Dear Alumni and Friends,

This has been a very exciting and busy semester, both for the University and the College. As you may know, the University welcomed a new president, Dr. Wallace D. Loh, on November 1, 2010. We are very excited to have such a renowned scholar and experienced administrator join the Terp family and are looking forward to his leadership as we continue to enhance the reputation and standing of the University. I invite you to learn more about our new president on page two of this issue.

In the last issue of Endeavors, we shared with you our plans to push forward in our quest to become the nation’s premier school of education. A college-wide reorganization, consolidating from seven departments to three, was proposed as part of a strategy to capitalize on the synergies created by being a true center of interdisciplinary and innovative scholarship. The reorganization is designed to better position ourselves to be competitive in the rapidly changing environment of the 21st century. As we worked through the process, there were some emerging concerns and a call to evaluate the proposed model of reorganization to ensure that it was the right structure to accomplish our goals. Guided by a Senate-sponsored advisory group formed to address concerns of the reorganization and provide recommendations, the Summer Reorganization Committee (aka S-ROC) has now a structure with which to move forward. We will begin the University approval process and hope to have final campus approval by next year. The S-ROC also recommended that the College create a vision statement. As a College community, we have been working on our vision statement—an exercise in forward-thinking and envisioning the future that we, faculty, staff and students alike, wish to see. I hope to share with you all the College’s new vision statement when we announce the final approval of the reorganization early in the new year.

And as we work to ensure that the College remains at the forefront of educational research, policy development and reform, we are increasingly reminded of the need to ensure that we are also leaders in teacher preparation. On page 3 of this issue, you will learn about a recent report published by the National Council for Accreditation of Teacher Education (NCATE) to strengthen teacher preparation programs across the country by partnering with community schools, institutions of higher education and other community groups. Research has repeatedly shown that the classroom teacher is the single most important factor in whether or not a child succeeds at school. It is a fact that great teachers are an essential component to improving elementary and secondary school and students’ academic achievement. Recently, the best route for guiding potential teachers into the teaching profession has been open to debate. Alternatives to the university teacher preparation programs have emerged and are garnering considerable attention and funding. While some of these programs show promise, the reality is that they are capable of producing only a fraction of the teachers needed. The education and preparation of future teachers will continue to be a priority for institutions who are producing the bulk of the needed teachers. The College is one of those institutions and is home to a highly ranked program that is well known across the state and nation. Our students participate in rigorous, structured programs that prepare them to be successful teachers.

(continued on page 2)

Annual Awards Ceremony Pays Tribute to Alumni Achievements

Each year at its Annual Alumni Awards Ceremony, the College honors some of its most distinguished alumni who have made outstanding contributions in their respective communities as professionals, scholars and teachers. This year’s ceremony, held November 18, was an evening of celebration, reflection and gratitude—with the honorees sharing their experiences at the University of Maryland and how it has shaped their careers.

Honorees graciously accepted their awards, thanking parents and family, colleagues and faculty mentors while students at the College. Heather Henderson, a recipient of the Outstanding New Scholar Award, described her relationship with her mentor Dr. Nathan Fox of the Department of Human Development as critical to her success as a new faculty member. “I didn’t realize it at the time, but Dr. Fox was modeling for me a positive mentoring relationship which I strive to have with my current students.”

During her welcome, Dean Donna Wiseman described the evening as not only a celebration of the accomplishments of the alumni, but also a reminder that the College must strive to provide the best education to its current and future students so that they too may go on to make their mark on the world.

The ceremony, held November 18, was an evening of reflection and gratitude—with the honorees sharing their experiences at the University of Maryland and how it has shaped their careers.

(continued on page 4)

Teaching in the Age of Text Messages, Social Networks and the Internet

How can Web 2.0 transform teaching and learning?

Christine Greenhow

Collaborative, User-friendly. Read-and-write. In 2004, the term Web 2.0 was coined to indicate a shift in the web and a new era of connectivity. “The nature of Web 2.0 is participatory,” comments Dr. Christine Greenhow, the College’s newest faculty member and assistant professor of Technology and Social Networking. “With free online tools such as blogs, microblogging and social networking sites, anyone can contribute to the creation of digital content.”

As the internet has moved to a more collaborative space, the type of knowledge accessed on the web has also changed. According to an Educational Researcher article co-written by Greenhow, Robelita and Hugent in 2009 “conversely, Web 2.0 seems to embody knowledge as collective agreement that may combine facts with other dimensions of human experience, such as values, opinions and spiritual belief.” This is a sharp contrast to the type of knowledge available through Web 1.0 which “was viewed as an educational and communication resource akin to conventional classroom resources (like books, overhead transparencies, etc.).”

How can a more participatory, inclusive, interactive internet with a new understanding of knowledge shape the classroom of the 21st century? This question is being answered by the recently drafted National Educational Technology Plan (NETP). As the federal government aims to raise the proportion of College graduates from 39 percent to 60 percent and works to close the achievement gap, they...
WHAT’S HAPPENING IN THE COLLEGE...

