



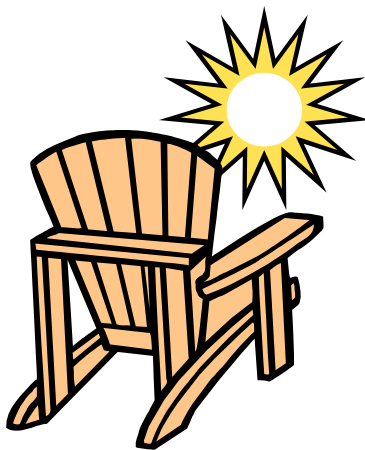
The Dialogue: Summer 2004

From our Associate Chair

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*Dr Weible is on leave.



Summertime — and the living is easy. *(from "Porgy and Bess", Composed by George Gershwin, Ira Gershwin and Dubose Heyward)*

The summer months are commonly considered a quiet time around the University of Maryland. No longer are halls filled with students rushing to and from class. The stress of meeting deadlines and completing course work is over. Faculty members have turned in grades, dissertations and seminar papers have been completed, and graduation has come and gone.

The summer months are thought of as a quiet time to relax, to catch your breath, to clear your head and, perhaps to think about the planned weekend just around the corner to Ocean City, or the trip into the Adirondacks, camping next to a clear, cool lake. Or, how about a weekend in New York?

Summer may be about all of these things, but most people will be surprised how busy the Department is during the seemingly short time between the end of the Spring semester and the beginning of a new school year.

Here are a few things

that a very busy office staff and faculty members have been concerned with:

Three major grant proposals have been written and submitted. This is important. Not only is outside funding a source of faculty research, but it supports graduate student work as well. Funded research also provides crucial experience and ideas for dissertation studies. Both existing and incoming graduate students should not be shy about talking with individual faculty members about pending research projects.

The staff has spent many hours streamlining the student record system. We expect to have a smoother-functioning admissions process that will cut delays and track applications more accurately. With 225 or more applicants spread among 5 program areas, processing can be complex. So far this year, we have admitted 125 students for the fall semester and are preparing again for a large entering class. Typically, all admitted students do not attend for a variety of rea-

sons. But this has been a good year: overall graduate enrollments are up, continuing last year's trend. Many graduate classes are filling up quickly, so don't delay registering, if you've not already done so.

Summer school enrollment is up, with more courses and good class sizes. As in the case of last summer, two classes were offered in Montgomery County through the Shady Grove outreach program.

We have firmed up the class schedule so that students can anticipate when courses will be offered over a two- or three- year period. This will facilitate more effective scheduling.

These are just a few of the major activities keeping staff and faculty busy. Each involves considerable work, so you can see that the summer has not been a quiet time. Come the fall semester, we will be well-prepared for the new year. I look forward to late August. However, first I would like to find that clean cool lake for a few days.

Dennis Herschbach

From the GSA President



We can make a difference, but it will make no difference if we don't participate.

In 1994 my father voted in an election that would install South Africa's first democratically elected government. My sisters and I teased him about dawdling in the voting booth. What took him so long, when he had already decided who to vote for? His response? "It was my first vote in a democracy: I wanted to savour every minute."

It's easy to become cynical about the meaning of a vote when our representatives appear to disregard the very people who choose them for political office. When politicians deliberately misuse political institutions to promote personal agendas, we can lose faith in the democratic process.

Personally, I view democracies as dynamic political systems. Yes, they are fraught with conflict: people disagree with each other—sometimes heatedly. Yet, the

dynamism is in the rough and tumble of asserting our democratic rights. We risk irrelevance if we opt out of exercising our right to vote and to be voted for.

Why the 'lesson' in democracy? Well, this past spring no one was nominated to fill any of the vacancies on the Graduate Students Association's (GSA) Executive Committee. Were students apathetic or just too busy to take their minds off school-work?

I became GSA President because I had such a great experience on the GSA last year. Our President, Kathleen Lis Dean, operated as a team leader, assigning each member responsibilities and also giving us room to use our initiative. I learned so much from her so I want to try and continue in that vein. But I desperately need team members.

