

CEHDconnect

THE MAGAZINE OF THE COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

HELPING SCHOOLS
OVERCOME COVID-
RELATED EQUITY
ISSUES

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Finding ways to adapt and advance
during the COVID-19 pandemic



SPRING/SUMMER 2021

from the INTERIM DEAN



AS I ENTER MY EIGHTH MONTH as Interim Dean, I am increasingly aware of the commitment of CEHD students, families, faculty, staff, and community partners. CEHD remains **vigilant**, with instructors and students delivering and taking courses online, with a few safely on campus. CEHD remains **hopeful**, recruiting new students and preparing to return to campus this fall. We do this amidst ongoing challenges from COVID-19

to local and global racial injustice, requiring our vigilance and hope.

CEHD is recommitting our efforts to be an action-oriented community. In this issue, we report on ways the CEHD community is responding to the consequences of COVID-19. These stories exemplify how CEHD faculty, staff, and students are making our programs, services, and resources accessible. We invite alumni, retirees, and friends of CEHD to join in these efforts.

We are also nearing the end of the *Improving Lives Campaign*, poised to surpass our \$100M fundraising goal! Yet our work is not done—we continue raising funds to complete the new Campbell Hall and for student support and scholarships. Investing in future opportunities for students to achieve their dreams is a winning proposition, especially for those with limited access to resources.

This is the time of year we look forward to safely celebrating the accomplishments of our graduates, a CEHD hallmark. Traditional graduation ceremonies are staffed by volunteers and involve 1,500 graduates and thousands of family members and friends. Through college-wide consultation, we decided that vigilance requires us to go the hybrid route—holding a formal presentation virtually to highlight each graduate and providing on-campus activities for graduates to receive their diploma cover, have photos taken in a CEHD-staged setting in graduation regalia, and spend time with family taking photos at other U of M landmarks across campus. We hope to invite graduates to a future ceremony when we can share a common space safely.

Congratulations, Grads! You have worked through significant unexpected challenges. Your accomplishments are truly honorable and well deserved. Welcome to the community of over 77,000 CEHD alumni.



COLLEGE OF EDUCATION
+ HUMAN DEVELOPMENT

UNIVERSITY OF MINNESOTA

Driven to Discover®

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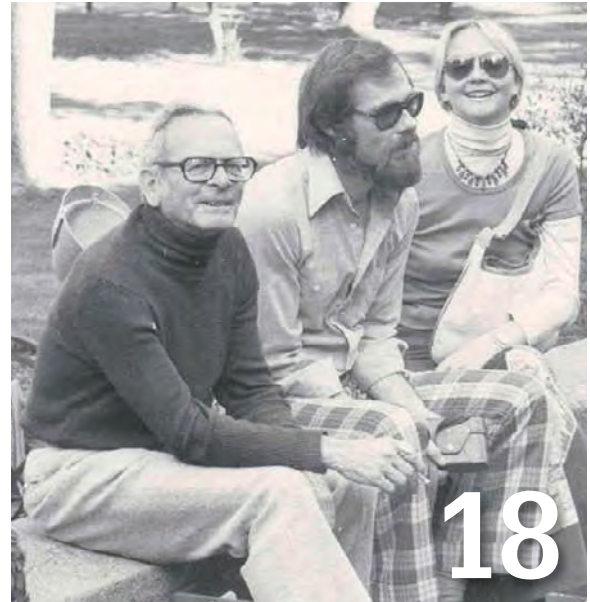
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ON THE COVER Liz Lightfoot is working on a new research project on caregiving during COVID-19.

PHOTO BY Tj Turner

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Check & Connect: 30 years of building futures

It started 30 years ago with the simple idea that caring mentors, equipped with the right data, could inspire more students to stay in school.

Rather than focusing solely on the truancy system, they would spend time talking about a student's future, self-regulatory abilities, and perceptions about the relevance of education. Time would still be spent on behavioral issues and class attendance, but also on whether the student had strong relationships in and outside of school, and a sense of belonging.

Introduced in 1990 to combat the unemployment, incarceration, and dependence on social programs that often follow someone who leaves school without graduating, the Institute on Community Integration's Check & Connect program has now been implemented in 48 states and several foreign countries.

"Check & Connect has been a lifeline for thousands of students who might otherwise have dropped out of school," says Program Director Eileen Klemm. "We know the model we started in many schools continues to be used today, long after our training has ended."

At its core, Check & Connect builds a trusting relationship between a student and a trained, consistent mentor. Systematically monitoring attendance, behavior, and grades, the mentor goes beyond the numbers, spending time engaging with the student. The resulting relationship creates a more dedicated student who is less likely to drop out, and a responsible adult who will both inspire and advocate for the student.

"It's been an extraordinary experience to guide this program, hearing from principals and educators who say their school cultures have changed because of how they have taken the perspective of students and families through Check & Connect," Klemm says. "We very much look forward to the next 30 years."

Learn more at checkandconnect.umn.edu.

—JANET STEWART



C&I joins the Arts Education Partnership

The Department of Curriculum and Instruction (C&I) is now an affiliate with the Arts Education Partnership (AEP), a non-governmental organization that supports arts education leaders through research, reports, and counsel. The partnership began when Lecturer Betsy Maloney Leaf in C&I reached out to AEP for help finding research relating to arts education during the COVID-19 pandemic.

For students in the arts in education MEd and PhD programs, the affiliation offers access to contemporary arts education research through AEP, opportunities to engage in policy advocacy for the arts, and professional connections with other arts education organizations.

The affiliation supports the department's programmatic commitment to antiracist education woven through its undergraduate and graduate courses, as AEP focuses on equity for all learners. Students are expected to understand how educational systems perpetuate inequality and to find novel approaches to combating oppression through arts education.

In addition to the affiliation, Maloney Leaf has been appointed to the AEP Higher Education Workgroup, where she will contribute to guidance and governance relating to arts education in higher education contexts.

Learn more at cehd.umn.edu/ci/academics/artsined.

—CLAIRE HELMKEN



School of Social Work Song Circle sings in the Cloud

THE LAST TIME the School of Social Work Song Circle was able to sing together was a socially distanced gathering at a park in March 2020, right as COVID-19 began to change and limit so many aspects of our communal lives. The Song Circle had formed more than two years ago as a regular way to come together not only in vocal harmony, but also to center students and staff alike in something transcendent. Founders made their goal explicit: “This is not a choir, and we are not rehearsing for a performance, there will be no audience. You do not need to be a musician or a singer, or read music to participate. If you have silenced yourself because you have been told your whole life that you ‘cannot sing’ you are invited to come and challenge that lie. If you ARE a singer, and song is what holds your heart together, expect to find a space of rich harmony!”

As another long winter approached, Song Circle organizers worked to replicate a Zoom version of group meetings, despite the challenges of virtually singing together. While participants remained muted, individuals offered songs to sing in unison or harmony, often encouraging a form of call and response. At the first Cloud gathering, pets and children joined along with students, staff, and faculty in the sharing of both new and familiar song. One long-standing favorite, *Blessed Motion* composed by Annie Zylstra, invites members to sing a repeating line, or add various layering harmonies, until the group collectively senses the rendition is complete. This act of singing together in harmony—especially across computer screens—is a balance of freedom of expression and attunement to the others in the group.

For longtime members like Arielle Johnson, joining the Song Circle became one of the most meaningful experiences of her graduate career, and then losing in-person singing one of the biggest losses of the pandemic. “I was delighted when [founding member] MJ reached out to suggest creating a virtual Song Circle, which ended up being a lovely way to connect and sing together. While it was not the same as our in-person circle, it still meant a lot to me to share song, love, and gratitude with cherished community,” Johnson says.

New member Ashley Aguy felt the same sense of community translate across the virtual space. “As a new member of this community, the Song Circle gave me an opportunity to experience my peers with my heart,” Aguy says. “As a Black Womxn, workplaces aren’t always safe for me; by experiencing the Song Circle space, I was able to see and feel the vulnerabilities and authenticity of my peers. This gave me hope.”

The founders see shared song as a restorative practice for those in a profession whose values of social justice, dignity, and human relationship have perhaps never been more fraught. “There is power in collective song,” they wrote. “When we lift our voices together and find our own part in the harmony, it is a reflection of the greater harmony we seek...we sing to heal our souls, so that we can go out and be healers in the world.”

—KEELY VANDRE



Overcoming COVID-19 disparities in diverse communities

THE UNIVERSITY'S OFFICE OF ACADEMIC CLINICAL AFFAIRS launched a Disparities in COVID Response Task Force charged with increasing COVID-19 testing and vaccinations in diverse communities and reducing disparity by coordinating and disseminating resources on testing, mobile care, and immunization events.

The task force is a collaboration with the U of M system across Minnesota health departments, local and regional health care systems, and communities.

Saida Abdi, an assistant professor in the School of Social Work, is part of the work group focusing on the task force's community communications. The work group is identifying the means to effectively engage communities as partners and to communicate upcoming testing, screening, and vaccine events to communities across the state among various demographics. The goal is to build trust and share information between communities and the providers of COVID-19 testing and vaccinations.

Some of the communication strategies have been adapted from "Mental Health Practice With Immigrant and Refugee Youth: A Socioecological Framework" (American Psychological Association, 2020), co-authored by Abdi and Heidi Ellis and Jeffrey Winer of Boston's Children's Hospital/Harvard Medical School.

Learn more at clinicalaffairs.umn.edu/disparities-covid-response-task-force.

—KEVIN MOE



Students collaborate with faculty to address 'maternal microaggressions' in higher education

Lisa S. Kaler, Leah N. Fulton, and Zer Vang—students in the Department of Organizational Leadership, Policy, and Development's PhD program in Higher Education—recently collaborated with Associate Professor Michael J. Stebleton to co-author a chapter for the recently released Routledge book *Confronting Critical Equity and Inclusion Incidents on Campus: Lessons Learned and Emerging Practices*.

Entitled "'You Should Be Home Snuggling Your Baby': Scholar-Mothers Navigating Maternal Microaggressions in the Academy," the chapter explores Kaler, Fulton, and Vang's narratives as mothers of young children while in a doctoral program. Drawing on literature about microaggressions against People of Color, the authors contextualize the term "maternal microaggressions" to capture the denigrating comments made by faculty, staff, and student peers against the women based on their status as scholar-mothers.

The chapter explores the racialized nature of motherhood and the conflicting nature of the roles of scholar and mother. Stebleton joins the chapter to reflect on how faculty and graduate departments can combat maternal microaggressions and cultivate climates where scholar-mothers feel welcomed and integrated into the academy.

—ALEX EVENSON



CEHD America Reads pivots to remote tutoring

THINGS LOOK A LITTLE DIFFERENT for the CEHD America Reads tutors and mentors. The program, which is housed in the Department of Curriculum and Instruction's Minnesota Center for Reading Research, trains college students to mentor K-8 students on their reading skills by partnering with local schools and community organizations. That basic format is the same, but the tutoring is happening entirely online.

"There has been a huge effort to pivot the program to serve communities outside of regular school partners," says Jennifer Kohler, the associate director of operations at CEHD America Reads. She reached out to sites to envision what this online format could look like and how mentors could support students remotely.

They ended up with a roster of new and continuing partners in the metro area, including St. Paul Public Libraries and Schools, CommonBond Communities, and several locations in partnership with the East Side Learning Center.

The literacy mentors have quickly pivoted to the online format. Sam Becker, who is in the Racial Justice in Urban Schooling minor, previously worked at the Skyline building, a supportive housing project, where she now continues to tutor students remotely. "I have been able to continue to build relationships with the young people I got to know, which has been super rewarding," she says. "I have also been able to get to know some new young people as well!"

Tutors have had to be creative to reformat how they engage students in literacy. Eliza Scholl, a sociology major, relates that after a seven-year-old student got tired of reading a book aloud to her online, she tried a different tack. "He suddenly pulled up

the song "Happier" by Marshmello with a lyric video on his screen and started singing along to the lyrics," says Scholl, laughing. "He's still reading—so, OK, we're still working on literacy and reading fluency, just in a different way. Basically, the program requires more flexibility from all of us."

Linda Lubi, a sociology and urban studies major, found that with patience, the virtual format can still lead to important gains for students. "Every time I log on, I build a better relationship with the girls

I tutor," she says of her work with a program called Girl Power, which helps middle school girls build self-esteem and advance in their literacy at the American Indian Magnet School.

