AMBIGUOUS LOSS
When closure doesn't exist
WELCOME

from the DEAN

CEHD IS A DESTINATION college. This past fall, we were visited by White House staff, MN state legislators, and European school leaders, among many others. And as in the past, CEHD faculty, staff, and students continue to expand boundaries by connecting with communities locally and around the world. Some of these stories are on the following pages.

Introduced in 2023, we are providing a new feature in some stories. Be on the lookout for QR codes that provide access to videos and other resources. For example, at the end of the story about the work of Pauline Boss on page 21, there is a QR code in the bottom right corner. With your smartphone, start the camera and point it at the QR code—then tap the banner that appears on screen to access the online resources.

Did you notice the QR code in the Fall 2023 issue following the story about Josie R. Johnson? If not—be sure to revisit that issue to see two great videos on her incredible achievements and impact.

Finally, I would like to take a moment to reflect on the work of Pauline Boss in ambiguous loss. Knowing that it’s okay to be angry, and provides a pathway to move forward. Pauline’s work of Pauline Boss on page 21, there is a QR code in the bottom right corner. With your smartphone, start the camera and point it at the QR code—then tap the banner that appears on screen to access the online resources.

And thank you for your continued support and partnership with CEHD. I hope 2024 brings you great things.

Dear Pauline, I hope 2024 brings you great things.

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Advancing computing education in MN

THE UNIVERSITY OF MINNESOTA announced that it will lead a new effort to advance computer science education across the state of Minnesota and nationally with the Northern Lights Collaborative for Computing Education. Researchers in the collaborative, part of CEHD, aim to create a just and equitable society where computing education is universally accessible, inclusive, and responsive to the unique needs and aspirations of all learners and educators.

“The most people don’t realize that Minnesota is dead last in the state rankings for K-12 computer education. One of our main goals is to drive awareness and support for computer science education across Minnesota,” says Jennifer Rosato, director of the collaborative. Northern Lights is part of a group partnering with Minnesota legislators on the Computer Science Education Advancement Act and the Minnesota Department of Education (MDE) on a state plan for Computer Science Education. The collaborative is preparing to help districts and schools implement the plan.

“We should stop reporting individual student scores and not send them home. When asked what an ideal state accountability system would look like, diagnostically relevant measurement and family engagement will be key,” said MDE Commissioner Jett. “The Northern Lights Collaborative for Computing Education supports CEDH’s mission to contribute to a just future by increasing access to computing as a critical new literacy for Minnesota’s students. We are proud to be a part of this work,” said Dean Michael C. Rodriguez.

New Gifts and Commitments

$500,000 TO $1,000,000

Luis B. Tran and Minh-Tam T. Lu added to the Lu Meng Chi Memorial Scholarship.

$50,000 TO $100,000

Lily E. Christ added to the Duane M. and Lily E. Christ Hi-TECH Prep Math Scholarship.

$25,000 TO $50,000

The Best Buy Foundation supported the CEHD Immersive Makerspace Program.

scholarships

Lynn Siler gave to the Siler Family Early Childhood Scholarship.

Harry J. and Bellie M. Yaffe supported the Tribal College Partnership Program Fund and the Bellie and Harry Yaffe Family Pathways for American Indians Scholarship.

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

Estate gifts received

The estate of Elizabeth A. Reuse-Marton gave to the CEHD Access Scholarship.

The estate of Jean B. Hanson made a gift to endow the Jean Hanson Scholarship Fund for students in elementary education.

Includes gifts made between June 15 and November 16, 2023.
White House Hispanic Initiative executive director visits CEHD

MELODY GONZALES, EXECUTIVE DIRECTOR of the White House Initiative on Advancing Educational Equity, Excellence, and Economic Opportunity for Hispanics, visited CEHD on October 11 to speak at an event and had time to visit CEHD with Melissa López Franzen, UMN executive director of government and community relations.

Gonzales took a tour of Campbell Hall and heard from Institute of Child Development (ICD) PhD student Jasmine Banegas about her interdisciplinary work with School of Social Work Assistant Professor Saida Abdi to provide trauma-informed services to Latinx children and families in Minneapolis Public Schools.

"Melody noted, after visiting with me, Ryan Warren, Tabitha Grier-Reed, and staff and students in ICD and PSOS [Department of Family Social Science], how readily we are able to translate research to practice in areas of critical need," says Dean Michael C. Rodriguez. "She also noted the opportunities for underrepresented faculty, staff, and students to be engaged in this work—and how essential that will be to secure successful futures for so many students, families, and communities. She looks forward to working with us more in the near future."

Addressing trauma in Southeast Asia

THE SOUTHEAST ASIAN COUNTRY of Malaysia has emerged as the largest recipient of refugees and asylum-seekers in the region, hosting a substantial population of displaced individuals. Recent reports place the number of registered refugees at 180,440. Additional estimates suggest there may be as many as 140,000 unregistered individuals seeking asylum in Malaysia.

Many of these asylum-seekers experienced war trauma and torture, which places them at a higher risk of developing serious psychiatric illnesses, including post-traumatic stress disorder and major depression. Thus, a need for evidence-based, trauma-focused, and culturally adapted training for the treatment of refugee trauma survivors is urgently needed.

Mahinder Kaur is a psychoanalyst from Malaysia living in St. Paul. In 2021, she had been supervising school-based practitioners who were working with child trauma survivors from refugee families in Kuala Lumpur, the Malaysian capital. It was her involvement with the school that became the impetus to set up a trauma treatment training program.

"Many of the practitioners did not have training in trauma treatment to help refugee families with trauma-related symptoms and problems," says Patricia Shannon, a licensed psychologist and an associate professor in the School of Social Work. "Dr. Mahinder had been searching for a way to bring trauma education to Malaysia and she reached out to me due to my background teaching trauma treatment and providing treatment to refugees and asylum seekers from around the world."

Shannon recognized the need and saw a huge opportunity in the possibilities that Zoom might offer for international training. "I wondered if we might leverage this technology to provide international access to continuing education," she says.

She then contacted fellow CEHD alum Chris Mehau, a research assistant professor in the Department of Family Social Science, and Julie Rohovit, the director of the Center for Practice Transformation (CPT). "I wanted to invite Dr. Mehau due to his expertise in teaching evidence-based trauma treatment for refugee populations," she says. CPT was contacted because of its history of providing effective and engaging virtual training. "Given that CPT had the platform and expertise in offering professional development workshops and training to a national and global audience, Dr. Shannon approached us to support the logistics and execution of the trauma-informed training," Rohovit says.

