COLLEGE of EDUCATION
SPRING 2014
UMass Amherst

ONE BUILDING, ONE COLLEGE, ONE LEARNING COMMUNITY
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With university support and the leadership of Dean McCormick, plans are in the works to revitalize and renovate the College’s physical environment to reflect its reputation as one of the top graduate Colleges of Education in the country.

“We have embarked upon a once-in-a-lifetime opportunity to bring the entire College of Education community under one roof, in one unified learning environment,” said Dean McCormick. “The resulting College of Education, which will be completely housed in a beautiful, renewed building comprising the original Furcolo Hall and the former Mark’s Meadow elementary school, will reflect our long and celebrated history of advancing excellence in education, and the extraordinary possibilities that lie ahead for us.”

McCormick further described the “new” College of Education complex, scheduled for completion in early 2016, as a “dynamic environment that will facilitate the building of powerful synergies and sustainable collaborations across the entire College and the campus, and will encourage innovative research and learning.”

In September, Perkins+Will, a national architectural and engineering design firm located in Boston with experience renovating buildings on campuses in Massachusetts and across the country, was selected for the project. McCormick further described the “new” College of Education complex, scheduled for completion in early 2016, as a “dynamic environment that will facilitate the building of powerful synergies and sustainable collaborations across the entire College and the campus, and will encourage innovative research and learning.”

In June, the Board of Trustees approved the nomenclature, making our new name official. “The change from ‘School’ to ‘College’ enhances our presence on the campus and better identifies us,” said the College’s Associate Dean for Academic Affairs Linda L. Griffin. “The university opened up opportunities for individual departments to become schools and, at the same time, for schools to become colleges. We have always been an individual academic unit that does not operate within another, as many ‘schools’ do, so the new title of ‘College’ fits us very well.”

CHRISTINE B. MCCORMICK
College of Education
Dean

MESSAGE FROM THE DEAN
Dear Friends and Colleagues,

This academic year is one of change for us as you most likely noticed when you saw the cover of this newsletter. We are now the College of Education. In mid-summer, our name change was approved by the Board of Trustees.

With strong university support, we also began to plan for our change from a College comprised of two buildings located one mile apart to a single, unified, learning community housed in a renewed, renovated and larger Furcolo Hall.

Beyond the practical advantages of having all members of our College community located near our academic and administrative support services and resources, being together in one building will bring synergistic and long-term benefits to the College and the university, as faculty, students and staff with diverse expertise share a space where collaborative relationships will thrive and our vibrant, scholarly community will flourish. This long-awaited change is scheduled to be completed in 2016.

The celebration of the university’s founding as the Massachusetts Agricultural College in 1863 and its 150 years of influence as the Flagship campus of the Commonwealth’s public university system continued into the fall semester. For more than 50 of those 150 years, the College of Education has offered a doctorate in education—certainly an indication of our enduring presence and integral role on campus.

The Sesquicentennial celebration centered on a weeks-long Homecoming that stretched from Amherst to Boston—and beyond! If you journeyed to Amherst to be a part of the Homecoming activity, you most likely attended the College’s reception for professor emerita Pat Griffin, (see more about this event on page 14). If you attended “Stand for UMass Day” on October 25, you helped paint the town maroon and white as the award-winning Minuteman Marching Band paraded through the streets of Boston, starting at the Massachusetts State House and ending with a free performance at Faneuil Hall. On November 16, the College celebrated Educator’s Day at the Massachusetts State House and ending with a free performance at Gillette Stadium by hosting nearly 200 Springfield educators at the UMass football game.

We hope you are as filled with pride for this venerable and ever-evolving institution as we are. If you are moved to support the university’s next 150 years, you can learn more about the UMass Rising campaign, the most ambitious in the university’s history. Visit http://www.umass.edu/umassrising/ or refer to the back cover of this newsletter.

Throughout the year we plan to keep you informed by email and other media of our progress towards becoming “One Building, One College, One Learning Community,” a change that will serve our students, faculty, staff and you, our alumni, well into the future.

Best wishes and keep in touch,

CHRISTINE B. MCCORMICK
Dean
The College Building Committee, including faculty, Associate Dean Griffin, Director of Finance and Facilities Susan Young, and student and staff representatives, held focus group meetings for faculty to share their hopes and dreams for the renovated space. Perkins+Will conducted several visioning meetings with the Building Committee, Campus Planning staff, and the College’s Leadership Team to create several design schematics and inventory accessibility requirements.

“...The experience of the building when the project has been completed will be very different from the way it is now, both inside and out,” said Griffin. Over the next few years, Furcolo Hall East and West will be transformed and re-purposed into vibrant spaces that support collaboration in active-learning and fully-accessible classrooms and research and study spaces.

Throughout the complex, restrooms and ramps will be improved or added for accessibility, and an elevator will be installed to provide access to the wings on the second and basement floors.