CEHD America Reads is still serving hundreds of students at a time when literacy support is needed more than ever. The program has shown that it is resilient and that with a bit of ingenuity, creativity, and patience, tutors can continue to positively impact students' literacy learning.

—KAT SILVERSTEIN

Learn more at mcrr.umn.edu/america-reads/about-cehd-america-reads.



Helping schools overcome COVID-related equity issues

Leveraging the power of multi-tier systems of support (MTSS)

IN THE MIDST OF A PANDEMIC and a long-brewing social reckoning, researchers from the Department of Educational Psychology saw a pragmatic opportunity to apply their expertise in helping schools inject equity into their student support structures.

“We were motivated as a program to respond to observed and articulated needs in our professional community surrounding all of the questions and confusion professionals have about how to support students right now,” says Birkmaier Education Leadership Professor Amanda Sullivan.

Sullivan explains that Minnesota has historically been a leader in developing scholarship and practice central to advancing multi-tiered systems of support—MTSS—a system many schools use to align resources, programs, and practices to support learners, including those for whom general curriculum and supports may not be adequate. In fact, a lot of the foundational innovations of MTSS came out of educational psychology’s special education and school psychology programs.

There has also been a major effort in school psychology to intensify its focus on equity and racial justice both in its scholarship and in resources for students, community partners, and graduate educators in school psychology across the country. Much of this is in response to the challenges of COVID-19 and to the events following George Floyd’s death and the many instances of police violence since.

Sullivan’s areas of expertise put her at the forefront of this effort. “My work all relates to issues of structural inequity and bias in education, with a focus on students made

vulnerable by opportunity gaps and the ways in which well-intentioned policies and systems may not actually benefit students from minoritized backgrounds,” she says.

To her, coupling MTSS with advancing equity seemed like a perfect fit as COVID-19 was taking a hold on the nation’s educational system.

“In the spring of 2020, we could see that many practitioners and school systems locally and nationally would be turning to MTSS to shore up efforts to provide academic, social, emotional, and behavioral supports and we wanted to be sure that issues of racism and equity were centered in these conversations,” she says.

Thus, Sullivan and several colleagues, including Associate Professor Faith Miller, Senior Lecturer Annie Hansen-Burke, and PhD students Nicole McEverett, Alexandra Muldrew, and Mollie Weeks, worked together to write an article that was published on the front page of *Communiqué*, the official newspaper of the National Association of School Psychologists (NASP).

“We submitted to *Communiqué* specifically because it is a primary source of news and information relevant to daily practice, trends, and innovations in the field of school psychology,” says Miller.

“The publication is mailed to over 24,000 school psychologists who are members of NASP. We knew that we would have the greatest reach and impact potential with this particular outlet.”

The article, “Leveraging MTSS to Advance, Not Suppress, COVID-Related Equity Issues,” was published in the September 2020 issue of *Communiqué*. A follow-up article quickly followed in the November edition. The authors are also involved in local grassroots advocacy—the Minnesota Collective for Educational Equity—to support a statewide equity-centered MTSS initiative.

“These articles were written specifically for *Communiqué* given our observations and experiences with practitioners, students, and other graduate educators as we grappled with the challenges COVID-19 has created for our communities,” Sullivan says. “We wanted to speak to school psychologists nationally about what we saw as both a challenge and an opportunity to respond to this unique context to support



▲ Professor Amanda Sullivan and Associate Professor Faith Miller worked with colleagues to apply MTSS in helping schools address equity issues.

SOCIAL JUSTICE

Intersectionality as a Prism for Situating Social Justice at the Intersection of Marginalization and Discrimination

By SHERRIE L. PROCTOR

Mirroring national dialogue in the United States, intersectionality is gaining traction in school psychology practice and research. In fact, work (e.g., National Association of School Psychologists [NASP], 2017b; Proctor, Kyle, Fefer, & Lau, 2018) in the school psychology literature and research is influencing the way other education related fields conceptualize the use of intersectionality in their preservice training, particularly efforts to promote social justice for students with disabilities (see Miles & Monaco, 2019). Recently, NASP

adopted social justice as one of its five strategic goals (NASP, 2017a). As school psychologists across settings engage in the important work of both understanding what social justice means to their practice and research (see Malone & Proctor, 2019; Parris, Proctor, et al., 2019) and facilitating social justice for populations who are marginalized (see Proctor, Gurtman-Lapin, & Kendrick-Dunn, 2019), a keen knowledge of the relationship between social justice and intersectionality is warranted. Thus, the main aims of this article are to spotlight Intersect. [CONTINUED ON PAGE 35]



RESEARCH-BASED PRACTICE

Leveraging MTSS to Advance, Not Suppress, COVID-Related Equity Issues

By AMANDA L. SULLIVAN, FAITH G. MILLER, NICOLE M. McKEVETT, ALEXANDRIA MULDER, ANNIE HANSEN-BURKE, & MOLLIE WEEKS

The COVID-19 pandemic necessitated school, state, and federal responses to curb infection and resultant fatalities, including extensive school closures and reliance on distance education for a substantial portion of the academic year. Although necessary, these measures are not

presented. In this article, we consider the equity issues laid bare by COVID-19, followed by the implications for MTSS, with a focus on Tier 1.

EQUITY IN THE SHADOW OF COVID-19

SOCIAL JUSTICE

Social Justice as a Focus for School Psychologists

By SHERRIE L. PROCTOR & CHARLIE L. PROCTOR

For the first time in the history of the field, school psychologists are being asked to address social justice issues in their practice and research. This is a significant shift in the role of school psychologists, one that requires a new understanding of the field's history and a new commitment to social justice.

SOCIAL JUSTICE

Physical Health Disparities as a Social Justice Issue: Actions School Psychologists Can Take at the Systems Level

By JAMANTHA K. L. TAN, JENADRA HARTY, THOMAS B. KENNEDY, DUNE, & SHERRIE L. PROCTOR

A critical first article in this NASP Social Justice Committee (SJC) series on health disparities (see Proctor et al., 2020), this article explores the role of school psychologists in addressing physical health disparities. Health disparities are defined as differences in health outcomes or health determinants that are observed between populations. Health disparities can result from multiple factors, including social, biological, and environmental factors. School psychologists can play a critical role in addressing these disparities by working with families, schools, and communities to create a more equitable environment for all students.

SOCIAL JUSTICE

Leveraging MTSS to Advance, Not Suppress, COVID-Related Equity Issues: Tier 2 and 3 Considerations

By FAITH G. MILLER, AMANDA L. SULLIVAN, NICOLE M. McKEVETT, ALEXANDRIA MULDER, & ANNIE HANSEN-BURKE

In the early months of 2020, it became apparent that the COVID-19 pandemic would have a profound impact on the lives of students and families. School psychologists are being asked to address social justice issues in their practice and research. This is a significant shift in the role of school psychologists, one that requires a new understanding of the field's history and a new commitment to social justice.

SOCIAL JUSTICE

Climate Justice—Part 2: School Psychologists as Advocates

By ANDREA CLYNE, LEA KELLY VANCE, TERRY HOBBS, ANGELA MANN, CHERYL M. MALONE, KAREN CHAPMAN, & LESLIE BAUNACH

Advocating for social justice is one of NASP's five strategic goals, and school psychologists have an ethical and professional responsibility to ensure that all children and youth that climate change is a social justice issue impacting many of our students and that, therefore, school psychologists need to advocate for and assist students who are impacted by its negative effects. The first article gave information about how climate change negatively impacts children in school and beyond. Floods, fires, hurricanes, and changing temperatures have all had direct and indirect consequences for our youth, linking climate change with [CONTINUED ON PAGE 37]



practice and leadership that centers equity as the guiding consideration.”

Miller says these articles are an attempt to push stakeholders to consider how their systems are operating and who they are leaving behind. “Most importantly, we hope to facilitate action and change,” she says.

As an applied and translational researcher, Miller is interested in supporting schools in solving specific problems and providing innovative solutions to issues. “Much of my research has focused on systems-level practices schools can use to better support students’ social, emotional, and behavioral development,” she says. “When we fail to focus on the whole child and the contexts and systems in which they operate, we end up perpetuating these systems of oppression with grievous consequences.”

MTSS is a powerful vehicle for aligning resources and programs to deliver instruction, prevention, and intervention services in schools. “We wanted to ensure that as

professionals are doing this work, they are explicitly foregrounding equity and social justice and addressing the disparities in their communities that have been exacerbated during the pandemic so that these efforts didn’t inadvertently create even more harm,” Sullivan says. “We also heavily discourage any processes that result in official or unofficial labeling or categorization of students or assumptions of student deficits.

We emphasize that MTSS is about what adults in the system are doing to support learning and wellbeing, never about any perceived limitations on the part of students, families, or communities.”

Miller says her field needs to push these advances in educational practices forward in order to promote more equitable systems. “In our

own program, we will continue to engage in advocacy at the national, state, and local levels,” she says. “We will continue to train our students to be change agents who center equity and social justice.”

“Most importantly, we hope to facilitate action and change.”

▲ The work was published in *Communique*, the official newspaper of the National Association of School Psychologists.

This work is especially important given longstanding and growing shortages of school psychologists nationally and in Minnesota, where CEHD’s program is the largest of only two in the entire state. “We know that inequities surrounding COVID-19 are exacerbating mental health and social, emotional, and behavioral needs in schools and communities. These shortages undermine schools’ capacity to provide much-needed services and supports,” Sullivan says. “We’re committed to ensuring our graduates are prepared to meet the challenges of this reality and serve as change agents in schools so racial justice and dismantling harmful, ineffective systems are our focus. That’s reflected in our curriculum as well as scholarship and the professional and community engagement of all members of our program community as we all seek to support meaningful change.”

—KEVIN MOE

A new tool for early childhood professionals

New self-study modules for reflective supervision

THE REFLECTIVE PRACTICE CENTER at the Center for Early Education and Development (CEED) has just released nine new reflective supervision self-study modules. Created with working professionals in mind, each module delivers evidence-based content in a practical, three-hour format. Each module provides focused learning and companion resources that meet the professional development needs of people who work with or on behalf of young children and families.

The modules are designed for practitioners in any early childhood field where reflective supervision is provided and are suitable for people who provide reflective support as a supervisor or a consultant. Many are appropriate for managers who make decisions about staff participation in reflective supervision.

“This suite of modules is appropriate for practitioners in any early childhood-related discipline,” says Associate Director of Professional Development Deborah Ottman. “Many of the modules are also suitable for people in leadership positions in these fields. We have options that are equally useful to a child life practitioner, a child care center director, or a court-appointed guardian ad litem, for example.”

The origin of the modules can be directly traced to about four years ago when CEED was the recipient of a generous gift from the Lynne & Andrew Redleaf Foundation for the creation of the Reflective Practice Center.

“They gave it to us with the intent of promoting and growing this practice, which is currently considered one of the gold standards for professional develop-

ment,” Ottman says.

Reflective supervision entails regularly scheduled meetings between professionals and supervisors or consultants where the professionals talk about their work challenges. “For people participating in this practice, it provides them a safe space in which to talk about their experiences and the feelings that are brought up in doing this work,” Ottman says. “It’s a place to be able to safely and securely take out these feelings and sometimes the implicit bias and judgment we have and work through them. It also helps professionals avoid burnout because this is such a stressful role they are in.”

Ottman says one interesting thing

“Any sector that is touching the lives of little ones and their families can benefit from this practice.”

about reflective supervision is its ubiquitousness. “It’s used in home visiting, intervention, social work, child protection, and public health,” she says.

“Any sector that is touching the lives of little ones and their families can benefit from this practice.”

Reflective supervision is growing, but it is still a relatively new practice, and the supply of training and support materials is limited. That’s where the modules come in. “We knew that we wanted to create professional development offerings that would promote the use

of reflective supervision and build practitioners’ skills,” Ottman says. “Unlike other professional development tools, reflective supervision is a practice one never reaches



▲ Reflective supervision can be used in numerous situations—home visiting, intervention, social work, child protection, and public health.



▲ The modules are designed so that practitioners can absorb new information and put it into practice the same day.

an endpoint with or mastery of. There's always a way to extend and deepen one's practice."

