

CEHDconnect

THE MAGAZINE OF THE COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

INSTILLING THE
LOVE OF SCIENTIFIC
INQUIRY

P. 6

ASSISTING
TEACHERS
WITH TECH

P. 8

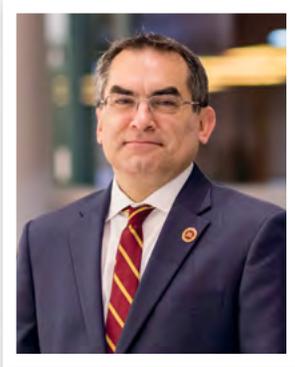
INNOVATIVE
INSTITUTE
FOR BRAIN
DEVELOPMENT
NOW OPEN

P. 19

TRIO PROGRAMS in CEHD



from the DEAN



I RECENTLY HAD the opportunity to tour the new Masonic Institute for the Developing Brain (MIDB). This is so much more than a renovated building, with research labs, collaboration space, a new home for the Institute on Community Integration, and a variety of clinics and community rooms—it is proof of our commitment to deep-en partnerships, engage in state-of-the-art practices, and extend our accessibility and outreach.

In addition, the revamped Child Development Laboratory School is open and fostering the creative spirits of its staff, children, and families. And around the corner from Burton Hall, we see the steel framing that is becoming Carmen D. and James R. Campbell Hall. The TRIO programs, including Upward Bound, Student Support Services, and McNair are celebrating their 55th, 45th, and 30th anniversaries respectively. And in November, we formalized a research-practice partnership with Minneapolis Public Schools, focusing on literacy/reading, mathematics, school climate, and teacher and school leader recruitment, retention, and development.

On top of all the new buildings, programs, and projects underway, we are hiring 15 tenure-track/tenured faculty across our seven academic departments. We are changing the face of the college as we continue to expand legacy programs across the institution, bridge new partnerships, and discover new ways of accomplishing our goals. I am proud to represent and lead CEHD as we renew our focus on building community and belonging, increasing access to programs and resources across the college, strengthening student supports, and celebrating all the amazing work in communities across Minnesota and the globe.

In the following pages, we share examples of the work we are able to do because of the engagement and investments of our faculty, staff, students, community partners, donors, and alumni. Read on. *iAdelante!*



COLLEGE OF EDUCATION + HUMAN DEVELOPMENT

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CEHDconnect

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Programs supporting first-generation students mark milestone anniversaries and look to the future.

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The Masonic Institute for the Developing Brain is ready to serve the community.

ON THE COVER TRIO Program directors Anthony Albecker, Minerva Muñoz, and Tricia Wilkinson.

PHOTO BY Tj Turner

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A scholarship recipient with a voice for change

COMMUNITY

Announcing the Felicia Giles Faust Memorial Scholarship

FELICIA FAUST was a scholar in youth studies at the University of Minnesota when her life was cut tragically short at the age of 22. Felicia was a deeply beloved student, family member, and friend. She was known among instructors and peers for her honesty, poetic words, and fierce advocacy. She was committed to issues of racial justice and to her cats, Phoebe and Pesto, that she was raising with her longtime boyfriend. She was a great friend and inspiration to many. She challenged herself and others to make space for hard conversations and truths in order to face their own limits in thinking. She made the University and Twin Cities community a better place.

Felicia's academic passions focused on understanding the impact of transracial adoption on the adoptee's identity and sense of belonging. As a Black child adopted by a White family in a predom-



inantly White community, Felicia experienced confusion about her Blackness and what that meant in a society being rocked by racial tensions. As generations of transracial adoptees are coming to adulthood and gaining their voice, many are saying that their adoptive (mostly White) parents may have loved them but lacked the insight, skill, or knowledge to fully support them in positive racial identity as they grew.

Felicia felt this keenly and wanted to support families in being able to do better.

While her journey was cut short, the Felicia Giles Faust Memorial Scholarship will inspire and support undergraduates, especially students in youth studies and those who show an interest in, or experience with, transracial adoption.

—KEELY VANDRE

Learn more at give.umn.edu/giveto/faust

NEW GIFTS AND COMMITMENTS

\$1 MILLION TO \$5 MILLION

The Bentson Foundation pledged to establish the Bentson Foundation MNGOT Scholarship match.

\$250,000 TO \$499,999

The Richard M. Schulze Family Foundation renewed its commitment to the Schulze Future Teacher Scholars Program.

\$100,000 TO \$249,999

An anonymous donor gave to the Lorraine M. Sullivan Memorial Fund of the Child-Parent Education Centers.

The Sauer Family Foundation gave to the Infant and Early Childhood Mental Health Fellowship and the Child Welfare Workforce Diversity Fund.

Karen Sternal renewed her support of the Minnesota I Have a Dream Scholarship and the Upward Bound Director Fund.

\$25,000 TO \$99,000

3M renewed its investment in Prepare2Nspire.

Michael B. and Katherine W. McElroy gave to complete Carmen D. and James R. Campbell Hall, home of the Institute of Child Development.

Val Olson added to the Marilyn Nordstrom Olson and Valdemar Olson Scholarship.

Jim and Nancy Patka established the Dr. James and Nancy Patka Family Future Teacher Scholarship.

Susan Odegard Wood made a pledge to complete Carmen D. and James R. Campbell Hall, home of the Institute of Child Development.

HERITAGE SOCIETY COMMITMENTS

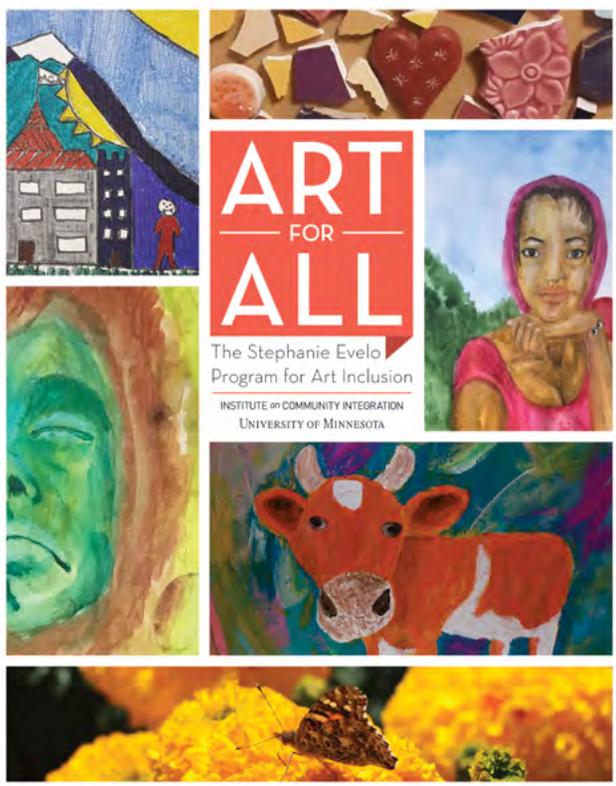
The estate of **Miriam R. Goldberg** established the Frances Halpern Goldberg Match Fund.

Val Olson added to his estate pledge to the Marilyn Nordstrom Olson and Valdemar Olson Scholarship.

William Sampson made a commitment to the Fund for Excellence in Education.

The Marguerite Henry Family Trust added to the Sidney & Marguerite Henry Fund.

Includes gifts made between June 14, 2021, and October 5, 2021.



Inclusive art

POP ARTIST KEITH HARING once said, “Art is for everybody.” Perhaps the best illustration of the statement is the Institute on Community Integration’s (ICI’s) Art for All: The Stephanie Evelo Program for Art Inclusion.

The program connects artists with disabilities to the broader arts communities around the Twin Cities. Through exhibits and other events, Art for All (AFA) creates inclusive spaces for discussing, promoting, selling artists’ work, and expanding their practice.

The AFA endowment was founded by Sheryl and David Evelo, in partnership with ICI, in memory of their daughter, Stephanie Evelo. She was a gifted artist and a dedicated employee and colleague of ICI.

Since its founding, AFA has hosted several exhibits, the most recent entitled *entrance*, located in the Blythe Brenden-Mann Community Center at the new home for ICI, the recently opened Masonic Institute for the Developing Brain. “It’s a nod and celebration of emerging artists, the first artists in the new building, the first in the entrance of the Art for All Gallery,” says Program

Manager Nik Fernholz. “*entrance* is when we are first taking notice of artists who are not in the mainstream art world and who typically are not taken as serious artists.” The exhibit, which was to run until the end of the year, has been extended into January.