Preliminary plans are to enhance the building’s entrances, and create a bright, open community space with a café and seating area.

“What we look at as one of the most important features in the development of the College of Education as ‘One Building, One College, One Learning Community’ is the opportunity it represents for synergy,” Griffin said. “We will enjoy new, dynamic collaborations with faculty, staff and students all learning and working in the same setting. Even a feature like the café is more than a convenience in that setting. Even a feature like the café represents for synergy, ‘Griffin said. ‘We have so much more opportunity for people to come together, to work together, to exchange ideas and to strengthen the professional relationships that support the ongoing growth of a great College community’

Send us your recollections of learning, teaching, or working in Hills House South and Furcolo Hall, or your thoughts about consolidating into one building and learning community. Please include your full name, mailing and email addresses, and, if applicable, the year you received your degree(s) from the College of Education. Send to goodnews@educ.umass.edu.

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“I have had the pleasure of working with Jerri for the nine years that I have been here as Dean,” said Christine B. McCormick. “Of course, I was well aware of her scholarly reputation for her groundbreaking work with teachers of culturally and linguistically-diverse students. But not long after I became Dean, I began to understand her widely-felt influence as a colleague and a friend. Her leadership and stewardship of the College will continue to be felt and appreciated for years to come.”

“I feel fortunate to have known Jerri as a colleague and a dear friend for 19 years,” said Linda Griffin, Associate Dean for Academic Affairs. “I have tremendous respect for her and I have learned a great deal from her insights and views about education. In particular, I think of her work as Department Chair and applaud her for it. It is an incredible challenge to take a group of individual faculty and work with them to be there for the good of the order. But Jerri faced each challenge with aplomb and thoughtfulness. I am especially in awe of her ability and willingness to challenge the faculty to think differently, and her desire to be a tireless advocate for them each and every day. The entire College will miss her cheerful presence and her steady, informed leadership.”

“Professor JERRI WILLETT retired after having served the College of Education for 27 years. During her time at UMass Amherst, Willett earned an international reputation for her work in the field of language and literacy and as an advocate for the professional development of teachers of second language learners. She received many awards including the University of Massachusetts President’s Award for Public Service; UMass Amherst Distinguished Academic Outreach Award; and American Educational Research Association’s (AERA) Division K Award with her colleagues in the language, literacy and culture concentration. Through her work with the Access to Critical Content and English Language Acquisition (ACCELA) Alliance, she has inspired and led colleagues in the Department of Teacher Education and Curriculum Studies for six years. Among her credentials are a B.A. from the University of Florida, a M.Ed. from the University of Hong Kong and a Ph.D. from Stanford University. In 2002, Willett established the Access through Critical Content and English Language Acquisition (ACCELA) Alliance, a $2.5 million federal and state-funded professional development collaboration among UMass Amherst, the Springfield, Holyoke and Amherst, Mass., public school districts, and several community organizations in western Massachusetts. ACCELA supports academic literacy development of linguistically and culturally diverse students attending public schools by providing their teachers with data-driven professional development activities. Through the alliance, co-directed by associate professor Meg Gebhard, hundreds of in-service teachers, paraprofessionals and community educators have completed undergraduate and graduate degrees, many doctoral candidates have conducted their own research on teaching and learning in participating schools, and UMass Amherst faculty have had the opportunity to participate in professional development and collaborative research with ACCELA partners.

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Faculty Awards and Honors
UMass Amherst College of Education is one of four U.S. institutions of higher education that has received the highly competitive 2013 Obama-Singh 21st Century Knowledge Initiative award. The College’s project, “Inclusive Universities: Linking Diversity, Equity and Excellence for the 21st Century,” studies and analyzes the changing student demographic in Indian public higher education institutions and seeks to identify relevant educational and institutional practices and policies that are responsive to new and vulnerable student populations in ways that advance academic excellence. The College’s initiative is led by associate professor SANGEETA KAMAT of the Department of Educational Policy, Research and Administration, and associate professor XIMENA ZÚÑIGA of the Department of Student Development. Our Indian partnering institution is the University of Pune.

CHRISTINE B. MCCORMICK, Dean, was elected a Fellow in Division 15 Educational Psychology of the American Psychological Association (APA), the premier scientific and professional organization representing psychology in the United States. The APA is the world’s largest association of psychologists, with more than 134,000 researchers, educators, clinicians, consultants, and students as its members. Fellow status is an honor bestowed upon APA members who have shown evidence of unusual and outstanding contributions or performance in the field of psychology. Fellow status requires that a person’s work has had a national impact on the field of psychology beyond a local, state or regional level.

McCormick was also elected to the Executive Committee of the American Educational Research Association’s (AERA) Organization of Institutional Affiliates (OIA), which provides a forum for academic institutions, non-university based research institutions, and professional associations to share information about federal education research issues, people, and events, as well as to be engaged in shaping policy with regard to significant research issues.

