From the Department Head

“In the end, the clear evidence is that, with the resources and superbly qualified professors and staff on our campuses, we can organize our institutions to serve both local and national needs in a more coherent and effective way. We can and must do better.” This charge was issued by the Kellogg Commission on the Future of State and Land Grant Universities in February, 1999. Among the commission members were the University of Minnesota’s president, Mark Yudof, and former president, C. Peter Magrath.

How far have we come in three years? The articles in this issue focus on ways in which the Department of Family Social Science engages to serve local, state, and national needs. For one thing, we have begun to transform our thinking about engagement. The Kellogg Commission report, “Returning to Our Roots: The Engaged Institution,” states that “engagement goes well beyond extension, conventional outreach, and even most conceptions of public service. Inherited concepts emphasize a one-way process in which the University transfers its expertise to key constituents. Embedded in the engagement ideal is a commitment to sharing and reciprocity, … partnerships, two-way streets defined by mutual respect among the partners for what each brings to the table.”

The move toward more explicit University-community engagement grows out of the implicit contract between Land Grant institutions and the citizens of the states in which they exist. The University is funded in part by public, legislative appropriations so that the state’s young adults can become educated. But these appropriations also imply accountability to the citizens of the state. One of the clearest forms of accountability involves the active engagement of University faculty with the communities they can best serve.

The projects profiled in this issue give exciting glimpses of the potential for full engagement. There are plenty of challenges along the way: How do we work most effectively in these uncharted waters? How do we evaluate, recognize, and reward engagement work among faculty? What role does engagement play in the promotion and tenure process? How can we strive for scholarship that integrates discovery, learning, and engagement? How do we train the next generation of professors for this new work? We invite you to review and reflect on the articles in this issue. We are always pleased to hear from our readers. Feel free to e-mail me at hgrotevant@che.umn.edu at any time.

Harold D. Grotevant, Department Head

The Civic Engagement Mission of the University and the Department

by Bill Doherty

Family Social Science has a longstanding tradition of collaborative work with the community. It seems that the University is starting to value this work in a new way through an initiative to strengthen the public purposes and identity of the University. At a recent meeting of the Board of Regents, Provost and Interim President Bob Bruininks told the regents, “More than 150 years ago, the University of Minnesota began with a strong sense of its civic mission, connecting to the problems of the state and the nation. Several years ago we decided to take another look at what our civic mission means for a new century. We need to convey the University’s contributions not in simplistic ways. It is much more than...
simply an economic contribution. We need to capture the richness of the full range of what we contribute, and to inspire us all to do better.”

This civic engagement movement emphasizes something more than traditional “outreach” in which faculty and staff bring their knowledge to people in communities, or even “applied research” on real-world economic or social problems. Rather, it envisions true partnerships in which dialogue about mutual concerns leads to new research topics and to collaborative projects that could not be done by communities or the University alone. The citizens of Minnesota are telling us that they want us to come and stay, not come to gather data or give a speech and then retreat back to the campus.

My own work, under the heading of the Families and Democracy Project, fits with this renewed mission of the University. With several graduate students and community professionals, I am involved in projects focusing on democratic action with families around concerns of local communities. This work tries to move beyond traditional service delivery and program approaches to working with families, toward a community organizing model in which families decide on the problem to be tackled and the action steps they want to take. What family professionals bring is a working model of democratic engagement, along with expertise in the area of concern. Projects underway include: Putting Family First (addressing the issue of overscheduled kids and under-connected families); Partners in Diabetes (addressing the isolation of families dealing in diabetes); Marriage Matters (building a community of couples who are stakeholders in one another’s marriages); plus two new projects in faith communities and one at MacPhail Center for the Arts. The Families and Democracy Project aims to develop the theory and craft skills of democratic public work with families, and is using Action Research as a tool to study the process. We are seeking funding to create a training center for this work.

More information about the families and democracy project can be found on my website: [http://fsos.ch.umn.edu/doherty](http://fsos.ch.umn.edu/doherty)

The report of the University’s Civic Engagement Task Force can be found at [http://www1.umn.edu/civic/reports.html](http://www1.umn.edu/civic/reports.html)

At a personal level, this feels like the most exciting work I have done in my career. I feel part of a growing movement to rethink research and professional practice as public work by, for, and with citizens, and serving the great task of democratic renewal.

