



STUDENTS OF DISTINCTION

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GSE NEWSLETTER

FALL 2015 / SPRING 2016
GSE.BUFFALO.EDU



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PROMOTING DIVERSITY AND EXCELLENCE IN GSE

The Graduate School of Education announced the inaugural recipients of the Dean's Scholarship for Educational Diversity and Excellence. Dean Jaekyung Lee created the scholarship to improve educational diversity and excellence in GSE by recruiting, enrolling and retaining talented underrepresented minority students—in-state or out-of-state—and talented international students.



Congratulations to the 2015–16 GSE Dean's Scholarship recipients (front row, l to r): Qian Li, Alexandria Porter, Fengrong Yang, Lei Zhu, Ping Zhu, Youngkyung Koh; (back row, l to r): Audrey Foppes, Tami Ryan, Alexander Saldarriaga, Taeyoung Kim, Cameron Martin. (The remaining scholarship recipients were not available for the photograph. A complete list of the 19 recipients is available at gse.buffalo.edu/news-and-events/10922.)

Each selected student, newly admitted to a master's or a doctoral degree program, will receive a partial tuition scholarship. Diversity backgrounds include—but are not be limited to—age, class, disability, ethnicity, gender, religion and sexual orientation.

One of the Dean's Scholarship recipients, Carolina Rojas-Pion, was also named an iSEED Graduate Scholar at UB. This jointly funded scholarship program, offered through the UB Institute for Strategic Enhancement of Educational Diversity, is for first-year PhD students who are from groups that are traditionally underrepresented in graduate programs.

The iSEED Graduate Scholar program enhances academic excellence by providing professional development activities that

help students improve writing and presentation skills, apply for postdoctoral fellowships, prepare for presentations at national and international conferences, and facilitate progression through graduate school.

Rojas-Pion is the first student in GSE to be honored as an iSEED Graduate Scholar. She was raised by her widowed mother in Bogota, Colombia, where poverty and violence are a part of everyday life. While a student at the National University of Colombia, Rojas-Pion learned and taught German as a foreign language.

This experience taught her about the power of language as a first step to understanding economic and social hardships. As a Latina who experienced these hardships, she learned that only access to culturally sensitive education and empowering literacy can transform people's lives.

"I have been impressed with Carolina's intellect and passion for learning, as well as her strong interest and concern for educationally linked social justice," said Lois Weis, SUNY Distinguished Professor from the Department of Educational Leadership and Policy, who nominated Rojas-Pion for the iSEED Graduate Scholar program. "Upon completion of her studies, Carolina looks to make a positive impact with respect to equality and access to education."

Rojas-Pion is grateful for the opportunities she has received. "The possibilities created by the iSEED Graduate Scholar program and the GSE Dean's Scholarship for Educational Diversity and Excellence inspire and drive me to excel academically in my doctoral program," said Rojas-Pion. "This special joint scholarship award helps me realize my dream of becoming a well-rounded doctoral student who can reflect on how education can truly transform lives while I improve my research training and professional development."



CAROLINA ROJAS-PION

DEAR COLLEAGUES AND FRIENDS OF GSE,

On the first day of school in the fall, I talked to some of the new incoming students at an orientation meeting about our school's mantra: "transforming lives through counseling, teaching, leadership and information." Although this proclamation may have become a cliché, I believe that it is fully ingrained in the DNA of GSE. I explained to the students that our school's mission is not only about transforming their lives but also transforming others' lives (in the larger society) through their own transformation. I posed the question: "How can we achieve such an ambitious goal together?"



JAEKYUNG LEE

The answer is found in our school's "signature pedagogy of inquiry, engagement and impact" (one of the four GSE Pillars of Distinction: gse.buffalo.edu/about/envisioning). First, I discussed the concept of inquiry. I showed the new students a picture with a series of question marks, interrupted by commas, and ending with exclamation marks. I asked them to keep asking questions, until they get answers, taking a pause for a break but never giving up. GSE faculty provide a model for this kind of disciplined inquiry, setting an example of excellence for our students.

During the 2014–15 academic year, our faculty members displayed this excellence through numerous individual accomplishments, including national recognition as a National Academy of Education/Spencer Postdoctoral Fellow and UB recognition with a Teaching Innovation Award and a Young Investigator Award. These well-deserved honors brought great pride to our school. GSE also continues to be recognized by *U.S. News & World Report* as one of the nation's top education schools in seated and online education programs.

Second, I explained the importance of engagement. I showed the new students a picture of disconnected dots and asked them to connect these dots in their mind. To achieve a successful academic journey, students must engage and interact with peer students, faculty, staff, administrators, professional associations, local community,

friends and family. I asked them to find a way to connect the dots with straight lines and without lifting their mental pen. To solve this puzzle, they had to break mental boundaries to think outside the box.

Student engagement in GSE can be found in many forms, including the Dean's Scholarship for Educational Diversity and Excellence, which supports and engages new students from diverse backgrounds (see cover story), and student-organized activities such as the Student Research Symposium. GSE faculty are recognized as the campus leaders in civic engagement and partnerships with local schools and community organizations. These efforts have created opportunities for student experiential learning outside our classrooms through the development of a variety of practicum and internship programs.

Finally, I talked about the power of impact. I asked the new students to think about their future career plans in terms of the impact they can have on others and society. While reviewing applications for the Dean's Scholarship for Educational Diversity and Excellence, I noticed one student whose career goal statement was very clear and impressive: to build a charter school in a disadvantaged urban area that provides bilingual education support for immigrant and refugee students. This illustrates the potential impact our students can have on society by helping others realize their dreams.

GSE helps prepare students to make an impact by developing or revising graduate programs that address the new challenges of our increasingly diverse and technological societies. GSE is also contributing to the new UB undergraduate curriculum through our general education courses and new minors in the areas of counseling and information studies, and is leading the development of a college teaching certificate that would help prepare the next generation of highly skilled faculty in postsecondary education.

We expect nothing but the best from all of our students, and your support is essential to help our students realize their full potential and achieve their goals. Thank you very much.

Best,

Jaekyung Lee

ALUMNI IMPACT SPOTLIGHT

The Alumni Impact Spotlight highlights the influence that alumni are having in their local communities.

Also available at gse.buffalo.edu/alumni/impact.



KARIMA AMIN

EdM '74, School Administration and Supervision

What is your current position and place of employment?

Self-employed as the founder/director of Prisoners Are People Too, Inc., a 501(c)(3) nonprofit organization.

What path led you to attaining your current position?

Teaching in the Buffalo Public Schools and storytelling in the community and the New York State prisons.

How did your education in GSE prepare you for this position?

Urban education laid a good foundation and curriculum development sparked my creativity.

What did you learn in your degree program that was the most beneficial?

Realizing that I had multiple skills that would allow me to be an asset to my community.

What was your most memorable experience during your degree program?

Having opportunities to consult with Dr. Herb Foster, who was not my instructor but one who was willing to give his time to me for conversations that bolstered my confidence and knowledge.

