

UNIVERSITY OF MINNESOTA

CEHDconnect

THE MAGAZINE OF THE COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

FALL 2010



**THANK YOU,
DEAN JEAN**

CEHDconnect

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On the cover:
Jean Quam retires as CEHD dean.

Photo by Erica Loeks

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A parting shot
with Goldy.

from the dean: For those of you who have retired or left a job you loved, you know the feelings. There are some things that happen and you say to yourself—"I'm glad I'll never have to do that again" and many other things that happen and with a touch of sadness you say to yourself, "I'm sorry that I can't do that just one more time."

On August 1, I am leaving my position as Dean of CEHD. I will be on sabbatical for six months and then teach part time in the School of Social Work as part of my phased retirement.

What will I miss most? All of you! I love talking to alumni about their time as students. I take pride in hearing faculty and staff talk about their many accomplishments. And, most of all, I love the enthusiasm and optimism of our students.

This issue of *Connect* illustrates the breadth of the great work of our college. "Reimagine Minnesota" identifies evidence-based solutions to our unacceptable gaps in educational equity. Many of our faculty helped to write this report. The Center for Sales Education provides outstanding opportunities for our students to improve their persuasive speech and grow in confidence of their abilities. The new Informatics Lab will lead us into acting more confidently in educating people at all levels. The work of the lab had not even been thought of a few years ago.

There will always be new innovations at CEHD...including new leadership. But one thing will always remain constant—our commitment to striving for excellence in everything that we do.



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Driven to Discover®

As we were going to press, the COVID-19 pandemic was beginning its sweep across the United States. Wherever this issue may find you, we hope you are safe and have been able to find ways to adjust to this ever-changing situation. Uncertainty is always hard. It's often the most difficult aspect to deal with in any new situation. Consider this issue of *Connect* as a small oasis in a sea of uncertainty. A place where you can forget about the headlines of the day for a little while and pursue many of the goings-on and highlights at CEHD.



Rethinking achievement gaps by focusing on 'relationship gaps'

Department of Organizational Leadership, Policy, and Development Associate Professor Peter Demerath and Professor Michael Goh have created free video resources that focus on how educators can narrow what they refer to as “school-based relationship gaps.”

Originally tasked by former Minneapolis Mayor (and then-head of Generation Next) R.T. Rybak to rethink achievement gaps, Demerath and Goh’s research revealed a key, largely overlooked social disparity among students who have rich relationships outside of school, but lack similar trusting, respectful relationships in school.

To address this, Demerath and Goh developed a series of videos which show how seven Minnesota educational leaders are addressing school-based relationship gaps in their own institutions. Developed in close collaboration with researchers and media staff across CEHD, the resource includes six videos (an overview and five additional thematic chapters) along with episode-specific user guides providing discussion questions and additional resources for professional development and learning among educators and school administrators.

Topics include:

- Narrowing Gaps between Families, Communities, and Schools
- Overcoming Institutional Racism
- Narrowing Gaps between Students and Teachers
- The Promise of Culturally Responsive Curriculum and Teaching
- The Role of Leadership

The free videos and resources can be found at z.umn.edu/rethinkgaps.

—Alex Evenson

CEHD shows gains in *U.S. News & World Report's* best graduate schools

CEHD continues its rise on the *U.S. News & World Report's* Best Graduate Schools Rankings.

The Department of Educational Psychology has three programs among the top 10 in the nation on the 2021 list. Special education, which has held a top-10 spot for several years, continued its tradition by placing ninth this year. Educational psychology jumped a spot to also sit at ninth. Counseling and student personnel psychology leaped four spots to land at 10th place.

Curriculum and instruction is ranked among the nation’s top 20 programs at 18th. Educational administration also made *U.S. News & World Report's* list this year, placing 28th. Specialty program rankings are based on nominations by education school deans nationwide.

These programs join CEHD’s developmental psychology program, ranked #1 in the nation. The program was last ranked along with other psychology programs as part of the 2018 *U.S. News & World Report* rankings of the Best Social Sciences and Humanities Schools.

CEHD as a whole was rated the 13th best public education graduate school in the nation. In *U.S. News & World Report's* entire list of 255 schools, CEHD placed 22nd overall. Rankings are based on student selectivity, faculty resources, and research activity, as well as from assessments by peers and educational professionals.

ICD building included in governor's higher education bonding proposal



Representatives from ICD came to Anoka-Ramsey Community College to show support for Gov. Tim Walz's bonding proposal.

Ten representatives from ICD—both students and staff members—attended the press conference to show their support for the proposal. U

A new Institute of Child Development (ICD) building is one of the projects included in Gov. Tim Walz's \$447 million higher education bonding proposal, which he unveiled at a press conference on January 13 at Anoka-Ramsey Community College. "We've got a proud tradition of being home to the greatest institutions in the world across the spectrum, from our great land-grant universities to our state colleges to our community colleges," he said. "But the insufficient space that we're seeing, the dated classrooms, put that leadership at risk. These are simply things that can no longer be neglected."

Of Walz's \$447 million proposal, \$224.2 million is slated to go to the University of Minnesota (U of M) system. Out of that, \$29.2 million would be allocated to construct a new ICD building. The entire ICD building project is estimated to cost \$43.8 million, with the remaining funding coming from private gifts. ICD's current building was constructed more than a century ago and was last renovated in the 1960s.

of M President Joan T.A. Gabel also spoke at the event, noting the disconnect between ICD's top ranking and its deteriorating facilities. "[W]e hold this top ranking despite the current condition of the facilities and lack of adequate classroom space," she said. "We've learned to do a lot with what we have and we're very committed to make the most of the resources made available to us. But it's not sustainable and it will get harder to maintain quality under existing conditions."

Last October, Walz and other administration representatives toured the state to get a first-hand view of projects needing government support. The tour's first stop was the ICD building. This was deliberate, Walz said, because of the obvious need of its renovation. "This is the premier program dealing with child development and psychology in the world," he said. "And they are in what would look like your grandparents' high school. I don't think that's an over-exaggeration. It's just time."

—Kevin Moe

MNCAMH now known as the Center for Practice Transformation

The Minnesota Center for Chemical and Mental Health (MNCAMH) has changed its name to the Center for Practice Transformation. The new name reflects the center's focus on conducting research and evaluation and educating and empowering practitioners to provide exceptional care to individuals affected by mental illness, substance use, and co-occurring disorders.

The Center for Practice Transformation chose its new name to better focus on the nature and results of the emerging models, practices, and solutions it brings to the clinical workforce.

The center is a part of the School of Social Work. Its new website is PracticeTransformation.umn.edu.

Youth Sports: Today, and Tomorrow

OVER 60 MILLION CHILDREN in the United States are involved in youth sports, which can provide children with confidence, skill development, and friendships. Yet youth sports are often described as exclusive, expensive, or unsafe. Why is that, and what can we do about it?

School of Kinesiology faculty are conducting studies and disseminating findings about the youth sport experience, covering topics from positive youth development to injury prevention and rehabilitation and cultural inclusion. They weighed in on the current state of youth sports and its future.

Coach training and parent education

Education has the potential to positively affect all stakeholders and aspects of youth sport, from parents and coaches to organizations and health care. Currently, youth sport organizations are left to their

own devices on how to find and utilize research-based best practices regarding all aspects of the youth sport equation, from the overarching organizational practices to individual sport or player programming. There are no official regulations, and there are minimal educational requirements for coaches or resources available to parents.

“People often think sport inherently teaches children ‘life skills,’” says Maureen Weiss, professor of psychology of physical activity. “But it requires an intentional, programmatic structure for that to be true.”

“The U.S. has continued to cut physical education in schools, and families are leaning even more heavily on sport as a way for children to be physically active,” says Diane Wiese-Bjornstal, professor of sport and exercise psychology. “Highly trained physical educators used to teach children how to safely move and instill life-long physical

activity habits. Now, it’s volunteer parents or coaches, and they need resources to help them build a safe and inclusive environment for youth to be active in.”

Access

“Right now we talk about sport like it’s for everyone,” says Chelsey Thul, lecturer of psychology of physical activity.

Those who are able to participate have the potential to improve skills and confidence, but children who have the

How can you stay educated?

- **Aspen Institute’s Project Play**
aspenprojectplay.org | research-based resources for parents, coaches, and leaders in youth sport
- **The National Youth Sports Strategy**
health.gov/our-work/physical-activity/national-youth-sports-strategy | a nationwide youth sport strategy released by the U.S. government in 2019
- **Institute for the Study of Youth Sport**
edwp.educ.msu.edu/youth-sports | a group of scholars whose research focuses on youth sport
- **The Physical Activity and Sport Science**
cehd.umn.edu/kin/research/pass.html | School of Kinesiology researchers and labs working in sport and activity
- **Game On: Women Can Coach Toolkit**
cehd.umn.edu/tuckercenter/projects/gameon-toolkit.html | a toolkit created by the Tucker Center for women coaches
- **Women in College Coaching Report Card**
cehd.umn.edu/tuckercenter/research/default.html#collapseTwo | trends and data in the coaching industry
- **Women’s Coaches Symposium**
wcs.umn.edu | an annual educational event for women coaches put on by the Tucker Center



most to gain are often those excluded, states Weiss. “For example, children from lower socio-economic groups, different cultural or religious backgrounds, or who are overweight or not as skilled aren’t being given the same opportunities to participate.”

Youth sport is highly privatized, meaning that participation often requires a financial commitment, transportation, and/or the skills to make the team. This leaves out children with the most to gain from learned life skills, physical activity, and positive social experiences.

Expectations

Fewer than two percent of NCAA student-athletes go on to become professional athletes. Research has proven that early sport specialization causes injury and burnout, and currently 50-70 percent of youth drop out of sports by age 13.

“When parents and coaches work together to create a positive experience for children that does not reflect a ‘win-at-all-cost’ mentality, it is better for the child’s development, health, well-being, and often performance,” says Nicole M. LaVoi, director of the Tucker Center for Research on Girls & Women in Sport.

What can parents do?

“The most important thing you can do to ensure your child is having a positive sport experience is to ask them about it,” said Weiss. “Ask them what they like, let them choose the sports they play, and support their decisions.”

Ask! Follow the ABC Model: **A**sk your children what they wish you did or didn’t do when it comes to their sports involvement, **B**elieve them, and **C**hange your behavior.

And, stay educated (see resources left).