**Discovery...Teaching...Engagement**

by Yvette Perry

If you are not already familiar with this scholarly trinity, you will be soon. The Department of Family Social Science (FSoS), the College of Human Ecology (CHE) of which we are a part, and the University of Minnesota as a whole are renewing a commitment to the important and interdependent role of all three academic activities for the University community. “Discovery,” or research, is a familiar scholarly endeavor in departments such as Family Social Science—as is teaching. And our department is accomplished in both areas. But some people may not be as familiar with our department’s expertise in the area of engagement, or outreach.

At a personal level, this feels like the most exciting work I have done in my career. I feel part of a growing movement to rethink research and professional practice as public work by, for, and with citizens, and serving the great task of democratic renewal.

**“Probably the least understood—and least defined—area of scholarship is the outreach area,” says Cathy Solheim, Associate Dean of Outreach in the CHE,** who received her PhD from FSOS. “I think we are seeing the charge come from the general public and citizens that we need to be relevant to what’s going on.”

**“Engagement”: Defining and Evaluating**

Dr. Solheim, who in addition to her position in the College is also an associate professor in FSOS, believes that our department is better positioned than some others across the University to refocus attention on community engagement. She notes that the strong Extension arm, the history of our department in policy work, as well as the Marriage and Family Therapy (MFT) program have always been active in translating knowledge into practice. However, the current challenge stems less from doing engagement work and more from measuring it.

__INTERACTIONS__ is published twice a year by the Department of Family Social Science, University of Minnesota. It is distributed to alumni, students, faculty, staff, and friends of the department. We welcome comments and news items, which you can send to Lisa Trochmann, Family Social Science, 290 McNeal Hall, 1985 Buford Ave., St. Paul, MN 55108, or call 612/625-1900, fax to 612/625-4227, or email at ltrochma@che.umn.edu

Yvette Perry, Editor

Hal Grotevant, Department Head

Lisa Trochmann, Coordinator and Layout Design

The University of Minnesota is committed to the policy that all persons shall have equal access to its programs, facilities, and employment without regard to race, color, creed, national origin, sex, age, marital status, disability, public assistance, veteran status, or sexual orientation.
The first step in measurement may be to adequately define engagement. “When is it citizenship? When is it public relations? When is it recruiting? And then when does it become scholarship?” asks Dr. Solheim.

She believes the measurement part is the “missing piece” and notes a need to develop good measures of engagement in the same way that we have developed good evaluative measures of teaching and research. One way to begin is by looking at some emerging models from institutions around the country. Many of these institutions are not tier-one research universities, but Dr. Solheim believes it may be possible to adapt some of these models to our particular academic culture and environment. (See text box.)

Dr. Solheim believes that reflection is an important component of designing, conducting, and evaluating engagement scholarship. The following evaluation criteria for reflection is from the East/West Clearinghouses for the Scholarship of Engagement. More information can be found on their web site at: http://www.scholarshipofengagement.org

**Reflective Critique**

*Does the scholar critically evaluate the work?*
*Does the scholar bring an appropriate breadth of evidence to the critique?*
*Does the scholar use evaluation to improve the quality of future work?*
*Does the scholar synthesize information across previous criteria?*
*Does the scholar learn and describe future directions?*

Integration of Discovery, Teaching, and Engagement

A related challenge in further development of effective engagement models stems from efforts to integrate the three modes of scholarship, discovery/teaching/engagement. “When you integrate all those areas, it’s a different form of scholarship,” says Dr. Solheim. “It may not be that you have to only be in the discovery mode in any one stage of the scholarly process; but maybe your discovery is connected to your teaching is connected to your impact—to changing people’s lives.”

Such an integration may not be easy for scholars trained in “pure research.” But Dr. Solheim notes that in attempting integration, “pure research” may not be the intent, while a more emancipatory purpose is.

