CEHD

College of Education + Human Development

Annual Report 2006–2007

A letter from the dean

Dear Friends,

You are holding true boldness in your hands. This annual report is a snapshot of an incredible year, the first year of a new College with a new dean at a reimagined University. Together, our faculty, staff, and students have redefined the vision of what a college can be—multicultural, multidisciplinary, and a model of meaningful and sustainable community engagement. Our strength is in our collective expertise and passion, focused on a singular destination: to transform how higher education serves the world.

This transformative power allows us to live out our mission: "The College of Education and Human Development is a world leader in discovering, creating, sharing, and applying principles and practices of multiculturalism and multidisciplinary scholarship to advance teaching and learning and to enhance the psychological, physical, and social development of children, youth, and adults across the lifespan in families, organizations, and communities." We co-created this mission at the very beginning of this year and immediately followed it by outlining our strategy for carrying this mission out into the world: our "neighborhoods."

The neighborhoods provide the process and the structure for bringing together faculty, staff, and students across programs, departments, and disciplines. Within these neighborhoods, members of our College community discover "blocks," or networks, of common interest and scholarship that address the most challenging issues of today and tomorrow—societal problems and dilemmas that require innovative thinking and action. Created within our College, these blocks offer collaborative opportunities for others as well, both with the rest of the University and with the larger community.

Blocks are springing up even as you read this, including one now federally funded for developing students and future leaders in the fields of science, technology, engineering, and math (STEM) education. Another block has taken on the vital topics of high-school reform and access to postsecondary education, and yet another is preparing to partner with an institute in Morelos, Mexico, to explore family and community issues among Mexicans on both sides of the U.S. border. These are just a sampling of the exciting collaborations that the blocks and the neighborhoods make possible.

I shared a more complete picture of our first year during my State of the College address in October, which is available on our Web site at *cehd.umn.edu/dean*. For now, let me highlight a few additional accomplishments:

- In addition to welcoming more than 3,050 of the most talented graduate students, we enrolled 645 first-year students and about 1,650 additional undergraduates in fall 2007. We are embracing them with welcoming events, top-notch advising and student services, outstanding classroom opportunities, and local, national, and international community experiences.

- We raised $3.5 million in private gifts.

- We generated sponsored project revenue of $29 million and external sales of $4 million.

- We took academic leadership on the newly launched University Northside Partnership, which focuses the entire University's expertise in families and children, health, education, and economic development towards the service of the North Minneapolis community, while concurrently deepening the community's assets.

- We have welcomed 14 new faculty members who represent some of the best minds in their respective disciplines, bringing our total number of tenured and pre-tenured faculty to 193.

- We developed a fresh look for our recruiting materials that expresses our mission and identity as a new College. While developing this visual identity system, we gathered input from students, staff, and faculty at all levels across the College, along with getting ideas from our alumni and Dean's Advisory Council. The result is a look and a language that best represents our culture and values.

I know Minnesotans don't usually talk about their accomplishments, but I'm a New York transplant, and I am bursting with pride at what all of us—students, staff, and faculty—have accomplished during our first year. It has been memorable in every way, and with your support, I'm confident that we've only just begun.

Best regards always,

Darlyne Bailey, Ph.D.
Dean and Assistant to the President
Campbell Leadership Chair in Education
and Human Development

More than words

Literacy outreach program has impact for the ages

To date, more than 25,000 people have participated in the Read-In, and they have helped to collect more than 10,000 books.

Ezra Hyland believes in the power of words. That's why he's committed to spreading the joy of reading through the University's African American Read-In. Now in its thirteenth year, and recently awarded a $50,000 grant from author James Patterson, the Read-In is part of a national initiative promoting literacy among African Americans.

Hyland coordinates numerous events throughout the year, including book drives, public lectures, and discussion groups. His efforts are focused on children and adults in North Minneapolis, a predominantly African American neighborhood. To date, more than 25,000 people have participated in the Read-In, and they have helped to collect more than 10,000 books for local schools and community organizations.

The Black Men Reading book club, one of the Read-In's oldest programs, has made an especially significant impact in the community. "We have members who are now bringing their adult sons," Hyland notes. "When the programs start to exist across generations, you can begin to see how to lay the seeds of change."

Transforming communities

Mark Lewis

Doctoral student, evaluation studies

"I believe researchers have a social obligation to apply theory to real world problems."

