Widening the Lens on Children, Youth, and Families

FSoS Sponsors Interdisciplinary Colloquia

Throughout Winter and Spring Quarters, 1994, the FSoS Department held several interdisciplinary brown-bag luncheons for students, staff, and faculty of the University community. Attendance for each discussion averaged thirty people. Some of the topics and speakers were:

"Drug Abuse in the African American Community," by Ray Banks, Ph.D., Humphrey Institute Fellow;
"Adolescent Risk Behavior and Protective Factors," by Michael Resnick, Ph.D., Associate Professor - School of Public Health;
"American Sexual Crisis," by Ira Reiss, Ph.D., Professor - Sociology; “New Directions in Family/Community Research,” by M. Janice Hogan, Ph.D., Professor - FSoS; “Family Therapy: A Multicultural Perspective,” by Ken Hardy,

Ph.D., Professor - Syracuse University; “The Children, Youth, and Family Consortium: A Blueprint for the Future,” by Richard Weinberg, Ph.D., Director - Institute of Child Development; and “What Is Going On in Minnesota Extension Service (MES) and Family Studies,” by Kathy Mangum, Program Director - MES, and Doctoral Student - FSoS.

Darryl Goetz, Ph.D., who is a graduate of FSoS, discussed "An Ecological Model for Child and Family Health and Healing." Dr. Goetz is the Director of the Department of Human Ecology at the Minneapolis Children’s Medical Center. His role includes assessing the social and physical environment of the incoming family’s system so that the Medical Center can “meet the family where it’s at” and provide the most effective and appropriate services. He says, “Health and healing of children and families require knowledge of all the interacting variables, e.g., biopsychosocial and spiritual, in the child’s environment.”

FSoS will continue to hold the interdisciplinary colloquia during the 1994-95 school year. Certainly, those who attended the discussions were enlightened!
If there is anyone who lives and breathes interdisciplinary thinking, it is Dr. James Maddock of FSOs. "Jim" was trained in a cross-disciplinary setting at the University of Chicago, a place where individual departments are integrated and have committee structures based on disciplines such as human development, religion, personality, and psychology. Jim feels that the University would benefit by taking on a similar structure. He says, "I can't think of a better department to begin such a program than Family Social Science; we're already an interdisciplinary group. I'd rather see us do this, than I would try to purify Family Science as a separate discipline along side of psychology, for example."

Jim believes three factors have hindered collaboration between departments at the U of MN in the past: 1) The tradition of famous people in certain departments resulting in others coalescing around them; 2) The Scandinavian mentality within Minnesota of approaching leadership by not wanting to stand above anyone else; and 3) The empirical emphasis (even though it has put Minnesota on the map) and its facilitation of specialization and quantification.

Before such coordination can occur, Jim believes that a general systemic paradigm shift must occur first in society. He maintains that it, i.e., systems coevolving together in a more circular rather than hierarchical manner, is inevitable and is happening right now. However, as Jim believes happens with any phenomenon, this process is/will be dialectical. "The motivation is to get someone up at the top and to yank them down. As the authority is removed, there will be chaos as people try to fill the vacuum." It is the agenda of the Cross-Disciplinary Group (of which Jim is a member) to put some order into the overall process.

As chairperson of the Curricula Subgroup Committee within the Cross-Disciplinary Group, Jim envisions a cooperative venture between departments, i.e., students within programs that have similar clinical training could take certain generic courses; these courses would constitute the "common clinical core." The problem with implementing such ventures "isn't with the well-intended and motivated members." Rather, the problem is that people are busy within their own special area, and that they may not be supported by their administration to put energy into the committee. Even within the College of Human Ecology (CHE) it

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James Maddock, Ph.D.

has been hard to gain support for collaboration. Jim believes that unless things shift at the level of concrete time, energy, and financial support, the vision to have collaboration between disciplines is just "pie in the sky."