The objective of the project was to collaboratively develop and evaluate the feasibility of a practical, scalable, and sustainable model for international trauma training for mental health practitioners. "We also hoped to develop decolonizing and community-based models for sustainable trauma training by critically engaging Malaysian partners in the development and evaluation of inclusive curriculum and in planning toward sustainable, train-the-trainer processes for ongoing education," Shannon says.

This approach is essential in that it addresses concerns about Western practitioners attempting to solve problems in communities without adequately involv-
Dr. Mahinder says, “By doing so, the inexperienced severe stress and trauma, and its effects, but also to provide enhance the clinicians’ understanding of trauma and its treatment, leading to the unmitigated trauma of the narrative of the patient’s trauma experiences. NET was originally designed to be relatively easy to implement in any setting and has been used effectively in countries all around the world;” he says. Mehus has 10 years’ experience in providing training in NET. Also brought on the project was Will Carlson, a licensed clinical social worker and doctoral candidate in the School of Social Work. “I previously worked with Dr. Shannon as a doctoral research assistant on various projects related to refugee mental health,” he says. “She invited me to join this project due to my prior experience with NET and providing therapy for refugee clients.” Carlson says participant evaluations of the training indicate significant improvement in their confidence and comfort providing mental health treatment. “The course appears to have increased participant’s perception of the treatability of post-traumatic stress disorders,” he says. “They noted that the course’s emphasis on cultural adaptation of evidence-based practices increased the on-the-ground applicability of their learning. This has been further verified by their subsequent uptake of NET in their professional practice.” 

On a fundamental level, the training taught to foster greater awareness among clinicians about the complexities of trauma, especially in the context of the refugee experience, Dr. Mahinder says. “By empowering these professionals with a deeper understanding and practical approaches to trauma treatment, the hope was to enhance the therapeutic outcomes for refugees, leading to improved mental health and well-being,” she adds. Pam Guneratnam, a clinician and founder of HumanKind, an organization that works with refugees, says that she feels fortunate to have taken the training. “NET has become a very important tool that we use in our work,” she says, adding that she will be applying her new knowledge in her advocacy work. As the project continues, Rohovit says two central goals for its future are decolonization and accessibility. “We are exploring ways to make it sustainable by sharing and transferring the trauma expertise to Malaysian trainers and practitioners,” she says. “Likewise, this project may serve as a model for others with similar aims.”

Mohamed Faiz, a registered clinical psychologist and senior lecturer at one of the main universities in Malaysia, is already working on sharing what he’s learned. “I started to integrate the knowledge from the course into our academic curriculum at the doctoral level, which focuses on trauma;” he says. “I see a huge potential to train others, especially our in-house practicing clinicians at the postgraduate level.”

Although this project is currently based in Malaysia, a longer-term goal involves building a collaborative center for trauma education serving all of Southeast Asia. One of the systemic challenges to sustain-ability continues to be cost and currency valuation between countries with different economies. The International Trauma Treatment Education Fund was developed by Dr. Mahinder to help provide future scholarships to offset training costs. “Creating a local network of providers and trainers who can eventually support one another through peer consultation and support the next generation of refugee-focused providers by providing trauma treatment education has always been the long-term goal of this project,” Carlson says. Through its collaborative approach and commitment to decolonizing knowledge, this pioneering effort stands as a beacon of progress in the field and offers hope for improved mental health outcomes in Southeast Asia and beyond.

Support the International Trauma Treatment Education Fund: z.umn.edu/ITTEF

For more information about our continuing work to support refugees, visit z.umn.edu/ITTEF

Call for Nominations: CEHD Rising Alumni
The CEHD Alumni Society honors outstanding individuals through the Alumni Awards of Excellence, Rising Alumni Awards, and the Distinguished International Alumni Award. Do you know an exceptional CEHD graduate who deserves recognition?

▶ Info: cehd.umn.edu/alumni/society/awards

CEHD Research and Innovation Day
Thursday, March 21
McNamara Alumni Center
Join us at our annual faculty and student research showcase

▶ Info: cehd.umn.edu/research/research-day

Commemoration of Dr. Mehndiratta’s Life and Career
Friday, May 31
▶ Info: cehd.umn.edu/commemoration

Upcoming events
Intersections: Exposing and closing disability research gaps

How the Institute on Community Integration is helping to overcome these disparities

WHILE STILL A TEENAGER, Anjali Forber-Pratt filed a lawsuit against her school district, alleging it failed to provide accessibility features. Among other alleged shortcomings, she was prevented from registering for an applied technology course that made use of a wind tunnel. The case settled, but for Forber-Pratt, it was just the starting line.

“I was a wheelchair racer, and was intrigued by the experiments and the data that a wind tunnel could generate,” Forber-Pratt recalled in a meeting last fall at CEHD’s Institute on Community Integration (ICI). ICI’s Research and Training Center on Community Living brought together Forber-Pratt and other prominent disability activists and scholars within and outside the University of Minnesota to establish a research agenda addressing racial, ethnic, linguistic, cultural, and other disparities in the disability experience.

Forber-Pratt, who was born in Calcutta, India, and adopted by a U.S. family, shared that her experience was further complicated because she was not only a person with disabilities, but a person of color in a nearly all-white school.

“What I’ve learned throughout my life is that we can’t be afraid to talk about that, to dissect it, and study it,” she told the attendees. “The layers and systemic forces of oppression that I experienced are at the heart of what we mean by intersectional research.”

Forber-Pratt went on to become a Paralympic medalist, a disability advocate, and a principal investigator at Van derbilt University before being named the current director of the National Institute on Disability, Independent Living, and Rehabilitation Research (NIDILRR).

“Conducting research in partnership with people with disabilities is a high priority of hers, and in addition to leading an important funding agency, she deeply understands intersectionality,” says Amy Hewitt, ICI’s director, who has focused the organization’s research agenda squarely on Disability, Independent Living, and Rehabilitation Research (NIDILRR).

“Having a disability and being from a racial, ethnic, linguistic, or cultural background that has historically been marginalized steers you to the largest disparities and equity issues that exist,” Hewitt says. “But, when you hear about diversity, equity, and inclusion in the context of intellectual and developmental disabilities (IDD), it’s 2022 “State of the Science: Engaging Persons with IDD from Underserved Racial, Ethnic, Linguistic, and Cultural Groups in Research” meeting included Forber-Pratt, Georgetown University’s Tawara Goode, other scholars, and people with intellectual, developmental, and other disabilities and their families. Participants then began collaborating on an issue proposal.

Articles will examine gaps in disability research focused on living arrangements, employment matters, social relationships, the direct support workforce, and other aspects of community living and explore ways to engage minoritized groups in every phase of research.

