



THE BEACON

SCHOOL OF EDUCATION - UNIVERSITY OF MASSACHUSETTS AMHERST

Volume XXVI
Number 19
January 16, 2007

Contact: Associate Dean's Office

NCATE

ACCREDITED

Environmentally Mindful!

Access *The Beacon*, on-line at: <http://www.umass.edu/education/publications.htm>. If you have problems accessing this link, go to the School of Education home page, click on *The Beacon* button on the left. Earlier issues may be found by going to *Publications* on the School of Education home page.

FAQ's and other information that is good to know:

When should I expect my W-2 forms?

Typically, W-2 forms are issued during the last two weeks of January. The forms are delivered to the School of Education Business Office in (Room 125) Furcolo Hall for disbursement.

General Process for Distribution:

The Business Office MUST personally hand-over W-2's to employees and students. Those unclaimed by January 29th will be mailed to the permanent address of record.

What if I cannot come get my W-2?

Unclaimed W-2 forms will be mailed to the student's **permanent** address listed on SPIRE on January 29, 2007.

What if I do not want my W-2 sent to my permanent address?

If you would prefer your W-2 mailed to a different address, send an email to Anita Hassenfratz at anitah@educ.umass.edu with instructions as to where to mail your W-2. Your request must be received no later than Monday, January 15, 2007.

PLEASE NOTE: The requested change is **ONLY** for mailing your W-2 forms. If you require a change made to your permanent address on SPIRE, you must contact the Graduate Registrar's Office.

I am an international student. I will not be in the country after the first of the year. What should I do?

Your W-2 form will be made to the **permanent** address listed on your SPIRE records. If you would like your W-2 form sent to a different address, send an email to Anita Hassenfratz at anitah@educ.umass.edu no later than Monday, January 15, 2007 with the mailing instructions. This change is only for mailing your W-2 and will NOT be entered into SPIRE. If you require a change made to your permanent address on SPIRE, you must contact the Graduate Registrar's Office.

When should I be concerned about not receiving my W-2?

If your W-2 does not arrive at your **permanent** address by February 16, 2007, you can contact Human Resources at (413-545-0391 OR 413-545-3761) and request an additional copy. **PLEASE NOTE:** This should **ONLY** be done after February 16, 2007.

BEACON DEADLINE: Notice! Change in *Beacon* submission procedure: Please submit *Beacon* announcements to Room 123A Furcolo Hall or to llascell@educ.umass.edu. The deadline remains 3:30 p.m. on Monday. All assistantships will run for two issues unless otherwise indicated. Examinations and dissertation proposals run for only one issue.



NCATE NEWS

In the upcoming issues of *The Beacon* we will be including news about NCATE (National Council of Accreditation for Teacher Education). We hope you will find the information helpful.

Standard 2: Assessment System and Unit Evaluation

The unit has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs.

Assessment System

UNACCEPTABLE

The unit has not involved its professional community in the development of an assessment system. The unit's system does not include a comprehensive and integrated set of evaluation measures to provide information for use in monitoring candidate performance and managing and improving operations and programs. The assessment system does not reflect professional, state, and institutional standards. Decisions about continuation in and completion of programs are not based on multiple assessments. The assessments used are not related to candidate success. The unit has not taken effective steps to examine or eliminate sources of bias in its performance assessments, or has made no effort to establish fairness, accuracy, and consistency of its assessment procedures.

ACCEPTABLE

The unit has developed an assessment system with its professional community that reflects the conceptual framework(s) and professional and state standards. The unit's system includes a comprehensive and integrated set of evaluation measures that are used to monitor candidate performance and manage and improve operations and programs. Decisions about candidate performance are based on multiple assessments made at admission into programs, at appropriate transition points, and at program completion. Assessments used to determine admission, continuation in, and completion of programs are predictors of candidate success. The unit takes effective steps to eliminate sources of bias in performance assessments and works to establish the fairness, accuracy, and consistency of its assessment procedures.

