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GSE NEWSLETTER  
FALL/SPRING 2016-17



University at Buffalo  
Graduate School of Education

A person wearing a VR headset, looking upwards. A vertical dashed line with a downward arrow points from the headset to the word 'Here'.

**Here**  
**IS HOW**

**VIRTUAL REALITY**

Becomes a Reality in the  
**CLASSROOM**

**SEE STORY  
ON PAGE 3**



## MESSAGE FROM THE DEAN

Dear Colleagues and Friends of GSE,

As I step down as dean of the University at Buffalo Graduate School of Education at the end of the 2016–17 academic year, I would like to take this opportunity to express my sincere gratitude for your support and ask for the same in the following years. I have proudly served as dean of GSE since 2013, after a year as interim dean, and I will return to my full-time faculty role as a professor in GSE. A search for the next dean of GSE is underway, with the goal of identifying new leadership for our school by the end of the spring 2017 semester. I am confident that GSE will continue to be a leader in teaching, research and service. Let me share a few highlights on recent GSE initiatives and opportunities.

First, GSE is a thought leader with active interdisciplinary research and community engagement. GSE faculty, often with our graduate students' assistance and participation, conduct research projects which impact beyond our academic communities (see the examples of research on pages 3 and 6). GSE faculty research productivity records exceed the national peer average among AAU public research universities, while many faculty work with local schools. Over the past five years, GSE has recruited 20 new tenure-track faculty members (see this

year's new faculty on page 4) and they have added new strengths to our school. GSE faculty participate in UB's new Communities of Excellence, which bring together faculty from across academic disciplines to seek answers to challenges confronting our global society. GSE collaborates with the UB Department of Economics on a 3-E project focused on human capital and education policy (see the story on page 7).

Second, GSE is a nationally recognized leader in online education and pedagogical innovations. GSE enrollment in online programs grew from 17% to 33% over the past five years. While our school expanded and enhanced its online programs, efforts to improve the quality of online education kept up as well; current U.S. News & World Report national rankings placed UB GSE among the top 10 schools with online program offerings in education (see the story on page 5). Among the innovative programs added, our school launched its first online PhD program in 2015 and UB's first academic MOOC on Coursera in 2016. These programs provide students from around the world access to GSE's faculty and academic programs. GSE has also launched a new college teaching certificate online program for UB doctoral students and postdoctoral scholars.

Third, GSE also has become a new leader in undergraduate education with enhanced curricular options and career pathways for students at UB. In an effort to create new entry points for students into GSE programs, GSE has launched new undergraduate minors in information studies (see the story on page 7) and counseling. Building on the SUNY TeachNY initiative, the school is also developing a UBTeach program to enhance existing education minors and create stronger undergraduate pathways to help students pursue K–12 teaching careers. GSE also created several new classes for the UB Curriculum, and provides support for UB's Finish in 4 program with English as a second language courses for international students (see the story on page 15).

These are just a few examples of GSE's ongoing mission-critical work. Your continuing support is essential to help our school keep up this good work—transforming lives through counseling, information, leadership and teaching. Thank you.

Best,

Jaekyung Lee  
Dean, Graduate School of Education

# Here is How Virtual Reality Becomes a Reality in the Classroom

THE GRADUATE SCHOOL OF EDUCATION IS THE HOME OF THE NEUROCOGNITION SCIENCE LABORATORY, WHERE THE EDUCATIONAL POTENTIAL OF VIRTUAL REALITY IS BEING EXPLORED.

“The brain does not differentiate between reality and virtual reality,” said Richard Lamb, associate professor from the Department of Learning and Instruction (LAI) and the director of the Neurocognition Science Laboratory. “The feelings and response you get would be how you would feel if it were really going on.”

The premise of virtual reality is that you are immersed in a three-dimensional, 360-degree environment and, through sight and sound, you actually feel as if you are experiencing that environment. The experience of virtual reality is presenting educators with opportunities for learning that were previously unexplored.

The potential opportunities of virtual reality as an educational tool include helping pre-kindergarten students experience the world; using specific audio and visual patterns as a screening tool to recommend services for students with autism; and examining cognitive impairment in Alzheimer’s patients.

The Neurocognition Science Laboratory is currently using virtual classroom environments for students studying to be teachers. In TeachLivE, one of these virtual classrooms, education majors stand in front of a virtual-reality classroom with simulated students who confront the education major with disruptive behaviors. The education major is given opportunities to correct these behaviors, and practice other skills needed to excel as a teacher.

“Think about an airplane simulator,” said Lamb. “We have pilots on airplane simulators for lots and lots of hours, so they can practice being a pilot. TeachLivE offers the same kind of opportunities for someone who wants to be a teacher.”

GSE faculty members are also collaborating on research projects to use virtual reality to increase students’ academic achievement. Lynn Shanahan, LAI associate professor; Randy Yerrick, LAI professor; and Lamb received a three-year grant to show teachers at the Enterprise Charter School in downtown Buffalo how to use technology to improve their students’ critical and analytical thinking.

“One of the things that typically happens in high-needs urban schools is that the level of expectation around critical thinking and learning is not usually as high,” said Shanahan. “Through technological tools and effective teacher professional development, the grant will allow us to give students the instruments and experiences they need to push their thinking to higher levels.”

Charles Anzalone, news content manager, Office of University Communications, was a contributing writer for this story. A press release with additional details about the lab is available at [gse.buffalo.edu/news-and-events/11030](http://gse.buffalo.edu/news-and-events/11030). A press release with additional details about the grant is available at [gse.buffalo.edu/news-and-events/11043](http://gse.buffalo.edu/news-and-events/11043).

## NEW APPOINTMENTS



**Maria Runfola**, professor from the Department of Learning and Instruction, is the new associate dean for academic affairs. In this role, Runfola is responsible for personnel review, faculty mentoring and academic leadership for the expansion of undergraduate and online education within the Graduate School of Education.



**Amber Winters** has been appointed the assistant dean for communications and marketing. Winters is developing and implementing communication and marketing strategies, consistent with the university's new brand initiative ([www.buffalo.edu/brand](http://www.buffalo.edu/brand)), to strengthen the identity and increase the visibility of our school.

## NEW FACULTY



### Dan Albertson

(PhD, Indiana University Bloomington) joins the Department of Library and Information Studies as an associate professor. Albertson's research focus is interactive information retrieval, which intersects research areas such as information interaction, human-centered computing, and information management and design.



### Hanna Suh

(PhD, University of Florida) joins the Department of Counseling, School and Educational Psychology as an assistant professor. Suh's research interests include how the meaning-making process is initiated and maintained through mindfulness and self-compassion interventions that ultimately lead to an increased eudaimonic well-being.