From an undergraduate degree in math, through graduate studies in the Department of Educational Policy and Administration, Mark Lewis has taken his love of numbers in surprising directions. Now a doctoral candidate in the Department of Educational Psychology's evaluation studies program, Lewis is marrying linguistics and cognitive science. Through the John P. Yackel/Pearson Assessment Internship, he's researching ways to word standardized test items so that they align with how students learn and process information.

Lost in translation

Bridging cultures to meet Hmong mental health needs

Besides ongoing work on a bilingual dictionary of Hmong and English mental health terms, Goh is researching the roles, expectations, and ethical concerns surrounding interpretation in counseling situations.

The 2000 U.S. Census counted more than 45,000 Hmong among Twin Cities residents. Yet mental health services in the metro haven't kept pace with the needs of this population, primarily because many English counseling terms don't translate directly into Hmong, or vice versa. "The problem arises because the Hmong language often reflects a holistic view of health—both physical and mental," explains Michael Goh, associate professor in the Department of Educational Psychology.

Goh, along with academics and practitioners working in linguistics, cultural anthropology, social work, and medicine, studies ways to bridge Hmong and English concepts of mental health care. Besides ongoing work on a bilingual dictionary of Hmong and English mental health terms, Goh and his colleagues have conducted research on the roles, expectations, and ethical concerns surrounding interpretation in counseling situations. He regularly shares his research and expertise with community partners such as the Multicultural Center for Integrated Health in the Twin Cities and Hmong National Development, Washington, D.C.

Goh's work is especially important in light of the number of Hmong with mental health concerns. According to a 2004 issue of the *Journal of Multicultural Counseling and Development,* mental health diagnoses are more than twice as high for Hmong than for Western populations. Word by word, Goh is building a common language so that patients and practitioners alike can truly speak their minds.

Beating the clock

Professor's research spurs national family movement

Though the time involved may sound small, just this level of commitment runs counter to the trend toward "overscheduled kids"—a now common term coined by Doherty.

Where many families surrender to pressing time commitments, family social science professor Bill Doherty presses back. Through the Putting Family First initiative he's arguing that making time for family is best for parents, children, and communities.

Largely based on his research into overly busy, disconnected families, Putting Family First is a grassroots collaboration between Doherty and parents. The initiative supports efforts to make family time a priority, including prompting communities across the country to set aside a night where nothing is scheduled outside of the home and asking families to pledge to sit down to at least four family dinners per week. Though the time involved may sound small, just this level of commitment runs counter to the trend toward "overscheduled kids"—a now common term coined by Doherty.

Several Minnesota communities have used Doherty's research to create initiatives of their own. One group in the Twin Cities southern suburbs called for a moratorium on Sunday youth sports activities. In Edina families can participate in "Edina Unplugged," an annual evening where electronic devices are turned off in favor of family time.

Decades of research show that strong family bonds are the most important ingredient in a successful childhood, says Doherty. "No amount of other activities can substitute for missed family dinners, bedtime talks, weekend outings, family vacations, and just time to hang out together."

Transforming families

Karen Suen

Undergraduate, family social science

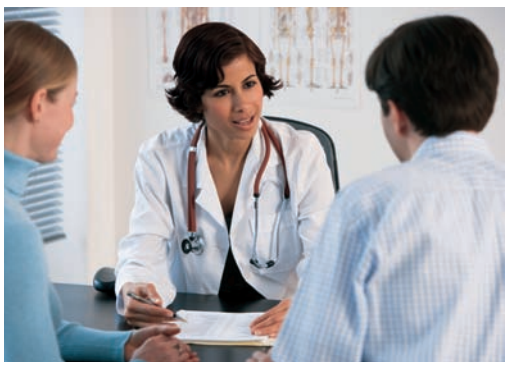
"My major's definitely given me a new outlook on families and made me appreciate my own family more. I've lived with my family throughout college and at first I wanted to move out and be a little more independent, but now I realize how great it is to have a family as your support group."

Senior Karen Suen understands the importance of a supportive environment. She began her college experience in the former General College (now the Department of Postsecondary Teaching and Learning), where she enrolled in academic skills courses including time management. After tapping into College resources such as career counseling and internship placement, Suen discovered her dream job: supporting others through children's and family services. With the knowledge she's gained over the past few years, she's well on her way to helping others help themselves.

Of DNA and dilemmas

Navigating the new territory of genetics counseling

"It is conceivable that genetic testing will touch everyone at some point during their life."



