

# Endeavors

## Dear Alumni and Friends,



Dean Donna Wiseman

This spring, as we enter a new decade, it's also a time for reflection and renewal here at the University of Maryland College of Education. While we're particularly proud of our ranking as one of the top 25 colleges of education in the nation, we continue to push forward in our quest to achieve Top 10 status. We recognize the need to constantly better position ourselves to compete in a rapidly changing environment in which our programs and scholarship reflect innovation and embrace the 21st century milieu. To help achieve these goals, the College is seeking to reorganize by consolidating its current seven departments into three (see illustration of proposed new structure on pg. 4). The restructuring would take effect in 2011 upon University approval.

A reorganization of this scale has not taken place in the past 20+ years and is long overdue, considering the changes in faculty, areas of scholarship, administrative procedures, availability of technology, and social conditions in education. The new structure will not only create new synergy among the faculty, staff, and students, but will enable more focused cross-disciplinary work and lead to greater prominence in our state as well as nationally and internationally. It also will provide the College with the opportunity to reallocate resources in a way that is more efficient and flexible, and thus more competitive in a modern, technologically enhanced teaching and learning environment.

It is important to note that the proposed reorganization recognizes the high rankings of many of our existing programs and will maintain their current identity, albeit within a different structure. This keeps faculty together in arrangements that allow them to work with familiar colleagues while broadening the spectrum of faculty expertise whose research may be complementary. Moreover, additional faculty will be responsible for the teaching, advising, and support of students in the program, which will be important as campus-wide 'right-sizing' is implemented. At the same time, we must reduce unnecessary duplication and redundancy in programs.

Student feedback from exit and alumni surveys also lent further support for the proposed reorganization. The College needs to be able to link its considerable research and faculty expertise to the preparation of our next generation of teachers, leaders and scholars. Survey responses highlighted our need to promote stronger collaborations within and across academic programs in the College; enhance instruction related to technology and innovation; encourage cooperative partnerships between faculty in special education and elementary/secondary education, particularly with respect to curriculum development; and reduce course duplication in the teacher education programs.

The College is committed to excellence in research, leadership development, teaching, and service that influences policy and practice related to education, assessment, counseling, and human development in the state, the nation, and the international community. This reorganization, through the creation of fewer but more inter-related departments and cross-disciplinary centers and institutes that will emerge over time, will enable the College to become a nimble, well-respected leader on pressing educational issues while keeping the best interests of our college community (i.e., students, alumni, faculty and staff) in the forefront.

As we go through this process, we will continue to provide updates in future issues of *Endeavors*. While this is not an easy task, I am confident that a reorganized College of Education will be poised to reach greater heights of scholarship and education, and will be of greater service to you as an alma mater.

*Donna L. Wiseman*

Donna L. Wiseman  
Dean



## A Homecoming for the "Godmother of Title IX"

Pioneering scholar and women's rights advocate Dr. Bernice Sandler reflects on her induction into the University of Maryland Alumni Hall of Fame

When Dr. Bernice R. Sandler (Ed.D., '69) got the phone call telling her she was being inducted into the University of Maryland Alumni Hall of Fame, she was certain the University had overlooked a key piece of information that might cause them to withdraw the honor.

It was she, after all, who as a doctorate recipient from the College of Education had filed suit against the University for sexual discrimination 40 years ago in a groundbreaking case that led directly to 1972's landmark Title IX legislation protecting the rights of women and girls as faculty and as students. It was called the most important legal accomplishment for females since women obtained the right to vote. "When Dean Donna Wiseman called to tell me about the award," recalls Sandler, "I thought I ought to be polite and give the University an opportunity to rescind the award if they wanted to."

However, if anyone belongs on the 'A' list for the Hall of Fame, it is Sandler. Her list of 'firsts' and accomplishments is extraordinary. Now a senior scholar at The Women's Research and Education Institute in Washington, D.C., Sandler has been a globally-recognized leader in gender-rights issues for decades. She has given over 2,500 presentations and serves as an expert witness in many sexual discrimination cases. She is also the author of more than 100 articles and reports, as well as several books. Her most recent book covers student-to-student harassment from kindergarten to 12th grade.

Sandler published the first reports on campus sexual harassment, gang rape, peer harassment, and the chilly climate for women. She was the first person appointed by Congress to

**"Because of Title IX, many women today have not experienced the kinds of discrimination that their mothers and grandmothers did."**

work specifically on women's issues, and the first to testify before Congress about sexual discrimination against women and girls in education. She was the first to file sex discrimination charges against educational institutions and, of course, was central to the creation of Title IX and other laws prohibiting sex discrimination in education (the title 'Godmother of Title IX' was bestowed upon her by *The New York Times*).

Sandler, who will be inducted with eight other distinguished alumni in a Hall of Fame ceremony on June 5, 2010, visited Maryland's College Park campus soon after receiving the phone call from Dean Wiseman. She says she was both impressed and gratified by the many advancements made here. "To see the enormous changes that have occurred here really touched me. There are people of color and women at Maryland in important positions. These changes are not new, and I see them at many places because I visit many colleges, but to see them at Maryland really meant something to me because I knew from where the changes had come."

For Sandler, as a graduate student at Maryland, the tipping point of her awareness came when she was passed over for seven faculty openings in her department, some of which were filled by people with no more experience than her. "I asked one of the men in the department, 'How come they never thought of me?' He said, 'Well, let's face it. You come on too strong for a woman.' So I went home, and I cried. I thought, 'Maybe I shouldn't have participated in class as much as I did, maybe I should have kept my mouth shut.' My then-husband asked me, 'Do they have strong men in the department?' I said, 'Yes, they do.' And he said, 'Well, if they have strong men and they're calling you too strong for a woman, that's sex discrimination.'"

The word 'sexism' was not yet invented and the term 'sexual discrimination' was relatively new. However, a series of other blatantly discriminatory episodes pushed her to finally acknowledge that she was being discriminated against. "I had not been very sympathetic to the women's movement, I'm ashamed to say. I was thinking, 'These women who think they were discriminated against, they just aren't as smart as me.' I just wasn't aware. But that was how a lot of women felt about the women's movement initially, particularly when the press painted advocates for equality as 'radical man-hating women's libbers.' That made a lot of women hesitant to look at these issues, and I was one of them."

Once her hesitation ended, Sandler began reading up on the law and learned that all anti-discrimination laws at that time exempted women and girls in education. One day, while studying an executive order prohibiting federal contractors from discriminating in employment on the basis of race, color, or national origin, she noticed a footnote. She looked it up and found, to her astonishment, that the order had been amended, effective in 1969, to also outlaw sexual discrimination. "I was alone in the house, and I literally screamed. It was a genuine 'eureka moment' because I realized that nearly all colleges and universities had federal contracts, and that therefore they were covered by this executive order."

She telephoned the federal agency responsible for enforcement, and soon learned from its assistant director that he was hoping someone would come in with a complaint that could be used for the new sexual discrimination provision. The rest is history. He secretly drafted a class-action complaint for Sandler to file—under the auspices of the Women's Equity Action League—against sexually-discriminatory colleges and universities with federal contracts. Specifically against the University of Maryland, using statistical evidence she collected rather than her own

(continued on page 5)



Dr. Bernice Sandler

## Educational Psychology Doctoral Program Ranks #1 In Nation



Professor Patricia Alexander

The College of Education's reputation of stellar academic excellence continues to rise as its Educational Psychology doctoral program in the Department of Human Development ranked first in the nation in scholarly productivity for the third time in a row.

Published in the January 2010 issue of *Contemporary Educational Psychology*, the rankings were based on institutions' publication of articles in education journals during the five-year time period from 2003–2008.

"I believe this ranking reflects our faculty's strong commitment to doing high quality research on a variety of topics of central importance to the educational psychology field," said Allan Wigfield, department chair of Human Development. "It also reflects the faculty's commitment to involving our graduate students in our research and publishing efforts as many of our publications are with our students."