Wallace D. Loh Assumes Presidency of the University of Maryland

Mote Retires after 12 years at Helm

In mid-August, Clifford M. Kendall, chair of the University System of Maryland (USM) Board of Regents, announced the appointment of Wallace D. Loh as president of the University of Maryland, College Park (UMD). "Dr. Loh is the right person to lead our flagship university to its next level of greatness," said Chairman Kendall. "His wealth of experience and achievements in higher education demonstrate his strong commitment to excellence in teaching, research, and service and demonstrate his exceptional ability to move institutions forward." Prior to assuming this role at the University of Maryland, Dr. Loh was vice president and provost at the University of Iowa.

Loh's appointment began in November and one of his first acts, even before he officially became president, was to pledge $500,000 to help need-based undergraduate and graduate students stay in school. This gift will spread over four years. Of the first year's gift, $10,000 will support Kemp My Maryland, the emergency student fund. Dr. Loh and his wife Barbara have also become Lifetime Members of the University of Maryland Alumni Association with a gift of $1000.

On the.HD ofASCEND issues an online social networks report, "Understanding the role of social capital in learning from a social networking application motivated studentsto act for the environment." He holds a PhD from Yale Law School, a Ph.D. in psychology from the University of Michigan-Ann Arbor, an M.A. in psychology from Cornell University, and a B.A. in psychology from Grinnell College.

Loh succeeded C.D. (Dan) Monte Jr., who stepped down from the presidency at the end of August after leading the university through a 12-year period of steady advancement to become one of the nation's top public universities. Monte will continue at the university in his academic appointment as Glenn L. Martin Institute Professor of Engineering in the A. James Clark School of Engineering.

Dean's Message

(continued from page 1)

pre-kindergarten, elementary, and middle school classrooms. Our campus teacher education program is at the forefront of research on and the education of future teachers. The culminating experience of future teachers is a capstone seminar course. Since our seminar course is a capstone seminar course, it is a very exciting experience for students to see the Loh make such a personal and direct commitment to help our students. Their commitment to students is very clear, and their generous gift is already inspiring support from our students and alumni.”

Loh was born in Shanghai, China. He immigrated with his family to Lima, Peru, graduated from high school there, and immigrated alone to Iowa in 1961, supporting himself through higher education. He holds a JTD from Yale Law School, a PhD in psychology from the University of Michigan-Ann Arbor, an M.A. in psychology from Cornell University, and a B.A. in psychology from Grinnell College.

Loh received his PhD in degree in Mathematics and Science from the Massachusetts Institute of Technology. He will be working to secure funds for research projects that address the needs for the development of new models for education, new computational tools of all kinds, and new uses of social media to support education transformation. He is a current or former member of board of directors and advisory boards for various international and non-profit organizations focused on education, technology and development.

STUDENT NEWS

Paul Bauman, graduate student in the EDH, has accepted a position with the Education Commission of the States.

WWW.EDUCATION.UMD.EDU

APPPOINTMENTS

Measurement, Statistics & Evaluation

Dr. Andrée Rupp was named 2011 program chair for American Educational Research Association SIG: Cognition & Assessment, and 2012 program co-chair for the National Council on Measurement in Education.

Special Education

Associate Dean for Graduate Studies and Research Dr. Margaret J. McLaughlin was named president-elect of the Council for Exceptional Children. The council is a professional organization with over 35,000 practitioners and researchers who work in the field of education for children and youth with disabilities and those who are gifted and talented.

PUBLICATIONS

Curriculum and Instruction

Dr. Peter Allerbach published two articles, “Understanding and Using Reading Assessment” for the Korean edition of HandbooksforResearchers and “Essential readings in reading assessment” for the International Reading Association. He was also an editor for the Handbook of Reading Research, Fourth Edition.

Assistant professor Christine Greenhow served as the guest editor for Journal of Educational Computing Research’s special issue on “Youth, Learning and Social Media,” as well as a special issue on “Learning in Online Social Networks” for the Horizon. She also has several scholarly articles in press including:

- With Burton, L. “Help from my ‘Friends’: Social capital in the social network sites of low-income high school students.” Journal of Educational Computing Research
- “The role of youth as cultural producers in a niche social network site.” To appear in New Directions in Youth Development: Theory Research Practice.


Dr. Melinda Martin-Beltran had several scholarly publications including:


Dr. Chauncey Monte-Sano published an article in the Journal of Learning Sciences entitled “Disciplinary literacy in history: An exploration of the historical nature of adolescents’ writing.”

Associate professor Bruce VanSledright authored the book The Challenges Of Revising History Education: On Practices, Thrones, And Polyphonic.

Measurement, Statistics & Evaluation


Dr. Gregory Hancock, professor and chair of the Department of Measurement, Statistics and Evaluation, was co-editor of The Reviewer’s Guide to Quantitative Methods in the Social Sciences published by Taylor & Francis.

New FACULTY

Joint Appointments with iSchool

Online technologies shape how we learn, work, play, socialize, and use information. This is why The College of Education and the School of Information are creating four joint appointed faculty members with expertise in areas such as social networking, online communities, problem-solving simulations, gender differences, diversity and equity, and life-long learning. This summer, the iSchool and the College of Education began their search for these technologies-savvy faculty members and we are pleased to announce that our search is half-way complete.

