Fourteen School of Education pre-tenure faculty assembled for a mentoring retreat at the Willits-Hallowell Center on the Mt. Holyoke College campus to kick off the 2008-09 academic year.

The day-long event, facilitated by department chairs Dr. Joseph Berger, Dr. Richard Lapan and Dr. Jerri Willett, and Associate Dean Dr. Linda Griffin, was designed to explore ways to create a scholarly community. Funded in part by a Mellon Foundation Grant through the University of Massachusetts Amherst’s Office for Faculty Development, the retreat is just part of an ongoing and deliberate effort to support new tenure-track faculty in the School of Education to become successful scholars and teachers.

The seeds of the School’s mentoring activity were planted in the Spring of 2006 and 2007 when Dean McCormick and Associate Dean Griffin held informal meetings with pre-tenure faculty, followed by an orientation for new faculty on the “nuts and bolts” of academic life. It grew in 2008, when a meeting assessing the needs of the pre-tenure faculty was facilitated by Associate Provost for Faculty Development and School of Education alumnus, Dr. Mary Deane Sorcinelli. The School’s leadership team prepared a mentoring grant proposal based on the needs assessment report.

“We want to make sure our efforts are helpful in building community across the school,” said Dr. Berger, “and that they lead to our faculty having productive and sustainable work lives here.”

Participants engaged in spirited discussion and generated thoughtful responses to two questions: What kind of scholarly community would we like to be a part of? What challenges could we face in creating such a community? Their responses are the catalyst for creating the academic community they envisioned.

Now, a series of monthly seminars and brown bag discussions are taking place on topics including “Tenure and Promotion 101,” “Professional Time Management,” and “Formatting and Building Your Curriculum Vita.” And, faculty with similar research interests are meeting in affinity writing groups to support each other in their scholarly work.

“I appreciated the supportive atmosphere that the Faculty Retreat helped create. For the first time I saw that our questions as new faculty were THE agenda, which can be empowering,” said assistant professor Laura Valdiviezo. “Sharing those common interests face to face with colleagues across the School was also invaluable.”

With 20 pre-tenure faculty, offering opportunities to deepen collegiality and to provide time, space and sustenance for collaborative work is integral to the school’s growth as a responsive, respected leader in education.

“We all have a great deal to give to each other,” added Dr. Griffin. “And it is as much the School’s commitment as it is the individual faculty member’s commitment to strive for a rich, scholarly community which results in our tenure-track faculty’s success through tenure and promotion and beyond. Through mutual mentoring, our faculty work together to shape the future of the School.”
Greetings from the Dean

Since our last newsletter, we have certainly been hearing much unsettling news about our world economy. Although we know the School will be making budget cuts in the coming year, I can reassure you that we will keep our perspective and continue to focus on our primary educational mission. We do have some good news to report. A fine team of new faculty joined us at the beginning of this new academic year bringing our total number of pre-tenure Assistant Professors to 20. Their contributions to the School of Education will shape our evolution for decades to come. The cover story describes the School’s mentoring activities organized to assist our pre-tenure faculty in creating a dynamic academic community.

While we welcome new faculty, we also acknowledge professor Maurianne Adams, whose retirement we’ve announced in this issue, and professor David Schimmel, whom we will write about in our next newsletter. Both will continue to contribute to the School’s activities for at least a few more years. We wish them well as they transition into a new phase of their lives and careers.

Just as many of us are adjusting our household budgets, we are continuing to evaluate how best to use our resources. We want to stay connected with you while minimizing printing expenses so we have decided to send quarterly e-newsletters along with our bi-annual printed newsletters. See page 7 for e-newsletter details.

We are beginning the process to create a strategic plan to increase collaboration across the School. Our objectives are an environment that gives us more time and resources (human and other) to do meaningful and valuable work and an engaged community that is positioned to increase our contributions to the Commonwealth, the nation, and the world as we look forward to better financial times.

Christine B. McCormick
Dean
Chris Dede came to the School of Education because of the potential that Dean Dwight Allen saw in him as an educator. And Dede (Ed.D. 1972) has been living in the future ever since.

As the Timothy E. Wirth Professor of Learning Technologies at Harvard’s Graduate School of Education, Dede researches the impact of technology on the future of education. His current work forecasts a potential “seismic shift” in how education will be approached, particularly through the use of virtual environments, to both augment and stand in for traditional educational environments.

It was at UMass Amherst that Dede first developed his ideas about how technology will affect education. But originally, he envisioned a different career track while pursuing a double major in chemistry and English at the California Institute of Technology (BS 1969).