Because "ecology is the wave of the future," Jim believes that it would be easier to bring people together under the "Ecology" label rather than under the label of "Psychology," for example. Thus, he would like to see the CHE emerge in a more powerful way. Jim would call the new department, "The Institute for Human and Environmental Ecology." He says that there isn't a better time than now for the University to bring people together with interconnecting concerns to reach out to the communities! Jim is confident that the Cross-Disciplinary Group will influence officials and their perceptions of multi-disciplinary thinking in addressing the needs of children, youth, and families.  

Sandra Christenson, Ph.D.  

As chairperson for the Cross-Disciplinary Education Group, Dr. Sandra Christenson sees a "real richness in looking at a problem from a multidisciplinary perspective." "Sandy" emphasizes that departments need to create a fertile ground for students by offering rich direct and applied experiences. "The key is determining how we can provide exciting graduate level training by bringing people together on the skills and knowledge base that students need to take on a lifespan developmental perspective." Many programs at the University address issues of child and family mental health, lifespan development, and health promotion. Sandy says, "If we're all going to work together, we must not only figure out how we can retain our own identity and discipline, but also come together in order to better communicate about the core knowledge base that is needed, coordinate our resources, and collaborate when making influential decisions."

One of the obstacles that doesn't allow this to happen easily is that current dollars don't support cross-disciplinary education. As a result faculty members, who are already pressed for time, pushing for interdisciplinary curricula and training are finding it hard to gain support to pursue such endeavors outside of their own departments. One of the goals of the Cross-Disciplinary Group is to highlight the need for departments to encourage interdisciplinary teaching, training, and research.

The Group consists of three working teams: one to pursue research dollars; one to determine a common core of clinical training; and one to provide the necessary link to the community. The Group has recently submitted a proposal to the Graduate School to fund collaboration

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with the accrediting bodies, (e.g., APA, AAMFT). Currently, instead of the
community and faculty having some say in training and curricula, the accrediting
bodies are dictating what needs to be
done. “We’re talking about relationships
among these very important disciplines to
cell the job done, i.e., to promote healthy
behavior so that people can be strong
psychologically.” Sandy believes that
implementation of the necessary changes
will require a massive reorganization.

In the future, Sandy envisions
teachers, researchers, and practitioners
across all levels of prevention sharing the
common goal of promoting positive
mental health, working under the umbrella
of the “Department of Children, Youth,
and Families.” The issue is “What
produces a better outcome?” Evidence

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Communicate about the
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decisions.”
—Sandra Christenson, Ph.D.

suggests that the outcomes we’re
producing now are not working to fulfill
human needs. “It is time to change the
structure with which we do things.”

Sandy believes that the student is
as responsible as the University and
individual departments to provide
multidisciplinary opportunities. “You, as
students, have a lot of power.” When
Sandy was a doctoral student in School
Psychology at the “U”, she took the
responsibility of meeting with students
and faculty from other departments and
asking them about the important issues in
their respective disciplines. Sandy says that
it is essential students read articles and
books and attend conferences outside a
student’s home discipline in order to
appreciate multiple perspectives.

“The excitement among the
Cross-Disciplinary Group’s members is
evident. Now, it is time to involve the
students and the administration in
supporting more interdisciplinary
Communication, Coordination, and
Collaboration.”

Dr. Richard Weinberg, Director
of the Institute of Child Development, calls
himself the “jack of all trades, master of
none.” His previous professional
experiences (e.g., sport psychologist,
adolescent therapist, and consultant to the
Head Start program) have been diverse
and, thus, have helped him to see the
importance of possessing a
multidisciplinary perspective.

Weinberg has been instrumental
in forming the Children, Youth, and
Family Consortium. It was precipitated by
the need to “stop marching to the beat of
each person’s own drum,” and “to make a
dent into the morass of issues that are
confronting our society.” He believes that
the only way to effectively do this is
through collaboration and coordination.