Christine Greenhow joins the Department of Curriculum and Instruction as an assistant professor and is a joint hire with the School. She received her Ed.D from Harvard University and was a former postdoctoral scholar at the University of Minnesota and Yale University. Christine investigates the potential of digital media for systemic change in education by integrating research and theory on social media (particularly online social networking systems) with research and theory from the learning sciences, new literacies, and learning technologies perspectives.

June Ahn is an assistant professor of Learning Sciences & Technology. He is a joint hire with the School and will be joining our Department of Policy Studies. He received his Ph.D in Urban Education Policy from the University of Southern California where he was a Dean’s Fellow in Urban Education at the Rossier School of Education. His research in educational technologies currently examines the policies and practices of K-12 cyber schools and the effect of social media on youth learning and information behavior.

David Cavallio will join the College and School in a joint appointment as Assistant Research Scientist. David received his Ph.D in degree in Media Arts and Science from the Massachusetts Institute of Technology. He will be working to secure funds for research projects that address the needs for the development of new models for education, new computational tools of all kinds, and new uses of social media to support education transformation. He is a current or former member of board of directors and advisory boards for various international, national, and non-profit organizations focused on education, technology and development.

PRESENTATIONS AND CONFERENCES

Curriculum and Instruction

Christine Greenhow will present at the December symposium of Literacy Research Association/National Reading Association on “Going ‘Meta’ on Methodology: Important Approaches to Literacy Research” in Dallas-Fort Worth, Texas.

Chauncey Monte-Sano presented two papers at the National Council for Social Studies Annual Meeting.

1) “Developing Pedagogical Content Knowledge for Teaching Historical Thinking: A Comparison of Two Novice Teachers” (with student advisor Christopher Budano)

2) “Recruitment and Reassuring in Novice History Teachers’ Writing Instruction” (with graduate student Kriane Hartley)

Bettie Mamen and Jennifer Rice presented at the American Education Finance Association Conference in Richmond, VA with students in a research apprenticeship and superintendents of Prince George’s County School District Dr. Hite. The symposium was based on the paper and Dr. Hite’s response: Rice, J.K., Mamen, B., Bauman, P., Beier, T., Chen, E., Dougherty, A., Hyde, L., Jackson, C., Jacobson, R., and McKithen, C. (March 2010). “The promises and perils of education incentives: A formative evaluation of the Teacher Incentives Fund (TIF) Program in the Prince George’s County (MD) Public School System.”

Measurement, Statistics & Evaluation


http://www.education.umd.edu/EDMS/fac/Hancock/CILVR/WSI/WSI.html

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Developing Cultural Competence in Maryland Students
Three COE Faculty Named Lilly Fellows by the Center for Teaching Excellence

CULTURAL COMPETENCE – the ability to understand diversity and effectively communicate, to approach issues with a global view, and to work with diverse individuals and teams – is one of two new course categories that will satisfy the diversity requirement in the University’s new general education program. Since early 2009, the University has been working toward a new vision for general education that will ground, inspire and challenge faculty and students at Maryland. In April 2010, the new general education program was approved by the University Senate and is set to be implemented in the fall semester of 2011. Upon completing a Cultural Competence course, undergraduate students will be able to:

• Describe the concept of culture.
• Explain how cultural beliefs influence behaviors and practices at the individual, organizational, or societal level.
• Analyze their own cultural beliefs with respect to attitudes or behaviors.
• Compare and contrast differences among two or more cultures.
• Effectively use skills to negotiate cross-cultural situations or conflicts.

NOAH D. DREZNER
Assistant Professor
Higher Education

My philosophy of teaching, much like the values that guide my research, is shaped by a commitment to social justice. The responsibility faculty members have the opportunity – indeed an obligation – to give back to society through their work, both their research and teaching. I see myself as a conduit for students to not only attain new comprehensive but challenge themselves to create new knowledge through acquiring the necessary critical thinking, research an inquiry skills to become independent thinkers, scholars and practitioners. I believe that a classroom experience should engage and challenge students and even the instructor to think differently.

To me, cultural competence is never fully achieved. It is an ongoing learning process throughout one’s life. To be culturally competent is to be both introspective and knowledgeable of other cultural groups and, at a minimum, to be more fully culturally competent, in my mind, is more than understanding these differences; rather it is having the skills to interact within diverse environment. As such, when creating my syllabus, I challenge myself to cultivate a diversity of ideas and thought within the classroom and use readings, assignments, and classroom activities that challenge stereotypes and privileges. I am sure to include scholars that not only add a diversity of thought to the topics, but also add racial and gender diversity to the author list. Through my experiences, I see that by engaging students in intellectual discussion and creating a collaborative classroom environment is critical not only to research and work through a social justice lens. I feel that I will greatly benefit from the CTE-Lilly Fellowship with its focus on techniques to create an interactive, student-centered classroom to engage students in the cultural competencies as I prepare new and continually revise my courses.

