Symposium & Dinner Honor Sonia Nieto

The School of Education hosted two events on Saturday, June 3, 2006 to honor Professor Emerita Sonia Nieto and formally launch the Sonia Nieto Fund for Multicultural Education. Affirming Diversity: A Symposium Honoring the Legacy of Sonia Nieto, was held from 8:30 am to 2:00 pm in the Campus Center on the Amherst campus, highlighting the impact of Dr. Nieto’s work among PK-12 practitioners and in research in higher education. A dinner tribute with performances and testimonials from friends, colleagues, and former students was held in the evening.

Following welcoming remarks from Dr. Christine B. McCormick, Dean of the School of Education, the symposium offered concurrent presentations. Wilma Ortiz and Elizabeth Capifali (MEd 1995) both PK-12 practitioners, offered a workshop “Delegating Advocacy for Diverse Learners: Whose Job is it?” in which participants worked together to identify effective ways to reach out to students and assemble a “tool kit” of action practices. At the same time, Drs. Theresa Austin, Meg Gebhard, Patricia Paugh, and Jerri Willett, all faculty members in the Language, Literacy and Culture concentration at the School of Education, presented “Continuing to Inspire the Light in their Eyes.” Noting Dr. Nieto’s influential scholarship, the faculty discussed their work in the Access to Critical Content and Language Acquisition (ACCELA) Alliance. Following remarks from Patricia Bode (EdD 2005), Education faculty member Dr. Bailey Jackson delivered the keynote address at the symposium brunch, speaking about the importance of putting Dr. Nieto’s theory into action.

In a second set of presentations, Mary Cowley (MEd 2001), a first-grade teacher and author of Black Ants and Buddhists Thinking Critically and Teaching Differently in the Primary Grades, spoke on “Why I Teach…Differently: Honoring the Legacy of Sonia Nieto.” Jason Irizarry (EdD 2005), on the faculty of the Neag School of Education at the University of Connecticut at Storrs, presented information on “Pa’lante: Successful Urban Students as ‘Funds of Knowledge’ for Urban Teacher Preparation.”

John Raible (BA 1983; MEd 2000; EdD 2005) served as the master of ceremonies for the dinner, which included a dance performance by Conjunto de Bomba as well as a series of testimonials from State Representative Ellen Story, Patty Ramsay (EdD 1978), and Education faculty members Masha Rudman, Stacie Tate, and Bailey Jackson. Maddie Marquez

Continued on page 9.
Greetings from the Dean

As I complete my first year as dean of the School of Education, I am delighted to have an opportunity to give you an update on some of the School’s activities. This is an exciting time, as we rebuild the faculty in several essential areas, welcome a director of development, and pursue a number of new initiatives. Under Chancellor John V. Lombardi’s “Amherst 250” plan to increase the faculty on the Amherst campus, the School of Education has been allocated resources for two new faculty positions, in addition to two positions resulting from faculty retirements. We are hiring in the areas of Educational Administration, Educational Technology, Secondary Mathematics Education, and Special Education—and in the next issue of the School of Education Newsletter, I expect to introduce the faculty members hired in each of these areas. With Ivan Adames now on board as our director of development, we have increased our ability to reach out to you and keep in touch in a stronger, more sustained fashion.

Articles in this issue report on Florence Sullivan’s work with robotics workshops for girls, Matthew Militello’s and John C. Carey’s research defining exemplary practices in school counseling, and the culmination of a five-year project at the Center for International Education that brought students and educators from Malawi to the Amherst campus to pursue graduate degrees.

In this issue of the newsletter, we celebrate the accomplishments of recent retirees Sonia Nieto, Janine Roberts, and David Schuman. Irving Seidman, who announced his retirement at the end of May and who will continue to work with the School in various ways, will be honored in a future issue of the newsletter. We mourn the loss of Norma Jean Anderson, who died this past April.

At the same time, we look far back in the School’s history, noting that we stand on the verge of the School’s Centennial Celebration in academic year 2007-08. I encourage all of you to consider ways to participate in planning this wonderful occasion.

I also want to alert you to our plans for the School of Education Caravan, a series of on-the-road alumni events showcasing the School’s activities. We are currently planning events for the fall in Boston, Worcester, and the Hartford-Springfield area, and will be posting the details on the School’s Web site. I look forward to meeting many of you and hope that you will continue to keep in touch, send us news about your activities and accomplishments, and give us updates on changes in address, so that we can continue to keep in touch with you.

Christine B. McCormick, Dean
Florence R. Sullivan is exploring a new approach to interest young girls in science and technology. According to Dr. Sullivan, an assistant professor in the Department of Teacher Education and Curriculum Studies, robotic kits using mini-computers tucked inside compact Lego frameworks have proven to be enormously successful.

“Since 1998, when these kits were introduced, they have engaged hundreds of thousands of children in sophisticated interactive learning experiences and robotics competitions,” says Dr. Sullivan. “The only problem is that the vast majority—some 60-70 percent—of the children involved in these competitions are boys. This leaves the girls behind in current efforts to expand and support all children’s access to high quality science education.”