Studies show that productivity is an important factor considered by prospective graduate students when selecting a university. It is also linked to increases in a variety of areas such as student diversity, master's degrees granted, and funds raised for development.

In addition to institutions' productivity, the scholarly activity of individual faculty within the United States and internationally was also assessed. Professor Patricia Alexander, holder of the Jean Mullan Professorship of Literacy, provided another boost for the College with her ranking as the second most productive author in the world.

"I am especially proud of Dr. Alexander's prolific scholarship and her influence on the field of educational psychology," said Wigfield. "We are very pleased with this recognition of our productivity, and will work hard to maintain this high level of scholarly activity."

To learn more about the Educational Psychology specialization, visit: [www.education.umd.edu/EDHD/grad\\_edpsy.php](http://www.education.umd.edu/EDHD/grad_edpsy.php).



# WHAT'S HAPPENING IN THE COLLEGE...

## Mote Resigns as University of Maryland President



President Mote at the College of Education's 86th Anniversary Celebration (5/20/2006)

After 12 years at the helm, President C.D. (Dan) Mote, Jr., has announced that he will resign as president of the University of Maryland, College Park, effective August 31, 2010. “It has been my great privilege to serve as your president and to lead this magnificent university,” said Mote, who will actually stay at Maryland in his academic appointment as the Glenn L. Martin Institute Professor of Engineering after a one-year leave of absence.

The fourth longest serving president in the campus’ 156-year history, under Mote’s leadership the University has:

- Attracted record numbers of applicants: 28,500 in 2009 compared to 16,000 in 1998.
- Enrolled increasingly more selective classes: Fall 2009 class was the highest qualified ever with an average 3.93 GPA and median SAT of 1295.
- Made attending the university more accessible and affordable through: the Maryland Incentive Awards program to recruit and support students from Baltimore and Prince George’s County who have overcome extraordinary adversity; the three-part Pathways program to use need-based aid to minimize debt at graduation; and the Keep Me Maryland fundraising campaign to provide emergency funds for students at risk of dropping out.

- Created the President’s Promise program, guaranteeing every undergraduate a special educational experience beyond the major (e.g., through research, study abroad, internships in the public and private sectors, and living-learning programs or community service).
- Made major progress in closing the achievement gap, with UM ranked 14th in the nation for increased graduation rates for underrepresented minorities (2002-2007) and achieving the 4th highest graduation rate for underrepresented minorities in 2007 among public research universities.
- Enhanced the excellence of university faculty, tripling the number of National Academy members to 57.
- Boosted Maryland in national and international rankings: Academic Ranking of World Universities—**#37 in the world and #28 in the United States; Kiplinger's Personal Finance Best Value ranking—#8 among public universities in the United States; U.S. News & World Report ranking—#18 among U.S. public universities.**
- Created Maryland Day, the first campus-wide annual open house to connect the university to people of all ages in the greater community. Maryland Day attracts more than 75,000 attendees annually.
- Won 14 national championships in intercollegiate sports, including both men’s and women’s basketball.

An international search is currently underway to fill the president position. To learn more, visit the Presidential Search web site at [www.umd.edu/presidentialsearch/index.cfm](http://www.umd.edu/presidentialsearch/index.cfm).

## APPOINTMENTS

**Dean Donna Wiseman** was named president-elect of the American Association of Colleges for Teacher Education (AACTE). AACTE is a national alliance of educator preparation programs dedicated to the highest quality professional development of teachers and school leaders in order to enhance PK-12 student learning. The 800 AACTE member institutions represent public and private colleges and universities in every state, the District of Columbia, the Virgin Islands, Puerto Rico, and Guam.

Wiseman was also appointed to the Blue Ribbon Panel on Clinical Preparation, Partnerships, and Improved Student Learning—an expert panel on clinical preparation and partnerships formed this year by the National Council for Accreditation of Teacher Education (NCATE) to bring educator preparation into better alignment with the urgent needs of P-12 schools.

### Curriculum and Instruction

**Professor J. Randy McGinnis** is president-elect of the National Association for Research in Science Teaching (NARST)—a worldwide organization of professionals committed to the improvement of science teaching and learning through research. Since its inception in 1928, NARST has promoted research in science education and the communication of knowledge generated by the research. The association’s ultimate goal is to help all learners achieve science literacy.

## AWARDS AND RECOGNITIONS

### Counseling and Personnel Services

**Associate Professor Susan Jones** was honored by the National Association of Student Personnel Administrators (NASPA) with the *2010 Robert H. Shaffer Award for Academic Excellence as a Graduate Faculty Member* at NASPA’s annual conference held March 2010 in Chicago, Ill. The Shaffer Award is given to a tenured faculty member who not only teaches full-time in a graduate preparation program in student affairs, but is a personal inspiration to graduate students, has served on doctoral committees, has distinguished records of scholarly achievement including publication in relevant literature, and has made significant contributions to professional associations.

### Human Development

**Assistant Professor Donald Bolger** is the recipient of a *2010 University of Maryland Summer Research and Support Award*. The award provides a stipend for faculty to pursue research during the summer. Bolger will be researching “Neurophysiological Markers of Word Learning in Children” to understand how vocabulary is gained from reading words in context or encountering their dictionary definitions. He will also track this learning in the brain which might be a more sensitive measure than behavior.

### Measurement, Statistics & Evaluation



**Professor Gregory Hancock**, chair of EDMS, was selected as a Fellow of the American Educational Research Association (AERA). The AERA Fellows Program honors education researchers with substantial research accomplishments, who convey the Association’s commitment

to excellence in research, and emphasize to new scholars the importance of sustained research of excellence in the field. Hancock and the other 2010 Fellows will be inducted at a special ceremony during the May AERA Annual Meeting in Denver, Colo.

### Special Education



**Associate Dean Margaret McLaughlin** received the *Outstanding Leadership Award from the Council for Exceptional Children (CEC)*, the largest international professional organization for special educators. The award recognizes a CEC member who has been a driving force in the organization and has made significant contributions to the Council in furthering its dedication and service to students with exceptionalities. McLaughlin was recognized during the CEC 2010 Convention & Expo held April 2010 in Nashville, Tenn.

## PUBLICATIONS

### Educational Leadership, Higher Education and International Education



**Assistant Professor Noah Drezner** (pictured) was guest editor of a special issue of the *International Journal of Educational Advancement* —‘Fundraising in a Time of Economic Downturn: Theory, Practice, & Implications’ (Vol. 9, issue 4; April 2010). The issue also includes an article authored by Ph.D. candidate **Justin van Fleet** (International Education Policy), entitled “Corporate Giving to Education during Economic Downturns: General Trends and the Difficulty of Prediction.” Drezner and van Fleet will present on the issue at a special symposium during the 2010 Annual Meeting of the American Educational Research Association (AERA) in Denver, Colo.

**Professor Nelly Stromquist’s** book, *The Professoriate in the Age of Globalization* (Sense Publishers, 2007), was selected for publication by ANUIES (the Mexican Association of Universities and Higher Education Institutions). The book will be translated into Spanish and will have wide dissemination in Latin America.

## PRESENTATIONS

### Counseling and Personnel Services

**Associate Professor Karen Kurotsuchi Inkelas** gave the plenary address at the 29th Annual Conference on The First-Year Experience held February 2010 in Denver, Colo. Inkelas discussed findings from her multi-year National Study of Living-Learning Programs, reviewed outcomes of first-year student participants, and shared a best practices model she developed.



**Professor Susan Komives** was a featured speaker at the National Association for Campus Activities National Convention held February 2010 in Boston, Mass. Komives spoke on student learning outcomes and the Council for the Advancement of Standards in Higher Education (CAS), of which she is president.