### Richard Lamb

(PhD, George Mason University) joins the Department of Learning and Instruction as an associate professor. Lamb's research focuses on the identification and measurement of the cognitive processes engaged while using technology in learning science and other STEM (science, technology, engineering and mathematics) fields.



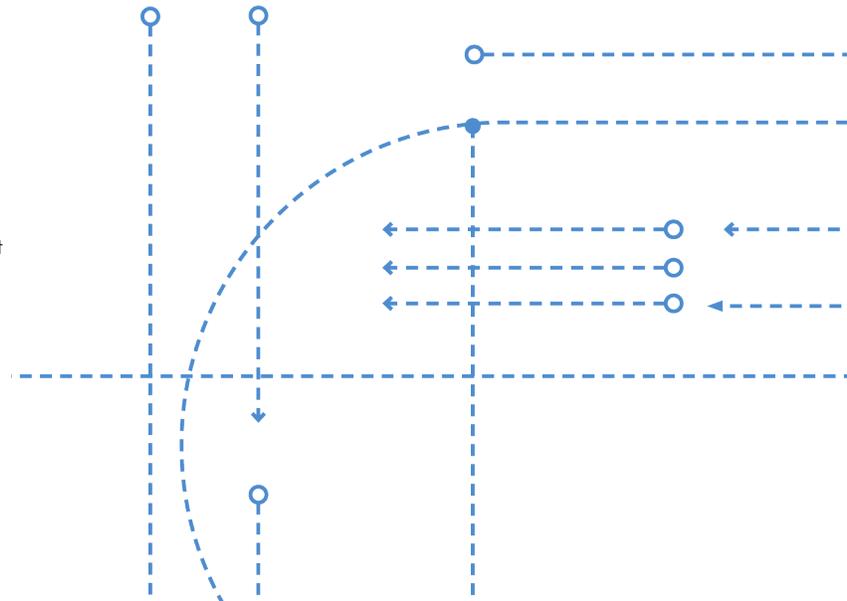
### Jinting Wu

(PhD, University of Wisconsin-Madison) joins the Department of Educational Leadership and Policy as an assistant professor. Wu's research interests include the anthropology of education, comparative and global studies of education, and the schooling and social change in contemporary China and the Chinese diaspora.



### Melinda Lemke

(PhD, University of Texas at Austin) joins the Department of Educational Leadership and Policy as an assistant professor. Lemke's research interests include how educational policy and actors address the needs of underserved student populations, and the ways violence affects youth educational experience.



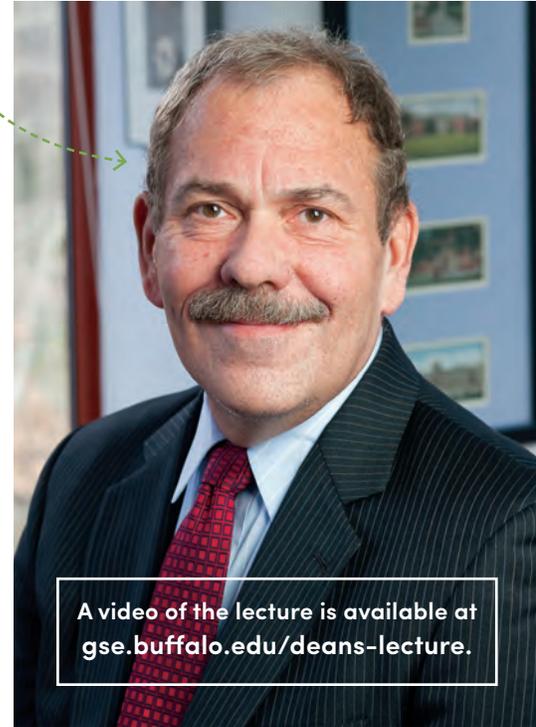
# 2016 Dean's Distinguished Lecture Series

Arthur Levine, president of the Woodrow Wilson Foundation, was the speaker for the 2016 GSE Dean's Distinguished Lecture Series. His publications include a series of reports for the Education Schools Project on the preparation of school leaders, teachers and education researchers. Levine's numerous honors include Carnegie, Guggenheim and Rockefeller Fellowships and 25 honorary degrees.

In his presentation, Levine discussed the future of teacher and school leader education. Levine described the six factors—demographics, the economy, government, technology, privatization and the convergence of knowledge producers—that have the capacity to transform teacher and school leader education, as well as higher and P-12 education.

Prior to his appointment at the Woodrow Wilson Foundation, Levine was the president and a professor of education at Teachers College, Columbia University. He also previously served as the chair of the higher education program, chair of the Institute for Educational Management and was a senior lecturer at the Harvard Graduate School of Education.

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/deans-lecture](http://gse.buffalo.edu/deans-lecture).

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## GSE Online Programs Ranked 10th Nationally

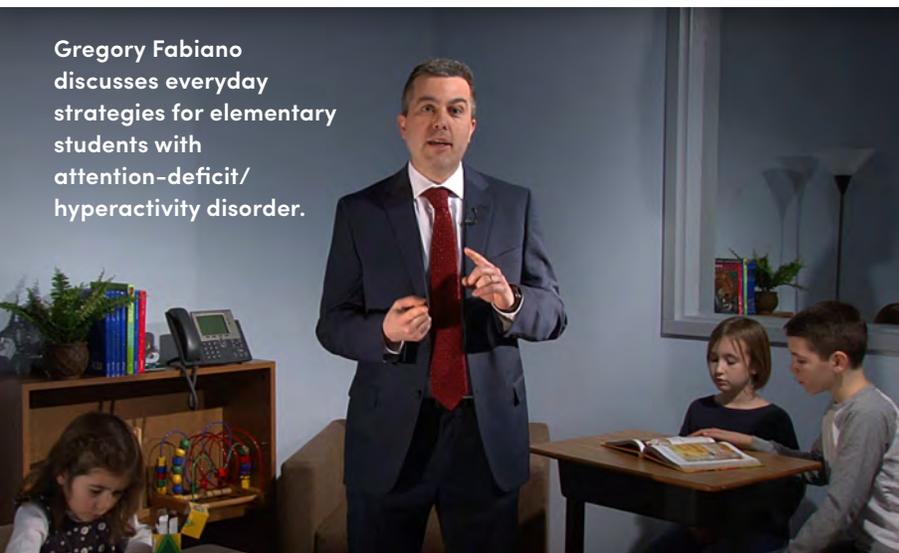
The online programs offered by the Graduate School of Education were ranked No. 10 in the nation, according to the 2016-17 rankings by U.S. News & World Report. The top 10 ranking, an increase of 33 spots compared to last year, places GSE's online programs among the very top-rated online graduate education courses in the country.

