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On the cover:
Scientist Charisse Pickron, shown here conducting an experiment with a baby and his dad, professor Jed Elison, is one of eight postdoctoral researchers studying children in the renowned Institute of Child Development. Read the story on page 8.

Photo by Erica Loeks

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from the dean: Soon after I became dean of the college, I met Jim and Carmen Campbell. At the time, they were considering a gift to create a second endowed chair position in teacher education. Carmen graduated from CEHD to become a teacher of young children, and her love of teaching and children was evident. So it was a real joy to hear of the Campbells’ decision to make the lead gift this year to support a new home for our Institute of Child Development.

The institute is a remarkable part of our college. It’s the top program of its kind in the country, and the Campbells’ lead gift jump-starts our efforts to renovate the century-old building, where faculty and students are uncovering the mysteries of human development from infancy to early adulthood.

You can learn more about ICD in our cover story about the amazing postdoctoral scholars at work with institute faculty, staff, and students. I met all eight of them last fall and came away so impressed and hopeful about the future.

You can also learn about the urgent need for a new building and what others are doing—and you can, too—to help on pages 32–35. That includes calling legislators to support the University’s request at the Capitol in the remaining weeks of the session.

Thank you to our many friends and donors who support all the parts of our Improving Lives campaign. Together we are making a difference.
Leading the U for first-generation students

Nearly 200 faculty, staff, and students from across the University gathered in November for the inaugural First Generation Institute, hosted by CEHD. The theme was “Making an Institutional Commitment.”

The U of M Twin Cities is home to a significant first-generation student community, with 26.3 percent of undergraduates reporting that neither parent received a four-year college degree. Systemwide, more than one in four (29 percent) enrolled undergraduate students are the first person in their family to seek a bachelor’s degree across five U of M campuses.

CEHD’s first-generation-to-college population is even higher, and its faculty and staff have developed expertise in helping them succeed.

The institute was designed to improve knowledge of the many intersecting identities of first-generation students and to highlight practices in and outside the classroom that can help bridge opportunity gaps for our students. It explored common challenges and opportunities for first-generation students. Sessions addressed topics including overcoming “imposter” phenomenon, the need to learn the “hidden curriculum” of norms and values in higher education, and complex identities for refugee and immigrant first-gen students.

“We hope this event serves as a catalyst for action around institutional partnerships that support and validate the experience and capital that first-generation students bring to our campus,” said Rashné Jehangir, First Generation Institute Coalition Committee and a professor in the Department of Organizational Leadership, Policy, and Development.

Learn more at cehd.umn.edu/firstgen.

Check & Connect goes to Micronesia

In December, the student engagement method Check & Connect went to the Federation States of Micronesia, thanks to Eileen Klemm and Maureen Hawes. They spent December on the Pacific island of Yap meeting with lead special-education staff for the island and Micronesia and discussed a needs assessment of student engagement levels for training and implementation.

Check & Connect is a model developed in the 1990s to assist K–12 students who show signs of disengagement from school and learning. Founded in CEHD’s Institute on Community Integration, it has been implemented by educators in 45 U.S. states and several foreign countries, and the partnerships continue to grow.
On the road

Bringing assessment training to Minnesota schools

LAST FALL PROFESSOR MICHAEL RODRIGUEZ hit the road. He teamed up with colleague Kate Beattie from the Minnesota Department of Education to give one-day professional development sessions tailored for school district assessment coordinators.

Rodriguez specializes in quantitative methods, especially educational assessments and measurement. Over a month, he and Beattie traveled to nine cities—Rochester, Mankato, Marshall, Sartell, Fergus Falls, Staples, Thief River Falls, Duluth, and Roseville—delivering high quality training to 400 Minnesota educators.

“The need for professional development is widespread and deep,” says Rodriguez, reflecting on the experience. “Educators across the state care about their students, their colleagues, and their communities. They want to do the best they can and are eager to learn more to improve their profession.”

As the amount of data available to schools grows, Rodriguez is aware that districts’ ability to actually use it can’t keep up, especially in smaller school districts, without trained data specialists. Every Minnesota school district is required to designate a district assessment coordinator, but in those where staff members fill multiple roles, a DAC may be a counselor or teacher with only a few hours to devote to a demanding task each week.

He also worries about inappropriate use of test scores—for example, sending results to individuals from tests designed to test the performance of schools.

For the tour, Rodriguez focused on using test and assessment data to better support teaching and learning. In Fergus Falls, for example, staff from 14 districts worked their way through the alphabet soup of test acronyms—MCA, MTAS, ACCESS, and the MSS. After a brief overview of assessment’s history, Rodriguez led them in discussion about assessment purposes, misconceptions, motivation, formative uses of assessment, testing environments, feedback, social-emotional learning, and test-score use.

Funds from the Campbell Leadership Chair in Education and Human Development, which Rodriguez holds, allowed him to make the tour. He and Beattie later brought a tailored program to Pine City, he brought another to Breckenridge, and other schools have followed up. And because of great feedback, he was invited to give a presentation to the Minnesota Department of Education assessment division in February. That led to further collaboration.

Rodriguez also continues to provide a day of training for participants in the Minnesota Principals Academy (see page 18).

“It just blew my mind to learn how we were using data compared to how we could be using it,” said principal Damian Patnode of Milaca about learning from Rodriguez in the academy.

Learn more at cehd.umn.edu/edpsych/people/mcrdz.
Showing the impact of research

How does a University research center impact the lives of people with disabilities and their families? The Research and Training Center on Community Living (RTC-CL), part of CEHD’s Institute on Community Integration, asked itself that question and found many answers. Research conducted in this center is done with a number of critical partnerships, including people with disabilities, families, professionals, and policymakers. By viewing themselves as partners with others in the field, RTC-CL researchers focus their attention on questions with real-world impact that will be used to inform policies and practices. That leads to findings that add to an improved understanding of the needs of people with disabilities.

To share more broadly the results of core research conducted from 2013 to 2018, the center created summaries of studies and short videos. In the videos, researchers talk about the results and impact of their work and why it matters to people with disabilities and their families.

Learn more at ici.umn.edu/products/summaries/RTC-CL/2013-18.

A Minnesota Legacy Award for the Tucker Center

The Tucker Center for Research on Girls and Women in Sport received the 2019 Minnesota Legacy Award at the 33rd Annual Minnesota Girls and Women in Sports Day on February 6 at the Minnesota History Center. The Minnesota Coalition of Women in Athletic Leadership presented the award at a ceremony honoring 22 Minnesota individuals, groups, and programs in six separate categories. The award to the Tucker Center honors its significant and important contributions to the advancement of opportunities for girls’ and women’s sports in Minnesota over the last 25 years. The annual National Girls & Women in Sports Day is a nationwide celebration recognizing the accomplishments of individuals in the promotion and advancement of girls’ and women’s sports.

China Champions

Five Olympic and world champion athletes from China have been learning and sharing their experiences in Minnesota this year as part of the China Champions Program, now completing its fifth year.

Weightlifting, boxing, skiing, and volleyball are the sports of this year’s cohort. Throughout the year, the athletes have attended specially designed courses in the School of Kinesiology, including academic seminars, workshops, and English as a second language classes. They’ve also visited Minnesota cultural sites and toured University and local professional sports teams’ stadiums, arenas, and training facilities.

Xia Liu is a three-time world record holder in weightlifting. She won two gold medals at the World Weightlifting Championships in Poland in 2002.

Shijin Wang received bronze medals at the World Boxing Championships in 2014 and 2016. She also won gold at the China Boxing National Championships in 2014, 2015, and 2016. Also a boxer, Shiqi Xu won gold at the World Boxing Open Championship in 2013 and silver at the 2012 World Boxing Championships.

Yu Yang took home gold at the Freestyle Skiing Aerials World Cup Championships in 2012, 2013, and 2016.

Chen Zhang received gold medals at the National University Volleyball League Championships in 2016, 2017, and 2018.

Led by the School of Kinesiology in collaboration with Beijing Sport University and supported by the China Scholarship Council, the program is a unique, global collaboration that provides mutual benefits for Chinese athletes and University faculty, staff, and students.
Books from CEHD faculty and alumni

**Effective Universal Instruction: An Action-Oriented Approach to Improving Tier 1**
Kimberly Gibbons, Sarah Brown, and Bradley C. Niebling
(GUILFORD PRESS, 2018)
Part of a series about practical interventions in schools, this book explores improvements for Tier 1 instruction as a part of a Multi-Tiered System of Support (MTSS). The authors provide a guide for evaluating Tier 1 effectiveness, overcoming barriers to successful implementation, and creating and maintaining sustainable instructional improvements. The book also includes reproducible checklists, worksheets, and forms to make implementation easier for school leadership teams.

**Culturally Responsive School Leadership**
Muhammad Khalifa
(HARVARD EDUCATION PRESS, 2018)
This book for school leaders focuses on methods to best serve students of color and others historically marginalized by the school system. Offering strategies to engage with students, parents, teachers, and communities, it centers local cultural practices and Indigenous heritages as ways to positively impact student learning experiences. Chapters cover topics such as promoting inclusive spaces, the role of community, and reflective school leadership.

**Whiteness at the Table: Antiracism, Racism, and Identity in Education**
Shannon K. McManimon, Zachary A. Casey, and Christina Berchini, eds.
(LEXINGTON BOOKS, 2018)
A group of scholars and educators, including six CEHD alumni and curriculum and instruction professor Timothy Lensmire, examine whiteness and how it affects antiracist work in education. Documenting more than a decade of studies on white identities, the contributors analyze the intersections of race and issues like religion, privilege, rural education, and antiracist teacher actions. Essays focus on whiteness, racism, and antiracism in the context of relationships among children, families, and educators.