2015 DEAN'S DISTINGUISHED LECTURE SERIES



Laura Perna

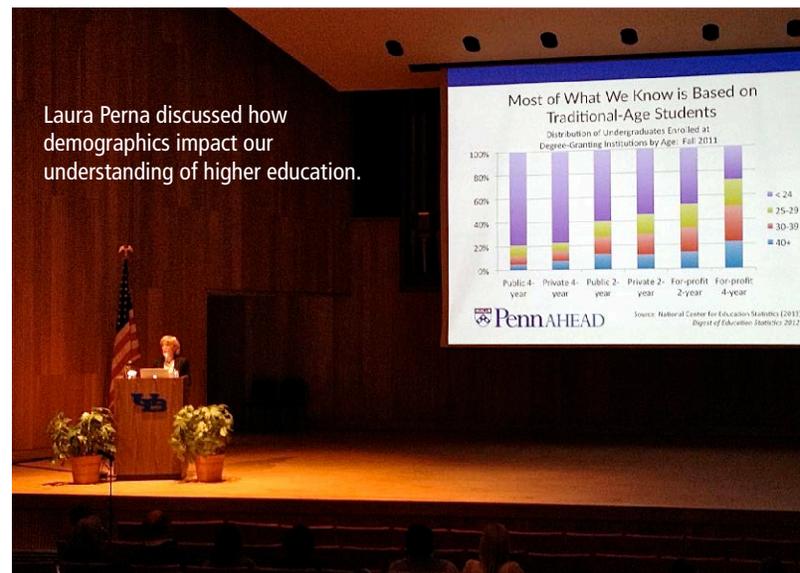
Laura Perna, the James S. Riepe Professor and the founding executive director of the Alliance for Higher Education and Democracy at the University of Pennsylvania (Penn), was the speaker for the 2015 GSE Dean's Distinguished Lecture Series. Perna also serves as the chair of the Higher Education Division of the Graduate School of Education at Penn, faculty affiliate of the Penn Wharton Public Policy Initiative, faculty fellow of the Institute for Urban Research, member of the advisory board for the Netter Center for Community Partnerships, and a member of the Social Welfare Graduate Group of the School of Social Policy and Practice. In her presentation, Perna highlighted the roles of public policy and institutional practice in promoting access and completion in higher education.

Perna has held leadership positions in the primary national associations in the field of higher education administration. She is currently the president (2014–15) of the Association for the Study of Higher Education and previously was the vice president of the American Educational Research Association's Division J (Postsecondary Education) (2010–13). Perna has served on the editorial boards of leading journals, including *Academe*, *American Educational Research Journal*, *Educational Evaluation and Policy Analysis*, *Educational Re-*

searcher, *Journal of College Student Development*, *Journal of Higher Education*, *Journal of Women in Higher Education*, *Research in Higher Education*, and *Review of Higher Education*. She is also the associate editor of *Higher Education: Handbook of Theory and Research*.

The GSE Dean's Distinguished Lecture Series engages local education community members, as well as faculty and students, with leading senior scholars in critical fields of education. The lecture series is supported by the Adelle H. Land Memorial Fund and the Charlotte C. Acer Endowment for the Colloquia on Urban Education.

A video of the lecture is available at gse.buffalo.edu/faculty/deans-lecture.



Laura Perna discussed how demographics impact our understanding of higher education.

How have you impacted your local community through your work?

Teaching in the Buffalo Public Schools for 25 years allowed me to positively impact many young people. Working as a storyteller, in career #2, allows me to impact young and old using an ancient medium that informs about history, culture and tradition. As founder/director of Prisoners Are People Too, Inc., I am able to help prisoners, their families and people returning to the community following incarceration.

What accomplishments have you achieved that demonstrate the work you do?

I have earned more than 70 awards for my work in education, the arts and social justice, includ-

ing Black Educator of the Year, Black Educators Association of Western New York, 1977; Distinguished Humanitarian of the Year, University at Buffalo College of Arts and Sciences, 2009; Zora Neale Hurston Award, National Association of Black Storytellers, 2012; Ntosake Award for Community Activism, VOICE-Buffalo, 2014; and the Community Service Award, NAACP, 2014.

What advice would you give to current students looking to enter your field?

Be patient. Be compassionate. Don't let disappointments thwart your efforts. Stay focused. Work hard. Believe that success is achievable. My mother always said, "Put God first and keep it movin'." I always say, "Believe in miracles."

You can access GSE newsletters and supplementary files from Spring 2004 to the present by scanning this image with your mobile device QR barcode app.





Jeremy Finn



Scott Meier



Deborah Moore-Russo



X. Christine Wang

FACULTY APPOINTMENTS

Jeremy Finn, SUNY Distinguished Professor, is the new chair of the Department of Counseling, School and Education Psychology; **Scott Meier**, professor, is the new associate dean for academic affairs; **Deborah Moore-Russo**, associate professor, is the new chair of the Department of Learning and Instruction; and **X. Christine Wang**, associate professor, is the new director of the Fisher-Price Early Childhood Research Center.

NEW FACULTY



Guillaume Boutard joined the Department of Library and Information Studies as an assistant professor. He earned a PhD from McGill University, School of Information Studies, and conducted a postdoctoral project at the Université de Montréal, Music Faculty, both supported by fellowships from the Fonds Québécois de la Recherche sur la Société et la Culture. Boutard holds MSc degrees in geophysics and computer science from the Université Pierre et Marie Curie in Paris. He has been a member of the Center for Interdisciplinary Research in Music Media and Technology since 2009 and previously worked at the Institut de Recherche et Coordination Acoustique/Musique as an engineer on projects such as CASPAR (Cultural, Artistic and Scientific knowledge for Preservation, Access and Retrieval) and CUIDADO (Content-based Unified Interfaces and Descriptors for Audio/music Databases available Online). Boutard's research focuses on digital curation for the arts, especially contemporary music with live electronics, and documentation methodologies for creative processes.



Corey Bower joined the Department of Educational Leadership and Policy as an assistant professor, where he will be involved with the new joint Master of Arts degree program in economics and education policy analysis. Bower previously served as an assistant professor at Niagara University, where he worked with the doctoral program in leadership and policy. He completed his PhD in leadership and policy studies at Vanderbilt University's Peabody College. Bower's research and teaching interests revolve around urban poverty and social/educational policy. His current research focuses on how psychosocial factors and conditions related to urban poverty affect children and families—particularly relating to educational outcomes—and examines the ability of social and educational policy to mitigate these effects and narrow achievement gaps. Bower is currently working on a book synthesizing research on how neighborhoods/housing, health/health care and family/home environment affect the academic performance of the urban poor and exploring possible policy responses.



Claire Cameron joined the Department of Learning and Instruction as an associate professor. Cameron earned a PhD in education and psychology from the University of Michigan, and her research interests focus on the development and assessment of school readiness skills in early childhood. Her assessment work includes the Head-Toes-Knees-Shoulders direct measure of self-regulation and the Motor Skills Rating Scale. Cameron serves on the Expert Advisory Panel for the University of Connecticut's development of a Pre-K to Third Grade Leadership Program. Previously, as an Institute for Education Sciences (IES) postdoctoral fellow and research scientist at the University of Virginia, Cameron played leadership roles on several national, school-based experimental trials that were funded by IES, the National Science Foundation and private foundations. She has published widely in academic journals, including *Developmental Psychology*, *Educational Psychology* and *Psychoeducational Assessment*. She is a founding member of the BACCA Literary writing group, which hosts a website with resources for writers.



Myles Faith joined the Department of Counseling, School and Educational Psychology as a professor. His research examines familial influences on the development of child eating patterns and obesity, and he explores these questions using a variety of designs, including research with twins and adoptees. Faith's work also focuses on lifestyle interventions for childhood obesity treatment/prevention, and he has received funding from the National Institutes of Health (NIH) and the American Diabetes Association to investigate these issues in 4- to 8-year olds. Faith has also collaborated on school- and primary care-based interventions to prevent childhood obesity, and he is active in professional organizations concerning child health and development. He served on the Nutrition Committee for the American Heart Association's Council on Nutrition, Physical Activity and Metabolism, and was a standing member of the NIH Psychosocial Risk and Disease Prevention Study Section. Faith is a fellow of The Obesity Society and the American Heart Association.

NATIONAL RECOGNITION



Beth Etopio

Beth Etopio (PhD '09, Elementary Education), clinical assistant professor, has been appointed the interim assistant dean for teacher education and the interim director of the Teacher Education Institute. Etopio is serving in these roles while **David Cantaffa** (PhD '10, Social Foundations) assumes a one-year position as the SUNY Pro-vost Fellow for Teacher Education in Albany, NY.



David Cantaffa

Megan Holland, assistant professor from the Department of Educational Leadership and Policy, received a 2015 National Academy of Education/ Spencer Foundation Postdoctoral Fellowship. This prestigious program encourages outstanding researchers at the postdoctoral level to pursue critical research questions in education. Holland's project will include an examination of how students navigate the college application process.