Genetic testing is rapidly transforming the face of health care—and raising some thorny ethical dilemmas. Patricia McCarthy Veach, along with colleagues from the University's Institute of Human Genetics and its Center for Bioethics, studies the challenges faced by health care professionals when dealing with genetic issues.

McCarthy Veach, a professor in the Department of Educational Psychology, has documented and established nationally accepted standards to help health care professionals understand the complex medical, ethical, social, and legal issues in genetic counseling. One guideline advises health care professionals to refrain from discrimination on the basis of genetics, which is important when patients are attempting to access health care or insurance. Legislation to make genetic discrimination illegal is under consideration in Congress. Veach and her colleagues also wrote the first basic skills textbook for genetic counselors, which is used by most genetic-counselor training programs in North America.

"It is conceivable that genetic testing will touch everyone at some point during their life," McCarthy Veach says. Her research helps genetic counselors and other health care professionals provide compassionate, ethical help to patients navigating unexplored medical territory.

Inspiring parents; educating youth

Learning Dreams program educates generations, communities

At the conclusion of the pilot, the truancy rate among children involved in the program at the neighborhood school was zero, and 100 percent of their parents were involved in the school.

Parental involvement is one of the most important factors in a child's academic success. The Learning Dreams program encourages their participation with a unique approach: by supporting the parents' own educational goals.

In the program, developed by social work senior fellow Jerry Stein, community-based educators provide individual, home-based mentoring to parents and follow up with support for children's learning. These educators also act as bridges between families, schools, and community institutions.

The three-year Learning Dreams pilot began in 1996 with 30 families in a Minneapolis public housing community. At the conclusion of the pilot, the truancy rate among children involved in the program at the neighborhood school was zero, and 100 percent of their parents were involved in the school.

The correlations between the program and positive school outcomes generated significant interest among other communities. The program recently received a $50,000 grant from the Phillips Family Foundation to continue replicating the program. Learning Dreams has program sites in southeast Minneapolis and Worthington, Minnesota. A site in north Minneapolis is starting in the fall of 2007, and a site in Belfast, Northern Ireland will begin in 2008.

Alejandra Estrada

M.Ed., second languages and cultures

"I'm a product of urban public education, and I decided to become a teacher after I worked at an urban school in St. Paul. I really liked working with immigrant populations there. There's such a need for good teachers in the city—that's where I want to be."

Alejandra Estrada, the daughter of Mexican immigrants, is a vocal advocate for public education. She completed the M.Ed./initial licensure program in second languages and cultures in 2006, a year after receiving the Judy D. Walter Urban Preparation Scholarship. Today, she uses her preparation and passion as a public elementary school teacher of English Language Learning in Brooklyn Park, Minnesota.

The heart of the matter

Saving the cardiovascular health of overweight children

"If we get kids to exercise early enough, regardless of being overweight, they have a chance at a healthy future."

The obesity epidemic has put millions of U.S. children at risk for potentially deadly diseases. Kinesiology associate professor Don Dengel is working to change that through his discoveries about cardiovascular health in overweight children.

Dengel researched a group of overweight children with vascular dysfunction who participated in a fitness routine. After just eight weeks of regular exercise the children's vascular health improved dramatically, as did their physical fitness and good cholesterol levels. The positive physical results held, even when no weight was lost. "If we get kids to exercise early enough, regardless of being overweight, they have a chance at a healthy future," he notes.

Dengel is also collaborating with researchers from multiple disciplines on a project funded by the National Cancer Institute. To gain a fuller perspective on the causes of childhood obesity, he and his colleagues are studying various individual, family, school, and neighborhood factors, including school lunch policies, family medical history, and the presence of sidewalks near children's homes and schools.

According to Dengel, current projections show that nearly 80 percent of today's children will be overweight when they reach their forties. "If we are going be a society with a strong future," he says, "we have to be concerned about academic, social, and physical health. We need to treat the whole child."

Transforming individuals

Sticks and stones

Research lays the groundwork to address manipulative bullying

Aggression is one of the best known predictors of future academic, behavioral, and social problems among youth.

It's not just their victims who suffer the slings and arrows of young bullies. Aggression is one of the best known predictors of future academic, behavioral, and social problems among youth. Most research focuses on aggression among boys, ignoring their young female counterparts.

Professor Nicki Crick in the Institute of Child Development is correcting this inequity. Crick established the concept of relational aggression, which is typically witnessed in girls. Rather than physically harming others, children who exhibit relational aggression hurt others by manipulating relationships. For example, a child who acts out in this way might tell a peer, "If you don't help me, I'll tell everyone you wet your bed."