Equally important was making the modules accessible for busy professionals. That's why the Reflective Practice Center team chose an on-demand format and created options that suit different levels of knowledge and experience. "It needed to be flexible enough so that no matter who is using it, it will speak to them and resonate with them from their professional sector," Ottman says. "Also, we wanted to make this professional, we wanted to make it rigorous and high quality, but not so academic that it was unappealing. It was important to us to find a good balance."

There is currently a suite of nine modules and the center is in the process of creating three more. "We will continue to add to and expand as we uncover new needs and as the field continues to grow," Ottman says.

The current modules are:

- *Wondering with purpose: Reflection in any setting*
- *Why you matter: Professional use of self*
- *Tackling the elephants in the room 1:*

exploring issues of cultural humility and privilege

- *Tackling the elephants in the room 2: unpacking implicit bias and moving from equity to justice*
- *A guide for the guide: The "how" of reflective supervision*
- *The plot thickens! Reflective supervision for groups*
- *The domino effect: Parallel process in reflective supervision*
- *Holding the baby in mind—When we are dysregulated ourselves*
- *Hand in hand: Joining administrative, clinical, and reflective supervision roles*

All the modules were created by experts from CEED and from around the United States. All modules are aligned with the Alliance for the Advancement of Infant Mental Health's competency areas and meet Endorsement® professional development requirements.

The cost is \$85 per individual registration for each module. Group rates are also available. Participants who complete a module receive a Certificate of Completion for three clock hours.

"We're delighted to offer a new professional development option for practitioners and supervisors in fields such as social work, healthcare, and early education," says Ann Bailey, director of CEED. "We know that these professionals are incredibly busy. They want to keep up with the latest research and practice, but they want to acquire that knowledge in efficient, concentrated doses. That's what we have tried to do with the self-study modules. These were designed so that in one or two sittings, you can absorb new information that you can put into practice the same day."

Noted mental health provider Michelle Dineen, who created one of the modules, says reflective supervision is powerful, even more so than she first realized. "The experience of learning to reflect, be mindful, be meditative was life-changing," she says. "I had no idea what an impact these practices would have on my body and mind."

—HANNAH BAXTER

Learn more at ceed.umn.edu/professional-development/reflective-supervision-consultation-self-study-modules.



Talking about activism and empowerment in sports

Tucker Center Talks podcast hosts series of expert opinions

TUCKER CENTER TALKS is a popular podcast presented by the Tucker Center for Research on Girls & Women in Sport. Now in its third year, the podcast, co-sponsored by WiSP Sports, features invited guests, timely critiques, the latest research, and dialogue around the most important

issues facing girls' and women's sports today. The podcast is hosted by Nicole M. LaVoi, senior lecturer in the School of Kinesiology and director of the Tucker Center.

Last October, the center hosted "Black Women in Sport: Voices of Resistance and

Athlete Activism" (z.umn.edu/6no1) as its fall distinguished lecture. This event featured a panel of experts highlighting the power, importance, and voices of resistance of Black women in the fight for social justice. The event was such a success and raised even more questions that several subsequent Tucker Center Talks podcast episodes were devoted to individual panel members.

"Due to the overwhelming and positive feedback we got about the panel, and the limited time we had together, I wanted to explore the panelist's insights in more depth," LaVoi says. "Our podcast was the perfect avenue which allowed us to unpack this topic. Selfishly, I also wanted more time with each of them!"

Dr. Gysmine George-Williams appeared on the November 5 show (z.umn.edu/6no3) to speak on "Women of Color in Sports Leadership." George-Williams is an assistant professor at the University of La Verne in California as well as the founder of GGW Consulting. Because of her passion for activism, she has created several evidence-based models to center the experiences and leadership of activists of Color and disenfranchised groups. These models include the Black Athlete Activist Leadership Model and the Activism Growth Model (AGM).

"There's so few academics that can translate theory into practical application and you hit this one on the head," LaVoi told George-Williams, pointing out that AGM blends Black feminist theory, critical race theory, Maslow's hierarchy of needs, and the community cultural wealth model.

AGM is built on seven levels. At its foundation is Begin Your Soul Work. This is where you identify your motivation for advocacy and activism. As you climb up through the levels, you will Know Your Role, Choose Your Vehicles, Find Your People, Locate the Barriers, Practice Radical Compassion, and at the top, Change the World.

“Find the People, I put that in the middle because as you’re moving forward and continuing to find yourself, it is pure gold when you find your community and your people,” George-Williams says. “That will sustain you as the barriers come. If you have your people, your community, that’s the game changer because we’re literally fighting for equity and equality.”

George-Williams says that AGM is designed to be assessable for everyone and can be returned to if needed. “That was my goal, for it just not to be on the shelf in one realm,” she says. “But anyone who needs it can take it and it can be utilized effectively for them.”

Dr. Joyce Olushola Ogunrinde, an assistant professor of health and human performance and scholar activist at the University of Houston, was the guest on December 3 (z.umn.edu/6no2) and spoke more in depth about the points she made as a panelist regarding the voices of resistance of Black women in activism, particularly in sport.

“Society has been built on categorizing people,” she says. “We’ve always used the system of race and class to define people and it just happens to be now that Black people are bearing the burden of that system.”

Add gender to this mix and you now have more avenues of discrimination. “The literature tells us it has been called a double burden of race and gender but I prefer to look at it from an intersectional lens,” Olushola Ogunrinde says.

In the context of sport, Black activism is seen as a masculine domain and females tend to be ignored. Is the solution to move sport to a more feminized model? Joyce says no. “I am not for the feminization of anything,” she says. “I feel like we’re just

asking for the other side of the wrong coin. They are both predicated on this understanding of what men and women should be—that’s already wrong.”

She says if we are really talking about empowering people, we have to look at the problem from that viewpoint. “I feel like our fight has to be on the human level,” she says. “How do I engage with another person?”

Dr. Akilah Carter-Francique, the director of the Institute for the Study of Sport, Society, and Social Change at San Jose State, was the following week’s guest (z.umn.edu/6no4). While on the panel, she had spoken about rage and how it can be used as the path to healing and empowerment. She expanded on this idea in the podcast.

Two of her muses are musician Lauryn Hill and civil rights activist Audre Lorde, both of whom incorporate anger and rage from social injustices to illuminate their work. Carter-Francique does the same.

“To experience racism, to experience sexism, and other isms in between, I’ve

utilized that rage in many ways to serve as a space where I can cultivate knowledge,” she says. “Lorde says this notion of anger is information because of how you’re mistreated, so you’re learning from those experiences.”

But should anger be used as a source of empowerment? Carter-Francique thinks it can and uses the grief model (shock, denial, anger, depression, bargaining, acceptance, and empowerment) as an example. She says everyone should have the freedom to express anger and not have it denied on the path through grieving.

“If we’re allowed to go through that human emotion experience, and move through shock and denial and anger—move through and navigate through that depression—and come out of it on the other side toward a space of empowerment, we can begin to use those energies, those lived experiences, not necessarily to accept what had happened but to understand and to better navigate the road ahead,” she says.

View more Tucker Center Talks podcasts: cehd.umn.edu/tuckercenter/news/podcast

“We’ve always used the system of race and class to define people...”



▲ Drs. Gyasmine George-Williams, Joyce Olushola Ogunrinde, and Akilah Carter-Francique visited the Tucker Center Talks podcast to continue their conversations from “Black Women in Sport: Voices of Resistance and Athlete Activism,” a recent panel discussion hosted by the center.

A portrait of a woman with long, wavy brown hair, smiling warmly at the camera. She is wearing a dark-colored top. The background is a soft, out-of-focus grey.

A NEW VIRTUAL REALITY

For more than a year now, the COVID-19 pandemic has kept most of us separated. But for many, especially an institution of higher learning, that will just not do. New ways of communication, collaboration, and connection were needed to allow us to move forward in these times of vast uncertainty. We've found ourselves living in a virtual space, viewing each other and the rest of the world through screens. There's certainly been downsides to this new and we hope temporary reality, but, as we've discovered, there are areas of opportunity as well.

TJ TURNER



NEARLY A YEAR AGO, Distinguished Global Professor Elizabeth Lightfoot, School of Social Work, started work on a new project on caregiving during COVID-19. “It wasn’t one I had funding for,” she says. “I just decided to do this research project.”

She gathered social work PhD students Kenneth Turck, Jacob Otis, and Heejung Yun, MSW student Courtney Kutzler, undergraduate student Kamal Suleimon, and her former advisee, Rajean Moone from the Center for Healthy Aging and Innovation.

The reason for the project was personal: Lightfoot’s mother was living in Washington state, which had one of the earliest breakouts of COVID-19 in assisted care institutions. “And they were making such

poor decisions,” Lightfoot says. “Not just in her facility, but in general.”

Lightfoot had begun by setting up some Facebook support groups and later was invited to give some talks about the subject. “I was shocked by the number of people who came to these Zoom talks,” she says. She soon realized that people were hungry for more information, so she set up her research team. They already have four research papers in various stages of publication. One of the papers, published in the *Journal of Gerontological Social Work*, is the most downloaded paper that journal has published on COVID-19.

The research has been done entirely over Zoom with family caregivers. Some of its documents what was relatively known:

family members were very concerned about the social isolation for their aged relatives and had a subsequent fear of declining physical and mental functioning. At the same time, most everybody was supportive of the restrictions on nursing homes.

“There were some surprising silver linings of caregiving during COVID,” Lightfoot says. “If they were caring for them in their house, they had all this time to spend together. Older parents were spending time with the grandkids. Story time. Family games.”

Even for those taking care of people from afar, relationships were strengthened because they appreciated each other more. “Everyone talked about how technology had helped,” she says. “How they could FaceTime with their mom in the nursing home. It opened up the idea that they could do that.”

Caregivers were also happy because they didn’t have to do as much driving. “So there’s the realization for caregiving that maybe we could make some changes with technology,” Lightfoot says.

Lightfoot’s team is also conducting a separate study with Somali families. A full analysis hasn’t been completed yet, but the researchers have noticed that it’s been difficult for Somali families because social connections are a core part of their culture. It’s not easy for their traditional extended families to be separated. More research on this topic will take place this summer.

Lightfoot notes one final oddity she discovered through her research. She likes to use pictures with her presentations, but she couldn’t find any of people with masks on. “All the stock photos with masks on are in the hospital with doctors,” she says. “I had to ask friends to take pictures because there was nothing out there. So my photos are mostly people I know.”



Sharing COVID-19 strategies across borders

CEHD, in partnership with a group of European educators, recently established the International School Leaders Association (ISLA), which brings together education leaders from Germany, France, Scotland, England, the Netherlands, and the United States. The group initially came together in 2016 as part of a State Department initiative in response to the large influx of migrant children in European schools. With unique expertise in their local communities, the group examines various approaches to promoting the economic and social advancement of minority, refugee, and immigrant youth.

"In the first week of March 2020, the ISLA group met in Germany and the Netherlands for our annual international field work," says CEHD International Initiatives Program Director Marina Aleixo. "As the week progressed, we started responding to urgent calls from our schools. It was clear that COVID would have a significant impact on the ways we serve students, teachers, and families."

For the past year, the group has worked to expand access to

the ISLA network of education experts and host virtual sessions to share experiences and resources, and problem-solve together the challenges of the pandemic.

"The strength of this group is the opportunity to discuss and share possible solutions during the pandemic in order to maintain educational, pedagogical, but also social continuity," says Cyril Norbec, a school principal in France. "The comparison of our respective educational systems, U.S. and European, is a useful way to respond to the challenge imposed by COVID-19. Education has no borders."

Fragmentation, isolation, and anxiety about otherness might well have characterized the landscape throughout much of 2020, but, "for a group of school leaders tasked with keeping our communities safe, positive, and actively learning, it's been a tonic to touch base with familiar counterparts overseas and to recognize, over and over again, shared values and purpose," says Joanna Pomeroy, a school director in the United Kingdom.

"Our group collaboration has helped schools develop a variety of materials for use when teaching about ethics and identity," says John Breslin, a head sociology teacher in the United Kingdom. "The success in maintaining student involvement has been assisted by the sharing of ideas and expectations with other teachers and leaders."