A few examples: What are the strengths and support needs across the lifespan of families from historically marginalized groups who have a member with disabilities? How can they more effectively access available services? How can we support people with disabilities who are crime victims in a culturally and linguistically appropriate way?

Hewitt also challenged ICI’s principal investigators to embed DEI-linked investigative questions and partnerships with people with IDD in every research proposal.

“Having a disability and being from a racial, ethnic, linguistic, or cultural background that has historically been marginalized steers you to the largest disparities and equity issues that exist,” Hewitt says. “But, when you hear about diversity, equity, and inclusion, disparity is far too often left out.”

Even within the disability research community, there are barriers. People with disabilities who use communication devices, or speak languages other than English, are deaf, or have mental health needs, are routinely left out of studies, says Goode, a longtime ICI collaborator who leads Georgetown’s National Center for Cultural Competence.

“The greater your support need, the more likely it is you’ll be left out and the message is, ‘you’re not even worthy of being studied,’” Hewitt says. The over-sampling required to include racially, linguistically, ethnically, and culturally diverse perspectives in a disability study is another barrier, as is the general difficulty in winning approvals from institutional review boards.

“The disability service system was conceptualized and developed by middle-class white people, so what is available to people with disabilities from diverse backgrounds may or may not be what they want or need,” Hewitt says.

She urged researchers to consider Goode’s cultural framework when evaluating public disability services. This includes ensuring that services are not only available and being used, but are truly accessible, acceptable, and of high quality for users from culturally and linguistically diverse backgrounds.

“Understanding the complexity within the context of the multiple dimensions of culture is so very important in the conduct of research,” Goode says.

“We haven’t figured out how to make disability services nimble and responsive enough to meet people’s needs, and yet we continue to wonder why white people utilize them in disproportionate numbers,” Hewitt says.

Last spring, Hewitt was invited to a White House “Communities in Action: Building a Better Minnesota” event. It left her optimistic, particularly in light of President Biden’s executive order calling for addressing equity and inclusion, which resulted in requests for research proposals requiring that differences in race, ethnicity, linguistic, and cultural backgrounds be explicitly explored.

“That order has already changed behavior,” Hewitt says. “It will influence researchers, and our documented proceedings and literature reviews around the importance of doing this work will hopefully matter, too.”

—JANET STEWART
Welcome, George Veletsianos

GEORGE VELETSIANOS (Γιώργος Βελετσιάνος) is a professor of learning technologies in the Department of Curriculum and Instruction (C&I). He is a Cypriot-Canadian researcher and educator, and most recently he was professor and Canada Research Chair in Innovative Learning and Technology at Royal Roads University in Victoria, British Columbia. Veletsianos is a U of M alum, having received his MA and PhD degrees from the learning technologies program in C&I in the mid to late 2000s. He pursues a socially responsible and critical research agenda focused on responding to complex education problems in online and blended contexts, such as inequitable access, participation, and blended contexts, such as inequitable access, participation, and online harassment.

Veletsianos divides his research on how to make the world a better place. But I think I would focus on changemakers and visionaries and aim to glean insights about their aspirations and what kinds of futures they see for themselves in the world.

Fun Fact: If you could invite any figure—living or dead—to dinner, who would it be and why?

Of course, I would want to have dinner with all the usual suspects to dinner, who would it be and why?

TO FORMALLY HONOR RECIPIENTS of endowed chair, professorship, and fellowship positions for the 2023-24 academic year, CEHD hosted a faculty recognition ceremony in September at McNamara Alumni Center. This inaugural event was to celebrate the successes of CEHD faculty who hold named positions and show appreciation to the generous partners who endowed these awards, creating a legacy of impact. “Faculty members are at the heart of the University of Minnesota’s thriving academic community,” said Dean Michael C. Rodriguez at the event. “The range of knowledge and skill we bring, along with a commitment to advance knowledge through research and to impact future generations through teaching and outreach, remind us how essential faculty are to the University’s mission.”

See all faculty award recipients: cehd.umn.edu/giving/gifts

HONORS

Saida Abdi, School of Social Work, received a 2023 President’s Award for Outstanding Service.

Ronald Asimwe, Department of Family Social Science, received the International Centre for Excellence in Emotionally Focused Therapy John Douglas Award for his EFT initiatives in East Africa.

Sara Axtell, Department of Family Social Science, received a 2023 University of Minnesota Outstanding Community Service Award.

Barbara Billington, Department of Curriculum and Instruction, is the 2023-24 recipient of the Charlotte Striebel Equity Education Award. The award recognizes faculty or staff member who goes above and beyond daily responsibilities to promote access for the common good.

Joan Blakey, School of Social Work, received the 2023 Council on Social Work Education (CSWE) Established Faculty Service and Leadership in Social Work Education Award.

Stephanie Carlson, Institute of Child Development, received the James McKeen Cattell Fund Sabbatical Award for 2023-24.

FACULTY

In Memoriam

DR. BONNIE BRAUN passed away on November 5 at her home in Gettysburg, Pennsylvania. She was 76 years old. From 1994 to 1998, she served as the first associate dean for outreach and associate professor in the College of Human Ecology, which housed the Department of Family Social Science. As associate dean, she was responsible for both Cooperative Extension and Continuing Education. She was challenged to generate revenue through adult education, grants, and contracts. She also served on the initial Great Plains Interactive Distance Education Alliance (IDEA) that envisioned family and consumer science degree programs delivered through internet technology.

In 1997, Braun teamed up with Professor Joan Bauer on an initiative to help people better understand the impacts of new federal legislation on welfare reform. Their goals were to measure the social and economic implications of welfare reform on families and to monitor state and local responses. Their project, “Responding Knowledgeably: From Welfare Reform to Well-Being,” received an award for Outstanding Achievement in Public Issues Education presented by the Farm Foundation and the National Public Policy Education Committee. Read her full obituary: z.umn.edu/Bonnie_Braun.
CENTERING RELATIONSHIPS AND LEARNING

Facility collaboration advances CEHD’s international mission and diversity efforts

SCHOOL LEADERS RETURN TO CEHD

A GROUP of European school administrators visited CEHD for a week last fall as part of an educational exchange program that has been regularly taking place around the world since 2016. The International School Leaders Association (ISLA), officially named in 2020, brings together education leaders from Europe and the United States. Members leverage their unique expertise from their local communities to examine various approaches to promoting the economic and social advancement of minority, refugee, and immigrant youth. The CEHD visit this fall was co-sponsored by the U.S. State Department.

