

CEHDconnect

THE MAGAZINE OF THE COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT



CENTER FOR
CLIMATE LITERACY
P. 6

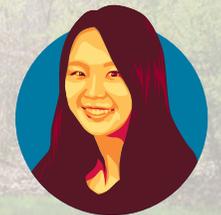
LEAD CONFERENCE
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ON THE CUTTING
EDGE: NEW
DEGREES AND
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NEW FACES on campus

Please welcome our new faculty!



FALL 2022

from the
DEAN



AS TRAVEL PICKS UP, I have begun to reach out to alumni and friends of the college across the country. In the few trips I have been able to make to connect with others, our alumni are more committed than ever to hear about and support the efforts under way in CEHD. They ask questions about the health and wellbeing of our students, the engagement of our faculty and staff, and the supports in place so that all mem-

bers of the CEHD community can thrive and contribute. And, they continue to encourage and financially support our efforts. The CEHD community is a generous one.

In this issue of *Connect*, we highlight newly funded initiatives, such as the Center for Climate Literacy. There are several new academic programs. And, we have one of the largest new cohorts of faculty joining us this year, bringing new energy, ideas, and potential.

In addition, our faculty, staff, and students continue to be engaged across the globe. The ongoing efforts to build a hub of interdisciplinary engagement in Cambodia is a strong example of how CEHD connects with alumni and colleagues to create momentum for social justice. We are discussing ongoing efforts with Jamaica, Brazil, and other global partners.

We recently and successfully held the LEAD Conference on campus. We had nearly 350 education leaders from across Minnesota, many of whom told me that it was the most meaningful and impactful event they had been to in their professional lives. The keynote speakers reminded us that we tend to narrowly define knowledge in academia—we keep a tight hold on who can contribute to “the knowledge base” (as though there is a single knowledge base) and what can be contributed. They reminded us that there is knowledge and genius in all of us. To ignore some forms of knowledge and genius is to limit progress and innovation—and to limit human potential.

Having completed two years as the dean of CEHD, I continue to grow in my understanding of this place we work and in my understanding of the work we do to cultivate access, opportunity, and success. Let us continue to learn and grow, and elevate the knowledge and genius in others. *iAdelante!*



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+ HUMAN DEVELOPMENT**

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MCRRR joins CAREI

THE UNIVERSITY OF MINNESOTA'S Center for Reading Research (MCRRR) has merged with the Center for Applied Research and Educational Improvement (CAREI).

MCRRR seeks to support a culture of engagement between scholars at the University and PreK-12 educators and community partners to connect instruction to literacy research, while CAREI seeks to be the premier network hub that builds educators' data-based decision-making capacity through high-quality technical assistance, professional learning, and program evaluation in education.

Through this new partnership, MCRRR and CAREI will be able to combine resources, work together to greatly improve education for all students, and become stronger as a single entity. The organizations are excited for the positive educational impact that they are sure to have as one unit.

"The merger between CAREI and MCRRR offers exciting and expanded opportunities for K-12 schools, says Shona Burke, MCRRR PRESS (Path to Reading Excellence in School Sites) project coordinator. "Our shared focus on supporting educators through data-driven decision making and high-quality professional learning remains at the forefront of our work. MCRRR's expertise in literacy research combined with CAREI's knowledge of tiered systems of support, technical assistance, and evaluation create a synergy for increased services and partnerships in the years to come."

"CAREI has experienced significant growth in the past year, evolving into a center that has a research unit focusing on sponsored project research, a unit focusing on providing technical assistance



and professional learning to state and local education agencies around data-based decision-making and continuous improvement, as well as a program evaluation unit that helps partners evaluate programs and practices," says CAREI director Kim Gibbons. "The Minnesota Center for Reading Research is a wonderful addition to the technical assistance unit and provides depth in the area of literacy instruction, assessment, and intervention. The impact of the pandemic has resulted in an urgent need to improve educational outcomes in many districts around the country, and our center is now positioned to respond to these needs."

—EVA JAVERS

[Learn more: carei.umn.edu](https://carei.umn.edu)

Coming together for Ukraine



The Institute on Community Integration's Renáta Tichá (left), co-director of the Global Resource Center for Inclusive Education, led a live and virtual event on March 30 dedicated to bringing together faculty, staff, students, and other community members to share strategies for helping Ukrainians survive and rebuild after the February 24 invasion of their country by Russian forces. The event was sponsored by the CEHD Office of International Initiatives. One of the speakers was University of Minnesota student Safia Dockter (right), whose family is from Ukraine. She urged the University community to send newly graduated psychology students to help the Ukrainian people recover from the trauma and rebuild their lives. She is developing materials to support children experiencing trauma in Ukraine.

—JANET STEWART

[Learn more: ici.umn.edu/news/coming-together-for-ukraine](https://ici.umn.edu/news/coming-together-for-ukraine)



Research begins for YogaMoves

DAHEIA BARR-ANDERSON, School of Kinesiology associate professor and director of the Behavioral Physical Activity Laboratory, led a research study over the summer called YogaMoves. The study involved 68 Black and/or African American women participating in hatha and restorative-style yoga over the course of three months. The team partnered with five Black, woman, certified yoga instructors, as well as two Black, woman-owned

studios in the Twin Cities. Barr-Anderson and her team tracked the women's activity and stress levels over the course of the study, as well as how much they enjoyed participating.

Barr-Anderson hopes that yoga can become a significantly more popular pastime for Black women. Only 10 percent of Black Americans participate in yoga, and her goal with this study is to help more Black women discover its health benefits.

"Cardiovascular disease is an issue for Black women; high stress levels are an issue," she says. Hence, her goal is to decrease the sedentary habits and health issues that disproportionately affect them.

"[This will be] very culturally tailored and an inviting space for Black women to just be and to hopefully connect to yoga," says Barr-Anderson.

—EVA JAVERS

[Learn more: bpal.umn.edu](https://bpal.umn.edu)

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NEW GIFTS AND COMMITMENTS

\$250,000 TO \$499,999
The Sauer Family Foundation supported the Infant and Early Childhood Mental Health Fellowship.

\$100,000 TO \$249,999
The Norman & Ann Hoffman Foundation added to the Hoffman Family Fund in Education in support of students in the Minnesota Grow Your Own Teachers program.

Schmidt Futures supported the research of Department of Educational Psychology Professor Laura K. Allen.

Benjamin White, Joshua White, and Perrin White established the Marjorie Ann Boeck Memorial Fellowship.

\$25,000 TO \$99,000
 An **anonymous donor** gave to the Tucker Center for Research on Girls & Women in Sport in honor of the 50th anniversary of the passage of Title IX.

Jo Anne K. and Leslie M. Collins established the Jo Anne Hoff Collins Scholarship for students in the Minnesota Grow Your Own Teachers program.

Ann C. Jaede added to the Ann Jaede Scholarship in Urban Education.

Stuart A. Lucks established the Tribal College Partnership Program Fund.

The McKnight Foundation supported the Somali Youth Leaders project.

Allison R. "Pete" Palmer and Janet Klemperer started the Climate Literacy Fund.

Susan and Ty Silberhorn started the Silberhorn Family Scholarship at CEHD.

Lois M. Sprinthall established the Norman A. Sprinthall Memorial Fellowship for Counselor Education.

Fred Taylor gave to the Institute of Child Development Program Development Fund for scholarship support.

Mary M. Tjosvold added to the Mary T. International Scholars Fund.

HERITAGE SOCIETY COMMITMENTS
Shelly Breen committed to support the Tucker Center Title IX Legacy Scholar Fund.

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

The estate of **Cindy S. Pavlowski** gave to the Cindy Pavlowski Memorial Scholarship.

Includes gifts made between February 2 and June 7, 2022

Students ‘jump’ in to Women’s Final Four

THE 2022 NCAA WOMEN’S FINAL FOUR culminated on April 3 in Minneapolis with the University of South Carolina triumphing over the University of Connecticut. For 30+ sport management MEd students in the School of Kinesiology, the championship game wrapped up an action-packed weekend working various Final Four-related events, including Tourney Town, the Coaches Convention, and the youth-focused Bounce Parade.

The MEd students are enrolled in Clint Warren’s KIN 5115: *Event Management in Sport* course. At the start of the semester, Warren announced that involvement in the NCAA Women’s Final Four would be central to their coursework. He also invited KIN 5115 students from 2021 to participate.



“This course teaches planning, funding, and management of sporting events of all kinds, from the collegiate-level to non-profit to community-based events,” says Warren. “The

NCAA Women’s Final Four taking place locally provided a one-of-a-kind opportunity for students to obtain real boots-on-the-ground experience and connect their classroom learnings to a major national sports event.”

Minneapolis’ selection as the NCAA Women’s Final Four host site is no coincidence. The city underwent a rigorous vetting process and was ultimately selected by the NCAA for a number of reasons, one of which is the influence of University of Minnesota women’s basketball head coach Lindsay Whalen. As reported in the *New York Times*, “Whalen’s story is just one of many that explain how Minneapolis, which is hosting the 2022 Women’s Final Four, became one of the country’s most fervent women’s basketball communities.”

Every KIN 5115 student worked two (or more!) four-hour shifts throughout the Women’s Final Four festivities. “I had an amazing weekend working with wonderful volunteers from Minnesota and 22 other states. I learned so much about all of the work that goes into making an event of this magnitude happen,” says MEd student Carmen Middleton.

“This weekend was a great experience. I had so much fun helping with the Bounce, it was great getting to see 2,000 children have so much fun,” adds MEd student Laura Wagner. “It was great to see what we have been discussing in class in real life. We were lucky enough to get an inside look at the steps needed to host an event as big as the Final Four.”

—CATE PARDO

Xprize challenge features CEHD team

A cross-departmental team from CEHD is one of 10 teams nationwide to move forward to the pilot phase of the Xprize Digital Learning Challenge, a competition to modernize, accelerate, and improve the ways in which we identify effective learning tools and processes that improve learning outcomes. This competition has a \$1 million prize purse.

This next phase, which CEHD was chosen to participate in by a panel of expert judges, encourages teams to harness the power of AI methods, big data, and machine learning. They will conduct a month-long randomized control trial (RCT) or quasi-experimental design (QED) pilot in a formal education setting, followed by a replication of the study with at least one different learner demographic.

Members of CEHD XTeam include John Behr (Educational Technology Innovations), Clay Cook (Department of Organizational Leadership, Policy, and Development), Kim Gibbons (Center for Applied Research and Educational Improvement), Panayiota (Pani) Kendeou and Kristen McMaster (Department of Educational Psychology), Frank Symons (CEHD Associate Dean of Research), and Ryan Warren (Innovation and Partnership Officer).

“We are excited that the CEHD XTeam is one of the top 10 teams selected to compete for the XPrize Digital Learning Challenge,” says Kendeou. “We aspire to develop an innovative platform that allows researchers to implement and evaluate academic interventions that are web-based in authentic K-12 educational settings.”

After the pilot phase, the judging panel will decide which five teams will move forward onto the final phase of the competition. Following the final phase, one team will be named the winner and awarded the \$1 million prize.

