Minnesota's
FIRST LADY OF CIVIL RIGHTS
Honoring Dr. Josie R. Johnson's U of M legacy

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WELCOME

from the DEAN

WHEN I FIRST ARRIVED in the college of education in 1987, in the inaugural post-RA elementary education program, one of the first people who reached out to me was Josie Johnson. She was not only willing to make time for students, Josie worked directly with student leaders to ensure our access and inclusion within campus leadership. I was blessed with the opportunity to work with her on two campus-wide committees, including a special task force to Strengthen Excellence through Diversity while I was a student at the Humphrey School of Public Affairs in 1990.

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

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

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

On the COVER

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

PHOTOGRAPH BY
Eric Miller, University of Minnesota

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CONNECT
VOL. 17, NO. 3 | FALL 2023
YOU DON’T NORMALLY THINK OF graduate studies and boxing in the same way, but to Reo Wang, a Department of Family Social Science (FSOS) PhD graduate student, the two disciplines have a lot in common.

“Boxing the sport requires daily dedication, consistency, and a lot of mental strength, which is not unlike doing a PhD,” says Wang. “The pure fact that this is a sport for underprivileged communities has really showed me how strong I can be. I am also lucky to be surrounded by strong and/or queer women in boxing. I relate to these people and they make me stronger every day.”

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

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

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

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

Wang says.

NEW GIFTS AND COMMITMENTS

$50,000 TO $100,000
Stephen C. Anderson and Reaal V. Suba-Anderson added to the Elisabeth D. Anderson Fund.

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

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

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

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

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

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

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

Includes gifts made between February 17 and June 15, 2023

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

ICD launches new MEd program in early care and education

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

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

The early care and education program was launched to fill a niche for individuals who may not need or who already hold a state teaching license. This program prepares its graduates for opportunities to support children and families in non-profit community programs, in early childhood policy and advocacy roles, or in leadership roles.

The program is also a good fit for international students who are interested in learning about early care and education in the United States, but who do not intend to teach in Minnesota.
LEADING PEOPLE AND PROJECTS in today’s organizations requires a multitude of skills, many of which have to do with developing people to be successful in their current and future assignments. To help with this effort, the Department of Organizational Leadership, Policy, and Development (OLPD) is excited to announce the launch of the master’s in learning and talent development (MLTD)—a fully online degree from OLPD’s world-class Human Resource Development program.

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

Students will gain the capacity to apply appropriate models and methods as part of strategic planning; communicate effectively with large and small groups; quickly assess and distill the necessary skills and knowledge needed as part of strategic planning; communicate effectively with large and small groups; quickly assess and distill the necessary skills and knowledge needed as part of strategic planning; communicate effectively with large and small groups; quickly assess and distill the necessary skills and knowledge needed as part of strategic planning; communicate effectively with large and small groups; quickly assess and distill the necessary skills and knowledge needed as part of strategic planning; communicate effectively with large and small groups; quickly assess and distill the necessary skills and knowledge needed as part of strategic planning; communicate effectively with large and small groups; quickly assess and distill the necessary skills and knowledge needed as part of strategic planning; communicate effectively with large and small groups; quickly assess and distill the necessary skills and knowledge needed as part of strategic planning; communicate effectively with large and small groups; quickly assess and distill the necessary skills and knowledge needed as part of strategic planning; communicate effectively with large and small groups; quickly assess and distill the necessary skills and knowledge needed as part of strategic planning; communicate effective

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

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

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

The Department of Educational Psychology continues its legacy of a strong showing, with its special education program named the eighth-best in the nation, while educational psychology was listed in 11th place. Specialty program rankings are based on nominations by education school deans and deans of graduate studies at education schools. Overall rankings are derived by scoring each school on several distinct factors, including faculty resources, research activity, student selectivity, and quality assessments from peers and other educational professionals.

CEHD is pleased to announce several new faculty members joining the college

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

RESEARCH INTERESTS: Interdisciplinary studies in literature and the environment; ethnic studies; migrant education, and curriculum studies. Beauchamp’s work aims to foster inclusive environmental, cultural, and historical literacy.

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

FUN FACT: What is the best piece of advice you’ve ever received? Keep showing up.

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

RESEARCH INTERESTS: The gatekeeper status of math, student narratives as a window to how mathematics identity is shaped throughout children’s schooling experiences.
“My research centers student narrativizations and lived experiences around math in response to a call to rehumanize mathematics and research in mathematics education,” she says. “Broadly, my research explores the question, ‘How can we center the voices and experiences of learners as a means to fostering identity, and supportive math learning environments in the elementary classroom, particularly for racially minoritized students?’”