Up next for AFA is a collaboration with ICI’s LEND Fellowship program. Students at Transition Plus, a high school in Minneapolis, will produce a mural project with their art teacher while AFA will curate a practicing artist with a disability to guide the project throughout its three-to-five-month production. “There will be a focus group of students, muralists from the community, and other artists with disabilities to drive the content and the connection to the community,” Fernholz says. “This curated artist will receive a split solo show in the Art for All Gallery and the art spaces throughout the high school, and AFA will have a group show featuring the upper-class students who are transitioning into a broader art practice after high school.”

—KEVIN MOE

Learn more at art.ici.umn.edu



Minnesota Principals Academy admits largest-ever cohort

THE MINNESOTA PRINCIPALS ACADEMY, a professional development program currently housed within CEHD’s Department of Organizational Leadership, Policy, and Development, began a new three-year cohort in August, the largest in its 15-year history.

Typically, the academy admits two groups of 25-35 principals, district leaders, and charter school leaders: one based in the Twin Cities metro area and another in a region of greater Minnesota. Due to high demand, academy staff admitted two groups based in the metro along with a large group meeting in Austin. Altogether, there are more than 100 participants in the 2021-23 cohort.

“With an overwhelming response of leaders wanting to participate, we decided to add an additional Twin Cities Cohort this fall,” states Katie Pekel, UMN Principal in Residence and director of the Minnesota Principals Academy. “The fact that these leaders are still committing to robust and demanding professional development as they continue to navigate the pandemic is true evidence of the professionalism of our school leaders in Minnesota. We are so fortunate to have not only this cohort, but the many alumni that continue to engage with each other far after their cohort has ended.”

Created through a collaboration of the Minnesota Department of Education, the U, Minnesota Elementary School Principals Association, Minnesota Association of Secondary School Principals, and Minnesota Business Partnership, the academy’s goal is to create a statewide network of district and charter school leaders who are motivated and have the skills to create and sustain schools in which all students are on the path to college readiness by the end of high school.

Based in CEHD since 2013, the academy brings a nationally renowned curriculum—the National Center on Education and the Economy’s Principal Executive Development Program, tailored to Minnesota’s needs and facilitated by Minnesota educators—to communities across the state.

—ALEX EVENSON



What's next for your career?

CEHD offers graduate and doctoral programs and certificates that can take your work to the next level or open doors to new opportunities.



Learn more about CEHD programs.
z.umn.edu/cehdprograms



New lactation room creates a space for student parents

IN 2019, ELISE TOEDT was a new parent starting a doctoral program in the Department of Curriculum and Instruction. She was taking and teaching courses which required her to be on campus for long periods of time while needing to find a place to express milk for her baby every three hours. “This meant lugging my pump and pump parts around campus, finding places to pump in privacy, washing my pump parts, and storing the milk in a fridge to keep it cold,” she says. The unused office space she was offered felt inadequate.

“I already felt frazzled trying to balance single parenting and my scholarship, and I wondered if other parents, with differing intersections of identity which present barriers in higher education, might also feel ostracized by the lack of a lactation space,” Toedt says.

She took action to create the space she needed with the support of the C&I Graduate Student Organization (CIGSA). It successfully applied for a Campus Climate Microgrant through the Office of Equity and Diversity for \$1,000 to create a lactation space and meditation space in Peik Hall. (There is currently a meditation space that is a dedicated room but without much seating).

The converted storage space is now comfortably furnished with a nursing chair, a new rug, lamp, artwork, and a mirror for changing. The space includes a refrigerator for milk storage, a microwave for sterilizing pumping accessories, and a baby changing table in case a parent comes to bottle or nurse while in class.

Toedt’s work to provide a lactation space is closely aligned with her research. She is conducting a qualitative research study that explores the embodied experiences of PK-12 lactating teachers in the U.S. The study establishes the need for workplace lactation accommodations and illustrates one specific gender-equity issue resulting from the traditional design of American schools and workplaces that do not take into account nursing parents.

“By creating a lactation space, one barrier is removed,” Toedt explains. “But as a nation, we fail to provide sustainable, wrap-around support for lactating parents and parents generally, like paid parental leave, assistance with childcare costs, and affordable health care.”

There is still much work to do, but Toedt and her collaborators’ work is a step in the right direction, especially for CEHD students balancing the demands of school and the care of their infants.

—KATHRYN SILVERSTEIN

See a map of lactation spaces on campus and instructions on how to reserve a room at lacspaces.umn.edu.

Find out more about the work of the Lactation Advocacy Committee



◀ Young Scientists program participants from Avalon School visit the Institute of Child Development in March 2020. ICD PhD students pictured include Andrei Semenov (top row, left) and Destany Calma-Birlinging (front row, right).

Instilling the love of scientific inquiry

Young Scientists program pairs psychology students with middle and high school students to develop a research project

AS INSTITUTE OF CHILD DEVELOPMENT (ICD) Professor Melissa Koenig tells the story, the program came about for two reasons. Having just returned energized from a sabbatical in 2017, she and her son began mentoring a fourth-grade student from North Minneapolis. As they became more involved in his life, Koenig became involved in his school, Ascension Catholic Academy. When Ascension teachers and

staff found out that Koenig studied child development at the U of M, they asked her if there were any programs or initiatives for Ascension students.

At the same time, graduate students in ICD were expressing interest in ways that they might work with communities themselves. “They wanted community engagement opportunities that extended beyond any person’s research lab,” Koenig

says. “It occurred to me that there might be something we could offer to Ascension and that became the Young Scientists program.”

Young Scientists is an engagement program where doctoral students from ICD, psychology, educational psychology, and undergraduates from neuroscience all partner to mentor middle and secondary school students as they develop a research project in the field of developmental psychology. “What makes our program unique is we didn’t want to provide instruction or tell them what to do,” Koenig says. “We wanted to give them the tools of scientific inquiry and support them in asking an original question and designing a study to answer that question.”

Koenig worked with then-doctoral student Annelise Pesch to launch the program with Ascension in the fall of 2019. In what Koenig describes as a happy accident, she attended a scientific meeting in Baltimore with the Society of Research in Child Development. “We knew that there was going to be an upcoming meeting scheduled to take place in Minneapolis in the spring of 2020,” she says. “Our goal was that whatever engagement we did with Ascension students, it could culminate in a scientific presentation at this meeting. It would give them a full-blown experience of walking the path of a young scientist.”

Pesch, who received her PhD in 2020 and is now a postdoctoral research fellow at Temple University, says the program was a perfect way to interact with a younger generation to spark interest in developmental science.

“It’s been such a pleasure to work with the students, to see how excited they are about developmental science and to hear their amazing and thoughtful research

ideas,” she says. “As a first-generation college student, I was introduced to developmental psychology by a college mentor of mine, and I love that the Young Scientists program provides an opportunity to engage and mentor youth in developmental science as early as middle school.”

One of Pesch’s fellow mentors was Andrei Semenov, currently a post-doc researcher in ICD studying executive function brain-based skills that control self-regulation. He had been working on a project with Avalon Charter School, a high school in St. Paul, when Young Scientists was being established and thought the program would be a good fit there as well.

“So when we started, we split the program up into Ascension Catholic Academy and Avalon,” he says. Semenov and a fellow grad student adapted an intro to child psychology college course to present to the high school students and worked with them on designing their experimental projects. One student created a survey to assess the attitudes of truancy among students of her age across multiple schools in the area. She wanted to know if students have different attitudes toward truancy depending on how large their school is. “Large schools might have more acceptable views of truancy because it’s easier to get lost among all the students,” Semenov says. “Small schools would be the opposite.”

The student found the reverse of her prediction. It turned out

“I think it was a fun experience to work with younger scientists and get them interested.”

students in smaller schools had more lenient views on truancy. Regardless, with her findings complete, she created a digital presentation that she showed at a virtual symposium hosted by the Society for Research in Child Development.

“She and the other students who participated got a good taste of what it takes to put out something as simple as a survey and the logistics of contacting schools and managing data after it was collected,” Semenov says. “I think it was a fun experience to work with younger scientists and get them interested. At that age, I wasn’t thinking about child development as part of the sciences.”

Carrie Bakken, a program coordinator/advisor at Avalon, says the Young Scientists program provides valuable real-world research experience. “Our students often use community experts from the field, but the collaboration with the University of Minnesota provided our students with ongoing mentorship and an opportunity to

present at a professional conference,” she says. “Avalon teachers would not be able to duplicate this graduate-level experience for our students.”