Martin Oppermann, in the Ministry of Education and Higher Education in Germany, says the group's exchanges about different COVID-19 measures in various countries and how they are managed helped him find his bearings. "It is extremely necessary that our students get social support at home by our teachers, school social workers, and school psychologists," he says. "The international ideas helped a lot."

Aleixo says ISLA exemplifies the benefits of building international partnerships focused on trust, friendships, and reciprocity. "The group has been a valuable source of professional and emotional support during these challenging times," she says. "I am proud CEHD has played a leadership role in the sustainability of this group for the past five years."

THE NEED FOR FLEXIBILITY AND STABILITY IN TEACHER EDUCATION

Throughout the pandemic, CEHD faculty, professional and clinical teaching specialists, Office of Teacher Education (OTE) staff, and college leadership have been responding to needs, pivoting to support critical partnerships, and focusing on the health and well-being of U of M teacher candidates and school partners.

“That’s probably been one of the biggest challenges—to be flexible in what student teaching looks like,” says Karla Stone, Department of Curriculum and Instruction lecturer for ESL, world languages, and classic languages licenses.

Student teaching has been entirely online, and Stone is pleased at how responsive and helpful CEHD’s school partners are. “There was a lot of sharing ideas on hosting a teacher candidate in an online setting,” she says. “And how they could help these teachers grow and focus on the needs of K-12 students.”

OTE’s team navigated, for faculty, teaching specialists, and students, with the state’s Professional Educator Licensing and Standards Board (PELSB) to find ways during the pandemic that would ensure that CEHD’s pathways to teaching would remain robust and relevant.

“Fortunately, the state board has offered guidance and flexibility, including waivers on the number of hours for student teaching,” Stone says.

Marie Lister, a teaching specialist in the Institute of Child Development, added some fluidity to her course. “I got rid of all deadlines for assignments and I got rid of class participation points,” she says. “I took a poll at the beginning of the move to online learning: Would they be more comfortable to meet as a group or one-on-one? They wanted to meet consistently. This space was necessary for them.”

Lister found herself changing a lot of

her assignments to incorporate some of the uncertainties her students were bringing to the table. “Really the course content in some ways was creating itself,” she says. “My job was to sift through it, synthesize it, and introduce it to them. We met every week and worked through what might be best practices for partnering with children and families in the future. Or what it means when we structure online instruction.”

OTE’s clinical partnership team reviewed data from spring 2020, and using feedback from alumni, created online resources and provided virtual workshops on online instruction to all U of M new teachers, cooperating teachers, and principals. For example, a “Remote Instruction in K-12 Contexts” website provides foundational ideas of online learning, tips for building relationships and community, activities and assessments, and support systems for teachers. A site that offers co-teaching resources for school partners and U of M students also was updated to include strategies to support a variety of environments and contexts.

Although the new resources are quite robust, there are some things that are

more difficult to replicate virtually. Michelle Marchant-Wood, lecturer and licensure and MED coordinator for CEHD’s special education program, says that the main drawback with offsite student teaching is the difficulty in building relationships. “Especially with children with special needs,” she says. “Not only is it hard for anybody, but when you have students with developmental disabilities, attention problems, on the autism spectrum, or with behavior issues, doing a Zoom is complicated.”

For Ann Ruhl-Carlson, early childhood licensure coordinator in the Institute of Child Development, most of her teacher candidates have all been placed in a district that has never physically had their children at school. “They’ve all been doing distance learning with children and their cooperating teacher,” she says.

With the children at home and working with individual learning devices, Ruhl-Carlson agrees with Marchant-Wood that some things just cannot be replicated remotely. “Little children are not meant to learn this way,” she says. “You have to have relationships with these kids. You have to know them and they have to know you.”

Also, active learning is extremely important for young learners. “Teachers have to be really intentional and planful for how they are going to get kids to actively engage with the materials,” Ruhl-Carlson says. “Some are having kids write or draw. Many districts are sending home hands-on materials.”

A third aspect to think about is finding ways to differentiate for specific learning needs, as some children need more support than others. “It’s harder to do online,” she says. “I think there is a really strong recognition that our youngest learners really need to be in school.”



NAVIGATING INTERNATIONAL COLLABORATION

For those faculty whose work is primarily internationally faced, the COVID-19 pandemic has been especially challenging. Renáta Tichá is a researcher in the Institute on Community Integration (ICI) and, along with Brian Abery, co-directs ICI's Global Resource Center on Inclusive Education.

She says COVID-19 has impacted several of her and her colleagues' projects, including one with Ukraine to support educators in implementing inclusive practices with students with disabilities and another with the Kingdom of Bhutan focused on improving social inclusion and employment outcomes for young adults with disabilities.

"In the case of both projects, we had scheduled visits to the respective countries to conduct trainings, presentations, and project update sessions," she says. However, COVID-19 put a quick halt to these plans, so alternative methods of communication were implemented.

"We have been able to stay engaged with all of our projects via Zoom with our international colleagues, by focusing on analyzing and reporting data collected in our previous in-country visits, and

developing online training materials," Tichá says.

Indeed, a new initiative with Japan with a similar focus as the Bhutan project was launched in February through Zoom. But Tichá says although electronic communication has enabled these projects to move forward, it is not ideal.

"One of the many things COVID has revealed for us is that even though there are some project activities that can be done on Zoom, in-person interactions, including exchanges of ideas, problem solving, and visiting local work sites and

staff are irreplaceable," she says. Particularly challenging is not being involved in the project area's culture. "Cultural immersion on international projects, be it in the country of the projects or our international colleagues traveling to the U.S., is essential to this work," she says.

However, there are some unexpected benefits with remote communication. "Because we did not dedicate allocated project time to travel, we had more time to focus on analyzing and reporting results from previous project visits," Tichá says. Also, an online forum was created using the theme of social inclusion and employment from the Bhutan and Japan projects, as well as from a previous Russian collaboration. The forum, *The Dignity of Work*, took place on Zoom in March and featured presentations from more than 10 countries.

Once the pandemic finally subsides, Tichá predicts the future of her work will find room for both in-person and remote communication moving forward. "As I mentioned, nothing will replace in-person interactions and cultural immersion," she says. "We probably will, however, utilize the online option to connect our project participants across countries around topics of focus."



Hearing from the experts

As the COVID-19 pandemic overturned the usual way of doing things, CEHD faculty were on hand to offer expert opinion and guidance on how to navigate the now uncertain waters.

Running an exercise physiology laboratory during the pandemic

The Laboratory of Integrative Human Physiology (LIHP) is a research laboratory and the Human Performance Teaching Laboratory (HPTL) is a teaching laboratory directed by Don Dengel, a professor in the School of Kinesiology. The labs are both housed in Mariucci Arena. When the pandemic first hit, both labs were in

full swing, but quickly had to make adjustments to their research and teaching processes. "We knew that the dynamics of our work were going to change, perhaps indefinitely," Dengel says. "We survived through the spring semester, but right after that we got to work on trying to adapt quickly."

► Learn how the labs adapted at z.umn.edu/6qc9.

Dengel and Nicholas Evanoff, a School of Kinesiology doctoral student and LIHP lab manager, later published a paper in the *International Journal of Sports Medicine* detailing how they adapted to the pandemic and offering suggestions for how others could do the same.

► Learn more at z.umn.edu/6qcg.

How COVID-19 has changed early childhood education

Before the pandemic hit, the child care sector already faced systemic challenges, including funding, staffing, and ensuring quality. All of these were exacerbated by COVID-19. Hannah Riddle de Rojas, a program quality specialist at the Center for Early Education and Development, penned an essay exploring two important ways in which the pandemic has affected child care providers: financially and operationally.

► View the essay at z.umn.edu/6qch.

Managing children's media environment

As the pandemic forced children to move to at-home learning, they found themselves spending more time in front of screens. This increased media use exposes children to more advertising through TV shows, social media, apps, and other online and digital

spaces. Institute of Child Development Associate Professor Gail Ferguson and two of her PhD students compiled a Q&A about media literacy and resources to help guide media use with children that has applications well beyond the pandemic.

► Learn more at: z.umn.edu/6qcp.

Education equity in the age of COVID-19

Early in the pandemic, former Minneapolis Mayor R.T. Rybak, now at the Minneapolis Foundation, and colleague Patrice Relerford spoke with Interim Dean Michael Rodriguez to talk about a new Reimagine Education report, which CEHD helped produce, that tackled educational equity in the age of COVID-19 and where to go from here.

► Learn more at z.umn.edu/6qci.

LONG-DISTANCE STUDENT

Although Washington Galvão was accepted as a first-year MA student in the Department of Organizational Leadership, Policy, and Development more than a year ago, it took him that long to finally set foot on campus, not to mention the continent. COVID-19 kept Galvão in his home country of Brazil.

Two years earlier, he was on the Minneapolis campus, after being invited to present some work he had done with Indigenous communities in Brazil. “That was my first time abroad,” he says. “I was really excited to have an opportunity to continue my studies in another language in another place at a huge university.”

Galvão applied to the U of M in December 2019 and was accepted in February 2020 to begin studies in the fall. “I was so excited to go to the United States to meet some new people around the world,” he says. “That’s a huge thing for an international student—to go to a university in the United States.”

Then COVID-19 swept like a wave across the world. Both the U.S. and Bra-

zil were hit particularly hard and travel was limited. “So, I had to stay home,” Galvão says.

He ended up keeping pace by starting his fall semester in Brazil. “I was here but my body was working in the Minnesota time zone,” he says. Galvão took three online courses from the University. His favorite was an ESL course due to his interaction with his classmates. “I learned a lot of things about people around the



world,” he says. “I studied with people who did not know how to speak English well, so it helped me learn how to write and how to talk better.”

The language barrier was the most difficult aspect of the experience, Galvão says. “As international students who come from places that are not English countries, we have difficulty getting immersed in the language,” he says. “If we were in the United States, it would be different because we would have more opportunities socializing ourselves in the language 24 hours a day.”

Another problem Galvão faced was the fickleness of the internet. “When we were trying to debate or have a conversation and the internet connection was not stable or it was starting to freeze, it was so frustrating,” he says.

Galvão is now in Minnesota, picking up where he left off in Brazil. He is studying the comparative and international development of education. “I want to be a comparativist,” he says. “I come from social science, but I never had learned about comparative education in my academic studies in Brazil. So I’m learning a new area of social science and it’s awesome.”

BY
JULIE MICHENER



RESPONDING TO THE NEEDS OF THE TIME

FROM ITS ROOTS in the “Principles of Economy and Cooking” courses offered in 1884, to 2021 courses such as “Trauma and Resilience in Families,” the Department of Family Social Science has throughout its history responded to the needs of the time. ♣ When the COVID-19 pandemic hit Minnesota and sent communities into turmoil, FSOS faculty responded with evidence-based advice shared across America in webinars, University-distributed news, and media interviews. ♣ From July to December 2020, FSOS current and emeriti faculty did over 50 interviews resulting in over 56 million media impressions that addressed family issues ranging from health care directives to relationship guidance to celebrating holidays on a budget. The department also launched research projects to assess the impact the pandemic would have on families, couples, and their finances. This focus on helping diverse families solve real-world problems goes back to the very origins of the department in the 1970s.

ORIGINS

Officially organized as a department in 1970, Family Social Science throughout its history has grown and evolved in rapidly changing contexts with an ever-present focus on understanding families from multiple perspectives and cultures. The FSOS community's path has been towards "...being a place where diversity is valued, welcomed and seen as enormously important in making sense and being of help to families." (Rosenblatt, *Interactions*, 1995).

America experienced political and societal turmoil in the 1970s—from women's liberation to social justice to the sexual revolution—and Americans were asking questions, pushing back against social norms, and obsessed with "finding themselves." In 1970 alone, a Vietnam War protest at Kent State led to four deaths and nine injuries, the My Lai massacre was exposed, and Americans celebrated the first Earth Day.

That same year, Paul Rosenblatt became interim head of the division of Family Social Science in the School of Home Economics after the death of leader Donald Bender. Things were not going well. The powers that be weren't sure that FSOS should continue to exist, much less become a department. But Rosenblatt—who had just started three months prior—wasn't giving up.

"They said the department hadn't been research productive and didn't have enough students," Rosenblatt says. His reply? "I can fix that."