—EVA JAVERS

Honors

Dunja Antunovic, School of Kinesiology, received the 2022 Women’s Philanthropic Leadership Circle (WPLC) Rising Star Award. The award recognizes a pre-tenure faculty member who is committed to empowering women and demonstrating leadership through academics, research, service, and teaching.

John Bricout, School of Social Work, received the Virginia Commonwealth University (VCU) Doctoral Program Committee’s “Making a Difference” award.

Robert (Bob) delMas, Department of Educational Psychology, received the George Cobb Lifetime Achievement Award in Statistics Education by the Consortium for the Advancement of Undergraduate Statistics Education. He was also recently honored by the *Journal of Statistics and Data Science Education (JSDSE)* in an article, “An interview with Bob delMas.”

Andrew Furco, Department of Organizational Leadership, Policy, and Development, received the National Youth Lead-

ership Council’s Alec Dickson Servant Leadership Award.

Mary Jo Kane, School of Kinesiology, received the “Inspiring Woman Award” by the Minnesota Lynx.

Melissa Koenig, Institute of Child Development, received the 2022 Marty and Jack Rossmann award for exceptional creativity and productivity in scholarship, teaching, and service in CEHD. The award recognizes a tenured faculty member who shows great promise of continuing such achievement.

Glenn Roisman, Institute of Child Development, received the 2023 Mary Ainsworth Award for Excellence in Developmental Science from Division 7 (Developmental Psychology) of the American Psychological Association.

Keisha Varma, Department of Educational Psychology, and associate vice provost of equity and diversity, received the 2022 President’s Award for Outstanding Service. The award recognizes exceptional service to the University.

Appointments

Megan Gunnar, Institute of Child Development, was elected into the National Academy of Sciences.

Nidhi Kohli, Department of Educational Psychology, has been selected as the next editor for the Application Reviews and Case Studies (ARCS) section of the journal, *Psychometrika*.

Beth Lewis, School of Kinesiology, was elected to a three-year term on the Faculty Consultative Committee. The committee serves as the consulting body to the U president and as executive committee of the Faculty Senate.

Joseph Rios, Department of Educational Psychology, was appointed to the ACT (American College Test) technical advisory committee. In this role, Rios provides psychometric expertise and guidance related to diversity, equity, and inclusion issues in college admissions testing.



In memoriam

NORMAN SPRINTHALL, EdD, died on March 8, 2022, at 90 years old. From 1971 to 1983, he was a professor and chair of the counseling and student personnel psychology program (now counselor education) in the Department of Educational Psychology. Along with his colleague Ralph Mosher, Sprinthall developed the Deliberate Psychological Education (DPE) model. In an article written by Sprinthall’s University of Minnesota doctoral advisee Tim Hatfield, the two scholars described the goals of the DPE model (Hatfield, 1984): “Our central objective... is to create curriculum materials and methods of instruction that will facilitate personal and human development for all pupils. Our program is oriented to what, in mental health terms,

is called primary prevention. The focus of the program is educative, not remedial... This is a distinction to secondary prevention—i.e., therapy, counseling, or the ‘adjustment’ of confused, underachieving, disturbed young people. The curriculum is to be a regular part of the school’s program.” Ahead of its time, their model has guided the thinking and practice of countless counseling professionals who embraced a developmental approach. Sprinthall made a difference in the lives of many, including Hatfield, who graduated from the University of Minnesota with a PhD in educational psychology in 1980. Now an emeritus professor at Winona State, Hatfield has fond memories of his mentor. “Norm Sprinthall was my adviser, academic hero and role model, and dear friend,” he says. Family and friends of Sprinthall have set up a fund in his memory to support aspiring K-12 counselors. To support the Norman A. Sprinthall Memorial Fellowship for counselor education, please send a check (designate “Sprinthall Fellowship in CEHD”) to the University of Minnesota Foundation, P.O. Box 860266, Minneapolis, MN 55486-0266, or give online at z.umn.edu/7ytd.



Climate curriculum

New Center for Climate Literacy aims to change attitudes through storytelling

CLIMATE CHANGE may well be the defining issue of our time. From more extreme weather events to an increase in vector-borne diseases, decreasing food security, and ecological collapse, climate change touches everyone's life. The next generation will feel the greatest effects as climate change accelerates over time. Department of Curriculum and Instruction Professor Marek Oziewicz wants to give youth the information and tools they need to rewrite the future of climate change and their world through the Center for Climate Literacy.

Oziewicz defines climate literacy as "an understanding of climate change that

includes facts and numbers, but centers developing attitudes and values to respect our planetary home."

The need for the center arose based on the insight that climate change is less of a challenge to technology than a social and cultural challenge to change how we think about our interaction with the earth's resources and other inhabitants. Oziewicz thinks the best way to change attitudes is not through science but through storytelling. "We are hardwired as humans to think through stories," he says. "Stories are the starting point of change."

"Stories are the starting point of change."

◀ Professor Marek Oziewicz wants to give youth the information and tools they need to rewrite the future of climate change.

The Center for Climate Literacy is compiling a searchable database of children's and young adult literature focused on environmental themes along with resources for K-12 educators to use in their lesson planning. It is also going one step further and piloting a program this fall with local teachers to develop a curriculum focused on climate literacy that they will implement in their classrooms in the spring. The end goal is to design useful teaching materials for both K-12 and informal education spaces that educators can access through a journal on Climate Literacy in Education that will be published by the University of Minnesota Libraries.

The Center is focused on storytelling for children and young adults because they are poised to bear the brunt of climate change; they have the most at stake. Plus, schools also offer an opportunity to reach millions of people in just the K-12 audience. "Over 80 percent of parents want children to learn, and 86 percent of teachers want to teach about climate change," Oziewicz says as he rattles off numbers that helped guide the center. "Even if you reach five percent of children, that's a huge impact. They go back to their families and they become advocates and educators."

The Center for Climate Literacy team includes "climate ambassadors," or storytellers—authors, illustrators, filmmakers—whose work centers on environmental themes. Most of the current ambassadors are children's authors, which makes sense given the audience for the Center for Climate Literacy.

One climate ambassador is Katherine Applegate, an award-winning young adult novelist whose books explore the interaction between people and ani-



mals. After working with Oziewicz, she started to view her writing differently, as part of a bigger genre shaping children's perspectives on their future given the effects of climate change. "In the last five to 10 years, it feels like everything you touch on includes the theme of climate change," she says.

"When I work with children to create stories, I tell them: Find something that's making you furious and focus on that," says Applegate. "Someone once told me that good fiction is people misbehaving. A lot of misbehaving that happens in climate fiction takes the shape of kids fighting the status quo. It's one of the major takeaways kids can pick up from stories on climate change. It's okay to be angry about this."

Oziewicz and his colleagues at the Center for Climate Literacy are at the early stages of channeling their energies toward changing attitudes about climate change. There are a series of climate literacy workshops being developed for the fall, as well as the climate literacy curriculum pilot program and the launch of the journal to plan. Authors, graduates students, researchers, educators, and activists are all welcome to join and fight to change the narrative about our future with climate change one story at a time.

—KAT SILVERSTEIN

Learn more: climateliteracy.umn.edu

GREG HELGESON

STORYBLOCKS.COM

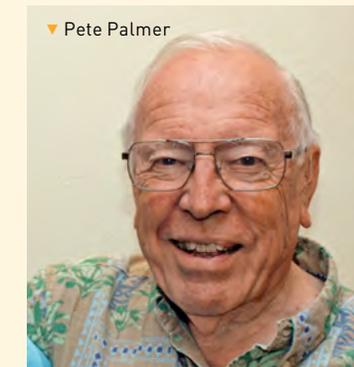


THIS IS WHY I GIVE

ALLISON "PETE" PALMER (PHD '50) is wearing a bolo tie with a trilobite that is a half-billion years old. "People don't understand 'deep time,'" he says. Life has been evolving for three billion years, a period that is vastly greater than human lives and almost unimaginable. That makes it challenging to convey urgency around climate change and sustainability.

Palmer became interested in geology as an undergraduate at Penn State. He came to the U for graduate school at age 19 and specialized in the Cambrian Period. Geology professor Charlie Bell was a major influence for him, later helping him get a field work position in Texas.

With a fresh PhD in 1950, Palmer's plans for an academic life were interrupted because a University of Washington faculty member, for whom he was to be a sabbatical replacement, had his project in Korea canceled in late August by the onset of the Korean War. Luckily, Palmer found his alternative dream as Cambrian paleontologist for the U.S. Geological Survey in Washington, D.C.



▶ Pete Palmer

After 16 years there, he was recruited to academia, spending 14 years at Stony Brook University. His knowledge of geologic time and more national awareness of humans' influence on the environment led to his interest in trying to promote change.

After moving to Boulder, Colorado, to oversee a book project, Palmer met Curriculum and Instruction Professor Fred Finley, who had an interest in environmental education. Palmer made a gift to support Finley's work with teachers, which now is used for graduate fellowships in sustainability education.

Today, CEHD has renewed its focus on the impact of humans on the earth with the new Center for Climate Literacy. Marek Oziewicz, who is leading the project, convinced Palmer to join the effort. "Marek is addressing this the right way," Palmer says. "We need to educate the younger generation about how to live on this planet. Kids don't have preconceived notions, so they may come up with unanticipated solutions."

As the inaugural donor to the Center for Climate Literacy, Palmer is hopeful about the impact on teachers and their students. "Younger people are willing to make change, and they will be the ones to influence their parents and grandparents," he says.

—ANN DINGMAN

Building community, raising voices

LEAD Conference offers insights into creating more equitable education systems



THIS AUGUST marked the return of the Leading in Equity, Action, and Diversity (LEAD) conference, a CEHD-sponsored event designed to give education leaders the tools and ideas necessary to disrupt pervasive racial inequities in PreK-12 schools. Absent for several years, this conference is the relaunch of at least a five-year run of the event.

Nearly 350 educational leaders from around the state gathered for the two-day conference, held August 2 and 3 at Huntington Bank Stadium. Each walked away with new skills and strategies to implement in their respective schools.

Keynote speakers Muhammad Khalifa and Gholneskar (Gholdy) Muhammad set

the tone for the two days with their lively and informative presentations. Muhammad, a nationally recognized educator, researcher, and author, demonstrated her HILL Model, an equity framework of teaching that helps educators develop students' Histories, Identities, Literacies, and Liberation. "How will your instruction help students to create social change for their communities?" she challenged the audience.

Khalifa, a professor of educational administration and the executive director of Urban and Rural Initiatives at The Ohio State University, said that among the responsibilities educators have, antiracist leadership needs a place at the table. He

focused on how leaders can engage, and he pointed to two areas that became a common refrain heard throughout the conference. "There is knowledge within our students and the community that we need to recognize as knowledge," he said.

COMMUNITY ENGAGEMENT

Community engagement was a primary theme in Darrius Stanley's breakout session, "Listening, Engaging, Advocating, and Partnership (LEAP): A Model for Responsible Community Engagement for Educational Leaders." Stanley, a new assistant professor of educational leadership in the Department of Organizational Leadership, Policy, and Development, asked his audience what the word community meant to them.

"Most of us think of the neighborhood, but what is community in the context of education?" he asked.