SHERICK HUGHES
Assistant Professor
Curriculum and Instruction

It has been over a decade since I began the lifelong professional journey toward becoming a teacher-scholar. Approaching nearly eight years ago, I was introduced to the literature on cultural competence through the educational narratives of scholars representing the voices of traditionally “socioculturally silenced.” I recognize that how I might be complicit in silencing the voices that I intend to empower through my coursework. I began to consider where I sat along the cultural competence continuum that ranges from cultural destructiveness to cultural proclivity. As I taught courses in Embracing Learners in Diverse Contexts, Qualitative Research Methods, Urban Education and Power, Privilege and Diversity in Teaching, I began to recognize my own global cultural incompetence; how I might convery that in my courses, and how an opportunity like the CTE-Lilly Fellows experience would help to build upon my teaching and learning experiences. As a member of the Cultural Competence Committee during the summer of 2010, I had the opportunity to dig deeper into understanding cultural competence and how it may be applied to satisfy our undergraduate diversity requirement. We have the intellectual bodies and tools at UMD but we must organize ourselves in a manner that is more conducive to thoroughly integrating the most promising tenets of cultural competence into our general Education curricula.

Lila Winton, an Australian Aboriginal activist said, “If you have come to help me, you are wasting your time... but if you have come because your library has asked you to do this, then let us work together.” Cultural competence is not intended to be a euphemism, but to acknowledge the cultural components of racialized, classed, gendered, and religious-based groups and the bias and privilege that they bring and yet bind us in the promising ways called for by Lila Winton.

CONNIE NORTH
Assistant Professor
Higher Education

Culturally competent education involves teaching students how to identify and critically investigate cultural assumptions, and accompanying policies and practices, as well as to challenge those beliefs when they cause harm to other people and our planet. Such education must be situated in a normative environment where facilitator-teachers welcome student voices and allow those to shape the curriculum, teacher-facilitators actively build and maintain trust between students and themselves, and both teacher-facilitators and students have opportunities to imagine a society and world in which love, generosity, and clear-sighted intelligence prevails over hate, greed and delusion. I have long believed in the power of education to spur transformative change, including intercultural conflict resolution. Involvement in the CTE-Lilly Fellows Program can enhance my teaching, scholarship, and service because the fellowship stresses diversity, equity and social justice lie at the heart of my work.

When I graduated from college, I joined the Peace Corps as a public health volunteer in Senegal, West Africa. This experience intensified my desire to combat violence, poverty, and cultural misunderstandings via forms of education that attend closely to critically communicating skills, cultural assumptions, and student and community involvement. It also revealed to me how deeply our cultural membership influences our language, behavior, and world views. To this day, I draw upon my Peace Corps experience in my classroom to denaturalize the institutional and socio-cultural norms that are the most transparent and unconsciously guide our daily interactions and decisions.

Believing that we are all in progress, I am excited to experience the creative and wise ideas that emerge from our interdisciplinary learning and transform student experiences when we gather to listen to and learn from each other.

TURNING TEACHER EDUCATION “UPSIDE DOWN” Panel Calls for Centering Curricula around Classroom-Ready Training

On November 16, 2010, in Washington, D.C., National Press Foundation journalists participated in a national expert panel composed of education experts and critics calling for teaching education to be “turned upside down” by revamping programs to place clinical practice at the center of teacher preparation. Convened by the National Council for Accreditation of Teacher Education (NCATE), the Blue Ribbon Panel on Clinical Preparation and Partnerships for Improved Student Learning presented a new vision of preparation which requires more development of partnerships with school districts in which teacher education becomes a shared responsibility between P-12 schools and higher education.

There are four other recommendations are part of a report by the Blue Ribbon Panel will involve significant policy and procedural changes in both the state higher education and P-12 education systems and entail revamping longstanding policies and practices that have remained static toward today’s needs. The changes called for will require state higher education officials, governors, and state P-12 commissioner leadership working together to remove policy barriers and create policy supports for the new vision of teacher education.

NCATE President James G. Cibulka talked about why NCATE convened the panel: “There are more students with greater learning needs than ever before; rigorous new standards for students with higher expectations for student achievement; and the need to turn around low-performing schools, to name just a few of the umbedded challenges present today. These

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MIMAUE Hosts Statewide Student College Preparation Conference

OVER 150 HIGH SCHOOL SENIORS from counties across the state including Prince George’s, Baltimore, Wicomico, Garrett, and Somerset, participated in the Statewide Student College Preparation Conference in College Park the weekend of February 14-15. A collaboration between the Maryland Institute for Minority Achievement and Urban Education (MIMAUE) and the Maryland Higher Education Commission (MHEC), the professional conference provided students with the opportunity to network with current college students, minority business owners, and college staff and participate in a minimum of six workshops. Student workshops included topics such as completing an online college application, writing personal statements, and financing a college education.

With funding from the U.S. Department of Education, the conference is focusing on college readiness for students who would be the first in their families to pursue higher education. Over the two-day conference, students worked on revising and completing a college application essay as well as submitting at least one completed college application. The fee for one college application will be paid for by MIMAUE/MHEC as part of the conference participation. Students attending the fall conference will attend a follow-up conference in the spring that will focus on strategies for success in their first year.

College Entrance and Success for Minority Students: MIMAUE’s Fall Colloquium Series Features Maryland superintendents

THE UNITED STATES RANKS 12TH GLOBALLY in the percentage of adults who hold at least an associate’s degree. In response, President Barack Obama proposed his goal to increase college graduation rates in the United States to maintain the nation’s global leadership. Part of President Obama’s goal challenges K-12 schools to better prepare high school students for college-level coursework. This year’s MIMAUE’s fall colloquium series focused on examining this issue by learning about what local school districts are doing to prepare their students, specifically minority students, for success in college.