Rosenblatt reached out to Richard Hey, who had come to the U of M to lead a postdoctoral marriage counseling training program in sociology's Family Study Center (FSC) in 1964 funded by a national grant. However, by late 1969, the grant was winding down. The school hiring committee and administrators were impressed by Hey and wanted to hire him, and Hey set up a marriage counseling training program and assumed leadership

of the Family Social Science Department in fall 1970.

Hey had led family life education and supervised counselors in training at the University of Pennsylvania, had been a member of a White House Task Force on Children, and served as president of the American Association of Marriage and Family Therapists (AAMFT) and the National Council on Family Relations (NCFR).

"He was a magnet," says Rosenblatt of Hey, who died in 2015. Described as

charming, energetic, and savvy, Hey used his national network and numerous community outreach opportunities to raise awareness of the department.

In a 1995 interview, Hey said, "As department head, I based my actions on three assumptions: it was time to assert that the family is a legitimate subject for academic study; family study is a multidisciplinary enterprise; and family scholars should be well-grounded, well-rounded, and able to understand both research and service."

▼ Left to right: FSOS Professors Jerry Neubeck and James Maddock with Maddock's wife, Noel Larson, at a conference in California in 1976.



Establishing family social science as a legitimate research discipline was their challenge. But they were well-positioned in the School of Home Economics that promoted its inter-disciplinary approach and connections to Extension and the Minnesota Agricultural Experiment Station that supported FSOS' applied research focus. As Hey observed...“the family was determinedly treated as contingent. FSOS offered the opportunity to explore some answers.”

Hey moved quickly to recruit his former boss at the FSC, Gerry Neubeck. Neubeck brought his expertise in the areas of marriage counseling and human sexuality to the department and his ground-breaking courses exploring human sexuality and relationships quickly made news.

Family Social Science began to attract students and the number of faculty grew from three to 10 from 1970 to 1977. M. Geraldine Gage and Janice Hogan focused on family economic issues and David Olson came in 1974 to strengthen the department's educational focus on bridging research, theory, and practice.

A Minnesota native, Olson had been at the University of Maryland and National

Institutes of Mental Health where he co-directed a longitudinal study of early marriage and family development. He jumped at the opportunity to return and join a department that was already gaining a national reputation.

Olson also brought his research agenda developing relationship assessments. This research would evolve into the conceptual foundation of a premarital personal and relationship evaluation that would disrupt the field of marriage and family therapy and put the department on the map.

As Hey's tenure as department head wound down in 1977, he reported in a self-study that FSOS' next goal was to develop graduate programs because of the sensitivity and commitment that working with families required. He wrote, “...the kind of person our graduate is, is of great importance to us, not just how much knowledge is acquired nor what degree of skill is achieved.”

THE MATERIAL WORLD OF THE 1980S

Hamilton McCubbin would chair the department from 1978 to 1984. Writing on

the FSOS 25th anniversary, he said...“During the seven-year period of my tenure as chair and head, faculty scholarship and focus became the driving force in carving out the role that FSOS would play in the future of family studies.”

The 1980s were a study in contrasts—the rise of Ronald Reagan and conservatism and the growth of personal computers and personal wealth—while an American farm crisis brought on skyrocketing debt, record foreclosures, and bank failures that hit farm families across the nation hard. Supported by Minnesota Agricultural Experiment Station grants, FSOS faculty examined the emotional and financial stress that farm families experienced to inform family policy and impact analysis reports.

“Rural families were in real trouble,” says Rosenblatt of the time. “Even listening to students tell their stories in classes brought valuable insights in the research we were conducting.”

Also that decade, FSOS faculty would gain the reputation as the “Minnesota Mafia”—both for their scholarship output and the number of graduates who assumed leadership positions across the country. The department would earn accreditation from the American Association for Marriage and Family Therapy and add faculty that expanded the breadth of family social science research.

Among the first was Pauline Boss, who came to the U of M from the University of Wisconsin, Madison, where she had been developing the theory of “ambiguous loss.” She was pioneering a trail with research and clinical work that would give mental health practitioners new tools to bring relief to those suffering after physical or psychological loss and were not helped by traditional interventions and treatments.

Shirley Zimmerman, Jean Bauer, and Katherine Rettig all would lead significant initiatives that created financial litera-



▲ Left: To establish partnerships with international universities, Department Head Jan Hogan traveled to meet with Professor Jan Chaya-Ngam, president of Sukhothai Thammathirat Open University. Right: Kathy Rettig, pictured in 1984 when she joined the U of M faculty, was revered as a “developer of human capital” and left behind a body of work on the economic consequences of divorce for Minnesota families and the fairness of child support for children.

cy programs and expanded knowledge around the impact that divorce and child support would have on women as well as advocate for family-focused policies.

Hogan assumed leadership of the Department in 1984 and would bring Sharon Danes, William Doherty, James Maddock, and Marlene Stum to the faculty. Danes and Stum had research agendas that explored rural and urban family business issues and the transfer of assets and property. Doherty brought his unique approach combining principles of family therapy and community organizing to develop a model of community-based participatory research. Maddock would bring his expertise on human sexuality and the impact of gender and sexuality on interpersonal relationships in the family.

In addition, Catherine Schultz joined the department in a research support role, while William Goodman, formerly a faculty member in another program, joined to serve as undergraduate program adviser to about 200 students. Cynthia Meyer served FSOS as a senior lecturer and also supervised teaching assistants and undergraduate research projects. All three were instrumental in making the department a special place for students.

Even as nationally conducted surveys listed the University of Minnesota as tops in the field, Hogan says University leaders were pushing FSOS to recruit graduate students and build relationships with universities internationally. She traveled to Thailand and Taiwan to recruit graduate students and arranged for faculty members Cathy Solheim and Dan Detzner to conduct research there.

But the big international exchange opportunity came from alumna Susan Hartman, who had started a non-profit to facilitate sister city agreements and exchanges. CONNECT US/Russia arranged for a FSOS faculty exchange with the USSR Academy of the Sciences in Moscow.



▲ Left to right, front row: Leah Doherty, Marlene Johnson (MN Lt. Gov.), Karen Olson; second row: Ludmilla Yasnaya (Russian), Susan Hartman (exchange organizer), Jan Hogan, Shirley Zimmerman (partially hidden), Pete Zimmernan, David Olson; back row: Sharon Danes, Pauline Boss, James Maddock, Noel Larson, Dan Detzner, William Doherty. The collaboration with Soviet faculty included the book, *Families in the U.S. and U.S.S.R.: On the Threshold of the Twenty-First Century*, co-edited by Hogan and Maddock.

“Susan spent countless hours transporting proposals between Moscow and the U, meeting with scholars, arranging visas, translators, and transportation,” says Hogan.

The exchange began in 1988 with eight FSOS faculty hosting seven family scholars from the USSR to discuss family issues. The goal was to identify family issues on which they could all agree for a book comparing them from both perspectives with the utmost diplomacy and equanimity.

“The communist system stressed equality, but men were clearly in charge,” says

Hogan. But she said when it was clear that the U.S. contingent would be four men and four women, the Soviet exchange leaders scrambled to make sure their contingent included women too.

Boss remembers that she and her counterpart, Tatiana Gurko, who were to write on a chapter on gender roles in marriage, had vastly different views of feminism—but as Boss learned, understanding someone’s context is everything. Gurko had grown up in a country where an entire generation of men had been decimated by WWII—men were a scarce commodity.



▲ FSOS alumni and current students at the department's 25th anniversary celebration. Left to right, front row: Deborah Simmons, Walter Bera, Jr., Kathleen O'Donnell, Farrell Webb, Anna Hagemeister, Connie Trnka, Seonju Jang; back row: Tim Balke, Lori Kaplan, Jane Tornatore, Jennifer Wing, Judy Tiesel, Ramona Oswald, Joyce Piper, Dean Gorall, Sylvia Arce Esnaola, Beth Magistad, Amy Esau.

The following year, the eight FSOS faculty traveled to Russia for 10 days where they toured facilities, conducted open forums, and shared meals with their Russian counterparts. In addition to the 1994 book, *Families Before and After Perestroika: Russian and U.S. Perspectives* (co-edited by Maddock and Hogan), the exchange also opened opportunities for Russian students to pursue graduate degrees in Minnesota.

Hogan became the newly formed College of Human Ecology's (CHE) associate dean in 1989. Olson served as interim until Harold G. Grotevant joined the department from the University of Texas, Austin, in 1990. While the need for research and outreach in service of families continued to grow, state financial support did not. Grotevant would have to guide the department through reductions and reallocations as state support of the U of M fell.

THE 1990S – ACHIEVEMENTS AND RETRENCHMENT

"It was a time of significant budget cuts," says Grotevant. But he believed the University could transcend the financial challenges and that Family Social Science could help lead the way.

Grotevant looked for opportunities to build bridges with other departments and the University-Community Consortium on Children, Youth and Families, launched in the fall of 1991, was among the solutions.

"The consortium brought together faculty and resources who were all working to support children, youth, and families in one place," says Grotevant. "It was a resource gateway for professionals, families, and individuals to connect and support each other and where faculty could share expertise."

The consortium quickly grew and today it is housed in Extension where it still brings together researchers and practitioners to support families and communities throughout Minnesota.

Budget was not the only pressing challenge Grotevant addressed as department head.

"When I was hired, there was the marriage and family therapy program and then, everyone else," he says. "There were great things going on and my question was—how can we elevate all of our research?"

Discussions, retreats, and "a lot of walking up and down McNeal's hallways" built an FSOS framework for theory, research, and outreach around four broad areas:

- *Family economic well-being*
- *Families and mental health*
- *Family diversity*
- *Relationships and family development across the lifespan*

Despite budget cuts, in 1994 Family Social Science began a two-year celebration of the United Nation's Year of the Child (1994) and the department's 25th Anniversary (1995). The department welcomed national meetings of the American Council of Consumer Interests and NCFR as well as a major exhibit on families with the Minnesota Historical Society.

Grotevant would exchange roles with Hogan, who—following service as associate dean of CHE and a sabbatical—had returned to the FSOS faculty.

"We had such a great faculty and students," says Hogan of her second time around as department head. "I look back and wonder how I did it, but I had such a great staff—the problem was the CHE dean kept stealing them!"

Hogan would continue to develop partnerships that attracted international graduate students from across the world

while at home faculty were involved in diverse research, Extension, and outreach projects that included informing and advocating for family-friendly policies as financial issues continued to affect rural Minnesota.

Bauer's research on welfare reform and rural families grew into the "Rural Families Speak" project, a research collaboration with over 50 faculty and Extension researchers from 17 states. Danes' research into family businesses and how family dynamics impacted relationship satisfaction was also garnering attention, while Stum's research-informed workbook, "Who Gets Grandma's Yellow Pie Plate," transformed how families coped with the transfer of non-monetary assets.

The department also welcomed new faculty members Carolyn Tubbs and Virginia Solis Zuiker, who would expand research into diverse families and their finances and the use of collaboration to improve clinical supervision processes. Martha Rueter's research included a longitudinal study of rural families and would grow into adoptive families' communication.

TURN OF THE CENTURY — TRANSITIONS AND TRAGEDY

In late 2001, Grotevant and Hogan would exchange roles once more, with Grotevant serving a two-year interim term. Hogan would return to teaching and to a new research project, Family Assets for Independence in Minnesota (FAIM) that encouraged individuals to save by providing matching funds and money management classes.

The department also began to experience its own generational shift brought on by the retirement of Zimmerman in 2000 and Olson in 2001. Two incoming faculty members, William Turner and Elizabeth Wieling, would bring new diverse cultural

and international perspectives to the FSOS department.

The excitement of the new academic year would be overshadowed by the national tragedy of 9/11. The attacks of September 11 would bring family social scientists into the heart of the national tragedy just days after the attacks. A team led by Boss that included Turner, Wieling, and graduate students would make three trips to New York City to help members of the service workers union and their families cope with the loss and trauma.

One of those graduate students was Tai Mendenhall, a doctoral student who would join the U's family medicine faculty following graduation and eventually return to FSOS in 2007.

"It changed the trajectory of my career," says Mendenhall. "It felt like we were learning to build the ship as we sailed it and I have carried those lessons forward throughout my entire career."