# JOIN US IN DENVER!

Calling all College of Education Alumni attending AERA and/or residing in DENVER, CO

Dean Donna Wiseman cordially invites you to the college’s annual cocktail reception held in conjunction with the 2010 American Educational Research Association (AERA) Annual Meeting

**Monday, May 3, 2010  
7 to 9 p.m.**

Centennial Ballroom C  
Hyatt Regency Denver  
at Colorado Convention Center  
650 15th Street  
Denver, Colorado

## RETIREMENTS

### Human Development

Administrative assistant **Barret N. Cole** retired from the College of Education after 20 years with the University of Maryland.

## STUDENT NEWS

Ph.D. candidates **Corbin Campbell** (Education Leadership, Higher Education and International Education) and **Jessica Mislevy** (Measurement, Statistics and Evaluation) won the *Best Paper Award* at the North East Association of Institutional Research Conference held in Baltimore, Md., last November.

Graduate student, **Wendy Wagner** (Counseling and Personnel Services) was one of nine recipients of the *2010 K. Patricia Cross Future Leaders Award*. The award was presented during the annual meeting of the Association of American Colleges & Universities, held January 2010 in Washington, D.C. AAC&U received approximately 200 nominations from universities across the country.

## We Remember...



Clarence A. Newell

The College of Education mourns the loss of Professor Emeritus **Clarence A. Newell, 95, who passed away on Feb. 2, 2010.** A member of the College faculty from 1946 until his retirement in 1981, Newell made a significant impact on the field of education administration, with his practicum on interpersonal relationships sometimes having a two- to three-year student enrollment waiting list.

In 2008, an anonymous donor established the *Clarence A. Newell Award for Distinguished Service to Public Education* in his honor. “I learned so much from Dr. Newell,” said Patricia P. Green, Ph.D. ('94, '77, '71), inaugural recipient of the award and superintendent of North Allegheny Public Schools in Pittsburgh. “He taught me about the power of human relationships in all that we do as administrators in education, and his teachings became a foundation upon which I built my career.”

The College offers its deepest sympathies to the family and friends of Professor Emeritus Newell.

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*Correction:*  
In our winter 2009 issue, the degree of one of our contributing writers, Dr. Elliott B. Jaffa, should have been listed as Ed.D. Our apologies to Dr. Jaffa for the error.



Developing a Global Perspective

With internationalization as one of its signature themes, the College of Education continues to promote a global perspective among its community by creating opportunities for students and faculty to travel abroad, hosting international scholars, and supporting scholarship related to international perspectives.

University of Maryland, Prince George’s County Partnership Helps Undergraduate Students Experience the World



PGCIA Director Bai Akridge (left) and Professor Barbara Finkelstein, ICTE Director (right) with the winter 2009 PGCIA Scholarship winners (beginning 2nd from left) Brittanie Bell-Handy, Reuben Amlalo, Oanh Nguyen, Teonna Lonon, and Janine Hernandez-Diaz.

fluent Spanish speaker, sociology major Janine Hernandez-Diaz could easily have chosen a Spanish-speaking country for her study abroad experience to have a leg up language-wise. Instead she chose Egypt, where her fascination with the sociology of other cultures could be more fully explored. “I wanted to visit a place that would be completely opposite of what I might be familiar with,” says Hernandez-Diaz. “I wanted to put my sociology degree into action.”

Throughout her three-week trip this winter, Hernandez-Diaz immersed herself in a new culture and was also able to deconstruct some stereotypes in the process. She learned that Egyptian women wear the Hijab, not because of oppression, but because of beauty; the term orphan has a different meaning in Egypt (and refers to when the father dies); and hiking up Mount Sinai at 2 a.m. really does bring out the spiritual side in you.

However, this once-in-a-lifetime experience would not have been possible for her without a financial boost. With estimates for the trip topping a little over \$5,000, Hernandez-Diaz found herself researching various resources to secure funding to cover all of her expenses. That’s when the Prince George’s County International Ambassador (PGCIA) Study Abroad Scholarship program came to her aid.

A graduate of Bowie High School, Hernandez-Diaz was one of five ambassadors selected for the program that awards study abroad scholarships to outstanding University of Maryland students who graduated from Prince George’s County public high schools. Now in its second year, the PGCIA program is administered by the Global Diversity Leadership Institute (GDLI) within the International Center for Transcultural Education (ICTE) at Maryland’s College of Education. It is the brainchild of Adjunct Professor P. Bai Akridge, Ph.D., the program director for GDLI.

“Too many in our African-American, Hispanic-American, and Native-American communities, and those with financial needs see study abroad as an unaffordable luxury,” says Akridge. “The truth is that in the 21st Century, global exposure is a

necessity. If our students are to serve as tomorrow’s leaders, they must gain exposure to the world today.”

According to the Institute for International Education’s Annual Report, *Open Doors 2009*, students of color and those with financial needs are chronically underrepresented in study abroad. African-Americans account for only four percent of all U.S. college students participating in such programs; Hispanics do only slightly better at six percent, while white Americans comprise 82 percent.

Through PGCIA, the University of Maryland and Prince George’s County are trying to address this inequity locally. Since the program’s inception in 2008-09, the Office of the County Executive (OCE) of Prince George’s County has provided need-based partial scholarships for 13 students to study internationally. “The scholarship program provides a unique opportunity for us to invest in the future of Prince George’s County youth,” says Ola Hill, director of Community Affairs for Prince George’s County Executive. “This will provide an opportunity for our students to gain future educational dividends and a competitive advantage in an international economy, in addition to becoming positive role models in our schools and community.”

The OCE has generously donated \$11,000 for this year’s program, and the Office of the Provost at the University of Maryland has added another \$2,000 to that sum. “In these especially tough financial times for local and state governments, I am greatly encouraged by the continued support of the Office of the County Executive and the new support by the Provost’s Office,” says Akridge. “It is increasingly difficult to find financial support for important programs like this one, so we are actively seeking funding to continue and expand it.”

PGCIA does more than just provide need-based scholarships to program recipients. It also provides recipients with time to process their international experience through a pre-departure orientation and video interview, an online course designed to prepare them for their travels, and a re-entry orientation and debriefing video interview conducted upon their return to the States. In addition, the International Ambassadors are required to keep and share a blog, or photo essay of their time abroad. “One of the most important aspects of the program,” adds Akridge, “is that our Ambassadors are given the unique opportunity to speak at high schools throughout Prince George’s County about the importance of higher education and the global perspective that comes with studying abroad.”

With plans to explore more foreign countries in the future, Hernandez-Diaz remembers how remote the idea of studying abroad was for students at her high school. “When I went to high school, it didn’t feel like there were a lot of resources available to us...no one really talked about college. What I would like to talk with students about is what going to college means, and what studying abroad means. It’s about finding yourself.”

University of Liberia President Visits Campus

IN JANUARY 2010, PRESIDENT EMMET A. DENNIS of the University of Liberia (UL) visited the University of Maryland to explore the possibility of future collaborations between the two institutions.

During his meeting at the College of Education, Dennis provided an overview of UL, noting that its two greatest needs are “faculty development and reformation of the e-Curriculum.” He also emphasized the importance of partnerships with institutions of higher learning like Maryland and recommended a site visit to Liberia as a first step.

The meeting with Dennis was one of a series of talks the College has hosted to investigate potential linkages with Liberia. Visitors last year included Liberia’s ambassador to the United States, the Hon. M. Nathaniel Barnes, and Elizabeth Davis-Russell, president of Tubman Technical College in Liberia.



University of Liberia President Emmet Dennis (front row, center) met in January 2010 with Dean Donna Wiseman (front row, second from left) and other representatives from the College of Education, the University of Maryland and the Maryland Higher Education Commission.

Terps in the Middle East: The Qatar Experience



Professor Susan R. Komives (far right) and co-faculty, Beth Niehaus (far left), with University of Maryland graduate students at the Young Professionals Institute in Qatar.