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

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

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY

Sam Choo
Assistant professor
BA, special education, Duquesne University; MS, special education, University of Kansas; PhD, special education technology, University of Kentucky

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

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

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

“When I was a teacher, many of my students complained about learning and doing math. They felt as if math was a pile of numbers and symbols and too disconnected from the real world,” he says. While Choo struggled to engage his students in math, he was fortunate to participate in a federally funded research project to teach math in an innovative way using technology called Enhanced Anchored Instruction (EAI).

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

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

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

RESEARCH INTERESTS: Algebra assessment and learning, development and implementation of brief assessments in mathematics to monitor student progress spanning early numeracy (K-2), the middle grades (6-8), and algebra

As chair of the Department of Educational Psychology, among many responsibilities, Foegen has oversight of general department functioning, upholds policies, sets priorities in support of department strategic initiatives, oversees department meetings and the department budget, and guides the leadership team to pursue goals spanning from the program areas to the University system, with the support and collaboration of students, staff, and faculty.

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

FACULTY

Sam Choo
Assistant professor

Fun Fact: What do you do in your downtime? I enjoy doing a lot of DIY home improvement projects—I even taught myself how to do some basic plumbing.

Anne Foegen
Professor and chair

Research Interests: Algebra assessment and learning, development and implementation of brief assessments in mathematics to monitor student progress spanning early numeracy (K-2), the middle grades (6-8), and algebra

Fun Fact: What do you do in your downtime? I enjoy doing a lot of DIY home improvement projects—I even taught myself how to do some basic plumbing.

BETSIE MAELNEY LEAF
RANZA VELTRI TORRES
SAM CHOO

SAM CHOO
Assistant professor

Research Interests: Technology, educational games, math assessment and measurement, I was frustrated by the absence of measures for monitoring student progress in middle school mathematics; she says. “This gap and the need for more students to have success in secondary mathematics has been a driving force in my career. I’m especially passionate about algebra learning, as success in algebra opens doors to post-secondary education and higher-wage jobs.”

FUN FACT: WHAT DO YOU DO IN YOUR DOWNTIME? I enjoy reading, bicycling, and knitting, as well as spending time with family and friends. My current knitting project is a Christmas stocking for my granddaughter, Violet, who was born in April.

Hye Jin Hwang
Assistant professor

Research Interests: Language and reading comprehension, content learning, multilingual students, educational technology

Hwang says that comprehension of written or oral text and content knowledge—knowledge about the natural and social world—are crucial for successful learning and critical thinking as individuals and as citizens. “Research has shown that these two may have a mutually enhancing relationship,” Hwang says. “Providing instructional support that leverages this reciprocal relationship can enhance students’ literacy development and content learning.”

Because she is multilingual herself, Hwang is particularly interested in the comprehension and content learning of multilingual students in K-12, noting that state and national statistics have indicated that multilingual students often receive less support in these areas. “Additionally, I am interested in exploring the potential of educational technology in providing K-12 students with individualized instruction to support their comprehension and content learning, especially for multilingual students,” she says.

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

Haoran Li
Assistant professor in quantitative methods in education

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

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

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

“Traditionally, applied researchers rely on visual analysis to determine the functional relationship between intervention and outcomes and use a nonparametric approach to evaluate treatment effects,” Li says. He adds that the potential of using statistical modeling tailored to differ
ent outcomes and designs in single-case studies can make a great contribution to the statistical rigor of SCADEs, not to mention having a broader impact on the evidence-based practice movement.

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

DEPARTMENT OF FAMILY SOCIAL SCIENCE

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

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

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

Asiimwe is a recipient of several awards, including the Family Process Institute’s 2012 Dissertation Grant Award, the 2013 New Writers Fellowship from the Family Process Institute, and the 2012 Excellence in Graduate Teaching award from Michigan State University. He is also a former fellow of the Certificate in Leadership program of the American Association for Marriage and Family Therapy (AAMFT).

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

DEPARTMENT OF ORGANIZATIONAL LEADERSHIP, POLICY, AND DEVELOPMENT

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

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

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

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

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

FUN FACT: WHAT ARE YOU READING? I’m currently reading Olga Dies Younging by Zohibell Gonzalez.

David Quinn
Rodney Wallace Associate Professor for the Advancement of Teaching and Learning MEd, curriculum and instruction, University of Nevada; Las Vegas; EdS, education policy and management, Harvard Graduate School of Education; EdS, education policy, leadership, and instructional practice, Harvard Graduate School of Education

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

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

Quinn says that racial equity in education is often framed around “closing the achievement gap.” However, a growing number of scholars argue that this frame perpetuates deficit mindsets by focusing on student outcomes rather than on the structural injustices that continue to shape those outcomes. “Using randomized experiments, I’ve shown that the ‘achievement gap’ framing magnifies racist stereotypes and depresses the extent to which the public prioritizes racial equity in education,” Quinn says. “In work currently in progress, preliminary results suggest the ‘opportunity gap’ framing may be more productive at building support for racial equity efforts.”