To address this gap, she adapted aspects of the robotics design exercises to better match the interests and learning styles of young girls. In April and May 2006, she offered robotics design studios where the materials were beads, colorful pipe cleaners, and pieces of fabric, and the emphasis was on collaboration rather than competition. The program, geared to girls ages 9-12, was held at the PrimeTime After School Program at the Wildwood Elementary School in Amherst, in partnership with the Town of Amherst’s leisure services and supplemental education department.

The program was supported with a $1,000 grant from the Massachusetts Girls Collaborative, a chapter of the National Science Foundation’s National Girls Collaborative, with a matching grant from the School of Education. Therese Roberts, a doctoral student in the Teacher Education and School Improvement concentration within the School of Education, helped develop the grant proposal and led the after-school robotics studios.
A five-year project that linked the School of Education’s Center for International Education with Chancellor College, the flagship campus of the University of Malawi, came to a conclusion in June 2006. Funded by the United States Agency for International Development (USAID), the project was a partnership that developed the capacity of Chancellor College to offer master’s degrees in Education Policy, Planning and Leadership, and Testing and Measurement. The project also built assessment capacity at the Malawi National Examinations Board (MANEB) and planning capacity at the Ministry of Education.

The project was managed through the Center for International Education (CIE) and involved substantial collaboration with colleagues in the Research and Evaluation Methods concentration in the Department of Educational Policy, Research and Administration (EPRA). Professors Ronald K. Hambleton and Stephen Sireci played key roles in teaching and advising the students specializing in Testing and Measurement as they supervised doctoral dissertations and extensive master’s projects. Also key in the EPRA Department were Professors David R. Evans and Gretchen Rossmann (Co-Principal Investigators), Dr. Ash Hartwell, and Professor Joseph B. Berger. The students took courses across the School and the Amherst campus, drawing on various resources for their learning.

A total of 26 Malawian educators studied at UMass Amherst. They successfully completed eighteen master’s degrees and six doctoral degrees (two individuals received both degrees). An additional four educational planners from the Ministry of Education studied at the Amherst campus for one semester and earned certificates in Educational Planning. Each candidate completed a master’s project, a doctoral dissertation, or a policy analysis based on field research in Malawi’s education system. For example, one doctoral student studied the transition from primary to secondary school, analyzing how differing policies contradicted one another in the Malawian government’s attempt to increase access to secondary education. In a second, related example, a student in the Research and Evaluation Methods concentration studied the setting of pass-scores in Malawi’s high-stakes testing program.

A formal closing ceremony at Chancellor College in early June 2006 marked the successful conclusion of the project. The ceremony was attended by 75 people including most of the UMass Amherst graduates and Professor David R. Evans, Director of CIE and the project’s overall manager. Malawi was represented by the vice-chancellor of the University of Malawi, the principal of Chancellor College, the director of MANEB, and other representatives. The speakers marveled at the 100% success rate of the UMass Amherst students and noted that all completed their programs on schedule. The UMass Amherst graduates emphasized the relevance of their training to their jobs in Malawi, the exposure to participatory teaching methods, computer skills (all were provided with laptop computers), and the acquisition of technical skills related to testing and measurement. The master’s degree students lamented that they hadn’t had an opportunity under this program to continue on to the doctoral level.

These Malawian educators brought an important richness to classes and social interactions in the School of Education. Professor Evans noted, “The presence of the Malawians brought an exciting element of diversity to classes and to the campus in general and led to a greater awareness of issues in Southern Africa.”

All 26 educators have now returned home to teach at Chancellor College or to take up positions of
Research Identifies Exemplary School Counseling Practices

School Counselors play a crucial role in improving student achievement as well as college placement. Current research conducted by School of Education Professors Matthew Militello and John C. Carey of the Center for School Counseling Outcome Research (CSCOR) represents the first attempt to identify exemplary school counseling practices by analyzing 18 high schools across the country that have shown outstanding success increasing college placements in spite of high levels of family poverty. In conducting this research, CSCOR is collaborating with the College Board’s K-12 Research team (CB K-12) to support the College Board’s National Office for School Counselor Advocacy (NOSCA).

Matthew Militello is an assistant professor in the Department of Educational Policy, Research and Administration and John C. Carey is an associate professor in the Department of Student Development and Pupil Personnel Services, and the director of the Center for School Counseling Outreach Research. After gathering data through surveys and site visits, Militello and Carey utilized comparative analysis to discern patterns in school counseling activities and characteristics of students and schools related to college placement success.