Amanda Nickerson, professor from the Department of Counseling, School and Educational Psychology and the director of the Alberti Center for Bullying Abuse Prevention, is a co-principal investigator on a National Institutes of Health grant "Developmental Pathways of Violence and Substance Use in a High Risk Sample." The total grant funding is \$3.4 million and the research project runs through March 2020.

Amy Reynolds, associate professor from the Department of Counseling, School and Educational Psychology, was named an American Psychological Association (APA) Fellow for Division 17 (Counseling Psychology). The national recognition of APA Fellow is based on evidence of Reynolds' outstanding contributions and performance, as well as the ongoing national impact of her work in the field of psychology.



Bridget Hier joined the Department of Counseling, School and Educational Psychology as an assistant professor, where she will teach courses in academic intervention and school consultation. Her research focuses on the development of academic skills interventions, with particular emphasis on the content area of writing. A primary goal of Hier's research is to develop intervention procedures that result in immediate, long-term and generalized skill gains for student learners. She received her PhD in school psychology from Syracuse University and was awarded the Outstanding Dissertation Award from Division 16 of the American Psychological Association for her work in using multiple exemplar training to support students' maintenance of writing fluency growth. Prior to joining UB, Hier completed a postdoctoral fellowship at the Devereux Center for Effective Schools (Pennsylvania), where she specialized in conducting functional assessments; providing systems-, classroom- and individual-level consultation services; and researching the outcomes of schoolwide positive behavioral interventions and supports.



Mihwa Park joined the Department of Learning and Instruction as a clinical assistant professor. Park holds a PhD in science education and a certificate of advanced study in applied statistical analysis from the University at Buffalo. Her course offerings include Understanding Analysis of Quantitative Study and courses in methods for teaching science. Park's research concentrates on the development of measurement instruments in specific disciplines, as well as across multi-disciplines in STEM (science, technology, engineering and mathematics). Her research interests involve exploration of multiple approaches, such as Rasch models and computerized lexical analysis of students' writing, for the assessment of students' conceptual understanding and to evaluate the effect of new instructional designs in STEM. Before joining the faculty at UB, Park was a postdoctoral research associate in the Automated Analysis of Constructed Response research group at Michigan State University, developing constructed response items and analyzing students' written responses applying computerized text analysis methods.



Ryan Rish joined the Department of Learning and Instruction as an assistant professor. Previously, he was an assistant professor of English education at Kennesaw State University in Georgia, where he worked with in-service English teachers in English education master's and doctoral degree programs. Rish's research focuses on how institutions, social spaces and geographic places shape the literacy practices of adolescents with a concern for making learning opportunities more equitable for marginalized youth. His publications have specifically addressed the teaching of writing and literature in English classrooms and English teacher education. He was appointed the co-chair of the National Council of Teachers of English's Conference on English Education Commission on New Literacies, Technologies and Teacher Education and the elected treasurer of the National Council of Teachers of English Assembly of Research. Rish earned an MEd in English education and a PhD in adolescent, post-secondary and community literacies from Ohio State University.



Scott Sabella joined the Department of Counseling, School and Educational Psychology as an assistant professor for the rehabilitation counseling program. He holds an MA in psychology from the University of Northern Colorado (UNC), a PhD in human rehabilitation from UNC and he is a certified rehabilitation counselor. Sabella's research interests are focused primarily on performance management in vocational rehabilitation, with clinical interests in working with people with brain injuries and managing difficult behaviors. He has secured over \$3.5 million in grant funding from the U.S. Department of Education and was the program director for a regional Technical Assistance and Continuing Education Center that serves state vocational rehabilitation agencies in a six-state region. In his role as the program director, Sabella was presented with the UNC Office of Sponsored Programs Award for excellence in grant management and the Region 8 State VR (Vocational Rehabilitation) Director's Award for dedicated service.

RESEARCH OF DISTINCTION

GSE RESEARCH FACTS 2014–15

Books/Monographs Published	9
Refereed Articles Published	79
Journal Citations (2009–13)	874
Research Expenditures	\$4,111,515
Honorific Awards Received	8
Local K–12 Schools Impacted	43

“The three research briefs described in this publication represent examples of the impactful research conducted by faculty in the Graduate School of Education at the University at Buffalo. Grounded in a variety of disciplines, these externally funded studies illustrate how scholarly research can have a profound impact on educational practices.”

Jaekyung Lee
Dean and Professor

PHOTO CAPTIONS

- a. The current cohort of GSE students who are learning how to become effective school leaders.
- b. Three-dimensional digital plot graphs are helping students visualize advanced calculus concepts.
- c. A library’s setting, including its size, may have an impact on the professional roles of its librarians.

Research of Distinction briefs are available at gse.buffalo.edu/research.



WHAT MAKES AN EFFECTIVE SCHOOL LEADER?

School principals serve in a number of roles ranging from supporting teachers in their role as educators to working with children and parents to solve all sorts of problems throughout the day. Surprisingly, there has been relatively little research into what makes an effective principal compared to other areas of education research.

Stephen Jacobson, UB Distinguished Professor from the Department of Educational Leadership and Policy, is looking to change this direction in research. Starting with intensive field study in a Western New York charter school, Jacobson began to collect data on what makes a principal an effective school leader. This early work, funded by the Wallace-Reader’s Digest Foundation and the New York Educational Finance Research Consortium, was then leveraged into an international program of research that combines local findings with an international group of other scholars also studying effective school leadership—the International Successful School Principals Project (ISSPP). Together, these scholars within ISSPP are developing strong research questions and answering them through rigorous research methods. Since there is a large group of scholars all working toward the same aims, they can combine and share findings more quickly with school leaders for implementation.

ISSPP has helped validate the characteristics of successful school leaders, which informs current school leadership training in GSE. Jacobson and his colleagues have identified four core practices in successful leadership: (1) setting a direction for the school; (2) developing the people in the school to help meet goals; (3) recognizing and removing obstacles to success; and (4) managing the instructional program to improve teaching to maximize learning. More information about this research can be found in Jacobson’s 2011 co-edited book, *US and Cross-National Policies, Practices, and Preparation: Implications for Successful Instructional Leadership, Organizational Learning, and Culturally Responsive Practices*.

“We’re helping to create effective school leaders.”

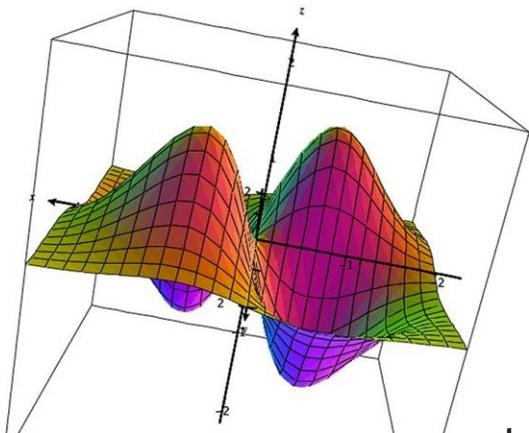
DEVELOPING NEW TEACHING STRATEGIES FOR MATHEMATICS

Deborah Moore-Russo, chair and associate professor from the Department of Learning and Instruction, was teaching Calculus 3 when she realized she needed to change the approach to accommodate the three-dimensional concepts that were critical for students' understanding. She found out that teaching calculus students about a three-dimensional environment was simply not possible to do on a blackboard, which is limited to two dimensions. Like many innovations in teaching and research, Moore-Russo and her colleagues started out by trying new strategies, even going to a hardware store to buy pipes and other materials that could represent three-dimensional calculus concepts. These initial efforts were eventually leveraged into funding from the National Science Foundation to investigate how these teaching innovations improved student learning.

Moore-Russo and her colleagues' research has illustrated that these manipulatives enhanced learning opportunities for students. As teaching environments have moved toward incorporation of digital supports, this line of research has evolved to investigate how three-dimensional representations within a digital environment (be it a computer or tablet screen) can support similar, positive learning outcomes to those obtained with the physical manipulatives. A new National Science Foundation grant was recently awarded to extend and enhance the research in this area of inquiry.

