

SAGE Publications Book Proposal

Student Activities Manual for Undergraduate Research and Evaluation

(working title)

Elizabeth J. Sandell

Associate Professor

Department of Elementary and Early Childhood

Minnesota State University, Mankato

Mankato, MN 56001

[elizabeth.sandell@mnsu.edu](mailto:elizabeth.sandell@mnsu.edu)

507-389-5713

## **Proposed Text:**

### **Student Activities Manual for Undergraduate Research and Evaluation**

(working title)

## **Project Description**

### **Overview**

This Student Activities Manual (SAM) is a supplemental resource designed to support faculty members and students who are involved in scholarly inquiry projects. Each page in the manual provides questions and space for students to make notes, to brainstorm, and to participate in the inquiry process. In this context, “inquiry” courses lead students to learn about the recursive process of scholarly inquiry through participation in a project that is not necessarily original with the students. Students learn and practice skills related to research. The process of working through this SAM can prepare them to conduct their own project later. In other words, this SAM is not simply to introduce the “discovery” of scholarly research (such as a course that reviews the research literature for a particular discipline), nor is it intended to lead students through independent and individual research or creative projects (such as a graduate capstone project). This SAM will be most useful for a discipline-related course about research methods or for a course that uses guided inquiry learning to explore a topic.

### **Market and Course Background**

Education research shows that students who engage in undergraduate research develop problem-solving skills and strong work habits. Undergraduate research projects are improving student retention, connecting classroom experiences to the world of work, and motivating students to continue their studies. Many campuses have mentoring programs that assist faculty members in their efforts to develop their undergraduate research programs.

Discipline-based research in community colleges gives faculty members a powerful tool to engage their students and to increase motivation for learning. Colleges are looking for resources to develop robust, sustainable, and competitive science curricula, which require students to engage actively in the laboratory experiences that will prepare them to work in existing and emerging fields of scientific inquiry.

The Council on Undergraduate Research ([www.cur.org](http://www.cur.org)) could provide highly targeted mailing lists for promoting this book. CUR supports faculty development for high-quality undergraduate student-faculty collaborative research and scholarship. Nearly 600 institutions and over 3000 individuals belong to CUR. CUR believes that the best way to capture student interest and create enthusiasm for a discipline is through research in close collaboration with faculty members. Since 1978, CUR has worked to support and promote high-quality undergraduate student-faculty collaborative research and scholarship. CUR was founded on the belief that faculty members enhance their teaching and contribution to society by not only conducting research, but also involving undergraduate students in their scholarly activities. CUR has assisted hundreds of college campuses in establishing, formalizing and expanding undergraduate research opportunities. Collaborating campuses include graduate schools, four-year universities, and community colleges.

This book is written for undergraduate (sophomore, junior, or senior) students with majors related to education, social and behavior sciences. This manual will be ideal for undergraduate students in honors programs, pre-professional programs, or preparing for graduate school.

## **Distinguishing / Innovative Features and Pedagogical Strategies**

### **Approach/Style of Presentation**

This SAM is a supplemental resource designed to support faculty members and students who are involved in scholarly inquiry projects. Each page in the manual provides questions and space for students to make notes, to brainstorm, and to participate in the inquiry process. This book would be a compliment to other texts available in the marketplace.

### **Features & Benefits**

Adhering to the philosophy that students learn best by doing, this book relies heavily on work pages that lead faculty members and students step by step through the process of designing, reflecting, and presenting their inquiry projects. The materials incorporated into this book were developed and piloted by the author while teaching a three-credit undergraduate course about scholarly inquiry.

The book's final length should be approximately 100 pages in an 8" by 10" format. Users would find it practical for the book to be drilled for 3-ring binders so that they can keep their work pages for future reference.

### **Comparison with Competing Texts**

#### **List of Competing Texts and Texts Related to Undergraduate Research**

Here is a list of available texts related to undergraduate research. These are many of the texts that focus on undergraduate research skills, practice and mentoring.