Militello and Carey found that phrases like “high student expectations” and “distributed leadership practices” become fully operational with teachers and students in the schools they visited. Militello stated, “High expectations come to life when counselors require all students to hand deliver three college applications in the fall of their senior year.” Carey added, “Barriers to post-secondary institutions are overcome by English teachers helping students with personal statements, math teachers helping students complete financial aid requirements, and open enrollment to advanced placement courses.” In addition to what the researchers called “artifacts of high expectations,” the most effective schools displayed the ability to work in professional learning communities. That is, when school counselors, teachers, and administrators work together as leaders, there is more opportunity for students to gain agency and become empowered to engage more fully in their own learning.

leadership in the education system of Malawi. The majority of them have been promoted to positions of greater responsibility since their return to Malawi and the impact on the country’s educational system is already visible. At the flagship institution, Chancellor College, Dr. Samson MaJessie-Mbewe serves as Head of the Department of Education Foundations. He is joined by Dr. Bob Chulu who teaches testing and measurement. Also on staff are Mr. Ken Ndala, Mr. Dyce Nkhoma, and Mr. Antonie Chigeda, who teach in the Education Foundations Department. At a sister institution, Domasi College of Education, Dr. Elias Chakwera serves as Principal (similar to Chancellor) with two other graduates, Mr. Chokocha Selemani-Mbewe, Dean of Education, and Mr. Siegfried Mkandawire, who teaches in the Faculty of Education.

At the Malawi National Examinations Board (MANEB), several graduates have taken up important positions. Dr. Dafter Khembo served as Research and Development Officer until quite recently, as did Ms. Leah Kaira who will be returning to UMass Amherst in fall 2006 to take up doctoral studies. Also working at MANEB are Mr. Jack Chalimba, Ms. Ella Phombeya, and Mr. Augustine Gundula.

The project builds on a previous relationship between the then Massachusetts College of Agriculture and the University of Malawi, which led to the founding of the Bunda College of Agriculture in Malawi and brought many Malawians to study at UMass Amherst during the 1970s.
Faculty Activities and Accomplishments

Theresa Austin will Chair the 2006 American Council on the Teaching of Foreign Languages (ACTFL) Florence Steiner Award Committee. This national award recognizes a K-12 teacher for excellence in leadership in world language education and honors the memory of Florence Steiner—teacher, department chair, professional speaker, and ACTFL President-Elect—who inspired a generation of foreign language teachers. An associate professor in the Department of Teacher Education and Curriculum Studies (TECS), Dr. Austin has been selected to be on the Editorial Advisory Board of the new Multicultural Education & Technology Journal, being launched by Emerald in 2007.

John C. Carey and Rich Lapan received the American School Counselors Association (ASCA) 2006 Counselor Educator of the Year Award during the June 26 Awards Gala at ASCA's annual conference in Chicago. An associate professor and the interim chair of the Department of Student Development and Pupil Personnel Services (SDPPS), Dr. Carey was nominated by the Massachusetts School Counselor’s Association in recognition of his work establishing the Center for Schooling Outcome Research (CSCOR) as a national resource for the profession and his leadership in promoting evidence-based school counseling practice. Dr. Lapan, who was nominated by the Missouri School Counselors Association for his work in evaluating the outcomes of school counseling programs and for his leadership as editor of Professional School Counseling, is currently on the faculty at the University of Missouri. He will join the University of Massachusetts Amherst faculty in September 2006 to serve as the chair of SDPPS, professor in School Counselor Education, and researcher in CSCOR. This year is the first time that two counselor educators have shared the award.

Kathleen Davis was the TEACHnology Fellow for 2005-06, under the UMass Amherst Center for Teaching Fellowship Program launched to provide intense educational technology support to a core group of tenured faculty on the Amherst campus. Dr. Davis is an associate professor in Science Education in TECS.

Ronald K. Hambleton, Distinguished University Professor and Executive Director of the Center for Educational Assessment, will receive the Samuel J. Messick Distinguished Scientific Contributions Award from Division 5 of the American Psychological Association (APA) at their annual meeting to be held in New Orleans in August 2006. This award, endowed by The Educational Testing Service in memory of Dr. Samuel J. Messick, is presented annually to honor a current or former member of Division 5 of APA who has a long and distinguished history of scientific contributions to one or more of the following areas: assessment, evaluation, measurement, research methods, and statistics. Dr. Hambleton is on the faculty of the Department of Educational Policy, Research and Administration (EPRA).

Sonia Nieto, Professor Emerita, received the Distinguished Career Award from the Committee on Scholars of Color in Education in a ceremony at the annual AERA meeting in San Francisco in April 2006. The award recognizes senior level scholars who have made significant contributions to the understanding of issues that disproportionately affect minority populations, and also recognizes minority scholars who have made a significant contribution to educational research and development. Dr. Nieto also received the Henry T. Trueba Lifetime Achievement Award for 2006. This award is named in honor of eminent scholar Enrique “Henry” T. Trueba, who dedicated years of service to the education profession and to the Latino community. In addition, she received the AERA Division G Award for Research and Scholarship, which is given to recognize contributions to research and scholarship that promote knowledge generation and that extend the mission of the social context of education. (For more news about Dr. Nieto, see page 1.)
J. Kevin Nugent, a professor in TECS, delivered two talks at Cambridge University, sponsored by the Brazelton Centre in Great Britain. On March 27, 2006, he was the guest speaker at a study day held at Cambridge University's Clare College, for researchers and health professionals working with newborn infants and their families. “Understanding Newborn and Infant Behavior” was the topic he addressed. On March 29, Kevin gave a talk entitled “Combining Developmental and Physical Concepts in the Newborn Examination” to an audience of pediatricians, therapists, and nurses.