Please consider standing for the GSA executive committee when

elections are held this Fall!!

With a good team I can carry forward the GSA's tradition of being a strong student voice in EDPL. In particular I would like to provide more informal opportunities for scholarly exchange between students outside the classroom. This would take the form of study groups; conference report-backs; talks on current issues.

Graduate school is also about the relationships we establish with our peers so the GSA will also offer students opportunities to socialize with each other!

The GSA is the student voice in the department. EDPL exists because of its graduate students. *We can* make a difference, but it will make no difference if we don't participate.

Carol Corneilse
President
EDPL Graduate
Student Association

Vacancies on the Graduate Students Association Executive Committee

Elected positions

- Vice President and Secretary
- Departmental Assembly Representatives (2 positions)
- Faculty Advisory Representative
- Delegate to College Senate

Elections are held by secret ballot. A student may nominate himself/herself or another student. Full descriptions of each officeholder's duties can be found in the GSA By-laws at: <http://www.edpl.umd.edu/EDPA/gsa/bylaws.html>

Appointed positions. These appointments are made by the Executive Committee. *Students are invited to indicate whether they would be available for appointment.*

- Social Committee & Special Events Chair
- Campuswide GSA representative
- Part-time liaison (this person will Chair the Committee on Part-time Students)
- Curriculum Development Committee representative

Note: Students are deemed members of the Graduate Students Association by virtue of their enrolment in an EDPL program.

Faculty News

Dr. Laura Perna reports that an article entitled, "Understanding differences in the choice of college attended: The role of state public policies," by her and **Marvin Titus** (Ph.D. EDPL '02 and winner of Dissertation Award) appears in the spring issue of *Review of Higher Education*.

With Brian Fitzgerald, Don Heller, Cheryl Blanco, and Joni Finney, she participated in a symposium entitled, "Opportunities for more effective coordination of federal, state, and institutional priorities and policies," at the annual Student Financial Aid Research Network Conference in June in San Francisco.

She was also awarded, along with Scott Thomas of the University of Georgia, a \$321,000 grant from the Lumina Foundation for Education to examine "The combined impact of federal, state, and institutional policies on prospective students' opportunity for college."

Affiliated IEP faculty member and Professor of Human Development, **Judith Torney-Porta** supervised the dissertation of Wendy Richardson, a 2003 graduate of the College of Education. Wendy's dissertation, "Connecting Political Discussion to Civic Engagement: The Role of Civic Knowledge, Efficacy and Context for Adolescents," has been awarded the 2004 Bruce H. Choppin Memorial Award by IEA (the International Association for the Evaluation of Educational Achievement, Amsterdam). The award is made to the author of a disser-

tation presenting rigorous empirical analysis of data from an IEA study and is based on the recommendation of a committee of three distinguished international educational researchers. Wendy is the first to receive the award for use of data from the IEA Civic Education Study collected in 1999 (for more information about the study and opportunities for secondary analysis see www.wam.umd.edu/~iea).



Dr Jing Lin went to Xi'an, China to first conduct research and training for the Ford project for which she is the team leader. She and colleagues talked intensively with private university administrators, board members and teachers. The team provided training to faculty on how to combine research with teaching and how to motivate and improve the learning of students who come from disadvantaged academic backgrounds.

Then professor Lin went to Nanning to help set up liaison for an American couple who wish to invest in the education of disadvantaged girls in memory of Lei Peihong, an eminent educator who popularized primary education in the province of Guangxi in the 1930s.

After that, Dr. Lin met with her class-

mates at their 21st year reunion. She notes, "We can still play and have fun like when we were undergraduates, taking all classes together as one class for four years! It is great to be reconnected."

Dr Frank Schmidlein and **Dr Robert Berdahl** met with Dr. Calvin Burnett, Maryland's Secretary for Higher Education, in May to review issues to be addressed in the forthcoming Maryland Plan for Higher Education and provided him with literature on state-wide planning for higher education. A follow-up meeting is scheduled for August.