She noted two recent examples of true integration of engagement with teaching and discovery in our department: the Minnesota-New York Ambiguous Loss Project and Bill Doherty’s work with families seeking to redefine “family time.” Part of each project’s aim is empowering people in communities to better their own lives and make their own decisions.

“So how do you reflect on that process?” Dr. Solheim asks. “Scholarship is the pursuit of an intellectual question. So with engagement, what is the question?”

She suggests that instead of seeking to understand what research participants’ lives are like, as one might do in typical discovery scholarship, in engagement the research question may have to do with asking “What are the pieces of the puzzle that really work to change people’s lives?”

The answers to this question, in turn, inform further research and teaching efforts. “In discovery, you gather data and you think about ‘What does this contribute to the literature’,” says Dr. Solheim. “It’s the same with engagement. But what [the scholarship] might impact could be the questions you ask in your next research.”

*In reality there is a new group of people that need access to the University of Minnesota for economic success, for social success--And that is truly the land grant ideal.*

--Cathy Solheim

In discovery mode. Or it could be an example you bring into your teaching mode. It is a skill and a discipline to look at things systematically with those eyes.

Teaching Engagement Scholarship

Dr. Solheim further believes that the development of this skill must be incorporated into the graduate program. If this does not occur, says Dr. Solheim, “we perpetuate another generation of scholars who must learn engagement scholarship on the job” such as by working with faculty members who are skilled in this area. She notes that graduate programs such as ours frequently do well focusing on the discovery mode of scholarship, which is an important aspect of a Research I institution. Also, she believes that programs have become more aware of the need to systematically develop teaching competencies in graduate students, noting that she was among the first graduate student cohorts to complete the teaching practicum sequence in the department.

Interestingly, the undergraduate level may be farther ahead of the graduate level in teaching engagement competencies. Dr. Solheim believes in the importance of service learning, which she notes is different from an internship. “Service learning has more of a social justice agenda,” she says. “The outcome as a professional is to learn ‘What is my responsibility to use my skills and abilities to make this world better?’”

Further, according to Dr. Solheim, this process is a “two-way street”: students contribute to the community, but also learn—for instance about policy issues, social injustice, and race—from the community. “Then you bring this knowledge and experience back to the classroom and it enriches the theoretical work you’re doing.”

From Engagement to Diversity

Dr. Solheim believes that an increased focus on engagement can also help develop competencies in globalization and cultural diversity, all the while continuing to serve the people of Minnesota. “I’ve watched this whole idea of ‘international’ become local,” she says. “It used to be that you had to go outside of Minnesota, for the most part, to find diversity. It’s now here.”

This integration of diversity competencies with engagement initiatives is in keeping with our University’s land grant mission,
According to Dr. Solheim. The original land grant ideal was to allow access to the university for people of all economic statuses so that education would not be the sole province of the elite. Dr. Solheim believes we cannot expect these “masses” to be composed of the same people as when these ideals were first articulated. “In reality there is a new group of people that need access to the University of Minnesota for economic success, for social success—and that is truly the land grant ideal.”

Even the needs of the University of Minnesota’s “traditional” constituencies, like the farming community, have changed: “It’s more marketing, more risk management—It’s not so much yield of bushels per acre.”

An Engaged Department of Family Social Science
Dr. Solheim is convinced that FSoS is in a wonderful setting for multidisciplinary initiatives impacting families, many—like immigrant and other “transitioning” families—who are facing vulnerable times. Many issues explored by our department, like welfare reform and vital aging, lend themselves beautifully to the involvement of an “engaged institution,” according to Dr. Solheim.

She stresses that true engagement is not merely an additional added task—but is a necessary part of an integrated approach. “There are some logical points in one’s scholarship portfolio that outreach just becomes the next step,” says Dr. Solheim.

Integrating engagement with discovery and teaching—and the challenges that go with it, such as evaluating and systematically teaching this integration—is an important piece of FSoS’s and the College’s mission. This mission is already well underway. For those involved in these efforts, Dr. Solheim believes “It is an interesting and fascinating time.”