KATHRYN A. MCDERMOTT, associate professor, Department of Educational Policy, Research and Administration, was named acting director of the university’s Center for Public Policy and Administration for the 2013–14 academic year, while director M.V. Lee Badgett is on leave on a Conti Faculty Fellowship.

Professor Emerita SONIA NIETO has been awarded the Medal for Distinguished Service, the highest honor bestowed by Teachers College, Columbia University. Past recipients of the Medal include the linguist and anthropologist Shirley Brice Heath, the education leaders Freeman Hrabowski and William Bowen, the producer and filmmaker Spike Lee, and the former New York Times columnist Bob Herbert. Nieto will accept the Medal for Distinguished Service at Teachers College’s Commencement on Monday, May 19, 2014 in the Cathedral of St. John the Divine, Manhattan.

Professor Emerita SONIA NIETO and associate professor KATHRYN A. MCDERMOTT, Department of Educational Policy, Research and Administration, were among 168 education scholars nationwide named to Hess’s “Ediy-Scholar Public Presence Rankings,” which recognizes “university-based scholars for their contributions to the public square.” That impact is described as both the corpus of a scholar’s work and centrality to public discussion.

JENNIFER RANDALL, associate professor, Department of Educational Policy, Research and Administration, received the College of Education’s 2012–2013 College Outstanding Teaching Award. This award is sponsored by the UMass Amherst Provost’s Office, the Center for Teaching & Faculty Development and the College of Education, and is given annually to recognize excellence in teaching and to honor individual faculty members for their teaching accomplishments.

CRISTINE CRISPIN SMITH, associate professor, Department of Educational Policy, Research and Administration, and administrative director of the College’s OIA, was named Fellow in Division 8 Psychology, Cultural, Community, and Ethnicity, which awards Fellows to journals, organizations, policy, practice, and community programs that advance the understanding of psychology’s contributions to the public square. Smith’s election for her work in mentoring and promoting women in psychology will be published in the journal of the APA’s organization in a future issue.

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In honor of her upcoming retirement, KATHARINE MCDERMOTT, Associate Dean of Students, received the Kenneth J. Matzram Award for Promoting Literacy Nationally and Internationally by the Commission on Adult Basic Education (COABE). This award is given to a practitioner with five or more years of adult education teaching experience who participates in school and community activities, who understands the characteristics of the adult learner and who is committed to the adult/continuing education profession.

MARY DEANE SORCINELLI, professor and Associate Provost for Faculty Development, received a 2013 Distinguished Alumni Award from the UMass Amherst Alumni Association. This award honors alumni with national and/or international distinction who have translated their UMass Amherst experience into distinguished achievement in the public, business or professional realms, and have shown service to UMass Amherst in the financial, volunteer, or advocacy sectors. She was also named the inaugural Distinguished Scholar in Residence at the Weissman Center for Leadership at Mount Holyoke College.
The national and international reputation of the College’s faculty research continues to be recognized with editorships of prestigious research journals. This year, six faculty assumed editorial positions on three major research journals that are now housed at the College along with the College’s own journal, Equity & Excellence in Education.

**AMERICAN JOURNAL OF EVALUATION**

SHARON RALLIS, Dwight W. Allen

Distinguished Professor in Education Policy and Reform and director of the College’s Center for Education Policy, is editor of the American Journal of Evaluation (AJE), the official journal of the American Evaluation Association. AJE explores decisions and challenges related to conceptualizing, designing and conducting evaluations. Four times a year, it offers original, peer-reviewed articles about the methods, theory, ethics, politics, and practice of evaluation. The journal features broad, multidisciplinary perspectives on issues in evaluation relevant to education, public administration, behavioral sciences, human services, health sciences, sociology, criminology and other disciplines and professional practice fields. Rallis is a past president of the American Evaluation Association (2005).

**COMPARATIVE EDUCATION REVIEW**

Associate professor BJORN NORDVEIT is editor of Comparative Education Review (CER), the premier journal in the U.S. in the field of comparative and international education and the official journal of the Comparative and International Education Society. CER was founded in 1957 to advance knowledge and teaching in comparable education studies and has since established itself as the most reliable source for the analysis of the place of education in countries other than the U.S. Associate professor CRISTINE CRISPIN SMITH is co-editor and associate professor JAQUI MOSELSON is book review editor.

**ANTHROPOLOGY AND EDUCATION QUARTERLY**

Associate professor SALLY GALMAN and assistant professor LAURA VALDIVIEZO are incoming editors-in-chief of Anthropology and Education Quarterly (AEQ), the journal of the Council on Anthropology and Education, a professional association of anthropologists and educational researchers, which is a section of the American Anthropological Association. It is a peer-reviewed journal that draws on anthropological theories and methods to examine educational processes in and out of schools in U.S. and international contexts. Articles rely primarily on ethnographic research to address immediate problems of practice as well as broad theoretical questions.

