

CEHDconnect

THE MAGAZINE OF THE COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

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FACULTY!

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CONFERENCE
POINTS THE WAY TO
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**FIRST LADY OF
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Honoring Dr. Josie R. Johnson's
U of M legacy



FALL 2023

from the DEAN



WHEN I FIRST ARRIVED in the college of education in 1987, in the inaugural post-BA elementary education program, one of the first people who reached out to me was Josie Johnson. She was not only willing to make time for students, Josie worked directly with student leaders to ensure our access and inclusion within campus leadership. I was blessed with the opportunity to work with her on two campus-wide

committees, including a special task force to *Strengthen Excellence through Diversity* while I was a student at the Humphrey School of Public Affairs in 1990.

During the events celebrating Josie as she received the Minnesota Regents Award this past spring, I commented on her resolute strength and grace. I recalled a time when I was frustrated with the University's bureaucratic inertia, angry with the snail-like pace of change in diversity and inclusion efforts. In her wise and transformative manner, she said to me: "Michael, this is how we make enduring change; one heart at a time." Josie not only changed hearts, she changed systems.

This season's issue of *Connect* is a powerful account of how CEHD changes individuals throughout their lifespan and systems across the globe. Arenas where we enable change include early childhood, K-12, and higher education; adult learning and talent development; sports and athletics; civil rights universally, including racial equity in schools and immigrant youth resilience and well-being, with attention to centuries of wisdom from Black intellectualism; global environmental education and international cultural and academic exchange; and many others.

Through these broad arenas, we continue to learn, discover, and act, leaving a path of growth and development. I hope you can find ways to join us in these endeavors—we accomplish more together.



COLLEGE OF EDUCATION
+ HUMAN DEVELOPMENT
UNIVERSITY OF MINNESOTA
Driven to Discover®

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Dr. Josie R. Johnson being honored with a University of Minnesota Regents Award at McNamara Alumni Center, March 13, 2023

PHOTOGRAPH BY

Eric Miller, University of Minnesota

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FSOS grad student & Golden Glove champ

YOU DON'T NORMALLY THINK OF graduate studies and boxing in the same way, but to Reo Wang, a Department of Family Social Science (FSOS) PhD graduate student, the two disciplines have a lot in common.

“Boxing the sport requires daily dedication, consistency, and a lot of mental strength, which is not unsimilar to doing a PhD,” says Wang. Her hard work paid off earlier in April as she won her bout (114lb female senior novice) during the 100th Anniversary Golden Gloves championship—the same tournament that featured prominently in the careers of boxing greats Muhammad Ali, Sonny Liston, and Joe Louis, among other Olympic athletes.

Wang picked up boxing when she started her PhD journey with Stacey Horn, FSOS Department Head and Professor (who was then chair of the Education Psychology Department at

the University of Illinois, Chicago, or UIC). What started out as a fun and different physical activity turned into a serious hobby.

“It quickly turned into a thing that I looked forward to everyday, so I decided to take it a bit more seriously and compete in some fights,” she says. Wang competed in the 2022 Golden Gloves tournament, but lost in the semifinals. She returned this year to take the championship.

Wang took both her graduate work and training regime very seriously—sometimes getting to the gym at 5:40 a.m. to train for three hours and then heading to the University to teach classes or work. She credits the friends she made at the Sam Colonna Boxing Club for support and inspiration.

“Boxing as a sport makes me happy, and resilient in the face of adversity,” says Wang. “The pure fact that this is a sport for underprivileged communities has really showed me how strong I can be. I am also lucky to be surrounded by strong and/or queer women in boxing. I relate to these people and they make

me stronger every day.”

Interestingly enough, Wang said she found some fellow boxers in the academy at UIC who concurred that boxing and doctoral studies are not so different.

“You do the work for years, meticulously, with a daily grind that seems insane to some people, to achieve something that fulfills you and hopefully those around you,” she says. “I had always approached my graduate work with a radical lens and wanted to advocate for those who are marginalized. Being an Asian woman in boxing makes me feel like that I too am breaking barriers outside of academia.”

Wang also credits Horn (whom she followed to the U of M to complete her doctoral studies) and fellow students for their ongoing support of her competitive boxing career—even presenting for her when the tournament and an academic conference conflicted.

“I had a wonderful time, thanks to the amazing team I have!” Wang says.

—JULIE MICHENER

DOUG MCGOLDRICK PHOTOGRAPHY, 2023 CHICAGO GOLDEN GLOVES

SAMANTHA MOY GOTTFRIED



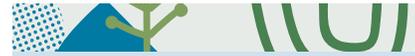
ICD launches new MEd program in early care and education

THE INSTITUTE OF CHILD DEVELOPMENT (ICD) has launched a new MEd degree program in early care and education. This program was specifically designed for individuals who are seeking a master’s degree in early education, without the requirements of the Minnesota state teaching license. This allows for a flexible learning plan that will support leaders in the field of early childhood education.

“I am so excited about the opportunities for professional growth and learning available to our future students following this degree path,” says Ann Ruhl Carlson, the faculty advisor for the MEd program. “I am passionate about the critical work being done in the early childhood field, and want to help students design a course of study that allows them to reach their goals.”

The early care and education program was launched to fill a niche for individuals who may not need or who already hold a state teaching license. This program prepares its graduates for opportunities to support children and families in non-profit community programs, in early childhood policy and advocacy roles, or in leadership roles. The program is also a good fit for international students who are interested in learning about early care and education in the United States, but who do not intend to teach in Minnesota.

Learn more: icd.umn.edu/academics/early-care



NEW GIFTS AND COMMITMENTS

\$50,000 TO \$100,000
Stephen C. Anderson and **Rexel V. Suba-Anderson** added to the Elizabeth B. Anderson Fund.

M. Janice Hogan-Schiltgen and **Robert J. Schiltgen** supported the Dr. Pauline Boss Faculty Fellowship in Ambiguous Loss.

Mary M. Tjosvold created the Margaret W. Tjosvold Student Scholarship and added to the Mary T. International Scholars Fund.

\$25,000 TO \$50,000
The Jacobs Foundation made a gift to the Institute of Child Development.

HERITAGE SOCIETY*
Dr. Dana Fox made a gift to the ICD Alumni Doctoral Fellowship.

Frederic Harwood made a gift to establish the Dr. Stanley Kegler Memorial Scholarship.

**The University of Minnesota President's Club Heritage Society recognizes individuals who have made estate or other planned gifts to benefit the University. To learn more, contact cehdexrl@umn.edu.*

ESTATE GIFTS RECEIVED
The estate of Billie Jo Jones established the Richard Lussier Scholarship.

Includes gifts made between February 17 and June 15, 2023



Announcing new online master's in learning and talent development

LEADING PEOPLE AND PROJECTS in today's organizations requires a multitude of skills, many of which have to do with developing people to be successful in their current and future assignments. To help with this effort, the Department of Organizational Leadership, Policy, and Development (OLPD) is excited to announce the launch of the master's in learning and talent development (MLTD)—a fully online degree from OLPD's world-class Human Resource Development program.

This program is for practitioners who need both knowledge and credentials to support their teams and move forward in their careers. MLTD will prepare students to lead training and development in organizations, assess when various development strategies are needed, and implement and evaluate solutions for organizational change.

Students will gain the capacity to apply appropriate models and methods as part of strategic planning; communicate effectively with large and small groups; quickly assess and distill the necessary skills and knowledge needed in the subjects for which they design and implement training; and develop all the soft skills essential to leaders, including effective emotional intelligence, proactive social awareness, and relationship management. In short, MLTD graduates will have all the skills needed to bring their organizations to the next level.

It is possible to remain fully employed while completing requirements for this degree.

Learn more: z.umn.edu/MLTD



CEHD ranks #16 on U.S. News & World Report's best graduate schools list

CEHD once again had a strong showing on the 2023-24 *U.S. News & World Report's* Best Graduate School annual rankings. Staying in the top 20, CEHD placed 16th among all public education graduate schools in the nation. Among the entire list of 272 schools, both public and private, CEHD ranked in 25th place.

The Institute of Child Development (ICD) has continued its long-standing ranking as the #1 developmental psychology program in the nation. ICD was rated along with other psychology programs as part of the 2023 *U.S. News & World Report's* rankings of the Best Social Sciences and Humanities Schools.

The Department of Educational Psychology continues its legacy of a strong showing, with its special education program named the eighth-best in the nation, while educational psychology was listed in 11th place. Specialty program rankings are based on nominations by education school deans and deans of graduate studies at education schools.

Overall rankings are derived by scoring each school on several distinct factors, including faculty resources, research activity, student selectivity, and quality assessments from peers and other educational professionals.

PEXELS.COM; PATRICK O'LEARY, UNIVERSITY OF MINNESOTA



DEPARTMENT OF CURRICULUM AND INSTRUCTION

☆☆☆☆
Annette Beauchamp
Assistant professor in literacy education
 BS, public policy and management, University of Southern California; EdM, education, Harvard University; MA, English University of California, Irvine; PhD, English and education, University of Michigan with graduate certificates in environmental justice, Latina/o studies, and world performance studies

RESEARCH INTERESTS: *Interdisciplinary studies in literature and the environment, ethnic studies, migrant education, and curriculum studies. Beauchamp's work aims to*

foster inclusive environmental, cultural, and historical literacy

"Environmental injustice affecting BI-POC communities, particularly children, contributes to health disparities, social inequities, climate change, and impacts schooling," Beauchamp notes. "Hence the need for expanding conceptualizations of environmental education and offering opportunities for students across programs to engage with ethnic studies, including BIPOC and multilingual storytelling."

FUN FACT: WHAT ARE YOU READING?
 I am reading *Family of Fallen Leaves: Stories of Agent Orange by Vietnamese Writers*, a collection edited by Charles Waugh and Huy Lien.

☆☆☆☆
Betsy Maloney Leaf
Assistant professor
 BA, dance and English, Gustavus Adolphus College; MFA, dance performance and choreography, University of Colorado; PhD, curriculum and instruction; U of M Minnesota K-12 teaching license: dance and theater

RESEARCH INTERESTS: *The intersection between dance education, culturally relevant pedagogy, and educational policy; social justice in education*

"Much of my current research examines the experience of pre-service arts educators and the ways in which they take on anti-oppressive commitments in arts education," she says. "I mostly use an arts-based approach to research that includes both movement and creative writing."

Maloney Leaf says she is interested in this research trajectory because the field of arts education research, particularly in theater and dance, is underdeveloped. "Most states have some type of standards or requirement for K-12 students to experience art in schools, so having critical research to inform pedagogical and curricular choices in K-12 settings remains vital," she says.

FUN FACT: WHAT IS THE BEST PIECE OF ADVICE YOU'VE EVER RECEIVED?
 Keep showing up.