TARGET

The unit, with the involvement of its professional community, is implementing an assessment system that reflects the conceptual framework(s) and incorporates candidate proficiencies outlined in professional and state standards. The unit continuously examines the validity and utility of the data produced through assessments and makes modifications to keep abreast of changes in assessment technology and in professional standards. Decisions about candidate performance are based on multiple assessments made at multiple points before program completion. Data show the strong relationship of performance assessments to candidate success. The unit conducts thorough studies to establish fairness, accuracy, and consistency of its performance assessment procedures. It also takes changes in its practices consistent with the results of these studies.

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FACULTY/STAFF/STUDENT ACTIVITIES, HONORS, AND AWARDS

Good Fellowship

Congratulations to **Stephen G. Sireci**, who was elected a **Fellow** of Division 5: Evaluation, Measurement & Statistics of the **American Psychological Association (APA)** and to **John Hintze**, elected a **Fellow** of Division 16: School Psychology of the **APA**.

Research Highlights

Two School of Education projects were included in the "Research Highlights" column of the UMass Amherst Office of Research's recently published *Report on Research 2006*. "**College Board Partners with Campus to Understand Placement Success**" looks at work by **Jay Carey and Matt Militello**, utilizing comparative analysis to discern patterns in school counseling activities and identify characteristics that may lead to college placement success. A second item, "**Mass DOE Looks to School of Education for Leadership Evaluation**," describes work by the Center for Education Policy in evaluating training practices for Massachusetts school superintendents and conducting a case study on effective leadership practices in Massachusetts school districts.



Please send all news of awards, honors, grants, contracts (not assistantships), new publications, etc., to the following **new e-mail address: goodnews@educ.umass.edu**.



FALL 06/SPRING 07 ASSISTANTSHIPS AVAILABLE (by department)

Please note: All available positions are contingent upon funding.

Dean's Office

No positions available this week.

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### Educational Policy, Research and Administration

No positions available this week.

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Educator Licensure Office

No positions available this week.

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## Student Development and Pupil Personnel Services

No positions available this week.

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Office of Academic Affairs

No positions available this week.

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### Teacher Education and Curriculum Studies

No positions available this week.

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School of Education Business Office

No positions available this week.

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## ANNOUNCEMENTS

### ATTENTION: FEBRUARY, 2007 DEGREE CANDIDATES

**The next degree-granting period will be February, 2007.** Listed below are deadline dates to apply for graduation for M.Ed., C.A.G.S., Ed.D. and Ph.D. candidates who will have completed requirements for a February, 2007 degree.

#### M.Ed. and C.A.G.S. Candidates

**Degree Eligibility forms must be completed and returned to Linda Guthrie in the Graduate Program Office, 123 Furcolo, no later than January 9<sup>th</sup>, 2007.** It is strongly suggested, however, that you submit your forms to Linda **before** the winter break to be sure you can obtain your advisor's signature.

**The Eligibility form must be accompanied by the School of Education Program of Study form (M-2 or C-2) which requires your Advisor's signature.** Forms are available in the Graduate Program Office and on the School of Education home page: [www.umass.edu/education](http://www.umass.edu/education) > Academics > Advising Guidelines.

#### Ed.D. and Ph.D. Candidates:

**The Doctoral Degree Eligibility form must be submitted to Linda Guthrie in Room 123 Furcolo, along with the D-9 form (Result of Final Oral Examination) no later than January 9<sup>th</sup>, 2007.\*** The Eligibility form is sent to each student by the Degree Requirements Office (534 Goodell) after the defense date is scheduled (Form D-8).

Two copies of the dissertation signature page must be signed by Christine B. McCormick, Dean of the School of Education. Students should submit their signature pages to Linda by January 9<sup>th</sup>,\* and she will obtain the Dean's signature.

**\* It is strongly suggested, however, that you submit your forms to Linda before the winter break to be sure you can obtain your advisor's signature.**

Dissertation copies, fees and materials must be submitted to the Office of Degree Requirements (Room 534 Goodell) by 5:00 p.m., January 16<sup>th</sup>, 2007. **THIS IS A FIRM DEADLINE!**

**IMPORTANT: If you do not file for graduation by the degree deadline date, you must pay the Program Fee to maintain continuous enrollment until you graduate.**

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## **Call for Applications/Proposals**

### **2007 UNH Composition Conference**

October 12-13, 2007 <http://www.unh.edu/composition/conference>

Theme: Literacies--Personal, Professional, Academic

The University of New Hampshire is offering a composition conference with keynotes Ellen Cushman (Michigan State University), Paul Kei Matsuda (University of New Hampshire), Gwendolyn D. Pough (Syracuse University) and Stuart Selber (Penn State University). The focus will be on exploring literacy as it is learned inside and outside of school, and its multiple uses.

