Dear Alumni and Friends,

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 programs 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 important 21st century millennial needs. To help achieve these goals, the College is seeking to reconceive by consolidating its current seven departments into three new areas of research 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 complimentary. 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 services that influences policy and practice related to education, movement, counseling, and human development in the state, the nation, and the international community. This reorganization, through the creation of five new research-focused departments and cross-disciplinary centers and institutes that will emerge over time, will enable the College to become a more nimble, well-respected leader on pressing educational issues while keeping the best interests of our students at 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 strong leadership 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. Wissman Dean

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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 Wissman called to tell me about this 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 has a handle on the ‘A’ 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 books, 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, gangs rape, peer harassment, and the chilly climate for women. She was the first person appointed by Congress to 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 Title IX effort 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 Wissman. 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 was many colleges, but to see them at Maryland really meant something to me because I knew from where the changes had come."

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

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Educational Psychology Doctoral Program Ranks #1 In Nation

Snakes do 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 degrees granted, and funds raised for department.

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 Mullahy endowed chair in educational psychology, was named the Department of Human Development ranked first in the nation in scholarship productivity for the third time in a row. A holder of 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 2005-2008.

“Research indicates our faculty’s strong commitment to doing high quality research on a variety of topics of central importance to the educational psychology field,” said Karen Wigfield, department chair of Human Development. “We also recognize the faculty’s commitment to involving our graduate students in our research and publishing efforts as many of our publications are with our students.”

For Sandler, as a graduate student at Maryland, the tipping point came when she was passed over for seven faculty openings in her department, some of which were filled by people with 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 you 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 blantly 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 portrayed advocates for equality as ‘radical mannish women’s librars.’ That made a lot of women hesitant to look at these issues, and I was one of them.”

Once her heart was fed, 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, to her astonishment, that the order had been amended, effective in 1969, to also outlaw sexual discrimination. “I was almost in the lake at the time and I later learned that ‘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 provisions. 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)
WHAT’S HAPPENING IN THE COLLEGE...  
Mote Resigns as University of Maryland President

After 12 years at the helm, President C.O. (Dean) 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.

President Mote at the College of Education’s 86th Anniversary Celebrations (1/20/2006)

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

- Attracted record number of applicants: 28,500 in 2009 compared to 16,000 in 1998.
- Fulfilled more selective classes: Fall 2009 class was the highest qualified ever with an average 3.9 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 funding 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 all public research universities.
- Enhanced the excellence of university faculty, tripling the number of National Academy members to 57.
- 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 78,000 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’s position. To learn more, visit the Presidential Search web site at www.umd.edu/presidentialsearch/index.cfm.

APPOINTMENTS

Dean Donna Wissman 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. Wissman was also welcomed to the Blue Ribbon Panel on Clinical Preparation, Partnerships, and Improved Student Learning—an expert panel on clinical preparation and partnerships formed the year by the National Commission 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, which is awarded to a Graduate Faculty Member at NASPA annual conference held March 2010 in Chicago. III 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 also makes a personal investment 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 “Neuropsychological Markers of Word Learning in Children: Understanding 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 untried research of excellence in the field. Hancock and the other 2010 Fellows were 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 made a significant contribution to 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.

EDUCATIONAL LEADERSHIP, HIGHER EDUCATION AND INTERNATIONAL EDUCATION

Assistant Professor Noah Drewner (Ph.D.) was guest editor of a special issue of the International Journal of Educational Administration — Fundraising in a Time of Economic Downtown 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 Downtowns: General Trends and the Difficulty of Prediction.” Drewner 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.


PRESENTATIONS

Counseling and Personnel Services

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

Endeavors is published for Alumni and Friends of the University of Maryland College of Education.

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

The College of Education honors 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 in the field of education administration, with his (Continued on page 3)

The College of Education’s (AERA) with the 2010 Robert H. Shaffer Award for Academic Excellence, as a National Association for Research in Science Teaching (NARST) Fellow, was guest editor of a special issue of the International Journal of Educational Administration — Fundraising in a Time of Economic Downtown 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 Downtowns: General Trends and the Difficulty of Prediction.” Drewner 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 Professorate in the Age of Globalization (SAGE), is selected for publication by ANUJES (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

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In our winter 2009 issue, the degree of one of our contributing authors, Dr. Ellen B. Jaffe, should have been listed as Ed.D. Due apologies to Dr. Jaffe for the error.

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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

A former Spanish-speaking-sociology major, Jaime 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 reconstruct some stereotypes in the process. She learned that Egyptian women wear the Hijab, not because of oppression, but because of beauty; that 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. New to 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. Basil Ambrose, Ph.D., the program director for GDLI.

