collaboration  educational assessment  students  leadership  improving school retention  STEM  equity  intervention

innovative solutions  educating incarcerated youth  quality  community college  creative ways of thinking  small group collaboration  interdisciplinary  international  reflective  robotics  scientific knowledge  strategic investment  conflict and post-conflict settings  scientific knowledge

faculty  tutoring technologies  student achievement  social justice  PK12  microgenetic learning analytics  working together  new research methodology

one college, one building, one learning community  SPRING 2015
MESSAGE FROM THE DEAN

Dear Colleagues,

I am delighted to have this opportunity to bring you news about the College of Education, especially as 2015 marks my tenth year as Dean.

In reviewing all of our activity over this decade, I feel such pride in our faculty, staff, students and alumni - all of whom have been instrumental in creating a vibrant learning community whose outstanding work and dedication to the College’s mission has broadened its reach and enhanced its reputation as a research-driven knowledge center.

Together we have accomplished so much! Our full-time faculty has grown to 69, including 60 tenure-track faculty; we have steadily increased our staff to help us efficiently manage expanding needs; our student population is robust with 696 graduate student majors, and our re-invigorated undergraduate program in early childhood education is off and running in its third year with 38 undergraduate majors, and 267 undergraduate minors completed last year. Three-year aggregate Senior Survey indicates that the early childhood student are the most satisfied majors on campus and the 2014 Senior Survey data indicates that they rated their experiences more positively than any other students on campus.

Over the past several years, and as part of our strategic plan, we established an Office of Research and Engagement, which enhances the strength and productivity of the College’s sponsored research activity and engagement with strategic external partners and stakeholders. In fiscal years 2012–2014, the College was awarded more than 60 externally-sponsored grants and contracts worth nearly $50 million. This includes heightened support from major funders such as the National Science Foundation. (You will read more about our “best-year ever” in grant funding elsewhere in this newsletter.)

Our long-awaited renovation is well underway, bringing us closer to being “One Building, One College, One Learning Community.” Check out our website umass.edu/education for updates and photos of the construction progress.

And this spring, we are hosting a team of site visitors as we pursue continuing accreditation by the National Council for Accreditation of Teacher Education (NCATE).

I am proud to have witnessed our philanthropy increase over the years, too. Our endowments have grown to more than $4 million, and new endowments are created every year. Since 2005 we have added seven endowed scholarships, strengthening our student support. I am particularly proud to have created, with the support of my three siblings, the Jerome and Florence McCormick Doctoral Award, an endowed scholarship to honor my mother and my late father, who inspired my career as an educator. Personal collections donated to the College in recent years will continue to add to the body of knowledge the College of Education has contributed to the field of education, leadership, and international work. Philanthropy is integral to the continued success of the College, as it allows us to continue to invest in our students, faculty and programs. I am proud to say that the College of Education’s alumni are consistently among the highest rated college majors on campus, and our re-invigorated undergraduate program in early childhood education is off and running in its third year with 38 undergraduate majors, and 267 undergraduate minors completed last year. Three-year aggregate Senior Survey indicates that the early childhood student are the most satisfied majors on campus and the 2014 Senior Survey data indicates that they rated their experiences more positively than any other students on campus.

Our endowments have grown to more than $4 million and new endowments supported research that foster collaboration and innovation across traditional disciplines and departmental boundary lines. “We know that collaborative and interdisciplinary activity among faculty stimulates new and creative ways of thinking,” said Dean Christine B. McCormick. “We are not a particularly large College of Education, so it is important for us to develop partnerships that increase our research capacity and to collaborate with colleagues who bring special knowledge and expertise to the table.”

“Our faculty have responded to our call for, and support of, innovative partnerships,” McCormick continued. “They’ve reached across departments, across the university—across continents—and into communities to establish collaborations that strengthen the overall contribution to the university’s research enterprise. As a result, we are building cohesive networks involving faculty, community-based organizations, policy makers and others, and by working with a broad spectrum of partners, we’re able to look through a wider lens at some of the complex problems facing society and develop research-based responses to them.”

Here are a few examples.

COLLABORATIVE RESEARCH

Reaching out—across the college, campus and into communities

O

ver the past ten years, the College has strategically invested in projects and supported research that foster collaboration and innovation across traditional disciplines and departmental boundary lines.

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Here are a few examples.

A new model for teaching science to incarcerated youth

The collaborative work of faculty from two of the College’s departments addresses the educational needs of incarcerated youth through a technology-centered teaching model.

Michael F. Krezmien, associate professor, Department of Student Development, and director of the College’s Center for Youth Engagement, and Martina Nieswandum, associate professor, Department of Teacher Education and Curriculum Studies, are developing an innovative model for teaching science to young people who are incarcerated, supported by nearly $3 million in funding from the National Science Foundation (NSF). The researchers work with the Center for Applied Special Technologies in Wakefield, Mass., to apply the principles of Universal Design for Learning to a curriculum for students in youth correctional facilities, a population that has not typically received NSF support.

Incarcerated students face daunting educational barriers and typically leave school without the educational credits necessary for graduation. Krezmien and Nieswandum’s project uses technology to create a virtual science world that incarcerated youth can engage in, since traditional laboratory experiences are not open to them. For students who lack reading skills or do not have necessary background knowledge, Krezmien and Nieswandum will create an active textbook that students will access with iPads. Text will be read to students through text-to-speech technologies and will contain embedded video lessons for learning key vocabulary and concepts. Additionally, the researchers will create parallel materials and supports for teachers working in the correctional facilities for whom science is not their area of expertise.
Developing community partnerships to gain insights into youth crime

In his role as project manager of the Holyoke Chicopee Shannon Community Safety Initiative Local Action Research Project (LARP), Krezmien also works with police, the sheriff, and the courts and other partners to assess, evaluate and understand youth crime and responses to crime in local communities including Holyoke and Chicopee, Massachusetts.