One intended impact of Moore-Russo's research is clear: it targets the students who need to learn Calculus 3. Her efforts are directly intended to enhance classroom-based learning. Moore-Russo's most recent publication in this area is a 2015 co-authored article, "Impact of Explicit Presentation of Slopes in Three Dimensions on Students' Understanding of Derivatives in Multivariable Calculus," in the *International Journal of Science and Mathematics Education*.

"We're helping to simplify math."



b.



THE CHANGING PROFESSIONAL ROLES OF LIBRARIANS

Information science has rapidly evolved as people now have sophisticated search engines on their phones, tablets and computers. Along with these changes in access to information, librarians have found their roles shifting and evolving. Amy VanScoy, assistant professor from the Department of Library and Information Studies, has initiated a program of research to investigate these shifts in professional roles and learn about how the professional identity of a librarian may vary depending on the specific setting within which the person works. VanScoy has been involved in a large research project, *The Experience of Reference and Information Services Work*, partially funded through a grant from the American Library Association.

The project has included a number of smaller studies that are intended to inform the field on current-day information science practice. For example, VanScoy has used an interesting research method to find out how the professional roles of librarians are changing, or not changing, as the case may be. In her research, she asked the individual to describe his or her work using metaphors. She has found that these metaphors often include "digging," "hunting" and "detective work." These are aspects of traditional information gathering consistent with a librarian's role. However, VanScoy found in her work that metaphors were missing that related to the customer service aspect of helping an individual accessing the librarian's expertise. This was an important finding as it suggests a key aspect of the professional in contemporary information sciences that may need more attention in professional education and more support within training and professional development programs.

VanScoy's research is having a real impact as it informs current library and information science educators on areas that need increased attention for future information professionals, and for training and professional development of current professionals. VanScoy has numerous publications in this area, including a 2013 journal article, "Fully Engaged Practice and Emotional Connection: Aspects of the Practitioner Perspective of Reference and Information Service," in *Library & Information Science Research*.

"We're helping to understand the roles of librarians."

TEACHING OF DISTINCTION

"The Graduate School of Education at the University at Buffalo is proud of its diverse selection of quality academic programs that challenge students, as well as prepare them for careers that will have a profound impact on society. The four programs described here represent a sample of these signature academic offerings."

Scott Meier

Associate Dean for Academic Affairs and Professor

ADVANCED CERTIFICATE – APPLIED STATISTICAL ANALYSIS

The advanced certificate in applied statistical analysis program is designed to provide a solid foundation from which to pursue doctoral studies or a career as a researcher whose job entails analyzing statistical data (especially as related to education). The certificate will enhance the employability of any student graduating from any graduate program.

This advanced certificate recognizes the importance of quantitative methodology for conducting scientific research and for guiding evidence-based practice in any field, but in particular the field of education. (Master's and doctoral students from any discipline may complete this advanced certificate program.)

In a world driven by data, it is essential to master the skills necessary to conduct and report research findings. Those completing the certificate program will acquire skill competencies in the range of statistical methods required to analyze quantitative data collected in empirical research studies, including experience in applying the methods to actual quantitative data and interpreting the results of the analysis.

MASTER OF SCIENCE – SCHOOL LIBRARIANSHIP

The MS school librarianship program prepares students to teach in a 21st century school library. Upon completion of the program, graduates will be recommended for certification in New York State as a Library Media Specialist, K–12 initial certificate.

The program exposes students to a variety of strategies and techniques for teaching information literacy based on new standards of practice outlined in the Common Core Learning Standards and the Annual Professional Performance Review. All courses are online and include the latest research-based, best practices occurring in the school library field. The program encourages and creates a collaborative culture where feedback is provided, including peer review of the students' teaching practices.

Upon graduation, students will be well prepared to thrive in the high-stakes accountability environment of the 21st century educational system. Graduates will be equipped with a digital portfolio that can be shared with potential employers, as well as a video recording that provides evidence of their instructional experience.

GSE TEACHING FACTS 2014–15

Average Student-Faculty Ratio	17:1
Average Course Evaluation Rating (5 point scale)	4.2
Doctoral Degrees Awarded	56
Master's Degrees Awarded	418
Advanced Graduate Certificates Awarded	117
Undergraduate Education Minors	102
Internships and Student Teaching Offered	403
Scholarships and Assistantships	160
Job Placement Rate (3 years after graduation)	95%

MASTER OF EDUCATION – MUSIC EDUCATION

The mission of the EdM music education program is to prepare leaders in music education who thrive in a challenging and rapidly changing educational environment. The degree program can be completed fully online, on campus or a combination of both, providing students flexibility for today's demanding lifestyles. Students also may participate in a summer institute with guest clinicians and visiting international scholars.

Focused on learning theories applied to music, graduates design curriculum and assessment to meet contemporary demands including the Common Core and data-driven instruction; integrate digital technologies to enhance music learning; and utilize research and policy for informed advocacy. Attention is also given to musicianship as embodied practice, grounding students with an overarching framework for active music making.

Graduates of the program influence the music education profession. Career opportunities include teachers in school music programs, guest conductors and composers, leaders in international and regional music organizations, and professors of music education throughout the world.

DOCTOR OF PHILOSOPHY – EDUCATIONAL CULTURE, POLICY AND SOCIETY

The PhD educational culture, policy and society program focuses on the role that education plays in the larger society. Special attention is given to institutions, policies and practices that facilitate individuals' well-being and social and economic outcomes, as well as those that limit them. The program emphasizes links between educational institutions and broader social, cultural, political and economic forces.

The program also focuses on cross-national comparisons of educational policies and practices central to policymakers and school leaders around the world. These include reforms related to the teaching profession, teaching and learning, as well as key policy issues such as accountability, high-stakes testing, school choice, government support of education and access to higher education for underrepresented groups.

Career options for graduates of the program include faculty/scholar of educational policy studies, global studies and related areas; administrator or staff personnel at colleges and universities; and analyst, program officer or administrator at international development or human service agencies.

STUDENTS OF DISTINCTION



Doctoral student receives three prestigious awards

Maryam Sadat Sharifian, an early childhood education doctoral student from the Department of Learning and Instruction, received three prestigious awards: the International Peace Scholarship, the 2015 Margaret McNamara Memorial Scholarship and the 2015 Bank-Fund Staff Federal Credit Union Scholarship.

The International Peace Scholarship, established by the Philanthropic Educational Organization, underscores how education is the cornerstone of world peace and understanding. The scholarship is awarded to women from foreign countries pursuing their graduate studies in the United States and Canada.

The 2015 Margaret McNamara Memorial Scholarship, presented to 34 women from developing countries pursuing various areas of graduate study in the United States and Canada, assists women in furthering their education so they may return to their home countries and work to make a difference in the lives of women and children.

The Bank-Fund Staff Federal Credit Union Scholarship is an additional grant awarded to a recipient of the Margaret McNamara Memorial Fund to further support women's education in the United States and Canada. Sharifian, a native of Iran, will use the awards to help pay for her education, including tuition and research costs.

Cathleen Draper was a contributing writer for this story. A press release with additional details is available at gse.buffalo.edu/news-and-events/10890.



Doctoral student receives SUNY Chancellor's Award

Tara Kaczorowski (PhD '15, Special Education) received a 2015 SUNY Chancellor's Award for Student Excellence during the final semester of her studies. The award honors SUNY students who have best demonstrated and been recognized for their integration of academic excellence with leadership, athletics, career achievement, community service or creative and performing arts. She was one of 15 award recipients selected from 200 University at Buffalo applicants.

Kaczorowski served as the president of the Department of Learning and Instruction's Graduate Student Association and is the founder and treasurer of the University at Buffalo Student Chapter of the Council for Exceptional Children. She has authored three publications, with an additional two manuscripts under review. Kaczorowski was also the recipient of multiple scholarships and a mini-grant to support her dissertation research.



Doctoral student selected to national cohort of scholars

Sarah Howorth (PhD '15, Special Education) was one of 12 doctoral students selected nationwide to participate in the 2014–15 Division for Research Doctoral Student Seminars in Special Education Research (DRDSS). Howorth was selected during the final semester of her studies in the Department of Learning and Instruction.