KerryAnn O’Meara received a 2006 University of Massachusetts Amherst Community Service Learning Faculty Fellows Individual Teaching Award. She also received a UMass Amherst Center for Teaching (CFT) Lilly Teaching Fellowship for 2005-06, a competitive award program that enables promising junior faculty to cultivate teaching excellence in a special year-long collaboration and work closely with the Center for Teaching on individual projects which typically involve developing or redesigning a course. Dr. O’Meara is an assistant professor in Higher Education in EPRA.

Sharon Rallis finished serving her term as President of the American Evaluation Association (AEA), and she officially became Past President on January 1, 2006. Dr. Rallis is the Dwight W. Allen Distinguished Professor in Education Policy and Reform in EPRA.

Janine Roberts received a Fulbright award, the Fulbright Senior Specialists Grant to work in Social Work at the UNIFE (Femenine University), in Lima, Peru, in June, as well as with the Instituto Familiar Sistémico de Lima (IFASIL). Last year, on another Fulbright grant, she taught at Universidad Catolica Santiago de Guayaquil in Ecuador, and provided supervision and training for Juntos con los Niños (JUCONI), an organization that works with street children, their families, and schools to support the children getting back into school. A professor in SDPPS, Dr. Roberts retired at the end of Spring semester 2006 (see page 8).

Gretchen Rossman’s book, Designing Qualitative Research, (co-authored with Catherine Marshall), was selected by Sage Publications for inclusion in its “Classic Research Methods Texts” series. The new fourth edition of the best-selling Designing Qualitative Research provides guidance for writing successful proposals that fit into the framework of qualitative research. With expanded coverage of ethics and analysis processes, the edition also includes discussions about distance-based research (such as e-mail interviews and online discussion groups) and integrating archival material into qualitative research. Dr. Rossman is a professor in EPRA.

David Schimmel, with co-authors Louis Fischer (professor emeritus) and Leslie R. Stellman, has a new edition of Teachers and the Law, published by Allyn and Bacon, in May 2006. The text, which has been described as “the best Education Law book on the market,” provides a question and answer format that addresses every aspect of school law from the perspective of teachers and school administrators. The 7th edition contains new material on the implications of No Child Left Behind and high stakes testing and takes on other current controversies. He also contributed a chapter, “Classroom Management, Discipline and the Law: Clarifying Confusions about Students’ Rights and Teachers’ Authority”, in The Handbook of Classroom Management: Research, Practice, and Contemporary Issues, edited by C.M. Evertson and C.S. Weinstein, and published (2006) by Lawrence Erlbaum Associates. A professor in EPRA, Dr. Schimmel was a visiting professor at Harvard Graduate School of Education for fall semester, 2005, where he taught the course, “Schools and the Law.”

Gary Stoner is President of Division 16, School Psychology, of the American Psychological Association (APA), serving his presidential term in 2006. He is a professor in SDPPS.

Ruth-Ellen Verock-O’Loughlin received one of the UMass Amherst Chancellor’s Outstanding Community Service Awards. She is a lecturer in the Collaborative Teacher Education Program in TECS.
Faculty Retirements 2006

David Schuman received his Ph.D. in political science from the University of California, Berkeley. He taught politics at the University of Washington before coming to the University of Massachusetts Amherst in 1975 to head the program in higher education. He has served in the Educational Policy, Research and Administration (EPRA) department for 31 years. In 1981, he received the UMass Amherst Distinguished Teaching Award, a highly competitive recognition of excellence in teaching.

In addition to his outstanding teaching, David has been prolific in publishing books. By his count, he has published 17 books—either first or subsequent editions—as well as articles, essays and reviews. His 1982 book on the relationship of higher education to everyday life was one of the first phenomenological studies in the field and continues to be cited. The Preface to Politics, an introductory text on American government, is now in its sixth edition. David’s Philosophy of Education course, undergraduate diversity course, and dissertation seminar have been particularly well received. He has also served on a variety of department, school, and campus committees.

David is well known for his love of tennis and, more recently, golf. And, of course, his family. Best known of his family members is his wife, known to all as “Sweetie.” In fact, some of us are not even sure what her real name is!

He will be missed for his wry sense of humor and willingness to ask tough questions. As he retires, we wish him and “Sweetie” all the best in this next phase of their journey.