☆☆☆☆
Ranza Veltri Torres
Assistant professor in mathematics education
 BS, mathematics, University of San Francisco; MA, teaching, University of San Francisco; PhD, curriculum and instruction: mathematics education, University of Wisconsin-Madison

RESEARCH INTERESTS: *The gatekeeper status of math, student narratives as a window to how mathematics identity is shaped throughout children's schooling experiences*

“My research centers student narrativizations and lived experiences around math in response to a call to rehumanize mathematics and research in mathematics education,” she says. “Broadly, my research explores the question, ‘How can we center the voices and experiences of learners as a means to fostering inclusive, equitable, and supportive math learning environments in the elementary classroom, particularly for racially minoritized students?’”

Veltri Torres became aware of how important a student’s social experience and life narrative were in their mathematics identity development. “My own past experiences as a math teacher for nine years in four very different and diverse U.S. cities led me to wonder how my students had developed such different self-perceptions and attitudes about mathematics and about themselves as learners,” she says. “How did they come to learn who they were as mathematics learners and doers, and how did race, culture, socialization, and identity play a part in these self-perceptions about math? My research explores these questions.”

FUN FACT: WHAT DO YOU DO IN YOUR DOWNTIME? In my downtime, I have a highly energetic four-year old who keeps me very busy! I also enjoy finding new swimming spots and hiking. I love food and trying new restaurants (my favorite food is Burmese food, and my fave restaurant is Burma Superstar in San Francisco). I also enjoy doing a lot of DIY home improvement projects—I even taught myself how to do some basic plumbing.

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY



Sam Choo
Assistant professor

BA, special education, Daegu University;
MS, special education, University of Kansas;

BETSY MALONEY LEAF



PhD, special education technology,
University of Kentucky

RESEARCH INTERESTS: Learning disabilities in math, assistive and instructional technology, educational games, math assessment and curriculum development, iterative development, efficacy trials

“My research interests lie primarily in technology-based math interventions,” he says. “Within the area, I am particularly interested in leveraging gaming and multimedia technology for improving early math and problem-solving skills of students with or at risk for learning disabilities in math.”

Choo previously took part in federally funded research projects developing educational games for students with or at risk for learning disabilities in math. He is currently working to incorporate a multimedia-based contextualized math intervention with 3D printing technology for improving the mathematical problem-solving skills of low-achieving students.

“When I was a teacher, many of my students complained about learning and doing math. They felt as if math is just a pile of numbers and symbols and too disconnected from the real world,” he says.

While Choo struggled to engage his students in math, he was fortunate to participate in a federally funded research project to teach math in an innovative way using technology called Enhanced

RANZA VELTRI TORRES



Anchored Instruction (EAI).

“Soon after teaching with the EAI curriculum, I noticed that my students were much more motivated and engaged than they had been,” he says. “In fact, they looked like they were actually enjoying math. After having the firsthand experience to implement the entire math intervention over the course of a school year, I decided to study how technology-based math interventions can help low-achieving, disengaged, and unmotivated students in learning and doing math.”

FUN FACT: WHAT IS THE BEST PIECE OF ADVICE YOU’VE EVER RECEIVED? Read one article a day.



Anne Foegen
professor and chair

BS, mathematics teaching, Winona State University; MA, education, The Ohio State University; PhD, educational psychology with an emphasis in special education, University of Minnesota

RESEARCH INTERESTS: Algebra assessment and learning, development and implementation of brief assessments in mathematics to monitor student progress spanning early numeracy (K-1), the middle grades (6-8), and algebra

As chair of the Department of Educational Psychology, among many responsibilities, Foegen has oversight of general

SAM CHOO



ANNE FOEGEN



department functioning, upholds policies, sets priorities in support of department strategic initiatives, oversees department meetings and the department budget, and guides the leadership team to pursue goals spanning from the program areas to the University system, with the support and collaboration of students, staff, and faculty.

“I am very impressed with the strength of the Educational Psychology Department and the CEHD leaders I’ve interacted with,” Foegen says. “I am excited to join a talented and invested group of scholars and educators as we work together to advance the excellence of educational psychology.”

Foegen has been interested in the intersections between mathematics learning and students with and without disabilities who struggle to learn since the time of her undergraduate work. “As a doctoral student learning about curriculum-based measurement, I was frustrated by the absence of measures for monitoring student progress in middle school mathematics,” she says. “This gap and the need for more students to have success in secondary mathematics has been a driving force in my career. I’m especially passionate about algebra learning, as success in algebra opens doors to post-secondary education and higher-wage jobs.”

FUN FACT: WHAT DO YOU DO IN YOUR DOWNTIME? I enjoy reading, bicycling, and knitting, as well as spending time with family and friends. My current knitting project

HYEJIN HWANG



is a Christmas stocking for my granddaughter, Violet, who was born in April.



HyeJin Hwang
Assistant professor

BS, MS, English Language Education, Korea University; PhD, educational studies with a concentration in literacy, language, and culture, University of Michigan, Ann Arbor

RESEARCH INTERESTS: Language and reading comprehension, content learning, multilingual students, educational technology

Hwang says that comprehension of written or oral text and content knowledge—knowledge about the natural and social world—are crucial for successful learning and critical thinking as individuals and as citizens.

“Research has shown that these two may have a mutually enhancing relationship,” Hwang says. “Providing instructional support that leverages this reciprocal relationship can enhance students’ literacy development and content learning.”

Because she is multilingual herself, Hwang is particularly interested in the comprehension and content learning of multilingual students in K-12, noting that state and national statistics have indicated that multilingual students often receive less support in these areas.

“Additionally, I am interested in exploring the potential of educational technology in providing K-12 students with individual-

HAORAN LI



ized instruction to support their comprehension and content learning, especially for multilingual students,” she says.

FUN FACT: WHAT ARE YOU READING? I am reading two historical novels: *Human Acts* by Han Kang and *The Island of Sea Women* by Lisa Lee.



Haoran Li
Assistant professor in quantitative methods in education

BA, event management, Shanghai University of International Business and Economics; MS, applied psychology, East China Normal University; PhD, research methodology and quantitative methods, Texas A&M University

RESEARCH INTERESTS: Multilevel modeling, statistical methods for single-case experimental designs, measurement development and validation, longitudinal data analysis, categorical data analysis

“My current work focuses on the evaluation and application of advanced statistical methods to deal with various types of data from single-case experimental designs,” he says. “I am also very interested in using multilevel modeling and latent variable modeling to analyze clustered and longitudinal data to solve practical issues in social sciences.”

Li says single-case experimental designs (SCEDs) are becoming more popular in recent years. SCEDs can yield a strong inference about whether an intervention works with a far smaller number of cases than what would be needed to conduct a between-groups experiment.

“Traditionally, applied researchers rely on visual analysis to determine the functional relationship between intervention and outcomes and use a nonparametric approach to evaluate treatment effects,” Li says. He adds that the potential of using statistical modeling tailored to differ-

PHOTOS COURTESY OF INDIVIDUAL FACULTY MEMBERS

ent outcomes and designs in single-case studies can make a great contribution to the statistical rigor of SCEDs, not to mention having a broader impact on the evidence-based practice movement.

FUN FACT: IF YOU COULD INVITE ANY FIGURE—LIVING OR DEAD—TO DINNER, WHO WOULD IT BE AND WHY? I would like to have dinner with Steven Jobs. He reshaped the music industry with iPod, the mobile phone industry with iPhone, and the movie industry with Pixar Animation Studios. I would love to talk to him about how he was able to change the world through constant innovation and amazing vision.

DEPARTMENT OF FAMILY SOCIAL SCIENCE

☆☆☆☆
Ronald Asiimwe
Assistant professor of couple and family therapy

BA, community psychology, Makerere University; MS, marriage and family therapy, Oklahoma Baptist University; PhD, human development and family studies with a specialization in couple and family therapy, Michigan State University, East Lansing

RESEARCH INTERESTS: Multicultural perspectives to study how trauma affects parenting, child/youth outcomes, and overall couple and family relationship functioning in underserved communities in the USA and in Sub-Saharan Africa; measurement and scale validation; the development of systemic family therapy in Africa

“I am particularly driven to these areas with the goal to discover scientifically proven and culturally responsive practices that can help individuals and families in underserved communities negotiate crises; improve parenting, couple, and family relationships; and improve the overall mental and emotional wellbeing of underserved families and communities,” he says.

Asimwe is a recipient of several awards, including the Family Process Institute’s 2022 Dissertation Grant Award, the 2023 New Writers Fellowship from the Family Process Institute, and the 2022 Excellence in Graduate Teaching award from Michigan State University. He is also a former fellow of the Certificate in Leadership program of the American Association for Marriage and Family Therapy (AAMFT).

FUN FACT: WHAT DO YOU DO IN YOUR DOWNTIME? I enjoy playing tennis, traveling, reading and watching comical books or TV shows, running marathons, skiing, watching soccer, and college basketball.

DEPARTMENT OF ORGANIZATIONAL LEADERSHIP, POLICY, AND DEVELOPMENT

☆☆☆☆
Aditi Rajendran
Assistant professor

BBA, marketing and international studies, University of Iowa; MEd with a focus on learning, diversity, and urban studies, Vanderbilt University; PhD, educational policy, organizations, and leadership in P-12 systems, University of Washington

RESEARCH INTERESTS: Racial equity leadership, learning and organizational change, community-based and participatory research, critical and Indigenous theories, school-community relations

“I see my research interests as trying to push against dominant narratives of schooling to reimagine what’s possible,” she says.

Growing up as a child from an immigrant family in an overwhelmingly White, working/middle-class, rural-adjacent community, Rajendran never questioned school. “That felt like an impossibility,” she says. “In that racial isolation, I, like so many kids of color, learned to assimilate, to erase, conform, and contort myself to survive. But it doesn’t have to be that way.”

Rajendran says she’s had the honor and privilege to learn in community with mentors and leaders that refute the premise that the system can’t change. “No, it wasn’t built for us, but we can rebuild it,” she says. “And that’s really been the key to my work. I’m invested in us!”

She wants to advance the agency and self-determination of Black, Brown, and Indigenous peoples to remake these systems based on their hopes, dreams, and visions of justice. “I want our epistemologies and ontologies to be central as we make consequential decisions in education policy and practice,” she says. “And I want to maintain healthy relations that keep us all whole and well as we co-create these new possibilities.”

FUN FACT: WHAT ARE YOU READING? I’m currently reading *Olga Dies Dreaming* by Xochitl Gonzalez.

☆☆☆☆
David Quinn
Rodney S. Wallace Associate Professor for the Advancement of Teaching and Learning

MEd, curriculum and instruction, University of Nevada, Las Vegas; EdM, education policy and management, Harvard Graduate School of Education; EdD, education policy, leadership, and instructional practice, Harvard Graduate School of Education

RESEARCH INTERESTS: Educational inequality by race and class, teachers’ racial attitudes and biases, “achievement gap” discourse effects, framing effects on support for racial equity in education policy, seasonal learning patterns

“My current work focuses on the equity implications of the discourses we use in policy discussions, in research, in the media, and in schools,” he says.

Quinn says that racial equity in education is often framed around “closing the

RONALD ASIIMWE



ADITI RAJENDRAN



DAVID QUINN



EMMANUEL BONNEY



CANDACE HOGUE



achievement gap.” However, a growing number of scholars argue that this frame perpetuates deficit mindsets by focusing on student outcomes rather than on the structural injustices that continue to shape those outcomes.