The series, “Preparing Minority Students for College Entrance and Success: National, State and Local Models” invited area superintendents and advocacy experts to share with the College community. The colloquium series featured Superintendents Kevin Maxwell from Anne Arundel County, William Hite from Prince George’s County, and Jerry Weinberg from Montgomery County, as well as Dominique Raymond, Director of Alliance State Relations for Complete College America, a national non-profit working to increase the number of Americans with a college degree.

Check out the College’s New Research Website!

The College of Education is pleased to showcase the work of our outstanding faculty and 23 collaborative research centers and institutes with our new Research Website. Prewice the website and see firsthand the type of research our faculty is conducting in almost every aspect of education including literacy and special education, learning disabilities, minority achievement, urban education, STEM education and family and child relationships.

Stay tuned to the site for regular spotlights and updates on the most current faculty research available. This fall’s feature profiles Professor Pat Campbell, one of the College’s leading faculty researchers, and the word she’s done with the Mid-Atlantic Center for Mathematics Teaching and Learning (MAC-MLT). You can visit our new research website at www.educationumd.edu/ResearchInfo.

How Web 2.0 Impacts Teaching and Learning (continued from page 1)

Finding that a key way to achieve their goals is through Web 2.0, NETP seeks to implement “technology-based learning and assessment systems” that will be pivotal in improving student learning and generating data that can be used to continuously improve the education system.” The federal government’s plan is a three-pronged approach where they attempt to improve student learning, teacher professional development, and the educational assessment tools we measure success by.

“The NETP focuses on a personalized learning experience for students and teachers in a 21st century learning environment. Learning (for students) and professional development (for teachers) can happen anywhere. It allows us to think of the learning ecology as it extends beyond the classroom,” comments Dr. Greenhow: To develop the NETP the creators asked questions like: What learning features do 21st century students have that we can capitalize on? Why is it so engaging to be online? What kind of multi-modal applications can we develop that are designed for learning?

LEARNING: It turns out there are some real advantages to what Web 2.0 can offer students. For example, encouraging students to write on a blog or through discussion boards gets them to think about writing for an audience whereas a traditional paper they are only writing for their teacher. The valuable academic tool of collaborative writing can be demonstrated and refined through crowd-sourcing applications like Wikis. On a Wiki, a teacher can see how a group of students work together to come to a collective consensus because edits made by each student are visible. Social networks like Facebook and MySpace allow students to reach out to their peers for emotional as well as academic support. Some research even points to the emotional benefits of regular status updates—it can be likened to journaling.

TEACHING: The NETP calls for connected teaching. This type of teaching model would replace the isolationist teaching model of the current classroom. The emphasis is to make teaching a team activity with a network of professionals, librarians, students and fellow educators surrounding the teacher. Through this network, the teacher can have access to resources and expertise that improve the content of the classroom. This same principal can be used for professional development. Through connected teaching, we can “augment the expertise and competencies of specialized and exceptional educators with online learning systems and through on-demand courses and other self-directed learning opportunities.”

ASSESSMENT: According to the NETP, technology-based assessments “can diagnose and modify the conditions of learning and instructional practices while determining what students have learned for grading and accountability purposes.” This type of data can then be used to create a system of automatic feedback between educators, administrators, teachers and parents.

It is clear that online technologies are shaping how government, universities and individuals learn, teach, work, play, socialize, and use information. This is why the College of Education and the E-School collaborated to recruit four joint appointed faculty members with expertise in areas such as social networking, online communities, problem-solving simulations, gender differences, diversity and equity, and life-long learning. This summer, the E-School and the College of Education began their search for these technology-savvy faculty members and the search is half way complete: Dr. June Ahn and Dr. Christine Greenhow joined the University of Maryland community in the fall.
Changing the Odds: New NSF-funded University of Maryland Program Seeks to Advance Women Faculty in Science and Engineering and Transform Institutional Culture

While UM has made significant progress in hiring women into tenure-track positions, retention, particularly among women in STEM fields, is still a problem. Women now earn 40% of all science and engineering doctoral degrees, female scientists and engineers make up only 17% of all full professors at research universities nationwide and remain underrepresented at all levels of academia. There is a drop in retention rates of women faculty at two critical points in their academic careers: the first being the tenure decision year, primarily driven by associated personal and family issues, and again with the decision to promote from associate to full professor. Often times, women faculty members leave the University at these critical junctures to pursue other career options both inside and outside of academia.

A new University of Maryland program funded by the National Science Foundation hopes to change that. The five-year, $3.2 million ADVANCE Program for Inclusive Excellence seeks to increase the representation of women faculty members in science, technology, engineering, and mathematics (STEM) fields at the University. Building on the university’s achievements in academic environments and professional growth, the ADVANCE program will implement interconnected strategies designed to transform academic environments and promote the professional growth of women faculty in STEM.