The multi-year, multi-partner, multi-faceted LARP, funded by a $50,000 grant from the Massachusetts Office of Public Safety and Security, has supported a range of activities including collaborating with law enforcement agencies to understand the intersection of gangs and their communities, and to more accurately identify youth who are at risk for gang involvement; determining the extent of substance use and abuse among targeted youth populations and developing prevention strategies; and developing and implementing a data tracking and risk assessment tool to help the project’s partners align their services with youth needs.

Nurturing inter-American partnerships

In partnership with the University of Missouri and Universidad de Los Andes, Colombia, the College developed an implementation strategy for La Red Inter-Americana para la Integracion, Investigacion y Desarrollo en Educacion Superior (RIIDES), the first inter-American organization that will work to improve quality, access, equity and development of education above the high school level in Latin America and the Caribbean (LAC) region.

Supported by a $35,000 planning grant from the Ford Foundation, RIIDES is conceptualized as a pioneering effort to increase attention on the entire range of institutions above the high school level in the LAC region. It will serve as a forum for improving the integration of policy and practice and as a hub for professional development and networking for scholars, leaders and policymakers and for the creation and exchange of knowledge between regional and global partners. Assistant professor Ryan Wells, Department of Educational Policy, Research and Administration, in partnership with Holyoke Community College, will conduct programming for community college administrators from Pakistan in a two-year, $50,000 sub-contract with the Institute for Training and Development (ITD).

Local collaboration provides community college model for Pakistani educators

Aligning with the College’s work to develop higher education leadership capacity in countries where higher education has been under-developed and has the potential to make significant impact, faculty members Benita Barnes, Shane Hammond and Joseph B. Berger from the College’s Department of Educational Research, Policy and Administration, in partnership with Holyoke Community College, will conduct programming for community college administrators from Pakistan in a two-year, $50,000 grant from NSF, Sullivan and Adrion for the College on the project. Supported by a two-year, $300,000 grant from the Ford Foundation, the project is designed to develop higher education leadership capacity in countries where higher education has been under-developed and has the potential to make significant impact, faculty members Benita Barnes, Shane Hammond and Joseph B. Berger from the College’s Department of Educational Research, Policy and Administration, in partnership with Holyoke Community College, will conduct programming for community college administrators from Pakistan in a two-year, $50,000 sub-contract with the Institute for Training and Development (ITD).

The two programs will be held locally over the next two years, each serving four government participants and 20 higher education administrators from vocational and technical institutions in Pakistan, with the goal of developing participants’ knowledge about the U.S. community college model. Overall goals of the project are to facilitate educational development in Pakistan and to foster sustained engagement between U.S. and Pakistani counter-parts and institutions. The U.S. Department of State’s Bureau of Educational and Cultural Affairs is providing the funding and will oversee the project, which has a total budget of $920,000.

Improving chemistry teachers’ understanding of student learning

April Zenisky, senior research fellow, Department of Educational Policy, Research and Administration in collaboration with David M. Hart, Center for Educational Software Development (CESD), a campus service organization dedicated to the design, development and deployment of instructional technology, are conducting research that will lead to the development of enhanced tools for assessment that will improve chemistry teachers’ understanding of how well their students are learning.

With $385,000 in support from the National Science Foundation, the project aims to allow any chemistry instructor to use data warehouses of student performance on chemistry test items to provide comparisons to their students, using either their own test items or tests from the American Chemical Society Examinations Institute (ACS-EI). The broad impact of this work derives from the practical tools it generates for chemistry teachers and from the generalizability of the alignment research that is required to build the tools. And, as the databases of student performance on assessments grow, the data will allow for more complete and meaningful comparisons of the efficacy of curricular changes.
Encouraging interest in mathematics

Departments of Teacher Education and Curriculum Studies and Computer Science

Their $425,000 NSF-funded project looks at the impact of affective interventions on the performance, learning, affect and attitudes of 800 high school students nationwide, and analyzes the value of tailoring different types of interventions to negative affective states, such as frustration, anxiety, and boredom, for individual students as they use an online intelligent mathematics tutoring system. (The online tutor has been used by thousands of students in the U.S. and has generated improved learning gains over control groups as well as significantly higher gains on standardized exams compared to control groups.) The tutor includes a cognitive student model that assesses individual students’ knowledge and effort exerted, and adapts the choice of problem accordingly. The system also provides a variety of individualized hints and explanations, tutorial videos, and animated worked-out examples.

The researchers anticipate that the project will lead to the development of prescriptive principles about how to respond to student affect, new understanding about the impact of cognitive, affective and meta-cognitive interventions on emotions and learning, and the extent to which emotion impacts learning, as well as the development of instruction that is sensitive to individual differences and refined theories of student emotion.

New Faculty

YSAACA D. AXELROD, assistant professor, Department of Teacher Education and Curriculum Studies, children, families and schools concentration, received a B.A. from Haverford College (1999), an M.A. from the University of California, Berkeley (2003), and an Ed.D. from Teachers College, Columbia University (2012).

Axelrod served as assistant professor of early childhood education at Clemson University from 2012 until coming to UMass Amherst. She has taught both graduate and undergraduate courses in language and literacy development, children, families and school relationships, and teaching reading and writing to English language learners. Her research interests are in early childhood language and literacy development, focusing on emergent bilingual and multilingual children and the intersections between language and identity development in young Latinas. Her research on childhood literacy has been published in key early childhood education journals.

CATHERINE GRIFFITH, assistant professor, Department of Student Development, school counselor education concentration, received a B.F.A. (2004) and an M.A. (2011) from Chapman University, and a Ph.D. from the University of Central Florida (2014).

An advocate for creating school environments that are responsive to under-served students and families, Griffith’s research interests include the development of affirming interventions with LGBTQ+ youth and identifying best practices in responding to power-based personal violence (PBPV). She has an interest in technology, specifically the ethical and legal aspects of the professional use of social media. Currently, she serves on the editorial board for the Journal of School Counseling and is on the school-based advisory board for the California LGBTQ Reducing Disparities Project.