Stanley grew up in Tallahassee, Florida, and used an example from his hometown to drive his message. Barrow Hill School is a community supported school, meaning that all the leaders in the vicinity came together to create it and make it run—the carpenters who built it, the farmers who provided food, the teachers who instructed—all lived in the area.

The success of the school involves an active approach to community engagement. "How do we do it?" is the number one question I get," Stanley said.

The first thing to do is listen, which is trickier than it sounds. Stanley referenced a common saying from his own mother: "Did you hear me or were you listening?" Hearing is passive; listening is active. After listening comes engaging. That means being present, building relationships, and anticipating the needs of the community. Advocating for these needs follows, and here Stanley pointed out a possible pitfall. Say you fought to get laptops to all your students and you succeeded. Then you

hear from a parent: "Thanks for the laptop, but we don't have WiFi at my house." You forgot the first step. You didn't *listen*.

Partnering is the last step. Here, Stanley returned to the Barrow Hill School. "The school was not just for education. It was for any community meeting outside of church. It's a hub of knowledge," he said, telling the audience they can do the same. "Leverage the school space as a community asset."

LISTENING TO THE "CUSTOMER"

Community was also a key concept for Michael Walker in his breakout, "Community Engaged Leadership in Action: Transforming Belief Systems through the Office of Black Student Achievement." Walker is the founder and CEO of Critical Questioning consulting, which works with districts across the country to provide a framework that supports Black students.

In 2014, he was working as an assistant principal of Roosevelt High School in Minneapolis when he was handpicked to be the inaugural director for the Office of Black Male Student Achievement, with the responsibility of changing academic outcomes for Black males who attend Minneapolis Public Schools.

A couple weeks into his new assignment, he was asked what he was going to do. Walker told his supervisors he was going to do 100 days of listening. "We're going to barbershops and hair salons," he had said. "There is raw, uncut, real truth in those spaces."

Walker came away with stories of broken beliefs based on individuals' and their children's experiences with schools. "Parents and families didn't believe schools had equality," he said. "Young Black men didn't feel connected to their schools."

To counter this narrative and try to re-

verse it, Walker created a belief framework through a new class, BLACK (Building Lives Acquiring Cultural Knowledge). Dontrell Bradley had been in the class since eighth grade. "The whole classroom was a different feeling," he said. "It taught me leadership skills, not to be shy, say your feelings, and your feelings matter."

Walker closed by showing how Malcolm X exemplified what he was talking about. "He intentionally changed three or four times in his life based on new information he found," Walker said. "That's the definition of a lifelong learner. Do we as educators do that when we find new information or do we just let it sit there?"

RAISING STUDENT VOICES

St. Louis Park Public Schools takes listening to students quite seriously and this was demonstrated at "Student Voice at the Table: Youth Internships to Analyze School Policy and Practices." District Superintendent Astein Osei said their mission was about empowering students. "We want to create an environment with students at the center," he said.

Silvy Lafayette, the director of assessment, research, and evaluation, introduced the district's approach. "We hire students to study data—youth data analyst summer interns," she said. "This idea comes from University of Minnesota work. We hired undergrads at the U to do research, why couldn't we replicate a similar model at our high school?"

Several of the student interns, Walter Gips, Abdulkadir Mohamud, LaMark Pierce, Whitney Shill, and Annalee Wold, were present to talk about their project, which was to determine how the St. Louis Park discipline system affected students.

The students conducted 10-minute interviews with 68 of their peers, collected the responses, and analyzed the data. In general, students saw favoritism, noticed that students of color seemed to be disciplined more often, and believed that learning and grades declined when you were taken out of class. The recommendation was to require staff to build better relationships with students that promote trust and belonging.

A takeaway for the students, when asked, was they appreciated their voice was acknowledged. "Normally, adults don't really listen to you," Gips said.

For attendees of the conference, the takeaways were many. "It was exhilarating to participate in a conference centered on equity and diversity," says Matt Pletcher, the director of secondary curriculum and instruction and multilingual programs at Robbinsdale Area Schools. "Each of the presenters was outstanding and delivered content that was easily applicable to my school district. I walked away inspired and ready to transform our systems to better meet the needs of our diverse community of learners."

—KEVIN MOE



► Educational leaders from around the state participate in numerous engaging sessions at the LEAD Conference.

MARJAN SAMADI; JAYME HALBRITTER

New faces on campus

CEHD is welcoming one of its largest cohorts of new faculty members beginning this fall. We are proud to introduce them and look forward to the insights and expertise they will bring to our college.

CURRICULUM AND INSTRUCTION



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 Touro College
 PhD, literacy education,
 U of M

RESEARCH INTERESTS: *Understanding the lived experiences of people who are marginalized and oppressed*

“My research interests live at the intersection of collective memory work, elementary education, teacher education, being Black, and living queerly,” she says. “My work centers on resistance to normativity and anti-oppressive pedagogy. I enjoy thinking with theory around issues relating to equity and social justice.”

FUN FACT: *What is the best piece of advice you’ve ever received?*
 Don’t listen to the noise in the market, watch your change.



RAMON VASQUEZ
Assistant professor
 BA, English and philosophy,
 University of Southern California
 EdM, education policy,
 Harvard University
 PhD, curriculum and instruction,
 University of Wisconsin, Madison

RESEARCH INTERESTS: *Social studies education, epistemology, curriculum theory, post-qualitative research, critical theories, and relational pedagogies*

“My current research includes analyses of knowledge production as well as discussions of the ethics of memory work,” he says. “I am especially interested in uncovering and understanding schooling practices that recognize the different ways of knowing by which people make sense of the world and provide meaning to their lives.”

Vasquez is committed to working with faculty, staff, and students to develop a vision for the future that responds to the pressing social challenges of our time while also making space for different perspectives on shared issues of concern. “For this reason, my work centers collec-

tive well-being and honors accountability to various communities and collaborators across a range of sites,” he says. “An important aspect of my work involves bringing together an array of compelling ideas from different cultural and intellectual traditions. Exploring possibilities for knowledge production outside institutionally established ways of understanding the world creates possibilities for challenging entrenched views.”

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

When I was a doctoral student, I read Ruth Ozeki’s moving novel *A Tale for the Time Being*. A couple of years later, when I was living in Massachusetts for my first academic appointment, I ran into Ozeki in the lobby of my apartment building, and we talked about her experiences since her last novel. I was looking forward to another conversation with her to discuss her current work, but I moved to Michigan at the end of the semester. By now she has taught several courses at Smith and written so much more, so we would have much to discuss over dinner.



CRYSTAL WISE
Assistant professor
 BS, elementary education,
 Indiana University
 MS, educational leadership,
 Indiana University Northwest
 EdM, Harvard University
 Graduate certificate,
 African American and diasporic
 studies; PhD, educational studies,
 literacy language, and culture,
 University of Michigan, Ann Arbor

RESEARCH INTERESTS: *Early literacy development, culturally responsive instruction, and historical and contemporary literacy practices of African Americans*

“My current research in early literacy is focused on vocabulary instruction and assessment for children in the early elementary grades,” she says. “Continuing work I began at the University of Michigan, I am

developing assessments and instructional approaches that focus on children’s use and development of word-learning strategies in culturally and linguistically responsive ways. I primarily do this work with African American children attending schools in lower socioeconomic status environments.”

Wise says children are fascinating learners. As a kindergarten and second-grade teacher in her hometown, Gary, Indiana, she enjoyed listening to children use language to create a vibrant and stimulating learning community.

“I was honored to engage in their inquiries about new words and things around them and to explore additional meanings of words they’d heard and knew something from prior experiences,” she says.

FUN FACT: *What are you reading?*
 I am taking a deep dive into a set of children’s texts, including *Each Kindness* by Jacqueline Woodson, aimed at teaching about Martin Luther King’s philosophy on the beloved community for a critical content analysis project. I am also rereading a couple of James Baldwin’s essays alongside lyrics from Prince’s *The Black Album* for a manuscript about the responsibility of the artist.

EDUCATIONAL PSYCHOLOGY



LISA AGUILAR
Assistant professor
 BA, psychology, Ripon College
 MA and PhD, school psychology,
 University of Missouri

RESEARCH INTERESTS: *Indigenizing education, decolonizing school psychology, cultural identity, and cultural humility*

“I am interested broadly in working with and for Indigenous students, families, and communities,” she says. “Within that broad spectrum, my goal is to decolonize how we think about the practice of school psychology and move more toward an Indigenization of the field and education as a whole. For me, this means that Indigenous

knowledges, histories, stories, and ways of being would be integral to how we serve children and their families.”

As of late, she has been doing a lot of thinking and writing about strengths-based assessment and integrating storytelling into that process. She has recently submitted a grant with a group of scholars of color and women that focuses on creating Indigenous data storytellers, or Indigenous youth who are empowered to use “data” (i.e., stories, knowledges, observations,

ILLUSTRATIONS
 BY
 Daniel Hertzberg

STORYBLOCKS.COM

oral histories) in all its forms to protect and strengthen their community.

“Stories are a big part of how I see the field evolving and moving away from solely using ‘objective’ and ‘neutral’ numbers-based data to more of a kid-centered, strengths-based, Indigenous world sense,” she says.

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

I would probably invite an ancestor who lived prior to colonization. I would be so curious to learn about how the world worked, what types of animals they had back then that we no longer have the privilege of being in relation with, what did the terrain look like, what customs have been lost that I could learn about again, and how it felt to live in those times. I dream about that a lot.



LAURA ALLEN
Assistant professor

BA, English and foreign languages (French), Mississippi State University
MA, psychology, PhD, psychology (cognitive science),
Arizona State University

RESEARCH INTERESTS: *Understanding the cognitive processes in language comprehension, writing, knowledge acquisition, and conceptual change, and applying that understanding to practice by developing natural language processing tools and educational technologies*

“I have always been fascinated by the way that humans translate their thoughts into language,” she says. “I am particularly intrigued by how we adapt our language based on our knowledge and expectations of others, as well as the ways we can learn about others based on the structure of their language.”

Allen is also passionate about interdisciplinary research—therefore, most of her research draws on work in linguistics, computer science, psychology, and education to attempt to develop a well-rounded view of language and discourse.

Her interest in language stems from the fact that since it is the primary way in which humans interact with each other, it is critical for better understanding how we can teach and learn from others.

FUN FACT: *What is your favorite website?*

My favorite website is probably Reddit, because you can find an answer to almost any question that you have and hear so many varied opinions on any topic.



CHIA-YI CHIU
Associate professor

BS, mathematics, National Taiwan Normal University
MA, mathematics in teaching, University of Northern Colorado
MS, statistics, PhD, University of Illinois at Urbana-Champaign

RESEARCH INTERESTS: *Developing new methods for cognitive diagnosis*

Chiu has been recognized for her research on cognitive diagnosis.

“Traditional testing methods look at students’ overall ability and their standings,” Chiu says. “In contrast, cognitive diagnosis seeks to understand what students know and what they don’t know, so that teachers can design more suitable remediation instruction for the students based on their needs.”

