank was the first Black tenure-track

professor at the University. He pioneered in places where people were all-too-ready to see him not succeed. There was pretty overt racism on this campus in the 1950s and 1960s. He did a good job, and did so with real courage, grace, and modesty," Wood remembers.

#### ESTABLISHING TEACHING LICENSURES FOR EBD AND THE IEP

In 1962, Wilderson earned his PhD in educational psychology at the University of Michigan–Ann Arbor, where he had been working on a grant to support children with reading difficulties. He and Dr. John L. Johnson—then a doctoral student at Michigan State University—also started Michigan's first-ever Council for Exceptional Children Division focused on children with emotional and behavioral disorders (EBD).

After his graduation from the University of Michigan, Wilderson joined the University of Minnesota's (then) College of Education as an assistant professor of educational psychology. At the time, Minnesota had just passed legislation to help fund licenses for teachers of children with EBD. Wood was a doctoral student working on the training program, and as part of the program, was teaching the first special education class for children with EBD in Minneapolis schools.

Working together on the training program and sharing an office in Pattee Hall, Wilderson and Wood became fast friends.

Not long after he started at the U, Wilderson was called by the College of Education's Dean's Office to run the Urban Education Program. Funded by the Office of Teacher Education (OTE), the program trained existing elementary education teachers in disciplinary techniques for students with EBD.

During this time, Wilderson and Wood, now a tenure-track professor himself, continued to work together. The professors ran a psychoeducational clinic in Pattee Hall. There, they worked with parents, students, and teachers on an early Minnesota version of what would become the Individualized Education Plan (IEP), which special education teachers use to support students to this day.

Looking back, Wood describes Wilder-

son's mark on the field of special education.

"He always was a clinician in addition to teaching and research," Wood says. "That research and practice brought him to the U. Frank was the leader. He was the person who really developed the EBD program."

## FOUNDING THE AFRICAN AMERICAN STUDIES DEPARTMENT

His psychology and education background may have brought him to the U, but the longer Wilderson stayed, the more he was called to lead.

On January 14, 1969, he helped make history. About 70 Black students on the Afro-American Action Committee (AAAC) took over the University of Minnesota's bursar's and records office in Morrill Hall. They were protesting hostile treatment of Black students on campus and demanding an African American studies department.

This protest is now known as the "Morrill Hall takeover."\*

The AAAC students called Wilderson to help communicate their list of demands to the President's Office.

"They had a list of about 20 different demands," Wilderson recalls. "I told them, 'The president and vice president are going to

take one or two of them, and that will be it. Pull out a few of your highest priority demands. If it looks realistic, that gives them some serious things to consider."

Ultimately, the University accepted the students' demands, the occupation ended, and with Wilderson leading the charge, the African American Studies Department was established by fall. He once again was called to chair the committee that worked to create this new department.

Wilderson recalls looking forward to finishing up his position in the Dean's Office when, once again, he was called to service. The Office for Student Affairs contacted Wilderson and encouraged him to apply to its VP position. He did and was quickly selected for the role.

For 14 years, Wilderson served as vice president for student affairs, where he oversaw and supported programs and students across the University. At one point, his role temporarily expanded to include oversight of the Athletics Department, as well as the University Police Department.

# ADVOCATING FOR MENTAL HEALTH AND EQUITY IN MINNESOTA

According to Wood, after his VP role ended, Wilderson continued to find ways to serve his community by supporting those with mental health issues and advocating for equity, often together with his wife, Dr. Ida-Lorraine Wilderson, an administrator in the Minneapolis Public Schools.

He returned to the Special Education

Program in the Department of Educational Psychology for 10 years after his VP role with Student Affairs ended, serving as Program Coordinator during that time.

Outside Wilderson's work at the U, he kept busy as a clinical psychologist. He founded and was chief psychologist for a number of

programs.

"He did a

good job, and

real courage,

did so with

grace, and

modesty."

Wilderson frequently worked with the Minnesota Department of Corrections, as well as with rehabilitation centers, including Turning Point—which has a mission to serve the African American community in Minnesota, beginning with chemical health. In addition, he served as a trustee on the board of the Hazelton Betty Ford Foundation. There, he served as chair of the Graduate School of Addiction Studies.

#### **LEAVING A LEGACY OF SERVICE**

After 37 years at the University of Minnesota, Wilderson retired in 1999, leaving

Frank B. Wilderson, Jr. was the first Black tenure-track professor at the University of Minnesota.



a legacy of service to the University and his community.

"I never could understand how Frank could keep it all balanced, and maybe he didn't," Wood says. "He made amazing contributions, particularly because he was called on all of the time. He wasn't interested in promoting his own name, but working on what needed to be done."

Dr. Wilderson's wife, Ida-Lorraine, passed away in 2019. Today, Frank B. Wilderson, Jr. lives in Minneapolis, along with his daughter, Fawn, who is a special education teacher with the St. Louis Park Public Schools.

-SARAH JERGENSON

\*Learn more at mnopedia.org/event/morrill-hall-takeover-university-minnesota.

BONNI AL LE



# A CONVERSATION WITH NEW CEHD DEAN Michael C. Rodriguez

INTERVIEW BY
KEVIN MOE

## What brought you to the University of Minnesota initially?

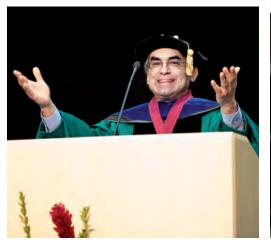
I am a fifth-generation Minnesotan on my mother's side, third generation on my father's side. I am an alumnus of the Morris campus (BA in psychology), the College of Education, Twin Cities campus (elementary education), and Humphrey School (MA in public affairs). Minnesota is home and being able to work at a landgrant, world-class university and be home is a significant privilege.

Your PhD is in measurement and quantitative methods, with an emphasis in educational measurement. How did you get into this area of study and what makes it fascinating for you?

As I explored psychology as an undergrad, I was most interested in the area of cognitive learning and the role of social context. During college, I spent three summers as a camp counselor at Camp Algonquin in Rhinelander, Wisconsin. Camp Algonquin had a learning center where

▶ Left: Michael gives the keynote address at the 2019 CEHD Commencement. Right: Michael helps graduating student Kory Vue with his regalia. students spent part of their day aside from canoeing, archery, tennis, and other camp activities. In my second two summers there, I also spent time in the learning center, applying their model of reading instruction to promote stronger reading skills with students. Even in my masters' program, I studied public policy with a focus on education policy. Then I was able to work at the Wilder Research Center in St. Paul, where I supported efforts to evaluate and study educational intervention programs in diverse communities and

settings. In all these settings, I always felt like I didn't know enough to make a real impact—then I learned about the field of psychometrics and educational measurement and assessment. I chose that as my doctoral field and found every bit of it compelling—but I have a particular interest in classroom assessment. Educators at all levels can uniquely connect student experience and context to disciplinary knowledge and practices through classroom assessment activities. This holds the greatest hope for improving educational



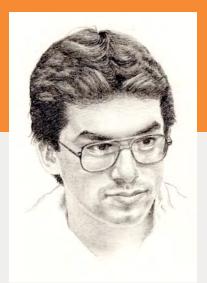


outcomes across communities, but it requires that teachers deeply know their students, so that connections to the content can be infused with the cultural and linguistic disciplinary knowledge and practices that students bring with them into the classroom.

You are the founding director of the Educational Equity Resource Center, which was created in 2015 with a focus on disparities in education opportunities and outcomes. What have been some of the results of the efforts of the center and where is work still particularly needed?

When I was appointed as Campbell Leadership Chair in Education and Human Development, I was invited to contribute to President Kaler's agenda around addressing education achievement gaps. I worked closely with Julie Sweitzer, who was the director of the College Readiness Consortium, and we created the center. It was largely an attempt to organize the many efforts across the campus and the University system around education equity. We created a website to provide access to over 140 faculty and researchers across the system addressing various aspects of achievement and opportunity gaps [gap. umn.edu] and an interactive map of the many education equity programs and initiatives in schools across the state [gap. umn.edu/resources]. Over two summers, we held education equity in action convenings, bringing national experts to work with hundreds of Minnesota educators and education leaders on various topics that have promoted education equity. We will continue to expand these efforts now that I am in the dean role—we clearly have a great deal more to do.

Having served as interim dean for some time and now being selected to the post, what are some of the





#### About Michael

A professor of educational psychology, Dr. Michael C. Rodriguez served as interim dean of the college since August 2020 and previously was associate dean of undergraduate education, diversity, and international initiatives.