Gretchen Rossman, Acting Chair, EPRA

Janine Roberts received her doctorate from the University of Massachusetts Amherst in 1982 and has devoted many years to the Amherst campus, the School of Education, and the field of family therapy. She is an accomplished practitioner in the field of family therapy, recognized world-wide, and the author of many chapters and several books, including Rituals for Our Times: Celebrating, Healing, and Changing Our Lives and Our Relationships (with E. Imber-Black) and Tales and Transformations: Stories in Families and Family Therapy. An exceptional teacher, she received a UMass Amherst Lilly Teaching Fellowship in 1988-89 and the School of Education Outstanding Teacher Award in 1994.

We will miss her in our hearts because of the many fine qualities she brought to us.
• Her vision for the School of Education, for her department,

and for her program emphasized a connection and a commitment to social justice and equity.
• Her professional integrity and commitment to rigor in our work and the work of our students meant that she always did what was the right thing to do, even when it might be difficult.
• She also demonstrates personal integrity and treats everyone with dignity and respect.
• Janine has always been willing to step up, and the School Counseling Education program, as well as the School of Education, has benefited greatly from her leadership.
• She has been outstanding and generous in her support of colleagues and in her role as mentor, which is especially important in this new phase of the School, as we are adding new, young faculty members.
• And finally, she has been willing to make sacrifices, putting the good of the community and the profession ahead of her own interests.

Now, as Janine retires—or not retires, but rather, transitions—she can shift her focus to those things that she had to set aside in her years of service to the School and to the field. Knowing her, I doubt that she will, but I hope that she does, as she moves on to this new phase.

John C. Carey, Interim Chair, SDPPS
In Memoriam:
Norma Jean Anderson

Former faculty member and associate dean Dr. Norma Jean Anderson died in April at age 74. Dr. Anderson served the School of Education and the entire Amherst campus as faculty member, administrator, mentor, and volunteer for more than 30 years. She was committed to creating opportunities and access, eliminating barriers to education, building a culturally, racially, and educationally diverse community, and promoting the values of social justice. Education Dean Christine B. McCormick noted, “Dr. Anderson’s tireless efforts to increase diversity and her courage in addressing issues of institutional racism form an ongoing and inspiring legacy for the School of Education and the entire UMass Amherst community.”

Ever since she arrived on the Amherst campus in 1970, Dr. Anderson displayed consistent and creative leadership in the areas of increasing diversity among the student population. As assistant dean for Graduate Affairs and associate dean for Student and Alumni Affairs in the School of Education, she coordinated innovative programs both on- and off-campus that provided students with alternative routes to earn academic degrees. Dr. Anderson also was a charismatic teacher and a warm-hearted, generous mentor, who inspired numerous students, personally and professionally. She worked, nationally and internationally, as a consultant in the area of Organization Development.

In recognition of her outstanding contributions to the Amherst campus, Dr. Anderson received the University’s inaugural Distinguished Achievement Award in 2004. At that time, UMass Amherst established the Dr. Norma Jean Anderson Lecturer Award for Leadership for Diversity.

If you are interested in supporting this initiative in memory of Norma Jean Anderson, please mail contributions to the Office of Development in the School of Education.

(EdD 1983) and Rene Moss also spoke, as did Terry Jenoure (MEd 1981; EdD 1995) and family member Lydia Cortes. A June 3, 2006, proclamation issued by the Massachusetts State Senate offered congratulations to Professor Nieto: “In recognition of your years of dedicated service to the University of Massachusetts Amherst and the School of Education.”

“Dr. Sonia Nieto demonstrates not only what it means to be a scholar, teacher, and researcher in education, but also what it means to build a legacy. She is a leader in the field of multicultural and bilingual education, and her career is defined by her exceptional academic scholarship, student mentorship, and dedicated service to the education profession and the Latino community,” said Dean McCormick.

Since joining the faculty in 1980, with a focus on language, literacy and culture, Dr. Nieto achieved a national and international reputation in multicultural education and the education of Latinos, immigrants, and students of diverse cultural and linguistic backgrounds. An alumna, she earned her doctorate in 1979. Numerous awards celebrate her work in the areas of multiculturalism and multicultural education. (See page 6.)

At the dinner, Associate Dean Linda Griffin announced the inauguration of a new fund to honor Dr. Nieto. The Sonia Nieto Fund for Multicultural Education aims to build on Dr. Nieto’s legacy by providing support to incoming doctoral students in the area of Language, Literacy and Culture within the School of Education.

Contributions should be directed to the Office of Development in the School of Education. Please makes check payable to “UMass Amherst (Nieto Fund).”

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Peter Utz (EdD 1970) has published his 17th book, *Today’s Video, 4th edition* (McFarland, 2006), a textbook on television equipment, operation, and production techniques. Unlike other television production texts that stress mostly studio production, *Today’s Video* includes related skills such as wiring and connections, basic maintenance and signal quality control, tape and disk duplication and archiving, as well as production management and budgeting. Peter received his BS in Physics from UMass Amherst in 1967 before moving to the School of Education, where he specialized in Instructional Technology. For nine years he built and operated television studios for the City University of New York, then moved to New Jersey, where he directed the County College of Morris Instructional Media Department for 17 more years. During that time he built several more TV studios and published nearly 300 articles in video trade journals. He is now semi-retired in Stanhope, New Jersey, where he writes, consults part time, and maintains a website to help videographers, http://videoexpert.home.att.net.