—Brittany Vickers

ICD outreach program educates youth about brain development



Graduate students in the Institute of Child Development (ICD) are educating young people about brain development and cognition through Growing Brains, a developmental neuroscience outreach program that aims to inspire children and adolescents to value science and to give them a sense of agency in their own development.

Through the program, which was started in 2017 by ICD PhD students Shreya Lakhan-Pal and Keira Leneman, volunteer developmental psychology graduate students visit learning communities in the Twin Cities metropolitan area to give 60-minute lessons about the developing brain. The curriculum covers concepts like brain structure and function, brain development across time, and how experiences can shape the brain’s developmental trajectory.

Lessons include presentations and interactive activities, including brain specimens to highlight different areas of the brain, a bean bag toss to demonstrate neuroplasticity, and an eraser with pins to explain how the sensory cortex is organized. While lessons typically target fourth to eighth graders, they can be adjusted for other age ranges and abilities.

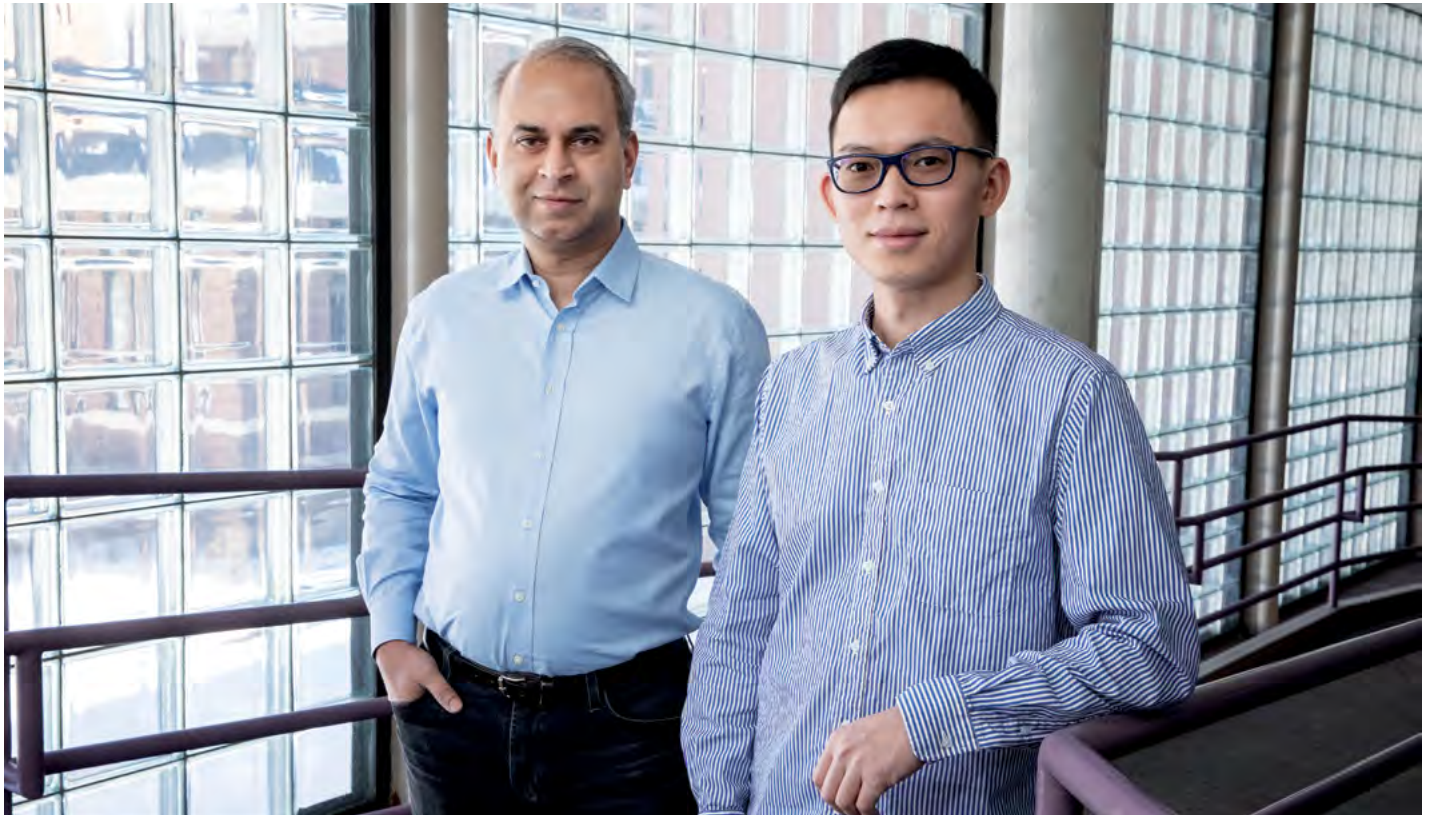
“Growing Brains hopes to inspire interest in science, but our core mission is about more than that,” says Lakhan-Pal. “Growing Brains is about showing kids and teens how they can take charge of their own development. Our brains are malleable, and that means we can make choices to shape how our brain grows!”

Now in its third year, Growing Brains has presented in elementary and middle school classrooms and at the Bell Museum’s Spotlight Science event. In the future, the program will expand to lower-resourced schools and learning communities that have less access to science-based programming.

“We are driven to actively build relationships with communities that have less access to extra-curricular resources,” says Leneman. “We believe this is critical to fostering the next generation of scientists and creating inclusive spaces for diverse voices in research.”

To learn more about Growing Brains or to schedule a lesson, visit z.umn.edu/growing-brains or z.umn.edu/gbinquiry.

—Cassandra Francisco



Understanding learning through data

A fresh way of developing new educational tools

CEHD'S NEW LEARNING INFORMATICS LAB lies at the crossroads of computation and interdisciplinary collaboration. Learning informatics is an emerging field that transforms massive amounts of educational data into tangible information educators can use to develop innovative learning methods. CEHD's new lab is designed to bring together researchers from across disciplines to use learning informatics to find solutions to some of the most challenging issues in education today.

As an illustration, lab co-director Bodong Chen cites the research a doctoral student is currently conducting in an urban Twin Cities school. The researcher surveyed a student cohort

about peers, teachers, and others in their lives who support them. The gathered data was then used to create a social network map for the teachers to talk about with each other. Using learning informatics, the researcher was able to provide teachers with different perspectives on how best to nurture students, such as through a caring peer or role model from their cultural community. These new perspectives will foster the support students need to succeed.

"Looking at test scores is not enough," says Chen, an associate professor of curriculum and instruction and Bonnie Westby Huebner Chair in education and technology. "We need

Opposite Page: Sashank Varma (left) and Bodong Chen are the co-directors of CEHD's new Learning Informatics Lab. The lab will bring together researchers from across campus to collaborate on data-driven projects.

to look at the whole social, emotional, and behavioral picture [and] examine the data to find new patterns. Then we can put that in the hands of educators and make real-world changes. That's the most exciting thing to me."

Interdisciplinary by design, the lab opens doors for people across campus to pursue their shared interest in using computation to improve education. They bring with them a range of expertise, including learning sciences, information science, educational technology, and data mining, says lab co-director Sashank Varma, Bonnie Westby Huebner chair and professor of educational psychology.

"We will generate research we wouldn't have been able to do before if we just stayed in our departments. Now we will get people together in the same room, conduct research in classrooms and in the lab, use machine learning and statistical analysis, and ultimately produce new insights that will improve education," Varma adds. "We will train researchers who will be on the leading edge, with one foot in the educational world and one foot in the informatics world."

Learning informatics doesn't necessarily involve finding new sources of data—it strives to develop fresh ways to look at the reams of data that schools, educational systems, and governments already collect. The data can come from anywhere. One of Chen's projects has elementary students post their ideas in an online forum and build on each other's ideas to make them better.

"They talk about whatever that is of interest to the class," he says. "For example, some classes talk about why leaves change color, how light travels, what is soil, how worms sense light, how birds fly, why North America is having the highest CO2 emission per capita, and so on."

Chen, along with an international coalition of researchers, uses the student-generated discussion data to develop learning analytics tools. The tools aim to help teachers monitor social interaction in a class, map students' discussions with the curriculum, and show students the big picture of their ideas—thus helping them to make informed decisions about their own work.

"There is a natural need for tools and techniques for understanding learning processes," Chen says. "Part of that motivated people to apply data science methods to

understanding learning and use computation to augment their research. Our college is doing very exciting work with the Learning Informatics Lab to create new interdisciplinary space for achieving more ambitious goals."

For Keisha Varma, an associate professor of educational psychology and the University's vice provost for equity and diversity, being a lab member will help her integrate more data collection and analysis in her research. She envisions using learning informatics to broaden her work in effective science education by assessing students' interactions with their learning environment.

She plans to collaborate with lab members on designing learning environments that reveal what and how students are

learning. "It's giving another dimension of information," she says. "You can collect information about students' behavior and interactions in the learning environment. You're seeing more of their dynamic behaviors and not just a static output of data."

The lab's confluence of experts also will attract prominent speakers

to share their expertise and industry professionals who might seek educational research partners to advance their technology efforts. Eventually, the lab hopes to offer a graduate certificate in learning informatics, Sashank Varma says.

As computation continues to evolve into a foundational aspect of higher education, CEHD's Learning Informatics Lab will be leading the way through its mix of data crunching and collaboration.

"Computation gives the ability to crunch through huge amounts of data and see the learning trajectory for kids, and also to identify what stops their progress," he says. "People across the U are interested in the same problem, just different parts of it, and the new lab will bring them together."

—Suzy Frisch

Learning informatics strives to develop fresh ways to look at the reams of data that schools and educational systems already collect.

More information: informatics.umn.edu

Ahead of the pack

The Center for Sales Leadership Education gives students real-world selling experience

AS AN UNDERGRADUATE pursuing a business and marketing education (BME) degree, Bryce Kelley knew that he set himself apart. With business and BME majors in abundance, “you end up learning a lot of the same things in the classroom” as other students, Kelley says. “I was looking for a vehicle to separate myself from my peers.”

He found that vehicle at the Center for Sales Leadership and Education (CSLE). Founded in 2016, CSLE is a program within CEHD that provides additional learning opportunities for students interested in a career in sales.

“What we do is support students interested in professional

selling,” CSLE executive director Todd Williams says. “This is in addition to their undergraduate coursework. When students participate in a number of activities throughout the center, it really helps them to get a leg up in the marketplace.”