He holds a BA in psychology and an MA in social policy from the University of Minnesota and a PhD in measurement and quantitative methods from Michigan State University.

Rodriguez joined the University faculty in 1999 and in 2013 was named to the Campbell Leadership Chair in Education and Human Development. In 2015, in conjunction with the Campbell Chair, he cofounded the Educational Equity Resource Center, which he continues to direct, supporting University work and campus-community collaborations to reduce achievement gaps and expand collaborations to improve educational access and success. His teaching and research focus on educational equity, educational testing and assessment, and social and emotional learning and positive youth development.

As dean, Rodriguez is the chief executive officer and chief academic officer of the college and collaborates broadly to continue to advance CEHD as a national leader in education and human development. Guided by CEHD's strategic plan, and the strategic priorities of the University, he collaborates with faculty, students, and staff to preserve and enhance the excellence of the college and to advance diversity, equity, and inclusion.

"His extensive understanding of the college, and deep relationships within and beyond the college, have been important assets during his tenure as interim dean, and generated broad support across the school for his vision and leadership," says Executive Vice President and Provost Rachel T.A. Croson. "I am confident that Dr. Rodriguez has the collaborative leadership skills, administrative experience, and academic strengths to provide excellent leadership for CEHD."

challenges you foresee, both for you as dean and for the college in general? In other words, what keeps you up at night?

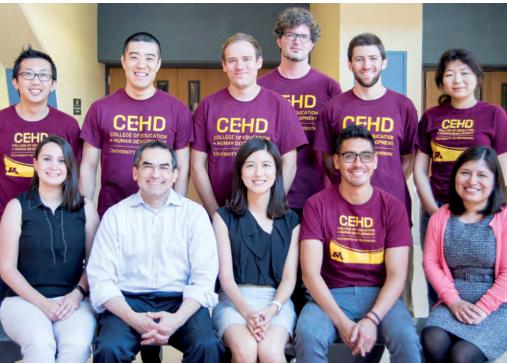
The impact of the pandemic and ongoing racial injustice with acute recognition of racism have been intertwined during the past year—resulting in complex contexts that shaped many aspects of life. How we re-enter work, research, teaching and learning, and life on campus will require nuanced attention. Supporting student learning and social, work, and family needs will be paramount among staff. Competition for new faculty and staff will be deeper than ever, as every college and university will be hiring. Our ability to attract and retain faculty, staff, and students of color and those from Indigenous heritage will be critical to our ability to deliver high-quality, world-class programming, research, service, and outreach. Diversity, equity, and inclusion are not just goals for the sake of diversity, equity, and inclusion—they are essential components of what we do as a college and important aspects of how we achieve social and racial justice.

What are some of your short-term goals for the college? Long-term? Are there particular areas of strength of the college that you feel have not been fully emphasized?

Short-term goals for CEHD focus on reentry and return to campus. We will need to attend to the well-being of the CEHD community more than ever and work together to achieve our individual and collective goals around teaching and learning, research and discovery, and service and outreach. We also have so much to offer local and regional communities, as well as the state and global communities;

► Michael and several graduate students attend a 2017 Educational Equity in Action event.





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CIARA METZGER, COURTESY OF EDUCATIONAL PSYCHOLOGY

partnerships will continue to be built and explored. Our longer-term goals will focus on partnerships and expansion of access to our programs, courses, tools, and resources. The CEHD community creates so much, we struggle getting our discoveries in the hands of practitioners that could use them. Through leveraging what we've experienced and learned in learning technologies, we will continue to elevate our ability to enhance teaching and learning in classrooms and remotely through novel and interactive course delivery off campus. On the tools and resources side, our Educational Technology Innovations group will continue to work with CEHD researchers and scholars needs of communities that have the least access and the least resources—and by working with diverse communities, we will continue to learn how to do our work and improve lives globally.

In your announcements, you sprinkle in Spanish words and phrases from time to time. What is your impetus for doing this and what has been the feedback you've received?

I sometimes worry about using Spanish, as I did not grow up speaking Spanish. When my father and his siblings started school, my grandparents decided that there would be only English spoken in



to create software platforms, apps, and other innovative ways to make ideas, tools, resources, curriculum, assessments, and practices accessible to practitioners everywhere. Our efforts around access will have a special focus on meeting the

the house, to avoid problems at school. I heard Spanish, mostly mornings when my grandparents were together in the kitchen. I took one year of Spanish in college and couldn't fit it into my schedule after that. Although I had family and friends

along the way that spoke Spanish, it was limited to words and phrases. Then, in 2006, I began working in Guatemala through USAID with the ministry of education on a national assessment project. I worked there for two or three weeks at a time, and a couple of times, I extended my stay for a few more weeks to study at a Spanish language school in Quetzaltenango, the home of the marimba! That is where I developed my Spanish skills—however, I haven't been using them much since. And now, I work with IGDILabs and we have been developing Spanish language development measures for preschool children—which has again helped my own Spanish skills. I've received very strong positive reactions to the inclusion of Spanish words and phrases in messages over the past year. To see our language heritage used in contexts where it has been absent helps us feel seen and acknowledged. Learning is a social activity, and social aspects of life are culturally imbedded, and few things are as cultural as language. We also recognize that cultural and linguistic disciplinary knowledge and practices must be infused in our K-12 and higher education curricula if we are to make real progress as a global society, and to correct past disciplinary neglect and dominant cultural centrism. We have lost out on so much progress and innovation because we fail to value knowledge and practices that have sustained thriving cultures for centuries. So I use Spanish sparingly, to acknowledge my own family traditions, the traditions of my community, and those of some in the CEHD community who are not always seen and heard in the same ways. And, sometimes, a Spanish word or phrase expresses something that you cannot express easily in English...una palabra o frase en Español expresa algo que no se puede expresar en inglés, como raza, buena onda, órale pues, o adelante.



Online and hybrid classes have been a reality for some time, but COVID-19 has now put us into uncharted territory in regard to more flexible arrangements for both students and staff alike. What do you think the future holds for the classrooms and the workplaces of the future?

Our work together will become increasingly flexible, accommodating individual preferences and circumstances in new ways. We are embracing flexible work conditions as we return to campus this fall. We continue to explore options for online programming and degree programs are not only engaging in hybrid delivery, but some employ fully remote access. We see this as an important goal for the college, to improve access. At the same time, we know learning is a social activity, so we work hard to maintain the social aspects of learning in all delivery modes. And we will continue to be committed to on-campus learning and working environments that support in-person interactions. We regularly see that a lot of work and progress can be achieved through those casual conversations in the hallway, in the doorways of offices, or while sitting on the knoll in front of Burton Hall.

Applying what you just said to previous responses, what challenges will future classroom and work environments face when confronting educational inequities or institutional racism? What should we be thinking about now to avoid possible future intractable problems?

As we increase accessibility to programs and activities of the college, we have to be diligent in considering all individuals, particularly those that come from communities that have historically had the least access. I am a believer in the principles of targeted universalism, that is, by targeting access to those with the least access, we create greater universal access across the board. This allows us to set broad goals and pursue them through targeted processes, acknowledging, identifying, and dismantling power structures that have created barriers and resulted in policies and practices that de-