Behling, L. L. (Ed.). (2009). *Reading, writing, and research: Undergraduate students as scholars in literary studies*. Washington, DC: Council on Undergraduate Research. The contributing authors document multiple methods and procedures that could be adapted for all students to become engaged in the essential questions of many fields. The ideas presented in the chapters suggest processes to bring a research-based teaching

- methodology to undergraduate courses in community colleges, liberal arts colleges, and undergraduate programs in research universities.
- Boyd, M. K., & Wesemann, J. L. (Eds.). (2009). *Broadening participation in undergraduate research: Fostering excellence and enhancing the impact*. Washington, DC: Council on Undergraduate Research. This book is a rich collection of examples of post-secondary education institutions that are maximizing the impact of engaging undergraduate students in research, scholarship, and creative activity. Examples of high-quality, inclusive programs from community colleges, primarily undergraduate institutions, minority-serving institutions, comprehensive universities, and research universities will help faculty, staff, and administrators enhance programs for undergraduate research.
- Branchaw, J. L., Pfund, C., & Rediske, R. (2010). *Entering research: A facilitator's manual: Workshops for students beginning research in science*. New York, NY: W. H. Freeman. For students whose experience with science has been primarily in the classroom, it can be difficult to identify and contact potential mentors, and to navigate the transition to a one-on-one, mentor-student relationship. This is especially true for those who are new to research, or who belong to groups that are underrepresented in research. The Entering Research workshops offer a mechanism to structure the independent research experience, and help students overcome these challenges. These workshops introduce students to the culture of research, teaching valuable research skills, and alleviating some of the work of faculty and lab personnel associated with mentoring novice researchers. The materials in this manual can easily be adapted for a number of venues, including individual, one-time workshops; intensive summer research programs for undergraduates or pre-college students; professional development workshops for beginning graduate students; or as a way to support students working in an individual faculty member's research group.
- Hu, S., Scheuch, K., Schwartz, R., Gayles, J. G., & Li, S. (2008). *Reinventing undergraduate education: Engaging college students in research and creative activities*. San Francisco, CA: Jossey-Bass. This monograph systematically synthesizes the literature to provide both conceptual and empirical evidence to demonstrate the effects of such engagement on student learning and development from higher education. Student engagement in research and creative activities during the college years is associated with a variety of outcomes in both the cognitive and affective domains. The evidence also points out that colleges and universities can make a difference in undergraduate engagement in research and creative activities. The authors provided various examples of how different types of institutions integrate inquiry-oriented activities in the curriculum, institutionalize research-supportive programs, and foster a campus culture that values inquiry-based undergraduate education.
- Kinkead, J. (2003). *Valuing and supporting undergraduate research*. San Francisco, CA: Jossey-Bass Publishers. Research helps students develop skills in problem solving, critical thinking, and communication and the work of undergraduate researchers can contribute to an institution's quest to further knowledge and to help meet societal challenges. Chapters provide an overview of undergraduate research, explore programs at different types of institutions, and offer suggestions on how faculty members can find ways to work with undergraduate researchers.
- Reardon, D. (2006). *Doing your undergraduate research*. Thousand Oaks, CA: Sage. An important requirement of many undergraduate courses in UK universities is that students do a major piece of research work, referred to as a project or dissertation. Whichever of these is required, the work is usually done during the final year of study. This book

describes each step involved in planning, conducting, and reporting on the research project.

Temple, L., Sibley, T. Q., & Orr, A. J. (2010). *How to mentor undergraduate researchers*. Washington, DC: Council on Undergraduate Research. For faculty members and other researchers who mentor undergraduates. It provides a concise description of the mentoring process, including the opportunities and rewards that a mentoring experience provides to both students and mentors. Experts in a variety of different fields expanded the handbook's usefulness across all areas of undergraduate research endeavors. In particular, the Social Sciences section reflects not only doing research in the social sciences, but also on the fact that mentoring is a social process.

Wisker, G. (2009). *The undergraduate research handbook*. Palgrave Macmillan. This practical, research-informed text will provide students across all disciplines with models, tasks and activities to enable them to plan, action, write and present quality research. It will help develop ideas, creative thinking and systematic research practices to enable students to produce high quality dissertations and reports.

### **How This Book Differs**

This SAM will be a complement or a support resource for any of the textbooks described above. The SAM will provide a vehicle for students to record their learning, brainstorming, plans of action, and results. The work pages lead students to:

- Articulate a scholarly question
- Engage in key elements of the scholarly process
- Situate the project within a broader academic context
- Contribute to the implementation of an original scholarly project
- Communicate knowledge from the project beyond the classroom.

### **Production Schedule**

The first draft may be completed and ready for outside reviewing by June 14, 2014. I expect to be able to deliver the complete and final manuscript by December 31, 2014. I will prepare the manuscript using Microsoft Word with my PC.