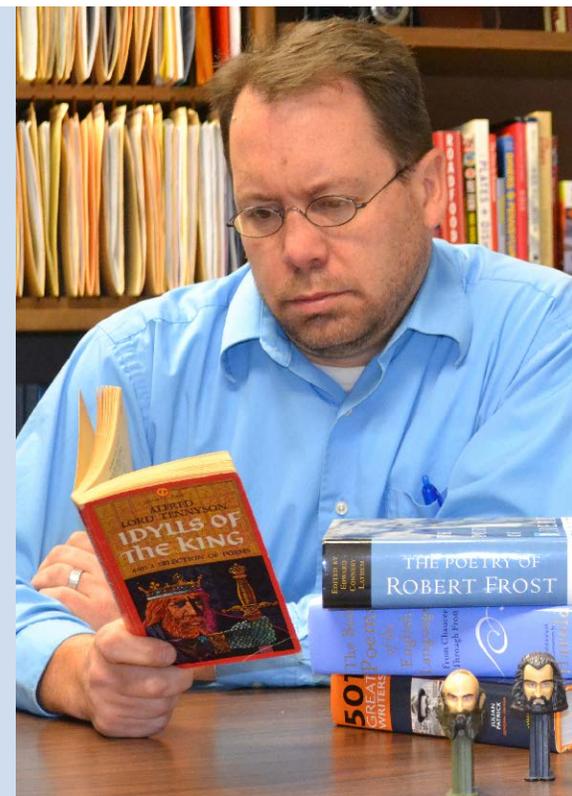
The DRDSS program, now in its seventh year, is an online seminar and discussion series that fosters connections among students at different universities. The overarching goals of the program are to raise the standards and improve the quality of research within the field of special education.

INAUGURAL GIFTED EDUCATION STUDENT AWARD

Scott Stickney (Certificate of Advanced Study '15, Gifted Education) is the inaugural recipient of the Dr. Rosemary S. Callard-Szulgit Gifted Education Student Award. The award was established by Callard-Szulgit (EdD '79, Educational Administration) to recognize the scholarly and academic achievement of students completing the gifted education advanced certificate online program offered through the Graduate School of Education.

Stickney, an enhancement facilitator at Hampton High School in Pennsylvania, was honored for his dedication as a teacher and as a student. He graduated from the gifted education program with a 4.0 grade-point average, and for his capstone course project wrote a book, *Camp Birchbark 1963... The Adirondack Adventures of a Talented Troupe of Teens*, which debunks the myths related to gifted students.

"It is truly an honor to be recognized for my classroom accomplishments as a lifelong learner as it is to be recognized for what I do as a teacher in the classroom," said Stickney. He has been a teacher at Hampton High School for 17 years and became the school's enrichment facilitator in 2012.



A "DEANLY" SCHOLAR



HUGH PETRIE

persisted until 2007 when a fourth department was added.

We undertook a number of other organizational and administrative initiatives during my deanship, which lasted until 1997. We changed our name to the Graduate School of Education, which more accurately reflected our goals and efforts. We became a leader in the national educational reform movements of the time. We revised our promotion and tenure guidelines to more adequately recognize applied research and professional service.

I oversaw the first successful awarding of SUNY Distinguished Teaching Professorships and Distinguished Service Professorships to members of the GSE faculty. I initiated the first GSE Alumni Association and began development activities.

I was also active at the local, state and national levels in a wide variety of educational endeavors. Among numerous other task forces and committees, I was the chair of the Board of Overseers of the Northeast Regional Laboratory, the first federally-funded regional educational laboratory in the northeast in 25 years.

In addition to all of these "deanly" activities, I also taught or co-taught at least one course per year and managed to continue my writing and editing activities (I was one of the co-founding editors of the journal *Educational Policy*). After 16 years as the dean, I returned for my last two years to the best job in the university—full professor, finally retiring in 1999.

Upon retiring, I and my wife, Carol Hodges, who had been a professor at Buffalo State College, moved to Tucson in the winters and a cabin outside Ouray, Colorado, in the summers. For the first several years, we lived the life of typical retirees—hiking, jeeping, swimming, playing tennis, making new friends and learning about those two great states. There were also cruises and excursions to other countries interspersed throughout. I even managed to put out a second edition of my book, *The Dilemma of Enquiry and Learning*, and an edited collection of my best short writings, *Ways of Learning and Knowing*.

I came from the University of Illinois at Urbana-Champaign to the University at Buffalo in 1981 as the dean of the Faculty of Educational Studies. I arrived at a time when the faculty was beginning a discussion of a possible reorganization. I found that there were over 60 faculty distributed among seven departments with two having as few as three members each. I initiated a faculty-wide process to streamline the organization, ultimately leading to the three departments which

However, our idyllic life was slowly cut short. In 2005, I was diagnosed with Inclusion Body Myositis (IBM), a slow-acting, incurable, degenerative muscle disease. IBM does not, thankfully, affect the mind, but I will almost surely end up in a wheelchair. Even now, I must constantly use a walker.

In 2012, we started looking for a continuing care retirement community in the Denver area where two of our children were living. We found Holly Creek (located in Centennial, Colorado), which is a member of the Masterpiece Living national consortium of communities. Masterpiece Living is based on the tenets of successful aging discovered through research sponsored by the MacArthur Foundation and the Mayo Clinic. Obviously for a pair of academics, anything based on real research had to be good. And is it ever!

Carol and I are engaged in many activities here. Carol is the chair of the resident association, edits the quarterly writer's journal, manages our six libraries, sings in the choir and is involved in several resident-led committees to improve successful aging. After 40 years away from it, I have taken up duplicate bridge again and am now the assistant director of our local club. I also belong to our Thespian group and am on several resident-led committees.

I keep my mind busy as well. I wrote an intellectual autobiography for a collection by philosophers of education of my era. Last year, Masterpiece Living sponsored a national essay contest on the topic of resilience. My submission was one of three winners from over 70 Masterpiece Living communities. One really can age successfully even with the inevitable hiccups.

Hugh Petrie welcomes correspondence with former colleagues and students at hgpetrie@buffalo.edu.



HIRE Education Conference

International students have their specific concerns addressed by panelists (l to r) Oscar Budde, Stephanie Parobek, Ellen Dussourd and Wei-Loon Leong.

The 2015 HIRE Education Conference: Preparing for Your Future Career in Education, was held in April. The conference, sponsored by the Graduate School of Education Alumni Association, brought GSE alumni back to campus to discuss job search skills with current students in a variety of career paths. Seventeen alumni served as panelists as they addressed questions from students seeking careers in the K-12 and higher education fields. The conference also featured an overview of UB Career Services, networking opportunities with alumni, and a session focusing on the career concerns of international students.

The conference program, which includes degree and career information for the GSE alumni panelists, is available at gse.buffalo.edu/alumni/edu.



WEST SENECA SCHOOLS: WE PUT CHILDREN FIRST

The West Seneca Central School District (www.wscschools.org) is one of the largest central school districts in the Western New York area, covering 25 square miles that include sections of Cheektowaga, Hamburg, Orchard Park and West Seneca. The district has five elementary, two middle and two high schools, and serves over 6,500 students.



MARK CRAWFORD

The mission of the district is to provide a diversified educational program which will produce literate, caring, ethical, responsible and productive citizens who are capable of adapting to change. The district believes in, and is committed to, a learner-centered education with a focus on literacy skills and high expectations for achievement.

The district takes pride in academic excellence. The elementary and middle schools have an enrichment program, including literacy support for students represented by 21 countries outside of the United States. Twenty percent of the high school students participate in Advanced Placement courses, and over 80% of the graduates pursue opportunities in higher education.

A successful strategy of the school district is to link with local businesses and organizations. District staff members serve on boards of directors for community organizations, which provide work experience and internship sites, and sponsor scholarships that benefit students. Local civic organizations are a resource for over 2,000 hours of student community service activities annually. Reciprocally, representatives from local businesses and organizations serve on the district's budget committees, focus groups, building planning teams and academy boards.