“I had plans to go on for doctoral work at Harvard in chemistry,” he said. “I liked the sciences, and my own particular talents seemed best-suited to chemistry. So that was where I decided to hang my hat.”

Dean Allen, however, had other plans and approached Dede.

“I think he saw somebody who wanted to make a difference in society,” Dede said. “He argued that I could make a bigger difference by contributing to education than I could make by contributing to chemistry.”

Accepting Dean Allen’s offer to come to UMass Amherst, changed Dede’s life.

“I have never regretted making that decision,” he said.

After teaching at UMass Amherst, Dede accepted positions at the University of Houston, the Massachusetts Institute of Technology, NASA, George Mason University, and the National Science Foundation.

“Now I’m a technology person who does some science education, as opposed to being a science education person who does some technology,” he said.

Dede’s research currently looks at multi-user virtual environments (MUVEs) and augmented reality (AR). He says: “MUVEs and AR are two emerging technologies that are having an impact in entertainment and personal expression, and I think we will see them having an impact in education as well.”

Dede developed two such projects: a MUVE called River City, and an AR called Alien Contact. In River City, students explore a virtual 19th Century town plagued with health problems. Students work in research teams to deduce hypotheses and make recommendations based on the data they collect, all online.

“Students not only hypothesize what would happen if, for example, a sanitation system was built, they can visit the city with a sanitation system added and see how this change affects the patterns of illness,” Dede writes in “Information and Communication Technologies: Considerations of Current Practice for Teachers and Teacher Educators.”

Alien Contact, part of a project funded by the U.S. Department of Education Star Schools Program, arms students with handheld PCs using GPS technology. They explore real world locations such as their school, and the PC displays digital objects and virtual people superimposed on the real location. Students

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School of Education Newsletter 3
Meet Our New Faculty

**Maria Jose Botelho, (Ed.D. 2004)**
Assistant Professor in the Department of Teacher Education and Curriculum Studies (TECS), returns to UMass Amherst from the University of Toronto. Dr. Botelho says her “lifelong connection” with the Pioneer Valley will allow her to more deeply pursue her research interests. She anticipates working with teachers, children, and families in the Amherst, Holyoke, and Springfield communities. “Learning with and from these communities will help me to contribute to the local and national dialogue associated with how reading, writing, and other language modes are learned in schools,” she said.

**Denise K. Ives**, Assistant Professor in the Department of Teacher Education and Curriculum Studies (TECS), said she was drawn to the School of Education because of the values she shares with other TECS colleagues in socio-cultural theories of literacy and learning, multicultural education, and social justice. Dr. Ives earned her Ph.D. in Curriculum, Teaching, and Educational Policy from Michigan State University in 2008. Her work focuses on African American Language and literacy. “I’m looking forward to establishing cross-university collaborations, especially with the Center for the Study of African American Language,” she said.

**Michael Krezmien**, Assistant Professor in the Department of Student Development and Pupil Personnel Services (SDPPS), comes to UMass Amherst from the University of Maryland at College Park, where he earned his 2007 Ph.D. in Special Education. “I think that I will have the opportunity to impact the lives of adolescents and young adults at-risk for short and long term problems, especially those with disabilities and those from ethnically and economically diverse backgrounds,” he said.

**Sandra Madden**, Assistant Professor in the Department of Teacher Education and Curriculum Studies (TECS), received her Ph.D. from Western Michigan University. She specializes in statistics education, middle and high school mathematics teacher professional development, and mathematics curriculum research. “My family decided that UMass Amherst offered a geographically desirable location, a reputable School of Education, and the potential to continue to pursue research in statistics education,” Dr. Madden said.

**Amanda M. Marcotte (Ph.D. 2006)**
Assistant Professor, Department of Student Development and Pupil Personnel Services (SDPPS), holds a Masters degree and a doctorate in School Psychology from the School of Education. Her professional interests include formative assessment and curriculum-based measurement, Specific Learning Disabilities, and preventative reading instruction. “I chose to come here because of the national reputation of the research that comes out of the school psychology program,” Dr. Marcotte said.

**K-C Nat Turner**, Assistant Professor in the Department of Teacher Education and Curriculum Studies (TECS), was “drawn to the School’s tradition of excellence in Language, Literacy and Culture and activism around issues of social justice.” Having earned his Ph.D. from the University of California, Berkeley in 2008, Dr. Turner’s research focuses on the role of multimodal media production curriculum and pedagogy in the development of multiliteracies.