“IT was a fantastic opportunity to make new connections and learn about new practices and approaches, in addition to building upon very effective existing relationships and furthering my knowledge of different educational systems,” says Graeme Brown, one of His Majesty’s Inspectors (HMI) of Education in Scotland. Brown’s duties include supporting improvement and providing assurance both within schools and across Scottish education.

An important takeaway for Brown was learning about different approaches to some common school problems. “I found working being done in Minnesota on anti-racism education and discussions around political literacy and education in the U.S. and beyond to be particularly interesting for my own education system’s context and development,” he says.

Stumpf says he was keenly interested in the work of Executive Director of Educational Leadership Katie Pelka, particularly her research into the workload of principals in Minnesota. He found they resonated with his experiences as a principal in the U.K. “These challenges are not unique to one country or culture, and the demands of school leadership are similar across many countries,” he says. “As a group we also had much time to talk about and share our experiences with each other.”

Stumpf says Cranford is looking forward to welcoming Alexio this spring to lead a workshop and to a future study trip for its staff to the U of M where they can continue to develop their partnership work together to support young people in need. “Thank you for a great week!” he says.

FACULTY EXPERIENCE IN KAZAKHSTAN

FOR THE PAST two years, CEHD has been working on building its collaboration with educational institutions in the Central Asian country of Kazakhstan. “As a college we believe global partnerships are an opportunity for colleagues to collaborate, share ideas, and exchange resources. Through the years it has become an important learning community for the group of international school leaders. “I loved meeting with my European and U.S. colleagues to share our visions of the world of education in our different countries,” says Magali Gallais, a senior education advisor at Albert Camus Middle School in Clermont-Ferrand, France.

Gallais says French schools must be more open to different cultures. “I brought back a lot of friendship and human warmth,” says Alexio.

In October, a group of CEHD faculty members spent 10 days in Kazakhstan visiting some of its educational institutions collaborating in meetings, and presenting their research and work.

“Our trip to Kazakhstan was immensely educational and rewarding in so many ways,” says Department of Organizational Leadership, Policy, and Development Professor Andrew Furco. “In addition to visiting a diverse set of higher education institutions in Almaty and Astana and learning about Kazakhstan’s incredible history and its peoples, the members of our delegation had the chance to reconnect with CEHD alumni, share some of our

Stumpf realized that in order to advance, she needed more urban experience, and got a job in Genesee County, Michigan. There, she focused on parent education and worked with a much more diverse population. Eventually she joined Michigan State University and became the first female district supervisor, managing extension personnel and programs in 11 counties. Some of the “crusty old timer ag agents” thought they could test Ott by inviting her to visit their farms and get her hands dirty—as if she’d never been to one,” she recalls with a laugh. In 1981, she moved back to Minnesota and worked as a program leader and state director, retiring six years later. She was recognized in 2014 with a CEHD Distinguished Alumni Award.

Ott’s University and professional affiliations introduced her to students from all over the world. She noticed international students often needed additional financial assistance to go to professional conferences, hire writing tutors, and other needs. Taking advantage of a matching program, she established the Irene M. Ott International Fellowship in Family Social Science. “Travel is the best education you can get, and I wanted to support graduate students who are coming to Minnesota from their home country,” she says. At age 92, Ott says she still keeps up with the field, and appreciates the strong leadership and forward-looking faculty in CEHD.

—ANN DINGMAN

—See also: ISLA’s annual meetings are an opportunity for colleagues to collaborate, share ideas, and exchange resources. Through the years it has become an important learning community for the group of international school leaders. “I loved meeting with my European and U.S. colleagues to share our visions of the world of education in our different countries,” says Magali Gallais, a senior education advisor at Albert Camus Middle School in Clermont-Ferrand, France. Gallais says French schools must be more open to different cultures. “I brought back a lot of friendship and human warmth,” says Alexio.

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sometimes people call Dr. Pauline Boss a grief expert. She always corrects them. “I’m not a grief expert,” she says. “I’m a loss expert.” Loss leads to grief, she explains, but in the case of a missing person, for example, the ability to grieve is frozen. You are immobilized waiting for clear information which may never come. “You don’t know if that person is alive or dead,” she says. “People can’t grieve; they are stuck. Thus the theory of ambiguous loss is about stress, a deep, deep stress that without certainty, may continue for a lifetime.” Boss, a professor emeritus in the Department of Family Social Science, has spent nearly 50 years studying this phenomenon of ambiguous loss, a term she coined in the 1970s. Ambiguous loss describes a loss that remains unclear and thus has no resolution. It leads to feelings of confusion, anxiety, and chronic sorrow. To help guide people living with ambiguous loss to a steadier ground, Boss has practiced family therapy, trained fellow therapists, written numerous books, and expanded on her theory, which has become recognized throughout the world.

Kevin Moe
“She was a lifetime”

JANUARY 28, 2024, MARKS 17 YEARS

Pauline: a very knowledgeable ladyfriend

THE LOCAL THEATER LEGEND

Dudley Riggs, a longtime friend, introduced his wife, Pauline Boss, to me decades ago at the “original” Guthrie Theater designed by Ralph Rapson. Over the years, Pauline, Dudley, and I would meet in various restaurants and attend many theater shows. These were the days when things were fun, interesting, and busy. Fast forward to 9/11/2001. A terrible, unforgettable date. Shortly afterward, the NYC Twin Towers President of the Local Service Employees International Union contacted Pauline. This began a truly historical learning curve in NYC. With Pauline’s leadership, grief counselors and union staff members volunteered their work. It was lost for not loved ones. Wore Carnes a life with meaning. All these years later I still feel married. I can’t talk to me. He felt so bad for me but he didn’t know how to handle it.” Carnes met with Boss regularly for some years. “A practical jewel of wisdom I got from her was ‘Don’t let anybody in any way pressure you to have an ending to this you are not comfortable with,’” she says. “People make up their own endings. I finally said to people, ‘You can make up an ending for Jim, but I don’t have an ending for Jim.’”

The biggest gift Boss gives is the understanding that a person can still have a life. Carnes says, “You can have ‘yes, he may be here’ and yes, he isn’t and still be comfortable having a life with meaning. All these years later I still feel married. I asked Pauline if that was normal. It was very normal.”

Today, Carnes is retired from start-ups in Silicon Valley. She regularly travels between Madison, Wisconsin, and San Francisco with her two greyhounds. She likes writing poetry and attending opening night shows at the theater. It’s a true pleasure to share time with a very knowledgeable lady friend.

Jane Mauer
President, Butler Properties, LLC
Pauline Boss family friend

and the many friendships made among those grieving during the healing process, and their future of dealing with ambiguous loss. “What I did was provide a name for a type of loss that’s been common but had not been acknowledged,” she says. “Giving this stressor a name helps people begin to cope with it.”