Over the past decade and a half the Qatar region in Doha has experienced a number of educational developments, not the least of which has been the introduction of the American model of higher education as U.S. universities established branch campuses in the area. A number of these are based in the non-profit Qatar Foundation’s Education City, where faculty and staff face the daily challenge of modifying the U.S model to meet the needs of an international and incredibly diverse student body. Last semester College of Education Professor Susan Komives, and co-faculty Beth Niehaus, led a group of University of Maryland students to Qatar for a unique study abroad course to analyze the essential issues critical to the success of the branch campus models. “We had a marvelous experience on all levels—culturally, educationally, and personally,” says Komives.

The UM students began their journey with activities designed to provide a better understanding of Qatari and Arab history, culture and society. These included visits to the Islamic Education Center, the Islamic Art Museum, a traditional market or souk, and the Al Jazeera news network. In addition, they took part in a professional development institute with staff from the Qatar Foundation and Education City, the U.S. branch campuses, and Qatar University.

“We critically assessed the applicability of Western student development theories, research, and models in the Arabian Gulf region,” reports Komives. “We were also involved in the redesign of practices to engage and develop learning outcomes for Arab, and particularly Qatari, students.”

(continued on page 6)

Beyond the Great Wall: College Faculty Extends Expertise to China

Institutions across the world are increasingly turning to the University of Maryland College of Education as a valuable resource of global expertise in the education arena. This winter, Education Policy Studies Professor Steven Selden traveled to The People’s Republic of China as an invited speaker at the international conference, ‘History, Theory, and Approach: Inquiring Schooling in Contemporary Era,’ sponsored by East China Normal University in Shanghai. Selden spoke on his research regarding the *Theoretical and Practical Implications of High Stakes Testing in School Reform: Reconsidering the Role of Character Education in the Curriculum*.

Following this presentation, Selden embarked on quite a busy agenda of consulting activities, including traveling to Hangzhou to speak at a follow-up international conference hosted at Hangzhou Normal University. While there, he also took advantage of the opportunity to visit a local middle school that is engaged in professional development activities with Hangzhou Normal University.

By all accounts the trip was a very successful one. According to Selden, “contacts were made with educators in the rural areas of China where there is significant educational progress to be made with national policy makers, and also regarding high tech initiatives that would service Chinese schools in an increasingly effective manner.”

Before returning to the United States, Selden was invited to address graduate students and faculty at Beijing Normal

University’s Research Center of Distance Education. While in Beijing, he also spoke to students at Tsinghua University’s Institute of Education. The Institute’s director, Professor Jinghuan Shi, served as a Fulbright Scholar at Maryland’s College of Education in the 1990s.

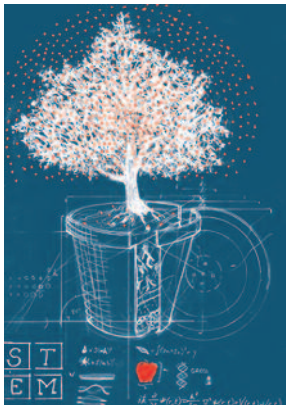
Selden says that he looks forward to doing more collaborative work with his Chinese colleagues in the future. “Maintaining connections like these is an important step in meeting the goals of the University and College’s strategic plans for increasing international initiatives.”



Professor Steven Selden addresses a group of teachers, parents, and English language students at Hangzhou Middle School.



# STEM Teaching Efforts Expand to Meet State, U.S. Demands



(Illustration by Brian Payne)

The turnout for the two-hour program reflects a heightened interest in STEM education on campus, across Maryland and the nation: A state panel in August called for tripling the number of teachers in these subjects, the Obama administration has challenged states to compete for “Race to the Top” funds for education reform, and the president has doubled the amount of money earmarked for STEM initiatives.

“We need to get highly qualified, highly motivated teachers who are excited about science, technology, engineering and math into the classroom. Unless we have these qualified teachers, we’re going to lose ground with innovation in our country,” says College of Education Dean Donna Wiseman, who is the university’s liaison to the national Science and Mathematics Teacher Imperative.

With state and federal grants, the college has recently launched two programs to attract and train experienced scientists and other professionals to teach STEM courses in secondary schools. The Maryland Science Mathematics Resident Teacher, or MSMaRT, program is recruiting its first class of candidates

When College of Education officials began planning an event to talk about trends in teaching science, technology, engineering and math, or STEM, they initially estimated the discussion would draw about 20 industry leaders. Instead, the Jan. 28 “Chalk Talk” attracted 90 corporate representatives, foundation members, and educators from parochial, charter and public schools (see related article below).

for training to teach in high-needs middle schools in Prince George’s County. During the year-long program, candidates receive 11 weeks of pre-employment training. The Transition from Laboratory to Classroom, or TLC, program has trained 13 scientists with lab experience to work in Montgomery County Public Schools, through a partnership with the National Institutes of Health.

Candice Doyle enrolled in the TLC program last summer after doing influenza research at the University of Wisconsin and working as a microbiologist in a California virology lab. Today, she’s teaching biology at Rockville High School. The TLC program “provides great incentives to allow scientists who are contemplating a career in teaching to do that without the enormous burden of a \$40,000 graduate loan,” Doyle says.

The college’s Department of Curriculum and Instruction and the Department of Mathematics are also creating a program to certify middle school math teachers and are reaching out to Prince George’s and Montgomery County teachers interested in this and its high school math certification.

In addition, the university’s upcoming Terps Teach program will give math and science majors the opportunity to teach in public school classrooms during their freshman and sophomore years in hopes of recruiting them to the field. And Research Associate Professor Leigh Abts, who has an affiliate professorship in the A. James Clark School of Engineering, is working to develop programs to train engineering students to become teachers—a difficult prospect when starting salaries for engineers are so much higher than those for teachers. “We need more of a coherent approach so that teachers can be trained in engineering like they would in math and science,” says Abts, one of the panelists at the Chalk Talk.

The college’s aggressive stance in producing STEM teachers coincides with an increasing demand for them. A nonpartisan

report released in 2007 projected a shortfall of 280,000 math and science teachers across the country by 2015. The need is particularly urgent in Maryland, which has such a strong technology-based economy. According to the Governor’s STEM Task Force report released last summer, the state’s “aging workforce, significant shortfall in qualified K-12 STEM teachers, and a rapidly changing economic and social environment” threatens its standing. It estimated that Maryland has approximately 6,000 STEM openings a year, but produces only 4,000 STEM graduates.

Compounding that, the state is producing only a third of the 350 STEM teachers needed annually. Wiseman says the College of Education expects to graduate 33 STEM teachers this year.

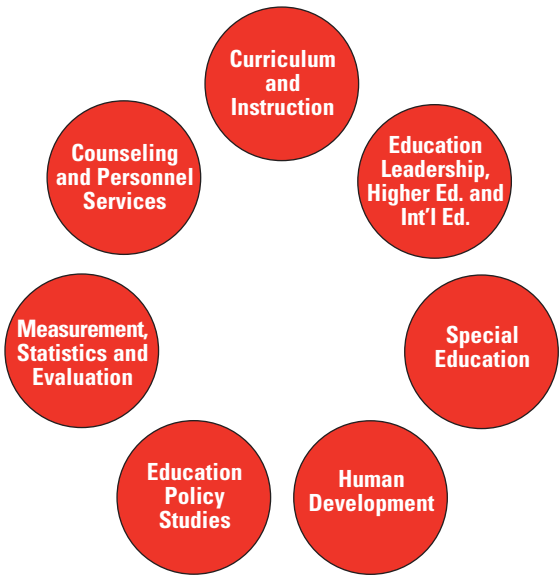
June Streckfus ’68, co-chair of the governor’s STEM task force and executive director of the Maryland Business Roundtable for Education, adds that many existing state teachers need STEM training to meet the demands of the state’s workforce, especially in the booming fields of biotechnology and cyber-security. One of the hosts of the Chalk Talk, she also stressed the scientific, analytic and research-based career opportunities available at military installations and defense contractors based in Maryland—and the need to develop that future workforce at universities. “There needs to be a constant dialogue to ensure that we are facing the big issues of our time with a coordinated strategy and an alliance,” Streckfus says.