Power of partnerships

Several other colleges and universities have similar programs. But Williams, who became the center’s executive director in June 2019 after a 29-year sales and marketing career at Procter & Gamble and Target, believes that there are several attributes that set CSLE apart.

For instance: “The interaction model that we have with our corporate partners is really strong,” he says. “We have a number of executives that students can interact with and can get access to job opportunities.” And because of these partnerships, “we can provide all the benefits of CSLE at no additional or incremental cost to the students.”

The U of M sales team at the Great Northwoods Sales Warm-Up national sales competition at the University of Wisconsin-Eau Claire. Left to right are Nick Carline, Alexandra Bump, Bryce Kelley, Todd Williams, and Taylor Guckeen.



COURTESY OF UNIVERSITY OF WISCONSIN-EAU CLAIRE, SCHOOL OF BUSINESS



Senior Olivia Peterson participates in a sales role play with Aaron Cole, the director of higher education and government sales at Tierney.

CSLE also gives partner organizations the opportunity to help nurture future salespeople while they're still in college. "The experiences CSLE sets up with corporate partners interacting with students are probably the most beneficial," says April Goodin, director of operations for the Minnesota Independent Insurance Agents and Brokers Association. "This gets our agents in front of those students and talking with them about the industry."

Another industry partner is Owatonna-based Federated Insurance. Federated district marketing manager Patrick Swetala has been involved since CSLE's founding. He credits Roy Gaddey, CSLE's founding executive director, for "setting up a really strong platform. Todd has continued that while adding new people and new ideas." The number and variety of activities, Swetala adds, "puts the students in a great environment to compete and to learn. It challenges them."

Future success

Corporate partners also participate in CSLE's "sales team" competitions. CSLE students compete with students within the University and from other schools via sales-call role-play scenarios with company executives.

When Alexandra Bump, another recent CEHD BME graduate, joined the sales team in her junior year, "I really had no idea what to expect," she recalls. The guidance she received from others: Just practice and then dive in. Once she began to compete, she received feedback and insights into how to improve.

"I learned how to sound more conversational, and how to

better handle an objection, the timing of how a sales meeting should go, the whole balance of how much I should be talking versus how much the client should be talking—the intricacies of sales," Bump says. "You can't learn those things by reading a textbook or taking a class. You have to live it."

Just a few weeks after graduating in December, Bump joined vehicle-maker Polaris' sales and marketing leadership development program. Every six months, she will "get a new job, essentially" in sales and marketing, she says. "The aim is to cultivate future leaders in the company." Bump believes that her CSLE participation gave her a lot of confidence—and "a huge head start for my career."

Under Williams' leadership, CSLE is keeping pace with industry innovation. Late in 2019, sales team members participated in "one of the first virtual selling competitions" with students from across the country. Virtual selling—where salespeople pitch to customers via computer rather than

face to face—"is an innovation that is coming very quickly into the sales profession," Williams says. "We're going to go through the process not just of competing but also understanding how it works."

Speaking of technological innovation: In February, Bryce Kelley started his new job as an account

"When students participate in a number of activities throughout the center, it really helps them to get a leg up in the marketplace."

manager for technology research and consulting firm Gartner's Fort Myers, Florida, office. "I'm working with companies on technology strategy, market efficiencies, product development, and research," Kelley says. He gives much of the credit for landing that prestigious first job to CSLE. "I think the sales center is one of the most underutilized assets of this campus," he says.

—Gene Rebeck

More information: csle.umn.edu

by **Kevin Moe**

photographs by **Erica Loeks**



Thanks, Jean

Since 2008, Jean Quam has been dean of the College of Education and Human Development, leading the college from its initial merger to greater and greater levels of success and recognition. After 12 years, she is stepping down August 1, 2020. She plans to take a sabbatical, return as a full professor in the School of Social Work, and begin a phased retirement. We sat down with Jean to talk about some of her memories during her tenure and her vision of the future.

In your mind, what have been some of the highlights of your tenure?

When I became dean, one of the first things the provost talked to me about was balancing the budget. We were in a serious deficit, so that was probably one of my primary accomplishments—we have a financially sound college now.

I'm proud of all the work I've done with fundraising. We've exceeded all of our goals. When we started we were around 30 million dollars in endowments and demand funds. We're now almost up to 100 million dollars, so we've increased by over 70 million dollars in endowments. That really

builds the future of this college.

I also think about the work we've done infusing more technology into our teaching and establishing Educational Technology Innovations as a

place to be an incubator to develop products. We've also developed a strong research infrastructure. The number of our research projects and the number of dollars that are coming in for research



CEHD cheerleader

During my six years as regent, I attended many graduations. The CHED graduation was special and Dean Jean was the cheerleader. She knew that for each of the graduates it took a village to get them to the finish line and she encouraged them to celebrate!

Dean Quam was always ready to try new ideas on behalf of her college and the students. Many of these efforts were in pursuit of an atmosphere that supported true diversity. The results of those efforts speak for themselves!

PEGGY LUCAS
Regent Emeritus





Dean Jean enjoys hanging out with students and alumni regardless if it's at the block party or at homecoming.

have increased dramatically.

I feel really good about how we've encouraged study abroad with our students, helped raise funds to be able to pay for more students to study abroad, and to have our faculty do work internationally.

Finally, increasing the diversity of our faculty and staff. It's been a very conscious effort on our part to look more like the students we have coming in.

What are some things that you wish you could have accomplished, but didn't, either because of a lack of time or resources?

I would have loved to have taken over Eddy Hall. It frustrates me to no end that that building, which is one of the oldest and most interesting buildings on campus—and right next door to Burton—sits empty. I'm frustrated we didn't get that done. The School of Kinesiology is in one of the worst buildings on campus—Cooke Hall—and I would love to see it either get out of that space or significantly renovate that building. They're a very strong



Approachable and inclusive

Once a year, she hosts a dinner for us at Nicollet Island Inn with the holders of the two professorships we sponsor. It's five or six of us around the table and it's a lively discussion. It's the most stimulating experience we have during the year. No one else has done that for us. Bringing these very learned professors to us is very stimulating.

Another thing we admire about her is she stands up for what is right. She is about justice and equality—two other ways of fulfilling what we want for children and educational standards. She is courageous. We've seen this on many occasions.

Jean makes a donor really feel appreciated because of her gracious gestures. She goes out of her way to include us, to let us know what is going on, and she thanks us from the heart. We just find her absolutely charming and there's not a thing we don't love about her. We adore this woman. She'll be greatly missed.

NANCY AND JOHN LINDAHL
Benefactors

school and a growing program and they really deserve better space. I was very concerned about the Institute on Community Integration—Pattee Hall is another horrible building. I frequently say that we're blessed and cursed with the oldest buildings on campus. You get a building like Burton Hall and when you renovate it, it's beautiful. But Pattee—We've put hundreds of thousands of dollars into it and it's still not a very healthy building. I'm very excited that they're going to be moving out of that building and into the new brain institute space. But that's probably been my biggest frustration. Space is critically important to us getting our work done.

It's obvious that assuming the role of dean, especially for a new college, comes with a sharp learning curve. What are some of the things about the position that you just didn't expect?

I didn't realize what a serious financial hole we were in at the time and that it was going to take time to get out of that. We really had to make some very tough

To the U of M via Cedar Rapids

Jean Quam began her career as an outreach social worker in Cedar Rapids, Iowa, where she worked with individuals with physical and mental disabilities. She earned her BA in social work from Moorhead State University and a MSW in psychiatric social work from the University of Nebraska-Omaha. "I worked as a nurse's aide in a nursing home for four years to work my way through my undergraduate studies and became interested in gerontology," she says.

She then moved to Iowa City and worked on a research project with cancer patients at the University of Iowa Hospitals and Clinics and enrolled in a doctoral program in education. However, an opportunity then arose to come back to Moorhead State and teach in the social work program. She decided social work was what she wanted to pursue and went on to attend the University of Wisconsin-Madison for her doctorate.

As gerontology was a primary interest, she completed her dissertation on social support systems for older women. Her research since then has included work on serious and persistent mentally ill older adults, including founding two group homes for this population with other faculty from the School of Social Work at the U of M.

Jean first came to the School of Social Work in 1980 as an instructor. She became director of the school in 1991 and held that position until 2006, when another opportunity arose. In 2005, the University assembled a task force to determine the feasibility of a new college that would include the College of Education, two units from the College of Human Ecology, and General College. Jean was asked to co-chair the task force.

"The merger was intended to create new opportunities, which it has, but it also led to some short-term financial and cultural challenges that needed to be addressed," says Ryan Warren, who initially served in a chief of staff/CFO/COO role under Jean and later became the founder and director of the college's Education Technology Innovations. The provost at the time canvassed the newly formed college to determine the best person to lead the new College of Education and Human Development. "There was broad support for Jean to become dean and address the short-term issues while laying a foundation for the future that maximized the new college's potential. She was well-respected and had the ability to pull people together."

On September 1, 2008, Jean assumed the position of interim dean of the college and was named permanent dean one year later. She addressed the college's immediate challenges and helped create an ambitious plan to guide the college throughout her tenure as dean. Besides the college now being in the best financial shape ever, it has made and continues to make tremendous strides in three foundational pillars: excellence in research, diversity and internationalization, and technology and innovation.

"She has regularly made decisions consistent with this vision," Warren says. "She had a 12-year run because the support the provost recognized in 2008 was genuine and Jean was able to simultaneously address the short-term issues while laying out a vision for the future that brought everyone together, and keeps us together still."



decisions about closing programs.

I don't think I ever fully realized how much fundraising I would be doing and that I would like doing it.

What are some of your predictions for the future of education?

If you look at the higher education landscape in the state of Minnesota, we are way overbuilt. Not all of the educational programs and institutions we have in the state can survive. If you're a small town and you have a community college or you have a state university and they start cutting programs or even eventually cut the whole campus; that has a profound effect on the community. Those are the tough decisions that are going to have to be made. In order to keep costs down we're going to have to look at ways to combine programs, colleges, and institutions.

An interesting thing happening now is organizations are moving into the education realm. Let's just use teacher education as an example. Organizations are coming into the state saying 'We can teach teachers. We don't have to be affiliated with a university. We know what it takes to be a good teacher. Why would you spend all that money on tuition?' We're going to see more challenges from organizations that think they can offer things more effectively, more efficiently, cheaper. Would that put colleges out of business? I personally don't think so but it could challenge a lot of the programs that we have.