“It’s amazing she coined this phrase that we never knew how to approach before,” says journalist and author Krista Tippett, who hosts the popular On Being podcast. “Ambiguous loss has filled in such an important part of the puzzle for us.”

Tippett is an expert on moral wisdom and human understanding. She notes that Americans in particular focus so much on...
Pauline Boss selected bibliography

2. Family Stress Management [SAGE Publications, Inc., 2017], with Chalandra Bryant* and Jay Mancini
3. Accompanying the Families of Missing Persons: A Practical Handbook [International Committee of the Red Cross, 2013]

*Professor Bryant holds the Pauline Boss Faculty Fellowship at CEHD. She was featured in the Spring/Summer 2023 issue of Connect: connect.cehd.umn.edu/fellowship-and-friendship.
physical presence. The last guideline is DISCOVERING NEW HOPE. “You can’t just wait for the missing person to come back because that would mean putting your life on hold,” Boss says. “You have to discover something new to hope for. Frequently, the new hope is to help other people avoid suffering from ambiguous loss as you did.”

WORLDWIDE IMPACT

Since Boss developed her theory, it has been applied nationally and worldwide. Ambiguous loss theory helps shape interventions used by the International Red Cross and the Red Crescent (ICRC) with families and communities coping with massive losses after natural and human-made disasters. Boss and her graduate students traveled to New York City to work with families of the missing after the 9/11 terrorist attacks. She also trained therapists to work with those suffering after the earthquake and tsunami in Japan in 2011 as well as those suffering after the earthquake and tsunami in Turkey in early 2013. With ongoing conflicts in Ukraine and the Middle East, pandemics, and natural disasters, there is tragically no shortage of those dealing with ambiguous loss.

“The ambiguous loss framework is being tested around the world in various kinds of situations and contexts. Thus far, it is holding up in different cultures,” Boss says. “However, a theory always needs testing, and there are now two generations of scholars who are doing this testing. I am deeply grateful for that. I hope when I stop working, others will pick up the work on ambiguous loss and develop the theory further.”

Although Boss has had a long and influential career, she considers its highlight to have taken place just last spring. She was invited to Spain to give the keynote address at the World Family Therapy Congress hosted by the International Family Therapy Association. “I was honored deeply by that,” she says, reflecting on delivering it to an audience of international practitioners who have applied and tested her theory all over the world. “It was gratifying and humbling,” she says. “I saw that speech as my swan song. But as you know, I’m still working.”

Bringing ambiguous loss theory down under

MY INTEREST IN LEARNING ABOUT LOSS and grief goes back to the early 1990s when I started working as a social worker in the mental health services of Western Australia. I had the opportunity to work with many people who were affected by mental ill health and their family members where I heard stories of unresolved grief. Many said that others around them, even health professionals, did not see their losses as legitimate or deserving of support. The existing theories, skills, rituals, and community support at that time only addressed clear-cut losses. Thus, I began searching the literature to find a more appropriate understanding of the type of loss that I kept hearing about.

I came across Professor Boss’ first publication, Ambiguous Loss: Learning to Live with Unresolved Grief. I contacted her and as luck would have it, she informed me that she had been invited by St. Andrews Church in Adelaide South Australia to facilitate a workshop on skills training in working with ambiguous loss. I traveled to South Australia where I met with Professor Boss in March 2005. Thus began a journey where I was mentored, supported, and taught about ambiguous loss. I spent three weeks in New York learning and discussing ambiguous loss theory and interventions at the International Trauma Studies Centre where Professor Boss was facilitating a workshop. I had many discussions with her and she helped me liaise with services set up by her and her colleagues following the 9/11 incident in New York. Following my return to Australia, I was acutely aware of the gap in knowledge and practice of working with people experiencing ambiguous loss and the need to address this gap. I was invited to write an article for the local newspaper. This prompted a lot of interest about ambiguous loss from the general public and health professionals. I was invited by various organizations to facilitate workshops and seminars.

In 2008, I was invited to study toward a PhD degree with an emphasis on ambiguous loss at the University of Western Australia. Professor Boss served as an external supervisor. My coordinating supervisor, who was a professor of psychiatry, and had a clinical practice, told me this after reading about the theory in the initial draft of my thesis. “Kanthi, now when I meet with my clients and their families, I remind myself to look at their experiences and stress they are going through through the ambiguous loss theory.” I was very heartened by this remark.

I completed my PhD studies in 2014. Following completion, those who participated in my research suggested that I convert it to a self-help book. Professor Boss reviewed the draft and gave me feedback and very kindly wrote the foreword for the book. The book, Hopeful Voyager: Navigating Your Way Through the Ambiguous Losses of Mental Ill Health, was launched by the Winston Churchill Memorial Trust in October 2018. The strengths of ambiguous loss theory are that Professor Boss has synthesized a vast amount of research grounded in her clinical experience and her publications are written in clear, accessible language which demonstrates a sincere respect for diverse cultures. I have found that the theory and clinical interventions she advocates can be shaped to fit a local culture.

I believe that her contribution to society and the world is immeasurable.

— Dr. Kanthi Perera
Social Worker, 2005 Churchill Fellow
Perth Australia

Contributing to Boss’ legacy

NORIKO GAMBLIN, a former development officer at CEHD and now at the Carlson School of Management, was struck by how modest and accessible Pauline Boss was when they first met. “‘ Huge theory, humble person,” she says.

Gamblin was intrigued by the steady stream of small contributions that were made for ambiguous loss research by family members of those lost in 9/11, mainly the Service Employees International Union (SEIU) workers whose bodies were never recovered.

Boss’ work with the families of SEIU workers led to a fundraiser in New York City (pictured above) in which she and Hillary Rodham Clinton were honored for their work on behalf of the surviving families. Boss received a discretionary gift, which she contributed to the U of M Foundation to fund research in ambiguous loss.

“It was this fund that I, as a development officer, along with other benefactors and development colleagues such as Susan Holter and Brittany Barber, worked to grow into a faculty fellowship that would bear her name in order to carry on the scholarly work of ambiguous loss,” Gamblin says.

Gamblin also feels a more personal connection to Boss’ theory. “Like many people who have straddled two countries and societies—my case, Japan and the U.S.—I have known and felt deeply the losses that come from having a hybrid national identity that is both and neither,” she says. “When not until I encountered Pauline’s work that I understood that I was not alone, that it is often the condition of immigrants everywhere, and has been for perhaps all of human history. This understanding was the foundation on which I have tried to reconstruct my existence, and it has been more helpful than I can say.”