To that end, Wiseman plans to establish an advisory committee of businesspeople interested in working with the college to design education policies and curriculum. “We have lots of partners, but this is a partnership that we haven’t included before,” she says. “It can enrich our conversations and they can contribute to our training, and that’s our long-term goal.”

## College Proposes Department Reorganization

Since its origins in 1920, the College of Education has functioned under a variety of different structures. Initially conceived solely as a place for teacher preparation, it experienced a period of rapid growth during the 1960s and 70s that resulted in higher student enrollments, expanded program offerings, and an increased number of faculty. Responding to the changing composition of the College, campus administration sought to reorganize the College, ultimately leading to the creation of five of the seven departments in existence today. In the 1980s, the College’s priorities shifted significantly as research became a more dominant focus. Since that time, the College has undergone some changes, but not a wholesale reorganization.

### COLLEGE OF EDUCATION Current Department Structure



As the illustration shows above, the College’s existing seven departments are essentially autonomous units. There are also a number of existing centers and institutes, most of which operate within a single department with a singular focus. Collaboration—in teaching, research, and service—does not emerge naturally from such an arrangement. In addition, it tends to give rise to competence in a wide array of areas, as opposed to opportunities to pursue a limited number of areas of excellence. To address this, the College is therefore proposing to consolidate its seven departments into three.

This reorganization is motivated by several factors, including:

- The College must position itself to compete in an environment in which human development and education programs and scholarship reflect innovation and embrace 21st century opportunities and needs;
- Faculty members seek modes of organization to support greater intellectual collaboration while creating a stronger

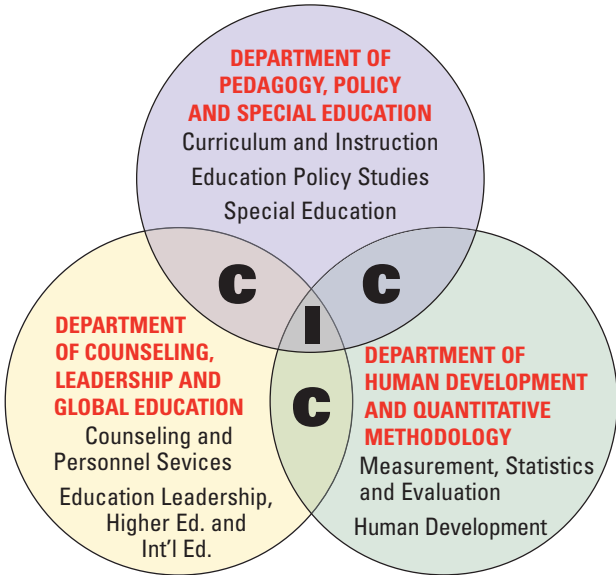
College identity and competitive advantage around specific areas of expertise identified in the College’s Strategic Plan;

- The College must reduce duplication and unnecessary redundancy in programs and processes;
- The College must increase its ability to respond quickly and decisively to state, national, and international needs and opportunities.

The proposed new structure, shown in the illustration below, represents a more coherent intellectual clustering. In some areas of scholarship, this will mean a deepening of the knowledge base within a department. Graduate students will benefit from enriched cross-disciplinary masters’ and doctoral programs. Faculty will become more familiar with a variety of course offerings, better enabling them to advise undergraduate and graduate students on electives that meet individual interests. New centers and institutes, or newly constituted versions of existing centers and institutes, will also be positioned to enhance cross-disciplinary exploration of critical research questions.

In the end, this reorganization will allow the College to take advantage of new competitions and demands from local educational agencies and our state. Furthermore, it will create more efficient structures that allow for development of cross-disciplinary programs for practitioners in school and community settings (regionally and internationally), as well as scholars who will address the next generation of issues in teaching and learning.

### COLLEGE OF EDUCATION Proposed Department Structure (effective 2011)

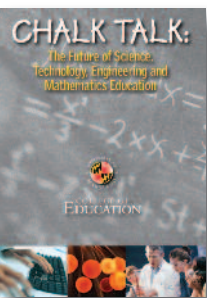


**C** Interdisciplinary Centers  
**I** Interdisciplinary Institutes

## Huge Turnout for College’s First STEM ‘Chalk Talk’



STEM Education panelists (from left): Leigh Abts (UM College of Education), Steve Barkanic (Bill and Melinda Gates Foundation), Nariman Farvardin (UM), David Morganstein (Westat), Erin Moseley (Intel) and Mike Stieff (UM College of Education)



The risk the United States will lose its technological edge due to a growing shortage of professionals in Science, Technology, Engineering and Mathematics (STEM)-related fields has inspired calls for action across the nation, including from such top leaders as President Barack Obama and Maryland Governor Martin O’Malley. The critical nature of this issue was evident last month

as members of industry and academia packed the Prince George’s Room of Stamp Student Union for an in-depth discussion held by the College of Education (COE) on *The Future of Science, Technology, Engineering and Mathematics (STEM) Education*.

“This type of education has an opportunity to make a profound impact on the way we live,” said panelist Provost Nariman Farvardin, who also serves on the Governor’s STEM Task Force. Citing the example of one of his former students who invented Apple’s iPhone 3G network, Farvardin emphasized that “STEM students use the knowledge they acquire in an academic environment to change the world.”

The College’s first ‘Chalk Talk’ on this subject was moderated by Associate Vice Chancellor Nancy Shapiro (University System of Maryland) and hosted by top executives Mary Batcher, Ed.D. (’86), James Hamerski (’70), Robert Ramin (’92), June Streckfus (’68) and Kenneth Whitmore (’72). Keeping the momentum going, the hosts are also working on establishing a COE Industry Task Force by the end of 2010, which will provide the College with valuable insight and guidance on critical areas, such as the must-have skills that organizations are looking for in future workforces. The board will additionally provide diverse business perspectives on trends and industry needs where the College could be of service.

To learn more about the College’s STEM initiatives and/or to become involved with the Industry Task Force, contact Carla Maxwell Ray, Executive Director of Development and External Relations, at 301.405.0903 or email [cmray@umd.edu](mailto:cmray@umd.edu).



(continued from page 1)

Women's access to sports also remains a thorny issue, says Sandler. Title IX and subsequent regulations require that schools provide equal opportunities for women and girls to participate in

Still, all of this also leaves Sandler feeling moved and validated by being honored at her alma mater for her career of advocacy. “It’s hard to put into words, but it feels very good. For me it symbolizes the tremendous changes that have taken place in the past 40 years. It’s a huge change to go from saying, ‘We don’t take many women in our department,’ to having women now who are deans. To see these changes at the University of Maryland is very special for me.”

## Developing Dreams: Fulbright Fellow, Professor Alberto Cabrera, Helps Brazilian Students Realize Their Ambitions as Teachers



The purpose of the grant is to assist them in developing indicators to strengthen the quality of their programs that prepare young people to become teachers. For the first section of the grant, I was in Brazil from December 2009 to January 2010 helping them identify ways of evaluating the quality of these undergraduate programs. For the second portion, I will be there from May to June 2010 to teach graduate students and college administrators in the areas of research methods and the impact of college on the students.