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

Emmanuel Bonney
Assistant professor, PhD, physical therapy, University of Cape Town, South Africa

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

Bonney says that research on developmental disorders, and autism in particular, is typically focused on developmental theories such as social communication, language, or cognitive development with secondary focus on motor domains, despite the high prevalence of motor impairments in these conditions. “I think motor development is an important developmental process that can be harnessed to change the lives of individuals with developmental disorders,” he says. “I am motivated by understanding the links between early movement experiences and life developmental and health outcomes.”

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

Candace Hogue
Assistant professor of sport and performance psychology

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

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

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

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

If you could invite any figure—living or dead—to dinner, who would it be and why? I would like to invite Nelson Rolihlahla Mandela. Nelson Mandela was the first Black president of South Africa and a true campaigner of equality and justice. His life and values are a great source of inspiration to me and having dinner with him would give me the opportunity to learn more about his personality and leadership qualities. I would specifically ask him to share with me two important lessons he learned from spending 27 years in prison and how those ideas impacted the rest of his life.

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

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

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

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FUN FACT: WHAT IS THE BEST PIECE OF ADVICE YOU’VE EVER RECEIVED? Work hard and be kind.
Tania D. Mitchell named new chair of OLPD

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

Mitchell is an associate professor of higher education in the department and serves as the coordinator of graduate programs in the higher education track in OLPD. Her teaching and research also explores leadership education and development, and initiatives, policies, and goals.

Mitchell’s research also explores leadership education and development, and initiatives, policies, and goals. She serves as the chair of OLPD, a position that she has held since 2017. Prior to her appointment as chair, she served as an assistant professor of higher education in the College of Education and Human Development at the University of Minnesota Twin Cities.

Mitchell’s research focuses on the experiences of minoritized students. She serves as an associate editor of the Review of Higher Education and the U of M included Mitchell in the first class of McKnight Presidential Fellows (2017-20).

Mitchell is a scholar-practitioner who has taught at Stanford University, Mills College, California State University Monterey Bay, and the University of Massachusetts. In her time at the U of M, she has been an active member of the Faculty Consultative Committee of the University Senate, a member of the Core Curriculum 2015 committee considering the redesign of the undergraduate general education curriculum, and served as chair of the Faculty Steering Committee for the University’s undergraduate leadership minor. She holds a PhD in political science and communications from Baylor University, an MSt in higher education and student affairs from Indiana University, and an EdD in student development from the University of Massachusetts.

“Tania is an outstanding leader and a scholar with a broad range of expertise in higher education. Her work is focused on understanding and addressing the challenges faced by minoritized students, and she is a strong advocate for diversity, equity, and inclusion,” said Bruce C. Harre, dean of CEHD.

“Tania is an internationally recognized scholar in service learning and community engagement, and she is an excellent mentor to students and colleagues. Her work has been recognized with numerous awards, including the 2023-24 selection is "CEHD Professor of the Year Award from the International Association for Research on Academic Development (IARAD) and the 2022 Publication of the Year in Higher Education for her work on student engagement and development. She is a leader in the field of higher education research and has made significant contributions to our understanding of the experiences of minoritized students.”

In Memoriam

TERENCE G. (TERRY) COLLINS, who served as interim dean of CEHD when it was first formed, died on May 11, 2023. He was 77 years old. Collins received his undergraduate and PhD degrees at the University of Minnesota and worked at the U for more than three decades as a faculty member and administrator. He was a professor of writing and literature and director of academic affairs in the General College before serving CEHD as interim dean.

Collins was a first-generation college student and spent much of his career committed to creating access and equity for students to receive the same high-quality education he had enjoyed. He felt he was joyously lucky in his three daughters, including Molly Rojas Collins, currently a senior teaching specialist in the School of Social Work.

Professor Emeritus Willard (Bill) Hartup died on July 8, 2023, at the age of 95. Hartup was recruited to the Institute of Child Development (ICD) as an associate professor in 1963 after eight years at the Iowa Child Welfare Research Station (University of Iowa) and was quickly promoted to the rank of professor in 1964.

Hartup’s groundbreaking work in the experimental study of peer relationships in children changed the face of relationships research, highlighting the importance of non-familial relationships in individual development. Hartup was an influential leader in both the department and field.