We invite proposals for 75-minute concurrent sessions. Sessions can be proposed by an individual or a group of presenters. We prefer interactive sessions and hope to avoid the reading of papers. Among the possible topics to be addressed are: literacy, technology and accessibility; multi-media literacies; virtual reading and writing communities; non-school sponsors of literacy; literacy norms and second language learners; literacy and popular culture; and new discourse conventions in academic writing.

Proposals should include: Session Title; Proposal Type (individual or group); Complete contact information of each presenter including name, address, daytime phone and email address; A 400-word session description as well as a 50-word summary.

Send to: UNH English Department, Attn: Composition Conference, 95 Main Street, Durham, NH 03824

**Postmark deadline: Monday, May 14, 2007**

Please direct all questions to Sabina Foote <[sabina.foote@unh.edu](mailto:sabina.foote@unh.edu)>.



### **The Colombian Applied Linguistics Journal**

The Colombian Applied Linguistics Journal, CALJ is published once a year. **The deadline for contributions for the next edition is February 1<sup>st</sup> 2007.** Articles should be sent to [maestria@udistrital.edu.co](mailto:maestria@udistrital.edu.co) This email address is being protected from spam bots, you need JavaScript enabled to view it , [calj@udistrital.edu.co](mailto:calj@udistrital.edu.co) This email address is being protected from spam bots, you need JavaScript enabled to view it or brought directly to the editors at CALJ, Universidad Distrital, Avda. Ciudad de Quito No. 65 - 81 Of 704, providing both a printed copy and a copy saved as a Word document on an IBM compatible diskette. Please note that these copies are non-returnable. Please include name, institution, address(es), phone and/or fax numbers and e-mail address as we may contact you if any additional details or clarifications are required. The editors will notify successful contributors. For contributions please check guidelines.

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## Guidelines for contributors

**The Colombian Applied Linguistics Journal**, CALJ, is an annual publication of the School of Sciences and Education, Master Program in Applied Linguistics of Universidad Distrital in Bogotá, Colombia for professionals interested in research and teaching issues in the field of Applied Linguistics for the Teaching of English. This journal is mainly concerned with informing the academic community about current completed and ongoing research relevant to teaching and learning English as a foreign language.

This journal attempts to disseminate ideas related to classroom issues and to provide a forum for discussion on teaching. A further concern is to promote the exchange of information among members of the profession.

The editors of CALJ are the professors from the M.A. Program at Universidad Distrital. Teacher educators and researchers from 19 Universities collaborate in the evaluation of articles.

**Authors should send their manuscripts to: CALJ, Editors, Maestría en Lingüística Aplicada, Universidad Distrital, Calle 34 No. 13-15 Of. 405, Bogotá, Colombia**

E-mail: [maestria@udistrital.edu.co](mailto:maestria@udistrital.edu.co) This email address is being protected from spam bots, you need JavaScript enabled to view it.

Manuscripts relevant to research and classroom issues in English teaching, are welcome and should be submitted to the editor in duplicate and with a magnetic copy. An abstract should be prepared for each article (limited to 120 words). Each table and figure should be submitted on a separate page and should be titled. The majority of CALJ readers research and teach English and disciplines related to foreign language teaching in Colombia and abroad. The length of your article will depend on the topic, and maybe on the section for which you are submitting it. Manuscripts should be typed and double spaced throughout not exceeding 15 letter size pages or 6,000 words.

The APA manual ought to be followed for style. Bibliographic citations in the text must include the author's last name, and the date of publication and may include page references. Complete bibliographic information for each citation must be included in the list of references.