CHRYSTAL A. GEORGE Mwangi, assistant professor, Department of Educational Policy, Research and Administration, higher education concentration, received a B.A. from Rollins College (2004) and an M.S. from Florida State University (2008) and a Ph.D. from the University of Maryland, College Park (2014). George Mwangi’s scholarship broadly centers on structures of opportunity and educational attainment for under-represented populations along the P-20 education pipeline; impacts of globalization and migration on U.S. higher education at the student, institutional, and policy levels; and African and African Diaspora populations in higher education. She has worked as a college administrator in undergraduate admissions, multicultural affairs, student conduct, and academic advising. She has engaged in education research and policy work for organizations including the Council for Opportunity in Education, the Pell Institute for the Study of Opportunity in Higher Education, and Higher Education for Development.

Studying small group collaboration in high school science classes

With the support of a nearly $900,000 award from NSF, Martina Nieswandt, Elizabeth McEneaney, associate professor, Department of Teacher Education and Curriculum Studies, are investigating variations in productive small group work on inquiry-based tasks and engineering design tasks in high school science classes. This research will lead to the development of valid diagnostic tools that will help teachers evaluate students’ varying strengths and weaknesses and to use this knowledge to assemble students in small groups that optimize for science learning. “The broad impact,” she said, “is how the understanding of what social, psychological and cognitive resources students need for inquiry and engineering design activities will strengthen professional development for science teachers by providing better scaffolding for group work.”

The study looks at the Framework for K-12 Science Education (National Research Council, 2011). The researchers suggest that if the Framework correctly posits fundamental differences in the professional practices of scientists compared to engineers, then the nature of productive group work in high school science should vary depending on whether the task is for scientific inquiry or engineering design.

“The study holistically illuminates whether students demonstrate collective coping strategies during inquiry small group work, under what conditions they can apply them to engineering design tasks, and how the different types of tasks affect the quality of group interaction,” Nieswandt explained. “Tracing how individual student resources influence group learning behavior will provide a more analytical perspective rather than the much more typical descriptive approach of most research on small group work in science.”
KORINA JOCSON, assistant professor, Department of Student Development, social justice education concentration, received a B.A. from the University of California, Berkeley (1994), an M.A. from San Francisco State University (1996) and a Ph.D. from the University of California, Berkeley (2004). Jocson served on the faculty of the Department of Education at Washington University in St. Louis as assistant professor from 2008 until accepting her appointment at UMass Amherst. She is a cross-disciplinary scholar in social justice education. Central to her work are arts-informed sociocultural approaches that examine youth literacies and issues of equity, access, and inclusion particularly among historically marginalized youth. She is the author of Youth Poets: Empowering Literacies In and Out of Schools (Peter Lang, 2008) and editor of Cultural Transformations: Youth and Pedagogies of Possibility (Harvard Education Press, 2013).

ANTONIO NIEVES MARTINEZ, assistant professor, Department of Student Development, social justice education concentration, received a B.A. from San Francisco State University (2009) and a Ph.D. from the University of California, Los Angeles (2014). Nieves has taught undergraduates and graduate courses in cultural studies, community organizing, and social justice education. His research interests include addressing issues of equity and access in urban contexts for youth of color, critical pedagogy, and youth participatory action research and examining how teachers create, implement, evaluate, and transform spaces for teacher learning as they develop classroom practices that meet the needs of students who historically underperform in schools.

TORREY TRUST, assistant professor, Department of Teacher Education and Curriculum Studies, mathematics, science and learning technologies concentration, received a B.A. from the University of California San Diego (2007), an M.A. from San Diego State University (2012), and a Ph.D. from the University of California Santa Barbara (2014). Trust’s research focuses on how technology can support K-12 teachers in designing contexts that enhance student learning. Her research interests include teacher education and professional development, social media, web 2.0 tools, online communities of practice, professional learning networks, and open educational resources. Her research on the implications of teacher participation in professional learning networks has been published in the Journal of Digital Learning in Teacher Education, the International Journal of Social Media and Interactive Learning Environments, and ASCD Express.

Sponsored research on the rise

For the third straight year, the College of Education set new records for sponsored research, submitting more grant proposals and generating the highest amount of external sponsorship for research than ever before. During this past year (FY2014), 47 proposals were submitted to a wide range of external sponsors, breaking the previous record that was attained just last year with 46 submissions. (In the first half of this year [FY2015], 27 proposals have been submitted keeping us on track to breaking last year’s record.) In addition, 22 grants and contracts were awarded with the total value of $28,235,562, surpassing the previous highest annual total (nearly $14.8 million) that was set just last year. David R. Evans, professor and director of the College’s Center for International Education (CIE), and Joseph B. Berger, Associate Dean for Research and Engagement, were awarded the largest single grant or contract in the history of the College: a $23.5 million award for five years to continue their work on developing higher education in Afghanistan.

Faculty Retirements

PORTIA C. ELLIOTT, Ed.D. 1973, professor, Department of Teacher Education and Curriculum Studies, retired after 40 years of service to the College. She received a master’s degree from University of Michigan and a doctorate in education from the University of Massachusetts, joining the faculty of the College in 1974. She was a vital part of the College’s leadership, serving as chair of the Department of Teacher Education and Curriculum studies from 1997 to 2003. Throughout her distinguished career in mathematics education, Elliott received many honors and awards including the 1987 UMass Amherst Distinguished Teaching Award, the College of Education’s 1997 Outstanding Teacher Award and the 1997 Points of Excellence Award for Teaching from Phi Delta Kappa National Honor Society. In 2005, in recognition of her 30 years of exemplary scholarship and service to the College, she received the Distinguished...
Faculty Retirements (continued from previous page)

Faculty Member Award from the UMass Amherst Alumni Association at the State House in Boston. She served as the National Coordinator of Outreach for the National Council of Teachers of Mathematics and as the Director of Educational Programs for Teachers Academy of Mathematics and Science, Chicago.

Elliott helped design and implement two model programs for pre-service elementary and secondary education: teachers: the Model Elementary Teacher Education Program (METEP) and the Mathematics, English, Science and Technology Education Program (METEST). Both received national recognition for their innovative approaches to teacher education.