Faculty Engagement, Wayne Caron and The Family Caregiving Program
by Lisa Trochmann
You might not realize it, but something important is happening in McNeal Hall on Saturday mornings. That’s when the Caregiving Program Members
Wayne Caron and Family Caregiving Program Members
years of experience developing and implementing programs supporting families who are living with dementia. The Program began in September 2000 when family care professionals Wayne Caron and Katherine Routt began weekly meetings with six families who were coping with dementing disorders. The group has grown quickly since then, and now about 25 families and 10 volunteers (including professionals, graduate students, and undergraduate students) participate weekly.

The Family Caregiving Center offers Saturday morning programs that include a short educational program followed by open-ended support and discussion groups. All those living with dementia—patients and family members—are welcome to attend its educational and discussion meetings. As one family member notes, “We share the ideas of how to live with disease. Every one of us—we all have something to add.” They meet Saturday mornings from 9:00 a.m. to 11:00 a.m. in McNeal Hall on the St. Paul Campus of the University of Minnesota. The Center works to support family caregiving rather than substitute for it. Students and professionals volunteer their time and learn about dementia care from those who live with dementia day to day.

The Center is founded on the principle of collaborative learning. The patients and family members come to learn and receive support, but they also come to teach. “They play a significant role in teaching the next generation of professionals, which is central to the mission of the Center,” Dr. Caron says. And it’s this collaborative learning, along the sense of community and belonging that has developed among the members of the program, which make the program of such value to patients, family members, students, and professionals. “It’s equally a program for persons with dementia, their family members, professionals, and students. Everybody comes; everybody’s a part of this. It’s not just a program for families; it’s a teaching program and a professional development program at the same time.” says Dr. Caron.

The number of persons with dementing illness represents an enormous challenge to both health care and family systems. According to the Alzheimer’s Association, approximately one in three American

Everyone who attends the program has something to learn, and everyone who attends has something to teach.”
--Wayne Caron

Family Caregiving Program for Dementia
Disorders meets. The Family Caregiving Program dedicates itself to improving the support for families living with Alzheimer’s disease and other dementing illnesses.

Wayne Caron, a lecturer in the Department of Family Social Science, initiated the Caregiving Program. Dr. Caron has many

The Seven Phases of Family Caregiving for Dementia
(1) Dealing with Problems Without a Diagnosis
(2) Obtaining and Accepting the Diagnosis
(3) Changing Family Roles
(4) Constant Caregiving
(5) Working with Professionals
(6) Long Term Care
(7) End of Life

families struggle with dementia. They expect the number to more than double in the coming years. Virtually every family will be affected, and there is a lack of programs in place to provide support. “While the numbers of people with Alzheimer’s are increasing, the medical community is reducing the supportive services they offer families,” says Dr. Caron. “There are hundreds of thousands of families just in Minnesota that need support.” The Family Caregiving Program provides this support to one community of Minnesota families.

Graduate Student Engagement, Tai Mendenhall and Partners in Diabetes
by Lisa Trochmann
About three years ago, Tai Mendenhall, a doctoral student in Family Social Science, was just beginning the second year of his clinical placement at Ramsey Family Physicians’ Clinic. At this time, Tai’s advisor, Dr. William Doherty, began a conversation with representatives of HealthPartners (a Minnesota based HMO) about new ways to involve patients in their healthcare. From this dialogue, Partners in Diabetes was developed. This project uses Dr. Doherty’s Families and Democracy Model as a guiding framework. The Families and Democracy model promotes drawing upon peoples’ lived-experience and wisdom, and encourages professionals to work democratically with the individuals, families, and communities that they serve. Diabetes was identified as an area of interest because the disease is widespread and providers often express frustration at perceived patient non-compliance with medical counsel. Partners in Diabetes operates as a supplement to patients’ standard care: in addition to receiving care from their medical provider, patients who are struggling with their diabetes are connected with volunteer support partners. These support partners are individuals and family members who have both training and real-life experience with successfully managing the disease.