GSE has been a leader in online education at the University at Buffalo for over 15 years, launching UB's first fully online degree in 2001. GSE currently offers 20 fully online programs, as well as several programs in a blended format that allows students to take a portion of their coursework online. The GSE student body now has approximately 30% fully online learners.

During the past year, GSE has again broke ground at UB by joining the ranks of major universities offering MOOCs (massive open online courses). MOOCs are open to any learner (aged 13 and above), are completely online, and may be completed free of charge. These courses allow GSE to attract learners from around the globe who would otherwise be unable to engage with our faculty.

GSE launched UB's first academic MOOC, "ADHD: Everyday Strategies for Elementary Students" in April 2016. The course was developed by Gregory Fabiano, professor and associate dean for interdisciplinary education from the Department of Counseling, School and Educational Psychology. As of December 2016, the course had registered over 16,000 learners on 6 continents.

Gregory Fabiano discusses everyday strategies for elementary students with attention-deficit/hyperactivity disorder.



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A press release with additional details about the U.S. News & World Report ranking is available at [gse.buffalo.edu/news-and-events/11039](http://gse.buffalo.edu/news-and-events/11039).

A press release with additional details about our first academic MOOC, as well as links for information about enrolling in MOOCs and GSE's fully online degree and certificate programs, is available at [gse.buffalo.edu/news-and-events/10979](http://gse.buffalo.edu/news-and-events/10979).

### GSE Research Facts 2015–16

Books/Monographs Published	7
Refereed Articles Published	75
Journal Citations (2010–14)	1,037
Research Expenditures	\$3,475,229
Honorific Awards Received	5
Local K–12 Schools Impacted	53

UB’s Graduate School of Education faculty pride themselves in their application of knowledge that is based on theory and informed by research. Our experiences and active research help to instill an intellectual curiosity in our students and encourage critical inquiry.

The three research briefs described in this publication represent examples of the impactful research conducted by faculty in GSE. 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, Graduate School of Education

[Additional information about these research studies, including descriptive videos by each faculty member, is available at gse.buffalo.edu/research.](http://gse.buffalo.edu/research)



Science, technology, engineering and mathematics (STEM) curricula helps develop critical thinking skills. **Lois Weis**, SUNY Distinguished Professor from the Department of Educational Leadership and Policy, is studying how STEM programs serve high schools.

**KEY FINDINGS:** While educators and underrepresented minority students who attend non-selective high schools in large urban districts continue to value STEM-focused programs, the enthusiasm and effectiveness of these programs may wane over time. The factors impacting this decreasing enthusiasm and effectiveness include broad-based federal and state accountability goals, class size and staffing requirements, competing reform agenda, and lack of availability of a range of key core mathematics and science courses.



The preservation of information includes media such as sound and video. **Guillaume Boutard**, assistant professor from the Department of Library and Information Studies, is studying how best to document technology in musical compositions and performances.

**KEY FINDINGS:** This study provides us with a better understanding of the appropriation of live electronics by instrumentalists, the strategies for transmitting an expertise, and proposes theoretical and practical grounds for new frameworks for documenting and disseminating mixed music with live electronics. Future research in this area should investigate the convergence of qualitative and quantitative methods to help further disseminate the repertoire in relation to performance expertise.



**Amanda Nickerson**, director of GSE’s Alberti Center for Bullying Abuse Prevention, is studying the issues faced by individuals with intellectual and developmental disabilities who experience bullying compared to individuals without disabilities who are bullied.

**KEY FINDINGS:** There is a higher level of bullying toward individuals with disabilities as compared to individuals without disabilities. This bullying can likely be attributed to the perceived differences between those doing the bullying and those being bullied. Surprisingly, the research also suggests that bullying exists even within communities of individuals with disabilities, such as special education classrooms. On the positive side, individuals with disabilities who are bullied are empowered by the support that they receive from friends, families and teachers.

## Teaching of Distinction

The Graduate School of Education offers a wide variety of academic degree and certification programs, which prepare students for careers that profoundly impact local, national and international communities. The following descriptions are four examples of quality academic programs that challenge students to reach their full potential.

Average Student-Faculty Ratio	17:1
Average Course Evaluation Rating (5-point scale)	4.3
Doctoral Degrees Awarded	67
Master's Degrees Awarded	343
Advanced Graduate Certificates Awarded	106
Undergraduate Education Minors	143
Undergraduate Counseling Minors	281
Internship/Practicum & Student Teaching Offered	393
Scholarships and Assistantships Offered	170
Job Placement Rate (3 years after graduation)	98%

### CURRICULUM, INSTRUCTION AND THE SCIENCE OF LEARNING – PHD

Curriculum, instruction and the science of learning (CISL) is a multidisciplinary program that allows you to focus on addressing practical educational problems through research in diverse contexts for learning and teaching. In this program, you will create educational solutions by implementing innovative practice/curriculum, studying the effects and then improving the implementation for further study.

CISL is a doctoral degree program that can be customized to meet your particular research and career interests or you can choose from one of six flexible concentrations: elementary education, English education, general CISL, mathematics education, reading education and science education. As a program graduate, you will be positioned at the forefront of educational innovations and problem solving.

### COUNSELING/SCHOOL PSYCHOLOGY – PHD

The combined counseling psychology and school psychology program is accredited by the American Psychological Association. This program, using the science-practitioner training model, prepares you to evaluate, provide and enhance human services through scientific inquiry and practice. You will be firmly grounded in psychological science that addresses etiology, prevention and intervention with contemporary problems.

Upon completion of this doctoral program, you will be qualified for a variety of positions in community clinics, hospitals, mental health centers, private practice, and schools and universities, including university counseling centers and faculty teaching/research. As a graduate of this program, you will meet the requirements to sit for the psychology licensure examination in New York and numerous other states.

### ECONOMICS AND EDUCATION POLICY ANALYSIS – MA

This master's program, in partnership with the University at Buffalo Department of Economics in the College of Arts and Sciences, will allow you to explore the intersection between economics and education. The program will prepare you to be an education leader and scholar, qualified to use economic theory and econometric tools to solve real-world issues in education.

Successful graduates of this program will be able to seek careers in the U.S. and abroad, including but not limited to: college and university departments of budget, planning and institutional analysis; government education agencies; ministries of education; not-for-profit research and advocacy organizations; school districts; and a host of other fields involving data analysis and policy development.

### INFORMATION STUDIES – UNDERGRADUATE MINOR

If you are an undergraduate student, this minor in information studies gives you, regardless of your major, the opportunity to develop work-ready skills in digital literacy and information management. Graduates in all professional careers will benefit from this information studies skill set, which focuses on the policy, management, security and learning potential of information.