The third product, which we are still working on, is a questionnaire that will collect information on actual competency from the undergraduate students themselves who are about to graduate; from the employers of such college graduates, mainly school presidents; and from alumni who use these competencies in their teaching work and who can tell us about the undergraduate experiences from which they gained these competencies. The idea is to 'triangulate' using these three sources to find out

(continued on page 6)

**SAVE THE DATE!**  
*Silver & Gold*  
**GRADUATION CELEBRATION**  
*Classes of 1985 & 1960*

Be our guests of honor for a special celebration of the Silver & Gold anniversary of your graduation from the College of Education

**Friday, May 21, 2010**

★

10 to 11:30 a.m.  
COLLEGE OF EDUCATION

*Enjoy a nostalgic brunch reception at the Benjamin Building while reuniting and reminiscing with your fellow alumni, faculty and friends!*

★

12:30 to 2:30 p.m.  
COLE STUDENT ACTIVITIES CENTER

*Walk with the Class of 2010 at the College commencement ceremony (Silver and Gold regalia will be provided and there will be a special recognition of the 25- and 50-year graduates during the ceremony).*

★

Approx. 3 p.m.  
BENJAMIN BUILDING COURTYARD

*'Meet and mingle' with the new College of Education alumni at a celebratory reception immediately following commencement.*

★

**INVITATIONS WILL BE MAILED.**  
To learn more, contact Pat Costantino:  
301.405.5607 or email [pmc4@umd.edu](mailto:pmc4@umd.edu)

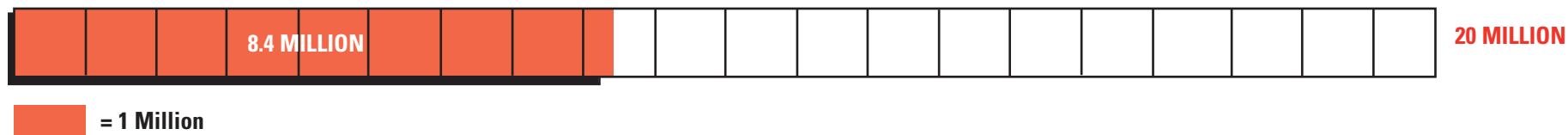


## GREAT EXPECTATIONS: THE CAMPAIGN FOR MARYLAND, COLLEGE OF EDUCATION UPDATE

*Thanks to support of our alumni and friends, the College's **Great Expectations** campaign has topped \$8.4 million! We still have a way to go to reach our goal of \$20 million.*

Interested in making your mark to support the College and students following in your footsteps?

Please contact **Carla Maxwell Ray**, Executive Director for Development and External Relations, at **301.405.0903** or email **[cmray@umd.edu](mailto:cmray@umd.edu)**



## Our Greatest Thanks to...



Mary Ann Beatty, Ph.D.

**Mary Ann Beatty** (Ph.D. '82) for her additional contribution of \$10,000 to the *Dr. Charles J. Beatty Memorial Scholarship*. Beatty scholarships are awarded annually to support tuition and fees for students who transfer from Montgomery College in Maryland and enroll in the University of Maryland College of Education.

**Marie Smith Davidson** (*Ph.D. '71, '67*) for her additional contribution of \$25,000 to the *Marie Smith Davidson Scholarship Fund*. The fund provides two annual scholarships for undergraduate transfer students who are enrolled in Human Development's Early Childhood Education Program.



*Marie Smith Davidson, Ph.D.*

**Rachel Petty**, (*Ph.D. '81*), for her additional contribution of \$25,000 to the *Dr. Rachel M. Petty Dissertation Fellowship Fund*. The fund provides awards each spring to two outstanding doctoral students enrolled in Human Development.

To learn more about contributing to the College of Education, please contact **Carla Maxwell Ray**, Executive Director of Development and External Relations by calling **301.405.0903** or email [cmray@umd.edu](mailto:cmray@umd.edu).

You can also donate online by visiting the web site  
*[www.greatexpectations.umd.edu](http://www.greatexpectations.umd.edu)*.  
**Please designate your support to the College of Education.**



Rachel Petty, Ph.D.

# Making Your Mark at the College of Education

by Carla Maxwell Ray, Executive Director, Development and External Relations

The College of Education and its programs belong to you, our treasured alumni. During this time of transition, we're building on the strong foundation that you helped establish as we seek to become more efficient, innovative, relevant, and most importantly of greater service to you and new generations of educators, practitioners and researchers to come.

When you hear about the College reorganization, you might wonder what is your role in this process and/or what you can do to help. First, we value your input and want to hear from you. Send us an email ([endeavors@umd.edu](mailto:endeavors@umd.edu)), or drop us a note to let us know what you think about the proposed consolidation.

Second, no matter what your major was, your experience at Maryland undoubtedly provided a solid base for the path you decided to embark on in life. To ensure that students following in your footsteps have the same opportunity, we ask that each of you consider making an annual gift to your department and program. As we approach the end of the fiscal year, your financial support sends a message to your faculty that their hard work is appreciated.

An envelope is conveniently enclosed in this issue of *Endeavors* for your use, or you can donate online at [www.greatexpectations.umd.edu](http://www.greatexpectations.umd.edu) (please designate your support to the College of Education).

We treasure you as a vital part of our College community and thank you for your continued support and consideration.

*Fulbright Fellowship Allows Professor Alberto Cabrera to Help Brazilian Students Fulfill Dreams* (continued from page 5)

(continued from page 5)

whether the competencies we identified are relevant and what teaching practices are likeliest to bring them about. If everything goes well, the two universities will then use all of this information to change curriculum content so that instruction is best aligned with competency.

**Q:** Would these changes be potentially implemented throughout these regions of Brazil or throughout the country?

**AC:** The implications are many. The way I understand it, the Fulbright Commission in Brazil wants to pilot-test this, and to perhaps start using it at colleges and universities in other regions of Brazil. It's an exciting project. A dean told me that in the 20 years she has been working at her university, she has never before been able to bring together all of the coordinators to focus on one single task, and to reach a consensus on what competencies a graduate is supposed to have. She was very happy they were able to overcome the conflicts by bringing in an external person, myself, who has no vested interests. At the beginning they were concerned that I might want to impose systems and methods on them that we have in the United States. However, as a result of our process, they have a product of their own that responds to their own situation, their own circumstance.

**Q:** Will you have ongoing future contact with these programs in Brazil?

**AC:** Of course, I am going back in May to do the teaching portion of this grant. I cannot say what will happen after the life of the Fulbright award, but I hope this will be the beginning of a wonderful relationship.

**Q:** Are you working on any new projects?

**AC:** In addition to this effort in Brazil, I will also have a paper in the June 2010 issue of *Research in Education* that examines the extent to which the National Student Engagement survey (NSE) is a reliable benchmark for measuring the quality of higher education.

There is constant criticism of the use of the *U.S. News and World Report* college rankings, and the NSE is an alternative to that. It uses a questionnaire that examines the quality of teaching experiences and students' engagement at about 1,000 colleges and universities. My co-author and I found, at least for the one institution that we examined, that the NSE's five benchmarks did not hold. We also found though, that it is much better to define benchmarks by major than it is to use benchmarks that apply across all majors. Colleges and students may be ignoring the fact that the quality of a school varies by major.

**Q: One prominent thread in your academic work involves the college experiences and outcomes of minority and low-income students. Do you feel you have a social mission that helps to drive your work?**

**AC:** I believe that all of us conducting research in any field were influenced by our personal lives and experiences. I was born in the United States, but raised in Mexico, so I understand the perspective of immigrants and of being Latino. For me, going to college was difficult. I was the first person in my family to go to college and I had many problems. So my personal life fueled a deep interest in creating opportunities for students' access to higher education, and also their success in college and beyond.

## The Qatar Experience

(continued from page 3)

Throughout the course, the students learned about similarities and differences between Qatari and U.S. higher education, explored the unique challenges and opportunities in implementing and adapting American higher education in Qatar, and reflected on ways their increased knowledge about working with diverse groups and international students could be applied to their professional practice.