**Making Change: Youth Social Entrepreneurship as an Approach to Positive Youth and Community Development**
Tina P. Kruse
(OXFORD UNIVERSITY PRESS, 2019)
Using both theory and practical examples, this book explores youth engagement through social entrepreneurship, centering community enhancement, personal empowerment, and economic transformation. The combination of research, theory, and practical methodology will engage professionals in youthwork, program design, and community development. With vocabulary and frameworks for youth social entrepreneurship, the book provides resources for youth advocates to gain traction and support for social entrepreneurship approaches. Kruse, PhD ’07, is an educational psychology alum on the Macalester faculty.
Absence and healing
Extending the reach of training for ambiguous loss

PAULINE BOSS WAS A GRADUATE STUDENT in Wisconsin when she coined the term ambiguous loss in the mid-1970s. A little more than 40 years later, she is a professor emeritus of family social science at the University of Minnesota, and ambiguous loss is recognized by professionals and clinicians around the world. Her work has provided relief to people everywhere suffering from physical or psychological losses due to disappearance, separation, dementia, and many other common situations. Boss is a renowned and beloved therapist and scholar.

With success, invitations arrive to work with people far and wide. But Boss is now in her 80s and in a caregiver role, unable to keep up with the considerable demands or to travel far.

Over the past year, Boss has worked with Educational Technology Innovations (ETI) to fill the gap and bring training in ambiguous loss to a wider audience. An online noncredit certificate program went live in November and will officially launch April 23.

“It was an honor to do it,” says Boss. “I want the theory of ambiguous loss to be used. I’m happy it will stay alive and continue teaching people.”

Origins and evolution of a theory
Boss traces her recognition of ambiguous loss to her childhood, observing and sensing the deep sorrow of her father and maternal grandmother, separated from loved ones in their native Switzerland. Though physically so far away, they were still very present psychologically.

In college Boss became interested in psychological absence and physical presence, in particular of corporate executive fathers in intact families—as one child described it, “My dad’s head is still in his briefcase when he comes home.” That was the topic of her first academic paper, delivered at a conference in Toronto. Afterwards, she was approached by representatives from the Center for Prisoner of War Studies, part of the Naval Health Research Center in San Diego.

“They said, ‘If you would reverse that and write about the physical absence of fathers, we would support your research,’”
Two types of ambiguous loss

✦ Physical absence with psychological presence, as in cases of disappearance or separation
✦ Psychological absence with physical presence, as in cases of dementia, addictions, or other chronic illnesses

With came from 60 countries and spoke 24 languages, the theory had to be multicultural.

Since then, Boss has worked with countless international colleagues and groups, including health professionals in Japan after the tsunami and Fukushima nuclear disaster, counselors of families of those on board the unrecovered Malaysia Airlines Flight 370, and the International Committee of the Red Cross, who found her theory and started using it.

She’s learned that terrorists believe kidnapping hurts longer than outright killing because the pain of ambiguity lasts longer—consistent with the basic premise of her theory that ambiguous loss is the most stressful type of loss because it defies resolution. At the same time, practitioners are learning that it’s possible to live well despite “not knowing.”

International Committee of the Red Cross commissions are finding ways to help villages and groups live with not knowing in a way that brings them together.

Boss is concerned about the tendency to pathologize grief, especially ongoing grief. She also proposes that there is far too much emphasis on closure, and that closure is a myth.

Breaking new ground

Boss was already working with an agent in New York on a book about the myth of closure when she got a call about working with ETI to create an online course. She set the book aside to make it happen, attending meetings and recording the lectures: five modules, three CEUs per module, 15 CEUs for a certificate.

“I could see that the tech people were as excited about it as I was, and I loved that,” says Boss. “It was breaking new ground for them, and they have technical expertise to make it look its best for professionals and the public.”

Now, with the course set to take her place delivering the training, she’s back to the book.

Learn more at www.ambiguousloss.com. Learn more about ETI at eti.umn.edu.

REFERENCES


Postdoctoral researcher Charisse Pickron played with a child in the Elison Lab.
POSTDOCTORAL RESEARCHERS play an important and unique role at major research universities like the University of Minnesota. With their doctorates complete, young scholars seek a period of additional experience in a different setting to prepare for today’s intensely competitive faculty job searches. In turn, “postdocs” bring valuable expertise for periods of one to several years.

Like graduate students, postdocs identify a faculty member they want to work with, but postdocs have greater freedom to pursue their own work during that mentorship. They’re independent, professional researchers, often developing and leading their own projects, which means their presence pushes a field forward—something for which the top-ranked Institute of Child Development (ICD) is known.

In ICD, the number of postdocs doubled in 2018, from four to eight. All earned their doctorates at other research institutions before coming to Minnesota to gain experience, grow their academic network, and train for the next step in their careers.

Postdocs don’t have the teaching responsibilities typical of graduate students or the juggling act of teaching, lab management, service, and grant writing typical of professors. They are able to focus on research and publishing, and that often depends on labs, of which ICD has 14.

Building research and community connections
Three of ICD’s eight postdocs are working in the Elison Lab for Developmental Brain and Behavior Research. Associate professor and director Jed Elison is one of the nation’s leading investigators on the developing human brain. He heads teams seeking to understand early development, including social behavior and the emergence of autism.

In the Elison Lab, a playful ambiance gives little sign of the serious science going on. Pictures of baby elephants hang on the walls. Children play. Most are infants and toddlers who interact with their parents and researchers who don’t wear lab coats. You might see what looks like a puppet show. The lab even has a mascot: yes, it’s an elephant, which makes it easier to remember Elison Lab.

It’s all intentional, says postdoctoral researcher Charisse Pickron.

“We make a somewhat scary sounding thing—bringing your child to be tested—fun and enjoyable in a family-friendly environment,” she says. Activities are carefully designed to give children opportunities to look at things and reach for them and to give scientists the opportunity to
observe and measure their responses. In her study of perception and developing social behavior, Pickron uses a variety of measures—behavioral, electrophysiological, and eye tracking.

After finishing her PhD in developmental psychology in Massachusetts last year, Pickron was drawn to ICD for the opportunity of family and community engagement in research. With a focus on how infants and toddlers perceive social categories, her research often involves parents and caregivers as well, including underrepresented communities. During her appointment, one of her priorities is creating strong research connections between the University and the wider community. In fact, Pickron’s lab work is not confined to the Elison Lab or even the campus.

A “living lab” partnership with the Minnesota Children’s Museum allows Pickron and others to conduct research with museum patrons. In Pickron’s study, toddlers interact with a box full of pictures of faces with different race and gender features. The sessions are recorded, and Pickron scores the videos according to how the toddlers react to certain faces or search for pictures inside the box.

“Doing community-engaged work is very difficult—it can take a long time,” Pickron says. “But being in the Twin Cities and at the U—this is a great opportunity to learn how to do it.”

Postdoc Charisse Pickron designs experiments to give children opportunities to look at things and reach for them while she observes and measures their responses.

“I went into undergrad hoping to become a veterinarian,” Howell explains. “I grew up on a hobby farm and love animals and I wanted to help them. Then, working with monkeys, I learned that I could, in one fell swoop, help to improve the lives of animals and apply that to improve the lives of humans, too.”

Howell defended her dissertation six months after giving birth to her first child.

“I realized very quickly that I knew way more about monkeys than human development!” she laughs. “I didn’t have the knowledge or skill-set to transfer what I knew about monkeys to humans.” Howell had been part of a multi-site study and knew the Minnesota site’s principal investigator, Regents Professor and ICD director Megan Gunnar, who suggested she contact Elison. Says Howell, “I talked to Jed, and then I packed up my family, my two dogs and household, and moved to Minnesota.”

In the Elison Lab, Howell works closely with families in two big studies. As a neuroscientist, she describes herself as more focused on mechanisms of brain development, and she is looking in particular at components of breast milk and the makeup of babies’ gut microbiome. That requires collecting milk samples from breastfeeding moms in the study and stool samples from the babies.

One of the key capabilities of the Elison Lab is due to the University’s capacity in magnetic resonance imaging (MRI), which takes place in a facility.
A third postdoc in the Elison Lab is wrapping up her work this semester. Nadja Richter arrived in 2016 with a PhD in psychology from the Max Planck Institute in Leipzig, Germany, and additional research experience at Princeton. She is interested in the development of social behavior and motivation.

What drives humans to selectively trust and affiliate with others? How do individual differences shape social interaction? What are the developmental origins of social motivation, social assortment, and group-mindedness?

Previously, Richter conducted studies with children in kindergarten and the early grades.

“You can just ask five-year-olds, ‘Who do you like better?’ or ‘Whom would you like to be friends with?’” she explains. “In my current work with younger kids, I use different methods, like proxemics, to track how they move around in relation to others.

“The Institute of Child Development seemed like the perfect environment for my research,” she continues. “Jed’s interest in developing novel measures to capture social engagement during infancy was unique in complementing my ideas, so we started working together.”

In the Elison Lab, Richter works primarily with toddlers between one and three years old. She designed and carried out an experimental study in which children play games in a natural but carefully scripted sequence in which—oh, look, someone lost their toy! Or someone dropped a pen! When do children look at the person in need and then engage in helping behavior, picking up a pen for someone, or helping to find a toy?

Elison meets regularly with Richter to discuss their project and publishing her research.

“It’s been an important experience to be able to dive deeper into specific aspects I’m interested in,” says Richter.

“I’ve gained a lot of new skills and knowledge.”

The beehive of activity in Elison’s lab is an indicator of widespread interest in the brain. It has attracted pivotal federal funding that makes it attractive to grad students and institutional partners—and to postdocs, whom it can support.

“Jed’s group is a really great example of synergy,” says Howell. “For example, if I think the microbiome is related to prosociality, we can look at that. As postdocs, we’re trying to establish our own scientific niche, and we can.”

Mentors, thinkers, leaders

The Early Language and Experience Lab directed by professor Melissa Koenig is another lab that looks more like a playroom than a research environment. Many disciplines come together as researchers explore factors—linguistic, cognitive, and cultural—that affect how children learn from others.