Whatever your career path, you will need to know how to use information to achieve maximum success, whether you are in a for-profit, not-for-profit or a government work environment. This program provides knowledge that supports and supplements different majors, thus offering a way for you to master the information skills that can best help you in your chosen profession.

## My Journey to UB and Beyond

I came to UB in 1972 as the director of teacher education but spent the majority of my time and effort in elementary math education. My becoming a university professor was providential. I began my professional search as a graduate from Cornell College in Iowa, looking for a secondary school teaching position. It was during the Korean War and I was in the Naval Reserve. When I told a school during an interview I was in the Naval Reserve, it ended the interview.

The head of education at Cornell College said that after taking a summer of coursework I could fill one of two positions: a shop teacher at a reform school in Illinois or a sixth grade position at the nearby town of Lisbon. I chose sixth grade. Two years later, he suggested I apply for an elementary principal position in Albany, IL. I was there for three years, and during that time I taught, coached and developed plans for a new school we had built.

As I finished my master's degree, a position in college teaching opened up in Plattsburgh, NY. I was to rotate between teaching in the campus school and college methods courses. I expected to be teaching sixth grade but, after arriving in Plattsburgh, I was told I was teaching two sections of college sophomore methods and two sections of junior methods: the teaching of art, language arts, math, music, reading, science and social studies. I had studied most of these for my master's degree and soon was hooked on college teaching. In the years that followed, I taught a self-contained seventh grade and brought the same kids into eighth grade.

After five years, I went back to the University of Iowa where I completed my doctorate.

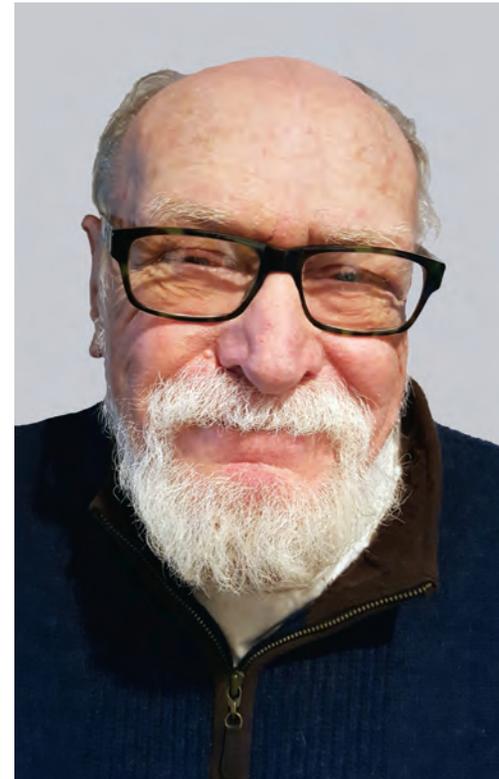
I taught at Kansas State and then went to Penn State for seven years. Later, I was part of the Tri-University Project at New York University and then taught at Georgia State. During the above time, I wrote a book on teaching elementary mathematics, several grade-level elementary math books for children and was the research editor of Arithmetic Teacher magazine. I was fortunate that the math book went through six editions from 1967 to 1995.

My wife Ardeth and I wanted to return to New York State and fortunately a teacher education job came up at UB. I directed elementary teacher education and taught courses on elementary mathematics instruction. I fondly recall one project I had entailing a 27-foot van that contained text and audiovisual materials to teach elementary math. We traveled to many schools across New York, Massachusetts and New Jersey. Over the summers, I enjoyed conducting the National Science Foundation institutes. Throughout the years, I had a number of doctoral students of whom I am justly proud.

My proudest achievements were my marriage of 63 years to my wife, who died two years ago, and my five children whose vocations and talents include artist, college professor, nurse, physician, software developer and teacher. I have six grandchildren.

I retired in 1995 and have since lived near the Chautauqua Institution, where my wife and I built a log cabin and a traditional home. Since retiring, I see three of my grandchildren on a daily basis. I do a lot of reading, woodworking, house remodeling, stay active in my church and still write some. I just finished a children's book concerned with dogs and death, Buddy Goes to Heaven.

C. Alan Riedesel welcomes correspondence with former colleagues and students at [cariedesel@gmail.com](mailto:cariedesel@gmail.com).



C. ALAN RIEDESEL

### HERE IS HOW WE SOCIALIZE!

The social media conversation starts here:



You can also connect with fellow alumni on UB Connect, [www.ub-connect.com](http://www.ub-connect.com), the university-wide alumni online community. At UB Connect, you can search for jobs, update your contact information and share your accomplishments.

Another way to update your contact information and share accomplishments is through the GSE Keep In Touch page, [gse.buffalo.edu/alumni/keep](http://gse.buffalo.edu/alumni/keep). If you prefer, email your updates to Associate Dean Jenifer Lawrence at [jlawrenc@buffalo.edu](mailto:jlawrenc@buffalo.edu).



## ALUMNUS RECEIVES INAUGURAL NEW YORK STATE AWARD

Adam Norris (EdM '06, Social Studies Education), a history teacher at Maryvale High School in Cheektowaga, NY since 2006, was named the first recipient of the Empire State Excellence in Teaching Award.

The Empire State Excellence in Teaching Program recognizes teachers from 10 regions throughout New York State. Honorees each receive a \$5,000 stipend to support professional development interests.

Gov. Andrew Cuomo presented Norris with the award, which honors outstanding educators who exemplify the highest professional standards while inspiring and instilling a love of learning in students.

Adam Norris (left) receives the inaugural Empire State Excellence in Teaching Award from Gov. Andrew Cuomo.

A press release with additional details is available at [www.buffalonews.com/city-region/maryvale-history-teacher-makes-history-20160609](http://www.buffalonews.com/city-region/maryvale-history-teacher-makes-history-20160609).

### DISTRICT SPOTLIGHT

## Blending “Old School” and “New School” Learning

The Eden Central School District ([www.edencsd.org](http://www.edencsd.org)) was established in 1896 with one of the first high schools in the area. In 1897, a state law made it possible for all children living in the district to receive a free high school education. The district's first graduating class was in 1899.

Three schools comprise the school district. The Grover L. Priess Primary School serves 295 students in grades PreK–2; there are 420 students in the Eden Elementary School (grades 3–6); and the combined Eden Junior/Senior High School (grades 7–12) has a total of 680 students.

The mission of the Eden Central School District is the pursuit of student excellence in personal and academic achievement. The district envisions a collaborative learning community that embraces the individuality of each student, educating and empowering them to become productive citizens in an ever-changing and diverse society.