The idea of “testing for improving teaching and learning, but not just merely auditing it” is the reason why Chiu has been focusing on cognitive diagnosis for many years. “Many experts in the field agree that cognitive diagnosis analysis represents the future of educational assessment,” she says. “If not that of ability and achievement testing in its entirety, then at least that of educational program evaluation through the monitoring of students’ progress.”

Chiu says that, unfortunately, this type of analysis often relies on model-based calibrations, which require large samples and advanced techniques so as to identify the underlying model and estimate model parameters. For practitioners, who routinely have only small samples at hand, do not have access to information about the underlying model, and are frequently in need of expedited results, the contribution Chiu’s research that focuses on the development of methods suitable for the implementation into educational settings of any size cannot be overstated.

FUN FACT: *What is the best piece of advice you ever received?*

We are doing research in educational statistics and measurement, but keep in mind: no writing, no publications.



NANA KIM
Assistant professor

BA, education
MA, education (educational measurement and evaluation), Yonsei University, Seoul
PhD in educational psychology (quantitative methods), University of Wisconsin, Madison

RESEARCH INTERESTS: *Developing and applying psychometric methods to improve measurement in education, psychology, and social sciences*

“My current work focuses on item response theory (IRT) and its applications for detecting measurement bias and understanding individual differences by attending to response processes,” she says. “I am also interested in applying advanced statistical methods such as multilevel models to investigate practical issues in education and social sciences.”

Kim thinks it is essential for every student to have the opportunity to receive high-quality education to achieve one’s potential. “I care about the validity and fairness of assessments because their results are often used to inform educational policy and/or decision-making, consequently influencing the quality of education, educational opportunities for students, and the real-world practice of education,” she says. “Using inaccurate and potentially biased measures renders misleading conclusions and decisions.”

FUN FACT: *What do you do in your downtime?*

I enjoy camping at state parks, riding a bike, walking in nature, and spending time with family.



CHELSEY LEGACY
Teaching assistant professor

MS, statistics, Iowa State University
PhD, educational psychology, U of M

RESEARCH INTERESTS: *Teaching and learning statistics*

“It’s no secret that we are flooded with data, and gaining insights from it is complicated but increasingly important for active citizenship in the modern world,” she says. “Given that most of this data is observational and contains many variables, it is important to know how to develop the skills needed to consider relationships among so many variables.”

Legacy says that using visualizations to see relationships among several variables is an engaging method to get students to start thinking that way. “Since visualizations are typically covered early in an introductory statistics course, they provide an entry point to start developing students’ confidence to ask questions, analyze, and communicate about data in their research and their own lives,” she says.

FUN FACT: *What are you reading?*

Having just defended my dissertation and needing a brain break, I returned to a book I didn’t get to finish last summer: Kate Morton’s *The Clockmaker’s Daughter*. Morton’s novels are always entrancing stories that swoop forward and backward

in time with several interconnected plot lines revolving around a generation’s old family secret. This time I can’t stop reading until the mystery is solved.



CAITLIN MILLS
Assistant professor

BA, psychology, Christian Brothers University
MA, psychology, PhD, cognitive psychology, University of Notre Dame

RESEARCH INTERESTS: *Understanding how and why our minds wander and how that impacts our everyday life and learning process*

“I am most interested in the way we think, particularly when we aren’t actually trying to think of anything in particular—or when our minds wander,” she says. “It happens quite often throughout our daily lives, and my research focuses on how those thoughts impact how we feel and how we learn. I am interested in blending approaches from psychology, computer science, and neuroscience to answer these questions.”

Mills says that we spend about half our lives mind wandering, regardless of where we are or what we are doing, according to some research. “Our mind really never stops ‘thinking,’ so I think it’s important to understand how these thoughts—that we often ignore in research—shapes our human experience,” she says.

FUN FACT: *What’s the best piece of advice you’ve ever received?*

The more you know, the more you realize you don't know.



KIRSTEN NEWELL

Assistant professor

BA, psychology, U of M
MS, PsyS, school psychology,
Minnesota State
University Moorhead
PhD, educational psychology, U of M

RESEARCH INTERESTS: *Academic assessment of dual language learners within multi-tiered systems of support, and educators' interpretation and use of data*

In her school psychology master's training program, Newell learned about early identification and early intervention for students who were struggling in school. "This type of academic assessment and data-based decision making can efficiently use school resources to prevent long-term academic difficulties," she says. "Once I entered practice, I spent much of my time working with students in a reactionary way, when they were already failing, rather than using data-based decision making to identify instructional needs early. Especially for students learning in more than one language, accurate and efficient screening and

monitoring of academic skills was neither well implemented nor well understood."

Now, Newell is working to create research partnerships to simultaneously support schools while building research evidence on accurate and efficient assessment of bilingual learners. "For example, can we use curriculum-based measures like oral reading fluency to accurately identify bilingual learners who need additional reading supports?" she asks.

FUN FACT: *What do you do in your downtime?*

I enjoy family time with my spouse and two children: traveling to state and national parks and playing all manner of games along the way.

RESEARCH INTERESTS: *Advancing methods to examine neighborhood environments, how neighborhoods impact adolescent development, and neighborhood and family influences on cultural processes and experiences (e.g., ethnic-racial identity, discrimination)*

"Broadly, my research incorporates a culturally informed lens to understand how contextual factors influence lived experiences for Black, Indigenous, and people of color (BIPOC) youth," she says. "I have particular interest in how neighborhoods that are racially, ethnically, and socioeconomically stratified influence developmental outcomes and processes, including ethnic-racial identity, discrimination, cultural socialization, and political socialization.

Her research interests stem from her own personal identity with her experiences as a first-generation college student, Filipina woman of color, and seeing firsthand the challenges (e.g., lack of investment, graffiti in public areas) and benefits (e.g., being surrounded by other immigrant families) growing up in an ethnically and racially concentrated neighborhood. "These experiences fuel my commitment to disrupt systemic and oppressive barriers for marginalized populations, particularly BIPOC youth," she says. "I am also committed to taking a strengths-based approach to my research."

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

I would love to have dinner with Rupi Kaur. I have admired her poetry and illustrations for years and would love to talk to her about how she is able to project strength and vulnerability through her words.



KAY SIMON

Assistant professor

BA, psychology and zoology,
Ohio Wesleyan University
MS, psychology, PhD,
experimental psychology,
University of Kentucky

RESEARCH INTERESTS: *The experiences of sexual and gender minority (SGM) parent families and SGM youth as well as those from underrepresented racial-ethnic groups as they relate to identity development, parenthood and family life, experiences of prejudice, and health disparities*

Currently, Simon is working on the Stories and Experiences of LGBTQ+ Families from Youth (SELYF) Project, which involved interviewing 51 youth, all of whom have an LGBTQ+ parent. This study was conducted under the guidance of their PhD advisor, Rachel Farr, and funded by the William T. Grant Foundation. "The project ultimately hopes to uplift the voices of youth with LGBTQ+ parents, who are often an understudied and underrepresented group," Simon says.

Simon grew up in Florida and Texas as a child and says being in the Southern U.S. as a queer youth of color was especially difficult. "With no role models and little representation, I felt completely alone and experienced a lot of bullying," they say. "At the time I was also convinced that I could never have a family and that I would be forced to choose between having civil liberties and a family and being openly queer. Now, of course, I know that there are hundreds of thousands of LGBTQ+

parent families, many of whom live in the Southern U.S."

FUN FACT: *What is your favorite website?*

Music and supporting indie artists has always been a big passion of mine, so if I had to choose a website I'd probably say bandcamp.com or a record label like dbldblwhmmy.com who represents some of my favorite artists.



XIAORAN SUN

Assistant professor

BS, psychology, Zhejiang University
MS, PhD, human development
and family studies,
Pennsylvania State University

RESEARCH INTERESTS: *How adolescents and parents use smartphones, and how their smartphone use behaviors influence the family functioning and their well-being*

"My research interest broadly lies in family systems processes and adolescent development, considerations of larger contexts in these processes, and applications of data science tools in family and developmental research," she says.

Sun's earlier work was mainly focused on the long-term implications of multiple family relationships (e.g., parent-child, sibling, and interparental) during adolescence for youth's future life outcomes such as educational attainment, career success, and couple relationships, and on how cultural contexts shape these implications.

FAMILY SOCIAL SCIENCE



JENNIFER GEORGE

Assistant teaching professor

BS, health education,
Penn State University
MPS, community services
administration, Alfred University
PhD, education,
University of Rochester

"My hope is that in joining FSOS, I will be able to explore how family is conceptualized and taught in early childhood and elementary programs," she says. "My previous research was around gender role attitudes and the development of romantic relationships in adolescents."

George's journey to higher education has been a long path that started with very young parents, episodic poverty, and a love of learning that came from attending preschool.

"As a first-generation college student, I never lose sight of the foundation that educational institutions gave me but also the very clear social values, norms, and hierarchies they taught me," she says. "I am acutely aware of the struggle that so many first-generation and underrepresented students encounter in higher education and I want to ensure that I am always giving value for the money."

FUN FACT: *What are you reading?*

Currently, I am reading *George* by Alex Gino (for pleasure) and *Parenting from the Inside Out* by Siegel & Hartzell (for class prep).



MICHELLE PASCO

Assistant professor

BA, psychology,
University of California, Los Angeles
MS, PhD, family and human
development,
Arizona State University



“Currently I am mainly using a research paradigm, Screenomics, where we have been collecting screenshots and associated metadata from participants’ smartphones every few seconds across months,” she says. “With this data, we have un-

precedented opportunities to objectively observe and capture adolescents’ and parents’ smartphone use behaviors and, in combination with survey data, study how these behaviors may influence their mental health and family relationships.”

FUN FACT: *What do you do in your downtime?*

In my downtime I like talking to friends, physical activities (e.g., bouldering, surfing, hiking), exploring restaurants, and listening to and playing music.

tend their grandkids’ concert or ball game, volunteer at their place of worship, return to work, take a trip,” she says. “I spent a lot of time wondering whether they actually returned to these activities after they returned home. It seemed likely that returning to these activities required different supports for different populations, and I wanted to know how I could best support all of my patients,” she says. “The literature did not give me the answers I was looking for—and so I decided to step away from full-time clinical practice to pursue these questions.”

FUN FACT: *What are you reading?*

My Body Is Not A Prayer Request: Disability Justice in the Church by Amy Kenny and *Upgrade* by Blake Crouch



MITCHELL MCSWEENEY

Assistant professor
BSM, MA, sport management,
Brock University
PhD, sociocultural studies of sport
and health, York University

RESEARCH INTERESTS: *Social entrepreneurship, innovation, sport for development, and livelihoods*

McSweeney’s main research is conducted within the field of sport for develop-

ment and peace, which is the *intentional* use of sport to achieve social and economic development goals. He explores how organizations, communities, and individuals, such as refugees, come up with and implement unique ideas using sport to achieve social goals such as social inclusion, and engage in entrepreneurship through sport to benefit their communities and their own day-to-day lives. “I approach my research often from a critical lens where concepts such as social entrepreneurship—while usually contributing to the lives of historically marginalized individuals—also may unintentionally maintain or perpetuate inequalities,” he says.

FUN FACT: *What is your favorite website?*

My favorite website is Reddit—for news and much more!