**EQUITY & EXCELLENCE IN EDUCATION**

The College of Education’s quarterly journal celebrates its 50th year of publication this year. Its long and celebrated history began in Chicago in 1963 as the journal Integrated Education, with Meyer Weinberg as founding editor. A leading participant in the civil rights struggle in Chicago during the 1960’s, Meyer taught at Chicago’s Wright Junior College and at City College. He was director of the Center for Equal Education at Northwestern University until 1978 when he was appointed professor at the UMass Amherst School of Education. Weinberg brought the journal, which had been renamed Integrated Education, with him and it became a School of Education journal with an emphasis on school desegregation and reform. In 1986, the journal was re-named Equity & Excellence in Education (EEE), a reflection of the core values of the School. Professor Emerita MAURIANNE ADAMS has served as editor of EEE since 2002 and the College is in the process of identifying the next editor and co-editor. The journal currently publishes articles based on scholarly research utilizing qualitative or quantitative methods, as well as essays that describe and assess practical efforts to achieve educational equity and are contextualized within an appropriate literature review. It continues to look at topics related to equity, equality and social justice in K-12 or postsecondary schooling, with a focus on school systems, individual schools, classrooms, and/or the factors that contribute to inequality in learning for students from diverse social group backgrounds.
New Academic Programs Meet Student Needs

OVER THE PAST 10 MONTHS, THE COLLEGE LAUNCHED SEVERAL NEW ACADEMIC PROGRAMS AND OFFERINGS TO MEET THE IDENTIFIED NEEDS OF STUDENTS.

Early last spring, we announced the Certificate in Higher Education Leadership and Management (HELPs), a 15-credit, online and limited-on-campus certificate program designed for the many current and future leaders in higher education who do not wish to or are not able to commit to a degree program. The first cohort, comprising 15 master’s students, entered HELPs this past September.

This fall, the College announced the Master of Public Policy and Administration and Master of Education in Higher Education dual-degree program offered in conjunction with UMass Amherst’s Center for Public Policy and Administration (CPPA). It is designed for students who are interested in a range of policy issues that affect higher and post-secondary education, such as state governance, financial aid funding, and affirmative action in admissions and hiring. Graduates holding this dual-degree will be ready for research, policy analysis and management positions in federal and state government agencies, consulting organizations, education research groups and nonprofit organizations working on education issues.

“We are excited to be offering a dual Master’s degree with CPPA,” said Ryan Wells, assistant professor, Department of Educational Policy Research and Administration, and coordinator of the higher education concentration. “The role of public policy in higher education, and particularly public higher education, is increasingly important. This is partly due to the financial climate for states and for families, but also because other policies dealing with issues such as immigration, housing, public assistance, affirmative action, and more, have a direct impact on colleges, universities, and their students. This dual degree program allows students to gain skills and knowledge in both areas simultaneously.”

In the fall of 2014, a new master’s program in Educational Assessment and Policy Practices will be open for admission, said Linda Griffin, Associate Dean for Academic Affairs. Offered within the Psychometric Methods, Educational Statistics and Research Methods concentration, it is designed for students who are interested in educational measurement and research methodology, as well as in applying these skills in working with educational policy. It will fulfill an identified need among prospective students who have indicated a desire to acquire master’s level training to complement work they perform in schools, departments of education or at testing agencies.

Also next fall, we plan to welcome the first cohort in our new master’s program in Educational Leadership which is designed for individuals seeking to develop contemporary leadership skills for PreK-12 education settings.

Current teachers, teacher leaders, department chairs, school counselors, school psychologists, special educators and other educators will be particularly interested in this program, said Griffin.

Dumont and Guthrie Retire

SALLY DUMONT AND LINDA GUTHRIE, TWO LONG-TIME STAFF OF THE COLLEGE, RETIRED THIS YEAR.

Dumont, who served in several capacities and was most recently Curriculum Coordinator, retired after 40 years at the College. ‘I must admit that it is hard to find the right words to express how much I appreciated Sally and will miss her,’ said Professor Emeritus Bailey Jackson, who worked closely with Dumont when he was Dean of the College of Education. ‘Sally’s retirement will be felt by students, faculty, administrators and staff throughout the College of Education. Sally is recognized as one who has continued to provide the kind of professionalism, knowledge of academic administration, and a supportive and friendly demeanor that has always made interacting with the academic affairs office easy and efficient. We all wish Sally the best on her well-deserved retirement.”

Guthrie, Graduate Program Coordinator, retired after 28 years of service to the College.