Since Crick published the first paper on relational aggression in 1995, articles on the subject have appeared in over 70 academic journals representing disciplines including social work, clinical psychology, and law. Research has been conducted in more than 20 countries, including Sri Lanka and Australia. Even Hollywood has covered the topic with the movie *Mean Girls*, among other outlets.

Crick is submitting grant proposals to develop intervention and prevention programs for relational aggression. "This field is wide open," she says. "There is so much that we need to know to better help these kids."

Through the looking glass

Software illuminates the power of identity

Reactions to the project have been profound. Some participants who thought they were inclusive discovered they were bullies.

Associate professor C. Cryss Brunner in the Department of Educational Policy and Administration is giving people a fresh perspective on identity—their own and how they perceive those of others.

With technical support at the College and University levels, Brunner created Experiential Simulations (ES), an online chat room where participants are assigned a "modified persona"—a gender, racial, class, and positional identity unlike their own. As subjects chat with each other, they see their own images while their classmates see the assigned personae. The participants are unaware of this and assume that others are seeing them as they actually are.

Reactions to the project have been profound. One African American woman who believed people didn't listen to her because of her race later realized her own communication approach was to blame. Some participants who thought they were inclusive discovered they were bullies. Several people report drawing on the Experiential Simulations experience "every day" as they communicate, listen, and lead.

Brunner is continuing to develop her software while she investigates how it can be applied in different fields. "Among other things, we're examining how the software might assist people with physical disabilities as they work online," she notes.

Diplomas for all

Program supports valid graduation requirements for students with disabilities

Thurlow and Johnson argued that state and district leaders should make graduation decisions based on multiple indicators of students' learning and skills, among other recommendations.

In the last decade, many states have increased their high-school graduation requirements in hopes of better preparing young people to succeed. These requirements frequently pose challenges for students with disabilities and for the educators and institutions who work with them. As director of the National Center on Educational Outcomes (NCEO), which is affiliated with the Institute on Community Integration, Martha Thurlow works with state policymakers to establish valid graduation requirements for all students.

In 2003, Thurlow and Associate Dean David R. Johnson found that 27 states required students with disabilities to pass an exam to receive a diploma; 2 additional states required local education agencies to select and administer exit exams. Such "high-stakes testing" can have a variety of unintended effects on students with disabilities, including increasing dropout rates and lowering self-esteem. Thurlow and Johnson argued that state and district leaders should make graduation decisions based on multiple indicators of students' learning and skills, among other recommendations.

NCEO staff members regularly share their findings with state officials and members of Congress. As Dan Weiner, Massachusetts assessment coordinator for students with disabilities, notes, "The work of Martha Thurlow and her staff at NCEO has been indispensable. I believe they have helped us become one of the most high-quality, inclusive, and accessible testing programs in the country."

Transforming education

Reaching out to stop dropping out

Check & Connect program yields telling results

Of the Check & Connect group, 68 percent were on track to complete high school within five years vs. 29 percent of the control group.

Dropping out of high school can produce many negative outcomes for young people, including lower future income and higher unemployment rates than high school graduates. Check & Connect, an intervention program developed by professor Sandra Christenson in the Department of Educational Psychology, reaches out to young people before they check out on school.

Check & Connect promotes school engagement by assigning monitor/mentors to act as advisers, advocates, and service coordinators for at-risk students. Their primary goal is to keep disengaged students, their teachers, and their family members focused on education. The monitor/mentor works with students for at least two years, following them from program to program and school to school.

The program's impact has been remarkable. In one study, 91 percent of Check & Connect students remained in school at the end of ninth grade vs. 70 percent of the control group. Of the Check & Connect group, 68 percent were on track to complete high school within five years vs. 29 percent of the control group.

"Dropout statistics are particularly alarming because jobs that pay living wages have virtually disappeared for youth without a high school diploma," says Christenson. Check & Connect helps keep students on track for a bright and productive future.

Joshua King

Master's student, outdoor recreation and youth development

"For me, pursuing a graduate education is important because it equips me with more knowledge as I move into the field. By gaining more knowledge not only will I be more successful, but people who are affected by policy and involved in programs will be better served."

At the age of 28, Josh King has already coordinated a national conference and researched leadership development for the National Science Foundation and the Gates Millennium Scholars program. He also worked as associate director of the U.S. Senate Democratic Steering and Outreach Committee. Now he's pursuing a master's in outdoor recreation and youth development, which he plans to apply by developing national government policy or directly managing programs related to youth.