The district is sensitive to the needs of the more than 1,000 students with special needs throughout its nine schools. A comprehensive special education program provides a full continuum of services in the least restrictive environment. Collaborative agreements with area social service agencies further enhance support for students in need.

Technology has become an important component of learning throughout K-12 schools, and the district continues to be a trendsetter in its use of technology in the classroom. Over 450 classrooms house more than 4,600 Internet-connected computers. Students are routinely engaged in online research projects that provide enriched learning experiences, further enhanced though the guidance of its library media specialists. The district has also recently embarked on a new cloud computing initiative, highlighted by the state-of-the-art tools

offered through Google Apps for Education. This initiative allows students and teachers to work collaboratively in real-time, while building and strengthening 21st century skills. The West Seneca Central School District plans to continue to research innovative new technologies to propel student learning.

In addition to the excellent academic programs, the district provides a broad range of co-curricular and extracurricular activities for students. Among them are its number one ranked marching band, award winning musicals, a large variety of clubs and other aesthetic educational opportunities and after-school experiences. In addition, the West Seneca Schools provide students with a comprehensive athletic program for modified, junior varsity and varsity athletes.

The district has a strong connection to the University at Buffalo as approximately eight percent of the over 1,000 employees in the district are alumni of the Graduate School of Education. Six of these alumni serve in leadership positions: Superintendent Mark Crawford (EdD '91, Educational Administration); Principal Kimberly McCartan (EdM '10, Educational Administration); Director of Special Education Kristin Collins (EdD '15, Educational Administration); Director of Mathematics Franco DiPasqua (EdM '04, Educational Administration); Assistant Principal Ryan Mackellar (Certificates of Advanced Study '11, School District Leadership and School Building Leadership); and Assistant Principal Jason Winnicki (EdM '01, Social Studies Education).

Superintendent Crawford, who has served the West Seneca Central School District for 15 years (nine years previously as the principal of Northwood Elementary School), is proud of the commitment and service the district provides to its students, their parents and the community at large. "We continue to build partnerships with the various agencies of the Town of West Seneca, the faith communities, as well as the Chamber of Commerce and its broad-based membership," said Crawford. "All of the collective services provided by our various constituent groups contribute to the tremendous vitality of our school district and the quality of life shared by everyone in West Seneca."

JAMES HOOT: A mentor to students and colleagues

BY X. CHRISTINE WANG

James Hoot, professor from the Department of Learning and Instruction, retired in 2015 after serving the University at Buffalo for 29 years.

Jim joined the UB faculty in 1986 and throughout his tenure in the Graduate School of Education, he was the coordinator of the early childhood education program. He was also the director of the Fisher-Price Early Childhood Research Center from 1986 to 2009. Jim achieved the rank of full professor in 1997.

In addition to his leadership positions, Jim took special pride in mentoring tomorrow's education leaders. He served as a committee member for more than 50 doctoral degrees, and was the major advisor for over 45 master's and 25 doctoral graduates. He was also an external reviewer for 36 professors pursuing promotion and tenure.

A recognized scholar, Jim contributed over 120 articles in the fields of early childhood education and teacher education. During his career, he also made over 400 presentations to professional organizations in the Bahamas, Belgium, Canada, China, Costa Rica, Ethiopia, Finland, Hungary, Israel, the former Soviet Union, Switzerland and the U.S.

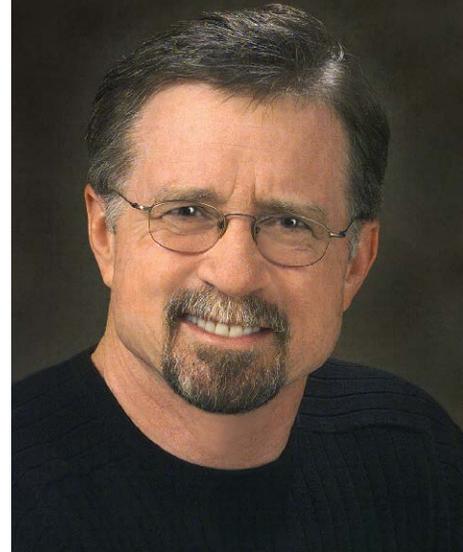
Jim authored *Computers in Early Childhood Education: Issues and Practices* (Prentice Hall, 1986), co-authored *Writing with Computers in the Early Grades* (Teachers College Press, 1988) and was the lead author of *From the Minds of the World's Children* (Association

for Childhood Education International, 2004). He was also the guest editor of 13 annual theme volumes of *Childhood Education, Early Education and Development* and the *Journal of Early Childhood Teacher Education*.

Regarding his service to the childhood education field, Jim was an editorial board member of numerous professional education journals. He is a past-president of the Association for Childhood Education International (ACEI) and was honored as the 2004 recipient of the Patty Smith Hill Professional Achievement Award, the highest honor awarded to ACEI members.

Besides these stellar professional achievements, James Hoot has been an admired mentor, a wonderful colleague and a beloved friend to many of us. He will be greatly missed!

X. Christine Wang is an associate professor from the Department of Learning and Instruction and the director of the Fisher-Price Early Childhood Research Center.



ECRC UNVEILS NEW PLAYGROUND

The Fisher-Price-endowed Early Childhood Research Center (ECRC), located on the basement level of Baldy Hall, has a new outdoor playground area. The playground was officially opened in June 2015.

The new playground encourages learning through play for the children enrolled at the ECRC. "We are very excited how the new playground turned out," said X. Christine Wang, ECRC director and associate professor. "It reflects our philosophy of open-ended exploration, play and learning."

The innovative playground is no longer a single, large structure. Instead, it is equipped with sandboxes filled with toys, a reading nook, tables for crafts and an exploration station for creative learning. The central play area features pavement for tricycle riding and earthy structures for climbing and active play.

The playground project was a team effort, Wang noted, with ECRC working closely with UB's Capital Planning Group, University Facilities and Fisher-Price, which contributed seed money for the project.

Cathleen Draper was a contributing writer for this story. A press release with additional details is available at gse.buffalo.edu/news-and-events/10881.



GSE Dean Jaekyung Lee (left), joined by ECRC Director X. Christine Wang (center) and parents and children, cut the ribbon that officially opened the new playground area.

Inaugural Interprofessional Collaboration Award

The recipient of the inaugural Interprofessional Collaboration (IPC) for Student Improvement Award is the LoGuidice Education Center in Fredonia, NY. The school of approximately 50 students within the Erie 2-Chautauqua-Cattaraugus BOCES cut student suspensions by 58 percent, increased student attendance by 11 percent and reduced the number of disciplinary referrals by 80 percent.

The IPC Award recognizes a school-based model that engages collaboration among teachers, administrators, counselors and other school professionals to improve student outcomes. The award is an example of the new collaborative programs that boost the Graduate School of Education's commitment to increasing its involvement and partnerships with community schools.

Charles Anzalone, senior editor for University Communications, was a contributing writer for this story. A press release with additional details is available at gse.buffalo.edu/news-and-events/10876.



Inaugural Faculty STAR Awards



STAR Award recipients (l to r) Maria Runfola, Lynn Shanahan, Catherine Cook-Cottone and Lois Weis.

Maria Runfola, Lynn Shanahan, Catherine Cook-Cottone and Lois Weis were the inaugural recipients of the Graduate School of Education STAR Awards. This group of four awards was created to recognize faculty for their outstanding contributions to GSE's mission in the critical areas of service, teaching, advising and research.

Runfola, professor from the Department of Learning and Instruction (LAI), received the STAR Award for service; Shanahan, associate professor from LAI, was recognized with the teaching award; Cook-Cottone, associate professor from the Department of Counseling, School and Educational Psychology, was presented the award for advising; and Lois Weis, SUNY Distinguished Professor from the Department of Educational Leadership and Policy, was honored with the research STAR Award.