To assure impartial review each manuscript should be accompanied by a cover sheet with the title; author's name, position, address, fax number and E-mail address; and a short (less than 50 words) bio data statement. Identifying information should not appear elsewhere in the manuscript in order to insure anonymity for the board of reviewers.

**Publication.** It will be assumed that your article has not been published in another publication and that it has not been considered by another publication. Upon publication, authors will receive two complimentary copies of the issue in which their article appears. Manuscripts are not returned to authors. Authors should retain a personal copy. If your article is accepted, be prepared to revise it if necessary, in order to shorten it or to clarify something, for example. Generally, if major changes are necessary, either the article will be returned to you for amending or the edited version will be sent to you for approval.

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**For further information you may contact: CALJ Editors, Fax: (1) 3406651**

E-Mail: [maestria@udistrital.edu.co](mailto:maestria@udistrital.edu.co) This email address is being protected from spam bots, you need JavaScript enabled to view it

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## THE INSTITUTE ON DISABILITY ANNOUNCES 2007 WORKSHOPS AND PROFESSIONAL DEVELOPMENT OPPORTUNITIES

Between January and June 2007, the Institute on Disability (IOD) at the University of New Hampshire has assembled a roster of trainings and workshops designed to address the increasingly diverse and complex needs of individuals, families and professionals in New England. From strategies to better include children in general education classrooms to training on legal issues for those who work with older adults, the IOD, with the help of direct input from many partners and consumers, has organized 22 programs to address several key priority areas. In an effort to make these research and best-practice based opportunities more accessible, the IOD is offering workshops in almost every region of the Granite State. More information and online registration can be found on the IOD website at [www.iod.unh.edu](http://www.iod.unh.edu).

### THE 2007 AUTISM MINI-SERIES

*Informative and interactive topical discussions on ASD designed to provide practical ideas to complement teaching and parenting strategies.*

**Description:** Join experts on Autism Spectrum Disorders (ASD) for topical discussions related to children with ASD, their families, and the systems of support in their lives. Each small group session is designed to be informative, interactive, and filled with practical ideas to embed within your own parenting and teaching strategies.

**Registration Fee:** \$25 for each session

**Location:** All sessions will be held on the University of New Hampshire Campus at the Institute on Disability's Conference Room, 10 West Edge Drive, Suite 101, Durham NH 03824

### Workshops:

#### **Educating Students with ASD in General Education Classes: Fostering Academic Learning**

**Date:** January 10 & April 11, 2007

**Time:** 4:00 pm - 6:00 pm

**Presenter:** Cheryl M. Jorgensen, Ph.D.

#### **Person-Centered Planning (PCP) for Children with ASD**

**Date:** Wednesday, January 17, 2007

**Time:** 3:00 pm - 5:00 pm

**Presenter:** Ann Dillon, M.Ed.

#### **Educating Students with ASD in General Education Classes: Fostering Communication**

**Date:** February 12 & May 7, 2007

**Time:** 4:00 pm - 6:00 pm

**Presenter:** Rae Sonnenmeier, Ph.D., CCC-SLP

#### **Challenging Behaviors at Home and School**

**Date:** Tuesday, February 13, 2007

**Time:** 3:00 pm - 5:00 pm

**Presenter:** Ann Dillon, M.Ed.

#### **PECS & Augmentative Communication**

**Date:** March 14 & June 13, 2007

**Time:** 4:00 pm - 6:00 pm

**Presenter:** Michael McSheehan

### LIFE AS A PARAPROFESSIONAL

*Strategies for Working with Students with Challenging Behaviors*

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**Description:** Join Cathy Apfel and other paraprofessional colleagues for an in-depth examination of Positive Behavioral Interventions and Supports (PBIS) with an emphasis on classroom-based approaches designed to enhance the learning and emotional well being of students. In this, highly inter-active session you will learn to promote responsible student behavior.