Statement of financial position

Year ended June 30, 2007

Revenues	Unrestricted	Restricted	Total
Tuition and fees	47,384,143	0	47,384,143
State appropriations	23,582,207	998,615	24,580,822
Gifts and endowment	0	3,245,488	3,245,488
External sales	7,620,355	0	7,620,355
Grants and contracts	4,783,709	29,185,018	33,968,727
Other revenue	3,435,626	0	3,435,626
Total revenues	86,806,040	33,429,121	120,235,160

Expenses	Unrestricted	Restricted	Total
Salary and fringe	57,394,826	0	57,394,826
General supplies and services	5,991,947	0	5,991,947
Travel	1,023,449	0	1,023,449
Student assistance/ fellowships	0	1,306,378	1,306,378
Infrastructure costs (utilities, etc.)	28,878,662	0	28,878,662
Grants and contracts	0	28,888,480	28,888,480
Other expenses	1,511,413	0	1,511,413
Total expenses	94,800,297	30,194,858	124,995,155

	Unrestricted	Restricted	Total
Increase/(decrease) in net assets	(7,994,258)	3,234,263	(4,759,995)
Net assets at beginning of year	19,425,709	0	19,425,709
Net assets at end of year	**11,431,451**	**3,234,263**	**14,665,714**

Managing and investing donors' gifts

Donors make a profound difference in the work of the College of Education and Human Development. Their partnership with the College supports innovative programs, trailblazing research, top-quality faculty, and highly sought-after students. The power of this giving is strengthened even more by the University of Minnesota Foundation (UMF), which ensures that gifts are used as donors have requested and invests endowed funds to provide maximum, long-term benefits to designated programs.

The foundation invests its endowment for growth and to ensure that designated programs have a reliable source of funding that protects against inflation. Each year a portion of an endowed fund's five-year average market value is paid out to support the designated program. The foundation's Board of Trustees has reduced the annual payout rate slightly during the last six years to ensure that the purchasing power of the endowment keeps pace with inflation.

The investment strategy is focused on long-term results, aimed at managing risk and providing stable and predictable annual payments to programs. This is accomplished by balancing higher-returning investments designed for growth in purchasing power with investments that are expected to yield a more stable return.

For the year ended June 30, 2007, the foundation's endowment achieved a return of 17.3 percent.

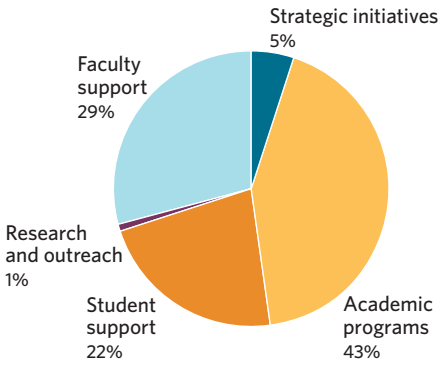
Professional oversight of UMF investments is managed by the University of Minnesota Foundation Investment Advisors, a nonprofit subsidiary formed in 1998 to focus on long-term investment goals.

For more information about the foundation's endowment and investment policies, please contact:

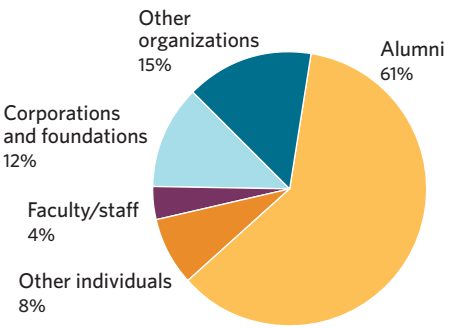
University of Minnesota Foundation
Investment Advisors
220 South Sixth Street, Suite 1225
Minneapolis, MN 55402
Phone: 612-767-1253
Fax: 612-767-1250

Philanthropic gifts, year ended June 30, 2007
$3.47 million

Gift usage



Gift sources



College of Education and Human Development Roster of Donors 2006–2007

University of Minnesota Presidents Club: Celebrating Philanthropy

Private giving has been critical in building the University of Minnesota as a great center of teaching, research, and outreach. As a way to thank donors for the important role they play, the University of Minnesota has established a University-wide donor recognition program. The Presidents Club recognizes those individuals and organizations whose lifetime giving totals $25,000 or more, or who make future gifts of any amount.