The district has long been recognized in the Western New York area for its outstanding academic achievement, an arts and music program that has consistently received county and state recognition, and a comprehensive athletic program with numerous division, section and state championships. Recently, the district was recognized as a Western New York Emerging STEM (science, technology, engineering and mathematics) School District.

Building on its success, the district is currently implementing a host of instructional initiatives. Included in these initiatives is a capital improvement project to upgrade the technology infrastructure and renovate the school buildings. Plans are underway to create a Middle School (grades 6–8) with a focus on social/emotional wellness and STEM learning.

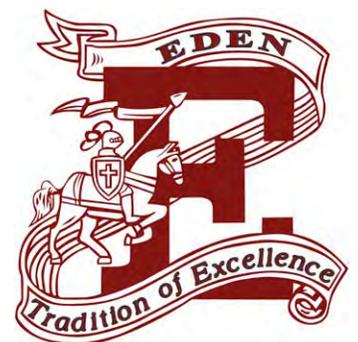
Within the classrooms, “old school” learning improvements include curriculum revisions, implementing inquiry-based learning, a K–12 community service requirement and the addition of new student-initiated coursework. These initiatives will be enhanced in the classrooms by “new school” technologies such as a 1:1 initiative with iPads and Chromebooks in K–6, and SMART Tables in PreK.

The Graduate School of Education is proud to be associated with the success of the Eden Central School District. Currently, there are 14 alumni working directly with students in the district: 9 junior/senior high school teachers, 1 elementary school teacher, 1 teacher aide, 1 junior/senior high school librarian, 1 elementary school librarian and 1 elementary school counselor.

Superintendent Sandra Anzalone is excited about the district's future. “We've come a long way since those early days of education in Eden,” said Anzalone. “We've been fortunate to grow and change with the times, incorporating ‘old school’ values with ‘new school’ innovations, always keeping uppermost in our minds that our number one priority is the health, confidence and success of all of our students.”



SANDRA ANZALONE



## HERE IS HOW YOUR DONATIONS IMPACT OUR SCHOOL

Your donations impact the Graduate School of Education in multiple ways, such as helping to support scholarships that provide financial assistance to students; helping to support lectures that bring scholars to campus to discuss current educational research; and helping to support upgrades in the modern digital technology throughout our computer labs and classrooms.

Thank you for your generosity and continuing financial support of our school. Together, we are making an impact in GSE and in our local, national and global communities.

Jaekyung Lee, Dean, Graduate School of Education

### THE CRYSTAL SOCIETY

(\$10,000 AND ABOVE)

Dr. Jean M. Alberti, PhD '70, EdM '62  
 Dr. Jean A. Barrett, EdD '65, EdM '56  
 Ms. Teresa M. Comas  
 Mr. and Mrs. James G. Dimitriadis  
 Dr. Rodney L. Doran and  
 Mrs. Winifred P. Doran  
 Dr. Dagobert Soergel and  
 Mrs. Elizabeth Soergel

(\$5,000 TO \$9,999)

Anonymous  
 Colorful Minds Foundation, Inc.  
 Dr. and Mrs. S. David Farr  
 Terra Science and Education Foundation

### THE MILLENNIUM SOCIETY

(\$1,000 TO \$4,999)

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 Professor Catherine Cornbleth  
 Ms. Christina M. Dimitriadis  
 Embrace Western New York  
 Dr. Daniel J. Fahey, MD '48, and Dr. Maria E.  
 Runfola, PhD '76, EdM '71, BFA '62  
 Mrs. Ruth Feinman  
 Mr. Neal Felsing, BA '67  
 Ms. Linda C. Fentiman, JD '75, and  
 Dr. Arthur E. Levine, PhD '76  
 Madison Avenue Office of Wells Fargo Advisors  
 National Council of Teachers of English  
 Mr. Jason G. Skalski  
 Dr. Antoinette Tiburzi, EdB '66  
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(\$500 TO \$999)

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 Queen of Heaven  
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 Ms. Mary Ann Stegmeier, EdM '66  
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(\$250 TO \$499)

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 Mr. Vern Anderson  
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 Dr. Melody L. Carter, PhD '00, and  
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 Dr. Vincent J. Coppola, EdD '71, EdM '66,  
 EdM '63, and Mrs. Rosemary L. Coppola  
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# MINIMIZE YOUR TAXES WHILE MAXIMIZING YOUR FINANCES

Hello, my name is James Bender. As a certified fund raising executive (CFRE), I have the expertise to work hand in hand with your financial and legal advisors to minimize your tax commitments and maximize your financial gains for you and your family. In my new role with the Graduate School of Education, I will be reaching out to many of you to share information about the amazing research and educational opportunities happening in GSE. I will be sharing the impact of these efforts, as well as seeking your support in assisting with their success.

Educational expenses continue to rise while New York State support has fallen below 20% of UB's budget. Whether you give your time, talent or treasure, your investment in GSE will be critical to UB's future impact on Western New York and the world. Your support is a great way for you to give back to your alma mater and the community that taught and supported you. I offer my two decades of experience in estate and gift planning to assist you and your family in preparing for the future while fulfilling your charitable intentions toward GSE.

I look forward to exploring with you some of the non-traditional giving methods including various charitable trusts and charitable gift annuities, as well as the more traditional outright gifts via cash, stock transfer or IRA rollover. Together, we will find the best method to meet your goals for you and your family.

If you should need my assistance before I reach out to you, please feel free to contact me directly at 716-881-7485 or [jbender5@buffalo.edu](mailto:jbender5@buffalo.edu). I look forward to speaking with you!



## Alumni Impact Spotlight

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

### Susan Busch

EdM '79, Elementary Remedial Education



What is your current position and place of employment?

I am a retired reading teacher, currently a family literacy consultant and a co-author of *Empowering Families: Practical Ways to Involve Parents in Boosting Literacy, Grades PreK-5*, published in 2015 by Routledge/Taylor & Francis Group.

What path led you to attaining your current position?

My undergraduate degree was in dance with an elementary education certification from Brockport. I have always loved to read and was attracted to the UB program because Dr. William Eller, Dr. Michael Kibby and Dr. Samuel Weintraub, all well known in the field of literacy, were professors during the 1970s.

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

The very high standards of the previously mentioned professors were instrumental in my understanding the process of reading in young children and the procedures and assessments that are critical to diagnosing reading difficulties. As a clinician and supervisor in the UB Reading Clinic under Dr. Kibby, I came to recognize the importance of family support for the learner.

What was your most memorable experience during your degree program?