However, that is not all. With an additional investment of funds pledged by the university’s deans and vice president for research, the same investments made in the professional growth of individual women in STEM fields will also be made to facilitate the same kinds of programs in non-STEM colleges. Through a partnership with the Office of Faculty Affairs, the NSF ADVANCE program will provide new mentorship and funding opportunities for women faculty members, create greater transparency about how career advancement decisions are made, increase the awareness and use of benefits designed to help faculty members balance work and family lives, and address the underrepresentation of women of color and their specific professional growth concerns.

“I believe that the opportunity, students will rise to the level of expectation set for them. When presented with both the opportunity to pursue a rigorous academic setting and high-leverage instruction, students will access their raw potential and with it, enthusiastically meet almost any challenge. Students at Friendship Charter Public Schools are doing just that in a pilot college-level course (Bioengineering 100: BioE 100) that is introduced in an engineering class in which upon successful completion, students will receive college credit from the University of Maryland.”

Dr. Leigh Abts, research associate professor, spearheaded the development of the program at Friendship and coordinates the University’s involvement. On November 18, Dr. Abts presented at the National Life Education Program E-12 conference. He was joined by two of the course’s students, and the course instructors, Dr. Jennifer Wolk, a materials science engineer in the U.S. Navy’s Carderock Division, and Mr. Prentis-Raj Raffin, Friendship’s calculus teacher. Together they discussed their experience in the course to an audience that included over 100 STEM Education leaders from across the Department of Defense laboratories, military facilities, the Department of Defense Education Activity Schools, and the service academies.

Dr. Abts described the goals of the initiative to provide students with the opportunity to fully reach their potential and successfully prepare them for the transition from high school to college. “The goal of the class is not simply to provide the students with academic knowledge, but to develop the critical thinking skills needed to apply this knowledge to complex engineering problems. Students also need to develop the development of positive academic behaviors, such as time management and study habits. Ms. Kerra Lucas, a Friendship senior and future professional engineer, students worked on projects related to hydrodynamics, aerospace engineering and biomedical engineering. Mr. Prece George, also a senior who wants to major in software engineering, appreciates the design project as training for his future career. “The group work that we did in class will be helpful in my career. I know I will have to work in teams as a software engineer. I like the idea of becoming an engineer because of the freedoms to say what you want to do and then to actually build it.”

At the conference, Dr. Wolk provided an overview of her teaching philosophy and data-to-date on the improved performance of her students on their tests and homework assignments. The class average for the first test was 49%, at which point Dr. Wolk had a serious conversation with her students, “I told them, I’m going to push you. Up until now you have not really had to work hard because you are already so smart.Your level of potential is so high and you are capable of achieving so much more. I am going to hold you to the college standard because this is a college course.” Her students came to realize that they were not putting the required effort to be successful and changed their study habits to rise to the challenge.

Ms. Lucas and Goings, both shared with the audience the importance of this class in ensuring their success in college next year and how the course should be implemented in other schools. They have been encouraging their peers to take the course at Friendship, seeing it as an invaluable learning experience. Certainly, the future of the students involved in the BioE 100 course look bright. When the presentations ended both students were enthusiastically greeted by audience members, including representatives from the U.S. Naval Academy, encouraging the freshmen senators to investigate their alma mater as potential next steps.

The ADVANCE program will have several initiatives designed to transform academic environments and promote the professional growth of women faculty members, including:

• ADVANCE Professors—Announced women faculty members in leadership positions within their college will be recruited to act as role models and mentors for their more junior colleagues.

• Senior STEM Women’s Council—Ten women from major research foundations or policymaking bodies will be invited to attend biannual workshops aimed at providing mentorship, establishing social networks, and aggressively promoting qualified women faculty members to positions on science advisory boards, editorial boards, and policy positions.

• Dashboard—This project will establish an online resource in each college that provides information about career accomplishments and advancement so that all faculty members can gauge how they compare to their peers. It will be used in collaboration with department chairs and ADVANCE Professors for career benchmarking and advancement.

• Peer-Learning Communities—Three communities will be established, bringing together 1) assistant professors discussing tenure, publication, supervision of research projects, and early career teaching issues; 2) associate professors focusing on preparing for promotion to professor; and 3) aspiring/current PIs.

• Balance of Work and Family Initiatives—The Provost's Office will work with deans, associate deans and ADVANCE professors to train department chairs on the application of new benefits, including the opportunity for faculty to shift to a part-time appointment due to childrearing responsibilities.

• Interdisciplinary Seed Grants—Individual grants, in the amount of $20,000, will be awarded annually in all colleges to women faculty members proposing projects with a strong emphasis on interdisciplinary research.

High School Students Earn College Credit through COE Partnership

Left: Prece George and Kerra Lucas. Right: Dr. Wolk explains to the group the Biomedical Engineering design project that the students will be working on for the rest of the semester. Most of the students are looking forward to the hands-on learning opportunities that will reinforce their understanding of engineering concepts. Mentored by professional engineers, students worked on projects related to hydrodynamics, aerospace engineering and biomedical engineering. Mr. Perce George, also a senior who wants to major in software engineering, appreciates the design project for training his future career. “The group work that we did in class will be helpful in my career. I know I will have to work in teams as a software engineer. I like the idea of becoming an engineer because of the freedoms to say what you want to do and then to actually build it.”