As the University's relationship with constituencies evolved, a model developed by Doherty began to be recognized for its innovative approach. Doherty's civic engagement model emphasized collaboration

with communities to determine problems to be addressed and action steps to be taken. Early projects included a series to improve the health and well-being of Native American families and organizing mentors to support teens managing diabetes.

Also bringing new research approaches to the department was Jodi Dworkin in fall 2002. Her research examined adolescent risk-taking behaviors as a normal part of identity formation instead of through a previous negative lens. As the use of texting and various communication apps increased, her research would expand into how teens and parents use these technologies—or not—to stay connected.

Family Social Science also continued to respond to technological changes with the development of online courses. Hogan was the FSOS trailblazer, teaching Personal and Family Finance spring semester 2003. Dworkin developed an online course on alcohol use by college students for parents later that year, and Solis Zuiker followed in 2004 with a class on responsible credit card use.

Jan McCulloch came to Minnesota from the University of Kentucky to lead



▲ Left: Professor Jean Bauer was a family science leader and extension specialist who created award-winning financial literacy programs. She is pictured here at the Undergraduate Showcase in 2008. Right: At Pauline Boss' retirement celebration, two FSOS graduate alumni (far left and right) Farrell Webb, PhD alumni, dean at Cal State-Northridge; and William Allen, PhD alumni, former president of NCFR, now private practice marriage and family therapist, met William Turner, FSOS professor (now at Vanderbilt University).



▲ The FSOS faculty in 2002. Left to right, first row: William Turner, Elizabeth Wieling, James Maddock, Martha Rueter, William Doherty; second row: Jan Hogan, Wayne Caron, Kathryn Rettig; third row: Virginia Solis Zuiker, Dan Detzner, William Goodman, Hal Grotevant; fourth row: Marlene Stum, Paul Rosenblatt, Jean Bauer.

the department in the summer of 2003.

“FSOS was considered the very best in the country,” says McCulloch. “Yes, it was a challenging time—budgets, integrating technology, and responding to diverse communities—but it was a department with a long legacy, and I felt we could incorporate those strengths with new strategies to accomplish our mission.”

McCulloch’s research had focused on aging in rural America and it was that ethos of strength and resilience that was the foundation of her people-centered leadership style.

“I really cared about people and wanted the department to be a good place to work,” says McCulloch. “I was always proud of our commitment to diversity—in admissions, coursework, faculty/student interactions, and community collaborations.”

She also led the department through the difficult transition in 2006 as the College of Human Ecology was dissolved and Family Social Science was moved into the new College of Education and Human

Development (CEHD) as part of a larger University strategic plan.

“It was a challenging time—to move from an intimate but intellectually diverse college to one that was diverse but focused on one large issue—education,” says McCulloch. Looking back, she reflected that change is never easy, however the department gained a very explicit focus on family education and the resources of a bigger unit.

The department gained new faculty members Beth Magistad, Sara Axtell, and Zha Blong Xiong through internal transfers that strengthened the focus on undergraduate success. The parent education programs would transfer from another CEHD department to FSOS and add Susan Walker to its faculty.

FSOS faculty also adapted their research agendas to support individuals and families in the changing American society. Following research that uncovered how uncertain some couples are about divorce, Doherty collaborated with a Minnesota legislator to pass a “Couples

on the Brink” bill to improve counseling to couples seeking divorces. Steven Harris would join FSOS from Texas Tech to co-lead the project.

Responding to the needs of parents who were members of Minnesota’s National Guard, new faculty member Abigail Gewirtz launched the research project ADAPT (After Deployment, Adaptive Parenting Tools) to provide tools and resources to help families coping with the stress of deployment and reintegration. It would attract major Department of Defense support and national media.

The economic downturn of 2008 also saw FSOS faculty stepping up to share their research to help individuals and families cope. From sharing advice on talking to children about the economy to avoiding inheritance conflicts to pushing back on Black Friday—FSOS faculty members offered hope and evidence-based advice.

McCulloch would continue to develop the department’s focus on diverse families and attract diverse students in a variety of ways. Proactivity and celebrating accomplishments were a hallmark of McCulloch’s leadership and her communications always balanced challenges with words of encouragement.

“Without places like Family Social Science,” she wrote, “Stereotypical ideas and unfounded assumptions about families can continue to affect individuals and their families as well as local, state, and federal policy.”

McCulloch finished her term and stepped back to join the faculty in 2013 while Lynne Borden joined the University from the University of Arizona to head the department. She would bolster Couple and Family Therapy (CFT) faculty by adding Gerald August, Tabitha Grier-Reed, and Timothy Piehler via internal transfers and hiring Lindsey Weiler. She would also add Extension specialists Jenifer McGuire and Joyce Serido to address issues around

LGBTQ youth and youth financial literacy, respectively. Heather Cline would join the faculty to teach in the parent education program while Margaret Kelly would join the faculty to become director of undergraduate studies.

Faculty in the department continued to pursue diverse research agendas and community collaborations to establish parent-education programs in Iceland, inform policymaking around social services for immigrant and refugee families, develop youth mentoring programs, and build financial literacy, among many others.

Borden would return to the FSOS faculty in 2018 while Dworkin stepped into an interim role for two years. Leading FSOS as the pandemic shut down face-to-face classes and curtailed research, Dworkin launched an internal grant program to support faculty/graduate student teams in studying the effects of the pandemic on individuals, couples, and families. She would also lead searches that brought Armeda Wojciak (CFT program director) and Chalandra Bryant (Pauline Boss Faculty Fellow in Ambiguous Loss) to the department.

Stacey Horn was named department head and began in August 2020. The U of M alumna returned to Minnesota from the University of Illinois at Chicago. She received a bachelor's degree in child development and English from the U of M, a master's in English from the University of St. Thomas, and a doctoral degree from the University of Maryland College Park.

A former high school English teacher, Horn's current research focuses on prejudice related to sexual orientation and gender identity, as well as bias-motivated bullying among adolescents.

"I was excited to be coming back to my roots in a department with great faculty doing work that really contributes to the lives of Minnesotans," Horn says. The pandemic and protests following George

Floyd's death heightened the sense of urgency around diversity, equity, and inclusion in how she approached her work in the department.

"Diversity, equity, and inclusion are core values of the department but that's not enough—we have to push to the next level," she says. She describes her approach as "liberatory"—harkening back to the writings of Frederic Douglass.

"We have to interrogate our practices and priorities and evolve to claim with certainty that we are an antiracist department," she says. "Equity and inclusion are great but if there are ways that structures, policies, spaces, and interactions are impeding people, we're not really progressing. We have to reduce systemic barriers and increase opportunities so everyone can realize their authentic potential."

She noted that in the last 50 years, the very idea of families has changed. In conversations she has had with current faculty and staff, professor emeriti, alumni, and donors, Horn says their passion and commitment to FSOS is evident and learning how the department has responded to the

needs of the time was clearly a point of pride. Horn believes that Family Social Science has a role to play in the larger agenda of the University of Minnesota and the state.

"I am looking forward to working with the FSOS community to envision a future that doesn't even exist yet and determining our place in it," she says. She adds she is especially looking forward to being back on campus and working with colleagues in person.

"Being on the St. Paul campus and hearing the backstory on McNeal Hall and its place in UMN history was amazing," says Horn. She admits that driving through the U of M's main gate in Minneapolis was a particularly emotional moment.

"FSOS has been such a leader in shaping the field of family studies and has been home to some of the most outstanding scholars, leaders, and teachers nationally and globally," she says. "I hope to do justice to the rich legacy of this department and the remarkable people who have made it what it is, so that FSOS is successful for the next 50 years!" ●



▲ Left to right: Professor Pauline Boss with graduate students Christi McGeorge and Tai Mendenhall in New York City. McGeorge is now a professor of human development and family science at North Dakota State University. Mendenhall is associate professor in the U of M's Department of Family Social Science.

In memoriam

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S. JAY SAMUELS, Department of Educational Psychology, died on December 12, 2020. He was highly regarded for his major theoretical and empirical contributions to the field of reading, including his seminal article, “Toward a theory of automatic information processing in reading” (LaBerge & Samuels, 1974), and subsequent field-shaping scholarship regarding the role of fluency in reading comprehension. Samuels graduated from Queens College in New York City with a degree in elementary education and taught for more than 10 years in New York and California (all grades except first grade!). In 1965, he took a position as an assistant professor of educational psychology at the University of Minnesota, where he continued to teach classes on the psychology of teaching and conduct research on the reading process until his retirement in 2013. His scholarship included developing materials and methods for improving word recognition, fluency, and comprehension. He also investigated young readers’ understanding of moral themes in text as well as how best to measure fluency.

Samuels received the National Reading Council’s research award in 1985 and the International Reading Association’s (now International Literacy Association’s) award for research on the reading process in 1987. In 1986, he received the College of Education Distinguished Teaching Award. He was inducted into the Reading Hall of Fame in 1990. He is also a recipient of

the International Reading Association William S. Gray Research Award and the National Reading Conference Oscar Causey Research Award. He was a member of the National Institutes of Child Health and Human Development National Reading Panel, and helped author its highly influential report in 2000. He spent much of his time consulting with school districts, state departments of education, and with publishers on how to improve and measure reading fluency; and was a mentor and beloved colleague to many graduate students and faculty in the Department of Educational Psychology.

● ● ●
SUNNY HANSEN, professor emeritus in the Department of Educational Psychology’s counseling and student personnel psychology program (CSPP, now counselor education), died December 21, 2020. She was a leader in advancing the causes of women’s rights, social/ethnic equality, and social justice. Her book, *Integrative Life Planning* (1997, Jossey-Bass), explores these topics. *The Journal of Counseling and Development* published a 2007 paper on her life and career [vol. 85 (2)] authored by fellow CSPP Emeritus Professor Tom Skovholt and her doctoral advisers. She was a past president of the American Counseling Association and a fellow of Division 17. The family has asked that memorials be made to the Alzheimer’s Association or the University of Minnesota’s BORN FREE scholarship fund, established at the University through the generosity of Hansen and husband, Tor. The fund honors Hansen’s career as a

faculty member and her dedication to the field of career development. The BORN FREE Scholarship is awarded to a graduate student working in the field of career development. Make an online donation to the fund at z.umn.edu/6lhn or send a check addressed to UMF Fund #4629 to: **University of Minnesota Foundation, P.O. Box 860266, Minneapolis, MN 55486-0266.**

● ● ●
LESLEY “JOANNE” BUGGEY, a longtime lecturer in the Department of Curriculum and Instruction, died January 9, 2021. She was 82 years old.

Buggey received her BS from Macalester College in 1960. She later attended the University of Washington where she earned her MED in 1968 and PhD in 1971. She came to CEHD in December 1978 and served as a lecturer for 26 years before retiring in May 2005.

She prided herself in teaching classroom management and discipline. In 2002, her students all ordered and wore shirts that said “What Would Dr. Buggey Do?” This was modeled after Minnesota Senator Paul Wellstone’s slogan.

Her social studies book, *America! America!*, was adopted by the Department of Education as the statewide textbook in California, Texas, and New York for K-6 education. Originally written in the 1970s, the book went through at least five editions. After retirement, she continued writing and produced eight children’s books about agriculture—beef cattle, pigs, corn, and soybeans, writing one for elementary and one for intermediate grades. The Farm Bureau gave her and her co-author, Susan Anderson, an



◀ From left: S. Jay Samuels; Sunny Hansen; Lesley “JoAnne” Buggey; Shari Peterson

award, The National Book of the Year, for the first book, *Soybeans*. One state bought her book on soybeans for every student in its elementary schools—16,000 copies.

Buggey also served as a consultant and speaker for various organizations. She was a member of the Association for Supervision and Curriculum Development and the Minnesota Council for Social Studies, a past board director of the National Council for Geographic Education, and a national committee member of the National Council for the Social Studies.

“JoAnne was truly one of the most magnificent people whom I have had the pleasure of knowing,” says Dr. James Mitchell, a professor of the teacher education department at California State University, East Bay. “She was the best teacher whom I have ever known, and she taught me almost all of what I know about teaching. I had the honor of being mentored by JoAnne at the U of M in

the 90s and we have stayed very close friends since. Her patience and knowledge blended with the highest level of class and professionalism that one could hope for in a teacher. More importantly, JoAnne was incredibly generous and kind, and impacted many lives in a positive manner.”