Coordination and collaboration
have become the buzz words of the ‘90s
due to programs’ limited resources. “If
we’re going out to the barn and put on a
show, maybe we ought to let the left hand
know what the right hand is doing in
order to maximize what can be
accomplished.” Weinberg believes that
major changes must occur in society, (i.e.,
possessing a collective vision rather than
having individual goals for each family),
before a multitude of preventive programs
are developed. Outside academia the
collective vision is already occurring. On
the other hand, Weinberg says that the
academy is not ready for it and is, thus,
the “culprit.” “It is unrealistic to expect
people to leave the university and go out
to the world and put on this collective
show.” Weinberg also believes that an
“enormous hurdle” will be the
credentialing agencies (e.g., AAMFT, APA)
because “historically they feel that what
they’re doing is the most important; if you
don’t wear the lens that they do, there is
something wrong with you.” He predicts
that “unless you put a gun to someone’s
head, and even then, change is not going
to take place very quickly.” “We’ve been
trained in our narrow specializations for
decades; it’s time we go back to the
drawing board.”

The drawing board resulted in a
Cross-Disciplinary Education Group, a
diverse sample of professionals and
educators who share the ultimate goal of
having “a lot of joint training.” A first stab
at his goal is Weinberg’s seminar offered
Spring Quarter, 1994, entitled,
“Coordination, Collaboration, and
Communication: A Cross-Disciplinary
Perspective.” In it, students from multiple
disciplines work together to functionally
integrate their perspectives to serve the
needs of children, youth, and families.

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take place very quickly.”
—Richard Weinberg, Ph.D.

To train a new breed of
professionals, Weinberg believes that the
training of students must begin with
undergraduates and that it must be
continuous. “After that point, it is too late.”
Other ways he suggests for students and
professionals to think more cross-
disciplinary is to “matrix oneself with
different opportunities” so that one is able
to challenge his/her own views, as well as
take on other professionals’ lenses.
Weinberg also emphasizes the need for
students from different disciplines to come
in contact with each other “not only in
Statistics.”

Ultimately, Weinberg envisions
institutions with a Department of Human
Development and Family Studies where
integration will result in interdisciplinary
practitioners. He is very optimistic about
the Cross-Disciplinary Group that has been
formed and its goal to bring many camps
together through cooperative ventures.
Such a venture occurred on May 25, 1994,
when Weinberg spoke at an
interdisciplinary colloquium in the Family
Social Science Department; it was entitled,
“The Children, Youth, and Family
Consortium: A Blueprint for the Future.”
It is a rare lifetime opportunity to be nominated by the President of the United States to be the Deputy Director of the National Science Foundation. For Dr. Anne Petersen, Dean of the Graduate School and Vice President of Research at the U of MN, this just might be the ultimate interdisciplinary challenge! In the following discussion, take note of the many experiences which have nourished Petersen’s cross-disciplinary perspective.

Dr. Petersen’s academic training at the University of Chicago, a place that has pioneered interdisciplinary practices which respond to ever-changing fields, “strongly encouraged [her] to pursue interests in other areas.” Graduate school requirements were “minimal” which allowed Petersen to finish her M.S. degree in one program and her Ph.D. in another, both within 3 1/2 years. Instead of only having formal classroom meetings, the “Chicago School” allowed her to do much of her own reading and taking of exams. Petersen said that the exam questions required much interdisciplinary thinking.

Before coming to the U of MN, Petersen held the position of Department Head of Individual and Family Studies — later renamed Human Development and Family Studies — at Penn State University. The faculty within the department included developmental, cognitive, and community psychologists; family sociologists; one historian; several behavior geneticists; and one anthropologist. Each faculty member focused either on the family or on some facet or age period of individual development, or both. It was a requirement of the graduate students to know with what discipline they identified. After defining a discipline, they were given advice to help them accumulate appropriate strengths in their discipline.