**Workshop Instructor:** Cathy Apfel

**Time:** 9:00 am - 3:00 pm

**Registration Fee:** \$90

**Dates and Locations:**

January 11, 2007 - Highlander Inn, Manchester, NH

February 8, 2007 - Highlander Inn, Manchester, NH

March 15, 2007 - Highlander Inn, Manchester, NH

April 5, 2007 - Common Man, Plymouth, NH

May 3, 2007 - Highlander Inn, Manchester, NH

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## **WHOSE DECISION IS IT ANYWAY?**

*Training on Legal Issues for those Who Work with Seniors*

**Description:** When can and can't a person legally make decisions about his or her own affairs?

As people age, concerns can arise about some individuals' ability to make their own decisions. This workshop will help those who work with seniors to understand the rules and laws around decision making. Participants will be able to describe who can, and cannot, make their own decisions as well as the legal documents that are required to give others decision making authority. The discussion will include informed decisions and competency issues using case examples.

**Presenter:** Mary McGuire, Esquire

**Time:** 8:00 am - 12:00 pm

**Registration Fee:** \$12

**Dates and Locations:**

Tuesday, January 30, 2007 - Best Western Hotel, Portsmouth, NH

Thursday, March 29, 2007 - E.F. Lane Hotel, Keene, NH

***Whose Decision is it Anyway?** has been approved by the NH Chapter NASW for three (3) Category I Continuing Education Credits in Ethics for social workers*



## **Small Grants in Support of Diversity Education**

The report of the Diversity Commission calls on the University administration to "support the development of more General Education Diversity courses that focus on issues of difference, culture, power and privilege." To that end, the Chancellor's Action Plan proposes "incentive grants for curriculum and pedagogical development projects" in diversity education. (See <http://www.umass.edu/campusdiversity/>.) The Provost has allocated funds to support these grants and has asked the General Education Council to award them.

The Council will consider any proposal that promises to improve diversity education at the University, but there is a particular interest in proposals that address one or more of the following needs:

-Courses that satisfy the General Education U ( U.S. diversity) requirement, especially from departments or colleges that currently offer few such courses. The Council welcomes proposals for new courses, for improvement of existing U courses, or for modifications of established courses to bring them into the scope of the U requirement.

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- Programs to train and mentor teaching assistants or associates in diversity courses.
- Curricula that more fully integrate diversity education into the major. (These need not involve general education courses).
- Ideas for improving diversity education in large lecture courses.
- Ideas that readily scale up and transfer to other courses and departments.

The Center for Teaching will offer consultation to participants when they begin their projects and when they are ready to prepare their final reports. Participants will also meet regularly as a group to discuss their ideas and experiences.

Up to 10 grants of about \$6,000 each are envisioned, but proposals for larger amounts will be considered with sufficient justification. This competition will occur annually, and renewals as well as new proposals will be considered. Collaborative and interdisciplinary projects are welcome.

The proposal cover sheet and instructions are available at <http://www.umass.edu/provost/diversitygrant.html>. Questions should be addressed to the chair of the General Education Council, Randall Knoper ([knoper@english.umass.edu](mailto:knoper@english.umass.edu)). **The deadline for receipt of proposals is March 12, 2007.**



**2007 Graduate Student Research Excellence Award** by Sue Lasky and Sherri Brown, Graduate Student Research Excellence Award Committee Chair and Co-Chair.

Division C will again present its research excellence award for the best paper accepted for presentation at the 2007 AERA annual meeting by a current or recent graduate student. This award represents Division C's continuing efforts to promote and support the professional development of its graduate students and to recognize graduate research excellence. The award winner will be recognized at the annual business meeting of the division at the AERA conference in Chicago, where he or she will receive \$500 and a commemorative plaque. The 2006 winner, Colleen C. Hawkins from the University of Sydney accepted the award for her paper entitled, "Perfectionism: Clarification of multidimensionality and perfectionist typology using the Frost Multidimensional Perfectionism Scale." The paper selection criteria include: (1) new knowledge contribution to the field, (2) significance of the problem/question, (3) theoretical and/or practical importance of the research findings, (4) originality, (5) quality of the research design, (6) APA V formatting, (7) clarity of presentation, (8) innovative implications and directions for future research, (9) adequate & relevant references, and (10) overall future promise of the researcher. We at Division C strongly encourage all potential contributors to accept this significant opportunity for professional growth by entering the competition.