Mendenhall has been involved with Partners in Diabetes in a variety of ways. He initially worked with Dr. Doherty and HealthPartners personnel to introduce the program to two HealthPartners clinics, Midway Clinic and Ramsey Family Physicians’ Clinic. In the early stages of Partners in Diabetes, Doherty and Mendenhall worked with participants to develop a training program for the support partners. The volunteer support partners themselves developed the training topics. “From their experience of living with diabetes, they came up with some topics for training that we never would have thought of. And that’s the whole point, because then it’s relevant,” Mendenhall says. As Partners in Diabetes evolved, Dr. Doherty began to transition the leadership role to Mendenhall, who now directs the Ramsey Family Physicians’ site, coordinating initial matchings between Partners in Diabetes members and support partners, and facilitating ongoing meetings.

Tai has experienced a transformation in how he looks at health care as a democratic process that pools the knowledge and experience of all the parties involved, not just a professional service delivery system. He now has the skills to take this new model anywhere. —Bill Doherty.

There are a number of reasons why Partners in Diabetes is a promising addition to standard care. Most providers have not lived with diabetes themselves, and often have difficulty understanding the challenges of implementing the prescribed treatments. “How do you cook for a family of five on a limited budget and still take care of your diabetes?” asks Mendenhall. “They don’t teach that in medical school, but patients who have done it know how because they have learned how. So wouldn’t it make sense to have those patients connect with or talk to other patients?” Mendenhall tells of a patient at his clinic, an elderly woman with diabetes, who is a wonderful example of another reason that Partners in Diabetes works. The patient had ongoing problems with her health, but wouldn’t follow provider advice regarding insulin, diet, and exercise. Then she was connected with a volunteer support partner, and together they focused on exercise. But just talking about exercise didn’t seem to be working. So the support partner and the patient began taking walks around the park while talking about other issues related to diabetes, insuring that the patient would get exercise. Now they plan on cooking together. As Mendenhall notes, “a provider can’t leave the clinic and walk around the park. A provider can’t come to your house and help you cook dinner. But the support partners can.”

Mendenhall’s work with Partners in Diabetes goes beyond the active leadership role he plays in the program at Ramsey Family Physicians’ Clinic. His dissertation uses an action research model to examine the process and evolution of Partners in Diabetes. “The initial program with HealthPartners has taken more than 3 years to put together, and it’s been slow and messy work,” Tai says. “That’s what my dissertation is about: really going back in, and pulling out the process and evolution of the project to be able to do it again, still hanging on to the tenets of the model. How do we hang on to the process and have it be more efficient?” Additionally, this dissertation work will be of great use to Tai as he moves on to the next stage in his PhD program. “It’s so I can go forth, wherever I am, and have a better sense of how to continue this type of work.” Which is exactly what he plans to do.

Mendenhall will soon begin an internship with Wake Forest University School of Medicine. “The Psychiatry Department and the Diabetes Care Center at Wake Forest have for several years wanted to
develop a partnership with each other, but haven’t had anybody that a) wants to do it or b) has the education or the experience to pull it off. One of the exciting things for them as I was interviewing there was that I might be able to help facilitate that partnership.” As Tai talks about his current and upcoming work with Partners in Diabetes, he’s clearly excited. “It’s extremely rewarding,” says Mendenhall, “and it is making a difference in patients’ lives.”

Linking Policy, Outreach and Research
by Jan Hogan
First, we worked with community leaders to get policy to build assets by low wage earning families passed by the Minnesota legislature. The legislature funded a 3:1 match for families who could save $30 per month to reach a goal of buying a house, starting a business or getting more education. The pilot program is called Family Assets for Independence in Minnesota (FAIM).

Following passage of the legislation, I served as a member of a state advisory group to implement the program. I focused on the educational requirements for participants and training of FAIM staff. Dollar Works, an Extension financial education curriculum, was adopted to fulfill the mandatory economic literacy component of the legislation. FAIM staff were trained by Jean Bauer and University of Minnesota Extension Educators, the developers of the curriculum. As of March 2002, FAIM had 513 participants.

Cathy Solheim, Associate Dean and Associate Professor, and I are in the middle of a qualitative evaluation of FAIM. Our research team includes three research assistants, Susan Wolfgram from Wisconsin, Nicola Rodrigues from India, and Busi Nkosi from South Africa. We traveled across the state in pairs to interview 25 families—listening to stories of their strategies and their struggles to realize their goal. We ask if the FAIM program is effective and how it might be improved.