“I first met Portia Elliott when I interviewed for a position at UMass Amherst in 2012, and I knew immediately that I wanted to work with her,” said assistant professor Darrell Earnest. “She has been my mentor since I arrived here at the College of Education, and that experience was powerful and important for both professional and personal reasons. Professionally, Portia’s more than forty years of dedicated work to math education came through in all of our conversations and collaborations. She was always eager to have long conversations and collaborations. She was always eager to have long conversations and collaborations.

In many ways, Kathy Gagne served as the ‘face’ of UMass teacher education in Springfield as she provided leadership for ‘180 Days,’ said Claire E. Hamilton, professor and chair of the Department of Teacher Education and Curriculum Studies. “Kathy’s commitment to ‘180 Days’ was evident in all she did for her students and in the support she provided for the mentor teachers who work so closely with this program.”

“Last spring, I attended the graduation ceremony hosted by Springfield Public Schools for the ‘180 Days’ students,” Hamilton said. “The high school library was packed with not only the soon to be graduates but also the many Springfield teachers who had gone through the ‘180 Days’ path. Under Kathy’s careful guidance, they continue to feel Kathy’s presence through the mentorship they receive from those teachers in Springfield who went through the program before them.”

Faculty Awards and Honors

THERESA AUSTIN, professor, Department of Teacher Education and Curriculum Studies, was recognized by the American Council on the Teaching of Foreign Languages (ACTFL) Heritage Language Special Interest Group at the council’s annual meeting in San Antonio, Texas, for her leadership in the heritage language field bringing to light theories, research and instructional practices that can better serve heritage language learners and their teachers.

MARY LYNN ROSCAROIN, professor and chair, Department of Student Development, was named president of the International Council of Administrators of Special Education. Her term began July 1, 2014.

Carey Dimmitt, professor, Department of Student Development, was selected as one of four recipients of the Open Education Initiative (OEI) grants from the Office of the Provost and the UMass Amherst Libraries. She received the grant for her proposal to develop open source course materials using UMass library resources for EDUC 305 Educational Psychology.

According to the UMass Amherst Libraries website, new textbook prices have increased by 82% in the last decade, resulting in 65% of students deciding against buying a textbook because of the cost. Since 2011, the Open Education Initiative (OEI) has saved students over $1 million.

DAVID R. EVANS, professor and director of the College of Education’s Center for International Education, was named an Honorary Fellow of the Comparative and International Education Society (CIES) in recognition of his outstanding contributions to the field of comparative and international education. This award was established by CIES in 1982 to recognize scholars who have made the most marked contribution to growth in the field of comparative and international education. Evans also received a 2014 Chancellor’s Award for Outstanding Accomplishments in Research and Creative Activity from Chancellor Kumble R. Subbaswamy during Convocation.

KATHLEEN GAGNE, senior lecturer, Department of Teacher Education and Curriculum Studies, retired after 10 years at the College of Education. She received both a master’s degree and a doctorate in education from the College.

A Springfield public school teacher from 1992–2004, Gagne was a member of the original planning team for the college’s highly-regarded “180 Days in Springfield” pathway. Gagne received the Action for Children’s Television Award in 1988 from the National Cable Television Association for a children’s television series, Kids & Books, which she produced; was named to the list of “100 Teachers Who Made A Difference” by Instructor Magazine in 1990; and was honored as Alumnus of the Year for Excellence in Teaching by Westfield State University in 1998.

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MARY LYNN ROSCAROIN

DAVID R. EVANS

JASON IRIZARRY

PATRICIA GRIFFIN
Faculty Awards and Honors

(continued from previous page)

AMANDA MARCOTTE, assistant professor, Department of Student Development, received the 2014 College Outstanding Teacher Award. This award program, which was instituted as a complement to the Distinguished Teaching Awards given by the UMass Amherst Graduate School, honors individual faculty members for their teaching accomplishments within their own colleges.

Professor emerita SONIA NIETO was elected to membership in the National Academy of Education, an honorific society consisting of U.S. members and foreign associates who are elected on the basis of outstanding scholarship related to education.

CRISTINE CRISPIN SMITH, associate professor, Department of Educational Policy, Research and Administration, was invited to serve on the Research Advisory Board for the Global Reading Network, a five-year USAID-funded project to generate and disseminate research and resources on early grade reading interventions in developing countries. The Research Advisory Board will set the agenda and specifications for two research competitions each year, advise on the selection process and give input to awardees about disseminating research findings through the Global Reading Network community of practice.

MARY DEANE SOURCINELLI (Ed.D. 1978) Vice Provost, Center for Teaching and Faculty Development, and emerita professor, Department of Educational Policy, Research and Administration, received a Lifetime Achievement Award from the Massachusetts Network of Women Leaders in Higher Education. Additionally, an event marking Sorcinelli’s retirement after 25 years of service to the university was held in the fall of 2014.

SARA WHITCOMB, assistant professor, Department of Student Development, received the 2014 University of Oregon College of Education’s Horizon Alumni Award, given in recognition of alumni less than 10 year post-graduation who demonstrate a commitment to excellence and a significant or ongoing commitment to extraordinary work, research or volunteerism. Also, as part of the university’s Alumni Weekend 2014 schedule of events, Whitcomb presented “Creating Resilient Students and Safer Schools: Social-Emotional Learning in Massachusetts,” which focused on her research efforts to build capacity to effectively implement positive behavioral support in more than 20 schools in western Massachusetts.

CRISTINE CRISPIN SMITH

MARY DEANE SOURCINELLI

SARA WHITCOMB

One Building, One College, One Learning Community

In October 2014, sheetrock barriers were installed, sealing Furcolo West from Furcolo North and South as removal of walls took place in the old elementary school. We heard the sounds of renovation well into winter. By the time you read this, the Department of Teacher Education and Curriculum Studies (TECS) and the College’s administrative offices located in Furcolo West will be preparing to move into finished new spaces in Furcolo North and Furcolo South as installation of the elevator and air-conditioning and other changes take place in Furcolo West. When those projects are completed, TECS faculty and most of the administrative offices will move back into permanent spaces in Furcolo West. In 2016, the Departments of Student Development and Educational Policy, Research and Administration will move from Hills South into Furcolo North and South, and we will finally be one college and one learning community in one building.