## **Proposed Table of Contents**

### **Preface**

### **Section 1 Formation of a Research Team**

1.1 Student Research Assistant Role

1.2 Application

1.3 Team Agreements

1.4 Academic Resume

1.5 Short Autobiography

1.6 Team Photographs

### **Section 2 Background to Evaluation and Research**

2.1 Purposes of Evaluation and Research

2.2 Programming Outcomes

2.3 Identification of an Important Problem, Topic, or Question

### **Section 3 Review of Literature**

3.1 Purposes for Literature Reviews

3.2 Literature Search Strategies

3.2.a Broad Scan (key words)

3.2.b Focused Search

3.2.c Assessment of Specific Work

3.3 Tracking Search Processes (RefWorks)

3.4 Analyzing Articles

3.5 Definitions of Terms

3.6 Formatting for Bibliography (APA, MLA, Chicago)

#### **Section 4 Research with Human Subjects**

4.1 Background on Protection of Human Subjects (CITI)

4.2 Responsible Conduct of Research with Human Subjects (CITI)

4.3 Institutional Review Boards

#### **Section 5 Study Design**

5.1 Research Questions

5.2 The Hypothesis

5.3 Sampling Plan

5.4 Information to Collect

5.5 Methods to Collect Information

5.6 Threats to Reliability and Validity

#### **Section 6 Collection of Data**

6.1 Qualitative or Quantitative Study

6.2 Instruments to Collect Data

6.3 Creating the Data Bank

#### **Section 7 Process of Data Analysis**

7.1 Qualitative data

7.2 Quantitative data

7.3 Descriptive statistics

7.4 Analyses – general list

7.5 Analyses – specific predicted results for each major analysis

7.6 Statistical graphs



## **Section 8 Discussion of Results**

8.1 Relation to Literature Review

8.2 Novelty/Importance

8.3 Limitations

8.4 Future Directions

## **Section 9 Reports, Publications, and Presentations**

9.1 General Contents

9.2 Audiences

9.3 Abstract

9.4 Conference Presentation Proposal

9.5 Conference Proceedings

9.6 Scholarly Journal Article

9.7 Funding Grant Proposal

## **Section 10 Glossary**



## 2.1 Purposes of Evaluation and Research

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**In your own words, write the definitions of two terms:**

Research:

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Evaluation:

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**List 3 differences between Research and Evaluation:**

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**Brainstorm possibilities for your research project:**

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## 2.1 Purposes of Evaluation and Research – Example

Name: Student John Doe Date: TBD

### In your own words, write the definitions of two terms:

Research: collect and analyze data in a controlled setting in order to prove a hypothesis and to contribute to the knowledge base in a professional field.

Evaluation: collect and analyze information in a community setting in order to judge the value of usefulness of a program and perhaps to make changes in the program.

Research may show how short-term results demonstrated by evaluation relate to long-term results.

### List 3 differences between Research and Evaluation:

Location(controlled or uncontrolled)

Selection of participants (random or not random)

Purpose (prove a hypothesis or improve a program)

### Brainstorm possibilities for your research project:

My project is likely program evaluation that provides practice in research skills.



## 2.2 Programming Outcomes

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**In your own words, write the definition of 'outcomes:'**

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**Write 1 example of 'outcomes' in each category:**

Knowledge:

Skill:

Behavior:

Attitude:

Values:

Conditions:

Status:

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**Brainstorm possibilities for 'outcomes' that your research project could examine:**

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## 2.2 Programming Outcomes – Example

Name: Student John Doe Date: TBD

**In your own words, write the definition of ‘outcomes:’**

Changes for participants during or after their involvement with a program.

Could be short-term results or long-term benefits.

**Write 1 example of ‘outcomes’ in each category:**

Knowledge: Know contributions and lifestyles of various cultural and economic groups in the United States.

Skill: Demonstrate communication skills necessary in a society with diverse populations.

Behavior: Complete 18 hours of service learning with others of another culture in their indigenous setting.

Attitude: Become more ethno-relative in terms of understanding and respecting community and cultural norms.

Values: Value diverse traditions and points of view for their contributions among cultures in the United States.

Conditions: Become more competent in interacting with persons from cultures other than that of the student.

**Brainstorm possibilities for ‘outcomes’ that your research project could examine:**

Changes in cultural competency among undergraduate students.