Buggey’s generous spirit manifested itself in various ways. She established the Leslie F. Buggey Scholarship at the University of Manitoba in memory of her father, who was a pharmacist and held his degree from that university. At CEHD, she established the Pricilla Hawn Fellowship, named for a CEHD alum who was a close friend; the JoAnne Buggey Endowed Fellowship in Elementary Education, for a graduate student studying in the area of elementary education; and the JoAnne Buggey Endowed Chair in Elementary Education. Buggey and her fellowship recipient spoke at a 2001 Presidents Dinner about her gift and its impact. She became

an inspiration to women across the University who had never thought about their own philanthropic passions.

To make a gift to the JoAnne Buggey Endowed Fellowship in Elementary Education, visit makingagift.umn.edu/give/fund.html?id=5626.



SHARI PETERSON, associate professor emerita, died on March 2, 2021. She was 73. A highly regarded scholar of adult education, adult learning, and strategic human resource development, Peterson served in faculty roles in the General College, the Department of Work and Human Resource Education, and the HRD program in the Department of Organizational Leadership, Policy, and Development. Peterson was featured in a CEHD article in 2011: “The Business of Education.” Read the article at news.cehd.umn.edu/the-business-of-education.

AWARDS

Dante Cicchetti and **Megan Gunnar**, Institute of Child Development, have been named recipients of the 2021 Association for Psychological Science (APS) lifetime achievement awards. The awards are given to the field’s most accomplished and respected scientists. Cicchetti received the William James Award, which honors APS members for a lifetime of significant intellectual contributions to the basic science of psychology. Gunnar received the James McKeen Cattell Fellow Award, which recognizes APS members for a lifetime of outstanding contributions to the area of applied psychological research.

Elizabeth Lightfoot, School of Social Work, received the 2020 Award for Global Engagement from the University.

Julie Rohovit, Center for Practice Transformation, has been awarded the 2020 Minnesota Association of Resources for Recovery and Chemical Health (MARRCH) Award of Excellence for Program Innovation. The award recognizes her

visionary contributions to the addiction treatment workforce and field as a whole.

Christopher Watson, Center for Early Education and Development, received the 2020 Deborah J. Weatherston Award from the National Alliance for the Advancement of Infant Mental Health. He was recognized for his leadership in the field, including developing the Reflective Interaction Observation Scale™, described as “groundbreaking” by the board of directors of the alliance.

APPOINTMENTS

Melissa S. Anderson, Department of Organizational Leadership, Policy, and Development, has been elected a Fellow of the American Association for the Advancement of Science, the world’s largest multidisciplinary scientific society.

Martha Bigelow, Department of Curriculum and Instruction, has been named the new chair of the department.

Summer at CEHD

Continuing education

SSW Clinical Practice & Supervision Series

June 7–August 20

Each year, the School of Social Work (SSW) offers a variety of continuing education courses for professional social workers over the U of M summer break—June–August. Courses will all be held online and 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.

Online Distance Learning Badge

June 21

This seven-week, online bootcamp in online and distance learning is designed for working professionals who want to understand how to design and facilitate online learning experiences that engage learners and build community using the best practices in the field of distance education.

► Info: z.umn.edu/onlinebadge

OLPD 5356 – Disability Policy and Services

Summer

This course will be held for two weeks, Monday through Friday, from 8 a.m. to noon. It provides a broad overview of disability policy and services and

introduces students to philosophical approaches to service provision, the evolution of policies and services affecting people with disabilities, and contemporary approaches to providing services to people with disabilities throughout the life cycle.

► Info: cehd.umn.edu/olpd/graduate-programs/certificate/disability-policy-services/

Upcoming events

Commencement

Friday, May 14

CEHD's virtual ceremony will launch at 12 p.m. CDT.

► Info: cehd.umn.edu/commencement

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

Harnessing the power of educational technology

Pandemic reveals the strength of the discipline

EVEN AS A CHILD, Shantia Kerr Sims (MS '02, PhD '07) knew she wanted to be a teacher. It was in her blood. "Both of my maternal grandparents and my paternal grandmother were educators," she says. "Their individual journeys illustrate how education can transform a life."

Kerr Sims' own academic journey found a new trajectory when she was introduced to the field of educational technology from a professor at Fort Valley State University where she was an undergraduate. "Her classes were always engaging and impactful," Kerr Sims says. "The use of technology excited me and caused me to want to integrate it more into my instructional practices. After researching more on how the technology I used for everyday activities could be beneficial to teaching and learning, I knew the instructional technology program was right for me."

Through the Common Ground Consortium, which connects scholars from Historically Black Colleges and Universities to CEHD, Kerr Sims came to Minnesota

to complete her masters in instructional technology. She then went on to earn her PhD in the Department of Curriculum and Instruction.

Educational technology means just what it says. It's all about using technological products to enhance educational outcomes. And Kerr Sims is heavily engaged in that as an associate professor and coordinator of the educational technology program at the University of Central Missouri (UCM). "I am interested in digital equity and ensuring that all students have access to equitable educational opportunities," she says. "My focus at UCM is on providing solid instruction to our students that builds their capacity to lead in a variety of settings."

Early last year as COVID-19 first began its march across the country, Kerr Sims found that the pandemic revealed the strength of her educational technology program. "As public K-12 schools shifted online, students in our program were often tasked to provide guidance to their local

schools and districts," she says. As the students were providing leadership, faculty from Kerr Sims' department helped the more rural school districts shift to emergency remote learning through a series of webinars and short course offerings.

Personally, the pandemic has made Kerr Sims more of an integral partner in her children's education to ensure the continuation of their learning. "My husband and I made the decision to transfer our daughters from their in-person school to a virtual setting," she says. "My curriculum includes a range of subjects from math, reading, and science enrichment to genealogy and history."

For example, her daughters learned about their great-grandmother, Bessie Jackson Calhoun, who grew up in the rural South where there were no secondary schools for African Americans. In order to obtain a secondary education, she had to live with another family in a different county.

"Bessie overcame many obstacles to receive an education that is freely available to them," Kerr Sims says about her daughters. "Both girls have learned about their lineage and possibilities for their future through our time together."

And as the girls are learning through their own family tree how education transforms lives, the power of educational technology is helping them do so. "Technological choices at home are purposeful," Kerr Sims says. "In addition to traditional paper and pencil, we utilize a range of technologies including interactive games, digital whiteboards, and other applications on their tablets."

The experience has been profound to Kerr Sims as well. "My time with my daughters has been transformational," she says. "I consider it a privilege to be able to not only teach my students at UCM but also to have this sweet time with my own daughters in the midst of a pandemic."

— KEVIN MOE



from the PRESIDENT



MARVIN BANKS
MED '12

DEAR FELLOW ALUMNI

We made it through the tough times of 2020, and have entered 2021 with new hope and appreciation of life. As I go through any tough time, I look at the situation as an opportunity to learn and develop. A question I would like for you to think about after more than a year within the pandemic: What did I learn from this past year that I did not know about myself?

For me, it is the ability to find peace during chaos and how I learned to find my “happy place.” There are a lot of things that I am grateful for and identifying opportunities to learn how to find peace has been beneficial. In the springtime, I started to reminisce about my last year as a student on campus and worried about uncertainties. “Did I do enough to find a career in the field that I am passionate about? Should I have declared a different major? Do I want to continue in my education?” All valid questions, but just like the unknowns of 2020, you must find that “happy place” and think about what you learned during your collegiate career. Congratulations to our new graduates, this is a huge accomplishment. As you make the transition into the workforce, find that peace and everything will work itself out.

Please enjoy the sun as summer is around the corner. Stay safe and we will talk soon.

Marvin Banks

Alums honored by *Twin Cities Business*

Congratulations to Department of Organizational Leadership, Policy, and Development alums Verna Price and Abdul Omari for being named two of *Twin Cities Business*’ 100 people who will shape 2021!

What started as a passion project in 2013 during Omari’s (PhD ’15) doctorate work grew into what is now a thriving business.

AMO Enterprise provides an educational platform for companies to work on leadership development and the connections between equity, inclusion, and diversity.

After working as a consultant and executive coach in the Twin Cities for two decades, Price (MA ’90, PhD ’96) looks to 2021 to change corporate cultures around

race. Price, one of the few Black women in the Twin Cities who’s served as a leadership advisor, wants to leverage the heightened awareness around racism and inequality to move beyond traditional diversity and inclusion programs.



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 CEHD Alumni & Student Networking Group

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School of Kinesiology Alumna is a 2021 *Forbes* 30 under 30 Sports honoree



Madeleine (Maddy) Orr, PhD, was recognized by *Forbes* in the 2021 30 under 30 in Sports list. Orr is a 2020 alumna of the School of Kinesiology PhD program, with an emphasis in sport management. With her recognition, Orr becomes only the second academic to ever make the list, alongside Dr. Christine Baugh, whose research on concussions informed national debates. Additionally, Orr is only the 10th Canadian to make the list, surrounded by National Hockey League players or representatives.

Orr says when she received an email from *Forbes* letting her know she'd been nominated for the list, she wasn't sure what to think.

"I was excited," Orr says. "But I had no idea how many people got that email, and what the chances were that I'd make the final list."

Orr's nomination is in relation to her work as the founder and co-director of the Sport Ecology Group (SEG). She founded SEG in 2019 as a graduate student. She was struggling to make connections with fellow researchers who were engaged in work related to her unique research interest: the impact of climate change on the sport sector.

"I founded SEG right after I finished writing my preliminary exams for my thesis," Orr says. "I remember thinking it was really difficult, because I was pulling together research from the sport management field and the natural resources field. My interests in climate change and sport were really unique, and there weren't many

other people looking at it."

Her goal in founding SEG was to create an online community of researchers with similar interests. Since many of the scholars interested in her area of research were located across the world, this "online lab" of sorts would give them the opportunity to collaborate without having to be physically in the same space. The SEG team just hit a milestone of a combined 40 articles that are either in press or have been published, which is "pretty unreal for an online lab," Orr says.

In addition to its research, the SEG team is also focused on teaching, service, and serving as an industry liaison.

It's obvious that Orr has big goals, and is working to make them happen. But, being on the *Forbes* 30 under 30 list wasn't even on her radar before being nominated.

"I have a lot of personal goals," Orr says. "But, you know, they're all kind of piecemeal, they're small, a little here and a little there. My first big goal was to find a tenure-track faculty position, and now I have that. I wasn't expecting this at all, but it's been really incredible."

In addition to her work with SEG, Orr is an assistant professor in the sport management department at the State University of New York, Cortland.

Alum named Superintendent of the Year

The Minnesota Association of School Administrators has named Dr. Wayne Kazmierczak (OLPD PhD '14), superintendent of the White Bear Lake Area Schools, the 2021 Minnesota Superintendent of the Year. Kazmierczak was selected for this honor by a panel of representatives from a variety of Minnesota education organizations. Nominees are evaluated on how each candidate demonstrates leadership for learning, communication skills, professionalism, and community involvement. He began his career as a high school business education teacher and coach for 12 years. He has served as the superintendent of Lakeview Public Schools and assistant superintendent for Moorhead Area Public Schools. Kazmierczak was the assistant superintendent for finance and operations for White Bear Lake Area Schools from 2014-17, and named superintendent in 2017.



from the
**CHIEF
DEVELOPMENT
OFFICER**



SUSAN HOLTER
CEHD CLASS OF '83

We are in the final stretch. CEHD's Improving Lives Campaign ends on June 30 and even though we've been hit with one of the largest hurdles we've ever faced—COVID-19—we've kept pretty good pace. It's a true testament to your generosity and belief in our mission that we've been able to do so throughout this once-in-a-century pandemic.

Remember that every gift counts as part of our campaign total. If you have left a gift to the college through your estate plan, please let us know so we can make sure it is included in the campaign. We will have full results of our campaign in the next issue of *Connect*.

Your gifts help us in many ways. Our major fundraising priorities right now include student support, children's mental health, and completing the campaign for the new Campbell Hall, which houses the Institute of Child Development. We are especially excited about the building project because it is long overdue. The present home of the institute, a century-old building, was last renovated in 1960.

But now, we are on our way to have a state-of-the-art facility well-equipped for the academic needs of today. Funding recently approved by the state legislature and generous support from you are making this a reality.