AMANDA MARCOTTE

CRISTINE CRISPIN SMITH

SARA WHITCOMB
With matching funding from the Graduate School, the College of Education will award Graduate Fellowships to up to six incoming doctoral students each academic year. Created to promote the recruitment and retention of academically excellent students, the fellowship includes a financial award to assist students with their studies in the first year, and, in the following year, a 10 hour per week or greater graduate assistantship from the student’s academic department.

This year, the College awarded fellowships to six students: Genia Bettencourt, higher education (Ryan Wells, advisor); Nyaradzai Changamire, international education (Jacqueline Mosselson, advisor); Alicia Gonzales, mathematics, science and learning technologies (Martina Nieswandt, advisor); Deborah Kardane, language, literacy and culture (Denise Ives, advisor); Laura Linck, school psychology (Sarah Fefer, advisor); and Michele Vanasse, teacher education and school improvement (Elizabeth McEneaney, advisor).

Each of the recipients expressed thanks to the College for their award. Here is what they had to say:

**GENIA BETTENCOURT:** “This fellowship was a key factor in choosing UMass Amherst. It signified how invested the College of Education was in my success as a student. It also meant that I could spend the first year adjusting to a doctoral program and transitioning in a sustainable way. My background is in administration, and I am excited by the possibility of returning to a practitioner role and influencing broader change within campus environments and structures. At the same time, I am using this opportunity to explore the possibility of a faculty role to engage in research and teach future scholars and practitioners.”

**NYARADZAI CHANGAMIRE:** “As an international student, this award was a contributing factor in my decision to enroll at UMass Amherst. It made figuring out how to cover my expenses in the U.S. less of a burden. My passion for women’s empowerment and gender equality in education and development is what made me apply for the doctoral program in policy and leadership. Upon finishing my studies, I would like to contribute to policymaking that translates into sustainable development for Zimbabwe through advocating for education of girls. I hope to give back to the college someday to enable other students to pursue their goals, just as I was fortunate enough to receive that opportunity through the fellowship.”

**ALICIA GONZALES:** “Receiving the fellowship meant that I was able to pursue a doctorate and further my career without worrying too much about money. Also, it made me feel that the college wanted me. I’m currently a full time student but I substitute teach, which I’ve been doing for two and a half years, previously in New Mexico. I’d like to be a professor. I like research and learning. I want to teach teachers and help them become the best they can be.”

**DEBORAH KARDANE:** “The fellowship means a great deal to me! It enables me to pursue my doctorate full time, which has been an incredible experience so far. I have three children, and I have taught full time in public school for 10-plus years. My hopes for the future include teaching at the university level, hopefully in a lab school environment, where I can continue to teach children as well. I want to be a professor who always has one foot in the field, and I have an interest in early childhood and teaching reading, particularly with underserved populations.”

**LAURA LINCK:** “It is a great honor to receive this fellowship. It has allowed me to transition between working in the field as a practicing special education teacher focusing on students with social, emotional, and behavioral needs to building a strong foundation of knowledge and research experience as a school psychology doctoral student. In the future, I would like to work as a Licensed School Psychologist within a school district to create local-level system changes and to work in my own private practice.”

**MICHELE VANASSE:** “I am so grateful for the fellowship. I am not sure if I would have been able to attend, certainly not full time, if I had not received it. My husband and I have four children and I teach part-time online while I go to school. I am interested in teaching in a teacher education program again, working closely with school leaders and teachers to help strengthen and improve the practice. Being Native American, I also want to do some work in Native American education.”

**GENIA BETTENCOURT**

**NYARADZAI CHANGAMIRE**

**ALICIA GONZALES**

**DEBORAH KARDANE**

**GENIA BETTENCOURT**

**NYARADZAI CHANGAMIRE**

**ALICIA GONZALES**

**DEBORAH KARDANE**

**LAURA LINCK**

**MICHELE VANASSE**
professor emerita Patricia H. Crosson (M.Ed. 1972, Ed.D. 1974), former Interim Provost at UMass Amherst, is playing a prominent role in a closely watched education initiative with national potential for higher education. As the Senior Advisor for Academic Policy for the Massachusetts Department of Higher Education, Crosson has had a leadership role in the Vision Project.

**THE PURPOSE OF THE VISION PROJECT** is to unite public higher education campuses by setting clear and transparent goals for the State’s higher education institutions and providing accountability to the Commonwealth by publicly reporting the outcomes. Improving the quality of student learning through better assessment is a centerpiece of the Vision Project and important for all 28 public campuses in Massachusetts. Crosson was tapped for her expertise by Department of Higher Education Commissioner Richard M. Freeland. Joining in this important work is Charles Desmond (Ed.D. 1992), former Professor emerita Patricia H. Crosson (M.Ed. 1972, Ed.D. 1974), former Interim Provost at UMass Amherst. “For more than a quarter century UMass Amherst, is playing a prominent role in a closely watched education initiative with national potential for higher education. As the Senior Advisor for Academic Policy for the Massachusetts Department of Higher Education, Crosson has had a leadership role in the Vision Project.

Crosson notes that she brought with her to this work knowledge and experience gained as a graduate student and faculty member in higher education and as a campus administrator at UMass Amherst. “For more than a quarter century UMass Amherst proved to be a fabulous laboratory for learning,” she said. “I am grateful to all the colleagues who taught me along the way.” —Patricia Crosson

**ALUMNI INFLUENCE:** Patricia Crosson and the Vision Project

***Patricia Crosson and the Vision Project***

As the Senior Advisor for Academic Policy for the Massachusetts Department of Higher Education, Crosson has had a leadership role in the Vision Project.

“For more than a quarter century UMass Amherst proved to be a fabulous laboratory for learning,” she said. “I am grateful to all the colleagues who taught me along the way.”

—Patricia Crosson

In academic year 2013–14, the College awarded 39 doctoral degrees, 174 master’s degrees, 11 bachelor’s degrees and 25 education specialist degrees, and we had 267 undergraduate minors.

**Graduation Celebration 2014**

This is one of my favorite college events,” said Dean Christine B. McCormick, who welcomed a full house of loudly celebrating graduates, undergraduate education minors, families and friends, and faculty and staff to our festive Graduation Celebration last May.