If you ask most academics what an undergraduate should know, we talk about things like music, art, health, science, math; all traditional areas important to building a well-educated, civic-minded adult. Pressure is coming from corporations and businesses saying 'We don't care about that anymore. We

want somebody who can think creatively, who can problem-solve, who can manage people.' I worry we'll get students focused on exactly what it is they need to know to get a high-paying job and not wanting to take anything extra.

What do you foresee for the educational fields under CEHD's purview?

Social work and family social science are both fields that are very old and very well established. Unfortunately, there will always be social problems, there will always be kids who can't live in their family of origin for whatever reason, there will be older people who will need help as they become frail and older—you could go through the litany of all the problems. There's always going to be a need for somebody to help individuals and help their families and deal with the social problems of the day.

Kinesiology to me is a really exciting, growing field, particularly now with its emphasis on health and wellness and wanting to grow an undergraduate major in that area. I think that's very important.

The Institute on Child Development. I'm proud of the fact that we've worked hard to have a new building for the institute which will be amazing in terms of research and teaching. Historically, they've always been the number one child development program in the nation and I just see it getting stronger and better.

Educational psychology has a lot of very strong programs within it. I would single out particularly special education. They started offering opportunities to become special education teachers at the

Jean with Department of Organizational Leadership, Policy, and Development graduate student Obafemi Ogunleye.



Committed to excellence

Dean Quam has achieved many lasting contributions at the University of Minnesota. More than 30 years ago, we first met together to complete a federal grant application to prepare graduate students in the School of Social Work to support children with disabilities and their families in schools and communities. She evidenced then and throughout her career a deep commitment to the University's land-grant mission with its historic commitment to students. Her commitment to excellence, service, and collaboration have established Jean as a major leader of change and innovation at the University of Minnesota and throughout higher education. As dean, she forged important relationships with alumni, donors, students, and colleagues in advancing the mission of her college and the overall impact of the University. She has achieved lasting impact and she will be greatly missed. She has been a unique University leader.

DR. ROBERT BRUNINKS

Past University of Minnesota President and Professor Emeritus

Opposite page: Jean's first-ever international trip as an assistant professor at the University of Minnesota was to the University of Hong Kong.

undergraduate level and that program's growing very fast because of the need out there for more teachers.

Organizational leadership, policy, and development is particularly known for the impact it has on higher education programs around the world and I see that continuing. The programs that were merged into that department are business and marketing education, and human resource development; those are two of our fastest undergraduate majors. We attract a lot of diverse students into those programs and I think those have a strong future.

Curriculum and instruction. One of the things that's exciting there is trying to develop more ways for people to become a teacher. Our MNGOT [U of M Grow Your Own Teachers] program takes paraprofessionals and people with bachelor's degrees currently working in schools but aren't able to stop working in order to come get a teaching license.



COURTESY OF JEAN QUAM



Humble, yet impactful

Jean has been a true servant leader whose outwardly humble style has been extremely effective in getting all those around her to focus on the outcome and not the drama. There's so much raw emotion in education these days that Jean's very clear, very calm, very human approach has really cut through a lot of the noise. When she talks people listen and that's meant she's been able to have a real impact.

R.T. RYBAK
CEO, Minneapolis Foundation

We've been able to find them support for tuition and design a program around their schedules so they can get licensed. Another new program is Teacher Scholars of Color to try to get more teachers of color into the system. I think that's a strong program and will hopefully continue.

In terms of your roles as dean and as a faculty member, what motivates you?

Relationships. It's all about relationships. I interview every candidate who comes in for a faculty position. Getting to meet those faculty and hear about the research

Continued on page 17



Authentic

My abiding impression of Jean is that she has a warmth and authenticity that seems all-too-rare among senior leaders in higher education. Although CEHD as an enterprise received the benefit of her considerable administrative skill, it seemed to me that students, her contact with them individually, and what she could do on their behalf brought her the greatest satisfaction. She will leave big shoes to fill.

DR. MARK DIENHART
President and CEO of the Richard M. Schulze Family Foundation

Listens, learns, and leads

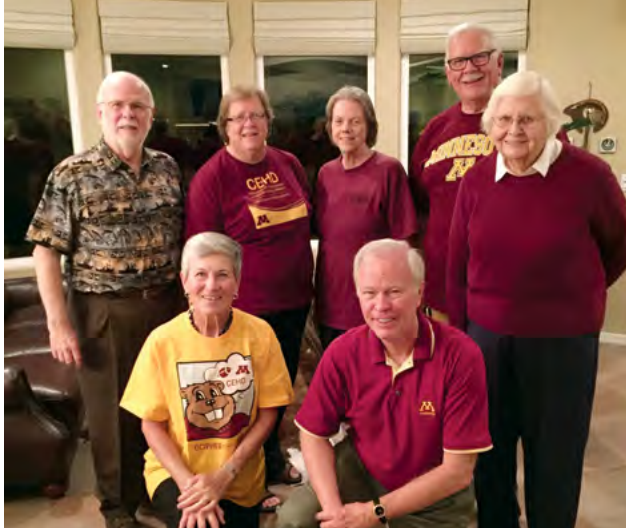
Since my first coffee with Jean, I noticed that she intentionally and thoughtfully listens, learns, and leads...in that fundamentally important sequence. Jean embodies this passionate "learn-it-all" mindset not only with her peers, but with all students, faculty, and staff. When Jean first listened to a small idea about a simple video sharing platform on the launchpad that could, hopefully, make a few impacts across her college, she not only showed up with a tanker of rocket fuel, but also a Top Gun high-five. Thank you, Jean, for your unequivocal energy, passion, and support.

DR. CHARLIE MILLER
Microsoft Partner GM and Founder of Flipgrid

Looking out for students

She always thought about students and how we could have the best possible outcomes for students. I was always impressed by her calm demeanor and thoughtfulness that accompanied her calming presence.

DR. ABDUL M. OMARI
Principal/Founder AMO Enterprise and Regent Emeritus



Clockwise from upper left: Jean visiting alumni and donors in Las Vegas, Nevada; during a CEHD-sponsored Gopher football game, Jean talks about the college in the announcer booth during halftime; Jean with CEHD's senior management team; hanging out with an old friend; Jean and Regent Abdul Omari at commencement.



Let's take a moment for a speed round:

What is your favorite book of all time? *Poisonwood Bible* by Barbara Kingsolver or any book by Ann Patchett.

What is your favorite film? *Harold and Maude*.

What TV show have you binged or would like to if you had more time? I like murder mysteries like *Broadchurch*.

What is your favorite song, musician, or musical group? "Old Love" by Neal and Leandra.

What is your favorite website? Facebook.

What is your favorite toy from childhood? I loved board games like Monopoly, Sorry, or Clue.

What historical person, living or dead, would you most like to meet and why? I would love to talk to Jane Addams about her life in Chicago and the start of Hull House.

What is something most people generally don't know about you that would be surprising? I think I am pretty much an open book. Maybe most people do not know that I have an identical twin sister. Or that I am an introvert.

If education and social work were out of the question, what would be your dream job? I would like to have been a cartoonist.

What is the best piece of advice you were ever given? The Serenity Prayer...there are things I can change and things I cannot change and I need to understand the difference.

Continued from page 15

that they're doing is very exciting. I love meeting students and hearing about what they're doing in their programs. I love meeting with alumni. One of my favorite things is talking to somebody who's 85 years old and still remembers a favorite teacher they had when they were here. I love talking to donors about why they are investing in students and in the college. What motivates me is really the relationships and hearing what's important to people.

What keeps you up at night?

Nothing. (laughs) I sleep like a log. I can't think of anything actually, other than the dog when the dog has to go out.

Now it's your turn to be sage.

What piece of advice would you like to leave the next dean? Your colleagues? Students? Alumni?



Inspirational

Dean Quam has accomplished so much as dean, and she leaves that post with CEHD in great shape—excellent in the execution of all aspects of its multi-faceted mission. It is not just that she has been a wise and good leader and manager; it seems to me that her personality and her imagination have inflected the work of the college. Her commitment to social justice is inspiring, and her calm, deeply humane approach to the challenges of life is a balm for all of us in these tumultuous times. She has a droll sense of humor, but she is never cynical. She has inspired the college because her commitment to its ideals is sincere and deeply felt.

DR. KAREN HANSON
Executive Vice President and Provost

For the next dean I want to say fully appreciate the diversity and the breadth and depth that's in this college. There was a president at the University who came up to me once and said 'Oh, you're from the college of education, you educate teachers.' And I said, 'Well, yes, but also social workers, counselors, school superintendents, brain researchers, people who are going into physical therapy, people who are in special education...' I could go on for 15 minutes about all the different people that we educate here. It would be very short sighted to think of our college as just for teacher education.

My advice to colleagues would be the same. We tend to get in our own little niches or silos. For the most part, faculty in the Minneapolis campus don't know the people who work in St. Paul. One of the things that we've tried to do over the years is try to get people together across the programs, across the departments, across the campuses. I would even love to see us work more with the campuses like in Duluth, Crookston, and Morris. I would say meet other people around campus.

For students I would say this is an amazing place full of lots of opportunities, whether its sports or arts or music or all the different classes that you could take. The same goes for alumni. There are a lot of opportunities here for alumni to come back on campus, whether it's mentoring students or going to a football game. The University is a real remarkable place when you look at all the corners and all the parts of it. It's a gift for me personally to have been at the University of Minnesota for 40 years and all the things I've gotten to do, all the places I've been able to travel, and all the people I've been able to meet. And I feel



Puts others first

She always makes it about you, never about her. When you are in her presence, she asks about your family and how you are doing. It's not gold stars and acclaim she's after. She's just so personable and she has such a great sense of humor. And she's so inclusive. She cares for alums no matter what their status is in life. From retired elementary teachers to retired CEOs, she treats everyone equally. Of the other deans I've known over the years, she takes the prize. She is top notch.

CARMEN CAMPBELL
Benefactor

Values collaboration

When I was at the Carlson School, I helped to create the Center for Integrated Leadership. I wanted to get collaboration among the collegiate units to focus on leadership. Jean really has been one of the key supporters. She really believes that deans and colleges working together can make a difference. She shines as a leader at the University in finding ways to collaborate with her peers. She's always under control, I've never seen her get ruffled. She's not afraid of risks.


