FSoS goes hi-tech in 2003!
By Jessica Paulson

A major breakthrough
This past spring, Family Social Science had a major breakthrough with the inclusion of a fully on-line course. On-line courses have become the newest trend in distance education. These types of courses are increasing in popularity here at the University of Minnesota as well all across the country. Some universities, such as the University of Phoenix, even offer courses exclusively on-line.

Dr. Jan Hogan and teaching assistant Ms. Gina Kelly taught FSoS 3101 Personal & Family Finance during the spring semester, 2003, on-line for the first time. There were approximately 20 students enrolled from a variety of backgrounds. Some have taken other on-line courses; most have not. A few were Family Social Science majors; most were from the College of Liberal Arts and Carlson School of Management. Most students are located in the Twin Cities area although two students were enrolled from Hawaii and South Dakota. Most importantly, it provides a great opportunity for students who do not live directly in the Twin Cities area, for part-time students, for students who need to take classes around work schedules, and for shy students who do not speak up in normal classroom settings.

The course was set up on WebCT in cooperation with the College of Continuing Education. Just like any other class, this course offered assignments, quizzes, and even tests, all completed on-line. Either the instructor or T.A. held “virtual office hours” daily to respond to student questions. The students are expected to be self-motivated and post assignments by the deadline. The students must participate in weekly discussions on a message board. “I was greatly impressed with the amount and quality of discussion on the message boards,” Dr. Hogan said.

“‘There is the added benefit of flexibility for both the instructors and students with having everything for the course already prepared (through WebCT) at the beginning.’”
-Gina Kelly, graduate assistant

“The level of discussion was actually higher than I’ve seen in the classroom setting.” Each week there is a designated lesson with objectives to complete. These lessons all include a chapter in the textbook, a power point presentation on CD-Rom, and self-administered quizzes.

Overall grading is based 50% on exams/quizzes and 50% on other class activities, the same as for the regular class. The computer randomly selects questions for the quizzes and exam. Scores are automatically computed and reported to both the students and the instructors.
FSoS 3101 (Cont.)

Student access
One major difference between teaching a class on-line rather than in the classroom is that all of the preparation work needs to be completed before the course begins. Since everything is set up on-line, each lesson needs to be posted on-line at the beginning of the course so that students can essentially work at their own pace during the week to complete many of the requirements for the course. For Gina, the learning curve for this course was very steep in the beginning, but leveled off through the semester. “The way the course was set up with WebCT, I had to know the material and topics before the course began instead of learning much of it as the course goes along,” she said. “However, there is the added benefit of flexibility for both the instructors and students with having everything for the course already prepared at the beginning.”

Dr. Hogan’s experience with the subject matter dramatically eased the transition to on-line. Because she had taught this course so frequently, she could anticipate many of the questions that students would ask. WebCT is relatively user-friendly and will be easy to use for any student already familiar with the on-line navigation.

Students who were self-motivated did very well in this course. The textbook is an advantage for teaching this class on-line. It comes with a CD-ROM and suggested websites for additional information on the topics covered. Also, the Financial Planner assignment is included on the CD-ROM. Students who used the textbook, CD-ROM, and websites were able to greatly enhance their learning and understanding. Both Dr. Hogan and Gina Kelly believe that many students looked at many more of the websites than just the ones that were assigned. Another way that students enhanced their learning was through their voluntary self-disclosure. Students created a homepage and participated in discussion where the level of self-disclosure was far above what is normally seen in class. Possibly this is because the students do not see each other face-to-face, so a certain level of anonymity was maintained.

The students were quite diverse academically, as mentioned earlier. They also differed regarding their reasons for taking an on-line course. One student that was interviewed said that she took the class on-line because she enrolled in a heavy course load this semester and didn’t want to sit in class every day, all day long. Other students shared through on-line discussions that they were out of the state, or out of the country, for various reasons or had family responsibilities prevented them from coming to campus regularly. The option to take this class on-line was a major benefit for these students and possibly the only way they were able to stay active academically.

Technological barriers
The class ended a little differently than was originally expected due to technological problems. These problems included different browsers used by students, problems with the computer saving quiz and exam answers, and problems with posting the group project.