What does the future hold for Young Scientists? First off, it includes more scholars at Ascension and Avalon designing and doing their own research projects in 2021-22. Seth Thompson, director of outreach for the College of Biological Sciences, plans to shadow the program this year in the hopes of possibly developing a parallel program in another field. Koenig and Thompson are both members of the NODE, a new group at the U of M that is working to make community engagement more accessible. With the support of the NODE, Koenig can imagine the Young Scientist program reaching into more schools, because at its core, Young Scientists is really about community engagement work. “It’s about people who have their ears to the wall of a community in order to meet their needs,” she says.

—KEVIN MOE

Learn more at icd.umn.edu/outreach/young-scientists.



► Young students get real-world experience on what it takes to design an experimental project.

Assisting teachers with tech

The TETI program gives educators the necessary tools to effectively implement technology in the classroom

A FEW YEARS AGO, the Minnesota Department of Education found that 55 percent of Minnesota school districts had programs where students worked with some kind of digital device, such as an iPad or Chromebook. Last year, with many students in remote learning, that number grew substantially. Increased technology use in the classroom means that educators need to have the skills necessary to effectively implement these tools. That’s where the Teacher Educator Technology Integration (TETI) initiative comes in.

CEHD launched TETI as a pilot program in 2017 through a grant from the Bush Foundation. Initially, it involved 27 teacher educators and 125 teacher candidates in four program areas, including arts in education, elementary education, science education, and special education.

“Schools and districts wanted to focus more on technology integration [meaning the incorporation of technology seamlessly into the curriculum],” says Joshua Leigh, who coordinates the TETI initiative. “A lot of instructors do a great job with areas they are experts in, but are not confident modeling good technology integration practices. TETI was created to provide coaching and support.”

In the TETI pilot, teacher educators and candidates were given an iPad. Teacher educators also took part in workshops on how to add technology into their curricula. “This approach allowed for teacher candidates to have technology modeled throughout their teacher education courses,” Leigh says.

The results of the pilot program were impressive. Ninety-one percent of the teacher educators found TETI effective or very effective in giving them the skills and understanding they need to successfully integrate technology in the classroom.

Since then, the program has grown considerably and is now found in 13 licensure areas. It has also moved beyond iPads to embrace other tech. “We wanted to make it applicable to any new tool,” Leigh says. “We want teacher candidates to be able to use technology integration practices that apply to any devices a school might use.”

Leigh adds that it’s important to remember that the technology is used to supplement good instruction, not to replace it. “Our philosophy is to let the pedagogy lead and the technology follow,” he says. “What

we are doing maintains recommended learning practices and sound instructional teaching. We are never proponents of using technology just because it is there.”

Barbara Billington, a senior lecturer in the Department of Curriculum and Instruction (C&I) who works in the science education program and serves as its licensure program lead, has been involved with TETI since its inception. “I got involved right away because I needed to rethink my own technology integration,” she says.

C&I lecturer Jana LoBello Miller, the elementary teacher education co-director and co-licensure program lead, says that when her program was asked to participate, she remembers asking questions about how TETI aligned with her program area’s commitments to equity and social justice.



▲ Teacher educators take part in a TETI learning experience by trying out new technology tools and discussing ways they could implement them in their practice.

◀ A key to successfully implementing technology into the classroom is to be adept at the technology yourself. TETI is designed to help educators hone their skills and see ways technology can be used in their classes.

using devices. The cohort includes teacher candidates from visual art, theater, and dance, who tend not to see much overlap among their art forms. The group has been invited to explore the Pedicord Apartments installation at the U’s Weisman Art Museum and create a response using their devices. The art piece is a heavily sensorial experience and has inspired candidates’ short films as well as sound choirs using their devices as sculpture. “We made them use their device, created community, and created possibilities how they might use this in their future teaching,” she says.

LoBello Miller says that technology is dedicated in the elementary education program to promoting inclusion and building relationships with parents and families. “We use technology for our students to take a critical look at the ways the devices might support their desires to build more consistent and positive relationships with families,” she says. “Our teacher candidates were finding ways to create spaces online for families to connect with the classroom. They were able to get feedback right away from families.”

This sense of community flows throughout the entire TETI initiative. Billington, Maloney Leaf, and LoBello Miller consider themselves part of a team, which is one of the keys to the project’s success. LoBello Miller says the attentiveness and collaboration among TETI and each of the licensure areas has been incredible. “Having started from the first pilot year, it gets better and faster in response to our specific program goals,” she says. “It just helps our students.”

—KEVIN MOE



Although many of the teacher candidates were on board with the program right away, there were some initial doubters. Betsy Maloney Leaf, C&I lecturer and arts in education co-licensure lead, says some of her teacher candidates coming from professional practice were very skeptical about the overlap of technology and the arts—which they perceived as an affront. “Sometimes technology seems threatening to body-based artistic practices, such as dance, theater, and visual art, because there’s an assumption technology gets in the way or degrades embodied skills, techniques, and tools,” she says. However, the students’ wariness ended up leading to a larger conversation of equity and access. “That opened them up to the possibility of an arts classroom technology pedagogy. That was particularly helpful,” Maloney Leaf says.

Billington says she’s noticed a similar hesitance among the science candidates. “We’ve been focused this semester on student talk and how students talk about

science concepts, how they share their ideas, and how they use their devices to model their science conceptions. Teacher candidates tend to wonder whether sixth-graders can do this effectively or are we asking too much. My answer is ‘have you tried it yet?’ Quite often our kids will rise to the occasion. It does require a frame shift in how we as a culture interpret devices in schools.”

As an example, for the past several years, she has been inviting in a science teacher who created a company specializing in interactive learning modules. Using slow motion, high-res cameras, he has demonstrated how students can use his videos to analyze data, such as measuring the velocity of a roller coaster. “This is actual data collection,” she says. “Students really have

to understand the data before they can talk about it. Using these modules supports students when they are doing data analysis and explaining science concepts.”

Maloney Leaf says her arts in education cohort is often tasked with creating art

“We want teacher candidates to be able to use technology integration practices that apply to any devices a school might use.”

Teaming up to increase psychology's diversity

Three University departments have partnered in support of underrepresented students

WHEN IT COMES TO increasing diversity in the field of psychology, three heads are definitely better than one. This is best illustrated by Tri-Psych, a partnership among CEHD's Department of Educational Psychology and Institute of Child Development (ICD), and the U of M's Department of Psychology.

The effort was the brainchild of the chairs of the three departments several years ago. Megan Gunnar of ICD, Geoff Maruyama of educational psychology, and Jeff Simpson of psychology were trying to find a way to support underrepresented students in psychology. "They thought combining efforts across the three departments' diversity committees would

increase engagement in diversity-focused efforts and build community for our students," says Kristen McMaster, the current chair of educational psychology.

At its inception, Tri-Psych had three areas of focus. First, identify faculty, particularly those who study diversity, across the three programs to serve on a sort of council to support students from underrepresented groups. Second, combine graduate students from underrepresented groups from all three programs to provide a broader support group for graduate students. Third, provide guidance to the undergraduate students in the three departments to support those who are underrepresented.

CONNECTING GRADUATE STUDENTS THROUGH TRI-PSYCH

"The importance came from the fact that, separately, each of our programs was still growing its diverse student population," says ICD Director Kathleen Thomas. "Tri-Psych allows students to connect with peers in psychology fields at the University, even if they have a different home department." She says Tri-Psych is an opportunity for students across the programs to be connected and have a broad area of support.

"The program has funded multiple student initiatives to help connect graduate students across the three departments, and has successfully supported recruitment of undergrads from underrepresented groups into our graduate programs," McMaster says.

Some of these initiatives include the Tri-Psych Diversity Award, which funds collaborative student proposals that build community across the three units; the Next Gen Psych Scholars Program, a student mentoring group for undergraduates

interested in applying to graduate school; and the Diversity Science in Psychology Reading Group.

Visioned by Professor Rich Lee in the Psychology department, the reading group is co-led by Psychology Associate Professor Moin Syed and ICD Associate Professor Gail Ferguson. "The group is still relatively new and serves graduate students and post-doctoral fellows in the psychology department and ICD who want to read, discuss, and learn more about conducting psychological research



PHOTOS COURTESY OF TRI-PSYCH PARTNERSHIP

that attends to the principles of diversity science,” says Ferguson, chair of ICD’s Diversity, Equity, and Inclusion Committee and now the current chair of Tri-Psych.

INCREASING DIVERSITY IN PSYCHOLOGY STUDENTS

Another component of Tri-Psych’s outreach is the Diversity in Psychology Program, which is an investment in inclusion almost a year before new graduate students arrive to begin their studies. Through the program, prospective students are invited to campus to see what U of M’s psychology departments, and graduate training in psychology generally, have to offer.

“The Diversity in Psychology Program is designed for individuals who are historically underrepresented in psychology graduate programs and who are interested in learning about graduate education in psychology,” says McMaster.