“Using randomized experiments, I’ve shown that the ‘achievement gap’ framing magnifies racist stereotypes and depresses the extent to which the public prioritizes racial equity in education,” Quinn says. “In work currently in progress, preliminary results suggest the ‘opportunity gap’ framing may be more productive at building support for racial equity efforts.”

FUN FACT: WHAT IS YOUR FAVORITE WEBSITE? CEHD.umn.edu!

SCHOOL OF KINESIOLOGY

☆☆☆☆
Emmanuel Bonney
Assistant professor

PhD, physical therapy, University of Cape Town, South Africa

RESEARCH INTERESTS: Brain and motor development in both typical and atypical populations, including developmental coordination disorder and autism spectrum disorder; the biological and behavioral aspects of these developmental disorders as well as the impacts of specific cultural contexts around the world; global health; health disparities both within and outside of the United States

Bonney says that research on developmental disorders, and autism in particular, is typically focused on developmental domains such as social communication, language, or cognitive development with secondary focus on motor domains, despite the high prevalence of motor impairments in these conditions.

“I think motor development is an important developmental process that can be harnessed to change the lives of individuals with developmental disorders,” he says. “I am motivated by understanding the links between early movement experiences and later developmental and health outcomes.”

FUN FACT: IF YOU COULD INVITE ANY FIGURE—LIVING OR DEAD—TO DINNER, WHO WOULD IT BE AND WHY? Nelson Rolihlahla Mandela. Nelson Mandela was the first Black president of South Africa and a true campaigner of equality and justice. His life and values are a great source of inspiration to me and having dinner with him would give me the opportunity to learn more about his personality and leadership qualities. I would specifically ask him to share with me two important lessons he learned from spending 27 years in prison and how those ideas impacted the rest of his life.

☆☆☆☆
Candace Hogue
Assistant professor of sport and performance psychology

MSE, psychology of health and physical activity, University of Kansas; PhD, health education and the psychology of physical activity, University of Kansas

RESEARCH INTERESTS: Performance stress and motivation in sport and other physical activity-based contexts, coaching education and life skill development for participating athletes

“What I love about sport and performance psychology is that we have the opportunity to help participants learn valuable and important life skills through their engagement in physical activity,” she says. “Some of these skills include learning how to work well with others and manage and utilize performance stress in order to get the most out of sporting experiences.”

Hogue says she enjoys the opportunity to help leaders, including coaches, fitness instructors, and PE teachers, develop a passion for physical activities in the participants they lead. “We all know the benefits of living a physically active lifestyle,” she says. “I love this job because I get to help others, both indirectly and directly, live their happiest and healthiest lives.”

FUN FACT: WHAT IS THE BEST PIECE OF ADVICE YOU’VE EVER RECEIVED? Work hard and be kind. ☺

An expanded version of this story can be found at connect.cehd.umn.edu.

PHOTOS COURTESY OF INDIVIDUAL FACULTY MEMBERS

Tania D. Mitchell named new chair of OLPD

THE DEPARTMENT of Organizational Leadership, Policy, and Development (OLPD) has announced that Tania D. Mitchell will serve as the next chair of the department. As chair, she not only oversees the administration of the department but guides ongoing development and implementation of department programs, initiatives, policies, and goals.

Mitchell is an associate professor of higher education in the department and serves as the coordinator of graduate programs in the higher education track in OLPD. Her teaching interests include social justice theory; civil discourse; public service; leadership; college student development; action research methods; and the pedagogy, philosophy, and practice of community engagement in higher education.

An internationally recognized scholar in service learning and community engagement, Mitchell was recognized with the 2019 Diversity, Equity, and Inclusion Award and the 2022 Publication of the Year Award from the International Association for Research on Service Learning and Community Engagement. Mitchell's research also explores leadership education and development, and the experiences of minoritized students. She serves as an asso-



ciate editor of the *Review of Higher Education* and the U of M included Mitchell in the first class of McKnight Presidential Fellows (2017-20).

Mitchell is a scholar-practitioner who has taught at Stanford University, Mills College, California State University Monterey Bay, and the University of Massachusetts. In her time at

the U of M, she has been an active member of the Faculty Consultative Committee of the University Senate, a member of the Core Curriculum 2025 committee considering the redesign of the undergraduate general education curriculum, and served as chair of the Faculty Steering Committee for the University's undergraduate leadership minor. She holds a BA in political science and communications from Baylor University, an MS in higher education and student affairs from Indiana University, and an EdD in student development from the University of Massachusetts.

"I'm very excited about the opportunity to serve the department and the college as the chair of OLPD," Mitchell says. "We are a diverse and dynamic department that makes significant impacts in the college, University, community, and our respective disciplines through leadership, scholarship, and our work preparing students for leadership in various organizational contexts."

Upcoming events

Homecoming Pre-Parade Party and Parade

Friday, September 29

Gather with the CEHD community for Homecoming events with fun, friends, and food.

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

CEHD Reads

Thursday, October 5

CEHD Reads is part of the college's First Year Experience Program, and the 2023-24 selection is *Disability*

Visibility. The public is invited to attend a panel discussion and moderated conversation with the book's editor, Alice Wong, at 6 p.m. at the Ted Mann Concert Hall, or virtually/on Zoom.

► Info: cehd.umn.edu/reads

CEHD Book Week: A celebration of children's literature

Thursday, October 26

Award-winning author and illustrator Jason Chin will discuss how creativity, art, and science intersect in his work. He will focus on his latest book, *The Universe in You: A Microscopic Journey* [ALA Notable; Hornbook Fanfare; Kirkus

and SLJ Best Book of the Year], sharing his creative process and the science of the very small. The public is invited to attend at 5:30 p.m. at McNamara Alumni Center, or virtually/on Zoom.

► Info: cehd.umn.edu/book-week/#rsvp

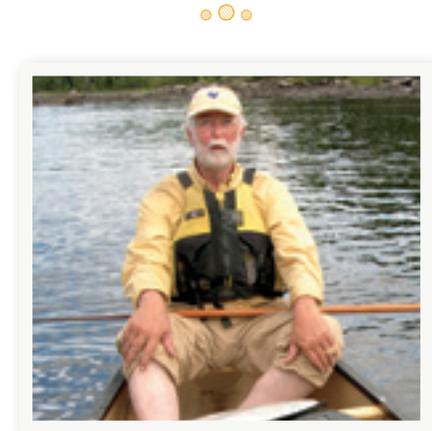
CEHD update with Dean Rodriguez

Thursday, November 2, 3:30-4:15 p.m.

Zoom
Alumni and friends are invited to hear an update from Dean Michael C. Rodriguez to learn what's new at CEHD.

► Info: cehd.umn.edu/events/town-hall

In Memoriam



TERENCE G. (TERRY) COLLINS, who served as interim dean of CEHD when it was first formed, died on May 11, 2023. He was 77 years old. Collins received his undergraduate and PhD degrees at the University of Minnesota and worked at the U for more than three decades as a faculty member and administrator. He was a professor of writing and literature and director of academic affairs in the General College before serving CEHD as interim dean. Collins was a first-generation college student and spent much of his career committed to creating access and equity for students to receive the same high-quality education he had enjoyed. He felt he was joyously lucky in his three daughters, including Molly Rojas Collins, currently a senior teaching specialist in the School of Social Work.

Full obituary: z.umn.edu/Obit_Collins

BELMAR GUNDERSON, a former faculty member in the School of Kinesiology and the first director of the University of Minnesota Women's Athletics Department, died on May 15, 2023. She was 88. Gunderson came to the U of M in 1962 as



a faculty member and coach in the Department of Physical Education for Women, a core component of what is now the School of Kinesiology. In 1975, she became the first director of Women's Intercollegiate Athletics before the men's and women's programs merged. Gunderson helped lay the foundation for future generations of student-athletes by introducing scholarships, advocating for increased funding, and initiating 10 women's varsity sports. Gunderson was given numerous awards throughout her career, including the Minnesota's M Club Hall of Fame in 2003 and the MN National Girls and Women in Sports Day Legacy Award in 2020.

Professor Emeritus **WILLARD (BILL) HARTUP** died on July 8, 2023, at the age of 95. Hartup was recruited to the Institute of Child Development (ICD) as an associate professor in 1963 after eight years at the Iowa Child Welfare Research Station (University of Iowa) and was quickly promoted to the rank of professor in 1964. His groundbreaking work in the experimental study of peer relationships in children changed the face of relationships research, highlighting the importance of non-familial relationships in individual development. Hartup was an influential leader in both the department and field. He served as associate director of ICD from 1964-71 under the leadership of Harold

Stevenson, and assumed the director role in 1971, which he held for 11 years. Hartup served in numerous leadership roles in the professional organizations of the field, including as president of APA Division 7 (Developmental Psychology), president of the Society for Research in Child Development (SRCD), president of the International Society for the Study of Behavioral Development (ISSBD), and as editor of the journal, *Child Development*. His profound impact was recognized by the APA Division 7 Award for Distinguished Contributions to Developmental Psychology (formerly the G. Stanley Hall award) in 1991 and he was bestowed the highest award given to faculty at the University of Minnesota, the Regents Professorship (1993). Hartup retired in 1997 and continued to be a lifelong champion of ICD and the Child Development Laboratory School as an emeritus professor.



The SRCD (z.umn.edu/SRCD_Hartup) and ISSBD (z.umn.edu/ISSBD_Hartup) have archived oral history interviews with Hartup addressing his scientific career and influence in the field. *Contributions may be made in Hartup's memory to the Child Development Laboratory School Fund in Memory of Shirley G. Moore, University of Minnesota, P.O. Box 860266, Minneapolis, MN 55486-0266 or by going to z.umn.edu/Lab_School.*



Helping girls reach their full athletic potential

Online tool Coaching HER takes aim against biases and inequalities in girls' sport

LAST YEAR SAW the celebration of a half-century of the impact of Title IX, passed into law on June 23, 1972. Title IX prohibits sex-based discrimination in any school or educational setting that receives government funds. The passage of the act led to a dramatic increase in the number of girls participating in school-based sports.

Even though much progress has been

made due to Title IX, girls still face many challenges and barriers in athletic activity. Research shows that girls have fewer resources and opportunities to be physically active and tend to enter sports later and drop out earlier as compared to boys. Additionally, estimates are that more than 75 percent of girls aged 11 to 17 do not get enough physical activity to

accrue health and developmental benefits, and the COVID-19 pandemic only exacerbated the problem. One question remained consistently unanswered and underfunded—how do we collaborate to remove barriers and increase supports to keep girls physically active?

Back in the fall of 2019, sportswear giant Nike approached Dr. Nicole M. LaVoi to discuss a potential partnership and answer that question. LaVoi is the director of the Tucker Center for Research on Girls & Women in Sport. Based in the School of Kinesiology, the Tucker Center is a pioneering thought leader in the field and often sought out to help design action-oriented, evidence-informed solutions.