The exposure abroad proved to be quite transformative for some, as evidenced by one participant's comments that, "It sounds corny to say that this was a life changing experience, but for me this trip gave me so much insight to my own sense of self and how other cultures interact in the world."

Komives says the entire Maryland group was impressed with the Arab hospitality, their adaptation to rapid cultural change, and the bright future for this region. In the words of one student, "Through the fresh perspective I've received from this trip I feel I am empowered to create change...I feel a great sense of accomplishment and I am now forever an ambassador committed to learning more in the future."

## Become Our Fan on Facebook!

**Become a fan of the College of Education on Facebook. Learn about upcoming events and check out our photos, videos, resources for alumni and more! We want to keep you informed, so log on and become a fan by searching for *University of Maryland College of Education*.**



- Make *your* mark on Maryland  
cheer join share volunteer give



# ClassNotes

1968



Business Roundtable for Education (MBRT). She also co-chairs Maryland Governor Martin O’Malley’s Task Force on STEM (Science, Technology, Engineering and Mathematics).

1969

James Quinn (B.S.), Coventry, RI, retired in June 2008 after 39 years of teaching mathematics.

Teresa Mary Roth Tugadi (B.S.), Mililani, HI, is retired.

Bernice R. Sandler (Ed.D.), Chevy Chase, Md., was inducted this year into the Maryland Women’s Hall of Fame and the University of Maryland Alumni Hall of Fame (see related article on pg. 1). In 2009, Sandler was honored with the Guiding Women in Sport Award from the National Association for Girls and Women in Sport; the Shirley McCune Award from the Association for Gender Equity Leadership in Education, and she received her 12th honorary degree—a doctorate of Humane Letters from Case Western Reserve University. She is currently a Senior Scholar at The Women’s Research and Education Institute.

1971

Joseph Rousseau (M.A.), Saginaw, Mich., was appointed director of School and University Partnerships for Saginaw Valley State University (SVSU). In this role, he oversees SVSU’s 18 charter schools that serve over 11,000 students. Prior to this, he served as assistant director of School and University Partnerships. Rousseau is a long-time education administrator and has held many positions throughout his career, including several with Saginaw Public Schools.

1974

Gladys Gary Vaughn (Ph.D.), Cabin John, Md., was recently elected to the board of directors of Habitat for Humanity International. She is the immediate past national president of The Links, Incorporated—one of the nation’s oldest and largest volunteer service organizations of extraordinary women committed to enriching, sustaining and ensuring the culture and economic survival of African Americans and other persons of African ancestry. Vaughn is currently employed as Special Assistant to the Assistant Secretary of Civil Rights at the U.S. Department of Agriculture.

Rochelle Stutman Eisenberg (B.S.), Fulton, Md., is an attorney at Hodes, Pessin & Katz, P.A. She co-authored the Maryland School Law Deskbook, a publication that provides current information on legal issues facing Maryland Schools. Eisenberg represents local boards of education throughout Maryland on issues involving collective

bargaining, special education, student rights, student discipline, First Amendment, wage and hour, employee rights and discipline, child abuse and neglect cases, and Equal Employment Opportunity matters.

1977

Barbara Kostens Brown (B.S.), Eagle, Md., has returned to teaching after spending 24 years in marketing at Hewlett Packard. Brown is a substitute teacher and tutor with the Meridian School District.

1981

Connie Engle Dean (B.S.), Centreville, Md. was named the 2009-10 Queen Anne’s County Guidance Counselor of the Year. Her daughter, Brooke, is an incoming fall 2010 freshman at the University of Maryland’s Department of Agriculture and Environmental Science.

1985

Robin Seidel (M.Ed.), Edgewood, Md., is currently an adjunct faculty at The Community College of Baltimore County where she teaches a student development course. This allows her to spend more time with her children, Rachael, Joseph and Hannah. She previously spent many years in resident life at the University of Maryland, College Park; University of Maryland, Baltimore County; and Catholic University of America.

Cathy Lee Reed (B.S.), Hillsborough, N.C., is the Human Resources administrator at Chapel Hill–Carrboro City Schools.

1986

Marcia Green Porter (B.S.), Greensboro, Md., recently earned National Board Certification in Library Media. Porter is employed as a Media Specialist with Caroline County Public Schools.

1988

Larry D. Roper (Ph.D.), Corvallis, Ore., was a contributing editor of the Ethical Issues on Campus section of the Journal of College and Character. In the November 2009 issue, Roper argues that when charged with responsibility of representing and supporting the growth of all students, higher education leaders must learn to manage by “leading in the middle” and to straddle warring ideals, which is a difficult place to be. Roper is vice provost for Student Affairs at Oregon State University.

1992

Gary L. Thrift (Ed.D.), Reisterstown, Md., accepted a position as chair and associate professor in the School of Education at the College of Notre Dame of Maryland. Thrift retired from the Baltimore City Public Schools System where he held positions as a human resources officer and area superintendent.

1994

Michael J. Dumas (M.Ed.), Long Beach, Calif., recently completed his Ph.D. He accepted his first tenure track position as assistant professor of Social and Cultural Analysis of Education at California State University, Long Beach.

Holly Seal Hurst (M.Ed.), Chevy Chase, Md., is director of the Mid-Atlantic Teacher Institute—a collaborative teacher education program with the Norwood School and George Washington University.



## Terp Babies!

1999

Susan Johnston Olson (M.A.), Chicago, Ill., welcomed a baby girl, Heather Katherine Olson, born on October 31, 2009. Olson is assistant dean for Student Affairs at the School of Education and Social Policy at Northwestern University.

2002

Mary Kay Schneider Carodine (Ph.D.), Gainesville, Fl., and her husband are pleased to announce the arrival of their baby girl, Kate, born June 13, 2009. Carodine is assistant vice president for Student Affairs at the University of Florida.

2005

Kristen Vogt Kawas (Ph.D.), Philadelphia, Penn., and her husband, Charles, welcomed the arrival of their second son, Alexander Joseph, on February 2, 2010. Older son Ryan is thrilled to be a big brother!

2007

Keith Edwards (Ph.D.), Minneapolis, Minn., and his wife, Jamie, are pleased to announce the arrival of Kara Jackson Edwards, born on February 17, 2010. Edwards is director of Campus Life at Macalester College.

1996

Katherine Zeltner Hargreaves (B.S.), Zionsville, IN, is a developmental therapist with Easter Seals Crossroads. She and her husband, Todd, have two children: Jack (four) and Ella (two).

1997

Karen Boss (M.A.), Jamaica Plain, Mass., recently returned to higher education as senior institute administrator at the Institute for Global Leadership at Tufts University.

2003

Ashley Mouberry Sieman (M.A.), Fairfax, Va., was honored by the Association for Student Conduct Administration (ASCA) with the 2009 Dissertation of the Year Award. She was recognized for her dissertation entitled, “Motivational Predictors of Academic Cheating Among First Year College Students: Goals Expectations and Costs.” Sieman is an assessment analyst at George Mason University.

2004

Ryan Holmes (M.A.), Philadelphia, Penn., is the recipient of the 2010 Association for Student Conduct Administration (ASCA) Distinguished Service Award. He will be conference chair for the ASCA 2011 Annual Conference. Currently, Holmes is director of Off-Campus Communities at La Salle University.

Amelia C. Simmons (B.A.), Seabrook, Md., is a school counselor at Friendship Public Charter School. She is a National Board Certified counselor as well as a member of the Counseling Academic and Professional Honor International Society, Chi Sigma Iota. She is also the Ivy Leaf Reporter for the Xi Sigma Omega Chapter of AKA, Inc. Simmons was recently the keynote speaker at a women’s conference in Grenada.

2005

Marcus Peanort (M.Ed.), Hampton, Va., was recognized with the New Professional at a Two-Year College Award by the American College Personnel Association (ACPA) Commission for Student Development for his outstanding professional potential and commitment to student affairs and development. Peanort is Acting Director of Student Life at Montgomery College in Germantown, Md.