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Postdocs at the U

A total of 827 postdocs were engaged in research at the U of M Twin Cities and Duluth as of September 2018. The majority work in science and medicine, including the College of Science and Engineering (217), Medical School (197), College of Biological Sciences (107), and College of Food, Agricultural, and Natural Resource Sciences (87).*

Postdocs in CEHD this year work in the Institute of Child Development (8), School of Kinesiology (3), Institute on Community Integration (3), Department of Curriculum and Instruction (2), Department of Family Social Science (2), and Department of Educational Psychology (1).

*Source: U of M Office for Postdoctoral Initiatives
“Postdocs fill crucial roles in so many ways,” says Koenig. “They come in with excellent ideas of their own and are ready to pursue them independently. They serve as mentors and support for the graduate students in the lab.”

Koenig’s lab drew postdocs Narges Afshordi from Harvard and Bolivar Reyes Jaquez from the University of Texas at Austin. The “total child development focus in ICD” was something that appealed to Afshordi, who had previously done much of her work in larger psychology departments.

Afshordi studies the ways children reason and discover relationships between others. One of her projects investigates whether children are more likely to believe information from a trusted, if unknowledgeable, friend over a well-informed stranger.

“At their core, our experiments are meticulously designed and rigorously carried out,” Afshordi says. “And we have this added challenge of trying to fit it into the mold of something appealing to a very young child.”

Reyes Jaquez studies children’s power-related moral development.

“There are people who are in power who use it selfishly or selflessly everywhere,” he says. “I want to conduct research that helps us better understand the way different societies work.”

After completing a round of research with elementary students in Minneapolis, he began a second round in the Dominican Republic, where he grew up. Reyes Jaquez hopes he can make real impacts in the lives of people from his position as a researcher by producing age-appropriate data that informs early initiatives and best practices combating corruption.

**Innovation and accessibility**

Three more ICD postdocs work on a range of research in three additional labs.

Sarah Lukowski came for a postdoc after a PhD in psychology at The Ohio State University. Her work focuses on individual differences in mathematical and science development, including Turner Syndrome, a rare genetic condition in girls that’s associated with increased risk for math difficulties.

One of the many things that drew Lukowski to ICD and the Math and Numeracy Lab, directed by professor Michèle Mazzocco, is the ability to contribute her analytical skills to novel data with young children. That is primary to her postdoc experience. In Twin Cities area preschools and elementary schools, she works with study participants using a variety of math activities, such as story-like tasks, paper-and-pencil tasks, blocks, iPad games, and other computer-administered activities, exploring factors that contribute to pathways of math development.

Nicole Perry completed a PhD in human development and family studies in North Carolina before arriving as a postdoc in Minnesota. Here she’s expanding her knowledge of the role of hormones in children’s emotional...
functioning in the Gunnar Laboratory for Developmental Psychobiology Research, directed by Professor Gunnar.

In one study in the Gunnar Lab, adolescents come to the lab with their parents and are given five minutes to prepare for a speech, a task known to elicit anxiety and stress. Then they’re shown an empty room with a two-way mirror and told that their speech will be seen by judges behind the mirror and also recorded and shown to a group of their peers. Perry developed a method to rate emotional control during the speech and is examining the association between hormones and emotional functioning during stress in two groups—some teens in the study were internationally adopted and previously lived in institutional settings, others were not. The study is designed to improve our understanding of how previous institutionalized care affects the link between hormones and emotion.

Regents Professor Ann Masten directs Project Competence Research on Risk and Resilience. Masten is known around the world for her research and work on what she calls “ordinary magic,” the factors that support children’s resilience.

Masten’s lab is where Fanita Tyrell landed a postdoc after her PhD at the University of California–Riverside, working with ICD alumna Tuppett Yates, PhD ’05.

“Postdocs have time to shape their own research, not just to work on someone else’s,” says Masten. “That’s really important.”

Tyrell focuses on risk and resilience in adversity-exposed populations, including foster youth and military veterans. She also studies how cultural and contextual processes influence identity development and adaptation in ethnic minority youth.

Currently she’s working on a U of M Grand Challenges project evaluating the effectiveness of policies and programs aimed at ending student homelessness across Minnesota. A first-generation college student who never considered grad school until a professor noticed her potential, Tyrell says it’s important to her that study findings and data reach the wider community.

“One of my dreams is to make science more accessible to the general public,” she says.

The future university

Before the number of ICD postdocs increased last fall from four to eight, Brittany Howell didn’t often interact with the others.

“How excited and exciting new postdocs,” says Howell, crediting them with organizing a group that now meets twice a month.

“It’s allowing us to benefit from each others’ experience and knowledge.”

Together they share information and resources not just about their research but also on navigating challenges in academia and their fields. At a time of shrinking faculties, when the stakes of any hire are so high, postdoc appointments allow scholars and departments to evaluate each other and gain confidence in a potential match.

Pickron and Reyes Jaquez, for example, are part of the President’s Postdoctoral Fellowship Program, a national consortium of universities working to improve racial and ethnic diversity through postdoctoral training programs. Pickron hopes her experience in ICD will help her forge community–university partnerships throughout her career, particularly with groups underrepresented in child development research.

Tyrell looks forward to teaching and mentoring students from a faculty position. Like the professor who noticed her as an undergrad, she hopes to be an advocate for students with similar experiences.

“I really believe that representation and inclusion matter,” says Tyrell. “My mere presence in the classroom and dedication to my students will inspire them and motivate them to accomplish their own goals.”

ICD’s postdocs are helping to bring not just the institute but the field of child development into the future, where scholars reflect the diversity of the children and families they serve, in Minnesota and around the world.

Read more about the postdoctoral researchers in ICD at icd.umn.edu/people/fellows.
Eli Wilson carries on a family tradition, with a knack for baseball and a dedication to education.

By Rick Moore
WITH ALL DUE RESPECT TO THE LATE, GREAT YOGI BERRA, when you watch a Gopher baseball game these days, it’s “déjà vu all over again.”

The new Siebert Field is in the same spot as the old one was for decades, on the north edge of the campus in Minneapolis, although MondoTurf and modern amenities have replaced the green grass and cozy confines. And at the start of a game, when you look behind the plate you see a lanky catcher, agile and athletic, and seemingly… well, at home.

He’s Eli Wilson, a junior kinesiology student and one of the leaders of a Gopher baseball team that fell two wins short of making it to the College World Series in 2018. As for that sense of *déjà vu*, some 30 years ago Eli’s father, Dan, was starring as a catcher for the Golden Gophers before a long and successful career in Major League Baseball for the Seattle Mariners.

Eli Wilson is one of about 10 second-generation Gophers coached by Minnesota’s legendary John Anderson, ’77, since 1981. The similarities between Eli and Dan Wilson are almost eerie to Anderson.

“At times, the way Eli throws the ball back to the pitcher and some of his mannerisms remind me of his dad,” says Anderson. “Sometimes I have to catch myself and realize this is Eli, not Dan.”

In addition to inheriting his father’s body type and an innate feel for baseball, Eli Wilson absorbed his family’s dedication to education. His mother, Annie, received a degree in elementary education from CEHD in 1991 and has taught for many years. Dan returned to complete a degree in applied business in 2010 through what is now the College of Continuing and Professional Studies, due in no small measure to the urgings of Annie and his mother, Lillie.

**Balance and distance**

Eli Wilson grew up in the Seattle area as a sports-playing youngster like many, unaffected by the fact that his dad was a big-league baseball star and his family’s friends were other stars.

“Honestly, it kind of just felt normal,” says Wilson. “When you’re growing up, you don’t know anything different.”

He played youth baseball, but stayed away from the intensive traveling teams, opting instead to enjoy basketball, soccer, and ultimate Frisbee, too.

“My parents really wanted me to have balance,” he says. “They didn’t want me to commit to one sport too early.”

As Wilson was beginning high school, he took up the sport of cross country. Combining an endurance sport with another requiring “quick-twitch” muscles—a necessity in baseball—was a stretch, to say the least.

“I can’t believe I did it, but I definitely loved my experience running cross country,” he says. “I was never very fast [...] but I loved the team dynamic. ... Some of the lessons I learned in terms of mental toughness in running are very applicable to other things.”

Wilson focused more on baseball in high school, primarily as a middle infielder. But because he was a late bloomer in the sport, he didn’t draw the same attention as his father did.

“To be honest, Minnesota was the only major Division I school that was recruiting me,” he smiles.

Anderson and assistant coach Rob Fornasiere (who retired at the end of the 2018 season) saw Wilson’s talent, knew where he came from, and wanted him at Minnesota. Wilson wanted a top-20 kinesiology school and knew the strength of Minnesota in his field and on
Wilson was a key cog on a balanced team that posted its most successful season in decades, winning the Big Ten and Big Ten Tournament championships and sweeping the Minneapolis Regional at Siebert Field, all before falling in the Super Regional to eventual NCAA champion Oregon State. He played in 53 games and batted .289 with 37 RBIs, and was selected by the Gophers for the George Thomas Most Improved Player Award.

“We came up short but a lot closer than I think I or anyone would have thought,” says Wilson. Winning the regional tourney at home (for the first time in Coach Anderson’s career) and seeing fans three-deep in the concourse, it “felt like a fairy-tale ending to an awesome season.”

As much as he’s improved himself as a player, Wilson is equally dedicated as a student and was named Academic All-Big Ten as a sophomore. That makes his mother especially proud, since she says school has never been easy for him.

“My whole thing as an educator with my kids, is ‘I want you to love to learn,’” she adds, “and he, probably of all my kids, has taken that in and understands it’s the process—and the learning—that’s important. And if you’re doing that the right way, the grades will come.”

Annie says Eli also has a seriously good sense of humor. “When he’ll say something, it’s that much funnier because so much of the time he’s so serious and on task and doing what he’s supposed to do,” she says.

Helping other athletes succeed

However his baseball aspirations pan out, Wilson sees a career at the intersection of athletics and medicine, either as a high school athletic trainer—where he could serve different teams and athletes—or as a Division I collegiate trainer, perhaps for a baseball team. “I’m not exactly sure at what level,” he says, “but I definitely know I want to work with athletes in an athletic-medicine context.”