Nike noted a 2018 Tucker Center report that demonstrated girls are more likely to drop out of sports when they internalize gender biases and stereotypes. Bolstering their confidence would go a long way toward keeping them in athletics. This was the common goal Nike and the Tucker Center looked to achieve.

“The values and mission of the Tucker Center and my colleagues on the Social Community Impact Team at Nike were aligned to have the chance to make a real impact for girls in sport,” LaVoi says. “Many ideas were discussed and we landed on what became Coaching HER. That was our starting point, and we have never looked back.”

COACHING HER

Coaching HER is a free, online, and interactive coach education program. “Coaches are extremely busy people,” says Anna Goorevich, a research assistant at the Tucker Center. “Having an online education program with short, flexible, and impactful sessions is something that Coaching HER does differently than other coach education programs, which may require coaches to pay out of pocket and attend in-person.”



▲ Dr. Nicole M. LaVoi is director of the Tucker Center for Research on Girls & Women in Sport and the product owner of Coaching HER.

Courtney Boucher, assistant director for research and programming at the Tucker Center, says the goal is to have as many coaches as possible take Coaching HER. “Each module is designed to be interactive and can be completed in just 20 minutes,” she says.

The program is focused on providing coaches with the tools they need to effectively keep girls in sport. “Coaching HER allows the coach to be in the driver’s seat by creating their own learning journey,” Boucher says. “All coaches will learn sequenced foundational information specific to coaching girls and then be able to focus on areas where more help or knowledge is needed.”

LaVoi is the product owner of Coaching HER and Boucher serves as its program manager, working with LaVoi and overseeing module creation, development, web components, and dissemination.

RECOGNIZING BIAS

What makes Coaching HER a unique program is that it addresses the ways in which girls are layered in gender bias or stereotypes, Goorevich says. “Too often in the coach education world, discourses around ‘how to coach girls’ are dominated by preconceived notions or limiting beliefs

IMAGES COURTESY OF COACHING HER

TJ TURNER



THIS IS WHY I GIVE

MARY BETH BARRY (BS '83) is happiest when living out her values. If she finds purpose and meaning in something, she'll stick with it. She has been inspiring learners to find their own purpose as a physical education teacher at her alma mater, DeLaSalle High School, for 38 years. “It’s a privilege to watch my students grow and use their talents to make a difference,” she says.



Barry has also been loyal to the Tucker Center for Research on Girls & Women in Sport since its inception three decades ago. The Tucker Center—the first of its kind—has become the preeminent resource for those who support and care about girls’ and women’s ability to have safe and fair access to sports, including school districts, university athletic departments, coaches, and families.

She was taking continuing education classes at the U of M in the early 1990s when she

had Dr. Mary Jo Kane as a professor. Kane, the Tucker Center’s founding director, impressed Barry with her drive, confidence, and “sass” to use research and data to correct inequities for women and girls in sport. Barry attended the center’s first distinguished lecture (and almost all since) and left inspired and motivated to make a difference.

“Their research is exceptional!” says Barry. “It provides me with the data to make sound decisions that impact the quality of my students’ lives.” She also has participated, along with her students, in the center’s signature programs. In 2000, DeLaSalle was one of the first schools to hold the “Image is Everything” workshop on equitable media treatment. Today, Barry is finding value in the new Coaching HER training, developed by current director Dr. Nicole M. LaVoi.

Barry has long been a financial supporter of the center as well. She emphasizes she’s an “investor” because she’s seen how the center continues to be inclusive and push the needle, and she can see the dividends of her investment.

“As an educator, you want to grow and develop to meet the changing needs of our society,” she says. “You also want to make sure you stay true to your mission and values. The Tucker Center has absolutely done that since the start and I am confident that it will continue to do so.”

—ANN DINGMAN

of girls' abilities and personalities," she says. "That can have harmful impacts on girls' sport experiences. Coaching HER directly helps coaches acknowledge subconscious gender biases to help make sport experiences more enjoyable, safe, and empowering for all athletes."

Coaching HER begins by creating awareness about how gender stereotypes and bias both consciously and unconsciously influence coaches and their attitudes.

"Everyone has bias," Boucher says. "But when coaches increase their awareness and break down biased thinking, they can then work to minimize the harmful



impact of stereotypes and bias on the girls they coach. We believe that all girls deserve coaches who help them succeed and thrive in sport and physical activity."

The feedback received so far from coaches using the tool has been overwhelmingly positive. "Coaches have enjoyed interacting with the content and have reported learning about their own gender biases and how those biases may influence the way they coach," Boucher says.

"I'm excited for coaches to continue to reflect on their role in making the sporting landscape better for girls and women, because what is good for girls and women

is good for everyone."

Goorevich says she is excited about the program's potential for growth. "The foundation modules are currently live, but we are busily creating new content to address specific experiences and needs that come with girls' sporting lives, such as menstrual health, body image and body confidence, and mental health," she says. "Coaching HER is dynamic and constantly evolving."

LaVoi says she sees Coaching HER's product line growing to impact many different populations of girls and women, such as college athletes, masters athletes, mothers, and women coaches.

"My hope is Coaching HER is the place to go for credible, high-quality, free information for those who care about coaching girls and women," she says. "My hope is every sport club, team, school, and sport federation has Coaching HER as part of its coach education program. My hope is every coach developer or textbook about sport coaching contains mention to or content about Coaching HER. Ultimately, my hope is that gender bias and stereotypes about girls and women in sport become a relic of the past and that all individuals who are female identifying enjoy a sport culture where they are safe, valued, and supported to become their best selves."

LaVoi adds that she is particularly grateful that Nike has provided the Tucker Center with this opportunity to accelerate systems change together. "Coaching HER represents the best of what can transpire from an academic-industry partnership and collaboration," she says. "I had the vision and expertise for Coaching HER content creation, but without the support and belief of Nike, it would never have been developed."

—KEVIN MOE

Learn more: coachingher.com

IMAGES COURTESY OF COACHING HER



'A powerful experience'

2023 LEAD conference points the way to disrupting racial inequities in schools

A SOLD-OUT CROWD of more than 400 educational leaders from across the state packed the McNamara Alumni Center in early August for the second-annual Leading in Equity, Action, and Diversity (LEAD) for PreK-12 System Improvement conference. Each one of those leaders walked away with the tools and commitment necessary to disrupt pervasive racial inequities in schools and improve student opportunities, experiences, and outcomes.

Attendees were treated to three keynote speakers this year. Leading off the two-day conference was Dr. Decoteau J. Irby, an associate professor at the University of

Illinois Chicago. In "Getting Past Stuck: Organizing Schools to Eliminate Racism," Irby focused on three key components: Racial Equity Improvement, Organizational Capacity, and Leadership Practice. To "move the school toward its preferred future," all three elements are necessary and it's necessary that they are working together. You cannot disrupt radicalized systems and create more expansive opportunities without having the resources available to do so.

Kareem Weaver, the co-founder and executive director of FULCRUM, presented "The Quiet Parts Out Loud: Politics,

Assumptions, and Literacy Growth." In this keynote, Weaver recognized the conference was about equity, but he said he wanted to challenge the audience a bit and push its thinking. "You probably won't hear too much from me about equity," he said. "It's not the end all be all. Without excellence, your equity doesn't matter. That's like me being in the back of the bus and you being three steps ahead of me and we are going over a cliff. We've got to get the bus on course and then we can talk about disproportionality."

Weaver said excellence is compelling. It's gripping. "It does something to the spirit," he said. "If that's not part of the standards, then the whole thing is a con game."

Dr. Darrius Stanley, an assistant professor in the Department of Organizational Leadership, Policy, and Development at CEHD, gave the final keynote on day two: "Community Engaged Lead-

MARJAN SAMADI



THIS IS WHY WE GIVE

“ALL BOOKS ARE BANNED for someone who can’t read,” explains Jane McDonald Black. Through their JAB Foundation, Jane and her husband Archie Black are confronting literacy disparities and building equity. Their passion stems from the reality that reading skills are associated with educational success, job attainment, and key determinants of mental health.



Unfortunately, reading performance of 13-year-olds in the United States has hit the lowest level in decades, according to test scores released in June from the National Assessment of Educational Progress. Here in our state, Minnesota Comprehensive Assessment results indicate less than 50 percent of students met or exceeded grade-level standards for reading, with even worse numbers for specific populations. While there is broad consensus on the best way to teach reading, it has not been widely adopted in teacher preparation programs or in schools. Archie, who is

CEO of SPS Commerce, says, “As a state, we need a ready workforce, and companies can’t teach reading to their employees.”

Jane is working on the literacy crisis on the Hunt Institute Path Forward Literacy Team for Minnesota, which convenes community leaders to advocate for the science of reading. The team includes Dean Michael C. Rodriguez as well as representatives from the Minnesota Business Partnership, Professional Educator Licensing and Standards Board, and EdAllies. The group’s composition intentionally promotes coordination among the various nonprofit, governmental, and education stakeholders. While neither Jane nor Archie are U of M alumni, they recognized CEHD’s expertise and national prominence in this area.

Data is important to Jane and Archie—they both have accounting backgrounds—and their first investment in CEHD was to support an inventory of what reading programs are currently in use across Minnesota and their relationship with student achievement. The study, led by the Center for Applied Research and Educational Improvement, will result in a statewide database of curriculum, instruction, and assessments used by Minnesota school districts and an analysis of outcomes as well as disparities within and across districts.

JAB Foundation’s additional gift to sponsor the LEAD conference is helping to sustain momentum and align efforts among PreK-12 educators and administrators, while keeping the focus on students. “Our children are our future, and there is nothing more important than their ability to read,” Jane says. “Literacy is the best avenue to empower students to create their equity.”

—ANN DINGMAN

ership: A Call to Action for Educational Leaders.” He explained to the audience what he meant by community. “It’s about looking outside the door to see your greatest resources,” he said.

Stanley cited Barrow Hill School in Leon County, Florida. It was a school self-sustained by the Black community. The land was donated by a nearby church, area carpenters built it, and local mothers cooked the food. “It is an example of how a village can lead a school space,” he said. “How were they able to prepare and educate people? How did they make it happen? Because the resources existed in the community.”

SESSIONS RUN THE GAMUT OF EDUCATIONAL EQUITY

In addition to the keynotes, attendees had 16 breakout sessions to choose from, as well as a legislative roundtable featuring Minnesota Commissioner of Education Willie Jett, Representatives Heather Edelson and Cheryl Youakim, Senator Zach Duckworth, and Kim Gibbons, the director of the Center for Applied Research and Educational Improvement.

The breakout sessions had something to offer everyone. Those interested in math instruction checked out Department of Curriculum and Instruction (C&I) Associate Professor Lesa Clarkson with former C&I grad student and now assistant professor at the University of Wisconsin Osh Kosh, Fawnda Norman, at “An Equity and Excellence Framework for Mathematics” on day one and/or “Eighth Grade Algebra? YES!” on day two. Currently, Minnesota is the only state that requires algebra in

eighth grade, but many students struggle because they were not properly prepared. “The kids aren’t failing, the system is failing,” Clarkson said. She offered some strategies for educators, including knowing what the current standards and benchmarks are and evaluating the curriculum and resources regarding those standards.