“The program allows for us to think beyond the traditional study-abroad model,” says Ambrose. “Our students are taking a cultural reality and going global, combining learning experiences with a personal perspective.”

In fact, Hernandez-Diaz now even considers herself an ambassador for Prince George’s County’s college-abroad program.

“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 Ambrose. “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.”

Hernandez-Diaz says she has been given the freedom to speak at high school 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.”

Beyond the Great Wall: College Faculty Extends Expertise to China

In January 2010, President Emeritus 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 reformulation 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 Ernest Dunoi (front row, center) in January 2010 with Dean Elena Wiesen (front row, second from left) and other representatives from the College of Education, the University of Maryland and the Maryland Higher Education Commission.

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

Terps in the Middle East: The Qatar Experience

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University of Liberia President Ernest Dunoi (front row, center) in January 2010 with Dean Elena Wiesen (front row, second from left) and other representatives from the College of Education, the University of Maryland and the Maryland Higher Education Commission.

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

Terps in the Middle East: The Qatar Experience

Over the past decade and a half the Qatar region in the Middle East 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 as 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 Qatar 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.

Critical to the success of the branch campus is the ability to adapt Western student development theories, research, and models in the Arab Gulf region,” reports Komives. “We were also involved in the redesign of practice to engage and develop learning outcomes for Arab, and particularly Qatar, students.”

(continued on page 6)
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 three 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 those qualified teachers, we’re going to lose ground with innovation in our country,” says College of Education Dean Donna Weissman, who is the university’s liaison to the National Science and Mathematics Teacher Initiative.

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

“STEM students use the knowledge they acquire in an academic environment to change the world.”

In this, the College’s priorities shifted significantly as research became central to teaching, research, and service—does not emerge naturally 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 reduce duplication and unnecessary redundancies 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 excellence, this will mean a deepening of the knowledge base within a department. Graduate students will benefit from enriched cross-disciplinary matters 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 advance cross-disciplinary exploration of critical research questions.

In the end, this reorganization will allow the College to take advantage of new competencies and demands from local educational agencies and the 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.

**STEM Education Efforts Expand to Meet State, U.S. Demands**

The risk the United States will lose in 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 question 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, he announced Apple’s i3G 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 Bithcher, Ed.D. (’86), James Hamerski (’79), Robert Rusin (’92), June Struecklin (’58) and Kenneth Whitten (’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 Raj, Executive Director of Development and External Relations, at 301.405.0903 or email cmray@umd.edu.
experiences. The University of Maryland was the first of 250 schools to be charged with sex discrimination and Sandler testified in the Title IX hearings before a committee of Congress, recruiting others to do so as well. Title IX, expressly forbidding sex discrimination against students or employees of colleges and universities, was passed into law, effective in 1976. It was a sea change for the status of women in academia.

"Title IX made a huge difference," says Sandler. "You began to see real change, because now it was not a matter of good will but for fear of women; it was a matter of law. People began to ask questions: 'We have all of these women with doctoral degrees, who are really qualified, and yet we have never had a woman dean.' Women began saying, 'This isn't just me; this is happening to other women, it can't be erased.' Because of Title IX, many women today have not experienced the kind of discrimination that their mothers and grandmothers did."

How does it feel for her to have been instrumental in such sweeping legislation? "We didn't know how sweeping it was at the time. Also there were a lot of other people who were helping. I couldn't have filled all the complaints I did without the people on each of those campuses gathering data. What we found, consistently, was that the higher the rank, the fewer the women; the more prestigious the field or the school, the fewer the women."

Sandler says that with Title IX passed that she actually thought in one year the problem would be solved. "I had no idea of the social change that needed to occur and is still occurring. We're talking about a social revolution, and it is happening all over the world. Women, along with men of good will, are seeking equity the same rights, the same opportunities, the same education. In this country we're ahead of most countries but not all, and in many countries women's rights are still laughable."

Her current work at The Women's Research and Education Institute highlights the challenges that still remain. "When I visit colleges and universities, I talk a lot about what we call 'cliffy climate,' which are the subtle ways, documented by research, that women are treated differently by both men and women. We found at least 50 ways in which women and men, and even boys and girls, are treated differently. I feel a lot of anxiety about how women are not treated the same as men." There is a wonderful study—and many studies have replicated similar behavior—in which someone sent a résumé to faculty members across the country and asked them to evaluate it for a job opening. Half the time the résumé had a man's name on it and half the time a woman's. The exact same résumé: Guns who got hired almost twice as much! The man. There are good people behaving like this; they are not Neanderthals. They are people and me. It's behavior that is not conscious." Sandler says because this type of behavior happens routinely to women, you find that women often feel less self-confidence and less assertiveness. "So in my research work, I try to give people strategies that they can use to actually warm up the climate. How do you respond to these situations? What can you say?"