At the conference, Dr. Wolk provided an overview of her teaching philosophy and date-to-date on the improved performance of her students on their tests and homework assignments. The class average for the first test was 49%, at which point Dr. Wolk had a serious conversation with her students, “I told them, I’m going to push you. Up until now you have not really had to work hard because you are already so smart.Your level of potential is so high and you are capable of achieving so much more. I am going to hold you to the college standard because this is a college course.” Her students came to realize that they were not putting the required effort to be successful and changed their study habits to rise to the challenge.

Ms. Lucas and Goings, both shared with the audience the importance of this class in ensuring their success in college next year and how the course should be implemented in other schools. They have been encouraging their peers to take the course at Friendship, seeing it as an invaluable learning experience. Certainly, the future of the students involved in the BioE 100 course look bright. When the presentations ended both students were enthusiastically greeted by audience members, including representatives from the U.S. Naval Academy, encouraging the freshmen senators to investigate their alma mater as potential next steps.
Fall marks the final push to fulfilling our goal for the Great Expectations Fundraising campaign. The news is good. We've raised over $10.17 million and have now fulfilled 85% of our newly adjusted $12 million goal. Over the next 12 months, we will continue to engage our alumni and donors and assertively pursue exceeding this goal. Recently, we formed an Industry Task Force (ITF) comprised of business leaders with a commitment to advising and raising funds to support the College. Our special thanks to alumna Mary K. Batch (Ph.D. ’86, B.A. ’72) who is profiled below. She joined the Industry Task Force and then committed $100,000 to help establish an endowed professorship in Measurement, Statistics, and Evaluation. Over the year we will be working with the ITF to advance our STEM education efforts, as well as creating relationships with corporations and foundations that can help us fund our initiatives.

Our Greatest Thanks to...

Mary K. Batch (Ph.D. ’86, B.A. ’72) has spent her life utilizing the degree she received from the Department of Measurement and Statistics. A typical day for Batch is the executive director for Quantitative Economics at the accounting firm Ernst & Young, LLP includes the statistical sampling and experimental modeling that she learned as a graduate student at the University of Maryland. Her donation of $100,000 for an endowed professorship is a promise for current and future students within the EDMAS department. “I want my donation to ensure that the Department of Measurement and Statistics has the best faculty possible. With the retirement of Dr. Robert Midley, I felt that it was important for EDMAS to remain competitive and have the appropriate funding that higher education deserves.”

In addition to donating to the College of Education, Batch has been a long-time volunteer (serving two terms on the Alumni Board) and advisor to the Dean on STEM issues. In fact, Batch was one of the primary advocates for last January’s successful STEM Chalk Talk. “Getting American students excited about Science, Technology, Engineering and Mathematics is a priority for elementary and middle school teachers,” Batch said. “In my field of statistics, we find that many of the graduate degree holders have degrees from U.S. universities but are foreign students.” Batch feels that in order to engage American students in STEM fields early we must train teachers more effectively. This issue is so important to Batch that in addition to helping plan last January’s event, she also jumped at the chance to join the Dean’s Industry Task Force.

Batch encourages all alumni to give to higher education and to seek out matching gift opportunities through their employers. That’s how she was able to double her commitment to the College. Through Ernst and Young’s matching gift program, Batch and her husband Robert were able to pledge $50,000 and Ernst & Young matched that pledge with an additional $50,000.

For more information on donating to the College of Education, contact Carla Maxwell Ray, executive director for the Office of Advancement at the for the College of Education, 301-405-6644 or cmray@umd.edu.

Business Leaders to Advise Dean on STEM Industry Needs

The inaugural meeting of the newly formed Industry Task Force took place on September 27, 2010. ITF members met with the Dean and several faculty to discuss issues related to STEM education and the College’s efforts on this critical issue. ITF members described the current need for professionals who are trained in STEM fields, citing specific examples from their respective industries. Companies are trying to recruit from a very small pool of STEM graduates, a pool made even smaller if the company has government contracts that restrict hiring to U.S. citizens only. Growing the pool of effectively trained STEM professionals is critical for the state of Maryland and will affect the ability to remain competitive in the global world. The Industry Task Force will be working with the Dean and the College to advance these efforts, with a particular focus on women and under-represented minorities.

Members of the ITF represent several areas of the business sector, including engineering, statistical analysis and commercial real estate firms. These members have made a commitment to lend their time, talents and fiscal resources to the College.

The Industry Task Force members are:

• Dr. Mary Batch (’86, ’72), Executive Director of QUEST, Ernst & Young
• Dr. Marilyn Harrin (’82), Senior Vice President, Mantheon Oil
• Mr. John Kenyon (’69), Senior Vice President, Hughes Network Systems, LLC
• Mr. Gary Michael, President, NAI The Michael Company, Inc.
• Mr. Kenneth Whitmorns (’72), Chief Executive Officer, Coalescent Technologies Corporation
• Dr. Mark Wolff, Vice President, The EMMES Corporation
• Mr. Martin Borell (’07), Partner, Evolve Partners

Donor Kathleen Lucas Rosesberge, Ph.D. ’81, (center) sits down with the recipient of her $5,000 scholarship, master’s student Lorraine Matar Boak (right) and Carla Maxwell Ray (left), executive director of the College of Education, for lunch in Chislet. Boak has used the Rosenberger Scholarship to offset the cost of her education.