Literacy educators found an intriguing topic with Department of Educational Psychology Assistant Professor Kirsten Newell’s session on “Reading Screeners for Bilingual Learners.” Reading screeners are assessments on how a student is progressing in reading skills. Unfortunately, most of them are not ideal for bilingual students. Publishers don’t have a financial reason to create materials for those learners, Newell explained.

“I would advocate for schools to create their own materials,” she said. “They can start by finding a passage or book in that target language and have kids read it and see how they are doing.” Educators could also take a page from Stanley’s presentation and seek resources from the community. “Get some parent experts in that language and community and get language samples from that,” Newell suggested. “Let’s build our own norms.”

In 2021, Minneapolis became one of the first public school districts to require an

ethnic studies course as a graduation requirement. In “What Students and Science Say about Ethnic Studies,” Minneapolis Public Schools Assistant Principal Lisa Purcell, K-12 Social Studies and Ethnic Studies Content Lead Brandy Siddiqui, Institute of Child Development (ICD) research fellow Elizabeth Fajemirokun, ICD doctoral student Mirinda Morency, and ICD doctoral candidate Sarah Gillespie discussed Project UNITE, designed to gauge students’ identity development, academic achievement, and well-being in the wake of the new course requirement. “We found a number of positive impacts,” Gillespie said, and among these “students were much more inspired to embrace diversity.”

More information about Project UNITE, as well as a Racial Identity Development Toolkit for Teachers, is available online (tinyurl.com/ridkit).

FEELING INSPIRED

For attendees, the 2023 LEAD conference gave them a wealth of ideas for their schools. “In the climate we live in, it’s good to be surrounded by so many excellent equity leaders and thought partners,” says Delon Smith, the director of equity and innovation at Roseville Area Schools. “The keynote speakers were knowledgeable, engaging, and helped confirm the direction

our district is heading. I leave this year’s conference with concrete ideas on how to further engage our students so we can do as Whitney Houston has instructed, “teach them well and let them lead the way.”

“The LEAD Conference was full of excitement, positive energy, and a collective commitment to identify viable ways to meet the needs of learners across the state of Minnesota,” says Lisa Sayles-Adams, superintendent of Eastern Carver County Schools.

Roseville Area Schools Assistant Superintendent Melissa Sonnek called the conference a powerful experience. “As I walked into the room, I was struck by the number of educational leaders, whom I deeply respect, from across the state all gathered in one place to learn together,” she says. “It is a testament to the high-quality learning provided to practitioners. I left feeling inspired to lead in equity, action, and diversity. My hope is if the LEAD conference does what it intends to do, years from now across the state of Minnesota no identity marker, especially race, will be a predictor of achievement.”

—KEVIN MOE

Learn more: cehd.umn.edu/LEAD



MARJAN SAMADI



► Opposite page, left: Policy Panel on day two with (left to right) Dean Michael C. Rodriguez, Minnesota Commissioner of Education Willie Jett, Senator Zach Duckworth, Representative Cheryl Youakim, Center for Applied Research and Educational Improvement Director Kim Gibbons, and Representative Heather Edelson; right: A packed audience of 400 state educational leaders attend the second-annual LEAD conference at McNamara Alumni Center.

Minnesota's FIRST LADY OF CIVIL RIGHTS

Honoring Dr. Josie R. Johnson's U of M legacy | by Kevin Moe

BY THE TIME SHE ARRIVED at the University of Minnesota in an official capacity in the late 1960s, Josie R. Johnson already had an extensive and impressive resume. She began early as an active participant in the civil rights movement while still a teenager. At age 14, she helped her father collect signatures for an anti-poll tax petition in Houston, Texas, her hometown.

Later, armed with a BA in sociology from Fisk University and an MA in education from the University of Massachusetts, she became a lobbyist in 1956 and was a force behind passing anti-discrimination laws in Minnesota. Throughout the 1960s, she fought tirelessly for equity in housing, education, and voting rights. In 1967, she served as acting director of the Minneapolis

Urban League and became a mayoral aide in Minneapolis in 1968, working as a legislative and community liaison.

FIRST BLACK REGENT

In the fall of 1969, Johnson became one of the founding faculty members of the Department of Afro-American and African Studies at the University of Minnesota. “Josie pioneered its courses on ‘Black Families in White America’ and ‘Black People and the Welfare System’ and she brought to this campus leading national scholars to enrich the intellectual interchanges and broaden our perspectives and our attitudes toward public policy,” says Professor Emeritus John Wright.

The department was created out of a

response to challenges brought forth by the Afro-American Action Committee (AAAC), of which then-student Wright was a part. “Eight months of fruitless task force deliberations led AAAC, in an act of non-violent civil disobedience, to take over Morrill Hall in January of 1969, and from there to a negotiated settlement amid a frenzy of media coverage,” Wright says, noting the support the group received from Johnson. “Josie Johnson was one of the standout community presences who nurtured and counseled us in our efforts to more fully democratize this campus.”

Johnson’s time in the Department of Afro-American and African Studies was short lived, but to the benefit of the U systemwide. In 1971, Minnesota Gover-



nor Wendell Anderson reached out to her to serve on the University’s Board of Regents, the first-ever Black person to do so. She served with distinction until 1973, focusing her time on student affairs, health sciences, and executive operations.

“Josie is an incredible combination of intelligence, knowledge, courage, and strength, with a heavy dose of compassion,” says Wenda Moore, who replaced Johnson on the Board of Regents as its second Black member. “That’s why Anderson thought of her immediately for the Board of Regents.”

Moore, who later became Board of Regents chair, the first Black person in that role, says Johnson helped pave the way.

“She had been forthright in owning her space and she did that before I got there,” she says. “As the only person of color and one of three women out of 12, it wasn’t an easy group to get to know and sometimes to work with. The fact that Josie had been there made it easier for me.”

AN INSPIRATIONAL LEADER

After working for a few years in Colorado and down south, Johnson, now with a doctorate in educational administration from the University of Massachusetts, returned to the University of Minnesota in 1987. She became a senior fellow at the Hubert H. Humphrey School of Public Affairs and at the College of Education. From 1990 to 1992, she was the diversity director of the All-University Forum before being named associate vice president for multicultural affairs. This was around the time when Robert Bruininks, U president and professor emeritus, had his first meet-

ing with her. He had just been named dean of the College of Education.

“I was leading the college through a strategic planning process and we had made advancement of diversity and inclusion a core value and priority in the college plan,” he says. “Dr. Johnson was seeking to make this core University value an important aspect throughout the campuses of the University of Minnesota. I’m proud to note that Dr. Johnson made frequent reference to the college efforts in leading this priority of her office. She is truly a selfless leader.”

Bruininks says Johnson always presented herself as warm, engaged, committed, and optimistic. “Her smile and embrace of others ‘lights up the room’ and makes you want to achieve the same results in your next opportunity in engaging with others. She inspires and she is inspirational,” he says. Referencing management researcher Robert Greenleaf’s work, Bruininks believes Johnson truly encapsulates the



MARTY NORDSTROM; UNIVERSITY ARCHIVES

ERIC MILLER; UNIVERSITY OF MINNESOTA

◀ Opposite page at left: Dr. Josie R. Johnson with two other Minnesota delegates at the 1963 March on Washington, D.C. At right: In 1971, Johnson is the first Black person to sit on the U of M Board of Regents. Above: Johnson recognized by the Board of Regents in 2023.

construct of a servant leader. “Servant leaders embrace a calling to serve others beyond self, and through their example, they also inspire others to serve as servant leaders,” he says. “You see this quality in her commitments, in her mentorship of others, and the causes that have occupied her attention and her life’s commitments.”

An inspiring example of her mentorship, Bruininks notes, was the appointment of Robert Jones, who served later as a University of Minnesota Senior Vice President and now is chancellor of the University of Illinois. Jones is highly recognized in the Minneapolis-St. Paul community, state, and nationally.

Bruininks recites words from the poet Maya Angelou that he believes captures the essence of Johnson: “A great soul serves everyone all the time...It brings us together again and again.”

“Dr. Josie Johnson is a great soul that continues to remind us to work harder and together to achieve a prouder society that maximizes freedom and opportunity,”

“She has set a standard of leadership and it's there for all to follow.”

he says. “She has led and inspired the hopeful journey for freedom, justice, and opportunity.”

Tabitha Grier-Reed, CEHD’s associate dean for graduate education and faculty development, also describes Johnson by way of Angelou, as she recently picked up a

book about 50 ways to spread hope, featuring the famed author. “For Josie, the political was personal, and as a Black woman, I too exist at that intersection of the personal, political, and professional,” she says. “Experiencing someone like Josie navigate these sometimes crushingly disappointing intersections

with such aplomb, grace, righteous anger, fierce intelligence, fortitude, and foresight gives me hope and a powerful example to model my own spirit after.”

Grier-Reed says what she finds intriguing about Johnson is the mix of the ordinary and the extraordinary. “I knew of her before I met her. She was legendary at the U,” she says. “In many ways I experienced her as larger than life until I actually saw and met her with her diminutive stature.

In person she felt so ordinary—in the best, most human, and accessible way. I think what is most unique about Josie is that powerful cocktail. The extraordinary is truly awesome, giving me the feeling that I am in the presence of greatness, but the ordinary is so accessible, giving me the feeling that I am worthy of being in the presence of greatness.”

MAKING A BETTER COMMUNITY

Johnson retired from the U in 1996, but her contributions remain. Through the Common Ground Consortium (CGC) in CEHD (see page 22) and the Josie Robinson Johnson Fellowship in the Humphrey School, she has made college education possible for many U students. Johnson founded the CGC with dean William Gardner, Professor Jean King, and nine Historically Black Colleges and Universities with support from the Bush Foundation. Since 1989, it has offered support for graduate studies. The fellowship, established in 2018, supports students who have specific interests in addressing racial inequalities and injustice.

Kania Johnson, ’21 MPP, was the first student to receive the fellowship. “It was truly an opportunity of a lifetime to allow

me—a first-generation college student—to pursue my dream of making our systems supportive, inclusive, and reflective of the needs of Black, Brown, Indigenous, and other people of color,” she says. “As a result of the fellowship, I was able to pursue my passion for education and maternal health, and my search for interventions and pathways that ensure Black people and other people of color thrive.”

Kania Johnson describes Josie Johnson as a force—a true embodiment of a leader. “A leader who knows that the strength and success of a community, of a people, comes from building their capacity and supporting them to understand themselves and their potential,” she says. “When students like me receive support in the honor of someone like Dr. Johnson, that isn’t all we receive, we receive her lessons, her values, her contributions, so that we may bring them into our own hearts and apply them to the communities and things we’re passionate about. Josie’s legacy is one that gives and will continue to give. It’s truly a reflection of her.”

the School of Social Work, was a recipient of the award in 2013. “The award ceremony was the first time I had met Josie in person; however, I have always been familiar with her work and legacy,” he says. “It would be disingenuous if I didn’t mention my long-standing concerns about the neoliberalization of higher education; and, finding radical mentors, who have ‘walked-the-talk,’ are few and far between. Josie has been one of those principled leaders who have struggled tirelessly for the oppressed on our campus and beyond.”