As a development officer at the U, Gamblin has encountered innumerable opportunities to give meaningfully. “When I made a professional commitment to try to grow Pauline’s fund into a faculty fellowship, I matched it with a personal commitment to contribute to the utmost of my ability, through near-term gifts and my estate plan,” she says. “I have seen up close what philanthropy can do. My dream is that this fund will grow into the Pauline Boss Professorship in Ambiguous Loss, and from there into a chair, as befits her legacy, both at the University of Minnesota and in the greater world.”

Support the Dr. Pauline Boss Faculty Fellowship in Ambiguous Loss, and from there into a chair, as befits her legacy, both at the University of Minnesota and in the greater world.”
In the 1960s and 1970s, interest in early childhood was growing nationwide. At the University of Minnesota, representatives from several academic departments met with early childhood professionals from the Twin Cities area to brainstorm about early childhood research and practice. CEED was created in 1973 to eliminate barriers to the burgeoning wealth of child development research and best practices coming out of the University. As Weinberg, who later joined ICD faculty and served as a director of both CEED and ICD, was fond of saying, CEED was created to “give away child development.”

In the years that followed, CEED received funding from the University as well as external funders such as the Bush Foundation and helped launch new courses and a master’s program in early education. CEED staff convened conferences, workshops, and coffee hours; they mailed out publications like the Early Report newsletter; and established a lending library.

Fishhaut became a frequent presence at the state capitol, where she met with legislators and passed out “Fact Find” pamphlets on early childhood development. More than 100 staff and faculty, students, and community members answered CEED’s call to join the conversation around early childhood. “Looking at CEED’s history, our activities have always been characterized by two things: a desire to share evidence-based information and a desire to collaborate,” says Ann Bailey, director of CEED since 2019. “Our programs, our modalities, our curriculum, those things have changed with the times and with advances in early childhood research. But sharing evidence-based information and collaboration are constants.”

ALIGNMENT WITH STATE AND FEDERAL PRIORITIES

As the University’s only center for early childhood research and practice, CEED was well positioned to work on implementing federal legislation like the Individuals with Disabilities Education Act (IDEA), first passed in 1975. A shortage of trained special education providers hampered Minnesota’s ability to provide mandated services. From its inception, CEED provided continuing education to educators, health care providers, legal professionals, and others through its Professional Growth Institutes and Career Growth Fellowships. In 1981, CEED used that expertise to establish the Minnesota Early Intervention Summer Institute, which offered training for early childhood educators. In 1992, CEED established a program conducting classroom observations and assessments. CEED also developed curricula for child care providers, legal professionals, and others through its Professional Growth Institutes.

In the 1990s and 2000s, as awareness increased that early childhood programming could influence later academic and social-emotional outcomes, CEED also developed curricula for child care providers. As Weinberg, who later joined ICD faculty and served as a director of both CEED and ICD, was fond of saying, CEED was created to “give away child development.” CEED also helped create a joint licensure program in special education that offered common classes to ICD and educational psychology students.

“A lot of that work was through Mary’s leadership,” says Educational Psychology Professor Emeritus Scott McConnell. Mary McAvoy, professor of educational psychology, was director of CEED from the mid-1990s until McConnell took on that role in 2000. Frequently referred to as “a force of nature,” she was an expert on special education. In addition to work that flowed from IDEA, CEED became a key player in the implementation of Early Reading First in Minnesota.

“What was a federal initiative to promote literacy for preschoolers was really the beginning of Minnesota’s efforts academically and civically to improve our capacity in early childhood programming to support kids’ needs,” says McConnell. “There was a shift to being more inclusive and attentive of higher-risk kids and more historically marginalized communities.”

As awareness increased that early childhood programming could influence later academic and social-emotional outcomes, so did interest in improving early childhood program quality. In the 2010s, CEED established a program conducting classroom observations and assessments. CEED also developed curricula for child care providers, some of which became online courses in Minnesota’s then-nascent training database, now known as Develop. CEED was involved in establishing Minnesota’s first quality rating improvement system, which today is known as Parent Aware. The legacy of these efforts is still a major part of CEED’s work. Today, CEED’s team of trained observers helps determine program quality ratings for child care providers who participate in Parent Aware. They also train classroom observers and coaches who work with child care providers. Since 2021, the statewide Trainer and Relationship-based Professional Development Specialist Support (TARSS) program has been based at CEED. TARSS staff support child care trainers and relationship-based professional development specialists who work with licensed child care providers throughout the state. They even teach trainees to originate and develop their own trainings for early childhood educators.

Minnesota’s early childhood ecosystem is vital and complex, and CEED expertise is tapped to strengthen it throughout.
A GROWING FOCUS ON RELATIONSHIPS

In 1995, Christopher Watson joined CEED to take on the position once filled by Fishhaut. (He would stay on at CEED until he retired in 2021, in capacities that included co-directorship of the center with Amy Susman-Stullman from 2008 to 2015.) Watson worked directly with early childhood educators and heard from them about the challenges they encountered.

“During a real wake-up call for me to understand that there were kids who were so traumatized and so dysregulated that they behaved in ways that made their caregivers afraid to come to work,” says Watson. “For care providers, it’s not only about the physical impact of violence, but also taking all of that home with them emotionally.” Watson wanted to help early educators support the children in their care, but he also wanted to understand how the educators themselves might best be supported. One promising technique was reflective supervision. Through regular group sessions or one-on-one meetings, reflective supervision encourages frontline professionals to explore work challenges through the lens of relationships, and there’s evidence it helps improve effectiveness and mitigate burnout.

In 2011, with colleagues at CEED and elsewhere, Watson began developing the Reflective Interaction Observation Scale (RIOS) to measure the “active ingredients” that make reflective supervision work. Although the RIOS was created for use in research, practitioners immediately adopted this unique tool to guide actual reflective supervision sessions. In 2022, Watson, along with CEED’s Alyssa Meussen and others, published the RIOS™ Guide for Reflective Supervision and Consultation in the Infant and Early Childhood Field (eed.umn.edu/RIOS_guide) to help them do just that.

CONTINUITY THROUGH CHANGING TIMES

“CEED was very important, and it’s continued to be,” says Weinberg. “It’s mushroomed now into all sorts of wonderful activities far beyond what we did. It’s giving away workshops, printed materials, and more. I take such pride in seeing what CEED has become.”

From three paid staff members in 1973, CEED—now administratively housed as a center in ICD—has grown to 14 full-time and several part-time staff under Bailey’s leadership. The center contributes to the early childhood field not just through traditional in-person training and events, but also through online learning that allows people anywhere in the world to access CEED’s unique expertise. Outreach to practitioners continues through an active blog, email newsletters, and a newly released series of research-backed tip sheets discussing urgent topics from trauma and resilience to authentic assessment.