His experiences at the U of M, both with strength coaches and trainers, have helped to clarify that direction.

“All they want is for us to be on the field playing, because they know that’s what we love,” he says. “It’s pretty inspiring to watch how hard they work just to make sure that we can be out competing.”

In the meantime, he has at least one more season of collegiate baseball for the Gophers, with hopes of replicating last season’s array of big crowds, conference titles, and NCAA tournament success.

“I don’t think we fear any program or any team out there anymore—I think
we’ve gotten past that,” Wilson says. “So now it’s just a matter of doing the work that it takes to get ourselves in a position again to have a chance to play for Omaha, and then just kind of finishing what we started.”

His head coach is confident in his baseball future beyond 2019.

“He’ll be able to play at the next level,” Anderson says. “He’s going to get a chance. But I don’t think it defines him. He’ll have a degree and move on and do what he wants to do.”

Eli’s father is naturally more pragmatic.

“He’s been very level-headed about it and understands both sides of the coin,” says Dan Wilson. “He knows through experience and hearing us talk about things just how important pursuing both avenues is—school and baseball. I think he hopes to be drafted and have a chance professionally, but he understands the reality of that.”

Eli Wilson is fully aware of the odds against professional baseball fame and fortune, odds his dad managed to defy, and isn’t getting ahead of himself. And he’s had a lifetime of messaging on the value of education beginning with his grandparents and continuing with Dan and Annie.

“They always stressed to me that school is first and anything that happens with baseball is Plan B,” he says. “At the end of the day, at some point my baseball career is going to come to an end.”

As his career options begin to come into focus, there’s always the possibility of a Plan C. As the catcher and quote machine Berra once pointed out: “If you come to a fork in the road, take it.”

It’s a pretty good bet Eli Wilson will do well on any path he takes.

A fresh start and a first pitch

In 2016, incoming freshman Eli Wilson and his class read the book Just Mercy by Bryan Stevenson. It told the story of Anthony Ray Hinton, who served 30 years on death row in a prison in Alabama, convicted of a crime he didn’t commit.

Freed in 2015, Hinton spoke at a CEHD Reads event at Northrop in 2016 and talked about never giving up hope. In the audience that evening were Dan and Annie Wilson. Toward the end of Hinton’s talk, a student asked if he had any regrets about what might have happened had he not been imprisoned for three decades. Hinton thought for a moment and then offered that he had been a pretty good baseball player in high school and had even tried out for the Seattle Mariners, but he never knew whether he’d made the team before his arrest.

The Seattle Mariners—Dan Wilson’s team. At Eli’s urging, Dan and Ray had an emotional meeting after the talk, and last summer Hinton was invited to throw out the ceremonial first pitch at a Mariners game.

“Ray is an incredible human being,” says Annie. “He’s just loving and overflowing with personality and joy. It was a way of reconciling so much of the wrong that’s been done to him, [having a part in] bringing back some of those life experiences that he wasn’t allowed to have.”

Hinton has now written his own book, The Sun Does Shine. And thanks to the generosity of Annie and Dan Wilson, “Ray’s Book Club” will provide ongoing support to CEHD Reads.

Read more about Gopher baseball at gophersports.com.

Read about Ray’s Book Club and CEHD Reads at cehd.umn.edu/reads.
DAMIAN PATNODE couldn’t believe his good fortune when he was hired as assistant principal at Milaca High School, enrollment 800. He grew up in this east-central Minnesota town and, after a few years away for military service, had returned as a teacher. During five years in classroom teaching, he’d also earned his master’s degree and principal’s licensure.

A month into his new job, doubts loomed. “I thought ‘What have I done?’” he remembers. “I would go to board meetings and just sit and listen. This is not to fault the training I went through to become an administrator. It’s just really tough to put all the things together.”

Patnode went on to become Milaca’s high school principal. But when he heard about a principal executive development program at the U—the Minnesota Principals Academy—he paid attention. In 2013, with the support of his superintendent and staff, he and elementary principal Steve Voshell became part of the next academy cohort.

For a total of 30 days spread over nearly two years, the two Milaca principals carpoolew to classes that met two days a month in St. Paul, plus several days during the summers. With peers from urban, suburban, and rural schools, they covered units on instructional cores, alignment with standards, teacher evaluations, culture and equity, assessment and using data—all with leaders in the field and experienced professionals. Each chose a topic for an action learning project that would affect their school building to complete by program’s end. Driving back and forth, Patnode and Voshell continued the discussion and learning.

“It is the best professional development I’ve done as a principal,” says Patnode. “There are lots of reasons for that, and one is the format. It’s you and 30 other people, building relationships over two years and learning together. All the units are connected, and over time you see how everything fits together. You have day-to-day stuff, but you have the 30,000-foot stuff, too. The impact I’m beginning to see now.”

Close to half of Milaca’s students qualify for free or reduced lunch, and its special education population is nearly 20 percent—well above the state average of 13 percent. Patnode focused first on core instruction and then on aligning systems and standards.

“We’ve had two years of growth in student achievement across the
board,” he reports. “A lot of that is because I’ve been able to take what I’ve learned in this program and put it into practice. It’s not how to be a good manager but how to be a good leader. It starts with the vision, and then how you get there.”

As academy alumni, Patnode and Voshell were recruited as facilitators for units in the next Minnesota Principals Academy cohort, which met in Thief River Falls in 2015–17.

For the 2017–19 program—with cohorts in Brainerd/Staples, Fergus Falls, and the Twin Cities—Patnode has facilitated the unit on strategic thinking, where his experience and perspectives from three years in the army are valuable, as well as a unit on the math and science instructional core.

The academy’s goal is “to create a statewide network of district and charter school leaders who are motivated and have the skills to create and sustain schools in which all students are on the path to college readiness by the end of high school.”

Patnode has become a vital part of that network.

**Bipartisan support and partnership**

The Minnesota Principals Academy began with a bill in the Minnesota Legislature to create a program, inspired by the Bush Fellowships, for principals. Then-senator Steve Kelley was a driving force behind the bill. As chair of the Senate education committee, he visited schools across the state.

“One of the things I observed was, when you walk into schools and meet the principals, you can tell the schools that have good leadership,” remembers Kelley, now commissioner of the Minnesota Department of Commerce. “I realized the importance of the principal for the success of schools, and that it would be a really cost-effective strategy to invest in the leadership skills of the principal.”

The bill passed, providing an appropriation to the Minnesota Department of Education (MDE). A request for proposals went out, and education commissioner Alice Seagren selected the University of Minnesota to implement it.

The academy was created through a collaboration of MDE, the U, Minnesota Elementary School Principals Association, Minnesota Association of Secondary School Principals, and Minnesota Business Partnership. They used the National Institute for School Leadership (NISL) as a starting point. Half the participants’ costs came from their districts and half from the legislature, with the director’s salary paid by the U.

“It was a natural match for us,” says Jim Bartholomew, education policy director for the Minnesota Business Partnership. “For our members to succeed, and for our quality of life, we need a well-educated workforce and citizens. We looked at the research and we’ve done studies, and what’s abundantly clear is the role of the school leader in assembling the team and establishing a culture.”

Since it began in 2006, the Minnesota Principals Academy has trained 15 cohorts. Based in CEHD since 2013, the academy brings a nationally renowned curriculum, tailored to Minnesota’s needs, facilitated by Minnesota educators, to communities across the state.

The academy is founded on overwhelming evidence that there are no great schools without highly effective principals, and that strong communities depend on strong schools. As the academy describes it, principals set the vision, guide instruction, build budgets, unite their teams, and lead the drive for results.

“That person, like Principal Patnode, becomes a key to moving expectations to a higher level,” says Rep. Sondra Erickson (R-Princeton), a sponsor of the bill to renew the academy’s funding this year. Fifteen
years ago, she was a classroom teacher when Seagren called her to look into the proposed program, and she has followed its progress. Says Erickson, “The academy is strong in teaching principals the skills—choosing curriculum, using data, formal and informal assessment—and moving them into leadership.”

Thirteen years in, the Minnesota Principals Academy is a success. Alumni of the program praise its effectiveness, and schools bear them out.

Laine Larson has sent not only her principals but her whole administrative team—twice—once as superintendent in Thief River Falls and again when she became superintendent in Brainerd. She attended, too.

“I deeply appreciate and passionately support the professional learning provided by the Minnesota Principals Academy,” says Larson. “What it has done for our team is to bring principals and district administration together to continually improve and support instructional leadership at the building and district levels. This learning has improved our ability to strategically plan and address the needs of each individual learner. To me, the most beautiful part of this professional development is our ability to reflect, discuss, and develop our district as a system. We are one united team moving our students forward.”

**Credibility and collegiality**

At the helm of the Minnesota Principals Academy since 2013 is Katie Pekel, principal in residence in CEHD, an energetic no-nonsense educator with years of success as a principal herself in Austin, Minnesota. Participants praise Pekel for her own skilled leadership, which includes building strong cohorts and demanding the best from participants.

“Katie’s credibility has a lot to do with the program’s success,” says Staci Allmaras in the Fergus Falls cohort. “She’s just brutally honest, and everything is based on how people learn.”

At the U, Pekel is on a mission to challenge and prepare principals across the state to become agents for empowering their schools, students, and whole communities.

“The academy made me look at myself as a leader, stretch myself as a leader, and become an instructional leader,” says Duane Dutrieuille, principal of Hazel Park Academy preK–8 school in St. Paul, part of the 2015–17 cohort. “It has helped me to reach all our key stakeholders and communicate effectively, cross-culturally and across segments. It has changed my practice, having confidence and knowing good teaching.”

School will be out for summer soon. For 110 Minnesota principals, June also will mark the end of a learning journey that began nearly two years ago. In 2017 they set out to become better leaders. Now they are those leaders, joining a network that stretches from Austin to Thief River Falls.