Drs Schmidlein and Berdahl gave a lecture on July 15th to a group of visiting Chinese government officials, sponsored by the Asian Development Bank, on the nature of the U.S. higher education system. They have been asked by the University's Institute for Global Chinese Affairs to give lectures to two groups of Chinese government officials on August 17th and September 13th.

Dr Berdahl and doctoral student **Jeanne Bayer Contardo** have recently heard that their proposal to deliver a paper at the Association for the Study of Higher Education annual conference in Kansas City in November has been accepted. They are currently completing research on "The Quasi-Privatization of a Public Honors College: St. Mary's college, Maryland."

Name and Address Changes

You need to make updates with *several* campus offices whenever you change any of your coordinates: name, telephone number, address, or email. Not only do you need to update **Testudo** (www.testudo.umd.edu), you also need to contact **Student Services** in the College of Education (301-405-2364) and **Jeanie Yerby** in the EDPL office (301-405-3590 or jy38@umail.umd.edu). Keeping information current with each of these offices will ensure that you do not miss important correspondence.

Congratulations!

There were two recipients of the GSA's Faculty Mentor Award this year: well done **Dr Jeff Milem** and **Dr Steve Klees**!

Dr Barbara Finkelstein received the Order of the Rising Sun, Gold Rays with Rosette award at the Japanese Embassy in Washington, D.C. on June 25, 2004. The award, conferred by Japan's Emperor Heisei, recognizes Japanese and foreign nationals for their contributions to promoting knowledge of Japan culture throughout the world.

Program News

From the Organizational Leadership and Policy Studies (OLPS) area:

The OLPS area is pleased to announce that Golnar Abedin is now graduate assistant for the area. Golnar, an OLPS, Ph.D. student received the University of Maryland entrance scholarship. In addition to her work on OLPS admissions and program matters, she is working with OLPS coordinator, Hanne Mawhinney, on completing the OLPS Performance Assessment System (PAS). In the late fall, 2004, the OLPS area will introduce the Web-based Performance Assessment System for student seeking certification as school building or school

district leaders. The PAS will allow students to track their progress in meeting the indicators of the standards established by the Education Leadership Constituent Council of the National Council for Accreditation of Teacher Education.

Golnar is also working with Hanne Mawhinney, and other OLPS students in preparing the third research report commissioned by the Council for Supervisory Officials of Maryland, (CEASOM). This year the report will focus on Design Principles for Learner Centered Schools: Scaffolding Instruction for Student Learning.

Admissions procedures for the OLPS area have been revised, and for

the 2004-2005 year applications for admissions will be reviewed once, in February, 2005. At that time applications for admissions to the MA and Ph.D. will be reviewed, and Ed.D. leading to superintendent supervision may be considered. There will be no admissions to the Ed.D in Education Leadership and Policy Studies next year as that program is under review.

A number of OLPS students defended their doctoral dissertation proposals: Jackie Haas (supervised by Hanne Mawhinney), Elnora Saunders (supervised by Hanne Mawhinney), and Richard Nyanakori (supervised by Bob Croninger).

[See "Almost There" for doctoral dissertations defended.]

Get connected!



Are you on the EDPL listserv? Why not?! Keep up with EDPL news, find out about jobs and graduate assistantships, solicit information, communicate with the EDPL community. To join the EDPL listserv, just send the following message

subscribe EDPACOMM firstname lastname

to: listserv@listserv.umd.edu. You will receive a confirmation message when you've subscribed successfully. **For those already on the listserv**, send postings to:

EDPACOMM@listserv.umd.edu

The listserv is maintained by Andrea Gommans: 301-405-5601; agommans@umd.edu

Student Orientation 2004: Thurs., September 2

Mark your calendars:

EDPL Annual Open House and Orientation

Thursday, September 2, 2004

6:00 - 8:00 pm

Art-Sociology Building



Don't be a mouse! Come to Student Orientation 2004!

All new and returning graduate students and faculty members are invited to attend EDPL's Orientation and Open House. In order to allow all students to attend, arrangements have been made to end 4:15 classes early and begin 7:00 class a little later.