“Linda has been a solid advocate for students in the College of Education,” said Linda Griffin, Associate Dean for Academic Affairs. “The students and faculty viewed her as the ‘go to’ person for understanding process, forms and graduation requirements. Her institutional wisdom and deep networks in the Graduate School will be greatly missed. I know I speak for decades of students who have passed through our doors, as well as our faculty and staff, when I say, ‘Thank you for your hard work on behalf of the College, Linda’ and ‘Congratulations on your retirement!”

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RYAN WELLS, Assistant Professor, Department of Educational Policy Research and Administration.

College’s Urban Education Efforts Led by New Director

BUILDING ON A DECADES-LONG COMMITMENT TO IMPROVING EDUCATIONAL EXPERIENCES FOR STUDENTS IN URBAN SETTINGS, and as a participant in the partnership between UMass Amherst and the City of Springfield, the College of Education created a new senior faculty position this year to direct its urban education programs.

Jason Irizarry joined the faculty in September as the College’s first Director of Urban Education. Irizarry, who earned his doctorate in the College of Education in 2005, was associate professor in the University of Connecticut’s Neag School of Education. He is the author of “The Latinization of U.S. Education,” which won the prestigious Philip Chin Book Award in 2012 from the National Association for Multicultural Education.

In his new position, Irizarry will lead new partnerships with urban schools to prepare uniquely qualified educators and to provide professional development opportunities to established teachers. High priority areas include expanding programs to recruit, mentor, and retain skilled urban educators in high-needs districts, with an initial focus on Springfield, Mass., where the College’s 180 Days in Springfield pathway is recognized as a gold-standard program in urban educator preparation.

“In 1996, the College established 180 Days in Springfield which, as the first academic program of its kind in New England, prepared educators with a focus on urban schools, their teachers, students and families,” said Dean Christine B. McCormick. “Our acknowledged expertise in urban education, gained in a large part through our work with ‘180 Days’, is aligned with the university’s Springfield Initiatives which were designed to establish a university-city framework of activities to benefit the citizens of Springfield and surrounding communities. For example, one of the goals of the Initiatives is to bring together faculty and students on campus who are interested in working in areas of educational inequity in Springfield Public Schools. We have been doing that for 17 years. Our new Director of Urban Education will help us continue and expand our work and presence in Springfield as a part of the university’s initiatives, and lead us in new and exciting directions in this increasingly important field.”
Former Dean Allen Donates Archived Papers to UMass Amherst

Dwight W. Allen, Dean of the School of Education from 1968–1975, recently donated his archive of academic and other papers to UMass Amherst. The collection comprises letters, memoranda, unpublished reports, surveys, published periodicals, and materials documenting his work as head of the School.

The university places a priority on collecting materials documenting the evolution of thought and action by extraordinary figures. Allen’s archived material adds to the university’s holdings in Social Change and Movements for Social Change, which includes education reform as an important area of interest. The collection offers insights about curriculum and administration, and educational reform during a time of considerable national upheaval due to the civil rights movement and Vietnam War, both of which impacted American universities.

A charismatic figure, Allen abolished the existing organizational structure of the School of Education and its programs, and instituted a radical re-visioning process. During the first planning year of the process, he sought to “overturn a culture of complacency” by leading a week-long retreat to Pike’s Peak in the Rocky Mountains of Colorado with doctoral students and faculty. The innovative programs that emerged influenced a diverse group of graduates who have assumed leadership roles in national and international education over the ensuing decades.

Chris Dede, the Timothy E. Wirth Professor in Learning Technologies at the Harvard Graduate School of Education and a doctoral student during Allen’s tenure, offered this reflection on the former Dean’s impact as a leader in education reform: “As faculty, we value high numbers of academic journal citations to our research as a way of assessing its impact. Perhaps a more powerful form of impact is ‘human citations’: how many people each of us has persuaded to dedicate substantial time and effort to education. Dwight Allen has the greatest number of human citations I know. His impact on teaching and learning through the people he has involved is extraordinary and long-lasting.”

You can read more about this special collection at http://tinyurl.com/DwightAllen.

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The 2013 fiscal year (FY13) was a record-setting year for sponsored research in the College of Education. Faculty members in the College submitted more grant proposals and generated the highest amount of external sponsorship for research than ever before. During that past year, 46 proposals were submitted to a wide range of external sponsors, breaking the previous record that was attained just last year with 40 submissions. In addition, 19 grants and contracts were awarded with a total value of $14,793,486, surpassing the previous highest annual total ($10.6 million) that was set just two years ago.