The SKRD (2.umn.edu/ SKRD_Hartup) and ISSBD (2.umn.edu/ISSBD_Hartup) have archived oral history interviews with Hartup addressing his scientific career and influence in the field. Contributions may be made in Hartup’s memory to the Child Development Laboratory School Fund in Memory of Shirley G. Moore, University of Minnesota, P.O. Box 662266, Minneapolis, MN 55466-2266 or by going to 2.umn.edu/ Lab_School.
Helping girls reach their full athletic potential

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

LAST YEAR SAW the celebration of a half-century of the impact of Title IX, passed into law on June 23, 1972. Title IX prohibits sex-based discrimination in any school or educational setting that receives government funds. The passage of the act school or educational setting that receives prohibits sex-based discrimination in any half-century of the impact of Title IX, full athletic potential Helping girls reach their

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

Back in the fall of 2019, sportswear giant Nike approached Dr. Nicole L. LaVoi to discuss a potential partnership and answer that question. LaVoi is the director of the Tucker Center for Research on Girls & Women in Sport. Based in the School of Kinesiology, the Tucker Center is a pioneering thought leader in the field and often sought out to help design action-ori-ented, evidence-informed solutions. Nike noted a 2018 Tucker Center report that demonstrated girls are more likely to drop out of sports when they internalize gender biases and stereotypes. Raising their confidence would go a long way toward keeping them in athletics. This was the common goal Nike and the Tucker Center looked to achieve.

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

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

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

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

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

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

She was taking continuing education classes at the U of M in the early 1990s when she had Dr. Mary Jo Kane as a professor. Kane, the Tucker Center’s founding director, impressed Barry with her drive, confidence, and “sass” to use research and data to correct inequities for women and girls in sport. Barry attended the center’s first distinguished lecture (and almost all since) and left inspired and motivated to make a difference.

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

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

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

—Ann Dingman

MARY BETH BARRY

Be her reason to stay in sport.
of girls’ abilities and personalities,” she says. “That can have harmful impacts on girls’ sport experiences. Coaching HER directly helps coaches acknowledge subconscious gender biases to help make sport experiences more enjoyable, safe, and empowering for all athletes.”

Coaching HER begins by creating awareness about how gender stereotypes and bias both consciously and unconsciously influence coaches and their attitudes. “Everyone has bias,” Boucher says. “But when coaches increase their awareness and break down biased thinking, they can then work to minimize the harmful impact of stereotypes and bias on the girls they coach. We believe that all girls deserve coaches who help them succeed and thrive in sport and physical activity.”

The feedback received so far from coaches using the tool has been overwhelmingly positive. “Coaches have enjoyed interacting with the content and have reported learning about their own gender biases and how those biases may influence the way they coach,” Boucher says. “I’m excited for coaches to continue to reflect on their role in making the sport- ing landscape better for girls and women, because what is good for girls and women is good for everyone.”

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

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

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

LaVoii adds that she is particularly grateful that Nike has provided the Tucker Center with this opportunity to accelerate systems change together. “Coaching HER represents the best of industry partnership and collaboration,” she says. “I had the vision and expertise for Coaching HER’s content creation, but without the support and belief of Nike, it would never have been developed.”

“A powerful experience’

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

A SOLD-OUT CROWD of more than 400 educational leaders from across the state packed the McNamara Alumni Center in early August for the second-annual Leading in Equity, Action, and Diversity (LEAD) for Pre-K-12 System Improvement conference. Each one of those leaders walked away with the tools and commitment necessary to disrupt pervasive racial inequities in schools and improve student opportunities, experiences, and outcomes. Attendees were treated to three keynote speakers this year. Leading off the two-day conference was Dr. Decoteau J. Irby, an associate professor at the University of Illinois Chicago. In “Getting Past Stuck: Organizing Schools to Eliminate Racism,” Irby focused on three key components: Racial Equity Improvement, Organizational Capacity, and Leadership Practice. To “move the school toward its preferred future,” all three elements are necessary and it’s necessary that they are working together. You cannot disrupt racialized systems and create more expansive opportunities without having the resources available to do so. Kaceem Weaver, the co-founder and executive director of FULCRUM, presented “The Quiet Parts Out Loud: Politics, Assumptions, and Literacy Growth.” In this keynote, Weaver recognized the conference was about equity, but he said he wanted to challenge the audience a bit and push its thinking. “You probably won’t hear too much from me about equity,” he said. “It’s not the end all be all. Without excellence, your equity doesn’t matter. That’s like me being in the back of the bus and you being three steps ahead of me and we are going over a cliff. We’ve got to get the bus on course and then we can talk about disproportionality.”