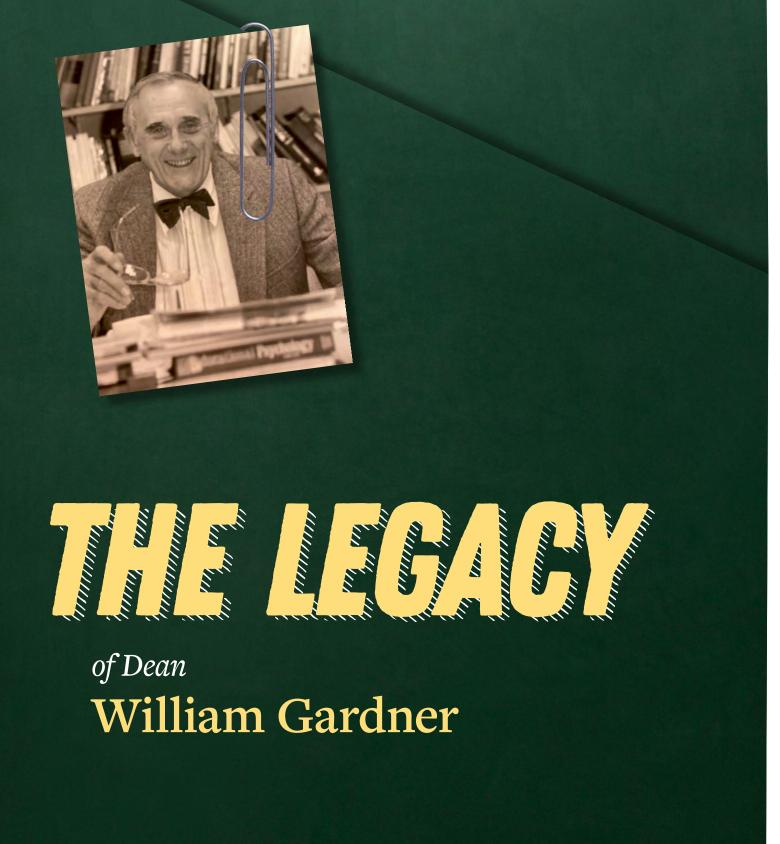
Michael is part of the CEHD delegation to the 5th World Conference on Remedies to Racial and Ethnic Economic Inequality in Vitória, Brazil, in 2018. The delegation shared research and forged connections with their international

pend on and reinforce othering. There are also social, racial, and environmental justice aspects to these efforts, beyond the simple idea that innovation and progress depend on the diversity of ideas, experiences, views, and expressions. Our future learning and working environments will be successful if we make progress on reducing othering and increasing belonging, achieve broad goals through targeted efforts, and realize greater innovation and progress through inclusion.

#### Finally, where do you draw your motivation? What are you the most excited about as the new dean?

The determination and commitments of CEHD students, staff, faculty, and community partners motivate me. I am inspired by the contributions members in our community have made, and moved by the unmet needs, not only in our own backyard, but across the globe. I need to be assured that when an organization, leader, or community member calls on us in CEHD or the University of Minnesota, we are ready to answer the call, and to do so through partnership and collaboration. When we can connect in meaningful ways with individuals, organizations, and communities, co-constructing agendas, and blending disciplinary knowledge and practice with local wisdom and cultural and linguistic knowledge and practice, new possibilities are realized and real progress is achieved. The promise of these forms of engaged scholarship and outreach is the main reason I entertained the possibility of being dean. I know CEHD has the capacity to surpass these goals—just look at the many examples of community-embedded work in CEHD Connect over the years.

16 • CEHD CONNECT • FALL 2021 CEHD.UMN.EDU • 17



HE WAS ONCE DESCRIBED AS
AN EDUCATIONAL ACTIVIST IN
A BOW TIE. IT'S A FAIRLY APT
PORTRAIT OF WILLIAM EARL
"BILL" GARDNER, WHO BALANCED
PROFESSIONALISM WITH THE
DETERMINATION AND DRIVE TO
INSTITUTE CHANGE WHEREVER
HE FOUND IT NECESSARY.

Gardner, who died on February 16, 2020, at the age of 91, served as dean of the College of Education from 1977 to 1991. But his influence extends far beyond the University campus and its extended community. He was also a recognized national and international leader in education.

During his tenure as dean, he led important transformations in the work of the college in the recruitment and preparation of teachers; the development of research partnerships to improve schools; and national and international strategies to improve the preparation, standards, and practices of teaching, and the creation of the college's development program.

"Dean Gardner strongly believed, based upon sound and extensive evidence, that good and committed teachers are the key to better student learning and more effective schools," says Robert Bruininks, former dean of the college and University president.

Indeed, when asked about his most noteworthy achievements as dean, Gardner had said, "I think that the conversion of the teacher education programs from four to five years would be the activity of which I am most proud. The proposal... was stimulated by the need to differentiate the college's teacher licensure programs from other colleges and universities in Minnesota." He went on to say that the fifth-year programs had several advantages: they are attractive to capable students who are willing to make a substantial commitment to teaching, they enable students to spend a long time in school internships to increase their experience, and they are popular with officials in the schools that hire new teachers.

Gardner was born October 11, 1928, in Hopkins, Minnesota. He earned BS and MA degrees in education/social sciences and a PHD in education/American history, all from the University of Minnesota. His professional life focused on learning, teaching, and administering. He taught at schools in Balaton, Rockford, and New Ulm before teaching for seven years at the University of Minnesota High School, during which time he received his masters and doctoral degrees. He joined the College of Education faculty in 1961. Prior to becoming dean, he taught social studies and served as a Department of Curriculum and Instruction chair and assistant and associate dean.

Education meant a lot to Gardner. Even after he stepped down as dean, he always carried in his wallet a partial quote from

Lee Iacocca that he handwrote: "In a 'truly' [completely] rational society, the best of us would be teachers, and the rest would have to settle for something less..."
The rest of the quote, assumes Gardner's wife and partner, Crystal Meriwether, was lost on the way. It reads "...because passing civilization along from one generation to the next ought to be the highest honor and the highest responsibility anyone could have."

#### EDUCATION ACTIVIST

Gardner's tenure as dean were tumultuous years for teacher education and education in general as attacks on their quality were regularly released. Gardner was an education activist during those years as a critic, reformer, and supporter of the National Council for Accreditation of Teacher Education (NCATE), which had been created in 1954 to evaluate programs across the nation that met national standards for quality. As the University of Minnesota was a member of the national organization of public and land grant universities (now APLU), Gardner was engaged in discussions about the value of national accreditation that arose in 1976 when APLU created a group to review its concerns about NCATE.

At a time when teacher education accreditation was under assault, he led an effort that "righted" the enterprise and

helped shape NCATE for the following two decades. Gardner helped to find balance between the interests of institutions and those of several dozen subject matter groups with often different agendas.

"His great skill in bringing diverse interests to a common agenda and doing it in ways that everyone celebrated was widely embraced," says David Imig and Donna Gollnick, former leaders of the National Council for the Accreditation of Teacher Education.

Recognition of his leadership led to his nomination and election to chair the American Association of Colleges for Teacher Education (AACTE) for 1987-88. During his term, Gardner helped to strengthen AACTE with the elementary-secondary community, leading to a series of ongoing conversations about ways that schools of education could better relate to local school districts and schools. He also initiated efforts to extend the reach of AACTE to the full community of schools and colleges of education and was a constant source for wisdom and advice for AACTE during his full term as dean at Minnesota and beyond. Gardner's



footprint also extended internationally to the International Council for the Education of Teachers (ICET) during a critical time in that organization's history.

"He was a force in ICET and helped to influence its direction in the 1970s and 80s," says Imig. "He was well respected internationally and ministers of education and deans of education from many countries sought his counsel on matters pertaining to educator preparation."

Relationships established within ICET enabled Gardner to later lead an outreach to the prestigious national universities in Japan which was the foundation for efforts that led in 1990 to the first Japan-U.S. Teacher Education Consortium (JUSTEC), which continues today.





▲ Left: Gardner meets with Dean Eugene "Gene" Eubanks of the University of Kansas, Kansas City. The two were in several organizations together, particularly AACTE, where both served as president of the organization. Right: Gardner attends the College of Education's 75th anniversary in 1980. Professor Sunny Hanson is at right.

Gardner was a strong leader in building the college's international connections, education programs, and partnerships. Along with Japan, he forged agreements with universities in China, Israel, England, and Thailand, including opportunities for study involving faculty and student partnerships and exchanges.

"These efforts increased the number of international students in graduate and professional programs and helped to foster many longstanding, joint research partnerships," says Bruininks.

Gardner built a particularly special relationship with Sukhothai Thammathirat Open University (STOU) in Thailand after it hosted an ICET event in 1984. He attended the event, chairing a session on the international dimension of education. "The university, school educators, and teachers learned from him the importance of international and global education, which during that time was a very new concept," says Professor Wichit Srisa-an, STOU founding president and U of M PhD alum.

Gardner also was the first to promote collaboration on doctoral studies between

the two institutions. "STOU was very fortunate to receive the doctoral scholarships and study visits to the University of Minnesota," says Professor Somwung Pitiyanuwat, also a U of M alum. "Professor Gardner will be long remembered among Thai students, friends, and alumni of the University of Minnesota."

#### ENTER GAREI

Gardner's leadership in education extended to enhancing the college's research capacity to improve education and related services more broadly for children, youth, and adults. This commitment was reflected in the design and support of college-wide centers, including the Center for Applied Research and Educational Improvement (CAREI) in 1986, still functioning today.