The College made a concerted effort in FY13 to increase federal funding and submitted a record 20 proposals to highly competitive federal funding agencies including the National Science Foundation (NSF), Institute for Education Studies (IES), Department of Education (DOE), and the United States Agency for International Development (USAID). Seven of those proposals have been funded within the last year, marking the highest number of federally-funded projects to be awarded to the College in any one year period. On the domestic front, some of the most noteworthy grants and contracts awarded include NSF awards to Betsy McInerney, Martina Neiswand, and Florence Sullivan, an IES funded award to Jay Carey, and a DOE sponsored award to Mary Lynn Boscardin. The College of Education also continued to excel with international development projects including a new $11 million extension of the highly successful USAID-funded Higher Education Project (HEP) in Afghanistan led by David R. Evans and Joseph B. Berger, and the new prestigious Obama-Singh Knowledge Initiative grant in India led by Sangeeta Kamat and Xiemen Züñiga.

In honor of all educators, and in celebration of our largest group to date of our Graduation Celebration attendees, the College of Education faculty for the 2013 Educator Day at Gillette Stadium led by Sangeeta Kamat and Ximena Zúñiga.

In the 2013 fiscal year (FY13), we submitted 46 proposals (including 20 to highly-competitive federal funding agencies) for sponsored research.

To all educators, we tip our hats to you for your talent, careers to educating our children! For the first Educator Day at Gillette, we celebrated the special teachers, counselors, administrators, and staff of Springfield Public Schools, the Minutemen football team, Springfield Public Schools Superintendent Daniel Warwick joined Dean McCormick in a salute to educators on the stadium’s “big screens” while the spirited crowd waved at them. The public address announcer honored the group with this special welcome: “The UMass Minutemen join the College of Education in celebrating the special teachers, counselors, and administrators who devote their careers to educating our children! For the first Educator Day at Gillette, we tip our hats to you for your talent, your creativity, and your commitment. A special welcome to educators from Springfield in western Massachusetts!”

The Springfield educators were effusive in their thanks. “Thank you for a great day at the UMass football game,” emailed one teacher. “We enjoyed the whole day! It was good to see the football team coming together and the always awesome marching band. Nice to see teachers appreciated and recognized. Great job!”

Chair Henry Thomas III, and Springfield Public Schools Superintendent Daniel Warwick joined Dean McCormick in a salute to educators on the stadium’s “big screens” while the spirited crowd waved at them. The public address announcer honored the group with this special welcome: “The UMass Minutemen join the College of Education in celebrating the special teachers, counselors, and administrators who devote their careers to educating our children! For the first Educator Day at Gillette, we tip our hats to you for your talent, your creativity, and your commitment. A special welcome to educators from Springfield in western Massachusetts!”

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**Record-Setting Research**

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- **19 grants and contracts awarded**
- **a total value of $14,793,486**
Celebrating the Power of Philanthropy to Change Lives

Our scholarship reception brings together generous donors and exceptional students whose stories remind us of the power of philanthropy to change lives.

Katie LINDA GRIFFIN, PAT GRIFFIN, Casey Clark Gerry and Masha Rudman, Maurice Doran, KUMBLE SUBBASWAMY

SCHOLARSHIP DONORS AND RECIPIENTS RECEPTION

1.) Front row, left to right: Katie Liedell, Mrs. Grace Norton Carney, Jamie Chapman.
   Back row, left to right: Maurice Doran, Marybeth Carney, Julia Mawdsley

2.) Sarah Flinker (left), Casey Clark

3.) Front row, left to right: Gerry and Richard Wise, back row, left to right: Shannon Barry, Catherine Rossi

4.) Left to right: Masha Rudman, Katherine Faron, Sonia Nieto

“Have been a teacher for seven years and I am currently teaching reading. It is my desire to conduct research that will work toward encouraging teachers to utilize equitable methods of instruction that will provide a socially just education in the area of reading to students from all language and cultural backgrounds,” Faron said. “I hope to eventually teach such a method of instruction to prospective teachers at the university level. I am here today because the Nieto/Rudman scholarship allows me to pursue my doctorate and be a part of a program that connects my goals in the field of education with my belief that every student deserves social justice.”

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Alumna Pat Griffin Honored for LGBTQ Advocacy

More than 75 alumni, students, and educators gathered in Furfaro Auditorium for a College of Education Homecoming event on Saturday, October 19, with Professor Emerita Pat Griffin (Ed.D. 1980), a respected educator and nationally recognized advocate for inclusion in sports at all levels, who presented a talk on “The Changing Sports Climate for LGBTQ Athletes & Coaches: Successes & Challenges.”

Griffin, whose research and writing interests focus on LGBTQ issues in education and athletics, has been an advocate for LGBTQ equality in sport for over 30 years. She is the founding director of Changing the Game: The Gay Lesbian Straight Education Network (GLSEN) Sports Project, and the former director of the Women’s Sports Foundation’s “It Takes A Team,” an LGBTQ education project. Griffin regularly consults with the NCAA and college athletic departments on LGBTQ issues in sports and is an NCAA recognized speaker. She is the author of “Strong Women, Deep Closets: Lesbians and Homophobia in Sports,” and co-editor of “Teaching for Diversity and Social Justice.”