HONORING HER LEGACY

To honor Johnson’s legacy, the U’s Office for Equity and Diversity established the Dr. Josie R. Johnson Human Rights and Social Justice Award to recognize faculty, staff, and students who exemplify her commitment to creating respectful and inclusive living, learning, and working environments.

Nate Whittaker, a teaching specialist in



COURTESY OF THE FAMILY OF DR. JOSIE R. JOHNSON

ERIC MILLER, UNIVERSITY OF MINNESOTA; BRUCE SILCOX, COURTESY HUMPHREY SCHOOL OF PUBLIC AFFAIRS

This year, Johnson received the University of Minnesota Regents Award, one of the highest honors the U bestows. The award recognizes those who demonstrate exceptionally valuable and meritorious service to the University. A special luncheon honoring her life and achievements took place at the McNamara Alumni Center in March.

The award “...acknowledges Dr. Johnson’s direct contributions to the Univer-

sity and society at-large, contributions that have lasted and that continue to guide the University community to never waver in establishing more just, equitable, and welcoming communities.”

Moore says there is nobody else in the community like Johnson. “I am grateful for everything she did to make this a better community, a better Twin Cities, and a better state, not only for me and my children, but my grandchildren and everyone else,” she says. “Josie has worked for everybody, whatever color, whatever religion. She has set a standard of leadership and it’s there for all to follow.”



For more information, including two videos of Dr. Josie R. Johnson’s life and University achievements, visit z.umn.edu/common-ground or scan the QR code.

Advancing BLACK INTELLECTUALISM

The Common Ground Consortium carries on a 400-year tradition | by Kevin Moe

AMONG DR. JOSIE R. JOHNSON'S greatest achievements at the University of Minnesota was the founding of the Common Ground Consortium (CGC). Through the guidance of Dr. Johnson, then-dean William Gardner, and Professor Jean King, the CGC was established in 1989 initially to recruit and support Black graduate education students through their advanced academic journey. In recent years, under Associate Dean for Undergraduate Education, Diversity, and International Initiatives Nicola Alexander's leadership, the CGC has expanded its impact through an annual Advancing Black Intellectualism conference, promoting and honoring Black scholarship throughout the world.

For the past 35 years, the CGC has taken a leading role in carrying on the tradition of Black intellectualism through supporting scholars and sharing perspectives and ideas across space and context.

WHAT IS BLACK INTELLECTUALISM?

"Black intellectualism is fundamentally transgressive," says Tabitha Grier-Reed, CGC alum and CEHD's current associate dean for graduate education and faculty development. "Black intellectualism, to me, represents a transgression that is liberating and liberatory, even under the most oppressive conditions.

In their book, *The Black Intellectual Tradition: African American Thought in the Twentieth Century*, authors Derrick P. Alridge, Cornelius L. Bynum, and James B. Stewart note that Black people have viewed education as a form of resistance and liberation since enslaved Africans first came to the Americas in the 1600s. They strived to

learn to read and write in the language of their oppressors, which was considered a criminal act at the time, Grier-Reed notes.

After emancipation, Black people began building their own schools, setting in motion a tradition of reaching for societal advancement through educational attainment. "Throughout the twentieth century, they made great strides in education," Alridge, Bynum, and Stewart write, adding that Black colleges and universities were established, education as a profession provided a solid foundation for the rise of a Black middle class, and Black people reaffirmed the value of education as a form of liberation.

Along with the foundation of many Historically Black Colleges and Universities (HBCU), thousands of Black literary societies sprang up, following in the footsteps of similar societies begun in the 1830s by free Black people in the North. No matter their location, however, they all had a similar purpose, a place for Black people to read and to discuss and debate the prominent issues affecting their community.

At its core, Black intellectualism seeks to hold the country accountable to her highest and aspirational values. "It is a critical perspective that calls on us to reckon with ways we fall short and insist we do better in our quest for freedom and justice for all," Grier-Reed says. "This is the legacy and struggle that Josie Johnson tapped into and advanced via her civil rights work. Black intellectualism leans into, rather than mythologizes the contradictory realities

of the lived experiences of Black people, reconciling American aspirations with the realities of life in America."

A GENEROUS GIFT TO MINNESOTA

Initially, the CGC was a Bush Foundation-funded program with strong ties with HBCUs where both students and faculty were exchanged. "The CGC originally linked 10 HBCUs with the University of Minnesota to provide support to HBCU alumni pursuing graduate degrees in CEHD," Alexander says.

The initial design of the CGC has evolved over time, but what has never changed is the power of centering and striving for common ground amongst us. Na'im Madyun, a CGC alumni and former CEHD faculty member, associate dean, and CGC coordinator, framed it as, "She [Josie Johnson] made it clear that I understood why the Common Ground Consortium was not a service endeavor or even a reparations-type of project, but in some ways a generous gift to the state of Minnesota."

And what a gift it was. Since its inception, the CGC has supported hundreds of scholars and their work. Many of these CGC Scholars have gone on to become top leaders in education as teachers, guidance counselors, principals, superintendents, and deans.

One such CGC Scholar was Curriculum and Instruction Assistant Professor Justin Grinage, who found comradeship within the consortium. "I embraced the opportunity to share a space with other Black graduate students," he says. "We vented, strategized,

and celebrated one another. We supported each other in our journeys to obtain our PhDs, which was an invaluable resource in my advancement as a graduate student. We need supports such as the CGC to bolster racial diversity and assist us in obtaining advanced degrees which will no doubt contribute to improving education for all."

Grinage's dissertation (z.umn.edu/Grinage), "The Melancholy of Schooling:

A Critical Ethnographic Study of Race, Trauma, and Learning in a High School English Classroom," has made a significant contribution to education by showing the possibilities of designing curriculum that centers on understanding racial trauma.

Courtney Bell-Duncan, '14 MEd, '20 PhD, who was profiled in the Spring 2023 issue of *Connect* (connect.cehd.umn.edu/change-maker), is another CGC success

story. She is a first-generation college student and the first in her family to earn a PhD. She has been in leadership roles across the education spectrum. Currently, she is a highly sought-after consultant for education equity. Her dissertation (z.umn.edu/Bell-Duncan), "We Ain't Going Nowhere: An In-Depth Look at a Community's Successful Opposition to a School Closure Recommendation," is a contribution to

Black Intellectualism & American Ideals

RECENTLY, I VISITED the National Museum of African American History and Culture in Washington, D.C. It was a powerful visit that underscored for me the underrecognized contributions of Black intellectualism to American ideals. A tradition that must not be forgotten or erased, Black intellectualism can be traced to the very foundations of this great nation, providing a North Star for the struggle toward freedom and human development.

18TH CENTURY | In fact, at the nation's very conception were prodigies like Phyllis Wheatley, an enslaved person who could read and write and whose intellectual prowess and poetic gifts were so extraordinary that she was examined by a committee, including the nation's forefathers (e.g., John Hancock), to test whether she was truly the author of her own book of poems. On the wall of the museum was this 1774 Phyllis Wheatley quote: "...In every human breast, God has implanted a Principle, which we call Love of Freedom; it is impatient of Oppression, and pants for Deliverance." As an incredibly literate enslaved woman, her very existence was transgressive and her mind liberatory. Moreover, the museum docent pointed out how closely her 1774 words called to mind the words of the Declaration of Independence, two years later, referring to people being endowed by their Creator with "certain unalienable rights, that among these are life, liberty, and the pursuit of happiness."

19TH CENTURY | A hundred years later, Black intellectuals like Congressman Robert B. Elliott, who graduated with a law degree from Eton College and served in the U.S. legislature during Reconstruction, continued in the Black intellectual tradition of trying to make American ideals a reality for all by advocating the 42nd United States Congress in 1871 for "equal rights and equal public privileges for all classes of American citizens." With more than 1,500 Black men holding elected office, Reconstruction was one of the most progressive periods of American history, and it

was followed by a period of brutal backlash and racial violence. Yet, Black intellectuals persevered.

20TH CENTURY | Formerly enslaved, Black intellectual Ida B. Wells documented the realities of lynching via her publication of the *Red Record*, holding America to account. W. E. B. Du Bois emphasized critical thinking and higher education stating that:

"Here is a chance for young women and young men of devotion to lift again the banner of humanity and to walk toward a civilization which will be free and intelligent, which will be healthy and unafraid, and build in the world a culture led by black folk and joined by the peoples of all colors and races, without poverty, ignorance, and disease."

The great civil rights leader of Minnesota, Dr. Josie R. Johnson, who also founded the CGC, joined this 20th century fight for civil rights, and as a Black intellectual myself, it is the shoulders of these giants upon which I stand.

21ST CENTURY | As a CGC alum, full professor, and CEHD associate dean, I am both humbled and proud to continue in this tradition. I was promoted to full professor at the University of Minnesota in 2019, where one reviewer of my dossier characterized my scholarship as following in the tradition of great thinkers like W. E. B. Du Bois—a review that means even more to me now. I am grateful for my trip to the African American Museum of History and Culture. My visit reminded me of my history, our nation's roots, and what should be our collective North Star. We all need these reminders as America proceeds through yet another period of backlash. We must take up Du Bois' call of lifting the banner of humanity and working toward a civilization that is free and intelligent, healthy and unafraid. Through Black intellectualism, I am reminded that we have a strong tradition that we can draw from to guide us.

—TABITHA GRIER-REED



Anniversary of the First Black Women to Achieve a PhD Degree in the United States,” is available to watch online (z.umn.edu/CGC_2021).

“The conferences are an opportunity for CGC scholars to acquire the skills and experience in planning and participating in an international conference and to take their place as a contributing member of academe by constructing and discovering knowledge,” Alexander says. “It is a welcoming space and opportunity for CGC students to engage with other scholars across continents and diasporas

to have a medium by which their voices, research, and experiences can be explored, interrogated, and seen.”

Conference attendees get to grapple with the complexities of what it even means to advance Black intellectualism and to do so while communicating across languages, continents, disciplines, and perspectives. CGC scholars, and all conference presenters, get to showcase their research and learn from fellow scholars on a wide variety of issues, disciplines, and perspectives.

All three conferences focused on milestones in the intellectual discourse surrounding Black intellectualism. In her opening remarks in 2022, Alexander described the event thusly: “This conference with its several themes, all grounded in the advancement of society through the celebration of ideas. This conference, which advances knowledge, encourages debate, and challenges conventional wisdom and the status quo. This conference that celebrates and advances Black intellectualism as an essential means of discovering, constructing, sharing knowledge, of interrogating the very meaning of the word...”

a growing body of work that critically assesses the institutionalized elements of racism in school closure decisions in the United States.