Richard Curwin (EdD 1972) has written his 17th book, due for release in fall 2006. *Motivating Students Left Behind: Reaching and Teaching Our Most Difficult Students* provides strategies for motivating those who have given up, are uninvolved and not interested in learning. Four main areas are examined in detail: encouraging students to want to be in school and in class; designing motivating lessons; creating classroom energy; and using evaluation to create a desire to learn.

Management psychologist Paul Powers (MEd 1975; EdD 1979) has devoted more than 25 years to helping people achieve career success and satisfaction. He has coached thousands of people—including CEO’s, entry level employees, and recent military veterans—to help them find and succeed in jobs they love. He travels extensively as a popular speaker and seminar leader. His most recent book is *Winning Job Interviews* (Career Press, 2005) and he is a co-author of *Love*

Marjorie Peace Lenn: Her Path Leads Around the World

Ever since she was the Director of Residential Life at UMass Amherst (1970-1982) Marjorie Peace Lenn (MEd 1975; EdD 1978) has been involved in an expanding world of higher education accreditation from the New England region to all points of the globe. In the mid-1970s, she began chairing institutional review teams for the New England Association of Schools and Colleges and by 1982 moved to the National Center for Higher Education in Washington, D.C. to become the Vice President of the Council on Postsecondary Accreditation which “accredited the accreditors” in the United States.

She “went global” in 1991 with the founding of the Center for Quality Assurance in International Education (CQAIE). In 1991, she reports, there were eight countries in the world that had a process of external quality review for institutions of higher education. In 2006, the number has expanded to over 60. The CQAIE, directed by Dr. Lenn, has assisted in the development of 80% of these, which are largely quasi-governmental evaluation activities (i.e. independent national bodies paid for by government). This phenomenon followed major economic and political change—beginning in the early 1980s in Eastern and Central Europe with the fall of the Berlin Wall and the subsequent need to define higher education; moving to Southern Africa with the fall of apartheid and the need for the divided higher education system to become a single system; followed by the new republics of South America and the emerging nations of Asia, all with a quickly evolving need to expand access to higher education without forfeiting quality. For the last two years, Dr. Lenn has worked in the Middle East—in Egypt, Jordan, Palestine, Israel, Saudi Arabia, the United Arab Emirates, and Oman.

Working actively with such global organizations as UNESCO, The World Bank, the Organization for Economic Cooperation and Development, and being a founding member of the International Network of Quality Assurance Agencies in Higher Education, Dr. Lenn admits that the road has been a long and fascinating one; starting from the early days of coed dorms and the first women in senior administration on the Amherst campus her career path has led her literally around the world. For more information on her activities, go to www.cqaie.org.
Zambia Men’s Network (June 2006) and the Nigeria Men’s Resource Center (Fall 2006). The organization is a member of the Violence Prevention Alliance, a program of the World Health Organization, and Botkin attended the Alliance’s organizing meeting in Brussels in June. He continues to support the Amherst-based Men’s Resource Center (now called Men’s Resource Center for Change) as executive director emeritus.

Sonia Correa Pope (MEd 1989; EdD 1998) has been appointed director of the Holyoke Community Charter School in Holyoke, Mass. Sonia has worked as the program manager for Upward Bound at Holyoke Community College since 1995. Before that she worked in the division of enrollment services at the University of Massachusetts Amherst for three years. She was also a counselor and administrative assistant for Upward Bound at the Amherst campus from 1990 to 1992. Sonia, who grew up in Puerto Rico and earned her bachelor’s degree at the University of Puerto Rico, is bilingual, a skill of particular value in her new role as director of the Holyoke Charter School, where many parents speak Spanish as their first language.

Francis W. Zak (EdD 1989), principal of Mahar Regional High School in Orange, Massachusetts, has been selected as one of two Principals of the Year by Met Life and the National Association of Secondary School Principals.

Beverly Park Woolf (EdD 1990), a member of the Computer Science Department at UMass Amherst, has a $460,000 grant from the National Science Foundation for the project entitled “Customized Resources for NSDL (National Science, Mathematics, Engineering, and Technology Education Digital Library).”

Lisa Fontes (PhD Counseling Psychology 1992) has published her second book, Child Abuse and Culture: Working with Diverse Families (Guilford Press, 2005), which is geared to all professionals who work with maltreated children and their families: social workers, psychotherapists, police, attorneys, medical professionals, and others. This book won honorable mention for the Gustavus Myers Center for the Study of Bigotry and Human Rights, national Outstanding Book Award and is going into its second printing. Lisa has been giving workshops and trainings across

1980s

Richard Sobel (EdD 1982) was a Fellow in the Division of Medical Ethics of the Department of Social Medicine at Harvard Medical School for 2005-06, to study medical confidentiality as a constitutional right. He was also the inaugural Visiting Carnegie Senior Lecturer at the Medill School of Journalism at Northwestern University, co-teaching “The Press, The Pentagon, and the Public” for winter term 2006.