INSTITUTE OF CHILD DEVELOPMENT



KAI IP

Assistant professor
BA, MS, psychology, PhD,
clinical science and developmental
psychology, University of Michigan

RESEARCH INTERESTS: *Culture, children and adolescents’ mental health and the developing brain, and typical and atypical emotion regulation development*

Ips’ teaching philosophy focuses on inspiring his students to be critical thinkers who can analyze information from different perspectives and are sensitive to diversity issues. At the Institute of Child Development (ICD), he will lead the DANCE (Development, Affective Neuroscience, Culture & Environment) Lab.

“I am most excited about and amazed by the supportive, collaborative, and intellectual environment at ICD,” he says. “I look forward to joining ICD and continuing my research to improve children

and adolescents’ mental health and to promote diversity, equity, and inclusion work through my research, mentorship, teaching, and service.”

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

I would like to invite my grandmother, who passed away before I had a chance to meet her. I am hoping to learn more about our family history and her stories as a refugee fleeing Cambodia during the Khmer Rouge regime in the 1970s, and how our family resettled in Macau. I think her stories exemplify the power of resiliency. By learning more about my cultural heritage, I hope to further explore and develop my own ethnic identity.

ORGANIZATIONAL LEADERSHIP, POLICY, AND DEVELOPMENT



NICOLE DILLARD

Assistant professor
BA, sociology and law & society,
University of California at
Santa Barbara
MA, peace, conflict, and development
studies, UNESCO Centre for
Peace Studies
MA, organizational management,
Ashford University
EdD, human and
organizational learning,
The George Washington University

RESEARCH INTERESTS: *A critical approach to identity and work. At the core of this agenda is research on mothering, work, gender, and organizations*

“My initial interests in this line of research were personal, as I became a working mom while navigating my doctoral studies and wanted to understand theoretically, and provide a voice to the experiences of marginalization that myself and other Black mothers were experiencing,” she says. “I have furthered my commitment to this research because it is often lacking in the discipline and can provide valuable insight to help us understand various organizational dynamics.”

Dillard says she hopes to see her work

progress through an expansion of identity-based research that still centers motherhood, race, and gender, but also includes a focus on other marginalized identities and experiences within work and organizational dynamics.

FUN FACT: *If you could invite anyone, living or dead, to dinner, who would it be and why?*

I would invite Audre Lorde to dinner. She was well before her time and had to navigate a lot of similar experiences that I connect with and that are aligned with my research on the intersections of identity. Plus, she was seemingly effortlessly confident and had an unapologetic sense of self, which I deeply admire.

KINESIOLOGY



EMILY KRINGLE

Assistant professor
MOT, University of North Dakota
PhD, rehabilitation science,
University of Pittsburgh

RESEARCH INTERESTS: *A telehealth-delivered behavioral intervention that aims to reduce the amount of time that people with stroke spend sitting or sedentary using engagement in meaningful daily activities*

“My research aims to improve our approach to health promotion as part of the rehabilitation process, particularly among adults with stroke-related disability from underserved populations,” she says.

Kringle says her experience in clinical practice drives her research interests.

Before she pursued research, she practiced for five years as an occupational therapist—including three years at Fairview Acute Rehabilitation Center/MHealth—where the focus was helping people recover the ability to do basic daily activities (e.g., dressing, toileting, showering, simple meal preparation).

“During my time there, I was part of developing a hospital-to-home transition program where we spent a lot of time talking about the community and social activities that people wanted to do—at-



MEIXI

Assistant professor

BSc, education and social policy, Northwestern University
MEd, educational psychology
PhD, learning sciences and human development, University of Washington-Seattle

RESEARCH INTERESTS: *The relational, cultural, historical, political, and ethical dimensions of human learning and development in relation to macro socio-political structures such as trans-indigenous movements, neoliberalism, structural inequity, and how to collectively design for thriving, ethical futures with families and communities in Southeast Asia and North America*

Meixi grew up across Hokchiu communities in Singapore and the Lahu tribe in northern Thailand, and this experience has driven her work. “Both visions of strength and experiences of injustice I experienced with these lands and families guide my ethical commitments to healthy and thriving futures in Indigenous Southeast Asia,” she says. “I have also been part of an education movement in México and intentionally work across Mekong and México in the design of land and family-based curriculum and evaluation, Indigenous stories, STEM education, and the continuance of land-based and otherwise theories of learning and human development.”

FUN FACT: *What is the best piece of advice you’ve ever received?*

From a remix of wisdoms from my grandma and other mentors, their best advice has been to come into place in a good way, to come with gratitude, to lift others up, for everyone has something to teach you, and you, them.



DARRIUS STANLEY

Assistant professor

BS, social science education, Florida A&M University
MEd, University of Central Florida
PhD, K-12 Educational Administration, Michigan State University

RESEARCH INTERESTS: *Black teachers (teacher diversity), culturally responsive, and community-engaged school leadership practice(s)*

Stanley centers Black educational perspectives and philosophies in the preparation of aspiring school, district, and University leaders. He is a community-engaged scholar committed to the liberation of Black students, educators, and families.

“As a former K-12 educator and leader, I seek to further understand the experiences of Black educators and how they navigate organizational oppression,” he says. “More specifically, my work pays close attention to the cumulative effects of racism and sexism within school environments which perpetuate Black teacher turnover.”

A second strand of his research builds on his work with Black teachers and his time preparing equity-oriented educational leaders. “Specifically, I explore the possibilities of community-engaged leadership among aspiring and practicing educational leaders,” he says. “In this research strand, I center the philosophies, perspectives, practices, and commitments to liberation, which are embedded in Black, Indigenous, LatinX, and Asian communities, to expand our approaches to equity-focused educational leadership.

FUN FACT: *What are you reading?*

Ghosts in the Schoolyard: Racism and School Closings on Chicago’s South Side by Eve L. Ewing.



NATHANIEL (NATE) D. STEWART

Assistant professor

BA, African and African American studies, Berea College
MA, PhD, educational policy, The Ohio State University

RESEARCH INTERESTS: *Black, justice-oriented, and K-12 educators’ unique roles as policy activists and student agency shepherds*

Stewart positions his scholarship, guided by critical quantification, anti-colonial epistemologies, and Black intellectual thought, to bolster the political and pedagogical activities of Black, Brown, and Indigenous educators, school leaders, and their allies.

“I am interested in educational jus-

tice policy actors’ strategies, knowledge co-creation, solidarities, and sustainment in movement spaces,” he says. “Freedom dreaming, the act of imagining beyond current oppressive realities, drives my in-



JOAN BLAKEY

Associate professor and director

BS, African American studies, sociology and youth studies
MSW, U of M
PhD, social work, University of Chicago

SOCIAL WORK

RESEARCH INTERESTS: *Child advocacy, protection, and welfare; diversity, equity, and inclusion (DEI); justice and corrections; substance use and substance use treatment; trauma and trauma-informed care; and anti-racist and anti-oppressive practice within the social work profession*

As the director of the School of Social Work, Blakey serves as the school’s chief administrative officer, with responsibility for programs and resources, personnel, budget development, fundraising, and administrative planning. She also provides leadership as an active scholar and by supporting research and innovative learning in the school.

“My research interests started out with trauma and substance abuse among parents involved with child protection or the criminal justice system. Most of these parents have extensive histories of trauma

interest in educational justice and equity in policy. I hold hope that Black, Brown, and Indigenous-led movements and collectives can obtain the power necessary to transform oppressive societal mechanisms.”

that affect their ability to navigate these systems, which often means they will lose custody of their children or get rearrested because neither of these systems are dealing with their complex histories of trauma, which is the root cause,” she says.

However, her focus has shifted to racial trauma among students, faculty, and staff with the death of George Floyd. While she was the dean of academic affairs at Tulane University, many issues related to race and social justice were brought to the forefront.

“So many students, faculty, staff, and other administrators who I was working with were having the same discussion—what it is like to be a person of color in a white institution,” she says.

Ultimately, institutions are losing out because they are not getting people’s full participation. “That limits the diversity of thought and diversity of experiences. We’re not the best we can be because we have members of the community that feel they can’t participate and fully show up,” she says.

While things are changing, the change is taking longer than expected. In the meantime, some students, faculty, and staff are being harmed in the system. Blakey says she is driven by the kind of education people are getting and she draws on personal experience. “I want to focus on that and what to do about it,” she says. “That’s what drives me.”

FUN FACT: *What do you do in your downtime?*

I enjoy hiking with my pup, gym workouts, singing, coalition-building, and participating in mutual aid.

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

I would say Dr. Martin Luther King, Jr. He had a lot of ideas around race that resonate with me, but I think at the end of his life there were things he began to understand about race in a deeper way. I would want to talk with him about those things and what he has learned.



MARGUERITE (MARTÍ) DELÍEMA

Assistant professor

BS, psychological biology, UCLA
PhD, USC’s Leonard Davis School of Gerontology

RESEARCH INTERESTS: *Elder financial exploitation and fraud targeting consumers of all ages*

“I am interested in discovering what makes people more or less susceptible to scams and fraud, particularly the factors associated with the aging brain and changes in financial decision making,” she says.

DeLiema notes that for the first time in our history, by 2034 there will be more older adults in the U.S. than children and teenagers combined. “As a gerontologist

and fraud researcher, I am interested in strategies to protect the retirement security of millions of aging Americans, including protecting them from financial exploitation and fraud,” she says. “I work with federal and national non-profit agencies to address questions such as, who is vulnerable to financial deception? What behaviors and attitudes place people at risk? What can people do to protect themselves as they age? What can the financial services industry do to keep people safe from fraud and exploitation?”

FUN FACT: *What is the best piece of advice you’ve ever received?*

A fellow gerontologist reminded me that humans have added decades to our average life expectancy in less than a century. With all these extra years to live we have more time to accomplish goals and to pursue activities that are personally meaningful. So why are we always rushing from one thing to the next and trying to pack it all in? It’s OK to take life one day at a time and to use the advantages that longevity affords.



HANNAH MACDOUGALL
Assistant professor

BA, social work, Saint Olaf College
MSW, Columbia University
PhD, University of Chicago
Crown Family School of Social Work,
Policy, and Practice

RESEARCH INTERESTS: *Health policy and the role of health systems in addressing social needs of communities*

“My future research aims to address the impact of medical debt on rural residents and the role nonprofit hospital community benefit policies can play in lessening or eliminating such debt,” she says. “Additionally, I plan to examine nonprofit hospital financial assistance policies to understand their levels of generosity in relation to the surrounding community’s needs.”

MacDougall says her research interests are driven by her strongly held belief that access to affordable and quality health care is a human right. “After working as a clinical social worker in numerous nonprofit hospitals and witnessing the myriad of ways our health care system fails patients and their families, I felt motivated to study health policy and fight for policy revision,” she says. “Specifically, I hope to be a part of scholarship that leads to policy changes that hold our health care system accountable to better serve low-income communities, Indigenous communities, and people of color.”

FUN FACT: *What do you do in your downtime?*

Most of my downtime is spent chasing around my two young daughters, spending time with my husband, being outside, biking, and reading.