JIM CAMPBELL
Benefactor

I've had fun with my career. I've had fun being a dean. Now I'm ready to have fun being a grandmother and a part-time faculty member, and then retired faculty member. It has been a great career. +

For more information on how to donate to the Dean Quam Fund, visit z.umn.edu/quam

A VISION FOR ALL STUDENTS (AND TEACHERS)





With Minnesota facing a lawsuit over educational disparities produced by segregation, a group of CEHD researchers offer a roadmap to a more equitable future.

BY GENE REBECK

IN

March 2019, Michael Rodriguez, associate dean for undergraduate education, diversity, and international initiatives, received an urgent call from R. T. Rybak. The

former Minneapolis mayor, now president and CEO of the Minneapolis Foundation, had just spoken with Minnesota Attorney General Keith Ellison. A recently filed lawsuit, *Cruz-Guzman v. State of Minnesota*, asserted that the state had failed in its constitutional duty to ensure equal education opportunities for all students—opportunities that racial segregation and discrimination had closed off.

Ellison, who is managing the state's response to *Cruz-Guzman*, needed expertise regarding the state's educational disparities. That's why he sought out Rybak. As a longtime champion for educational equity, he would be in a prime position to connect the suit's mediator with relevant research.

Rybak knew just where to turn. In 2018, an association of Twin Cities-area school superintendents released *Reimagine Minnesota: A Collective Education Roadmap for Action*. The report put forth nine key strategies for achieving greater educational equity in Minnesota. "R. T. asked whether we could bring some people from the U together and provide a research-based study and recommendations to augment that report," Rodriguez says.

Rodriguez knew that Reimagine Minnesota had been developed “through multiple conversations in the communities—with community partners, families, teachers, and students. So it was really a great basis upon which to do additional work.”

Last summer, Rodriguez convened 12 CEHD professors and researchers to summarize the research evidence and develop action steps based on *Reimagine Minnesota*. The Minneapolis Foundation provided the funding, with additional support coming from the Greater Twin Cities United Way and the Saint Paul & Minnesota Foundation. In December, Rodriguez and his team released *Expanding the Vision of Reimagine Minnesota*. The 92-page study offers evidence-based solutions and actions designed to move the *Reimagine Minnesota* vision into the future.

Expanding the Vision has already gotten the attention of educators and legislators—and the legal decision-makers who will determine the settlement of the suit.

Cruz-Guzman “essentially concerns educational disparities,” Rodriguez notes. “But even more fundamentally, it asserts that school segregation has produced those disparities.” The suit is currently in mediation, with both sides working to develop a resolution. There is more at stake than segregation and resource allocation, he says: “What happens within buildings is perhaps even more important than what happens between buildings.” *Cruz-Guzman* “is likely to change how public education is delivered in the Twin Cities,” Rodriguez adds. And *Expanding the Vision*’s research and proposals are likely to help determine what those changes look like.

BUILDING ON THE FOUNDATION

Rodriguez and Rybak had previously worked together on Education Equity in Action, an event CEHD held in 2016 and 2017 that had explored ways to address racial disparities in education. Before joining the Minneapolis Foundation in 2016, Rybak had served as executive director of Generation Next, a public-private collective impact coalition

focused on closing education opportunity gaps in Minneapolis and St. Paul for children of color.

Rybak knows that “there are plenty of reports on education equity, and they’re sitting on some very dusty shelves.” In contrast, the teachers, administrators, and students that contributed their insights to the *Reimagine* report “have a very direct connection to the work. Once you establish those participants at the center, especially students, the rest of us can talk about how we can enhance what they have presented. That’s opposed to the well-intentioned but wildly unsuccessful dynamic of a bunch of smart people on the outside saying to students and educators, ‘Step aside and let us show you how brilliant we are.’”

It’s the interweaving of scholarship and real-life experience, along with actionable ideas rooted in implementation science, that Rybak believes sets *Reimagine Minnesota* and *Expanding the Vision* apart.

In putting together *Expanding the Vision*, Rodriguez and his CEHD team added a couple of topics of discussion to the original *Reimagine* report. One was on social and emotional learning. The other was implementation science, a field of scholarship that examines the barriers and challenges that hinder a program’s implementation, and how they can be overcome.

Each of the 12 contributors brought to *Expanding the Vision* insights from their scholarship. Case in point: Stefanie Marshall, assistant professor in CEHD’s Department of Curriculum and Instruction, discussed why educators seeking to overcome disparities in their schools need to think critically about how they address students from different cultural backgrounds from themselves.

“One of the main points that I wanted to get across is that school administrators need to have the capacity to support teachers and help them recognize their own biases in order to engage the learning needs of students from diverse backgrounds,” Marshall says. If funding and other

Michael Rodriguez believes *Cruz-Guzman* will likely change how public education is delivered in the Twin Cities.





support aren't provided to do this specific work, educational reform efforts will end up "maintaining the status quo," she adds.

In her contribution to *Expanding the Vision*, Tabitha Grier-Reed, a professor in the Department of Family Social Science, discussed the importance of "relationships" in education. "Anyone who really teaches and loves teaching understands that relationships are essential to teaching and learning, and that these are complex, multifaceted relationships," Grier-Reed says. But schools aren't designed that way. Especially in the higher grades, schools are organized around dispensing information as though the students are empty vessels to be filled with knowledge.

But the science of education has advanced, Grier-Reed notes: "Now people know about constructivist learning environments—and environments where students and teachers co-create knowledge," Grier-Reed says. "It's just taking a lot more time to become a new standard for organizing education at all levels, especially in the middle and secondary level. Elementary schools

are actually pretty different—their classes are much more organized around relationships and helping the whole child develop." With older students,

"Anyone who really teaches and loves teaching understands that relationships are essential to teaching and learning, and that these are complex, multifaceted relationships."

however, the emphasis is more on delivering "content"—math content, social studies content, and so on.

What's needed, Grier-Reed believes, is to bring the current science of pedagogy, teaching, and learning to bear on how all children from different backgrounds are educated in Minnesota and addressing their distinctive needs and ways of learning, including their mental well-being.

ALL IN THIS TOGETHER

In addition to its financial support, the Minneapolis Foundation is "in a unique position to be a community connector and a convener," bringing together all the stakeholders in public education, says Patrice Relerford, the foundation's director of impact strategy, education. In December, her organization, along with the University of Minnesota and the report's other funders, introduced *Expanding the Vision* to educators and community leaders throughout the Twin Cities metropolitan area, with attendees from both the cities and the suburbs present. "Seeing that regional spirit of cooperation and collaboration really impressed me," Relerford says. And the fact that attendees lingered after the event for further discussion "made me hopeful that people would embrace this."



R.T. Rybak speaks at Reimagine Education: Transforming Research into Collective Action at the Minneapolis Convention Center in December; Attendees visit with Rybak at the Minneapolis Foundation-sponsored event.

And even ahead of the *Cruz-Guzman* settlement, several Minnesota school districts have begun work on tearing down the barriers that the suit has identified. Rodriguez notes that many of the best practices and related ideas in *Reimagine Minnesota* and *Expanding the Vision* “are known and have been talked about in other arenas. There are schools that are doing many of those things. But what I worry about is schools feeling like they have to do this on their own.”

Rodriguez has been encouraging districts to network with their neighbors and with their communities in order to shrink the achievement gaps in their schools. “Many of the challenges regarding educational equity have to do with not understanding local needs and preferences,” he says. Communities are continually evolving, their demographics shifting. “We have to have really strong partnerships with community leaders and community organizations,” Rodriguez says. “Those organizations are helping match families with schools and government agencies. We could be learning so much more from them.”

Last December, the Northfield school district invited students from three other school districts to get together to discuss education achievement data. Remarkably, the data presentations were led by students from the four districts. It was “an incredible educational opportunity for the students,” Rodriguez says. Even more significant was the fact that the four districts joined forces. “To me,

that’s the biggest piece: Connecting with others, working in partnership and collaboration, and not thinking that we can do this alone,” he adds.

The resolution of the *Cruz-Guzman* suit will very likely require school leaders throughout the Twin Cities metro area—and in many parts of Greater Minnesota—to make changes in their curricula and approaches to teachers in order to shrink the achievement disparities in their districts. “To make those efforts successful, they must also follow through on action steps described in *Reimagine Minnesota* and the evidence-based practices described in *Expanding the Vision*,” Rodriguez says. CEHD’s new study is poised to play a crucial role in these efforts. “The mediators and now the state legislature have seen—if not read—the *Expanding* report,” Rodriguez says. “I know the judges involved in the mediation have read it.”

For his part, Rybak believes that *Reimagine Minnesota* and the *Expanding the Vision* study have “the capacity to make education dramatically better in this state.” So what does he see as the next steps? “A couple of things we’re considering is convening more educators and school board members and increasing the input of our youth,” Rybak says. “All of which we would want to do in partnership with the University, leveraging its incredible expertise.” +

Learn more: minneapolisfoundation.org/reimagine-2

Unlocking secrets of the brain

Damien Fair brings his passion to the U



FASCINATED BY THE HUMAN BRAIN and the mysteries of its biology, neuroscientist Damien Fair took advantage of powerful new brain imaging tools to make important discoveries about child development and mental health disorders. He will bring his ground-breaking techniques—and passion for research and collaboration—to CEHD and the University of Minnesota this summer.

Fair, PA-C, PhD, will serve as co-director of a new institute for child and adolescent brain health on campus, splitting his

time 60/40 percent respectively between CEHD's Institute of Child Development (ICD) and the Medical School Department of Pediatrics. At ICD, Fair will mentor graduate students, teach a course in neuroimaging analysis, and guide faculty who will be doing clinical research at the new institute.

As associate professor of behavioral neuroscience at Oregon Health & Science University, Fair and his team use functional MRI (fMRI) technology to make significant discoveries about the biological factors underpinning disorders like ADHD and autism. His lab develops knowledge about how the brain is wired and what happens when the brain is at rest. Answer: quite a bit!

Fair is thrilled to return to his native Minnesota to co-lead the institute, which aims to make discoveries about brain development in early childhood and adolescence. As a developmental cognitive neuroscientist, Fair uses fMRI to forge

“I really want to maximize how my work impacts the broader community.”

new understandings about typical and atypical brain development.

The position was attractive, Fair says, for the opportunity to collaborate with experts from across the University. He hopes to partner with

others to amplify such research and transform it into clinical treatments, therapeutic interventions, genetic studies, and policy that make a difference in the lives of children, teens, adults, and their families.

“I really want to maximize how my work impacts the broader community. I’m not going to be able to do that myself—we need teams of other people,” Fair says. “The collegiality and foundation at the University of Minnesota to make this integration happen, with one common goal of improving the lifespan of children on several fronts, was too hard to pass up.”