Dale M. Jones (BA 1986; MEd 2000; EdD 2004) is the Director of Development for the Cancer House of Hope in Western Massachusetts. With houses in Springfield and Westfield, this nonprofit organization provides life-enhancing programs and services not found elsewhere, free of charge, to people with cancer, and their family and friends. Dale personally funds two memorial scholarships for Women’s Studies undergraduates and graduate students at UMass Amherst. She also volunteers her time for the Women’s Studies Department providing fundraising and campaign management. In her spare time she is writing her autobiography.

In 2004, after serving as the founder/director of the Men’s Resource Center of Western Massachusetts for 20 years, Steven Botkin (EdD 1988) started Men’s Resources International (www.mensresourcesinternational.org), promoting positive, non-violent masculinity by providing trainings, consultations, and mentoring programs to organizations and communities around the world. With the new headquarters located in Springfield, Massachusetts, trainings include the Zambia Men’s Network (June 2006) and the Nigeria Men’s Resource Center (Fall 2006). The organization is a member of the Violence Prevention Alliance, a program of the World Health Organization, and Botkin attended the Alliance’s organizing meeting in Brussels in June. He continues to support the Amherst-based Men’s Resource Center (now called Men’s Resource Center for Change) as executive director emeritus.

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Beverly Park Woolf (EdD 1990), a member of the Computer Science Department at UMass Amherst, has a $460,000 grant from the National Science Foundation for the project entitled “Customized Resources for NSDL (National Science, Mathematics, Engineering, and Technology Education Digital Library).”

Lisa Fontes (PhD Counseling Psychology 1992) has published her second book, Child Abuse and Culture: Working with Diverse Families (Guilford Press, 2005), which is geared to all professionals who work with maltreated children and their families: social workers, psychotherapists, police, attorneys, medical professionals, and others. This book won honorable mention for the Gustavus Myers Center for the Study of Bigotry and Human Rights, national Outstanding Book Award and is going into its second printing. Lisa has been giving workshops and trainings across
Lisa has taught widely. From 2000-2005, she was director of the School Counseling Graduate Program and assistant professor of Psychology at Springfield College. From January 1999-June 2000, she taught courses in the School of Education at UMass Amherst, on School Counseling, Child Maltreatment, and Social Justice Education. From 1994-1996, she was an assistant professor of Family Therapy at Purdue University, and from 1992-1994, an assistant professor of Psychology at Keene State College. She is active in publishing professional articles on cultural issues in child maltreatment and violence against women, and ethical issues in cross-cultural research. In 2004, Lisa received the cultural competence award from the American Professional Society on the Abuse of Children.

Leor Alcalay (CAGS 1996; EdD 2001) received the 2005-06 Quincy College President’s Award for Excellence. He is a tenured member of the Liberal Arts Program at Quincy College, in Quincy, Mass., specializing in ESL and college preparation in the Academic Support program. He is working on developing new curricula in foreign languages (Arabic and Chinese) and possibly a proposed new program in Global Studies. A paper that he presented in 2004 at the first UMass Boston Sociology Department Social Theory Forum, has been in the conference proceedings, entitled “A Synergistic Pedagogy for the Distressed: Mediating the Accommodation of Diverse Learners into Academia.”

John Maxwell (BA 1996; MEd 1999), a Library/Media Specialist at the Bates Elementary School in Wellesley, Mass., writes to recall his days as a student in the Elementary Teacher Education Program (ETEP), and he fondly mentions his courses with Professors Mason Bunker, Portia Elliott, Masha Rudman, and Clement Seldin. Noting that he also returned to UMass Amherst as a graduate teaching assistant for Clem Seldin while working towards his master’s degree, he says: “With degrees from both UMass Amherst and the School, I have a good amount of both time and love invested in the School of Education. I’ve evolved out of the classroom and into the library, where I now serve as a library/media specialist... still remembering my ‘educational technology’ courses with Professor Liane Brandon in graduate school... some of my favorites!”

Darlene Miller (EdD 1996) has assumed her new position of president of the New Hampshire Community Technical College–Manchester, selected through a national search process that noted her extensive experience as a senior administrator in the community college environment, a record of entrepreneurialism and accomplishment in the areas of technical education and workforce development, and ability to inspire others to achieve a strategic vision. Darlene previously served as vice president for Workforce and Economic Development at Shoreline Community College, in Shoreline, Washington, an institution with full-time equivalent enrollment of 5,200. Prior to joining Shoreline Community College, she was the dean of Instruction for Professional and Technical Programs at Green River Community College in Auburn, Washington, and the dean of Business and Technology at Cuyahoga Community College in Cleveland, Ohio. She began her career in higher education as an instructor of mathematics and rehabilitation engineering technology at Vermont Technical College in Randolph Center, Vermont. One of her first projects as president will be to oversee the construction of a new academic building on the Manchester campus. The building, funded by a $9.1 million capital appropriation from the State of New Hampshire, will house allied health, technology, and teacher preparation programs.