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

Dr. Darrius Stanley, an assistant professor in the Department of Organizational Leadership, Policy, and Development at CEHD, gave the final keynote on day two: “Community Engaged Lead-
“ALL BOOKS ARE BANNED for someone who can’t read,” explains Jane McDonald Black. Through their JAB Foundation, Jane and her husband Archie Black are confronting literacy disparities and building equity. Their passion stems from the reality that reading skills are associated with educational success, job attainment, and key determinants of mental health.

Unfortunately, reading performance of 13-year-olds in the United States has hit the lowest level in decades, according to test scores released in June from the National Assessment of Educational Progress. Here in our state, Minnesota Comprehensive Assessment results indicate less than 50 percent of students met or exceeded grade-level standards for reading, with even worse numbers for specific populations. While there is broad consensus on the best way to teach reading, it has not been widely adopted in teacher preparation programs or in schools. Archie, who is CEO of SPSC Commerce, says, “As a state, we need a ready workforce, and companies can’t teach reading to their employees.”

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

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

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

—ANN DINGMAN

THIS IS WHY WE GIVE

“CEHD CONNECT” •

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Fall 2023

LEAD conference at McNamara Alumni Center.

FEELING INSPIRED

For attendees, the 2023 LEAD conference gave them a wealth of ideas for their schools. “In the climate we live in, it’s good to be surrounded by so many excellent equity leaders and thought partners,” says Delon Smith, the director of equity and innovation at Roseville Area Schools. “The keynote speakers were knowledgeable, engaging, and helped confirm the direction of our district is heading. I leave this year’s conference with concrete ideas on how to further engage our students so we can do as Whitney Houston has instructed, ‘teach them well and let them lead the way.’”

“The LEAD Conference was full of excitement, positive energy, and a collective commitment to identify viable ways to meet the needs of learners across the state of Minnesota,” says Lisa Sayles-Adams, superintendent of Eastern Carver County Schools. Roseville Area School District Superintendent Melissa Sonnek called the conference a powerful experience. “As I walked into the room, I was struck by the number of educational leaders, whom I deeply respect, from across the state all gathered in one place to learn together,” she says. “It is a testament to the high-quality learning provided to practitioners. I feel inspired to lead in equity, action, and diversity. My hope is if the LEAD conference does what it intends to do, years from now across the state of Minnesota no identity marker, especially race, will be a predictor of achievement.”

—KEVIN MOE

LEAD coference at McNamara Alumni Center.

Learn more: cehd.umn.edu/LEAD

—ANN DINGMAN

SESSIONS RUN THE GAMUT OF EDUCATIONAL EQUITY

In addition to the keynote, attendees had 16 breakout sessions to choose from, as well as a legislative roundtable featuring Minnesota Commissioner of Education Willie Jett, Representatives Heather Edelson, K-12 Social Studies and Ethnic Studies Content Lead Brandy Siddiqui, Institute of Child Development (ICD) research fellow Elizabeth Fajeroko, ICD doctoral student Mirinda Morency, and ICD doctoral candidate Sarah Gillespie discussed Project UNITE, designed to gauge students’ identity development, academic achievement, and well-being in wake of the new course requirement. “We found a number of positive impacts,” Gillespie said, and among these “students were much more inspired to embrace diversity.”

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

FEELING INSPIRED

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

Later, armed with a BA in sociology from Fisk University and an MA in education from the University of Massachusetts, she became a lobbyist in 1956 and was a part of the founding faculty members of the Department of Afro-American and African Studies at the University of Minnesota. “Josie pioneered its courses on ‘Black Families in White America’ and ‘Black People and the Welfare System’ and she brought to this campus leading national scholars to enrich the intellectual interactions and broaden our perspectives and our attitudes toward public policy,” says Professor Emeritus John Wright.

In the fall of 1969, Johnson became one of the standout community presences who was a part of the Afro-American Action Committee (AAAC) of which then-student Wright was the force behind passing anti-discrimination laws in Minnesota. Throughout the 1960s, she fought tirelessly for equity in housing, education, and voting rights. In 1967, she served as acting director of the Minneapolis Urban League and became a mayoral aide in Minneapolis in 1968, working as a legislative and community liaison.

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

She had been forthright in owning her space and she did that before I got there,” Moore, who replaced Johnson on the Board of Regents as its second Black member. “That’s why Anderson thought of her immediately for the Board of Regents.”

Johnson’s time in the Department of Afro-American and African Studies was short lived, but to the benefit of the U systemwide. In 1971, Minnesota Governor Wendell Anderson thought of her immediately for the Board of Regents chair, the first Black person in that role, says Johnson helped pave the way.