Following the Dean, Associate Dean for Academic Affairs Linda L. Griffin took the microphone to recognize our undergraduate majors and minors.

Then department chairs Gretchen Rossman, Mary Lynn Boscardin and Claire Hamilton called each graduating student to the stage to congratulate them on their academic accomplishments.

After many photos were taken and hugs were given, Dean McCormick congratulated the graduates on joining the College’s active alumni community, which provides many new ways for each of them to continue to connect to the College, their professors and each other. Then the Dean closed the celebration by reminding the graduates that as our newest alumni they were now part of the College of Education’s legacy of championing excellence and equity in education.

**Graduation Celebration 2014**
As the strains of “Pomp and Circumstance” filled the Bernie Dallas Room in Goodell Hall, the College’s second cohort of undergraduates in our renewed early childhood education program, filed in, formal at first, then breaking into smiles for their camera and phone-wielding family members and friends. Claire E. Hamilton, chair of the Department of Teacher Education and Curriculum Studies, elicited laughter when she reminded the graduating seniors that as teachers of our youngest pupils, their work supplies would “include iPads, laptops and smartphones as well as crayons, stickers and Playdough.” “You will have some of the most important jobs in the world,” said Dean Christine B. McCormick. “Early childhood education — what you have committed your study and practice to this past year — provides in partnership with the family, a foundation for a child’s social, emotional, and academic development, and lights the path to a full and productive life. And by choosing this work, you have shown that you believe in the power of education to transform the world we live in for the better.”

Building on its legacy as a facilitator of important discussions on difficult topics, the College hosted the award-winning documentary 40 YEARS LATER: NOW CAN WE TALK? during Homecoming weekend. More than 150 students, faculty, and staff and community members gathered in the Student Union Ballroom to view the film and participate in a discussion about race, education and culture led by the film’s producer Lee Anne Bell (Ed.D. 1982), the Barbara Silver Horowitz Director of Education at Barnard College.

The film explores the impact of racial integration in public schools in the Mississippi Delta through dialogue between 13 African-American and 13 white students who attended South Panola High School in Batesville, Mississippi, from 1967 to 1969. It tells a multi-layered story, intercutting archival historical footage, vignettes from the high school today, personal profiles of participants, and the recent inter-group dialogue the 26 former classmates held for the purposes of understanding and reconciliation.

Following the film, Bell asked for comments and fielded questions from the audience. Several individuals recounted personal experiences similar to those the film depicted. Many asked, “Where do we go from here?” Ashrita Tiwari, a second year master’s student in the higher education concentration, said that the film “did a great job of starting” the conversation. “I feel that it is important to have these conversations about race. It isn’t talked about enough,” Tiwari said. “But we need to take the next step. When we bring people together, like what we saw in the film when the students met again after 40 years, we get a better understanding of each other.”

“We hoped the film would lead to honest dialogue about race and education, and that those who viewed it would ask the questions that are vitally important to us as educators and global citizens,” said Dean Christine B. McCormick. “This is a film that opens a door to discussion, which we saw when people asked pointed questions and offered thought-provoking insights. That was what we had envisioned when we decided to host the film.”

Bell, who worked with filmmaker Markie Hancock to produce the documentary, said that their hope was that it would promote dialogues about the power of educators to create environments that foster learning for everyone.

Bell received the 2013 National Association for Multicultural Education Media Award from the National Association of Multicultural Education for 40 Years Later.
Our annual Scholarship Celebration was held on October 1st, bringing together more than 80 donors, scholarship recipients, and faculty and staff. Several of our generous donors spoke to the group about what drives their philanthropy. Scholarship recipients delivered their messages of gratitude, spoke about their plans for their futures, and how the awards they received will help them accomplish their goals.

“There are many schools where I could give my money but I choose to give to UMass Amherst College of Education,” said Dr. Marjorie E. Cahn, who created the Early Childhood Education Graduate Student Fund in 1999. “My particular impetus in giving to the College of Education was prompted by the outstanding opportunity I had at the College. For a nominal amount of money, considering the cost of education, I completed a doctoral program.”

“It is a shared family vision that we take care of those before us and those who come after us,” Cahn continued. “Children and families, in whatever configuration, are the hope of the future and we as a family try to make life better, easier and more gentle. The Early Childhood Education Graduate Fund has helped 18 students over the years. Every student helped through the fund creates his or her own ripple effect and we can only imagine how many young people have benefited from helping one student at a time.”

Jeff Momot provided a touching tribute to his late wife, Anne Farmer Momot, who is being honored through a new scholarship supporting graduate students in special education. Momot urged graduate students to strive to reach all the students in their classrooms, and to respond to each with the care and commitment shown by Anne throughout her career as a teacher, and as a mother.

During the event, scholarship recipients met with donors informally, sharing details about their graduate programs, experiences, and how they hope to make a positive impact as educators. “Student recipients tell me that the financial support of scholarships is vital but that they also feel encouraged by this support of their aspirations and desire to make a difference in children’s lives,” said Director of Development Julie Stubbs. “The connections that are made each year at this event are remarkable.”

“I am proud to see our philanthropy increase over the years,” said Dean Christine B. McCormick. “Philanthropy strengthens our student support, enables us to engage in outreach in our communities, and supports faculty research which will inform and shape educational practice and policy.”
Ambassador Cynthia Shepard Perry

He Salute to Service is the university’s “signature event” in Boston, a public-service themed gala with annual public service awards. It features several honorees each year, as well as student scholarship recipients. At this year’s event held in November, the College of Education was prominent, with honorees in both categories: Cynthia Shepard Perry (Ed.D.1972), who served with distinction as ambassador to Sierra Leone from 1986-1989 and to the Republic of Burundi from 1989 to 1993; and Caylee Clarke, an under-graduate in early childhood education and Salute to Service scholarship recipient. (The Salute to Service Scholarship Fund was established to honor and support the talents and aspirations of students in pursuing and realizing their public service goals.)