In 1986-87 Gardner convened a group of educators and faculty to design a collaborative venture within the College of Education that would create ongoing interactions between college faculty and school district personnel. It would also provide an overarching structure for four

existing outreach units: The Exchange (including the Teacher Center), the Global Education Program, the MN Principals' Assessment Center, and, at first, the Education Policy Fellowship Program. Ultimately named CAREI, the new center had a three-fold purpose:

- 1. Provide incentives and assistance for cooperative school-based research and policy studies;
- 2. Disseminate new and existing research to educators who could use it to improve practice; and
- 3. Make it easier for schools and the college to connect for assistance, research, and discussion.

Fred Hayen, Director of the Teacher Center, and Lloyd Nielsen, former Mounds View superintendent, served as interim directors for the first year, and 44 districts initially signed on to participate in CAREI. Dr. Jean King, following a national search, was appointed to the directorship of CAREI in the late 1980s.

"As the center evolved, it engaged in a variety of activities," says King. "Some involved getting outside funding to study issues affecting Minnesota's schools, such as outcome-based education. Others provided research resources to schools to work collaboratively with University faculty."

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#### OU ARE INVITED...

A Legacy Reception to celebrate the professional accomplishments and memory of Dean William E. Gardner will be held at Burton Hall in the Atrium on Sunday, October 17, from 1 to 3 p.m. with a program at 2 p.m. **To RSVP, visit** *z.umn.edu/71ix.* 

For several years, CAREI grants, which were small collaborative research grants, funded research co-engaging a college faculty member with school colleagues. Dissemination of existing research was a consistent priority, including literature searches, technical assistance, professional development, and topical seminars. The CAREI Assembly brought together—and continues to bring together—representatives from member districts twice a year to discuss developing concerns and frame potential research projects. CAREI also provided college faculty assistance in locating research sites.

The fact that CAREI exists 31 years later suggests its viability, and its impact is reflected in its ongoing projects and many research reports archived in the University's Digital Library collection. In reflecting on her many years as director, King notes that "Bill Gardner was the reason I moved to Minnesota 31 years ago, and for this I am eternally grateful. My mentor at Cornell sent me the job description for the CAREI director position with a note that said, 'This is the perfect job for you.' He was right."

She says Gardner's vision reflected his respect for school-based practitioners and the importance of meaningful exchange between people who worked in the College of Education and those who worked in Minnesota's school districts.

"This was exactly the work I wanted to do, given my commitment to high-quality educational research that might potentially help improve schools," she says. "CAREI was the college's collaboration with school administrators and teachers around Minnesota. Dean Gardner understood that, by working together, the college could affect long-term change, a shared goal of this

▶ Dean Gardner helps himself to some cake at the College of Education's 75th anniversary in 1980 promising partnership. I always enjoyed working with him—the Dean knew how to listen, was kind, and had a sense of humor that routinely helped me through many long meetings. How lucky I was to have been hired as CAREI's first director!"

#### FOGUS ON DIVERSITY

Dean Gardner's commitment to improving teaching and schools also recognized the critical importance of increasing the diversity of teachers and educational leaders. One of the most significant expressions of this commitment was the creation of the Common Ground Consortium (CGC) in 1989, with significant collaboration with Dr. Josie Johnson, former University Regent, associate vice president for equity and diversity, and a faculty member in the college. The CGC was a collaboration involving the College of Education and nine Historically Black Colleges and Universities (HBCUs), supported by eight years of continuous funding by the Bush Foundation and the college. The nine HBCUs included Alcorn State University, Elizabeth City State University, Fisk University, Grambling State University, Morgan State University (later

replaced by Albany State University), Morris Brown College, Tuskegee University, Wiley College, and Xavier University. Still going strong to this day, CGC admits four to five students each year with scholarship support into graduate leadership programs across the college.

Johnson notes that "the CGC is extraordinarily successful. Its retention and graduation rates for enrolled students is extremely high (above 90 percent) and many graduates attain positions in Minnesota schools and colleges and universities. It forges strong partnerships advancing diversity in educational professions through vibrant partnerships involving nationally recognized HBCUs, the University of Minnesota, and Minnesota school systems."

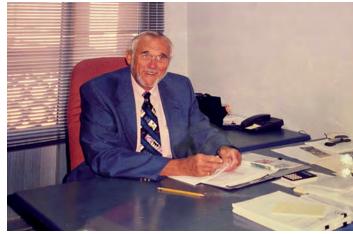
#### INGREASING FUNDRAISING

A final, very transformative change during Gardner's term was the strengthening of the college's development program to increase engagement of graduates and the amount of private fundraising contributions. He hired the college's first full-time development officer. While dean, funds were donated to support five honorary professorships, the Coffman Scholarship











▲ Top left: Gardner at a 1992 event in Thailand. Top right: Gardner presents a peace pipe he purchased in Pipestone, Minnesota, to the Japanese at the inaugural Japan-U.S. Teacher Education Consortium in 1990. Bottom left: Gardner catching up on some paperwork. Bottom right: At the 1989 commencement with Dr. Crystal Meriwether, the president of the College of Education Alumni Society, and wife.

Fund was enhanced to support students in licensure and graduate programs, and increased funds were raised for many other initiatives, including the funding of students with financial need. Gardner planted the seeds of this critical source of private support for the college nearly 35 years ago. As the University completes a major 10-year campaign, the College of Education has raised about \$120 million in support of its academic mission, and today manages a \$71 million endowment.

Gardner served as dean of the College of Education for 15 years, following many years of service as a member of the faculty and as assistant and associate dean. It was a transformative period in the life of the college, and he left a lasting legacy of achievements and contributions in his chosen academic home and on his profession. Celebrate his service and consider a contribution to a cause he cherished most of all, the support of students pursuing careers in teaching, especially first-gen-

eration students and students of color. Contributions can be made to the William E. Gardner Scholarship, payable to the University of Minnesota Foundation fund #23439, mailed to UMF, PO Box 860266, Minneapolis, MN 55486-0266. Or, give online at give.umn.edu/giveto/gardner.

Several friends and colleagues contributed to this tribute: David Imig and Donna Gollnick of the NCATE; Crystal Meriwether (spouse and University graduate); Josie Johnson, Robert Bruininks, Dale Lange, Allen Glenn, and Jean King, (former college and University colleagues).

CRYSTAL MERIWETHER

INTERNATIONAL

# A decade of learning across borders

CEHD and Seoul National University of Education mark 10 years of collaboration

TEN YEARS AGO, CEHD and the Seoul National University of Education (SNUE) in South Korea tried out a new program. SNUE was interested in sending teacher candidates to the United States for professional development. That initial trial run turned out to be a great success and spun offinto a decade-long partnership between CEHD and SNUE with multiple programs.

"We thought it was a great opportunity," says Department of Organizational Leadership, Policy, and Development Associate Professor Christopher Johnstone. Johnstone was CEHD's director of international initiatives and relations at the time and was instrumental in getting the initial project, the Global Teacher Education Program (GTEP), off the ground.

"The idea would be for SNUE students to come for about a month to get a couple of weeks of classroom-based higher education lessons and then spend time in Twin Cities' area schools," he says.

The program was unique in that it was not focused on English language development, which many U.S. programs for international students are, but rather on enhancing teaching skills and exposure to innovative teaching theories and methods. "This turned out to be a very successful model and we have hosted hundreds of SNUE students in the past 10 years," says International Initiatives Program Director Marina Aleixo, who helped design the original curriculum and now facilitates the program.

Helping facilitate the program on SNUE's end was Kyung-Sung Kim, who was the dean of international affairs and in charge of official relations with other universities. Later, he served as president of SNUE from 2015 to 2019. "The main value of this partnership is the extension of the global mind about the mutual understanding of different cultures for University of Minnesota and SNUE students. Usually, the lack of that could make some trouble socially," he says, adding that he is pleased the partnership has lasted so long. "Ten years is a long time to be sustained in a rapidly changing world, but we've tried our best to continue this partnership," he says.

SNUE Professor Jungmin Kwon came to Minnesota with GTEP students in January 2017 and said that learning about different school systems helped them look at the Korean system from a more critical point of

▼ Left: A group of 2019 SNUE students at Breck School with Peg Bailey, Breck School Lower School principal, on a school tour. Right: CEHD student Nancy Chang taking in a calligraphy class at SNUE. in 2016.





view. "By that I mean Korean elementary school curriculum is quite rigid because it is controlled by the federal government. They were able to try out different things that they could not try in Korea, which helped them gain a wider perspective on education and learning." And as students, they learned a lot about campus life and American culture in general.