“Josie Johnson was one of the standout community presences who nurtured and counseled us in our efforts to more fully democratize this campus,” Wright says, noting the support the group received from Johnson. “Josie Johnson was one of the first-ever Black person to do so. She served with distinction until 1973, focusing her time on student affairs, health sciences, and executive operations.”

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FIRST BLACK REGENT

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The department was created out of a response to challenges brought forth by the Afro-American Action Committee (AAAC), of which then-student Wright was a part. “Eight months of fruitless task force deliberations led AAAC, in an act of non-violent civil disobedience, to take over Morrill Hall in January of 1969, and from there to a negotiated settlement amid a frenzy of media coverage,” Wright says, noting the support the group received from Johnson. “Josie Johnson was one of the first-ever Black person to do so. She served with distinction until 1973, focusing her time on student affairs, health sciences, and executive operations.”

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

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FIRST LADY OF CIVIL RIGHTS

First Lady of Minnesota's CIVIL RIGHTS

Honoring Dr. Josie R. Johnson’s U of M legacy

by Kevin Moe

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

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

Bruininks recites words from the poet Maya Angelou that he believes captures and nationally.

“I knew of her work and her legacy,” he says. “I was familiar with her work and her legacy,” he says. “When students like me receive support in the honor of someone like Dr. Johnson, that isn’t all we receive, we receive her values, her contributions, so that we may bring them into our own hearts and apply them to our communities and things we’re passionate about. Josie’s legacy is one that gives and will continue to give. It’s truly a reflection of her.”

“Making a Better Community”

Johnson retired from the U in 1996, but her contributions remain. Through the Common Ground Consortium (CGC) in CEHD and the University of Minnesota Regent’s Award, one of the highest honors the University of Minnesota Regents Award, one the Dr. Josie R. Johnson Human Rights and Social Justice Award to recognize faculty, and students who exemplify her commitment to creating respectful and reflective environments. Staff, and students who exemplify her commitment to creating respectful and reflective environments. Staff and students who exemplify her commitment to creating respectful and reflective environments.

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

Making a Better Community

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HONORING HER LEGACY

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

In the School of Social Work, was a recipient of the award in 2019. “The award ceremony was the first time I had met Josie in person; however, I have always been familiar with her work and legacy,” he says. “When students like me receive support in the honor of someone like Dr. Johnson, that isn’t all we receive, we receive her values, her contributions, so that we may bring them into our own hearts and apply them to the communities and things we’re passionate about. Josie’s legacy is one that gives and will continue to give. It’s truly a reflection of her.”

For more information, including two videos of Dr. Josie R. Johnson’s life and University achievements, visit z.umn.edu/dr-josie-r-johnson.
Black Intellectualism & American Ideals

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

21ST CENTURY | In fact, at the nation’s very conception were prophets like Phyllis Wheatley, an enslaved person who could read and write and whose intellectual prowess and poetic gifts were so extraordinary that she was examined by a committee, including nation’s forefathers e.g., John Hancock, to test whether she was truly the author of her own book of poems. On the wall of the museum was this 1774 Phyllis Wheatley quote: “…in every human breast, God has implanted a Principle, which we call Love of Freedom; it is impatient of Oppression, and pants for Deliverance.” As an incredibly literate enslaved woman, her very existence was transgressive and her mind liberatory. Moreover, the museum docent pointed out how closely her 1774 words called to mind the words of the Declaration of Independence, two years later, referring to people being endowed by their Creator with “certain unalienable rights, that among these are life, liberty, and the pursuit of happiness.”

19TH CENTURY | A hundred years later, Black intellectuals like Congressmen Robert B. Elliott, who graduated with a law degree from Eton College and served in the U.S. legislature during Reconstruction, and also founded the CGC, joined this 20th century fight for civil rights, and as a Black intellectual myself, it is the shoulders of these giants upon which I stand.

21ST CENTURY | As a CGC alum, full professor, and CEHD associate dean, I am both humbled and proud to continue in this tradition. I was promoted to full professor at the University of Minnesota in 2017, where one reviewer of my dossier characterized my scholarship as following in the tradition of great thinkers like W. E. B. Du Bois—a review that means even more to me now. I am grateful for my trip to the African American Museum of History and Culture. My visit reminded me of my history, our nation’s roots, and what should be our collective North Star. We all need these reminders as America proceeds through yet another period of backlash. We must take up Du Bois’ call of lifting the banner of humanity and working to build a civilization that is free and intelligent, healthy and unafraid. Through Black intellectualism, I am reminded that we have a strong tradition that can draw from to guide us.