Some of CEED’s current projects include leading the revision of Minnesota’s Early Childhood Indicators of Progress (early learning guidelines that describe what children should be able to do before kindergarten), studying a pilot reflective supervision program for county child welfare workers, and partnering with the Greater Minneapolis Crisis Nursery to update and publish their in-house training curriculum.

Long-standing partnerships with state agencies have allowed CEED to have an impact at the state level. Meanwhile, collaborations within UMN have yielded results such as an online library of professional development resources (cd4cw.umn.edu) for child welfare workers co-created with the Center for Advanced Studies in Child Welfare and the Building Family Resiliency podcast (ceed.umn.edu/building-family-resiliency) co-created with the Institute on Community Integration. Most recently, Bailey and Elizabeth E. Davis, associate professor in the Department of Applied Economics, were awarded a four-year grant from the Federal Office of Planning, Research, and Evaluation. Bailey and Davis will study the impacts of subsidies on providers’ and families’ participation in child care assistance programs.

“We work with state and federal agencies, foundations, nonprofits, and businesses,” says Bailey. “Looking at the big picture, there’s a kaleidoscopic quality to the work we do: it evolves in response to the needs of the field, which are not static. Our funding sources also speak to the fact that the organizations who choose to work with us trust that we produce work that’s reliable and impactful.”

Kerri Gershone works with CEED as professional development policy and implementation specialist at the Minnesota Department of Human Services. “People at CEED have a certain je ne sais quoi that combines professionalism, passion, and compassionate humanity,” she says. “Often when we meet, in addition to discussing our agenda items, we’ll discuss important issues facing the field, how we approach our work, and best practices in providing high-quality education to both adults and children. I know that this content isn’t just work for CEED employees, it’s also their passion and area of expertise.”

Bailey agrees. “I’m grateful for the people who have chosen to bring their talents, their curiosity, and their drive to CEED,” she says. “They show up every day excited to advance the early childhood field and ultimately, to have a positive impact on the lives of early childhood professionals and the children and families they serve.”

Learn more: ceed.umn.edu
What an international life it is literally! With diversity and differences! And the world. How wonderful it is to engage with teachers from different places around my academic mentors, colleagues, and kinship among the villagers were much more valued than diversity or difference there. Actually, I was born and raised in a small rural village in the southwestern region of South Korea. According to my father, who has lived there for almost 70 years, there might be no more than five persons who pursued a doctoral degree in a foreign country before me throughout the history of my village. It is just like a typical farming village in South Korea. In retrospect, affinity and kinship among the villagers were much more valued than diversity or difference.

Reflecting on what brought me to UMN
I decided to become a teacher simply because I liked my teachers throughout my student days and enjoyed helping my friends to understand more easily what our teachers taught us. In my undergraduate years in elementary education in South Korea, I happened to read Paulo Freire’s magnum opus, Pedagogy of the Oppressed, which made me critical of the taken-for-granted curriculum: what knowledge is/has been of most worth?, and whose knowledge is/has been legitimized? After that moment, I was strongly attracted to the culture and teaching program in the Department of Curriculum and Instruction at UMN and influential critical works of other professors in the program. I felt as if UMN would be my academic home and dreamed of pursuing doctoral studies there, and the dream has come true!

My doctoral journey filled with eureka moments
This is already my third year as a doctoral student. My doctoral journey in the culture and teaching program has been enriched through a series of events and experiences related to recognizing cultural differences and diversity; making connections with mentors, academic “siblings,” “cousins,” and (prospective) teachers; and transforming myself. During my journey, I have also had great experiences making presentations with my academic “siblings,” Yulian Segura, Olga Natasha Hernandez Villar, and Charlene Cornel in the Journal of Curriculum Theorizing Bergamo Conference last year and this year. I am currently doing research on teachers’ agency in culturally relevant curriculum studies for a master’s degree in South Korea. While engaging in a variety of readings related to critical curriculum studies, I happened to meet Nina Asher, who is my current advisor, through her works about decolonizing curriculum, which was the serendipitous “a-ha moment” prefiguring that I would be her advisee. Since then, I have felt that colonial perspectives could be meaningful in taking curriculum seriously and answering fundamentally asked questions regarding curriculum: what knowledge is/has been of most worth?, and whose knowledge is/has been legitimized? After that moment, I was strongly attracted to the culture and teaching program in the Department of Curriculum and Instruction at UMN and influential critical works of other professors in the program. I felt as if UMN would be my academic home and dreamed of pursuing doctoral studies there, and the dream has come true!

With prospective elementary teachers: enjoyment and continuous learning
As a student teaching supervisor, I am currently working with nine teacher candidates at three different elementary schools in the Twin Cities’ area. I am not just supervising them, but also learning a lot from them. For example, I see how passionate they are about teaching and making amicable relationship with their students and how much they are working on developing their critical thinking for social justice. I am enjoying meeting and talking with these student teachers, supporting their lessons in the classroom, and cooperating with classroom teachers. Student teaching supervision has been expanding my horizons as regards educational practices allowing me to grapple with bridging theory and practice in substantive ways. So I am considering how to help and support my teacher candidates with my international experiences as a teacher and doctoral student—developing my own comparative perspectives on the culture of education by visiting schools; observing teacher candidates’ lessons; and engaging in discussions with prospective teachers, cooperating teachers, and colleagues at UMN.

My lovely daughter was born in Minnesota last year! I have become a graduate student, parent, and am trying to imagine what education will and should look like for my daughter and our future generations. Never dreamed of studying abroad when I was young, but now, I am dreaming of social justice-oriented education and making a difference with my mentors, friends, colleagues, and family across South Korea and the U.S. What an amazing international life!

Dugyum Kim is a third-year PhD student in the Department of Curriculum and Instruction’s culture and teaching program.
DEAR FELLOW ALUMNI

Connecting with others can be such a source of joy. Because of that, I’m grateful to all those who joined us for our much-anticipated homecoming events at the end of September. Hundreds of CEHD faculty and staff, alumni, and their families took part, including walking in the homecoming parade on a beautiful Friday evening. Events like these are such a celebration of community.

And we are a remarkable community. CEHD is one of the largest colleges at the University of Minnesota, with over 75,000 graduates. Every year, we recognize several of them for their accomplishments and outstanding contributions. Please consider nominating someone you know for one of these awards at cehd.umn.edu/alumni/awards.