Making an Investment in Promise – Support Student Scholarships

Every year, the College welcomes newly enrolled undergraduate and graduate students who have chosen Maryland to be their first step towards careers in K-12 teachers, college and university faculty, educational administrators, policy makers, and researchers. These are some of the nation’s most promising students who have committed not only their time, but also a large financial sacrifice, to making a difference in our national and global educational systems.

Scholarship support can help offset the financial burden felt by some students and will help to ensure that their time and efforts can be focused on their studies. Your investment in the College of Education Scholarship Fund increases our ability to award more scholarships and fellowships, making a real difference in the lives of our outstanding students. Jennifer Chen and Evangelia Mackie, scholarship recipients from this year, describe the impact of support from donors like you.

Jennifer Chen

Elementary Education
Recipient of the George R. Morrill, Jr. Memorial Fund Scholarship

“...It has been financially difficult for my family to pay for my tuition, and I have done my best to make money with part-time jobs. Needless to say, your contributions have helped alleviate my tight situation. If I were not for scholarship patrons like you, I know that students like me would find it very difficult to pursue a career that they have dreamed of.”

Evangelia Mackie

Elementary Education
Recipient of the Donald Joseph Rabinson, Jr. Memorial Scholarship & the Donald Miley Scholarship

“The generosity I received no longer financially burdened and I am able to focus more on meeting the requirements of my degree and furthering my education thereafter. In the future, I hope to give towards a college education as in the name of your support.”

For more information on donating to the College of Education, contact Carla Maxwell Ray, executive director for the Office of Advancement at the for the College of Education, 301-405-6644 or cmray@umd.edu.
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 __________

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) __________________________________________

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

www.education.umd.edu
The Seminars for Teachers program (SFT) is pleased to invite educators of all levels to join us in a series of fascinating seminars in the spring of 2011.

SFT represents both a new approach to professional development and a vital collaboration between University of Maryland faculty and educators in the DC/Baltimore region. The program, now in its tenth year of operation, enhances the intellectual capacity of educators, developing content-area knowledge and expertise through exposure to cutting-edge research and resources. The small-group format fosters invaluable networking within and between counties and inspires participants to share content and resources with students and colleagues.

This year, we are offering a select number of seats to alumni from the College of Education who would like to join us in this unique experience. Seminars are on campus from 9 am – 3 pm each seminar day and include breakfast, lunch, and related materials. Specific room locations will vary. The following seminars are open for alumni participation:

- **Thoreau's America: Consumerism and Anti-Consumption in American Life**
  - Tuesday, March 1 and 15, 2011
  - Dr. Jo Paoletti, Department of American Studies

- **The Graphic Novel: Using Comics in the Classroom**
  - Friday, March 11 and 18, 2011
  - Dr. Pat Grzanka, Department of English

- **Men, Women, and Monsters: The Drama of the Odyssey**
  - Thursday, March 17 and 31, 2011
  - Dr. Lillian Doherty, Department of Classics

- **Teaching the Literature of the Holocaust**
  - Wednesday, April 6 and 13, 2011
  - Dr. Sheila Jelen, Department of English

- **Exploring Innovation and the Design Process**
  - Friday, April 8, 2011
  - Dr. Leigh Abts, College of Education and Department of Engineering

Seminar descriptions are available at www.sft.umd.edu. The special rate for alumni is $200 per person; $50 of that will be a tax-deductible donation to the College of Education Alumni Fund. If you are interested in participating, please use the online registration form available on the alumni page of the SFT website. Further information about payment and logistics will then be forwarded to you. Register by January 7, 2011 for best consideration.

For more information, please email to sft@umd.edu, or contact Cheryl MacLean at 301-405-7505.

**IMPORTANT NOTE:** Seminars are small and, therefore, spaces are available on a first-come, first-serve basis. If we are unable to place you in your first-choice seminar, you may get placed in your second choice. We also may add seminars depending on faculty availability. Status of seat availability will be known before your payment is processed.

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**ATTENTION Alumni of the College of Education: Seminars for Teachers**

The University of Maryland’s College of Education has many innovative programs that can help you become a teacher. Pursue a master’s degree or certification-only program in elementary or secondary education.

Learn more at one of our FREE campus teachers certification information sessions:

- **Thursday, January 13, 2011**
  - 7 – 8:30 p.m.
  - Benjamin Building, College of Education
  - College Park Campus • College Park, MD.

- **Saturday, January 29, 2011**
  - 7 – 8:30 p.m.
  - Benjamin Building, College of Education
  - College Park Campus • College Park, MD.

Our intensive, one-year program may include:
- Selected paid internships for certification as a secondary education teacher
- In-state tuition rates for non-residents
- Integration of coursework and field experiences
- Grants and tuition assistance to cover expenses for some programs

See website for additional details. VISIT: www.education.umd.edu/EDCI/edprograms.html or send an email to mcerinfo@umd.edu or msmartinfo@umd.edu

Teachers change lives. And so can you.

Lead America’s Future – TEACH!