“I’m just a phone call away from getting feedback,” says Dutrieuille. “Just this week a colleague from outside the metro called me about a student. The collegiality is the crux of it. This is not a Twin Cities leadership program—it’s good for the state of Minnesota.”

**Building on success**

Kim Gibbons met Katie Pekel shortly after Gibbons joined CEHD’s Center for Applied Research and Educational
Improvement (CAREI) in 2015. Gibbons brought experience and success leading the St. Croix Regional Education District in east central Minnesota. At CAREI she began working to build the capacity of Minnesota’s 336 school districts. A priority was helping them make better use of research-based methods and data.

When her path crossed with Pekel’s, the two immediately recognized each other’s deep knowledge of schools and districts.

“We clicked,” says Gibbons. “We’d meet and talk because we had a lot in common, both coming from work in schools and now providing statewide services.”

Pekel reported that principals in the academy, energized by their learning, sometimes had trouble translating that learning back in their district offices. About the same time, Gibbons heard from a contact in western Minnesota.

Jeremy Kovash at Lakes Country Service Cooperative in Fergus Falls asked if there might be something like the principals academy for other district personnel—superintendents, curriculum directors, transportation directors, and directors of teaching and learning.

Gibbons, Pekel, and Kovash worked fast. They came up with a scope and sequence and an organizational context for something new—a one-year pilot program in tandem with the Minnesota Principals Academy cohorts in Fergus Falls and Brainerd/Staples. Three organizations pitched in $20,000 each—Lakes Country Service Cooperative, Sourcewell in Staples, and the Minnesota Association of School Administrators—to write the curriculum, deliver the program, and provide coaching.

The District Leadership Academy’s one-year cohort includes 30 administrators from nine districts. It’s added a new level of activity and energy to the principals academy meeting sites and communities, with career-changing results, according to Kovash. One example is learning to speak the same language around analytics; another is mental health.

“This forces us to look at causation and solving systemic issues,” says Kovash.

Superintendent Tim Lutz of Bemidji is part of the DLA along with seven members of his district’s team: curriculum and assessment coordinator, Indian education coordinator, director of special education, high school principal, two elementary principals, and director of Bemidji’s alternative schools and innovative career academies. That’s a big commitment, but he says the time was right.

Lutz came to Bemidji last year after 10 successful years in a much smaller school district. With 5,230 students, Bemidji is a district with a poverty level around 50 percent and trouble in a number of areas, from test results and graduation rates to engagement and discipline.

“The academy has really helped us build our team capacity,” says Lutz. “We’ve been able to work through the steps involved, to establish a sense of urgency, and to communicate a vision that can transform what we’re doing in a positive way.”

The drive time together is valuable, too, even in winter weather.

“A big part of the collaboration is that one-and-a-half hours to Staples or two-and-a-half hours to Fergus Falls,” he says. “We’re really focused, either gearing up or processing what we’ve just been learning. ... Overall, it’s exciting and rewarding.”

Now Gibbons is working with Pekel to gain longer-term funding to be able to continue the District Leadership Academy.

“Even a couple of years ago, I did not in a million years imagine I’d be working with superintendents and districts like this,” says Gibbons. “It’s a highlight of my career.”

Read more at connect.cehd.umn.edu/The-power-of-principals.

In the Minnesota Principals Academy Twin Cities cohort, Joey Cienian from High School for the Recording Arts worked with colleagues on a root-causes analysis.
NEAL NICKERSON’S SMILING FACE IS FAMILIAR
and his reputation legendary among Minnesota educators. Since joining the University faculty right out of Columbia Teachers College in 1964, he has advised or co-advised more than 165 doctoral students in educational leadership and mentored many more professionals in the field. Though technically retired since 2016, he still came to campus every day through 2018.

Last year Nickerson saw his last doctoral candidate pass her defense and qualify for a cap and gown this spring. Amy Hamborg, principal at E. P. Rock Elementary School in Hudson, Wisconsin, wrote her thesis while working fulltime. “Amy was my last, but she wasn’t my oldest!” quips Nickerson. “That honor would go to Paul Ramseth.”

Ramseth is another legend. He was a quarterback on the Golden Gopher football team that won the Rose Bowl in 1961.

A lasting connection
The son of a high school principal, Paul Ramseth came to the U from Redwood Falls High School in 1960, finished his bachelor’s degree in 1964, and immediately started working on a master’s degree in educational administration.

In his first year of graduate school, Ramseth took three classes from none other than Nickerson, then landed a graduate assistantship working with him—while also coaching freshman football.

Ramseth finished his master’s while teaching English at White Bear Lake High School and also coaching speech, drama, football, and baseball. He became a principal and served in Osseo, Forest Lake, and Roseville. He even started on a doctorate, but in 1981 he left grad school and changed careers.

For the next 24 years, Ramseth worked in the world of
financial services. He advanced from sales to leadership to consulting, first for Lutheran Brotherhood (now Thrivent Financial) and later American Express, which became Ameriprise. He “happily retired” in 2005.

It wasn’t long before Ramseth was volunteering a few hours a week back at White Bear Lake Area Schools.

“It was ‘unfinished business’ that drew me back to the U,” says Ramseth. “I called Neal and asked, ‘Are you still there?’”

“I said, ‘The door is open!’” says Nickerson.

Measuring change

In 1964, Nickerson’s first campus office was in 203 Burton Hall. By 1981, when Ramseth left the program, it had moved to the St. Paul campus. Since then, Nickerson has moved three more times—to Peik, Wulling, and back to Burton Hall.

Ramseth experienced many changes, too. Statistics classes were a handful; he hadn’t had a math class since 1960. To him, going to class meant pen or pencil and a notebook, so he learned technology while learning the subject matter.

And what about a dissertation? Ramseth was interested in the topic of reading and writing across the curriculum. But as always, Nickerson asked, “Where are you going to get the data?”

Ramseth thought of AVID. At White Bear Lake middle school, he volunteered tutoring groups of six to eight eighth-graders, “orchestrating an hour’s worth of problem solving” with guidance through asking questions. Developed in 1980 in a single classroom in San Diego, AVID is a college and career readiness program whose mission is to close achievement gaps in education. It’s now in an estimated 6,000 schools in 48 states and 16 countries. Ramseth investigated. He was able to get the data he would need for his research.

Pretty soon his study at home was full. He compiled 150 references working on his dissertation four to six hours a day.

“My wife was very patient,” he laughs.

Nickerson was patient, too. He supervised Ramseth’s work through every step. Ramseth formed his dissertation committee, which included adviser Nickerson; Katie Pekel and Gary Prest, co-directors of the educational policy and leadership program; and Nicola Alexander in educational policy. All gave feedback on every chapter.

“I measured growth in academics and attitudes of AVID eighth-graders compared to a control group of non-AVID peers,” explains Ramseth. “I was particularly interested in the growth of their attitudes toward themselves and toward school, and I wondered how AVID affected their college aspirations.

[What I found] was significant growth after just one year, and evidence that gaps were narrowed and the probabilities of graduation and college admission heightened. But we need an abundance of longitudinal research to show closing of achievement gaps.”

In October, Ramseth defended his dissertation and passed, finishing what he started so many years ago. Fifty-six years after it began, the adviser–advisee relationship between Nickerson (age 91) and Ramseth (age 76) came to a successful close.

“It’s one of the best works of any dissertation I’ve advised,” says Nickerson. “Now Paul is a successful football player with a PhD!”

Paul Ramseth, center, and his dissertation committee on the steps of Burton Hall after his successful defense: left to right, Gary Prest, Neal Nickerson, Katie Pekel, and Nicola Alexander.
HONORED

Heidi Barajas (organizational leadership, policy, and development) is the 2018 recipient of the Josie R. Johnson Human Rights and Social Justice Award presented by the Office of Equity and Diversity. Barajas was honored for dedicating her research, teaching, and public service to access, equity, and leadership in education.

Heidi Barajas

Dante Cicchetti (child development) is a recipient of the 2019 Distinguished Scientific Contribution Award from the American Psychological Association. It honors psychologists who have made distinguished theoretical or empirical contributions to basic research in psychology.

Megan Gunnar (child development) is a recipient of the 2019 Award for Outstanding Contributions to Graduate and Professional Education, one of the University’s highest teaching honors. She is a Regents Professor and a Distinguished McKnight University Professor.

David Johnson (organizational leadership, policy, and development) received the George S. Jesien Distinguished Achievement Award at the Association of University Centers on Disabilities (AUCD) annual meeting in Washington, DC. The award recognizes those with a distinguished career of excellence and leadership in support of AUCD’s mission to advance policy and practice for and with people living with developmental and other disabilities. Johnson directed the University’s Institute on Community Integration from 1997 to 2018.

Jerry Smith (Institute on Community Integration) received a Gold Award at the 2018 MarCom Awards, an international creative competition that recognizes outstanding achievement by marketing and communication professionals. He received the award for directing the documentary film Education for Every Child: Armenia’s Path to Inclusion, which explores University researchers’ collaboration with UNICEF-Armenia and Armenian State Pedagogical University in developing fully inclusive schools for children with disabilities.

Jason Wolff (educational psychology) was awarded a McKnight Presidential Fellowship, a three-year University award to the most promising individuals under consideration for promotion and tenure in a given year. His expertise focuses on early brain and behavior development in children with autism spectrum disorder and related conditions, such as fragile X syndrome.

APPOINTED AND ELECTED

Megan Gunnar (child development) was elected president of the International Society for Developmental Psychology (ISDP). Founded in 1968, ISDP is a nonprofit organization that encourages research on behavior development, paying special attention to the effects of biological factors.

Joyce Serido (family social science) has been appointed editor in chief of the Journal of Family and Economic Issues. The journal addresses the relationships between family and its economic environment. Articles cover important issues in family management, household division of labor and productivity, relationships between economic and non-economic decisions, and the interrelation of work and family life, among others.