Petersen’s experiences as Department Head provided a strong model for when she took the position of Dean. In this role, she used money as an incentive to create programs of interest to the faculty in the college and beyond, e.g., in the areas of gerontology and child and adolescent development. The underlying concept was to support areas of scientific and societal importance, and to “get beyond the usual turf issues.” Because of her success in promoting interdisciplinary work, she moved the issue to the greater Penn State system. With her guidance, a university-wide committee was formed which soon appreciated interdisciplinary collaboration between departments and/or the community.

Petersen states that “there are some impediments” in developing such an interdisciplinary program at the U of M. For example, as was implemented at Penn State, there is not yet a mechanism in place here that permits joint crediting of research grants. Also, because of the strong tradition of unit autonomy at the “U,” collaboration between departments not only requires like-minded faculty members, but also an appreciative department head. “What happens most frequently is that collaborative efforts fall apart, especially when there are no funds invested.” Petersen says, “We have interjected lots of interdisciplinary things into U2000; time will tell if they are pursued.” Petersen, who has served with Dr. Hal Groevert of FSoS on a committee to explore the feasibility of Interdisciplinary Centers on campus, sees these centers as a first step in the right direction.

It is unfortunate that the University community might lose Dr. Petersen, a visionary in multidisciplinary collaboration. The nation, however, is fortunate to have Dr. Petersen, an experienced academician, researcher, and policymaker, in such an influential position during this country’s hour of addressing the imminent families’ and children’s needs.

“We have interjected lots of interdisciplinary things into U2000; time will tell if they are pursued.”

Anne Petersen, Ph.D.

Marilyn Larson

“We need to strengthen the whole fabric of the community. We can do this by creating healthier organizations that include multiple disciplines across different institutions.” Sound overwhelming? Actually, Marilyn Larson thrives upon working with front-line workers and decision-makers from diverse settings to begin to "blow the kids off of those narrow discipline silos and begin to develop a common and shared goal...of improving the well-being of families and children in the community." She says that the lack of communication between institutions results in too much emphasis on getting things working on paper and not enough insight into what is needed to make a difference on the street.

The answer to this problem? The Community Connectors Institute. As director, Marilyn is bringing together people from diverse disciplines who are "reconnecting with the creative piece inside themselves" to develop trusting relationships with others in order to understand what it will take to support families in a community. The three-year study is being funded by private foundations and includes the communities of Lake County in Northern Minnesota, the city of Winona, and the Powderhorn community of Minneapolis.

One of the goals of the Institute is to involve youth in development programs and community activities. All people involved are committed in answering, “How can we build the idea in this community that we all need to help raise our kids...in a real positive way?” The process will also answer how to get in contact with kids and families on a regular basis and include them in defining what they need, as well as how to retrain people to meet these needs.

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Larson continued from page 4

After conducting research with sixteen focus groups around the state over the past year, Marilyn has learned that people didn’t feel adequately trained within their own disciplines to meet the dynamic needs of kids and families. Even more disturbing was the finding that frontline workers, who want to pursue interdisciplinary training, are not getting the support they need within their own institutions. She says, “We cannot say we will try to empower families...and be partners with them...while we’re working in institutions that are not participating with and not supportive of the people working with these families.”

An institution where her interdisciplinary views have been supported is with the Children, Youth, and Family Consortium at the U of MN.

“We need to blow the lids off of those narrow discipline silos and begin to develop a common and shared goal...”

Marilyn Larson, Community Connectors Institute.

Marilyn has forged an alliance with the Consortium because of its emphasis on cross-disciplinary teams. “It is a real fertile research ground to feed back to the University and also to bring some resources from the University to the communities in a cross-disciplinary way.”

What is different about the Consortium is that the people involved see the need to have trusting and honest relationships with one another. “All of the efforts toward collaboration...toward working cross-disciplinary are only as good as the relationships of the people trying to implement such thinking.”

Marilyn stresses that society needs to change the idea from seeing the individual as supreme to a community taking care of its people; “This is much more of an indigenous perspective.” She also stresses Carol Harding’s thoughts that we must change some of our language when looking at child and family services, e.g., changing “homelessness,” where we look at solving the problem with boards and bricks, to “villagelessness,” where we might try to identify what social supports would be needed for children, youth, and families. What profound, positive effects would occur if there were such a paradigm shift.