I’d also like to invite you to join us and connect with the community at an upcoming event. Our calendar is brimming with exciting opportunities to meet fellow CEHD alumni, share your experiences, and learn from others, and you can find them listed at cehd.umn.edu/events. Let’s continue to foster a sense of community and belonging.

Wishing you joy,

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Wishing you joy,
ALUMNI PROFILE

Toward a more equitable school system

Educational psychology graduate is a tireless advocate for change

WHEN SHE WAS YOUNGER, Annie Christenson (MA’19, EdS’20) rarely spoke up during classroom discussions. “During conferences, my teachers would tell my mother, ‘We really wish she’d share her thoughts more often,’” she says. More recently, the Robbinsdale school psychologist testified before the Minnesota Legislature on behalf of statewide MTSS (Multi-Tiered Systems of Support). She credits her time at CEHD and the colleagues with whom she found support for helping improve her confidence.

“During my time in graduate school, I was fortunate to be in a cohort of women who pushed me to be better every single day,” she says. “Who created a safe and supportive environment that gave me the courage to share my thoughts and ideas. I am forever indebted to the relationships I built with faculty and students—I continue to lean on them whether it be for consultation or just life advice.”

Prior to attending graduate school, Christenson served two years in the community service program AmeriCorps as a Promise Fellow, which involves providing academic and behavioral support to students. “I really took to working with students one on one, getting the opportunity to build authentic and meaningful relationships with them and helping them figure out how they learn best,” she says. “I also really enjoyed attending problem-solving meetings and thinking about making changes at a systems level to better support the needs of students.”

A school psychologist mentored her while in AmeriCorps and this relationship whetted her appetite for the field. “I love the hustle and bustle of being a school psychologist, that our days never look the same,” she says. “I love that we get to wear many different hats in the building and that we are advocating for building a more equitable and inclusive school system for every student.”

In graduate school in the Department of Educational Psychology, Christenson helped with research projects related to social-emotional-behavioral assessments and interventions under the direction of Professor Faith Miller. She also was a member of the School Psychology Student Association and learned how to advocate for public education and students’ rights at a public policy institute hosted by the National Association of School Psychologists. “These experiences shaped what I wanted to focus on in my work as a practitioner in schools,” she says. “Increasing access to mental health services for adolescents and promoting culturally relevant and restorative practices.”

Now in her fourth year as a school psychologist, Christenson says the job can be challenging and emotionally taxing. “Sometimes even isolating,” she adds. “But being in community with others who are advocating and uplifting change in the field is what sustains me to keep forging on.”

Every day Christenson and her colleagues make decisions that impact students’ educational careers. “My priority is to limit the amount of harm students are exposed to in what is very much a broken system,” she says. “I get her chance to address some of the inequities in the system recently when she was asked by a colleague to testify before the last Minnesota legislative session to advocate for statewide MTSS.”

“This was always a dream of mine to do, partly to honor the quiet child that I used to be and to honor who she is now,” she says. MTSS assists educators in applying targeted support to students with various needs. Christenson’s testimony helped move the needle toward statewide adoption of the system. “In the latest education omnibus bill, all Minnesota school districts and charter schools must be offered training and support in implementing MTSS,” she says. “It’s a really solid first step toward effectively and sustainably embedding the MTSS framework in Minnesota schools.”

Serving on the board of the Minnesota School Psychologists Association and as a member of its legislative committee, Christenson will be working tirelessly over the next few years to educate and support practitioners during this transition. Her experiences at CEHD will help.

“I often tell people that the school psychologists who were trained from CEHD are fully equipped to tackle the demands and challenges of working in education right now,” she says. “Outside of the foundational skills needed to be a school psychologist, I learned how to manage my own emotions and maintain control during crisis situations. I learned how to remain flexible even when there are competing demands. I learned how to avoid the sinkhole that is problem admission and instead hone in on what we have control over, what we have the capacity to solve with the resources available to us.”

“I love the hustle and bustle of being a school psychologist, that our days never look the same.”

—KEVIN MOE

Learn more: edpsych.umn.edu/academics/school-psychology

Opposite Page: At left, Annie Christenson (second from right) testifies her MA in school psychology in 2019. At right, Christenson testifies to the Minnesota Legislature on behalf of statewide MTSS.
Empowering sport for all

BY KEVIN MOE | PHOTOGRAPH BY JAIRUS DAVIS

ANNA GOOREVICH has a passion for gender equity in sport that is rooted in her own experiences as an athlete. “I played soccer growing up and throughout college, and I have first-hand experiences of the gendered barriers that many athletes face in sport,” she says.

In particular, in her first year of college in 2017, Goorevich suffered a season-ending injury due to RED-S (relative energy deficiency syndrome), a menstrual disorder common in women athletes that is shaped by various socio-cultural factors, like menstruation stigmas and misinformation.

Currently, as a PhD student in kinesiology and a research assistant at the Tucker Center for Research on Girls & Women in Sport, Goorevich recalls her days as a soccer player and strives to leverage her position and research to help make sport a better place for all athletes, regardless of their identity.

“Generally, my research interests revolve around gender and sport, but I have three specific areas of research at the moment: the gendered nature of coaching, menstruation and sport, and gender identity and sport participation equity,” she says. “My planned career path after my PhD is to enter the sport industry, sport governance, or the sport non-profit world. My aim is to use research to inform sport policy and programming that can help create sport into a more welcoming, inclusive, safe, and empowering environment for all athletes.”

Helping her on her journey are the Pam Borton Endowment for the Promotion of Girls and Women in Sport Leadership and Gender Equity in Sport Graduate Fellowship she received this year, and the Edith Mueller Endowed Fund for Graduate Education in the Tucker Center she was awarded last year.

“The assistance I have received has been instrumental in my academic and career development so far,” she says. “It provides valuable resources and time for growth and development, to ensure that I am not just doing research for the academy, but also finding ways to directly make a difference in people’s lives.”

For instance, the Tucker Center hosts a Gender Equity internship for high school and college students every summer. The internship and other Tucker Center-related fellowships gave Goorevich the support to directly participate in the program in a leadership role, where she was able to help guide the interns and focus on giving them a nourishing and transformative summer experience.

“Without the assistance from various scholarships and fellowships, I would not have been able to focus on the public aspect of my scholarship as much as I have,” she says. “Donors’ contributions and support are a key part of making the work that we do possible.”

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

“Donors’ contributions and support are a key part of making the work that we do possible.”
CEHD exceeds its Give to the Max Day goal

THANK YOU! Because of our amazing alumni and friends, CEHD raised more than $19,400 for the Access Scholarship on Give to the Max Day 2023, exceeding our goal and raising critical resources for undergraduates. We are grateful to those who participated and made a direct impact on the success of our students.