JIHEE WOO
Assistant professor

BA, English literature, BS, political science, Konkuk University
MSW, PhD, social work, University of Pittsburgh

RESEARCH INTERESTS: *Poverty, health disparities, job quality, material hardship, work-family interaction, and retirement*

Woo has worked with low-wage workers throughout the past five years of her research. What she’s learned is that not only their low wages, but also other qualities of their low-wage jobs shape the unique stressors for them: a poverty or near poverty situation, lack of time and energy to spend with their families, and inability to save for retirement. “All these stressful experiences both inside and outside of work, in turn, lead to poor mental and physical health outcomes,” she says. “As an important social and economic determinant of health, job quality is a focal point of my research.”

FUN FACT: *What are you reading?*

Reading for fun is not really happening when I have to read a lot for my research. Every summer I make sure to spend time reading at least one book for fun. This summer I started reading *Pachinko*, a novel by Min Jin Lee, to not just entertain myself but at the same time to be educated about the history of the Korean people and motivated by their resilience, hope, and fortitude. I look forward to watching *Pachinko* on TV after finishing the book! 🎉

For an expanded story and videos of our new faculty, visit connect.cehd.umn.edu



On the cutting edge

CEHD announces a swath of new programs and degrees to meet today’s challenges

To meet the needs of today’s students in an ever-changing world means always keeping a vigilant eye on the latest developments across all academic disciplines. CEHD is proud to announce several new programs and degrees designed to keep our students on the cutting edge of their fields.

EDUCATIONAL PSYCHOLOGY RESEARCH MINOR

Launched in spring of 2022, the Educational Psychology Research Minor was born from a specific need. “We have a number of instructors in Ed Psych who teach undergraduate courses in research-based methods,” says Director of Undergraduate Studies Kathy Seifert. “One of those instructors, Martin VanBoeckel, began fielding questions about research opportunities for our Ed Psych undergraduate students.”

From this interest, Seifert and VanBoeckel looked into not only creating research opportunities, but also making those opportunities meaningful.

“We found that Ed Psych offered a number of courses that, if we bundled them, could provide those meaningful research experiences,” Seifert says. “And so, our Educational Psychology Research Minor was born.”

The program is designed for any student

at the University, but Seifert anticipates students who are in honors programs that require research, those who are interested in graduate school, and TRIO students would be the greatest draw.

“However, the minor is not only for those populations of students,” Seifert says. “We have honors and non-honors sections of all the courses in the minor. Although the minor is housed in Ed Psych, we are open to collaborating across disciplines to provide students with research experiences that relate to their future interests.”

What makes this minor unique is the

prescribed courses and course sequence in the minor. In the first semester in spring, students take a course in the basics of research methods, which lays the foundation for what research is. At the end of the course, students work with the instructor and the director of undergraduate students on identifying faculty-directed research opportunities.

In the fall semester, students register for three credits of faculty-directed research and begin their work with research faculty right away. In addition, they take one additional course in statistical methods. In the third semester, students register



Undergraduate educational psychology research minor

Being involved in research has been one of the most beneficial and influential experiences during undergrad. I have not only had the opportunity to explore my interests in a capacity that helps to develop my knowledge and skills, but I have also had the chance to meet and connect with many amazing professionals in the field.

EMILY BELLINGER
BS, psychology

for their second semester of faculty-directed research and a second research course where they expand their knowledge of research methods as they apply their experiences to practices. The course culminates in students presenting their research at an Undergraduate Research Symposium. It also serves as a thesis writing course for honors students.

“This minor is unique from any other minor at the U in that it systematically, over the course of three semesters, teaches research methods from theory to practice to presentation, and hopefully, publication,” Seifert says, adding that she believes having this minor on a transcript will have a significant impact on students being accepted into graduate school.

► *Learn more:*
z.umn.edu/ed-psych-research-minor

SPECIAL EDUCATION MINOR FOR MASTER'S STUDENTS

Another new Educational Psychology minor is ideal for those enrolled in teaching programs. The Special Education Minor for Master's Students began taking applicants this past summer.

“Although the special ed minor is open to any student across the University, it's really geared toward pre-service general education teachers,” Seifert says. “The minor doesn't provide the requirements to be a licensed special education teacher, but it does provide general education teacher candidates a better understanding of how to recognize student issues, gather data to help students get the supports they need, and work collaboratively with special education teachers and related service providers.”

“Schools districts are desperate for this type of knowledge in their future hires.”

The program came about because general education teacher candidates are required to take a few credits from educational psychology to fulfill their licensure requirements. “We've heard from a number of teacher candidates over the years asking for additional coursework in working with students with special needs,” Seifert says. “Because the academic and social/emotional needs of K-12 students are so critical, the special education program felt it was important to offer additional coursework to teacher candidates beyond the minimum requirements.”

Because the general education teacher candidates are taking courses with special education teacher candidates, a benefit for both is the collaboration between the two teaching disciplines while taking courses together. “We, as a department, are very excited to work with general education teacher candidates in our courses to foster this type of working relationship,” Seifert says.



For general education teacher candidates, the added knowledge regarding teaching students with special needs will benefit them significantly as students with special needs are included in general education settings with greater frequency in public schools. “The special ed minor will provide teachers with a better understanding of how to recognize risk factors and differentiate instruction for all students,” Seifert says. “School districts are desperate for this type of knowledge in their future hires.”

► *Learn more:* z.umn.edu/sped-grad-minor

AUTISM CERTIFICATE PROGRAM

Educational Psychology has offered an Autism Certificate Program for some time now, but it has recently been revised as an online program to better meet the needs of today's busy individual.

“We had the expertise and experience to provide students with essential knowledge and evidence-based practices to serve autistic individuals through our past in-person autism certificate program,” says Special Education Assistant Professor M. Y. Savana Bak. “However,



Online autism spectrum disorder certificate

This program has been a great opportunity for me to continue my knowledge and passion for ASD. Working through these classes virtually has allowed me to collaborate with so many people and get a wide range of opinions that has helped me get different perspectives. Finding unique ways for all of us students to work together online is what has made this program exciting and productive for me and my learning.

KYLE ABATTO
Developmental psychology major

we continuously received feedback from students and potential students to move it to an online program for easier access.”

An online certificate is ideal for in-service teachers and student-teachers who could fit the courses into their already packed schedule of teaching full or part time.

This program is not a degree. “It is an ‘add-on’ option for individuals seeking to increase their expertise in learning about supporting autistic learners,” Bak says. Typical students include pre-service teachers and in-service teachers who are already teaching but are seeking to learn more specific and effective ways to serve their autistic learners. The program is also for pre-service and in-service clinicians in speech-language therapy, music therapy, health, medicine, behavioral therapy, psychology, and even caregivers and others stakeholders like siblings who are seeking to increase their knowledge to better support autistic individuals.

“The flow and sequence of the program is very specific,” Bak says. “Oftentimes, ASD [autism spectrum disorder] can be introduced as part of a special education

introduction course, or if taught separately, in one or two courses. However, this course has 12 credits dedicated just for autistic populations.”

In addition, the faculty and instructors provide the most up-to-date research and evidence-based practices, not just as a linear supply of information, but tied to current pressing issues. “Recently, we are increasing discussions about autism as an identity, intersectional considerations for accommodations, culturally responsive intervention planning, and life after school for autistic adults, such as employment opportunities and higher education,” Bak says.

► *Learn more:* cehd.umn.edu/edpsych/academics/specialed/certificate/autism

GRADUATE CERTIFICATES IN LEARNING SCIENCES AND LEARNING ANALYTICS

The Department of Educational Psychology's Learning Sciences Graduate Certificate and the Department of Curriculum and Instruction's Graduate Certificate in Learning Analytics both emerged out

of the interdisciplinary Learning Informatics Lab.

Professor Panayiota (Pani) Kendeou, Associate Professors Bodong Chen and Keisha Varma, and Assistant Professor David DeLiema developed and proposed the two certificates to bring a focus on learning analytics and the learning sciences to CEHD students and the broader Minnesota community of educators.

“They are both excellent ways for graduate students and education professionals to extend their coursework and develop expertise in these highly relevant skill sets,” DeLiema says.

The learning sciences certificate focuses on learning theories, methodologies, and designs. “The certificate provides a way to deepen students' exploration of the learning sciences,” DeLiema says. “We have a strong and growing learning science community at UMN, and through this certificate, brought together coursework that gives students both the foundations of the field and the cutting-edge, emerging areas of scholarship.”

Students in the 12-credit program take courses in educational psychology, curriculum and instruction, computer science, and broader areas of education and human development. The focus is on participatory design-based research with teachers, software developers, students, families, and community members.

The program is ideal for current or future teachers, students pursuing research in education or psychology, policy makers, educational technology developers, public health professionals, and anyone interested in rethinking their teaching approach in service of helping those they work with learn and grow.

The Graduate Certificate in Learning Analytics is about using educational data ethically and effectively. With the rise of big data, having these skills is paramount. Students in this 12-credit program

will learn how to incorporate analytics into educational practice and research while gaining an understanding of the fundamentals of learning analytics. The certificate is ideal for students working with data in a range of contexts, including educational technologies/games that provide detailed logs of students' learning behaviors, large data sets that can provide a window into student learning over time, and collaborations with teachers who are studying their own classroom data to improve their pedagogy.

DeLiema says these new programs represent important areas of educational research that have been under heavy faculty focus for some time. "We've had this expertise in CEHD for a long while," he says, "And our new faculty are even further extending our range of skill sets."

The interdisciplinary aspect of the programs, bringing together educational psychology, curriculum and instruction, and computer science is also key to their strength. "It's just really exciting we are able to pull these threads together," DeLiema says. "The courses students take around the certificates are really deep introductions to these interdisciplinary communities."

Kendeou says that both certificates will enable the college to build capacity in cutting-edge areas and position interested applicants for a competitive workplace.

► [Learn more: cehd.umn.edu/edpsych/academics/foundations/learning-sciences-post-bac-certificate](https://cehd.umn.edu/edpsych/academics/foundations/learning-sciences-post-bac-certificate)

► cehd.umn.edu/ci/programs/professional-education/graduate-certificate/learning-analytics

HUMAN MOVEMENT PIPELINE PROGRAM

Increasing student diversity is always a top concern in higher education. The School of Kinesiology's new Human Movement Pipeline Program (HMPP) was designed

with that concern specifically in mind. Created in partnership with the Division of Physical Therapy in the Department of Rehabilitation Medicine at the Medical School, HMPP seeks to identify, recruit, and support motivated undergraduate learners of diverse backgrounds who are interested in developing expertise in physical activity and human movement with an eye on a physical therapy career.

"Ultimately, it is intended to be a pipeline to the UMN's Doctor of Physical Therapy [DPT] program by providing intentional support and mentorship for students to address barriers to success and identify growth opportunities," says School of Kinesiology Director of Undergraduate Studies Brandi Hoffman. "This is really an opportunity to learn more from our students about the very real barriers they encounter while pursuing the DPT and developing the infrastructure, resources, and opportunities that will

support their success."

The pipeline program emerged from a meeting Hoffman had with Sara North, an assistant professor and director of educational innovation and evaluation in the Division of Physical Therapy and the co-director of the Center for Interprofessional Health. "We began meeting to explore ways we might be able to support students pursuing a doctorate of physical therapy and whose identities are underrepresented in the health professions," Hoffman says.