Michael Wade (kinesiology) has accepted an appointment as one of four executive editors of the Journal of Motor Behavior. The journal publishes articles from diverse disciplines, such as biomechanics, kinesiology, movement disorders, neuroscience, psychology, and rehabilitation.
Faculty in memorium

**Victor Koscheyev**, retired senior fellow in the School of Kinesiology and director of the Laboratory for Health and Human Performance and Extreme Environments, passed away November 26 at the age of 79. He was a renowned researcher, scientist, and inventor.

Koscheyev was a physiologist who specialized in thermoregulation. Much of his research focused on the physiology of human heat exchange and thermoregulation as related to individual protection and comfort management. It led to work that centered on innovative approaches for the development and evaluation of protective clothing for space and other extreme environments, resulting in the invention and refinement of space suits for extended extravehicular activity, concepts for the improvement of the space glove design through the application of physiological principles of heat transfer, and improvement of protective equipment for various industries.

Originally from Russia, Koscheyev held important posts in the Soviet space program and was one of the first medical officers on site to manage the Chernobyl nuclear accident. When he joined the University in 1992, he continued his work in disaster medicine. His research was funded by NASA, and he focused on the development of more effective protective garments for astronauts, firefighters, and other personnel dealing with hazardous materials. He was the author or editor of 10 books and numerous papers and patents. Gifts in his memory may be made to Kinesiology Strategic Initiatives, Fund #20788, University of Minnesota Foundation.

**R. Michael Paige**, associate professor emeritus of international and intercultural education, passed away on November 9 at the age of 75. Paige co-founded the innovative and ground-breaking comparative and international development education master’s and PhD programs in CEHD.

Paige was born in Madison, Wisconsin, and grew up in Los Angeles. After college, he served in the Peace Corps and worked as a Peace Corps trainer in Hawaii. He went on to receive a master’s and PhD from Stanford University before joining the University faculty in 1977. He first served as associate director of the International Student Adviser’s Office and played a critical role in shaping what became International Student and Scholar Services.

Paige excelled at research and training. He contributed to several of the most renowned research studies on study abroad outcomes, including the landmark Study Abroad for Global Engagement (SAGE). His leadership was central to the development of the Maximizing Study Abroad series of books and materials used around the world, which emphasize the role of intercultural and language learning in study abroad. In 2017, Paige received the University’s Award for Global Engagement: Distinguished Global Professor.

Paige traveled to 70 countries throughout his life and lived in Turkey, Indonesia, the Philippines, Australia, Kenya, and Japan. Gifts in his memory may be made to the Comparative and International Development Education Fund, #21542, University of Minnesota Foundation.

**Richard Weatherman**, professor emeritus of special education administration, passed away on January 6 at the age of 92. Weatherman created the University’s special education administration training program and co-directed important efforts in special education advocacy at the U.

Raised in Duluth, Weatherman served in the Navy during World War II and graduated from the U with a bachelor’s degree in psychology. In his early career, Weatherman helped draft one of the first comprehensive special education laws in the nation and in 1960 became the first director of special education for Duluth schools.

After earning a PhD from the University of Michigan in 1964, Weatherman returned to the U to create the program in special education administration. With then-professor and later dean and University president Robert Bruininks, he co-led a project to assist state special education departments around the Midwest. Weatherman was a professor, mentor, and adviser to many for more than 30 years. Gifts in his memory may be made to the Fund for Excellence in Education, Fund #1109, University of Minnesota Foundation.
It’s about life
For youth studies professor Mike Baizerman, play and care are central to learning

FOR 47 YEARS, School of Social Work professor Mike Baizerman has been teaching undergraduates in the youth studies program, master’s students in the youth development leadership (YDL) program, and doctoral students across the college—many now faculty in youth studies, education, and social work.

His style and pedagogy are atypical. Soua Thao, ’18, remembers vividly the first day of her freshman seminar with Baizerman.

“He walks in five minutes late, chomping on some peanuts, leans back against a desk, looks at us, and asks, ‘What do you guys want to learn?’” she recalls. The introduction was a little shocking to a recent high school grad, she says, but the class soon became her favorite. “It was exciting to go to a class I could shape into what I wanted,” says Thao, “but it was also scary.”

Youth studies graduate, Marion Barber, ’17, agrees that Baizerman’s style of teaching is “kind of scary” initially. He adapts and adjusts according to the needs of the class, Barber says, and “it allows us to adapt and adjust with him.”

“He asks students about their experience and does it more naturally and delves deeper” than most teachers, Thao explains. “He remembers what you tell him and checks in. He genuinely, really cares.”

Social work visionary Gisela Konopka founded the University’s Center for Youth Development and Research in 1970 and recruited Baizerman to Minnesota in 1972. The current youth studies program developed from Konopka’s center, and Baizerman has been at its heart since its creation. The program’s unique character among undergraduate programs and its appeal to many nontraditional students is credited to his leadership.

The program asks four questions: Who are young people? Why do we care? What should be done? And what should or must I do? The last question refers to vocation.

“We don’t teach students,” Baizerman says. “We invite people in the role of student to learn. We want them to learn about young people, how scholarship understands them, and how youth policy, programs, and services tie to hands-on, direct youth work with them.

“Youth studies culture is not hierarchical. It’s horizontal,” he explains. “And it’s filled with play not just because it’s about young people but because it has to do with life, and play is serious life. Everybody else around here deals with the great sadnesses of human suffering. We don’t! For us, play is one way of being present and co-present and available to others—one way of doing youth work and of being a youth worker.”

Baizerman grew up in New York City and earned his social work master’s degree from Columbia University in 1965. He worked with gang members and did community organizing, then as a social work officer in the U.S. Public Health Service on the Crow–Northern Cheyenne Reservations in Montana.

He went on to earn a doctoral degree in social work and a master’s degree in public health from the University of Pittsburgh. He also worked on a master’s degree in medical sociology. He studied so widely, he says, to be able to view the world with the structural kind of understanding of sociology and public health.

“I wasn’t looking for achievement,” he says of his career, “I was looking for ways of playing seriously and meaningfully in the everyday lives of young people.”

—Jacqueline Colby

Read more about Baizerman at cehd.umn.edu/ssw/people/mbaizerm.
develop research-based teaching practices sensitive to these children and families, reflect on formative assessment of working-class and poor students across the curriculum, take away classroom ideas for incorporating social class-related content, and get ideas for establishing positive relationships with families. Earn five continuing education credits.

Info: z.umn.edu/osps

Summer institutes for language teachers
June–August, various dates
The Center for Advanced Research on Language Acquisition (CARLA) offers internationally recognized, intensive weeklong summer institutes each year designed for K–16 foreign language, English as a second language, and immersion teachers. Three are offered exclusively online: (1) Using the Web for Communicative Language Learning, (2) Teaching Linguistic Politeness and Intercultural Awareness, and (3) Transitioning to Teaching Language Online. New institutes this year are (1) Character Literacy Acquisition in Mandarin Immersion Classrooms, (2) Exploring Project-Based Language Learning, and (3) Teaching World Languages and Cultures in Elementary Settings. CEUs available.

Info: carla.umn.edu/institutes/

2019 Ambit Conference: Cultural Competency in Community Practice
June 27
Cultural competence is becoming one of the most important topics in mental health practice. There is a rapidly growing awareness that effective care must be tailored to the cultural backgrounds of the families we serve. Attendees will learn practical tools for becoming more culturally competent in their work, which will improve their confidence and effectiveness in serving parents from diverse cultural backgrounds.

Info: z.umn.edu/competence

Summer Literacy Workshop
August 6
The Minnesota Center for Reading Research (MCRR) hosts this annual workshop for teachers, staff, and educational leaders as well as others who work with preK–12 students in their literacy instruction. Sessions connect participants to the latest literacy research findings and their applications to direct work with students. Educational psychology professor Kristen McMaster will give a keynote address, “Working with Evidence: What Does It Mean for Literary Instruction?”

Info: z.umn.edu/MCRR2019
A world of learning, one to one

Cross-cultural counseling leader Kay Thomas

It was through a chance encounter in 1968 that Kay Thomas, ’85, heard about a temporary job opening at the campus international student adviser’s office. Energetic and outgoing, she got the job and worked with student exchange programs and orientation for incoming international students and scholars. At the end of the year, the office kept her on.

“I really, really loved it,” she remembers. “And it was through that work that I was drawn more and more toward one-to-one advising.”

Thomas built on her own experience as an international student in Greece and Germany, where she’d discovered her drive for people-to-people connection. At her new job, she discovered the career that would lead her to become one of the world’s pioneering cross-cultural counselors.

About the time she arrived, the office director had recognized that international students who were struggling, academically or personally, never went to the campus counseling center. He hired a psychologist from the educational psychology faculty in a joint appointment. The psychologist noticed Thomas’s gift and recommended she enroll in the program in counseling and student personnel psychology (CSPP). Thomas eventually followed his advice.

“It was an infinitely practical program,” she says, where she learned with peers from around the world while continuing to work full-time. She conducted a pilot study assessing cross-cultural counselor training outcomes. She researched cross-cultural counseling strategies, including a model she developed based on one introduced to her by a student from India years earlier. She completed her practicum and internship at Boynton Health Service and the campus counseling service.

Thomas loved working with and learning from students. She helped them deal with academic difficulties and decisions, depression, family crises from far away, and political crises—from currency collapse to revolution—that impacted their ability to return home.

“I learned how resilient people are,” she says. “I could encourage people to use their resources. But ultimately, they do the changing. I don’t change them.”

Thomas followed in the footsteps of two nationally known directors of what is now the University’s International Student and Scholar Services (ISSS)—Forrest Moore and Josef Mestenhauser. In 1991, she was named director and went on to serve for 20 years, making her own mark not only in Minnesota but in the field of international education nationally and around the world.

Teaching in the CSPP program, Thomas mentored another generation of cross-cultural counselors. She was invited as a lecturer and consultant around the world and won Fulbright grants to Korea and Japan.

Thomas rose to leadership of NAFSA, the largest professional organization for international educators. As national president in 2000–01, she worked closely with executive director and former Minnesota lieutenant governor Marlene Johnson on international education policy and advocacy. In the wake of 9/11, she advocated tirelessly for international students and helped the University navigate the changed landscape for international education.