These families want out of poverty and they do whatever it takes to earn the match money to build assets. This includes multiple jobs, multiple workers in the family, living with parents, and cleaning the apartment halls to lower the rent. Most of them are self-motivated to be successful. At the same time, they are financially vulnerable—one crisis away from dropping out of the program. Participants have experienced job layoff, reduced hours, accident requiring extended care, electrical fire, and divorce.

The Dollar Works classes were very useful to most of the participants. However, most need coaching to better understand the world of asset building. Buying a home, opening a savings account in a bank or starting a business is a new venture. They need knowledgeable advisers to walk them through the steps of reaching their goal. There was insufficient legislative funding for coaching. Based on our research findings, the FAIM director has proposals before foundations for coaching money. Our team has been asked to evaluate this coaching component, assuming that it receives foundation funding.

Thus, we link family policy on asset building, staff development and participant financial education, community program development and implementation, and research. It is an interactive process with continuous monitoring and adjustment. It is action research with passion about paths out of poverty for families.

News and Congratulations
Alumni can now update their contact information online! Please visit http://www1.umn.edu/twincities/alumni.html for additional information.


Wanda Lee was promoted from Accountant to Principal Accountant.

Roberta Daigle has moved to the position of Student Support Services Assistant.

Kathy Rettig has been awarded a Single Semester Leave for fall semester, 2002.

John Beaton has accepted a position as an Assistant Professor in the Couple and Family Therapy Program at the University of Guelph, Ontario.

Barbara Couden has accepted a position as an Assistant Professor of Counseling at Indiana State University, Terre Haute.
FSoS majors Shannon Accola and Rebecca Couillard were awarded funding for Study Abroad by the College of Human Ecology.

Hee-Kyung Kwon has been awarded a 2002 Family and Consumer Scholarship sponsored by Twin City Home and Community.

Kathrine Daniels passed her preliminary doctoral oral exam.

Recent Ph.D. Julie Kohler’s dissertation is the department nominee for the Graduate School’s “Best Dissertation” award.

John Beaton successfully defended his dissertation entitled “Expectant Fathers’ Family of Origin Processes and Their Association with Attitudes About Father Involvement” on May 21, 2002.

Annelies Hagemeister successfully defended her dissertation entitled “Battered Mothers’ Social Networks: A Qualitative Analysis” on May 28, 2002.

Libbie Pelletier passed her final oral examination for the Master of Arts degree in Family Social Science on April 29, 2002. The title of her Plan B Project was “A Reflective Journey at the Bridge for Runaway Youth.”

Tai Mendenhall has accepted a family therapy internship in the Department of Psychiatry and Behavioral Medicine at Wake Forest University School of Medicine for the 2002-2003 academic year.

Katy Daniels has been awarded the department’s Block Grant Fellowship from the graduate school for 2002-2003.

Yvette Perry has been awarded the Mary Ellen McFarland Assistantship for 2002-2003.

Hee Kyung Kwon has been awarded this year’s David H. Olson Doctoral Dissertation Fellowship for 2002-2003.

Mary Jo Katras has been awarded the M. Geraldine Gage Fellowship and the Shirley Zimmerman Fellowship for 2002-2003.

Nora Dunbar and Ted Kennedy announce the birth of their son, Elliot Owen Kennedy, who was born on Thursday night, May 9, 2002.

CHE Awards
Martha Rueter was awarded the CHE “New Career Excellence Award” for 2002. This award is given in recognition of a new professional who has demonstrated outstanding and innovative academic work and shows great promise in terms of future contributions to the college and the field. Dr. Rueter received this award because of her excellence in teaching, research, mentoring, and advising, as well as the promise and distinction she shows.

The Minnesota-New York Ambiguous Loss Project, lead by Pauline Boss, William Turner, and Liz Wieling, was awarded the CHE “Excellence in Outreach/Engagement Award” for 2002. This award is given in recognition of outreach/engagement scholarship across disciplines that address a critical civic, economic, environmental, health, social, or other related issue in Minnesota, the nation, or the world. After the tragedy at the World Trade Center on September 11, 2001, the University of Minnesota teamed with the Service Employees International Union (32-BJ) in New York and the Local 100 to provide mental health services to their union members. The team members worked with individuals and groups on issues of grief, ambiguous loss, and family stress. They also trained NYC therapists to work with ambiguous loss issues. It is hard to imagine a more powerful example of the integration of discovery, teaching, and engagement.