Fair and his family, including two children and wife Rahel Nardos, MD, look forward to being closer to their Minnesota relatives. Nardos, a urogynecologist, will serve as the Medical School's director of women's health.

Fair studied at Yale University to become a physician assistant, ultimately deciding that clinical life wasn't for him. But that career—and his work with stroke patients—sparked

an interest in neuroscience. It prompted Fair to pursue a PhD from Washington University, where he studied brain plasticity in children who had perinatal strokes.

In 2008, Fair continued that line of inquiry as a postdoctoral fellow at Oregon in psychiatry and behavioral neuroscience. He is a pioneer in utilizing fMRI technology to study the brains of people who are doing activities or are at rest, an important window into how the organ works.

“We’re able to use this method to really map out, like a fingerprint, specific network organizations inside individuals’ brains. There are lots of common components across everyone, but there are specifics that are unique and information that’s critical to understand in more complex development trajectories like autism and ADHD,” Fair says.

Passionate about teaching and community outreach, Fair started the Youth Engaged in Science Initiative in Oregon to expose underrepresented middle and high school students to careers in science. He is especially looking forward to bringing that passion to Minnesota and being part of an institute that focuses on connecting with the community, patients, and families.

“I think this institute will be very much open and outward facing,” Fair says. “We want the community to be involved as important partners. That way we will accelerate the science and the well-being of our youth over time.”

—Suzy Frisch



Damien Fair visits with Andrew Redleaf at the 2019 Discovery Showcase at the McNamara Alumni Center.

ANGELIC JEWEL, COURTESY OF UNIVERSITY OF MINNESOTA FOUNDATION



Summer at CEHD

Note: these sessions may be canceled or moved online as situations develop. Visit z.umn.edu/cehd covid19 for up-to-date information.

Online Supporting Early Social and Emotional Development credential

June–August

The Center for Early Education and Development’s online credential offers those working with early childhood communities and their families focused knowledge and applied skills to promote healthy development. Register now for summer courses!

Info: ceed.umn.edu/sesed-credential

School of Social Work’s Clinical Practice & Supervision Series

Monday, June 8–Monday, August 10

Each year, the School of Social Work offers a variety of continuing education courses for professional social workers over the U of M summer break—June to August. Courses include content for professional social workers working with children and families; clinical mental health; community practice; trauma; ethics; supervision; and health, disabilities, and aging. The full selection of courses, course descriptions, learning objectives, faculty bios, and clinical clock hours/CEUs can be found at sswce.umn.edu. Additionally, interested persons can sign up for an email list to be notified when courses are available each session at mailchi.mp/umn/ceseries.

School of Social Work’s CEUs on a Stick

Tuesday–Wednesday, August 25–26

Since 2007, the School of Social Work has presented CEUs on a Stick, a fun and engaging continuing education event held the two days before the start of the Minnesota State Fair. CEUs on a Stick offers two days of three-hour morning and afternoon in-person workshops. The workshops are taught by experts from the University and the community and cover a variety of topics ranging from clinical to community practice.

Info: sswce.umn.edu/ceus-on-a-stick.

Take a class in CEHD

If you’re not currently enrolled in an academic program at the U, learn more at onestop.umn.edu/academics/take-class-non-degreestudent.

Honored



Abigail Gewirtz (family social science) has been named a Fellow of the American Psychological Association.

Tabitha Grier-Reed (family

social science) was honored with the Minnesota Psychological Association's John M. Taborn Award for Outstanding

Contributions to Psychology by a Person of African Descent.

Mary Hermes (curriculum and instruction) received the Honoring Native American Women award from the American Indian Student Cultural Center.

Panayiota (Pani) Kendeou (educational psychology) has been named a Fellow of the American Educational Research Association.

Gillian Roehrig (curriculum and instruction) has received the Association

for Science Teacher Education Outstanding Science Educator award.



Catherine Solheim (family social science) has been named a Fellow of the National Council on Family Relations.

Sylia Wilson

(Institute of Child Development) has received the Robins/Guze Award from

In memoriam



Ayers Bagley, professor emeritus, passed away on February 16, 2020, at the age of 88. He earned his BS in 1954 from Wayne State University in Detroit and his MS and PhD from Indiana University Bloomington in 1956 and 1960, respectively. Bagley was a lecturer in the School of Education at Indiana University from 1959 to 1960 before joining the faculty of the University of Minnesota as an assistant

professor in 1960. In 1970, he became a full professor in the College of Education. He was also a member of the graduate faculty of the American Studies Program (1968-2001); Religious Studies Program (1973-2001); and Composition, Literacy, and Rhetorical Studies (1996-2001). His specialty was history and philosophy of education, which led to research on educational imagery and emblems. He assembled the first-known collection of iconic art representing Western educational themes and ideas and has served as the *Education Icons Project* director since its inception in 1976. Bagley retired from the University of Minnesota in 2001. CEHD's Virtual Museum of Education Icons can be found at iconics.cehd.umn.edu.



William Earl "Bill" Gardner (left), a former dean of the College of Education, passed away on February 16, 2020, at the age of 91. He earned three degrees from the University of Minnesota: BS and MA degrees in education/social

sciences and a PhD in education/American history. Gardner taught in several Minnesota schools, including the University of Minnesota High School, before joining the University of Minnesota's College of Education faculty in 1961. In addition to serving as dean from 1977 to 1991, he served as a department chair (he taught social studies education in the Department of Curriculum and Instruction) and assistant and associate dean. Under his leadership, the college adopted the fifth-year program for teacher licensure, initiated a comprehensive development program, and formed a consortium with historically black colleges and universities. Memorial gifts can be made to the William E. Gardner Scholarship at give.umn.edu/giveto/gardner to support teacher education students.

the American Psychopathological Association. She was also named a Rising Star by the Association for Psychological Science.

Appointed and elected

Megan Gunnar (Institute of Child Development) has been appointed to the Children's Cabinet Advisory Council by Minnesota Governor Tim Walz and Lieutenant Governor Peggy Flanagan.



Faith Miller (educational psychology) has been named associate editor for *School Psychology*.

Joseph Rios

(educational psychology) was selected to serve on the editorial board of *Practical Assessment, Research, and Evaluation*.

Thomas Smith (kinesiology) has been appointed to the editorial board of *WORK: A Journal of Prevention, Assessment & Rehabilitation*.

Amanda Sullivan (educational psychology) has been named senior editor for *School Psychology Review*.

Clint Warren (kinesiology) was named to the editorial board of the *Sport Management Education Journal*.



Neal C. Nickerson, Jr., a faculty member in the Department of Educational Administration (now the Department of Organizational Leadership, Policy, and Development) for more than 50 years passed away on December 31, 2019. Nickerson received his master's degree from UMD and his EdD from Columbia University, where his thesis explored school staff relationships and their

effect on student outcomes. He joined the faculty of the University of Minnesota in 1964 and served as advisor or co-advisor for more than 242 students, as a committee member for more than 720 students, and mentored many more professionals in the field. Though technically retired since 2016, Neal taught as adjunct faculty through 2018, advising graduate students and mentoring faculty. In 2006, he received the Excellence in Educational Leadership Award and in 2013 he was a recipient of the U of M President's Award for Outstanding Service where it was said, "His are the shoulders on which many of us, campus and community colleagues alike, have stood. He has held up hundreds of us over his many years at this great University." Memorial gifts may be made to the Neal C. Nickerson, Jr. Fund for Student Support in Educational Administration at give.umn.edu/giveto/nealnickserson.



Kay Herting Wahl, the director of school counseling in the Counseling and Student Personnel Psychology program in the Department of Educational Psychology for many years, passed away on December 24, 2019, at the age of 76. Herting earned her doctorate at the University of South Dakota. She then taught at the University of Nevada in Las Vegas for two years before accepting a position at Mankato State University. After three

years, the University of Minnesota—Twin Cities offered her the opportunity to direct and develop a school counseling program. She was named the National American School Counselor Educator of the Year in 2010. The Professor Kay Herting Wahl Memorial Fellowship was established to benefit graduate students in counseling and student personnel psychology who are planning to become licensed K-12 school counselors. Gifts may be made at give.umn.edu/giveto/hertingwahl.



The pioneer

Nearly 60 years ago, Dale LaFrenz helped launch the K-12 educational computing industry. And he's still on the trail.

THROUGHOUT HIS CAREER, Dale LaFrenz has been a pathfinder. And he's quick to add that he hasn't traveled alone: "There were a lot of people involved. We started a huge industry that grew out of our efforts, and it all came from 330 Peik Hall."

That industry is K-12 educational computing. Among other accomplishments, LaFrenz directed the commercialization of an educational game called "Oregon Trail." Though LaFrenz didn't invent it, he led the efforts to make it the most popular educational game in history.

For LaFrenz, it's been a long, long trail. And it's a road he still rides.

It began in 1963, when LaFrenz came to the University of Minnesota to earn a master's degree in education after a couple of years teaching in Faribault. He soon found himself talking regularly with other instructors in the College of Education about emerging technology. "We decided that there must be something to this computer thing that's going to involve kids, teaching, and learning," LaFrenz recalls.

From those conversations, LaFrenz and others founded nonprofit entities that allowed students—first at the University, later at school districts statewide—to "share time" (via phone lines) on mainframes elsewhere in the country that offered time-sharing. In 1973, LaFrenz helped establish the Minnesota

Educational Computing Consortium (MECC), a statewide educational-computing telecommunications system. In addition, MECC built a library of education-related software. In the mid-1970s, it hired the inventors of "Oregon Trail," which would lead MECC to become the pioneer in a boomtown of an industry. (Meanwhile, LaFrenz continued his studies, and was awarded a PhD in 1978.)

In 1979, seeing LaFrenz's success, Chicago-based textbook publisher Scott Foresman asked him to help launch its own educational-computing company, Mindscape. Some years later, he returned to Minnesota, helping Control Data Corp. start its own educational computing operation using its PLATO computer system.

Meanwhile, MECC continued to grow, thanks primarily to "Oregon Trail." LaFrenz returned there in 1985, helping to transform what had been a consortium into a private company, and then a publicly traded one. In 1995, MECC was acquired and "rolled up" along with dozens of other companies in the booming educational computing space. "Oregon Trail" ended up being owned by Mattel, which dropped it in the late 1990s after the toymaker found itself mired in debt.