Enthusiastic participation in this award program has served to promote the professional development of our newest scholars. We are pleased to report that three recent winners of this award have gone on to become assistant professors at major research universities.

This competition provides current or recent graduate students the challenging, yet rewarding task of presenting a clear, concise, journal-length rendering of their research in a compelling manner. Receiving this award is acknowledgement for conducting outstanding research, and of course, the award represents the attainment of a very significant professional and personal milestone.

To be eligible for the competition, several criteria must be met. Papers must first be officially accepted for presentation at the annual meeting in Chicago. The research must have been conducted while still a graduate

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student during 2005 or 2006. In the case of the co-authored paper, the candidate also is required to be the primary researcher and first author. **The deadline for submission of the application is January 30, 2007.** Only a hard copy of the application can be accepted; thus, do not submit your work via e-mail or by fax. Per convention, the paper must be written in APA V style with an absolute maximum of 30 pages, including text, references, appendices, tables and figures. Papers exceeding this specified length or not meeting the other guidelines will not be considered for the award.

The application must include the following: 1) four hard copies of the paper; 2) cover sheet with the paper's title; 3) author's name, address, phone, and email; 4) research advisor's/mentor's name, address, phone, and email; 4) brief letter from the research advisor/mentor acknowledging that the author was the primary researcher, and that the student's research was conducted during 2005 or 2006; and 5) photocopy of the AERA Division C acceptance letter for the April 2006 annual meeting in Chicago.

Please send materials to: **Sue Lasky, Ph.D., Chair**, AERA Graduate Research Excellence Award Committee, 331 Education Building, University of Louisville, Louisville, KY 40292

If there are any questions, please feel free to contact **Dr. Sue Lasky** at (502) 852-0634 or by e-mail at [sue.lasky@louisville.edu](mailto:sue.lasky@louisville.edu).



**PRELIMINARY ANNOUNCEMENT & CALL FOR PRESENTATIONS**  
**Information Technology Council *Subcommittee on Academic Technology***

**INSTRUCTIONAL TECHNOLOGY CONFERENCE**

**The Scholarship of Teaching & Learning: Technology & Reflective Practice**  
**April 5, 2007 Sturbridge Host Hotel Sturbridge, Massachusetts**

**Keynote Speaker: Randy Bass Professor of American Studies, Georgetown University; Executive Director, Center for New Designs in Learning and Scholarship; Director, Visible Knowledge Project**

*From the mid 1990's until 2000, the Information Technology Council sponsored an annual "UMass Instructional Technology Conference." On April 5, 2007, we shall begin anew. Some issues have not changed: how do we adopt and adapt instructional technology to best meet the institution's commitment to excellence in learning? With "Web 2" technologies affording richer teaching and learning environments, the choices, challenges, and opportunities are even richer. The question, now, isn't whether to adopt particular technologies. It's, how better to understand and build on their capability to enhance learning and teaching. This conference will present the best current thinking on what questions to ask, what insights to build on.*

*Presenters will be UMass faculty and staff who have engaged in adoption and experimentation of newer academic technologies in teaching. They will include, but not be limited to, winners of the UMass Academic Technology Grants (formerly "Professional Development Grants"). The conference will also offer a workshop session on the nature and practice of scholarship on teaching and learning, as well as opportunities for gathering of special interest groups.*

**For more information, contact: Mark Schlesinger, Associate Vice President, for Academic Technology University of Massachusetts, 225 Franklin Street, Boston, MA 02110 (617) 287-7102**  
**[mschlesinger@umassp.edu](mailto:mschlesinger@umassp.edu)**

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We seek proposals for presentations, demonstrations (i.e., poster sessions, physical or virtual), or group meetings related, but not limited, to the relationship of teaching and learning to. . .