The annual event is hosted by the Department of Psychology with support from ICD and the Department of Educational Psychology. It includes a coordinated set of formal and informal experiences designed to familiarize participants with strategies for constructing successful graduate school applications and opportunities to learn more about available programs and the experience of graduate education.

“These events are incredibly important for the future of our research and practice in schools,” says Jessie Kember, a lecturer in educational psychology and chair of the department’s faculty diversity committee. “School psychology as a field is very ethnically and racially homogenous.”

As an example, White practitioners make up about 86 percent of the profession, which is a stark contrast to the

students they serve. “We really need to invest in opportunities to recruit and retain students from racially and ethnically minoritized groups to help drive our field forward, especially considering the impact that our field can hold in efforts grounded in social justice, advocacy, and antiracism,” Kember says.

EXPERIENCING TRI-PSYCH AS A DIVERSITY IN PSYCHOLOGY STUDENT

The Diversity in Psychology Program is what brought Romulus Castelo to CEHD. Currently a third-year PhD student in ICD, he studies cognitive skills called executive functions in preschoolers. He participated in the Diversity in Psychology Program in the fall of 2018, right before the PhD application cycle. “I found it really helpful because I was able to meet potential faculty members to work with and just get a better feel for the program,” he says. “It was also a good opportunity to chat with grad students and ask questions about the program, grad student life, and research.”

Castelo liked the program so much that he not only applied to the PhD program, he served as the ICD grad student representative the following year to meet with other prospective students.

Thuy Nguyen planned to apply to the U of M for graduate school. When she heard about and was accepted into the Diversity in Psychology Program, she was able to visit the U. “The program gave me the information I needed to feel slightly more confident in applying to doctoral programs in general,” she says. “I do not think I would have chosen to apply to my current program without visiting because it very much felt like an unattainable program. Also,

▼ Third-year ICD PhD student Romulus Castelo says the Diversity in Psychology Program helped him decide on the U for his studies.



I was not quite sure about moving from the East Coast to the Midwest. My visit gave me my first glimpse of Minneapolis and helped me to push myself to apply to a competitive program.”

Currently, she’s a doctoral student in the school psychology program in the Department of Educational Psychology where she studies equitable education focusing on marginalized students’ experiences within schools. Her goal is to become a professor.

PROMOTING EQUITY AND DIVERSITY IN PSYCHOLOGY

And the goal of Tri-Psych, according to everyone involved, is to continue to promote equity and diversity. “Greater diversity allows us to be more creative in our science, and when we are more representative of the multicultural country in which we live, it better equips us to partner with communities in research, intervention, and outreach,” Ferguson says.

—KEVIN MOE

Learn more at icd.umn.edu/diversity and cehd.umn.edu/edpsych/about/diversity-inclusion



mark **milestone anniversaries**
and look to the future

EDUCATIONAL EQUITY is a core area of research in CEHD, and the three TRIO programs housed in the college are model examples of how that research is put into practice every day. TRIO grew out of the Higher Education Act of 1965, dedicated to improving underrepresented students' access to higher education.





TRIO programs at the U of M began in 1966 with TRIO Upward Bound, a program for underrepresented high school students that offers academic and other support for college-bound students. TRIO Student Support Services (SSS) followed in 1976 and provides academic, financial, personal, and leadership support to low-income students, first-generation students (neither parent has a four-year degree), and students with disabilities from across the Twin Cities campus. In 1991, longtime TRIO directors Bruce and Sharyn Schelske secured funding for the TRIO McNair Scholars Program, which prepares underrepresented students for graduate study through research and mentorship opportunities.



TRIO programs formally became housed in CEHD in 2005, and the TRIO SSS program largely contributes to making CEHD one of the most diverse undergraduate colleges at the U of M, with more than 30 percent of Fall 2021 CEHD first-year students identifying as first-generation.

And now more than 50 years later, all three TRIO programs' directors and staff are continuing their core missions, while also adapting to the changing needs of their students and the world around them.

TRIO UPWARD BOUND—HELPING HIGH SCHOOL STUDENTS REACH THEIR FULL POTENTIAL

As the only TRIO program at the U of M that serves high school students, Upward Bound stands out for its impact on the greater Minneapolis community, as it serves students from four Minneapolis high schools. It's also unique in that it brings students to campus.

"Students are able to come each week and begin to feel as if they belong by learning to navigate a large campus, taking public transportation, and engaging with other students not from their high school," says Tricia Wilkinson, director of TRIO Upward Bound.

Upward Bound is the longest running TRIO program at the U of M and also one of the longest running nationally. Wilkinson says by having students participate all four years, it builds a real sense of community.

"We not only get to know them during academic classes, activities, and field trips, but also we get to know their families by communicating consistently. Relationships with each other as well as with staff are important factors to retention and student success," Wilkinson says.



▲ Clockwise from upper left: TRIO Upward Bound students at a community BBQ, including class of 2022-24, bridge class, and summer staff; sophomore and junior students taking the annual Mock ACT testing; the Bridge class of 2021 triumphs after a kayaking community building event, July 2021; Tricia Wilkinson, director, TRIO Upward Bound.

Alumni of TRIO Upward Bound are a testament to how the program works, and every year a group of seniors end up attending the U of M Twin Cities, with some enrolling in CEHD. One of those alums is Sarah Yang, who majored in youth studies in CEHD and now works as an Upward Bound advisor and project coordinator. She’s also currently pursuing

her graduate degree in CEHD in youth development leadership.

“During my time in TRIO Upward Bound, I met lifelong friends, gained social skills—now I feel like I talk too much!—and found my passion in working with youth,” says Yang.

TRIO STUDENT SUPPORT SERVICES—AIDING U OF M STUDENTS THROUGH HOLISTIC, INDIVIDUALIZED ADVISING

TRIO SSS has been at the U of M for 45 years and as an advising office for first-generation, low-income, or students with disabilities, it has pivoted multiple times

to meet the needs of its students. TRIO SSS students are admitted to the program at the same time they are admitted to the U of M and advisors have a low student-to-advisor ratio and are trained to offer financial literacy, career counseling, and mental health advocacy. Beginning in fall of 2021, the program expanded from a two-year model to a four-year model, meaning students have their TRIO advisor throughout their college career.

“We know the needs of first-generation college students don’t end after they declare a major,” says Director Minerva Muñoz. “Now we will get to work collaboratively with CEHD departments on how to better



address the needs of our students in their programs to graduate in a timely fashion and maximize opportunities that prepare our students to transition out of college and onto their post-graduation journeys.”

The advisors teach a one-credit course, *Identity, Culture, and College Success*, and meet with instructors of first-year courses to ensure wraparound support and proactive interventions. They have also worked with departments across the U of M to develop and instruct integrated learning courses, which are paired with difficult introductory courses that can serve as gateways to in-demand majors.

TRIO SSS alumna Cheniqua Johnson credits the program with connecting her

to the many opportunities she was able to take advantage of while a student at the U of M. Johnson, a 2017 family social science alum, is a relationship manager for the Saint Paul & Minnesota Foundation, and has been active in state politics. She was recently elected to the leadership team of the Minnesota Democratic-Farmer-Labor (DFL) Party, and in 2018 was the youngest DFL-endorsed woman and one of the first women of color to run in her Southwest Minnesota district.

“TRIO Student Support Services saw the potential in me that I now see in myself. Every year, TRIO helped me open doors, build relationships, and reach goals that I didn’t even know were possible. It

was the highlight of my college experience,” Johnson says.

In addition to the new four-year model, TRIO SSS will begin to work with CEHD transfer students and partner with CEHD Global Initiatives to launch a study abroad experience specifically for TRIO SSS students. Muñoz is excited for these new opportunities, while also recognizing the continual impact of the pandemic and struggles for students who hold multiple marginalized identities.

“Our population is diverse, and most students share similar lived experiences. Within our program, students are provided a safer space to transition into college, and we foster a culture of belonging,” she says.

◀ Opposite page, clockwise from upper left: Minerva Muñoz, director, TRIO Student Support Services; 2021 College Day event, TRIO SSS breakout session, for students navigating the start of their college journey; TRIO SSS professional team at the TRIO SSS Community Day event for new 1st year students in August 2021; TRIO SSS bowling event for 2nd year students in August 2021.

TRIO MCNAIR SCHOLARS— DIVERSIFYING THE NEXT GENERATION OF SCHOLARS AND INDUSTRY LEADERS

As director of TRIO McNair, Anthony Albecker has a deep commitment to the program's mission. A former TRIO student who began volunteering with the program in 2004, Albecker knows firsthand how much TRIO can shape a student's future. An example is all of the McNair staff are former McNair scholars, a testament to the program's influence on students' professional paths.