Dean Gorall

Dean Gorall, a doctoral student within FSCS, identifies his past position in Oklahoma as an in-home family therapist as the beginning of his interest in and appreciation for multidisciplinary teamwork. While there, Dean was forced to take other disciplines into consideration and incorporate them into his assessment of and therapy with families. Even though he feels that it was beneficial to have a cross-disciplinary approach within the agency, he is not so optimistic about the potential coordination between agencies. “There needs to be someone to integrate different people together and smooth the waters over; otherwise, collaboration could potentially harm the family.”

“Systems Theory is widespread. I realized that it is not just a theory, but a worldview.”

Dean claims that he didn’t necessarily see things in a cross-disciplinary way prior to “falling into the family field.” Rather, his experiences as an undergraduate psychology major, his M.A. training in family and child studies in Oklahoma, and his current training at the U of MN have all helped him to see the importance of multidisciplinary coordination on child and family issues. Despite these experiences, Dean has encountered professors that don’t endorse such interdisciplinary thinking. At times in his academic career, Dean has felt frustrated in “being stuck in a university setting and not knowing what people in the community are thinking and doing.” Like many other students, he wishes that he would have more connection to the community. He believes that, in order for integration of knowledge and training across disciplines to exist, there must be a societal shift which yields incentives and support.

A step to “get his feet wet” in cross-disciplinary training was Dean’s enrollment in an Interdisciplinary Seminar during Spring Quarter, 1994. The seminar, taught by Dr. Richard Weinberg, involved students from the Departments of FSCS, Child Development, School Psychology, Family Life Education, and Public Health (two pediatricians). Dean has learned that “one cannot force collaboration between people; they have to think that it is a good idea or that there will be incentives involved.” Dean has also learned that it is important for any multidisciplinary team to identify and explicitly state the common goals toward which the team will work.

In the seminar, the small group of which Dean was a part consisted of a medical doctor, two school psychologists, and himself. He was surprised to see the medical doctor immediately take on a more systemic focus and himself take on a more individual perspective. “It was just the opposite of what I had anticipated! We actually were pushing for the opposite focus from which we were trained.” Because of the nature of their project, Dean’s group has adopted the General Systems Theory. “Systems Theory is widespread. I realized that it is not just a theory, but a worldview. It is happening in so many different fields and is taking hold in more places than I had originally thought.”

In his future, Dean hopes to incorporate interdisciplinary thinking into his roles as a researcher, instructor, and therapist. However, he is skeptical about the degree to which he will be able to do so. He says that it is hard to imagine himself pushing students to do cross-disciplinary work if he, himself, has not seen the necessary modeling from faculty members and/or has not been supported to take courses that are multidisciplinary.

Dean encourages students to take the Interdisciplinary Seminar and/or to look for others that incorporate multiple disciplines. “Just to say that we’re going to work interdisciplinary isn’t good enough; it does take some experience and specific training.”
Integrating Research, Outreach, and Practice In Life and Death Health Care Decision Making Issues

by Marlene Stum, Ph.D., Associate Professor; State Extension Faculty.

The purpose of this project, which is funded by an Innovative Grant from the Minnesota Extension Service, is to create environments and opportunities to close the gaps between research, outreach, and practice as it relates to life and death health care decision making issues facing Minnesotans. This will involve a cross-cutting team of collaborators in new and different ways of working.

One of the program objectives is to bring together partners who all have a stake or self-interest in improving the quality of life and death health care decision making. This involves developing a needs assessment or research process to listen to clientele who face life and death decisions. Interaction of researchers and practitioners throughout the research process is meant to increase the relevancy of the research process and outcomes.