Did you know that another way you can support CEHD is by creating a scholarship in your name that will live in perpetuity? Your gift will touch generations of students and provide support to those who need it the most. Please contact me at 612-625-1757 or susan@umn.edu to learn more about this opportunity.

As I write, many of us are still working off campus due to the pandemic. It's been a whole year! News of the several vaccines that are being introduced is giving us cautious optimism. We hope that we will soon be able to return to a more normal state of affairs. We also hope that you have been safe and healthy throughout this trying time and we look forward to when we can meet in person again.

Thanks for all that you do for CEHD.

Susan Holter
susan@umn.edu

The Improving Lives campaign: A look back

We are on track to exceed our goal and will announce the final total in the next issue of *Connect*. Your continued support makes this the most successful fundraising campaign in the history of CEHD.

JULY 1, 2012
Campaign launch

JANUARY 2017
Reached goal of \$62 million, new goal established

MARCH 2021
9,580 donors have participated to date. This number includes 80 percent of CEHD faculty/staff, 5,994 CEHD alumni donors, and 3,758 first-time donors to CEHD.

NOVEMBER 2012
Five months into the campaign over 1,000 donors participated

APRIL 2020
\$100 million raised

JUNE 30, 2021
Campaign wrap up

Helping others comes naturally

In Belle Yaffe's (BS '70) Native American tradition, when one wishes to commemorate an event, the celebrant engages in a custom known as a "give away." Instead of receiving gifts, Belle and husband, Harry, are commemorating their 50th wedding and graduation anniversaries by establishing the Belle and Harry Yaffe Family Pathways for American Indians Fund, designed to recruit and provide financial and support resources for students from Minnesota tribal colleges as they move on from two-year to pursue four-year degrees.

The generosity of Belle's parents, Charles and Mary Belgrade, served as a great model for her throughout their lives. In their earlier years, they gave freely of their time, and later in life with their philanthropy. "Mom and dad never forgot their roots having grown up on the Turtle Mountain Indian Reservation in North Dakota and having been wrested from their parents to attend Government Mission Schools," Belle says. "Mom always made sure her friends and family 'back home' had Christmas gifts, and dad provided jobs and opportunities for Native men from their reservation in his fledgling construction business. I learned from my parents, who gave so much. When they died, the church was overflowing both times. People came up to our family members and said, 'she was my mother too.' Or 'I worked for your dad. He helped me with my business.' So I learned from the best."

Belle's parents left Turtle Mountain in the early 1950s, and finally settled in Minneapolis—the Franklin Avenue corridor—as it seemed a good place to make a living and raise a family.

Over the years, what her dad started as a carpentry labor company flourished into a successful commercial real estate development business. "He paid off a mortgage of a stately mansion in South Minneapolis which became transitional housing for Native American men who completed sobriety treatment, which facilitated their transition back into the community," Harry says. Charles Belgrade also was one of the founding donors for the Turtle Mountain Reservation wellness center, endowed a scholarship at the Mayo Clinic Medical School for a Native American student, and he and his wife established a charitable foundation, which is administered and whose board of directors is composed of his

children. "Having come from very humble beginnings, mom and dad have left a remarkable legacy of philanthropy," Belle says.

Harry worked for Belle's father as a chief financial officer and later became a partner in the business. He also has a generous streak much like Charles, Belle says.

After graduating with a degree in education, Belle worked for several years as a special education teacher and later obtained a master's degree in marriage and family therapy and worked for nonprofit agencies as well as established a private counseling practice.



Belle and Harry's new Family Pathways for American Indians Fund joins a list of their other philanthropic endeavors, including the Harry and Belle Yaffe Family Fund, which provides scholarships for American Indian students across CEHD.

— KEVIN MOE

IMPROVING LIVES

Siblings team up to give back

There's no sibling rivalry between Jon Wallace, Jr. and Sally Wallace Brown. In fact, this brother and sister have teamed up to provide others with the same educational opportunities they enjoyed. The duo recently established the Wallace and Brown Family Scholarship, designed to provide encouragement and support to students so that they can make a difference through careers in education.

"We're trying to benefit students of Color. That's our goal," Sally says. "That's the way the scholarship has been set up."

Sally relates that, in a conversation with a high school teacher last year, she learned that her school had a 65 percent minority population, yet few teachers of Color. "When they hired a new teacher, she was shocked that they were not trying harder to get minority teachers," Sally says. "That really jogged my thinking about what we are doing. We're putting teachers in front of these kids that don't look like these kids at all."

Jon has a similar story. His granddaughter graduated from the U with bachelor and master degrees in education and she was practice teaching in North Minneapolis. "Most of the teachers there were Caucasian. She really struggled with that. She didn't think it was right," he says. "It is critical that issue be attended to and corrected. We need a whole lot more teachers of Color in front of similar students."

The Wallace and Brown Family Scholarship is poised to do just that.

It's noteworthy to point out that the "family" in the scholarship name means way more than just Jon and Sally. Ready? Sally graduated from what was then known as the School of



Education and her husband, James Patterson Brown, graduated from the Medical School, as did his father, two of his brothers, and a nephew. James' mother graduated from the School of Nursing. Other family members graduating from the U include James' third brother, a nephew, and a granddaughter. Jon also graduated from the U as did a daughter, daughter-in-law, and three granddaughters.

The scholarship, however, especially honors Jon's wife, Maricarlo, who graduated from the College of Education and later returned to earn an MSW from the School of Social Work. She worked at the Washburn Child Guidance Clinic in Minneapolis and served as a clinical instructor at the U. Diagnosed with Alzheimer's, she now lives in memory care.

Sally says it's easy to see the impact the U has had on her family. "It's a terrific, wonderful institution," she says. "We can be really proud of it."

Jon agrees. "It's been an important part of our family for some time," he says. "We would like to help others benefit from it as well."

—KEVIN MOE



New gifts and commitments

\$500,000 TO \$999,999

Nike, Inc. supported the Tucker Center for Research on Girls & Women in Sport and its work on coaching girls.

\$100,000 TO \$249,999

An **anonymous donor** supported the Child Resiliency Research Fund.

Patrick J. and Shirley M. Campbell gave to the Institute of Child Development Building Fund.

Lily Christ added to the Duane M. and Lily E.

Christ HI-TECH PREP Math Scholarship.

Cameron Duncan contributed to the Jacqueline R. Mithun Fellowship.

Belle and Harry Yaffe established the Belle and Harry Yaffe Family Pathways for American Indians Scholarship.

\$25,000 TO \$99,000

Jerry Becker and an **anonymous donor** established the Jerry P. Becker PhD Doctoral Fellowship in Mathematics Education.

Professor finds many reasons to give back

For nine years, Regents Professor and Distinguished McKnight University Professor Megan Gunnar was the director of the Institute of Child Development (ICD). Her tenure marked a period of time for belt tightening, because of college budget cuts. And because of this, the Minnesota Symposium on Child Psychology was threatened.

“It’s one of the famed things from ICD and very important for the culture of the institute,” she says. “It has been one of the leading symposiums in developmental psychology in probably the world.”

For decades, the symposium has been bringing together leading lights in the field to deliver papers, meet with each other, and advance the footprint of the field. To help keep it going, Gunnar began giving to the college’s general fund with the idea that the money could be used in support of the symposium. Thanks to Gunnar’s efforts,



and from many others, the symposium has continued on. It last took place in 2019 with a focus on early life adversity, stress, and neurobehavioral development.

More recently, a tragic event inspired Gunnar to think bigger about giving. Dr. Carrie DePasquale (pictured, below left), a May 2020 graduate of ICD, died suddenly from an undetected medical condition four months later on September 12. “She just started her post doc,” Gunnar says. “Just an incredibly brilliant young woman.”

Gunnar wanted to establish a scholarship in Carrie’s name. One of the challenges, she says, is that there has to be a certain amount of money involved to have a named scholarship. “We were going to have it in a general scholarship fund because it was not going to be large enough to be named,” Gunnar says. “I thought, ‘No way. I want Carrie remembered down the years and have students know her.’”

The call went out and soon generous gifts from many of her peers began pouring in. “She had touched many people,” Gunnar says. “She was sweet and loved.”

Because Carrie was a first-generation student, her scholarship will help other first-gen PhD students. “It will help them go to meetings and help with their summer salary,” Gunnar says. She says first-generation students typically come from working-class backgrounds, so there usually is not a lot of money to draw from to enter doctoral studies. That’s why this scholarship is so needed.

“It’s important to give back,” Gunnar says.

—KEVIN MOE

To contribute to the Carrie DePasquale Scholarship, visit give.umn.edu/giveto/depasquale.

Marian-Ortolf Bagley made a pledge to establish the Ayers L. Bagley Fellowship in Education.

James B. Cysewski added to the Beverly Dumas Memorial Scholarship, which supports students in social work.

Patricia Fallbeck and **Thomas Timmons** established the Patricia Fallbeck Scholarship in Special Education.

The Tensor Foundation supported the Jerry P. Becker, PhD Doctoral Fellowship in Mathematics Education.

Norman M. Vinnes contributed to the Teacher Education Scholarship.

Jonathan and Maricarol Wallace and **Sally Brown** added to the Wallace and Brown Family Scholarship.

Mani Vang established the Mani Vang Endowed Scholarship for human resource development students.

HERITAGE SOCIETY COMMITMENTS

Elizabeth L. and James Craig, Jr. made an additional commitment to the Elizabeth and James Craig Fund for Career Experience.

Noriko Gamblin committed to add to the Dr. Pauline Boss Faculty Fellowship in Ambiguous Loss.

Melissa L. Hagstrum committed to establish the Melissa Hagstrum Fellowship to support graduate students in social work.

Lorena Jacobson committed to support the Lorena W. Jacobson Scholarship for future math teachers.

Includes gifts made between November 1, 2020, and January 25, 2021.

In support of transfer students

BY KEVIN MOE | PHOTOGRAPH BY ERICA LOEKS

CEHD IS PROUD TO OFFER numerous scholarships that meet a wide variety of student needs. Surprisingly, however, there are very few that support transfer students. This is especially troublesome since these students typically miss the standard scholarship cycle.

The Signe E. and Arthur E. Jackson Memorial Scholarship aims to fill this gap. It was the first CEHD undergraduate fund to support transfer students who intend to become teachers. Created in 2015 by Robert Jackson in memory of his parents, the fund targets those students who cannot afford four years of tuition at the University.

The 2020-21 recipient is Ozge Biyik, a 33-year-old, non-traditional transfer student. She was born and raised in Turkey and lived with her Minnesota-born husband in Brazil before moving back to his home state in 2018.

“For several years, I had been thinking about working in a field where I felt passionate, but I had to work and did not really consider the possibility,” she says. “Teaching has been a big interest of mine in the last few years, but I thought it was an impossible dream.”

After quitting her job in Brazil and moving to a new country with her husband, she was feeling stressed about finding a job that she wouldn’t be excited about.

“With the encouragement of my husband, Nick, I decided to take a chance. I started at a community college and my passion for teaching became my passion for special education,” she says. “I am looking forward to being an educator and fighting against inequities in the education system for all types of students.”

Once she knew the path she wanted to take, Biyik wanted to continue her education at the University of Minnesota. As a recent immigrant who is a full-time student, she knew what a big burden it would be financially, even before the pandemic. However, she says when she was accepted to receive the scholarship, she was able to see her future much more clearly.

“My stress related to after graduation declined immensely and I was able to focus better on my studies and less on the finances,” she says. “Donors like mine, and others out there, are not only supporting us financially, but they are truly helping us follow our dreams that we thought would not be possible.”

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



COLLEGE OF EDUCATION
+ HUMAN DEVELOPMENT

“I am looking forward to being an educator and fighting against inequities in the education system for all types of students.”



COLLEGE OF EDUCATION
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SCHOLAR SPOTLIGHT: CENTERING RACE

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

Previous events included "Introducing Racialized Labor" with Department of Family Social Science Professor Tabitha Grier-Reed, "Indigenous Rights Education: Between Birthright and Commitment" with Elizabeth Sumida Huaman of OLPD, and "Identifying and Addressing Linguistic Racism in Research" with Anne Larson of the Center for Early Education and Development. Many more events are planned.

More information and recordings of these and other past events can be found at innovation.umn.edu/scholar-spotlight.