"How do we think more creatively of how we use our models to be able to enhance where CEHD is going? We know that there's an increased need for people with advanced degrees in teaching and social work, for example," Albecker says. "And we're in a position in CEHD to fill these roles where representation also matters. The McNair program has been showing for 30 years that we can make it happen."

On average, more than 65 percent of U of M McNair scholars enroll in graduate programs, and a significant portion of them end up staying at the U of M Twin Cities. In recent years, CEHD has had the largest number of McNair scholars admitted to graduate programs, with strong representation in social work; organizational leadership, policy, and development; and educational psychology. Albecker notes that scholars are enrolling and completing doctorates at a rate 12-fold over the national average.

Albecker also credits the important contributions of CEHD faculty, who serve



This is why we give

BRUCE AND SHARYN SCHELKSKE'S involvement with the TRIO programs goes all the way back to their time as undergraduates. "People always ask us if we met in TRIO, but no, we knew each other already," Sharyn says.

The couple started working with the Upward Bound program in 1968. Both were in the College of Liberal Arts; Sharyn was working on her degree in English and Spanish and Bruce was in the sociology program. After they graduated in 1969 and 1970, respectively, they applied for full-time positions in Upward Bound and were hired.

For the next four decades, the Schelskes worked tirelessly to bring TRIO to where it is today. They became co-directors of Upward Bound in 1978 and served in that capacity until 1991 when Bruce became director of TRIO Student

Support Services (SSS) and Sharyn took the helm of the McNair Scholars. They had earlier assisted in writing the first successful University TRIO SSS grant and co-authored the McNair Scholars grant.

Although they retired in 2012, they continue to find ways to give back to the programs they find so dear. Initially, they set up the Bruce and Sharyn Schelske Fund that offers discretionary support to TRIO. "It's a modest endowment that provides money to support TRIO enrichment activities that the programs may not otherwise be able to fund," Bruce says. As an



▲ Bruce and Sharyn Schelske

example, money from this fund could help pay for students' passports so they could engage in study abroad or pay costs of leadership experiences.

More recently, the couple has committed to establish a TRIO Director Fund to augment the money the U.S. Department of Education and the college provide for the salaries of the program directors.

The Schelskes have received state, regional, and national accolades in their decades-long support of TRIO, including a UMN President's Outstanding Service Award for Bruce in 2005 and another for Sharyn in 2006. However, their biggest reward is the impact the TRIO programs make.

"Witnessing what students can accomplish when given the opportunity continues to inspire and motivate us to find more support for the programs and never stop working for equal opportunity," Sharyn says.

as mentors for McNair scholars' research projects. Many have participated for multiple years and formed lasting relationships with their students. Beth Lewis, director of the School of Kinesiology, and Tabitha Grier-Reed, associate dean for faculty, are both McNair Scholar alums.

"They exemplify what McNair is about—preparing future faculty who

become leaders who seek to teach and lead transformation in their academic fields," says Albecker.

Family social science undergraduate student Sher Moua worked with faculty mentor Associate Professor Zha Blong Xiong in Summer 2021.

"Working with my faculty mentor was an exciting and scary experience because I had no research experience prior to McNair; therefore, I felt the need to meet every deadline I had, even if it was an unfinished draft of a major section. Participating in the McNair program gave me the opportunity to build my leadership skills and community within the cohort," Moua says.

As undergraduate students' needs have evolved, the McNair team is trying to be responsive to what students want as they prepare for graduate school, especially as students navigate the uncertainties and impact of the pandemic on their post-graduation plans.

"TRIO programs are central and core to the mission of what we need to do in CEHD to solve the problems of social injustice and being responsive to the critical needs of today," Albecker says. 🌍

For more information, visit cehd.umn.edu/trio.

▼ Below, clockwise from upper left: Anthony Albecker, director, McNair Scholars program; 2018 McNair Scholars Cohort at the 2019 McNair Scholars Research Symposium; Anna Heinz, 2019 McNair Scholar presenting at the 2019 McNair Scholars Research Symposium; 2021 McNair Scholars Cohort.



TJ TURNER; COURTESY OF TRIO MCNAIR SCHOLARS



Innovative institute for brain development now open

THE NEW Masonic Institute for the Developing Brain (MIDB) is now open and ready to lead the way in understanding how young brains develop and apply that knowledge during the age periods when the biggest difference can be made. Its mission is to advance brain health from the earliest stages of development across the lifespan, and to support each person's journey as a valued community member.

"MIDB is home to University of Minnesota researchers, educators, M Health Fairview care providers, policy experts, and community members who are working side by side to better understand how young brains develop and how we can pool resources, intellect, and our motivations to improve brain health across the lifespan for families right here in Minnesota," says Damien Fair, Redleaf Endowed Director of MIDB and a professor in the Institute of Child Development (ICD) and the U of

M Medical School. "Our bold aspiration is that our curious, inspired, and strategic collaboration will allow us to better understand how to provide an optimal environment for all of our youth to maximize brain health so that every child is set up for success."

THE MISSION OF MIDB AIMS TO:

- Lead in research and innovation to understand how a child's rapidly developing brain grows and thrives.
- Educate and provide opportunities for scholars across intersecting disciplines to maximize each individual's brain health in early childhood and adolescence.
- Collaborate and engage communities to quickly advance and apply findings to improve

the health of local and global communities, working in partnership to ensure that social supports are available across the lifespan.

- Merge research with M Health Fairview clinical care to improve patient and families' experiences.

"MIDB is unique in that it is not dedicated to any one neurobehavioral disorder as most other centers are, but instead seeks to discover basic processes by which the brain develops. Through that approach, we can understand the root causes of many neurobehavioral disorders that affect our state's children," says Michael Georgieff, co-director of MIDB, professor at ICD and the U of M Medical School, and a neonatologist at M Health Fairview Masonic Children's Hospital. "With sup-

ICI's new space

Contributing to the new era of collaboration, the Institute on Community Integration (ICI) relocated to the MIDB building, bringing in more than 35 years of disability research, advocacy, and education/training.

"As an organization, we actually outgrew our space in Pattee Hall in the early 1990s. Having a fully accessible space that encourages collaboration with colleagues and lets us welcome community partners is the culmination of our collective work over decades to make life better for people with disabilities through our research and its influence on changing policy and practice," says ICI Director Amy Hewitt about the move.

Named in recognition of a gift from Minnesota Masonic Charities, MIDB offers collaborative interdisciplinary research, early neurobehavioral and mental health assessment, innovative targeted interventions, informed policy-making, compassionate advocacy, and community engagement and education.

While ICI and the other occupants of the MIDB building will retain their existing names, organizational structures, and research interests, their proximity in the space is designed to foster new collaborations, share resources, and spur new research and service delivery approaches.

"Access is a hallmark of equity and inclusion, not only regarding access to space, but to resources, opportunities, information, and discoveries," says CEHD Dean Michael Rodriguez. "ICI has long led the way in creating access, and through enhancing collaborations with the Medical School, we will expand that legacy with new energy in MIDB."

One collaboration already underway is the MIDB TeleOutreach Center, directed by ICI's Jessica Simacek and



Adele Dimian, associate director. The center was created under a philanthropic gift from the Richard M. Schulze Family Foundation, providing research, training, and technical assistance through innovative and secure technology to address barriers to care for children, youth, families, and professionals. Under a new \$600,000, three-year grant from the U.S. Department of Health and Human Services, researchers from ICI and the Medical School's Department of Pediatrics will conduct a large-scale, randomized control trial assessing intervention and diagnostic services delivered via the TeleOutreach Center to families awaiting formal autism spectrum disorder evaluation or intervention.

"The TeleOutreach Center is one of the early, exciting collaborations within MIDB," says Simacek. "The physical space and technology are scaled up from what we have previously used to do this type of work, and it is already allowing us to welcome more trainees, fellows, students, community collabo-

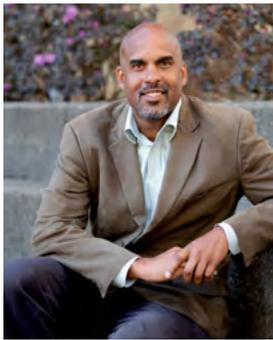
rators, and, ultimately, families, to be connected and engaged, regardless of where they are located."

Jennifer Hall-Lande, who leads ICI's work in autism prevalence data and early intervention, serves on the MIDB executive council, along with Hewitt.

"I've been waiting my entire career for an opportunity like this to leverage the strengths of the social model of disability with the clinical side," she says. "Disability is a natural part of the human condition, and I bring that perspective to my clinical work. It's up to us to take this opportunity and learn from each other and grow and innovate."