Kwon says she also gained valuable in-

"SNUE

and CEHD

educational

leaders and

have much

to learn from

each other."

are both

sights from the experience. "I learned the importance of school's space design," she says. "And how the design of the space and curriculum affect each other."

SNUE student Insil Jeon already had an interest in how education systems operate in different countries, so she was excited when she discovered GTEP in 2013. "I thought it would be interesting to con-

sider the comparison between the U.S. and South Korea," she says. "I wanted the chance to apply the pedagogical skills I had attained through SNUE's teacher training program and continue my professional development with the assistance of the GTEP program."

During the first part of the program, she learned about the American education systems, including literacy education, ESL/EFL pedagogical approaches, and private versus public school systems. "The second half of the program included being placed in an elementary school in Minneapolis where I observed actual American classrooms and got to see the implementation of those approaches I had learned throughout the first half of the program," she says. "I also organized and taught three of my own lessons, which were interdisciplinary, involving music and history."

Jeon is now a PhD student at CEHD, studying immigrant and refugee student education in South Korea. She also is a research assistant for the Office of

International Initiatives, investigating the long-term effectiveness of GTEP by communicating with past participants who are now mostly in-service teachers in the Seoul area.

As the GTEP program proved to be successful, SNUE and CEHD looked for more opportunities to collaborate and build a more reciprocal partnership. "We expanded our relationship to include a year-long

SNUE student exchange and a U of M study abroad in Seoul," Aleixo says.

The study abroad program, launched in 2014, is called Taste of South Korea: Culture, Language, and Education. "The program is managed by SNUE and all workshops and teaching in Korea are led by SNUE faculty and staff," Aleixo says.

In this three-week course, small groups of U of M students stay at the SNUE campus and learn about different aspects of Korean culture, particularly the historical background of the educational system and its impact on current social, political, and educational policies.

As a CEHD student, Grace Nelson enrolled in the program in 2015 and says she was amazed by all the things she learned. "They taught us how the education system worked and it gave me a really interesting perspective about education in America versus education in Korea," she says. "Actually, what it led me to do was become a teacher here in South Korea. I am currently teaching and living in Daejeon, South Korea. SNUE and the Taste of Korea program just kind of sparked that interest."

Jungmin Lee, now a senior at SNUE, was a volunteer who helped the Minnesota students with their schedules and showed them around Seoul to try to make their stay more comfortable. "I got close with the students during the program and de-

cided to apply for the exchange program to continue the relationship," Lee says.

She was an exchange student January to December 2019 in Minnesota. "Spending a year on my own in a foreign country was intimidating at first, but I found out I could do much more than I thought I was capable of," Lee says. "I was amazed at the scope and variety of courses that the U offered, ranging from American politics to scuba diving. I deliberately took courses that were outside of my major, like global studies, public speaking, self-defense, and so on. Such a wide spectrum of courses offered by the U was an opportunity for me to examine different views and develop a wider perspective."

She says her stay in Minnesota was punctuated with unexpected challenges, like trying and failing to cook some of her favorite Korean dishes, worrying about where to live when her lease ended, and missing her family and friends a Pacific Ocean away. "At the same time, I got to make new friends who genuinely cared for me," she says. Lee says she is grateful for all the relationships and memories she made during her program, a common refrain from most everyone who has been a part of the decade-long CEHD-SNUE relationship.

"The strength and sustainability of this partnership lies on respect, trust, and balanced reciprocity," explains Aleixo. "SNUE and CEHD are both educational leaders and have much to learn from each other. This collaboration provides a space for knowledge exchange and intellectual growth."

Indeed, the partnership is an integral part of CEHD's internationalization efforts. "The decade-long relationship with SNUE highlights the potential of international partnerships to integrate into our college, University, and local community," says Aleixo.

-KEVIN MOE

FACULTY FACULTY

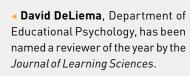
#### **AWARDS**

Melissa S. Anderson, Department of Organizational Leadership, Policy, and Development, has been honored by the World Conferences on Research Integrity as the co-namesake of an international award, the Anderson-Kleinert Diversity Award, which will recognize conference presentations that represent and enhance diversity of voice, ideas, or experience.

Blanca Caldas Chumbes, Department of Curriculum and Instruction, has received two early career awards: The 2021 Early Career Award from The American Educational Research Association Bilingual Education Research Special Interest Group, and the 2020 Douglas Foley Early Career Award from the Council of Anthropology and Education of the American Anthropology Association.

**Stephanie Carlson**, Institute of Child Development, has received the 2022 Mary Ainsworth Award for Excellence in

Developmental Science from Division 7 of the American Psychological Association.



Andrew Furco, Department of Organizational Leadership, Policy, and Development, has been named the recipient of the 2021 John S.

Duley Lifetime Achievement Award in Experiential Education by the National Society for Experiential Education.

**Zan Gao**, School of Kinesiology, received the 2021 International Chinese Society for Physical Activities and Health (ICSPAH) Exceptional Service Award. He also received the Outstanding Reviewer Contributions in 2020 award from the *International Journal of Behavioral Nutrition and Physical Activity*.

**Megan Gunnar**, Institute of Child Development, has received a 2021 American Psychological Association (APA) Award for Distinguished Scientific Contributions.

**Panayiota (Pani) Kendeou**, Department of Educational Psychology, has been awarded the Distinguished McKnight University Professorship.

**Melissa Koenig**, Institute of Child Development, has received a 2021-22 Faculty Interactive Research Program award from the Center for Urban and Regional Affairs. Her research project is titled "Understanding and Measuring Students' Trust in Their Teachers."

**Faith Miller**, Department of Educational Psychology, has been recognized by the Minnesota School Psychology Association (MSPA) with an Innovative Program Award for 2020-21.

**Minerva S. Muñoz**, TRIO Student Support Services, has received the President's Award for Outstanding Service by the University.

**Kathleen Thomas**, Institute of Child Development, is a recipient of a University of Minnesota 2020-21 Award for Outstanding Contributions to Graduate and Professional Education.

#### **APPOINTMENTS**

**Joan DeJaeghere**, Department of Organizational Leadership, Policy, and Development, has been selected to serve as a consultant to support the Global Partnership in Education's newly formed Independent Technical Advisory Panel, in particular to review and support country-level planning related to gender equality policies and monitoring.

**Michael Goh**, Department of Organizational Leadership, Policy, and Development, has been appointed by Governor Tim Walz as a commissioner for the Midwestern Higher Education Compact (MHEC). As an interstate compact, MHEC brings together Midwestern states to develop and support best practices, collaborative efforts, and cost-sharing opportunities.

**Sarah Greising**, School of Kinesiology, was selected to serve as a member of the Orthopaedic Research Society Women's Leadership Forum (WLF). The WLF seeks to mentor, foster, encourage, and inspire women at the start and throughout their careers in orthopaedic research.

**Tabitha Grier-Reed**, Family Social Science, has been named Associate Dean for Graduate Education and Faculty Development for CEHD. In this role, she provides leadership for CEHD graduate education programs. She also received an Outstanding Service to University Senate Governance Recognition award from the University Senate.



## In memoriam

#### CLIFFORD (CLIFF) LINUS POETZ

The disability community lost an iconic champion on March 25, 2021, with the passing of Clifford (Cliff) Linus Poetz. Since 2001, Cliff worked as Community Liaison with the Research and Training Center on Community Living (RTC-CL) within the Institute on Community Integration.

Charlie Lakin, a former RTC-CL director and later the director of the National Institute for Disability, Independent Living, and Rehabilitation Research, penned this tribute to Cliff:

I remember meeting Cliff in 1979 when I visited a newly formed advocacy program called Advocating Change Together. I was quickly struck by how much Cliff knew of disability laws and policy, legislators, and the legislative process, and the need for

change. I also learned that Cliff's work had begun well before I met him. I learned that in 1971, then as a resident of a 120-person congregated care residence in Minneapolis, Cliff and two others formed a group called Telling It Like It Is. The group, with important support from chapters of what was then called the Association for Retarded Children, now simply The Arc, traveled all around Minnesota and into neighboring states sharing the experiences of persons with developmental disabilities living in congregate settings and the pain and discrimination deriving from being labeled as "retarded." As Cliff often observed publicly, "When people are labeled retarded, people think they are stupid." Cliff certainly was not stupid.