## 5.2 Hypothesis

Name \_\_\_\_\_ Date: \_\_\_\_\_

My research question is: \_\_\_\_\_

I intend to use a hypothesis to investigate this question. (choose one) Yes No

If no, my reasons are as follows: \_\_\_\_\_

If yes, my reasons are as follows: \_\_\_\_\_

My hypothesis is: \_\_\_\_\_

**This hypothesis suggests a relationship between two or more variables.**

**The variables are:**

Dependent: \_\_\_\_\_

Independent: \_\_\_\_\_

Independent: \_\_\_\_\_

**The dependent variable is (choose one):      categorical    quantitative**

**The independent variable/s is/are (choose one):    categorical    quantitative**

**Possible extraneous variables that might affect my results include:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## 5.2 Hypothesis – Example

Name Student John Doe Date: TBD

**My research question is:** \_\_\_\_\_ What is the relationship between Temperament Type and changes in Cultural Competency among a group of university undergraduate students? \_\_\_\_

**I intend to use a hypothesis to investigate this question. (choose one) Yes No**

**If no, my reasons are as follows:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**If yes, my reasons are as follows:** \_\_\_\_\_ My research team thinks there may be a relationship between Temperament Type and Cultural Competency such that a student's Temperament Type will determine the extent of the student's changes in Cultural Competency \_\_\_\_\_

**My hypothesis is:** \_Changes in the students' Cultural Competency are influenced by the students' Temperament Type \_\_\_\_\_

**This hypothesis suggests a relationship between two or more variables.**

**The variables are:**

Dependent: Cultural Competency

Independent: Temperament Type

Independent: \_\_\_\_\_

**The dependent variable is (choose one):**        categorical quantitative

**The independent variable/s is/are (choose one):** categorical quantitative

**Possible extraneous variables that might affect my results include:**

Students' academic majors (elementary education, business, etc.)

Students' academic classification (sophomore, junior, etc.)



### 5.3 Sampling Plan

Name \_\_\_\_\_ Date: \_\_\_\_\_

My research question is: \_\_\_\_\_  
\_\_\_\_\_

My intended sample for subjects who would participate in my study is composed of (tell who and how many): \_\_\_\_\_  
\_\_\_\_\_

The demographics or characteristics of the sample are:

Age range: \_\_\_\_\_

Gender distribution: \_\_\_\_\_

Ethnic distribution: \_\_\_\_\_

Location: \_\_\_\_\_

Other \_\_\_\_\_

Type of sample: Simple random \_\_\_\_\_. Stratified random \_\_\_\_\_.  
Cluster random \_\_\_\_\_. Two-stage random \_\_\_\_\_. Convenience X\_\_\_\_.  
Purposive \_\_\_\_\_. Other \_\_\_\_\_.

I will obtain my sample by: \_\_\_\_\_  
\_\_\_\_\_

I will generalize to these populations (external validity):

To what accessible population? \_\_\_\_\_

To what target population? \_\_\_\_\_

If not generalizable, why not? \_\_\_\_\_

I will generalize to these settings or conditions (ecological validity):

To what setting/s? \_\_\_\_\_

To what condition/s? \_\_\_\_\_

If not generalizable, why not? \_\_\_\_\_





### 5.3 Sampling Plan – Example

Name Student John Doe Date: TBD

**My research question is:** What is the relationship between Temperament Type and changes in Cultural Competency among a group of university undergraduate students?

**My intended sample for subjects who would participate in my study is composed of (tell who and how many):** 50 undergraduate students enrolled in a Human Relations course at a medium-size university in the Midwest.

**The demographics or characteristics of the sample are:**

Age range: 18 – 30 years old

Gender distribution: 80% female; 20% male

Ethnic distribution: \_\_\_\_\_

Location: southern Minnesota

Other \_\_\_\_\_

**Type of sample:** Simple random . Stratified random .  
Cluster random . Two-stage random . Convenience .  
**Purposive** . **Other** .

**I will obtain my sample by:** collaboration with university professor who will provide data collected from students enrolled in Human Relations course

**I will generalize to these populations (external validity):**

To what accessible population? \_\_\_\_\_

To what target population? \_\_\_\_\_

If not generalizable, why not? \_\_\_\_\_

**I will generalize to these settings or conditions (ecological validity):**

To what setting/s? \_\_\_\_\_

To what condition/s? \_\_\_\_\_

If not generalizable, why not? \_\_\_\_\_

### **Author's Biographical Information**

Dr. Sandell's mission is to lead, organize, and teach people in transition, so they grow in faith and hope, control their own decisions and resources, and use their gifts and talents. She received her doctorate, master's and bachelor's degrees from the University of Minnesota. Currently, she is an Associate Professor of Education at Minnesota State University, Mankato, MN, where she is responsible for a 3-credit undergraduate course entitled "Research" and a 3-credit course entitled "Human Relations in a Multicultural Society." She serves as a faculty representative on MSU's Undergraduate Research Council. In 2012, Sandell was named as MSU's Undergraduate Research Mentor of the Year. She has taught an undergraduate research course for 4 semesters and used this Student Activities Manual idea during the past year.