|                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Technology and the Scholarship of Teaching and Learning*</li> <li>• Technologies for Communication and Collaboration</li> <li>• Multimedia</li> <li>• Student Research and Information Capabilities</li> <li>• Technologies for Assessment of Learning Outcomes and Academic Programs</li> </ul> | <ul style="list-style-type: none"> <li>• New and Emerging Technologies             <ul style="list-style-type: none"> <li>o Electronic Portfolios</li> <li>o Podcasting</li> <li>o PDA's</li> <li>o Tablet PC's</li> <li>o Video Capture</li> <li>o Personal Response Systems</li> </ul> </li> <li>• WebCT Vista Tools and Techniques</li> <li>• Etc.</li> </ul> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**PROPOSAL SUBMISSION (DEADLINE: FEBRUARY 2, 2007; NOTIFICATION OF ACCEPTANCE VIA EMAIL: FEBRUARY 16, 2007)**

| DOCUMENTATION                                                                                                                                                                                                                                                                                                                                        | SUBMISSION                                                                                                                                                                                                                                                                                                                       |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• 500 word (maximum) description of your proposed presentation, demonstration, or interest group session</li> <li>• A 50-word abstract (for the conference booklet and website)</li> <li>• Name</li> <li>• Title</li> <li>• Department</li> <li>• Campus</li> <li>• Phone</li> <li>• Email Address</li> </ul> | <p>Send proposal electronically to <a href="mailto:itcconference@umassp.edu">itcconference@umassp.edu</a> <i>AND</i> physically to:</p> <p style="padding-left: 40px;">ITC Conference Committee<br/>c/o Mark Schlesinger<br/>President's Office<br/>University of Massachusetts<br/>225 Franklin Street<br/>Boston, MA 02110</p> |

With respect to *Scholarship of Teaching and Learning*, we are particularly interested in proposals that address the scholarly nature of research into teaching practices and technologies. Thus, we invite proposals that not only address the use of new technologies in teaching and learning, but a discussion of how the effectiveness of teaching and technology can be assessed and improved through peer review and publication.



**CALL FOR NOMINATIONS**

The Provost's Office and the UMass Amherst Alumni Association are pleased to offer two unique opportunities to recognize exceptional graduating seniors: The 21st Century Leaders Award and the Alumni Association Senior Leadership Award. Below are brief descriptions of each award and links to websites for additional information and nomination forms. We hope that you will take the time to nominate your outstanding seniors so that their accomplishments may be recognized.

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## 21st Century Leaders Award

This award recognizes the strong academic record and exemplary achievement of undergraduate students who further distinguished their intellectual accomplishments, and enhanced the reputation of the University by contributing to the campus community through their leadership skills, academic achievements, community service, and artistic or athletic accomplishments.

Nominees, who must be graduating seniors, will be characterized by their determination to fulfill their academic potential and achieve personal goals. They will be recognized for high academic performance and for the prestige and honor they bring to the University of Massachusetts Amherst. The deadline is Friday, February 16, 2007 at 5:00 p.m.

Additional information and nomination forms are available online at <http://www.umass.edu/commencement>. If you have questions, please call the Provost's Office at 545 - 2554.

## 2007 Alumni Association Senior Leadership Award

The Senior Leadership Award was established by the UMass Amherst Alumni Association to recognize graduating seniors who have demonstrated outstanding leadership and service to the campus. Seniors who have made major contributions in areas such as academic excellence, student organizations, athletics, campus jobs, or community and volunteer services are eligible. In addition to active involvement in the life of the campus, eligible candidates must demonstrate a serious commitment to their academic pursuit.

Student must be a member of the Class of 2007 and have a minimum GPA of 2.5.

The deadline is Friday, February 16, 2007 at 5:00 p.m.

Nomination forms are available online at [www.UMassAlumni.com/students](http://www.UMassAlumni.com/students). For any additional information, contact Melanie Corbeil in the Alumni Association at 545 - 2317.



## Employment Opportunities

### Tutor Needed

Tutor to prepare 12 year old (6th grader) to take the SSAT. This test is needed in order to apply for private school, which student will hopefully enter for 7th grade. She has some special needs, which make it a little challenging, but generally she is well-focused and bright. Parent will, with the tutor's assistance, obtain whatever materials are needed.