Cliff's leadership roles have been numerous and varied. He served as a member of the board of directors of the Arc of the Greater Twin Cities, The Arc of Minnesota, and The Arc of the U.S. He was a member of the Minnesota State Council on Disability. He has served on the board of directors of the Interact Center for Visual and Performing Arts, Advocating Change Together, and the National Alliance for Direct Support Professionals. He has had advisory roles with a number of foundations and academic centers, ranging from the Headwaters Foundation for Justice to the University of Illinois at Chicago's Institute on Disability and Human Development.

Cliff has deservedly received many recognitions for his accomplishments, and they deserve citation, but when remembering Cliff, I think of strength of character and deep resolve to stand up for what is right. I feel I can never overemphasize the courage and commitment that Cliff showed over his years of advocacy and leadership. In 1970, when Cliff began his work, being identified as "retarded" was to be fully devalued. It must have taken incredible courage to stand up to such prejudice and discrimination to become one of the very earliest and most effective self-advocates for rights, dignity, and opportunity for individuals with developmental disabilities.

Cliff was a groundbreaker and pathfinder in the inclusion and empowerment of persons with developmental disabilities for more than 50 years. For all the awards Cliff received, I think he most enjoyed his many years as co-chair of The Arc of Minnesota Awards Committee, where he could play a role in recognizing others for their role in improving the lives of individuals with developmental disabilities.

I feel honored to have been a friend of Cliff and will find blessing in my memory of his accomplishments and of our times together.

Read more at ici.umn.edu/news/remembering-cliff-poetz-1949-2021.

**Justin Grinage**, Department of Curriculum and Instruction, was selected as a 2021 National Academy of Education (NAEd)/Spencer Postdoctoral Fellow that comes with funds to support a full year of scholarship.

**Rashné Jehangir**, Department of Organizational Leadership, Policy, and Development, was named co-editor of the *Journal of First-generation Student Success*, which recently published its inaugural issue.

Jürgen Konczak, School of Kinesiology, was invited to join

the editorial board of Frontiers in Rehabilitation Sciences.

**Ann Masten**, Institute of Child Development, has been elected to the 2021 class of the American Academy of Arts and Sciences.

**Lynette Renner**, School of Social Work, has been named the new director of the school's PhD program.

**Gill Roehrig**, Department of Curriculum and Instruction, has been selected as president-elect for NARST, a global organization for improving science education through research.

PROFESSIONAL DEVELOPMENT **ALUMNI PROFILE** 

### Fall at CEHD

#### Continuing education

#### Online autism spectrum disorder certificate

This certificate program is designed primarily for related service professionals (i.e., speech-language pathologists, occupational and physical therapists, medical professionals, social workers) and educational professionals who would like to gain additional content knowledge about working with individuals with ASD. Receive specialized training in assessment, intervention, and treatment evaluation.

► Info: z.umn.edu/online-asd-certificate

#### **Classroom Assessment Scoring** System

The Classroom Assessment Scoring System (CLASS™) is an observational assessment tool designed to assess classroom quality in infant through 12th grade classrooms. CLASS™ trainings are tailored to different early childhood roles, from family child care providers to program leadership such as directors and principals. The tool also trains coaches and others who support early educators.

► Info: z.umn.edu/CLASS-trainings Fall schedule: z.umn.edu/CLASSfall202

#### Interdisciplinary Certificate in Trauma Studies

Coursework offers specialized training in the assessment and treatment of post-traumatic stress disorders in children and adults. The Certificate in Trauma Studies consists of 90 hours of classroom education and training.

► Info: sswce.umn.edu/ict

#### **Permanency and Adoption** Competency Certificate (PACC)

The goal of PACC is to increase the number of qualified permanency and adoption mental health and child welfare professionals in Minnesota who are able to work in collaborative, crossdisciplinary, and multicultural contexts.

► Info: paccminnesota.com/training

#### Phoenix Learning Xchange (PLX)

PLX is designed for those who support and make vital decisions regarding youth involved in systems such as child welfare, juvenile justice, or special education.

► Info: phoenixlx.com/training

#### Supervision in Social Work Certificate

The supervision series was created to equip social work supervisors with new skills, knowledge, and perspectives that will allow them to exercise leadership more effectively.

► Info: sswce.umn.edu/supervisionin-social-work-certificate

#### Upcoming events

#### **CEHD's Homecoming Pre-Parade Party**

Friday, September 24

Alumni, students, faculty, and staff are invited to celebrate Homecoming outside Burton Hall from 4 to 6 p.m. Parade follows at 6:30 p.m. on University Avenue. CEHD Alumna Terry Ganley (see pg. 29) is the 2021 parade Grand Marshal.

► Info: cehd.umn.edu/events/homecoming

#### **CEHD Update with Dean** Michael C. Rodriguez

Tuesday, September 28, 3-4 p.m. on Zoom

Join other alumni and friends in welcoming Michael C. Rodriguez as dean and learning what's new in CEHD. This event is sponsored by the Alumni Society Board

► Info: cehd.umn.edu/events/town-hall

#### **Alumni-Graduate Student Networking**

Wednesday, September 29

► Info: cehd.umn.edu/events/gradnetworking

#### **CEHD Book Week: A celebration** of children's literature

Tuesday, October 19, 5:30 p.m.

McNamara Alumni Center Award-winning author Eliot Schrefer will speak on "It's lonely out there for a human: How literature for young people can bond us with the natural world."

► Info: cehd.umn.edu/bookweek/#rsvp

#### **CEHD Reads**

Wednesday, October 27

CEHD Reads is part of the college's First Year Experience Program, and the 2021-22 selection is Disability Visibility. The public is invited to attend a lecture by the book's editor, Alice Wong, at 6 p.m. at Northrop Memorial Auditorium.

► Info: cehd.umn.edu/reads

Events may be canceled or postponed due to public health guidelines.

## A coach is first and foremost an educator

Terry Ganley retires as University swimming icon



IN THE FALL OF 1973, Terry Ganley set foot on the University of Minnesota grounds as a freshman. "My home was in North Minneapolis and I took the MTC number five bus to downtown Minneapolis and transferred to the number 16 bus to campus," she says.

Although the route was somewhat circuitous, once she reached her destination, it was anything but. In fact, she never really left. After graduating in 1979 with a degree in physical education, she took an assistant coaching position on the women's swimming and diving team. Forty-four years later this spring, she retired as senior associate head coach for the women's and men's teams (the programs combined in 2011), making her the longest serving tenured coach, male or female, at the U of M. Her four decades of coaching also earn her the title of the longest serving swimming and diving coach, male or female, in the history of the Big Ten Conference.

But we're getting ahead of ourselves. Terry was racking up titles way before as a student swimmer. She won the 50-yard backstroke in 1974 and earned her first Big Ten title. Not too long after, she was named All American in the event, which made her the first female to earn All American honors in any sport at the U of M. In 1975, she was named All American in both the 50-yard freestyle and 100-yard individual medley. Her fourth All American title was in the 200-yard freestyle in 1976. The next year saw her take another Big Ten title, this time in the individual medley. She also earned the University of Minnesota Senior Athlete of the Year Award and was the first student athlete to win the University of Minnesota Presidential Outstanding Leadership Award. It is not at all surprising that she was an inaugural member of the U of M Aquatics Hall of Fame in 1984.

As she was busy picking up swimming honors, she also was concentrating on her academics and future goals. "My career plans were fairly vague until my junior year when I changed my major from psychology to physical education," she says. "I had the desire to teach and coach. Upon completing my degree, the opportunity to coach at the University became available and it was an opportunity for me to continue in the sport I loved and use my skills as an educator and coach."

Terry has been named a Big Ten Co-Coach of the Year, has won the American Swim Coaches Association Award of Excellence multiple times, and was selected to the Minnesota Swimming Coaches Hall of Fame.

Terry is noted for her coaching style that focuses on the whole person, skills she honed while swimming for—and later working as assistant coach to—the legendary Jean Freeman. She also gives credit to her academic background. "My education in CEHD definitely gave me the basic knowledge and skills I used on a daily basis in my coaching career," she says. "I truly believe we as coaches are first and foremost educators. I used my skills to understand and incorporate individual needs while streamlining and maintaining team goals and structure."

When it comes to talking about what makes her the most proud, Terry has a list: that she was a part of so many lives and helped provide an environment of growth during their college career, the memories and friendships that she helped foster, and the advice she was able to give and share.