**Ryan Wells**, Assistant Professor in the Department of Educational Policy Research and Administration (EPRA), earned his doctorate in Education from the University of Iowa, Iowa City. His professional interests include access & equity in higher education; college transitions; higher education finance & policy; international higher education; and sociology of higher education. “I am looking forward to working with the outstanding faculty and graduate students in the Higher Education Program,” Dr. Wells said.
Joe Keilty’s Legacy

It is late afternoon and Alma Keilty is in the Lord Jeffrey Inn in Amherst, Mass. In an hour, she will attend the School of Education’s Donor and Scholarship Reception at the University Club where she will meet three recipients of the Joseph W. Keilty Scholarship which she created in memory of her beloved husband, Joe.

Although shadows begin to fill the room, Alma radiates a glow as she talks about the students who have received support in her husband’s name.

“I’m honored to meet them,” she says. “It seems that the School of Education attracts real quality graduate students. By the tone of their letters, I know these kids have great ideas about what they’re going to do to change things and make them better.”

And that was the intent when Alma created a scholarship in Joe Keilty’s honor. A dedicated teacher, Joe influenced many people.

“He did make a difference. Even after he died, people donated to the School of Education in his name,” Alma said.

As the conversation shifted to Joe Keilty (Ed.D. 1972), Alma’s eyes grew merry as she recounted stories about him.

“He was such a kid,” she laughed.

Al Moraska, a veterinarian from E. Charlotte, Vt., and a friend who attended high school with Joe, nodded in agreement. “Joe was the clown of the group,” Al said. “If there was a way he could turn something into fun, he’d do it!”

“He enjoyed life immensely,” agreed Alma.

Joe Keilty found his first job in education in Los Angeles as a 5th grade math teacher. Alma remembers how much he loved teaching there. But eventually, the Keilty’s moved to Connecticut where Joe secured a job teaching 7th grade math in the high school from which Alma had graduated. Joe relished the work. Then, he was offered the job of vice principal and he accepted it.

“One day after awhile he said to me, ‘I want to be back in the classroom. I want to teach.’ That’s when he got a job at the University of Bridgeport teaching Math 101 to freshmen,” Alma said. (It was in his first year of teaching there that Joe was named Teacher of the Year.) Shortly after, Joe began to work on his doctorate at UMass Amherst School of Education.

This was a period of great satisfaction for the Keilty family. “We’d been married 9 years. Joe taught and worked on his doctorate, I held down the fort. We had three daughters. I was a stay-at-home Mom. I was interested in raising the family, remodeling houses,” Alma said. “It was a true partnership though. I typed his way through three degrees on my IBM Selectric typewriter! I remember once, Joe was studying for his GRE’s for UMass Amherst. He’d shout out things like, ‘A Dodge is to a Chevy, like a peach is to a what…?’ and I’d yell out answers!” she laughed. “Oh, yes, it was a partnership, absolutely. We were together for 36 years.”

But as life often goes, things changed.

“When Joe died, I realized I was the head of the family. I had to dig in. I had to hold it together. Our kids were in their 20’s and 30’s. I moved to California the year he died and have been there ever since.” The Keilty’s had been building a log house in Montana when Joe passed away. “I finished it,” said Alma. “It’s now a family retreat. We have holidays and summers there. I try to make up for my grandchildren not having a grandpa. I teach them how to fly fish with a rope and branch, and other things. I just try to fill in the gap.”

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1970’s

Clemson University professor Roy Jones (B.A. 1972) is the winner of the 2009 American Association of Blacks in Higher Education Pacesetters Award which recognizes individuals who lead projects that address a gap in black higher education.

Dr. Mary F. Lenox (Ed.D. 1975) received the Chicago Teachers College / Chicago State University Alumni Association’s 2008 Golden Alumna Award. This award is bestowed upon an alumna in honor of her consistent service, commitment and dedication to the advancement of Chicago State University.

John Comings (Ed.D. 1979), former Director of the National Center for the Study of Adult Learning and Literacy (NCSALL) at Harvard Graduate School of Education, is one of the recipients of the National Coalition for Literacy’s 2008 Literacy Leadership Awards.

1980’s

Michael F. Fitzpatrick (Ed.D. 1981), Superintendent-Director of the Blackstone Valley Vocational Regional School District, received the Dr. Christos Daoulas Award which is presented to one superintendent who personifies the best qualities of dedicated school leadership.

Ann Courtney (Ed.D. 1987), an Associate Professor of Reading and Language Arts, and the Coordinator of Elementary Education at the University of Hartford, has been awarded a Fulbright Scholar grant to lecture and research at Mary Immaculate College-University of Limerick in Limerick, Ireland during the 2008-2009 academic year.