In his welcoming remarks at the event, Chancellor Kumble Subbaswamy said, “At UMass Amherst, we pride ourselves on being an NCAA recognized speaker. She is the author of Strong Women, Deep Closets: Lesbians and Homophobia in Sports, and co-editor of Teaching for Diversity and Social Justice.”

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Pat Griffin spoke about how meaningful it was to be honored as an alumna, and praised the university for allowing her to be an engaged scholar, teacher, and advocate. During her presentation and the question and answer period that followed, several people asked for advice on how to further discussion and inclusive policies in their own educational settings across the country.

Following the talk, the College of Education hosted a tent reception on the Furfaro lawn where participants shared stories and tributes to Pat Griffin, noting her influence as an educator, mentor, and advocate for social change.

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ALUMNI NEWS

2013 PIONEER VALLEY EXCELLENCE IN EDUCATION AWARDS

These awards, supported by the Harold Grinspoon Charitable Foundation, reward exceptional public and private school teachers in western Massachusetts and encourage educators to remain in the teaching field.

THE AWARD RECIPIENTS

KIMBERLY SCUDER
(M.E. 1986), a special education teacher in South Deerfield.

YVONNE HILYARD
(M.E. 2008), a history teacher in Greenfield.

TRACY M. CREEK
(M.E. 2008), a second teacher in Holyoke.

THOMAS ARMSTRONG’S (B.A. 1975) newest book is “Neurodiversity in the Classroom: Strength-Based Strategies to Help Students with Special Needs Achieve Success in School and Life.” Armstrong has written 15 books that have been translated into 26 languages. He is Executive Director of the American Institute for Learning and Human Development.

FRED BEMAK
(Ed.D. 1975), professor in the Graduate College of Education and the director of the Diversity Research and Action Center at George Mason University, was honored by the American Counseling Association as the winner of the Kitty Cole Human Rights Award, which honors an American Counseling Association member who has made significant contributions in one or more areas of the broad spectrum of human rights. Bemak is the founder and CEO of Counselors Without Borders.

JUDITH H. KATZ
(Ed.D. 1976) and Frederick A. Miller’s latest book, “Opening Doors to Teamwork & Collaboration: 4 Keys that Change EVERYTHING,” describes two people’s behavioral guidelines that transform how people leverage their talents and differences in order to foster better collaboration: lean into discomfort, listen as an ally, state your intent and share your street corner. According to the authors, these “4 Keys” provide individuals and teams with a common language to describe their interactions, and as a result, people can join one another in collaboration quickly, simply, and seamlessly, accelerating results.

BEVERLY LINDSAY
(Ed.D. 1976) was awarded a Fulbright Fellowship to Indonesia at the University of Lampung (Lamung Province) and the Ministry of Education (Jakarta) for the Fall 2013 semester. Her fellowship focuses on university research and policy development in education and social sciences.

TAMMY TOWER QUINN
(M.Ed. 1979) recently earned her Ed.D. from Northeastern. Quinn notes that her thesis was titled, “An Investigation of Curriculum Integration in a Vocational School Setting: A Qualitative Study.”

A documentary film “40 Years Later: Now Can We Talk?” by LEE ANNE BELL
(Ed.D. 1982), professor and Barbara Silver Horowitz Director of Education, Barnard College. Columbia University, won the 2013 Media Award from the National Association for Multicultural Education (NAME). The film tells the story of the first African Americans to integrate the white high schools in a Mississippi town in 1967–69, and shows a provocative and moving conversation emerging from separate discussions with African American alumni, white alumni, and a third dialogue that brings the two groups face-to-face.

JOHN C. FISCHETTI
(Ed.D. 1986) is now Head of School/Dean of Education at the School of Education, University of Newcastle, Australia. He would like to “connect to any colleagues interested in comparative education or students seeking information about comparative education or global leadership for all learners.”

GAYLE HUTCHINSON
(Ed.D. 1990) was appointed Provost and Vice President for Academic Affairs for California State University Channel Islands. She previously served as Dean of the College of Behavioral and Social Sciences at CSU, Chico, and in other leadership positions, including chair of the Department of Kinesiology and chair of the CSU, Chico Academic Senate. In 2005, Hutchinson was selected as one of 39 faculty members and administrators nationwide for the American Council of Education (ACE) Fellows Program, which prepares senior leaders for higher education leadership.

VEDA L. ANDRUS
(Ed.D. 1991), Vice President for Education and Program Development, The Institute of International Healthcare Transformation, was appointed to the Board of Directors for the American Holistic Nurses Credentialing Corporation and has accepted a position on the Editorial Review Board for the Journal of Holistic Nursing.

FRANK FLETCHER
(Ed.D. 1993) co-edited “Solutions Business Problem Solving,” a practical guide that helps managers and professionals solve the most common organizational problems. The book was nominated for the United Kingdom’s Chartered Management Institute (CMI) Management “Book of the Year” in the new manager’s division. Fletcher is chair of the business division at Midway College.