Hewitt agrees. "Viewing disability as a unique difference rather than a problem to be solved is a foundational aspect of ICI," she says. "Our approach to supporting people with developmental and neurodevelopmental disabilities throughout their lives will inform the work of MIDB and create more inclusive communities for many years to come."

—JANET STEWART



▲ From left, Damien Fair and Michael Georgieff are co-directors of MIDB. Institute on Community Integration Director Amy Hewitt serves on the MIDB executive council. All look forward to the collaborative power of the new institute.

port from our funders and collaborators, MIDB provides a one-stop setting for children and families by housing researchers, health care providers, educators, and advocates together in one location where they can enhance each other’s knowledge with the goal of improving our children’s future. We are excited for MIDB to support Minnesotans in a setting that is convenient, welcoming, and serene.”

Located on East River Parkway near the University’s Twin Cities campus, the 10.2-acre property includes a two-level building with a research center, clinic, and support area, as well as a community center and an attached parking lot. MIDB provides one location to connect world-renowned experts across the disciplines of neuroscience, brain imaging, bioengineering, genomics, pediatrics, psychology, psychiatry, disabilities, child health care policy, and developmental brain health across the lifespan. It is a one-stop destination where diverse expertise comes together to accelerate discovery and improve brain health throughout life.

“We want MIDB to be a place where we think about how we can provide support to a child—whether it’s an infant or a

3-year-old we’re assessing for a developmental disability—and their family so that when this person is an adult, they have a great life,” says Institute on Community Integration Director Amy Hewitt. The institute’s work in applied community research, tele-outreach, interdisciplinary training, and community outreach is a valuable asset for MIDB.

Led by CEHD and the University’s Medical School, MIDB aims to address access to care and the hurdles individuals and their families encounter when seeking medi-

cal, educational, and community-based resources and support.

The development of MIDB, a first-of-its-kind institute in the country, was made possible by a \$35 million naming gift from Minnesota Masonic Charities, \$15 million from the Lynne & Andrew Redleaf Foundation (which also gave \$6.5 million to related initiatives in psychiatry and child development), as well as generous investments by the Otto Bremer Trust, Blythe Brenden-Mann Foundation, and Drs. Gail A. Bernstein and Thomas J. Davis Trust.

“The Masonic Institute for the Developing Brain is another example of how we can unite the incredible expertise of the University with the capacity of Minnesota Masonry to benefit our entire state and, indeed, the world,” says Eric Neetenbeek, president and CEO of Minnesota Masonic Charities. 🍷

For more information, visit midb.umn.edu.



Enhancing understanding of the world

Mary T. Fellowship students build both skills and communities

IN DESIGNING graduate student programs, CEHD engages partnerships where students can build professional skills and support local areas at the same time.

“Central to our work is a deep commitment to supporting student learning while engaging local communities,” says Marina Aleixo, director of international initiatives.

A perfect example of this is the Mary Tjosvold Graduate Fellowship in Community Development, known colloquially as the Mary T. Scholars program. Named after alumnus Mary Tjosvold, the program sends graduate students internationally to participate in six-week, community-based professional internships in the areas of health, social work, microfinance, agriculture, and education.

For a time, Tjosvold served as national chair of the American Refugee Committee and found herself in many of the world’s

war-torn areas such as Rwanda, Sierra Leone, and Uganda. While in Africa, she made a stop in Cameroon. “My day job is health care,” she says. “We have a lot of staff from Cameroon and they said ‘you should see our country.’ That started my relationship there.”

Over the next 15 years Tjosvold would help build a nursery and primary school, and support various NGOs in Cameroon. “I saw what a little bit of money and a little bit of experience can do to change people’s lives,” she says.

Later, she was asked to sit on the Dean’s Advisory Council at CEHD.

“We talked about international programs and how to get students to be more invested and engaged in the community,” Tjosvold remembers. “I said ‘I have a perfect idea. I could sponsor students to go to Cameroon.’”

Tjosvold could imagine a group of stu-

dents living in Cameroon for a time and working with some of the local citizens and NGOs she knew. “Professors said this could work and within four months, students were on a plane.”

Between 2014 and 2017, CEHD sent 20 students to Bamenda, Cameroon, as Mary T. Scholars. One of those students was Tiffany Smith, who took part in the program in 2017. She is currently a sixth-year PhD student in comparative and international development education in the Department of Organizational Leadership, Policy, and Development. As international issues are so important to her work and life, Smith jumped at the opportunity when she first heard of the Mary T. Scholars program.

“I was excited about the fellowship because it fell on the 10th anniversary of my initial international experience—I studied abroad in South Africa in 2007,” she says. “Knowing that I wanted to conduct an international dissertation study, I saw

▼ Left: A sack game was part of sports day at a local Bamenda community school in 2017. Right: CEHD students and local residents celebrate sports day. In the middle is Queen Mary, a local community leader and one of CEHD’s global partners.





▲ Above left: Ka Vang and Center for Girls staff visit a Hmong family in a remote northern village. Vang translated between the Center for Girls staff and the family. The group visited the family to drop off milk for the mother and her child and to check on her wellbeing. Center: Mary Tjosvold takes part in a drum circle in Kampala, Uganda, in 2019. Right: Ka Vang (left) takes part in a community event in Chiang Khong in 2019. Various community organizations in Northern Thailand came together to plant 1,000 trees to push for environmental sustainability.

this fellowship as a great opportunity to engage with teachers in Bamenda and to take note of some of the needs they faced in their educational systems.”

Smith helped organize a teacher training workshop where she provided resources to promote active engagement in the classroom. “The highlight was seeing many of the teachers moving and dancing around the room and shifting between the large sticky notes posted on the walls as they wrote answers to various questions,” she says. “Another highlight was participating in a discussion with various leaders in the community. We thought we’d be discussing education in general but the event resulted in passionate discourse about the politics in Bamenda.”

Smith’s experience was to be the last for

CEHD students, as unrest in Cameroon came to a head in the fall of 2017. “The Ambazonia War in the region made it unsafe to continue the program, although we continue in contact with our local partners providing support and resources,” Aleixo says. “When it became clear Bamenda was no longer an option, we explored other opportunities to continue the fellowship.”

The program found new life in Thailand and, later, Uganda. Department of Family Social Science Professor Catherine Solheim had been collaborating with local partners in Thailand for nearly 30 years, and Tjosvold had established relationships in Uganda through her role as a board member of the Center for Victims of Torture. “It made sense for us to build on these existing relationships and use the fellowship as an opportunity to sustain and grow our exchange of knowledge, resources, and expertise,” Aleixo says.

Ka Vang, MEd ’20, went to Thailand in 2019 and worked with the Center for Girls Foundation in the Chiang Rai Province. “They host workshops where they bring together women in the town and village and teach them how to fight for their rights,” Vang says. “It was great to be a

part of that and contribute to the things they’re doing for northern Thailand.”

Vang says she is appreciative of the experience because it allowed her to challenge herself and reflect on her life and her place and purpose for being there. Many of these thoughts inform her current work as an academic advisor at UMD for its Upward Bound Vision Quest program. “I connect my culture roots with a lot of work I do, so when I was doing the Mary T. program, I reflected on my Hmong culture and history and reflected on my job,” she says, adding that this self-knowledge better equips her to understand and help the students she works with on a daily basis.

“This program shaped a lot of my cultural identity,” she says. “I am very appreciative of all the people involved in it and able to make it happen. I hope it continues to happen.”

Tjosvold hopes it does too. “My vision is that the scholarship continues to grow and perpetuate,” she says.

—KEVIN MOE

Learn more at
cehd.umn.edu/global/maryt-fellowship.

CEHD welcomes new faculty members

CEHD IS WELCOMING several new faculty members this year, including Charisse Pickron in the Institute of Child Development (ICD); Stephanie Sisco and Meixi in the Department of Organizational Leadership, Policy, and Development (OLPD); and Xiaoran Sun in the Department of Family Social Science (FSOS).

CHARISSE PICKRON

Charisse Pickron is an assistant professor in ICD. She received her BA in psychology from Mount Holyoke College and her MS and PhD in developmental psychology from the University of Massachusetts Amherst. Her areas of interest include cognitive development, developmental neuroscience, early childhood, infancy, perceptual and motor development, and social and emotional development.

“I study topics of perceptual and socio-cognitive development using a variety of measures, including behavioral, electrophysiological, and eye-tracking,” she says. “I envision a research team of undergraduate and graduate students as well as staff all committed to engaging with and learning from one another as well as with our larger community.”