Hoffman and North's brainstorming led them on a consultation tour with Anthony Albecker, McNair Scholars Program director; Kayla Cory, McNair Scholars Program advisor and Health Professions Pathways Program assistant manager; and Tricia Todd, Pre-Health Student Resource Center director.

Assistant Professor and DEI Coordinator and Strategist for the Division of Physical Therapy Briana Partee has since

"It's just really exciting we are able to pull these threads together."



Learning sciences certificate

I revel in the complexity of learning as it unfolds, and when I first heard of the learning sciences, I found a field of other researchers and designers who were just as passionate about understanding how learning happens as I am. The learning sciences takes learning in authentic environments as its starting point, embracing complexity as ubiquitous and potentially an important element in education. The learning sciences certificate allows me to explore new epistemological and methodological horizons, expanding my toolbox for future educational research and design work!

MEGAN GOEKE

Third-year PhD student in educational psychology



joined the leadership team for this initiative and will oversee the pipeline program in the future.

Eligible applicants for the program include high-achieving, historically underserved U students who were identified as President's Emerging Scholars (PES) and accepted to the Pre-Health Student Resource Center's Pathways Program. These students have completed their first year; have demonstrated evidence of overcoming social, economic, or physical barriers to educational achievement; and identify as underrepresented (someone from a rural community, who is economically disadvantaged, a first-generation college student, and/or from a racial or ethnic population that is underrepresented in the health professions).

"The program incorporates many of the professional health program's pre-admission requirements, is grounded in the study of human movement and physical activity, engages students with renowned faculty and their industry-relevant research, and offers advanced study in relevant areas," Hoffman says.

HMPP students will have unique network opportunities, access to professional development, individualized mentorship, and early access to advising teams and coursework.

"The goal is to build a program that creates opportunities for these students to be well prepared and qualified for the DPT application process," Hoffman says. "I am hopeful that the HMPP will attract more PES students to the kinesiology program."

► [Learn about the Pre-Health Student Resource Center's Pathways Program at healthcareers.umn.edu/pathways](https://healthcareers.umn.edu/pathways)

PHYSICAL ACTIVITY AND HEALTH PROMOTION

Brand new this fall is a Physical Activity and Health Promotion BS program in the School of Kinesiology. The program, open to students after completing 30 credits and some prerequisites, explores how individuals and families can increase physical activity and improve healthy lifestyles to prevent disease.

"Students who have an interest in working in an allied health field will find this interesting," says Undergraduate Academic Adviser Tracey Hammell.

Program coursework is focused on how to collect and analyze data to plan, implement, monitor, and evaluate programs designed to encourage healthy lifestyles. "People coming out of this major would have applicable skills. It's great for people working in non-profits and doing a lot of

grant work. You could be a health advocate working within a community setting," Hammell says.

An array of core and elective courses in this four-year program prepares students for careers in health coaching, worksite wellness, corporate fitness, and other health promotion-related fields.

"There's a health promotions class, there's an exercise physiology class; students will also take anatomy," Hammell says. "They will also take PE classes so that they can learn about different ways to be active and engaged outside of what they're used to doing just in their own physical wellness and wellbeing."

Besides the hardcore science courses in the program, there is also a healthy dose of social science with courses on community engagement and communication. "It's really a nice merging of the two," Hammell says. "So if you have an interest in science, but you are also interested in helping folks in a non-clinical setting figure out how to be active and engaged, this is really a great program to do that."

What makes the program unique? "We have fantastic faculty who are working with this program. Just bar none," Hammell says. From Daheia Barr-Anderson's work on obesity across the lifespan to Don Dengel's research on exercise physiology, Zan Gao's focus on physical activity epidemiology to Beth Lewis' work on promoting physical activity and behavioral interventions, every facet of the program gets explored in depth. "The faculty really bring in this rich variety of different aspects," Hammell says. "It's really fantastic and engaging work that adds a lot to this program." ☺

► [Learn more: cehd.umn.edu/kin/undergraduate/pahp](https://cehd.umn.edu/kin/undergraduate/pahp)

CEHD's Cambodian connections

Initiative to support deported Minnesotans leads to a hub of interdisciplinary engagement

IN JANUARY 2018, Department of Curriculum and Instruction Associate Professor Vichet Chhuon, International Initiatives and Relations Director Marina Aleixo, and Department of Family Social Science Professor Catherine Solheim traveled to Cambodia in Southeast Asia. The trip was part of a grant-funded project to examine transnational family separation that resulted from U.S. immigration policies. “We traveled with several family members whose loved ones had been deported to Cambodia,” Chhuon says.

CEHD's engagement with this issue began back in 2016 when eight Cambodians living in Minnesota were detained by Immigration, Customs, and Enforcement (ICE). Of the eight, three were released back to their families and five were deported to Cambodia. One of those

released was Ched Nin, who grew up in Faribault, Minnesota, after arriving in the United States when he was six years old.

“His wife, Jenny Srey, worked closely with CEHD, faculty at the U's Law School Center for New Americans, and community organizers to help win the release of her husband in February 2017,” Chhuon says.

Securing Nin's release was not an easy task. Srey, a 2006 Family Social Science graduate and currently a senior manager with the Coalition of Asian American Leaders, had reached out to Chhuon—the only Cambodian professor in Minnesota she knew—and later to Aleixo for guidance and support. “They were part of the campaign, helping us fight for our loved ones,” Srey says.

Srey also helped co-found Release MN8, a group established to support the eight

individuals in ICE custody.

Although Srey and her husband eventually had a happy ending as he was released, the same could not be said for five of the other MN8 and many other Cambodians from around the United States who now found themselves in a “homeland” that they have never really known. “Almost a thousand individuals who came to the U.S. as refugee children had been deported who were now in their 30s. Most of them came here as young children,” Srey says. “They are familiar with American culture. Most of them identify as Americans and may not speak Khmer, the primary language in Cambodia. They think and have dreams in English, not Khmer.”

Plucked from their homes and placed in this new situation with no idea if they will ever see their family members again, the deportees were experiencing the very definition of ambiguous loss. Coined by Department of Family Social Science Pro-

▼ Left: The CEHD team and Minnesota Cambodian family members at the airport during their first trip to Cambodia in January 2018. This was part of the initial family reunification and ambiguous loss research project. Right: The first cohort of the CEHD teacher training program in October 2018.



COURTESY OF CEHD INTERNATIONAL INITIATIVES

COURTESY OF JENNY SREY

► Jenny Srey worked closely with CEHD, faculty at the U's Law School Center for New Americans, and community organizers to help win the release of her husband, Ched Nin, in February 2017. Nin had been detained by Immigration, Customs, and Enforcement and was facing deportation to Cambodia.

essor Emeritus Pauline Boss, ambiguous loss means loss without closure, which makes it much more difficult to move on in those kinds of situations.

Researching the effects of this ambiguous loss is what brought Chhoun, Aleixo, and Solheim to Cambodia in early 2018. The trip was funded via a Global Signature Grant, a CEHD award given to a project with global—ideally interdisciplinary—engagement.

“We looked at the ambiguity of deportation and losing one's family and American identity,” Solheim says of the project. “These young men do not know Cambodia; it was not their country. It was heartbreaking to listen to their stories of loss.”

Solheim says there was a sense of “not belonging” with many of the deportees. “Am I really an American? I'm not a Cambodian. So where do I belong?” she says. “It's very difficult to watch them go through that.”

The *Journal of Immigrant and Refugee Studies* recently published an article on the team's work and Chhuon recently completed a book chapter collaboration with Srey and Nin. Beyond the research, however, the team knew more could be done.

“Our work as scholars and advocates focused on ways to support the resettlement of these individuals in Cambodia,” Chhuon says. “Across four years, we have conducted several rounds of teacher training workshops for those who are interested in teaching English in Cambodia. Teaching provides individuals with respectful and stable employment that leveraged a valuable asset—the English language.”

“What was really important is that they knew how to speak English,” Srey says.



“It's a huge need in Cambodia to learn to speak English and there's not a lot of teachers there.”

In addition, a lot of the deportees tried to start their own businesses, but lacked a solid entrepreneurial background. “During the pandemic, we held Zoom sessions that focused on small business ideas for deportees,” Chhuon says.

The collaboration has also included mental health support for individuals in Cambodia and their families in the U.S. “In 2019 we organized group meetings to provide emotional support for deportees in Cambodia, later we moved these gatherings online because of COVID,” Aleixo explains.

The sustainability and growth of all these projects is due to CEHD's strong relationship with Khmer Vulnerability Aide Organization (KVAO), a local humanitarian organization that supports Cambodian American deportees in Cambodia.

Today, Cambodia is a hub for CEHD's international engagement, spanning multiple disciplines and departments. Other faculty and alumni who are involved with Cambodian initiatives include Professor Bhaskar Uphadayay (Department of Organizational Leadership, Policy, and

Development), Professor Liz Weiling (formerly Department of Family Social Science, now at the University of Georgia), and Professor Sachiko Yokoi Horii (CEHD alumnus now at Osaka University, Japan).

“Our engagement has contributed to meaningful employment and increased visibility and respect for this marginalized community in Cambodia,” Chhuon says.

This past July, Chhuon was in Cambodia working with two graduate students as part of the Mary T. Scholars Program. These students are part of an inaugural cohort to work and learn with organizations that support the resettlement of deported Cambodian Americans.

“Cambodia is a critical site for CEHD; it represents so much of what we hope to stand for: Bringing together local and global communities, advocacy and social justice, interdisciplinary collaboration, and alumni connections,” Aleixo says. “It's amazing that one site reflects so many of our values and priorities.”

—KEVIN MOE

Learn more: cehd.umn.edu/global

from the
PRESIDENT



LA TASHA SHEVLIN
BS '08, Human Resource
Development and MEd
'13, Family Education
Executive Director,
UpTurnships

DEAR FELLOW ALUMNI

Hello! I am excited to introduce myself as the incoming president of the CEHD Alumni Society Board. I have been an active member of the board since fall 2019 and am honored to take on this role with a big thanks to our previous president, Sheila Piippo.

I first became connected with the Alumni Society because I share CEHD's values of access to higher education and assisting students so they can graduate and achieve their goals. My time on the board has been rewarding and provides the opportunity to meet other alumni and stakeholders of the college.

We are looking forward to a full year of activities that bring together our special community (starting with Homecoming on September 30-October 1). As board president, I would like to build more connections with alumni who live outside of Minnesota, explore programming for international students, and strengthen faculty relationships. Most of all, I want to make sure that everyone in and affiliated with CEHD feels welcome and engaged. If you're looking for career networking, learning opportunities, or something fun to do—even walking in a parade!—please check out our programs.

I'm proud to be part of CEHD and its commitment to success for all students, and happy for the chance to contribute my talents to the Alumni Society Board. We want to respond to your interests, so please reach out with your ideas, memories, and feedback anytime at cehdas@umn.edu. Thanks for your loyalty and support.