1990’s


Matthew Boutell (M.Ed. 1994) is Assistant Professor of Computer Science and Software Engineering at Rose-Hulman Institute of Technology in Terre Haute, Indiana. This professorship comes after teaching mathematics at Norton High School and earning his Ph.D. at the University of Rochester. Matt resides in Terre Haute with his wife, Leah, and their five children.

2000’s

Howard J. Eberwein III (Ed.D. 2008), Superintendent of Pittsfield, Mass., Schools, received the Education Law Association’s Joseph C. Beckham Dissertation of the Year Award. The award recognizes exemplary dissertations by doctoral students in the field of education law.

Dede, cont’d

interview virtual characters, collect digital items, and solve puzzles to determine why aliens have landed.

“In both MUVEs and AR, knowledge is grounded in a setting and distributed across a community rather than isolated within individuals,” Dede wrote. “Contrary to conventional K-12 instruction where knowledge is de-contextualized and explicit, in MUVEs and AR the learning is situated and tacit: problem finding is central to problem solving.”

“Our research results indicate that students are deeply engaged by this curriculum and are developing sophisticated problem-finding skills,” he said. “That’s why I do research, because simply looking at a technology, you really can’t do more than speculate about it. But when you design something with it that follows educational theory, that draws from what we know about educational practice, and that should be powerful, you get a much better sense of what the potential of the technology truly might be.”
Keilty, cont’d

If filling the gap is one of Alma Keilty’s goals, then the Joseph W. Keilty Scholarship accomplishes that goal year after year. When Alma began to talk to UMass Amherst about creating a School of Education scholarship, she said she had the idea of making available one full graduate scholarship each year.

“But grad students don’t need the whole boat, they need a boost,” she explained. “I think that’s what this scholarship does...it’s that extra bonus. Now about five students every year get a boost. From what they say in their letters to me, it seems to be what they need.”

Alma Keilty is thrilled to be able to help the School of Education’s students attain success in a profession that was her husband’s life work.

“UMass Amherst changed Joe’s life and in turn, my life and the rest of the family,” she said. “It was an integral part of all of our lives. We hoped some day we’d be able to give back.”

“I wish more people would find ways of creating scholarships or endowed chairs,” she continued. “They could talk to their financial advisors and find ways to do it. There are all sorts of creative ways to leave money to the School. This is just one story about how - and why - to do it.”

Dr. Maurianne Adams Retires

After 35 years in the School of Education, Professor Emeritus Maurianne Adams announced her retirement in 2008. Dr. Adams, of the Department of Student Development and Pupil Personnel Services, Social Justice Education concentration, entered the School in 1973 as Coordinator of Academic Affairs, Special Programs, for Southwest Residential College. She was named Director of Social Issues and Institutional Development for the School of Education’s Residential Academic Programs in 1982. She joined the faculty in 1987.

“When I came to the School of Education, it was a time of innovation,” Dr. Adams said. “I worked with people who were interested in doing things not in the usual way - Bailey Jackson, Jerry Weinstein, Barbara Love, Pat Griffin. It was a collaborative process. We developed a curriculum based on anti-racism, issues of sexism, racial understanding – a fabulously interesting program.”

Dr. Adams received Moral Judgement Assessment Certification from Harvard University in 1985 and was an External Fellow of the Clinical Development Institute, Belmont, Massachusetts from 1986-1987. In 1995 her teaching was recognized with the School of Education Outstanding Teacher Award. A second edition of her fifth book, “Teaching for Diversity and Social Justice: A Sourcebook” (New York: Routledge, 1997) co-authored with Lee A. Bell and Patricia Griffin, was published in 2007.

Dr. Adams will continue to work with doctoral students and to serve as editor of the School of Education’s journal, “Equity & Excellence in Education,” a position she has held since 2002. She is also “in the middle of a book” and is working on a second edition of “Reading for Diversity and Social Justice.”

“I don’t intend to stop doing this even though I’ve retired,” she said. “This is my life’s work.”

E-news is on the way!
Our new e-newsletter will deliver news in a more timely and environmentally responsible way. We anticipate sending 4-5 e-newsletters annually and perhaps a few announcements of upcoming events as well. Of course, our website continues to be a dynamic source for information about the School. Visit it at www.umass.edu/education.

To receive our e-newsletter, please e-mail us at goodnews@educ.umass.edu. Your e-mail address will be added to a secure database maintained by the campus.

Our goal is to connect all of the School of Education’s 22,000 alumni worldwide this year and for years to come - electronically - one e-mail address at a time.
SOE Reception at AERA Annual Meeting San Diego, CA
Thursday, April 16 See photos at www.umass.edu/education

Norma Jean Anderson Lecture & Award for Leadership for Diversity
Monday, May 4 Details at www.umass.edu/education

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