Since retiring in 2011, Thomas remains engaged in NAFSA leadership. And on campus, her innovations live on. The focus on cross-cultural counseling continues, as does the focus on students. Small World Coffee Hour, which began in ISSS as a way to get people together to talk in an informal environment, now draws between 100 and 200 U.S. and international students to its biweekly events.

“It’s just based on the simple fact,” says Thomas with a smile, “that we can learn from everyone.”

Read more at connect.cehd.umn.edu/kay-thomas.
FROM THE PRESIDENT
CHRIS DIXON, BS ’04, MEd ’05

DEAR FELLOW ALUMNI,

The CEHD Alumni Society continues to serve our students and work on behalf of the college. We are working diligently to build lifelong connections with alumni, students, faculty, and staff.

Spring is a time of celebrations. First we celebrate recipients of four scholarships made possible by the board—Promise of Tomorrow, Advanced Study, Study Abroad, and the Larry Wilson Endowment in Education. A few days later, we celebrate recipients of our Rising Alumni Award. The finale is commencement, when we celebrate our CEHD graduates on May 8 as they join our alumni ranks. Commencement is always a great day, and everyone is welcome—see the details on the back cover of this issue.

I continue to be astounded by the amazing work our alumni are pursuing—75,000 of us worldwide. Wherever your pursuits take you in life, you will always be part of the CEHD family. I hope to see you at a celebration or other event in the weeks to come.

Go Gophers!

Calling all past alumni society presidents

Are you a past president of the CEHD Alumni Society? The Alumni Society Board will host a luncheon in June to hear your stories and highlights of your tenure on the board. Come share your leadership best practices with other past presidents of the board.

Contact alumni relations director Serena Wright at wrigh103@umn.edu.

Learning in MinneCollege

Family social science professor Catherine Solheim, ’90, top left, was a featured faculty speaker at 2019 MinneCollege sponsored by the U of M Alumni Association in Naples, Florida, in January. Her presentation at Sugden Theater was “What Is This Place I Now Call Home? Insights into Resettlement and Adjustment,” informed by her decades of experience working with immigrants and refugees from Southeast Asia in Minnesota. CEHD was well represented by alumni attending MinneCollege this year. Top right, alumnus Gene Kacheroski, ’65, and his wife, Ruth, visited with Dean Quam. Bottom left, the dean also got a chance to visit the Naples Botanical Garden with alumna Judy Bergauer, PhD ’91, and her husband, Ed.
Distinguished alumni, class of 2018

CEHD honored 14 individuals with college awards in November. Recipients of the CEHD Distinguished Alumni Award and the Alumni Society Award of Excellence are all community builders who’ve made a positive difference in the lives of children, youth, families, schools, and organizations, and whose achievements bring honor to the college. In addition, a Dean’s Diversity Impact Award was conferred upon Hattie Kaufman for contributions to journalism as a national correspondent and for her impact on behalf of the American Indian community. And a first-ever Campus Legend Award honored faculty member Neal Nickerson for reasons described in a story on page 22 of this issue. Pictured above, front (L–R): Sandra Christenson (BS ’68, PhD ’88), Sumitra Dorner receiving the award on behalf of alumna Stephanie Cooper-Lewter (MSW ’99), Hattie Kauffman (Dean’s Diversity Impact Award), Mona Dougherty (BS ’80), Catherine Rich (BS ’85, Alumni Society Award of Excellence), and Michael Leimbach (PhD ’90). Back (L–R): Neal Nickerson (Campus Legend Award), Sharon Augenstein (MA ’80, EdD ’99), Elizabeth Bennett (AA ’50), Candice Nadler (MA ’82, Alumni Society Award of Excellence), David Wettergren (EdD ’70), and Carol Johnson-Dean (MA ’80, EdD ’97). Absent: Margery Duffey (PhD ’67) and Mary Hutson (BA ’67).

Educator and civil rights champion

Ida-Lorraine Wilderson, PhD ’72, Minneapolis civic leader, child development expert, and educator, died January 25 at age 86. In Minneapolis Public Schools, Ida-Lorraine Wilderson worked as a principal and a coordinator for the special education department. She was widely known for her community leadership and opening her Kenwood home in Minneapolis as a meeting ground for neighbors and others, from students to corporate executives, who were interested in civic and social change.

Born in New Orleans, Wilderson moved to Minnesota with her husband, Frank, a professor of educational psychology who became the first chair of the African American studies department and later the University’s first black vice president. In their careers as educators and clinical psychologists, the Wildersons traveled the country and the world, sharing their expertise. Ida-Lorraine is survived by her husband and four children and their families. Services were held February 23.
Getting to safety

When 13-year-old Jayme Closs escaped January 10 from her kidnapper after nearly three months in captivity in western Wisconsin, she ran to a woman walking her dog nearby. The woman was Jeanne Nutter, MSW '04, who immediately brought Closs to safety and called 911.

“I can tell you that I have never been so proud to call myself a social worker,” Nutter wrote to MSW program director Megan Morrissey. “This is what we do! Although I have not done direct practice in a long time, those skills stick with you. I cannot tell you nor thank the U of M enough for providing me with the foundation that enabled me to be the best I could be for Jayme. It was a huge privilege to play a small part in getting her to safety... Such amazing instructors I had.”

Milestones in space

This year marks the 50th anniversary of the first moon landing. It’s also the 85th anniversary of another milestone: the first woman entered the stratosphere in 1934. She was Jeanette Piccard, who already had a master’s degree in organic chemistry from the University of Chicago and would earn a PhD in education at the University of Minnesota in 1942. Piccard was the pilot of a seven-foot diameter sphere that carried instruments that she and her fellow scientist husband, Jean Piccard, used to study radiation.

When the Piccards moved to Minnesota, Jean taught engineering. After his death in 1963, Jeanette move to Houston and worked for NASA until 1970. But she wasn’t done breaking barriers. Back in Minnesota, she was ordained and became an Episcopal priest at the forefront of the movement that opened the priesthood to women. She died in 1981.

Last fall, Piccard’s granddaughter, Jane Piccard—a 1973 grad of the School of Social Work—discovered her famous grandmother pictured on the Scholars Walk. Look for Jeanette Piccard the next time you walk the Walk, not far from the landmark “tin man” sculpture located between Akerman, Keller, Lind, and Mechanical Engineering halls.
Spring is finally here after what felt like an exceptionally long winter. At our annual college spring assembly for faculty and staff, we showcased technological innovations that are helping us move forward our teaching, research, and outreach work.

Our challenge isn’t keeping up with technology, since our faculty are the innovators. Our biggest challenge is making sure that our physical spaces can accommodate that new technology. The Institute of Child Development (ICD) building is an example. Today, ICD is the number-one ranked developmental psychology program in the country, recognized worldwide for its faculty and their discoveries. It trains the best early childhood teachers in Minnesota. Yet it is housed in a 1913 building that was last renovated in the 1960s.

ICD department chair Megan Gunnar testified to the Minnesota Legislature in February. She told legislators that the building has no central air and “we literally have electrodes sliding off children as they sweat during testing in the summer months.” Another researcher said he had to borrow research space on the St. Paul campus because the ICD building could not accommodate the technology needed for his autism research. Yet another reported that her colleague in the lab next door can’t run the air conditioning unit in his lab without blowing out the power in her lab. She also worries about the high-end brain-imaging equipment that she’s using to study the impact of drugs and alcohol on teen brain development because a stable temperature can’t be maintained in her research space.

I am grateful that a new building for ICD is now more of a possibility than ever. In January, we announced an $8 million lead gift from James R. and Carmen D. Campbell for the extensive renovation and modernization of the century-old building. Also in January, the University presented a request to the Minnesota Legislature for $28 million in state funding to support the project.

We still need your help on two fronts. Would you consider making a gift to support the ICD building? Gifts of all sizes will help us achieve our goal. We would also appreciate it if you would personally contact your state representative and senator via email, phone, or an in-person visit. Let them know the difference the University has made in your life and in your community, and encourage them to fully fund our request for the Institute of Child Development building. If you are not sure who currently represents you, you can find out by going to www.gis.leg.mn/iMaps/districts and entering your home address. It’s important that they hear from you before the session ends and the funding decisions are made, so please contact them soon.

We are so grateful to our generous donors who have already supported this project and to the University for making it a top legislative funding request this session. Their support combined with yours will make the new ICD building a reality, and that will benefit children and families in Minnesota and around the world.

Thank you for your support!

Susan Holter, CEHD Class of ’83, susan@umn.edu
Chief development officer
Jim and Carmen Campbell were raised in Byron, Minnesota, by mothers who were teachers. They both attended rural schools with small class sizes. They credit those experiences, along with their college experience at the University of Minnesota, with their success.

As graduates of the U—Carmen from CEHD, Jim from the Carlson School of Management—the Campbells have been generous volunteers and supporters of their alma mater. They’ve invested countless hours and more than $16 million in the University. Their passion for education drives that support.

Now the Campbells have made the lead gift of $8 million to fund the extensive renovation and modernization of the century-old building that houses the globally celebrated Institute of Child Development on the Twin Cities campus. The University announced the gift in January.

“Minnesota leaders, policymakers, and nonprofits all understand early childhood education is the pathway to opportunity. We believe there’s nothing more important than investing in children’s development during these critical early years,” said Carmen Campbell. “Those first years shape a child’s chances for success in school and in life. The Institute of Child Development solves the real-world challenges facing children during this formative time and educates the teachers who work with kids in communities and bring their knowledge to benefit families in Minnesota, and around the world.”

The Campbells’ gift is the largest in a private fundraising campaign to generate a portion of the total needed to bring the University’s most celebrated child development programs in line with modern standards.