NEIL GLICKMAN’S (Ph.D. 1993) fourth book on the subject of mental health care of children, “Mental Health Care,” was published. Glickman works as a psychologist with Deaf Services at Advocates, Inc., in Framingham, MA.

MARY ANN CONNORS
(Ed.D. 1995) received a 2013 Distinguished Alumni Leadership Award from Seton Hill University. The award is one of the highest honors given by the university to a graduate and recognizes outstanding alumni for their individual achievement, contributions to their industry or profession, service to the community, and loyalty to the university. Connors retired in May 2013 from Westfield State University as professor of Mathematics and Mathematics-Teacher Preparation Program Coordinator after a career spanning six decades.

MICHAEL SIMSH
(Ed.D. 2003) was named Chief of Operations of the Africa Region for the Peace Corps. He was formerly the Country Director of the Peace Corps program in Mali (2008–2012).

MICHAEL A. GILBERT
(Ed.D. 2004) began his new position as associate dean of Student Affairs at UConn in August. He previously served as assistant vice president, Campus Support Services, at the Pennsylvania State University. He was formerly director of Housing Services at UMass Amherst.

DONNA M. WILSON
(Ed.D. 2008) was honored with the Stephen Shank Award for Excellence in Teaching from Capella University. Wilson is a mathematics team leader in Oklahoma for Capella’s online doctoral program in Educational Leadership and Management where she directs dissertation research of secondary and post-secondary educators. In her nomination, Wilson was recognized for “her gift of intense, rigorous and scholarly mentoring of doctoral students, and making a difference in their pathway to success at Capella.”

IN MEMORIAM

Professor Emeritus G. ERNEST ANDERSON of Madison, CT, died December 8, 2013. Anderson was a faculty member in the UMass Amherst’s School of Education’s Department of Teacher Education and Curriculum Studies from 1967 to 1998 where he taught courses in Higher Education Management. He was also a consultant and lecturer in the U.S., Australia, and Asia. When Bill Clinton was elected President, Anderson delivered a message from Vice President Al Gore to the Chinese people from the Great Hall of the People in Beijing.

He was a founder and became president of the Association of Educational Data Systems, an international organization which changed its name to IACE in the 1970’s and later merged with other technology-in-education focused organizations becoming what is now known as ISTE. Anderson received many awards during his career, in particular for his service with Boy and Girl Scouts.

TIMOTHY H. REES
(M.Ed. 1994), passed away at home on May 8, 2013 surrounded by his family. He was 55. Rees received a teaching degree from the University of Canterbury, England, and after receiving his degree from the School of Education, held leadership positions at Aspect Language Schools, Blaine Beauty School, and Management, where she directs dissertation research of secondary and post-secondary educators. In her nomination, Wilson was recognized for “her gift of intense, rigorous and scholarly mentoring of doctoral students, and making a difference in their pathway to success at Capella.”

Please send your news to: goodnews@edu.umass.edu
2013 Report of the School

Our mid-summer name change from School to College of Education heralded the start of a new fiscal year as well as the closure of a productive and rewarding FY 2013.

The data in this report reflect the year’s activity, and support our position as one of the top graduate Colleges of Education in the country and a dynamic force for the improvement of public education.

Our tenure-system faculty numbers continue to grow and reached 57, and with five faculty searches underway in 2014, we expect this planned growth to continue. We conferred 249 graduate degrees, a 6% increase over last year, and for the first time since 2001, we conferred 9 undergraduate degrees. We realized significant increases in revenue from our courses and programs offered through the University’s Department of Continuing and Professional Education and a slight increase in base appropriations. These increases offset a 5% decrease in revenue from grants and contracts which was a result of the inherent variations in the proposal review process. In fact, this was a record-setting year for sponsored research activity for us as you read in the short article on page 17. We will report the results of this year's record number of proposals in next year's Report of the College.

The College consistently has among the highest percentage of alumni donors of any College or School on campus. This year, gifts from our generous donors supported 23 students who received scholarships and awards for their academic accomplishments.

As we continue to build our learning community of scholars, researchers and practitioners and expand our influence as a global leader in education, we remain committed to the mission of a land-grant university to provide access to an excellent education and the opportunities a high-quality educational experience affords.

CHRISTINE B. MCCORMICK
Dean
The University of Massachusetts Amherst will reach new heights as a leader in the Commonwealth’s and the nation’s innovation economy. By pushing the boundaries of innovation in research and education, UMass Amherst will excel as a creator of new knowledge and talent and as a force for improving society. By investing in the future of UMass Amherst, the UMass Rising campaign will enable the flagship campus to make a quantum leap in quality, impact and reputation.

THANK YOU FOR YOUR SUPPORT!

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