The UB Reading Clinic in the basement of Baldy Hall was a wondrous place of learning from mistakes, sharing triumphs and disappointments, and celebrating reading. As a grad student, I had the opportunity to start a video learning library of work with clinicians and students. Through videotaping, viewing and reviewing the work of others, I gained practical knowledge and an appreciation of the intricacies of reading instruction and learning.

How have you impacted your local community through your work?

Over my 20 years at the Sidway Elementary School on Grand Island and Hoover Elementary School in the Kenmore-Town of Tonawanda School District, I developed and implemented parent education programs and family motivational events to encourage literacy at home. Since my retirement in 2012, I am now offering several of these programs at various local schools. Wanting to widely share my knowledge with others, I have co-authored, with Judy Bradbury, our book on family literacy, *Empowering Families*. I am volunteering in a classroom at the Drake School in North Tonawanda

and also share my expertise with a reading teacher at St. Amelia's in Tonawanda.

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

I was one of the first to gain National Board of Professional Teaching Standards certification in literacy in Western New York in 2004. I serve on the board of the Niagara Frontier Reading Council (NFRC) and have received the New York State Reading Association's Service to Reading Award, as well as the NFRC award. I also received a Key of Hope Award from Habitat for Humanity Buffalo for my work on behalf of NFRC, providing books to families at each habitat dedication.

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

There is so much more to teaching than the important work you do within the classroom. Learn about your students' families, learn to look at each student as an individual with strengths and weaknesses. Use all the resources, including colleagues, specialists and professional organizations. And never stop learning.

An archive of Alumni Impact Spotlights is available at [gse.buffalo.edu/alumni/impact](http://gse.buffalo.edu/alumni/impact).

## SUNY Chancellor and NYS Education Commissioner Support the Teaching Profession



SUNY Chancellor Nancy Zimpher (left) and New York State Education Commissioner MaryEllen Elia discuss the future of the teaching profession in New York State.

SUNY Chancellor Nancy Zimpher and New York State Education Commissioner MaryEllen Elia met with local educators and doctoral students from the Graduate School of Education during a visit to the University at Buffalo in August 2016.

The visit was part of a tour throughout the state to show how SUNY and the state education department are working together to support the teaching profession and encourage good students to become teachers.

The statewide campaign to promote teaching, called TeachNY, has special relevance for the GSE teaching program, which is actively recruiting top students to enter the profession as many baby boomer teachers leave their jobs. Now could be the best time in decades to become a teacher, according to New York State Department of Labor statistics that predict teacher shortages by 2022.

The coming demand for teachers presents an opportunity for accomplished students looking to find a profession with good career prospects that also elevates the people they serve and their community.

“Teachers and teacher education impact student lives and our communities in an integral way,” said GSE Dean

Jaekyung Lee. “A great teacher can change a student’s life, and those students go on to positively impact society. As some of the most influential role models, teachers are responsible for more than just academic enrichment. Great teachers are made, not born.”

Charles Anzalone, news content manager, Office of University Communications, was a contributing writer for this story. A press release with additional details about the visit is available at [www.buffalo.edu/ubnow/stories/2016/08/teach-ny](http://www.buffalo.edu/ubnow/stories/2016/08/teach-ny). Additional details about teaching as a career are available at [gse.buffalo.edu/news-and-events/11013](http://gse.buffalo.edu/news-and-events/11013).

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## GSE Alumni and Staff Honored with SUNY Awards

Radhika Suresh (PhD '03, Higher Education), assistant dean for enrollment management and the director of the GSE Office of Graduate Admissions and Student Services, received the SUNY Chancellor’s Award for Excellence in Professional Service. “Suresh’s work demonstrates exceptional performance in every way,” said GSE Dean Jaekyung Lee. “She consistently performs her job duties beyond the parameters of the job description, and serves as a model of excellence for professionals across GSE, UB and SUNY.”

Anne Reed, instructional designer in the GSE Office of Online Education, received a FACT 2 Excellence Award, a SUNY honor acknowledging consistently superior professional achievement. Reed was recognized for advancing the use of technology in the teaching and learning process. She has incorporated technology in ways that enhance the curriculum and engage students using methods and strategies that are scalable and transferrable to other settings.

Mark Marino (EdM '05, Mathematics Education), assistant professor of mathematics at Erie Community College, was honored with a SUNY Chancellor’s Award for Excellence in Teaching. The Chancellor’s Awards for Excellence are presented to faculty and staff who exceed expectations



(l to r) Radhika Suresh, Anne Reed and Mark Marino proudly display their SUNY awards.

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and exhibit the highest caliber of excellence. The honor provides system-wide recognition in faculty service, librarianship, professional service, scholarship and creative activities, teaching, adjunct in teaching, and classified service.

# LIS Celebrates 50th Anniversary

Library education at the University at Buffalo began in 1919, with the establishment of a library science program under the leadership of Augustus Hunt Shearer. A certificate was offered until 1937, after which students could earn a bachelor's degree. The library science program lasted until 1944, when it was closed due to budgetary constraints.



George Bobinski (right) shares memories with Adjunct Instructor James Tammaro.

In 1966, library education was re-launched, as the State University of New York Board of Trustees authorized the establishment of a Graduate School of Library Science. It was the first such school in the state system, though the curricula at Albany and Geneseo contained library science courses for which master's degrees were awarded.

The library education program was accredited in 1972 and in 1999, the university created a School of Information Studies, which housed the Graduate School of Library Science (renamed the Department of Library and Information Studies [LIS]) and the Department of Communication. LIS joined the Graduate School of Education in 2007.

To celebrate the 50-year anniversary of the establishment of the Graduate School of Library Science in 1966, LIS hosted a family picnic at Como Lake Park in Lancaster, NY in September 2016. Attendees included faculty, staff, students and alumni from all six decades. Among the special guests were George Bobinski, dean of the school from 1970 to 1999, and Elizabeth Nuhn, an alumna from the first graduating class in 1968.



Stephen Dunnett (front row, center) with students from the first ESL summer program in 1971.

## English Language Institute: 45 Years of English Language Training

There are people in the UB community who are surprised to learn that the university includes an institute to teach English as a second language. They are even more surprised to learn that the English Language Institute has existed for 45 years.

In 1971, Stephen Dunnett was an administrator and an instructor in the foreign student English program, and he had just organized a very successful summer program to teach English as a second language (ESL). Building on that success, Dunnett was appointed by the Division of Student Affairs to plan and direct a new, year-round intensive English program at UB. This new program would offer non-credit intensive English training and orientation to international students preparing for university study. It would also complement the credit-bearing classes in the foreign student English program. Thus, the Intensive English Language Institute (IELI) opened its doors to the UB community in the fall of 1971.