Bell-Duncan recognizes the CGC for what it has done for its scholars and for Black intellectualism. “I have to give credit to the CGC program—having a community where I was amongst my peers, support from faculty and administration—I literally had everything I needed. They were the greatest advocates for students that I’ve ever met in my life,” she says. “I would tell those who are really looking to make an impact on society and looking to invest in a program that epitomizes true educational excellence, then they should invest in CGC. Invest in the bright minds of the future, invest in the scholars of tomorrow, invest in those who go on in the world and make a difference for the disenfranchised.”

“I want the CGC to be a fulfillment of that promise.”

ON THE WORLD STAGE

In 2021, the CGC launched the first of its annual Advancing Black Intellectualism conferences, which are virtual multi-continent and multilingual events. The theme of the 2023 conference was “Navigating the Black Atlantic,” a celebration and promotion of the connection of Black intellectualism throughout the African diaspora. In 2022, the conference theme was “Lifting as We Climb,” a quote from a famous speech given by Mary Church Terrell in 1898. The inaugural conference, “Celebrating the 100th

◀ Essie Johnson, diversity coordinator for the Apple Valley/Eagan/Rosemount school district, at a 1995 meeting of the CGC.

A FUTURE LARGE WITH PROMISE AND HOPE

When she thinks about the future of the CGC, Alexander says she envisions a program grounded in the richness of Black intellectualism, from W.E.B. Du Bois to Elder El-Kati to Dr. Josie R. Johnson. “I want a program that builds on this rich legacy and grows beyond that,” she says. “I want the program to have deep roots and soaring branches that reach across disciplines and institutions and to nourish scholars who care deeply about their communities, are curious about ideas, and passionate about justice.”

In her 1898 speech, Mary Church Terrell covered themes such as morality, injustice, poverty, and education. She touted the excellent work that had been done and work that still needed to be done. She concluded her address:

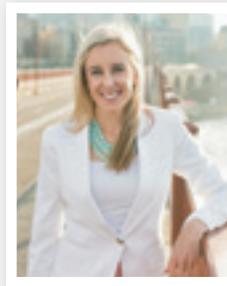
And so, lifting as we climb, onward and upward we go, struggling and striving and hoping that the buds and blossoms of our desires will burst into glorious fruition ere long. With courage, born of success achieved in the past, with a keen sense of the responsibility which we shall continue to assume, we look forward to a future large with promise and hope. Seeking no favors because of our color, nor patronage because of our needs, we knock at the bar of justice, asking an equal chance.

“Her words resonated in 1898 and they resonate now,” Alexander says. “I want the CGC to be a fulfillment of that promise.” ☉

An expanded version of this story can be found at connect.cehd.umn.edu. For more information about the Common Ground Consortium, visit z.umn.edu/common-ground.

LEO KIM

from the PRESIDENT



DR. JENNA MITCHLER
PhD '15, curriculum & instruction
Assistant Superintendent,
Bloomington Public Schools

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 2019, serving on the Student Relations Committee and advocating for the University through MN201. I am honored to take on this new leadership role with a big thanks to our previous president, La Tasha Shevlin.

The Alumni Society Board is made up of an engaged group of CEHD alumni who aim to develop and grow relationships among alumni, students, faculty, staff, and friends of the college, enhance the student experience, and advocate for the college. My aim over the next year is to help us continue to do just that.

In fact, we are looking forward to a full year of activities that bring together our incredible community (starting with Homecoming on September 29) and hope you will join us! 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'm proud to be part of CEHD and its commitment to success for all students, and happy for the chance to contribute my talents to the Alumni Society Board. We want to respond to your interests, so please reach out with your ideas, memories, and feedback anytime at cehdas@umn.edu. Thanks for your loyalty and support.



Announcing our 2023 Alumni Society Award recipients

THE CEHD ALUMNI SOCIETY recognizes the outstanding achievements of its alumni through the Rising Alumni Awards, Alumni Awards of Excellence, and the Distinguished International Alumni Award. This year's award recipients are:



CHRISTINA T. KWAUK (PHD '14)
Rising Alumni Award
Research Director, Unbounded Associates



DAMIR S. UTRZAN (PHD '17)
Rising Alumni Award
Chief Compliance and Strategic Development Officer, Horowitz Health



LARRY JOHNSON (BS '77, MA '82)
Alumni Award of Excellence
Coordinator, Plymouth Church Drop-in Center



KRISTIN J. MORRIS (BS '05, MED '08)
Alumni Award of Excellence
CEO and Principal Consultant, Genesis Consulting Services, LLC



TAKEHITO KAMATA (PHD '18)
Distinguished International Alumni Award
Assistant Professor, Sophia University

Strengthening community through sport

School of Kinesiology alum honored for lifetime achievement in skiing



WITH LOVE FOR SNOW and sliding, Muriel “Mur” Gilman donned her first pair of skis at five years old. In the years to come, she would build a lifetime of achievement and influence in the world of skiing.

Growing up in Glenwood, Minnesota, Gilman started exploring skiing at an early age. She began with sliding down the sidewalk, the hill behind her house, and “kicking around” with her brother on her father’s hunting land. Soon, she would become a champion ski marathon racer and an integral part of Minnesota’s cross country community.

In 1975, Gilman moved to Bemidji to be an athletic trainer and to teach at Bemidji State University (BSU). It was then that she bought her first pair of cross country skis. While teaching at BSU, she also coached the men’s and women’s cross

country ski teams. Leading these teams was rewarding for both Gilman and the athletes. Through her six years of coaching from 1986 to 1992, she transformed the club sport into an award-winning, technically advanced, and nationally recognized team.

Gilman focused on training her teams to be smart and not overtraining them. With her leadership, the teams built a strong sense of community and friendship together despite initial hesitations about having a woman as a coach. “I think that once we smoothed out all the differences we had, we had a lot of success and a lot of comradery,” Gilman reflects. She fostered lifelong relationships with those she coached and still connects with her former athletes by being invited to graduations and other events.

To further her professional career at BSU, Gilman came to the University of Minnesota in 1981. She completed her PhD in physical education and exercise physiology through the School of Kinesiology. Gilman says her dissertation on diet and carbohydrate consumption during prolonged exercise was very helpful for her success in ski marathons. Additionally, her time spent studying physiology and biochemistry was especially enjoyable and engaging. “I was really grateful that I could spend time at the U of M as a grad student. There’s so much vibrancy with cutting-edge findings,” she says.

Gilman’s contributions do not stop there. When her coaching days at BSU ended, she joined the Bemidji Area Cross Country Ski Club to serve in leadership roles. There she was instrumental in the

◀ Opposite left: Gilman crosses the finish line of the Minnesota Finlandia Ski Marathon in 1984. She won the 100K race that year. Opposite right: Muriel Gilman (left) receives a 2023 Lifetime Achievement Award from the Minnesota Nordic Skiing Association.

creation of the Sunday Ski School. The Sunday Ski School provides affordable, high-quality instruction to children and adults on the basics of cross country skiing.

One of Gilman’s favorite parts of skiing today is being able to take her dog along. Passionate about pets, she was also able to work with the ski club to turn a 10K section of trail into a multi-use, well-groomed trail where dogs can join in on the fun. “We got no complaints. It’s pretty successful,

I feel pretty good about that and so does my dog,” she says.

In commemoration of Gilman’s commitment to improving cross country skiing, the Minnesota Nordic Ski Association (MNSA) awarded her with its 2023 Lifetime Achievement Award. The award recognizes those who have significantly contributed to the advancement of cross country skiing in Minnesota. Gilman’s passion for the sport has greatly impacted the strength of her community and the legacy of skiing in Bemidji.

Nowadays, Gilman has no shortage of activities in which she’s involved. She still contributes to the Bemidji Area Cross Country Ski Club, and during the summer

months helps to organize the Loop the Lake Festival, a summer event where hundreds of bike riders circle Lake Bemidji. In addition, she enjoys harvesting wild rice, tapping maple trees, brewing beer, and visiting her condo in Jackson Hole, Wyoming.

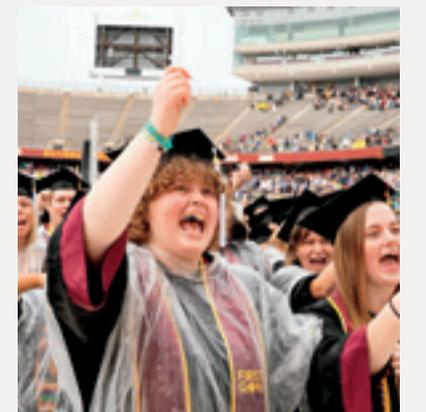
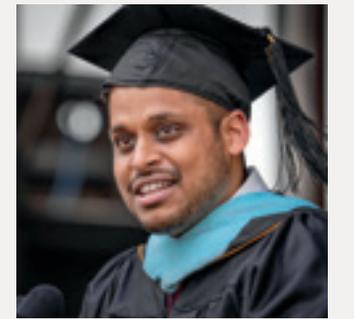
Gilman’s dedication to skiing has filled her life with accomplishment and strengthened the surrounding community. Her advice to those who wish to give back to their community is to figure out what you are passionate about, and the rest will come easily. “You gotta find the right thing to do...If you find the right passion, then giving is the easy way to go,” she says.

—ALAYNA PAUSCH

CEHD celebrates class of 2023

CEHD RECOGNIZED 2,365 STUDENTS in its class of 2023, including 1,448 graduate students and 917 undergrads. These students were honored as part of a University-wide Commencement celebration May 12 and 13 at Huntington Bank Stadium. CEHD’s own Neil Mendonça, MEd ’23, sport management (pictured, top right) was the student speaker at the graduate student ceremony.

Videos of the graduate and undergraduate ceremonies, as well as student slides, can be found at cehd.umn.edu/commencement.



PHOTOS COURTESY OF MONTY DRAPER AND MURIEL GILMAN

JAIROS DAVIS



Community-engaged prevention and intervention

ICD doctoral student's dedication to enhancing youth resilience and well-being among Latine immigrant youth

I FELT MY HEART RACE as I read through the English vocabulary describing post-traumatic stress and related symptoms in the Trauma Symptom Checklist for Children. I was unsure if my translation would accurately capture my client's posttraumatic stress symptoms, as some of the questions did not seem culturally relevant to them. However, despite the imperfections in interpretation, my client's mother's eyes sparkled with hope and relief. I served as an *in the moment* cultural insider to support the unique

needs of Spanish-speaking clients. My professional and personal experiences have motivated me to pursue a PhD in developmental psychopathology and clinical science to explore the intersection between mental health equity, well-being, and service access among immigrant and refugee families.