The Open House/Orientation will be held in the Lower Atriums and Room 2003 of the Art-Sociology Building. This is an enjoyable opportunity for you to meet faculty and fellow students. Your peers will share useful information for new students and induct you into the EDPL graduate school experience. We will begin with a group session, then break up for brief sessions with students and faculty in your program area.

Most importantly, light refreshments will be served!

Questions? Contact Carol Corneilse at 301-405-8504 or carolc@wam.umd.edu.

www.education.umd.edu/EDPL



Get on the Web!!

Want to know when the GSA meets again? Need to double-check regulations for PhDs? Forgotten Masters procedures? It's all on the EDPL website. Become a regular visitor. You'll always be up-to-date on College of Education and University regulations and procedures as well as department activities.

Student News

Heather Rowan (HE) received the 2004 Outstanding Seasoned Graduate Assistant Award for the Division of Student Affairs in April 2004.

Terra Gargano (IEP) served as the Assistant Dean on the Spring 2004 Semester at Sea Voyage, departing the Bahamas in January to sail to ports in Cuba, Brazil, South Africa, Tanzania, India, Vietnam, Hong Kong, Korea, and Japan. The voyage ended in Seattle on April 26.

Lee Harper (HE) gave a paper at the 2004 American Society for Engineering Education Annual Conference & Exposition in Salt Lake City.



Patricia Steele (HE) co-authored a report published by the Institute for Higher Education Policy: Higher Education Opportunities for Students with Disabilities: A Primer for Policymakers (June 2004). She presented this report in San Francisco at the 21st Annual Student Financial Aid Research Network Conference, along with her co-author, the Institute's Senior Associate Tom Wolanin. The report examines the dilemmas facing policymakers dealing with students with disabilities as they transition to higher education.

Lary McDonald (IEP) has been awarded a Fulbright Scholarship which will meet the costs of his dissertation fieldwork in Japan. Lary and his family leave on August 14.

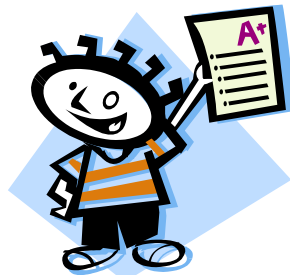


Nisha Thapliyal (IEP) has successfully defended her dissertation proposal and will be doing her fieldwork in Brazil from August to December 2004.



Lindsay Hench (IEP) spent five weeks in China this summer. She taught an intensive 4-week course at Zhejiang International Studies University to high school students who came from all over China. She also visited Beijing and Shanghai.

Bjørn Nordtveit's (IEP) study "Managing Public-Private Partnership: Lessons from Literacy Education in Senegal," can be found on the World Bank's website: <http://www.worldbank.org/afr/hd/wps>.



Amy Rathbun (EPSF) co-authored a report "From Kindergarten through Third Grade: Children's Beginning School Experiences," which can be found on the National Council for Educational Statistics' website.

Eden Segal co-facilitated a concurrent workshop at the American Association of Higher Education Summer Academy, entitled "Student Participation in the Scholarship of Teaching and Learning." The workshop featured work in progress at UM and other campuses that incorporates students, particularly undergraduates, as co-inquirers in research on teaching and learning.



Last May **Dan Balon** (HE) presented two sessions at the National Conference of Race and Ethnicity and Higher Education: "Leadership Development: Cultural Construction and Racial Identity Factors for Asian Pacific American College Students" and "4DOFYE: Doing Diversity Dialogues During Orientation and the First Year Experience."

Darryl Williams (Ed. Leadership & Policy) participated in the statewide Principals' Academy 2004 sponsored

by the Maryland State Department of Education, Division for Leadership Development. Principals were nominated by the respective County Superintendent and travelled to Annapolis from all over Maryland. This year's theme was "Building Instructional Leadership Capacity for Student Achievement."