Ambassador Perry attributes her desire for a life of service to her high school civics teacher, whom she fondly remembers, “His whole concept was that you are here on earth to make it a better place to live and that requires service,” she said. Perry took his words to heart, and by the time she arrived at UMass Amherst to direct a national education organization and to study for a doctorate in education, she knew she wanted to be an ambassador. She laughed as she recalled the moment when there was a knock on the door and she was told that “someone wants to see you.” When they saw that she was not going to break down barriers. Eventually, “when they saw that I was not going to change into a man, they accepted me,” she said.

“I’m a person who believes in the oneness of mankind,” said Perry. “Men and women are equal in this world. We have the freedom to be in contact with anyone I am with... believing in equality and the oneness of the world.”

WOMEN FOR UMASS SUPPORT AMBASSADOR PERRY ENDOWMENT AND COLLECTION

Through a grant from Women for UMass Amherst (WFUM), the College received $2,500 in support of the Ambassador Cynthia Shiosaw and University Archives in the W.E.B. Du Bois Library to digitize key portions of the Ambassador Cynthia Shepard Perry Collection. “We were happy to bring attention to a project that honors such a distinguished and accomplished alumna as Ambassador Perry,” said Stephanie Flaherty, senior associate director for annual giving, who oversees the WFUM initiative.

The mission of the Women for UMass Amherst Fund is to promote the advancement of campus programs that provide access, support, and opportunity for UMass Amherst students, with preference to those projects that will positively impact UMass Amherst women.

BR. MARJORIE PENN LENN COLLECTION

The family of Marjorie Peace Lenn (M.Ed.1975, Ed.D.1978) has given her personal collection of primary materials, primary school documents, and work in quality assurance in international higher education programs to the University of Massachusetts Amherst. Lenn was founding president of the Center for Quality Assurance in International Education and leader of the global quality assurance movement in higher education. She worked with organizations such as the National Teachers Association, colleges and universities in 37 countries to develop and improve their national quality assurance systems to ensure their full participation in the increasingly global network of higher education institutions. Under her leadership, the Center sponsored 16 conferences on Professional Accreditation and Certification, with the Ministry of Education and trade in host countries. Lenn's legacy in accreditation infrastructure development and enhancement is notable in Asia, Europe, the Americas, and the Middle East. Additionally, she served as a board member of the American University of Afghanistan.

AMBASSADOR CYNTHIA SHEPARD PERRY ENDOWMENT

A new endowment is being established in honor of distinguished alumna Cynthia Shepard Perry. As the endowment is fully established in 2018, the fund will provide support to College of Education graduate students in international education, or students affiliated with the College’s Center for International Education (CIE), who wish to pursue field work internationally. The fund will give priority to supporting the fund to women students, but all applicants will be carefully considered. The fund has been initiated with a generous contribution by a couple who are motivated by the work of CIE and by the impact that Perry has had in her career, and who wish to provide opportunities for women students to pursue similar careers.

JEROME AND FLORENCE MCCORMICK DOCTORAL AWARD

Christine B. McCormick, Dean of the College of Education since 2005, with the support of her three siblings, endowed a new award in honor of their parents, Jerome and Florence McCormick, Jerome C. “Jerry” McCormick, who passed away in 2009, was an accomplished teacher and administrator having served as a teacher, assistant principal, and as Director of Secondary Education for the Board of Education, Green Bay, Wisconsin, until his retirement in 1982. His wife of 66 years, Florence Mae Steinkellner McCormick, is a life-long educator who served as a fourth grade teacher specializing in the teaching of math. The Jerome and Florence McCormick Doctoral Award is available to support doctoral students in their dissertation-writing year in the College of Education. Students from any discipline in the College are eligible for the scholarship, with selection based on merit.

SCHIMMEL MALOY FUND FOR CIVIC ENGAGEMENT AND PUBLIC SERVICE

David M. Schimmel, professor emeritus, Department of Educational Policy, Research and Administration, and former Dean of the School of Teacher Education and Curriculum Studies, established an endowment that will provide funding for projects within the College of Education that support civic engagement and public service programs in the College of Education. The purpose of the Fund is to broaden and increase the impact of the Tutoring Enrichment Assistance Models for Schools (TEAMS) project in the College. For 30 years, TEAMS has placed undergraduate and graduate students from College of Education courses in tutoring situations in K-12 schools. The project aims to improve the school performance among K-12 students, and increase knowledge of teaching as a career among college tutors. Project participants have provided more than 155,422 hours of tutoring making to K-12 students since TEAMS began in 1984 in Springfield, Holyoke, Greenfield, Chicopee, and Amherst.

Schimmel is the author of more than 60 articles and co-author of seven books on law and education and is the co-founder of the university’s Citizen Scholars’ Program that promotes social justice through citizenship. Dr. Maloy has led the TEAMS project since its inception.
1950s


1960s

Retired teacher NADINE GALLO (B.A. 1967) tells us that she published her first novel “Impetuous Heart” with Levellers Press of Amherst. The novel is about a family in the village of Brossa, Kerry, Ireland, and the provocation of the British occupation during World War I. Irish folklore, local stories and a background of international upheaval are part of the plot. Gallo is working on a sequel that takes place in Dublin in 1916. She lives in Hadley, Mass., with Ernest Gallo, professor, Department of English.

1970s


BARBARA LARIVIEVE’S (Ed.D. 1976) book, “Cultivating Teacher Renewal: Guarding against Stress and Burnout,” was chosen by Choice: Current Reviews for Academic Libraries for their list of Outstanding Academic Titles in 2013. Choice is the premier source for reviews of academic books of interest to those in higher education. Lariviee is a professor in the College of Education at California State University, San Bernardino, and teaches graduate courses in classroom and behavior management, reflective practice, and effective communication.

1980s


SECHABA V. SEUTOLOA (M.Ed. 1985) was promoted to director of the Mountain View Distance Teaching Center, Maseru, Lesotho. He would like to keep in touch. ldc@ymail.com.

GERARD SENEHI (M.Ed. 1987) started a “Big Questions Project” that “helps high school and university students to define their lives and futures with meaning and purpose.” The project “engages students in the exploration of questions relating to choice, purpose, fearlessness, interconnectedness and the bigger picture.” “Big Questions” is part of the work of the Open Future Institute, a non-profit research institution of which Senehi is the founder.