Here is a list of the author's publications related to this project. For more information about the author, please see the attached CV.

- Behrens, M. and Sandell, E. J. 2008. *Professional Relationships in Early Childhood Careers*. Dubuque, IA: Kendall-Hunt Publishers.
- Sandell, E. J. 1997. "Parents in the School," "Parental Involvement Models in Early Childhood Education," and "Parental Involvement Models in Elementary Education" in *Home and School Relations*. Edited by G. W. Olsen, S. F. Hanhan, and M. L. Fuller. Old Tappan, NJ: Allyn and Bacon, Inc.
- Sandell, E. J. 1999. "MELD" entry in *The Encyclopedia of Parenting Theory and Research*. Edited by Charles A. Smith. Westport, CT: Greenwood Press.
- Sandell, E. J. and Klypa, O. V. 2012. Kindergarten in Russia's Far East: The Effect of Climate. In S. Wortham (Ed.). *Global Perspectives in Early Childhood Education: Common Characteristics and Unique Qualities in Preschool Programs*. New York, NY: Springer Publishing Co.
- Sandell, E. J., Klypa, O. V., and Taratukhina, M. S. 2010. *Overview of curriculum development in the Russian Federation*. In J. D. Kirylo & A. Nauman (Eds.), *Curriculum development: Perspectives from around the world*. (pp. 295 – 307). Olney, MD: Association for Childhood Education International.

## **Attachment: Author's CV**

Elizabeth J. Sandell  
Associate Professor  
Department of Educational Studies  
Minnesota State University, Mankato  
Date of Hire: 2005  
Date of Promotion: 2010  
Office: 328 Armstrong Hall, Mankato, Minnesota 56001  
Office: (507) 389-1516  
[elizabeth.sandell@mnsu.edu](mailto:elizabeth.sandell@mnsu.edu)  
August, 2013

### **Mission Statement**

To lead, organize, and teach people in transition, so they grow in faith and hope, control their own decisions and resources, and use their gifts and talents.

### **Academic Background**

University of Minnesota, Minneapolis, MN 1987-1991 Ph. D.  
Major: Education/Early Childhood Minor: Psychological Foundations  
"Effects of Training Method and Teaching License on Inter-Observer Reliability of Evaluation of Mother-Toddler Interaction," Doctoral dissertation, University of Minnesota, Minneapolis, MN, 1991. Dissertation Abstracts DA9207803.

University of Minnesota, Minneapolis, MN 1976-1980 M. A.  
Major: Educational Administration Supporting field: Child Development  
"Longitudinal Effects of an Early Childhood and Family Education Program on Children and Families," Master of Arts thesis, University of Minnesota, Minneapolis, MN, 1980.

University of Minnesota, Minneapolis, MN 1971-1974 B. A.  
Major: Social Welfare Supporting field: Child Development  
Honors Thesis Title: A Manual for the Organization and Administration of a Group Daycare Program in Minnesota  
Student Teaching Placement: University of Minnesota Laboratory Nursery School  
Internship Placements: MN Department of Public Welfare, Daycare Licensing Division; Ramsey County Welfare Department, Foster Care Unit

### **Courses Taught**

#### Undergraduate

EEC 200 Introduction to Education (3 credits) (re-designed existing course)  
EEC 222w Human Relations in a Multicultural Society (3 credits) (re-designed existing course)  
EEC 227 Learning Development in the Early Years (3 credits) (designed new course)

EEC 240 Research (3 credits) (designed new course)  
EEC 355 Curriculum, Management, and Assessment (3 credits) (re-designed existing course)  
EEC 365 Methods of Teaching Infants and Toddlers (3 credits) (re-designed existing course)  
EEC 366 Teaching Infants and Toddlers - Field Experience (1 credit) (re-designed existing course)  
EEC 412 Kindergarten Materials and Methods (3 credits) (re-designed existing course)  
EEC 435 Teacher-Parent Relationships in Education (3 credits) (re-designed existing course)  
EEC 455 Supervision and Leadership in Early Childhood (3 credits) (designed new course)  
Introduction to Early Childhood Family Education (1 credit)  
C&I Cognitive Development in Early Childhood (3 credits)

## Graduate

EEC 590 Workshop: Education and Culture in US Education (1 credit) (designed new course)  
EEC 642 Organization and Administration of Early Childhood (2 graduate credits)  
EEC 680 Formal Assessment of Young Children (3 graduate credits) (designed new course)

## **Academic Experience**

Associate Professor, Department of Educational Studies, College of Education, Minnesota State University, Mankato, MN. 2011 – present. Instructional assignments included complete responsibility for instruction and grade assignment for pre-service teacher education courses. Full responsibility to design, teach, grade, and evaluate 'Human Relations in a Multicultural Society' and 'Research.' Academic advising assignments include two graduate students and more than 100 undergraduate students each year.