Ryan Greene (IEP) attended the joint University of Maryland-University of the Witwatersrand (Wits) educational policy seminar in

Johannesburg, South Africa this summer. After the seminar he stayed on at Wits as a member of Dr. Michael Cross' research team. The team's project is a qualitative assessment of internationalization at the university.

He was also offered a Visiting Scholar position (a teaching and research post) at the University of Pretoria for the 2005-2006 school year. Ryan hopes to teach at Wits, as well as Pretoria, during his final year of Ph.D. study that will take place in South Africa.

Melissa (Luroe) Shindel (M.Ed., Educational Leadership 2000), currently vice principal at Ernest E. Just Middle School in PG County, had an article published recently in "Principal Leadership". In "Lessons Learned, Wisdom Earned" she observed that three effective leadership techniques were: lead by example, do the little things (recognize the efforts of others), and let people grow.



Spring sprung this year and a few families grew!

- ◆ **Kathleen Lis Dean** (HE) and Rob are the proud parents of Reilly Thomas Dean, born May 19, 2004.
- ◆ **Andrea Gommans** (HE) and Holger Wagner welcomed Zoe Efia Wagner on May 14, 2004.
- ◆ **Chonya Davis-Johnson** had a baby girl named Cassidy Jon' Johnson on April 26, 2004.
- ◆ **Shanee Wangia-Washington** gave birth to Nia on June 30, 2004.

There will be more baby news in the Fall newsletter.

Moving on ...

... are several students who recently defended doctoral dissertations. **Dan Balon** (HE) focused on, "Racial, Ethnic, and Gender Differences among Entering College Student Attitudes toward Leadership, Culture, and Leader Self-identification: A Focus on Asian Pacific Americans." He has moved to a new position at the University of Maryland's Department of Electrical and Computer Engineering as the Director of Graduate Academic and Student Affairs.

The following OLPS students successfully defended their doctoral dissertations: **Chris Garran**, Ph. D. (supervised by Francine Hultgren), **Darla Strouse**, Ed.D. (supervised by Hanne Mawhinney); **Shannon Bramblett** (supervised by Jackie Cossentino), **David Thomas** Ed.D. (supervised by Bob Croninger).

Shannon now works for the Virginia Department of Education in Richmond, Virginia, as a migrant education specialist.

Andre Perry, Ph.D has moved to New Orleans. Beginning this Fall he can be found in the Department of Educational Leadership, Counseling and Foundations at the University of New Orleans.

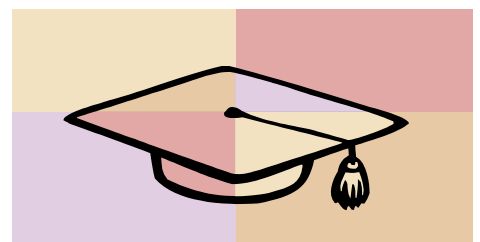
Marie Ting, Ph.D is Chief of Staff/Assistant to the President at CUNY's York College in Jamaica, New York. Marie was the student speaker at Commencement.

Helen Janc, M.A. published a report "Academic Atrophy: The Condition of the Liberal Arts in America's Public Schools" funded by the Carnegie Foundation of New York. At this year's American Educational Research Association (AERA), Helen was elected as Membership Director for

the Comprehensive School Reform Special Interest Group. Her article "Principal Training in the Age of Comprehensive School Reform: The North Carolina Principals' Executive Program," written for the National Clearinghouse for Comprehensive School Reform, is due out in August.

Other **M.A./M.Ed** graduates are **Janet Awokoya, Mike Cawdery, Emily Fenton, and Deepa Srikan-taiah**. Deepa will move into the IEP doctoral program in the Fall.

Congratulations all of you!





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MARYLAND

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Remember!



- ◆ EDPL Open House & Orientation: Sept 2
- ◆ Name and Address Changes (see page 3)
- ◆ Register for Fall courses—deadlines are at:
<http://www.testudo.umd.edu/soc/deadlines.html>
- ◆ Check Deadlines for Graduate Students:
<http://www.vprgs.umd.edu/gems/forms/deadlines.pdf>