COMMUNITY MENTORSHIP TO ADVOCATE FOR CHANGE

I am a first-generation doctoral student collaborating with three mentors from

UMN's School of Social Work and Institute of Child Development: Drs. Saida Abdi, Mimi Choy-Brown, and Ann Masten. Together, we are dedicated to enhancing the resilience and well-being of immigrant youth by implementing Trauma Systems Therapy for Refugees (TST-R) within Minneapolis Public Schools (MPS). Under their guidance, I am gaining insights into merging resilience and implementation science concepts. This knowledge aids in tailoring program components, assessing student program satisfaction, and evaluating the overall impact of the initiative. Moreover, I serve not only as a cultural broker within the research sphere, but also actively engage with the community. In the CIRCLE project, community engagement and the role of cultural brokers are crucial. Our team comprises cultural brokers from Afghan, Somali, Oromo, and Latine communities. These individuals

JAIRUS DAVIS



connect families to resources, operate in diverse school settings, and establish a welcoming environment for immigrant and refugee MPS children. It is a privilege that our community partners and stakeholders have placed their trust in the CIRCLE project team, our goals, and our initiatives. Their unwavering support has been instrumental in shaping who we are today.

CIRCLE PROJECT'S SCHOOL-BASED SKILLS GROUP

Our 12-week skills group follows a structured framework with the flexibility to adapt sessions as needed. Each week, along with a co-facilitator, I prepare the classroom with snacks, games, and arts and crafts. Our CIRCLE students, ranging from kindergarten to 5th grade, often express excitement and happiness about being part of a space where they can connect with others who share their cultural perspective. We customize activities based on the group dynamic, ensuring engagement among students. For instance, we incorporated soccer as a warm-up game in a group of 5th grade boys who were passionate about soccer and preferred high-energy activities. By participating in soccer, my co-facilitator and I developed a bond of trust with our students, further deepening our appreciation for the work we do and the children.

Following the warm-up, we take breaks for snack time and engage in discussions on themes like teamwork, conflict resolution, and effective communication. Although sometimes tough for our students, these conversations are crucial to develop skills to help them navigate the complex U.S. education system. At the end of each session, our students participate in breathing exercises to emphasize the importance of being present in the moment. Many of them are introduced to these emotion regulation strategies for the first time. While individual preferences vary, it is amazing to see them demonstrate willingness to try something new. According to our students' feedback, activities like bubble breaths and mindful eating have become some of their favorites!

Celebration day, my personal favorite session, marks the culmination of the 12-week curriculum, where we congratulate students' achievement with their favorite snacks and games. It is an occasion for students to share their insights, showcasing their growth, and some even express interest in participating in future CIRCLE groups. Collaborating with Latine cultural brokers and students has enriched our approach, shaping our services and cur-

riculum to ensure cultural responsiveness.

Community engagement, as can be seen in the CIRCLE project, is essential in developing and sharing culturally congruent prevention and treatment programs for underrepresented communities. As a member of the Latine community, this collective approach resonates with the

values ingrained in many immigrant families — the belief in achieving more through unified effort rather than individual work. The Latine principle of *respeto* (respect) also shines through as our MPS participants and community partners continue to respect and believe in the CIRCLE project. I feel fortunate and grateful for mentors like Drs. Abdi, Choy-Brown, and Masten, who compre-

hend my bicultural perspective of neither from here nor from there. They have played a pivotal role in supporting my overarching goals of improving mental health equity, well-being, and access to services for Latine immigrant children and families.

Jasmine Banegas, MSW, LICSW, is a doctoral student in the Institute of Child Development.

“Their unwavering support has been instrumental in shaping who we are today.”

Promoting cultural and academic exchange

Fulbright students support CEHD's international and diversity efforts



THE U.S. FULBRIGHT PROGRAM has promoted cultural and academic exchange through its various grants for over 75 years. The program provides awards to approximately 8,000 students, scholars, teachers, artists, and professionals each year from the United States and 160 countries. Fulbright is unique in its binationalism and noted for its merit-based selection process and academic prestige. CEHD recognizes the unique role of Fulbright students in contributing to our internationalization efforts and commitment to diversity. Through CEHD's International Initiatives office, the college supports departments with Fulbright

student recruitment and, once enrolled, these students have access to unique opportunities, such as the CEHD's Fulbright Conference Award and Annual Fulbright Dean's Lunch. Our commitment to welcome and support Fulbright students has positioned CEHD as the college with the highest number of sponsored students. **Devina Christianti** is a Fulbright scholar from Indonesia and recently earned a master's degree in educational psychology. "As someone who has grown a passion for education, I am always interested in how people learn and what we can do to make people love learning," she says. "I am grateful for my Fulbright experience

because it has given me an opportunity to broaden my perspectives, meet people from around the world, and learn from experts who share the same passion." She says that not only has she learned a tremendous amount from her instructors and colleagues in her program, but the chance to connect with other Fulbrighters and the CEHD international student community has been a valuable learning experience.

"Studying abroad has helped me develop empathy toward people across cultures and the challenges they have in implementing education," she says. "Upon my return to Indonesia, I hope that the knowledge, life experience, and perspectives I gained during my time in the U.S. will help me to become more thoughtful in designing learning and producing more collaboration with educators and students to nurture the love of learning."

For **Imelda Marisol Rivas Diaz**, her career goals were always oriented toward the field of teaching, more specifically teaching English as a foreign language in her home country of El Salvador. To achieve her goals, she enrolled in the teaching English to speakers of other languages (TESOL) master's program in the Department of Curriculum and Instruction.

"My desire to explore new academic challenges, personal growth, new cultures, and live firsthand abroad experiences led me to apply to the Fulbright scholarship," she says. "The Fulbright program is a lifetime opportunity."

In addition to her studies, Rivas Diaz found ways to give back. She worked as a

▲ Above: Imelda Marisol Rivas Diaz says exploring new academic challenges and cultures led her to the Fulbright program. Opposite page from left: Devina Christianti is all smiles after earning a master's degree in educational psychology, Yulian Segura is at home in his U of M attire, and Juan Jose Palos accepts Minnesota's welcome.

COURTESY OF IMELDA MARISOL RIVAS DIAZ

graduate teaching assistant in the Minnesota English Language Program in the College of Continuing and Professional Studies. She also found ways to introduce others to her heritage as part of the Culture Corps at the U. "I was placed as a Spanish language and cultural consultant in the Department of Spanish," she says. "During this great experience, I was able to share the wonderful culture of my country."

Yulian Segura is a PhD student in culture and teaching in the Department of Curriculum and Instruction. "The reason that brought me to this program has to do with the fact that I am convinced of the power of education to positively change the lives of people, especially those historically marginalized, and I am a living example of this," he says. "I am also aware of the challenges posed by the prevailing forms of power, not always visible but with explicit effects on the development of educational processes that have even led us to be accomplices of our own domination."

Receiving a Fulbright has greatly aided Segura in the pursuit of his dream.

"The Fulbright program is a lifetime opportunity."

"Fulbright is an example, in every sense of the word, of what people can achieve when they work together for the common good," he says. "I have looked to Fulbright as an ally in my efforts to generate positive change through education in historically marginalized sectors."

Juan Jose Palos is enrolled in the MED in physical activity (PA) and health program in the School of Kinesiology. Before receiving his Fulbright, he had already finished his undergraduate studies at the Autonomous University of Madrid and was working as a personal trainer for people with disabilities and health problems. Additionally, he was doing research on the promotion of PA and health through new technologies.

"My professional career is based on fitness, wellness, and coaching," he says. "I'm in the process of becoming an international life coach who helps people achieve their health and wellness goals through a holistic and personalized approach based on scientific evidence."

Jose Palos' dream is to create a more

active and healthier world. He wants to bring people closer together through the countless benefits that come with taking care of the body and mind. "Without a doubt, the Fulbright, the University of Minnesota, and CEHD are helping me achieve this dream," he says.

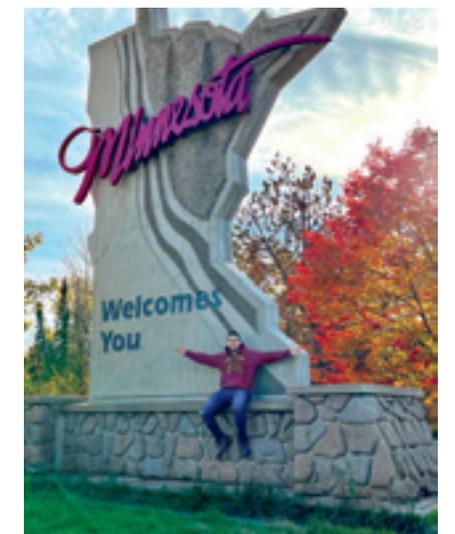
The months that Jose Palos has been at CEHD have been the most intense, exciting, stimulating, and enriching of his entire life, he says. "I'm amazed at how much I've grown in this time, how well I've adapted to this new lifestyle, and how efficiently I've managed to solve all the problems and challenges that have come my way," he says.

Jose Palos says he feels very lucky to be a part of the Fulbright family. "The Fulbright Program's mission is to bring a little more knowledge, a little more reason, and a little more compassion into world affairs and thereby increase the chance that nations will learn at last to live in peace and friendship," he says. "And that is precisely what we Fulbright scholars do; we transmit our knowledge and our culture while we learn, experience, and meet new people during our stay abroad."

—KEVIN MOE



COURTESY OF DEVINA CHRISTIANTI, YULIAN SEGURA, AND JUAN JOSE PALOS



Environmental education in Ecuador

IN JULY OF 2022, Neela Nandyal, a PhD student in the Department of Organizational Leadership, Policy, and Development’s comparative and international development education program, visited the South American country of Ecuador.

“I was there to conduct a pilot study on the attitudes, values, and practices shaping environmental education in the coastal province of Manabí,” she says.

For nearly four weeks, she traveled to three distinct areas of Manabí: the northern coast, which was impacted by a 2016 earthquake and is home to one of the most threatened forests in Ecuador; the central region, which is rich in both small-scale and industrial agriculture; and the southern coast, which has an economy dependent on both fishing and tourism. She also spent time in Quito, which is the center of government policies for both education and government.

“I conducted 21 semi-structured interviews with local educators, conservationists, and other residents,” says Nandyal. “Questions addressed topics of environment, sustainability, ecotourism, livelihoods, environmental education, and climate change.”

Through analysis of her interviews, Nandyal identified key attitudes, values, and practices shaping environmental education in coastal Ecuador. These results are helping her identify avenues for future research and collaboration.

Nandyal was assisted on her Ecuadorian journey by the CEHD Global Graduate Grant, also known as the G3. The grant was started in the fall of 2016 through the generosity of donor Frank Braun. Its purpose is to support students working on an innovative research project in a global context. Special consideration is given to projects that require an extended amount of time working abroad, such as Nandyal’s. Her work in Ecuador was primarily supported by Robert (Bob) Moran, who donated to the grant in spring of 2020 in addition to including it in his estate plans.

“As the world grows smaller, cross-cultural understanding is essential,” Moran says. “That’s why this fund is so important. It seeks to build a better world community. Research work like Neela’s is a big step toward that goal.”

Nandyal is greatly appreciative of the assistance provided to her. “The G3 grant allowed me to conduct this pilot study, forge important scholarly and community connections, and lay the groundwork for future research,” she says. “Thank you for this extraordinary opportunity!”

—KEVIN MOE

COURTESY OF NEELA NANDYAL

“Thank you for this extraordinary opportunity!”



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