Once again, LaFrenz moved on into new territory, though remaining in the same industry. With the rise of the internet, he saw the opportunity for online educational computing, co-founding a company called wwwrrr.com. (One guess what the three "R's" stood for.) It turned out to be a little ahead of its time, lasting for three years before falling victim to the dot-com bust.

LaFrenz's new venture, RE@L, in many respects follows the same path as his dot-com, using the internet to deliver educational materials. In February, RE@L launched its first product, designed to teach kids about the dangers of vaping. The new company also has 12 STEM products in the pipeline.

While the K-12 educational-computing market "has grown in terms of purchasing," LaFrenz says that schools are putting too much emphasis on acquiring hardware. "That's not the way it works," he adds. "What does need to occur is have people like us who can integrate the hardware with the teaching and learning process." That, he believes, will allow teachers to use technology more effectively.

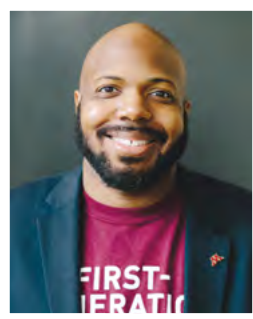
"We're looking at what I believe is a systemic change," LaFrenz says. K-12 schools have "really ingrained techniques, tactics, philosophies, and so forth. We have found a way to get the current technology harnessed."

LaFrenz acknowledges that "we have a huge hill to climb. But we also have a huge opportunity."

—Gene Rebeck

FROM THE PRESIDENT

MARVIN BANKS,
MED '12



DEAR FELLOW ALUMNI,

Like everyone, faculty, staff, and students across CEHD are experiencing many emotions and changes to daily life in response to COVID-19 and public health recommendations. The care and dedication of the college, and everyone across the University, has been inspiring.

Sadly, there will be no formal commencement ceremonies this spring. The campus is exploring creative ways to honor student accomplishments at a later date. I remember the joy I felt at my graduation as Dean Jean Quam shook my hand. This would have been Jean's final commencement before she steps down as dean. From everyone in the CEHD Alumni Society, thank you, Jean, for your extraordinary leadership.

The Alumni Society Board has also canceled several upcoming events. While we can't be physically together, I hope you will stay connected by following CEHD on social media. The U of M Alumni Association also offers a robust webinar learning series; check out umalumni.org for more information.

As President Gabel said in one of her messages, the University of Minnesota has been here for more than 170 years and has faced countless challenges. Through it all, our community has always pulled together.

Stay safe, Gophers, and take care of yourself in this time of uncertainty.

Marvin Banks

Knowledge sharing and networking

Many alumni spent the day after Valentine's Day in Scottsdale, Arizona, to reconnect with each other and hear from some of the University of Minnesota's most exciting and ambitious faculty. Minne-College 2020, held on February 15, is an annual event showcasing some of the cutting-edge research taking place at the U of M.

CEHD's featured faculty member, Elizabeth Lightfoot (below, left), School of Social Work, presented "Sifting through News, Fake News, and Scams Online." A critical issue in today's world, online misinformation seems to be everywhere...and growing. Lightfoot taught her audience how to be "smart skeptics" online and showed them new evidence-based methods for detecting fakes and scams. Lightfoot presented some of these methods in real time on attendees' own smartphones, making this session highly interactive as well as informative.

Minne-College attendees also had time to network, such as at the home of Mary and Lynn Endorf in Fountain Hills, Arizona (top). At bottom right, Jean Quam visits with Suzanne Busta, an alumnae of the Shirley G. Moore Lab School (she attended preschool there when she was four years old).



CEHD distinguished alumni

The winners of the 2019 CEHD Distinguished Alumni Awards truly represent greatness. The award honors CEHD alumni who have excelled in their fields and contributed greatly to their communities. Award recipients belong to a wide range of academic disciplines and career paths, but all are individuals who have made profound impacts in the lives of children, youth, families, schools, and organizations, and whose achievements bring honor to the college. The awards were presented November 21 at the McNamara Alumni Center.

Winners include (in back, left to right) **Katherine Tunheim**, PhD '08 (human resource education); **Iris HeavyRunner PrettyPaint**,

MSW '97 and PhD '09 (social work); **Keith Ballard**, BS '16 (sports studies); **Bradford Hosack**, MA '10 (curriculum and instruction); **David Vick**, BS '67 (elementary education) and MA '73 and PhD '87 (educational administration); **Charlie Miller**, PhD '07 (curriculum and instruction); **John Hoffman**, MA '97 and PhD '00 (educational administration); and **Randall Peterson**, BS '86 (agricultural education) and MA '90 (educational psychology). In front from left, **Roscoe Smith**, PhD '72 (educational administration); **Alice King Moormann**, BS '60 (art education); **Steve Permuth**, BS '66 (mathematics) and PhD '77 (educational administration); **Linda Cohen**, MA '85 and PhD '86 (educational psychology); **Dean Jean Quam**; and **Martha Russell**, MA '76 (home economics), MA '76 (family social science), and PhD '83 (educational administration).

In the lower left photo is **Penny George**, MA '72 (educational psychology). Not pictured is **Ryan Saunders**, BS '08 (sports studies).



Dean Jean's hoops hobby

One place you are certain to find Dean Jean Quam during basketball season is in attendance at any given home Gopher game. At top, Jean sits with Leo and Christine Stern and Senior Development Officer Holly Hartung. At bottom, are Education Technology Innovations (ETI) Founder and Director Ryan Warren, Dean's Advisory Board Member Jennifer Marrone, and David Short. Marrone and Short are ETI benefactors.



MN Principal of the Year

Michael Lehan, BS '02, has been named the 2020 Minnesota High School Principal of the Year by the Minnesota Association of Secondary School Principals. The Department of Family Social Science alum, former Gopher, and former NFL cornerback is currently the principal of Osseo Senior High School. The award is to honor administrators who have shown they collaborate with other teachers in improving the educational system as well as boosting student achievement and school climate.

Share your news

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

 College of Education and Human Development | University of Minnesota

 CEHD Alumni & Student Networking Group

 @UMN_CEHD

improving lives

A CAMPAIGN FOR THE COLLEGE OF EDUCATION + HUMAN DEVELOPMENT

AN AMAZING CHALLENGE

A scholarship opportunity to support deserving students



At institutions of higher education across the nation, students having the greatest financial need have lower rates of admission, retention, and graduation than their higher-income peers. The University of Minnesota and CEHD are no different. Too often, promising students miss out on furthering their education due to a lack of resources. Just as tragic,

we are missing out on the potential contributions they could make to their respective fields of study.

To help reverse this unfortunate situation, the Bentson Scholarship Challenge is providing significant incentive funding to encourage donors to establish scholarship endowments to help low-income undergraduates on all U of M campuses. The Bentson Foundation has made a unique gift of \$15 million to keep the University affordable and accessible to all Minnesotans.

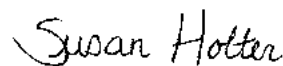
The initiative launched on March 1 and will continue until the funding from the Bentson Foundation has been depleted, or in five years, whichever comes first.

Here's how it works:

1. To qualify, a donor must establish a new scholarship endowment with a gift or pledge of \$50,000 paid within four years.
2. For endowment gifts of less than \$1 million, the Bentson Challenge will match 30 cents on the dollar. For gifts of \$1 million or more, the endowment will be eligible to receive 50 cents on the dollar.
3. The scholarships will be available to Pell-eligible freshmen and transfer students in undergraduate degree-granting units across the U of M system.

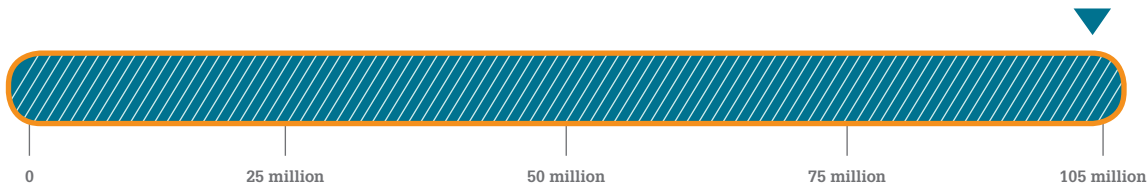
It's an amazing challenge and a great way to give support to the students who need it the most. More information about this exciting program is available at give.umn.edu/BentsonChallenge. I encourage you to check it out. If you're interested in setting up a scholarship in your name (and receiving the Bentson match), please call me directly at 612-625-1757.

Thank you for being a part of the CEHD community and supporting all that we do!



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

8,851 donors
\$104,791 raised
78% faculty & staff
campaign participation



Dean Jean Quam established her fellowship more than 10 years ago. Eveline Ndii Kalomo in 2014. She was the first recipient of the Jean K. Quam Fellowship in Social Work.



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A lasting gift to social work graduates

As Jean Quam steps down as dean and enters phased retirement, there will be a lot to remember her by—her steady leadership, her sense of humor, and her interest in others are some examples. Another tangible example is the Jean K. Quam Fellowship in Social Work.

More than 10 years ago, Jean established the fellowship to benefit students in her home department. “It all started when I was the director of the School of Social Work,” she says. “I did it because I know the high cost of tuition. I felt if I was asking for others to contribute to scholarship funds, I should show I could do it myself. I would occasionally put money into it and when I had a birthday and people would say ‘what can I give you?’ I’d say they could contribute to this fund. So it grew.”

It grew enough until one day, the development office contacted Jean to say the fund was eligible for endowment.

The fund provides fellowships for graduate students in the School of Social Work. Recipients of the award are in good academic standing with exceptional potential in their field. The fellowship is used for the payment of tuition or as a stipend. Students can qualify for funding from the fellowship for more than a year as long as they are making demonstrable progress toward a degree.

“The criteria are pretty broad,” says Megan Morrissey, School of Social Work associate director and MSW

program director. “With that in mind, we have tried to think of some of the priorities that Dr. Quam has promoted.”

As an example, Morrissey notes that Jean has placed a strong emphasis on creating an inclusive atmosphere in the college.

“We have supported that by trying to select recipients who bring diverse perspectives to our college,” Morrissey says. “We have also tried to look for future social workers whose interests have fallen in line with some of Dr. Quam’s research, particularly her interest in working with older adults.”

The first recipient of the fellowship was Eveline Ndii Kalomo in 2013. She was a PhD candidate in social work from Namibia who was finishing up her dissertation. Her award allowed her to stay in the U.S. to complete her PhD. She is now an assistant professor in the School of Social Work at Wichita State University in Kansas.