MS Degree in LIS Receives Accreditation



LIS faculty and staff (front row, l to r): Ying Sun, Heidi Julien, Brenda White, Valerie Nasset; (back row, l to r): Jennifer Marshall, Mary Jo Sicurella, Samuel Abramovich, Larry White, Amy VanScoy, Benjamin Poremski, Guillaume Boutard, Jianqiang Wang. (The remaining faculty and staff members were not available for the photograph.)

The Master of Science degree in information and library science in the Department of Library and Information Studies (LIS) has received accreditation for seven years from the American Library Association. "The accreditation process gave us the opportunity to examine our operational practices to incorporate planning and assessment into all that we do, and to ensure that our decision-making is informed by appropriate data," said Heidi Julien, LIS chair and professor. "In addition, we have worked hard to expand and deepen our relationships with all of our stakeholders, to ensure that their perspectives inform our progress, and to provide our students and graduates with the benefits of those viewpoints. We are confident that our program is meeting its goals, and is shaping knowledgeable, skillful, professionally competent professionals who will mirror the ethic of engagement they experience in the program."

CSEP PROGRAM ACCREDITED

The Master of Arts/advanced certificate program in school psychology in the Department of Counseling, School and Educational Psychology (CSEP) has been accredited by the National Association of School Psychologists (NASP) through the year 2020. The NASP Program Accreditation Board provides a highly regarded review and approval service to graduate programs in school psychology.

"CSEP is pleased to receive a five-year unconditional accreditation of its professional program in school psychology from NASP," said Jeremy Finn, CSEP chair and SUNY Distinguished Professor. "This recognition speaks to the excellence of our graduate program, the quality of our practicum and internship experiences, and the tremendous research contributions made by our faculty. We are honored to be awarded this mark of distinction."

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Jaekyung Lee

Dean and Professor

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A worry-free way to support GSE

By Wendy Irving

As someone who has spent more than a decade in the fundraising world, I often encounter donors who would love to make a gift to support something they care about, but don't because...

- they think they don't have enough money
- they're fearful to make a commitment now, as they may need that money in the future
- they've been negatively impacted by the financial markets
- they want to provide for their children or grandkids
- all of the above!

Much to the surprise of many of these folks, I'm often able to offer an option that addresses all of these concerns. It's simple, doesn't require an attorney and could actually benefit their heirs. And, best of all, they'll be able to support student scholarships, research or something else that is near and dear to them.

For individuals who are looking to make a bequest commitment to an organization, gifts through an IRA or other retirement plan can be a smart, easy way to make a gift:

Naming your charity as a beneficiary on a retirement account is a quick and easy process. You simply need to contact the IRA administrator for a change of beneficiary form.

Give a percentage. By naming your charity (hopefully GSE), as a beneficiary of a percentage of your account, as opposed to a fixed dollar amount, you'll have peace of mind. Given the shaky financial markets and the uncertainty of the future of health care, people are hesitant now more than ever to make a commitment of a specific dollar amount, which makes this option quite attractive.

Your heirs may thank you. When you leave IRA assets to heirs, not only is the balance subject to erosion through estate tax but distributions to heirs will be subject to income taxes, which can reach a top federal rate of 35%, ultimately leaving your loved ones with much less than you had probably planned. Qualified charities like the UB Foundation, on the flipside, will keep 100% of what is designated to them.

While this method of giving is by no means appropriate for everyone, it does provide a great option for those who are charitably inclined. I've seen the result of these types of gifts firsthand and they've transformed organizations and changed lives. So what are you waiting for? Call us at (877) 825-3422 to learn more about this wonderful way to make a difference at GSE!

Wendy Irving, Esq. (EdM '91, College Counseling and Student Personnel Work) is the assistant vice president for gift planning, University at Buffalo, irving@buffalo.edu.



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GSE STUDENT SCHOLARSHIPS

Congratulations to the student scholarship recipients for the 2015–16 academic year in the Graduate School of Education (also available at gse.buffalo.edu/current/scholarships). Scholarship awards provide financial support for students in the departments of Counseling, School and Educational Psychology (CSEP); Educational Leadership and Policy (ELP); Learning and Instruction (LAI); and Library and Information Studies (LIS). These scholarship awards have been established through the generous contributions of GSE alumni, professor emeriti, faculty and friends.



GSE student scholarship recipients (front row, l to r): Alyssa Mello, Jennifer Reichenberg, Tessa Bechtold; (middle row, l to r): Youngae Choi, Kathryn DeJong, Christine Farrow; (back row, l to r): Riza Ozdemir, Valentyna Mykula, Kristen Pastore-Capuana, Heather Walker, Chaz Gonzalez. (The remaining scholarship recipients were not available for the photograph.)

Mark Ahrens (LIS master's student) received a Marie Ross Wolcott Memorial Scholarship, which supports students in the Department of Library and Information Studies.

Kathryn Andrews (LAI doctoral student), **Chaz Gonzalez** (LAI doctoral student), **Hyunmyung Jo** (ELP doctoral student), **Chungseo Kang** (ELP doctoral student), **Tiffany Nyachae** (LAI doctoral student) and **Jennifer Reichenberg** (LAI doctoral student) each received a Paul A. and Margaret E. Bacon Scholarship, which supports students in the Graduate School of Education.

Tessa Bechtold (CSEP master's student) received a Jonathan D. Ramos Award, which supports students pursuing a degree in mental health counseling.

Glen Benedict, Dara Berkwitz, Aaron Dabbah, Tress Klassen and **Juan Quiles** (LIS master's students) each received a Joseph B. Rounds Scholarship, which supports the promotion of excellence in the field of librarianship.

Marc Boissoneau and **Meredith Gaylo** (LIS master's students) each received an A. Benjamin and Helen Ravin Scholarship, which supports students in the Department of Library and Information Studies, and an H.W. Wilson Scholarship, which is funded by the H.W. Wilson Foundation on a rotating basis to students in U.S. and Canadian library education programs.

Courtney Carey and **Jennifer King** (LIS master's students) each received an E. Alberta Riggs Memorial Scholarship, which supports students in the Department of Library and Information Studies.

Youngae Choi, Valentyna Mykula and **Tiffany Nyachae** (LAI doctoral students) each received a William Eller Memorial Scholarship, which supports students pursuing a degree in reading education.

Jeanne Christman and **Chaz Gonzalez** (LAI doctoral students) each received a Yu-Chin Liu Graduate Assistance Research Award, which supports students pursuing a doctoral degree in the Department of Learning and Instruction.

Gliset Colon, Riza Ozdemir and **Heather Walker** (LAI doctoral students) each received an Anita G. and Herbert L. Foster Learning and Instruction Scholarship, which supports students pursuing a degree in literacy or special education.

Dorian Dallas and **Linse Sullivan** (LAI master's students) each received an Adelle H. Land Memorial Scholarship, which supports students pursuing a teaching career.

Kathryn DeJong (LAI master's student) received a Next Generation Scholarship, which supports first generation college students in the student teaching semester of the adolescence/secondary initial teacher certification program.

Christine Farrow (CSEP doctoral student) received a Marceline Jaques Scholarship, which supports students pursuing a degree in rehabilitation counseling.

Jonathan Huston (CSEP doctoral student) and **Kristen Pastore-Capuana, Michael Radosta** and **Timothy Zgliczynski** (LAI doctoral students) each received a Mary Lou and S. David Farr Scholarship, which supports students conducting research on technology and learning.

Dianne McMullen (CSEP doctoral student) received a James C. Hansen Memorial Scholarship, which supports students conducting research on counseling with families.

Alyssa Mello (LAI master's student) and **Monica Ridgeway** (LAI doctoral student) each received a Ralph Theurer Scholarship, which supports students pursuing a degree in science education.

Kazue Nakamoto (LAI master's student) received a Judith T. Melamed Memorial Scholarship, which supports students pursuing a degree in the TESOL (teaching English to speakers of other languages) program.

Timothy Paluch (LAI doctoral student) received a Leroy and Margaret H. Callahan Scholarship, which supports students pursuing a degree in elementary mathematics education.