Martha Rueter was awarded the CHE “New Career Excellence Award” for 2002. This award is given in recognition of a new professional who has demonstrated outstanding and innovative academic work and shows great promise in terms of future contributions to the college and the field. Dr. Rueter received this award because of her excellence in teaching, research, mentoring, and advising, as well as the promise and distinction she shows.

The Minnesota-New York Ambiguous Loss Project, lead by Pauline Boss, William Turner, and Liz Wieling, was awarded the CHE “Excellence in Outreach/Engagement Award” for 2002. This award is given in recognition of outreach/engagement scholarship across disciplines that address a critical civic, economic, environmental, health, social, or other related issue in Minnesota, the nation, or the world. After the tragedy at the World Trade Center on September 11, 2001, the University of Minnesota teamed with the Service Employees International Union (32-BJ) in New York and the Local 100 to provide mental health services to their union members. The team members worked with individuals and groups on issues of grief, ambiguous loss, and family stress. They also trained NYC therapists to work with ambiguous loss issues. It is hard to imagine a more powerful example of the integration of discovery, teaching, and engagement.

Martha Rueter was awarded the CHE “New Career Excellence Award” for 2002. This award is given in recognition of a new professional who has demonstrated outstanding and innovative academic work and shows great promise in terms of future contributions to the college and the field. Dr. Rueter received this award because of her excellence in teaching, research, mentoring, and advising, as well as the promise and distinction she shows.

The Minnesota-New York Ambiguous Loss Project, lead by Pauline Boss, William Turner, and Liz Wieling, was awarded the CHE “Excellence in Outreach/Engagement Award” for 2002. This award is given in recognition of outreach/engagement scholarship across disciplines that address a critical civic, economic, environmental, health, social, or other related issue in Minnesota, the nation, or the world. After the tragedy at the World Trade Center on September 11, 2001, the University of Minnesota teamed with the Service Employees International Union (32-BJ) in New York and the Local 100 to provide mental health services to their union members. The team members worked with individuals and groups on issues of grief, ambiguous loss, and family stress. They also trained NYC therapists to work with ambiguous loss issues. It is hard to imagine a more powerful example of the integration of discovery, teaching, and engagement.
Irene Ott (BS 1958, MS 1968) has established a fund for international graduate students. The Family Social Science International Students’ Fund is intended to help international graduate students in Family Social Science with special financial needs they might encounter, such as professional development expenses, conference travel, and editing. The Fund, the first to specifically address international graduate students, is intended to enrich the experiences of these students, as well as to ultimately contribute to greater global understanding.

Ott spent her career as an Extension professional. From County Extension Worker in Minnesota and Michigan to Regional and District Program Leader in Michigan, she focused her efforts on Agriculture, Home Economics, Natural Resource Development, and Youth Programs. Returning to Minnesota in 1980, she was Family Living Extension Program Leader. She taught Family Management at the University of Minnesota, Duluth, and was affiliated with both Michigan State and the University of Minnesota, from which she retired in 1986. She pioneered the use of solar cookers with home economics teachers and families in Jamaica through a two-year project. Concerned with international students while involved with MHEA, she fostered international experiences and relationships between international students and professionals in their fields of endeavor.

The University of Minnesota, founded in the belief that all people are enriched by understanding, is dedicated to the advancement of learning and the search for truth; to the sharing of this knowledge through education for a diverse community; and to the application of this knowledge to benefit the people of the state, the nation, and the world. The University’s threefold mission of research and discovery, teaching and learning, and outreach and public service is carried out on multiple campuses and throughout the state.

This publication can be made available in alternative formats for people with disabilities. Direct requests to Lisa Trochmann, 290 McNeal Hall, 1985 Buford Ave., St. Paul, MN 55108, or call 612/625-1900, fax to 612/625-4227, or email at ltrochma@che.umn.edu