"I cherish the opportunity I had to be a part of Gopher Athletics for 47 years and it is with great pride I take those memories with me," she says. "I would just like to thank the University of Minnesota, Gopher Athletics, and each and every individual who crossed my path on the journey of my career. I have been truly blessed. Ski-U-Mah."

-KEVIN MOE

Please visit cehd.umn.edu for the most up-to-date information.

28 · CEHD CONNECT · FALL 2021 CEHD.UMN.EDU • 29 **ALUMNI ALUMNI** 

#### from the **PRESIDENT**



SHEILA PIIPPO. MED'04, SPECIAL EDUCATION

#### **DEAR FELLOW ALUMNI**

Hello! I am excited to introduce myself as the incoming president of the CEHD Alumni Society Board. I have been an active member of the board since fall 2017 and am honored to take on this role, filling the very large shoes of Marvin Banks. The Alumni Society Board is looking forward to returning to a full calendar of our traditional activities, including Homecoming, (see pg. 28) and hope you will join us! Our mission is to advocate for the University, create lifelong connections, and enhance the student experience. Whether you're a recent graduate just entering the workforce, a mid-career professional wanting to meet other alumni, or a retiree interested in continuing education, there is a program that you will enjoy.

I want to acknowledge the pain and stress that we have all experienced since spring 2020. The COVID-19 pandemic as well as overdue conversations on racial injustice upended our "normal" way of life, and I am hopeful that our healing will continue and we can learn to make things better for everyone in our community. I'm proud of CEHD researchers and graduates who have worked hard to share best practices and discoveries that make a difference. The college's commitment to improving the lives of children and families is a big reason I give back my time. Why is CEHD special to you? Please reach out with your ideas, memories, and feedback anytime at cehdas@umn.edu. Thanks for all you do!



# Announcing our 2021 Rising Alumni honorees!

The CEHD Rising Alumni Award recognizes graduates from the last 15 years who have achieved early distinction in their career, demonstrated outstanding leadership, and/or shown exceptional volunteer services in their community. This year's winners include:



**KARINA** ELZE Curriculum & Instruction founder/owner of Academia Elze



**ABIGAIL GADEA** Social Work Deputy Director, U of M Healthy Youth Development— Prevention Research Center



HOLLI KELLY Family Social Science Director, Marietta Vet Center



**AMANDA KOONJBEHARRY** Family Social Science Director of Public Policy, Citizens League



**CHELDA** SMITH Curriculum & Instruction Associate Professor. Georgia Southern University



#### Share your news

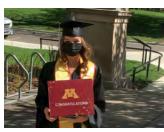
Landed a new job? Celebrating a professional milestone? We want to share your news! All our alumni class notes are now published online. Go to cehd. umn.edu/alumni/notes and send us your news—with photos if you have them. Read about people you know from CEHD.

f College of Education and Human Development | University of Minnesota | @umcehd

Linked in CEHD Alumni & Student **Networking Group** 

@UMN CEHD







## **CEHD Commencement 2021**

Once again, commencement ceremonies were a bit different this year, with the CEHD Class of 2021 honored with a virtual celebration. Those looking for an on-campus activity were in luck however, as CEHD hosted an optional pick-up of a diploma and graduation gift outside Burton Hall. A backdrop was also included where graduates could get a picture of the big day. Congratulations to the CEHD Class of 2021!

For 2021 virtual programs and graduates, visit cehd.umn.edu/commencement.

-KEVIN MOE

#### Alumni Service Award winner

Congratulations to Marvin Banks (MEd '12), a recipient of the 2021 Alumni Service Award! A dedicated volunteer, Banks served on the CEHD Alumni Society Board from 2018-21 and as president for two years. He sustained enthusiasm and commitment among the board during staff transitions and the COVID-19 pandemic. Marvin also offers career advice to students across campus and has a special commitment to supporting first-generation undergraduates. As a living example of the Alumni Society Board's mission of "ACE" (Advocate, Create, and Enhance), he continually inspires others to reach out to fellow alumni and get them connected with CEHD in new ways. Marvin will be honored at the Alumni Association's Alumni Awards Affair event during Homecoming Week on September 23.



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**IMPROVING LIVES IMPROVING LIVES** 

#### from the **CAMPAIGN** CHAIR



LOUELLEN ESSEX BS '70, PHD '79

I have very exciting news. Our *Improving Lives* campaign has raised over \$120 million, exceeding its goal and significantly changing lives of people across the globe. The work of researchers, faculty, and students has been greatly accelerated, paving the way for even more advancements in years to come.

Here are some of the stunning accomplishments of the past several years. CEHD researchers are partnering with the U of M Medical School to establish the Masonic Institute for the Developing Brain, a collaboration dedicated to fostering the healthy brain function of children across the lifespan. Outreach by the Institute on Community Integration has bolstered services for people with intellectual and developmental disabilities and an undergraduate program to prepare special education teachers has been launched. CEHD leads the campus in promoting educational equity; our college has one of the highest retention rates of first-year, first-generation students on campus, and our research discoveries help K12 teachers reduce social inequalities. CEHD faculty have studied how people can live longer with a higher quality of life through embracing physical activity, navigating grief and loss, and nurturing intergenerational relationships. Ranked top in the world, the

Institute of Child Development (ICD) has developed best practices in increasing executive functioning and cognition in early childhood and improving mental health and welfare. The dream of a much-needed state-of-the art facility for ICD is now being realized, with Campbell Hall now under construction. (Stay tuned for more information about the groundbreaking in fall 2022.) And, so much more is in progress from our remarkable CEHD.

Donor support helps make this work possible. I am so grateful to those who have made contributions, leading to the success of students, faculty, and staff. I hope that more will join us as we move forward together to empower and innovate, building a more just and inclusive world. "How wonderful it is that nobody need wait a single moment before starting to improve the world."—Anne Frank

Louesten M. Lesser

Louellen Essex, Chair, *Improving Lives* Campaign cabinet

## The Improving Lives campaign: **Success!**

Thanks to your support, this has been the most successful fundraising campaign in CEHD history. Here are just some examples of the ways your support helps improve lives:



Our college has one of the highest retention rates of first-year, first-generation students on campus



CEHD faculty have studied how people can live longer with a higher quality of life through embracing physical activity



CEHD leads the campus in promoting educational equity



Masonic Institute for the Developing Brain scheduled to open November 1

#### Closing the disparity gap in education

While listing to public radio a few years ago, David Perrin, MSW '76, heard that African Americans, men in particular, were 38 percent less likely to drop out of school in the fourth through sixth grade if they had a teacher of color. He found this fact intriguing and talked to his wife, Margaret, MD '76, about what he had heard.

"We became interested in trying to make a difference in the racial disparity in Minnesota education," she says.

Looking at the couple's backgrounds, it's easy to see where their interest originated. David's father taught at Minneapolis' North High School for 40 years and witnessed the changes in student demographics and educational challenges throughout his tenure. David's own career led him into community mental health and human resources where he saw first-hand the importance of giving back.

After graduating from the Medical School, Margaret set up a pediatrics practice in suburban St. Paul and White Bear Lake.

"When I went into medicine, there were two tracks people could take," she says. "Research and try to change the world, or primary care and try to change the world one person at a time. That was me. Now, we don't want to change one person at a time, but maybe one classroom at a time."

"We don't want to change one person at a time, but maybe one classroom at a time."

To have a child finish high

school and go to college can hopefully change the trajectory of an entire family, Margaret says. So to help lessen racial disparities among students and their teachers, the couple has established the David Perrin and Margaret Hustad Perrin Education Fund.

"We have all this human capital that is not being developed," David says. "We have a large group of people, largely African Americans, that are talented and have much to give to our society as anyone, but they lack the opportunities to maximize that. As a society, we are all better off when everyone's contributing. To be able to help students of color who want to become teachers makes perfect sense to us."

David says he wants to emphasize that it was the leadership from within the college, particularly Jean Quam and Susan Holter, that really helped make this fund a reality and gave him the confidence that the money would be wisely invested and the results would be great.

The Perrins' new fund is not the only way the couple is giving back. They recently made a commitment to Campbell Hall, the new home of the Institute of Child Development (ICD). David came back to the college in 1990 to study educational psychology and even then he realized something needed to be done. As part of his program, he took a number of classes in child development and spent time in the old ICD building.