In addition to private fundraising efforts, the Board of Regents approved accelerating plans to include the new home for ICD in the state’s bonding process. The University made funding for the updated ICD facility the top priority project in its 2019 legislative capital request. Like many higher education bonding projects, the $42 million funding plan commits the University to invest one-third of the total cost ($14 million) and asks the state to invest the remaining amount ($28 million).

The plan to modernize the ICD building calls for a sweeping renovation and expansion of the historic East Bank building, originally constructed in 1903 and reconstructed in 1913 after a fire. The new building would blend historic elements of the facade and interior of the ninth oldest, active building on the Twin Cities campus with contemporary teaching spaces, cutting-edge research facilities, and more energy-efficient features.

“Carmen and I couldn’t think of a better investment in the future of our state and our world,” said Jim Campbell. “We are so pleased that others in our community have also stepped up with their commitments and we look forward to working with state leaders as they consider this critical investment in our children.”

Read more about plans for the new building at cehd.umn.edu/giving/future-building.
Personal impact inspires giving

Eloise and Elliot Kaplans’ relationship with CEHD began in part because of a terrible accident. Eight years ago, Eloise (BA ’92, MSW ’11) was hit by a car, suffering a head injury that hospitalized her for almost six months. Before the accident, she’d been pursuing a master of social work degree while working in private practice and as an American Cancer Society volunteer focused on smoking cessation. Because of Eloise’s strong academic record and years of practical experience, Dean Jean Quam, joined by then-president Robert Bruininks and provost Tom Sullivan, bestowed her diploma in a special ceremony at the Kaplans’ home.

Today, Eloise is substantially recovered, having beaten the odds and her doctors’ predictions. Her experience and gratitude to Dean Quam led her and Elliot to make a gift to the School of Social Work in 2013. The Eloise and Elliot Kaplan Fellowship for TBI Field Placements has already supported 11 graduate students who have an interest in working with individuals with traumatic brain injuries. As they got to know more about research across CEHD, the Kaplans felt a connection to the Institute of Child Development (ICD). They have a granddaughter with cerebral palsy and a passion for children’s issues such as autism and other neurological disorders. Eloise and Elliot valued ICD’s work to ensure more children would be on a path to success.

When Dean Quam told them about ICD’s building project, they were excited. The Kaplans made a leadership commitment, which will modernize facilities for the top-ranked program and increase CEHD’s ability to uncover new horizons in human development.

“It was time for us to give back,” says Elliot, who has bachelor’s and law degrees from the U of M. “We feel very strongly about what CEHD means to the University of Minnesota, the state, and the world. The college has affected our lives personally, and we are grateful for the impact of research in ICD and the School of Social Work.”

The Kaplans have committed over $1 million to CEHD, including gifts to support social work students and the ICD project. In addition, Eloise and Elliot are giving their time as honorary co-chairs of CEHD’s Improving Lives campaign cabinet. And they have enjoyed a special friendship with Dean Quam, especially a shared love of sports. “We’ve learned not to call Jean when a game is on!” say the Kaplans.

New gifts and commitments to the college

$1,000,000 to $5,000,000
The MARGARET A. CARGILL FOUNDATION FUND of the Minneapolis Foundation supported the Institute of Child Development Building.

$500,000 to $999,999
The BENTSON FOUNDATION gave to the Minnesota Grow Your Own Teacher (MNGOT) program for staff and scholarships.

JOHN W. and NANCY E. PEYTON made a gift to the Institute of Child Development building.

The RICHARD M. SCHULZE FAMILY FOUNDATION renewed its commitment to the Schulze Future Teacher Scholars Program.

$100,000 to $249,999
PATRICK J. and SHIRLEY M. CAMPBELL added to the Patrick and Shirley Campbell Innovations Fund.

CAMERON DUNCAN gave to the Jacqueline R. Mithun Fellowship.

The IRVING HARRIS FOUNDATION made a grant to the Center for Early Education and Development.
A great feeling

A former hockey player, John Peyton grew up cheering for the Gophers. When he was ready to give back to the University of Minnesota, his initial thought was to support athletics. But John and his wife, Nancy, decided to focus on helping students, and they began their philanthropic partnership with CEHD. John began at the U in General College, which merged with CEHD in 2006. Few of Nancy’s family members had the opportunity to attend college, so she was especially interested in providing others with access to higher education.

“It is so inspirational to see what students can do with additional resources,” she says. “Education is an area where we can make a difference in the world.”

Eventually, John and Nancy established two scholarships and a faculty award in CEHD.

When the Peytons learned about the Institute of Child Development (ICD) capital project, they were hesitant at first. They enjoyed meeting the individuals who benefited from their generosity and didn’t think supporting a building would be as rewarding. But after talking with CEHD development staff, they realized how their commitment would provide more than just bricks and mortar.

Associate professor Clayton Cook, who holds the John W. and Nancy E. Peyton Faculty Fellowship in Child and Adolescent Wellbeing, also had showed them how innovative research can lead to improved outcomes for youth.

“We realized a gift to ICD would provide an advantage to children in a new way,” says John. “It was a chance to leverage our giving and magnify our impact.”

An updated facility will enable the institute to better meet its mission of advancing developmental science and preparing students for careers in early education fields.

Both Peytons grew up with a commitment to sharing what they had with others, and they describe philanthropy as “the greatest feeling.” Nancy and John are excited to extend their generosity to a current priority in CEHD.

As the Peytons described it, “The University said, ‘We need help with this,’ and we trust that our gifts will be put to use in the best way possible.”

CAMERON VECCE

T. PATRICK MULLEN made a commitment to support faculty focused on adolescent literacy.

BELLE M. and HARRY J. YAFFE gave in support of the Harry and Belle Yaffe Family Fund and the Institute of Child Development building.

$25,000 to $99,999

PAUL CITRON and MARGARET SUGHRUE CARLSON made a pledge to support their fund for autism spectrum research.

LILY and DUANE CHRIST added to the Duane M. and Lily E. Christ Hi-TECH PREP Math Scholarship.

DONALD and MARY ANNE DRAAYER created the Donald Draayer Fellowship for School Leadership Development.

JAMES W. HANSEN added to the Louise DiGirolamo Hansen Scholarship.

FRANCIS A. LONSWAY established the Francis and Pauline Lonsway Fellowship in Educational Psychology.

DIANE L. and TIMOTHY F. MADDEN created the Diane and Timothy Madden Family Fund.

ROBERT D. POTTs made additional gifts to the Judy King Potts Endowed Fellowship Fund for Literacy Education and the Judy King Potts Endowment for Teaching Leadership in Literacy.

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

PAMELA J. and DANIEL J. WEISDORF established the Weisdorf Oncology Social Work Fellowship.

ANNE P. and DANIEL A. WILSON started Ray’s Book Club, an endowment to support CEHD Reads.

Heritage Society commitments

PATRICIA G. AVERY made an estate pledge to support teacher candidates pursuing careers in civics-related subjects.

ROBERT T. MORAN made a bequest to the CEHD Global Graduate Grant.

LORENA JACOBSON made an estate pledge to the Lorena W. Jacobson Scholarship.

SUSAN ODEGARD WOOD made a future gift pledge to CEHD.

Includes gifts made between October 1, 2018, and February 1, 2019.
STUDENTS ENGAGED IN SOCIAL JUSTICE WORK frequently face a dilemma—whether to take an unpaid internship with a cause they’re passionate about or look for paying work, perhaps outside their field.

Skylor Boualaphanh, a senior in human resources development, found himself in that situation. Thanks to the Dr. Matthew Stark Civil Liberties Internship Award, he didn’t have to choose between passion and financial stability.

“When I was awarded the scholarship, it made me more confident in myself,” says Boualaphanh. “That can go a long way for students like me.”

The award supports students engaged in unpaid internships related to social justice or civil liberties. As a Stark Intern Scholar, Boualaphanh was able to complete an internship with Lutheran Social Services, providing employment counseling and other training to south Minneapolis residents. The internship gave him valuable experience working with diverse populations and creating essential community resources. This year, Boualaphanh is working at the Minnesota State Capitol for the 2019 legislative session.

The internship is named for the late civil rights activist Matthew Stark, ’59. In Stark’s career at the University, he advocated for students and for educational and intercultural social justice opportunities. After retiring from the U, he led the Minnesota chapter of the American Civil Liberties Union for many years and engaged in countless actions to safeguard constitutional rights.

His widow, Terri Stark, hopes the internship award helps dedicated students contribute to larger social justice efforts.

“It is my wish that Matthew’s legacy of work as an educator and his advocacy and leadership in civil liberties and civil rights continues onward in our present and well into our future,” she says. “We hope that our contribution to the assistance of these students will further that ultimate development.”
Support CEHD student scholarships at cehd.umn.edu/giving
Contact us at 612-625-1310
There are many ways CEHD alumni and friends can stay connected to the college. We hope you’ll join us at some of the events listed here or connect with us online. Visit cehd.umn.edu/alumni/events or call 612-625-1310.

**CEHD Commencement**

Wednesday, May 8
3M Arena at Mariucci
Graduate and professional students
11 a.m. procession
Undergraduate students
4:30 p.m. procession
Info: [www.cehd.umn.edu/commencement](http://www.cehd.umn.edu/commencement)

**U of M at the Minnesota Twins**

Friday, May 10, 7 p.m.
Target Field, 1 Twins Way, Minneapolis

Join fellow U of M alumni when the Minnesota Twins take on the Detroit Tigers. CEHD is in Section 239. Buy tickets at [groupmatics.events/event/uofmcehd2019](http://groupmatics.events/event/uofmcehd2019)

**WPLC Annual Awards Celebration**

Tuesday, June 11, 9–11 a.m.
Town and Country Club, Saint Paul

Join us for the 2019 Women’s Philanthropic Leadership Circle annual awards celebration. Hear inspiring stories and celebrate the achievements of this year’s award recipients. RSVP to: wplc@umn.edu

**SAVE THE DATE**

September 28
U of M Alumni Association Day of Service

October 4
Homecoming Tailgate Gathering and Parade

October 5
Homecoming Football—Gophers v. Fighting Illini