Assistant Professor, Department of Educational Studies, College of Education, Minnesota State University, Mankato, MN. 2005 – 2011. Instructional assignments included complete responsibility for instruction and grade assignment for pre-service teacher education courses. Academic advising assignments include two graduate students and more than 100 undergraduate students each year.

Acting Director, Center for Excellence in Teaching and Learning, Minnesota State University, Mankato, MN. 2009. Half-time during Spring semester. Coordinated all Faculty Communities of Practice, CETL staff members, mentor program, peer faculty consultants, focus group research project.

Chairperson, Department of Educational Studies, College of Education, Minnesota State University, Mankato, MN. 2006 – 2008. Carried out duties of department chairperson as defined in faculty contract, including directing student advising programs, developing and administering department budget, addressing student and faculty concerns, coordinating curriculum and program planning, coordinating department hiring activities, supervising administrative assistant and graduate assistants, etc.

Research Director (Interim), University of Minnesota Extension Service, Saint Paul, MN. 2005. Coordinate campus-based staff members and consultants to plan and supervise Nutrition Education programs of \$14 million (including \$5 million local and state cost-share), and provide local and state leadership. Consult about business planning, staff development, public relations, and program evaluation activities.

Director, Professional & Community Engagement, College of Human Ecology, University of Minnesota, St. Paul, MN. 2003 to 2004. Direct 18.5 FTE staff and lead 200 FTE staff in delivering parent education, financial education, tenant education, and nutrition education to low-income families through community partners, including University of Minnesota Extension Service offices throughout Minnesota. Plan programs, supervise financial operations of \$14 million (including \$5 million local and state cost-share), provide local and state leadership. Oversee business planning, staff development, public relations, and program evaluation activities in consultation with department faculty and college administration.

Program Leader, College of Human Ecology, University of Minnesota, St. Paul, MN 1997 to 2000. Direct 3.5 FTE staff and lead 150 FTE staff in delivering nutrition education to low-income families through University of Minnesota Extension Service offices throughout Minnesota. Plan programs, supervise financial operations of \$10 million (including \$5 million local and state in-kind match), provide local and state leadership. Oversee staff development, public relations, and program evaluation activities.

### **Other Professional Experience**

Executive Director, MELD, Minneapolis, MN. 1995 – 1997. Lead and direct the Board of Directors, 23.0 FTE staff and 70 affiliate agencies in planning and delivering family support programming. Plan programs, supervise financial operations of \$1.1 million, provide local and national leadership in the field of family support. Oversee fundraising, public relations, and marketing activities.

Administrator on Special Assignment to the Saint Paul/Ramsey County Children's Initiative. Saint Paul Public Schools, Saint Paul, MN. 1993 - 1995. Primary liaison between the Public Schools and community organizations for broad-based collaborative efforts to improve delivery for health, education, and social services for families of young children. Increased inclusion of diverse families and staff in decision-making and evaluation. Facilitated development and implementation of broad evaluation strategy.

Division Manager, Early Childhood Family Education, Saint Paul Public Schools, Saint Paul, MN. 1988 - 1993. Administered family education program for families with children between birth and five years old. Selected, supervised, and trained more than 150 staff members. Developed in-service training programs for early childhood teachers, parent educators, home visitors, educational assistants, teaching assistants, bilingual liaisons, and community outreach workers. Created innovations in program delivery which resulted in increased participation of families from diverse cultures and from low-income households. Coordinated annual budget of approximately \$3 million.

Educator, Early Childhood Family Education, Minneapolis Public Schools and North Saint Paul/Maplewood Public Schools, MN. 1987 - 1988. Facilitated early childhood education, parent discussion groups, and parent-child interaction for families with children from birth through five years old.

Director of Education, First Covenant Church, Saint Paul, MN. 1981 - 1987. Provided training for volunteer board members, teachers, and counselors. Worked with urban residents, Hmong immigrants, and community-based agencies. Coordinated volunteer staff for programs for children, youth, and adults. Supervised paid staff, including two nursery

school teachers, early childhood ministries coordinator, summer ministries assistant, interns, and director of children's music.

Program Officer, Minnesota Council on Quality Education, Minnesota Department of Education, Saint Paul, MN. 1978 - 1981. Administration of Early Childhood Family Education grants programs. Implemented work-plans for administrative management, policies, and guidelines. Technical assistance to grant recipients throughout Minnesota.