A few other problems, most of them being logistical, cropped up along the way. There were some difficulties getting students “on-line and in to the class,” at the beginning of the course. A few minor technical changes also needed to be made.

Looking towards the future
Both Dr. Hogan and Gina Kelly have a few improvements in mind for next time. For example, they will send a “welcome” e-mail to all the students enrolled before the class begins with reminders and information needed to get set up with WebCT and ordering textbooks. Another idea is to develop backup plans to deal with technological problems.

Overall, the students and instructors alike thought the course was a hit. The course certainly provided an important step for future FSoS students to gain the freedoms offered by an on-line education.
From the Department Head....

This issue of Interactions is all about transitions — some that have arrived, and some that are anticipated. The theme of the issue is technology and how it is being incorporated into all our work at the university. We specifically highlight our experience with the first fully online offering of Personal and Family Finance, FSoS 3101.

In keeping with the technology theme, you will notice that Interactions has now gone electronic. We are doing this for two reasons. First, an electronic format allows us to deliver information to you in a more flexible way than the standard 8-page print format. Now we can include more graphics and "all the news that’s fit to print" rather than just the news that will fit on 8 pages. The second reason is financial. As part of the aftermath of a $4.2 billion shortfall in the State of Minnesota's budget, the university experienced a significant budget reduction for 2003 – 2004, and the reduction has trickled down to the departmental level. Going electronic will allow us to stay in touch with you — perhaps even more frequently than before — while removing the cost of printing and postage. Just today, the university announced that the Brief, distributed weekly on orange paper for many years, is going electronic, and Kiosk, a print-format newspaper, has been discontinued - both for financial reasons.

This is also a time of transition in the leadership of the department. I am completing my two-year term as Interim Department Head, and am very pleased to welcome Dr. B. Jan McCulloch as our new head. You will read more about her in this issue. I am very impressed with her dedication, her passion for making a difference, and her leadership qualities. The department is in good hands. I would like to thank Dr. Jean Bauer, who served as Associate Department Head with me. Jean will be continuing as Director of Graduate Studies; she will also be serving on the university’s Faculty Consultative Committee for the next three years. I will be on sabbatical leave for 2003 – 2004, after which I will continue my work as a full – time faculty member. During the year ahead, I look forward to writing and working with my students and faculty colleagues on my three adoption research projects.

It has been an honor to serve this department and college over the past two years. We have an important legacy supporting us and a bright future ahead. What could be more important for the future than our families?

My best wishes,
Hal Grotevant

Greetings to the Friends of Family Social Science

It is with great pleasure that I compose this, my first message to all of you. I am delighted to be here and honored to assume the position of Department Head. I am in the enviable position of assuming leadership – --at a first-rate, nationally recognized and respected department; --from a dedicated, experienced leader who promises counsel; --in a healthy, well-positioned college within the University of Minnesota; and --at a time when our department, the U, and higher education in general are facing a number of significant challenges.

Yes, I have chosen the word “challenges” carefully. We face the reality of engaging in discovery, teaching and learning, and outreach in an environment that is rapidly transforming. We are increasingly being asked to “do more with less,” incorporate technology in all the work we do, and identify and respond to increasingly diverse consumers. As Hal has said in this newsletter, we have such a wonderful legacy here. Our future success rests on our ability to incorporate the strengths of this legacy with new strategies for accomplishing our mission.

In the short time I have had to interact with faculty, staff, and students, it is clear that folks here are very proud of the Department of Family Social Science. The legacy of the department is part of that pride. As we plan for the future, it is important that we respect this legacy – that we remember explicitly the important work that has been (and continues to be) conducted by faculty and students in the department as well as the exceptional support provided by dedicated staff. In our emerging climate, this legacy, I hope, will serve as a strong foundation for the work ahead. As Guskin and Marcy (2003) have recently noted, “A major irony of the present higher education landscape is that just as we are developing some of the most promising models for teaching, learning, student engagement, and the use of technology, we are simultaneously facing dire circumstances. Whether we are able to maintain and advance quality teaching and learning in this environment is a challenge . . .” (p. 10). This is the challenge to which we must attend as we determine our future.