Forty-five years later, IELI is now known as the English Language Institute (ELI), and it has been a part of the Graduate School of Education since 1981. While Dunnett remains the director of ELI, he is also the vice provost of international education at UB and a professor in GSE's Department of Learning and Instruction. Kathleen Curtis, who joined IELI in 1971, is the associate director of ELI; Keith Otto is the director of the for-credit English as a second language program (formerly the foreign student English program); and Colleen Maloney-Berman is the director of the full-time, non-credit intensive English program.

Rough estimates indicate that through the years close to 30,000 students have benefited from ELI's programs. In addition to earning advanced degrees at UB and other U.S. institutions, graduates hold senior positions in academe, the professions, business or government in their own countries. Curtis was very proud to see a graduate, who is the former mayor of Medellin, Colombia, on 60 Minutes in December 2016 discussing the peace accord with Colombian rebels.

There are also graduate students of ELI, as well as former faculty, who now direct English programs at schools in the U.S. and abroad. ELI has been in existence so long that its alumni are now sending their college-age children to UB for ESL instruction and the experience of being welcomed and immersed in UB's community.

Regardless of the paths ELI's students have chosen, their experiences at ELI, the language training and orientation they received or taught, and the friendships they made while working or studying in Baldy Hall remain a special part of their lives.

## GSE Student Scholarships

Scholarship awards in the Graduate School of Education have been established through the generous contributions of GSE alumni, professor emeriti, faculty and friends. These 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).



Congratulations to these GSE student scholarship award recipients for the 2016–17 academic year.

(front row, l to r): Joanne Groves, Lorenda Chisolm, Katarina Silvestri, Maureen Grice; (middle row, l to r): Huda Almumen, Somaia Morsy, Jeeyoung Min, Katherine Haq, Olga Gould, Melissa Laidman; (back row, l to r): Molly Terry, Riza Ozdemir, Heather Walker, Abdullah Alsheri, Abigail Gloss, Tracy Wing. (The remaining scholarship recipients were not available for the photograph.)

**Huda Almumen, Abigail Gloss, and Kristina Toth** (LAI doctoral students) each received a *Mary Lou and S. David Farr Scholarship*, which supports students conducting research on technology and learning.

**Abdullah Alshehri** (LAI doctoral student), **Lorenda Chisolm** (ELP doctoral student), **Rachel Dominguez** (ELP doctoral student), **Olga Gould** (LAI doctoral student), **Katherine Haq** (LAI doctoral student), **Seungjung Jo** (LAI doctoral student), **Chungseo Kang** (ELP doctoral student), **Taeyoung Kim** (CSEP doctoral student), **Qiaomei Lu** (LAI doctoral student), **Jeeyoung Min** (LAI doctoral student), **Keely O'Connell** (LAI doctoral student), **Katarina Silvestri** (LAI doctoral student), **Darlene Garcia Torres** (ELP doctoral student) and **Heather Walker** (LAI doctoral student) each received a Dean's Award for Conference Presentations sponsored by the *Paul A. and Margaret E. Bacon Scholarship* and the *Gregory J. Dimitriadis Dean's Excellence Fund*, which both support students in the Graduate School of Education.

**Kathleen Andres** (LIS master's student) received 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.

**Kathleen Andres, Melissa Laidman, Rachel McDonald, Bethany Miller, and Jessica Scheuerman** (LIS master's students) each received a *Joseph B. Rounds Scholarship*, which supports the promotion of excellence in the field of librarianship.

**Derek Baird** (LAI advanced certificate graduate) received a *Rosemary S. Callard-Szulgit Gifted Education Student Award*, which supports

students completing an advanced certificate in gifted education.

**Jeremy Cassidy, Celia Gavett, Michael Labrecque, Darcey Mulligan, Sawyer White and Tracy Wing** (LIS master's students) each received an *A. Benjamin and Helen Ravin Scholarship*, which supports students in the Department of Library and Information Studies.

**Maureen Grice and Natalia Umana** (LIS master's students) each received a *Marie Ross Wolcott Memorial Scholarship*, which supports students in the Department of Library and Information Studies.

**Joanne Groves** (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.

**Katherine Haq and Katarina Silvestri** (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.

**Xiaojun Jiang** (LAI doctoral student) received a *Shang-Lin Chung Student Award*, which supports students pursuing a doctoral degree in the Department of Learning and Instruction.

**Lori King and Katarina Silvestri** (LAI doctoral students) each received a *William Eller Memorial Scholarship*, which supports students pursuing a degree in reading education.

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

**Lisa Kulka** (LAI master's student) received an *Adelle H. Land Memorial Scholarship*, which supports students pursuing a teaching career.

**Diane McMullen** (CSEP doctoral student) received a *James C. Hansen Memorial Scholarship*, which supports students conducting research on counseling with families. **Somaia Morsy** (LAI doctoral student) received a *Ralph Theurer Scholarship*, which supports students pursuing a degree in science education.

**Riza Ozdemir** (LAI doctoral student) received a *Leroy and Margaret H. Callahan Scholarship*, which supports students pursuing research and/or development activities in the teaching and learning of mathematics at the pre-secondary level.

**Jessica Scheuerman** (LIS master's student) received an *E. Alberta Riggs Memorial Scholarship*, which supports students in the Department of Library and Information Studies.

**Molly Terry** (CSEP doctoral student) received a *Marceline Jaques Scholarship*, which supports students demonstrating outstanding achievement in counseling people with disabilities.

**Yin Wu** (CSEP doctoral student) received a *Peter Drapiewski Scholarship*, which supports students pursuing a degree in educational psychology.

**Lei Zhu** (ELP doctoral student) received a *Robert E. Valenti Memorial Scholarship*, which supports students pursuing a doctoral degree in higher education.

A list of 2016–17 GSE student scholarship award recipients is also available at [gse.buffalo.edu/current/scholarships](http://gse.buffalo.edu/current/scholarships).



(front row, l to r) Samuel Kim, Tracy Wing, Maureen Grice, Taloria Gamble, Qichang Tang; (back row, l to r) Luke Petrosino, Manvitha Gone, Christine Chang, Yun Liang, Carolyn Yonda, Tamalyn Brown-Penders. (The remaining scholarship recipients were not available for the photograph.)

## Dean's Scholarship for Educational Diversity and Excellence

The goal of the Dean's Scholarship for Educational Diversity and Excellence is to improve educational diversity and excellence in the Graduate School of Education by recruiting, enrolling and retaining talented underrepresented minority students—in state or out-of-state—and talented international students. 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 limited to—ethnicity, class, gender, disability, sexual orientation, religion and age.