Working collaboratively will involve effective educational programming such as distance education technologies, e.g., teleconferencing. This will help bridge gaps between limited disciplinary perspectives and apply them to the issue of life and death decision making. Some of the players involved will be Nursing and Biomedical Ethics partners from the U of MN Medical School; Family Practice residency students from the U of MN, Duluth; and social scientists, lawyers, clergy, educators, and policy makers.

On May 23, 1994, the first of the grant’s teleconferences was held in Earle Brown Continuing Education Center. It was entitled: “When to Let Go: Advance Directives for Health Care.”

Students Present at Conference

Eight students and one faculty person (Dr. Jan Hogan) from FSoS attended the Second Annual Research Symposium on Child and Family Issues in Fargo, ND on April 21-23, 1994. Students and faculty from the Universities of Minnesota and Manitoba, Winnipeg, were hosted by North Dakota State University. Presentations were entitled: “Curriculum Transformation Issues: Addressing Diversity in Family Life,” by Jennifer Wing; “Fathering Practices and Roles Among American Indian Fathers in Minnesota,” by Tim Barber, Tim Balke, and James Montoya; “Four Studies from the Minnesota/Texas Adoption Research Project,” by Carol Elde, Nicole Ross, Tim Balke, and Tai Mendenhall; “Family Decision-Making in the ‘90s: What Does the Future Hold?” by James Montoya; “Family Protective Factors Associated with Socio-Emotional Adjustment in Children with Behavior Problems,” and “Family Characteristics as Predictors of Treatment Participation,” by Monica Fraser and Angus McDonald.

Next year, the Research Symposium will be hosted by the University of Minnesota in St. Paul. Please see the next Interactions newsletter for further details.

Theses, Dissertations, and Prelims


Deb Favel passed her preliminary oral this spring.


Judy Tiesel, Ph.D., “Capturing Family Dynamics: The Reliability and Validity of FACES-IV.” Advisor: David Olson.

OTHER NEWS

Teri Nelsen (First year graduate student) and her husband, Chet, gave birth to their son, Zachary Glenn, on March 4, 1994. He weighed 8 lbs. 6 ozs.

Anna Hagemeister (third year graduate student) and her husband, Hugh Killum, gave birth to Nathaniel Henry on February 19, 1994. He weighed 7 lbs. 6 ozs.

Conference participants (L-R): Tim Balke, Angus McDonald, Monica Fraser, Nicole Ross, Mary Ann Marchel, Carol Elde, Dr. Jan Hogan, Tim Barber, Tai Mendenhall, Jennifer Wing, James Montoya.
FSoS Donors

The Department of Family Social Science would like to thank all of those people who have recently given donations in support of the Department's teaching, research, and outreach opportunities. We greatly appreciate your continued devotion to making the Department of Family Social Science an internationally recognized program!

C. Eugene and Connie Allen  
Hal Grotevant  
Dana Plank

Rosalyn A. Anderson  
Mary Heltsey  
Jana L. Rockne

Ramona Marotz-Baden  
Eun Min Hyun  
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Scott Simpson

Patricia Spaulding  
Agnes Taylor  
Sandra Titus

Donations to the Geraldine Gage fund will be included in the next issue.

Upcoming Events

Adoptive Families of America (AFA); June 24-26, 1994; Minneapolis, MN

National Council of Family Relations (NCFR); November 8-13, 1994; Minneapolis, MN

Ethics of Adoption (Sponsored by the Center for Biomedical Ethics); November 13-14, 1994; Minneapolis, MN

Since NCFR is in Minneapolis this Fall, it is requested that all interested Minnesota persons, e.g., alumni, students, and faculty, plan on attending the "Minnesota Party" on the evening of Friday, November 11, 1994. The year of 1995 is the 25th Anniversary of the Department of Family Social Science. Thus, the "Minnesota Party" will be a special time for friends, old and new, to not only look back at FSOS and its impact on the family field, but also to look forward and rally together to continue the great tradition that has been established here. For more information, contact (612) 625-1900. We look forward to seeing all of you!