The names listed in this roster are donors to the College of Education and Human Development and qualified for membership in the Presidents Club either before or during the past fiscal year, July 1, 2006–June 30, 2007.

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* deceased during the past fiscal year

We have made every effort to accurately reflect contributions to the College made between July 1, 2006 and June 30, 2007. If you find an error, please contact the Development Office at 612-625-1310.

College administration

Deans

Darlyne Bailey, dean and assistant to the president

Jean Quam, senior associate dean for academic affairs and faculty development

Heidi Barajas, associate dean for outreach and community engagement

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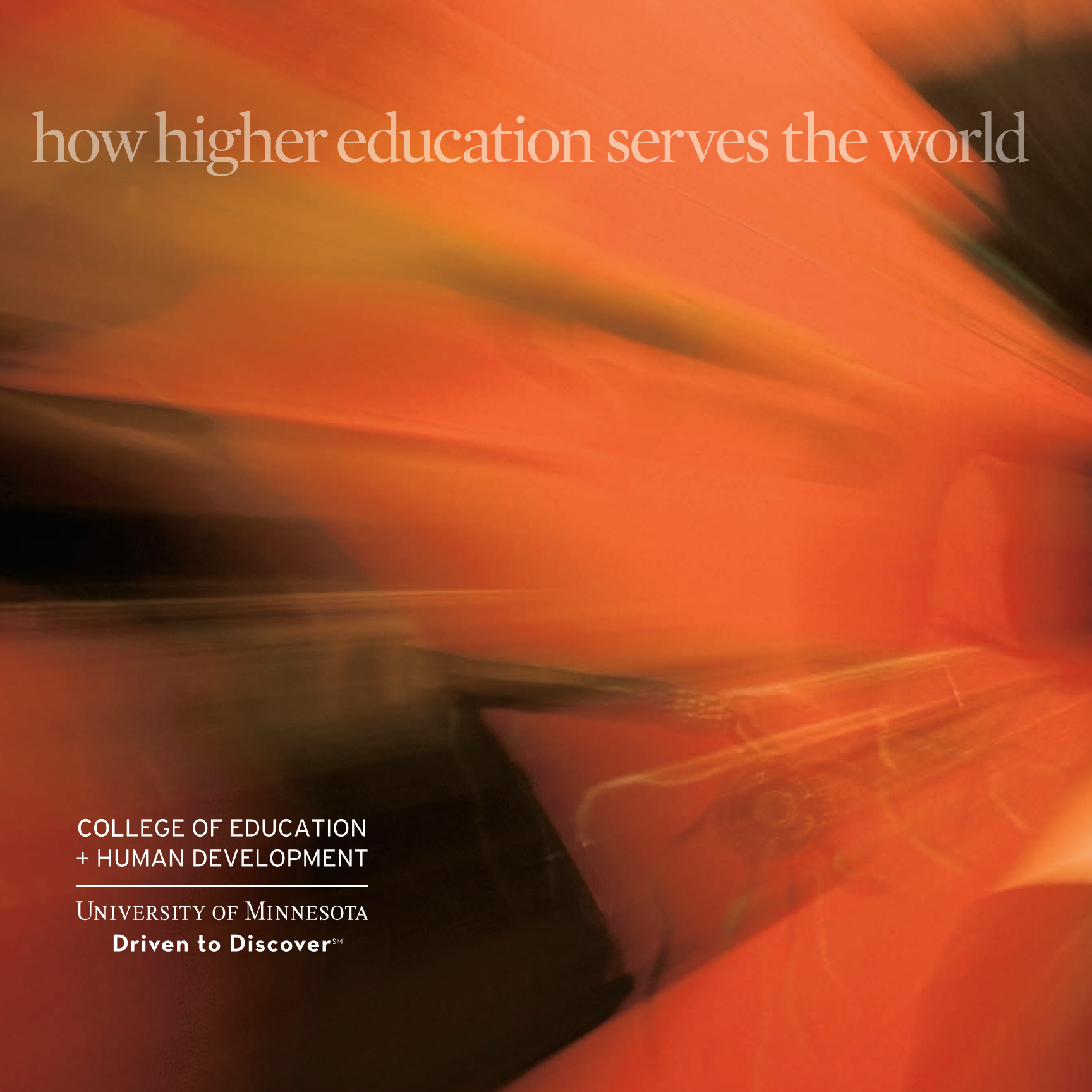

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