ZÚÑIGA SPEAKS AT INTERNATIONAL SEMINAR IN CHILE

Ximena Zúñiga, associate professor in the Department of Student Development and Pupil Personnel Services, was an invited presenter at the international seminar on "Intercultural Dialogue: Challenges for the Democracy and the Human Rights," held Oct. 24-25 in Santiago, Chile. Zúñiga discussed "The Promise and the Challenge of Engaging Youth in Intercultural Dialogue for a Diverse Democracy."

This seminar is part of the project on intercultural dialogue with Arab and Jewish youth communities in Chile (DIJO) implemented by Fundación Ideas with the support of the Ford Foundation.

NAME 2007 CHINN BOOK AWARD GIVEN TO SOCIAL JUSTICE ALUMNI

The Multicultural Program Awards Committee of the National Association for Multicultural Education (NAME) has selected Dr. Khyati Joshi’s New Roots in America’s Sacred Ground: Religion, Race, and Ethnicity in Indian America, for the 2007 Phillip C. Chinn Book Award. Dr. Joshi is an alumni of Social Justice Education Program.
TEACHING ASSISTANTSHIP - SPECIAL EDUCATION - SPRING 2008

10 hour Fall Semester Teaching Assistantship available for EDUC 325-Introduction to Special Education. This course is designed to teach education and non-education majors the fundamentals of Special Education in the United States. Students will probe into the broad spectrum of Special Education, including the research in the areas of disability, assessment and identification, instructional practices, and legislative, philosophical, and political changes that have historically and are presently affecting the education of individuals with disabilities.

Responsibilities include: Attending weekly class lecture, meeting weekly with instructor to plan/discuss class, holding weekly office hours, facilitating course instructional planning, helping with grading, and tracking student attendance.

Qualifications include: Teaching experience in the field of special education or an appropriate related area and strong organizational skills.

Please send a resume, transcripts, and a letter of interest outlining qualifications to Dr. Mary Lynn Boscardin at mibosco@educ.umass.edu.

APPLICATION DEADLINE: Dec. 8, 2007

ATTENTION: GRADUATE ASSISTANTS


TEACHING ASSISTANTSHIP -- SECONDARY TEACHER EDUCATION PROGRAM - SPRING 2008

Half-time (10 hours per week) teaching assistantships are available for Spring (2008) in the Secondary Teacher Education Program, Department of Teacher Education and Curriculum Studies as a supervisor/resource person for middle and high school student teachers who are on-site and full time.

Responsibilities include: Site visits to schools; conferences with cooperating and student teachers; weekly communication with student teachers; serving as resource person; maintaining communication between STEP and the schools; weekly e-mail updates to the Director of Student Teaching; timely submission of ongoing documentation, regular attendance at supervisors meetings. Details at http://people.umass.edu/madeloni

Qualifications include: Excellent communications and organizational skills. Classroom teaching experience and preference given to students who have taken EDUC 851.

Applicants should submit letter of interest, resume, and names and contact information of two referents to: Dr. Barbara Madeloni, Director of Student Teaching, Room 103, Furcolo Hall, 577-0495, madeloni@educ.umass.edu.

CALL FOR NEWS

If you know of a student, faculty, or staff member who has been honored with an award or is involved in an interesting activity, please email Linda Neas at llascal@educ.umass.edu. Thank you for your assistance!
ANNOUNCEMENT OF FINAL ORAL EXAMINATION

PAIGE M. BRAY  December 17, 2007, 1:00 - 3:00 p.m., Room 20, Furcolo Hall. "A Life History of Dr. Nettie Webb: Possibilities and Perspectives for a Life Committed to Education."

Chairperson: Dr. Linda L. Griffin.

ANNOUNCEMENT OF FINAL ORAL EXAMINATION

JOHN CIPORA  December 14, 2007, 10:00 a.m., Room 20, Furcolo Hall. "Using action research protocols to structure the development of a complex exhibit at a regional children's museum."

Chairperson: Dr. Alfred Karlson.

ANNOUNCEMENT OF COMPREHENSIVE EXAMINATION

ANDREW HAFNER  November 14, 2007, 2:30 p.m., Room 225 Furcolo.

Chairperson: Dr. Margaret Gebhard.

UPCOMING CONFERENCES/WORKSHOPS

AMERICAN EDUCATIONAL RESEARCH ASSOCIATION (AERA) ANNUAL MEETING AND EXHIBIT

The 2008 AERA Meeting and Exhibit will be held on Monday, March 24 – Friday, March 28 in New York City. The 2008 AERA Program Theme: Research on Schools, Neighborhoods, and Communities: Toward Civic Responsibility.

This year’s Annual Meeting theme provides an intellectual space for scholarship focused on schools, neighborhoods, and communities. Examples of relevant research topics include, but are not limited to (1) higher education and community development, (2) education and social service partnerships, (3) community-based teacher education, (4) project-based learning in metropolitan settings, (5) juvenile justice and opportunity to learn, (6) fiscal policy and planning, and (7) educational role of the professions (e.g., health, law, and engineering).

For more information go to: http://www.aera.net/meetings/Default.aspx?menu_id=342&id=2936

AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION (AACTE) ANNUAL MEETING

The Annual AACTE meeting will be held on February 7-10, 2008 at the Hilton New Orleans Riverside in New Orleans, LA.

This year’s theme is Quality Matters: Our Commitment to All Learners.