Interactions, the newsletter of the Department of Family Social Science at the University of Minnesota, is published twice a year.

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Harold D. Grotevant

Your comments are welcome. Please direct them to:
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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.

Faculty

Jean Bauer for being promoted to Full Professor.

Pauline Boss for receiving the Award of Merit from the Minnesota Chapter of Gamma Sigma Delta on April 21, 1994.

Hal Grotevant for receiving a CHE Award for Excellence in Research in 1993-94.

Janet Macy for receiving a Bronze Award in the Critique and Awards Program of Agricultural Communicators in Education. She also produced and voiced "For Your Family," a program on Radio AAHS which helped the station win a 1994 National Association of Broadcasters Crystal Radio Award.

David Olson for receiving the Distinguished Researcher Award from the International Association of Marriage and Family Counselors.


Marlene Stum for being promoted to Associate Professor with Tenure.

Alumni

Bernadine Enefeldson for being promoted to Associate Professor of the Cooperative Extension Service at South Dakota State University.

Students

Bill Allen for receiving a CHE New Teaching Excellence Award for 1993-94. Bill has also been named to the U of MN Human Subjects Committee.

Tim Balke, Georgui Kroupin, Joyce Piper, and Ciloue Stewart for receiving Dora A. Walker Awards to conduct research in New Zealand, Russia, Norway, and Taiwan, respectively. Ciloue also received a MacArthur Fieldwork Grant for her research in Taiwan.

Walter Bera for receiving a Bush Foundation Leadership Fellowship. He is one of fifteen persons selected among 200 others.

Anna Hagemeister, Teri Nelson, and Vicky Tan for receiving Home Economics in Home and Community (HEHC) graduate scholarships for 1994-95. Anna also received the Sandra Bilink Graduate Fellowship from Kappa Om.cron Nu.

Ramona Oswald for receiving a CHE award for Leadership in the St. Paul Group for Gay/Lesbian/Bisexual/Transgender Stuents, Staff, and Faculty.

Karen Schmid for receiving a grant to consult on feminist approaches to program assessment for St. Cloud State University. Karen's proposal to bring a Visiting Woman Scholar of Color to SCSU was also funded.

Staff

Lorraine Haley, Executive Secretary of Graduate Studies, and Kathy Witherow, Associate Administrator for being awarded CHE Awards for Civil Service Outstanding Performance for 1993-94. Lorraine has been at the U of MN for seven years and with FSOS for four years. Kathy has been with FSOS since 1988, and at the U of MN since 1981.
Dr. Geraldine Gage Retires

After nineteen and one-half years of being associated with FS&S, Dr. Geraldine Gage is retiring on June 30, 1994. Long considered one of the leading authorities in family economics, Dr. Gage’s expertise in determining the economic worth of individuals and a family’s quality of life has been repeatedly sought out by women’s organizations, attorneys, and media. Her appearance on the Donahue show discussing these topics generated national interest and sparked discussion and research within the profession. More recently, Dr. Gage evaluated the role of pets within the family system. Currently, Dr. Gage is the Director of CENSHARE (Center for the Study of Human Animal Relationships and Environment). Dr. Gage expects to resume her career as a backup singer in Nashville.

We thank Dr. Gage for her service and wish her all the best! A scholarship fund in her name has been established; donations are currently being received. Send donations in the enclosed envelope to the FS&S department.

Dr. Geraldine Gage at her retirement party.

Interactions

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A New Face

Brian Ault, who was born and raised in Baltimore, is currently a fourth-year doctoral student in Sociology. His current research focuses on inter-war European fascism. Before coming to Minnesota in 1990, Brian worked as a research analyst in Maryland. Brian calls himself “an inveterate [Baltimore] Orioles’ fan.” He is supported in this noble cause by his wife, Kati, and their three children: Jacob (9), Miriam (3), and Jonathan (1 month).

We welcome Brian as the Assistant to the Head. He is located in 296 McNeal!