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 sports, and covers all areas of athletics (e.g., uniform, locker rooms, publicity, equipment, coaches, etc.) She cites an egregious example from the 1976 at the University of Michigan, for example, in which the budget for male versus female teams was zero—meaning that at football games the women literally sold apples to pay for their uniform and travel. Such injustices are clearly unseemly. But the answer is not necessarily equal access to the same teams.

"In sports, unlike other areas of discrimination, you have real differences between men as a whole and women as a whole. If, for example, you only had one basketball team, there would be very few women tall enough to be on the team. So you have to have some separation by gender in sports. To come up with a fair fix for Title IX is not always easy. Because of Title IX, many women today have not experienced the kind of discrimination that their mothers and grandmothers did."

"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... To see these changes at the University of Maryland is very special for me."
Our Greatest Thanks to…

Mary Ann Beatty (Ph.D.) 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, ’87) 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.

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.

You can also donate online by visiting the web site www.greatexpectations.umd.edu.

Please designate your support to the College of Education.

Fulbright Fellowship Allows Professor Alberto Cabrera to Help Brazilian Students Fulfill Dreams (continued from page 3)

whether the competencies we identified are relevant and what teaching practices are like 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 vast. 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 circumstances.

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 amount 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 others cultures interact in the world.”

Komen 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 field 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.”

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2009

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 Northern Illinois University.

2002

Mary Kay Schneider Caroline (Ph.D.), Gannettville, Fl., and her husband, are pleased to announce the arrival of their baby girl, Kate, born June 16, 2002. Caroline is assistant professor for Student Affairs at the University of Florida.

2005

Kristen Vogt Karwas (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, Jame, are pleased to announce the arrival of their baby girl, Emma Jane, born on February 17, 2010. Edwards is director of Campus Life at Macalaster College.

1996

Katharine Zalter Hargroves (B.S.), Zionsville, IN, is a developmental specialist with Easter Seal Crossroads. She and her husband, Todd, have two children: Jack (four) and Ella (two).

1997

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

2003

Ashley Mosbey Stienam (M.S.), Fairfax, Va., was honored by the Association for Student Conduct Administration (ASCA) with the 2003 Distinguished Staff Award. She was recognized for her dissertation entitled, “Motivational Predictors of Academic Cheating Among First Year College Students: Guilt Expectations and Commit.” Stienam is an assistant professor at George Mason University.

2004

Ryan Holmes (M.A.), Philadelphia, Penn., is the recipient of the 2004 Association for Student Conduct Administrators (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.

Amerila C. Simmons (B.A.), Seedrock, 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 Society. Chi Sigma Iota. She is also the key Leaf Reporter for the Xi Sigma Omicron Chapter of AKA, Inc. Simmons was recently the keynote speaker at a woman’s conference in Greensboro.

2005

Marcus Powemnt (M.Ed.), Hampton, Va., was recognized with the National Professional at Five-Star 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. Powemnt is Acting Director of Student Life at Montgomery College in Germantown, Md.
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, 366, 6/9, at 301-405-5667, or send an email to pwc4@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 alumni, meet College leadership/faculty, and reconnect with your alma mater.

Thursday, May 6, 2010
Alumni Board Meeting
5:30 to 6:30 p.m.
Benjamin Building
Friday, May 21, 2010
Silver and Gold Anniversary Celebration
10 a.m.
Benjamin Building, College of Education
1965 and 1966 were both very good years. College of Education alumni who graduated in those years are invited to return to campus to celebrate the 45th 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 (’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.
Colt Student Activities Center, University of Maryland
For details, visit: www.education.umd.edu/majorsinfo/graduation.html

(University commencement is on Thursday, May 20, 8 p.m. at Comcast Center. For more details, visit: 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: Mehndi 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 Mehndi 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 charities are Mehndi, train, teams, employ 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 (’90) will be the tournament host, with House Majority Leader Steny Hoyer (’63, ’88) D.P. (Hon.) and Pro Golfer Fred Funk (’80) as co-chairs. Purchase your tickets online now through the alumni association website: http://alumni.umd.edu. Or for more information, contact Cindy Alcock at 301-405-3088 or calcock@umd.edu.

June 17-18, 2010
2010 CILVR Conference: Advances in Longitudinal Methods in the Social and Behavioral Sciences
8:30 a.m. to 7 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

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