"I was very impressed with the work of ICD and the quality of the scholarship there," he says. "But what an old and decrepit building. You are not going to attract the best scholars and researchers. Something needed to happen. So we made a separate gift to move that program along."



Margaret says during their working lives, it was easy to use their gifts and talents on a daily basis. "But when you retire, it's harder to give back. This is a way to give back in a meaningful way," she says.

David agrees. "I think education is perhaps the single most important focus for the future and once somebody is educated, that can never be taken away from them and it opens doors," he says. "It was true in our lives and it's true for all people."

- KEVIN MOE

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#### **IMPROVING LIVES**

#### **Protecting elders**

Nine years after she received a degree in English, Iris Freeman returned to school, this time to seek a master's in social work. Her interests and community work were increasingly in the cause of social justice, and as a result of her MSW field placements, she began to concentrate more on late-life issues.

Shortly after graduating in 1977, she accepted a position as director of a demonstration program in advocacy for nursing home residents. "In the 23 years that I held a leadership position in what would become the Advocacy Center for Long-Term Care, we built programming in direct service, community education, professional education, and state public policy reform," she says.

Freeman then became the first public policy director for the Alzheimer's Association, MN-ND, and worked for the association as staff and then consultant. She then began teaching as a community faculty member in the School of Social Work in 2003 and at the William Mitchell College of Law (now Mitchell Hamline School of Law) in 2008. Currently, she also serves on multiple boards and committees locally and two nationally, all in the arena of preventing and responding to elder abuse.

Freeman feels so strongly about elder protection, that she and her husband, Warren Woessner, have established the Iris C. Freeman and Warren D. Woessner Elder Justice Fund. The fund is to support social work graduate students interested in elder protective



services, advocacy for vulnerable elders, or elder justice policy.

"Social work in adult protective services and in long-term care settings are rarely the first objectives people have in starting work on their degrees, yet the needs are significant, and for me, the rewards are deep," she says. "I hope that the scholarship provides an incentive for those who lean toward this work but need financial assistance."

Freeman says she hopes, not only through the scholarship assistance, but by talking with students who receive the help, to foster a commitment to adult protective services, elder care, dementia care, and advocacy to counter ageism. This is why she finds it so important to give back.

"It's my favorite way to celebrate having the ability to do so," she says.

-KEVIN MOE

#### **Providing international** opportunities

In 1968, David and Joan Elton hosted a Dutch student who was on a scholarship to attend Gustavus Adolphus College in St. Peter. The student quickly became part of the family and is still in touch.

It was experiences like this that led the couple to establish the David and Joan Elton Global Responsibility Scholarship. It supports undergraduates participating in a global learning or internship experience that connects mutual benefits to the student and host community and has a focus on practical as well as research results.

"My wife and I for years have been interested in foreign travel and we have volunteered in very different ways," David says. While a teacher fellow at York University in England, David wrote lessons on Native American culture and Joan volunteered at a local hospice. In 2010, CEHD honored him with a Distinguished Alumni Award that stated, "...in recognition of your distinguished career as an educator and your dedication to global humanitarian causes..."

"Students say they were so grateful for having the experience and it warms my heart."

David (MA '69 curriculum and instruction) spent his career as an educator and did a lot of work in developing curricula for slow learners that would fit their abilities and interests. "These children were interested in learning just as the more able students, but they were challenged because they had difficulty reading," he says. David crafted appropriate reading skill-building exercises for his eager students, with great results. "Almost all of them were able to succeed and we built on that success and the English teachers noticed the difference," he says.

After David retired, he and his wife devoted more and more of their time to their international interests. He worked with farmers in Haiti, Nicaragua, and Guatemala to develop food processing initiatives to provide both employment opportunities and valuable end products. Out of these endeavors came a handheld device to shell corn. David also helped develop a solar roaster for peanuts. Using the energy from the sun meant not having to rely on expensive and unreliable gas and electricity. And with a few simple adjustments to the corn grinder, the farmers could produce peanut butter. In Haiti, as part of a research team, David helped develop a process that changed abundant and often wasted breadfruit into high-value baked or extruded snack foods.

For this and other work, David was awarded both the Ramsey County and the MN State Volunteer of the Year Awards in 2014.

**IMPROVING LIVES** 

Through the years of connecting with so many people from around the world, the Eltons have long realized its benefits. David says, "This is key for our interest in doing something beyond giving money to the University—helping students connect with foreign culture."



The Elton's scholarship gives students a two-week international experience. According to the letters the Eltons receive from the students, the excursion was as momentous as the couple knew it would be. "Students essentially say they learned so much about the culture in this little two-week period of time, but they also invest in the concept of 'what do I have that I can contribute,' so it's a give-take kind of arrangement," David says. "Students say they were so grateful for having the experience and it warms my heart."

Joan Elton died in September 2020, and although she is gone, it is a fitting tribute that students will continue to enjoy the life-changing opportunity that she and David knew so well.

"The scholarship lives on and it's a good thing," David says.

-KEVIN MOE

#### New gifts and commitments

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

An anonymous donor added to the Lorraine M. Sullivan Memorial Fund of the Child-Parent Education Centers.

Robert W. Jolly established the Colleen Drackley Jolly Memorial Scholarship for undergraduates in family social science.

Betty M. Shaw created the Deborah Shaw Cornelius Scholarship in CEHD.

#### \$25,000 TO \$99,000

An anonymous donor gave to the Human Capital Research and Innovation Fund.

Peter B. Gray established the Gray Graduate Assistantship in STEM Education

James W. Hansen supported the Louise

DiGirolamo Hansen Scholarship.

Tor Hansen added to the Sunny Hansen BORN FREE Scholarship.

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

Rochelle and David Larson made a pledge to establish the Rochelle and David Larson Family Scholarship to support teacher preparation students from greater Minnesota.

Stuart and Sara Fae Lucks started the Stuart Lucks Scholarship to support transfer students who have attended a tribal college.

David and Karen Olson contributed to the David and Karen Olson Faculty Support

Susan O'Nell gave to establish the Felicia

Giles Faust Scholarship to support undergraduates in youth studies.

Scott M. Polansky committed to start the Scott Polansky Endowed Scholarship for graduate students in social work.

#### **HERITAGE SOCIETY** COMMITMENTS

Jan Ormasa and Thomas Hiendlmayr made a gift to establish the Jan Marie Ormasa and Thomas Hiendlmayr Graduate Fellowship in Educational Psychology.

Sharyn J. and Bruce A. Schelske made an estate commitment to establish the Bruce and Sharyn Schelske Endowed TRIO Director Support Fund.

Includes gifts made between January 25 and June 14, 2021.

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COURTESY OF DAVID ELTON

# Helping children pursue their dreams

BY KEVIN MOE | PHOTOGRAPH BY TJ TURNER

**FOR 12 YEARS,** Andre Dukes, MA', has been working in North Minneapolis on issues of child development, and on child welfare issues more broadly since 2006. Currently, he serves as the vice president of family and community impact for the Northside Achievement Zone, or NAZ. NAZ seeks to end generational poverty in the area by working with low-income families as they put their children on a path to college.

As vice president, Dukes is focused on finding strategies to achieve the greatest possible results to achieve community-level change. For this reason, he knew the Institute of Child Development's infant mental health certificate and the applied child and adolescent development master's program would be the perfect fit for his needs.

"These programs have expanded my knowledge and understanding of the developmental needs of children," he says. "They shaped my view of the importance of the early years of life on brain development."

Helping Dukes with the means to acquire this knowledge was the Infant and Early Childhood Mental Health Fellowship. The fellowship is for students pursuing graduate study in infant and early childhood mental health through the Institute of Child Development, especially those who will enhance the diversity of the student body to help meet statewide demand for an early childhood workforce that reflects the diversity of the children they serve.

Dukes says the fellowship and his subsequent certificate and degree have given him the means to support students in a more holistic way as he works to prepare them for kindergarten and future academic success.

"I have been able to use my training to bridge gaps between current early childhood systems and the needs of children into adolescence," he says. "This has been a valuable tool in addressing issues of trauma and cultural competence that have not historically been considered in the developmental standards and expectations of children."

Dukes was so impressed with these new tools that he made a gift to the school last fall in order that others may share in similar opportunities to support children

"I am grateful to the Institute of Child Development for its support and commitment to my work and for expanding the field to promote the healthy development of all children in our communities," he says.

"These programs have expanded my knowledge of the developmental needs of children." COLLEGE OF EDUCATION + HUMAN DEVELOPMENT

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