Change has become more rapid, leaving many of us uncomfortable about the future and our place in it. Our ability to respond positively to emerging contexts, however, will be one of the markers of our continued success. Because we know of your continued interests in the Department of Family Social Science, we pledge to keep you informed about our progress as we address our strategies for adaptation to the challenges we face.

I hope that I will have the opportunity soon to meet you in person. If you wish to contact me for any reason, please feel free to do so. I can be reached by e-mail (jmccullo@che.umn.edu) or phone (612.624.1208). It is with great expectations for the future that I submit this first letter to you.

Respectfully,
Jan McCulloch

Jean Bauer Elected to the U Senate Faculty Consultative Committee

By Jessica Paulson

The University Senate Faculty Consultative Committee is composed of ten elected faculty members from the Twin Cities, Duluth, Crookston and Morris campuses of the University of Minnesota. This spring, Dr. Jean Bauer was elected as a member of the University Senate Faculty Consultative Committee for a three-year term. She was honored to be elected to such a prestigious committee that consults on so many important issues and puts forth University policy on a variety of issues important to the University.

“Before accepting any position, I ask myself: ‘What will I gain from this experience?’” Dr Bauer said. “With this new appointment, I expect to gain a great amount of knowledge about the University of Minnesota in general.”

The University of Minnesota is known for its strong faculty consultative process and it is believed that life here is better because of this process. Faculty members, the administration and the groups that consult with the committee know that their involvement will be time-consuming. Members must be ethical and keep issues confidential until policy is formed. For the process to be most effective, everyone must have confidence in the system.

Members of the University Senate Faculty Consultative Committee represent faculty at the University. Their views must be broad based and they must be willing to put forth the major time commitments that this position demands.

Dr. Bauer has the opportunity to meet and work with people with whom she would never have come into contact with, both inside and outside the University, had she not been elected to this committee. Typically, St. Paul faculty members, especially St. Paul women faculty, are not nominated for this committee, so to be elected is a great honor. Also, being a faculty member with a University of Minnesota Extension appointment, she will have the opportunity, and responsibility, to highlight the importance of outreach for the University’s success. For the next three years, Dr. Bauer’s Thursdays will be devoted to making the University of Minnesota a better place to work, live, and study for faculty, staff, and students.

“I’m excited by this new challenge of figuring out how to make things work. I do not believe you need to be an in-your-face advocate to get results”

--Jean Bauer

Before this appointment, she served on the Finance and Planning committee as the only female faculty member. She has also kept herself current on research issues facing faculty members and also the proceedings of the Faculty Affairs committee. She will learn the most about the area of Educational Policy.

Dr. Bauer believes she was elected to the committee as a result of her long-standing concern for the well-being of the University of Minnesota: “I’m excited by this new challenge in figuring out how to make things work. I believe that you do not need to be an in-your-face advocate to get results. I can sit back for a while to learn who the major players are involved here, and then figure out a way to work within the system.”

Alumni Profile: Diane Hovey

Diane Hovey’s work in the Department of Family Social Science has allowed her to lead an enriching life and has created positive results for the families that she helps.

Hovey received her Bachelor of Arts in Interior Design and Housing from the College of St. Benedicts. Soon after beginning her own design firm, something happened that changed her life forever. The youngest of her three children was left multiply disabled in a severe accident. Her family’s situation eventually led her to return to school for her Master’s of Science in Design, Housing and Apparel in the College of Human Ecology at the University of Minnesota. Her thesis work examined why families do or do not make home modifications for a child with disabilities. The results of that research led her to dig deeper.

After completing her masters, Diane Hovey felt felt she needed to turn to Family Social Science to study the stressors and challenges that families must learn to manage when they live with ongoing health conditions.

“My research was not conventional – I needed to understand a type of lived experience that could not be captured in any conventional manner and subsequently be conveyed in a manner that could express this lived experience” Hovey said. “I am grateful that I was allowed to pursue my passion – in an appropriate manner without the need to address someone else’s agenda. I can honestly say I loved every minute of my research, even the parts that kept me awake at night trying to understand their significance.” She earned her Ph.D. in Family Social Science in 1998.