TWO NEW STATE EDUCATION LEADERS ARE GSE ALUMNAE



CATHERINE COLLINS (EdD '90, Educational Administration) has been appointed to the New York State Board of Regents by state legislators of the New York State Assembly and Senate. Collins is currently an associate professor and mentor at Empire State College.



MARYELLEN ELIA (EdM '74, Social Studies Education) has been appointed the education commissioner of New York State by the State Board of Regents. Elia previously served as the superintendent in the Hillsborough County School District in Tampa, FL.

Additional details about each appointment are available at gse.buffalo.edu/go/collins and gse.buffalo.edu/go/elia.

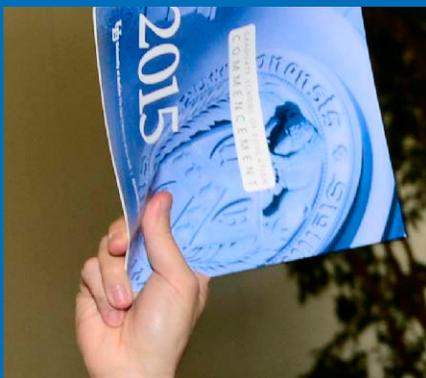
THREE EASY WAYS TO CONNECT!

Register on UB Connect, www.ub-connect.org, the university-wide alumni online community. At this site, you can update your contact information, communicate with fellow alumni, search for jobs and share your accomplishments.

Visit the GSE Keep In Touch site, gse.buffalo.edu/alumni/keep, where you can provide your contact information and accomplishments. If you prefer, you can send your information to Associate Dean Jenifer Lawrence at jlawrenc@buffalo.edu.

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Commencement & Awards 2015



The Graduate School of Education was honored to have UB President Satish Tripathi confer degrees during the May 15 commencement ceremony. In addition to the conferral of degrees, five individuals were recognized: Keith Fiels was the recipient of the GSE Distinguished Alumni Award; D. Bruce Johnstone was presented with the Dean's Service Award; Tara Kaczorowski and Brittany Parham each received a Delbert Mullens Thinking Outside the Box Award; and Sara Kelly was presented with the Edwin D. Duryea Jr. Higher Education Memorial Award.

The ceremony featured two performances by the Lockport High School Jazz Ensemble. At the beginning of the ceremony, the ensemble led the singing of the national anthem and, following the degree conferrals, the group provided a musical tribute to the graduating class. Both performances were conducted by GSE alumnus Robert Pacillo (EdM '04, General Education), who has also mentored student teachers in the school's music education program. At the conclusion of the ceremony, a reception was held for the graduates, award recipients and their families in the Center for the Arts Atrium.

DISTINGUISHED ALUMNI AWARD

KEITH MICHAEL FIELS

(MLS '71, Library and Information Studies)



Keith Michael Fiels has served as the executive director of the American Library Association (ALA) since 2002. Under his leadership, ALA established a new Office for Library Advocacy, expanded the association's professional publishing and professional development program, brought thousands of Friends of Library Groups into the association, worked on a major community engagement initiative for libraries and established a new ALA Center

for the Future of Libraries. Previously, Fiels was the director of the Massachusetts Board of Library Commissioners, where he oversaw state and federal programs for libraries and led efforts to secure over \$500 million in state funds for public library reconstruction and universal access to shared automated networks. Fiels, a regular columnist for *American Libraries* since 2002, is the co-author or co-editor of a number of books on planning and technology, has authored multiple journal articles, and has spoken at hundreds of conferences, workshops and other public events.

DEAN'S SERVICE AWARD

D. BRUCE JOHNSTONE



D. Bruce Johnstone is a SUNY Distinguished Service Professor Emeritus at UB, and served as a professor in GSE from 1995 until his retirement in 2006. Despite his retirement, Johnstone continues to write and lecture in the U.S. and around the world in his fields of expertise, which are the economics, finance, governance and policy formation of higher education in both U.S. and international arenas. As a GSE faculty member, Johnstone

taught in the higher education and the comparative education programs and mentored 32 PhD students. Johnstone directs the International Comparative Higher Education Finance and Accessibility Project, which examines the worldwide shift of higher education costs from governments and taxpayers to parents and students. The project is a source of pride for GSE, and his leadership has served as a role model for colleagues within the school. Johnstone also continues to advise as needed on grant proposals within the school.

GSEAA ELECTS NEW BOARD OF DIRECTORS



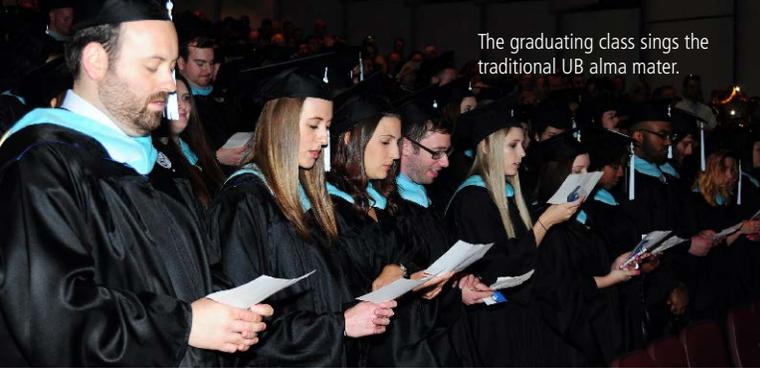
The Graduate School of Education Alumni Association (GSEAA) elected a new board of directors in November 2015: Becca Bley (MLS '11, Library Science) will serve as the new president; John McKenna (EdD '08, Educational Administration) was appointed president-elect; and Jeffery Hazel (EdM '09, Educational Administration) is the immediate past-president.

BECCA BLEY

There were six additional alumni elected to the board of directors: Louis Altman (MS '13, Rehabilitation Counseling);

Charles Galluzzo (EdD '10, Educational Administration); Mark Marino (EdM '05, Mathematics Education); Kathleen Murphy (EdM '11, Higher Education); Walter Polka (EdD '77, Curriculum Planning); and Jo Ann Smith (PhD '87, Higher Education).

The new board members began their terms in January 2016. The GSEAA board will continue to serve current GSE students through the HIRE Education Conference and the alumni mentoring program. The board is exploring other ways to further engage alumni and bring alumni together with current students, such as social settings that encourage networking opportunities.



The graduating class sings the traditional UB alma mater.

Commencement Ceremony SNAPSHOTS



Family, friends and faculty congratulate the graduates during the post-ceremony reception in the Center for the Arts Atrium.



The national anthem and a musical tribute for the graduates were performed by the Lockport High School Vocal Jazz Ensemble, and conducted by GSE alumnus Robert Pacillo (seated at piano).



GSE Alumni Association President Jeffery Hazel takes center stage to deliver an inspirational message to the graduates.



Tara Kaczorowski, doctoral degree graduate in special education, received a Delbert Mullens Thinking Outside the Box Award.



Brittany Parham, doctoral degree graduate in counseling/school psychology, received a Delbert Mullens Thinking Outside the Box Award.



UB President Tripathi (center) and GSE Dean Jaekyung Lee shake hands and congratulate graduates as they walk across the stage.



The academic procession was led by mace bearer Philip Glick, professor, Jacobs School of Medicine and Biomedical Sciences.



The view of the graduating class and their family and friends from the stage.



Sara Kelly, doctoral degree graduate in higher education, received the Edwin D. Duryea Jr. Higher Education Memorial Award.



The final steps for the graduates as they make their way toward the commencement ceremony.





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I'm thankful.



At age 10, **Tiffany Nyachae** already had her first teaching job: She was hired to tutor a neighbor's five-year-old son in math and in her favorite subject, reading. As an adult, she taught social studies at a local charter school for seven years, then entered UB's doctoral program in curriculum, instruction and the science of learning. Today, a donor-funded scholarship helps her afford tuition as she completes her degree. Her ideal job is to teach educators at the university level and to inspire them, she says, as her UB professors inspired her. "I have professors who believe in me and tell me, 'You belong here.' I'm very grateful."

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