Over the years, AACTE has established a legacy of addressing quality matters in the preparation and support of teachers, counselors, and educational leaders. This tradition continues with the 2008 Annual Meeting, which will showcase AACTE member institutions in action through presentations and sessions on matters of quality related to equity, access and advocacy, collaboration, innovation, and accountability and impact. Given the current context in which quality matters more than ever to the public and to the profession, this year’s theme is designed to provide opportunities for demonstrating and sharing evidence of quality programs and outcomes for educator candidates and for all students.

Quality Matters in Equity, Access, and Advocacy
Quality Matters in Collaboration
Quality Matters in Innovation
Quality Matters in Accountability and Impact

Registration: http://www.aacte.org/Events/08amregform.pdf

Hotel:
Hilton New Orleans Riverside, Two Poydras Street, New Orleans, LA 70140, for hotel reservations call 1-800-HILTONS or 504-561-0500.

(Continued on page 4)
frameworks to the field of education finance. As the research literature in social justice education continues to expand in its influence, the work often has surfaced critical resource implications that necessitate methodological improvements in conceptualizations and systematic analyses. Therefore, there is an increasing need to create forums for dialogue among scholars, practitioners, and advocates who can illuminate the social justice implications for elementary, secondary, and higher education finance, economics of education, and resource allocation issues.

This special issue offers an opportunity to examine a variety of analytical challenges that arise as social justice frameworks are applied to education finance and economic issues. Within the scope of this special issue, we strongly encourage an effort to understand the interconnectedness of the theoretical, practical, and advocacy work that is required to advance a social justice perspective in K-16 education today. Submissions may cover, but need not be limited to, the following topics or analytical approaches:

Contrasting perspectives: Outlining differences in social justice perspectives among constituents of education and the implications for conceptualizing the tensions and possibilities of social justice and education finance;

Empirical inquiries: Case studies or large-scale studies of the impact of school finance, higher education finance, student financial aid and other similar policies on communities of color, low-income students, women, immigrant students, or other marginalized groups in education; Case studies of schools or districts or college campuses that employ a social justice approach to allocating resources to support student learning (or other relevant educational aims); Analyses of the democratic involvement of constituents, for example, in formulating school budgets, responding to changes in student fees, etc. and the challenge of institutional barriers, lack of access to information, and/or lack of transparency in institutional systems and processes.

Historical inquiries: Surfacing longstanding patterns of inequity in school finance that produce certain social justice implications.

Policy inquiries: Analyses of the institutional biases that exist within various K-16 funding distribution systems and their impact on different student populations.

Theoretical inquiries: Examinations from a variety
of critical perspectives (e.g., critical race theory, feminist theory, social reproduction theory) and/or disciplinary approaches to illuminate the important linkages that exist between education finance and social justice.

Diverse conceptual, methodological, and empirical work is encouraged. Manuscripts may focus on any subset of the K-16 educational system.

Submission Guidelines:

*Equity & Excellence in Education* is a peer-reviewed quarterly journal with an audience of K-16 educators, administrators, and researchers, edited by Maurianne Adams, Professor of Education. Finished manuscripts must be submitted by May 1, 2008. Total page length should not exceed approximately 25 double-spaced pages. Please see the journal’s website ([http://www.tandf.co.uk/journals/titles/10665684.asp](http://www.tandf.co.uk/journals/titles/10665684.asp)) for detailed author guidelines and submission procedures. All submissions (3 copies and a disk) should be mailed to: Equity & Excellence in Education, 370 Hills South, University of Massachusetts, Amherst, MA 01003. For further information or inquiry about this special issue, please contact Gloria M. Rodriguez at gmrodriguez@ucdavis.edu.

SAMUEL F. CONTI FACULTY FELLOWSHIP AWARDS

Nomination Procedures for 2008-2009 Award:

The University of Massachusetts Amherst Samuel F. Conti Faculty Fellowship Awards consist of a cash award of $3,000 and a year’s leave of absence to encourage award recipients to concentrate on activities related to graduate education, research, creative work and scholarly attainment.

Selection of the awardees will be based on demonstrably outstanding accomplishment and potential for continued excellence in research and scholarly or creative activity. Awards will be recommended by a committee comprised of members of the Research Council. The Awards Committee will normally consist of representatives from each of the three divisions of the College of Arts and Sciences plus two different professional schools. Recommendations will be forwarded to the Vice Provost for Research after Research Council approval has been given. Names of those receiving 2008-2009 Faculty Fellowship Awards will be announced in late Spring 2008.

Before January 4, 2008, Department Heads/Chairpersons will consult with elected Personnel Committees to select names of nominees to be forwarded to their academic Deans.

By February 1, 2008 (NO LATER), Deans are asked to submit to the Research Council, c/o Bev Strakose, Office of Research Affairs, Research Administration Building at least two nominations of faculty members up to a maximum of a rounded 1% of their respective faculties when those exceed 200. Each nomination is to be accompanied by a brief statement (not to exceed 1,000 words) from the candidate on how released time would be put to scholarly use, a complete curriculum vita, (supporting letters from the nominee’s department head) and a list of referees (no more than five) from whom our office will request recommendation letters.

Pursuant to a rules change effective FY87 the present nominating procedures and qualifications for Faculty Fellowships have been retained with the understanding that other nominations, including self-nominations, may be sent directly to the Research Council (before January 4, 2008), which in turn will be sent to nominee’s Dean for recommendation. Self-nominations should include a brief description of how the released time will be used, a curriculum vita and a letter in support of the nomination from a colleague.