Donna Desjardins (MEd 1997) has assumed a new role within the Arts & Sciences at Dartmouth College, Hanover, New Hampshire, as the associate director of Systems and Operations for the Dean of the Faculty (DOF) Office. Donna serves as the liaison to a variety of committees, services, and projects to work on Arts & Sciences systems issues and business needs. She also continues to oversee several DOF systems initiatives including the Website, Booklist Project, and database retrofit projects.

Jenny Lynn Metevia (MEd 1998) works as a spiritual teacher, psychic medium, healer, and past life regression specialist. Born with what she has described as “second sight,” Jenny has been doing this work professionally for the past five years, assisting hundreds of clients across the U.S., in Europe, and South America. She studied with renowned psychic Sylvia Browne, receiving hypnosis training with Sylvia Browne’s Society of Novus Spiritus. She has also trained with Dr. Brian Weiss, in Past Life Regression Therapy. Jenny currently conducts private sessions in person and by phone and teaches a series of workshops
on angels, healing, past lives, psychic development, ghosts, spirit guides, and connecting with loved ones who have crossed over.

Mathew Ouellett (EdD 1998), associate director of the Center for Teaching at UMass Amherst, is the editor and chapter author of a new book, *Teaching Inclusively: Resources for Course, Department and Institutional Change in Higher Education*, published in 2005 by New Forums, Stillwater, Oklahoma. The book addresses inclusiveness across a broad spectrum, looking at issues of race and ethnicity, gender, sexuality, nationality, and disability. It brings together models of best practices, theoretical articles, and concrete examples for teachers in the classroom. Chapter authors include School of Education faculty members Maurianne Adams, Bailey W. Jackson, Barbara J. Love, and Mary Deane Sorcinelli. Alumna Linda Marchesani (EdD 1987) is also a contributor to the volume. Matt is the president-elect of the Professional and Organizational Development Network (POD) in Higher Education (2006-09) and a past president of the New England Faculty Development Consortium.

Kelley R. Brown (MEd 2001), a history teacher at Easthampton (Mass.) High School, has been chosen from among more than 75,000 nominees nationwide to receive the 2006 Disney Teacher Award. One of the 44 Disney honorees, she was selected from the 10,000 teachers who applied for the award, which is given to educators who demonstrate creativity, innovative teaching methods, and the ability to inspire students. Kelley is one of three teachers being recognized for high school humanities education. As part of her award, she received $10,000 from Disney and a trip to the Disneyland Resort in Anaheim, California, from July 29-Aug. 3. In addition, $5,000 will go to benefit Easthampton High School. Disney teacher honorees are selected by their peers and representatives of leading educational associations from across the nation, including previous award winners. Recipients come from every level, pre-kindergarten through 12th-grade, and every field of study. During the week in Anaheim, five exceptional teachers will be chosen from the 44 honorees, and one of those five will be selected as the Disney Teacher of the Year. Good luck, Kelley!

**2000s**

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Welcome to our Newest Alumnae/i:
Snapshots from the May 26 Graduate Degree Recipient Reception
As retired educators, Patricia Crosson (MEd 1972; EdD 1974) and her husband, Charles Adams, could only make a substantial gift to the campus through a bequest. “If people who care about UMass Amherst have limited resources, they should consider a bequest,” Pat says.

Their bequest will establish the Charles Adams and Patricia Crosson Scholarship Fund to benefit one or more graduate students in the School of Education studying higher education. “A lot of people are prohibited from entering the field because they can’t swing the cost of the graduate work,” Pat says. “Also, it’s terribly important to higher education that the administrative and faculty ranks are diverse, and affordable access to graduate study can be helpful to ensuring that diversity.”

Pat and Charles were both professors for about 30 years. At UMass Amherst, Pat held a series of senior academic positions, most within the School of Education, as well as serving as deputy provost, interim provost, and vice chancellor for academic affairs. Charles was a professor in the English department and ran various undergraduate programs before joining the higher education faculty. In 2000, the couple was awarded the Chancellor’s Medal, the highest honor given in recognition of service to the campus.

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“UMass Amherst is a very special place with great character, personality, and people who care enormously about students and their education,” Pat says. “While it doesn’t have a long tradition of giving, it’s time to start that tradition and keep the campus as important as it has been over the last 30 years.”
In Fall 1907, the new Department of Agricultural Education at Massachusetts Agricultural College first introduced teacher-training courses to prepare teachers of agriculture. Mass Aggie became UMass Amherst, and, with a few twists and turns and reorganizations along the way, the Department of Agricultural Education became the Department of Education (1932) and then the School of Education (1956).

The Centennial Celebration of the School of Education will be Academic Year 2007-08.

If you would like to help coordinate the School’s Centennial Celebration, please contact: Sahra Santos at 413-545-2705 or SSantos@educ.umass.edu

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