—TABITHA GRIER-REED

Black Intellectualism

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

Courtney Bell-Duncan, ‘14 MEd, ‘20 PhD, who was profiled in the Spring 2023 issue of Connect (cehd.umn.edu/ change-maker), is another CGC success story. She is a first-generation college student and the first in her family to earn a PhD. She has been in leadership roles across the education spectrum. Currently, she is a highly-sought-after consultant for education equity. Her dissertation (umn.edu/ Bell-Duncan), “We Ain’t Going Nowhere: An In-Depth Look at a Community’s Successful Opposition to a School Closure Recommendation,” is a contribution to
a growing body of work that critically assesses the institutionalized elements of racism in school closure decisions in the United States.

Bell-Duncan recognizes the CGC for what it has done for its scholars and for black intellectualism. “I have to give credit to the CGC program—having a community where I was amongst my peers, support from faculty and administration—I literally had everything I needed. They were the greatest advocates for students that I’ve ever met in my life,” she says. “I would tell those who are really looking to make an impact on society and looking to invest in a program that epitomizes true educational excellence, then they should invest in CGC. Invest in the bright minds of the future, then they should invest in CGC. If they want a program that builds on this rich legacy and grows beyond that,” she says. “I want the program to have deep roots and soaring branches that reach across disciplines and institutions and to nourish scholars who care deeply about their communities, are curious about ideas, and passionate about justice.”

In her 1898 speech, Mary Church Terrell concluded her address: “And so, lifting as we climb, onward and upward, we go into the battle, struggling and strong and hoping that the seeds and blossoms of our efforts will burst into glorious fruition in time. With courage, born of success achieved in the past, with a keen sense of the responsibility which we shall continue to assume, we look forward to a future large with promise and hope.”

In her 1995 meeting of the CGC, Elder El-Kati to Dr. Josie R. Johnson. “I want the CGC to be a fulfillment of that promise.”

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**DEAR FELLOW ALUMNI**

Hello! I am excited to introduce myself as the incoming president of the CEHD Alumni Society Board. I have been an active member of the board since fall 2019, serving on the Student Relations Committee and advocating for the University through MN01. I am honored to take on this new leadership role with a big thanks to our previous president, La Tasha Shelvin.

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

In fact, we are looking forward to a full year of activities that bring together our incredible community (starting with Homecoming on September 29) and hope you will join us! Whether you’re a recent graduate just entering the workforce, a mid-career professional wanting to mentor other alumni, or a retiree interested in continuing education, there is a program that you will enjoy.

I am proud to be part of CEHD and its commitment to success for all students, and happy for the chance to contribute my talents to the Alumni Society Board. We want to respond to your interests, so please reach out with your ideas, memories, and feedback anytime at cehsa@umn.edu. Thanks for your loyalty and support.

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**Announcing our 2023 Alumni Society Award recipients**

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

**CHRIStINA T. KWauK (PHD ’14)**
Rising Alumni Award
Research Director, Unbound Associates

**DAMIR R. UTRZAN (PHD ’17)**
Rising Alumni Award
Chief Compliance and Strategic Development Officer, Hilltwntz Health

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

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

**TAKEHITO KAMATA (PHD ’18)**
Distinguished International Alumni Award
Assistant Professor, Sophia University
**CEHD celebrates class of 2023**

**CEHD RECOGNIZED 2,345 STUDENTS** in its class of 2023, including 1,448 graduate students and 937 undergrads. These students were honored as part of a University-wide Commencement celebration May 12 and 13 at Huntington Bank Stadium. CEHD’s own Neil Mendoza, MED ’23, sport management (pictured, top right) was the student speaker at the graduate student ceremony.

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

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**Strengthening community through sport**

School of Kinesiology alum honored for lifetime achievement in skiing

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

In 1975, Gilman moved to Bemidji to be an athletic trainer and to teach at Bemidji State University (BSU). It was then that she bought her first pair of cross country ski teams. Leading these teams was rewarding for both Gilman and the athletes. Through her six years of coaching from 1986 to 1992, she transformed the club sport into an award-winning, technically advanced, and nationally recognized team.

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

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

Gilman officially retired from coaching in 1992, but her influence in the world of skiing would continue. In 1994, she won the 100K race that year. In commemoration of Gilman’s commitment to improving cross country skiing, the Minnesota Nordic Ski Association (MNSA) awarded her with its 2023 Lifetime Achievement Award. The award recognizes those who have significantly contributed to the advancement of cross country skiing in Minnesota. Gilman’s passion for the sport has greatly impacted the strength of her community and the legacy of skiing in Bemidji.

Nowadays, Gilman has no shortage of activities in which she’s involved. She still contributes to the Bemidji Area Cross Country Ski Club, and during the summer months helps to organize the Loop the Lake Festival, a summer event where hundreds of bike riders circle Lake Bemidji. In addition, she enjoys harvesting wild rice, tapping maple trees, brewing beer, and visiting her condo in Jackson Hole, Wyoming.