STEPHANIE SISCO

Stephanie Sisco is an assistant professor in OLPD. She holds a BA in communication and history from the University of California-Davis, a MSEd in human resource development from Northern Illinois University,

and a PhD in human resource development from the U of M. Her areas of interest include diversity management, employee networks, social and participatory learning, culture in organizations, critical theory, and race-conscious equity and social justice.

“My research seeks to understand how social issues appear at work and influence the learning and development of professionals of color,” she says. “I aim to identify and challenge business practices that negatively impact the employability, experience, and advancement of racial minorities.”

MEIXI

Meixi is an assistant professor in OLPD. She has a BS in education and social policy from Northwestern University, and a MEd in educational psychology and a PhD in learning sciences and human development from the University of Washington-Seattle. She studies community and land-based education; culture, learning, well-being, and human development; STEM-Art education; and Indigenous Southeast Asia.

“From mangrove forests to highland mountains, I grew up navigating languages, and

knowledge systems across Hokchiu/Min-Qiang in Singapore and Lahu communities in northern Thailand,” she says. “These experiences center my life’s work on an enduring concern: how can schools contribute to the collective livelihoods and future wellbeing of Indigenous young people, their families, and the lands and waters where they live?”

XIAORAN SUN

Xiaoran Sun is an assistant professor in the Department of Family Social Science. She received her BS degree in psychology from Zhejiang University in Hangzhou, China, and master’s and doctoral degrees in human development and family studies from Pennsylvania State University. She receives her postdoctoral training in the Departments of Pediatrics and Communication at Stanford University and the Stanford Data Science Scholars Program. Her areas of research include family systems, adolescents and young adults; achievements and well-being; technology and cultural contexts; computational social science, big data, and machine learning; and longitudinal dyadic data modeling.

“My research is mainly focused on how family systems shape well-being and achievement outcomes across adolescence and young adulthood in different cultural contexts, and the role of technology in these processes,” she says. “In addition, with my data science background, I am particularly interested in applying innovative methods and data to family and developmental research.”



HONORS

Megan Gunnar, Institute of Child Development, was awarded the 2021 Rovee-Collier Mentor Award from the International Society for Developmental Psychobiology.



Landy Lu, School of Kinesiology, received the European Association of Sport Management New Researcher Award for her study, "Relational Pluralism, Organizational Status, and the Adoption of Collegiate eSport Programs in the U.S."

◀ **Ann Masten**, Institute of Child Development, has received the 2022 Mentor Award in Developmental Psychology from Division 7 of the American Psychological Association.

John L. Romano, Department of Educational Psychology, received the inaugural award for best paper in 2020 from the *Journal of Prevention and Health Promotion* at the recent American Psychological Association Convention.

Lynette M. Renner, School of Social Work, was awarded the Sara Evans Faculty Woman Scholar/Leader Award which recognizes UMN women faculty who have achieved significant accomplishments and honors.

APPOINTMENTS

Donald R. Dengel, School of Kinesiology, has been appointed to the University of Minnesota's Intercollegiate Athletics Committee. He was also appointed Faculty Athletics Representative (FAR) for UMN.

Otto Sanchez, School of Kinesiology, has been invited to serve as an associate editor for the *Frontiers in Cardiovascular Medicine* journal's section on cardiovascular epidemiology and prevention.



◀ **Thomas Stoffregen**, School of Kinesiology, has been elected to a two-year term on the executive council of the University of Minnesota's Center for Cognitive Sciences.

In memoriam



JOHN COGAN

Dr. John Cogan, one of the three founders of the Department of Organizational Leadership, Policy, and Development's Comparative and International Development Education (CIDE) program and a lifelong advocate for international education, passed away on August 15, 2021. He was 79 years old. Cogan received the University of Minnesota Award for Global Engagement in 2007, a tribute to his meaningful career that explored civic education, citizenship education, and the internationalization of higher education. His research focused primarily on Southeast Asia and, in 2015,

he received an honorary doctorate from Chulalongkorn University, Thailand's oldest and most prestigious university.

Throughout his career, he used his experience in comparative and international development to advance educational institutions across the globe; in particular, he worked



extensively in the Asia-Pacific region and conducted technical assistance and program development with schools, universities, and ministries of education in Hong Kong, South Korea, Japan, and Thailand. In addition, he created several consortia in Europe, East Asia, and Southeast Asia.

During his career as a faculty member at the University, he served as advisor to approximately 120 graduate students and was the advisor of record on 20 PhD dissertations, most dealing with international education. He served on numerous University committees in the international arena, including 20 years on the CEHD Committee on International Education. He received the Beck Award for Distinguished Teaching, one of the highest honors in the college.

FACULTY



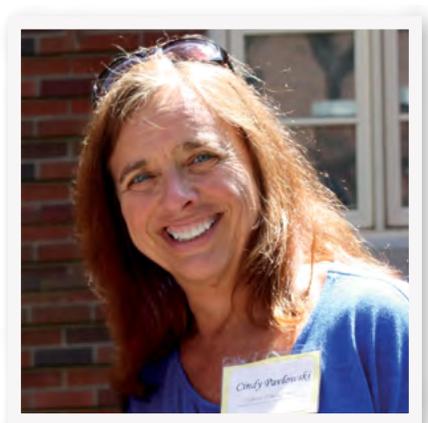
DAVID GERARD O'BRIEN

David Gerard O'Brien, professor emeritus of literacy education, passed away October 9, 2021. He was 68 years old. O'Brien began his academic career at the University of Montana, earning a BA in English education and an MEd in English education and reading. He taught six years as both a middle school English teacher (in his hometown of Anaconda, MT) and a Title 1 reading teacher (on the Flathead Reservation in Arlee, MT). He often spoke about the impact the students on the reservation had on his life, and his desire to contribute to research in the field of reading to support learners from all backgrounds to have successful careers and meaningful lives. After an exceptional public school teaching career, O'Brien departed Montana to attend the University of Georgia where he earned a PhD in reading education in 1984. He was a professor at UMN from 2001 until he retired on May 30, 2021; prior to that he was a professor in curriculum and instruction at Purdue University. His research was in the area of adolescent literacy, reading in the disciplines, digital and critical media literacy, and motivation and engagement in reading. He was considered an international expert in these areas and was often called upon to render research advice to



schools and policy makers. Key to his work over the years was his practice of teaching side-by-side with high school teachers as he developed innovative ways to engage and teach youth for whom reading is difficult.

Memorial contributions can be made to the O'Brien and Dillon Families Scholarship at give.umn.edu/giveto/obriendillon.



CINDY PAVLOWSKI

Cindy Pavlowski, an academic advisor in the School of Social Work, passed away on July 26, 2021. Over the course of her 35-year career at the University of Minnesota, countless students and colleagues were guided, helped, and encouraged by her in various units, including General College and U of M Athletics. For 12 years, she was the beloved undergraduate (youth studies, social justice, family violence prevention) and youth development leadership (YDL) MEd senior academic advisor. She was the recipient of both the University's John Tate Award for Excellence in Undergraduate Advising and CEHD's Excellence in Academic Advising award. Pavlowski cared deeply for students and colleagues, built a community in youth studies and YDL, and continued to plan adventures. She had an enthusiastic energy and a hearty

laugh that filled the first floor hallway of Peters Hall. She walked her path beautifully with strength, presence of mind, and with so many around her as a testament of how much she was loved.

In her memory, the Cindy Pavlowski Memorial Scholarship Fund for Youth Studies and Youth Development Leadership has been established. Info: give.umn.edu/giveto/pavlowski



WAYNE WELCH

Dr. Wayne Welch, a professor of educational psychology in the College of Education from 1969 to 1995, passed away in Estero, Florida, on August 9, 2021. He was 87 years old. During his tenure at Minnesota, he worked at the National Science Foundation, was a Fulbright Scholar/Lecturer at both the University Of Waikato in New Zealand and the Weizmann Institute of Science in Israel, a visiting professor at the Western Australian Institute of Technology, and visiting scholar at the University of Washington. He also served as an assistant dean at the College of Education from 1970 to 1974.



The family requests that memorials be made to the American Kidney Fund (kidneyfund.org), Hope Hospice of Ft. Myers (hopehospice.org/donate), or to the charity of the donor's choice.



Winter at CEHD

Professional development

The Center for Early Education and Development (CEED) offers online professional development opportunities for early childhood professionals.

- Online self-study modules focus on aspects of reflective supervision. Visit z.umn.edu/self-study-modules
- Asynchronous, instructor-led courses build skills with research-based content. Visit z.umn.edu/ceedonline

Explore CEED's in-person and online trainings in early childhood program quality.