Program Assistant, Academic Planning Division, Minnesota Higher Education Coordinating Board, Saint Paul, MN. 1974 - 1977. Leadership and coordination for the program and research of the Coordination of Education for Early Childhood Personnel Project.

### **Academic / Intellectual Contributions**

Behrens, M. and Sandell, E. J. 2008. Professional Relationships in Early Childhood Careers. Dubuque, IA: Kendall-Hunt Publishers.

Blackhurst, A. E., Wenger, G. L., and Sandell, E. J. 2009. The Value of Undergraduate Research and Creative Activity in the Tenure and Promotion Process at Minnesota State University, Mankato. Monograph. Mankato, MN: Minnesota State University, Mankato.

McNabb, C., Tupy, S. J., with Sandell, E. J. 2011. Change in Cultural Competency among Students during an Intentional Human Relations Experience in Proceedings of the 2011 National Conference on Undergraduate Research. Ithaca, NY.

McNabb, C., Tupy, S. J., with Sandell, E. J. 2011. Change in Cultural Competency among Students during an Intentional Human Relations Experience presented at the 2011 Undergraduate Research Conference. Mankato, MN.

McNabb, C., Tupy, S. J., with Sandell, E. J. 2011. Change in Cultural Competency among Students during an Intentional Human Relations Experience. Journal of Undergraduate Research, Vol. 11. Mankato, MN: Minnesota State University, Mankato. Available from: <http://www.mnsu.edu/urc/journal/2011/>

Sandell, E. J. 1988 and 1989. Dinosaur Discovery Era Series. Naples, FL: Bancroft-Sage Publications. (Twelve children's books distributed exclusively worldwide by Encyclopaedia Britannica.)

Sandell, E. J. 1991. "A Ten-point Promotion and Marketing Plan for Family Resource Centers," Family Resource Coalition REPORT, 10(2).

Sandell, E. J. 1992. "So You're Planning a Family Resource Center: Considerations to Guide the Process," Family Resource Coalition REPORT, 11(3).

Sandell, E. J. 1997. "Parents in the School," "Parental Involvement Models in Early Childhood Education," and "Parental Involvement Models in Elementary Education" in Home and School Relations. Edited by G. W. Olsen, S. F. Hanhan, and M. L. Fuller. Old Tappan, NJ: Allyn and Bacon, Inc.

Sandell, E. J. 1999. "MELD" entry in The Encyclopedia of Parenting Theory and Research. Edited by Charles A. Smith. Westport, CT: Greenwood Press.

Sandell, E. J. 2007. Impact of international education experiences on undergraduate students. *The Delta Kappa Gamma Bulletin*, 73(4), 12 – 18. Available from: <http://www.deltakappagamma.net/associations/6498/files/BU-SUMMER%2007-TEXT.pdf>

Sandell, E. J. 2011. *Assessing intercultural competence among undergraduate students: baseline data and analysis*. Monograph. Mankato, MN: Minnesota State University, Mankato.

- Sandell, E. J. and Bailey, D. 1999. Impact of the Earned Income Credit and the Working Family Credit on limited resource families in Minnesota." *Just in Time Research: Children, Youth and Families*. Minneapolis, MN: University of Minnesota, 1999.
- Sandell, E. J. and Klypa, O. V. 2012. Kindergarten in Russia's Far East: The Effect of Climate. In S. Wortham (Ed.). *Global Perspectives in Early Childhood Education: Common Characteristics and Unique Qualities in Preschool Programs*. New York, NY: Springer Publishing Co.
- Sandell, E. J. Summer, 2007. Impact of international education experiences on undergraduate students. *The Delta Kappa Gamma Bulletin*, 73(4), 12 – 18..
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## **Certifications**

- American Red Cross First Aid and CPR Certification, since 2009.  
 Supervisor of Early Childhood Education, State of Minnesota, since 1988.  
 Commissioned Church Educator, Evangelical Covenant Church, since 1987.  
 Parent Educator, State of Minnesota, since 1987.  
 Nursery School Teacher, State of Minnesota, since 1974.

## **Memberships**

- American Educational Research Association  
 American Evaluation Association  
 Association for Childhood Education International  
 Minnesota Association for the Education of Young Children  
 Minnesota Valley Association for Early Childhood Education  
 National Association for the Education of Young Children

## **Service Activities**

### Minnesota State University, Mankato

- Faculty Representative, Undergraduate Research Advisory Task Force, 2008 – present.  
 Faculty Adviser, Early Childhood and Elementary Education Club, 2007 – 2009.  
 Faculty Adviser, Eastern-European Student Organization, 2006 – present.  
 Member, Department Personnel Review Committee, 2006 – 2008.  
 Member, College of Education, International Studies Committee, 2005 – 2009; chairperson 2005-2006; member 2006-2008.