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

—ALAYNA PAUSCH
Community-engaged prevention and intervention

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

I FELT MY HEART RACE as I read through the English vocabulary describing posttraumatic stress and related symptoms in the Trauma Symptom Checklist for Children. I was unsure if my translation would accurately capture my client’s experiences. I gained insights into merging resilience and implementation science concepts. This knowledge aids in tailoring program components, assessing student program satisfaction, and evaluating the overall impact of the initiative. Moreover, I serve not only as a cultural broker but also as a warm-up game in a group of 5th grade boys who were passionate about soccer. Following the warm-up, we take breaks for snack time and engage in discussions on themes like teamwork, conflict resolution, and effective communication. Although sometimes tough for our students, these conversations are crucial to developing skills to help them navigate the complex U.S. educational system. At the end of each session, our students participate in breathing exercises to emphasize the importance of being present in the moment. Many of them are introduced to these emotion regulation strategies for the first time. According to our students’ feedback, activities like breath awareness and mindful eating have become some of their favorites!

CIRCLE PROJECT’S SCHOOL-BASED SKILLS GROUP

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

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

CIRLCLE PROJECT: A COLLECTIVE APPROACH TO ADVOCATE FOR CHANGE

I am a first-generation doctoral student collaborating with three mentors from UMN’s School of Social Work and Institute of Child Development: Drs. Saida Abdi, Mimi Choy-Brown, and Ann Masten. Together, we are dedicated to enhancing the resilience and well-being of immigrant youth by implementing Trauma Systems Therapy for Refugees (TST-R) within Minneapolis Public Schools (MPS). Under their guidance, I am gaining insights into merging resilience and implementation science concepts. This knowledge aids in tailoring program components, assessing student program satisfaction, and evaluating the overall impact of the initiative. Moreover, I serve not only as a cultural broker but also as a warm-up game in a group of 5th grade boys who were passionate about soccer.

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

Community engagement, as can be seen in the CIRCLE project, is essential in developing and sharing culturally congruent prevention and treatment programs for underrepresented communities. As a member of the Latine community, this collective approach resonates with the values ingrained in many immigrant families—the belief in achieving more through unified effort rather than individual work. The Latine principle of respeto (respect) also shines through as our MPS participants and community partners continue to respect and believe in the CIRCLE project. I feel fortunate and grateful for mentors like Drs. Abdi, Choy-Brown, and Masten, who comprehend my bicultural perspective of neither from here nor from there. They have played a pivotal role in supporting my overarching goals of improving mental health equity, well-being, and access to services for Latine immigrant children and families.

JAIRUS DAVIS

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

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Promoting cultural and academic exchange

Fulbright students support CEHD’s international and diversity efforts

THE U.S. FULBRIGHT PROGRAM has promoted cultural and academic exchange through its various grants for over 75 years. The program provides awards to approximately 8,000 students, scholars, teachers, artists and professionals each year from the United States and 160 countries. Fulbright is unique in its binationalism and noted for its merit-based selection process and academic prestige. CEHD recognizes the unique role of Fulbright students in contributing to our internationalization efforts and commitment to diversity. Through CEHD’s International Initiatives office, the college supports departments with Fulbright student recruitment and, once enrolled, these students have access to unique opportunities that are the hallmark of this university. The program has also allowed Fulbright scholars to collaborate with educators and students here at CEHD have been the most intense, exciting, stimulating, and enriching of my entire life, he says. “I’m amazed at how much I’ve grown in this time, how well I’ve adapted to this new lifestyle, and how efficiently I’ve managed to solve all the problems and challenges that have come my way,” he says.

Jose Palos says he feels very lucky to be a part of the Fulbright family. “The Fulbright Program’s mission is to bring a little more knowledge, a little more reason, and a little more compassion into the world,” he says. “And that is precisely what we Fulbright scholars do, we transmit our knowledge and our culture while we learn, experience, and meet new people during our stay abroad.”

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

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

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

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

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

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—KEVIN MOE

INTERNATIONAL

Fulbright students in contributing to supports departments with Fulbright commitment to diversity. Through CEHD’s selection process and academic prestige.
Environmental education in Ecuador

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

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

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

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

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

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

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

—KEVIN MOE
Give to the Max Day

MINNESOTA’S ONLINE GIVING DAY, Give to the Max Day, is on November 16. This year, CEHD asks for your support of the CEHD Access Scholarship to help ensure that CEHD undergraduates complete their degree. Watch your email for more information about how you can participate.