LELLA GANDINI (Ed.D. 1988), Italian-born author and early childhood educator, best known in the United States as a leading advocate for the Reggio Emilia approach to early childhood education, has donated to The Strong in Rochester, New York, a collection of materials that spans her career in education. The Lella Gandini Early Childhood and Children’s Folklore Collection includes research notes, presentations, scholarly articles, books that she has written, and scores of other works in English and Italian on topics such as childhood development, early childhood education, and folklore.

THOMAS KERNER (M.Ed. 1988; CAGS 2006) presented on the topic “A New Template and a New Approach to Teaching the Five-paragraph Essay” at CamTIESOL in Phnom Penh, Cambodia. CamTIESOL is an annual international conference of ESL teachers that attracts presenters, speakers, and attendees from around the world. This was his fifth presentation at CamTIESOL.

1990s

CHARLES F. DESMOND (Ed.D. 1992), a longtime educator and chair of the Massachusetts Board of Higher Education, was awarded an honorary doctor of humanities degree at the 115th Commencement at Massachusetts College of Liberal Arts where he gave a Commencement address.

ROSE IHEDIGO (Ed.D. 1992, M.Ed. 1986) was the keynote speaker for the University’s Alumni Weekend Luncheon. She was joined by her son, NFL Safety James Ihedigbo, in sharing their story, including their experiences as UMass Amherst students, their journey to achieving the American dream, and their commitment to paying it forward through their work with the HOPE Africa Foundation.

2000s

RAY MCCARTHY (Ed.D. 2007) sent us email noting that he thought that our name change from School to College would be “awesome.” He also let us know that he is the director of the Higher Education Leadership Graduate Program and an associate professor at Regis College. He has an extensive background in experiential learning having retired from public school teaching in Massachusetts and Connecticut after 15 years. He also has taught leadership and methods courses in hybrid formats at UMass Amherst and Fitchburg State University.

CAROLYNN LAURENZA (M.Ed. and CAGS 2008), a counselor educator at a charter school in Brooklyn, New York, received a “Counselors That Change Lives” award from the National Association of Counselors That Change Lives organization. She was one of seven people to receive the award nationally. Laurenza was also named “Counselor of the Month” on the College Admission web site.

JEFF PLUTA (M.Ed. 2008) says he found his dream job in Nicaragua. Along with other friends from UMass Amherst, Pluta lives in the barrios of Nicaragua where he runs a non-profit organization, Amped for Education, which gives underserved children the opportunity of a high school education. Amped for Education leverages fundraising, grants and the elbow grease of volunteers of all ages to build everything from the schools to the curricula that help create a new infrastructure of secondary schools in-country.

IN MEMORIAM

RICHARD MASON BUNKER, Emeritus Professor, of Pelham, Massachusetts and a member of the Board of Orchard Beach, Maine, died Sunday, Oct. 19, 2014. He received a master’s degree in education from the University of Maine Orono and taught in the elementary education department of the University of Maine Gorham where he shared his love and enthusiasm for teaching with future teachers in training. He earned a doctorate in education from the University of Illinois Urbana and then joined the faculty of the then School of Education in 1970. He was instrumental in the Integrated Day Elementary Teacher Program. He received a number of awards and commendations including the University of Massachusetts Distinguished Teaching Award and a Hays Fulbright Grant to develop multi-cultural curriculum in Trinidad-Tobago and Surinam. The family has suggested that donations in memory of R. Mason Bunker be made to the University of Massachusetts Amherst College of Education, the University of Massachusetts Scholarship Fund. Checks may be written to the University of Massachusetts noting that the gift is made in memory of R. Mason Bunker and mailed to the Fund at UMass Amherst.

LUIS FUENTES died on May 10, 2014 in Boqueron, Puerto Rico, where he had made his home since 2000. Born on October 17, 1928 in Spanish Harlem, New York City, Fuentes was a product of the New York City Schools. After serving in the U.S. Marine Corps and relocating to Georgia, he entered Georgia’s Teacher Academy, a yearlong program providing a vision for the Bilingual/ESL/Multicultural Program. He was awarded an Honorary Doctorate from the University of Massachusetts in 1993, just a year after retiring.

REV. SAMUEL W. HENDERSON (M.Ed. 1984) passed away in Providence, Rhode Island, on March 2, 2014. He was born in Imbue, North Carolina. He joined the United States Air Force and served his country for 20 years until retiring. He was a new non-profit institute of which Henderson is the founder.

MONICA AU-YEUNG (M.Ed. 2013), a teaching fellow in the College of Education’s National Science Foundation’s NOYCE Foundation project, was named a Fellow of the Dow-National Science Teachers Association and the National Science Teacher Academy, a yearlong program focused on encouraging and supporting early-career science educators.

The book informs and encourages the understanding and creation of community/university housing. It reveals the political and technical dynamics of joint housing development involving both communities and universities.

Rev. Samuel W. Henderson

Fuentes was a professor in the School of Education from 1977 until 1993, and provided a vision for the Bilingual/ESL/Multicultural Program. He was awarded an Honorary Doctorate from the University of Massachusetts in 1993, just a year after retiring.

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The College of Education presents “Education of Women in Afghanistan”

Improving Higher Education in Afghanistan promotes the aspirations of girls and women while increasing opportunities for greater equality in a rapidly changing Afghan society.

Come hear Razia Karim, a graduate student in the College of Education, speak of her personal experiences and perspectives as an Afghan woman. Karim has returned to Kabul, the capital of Afghanistan, to help rebuild Afghan society after spending much of her young life as a refugee in Pakistan.

On Alumni Weekend, Karim, joined by professor Joseph B. Berger, will share insights gained through the Center for International Education’s Higher Education Program in Afghanistan.

Refreshments will be available.
All are welcome.
No cost to attend.

Date: June 6, 2015
Time: 2:00 PM to 5:00 PM
Campus Center-Hadley Room, 10th Floor
1 Campus Center Way
Amherst, MA 01003

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