- Parent Aware Classroom Observation Tool: An

Introduction for Directors and Administrators. Online. January 26, February 2, and February 9, 10–11 a.m. each day

- Putting Interactions into Practice: Foundation Course. In person. January 26–27, 8 a.m.–4 p.m. each day
- Putting Interactions into Practice: Promoting Thinking (IS) for RBPB Specialists. In person. February 3, 9 a.m.–3 p.m.
- Putting Interactions into Practice: Classroom Management (CO) for RBPB Specialists. Online. February 9, 12:30–4:30 p.m.

► View more at z.umn.edu/winter21-22

Upcoming events

Call for Nominations:

CEHD Rising Alumni

The CEHD Alumni Society is currently accepting nominations for the Rising Alumni Award to encourage individuals as they progress in their careers. The Rising Alumni Award has been reenvisioned to recognize young professionals who earned their degree 5–7 years ago, are younger than their mid-30s, and who have achieved early distinction as leaders.

► Visit cehd.umn.edu/alumni/rising for more information and to submit a nomination.

CEHD Research Day

Thursday, March 24, 2022

McNamara Alumni Center

Join us at our annual faculty and student research showcase

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



Commencement

Friday, May 13, 2022

3M Arena at Mariucci

2020 and 2021 Graduates:

Save the Date for Commencement 2022

The CEHD Commencement ceremonies will be held Friday, May 13, 2022. If you graduated in 2020 or 2021, look for an email invitation in early 2022.

► Info: cehd.umn.edu/commencement for updates

Events may be canceled or postponed due to public health guidelines. Please visit cehd.umn.edu for the most up-to-date information.



Culturally responsive care

Fulfilling a personal passion of advocacy and activism

PROVIDING CULTURALLY RESPONSIVE care is Katy Armendariz's (MSW '09) mission, and it's an intensely personal one. Her birth mother, homeless and suffering from an untreated mental condition, was unable to take care of her. Katy wound up shifted and shunted through an orphanage to a foster home to an all-white family. And in the process, her cultural and racial identity were lost.

"That's what made me want to get into social work," she says. "I realized my story was one of many in a child welfare system that was perpetuating these disparities."

Her experience also inspired her to create Minnesota CarePartner, a mental health service that strives to meet the needs of children and families of color in a culturally responsive way.

"I wanted to combine my interest in

business with social work to fulfill a personal passion of advocacy and activism at several levels of social work: macro, mezo, and micro," Katy says.

She did not start the company right after graduation; instead she concentrated on getting her full licensure, working with group homes, adult mental health, and post-adoption social work, which she found especially rewarding. "That inspired

me to focus on child welfare. Being that person who would do the searches for the birth parent,” she says. “Helping to connect people made me want to start at the beginning of child welfare, especially families of color.”

In 2013, Katy was ready to make that next step and founded Minnesota CarePartner. As it is intended to address disparities among people of color, it became obvious that services should be provided by the same since they naturally have the experiences and understanding necessary to offer effective cultural care.

“Every agency I went to was very oppressive around racism and had a lack of representation,” she says. “I intentionally

created a company that would be different, founded and led by BIPOC [Black, Indigenous, and People of Color], safe for BIPOC, and provided by BIPOC as much as possible.”

Matching clients with therapists with similar backgrounds has been a successful recipe, but it wasn’t always easy. “Starting a business from the ground up required a lot of hustle and working 12-hour days on top of my job,” Katy says. “There were a lot of growing pains, a lot of moving pieces, and a lot of balls in the air at all times.”

But what had started as a two-therapist operation has now become an effective business, with 65 staff members and Katy as CEO. “There’s a team now

“We can improve healing of centuries of racial trauma. That’s the next step hopefully in the next two years.”

versus a bunch of random pieces,” Katy says. “So things are very stable now. It’s not a constant balancing act.”

Although her company has grown, Katy is not interested in having franchises or going corporate. “I don’t want to be at the mercy of a board of directors,” she says.

Instead, she hopes to turn Minnesota CarePartner into a nonprofit, as well as open a racial trauma clinic.

“It would address a huge gap in effective healing for a real phenomenon that has not been acknowledged due to white supremacy,” she says. “We can improve healing of centuries of racial trauma. That’s the next step hopefully in the next two years.”

Currently, the Diagnostic and Statistical Manual of Mental Disorders doesn’t identify racial trauma as a diagnosis. This needs to change, Katy says. “The end goal would be to transform the way we think about mental health,” she says. “But it would be a starting point if we could have it formally recognized.”

Katy’s drive and determination leave little doubt that it will eventually happen. Her experience in the MSW program inspired her voice and activism and her focus on macro-level and systems-level change. “In an indirect way, it taught us valuable lessons in how to advocate for ourselves and for the broader BIPOC community,” she says.

—KEVIN MOE

Info: mncarepartner.com.





CEHD Homecoming

About 300 CEHD students, alumni, faculty, staff, and their families attended the homecoming pre-parade party in the Burton Hall Courtyard on Friday, September 24. The event was followed by the traditional U of M Homecoming Parade. Fun was had by all, with the only downside being the Gophers' 14-10 loss to the Bowling Green Falcons the next day.

See more at news.cehd.umn.edu/cehd-homecoming



AKIL PHOTOGRAPHY; ANN DINGMAN

Meet Ian Moon, kinesiology student and homecoming honoree

The School of Kinesiology's Ian Moon, a senior majoring in sport management and minoring in coaching, was voted to the 2021 U of M homecoming court.

"I'm honored I got chosen," he says. "I wanted to show that I'm OK with the fact that I don't look like everyone else. I kind of look weird. I have white hair. I'm blind or visually impaired. I don't look like everyone else, I don't act like everyone else, I don't think like everyone else, and you know what? That's fine. At the end of

the day, I can still be a part of something that everyone else is a part of. Don't let someone next to you be the reason you don't do something. Your whole life you live in this bubble of wanting to do x, y, and z, but you also care so much about what other people think about x, y, and z. Then you get in this mindset that it might not be the best idea. We need to get out of that."

Read more: z.umn.edu/7afi



A voice for change

BY DIRK TEDMON | PHOTOGRAPH BY ERICA LOEKS

GROWING UP AS ONE OF NINE children in a Hmong American household, Lisa Yang sometimes struggled to find her voice. Yet she knew she must in order to achieve her goal of becoming a teacher. Through her journey to discover her voice, she uncovered her calling: using the power of language to help others find their voice, too.

A second-year student in the Minnesota Grow Your Own Teachers (MNGOT) program, Yang is earning her master's degree and teaching licensure in K-12 English as a Second Language (ESL). The MNGOT program allows current educators, including paraprofessionals, to earn their MEd and teaching license while collaborating with co-teachers to design and deliver lessons, work one-on-one with struggling learners, and assess student learning.

"I teach because I want better for my students," Yang says. "I want my students to feel empowered by their education. As a child of immigrants, my parents have told me that education is power—power that can make a weak person strong; power that will give one a voice to be heard."

Getting to this point has not come without challenges, though, which Yang describes as part of the process of finding herself. "As a woman from a culture that, traditionally, does not encourage women to speak, it has been personally important to find my voice. I believe this is something valuable for marginalized populations also. For that reason, I think it is necessary we teach our students how to use their voice to engage in the world, deal with conflict, and advocate for themselves and for change," she says.

Yang's ability to pursue her passion for teaching is thanks in part to the Mithun family, who share a deep commitment to education. Inspired by their mother Jacqueline's experience as a teacher, sisters Jill Mithun and Susan Duncan started a scholarship in the college to support future educators and diversify the teacher workforce. For Yang, the impact has been far greater than just the financial support.

"It has provided me with more peace to do the work of my area of study—teaching—by growing a deeper sense of myself to better support my students," she says.

Looking to the future, Yang plans to become an ESL teacher after completing her program. She may even become an author. No matter what she accomplishes, though, she is certain the path to finding her voice has been a catalyst for change.

"Throughout my graduate school journey, I've found that I'm capable of so much more so I'm excited for what's next," she says.



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

 COLLEGE OF EDUCATION
+ HUMAN DEVELOPMENT

“I teach because I want better for my students. I want my students to feel empowered by their education.”



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SCHOLAR SPOTLIGHT IS BACK!

Scholar Spotlight – presenting groundbreaking research to the community

We are proud to announce the return of our popular Scholar Spotlight series, a forum for researchers to present their recent groundbreaking publications to the CEHD community for questions and discussion.

The semester's fall events focused on mental health and wellbeing. The spring series will explore the topic of partnership.

More information about Scholar Spotlight, including upcoming events and recordings of past sessions, can be found at innovation.umn.edu/scholar-spotlight.