Chairperson, Department of Educational Studies, College of Education, 2006 – 2008.

### Editor

VIEWS (published by MnAEYC and MCFR), 1991 to 1995.

Winter, 1995, VIEWS on Parent Involvement (lead editor)

Summer, 1994, VIEWS on Violence (co-editor)

Winter, 1994, VIEWS on Ethics (lead editor)

Summer, 1993, VIEWS on Sexuality (co-editor)

Winter, 1993, VIEWS on Change and Transition (co-editor)

Summer, 1992, VIEWS on Safety (lead editor)

Winter, 1992, VIEWS on Quality Programming (co-editor)

MnAEYC NEWS (published by MnAEYC), 1978 to 1979.

### Other Professional Service Activities

Chairperson, Global Guidelines Task Force, Association for Childhood Education International, 2009 – present

Member, Global Guidelines Task Force, Association for Childhood Education International, 2005 – present

Member, Minnesota Early Childhood Initiative facilitated through the Greater Mankato United Way, 2007 – present.

Evaluation Policy Board, University of Minnesota Extension Service, 2003 – 2004. Participated in decision-making about the conceptualization, design, and review of ongoing program evaluation.

Civil Rights Compliance Review Committee, University of Minnesota Extension Service, 2002.

Family Education Resources in Minnesota (FERM) 1989 - 2001. Board member for the conceptualization, design, and review of ongoing program evaluation, including two statewide evaluation projects: Changing Times, Changing Families: Parent Outcome Interview Study Part I (1992) and Changing Times, Changing Families: Part II (1996).

Evaluation Team, Saint Paul/Ramsey County Children's Initiative, Convener and Facilitator, 1994 - 1995. Convene parents, service providers, and academics to design the evaluation strategies for the Children's Initiative. Coordinate data collection at five levels: needs assessment, utilization, program clarification, effectiveness, and long-term outcomes.

Site Review Team, 1994 Early Childhood Family Education in Thief River Falls, MN.

Past-President, MN Association for the Education of Young Children, 1996 - 1997.

President, MN Association for the Education of Young Children, 1995 - 1996.

President-elect, MN Association for the Education of Young Children, 1994 - 1995.

Task Force on Definition of School Readiness, Saint Paul Public Schools, 1994 - 1995.

Advisory Council for the Development of Greater Flexibility in the Delivery of Special Education Services, Saint Paul Public Schools, 1994 - 1995.

Core Planning Team, Saint Paul/Ramsey County Children's Initiative, 1993 - 1995.

Learning Readiness Advisory Council, Saint Paul Public Schools, 1993 - 1995.

Board of Directors, MN Council on Family Relations, 1993 - 94.

Judge, "Lifetouch Enrichment Grants Program," Lifetouch National School Studios, Minneapolis, MN, 1993 and 1994.



Parent Involvement Subcommittee, Child Care/Early Education Partnership Project, 1991-1993  
Early Childhood Family Education Advisory Council, Saint Paul Public Schools, 1988 - 1993.  
Co-Host for "Families Today" parent education radio program, Radio AAHS, WWTC,  
Minneapolis, MN, 1990 - 1991.  
Saint Paul Interagency Early Intervention Committee, 1988 - 1991.  
Chairperson, Program Committee, Governor's Conference on Families, Minneapolis, 1978.

### **Awards**

Undergraduate Research Mentor of the Year (2012), Minnesota State University, Mankato.  
Advisor Appreciation Award (2009) to faculty advisor of a Recognized Student Organization,  
from the MSU Office of Student Leadership.  
Honor Society Memberships: Phi Kappa Phi (1988) and Phi Beta Kappa (1974).

### **Travel Experiences**

All 50 of the United States (at least on the ground long enough to buy a postcard)  
1993 – 2012 periodic trips to Russian Federation, including Moscow, St. Petersburg,  
Novosibirsk, Petrozavodsk, and Magadan  
2012 Porto, Portugal  
2010 and 2012 Baku, Azerbaijan  
2010 Kherson, Ukraine  
2010 Canberra, Australia  
2008 Seville, Spain  
2003 Johannesburg, South Africa  
1992 England, Scotland, UK  
1967 – 2005 periodic trips to Canada  
1979 and 1987 Quito, Ecuador