CEHD plans to award the fellowship annually. **And thanks to the estate of Wayne A. Munday, new gifts to the fund will be matched 1:1.** Jean envisions a lasting legacy for her fellowship and will make this possible herself with ongoing contributions beyond her retirement. Consider paying tribute to Jean’s legacy and helping future social workers with a gift to the Quam Fellowship. Visit z.umn.edu/quam.

Brenda Hartman knows firsthand
the value of scholarships.



Help students with this one easy tip

Last fall, a report by the *Institute for College Access and Success* found that student debt at the U of M is trending down. Average debt hit a nine-year low at \$25,573, and 44 percent of graduates had no debt at all. While shorter times to degree completion is a factor, donor generosity is having a big impact as well. Scholarships took the place of loans for more students, decreasing future debt.

For institutions that are committed to ensuring access, like CEHD, scholarship donors are crucial partners. College students who benefit from scholarships get a financial—and emotional—boost to help them complete their degree.

Brenda Hartman (BS '81 and MSW '89) is providing that boost through monthly giving. In January 2017, Brenda kicked off the new year by starting a recurring gift to the Promise of Tomorrow Scholarship. This fund, established by the CEHD Alumni Society, benefits undergraduate and Initial Licensure Program students. After giving intermittently, Brenda decided to set up a monthly credit card charge to sustain her commitment. She says, "The process was so simple, I don't even remember what I had to do!"

Brenda knows firsthand how scholarships can make a difference. She and her two children had financial support during their undergraduate and graduate degrees, and her past service on the



Alumni Society Board provided deeper insight on the availability of scholarship opportunities and the burden of student debt.

Brenda studied in both the Institute of Child Development and in the School of Social Work, preparing her for a therapy practice. About 25 years ago, she began a focus on working with people with cancer and other life-threatening illnesses after her own diagnosis of stage 4 ovarian cancer. Brenda's mission is to make sure all health care workers are prepared for end of life conversations.

"The overlap and different depth of training that I received from my two graduate programs was phenomenal and really brought me to what I am doing now," she says. "I value what the University has given to me and now watching what it has given to my two children, I want to be able to keep giving the amount that I can and help students get through their academic paths."

—Ann Dingman

New gifts and commitments to the college

\$500,000 to \$999,999

DAVID PERRIN and MARGARET HUSTAD PERRIN established the David Perrin and Margaret Hustad Perrin Education Fund to benefit the Teacher Scholars of Color program.

\$250,000 to \$499,999

CAMERON DUNCAN added to the Jacqueline R. Mithun Fellowship.

\$100,000 to \$249,999

PATRICK AND SHIRLEY CAMPBELL added to the Patrick and Shirley Campbell Innovations Fund.

HELEN KIVNICK and GARY GARDNER established the Dr. Helen Q. Kivnick and Dr. Gary M. Gardner Fund for the Arts and Social Work.

THE PNC FOUNDATION supported the Early Learning Math Modules Development project in the Center for Early Education and Development.

JUDY AND BILL WALTER made a commitment to the Institute of Child Development building.

\$25,000 to \$99,000

ROGER ADAMS made a pledge to the Roger M. Adams Scholarship for Elementary Teachers.

ELLEN BLANK made a commitment to the Women and Sport Leadership fund benefiting the Tucker Center for Research on Girls & Women in Sport.

JAMES CYSEWSKI added to the Beverly Dumas Memorial Scholarship in Social Work.

RICHARD EDGAR renewed his support for the Frances Harrison-Edgar and Richard Edgar Endowed Fellowship in Social Work.

MARY AND LYNN ENDORF created the Mary Endorf Family Scholarship to support underserved or first-generation undergraduate students.

PATRICIA FALLBECK established the Walter R. Higbee Educational Psychology Memorial Scholarship.

IRIS FREEMAN and WARREN WOESSNER made a commitment to add to the Iris C. Freeman and Warren D. Woessner Elder Justice Fund in Social Work.

Veronica Johnson (right) with one of her scholarship recipients, Hafsa M. Mahad.



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From repairing typewriters to cracking the glass ceiling

Veronica Johnson (BS '68) has always been a woman to watch. This retired IBM employee and home economics alumna says people never knew what to make of her success in a male-dominated field.

In her three decades with IBM, Veronica earned six promotions—each requiring her to relocate to a new state—and was often the first or only woman in her territory to hold that job title. As the sole provider for her daughter, Veronica's tenure at IBM started in 1974 in Minneapolis, when she left her dream job as teen program director for the YWCA to pursue a job with a more consistent 8 to 5 schedule. She started as a customer engineer, repairing typewriters and other office equipment, and retired in 2003 from a management position in Austin, Texas.

Friends and colleagues were not the only ones perplexed by her career path. "What is it that you think I do at work all day?"

Veronica recalls asking her daughter, Stacy. Stacy did not want to go to daycare that day and proposed they switch places. "And what would you do at work, Stacy?"

"Break typewriters," Stacy replied. This was the only apparent explanation for all the spare typewriter parts in the trunk of her mother's car.

While Veronica found success in the corporate world, her heart has always been with social services and community investment. While working, she served on nonprofit boards, including the YWCA Board in Fargo, where she was president, and has been a member of the American Association of University Women in five states. Now, in retirement, she can "put in more hours" volunteering. She serves on the CEHD Dean's Advisory

Board, volunteers at SACA food shelf, with Kiwanis at the Columbia Heights recycling center, and through a women's group at her church. To honor her parents' memory, Veronica also established the Ruth and Omer Netteberg Scholarship in 2004 to support incoming family social science students in CEHD.

Veronica's mother Ruth was very civic-minded. She herself earned a two-year teaching degree from UM Crookston in 1945 and went back to school to earn her master's in the '70s.

"I look like a slacker compared to my mother," says Veronica.

—Holly Hartung

JAMES HANSEN added to the Louise DiGirolamo Hansen Scholarship for future science teachers.

MARY HERTOGS established the Mary H. Hertogs Elementary Education Scholarship.

MARY KLINNERT started the Mary Klinnert, PhD and Allen Adinoff, MD Fund for Graduate Student Support in Child Development.

MARY MULIER established the Mary North Mulier Scholarship for undergraduates with financial need.

THE MIDWEST RETT SYNDROME FOUNDATION provided funding to the Rett Syndrome Research Fund for the purchase of equipment and software.

THE JOHN W. MOOTY FOUNDATION TRUST renewed its support of Prepare2Nspire.

STEVE AND JACKI PERMUTH established the Steven and Jacqueline Permuth and Family Endowed Scholarship to support students with high financial need from the Twin Cities, especially North and Humboldt High Schools.

DAVID PERRIN and **MARGARET HUSTAD PERRIN** made a commitment to the Institute of Child Development building.

KAREN STERNAL added to the Minnesota I Have a Dream Scholarship.

Heritage Society Commitments

BARBARA DEVLIN made an estate commitment to support the Department of Organizational Leadership, Policy, and Development.

JOAN DVERGSTEN added to her bequest to the Lucille and Gustav Bauermeister Scholarship.

RICHARD EDGAR committed an estate gift for the Frances Harrison-Edgar and Richard Edgar Endowed Fellowship in Social Work.

MARY KLINNERT pledged a bequest to the Mary Klinnert, PhD and Allen Adinoff, MD Fund for Graduate Student Support in Child Development.

TERRI STARK made a testamentary bequest to CEHD in memory of her late husband, Matthew Stark.

The estate of **WAYNE A. MUNDAY** left a bequest to the School of Social Work.

GARY AND ANDY WHITFORD HOLEY added to their estate commitment to the Whitford Holey Fellowship in Social Work.

Includes gifts made between October 10, 2019, and February 7, 2020.

Giving matters

SENIOR ELEMENTARY EDUCATION FOUNDATIONS

major Cindy Vang (right) was worried about whether she could afford materials and textbooks for her fall classes when she got some unexpected news—a donor was going to buy all the textbooks and classroom supplies for her “Foundations of Literacy” course. The cost of textbooks has risen four times faster than the rate of inflation, and the Foundations course requires a significant investment.

“I felt extremely grateful and hopeful that there are others who care for our future classrooms and teachers as well,” says Vang.

The Norm and Ann Hoffman family gave in honor of Ann, BS ’59, a former teacher who received support for books while she was in college. The Hoffmans’ contribution provided learning materials for every student in the fall 2019 and spring 2020 “Foundations of Literacy” cohorts.

The course often takes place on-site at an elementary school where participants apply what they learn in class to one-on-one lessons with a developing reader, or “reading buddy.” The collaboration helps students practice their teaching skills.

“I was so thrilled to hear about the generous donation,” says enthused senior elementary education foundations major Bailey Hutson (left). “It makes me happy to know that there are such amazing people who are willing to invest in future educators so that we, in turn, can invest in the leaders of tomorrow—our students.” She plans to use the class materials to create engaging reading lessons and experiences that will instill a love of reading and learning in her students.

The gift will have a sustained impact as the pre-service teachers step into their own classrooms with the tools needed to support their students as they begin their first year of teaching.

“We want to keep barriers as low as possible for students interested in a teaching career,” Ann’s daughter says of their motivation to give. “It’s especially meaningful that we can honor our mother and her experiences at the U, and as a teacher.”

—Kathryn Silverstein

“It makes me happy to know that there are such amazing people who are willing to invest in future educators.”

—Bailey Hutson
Senior, curriculum and instruction



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+ HUMAN DEVELOPMENT

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CEHD | CALENDAR

There are many ways CEHD alumni and friends can stay connected to the college.
Visit cehd.umn.edu/alumni/events or call **612-625-1310**.

CEHD Events updates

Due to the COVID-19 pandemic, many, if not all, upcoming events have been canceled or postponed. CEHD has created a website that includes a list of canceled events and links to helpful resources.

Visit z.umn.edu/cehdcovid19 to stay up-to-date on the latest developments.

The University of Minnesota also has created a website with helpful information about the outbreak.

Visit safe-campus.umn.edu/public-health-alerts for details.

Special note about Rising Alumni 2020

We appreciate everyone who took the time to nominate a CEHD Rising Alum for this year's award. The nomination pool represents an outstanding group of nominees from across the United States and the world. Knowing that many of our Rising Alumni Award honorees would need to travel to the U of M to accept their award, we have decided to cancel the 2020 award and the public award event for this year given COVID-19. We received a slate of excellent nominees this year and those nominees will be considered for next year's award.