***Help needed ASAP for a February 3, 2007 test date!***

**Please contact Laurie Salame at 413-221-2828**



## The University of Massachusetts Amherst, Housing and Residence Life Department

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## **Now accepting applications for: Assistant Resident Directors**

Assistant Residence Directors (ARDs) are live-in graduate student staff members working in the Department of Housing and Residence Life. The ARD serves as an active and visible residence hall staff member and participates in student development, community development, leadership development, activity development, administration, policy enforcement, crisis management, and staff development. All ARDs are expected to participate in comprehensive pre-service orientation programs, as well as in ongoing in-service training. First year ARDs are required to be available every Thursday morning for Department and Area meetings. We offer both 20 and 30 hour ARD positions.

**30 hour per week ARD Position:** ARDs working 30 hours per week are required to hold at least fifteen office hours each week (Monday-Friday) between the hours of 10:00am-5:00pm. Compensation for the 30 hour position includes a stipend of \$17,097, tuition waiver, and a furnished apartment valued at \$4,200 (the value of which is considered part of the total compensation package). All ARDs work 40 hours per week during a three-week training period in August.

**20 hour per week ARD position:** ARDs working 20 hours per week are required to hold at least ten office hours each week (Monday-Friday) between the hours of 10:00am-5:00pm. Compensation for the 20 hour position includes a stipend of \$10,939, tuition waiver, and a furnished apartment valued at \$4,200, (the value of which is considered part of the total compensation package). All ARDs work 40 hours per week during a three-week training period in August.

### **Responsibilities include:**

- Community Development
- Activity/Program Development
- Student Group Advising
- Resident Assistant Training and Supervision
- Crisis Management
- Student Conduct/Judicial Meetings
- Cluster Office coordination (including maintenance and operations and keys)
- Residence Hall Openings and Closings
- Living & Learning Community
- Programs/Residential Academic Programs coordination
- Department, Area, and Cluster Staff Meetings
- Office Hours
- Departmental Committee Work (30 hour position)
- Support Non-Discrimination, Affirmative Action, and Diversity Issues in Performance of Duties

### **Experience Required:**

#### Minimum:

- Enrolled as a **full-time graduate student** in a degree-granting program at the University of Massachusetts Amherst.
- Strong interpersonal, communication skills and the ability to interact effectively with a diverse population.
- Demonstrated experience and skills related to program development, student development, and work with groups.
- Familiarity with residence hall systems and/or other education administration or management experience.

#### Preferred:

- One or two years experience living in a residence hall system.
- One year experience as a Resident Assistant, student organization leader, and/or directly related work experience.

### **How To Apply:**

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Submit an **Application Form\***, **Resume**, and **3 Reference Forms\*** to Assistant Residence Director Search Committee, University of Massachusetts Amherst, 203 Berkshire House, 121 County Circle, Amherst, MA, 01003. You may also submit via email to [ardsearch@gw.housing.umass.edu](mailto:ardsearch@gw.housing.umass.edu) or fax to 413-545-1517. (\*Application and Reference Forms can be downloaded at <http://www.housing.umass.edu> under employment)

**For More Information:**

**Contact Erica Piedade at 413-545-4561 or Sarah Rastallis at 413-545-2821 or email [ardsearch@gw.housing.umass.edu](mailto:ardsearch@gw.housing.umass.edu)**

**The Priority Application Deadline is Monday, February 26, 2007. Applications will be accepted until all positions are filled.**



**United Asia Learning Resource Center (UALRC) Graduate Assistantship Opening**

Twenty (20) hour assistantship for Spring Semester:

**Responsibilities include:** Assist UALRC staff in counseling diverse student populations in resolving problems, career planning and providing appropriate information on resources and opportunities intended to help them attain their educational goals; actively promote their developmental growth and well-being. Assist UALRC staff with special projects and other duties as required such as participating in Outreach Activities to diverse student populations.

**Qualifications include:** Experience working with diverse student populations; teaching experience ( for Peer Mentoring Program); high level of computer capability and proficiency needed in the performance of duties; excellent oral and written communications skills; strong organizational and interpersonal skills are required. Active status in a graduate degree granting program related to the job duties is required. Education, Counseling, and Psychology degree programs preferred. Some nights and weekends required.

Please submit cover letter and three references with current resume/CV to: **Linda Asai Olf, Assoc. Director, Knowlton Offices, 545-1844**

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