Announcing our 2022 Rising Alumni and Alumni Award of Excellence recipients

THE CEHD ALUMNI SOCIETY recognizes the outstanding achievements of its alumni through the Alumni Award of Excellence and Rising Alumni Awards. This year's award recipients are:



RANDA AYOUB (MED '16)
Rising Alumni Award
Director of Equity and Culture,
YMCA of the North



CHENIQUA JOHNSON (BS '17)
Rising Alumni Award
Relationship Manager, St. Paul & Minnesota Foundation



MADELEINE ORR (PHD '20)
Rising Alumni Award
Founder and Co-Director,
the Sport Ecology Group



ASHLEY L. LANDERS (PHD '16)
Alumni Award of Excellence
Assistant Professor,
The Ohio State University



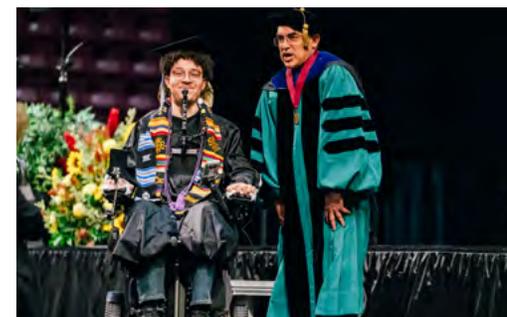
ABDUL M. OMARI (PHD '15)
Alumni Award of Excellence
Founder and Principal,
AMO Enterprise

CEHD Commencement

MORE THAN 1,200 STUDENTS participated in Commencement at 3M Arena at Mariucci on Friday, May 13, at the first in-person ceremony in three years. Two separate ceremonies were held. Undergraduate students celebrated the completion of their bachelor's of science degrees, and graduate students celebrated the completion of their MEd, MA, MSW, EdD, and PhD programs. Members of the graduating classes of 2019,

2020, and 2021 also participated in the ceremonies.

Dean Michael C. Rodriguez noted in the undergraduate ceremony, "As graduates of the University of Minnesota, you hold important positions in the world. You have successfully navigated the world of higher education, while managing personal and social worlds more complex than ever."



Share your news

Landed a new job? Celebrating a professional milestone? We want to share your news! All our alumni class notes are now published online. Go to cehd.umn.edu/alumni/notes and send us your news—with photos if you have them. Read about people you know from CEHD.

College of Education and Human Development | University of Minnesota | @umcehd

CEHD Alumni & Student Networking Group

@UMN_CEHD

NICOLE NERI; MARJAN SAMADI



PhD alum Lowell Hellervik receives U's highest honor

It can be very expensive for an organization to lose an employee, particularly one who is highly compensated. There are sunk costs such as hiring and training, a loss of productivity, and the potential negative impact on morale and office culture. Lowell W. Hellervik (PhD '68) dedicated his career to helping employers hire the right person and support their career growth.

As a graduate student in educational psychology, Hellervik established Personnel Decisions International (PDI), a leadership consulting firm. He created assessment tools, coaching models, and training programs that enabled organizations to identify strong job candidates and support their development. The success of his company lives on, though he is no longer formally part of it since it was acquired by a major consulting firm in 2013.

On June 15, Hellervik was recognized with the U's highest honor, the Outstanding Achievement Award, at an event with family and friends. As one of his colleagues shared, Hellervik is well deserving because of his "relentless entrepreneurial spirit, business leadership, strong efforts to drive innovation in psychology, and loyalty to the University of Minnesota."

A relationship of mutuality

OLPD alum helps Ukrainian refugees navigate new surroundings

POLAND SHARES A 332-MILE (535 km) border with Ukraine. Since the Russian invasion began in February 2022, more than 3.5 million people have come across that border to flee their war-ravaged homeland. And it has been Marta Shaw's (PhD '14) mission to help those arriving at her doorstep in Kraków, Poland.

A Polish native with a degree in English philology, Shaw was interested in studying systemic dynamics in education, particularly after attending a public institution during her country's transition away from communism and later working at a private university. "How do you design systems of higher education that bring out the best in people instead of the worst?" she asks. "I looked at where I could learn about educational policy and it seemed like the U.S. was the best place."

She enrolled in the comparative and international development education (CIDE) track in CEHD's Department of Organizational Leadership, Policy, and Development (OLPD) and received her PhD in 2014. She moved back to Poland with an immediate position at Jagiellonian University, one of the oldest academic institutions in the world, founded in Kraków in 1364.

Most recently, she was the director of a new master's program in managing social change. "We actually launched it in the pandemic," she says. "It was a difficult year launching a new program, having all new courses and new faculty. So when the year drew to a close, I was really ready for a sabbatical."

Three months into the sabbatical, everything changed. Russia invaded Ukraine.

Shaw is very familiar with Ukraine, as



she met her husband there in 2003 through a youth leadership development organization as well as having many friends there. "The comparison I would use in Minnesota is imagine that Iowa gets invaded, and all of a sudden, you have a rush of refugees from Iowa," she says. "I think everyone in Minnesota knows someone from Iowa and they are people who are close to you, culturally."

About two million refugees crossed into Poland within two weeks of the invasion. "The situation in Kraków is that we have over 222,000 refugees in our city alone and it's a city of 700,000, about the size of Minneapolis, so you can just imagine what it's like," she says.

Because Shaw was on sabbatical and has an organizational leadership background, she says it just seemed she was in the right place for such a time as this. "It turned out that my phone number was the difference between a family having to sleep on a train platform after being in freezing weather for three days or having a warm bed to sleep in," she says.

For years, Shaw had been involved each summer with one of the largest alternative arts festivals in her region of Europe. The festival is organized by about 1,500 volunteers, and when the war started, they worked together to offer help to fleeing Ukrainians. "Initially we just connected incoming refugees with families willing to host them," she says. "At the time we thought this is just going to end soon and these people will be able to go right home. But that's not been the case."

In time, Shaw and her volunteer colleagues developed an organization called SLOT Hospitality Network. The organization is not just about providing food and shelter in the short term, but addressing refugee integration for the long term. "We organize regular gatherings for people and we just launched a scholarship program," Shaw says. "People who get this scholarship don't just

get free money, they get to choose what kind of work, which is socially beneficial or creative, that they would like to do. The aim is to help them build their sense of independence and give them a basic sense of security."

Since the scholarship recipients are bringing their skills to the table, Shaw sees her organization as weaving a relationship of mutuality rather than merely offering aid. She cites projects that she did with OLPD Professors David Chapman and Joan DeJaeghere that developed her understanding in this area. "You know about 'don't just give a person a fish, give a fishing rod,' but we seek to do more than that—we work to create a small but healthy ecosystem where everyone has the opportunity to both give and take.

The metaphor Shaw and her organization use is a garden. "We have all these new transplants. We want to allow them to let down roots enough to survive, blossom, and be able to bring their gifts, their fruit, in the field that they're in," she says. "In a way that doesn't take away resources or space from the existing plants that are in this garden."

Shaw says Poland has just crossed the 40 million mark in terms of population due to the influx of refugees. "That's really going to change our ecosystem," she says. "I think a remarkable thing to note is that we took in over two million Ukrainian refugees in Poland and there's not a single refugee camp. We want to make sure we're cultivating a healthy ecosystem where there's room for everyone and everyone gets to bring their fruit to the table."

—KEVIN MOE

Learn more: ukraine.slot.org.pl/en/slot-hospitality-network



In memoriam

JERRY PAGE BECKER, a 2021 recipient of a CEHD Distinguished Alumni Award, died April 16. He was 85. Becker received a BS in mathematics education from the University of Minnesota in 1959. He received a master's degree in the same field at the University of Notre Dame and his PhD from Stanford University. He taught mathematics at the middle school and high school levels before starting his long career in academia. He held faculty positions at Rutgers University and Northern Illinois University before joining the faculty at Southern Illinois University, Carbondale in 1979, serving for more than 40 years. Within the last two years, two endowed fellowships were created in his honor, one at Rutgers University and

another at CEHD. Memorials may be made to the Jerry P. Becker Doctoral Fellowship in Mathematics Education at the University of Minnesota at z.umn.edu/7yte.

AGATA MAZIARZ

Chair appointment leads to student success stories

BY KEVIN MOE | PHOTOGRAPH BY JAYME HALBRITTER

FOR THE PAST SEVEN YEARS, Department of Organizational Leadership, Policy, and Development Professor Sasha Ardichvili has held the Hellervik Endowed Chair in Leadership and Adult Career Development. For Ardichvili, it's not what the chair does for him, but what it helps him do for others that he has found most satisfying.

The chair was established by Lowell W. Hellervik, PhD '68, who recently won the U's Outstanding Achievement Award for his tireless work in support of the U and CEHD (see page 29).

The purpose of an endowed chair is to recognize a faculty member's achievements and service to the University and academic community.

"The appointment comes with additional benefits for the chair holders, enabling them to spend more time and resources in support of their research, service, and student-advising mission," Ardichvili says.

These additional benefits can be in the form of funds to start new research projects and involve a select group of graduate students in these projects, thus also supporting the students' development. Ardichvili has found this particularly valuable.

"I was able to provide 10 doctoral students with RA appointments," he says. "In addition, 15 students received funding to attend national and international professional conferences."

Of the above-mentioned students, the majority are now holding tenure-track faculty positions at universities in Minnesota and throughout the country.

"For some of them, it would have been impossible to finish their graduate studies without the RA appointments provided by the chair," Ardichvili says. "For all of them, being able to receive the chair fundings was highly important, since, instead of trying to cover their tuition and other expenses through non-research-related work and part-time appointments, they were able to focus on their dissertation work. The fact that they had opportunities to participate in research projects with me and publish academic articles should be considered an important factor in their success in securing excellent academic positions."

"I was able to provide 10 doctoral students with RA appointments."



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Upcoming events

CEHD Homecoming Pre-Parade Party, Parade, and Pre-Game Reception

Friday, September 30–Saturday, October 1

Gather with the CEHD community for two days of Homecoming events with fun, friends, and food.

► Info: cehd.umn.edu/events/homecoming

HRD Chautauqua 2022

Saturday, October 1, 9:30 a.m.–noon, Zoom

This event, hosted by the Department of Organizational Leadership, Policy, and Development's Human Resource Development program, features speakers, research presentations, and panel discussions focused on the conference theme through a lens of human resource development. The theme is "Together in Our Society: Exploring Opportunities for a New Era."

► Info: cehd.umn.edu/OLPD/chautauqua

CEHD Book Week: A celebration of children's literature

Tuesday, October 18

Award-winning author David Bowles will speak on "Voces con raíces: Rooting Children's Literature in Place and Culture." The public is invited to attend at 5:30 p.m. at McNamara Alumni Center.

► Info: cehd.umn.edu/book-week/#rsvp



CEHD Reads

Thursday, October 27

CEHD Reads is part of the college's First Year Experience Program, and the 2022-23 selection is *Disability Visibility*. The public is invited to attend a lecture and discussion.

► Info: cehd.umn.edu/reads

CEHD Update with Dean Rodriguez

Wednesday, November 30, 3:30–4:30 pm, Zoom

Alumni and friends are invited to hear an update from Dean Michael C. Rodriguez to learn what's new at CEHD.

► Info: cehd.umn.edu/events/town-hall

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