JOIN

TERPS JOIN IN

Join the Maryland Alumni Association and become a **WHOLE** Terp.

- Enjoy the satisfaction of supporting the Maryland Alumni Association Scholarship Program benefiting dedicated Terps following in your footsteps.
- Enjoy programming including alumni clubs and academic chapters to keep you engaged.
- Receive special campus perks and an automatic subscription to *Terp* Magazine.
- Attend special events, including the Valentine Party and members-only Homecoming Backyard Bash.

GIVE

TERPS GIVE BACK

Give from the heart as a **WHOLE** Terp to support the university and its students.

- Help sustain Maryland’s high quality academic, research and student programs in the face of declining state support.
  - Direct your dollars to what moves you—the college, school or program of your choice, Keep Me Maryland or *Where Maryland’s Need is Greatest*.
  - Improve the student experience by providing for emergency financial aid, hardship assistance, scholarships, technology upgrades and more.
  - Help Maryland realize the promise of a globally distinct university.

Visit [supportum.umd.edu](http://supportum.umd.edu) to Join In and Give Back today!

CHEER | JOIN | SHARE | VOLUNTEER | GIVE | CHEER | JOIN | SHARE | VOLUNTEER | GIVE | CHEER | JOIN | SHARE | VOLUNTEER

## Please Drop Us a Line!

We’ve been happy to hear from more than 800 of you, but we have more than 36,000 alumni! Please take a moment to fill out this form and return it to the College of Education.

### PERSONAL

Name \_\_\_\_\_

Home Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Preferred Email Address \_\_\_\_\_

Spouse \_\_\_\_\_

Is your spouse a University of Maryland graduate? ☐ Yes ☐ No Grad Year(s) \_\_\_\_\_

### EDUCATION AND EMPLOYMENT

Graduation Year \_\_\_\_\_ Department/Program Major \_\_\_\_\_ Degree \_\_\_\_\_

Additional Education (school, degree, year) \_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

Employer \_\_\_\_\_

Title \_\_\_\_\_

MY NEWS\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

☐ \_\_\_\_\_ Check this box if you do **NOT** want your news to be part of ClassNotes.

**Mail this form to:** *Endeavors*, Office of Advancement, College of Education, 3115 Benjamin Building, University of Maryland, College Park, MD 20742 **Or, send an email to:** *Endeavors@umd.edu*

# Calendar of Events ~ Spring 2010

Following is a list of upcoming events of interest to College of Education alumni and friends. For more information, please contact Director of Alumni Relations, Pat Costantino, '66, '69, at 301.405.5607, or send an email to [pmc4@umd.edu](mailto:pmc4@umd.edu).

## Monday, May 3, 2010

### College of Education Reception at AERA (Denver, CO)

7 to 9 p.m.

Centennial Ballroom C

Hyatt Regency, Denver

College of Education alumni attending the 2010 Annual Meeting of the American Educational Research Association (AERA) in Denver, and/or residing in the area, are invited to this special reception hosted by Dean Donna Wiseman. This is a wonderful opportunity to network with your fellow alums, meet College leadership/faculty, and reconnect with your alma mater.

## Thursday, May 6, 2010

### Alumni Board Meeting

5:30 to 8:30 p.m.

Benjamin Building

## Friday, May 21, 2010

### Silver and Gold Anniversary Celebration

10 a.m.

Benjamin Building, College of Education

1985 and 1960 were both very good years. College of Education alumni who graduated in those years are invited to return to campus to celebrate the 25th and 50th anniversary of that momentous event in their lives. Alumni will don "silver and gold" regalia while enjoying a reunion brunch with their classmates, hosted by their fellow alumni—Dr. Michael J. Martirano ('85), Superintendent of St. Mary's County Public Schools and the Hon. Charles L. Hudson ('60), former mayor of the City of District Heights. Silver and Gold alumni are also invited to the College's commencement to walk with the Class of 2010 and receive special recognition during the ceremony. Then join us in welcoming the new graduates to the alumni fold at a celebratory reception following. Invitations will be mailed.

## Friday, May 21, 2010

### College of Education Spring 2010

### Graduation Ceremony

12:30 p.m.

Cole Student Activities Center, University of Maryland

For details, visit: [www.education.umd.edu/studentinfo/graduation.html](http://www.education.umd.edu/studentinfo/graduation.html)

(University commencement is on Thursday, May 20, 8 p.m. at Comcast Center. For more details, visit: [www.commencement.umd.edu](http://www.commencement.umd.edu))

## Friday, May 21, 2010

### Class of 2010 Spring Graduation Reception

Immediately following Commencement (approx. 3 p.m.)

Benjamin Courtyard, College of Education

Immediately following the spring commencement ceremony at Cole Field House, the College is hosting an outdoor reception next door in the Benjamin Courtyard to honor the Class of 2010 and their transition to COE alumni.

## May 31-June 6, 2010

### PGA Nationwide Tour: Melwood Prince George's County Open University of Maryland Golf Course, College Park

The University of Maryland Alumni Association is a proud partner of the 2010 Melwood Prince George's County Open—Nationwide PGA Tour. The key goals of the Nationwide Tour are to provide economic impact for the local community and benefit charity. The host charity, Melwood, trains, employs and supports over 2,100 people with disabilities each year throughout the greater Washington, D.C. metro area. Maryland Men's Basketball Coach Gary Williams ('68) will be the tournament host, with House Majority Leader Steny Hoyer ('63, '88) D.P.S. (Hon.) and Pro Golfer Fred Funk ('80) as co-chairs. Purchase your tickets online now through the alumni association web site: <http://alumni.umd.edu/>. Or for more information, contact Cindy Adcock at 301.405.3088 or [cadcock@umd.edu](mailto:cadcock@umd.edu).

## June 17-18, 2010

### 2010 CILVR Conference: Advances in Longitudinal Methods in the Social and Behavioral Sciences

8:30 a.m. to 5 p.m.

Howard Frank Auditorium, Van Munching Hall

The College of Education's Center for Integrated Latent Variable Research (CILVR) invites you to attend its 2010 conference focusing on "Advances in Longitudinal Methods." Co-sponsored by the Society of Multivariate Experimental Psychology, this conference brings together quantitative methodologists to present new, state-of-the-art developments in longitudinal methods, and to point to the future of this critical branch of data analysis. Keynote speaker will be Professor Patrick Curran from the L.L. Thurstone Psychometric Laboratory in the Department of Psychology at the University of North Carolina-Chapel Hill. Registration fees are \$145 for professionals; \$95 for full-time students (includes light breakfast). To register and/or to learn more about the conference, visit:

[www.cilvr.umd.edu/Conference2010/Conference2010.html](http://www.cilvr.umd.edu/Conference2010/Conference2010.html)

## Ready to Advance Your Career?



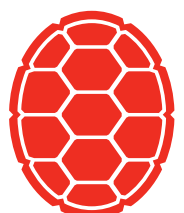
### Discover how the University of Maryland College of Education and Montgomery County Public Schools (MCPS) can help!

Our **M.Ed. in Human Development** is a specialized, intensive **two-year program for secondary teachers** that offers you:

- A focus on educational psychology and adolescent development in schools with **integration of course-work and classroom experiences**
- **In-state tuition rates** for non-Maryland residents
- **Scholarship opportunities**
- A 30-credit **cohort model**

For the convenience of your busy schedule, **classes are held evenings and weekends** at either the Universities of Shady Grove campus in Rockville, MD, or at a MCPS location.

To learn more about the program, visit: [www.education.umd.edu/EDHD/pdfs/m-ed-packet.pdf](http://www.education.umd.edu/EDHD/pdfs/m-ed-packet.pdf) or send an email to: [humandev@umd.edu](mailto:humandev@umd.edu)



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