In July, 2001 Diane Hovey combined her natural passion for design and creative expression with her knowledge of family decision making to create The Family Institute for Creative Well-Being. This non-profit organization allows families with members with disabilities or chronic illness to enhance their emotional, social and spiritual health through creative arts. The
institute offers workshops and classes on a variety of issues incorporating the arts into the family. Past workshops have allowed families to express themselves and connect with each other through writing, felt painting, drumming and dancing, poetry, puppetry and story telling. You can learn more about the institute at www.familyinstitute-cwb.org.

Hovey currently lives in Maplewood, MN with her husband Tom and her “three wonderful children.”

FSoS News

Student News
On December 16, 2002, Tai Mendenhall successfully defended her dissertation. The title of her work is “Partners in Diabetes: The Process and Evolution of a Democratic Citizenship Initiative in a Medical Context.”


In March, Johnathan Strickland, Courtney Sonnek and Elizabeth Miller were named recipients of the College of Human Ecology Undergraduate Professional Experience Grant (UPEG). The grants are in the amount of $900 each.

This spring, Heather Haberman successfully defended her master’s thesis titled “Analytical Induction Using the Family FIRO Model: A Comparative Case Study of Two Farm Family Business Systems.”

At the April 25, 2003 College of Human Ecology awards lunch, Heather Vinge, undergraduate student in FSoS, was honored for the CHE’s Outstanding Undergraduate Student Award.

Shuji Asai successfully defended his dissertation this spring titled “Premarital Relationships Among Japanese Couples Based on PREPARE.” He was granted a Ph.D. on April 30th.

On April 30th, Hee-Kyung Kwon was granted her Ph.D. after successfully defending her dissertation titled: “Protecting Adolescents From the Long-Term Effects of Economic Pressure: The Moderating Role of Parenting.

Jane Ann Bennett was granted a Ph.D. on May 30th after successfully defending her dissertation. Her project was titled ‘Old’ and ‘Lesbian’: An Exploratory Study of Identities in Relational Contexts.”

Nora Dunbar received her Ph.D. on June 30th after completing her dissertation titled “Understanding Adolescent Adoptive Identity.”

Faculty News
Marlene Stum was featured in the January 20, 2003 edition of Time Magazine. Stum was recognized for her research with developing educational resources for helping family members transfer and divide nontitled property after a loved one has passed.

Dr. Gerhard Neubeck, Professor Emeritus of Family Social Science and founding faculty member, was honored by the department on the occasion of his 85th birthday, February 28, 2003. He is the benefactor of the Neubeck Scholarship, which annually provides funds for a graduate student to present his or her research at the annual meeting of the National Council on Family Relations (NCFR). Neubeck is past president of both NCFR and the American Association for Marriage and Family Therapy (AAMFT.) He and his wife Ruth just celebrated their 62nd wedding anniversary.

In February, Sharon Danes received the National Endowment for Financial Education grant for her evaluation of the High School Financial Planning Program.

In March, Dan Detzner was named a recipient of the McKnight Summer Fellowship for 2003. His research for the fellowship is titled “Intergenerational Relations in Three-Generation Immigrant Family Narratives.”

On March 19th, 2003 Hal Grotevant was named a Senior Research Fellow at The Evan B. Donaldson Adoption Institute in New York City.

In April, William Turner was named an Associate Editor at the Journal of Marriage and Family Therapy.

The Board of Regents has approved the applications of Dr. Virginia Zuiker and Dr. Martha Rueter for promotion to Associate Professor with tenure, effective fall semester 2003. Congratulations to both of them!

FSoS had three award winners at the annual College of Human Ecology Awards Luncheon on April 25th, 2003. Wayne Caron (Outstanding Outreach & Engagement), Hal Grotevant (Outstanding Teaching) and Jan Hogan (Friend of the College) each received recognition at the event. Great work!

Jennifer Welsh was also recognized for 5 years of service at the College of Human Ecology at the event.
Faculty, staff and students gathered on Tuesday, May 13th to celebrate the 1st Annual FSoS End of the Year Picnic. The picnic was held in front of McNeal Hall. In the background are a grove of trees donated to the department by Professor Emeritus David Olson.

Professor Hal Grotevant congratulates graduate student Nora Dunbar at the spring commencement ceremony.

Associate Professor Virginia Zuiker chats with FSoS students Kristin Kirkish and Thomas Tapeh during the Undergraduate Portfolio Review.