## Congratulations

to the 2016-17 recipients of a  
Dean's Scholarship for Educational  
Diversity and Excellence:

- |                         |                       |
|-------------------------|-----------------------|
| Kenyasoweta Bowman      | LAI master's student  |
| Tamalyn Brown-Penders   | CSEP master's student |
| Christine Chang         | LAI doctoral student  |
| Somara Colon            | ELP master's student  |
| Bethaney Cotton         | LIS master's student  |
| Wilder Escobar Almeciga | LAI doctoral student  |
| Taloria Gamble          | LAI master's student  |
| Manvitha Gone           | CSEP master's student |
| Maureen Grice           | LIS master's student  |
| Breana Jones            | CSEP master's student |
| Rejell Josol            | LIS master's student  |
| Samuel Kim              | LIS master's student  |
| Yun Liang               | ELP doctoral student  |
| Joseph Lorentz          | CSEP master's student |
| Charles Martin          | LAI master's student  |
| Khanvisile Ngalo        | ELP doctoral student  |
| Luke Petrosino          | LAI master's student  |
| Azalea Rosario          | CSEP master's student |
| Dominique Tabb          | ELP master's student  |
| Qichang Tang            | ELP doctoral student  |
| Natalia Umama           | LIS master's student  |
| Tracy Wing              | LIS master's student  |
| Carolyn Yonda           | LAI master's student  |

# Commencement AND AWARDS 2016



In the Center for the Arts Atrium following the ceremony, graduates posed with family and friends for photographs to be used on social media.

The Graduate School of Education was honored to have UB President Satish Tripathi confer degrees during the May 13 commencement ceremony. In addition to the conferral of academic degrees, Teresa Lawrence received the GSE Distinguished Alumni Award and Radhika Suresh was presented with the GSE Dean's Service Award.

This year's student award recipients were Monica Ridgeway and Lynda Sosa-Lowry, who each received a Delbert Mullens Thinking Outside the Box Award, and Cha Ron Sattler-Leblanc who received the Edwin D. Duryea Jr. Higher Education Memorial Award.

During the ceremony, the national anthem and the UB alma mater were led by The Multiple Tonalities, a group of faculty and staff from the Department of Learning and Instruction. Following the ceremony, a reception was held for the graduates, award recipients and their families in the Center for the Arts Atrium.



## DISTINGUISHED ALUMNI AWARD

**Teresa Lawrence (PhD '09, Social Foundations)**

Teresa Lawrence has been serving Western New York for 26 years, having held teaching and leadership positions with the Catholic Diocese, Erie 1 BOCES, Ken-Ton, Williamsville, Clarence and Grand Island school districts. Lawrence is a board trustee at Trocaire College and a board member for Teaching and Restoring Youth. She is also on the Scholastic Administr@tor Editorial Advisory Board and the Consortium for School Networking Leadership for Mobile Learning Initiative Advisory Panel.



## DEAN'S SERVICE AWARD

**Radhika Suresh (PhD '03, Higher Education)**

Radhika Suresh has been the assistant dean for enrollment management and the director of graduate admissions and student services for the Graduate School of Education since 2002. Suresh is responsible for strategic enrollment management and the centralized functions of recruitment, admissions, student services and reporting on student data for the school. Her initiatives have resulted in a streamlined, data driven and effective delivery of services to prospective applicants and new students.



GSE Dean Jaekyung Lee (left) congratulated Teresa Lawrence, recipient of the GSE Distinguished Alumni Award.

Cha Ron Sattler-Leblanc (right), doctoral degree graduate in higher education, celebrated receiving the Edwin D. Duryea Jr. Higher Education Memorial Award with Associate Professor Nathan Daun-Barnett from the Department of Educational Leadership and Policy.



Graduates creatively share their thoughts and excitement with messages on their graduation caps.

GSE Alumni Association President Becca Bley offered our newest alumni an inspirational message.



Catherine Bieder (center), master's degree graduate in rehabilitation counseling, received congratulations from UB President Satish Tripathi (left) as she walked across the stage with fellow graduate Avraham Baruch and her seeing eye dog.



This year's mace bearer was UB Distinguished Professor Stephen Jacobson (center), who led the academic procession onto the stage.



Linda Sosa-Lowry (left), doctoral degree graduate in counseling psychology/school psychology, and Monica Ridgeway (right), doctoral degree graduate in curriculum, instruction and the science of learning, each celebrated receiving a Delbert Mullens Thinking Outside the Box Award with Mandy Mullens, daughter of Delbert Mullens.

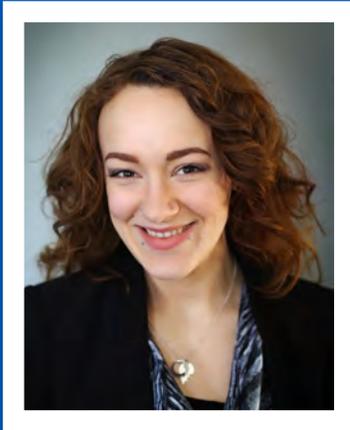
## GSEAA PRESIDENT'S MESSAGE

Dear GSE Alumni,

Whether you graduate this year or your commencement was 10 years ago, we know that today's professional market is difficult to navigate. It is during times like these that we, the Graduate School of Education alumni, can turn to one another for support. We are each other's friends, colleagues and mentors; we get to decide what that means to us. Support can take on a number of forms, including socializing after a board meeting, facilitating introductions at other institutions or directly mentoring a current student.

Your involvement in the GSE Alumni Association is what you make of it. Consider joining the board of directors, mentoring students or donating a monetary gift. Your contributions, no matter how seemingly insignificant, can make a monumental impact on a current student.

Sincerely,  
**Becca Bley** (MLS '11, Library Science)



The national anthem and the UB alma mater were performed by The Multiple Tonalities, a group of faculty, staff and students from the Department of Learning and Instruction.



Commencement photographs by GradImages

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YOUR GIFT

*matters.*

Riza Ozdemir ←  
CLASS OF 2017  
GRADUATE SCHOOL  
OF EDUCATION

Riza Ozdemir believes technology can help students learn. For his dissertation, the special education doctoral student created an iPad app to teach mathematics. "Many students, especially students with disabilities, struggle with mathematics," says Ozdemir, who chose to attend UB because of its strong graduate program in special education. He is grateful for the scholarship he received, which he says affirmed he is on the right track academically "and encouraged me to study harder." Post-graduation, Ozdemir hopes to conduct research that demonstrates the effectiveness of technology in teaching mathematics and prepare new teachers to develop better evidence-based teaching strategies for their classrooms.

**Gifts to the UB Fund have an immediate impact on students.**

**UBFUND**

The **best public universities** have the strongest private support.