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ALUMNI NEWSLETTER

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A N N I V E R S A R Y



*Graduate School of Education*  
The State University of New York at Buffalo<sup>SM</sup>

TRANSFORMING LIVES THROUGH EDUCATION

FALL 2007

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#### Commencement 2007

This year's special ceremony commemorates the 75th anniversary of GSE.

## Taher Razik Establishes International Fellowship

A \$200,000 gift from Taher Razik, professor emeritus from the Department of Educational Leadership and Policy (ELP), and his wife, Myra, will help raise awareness about the global community by endowing an international fellowship for a junior faculty member from Egypt. The fellowship will provide three years of study toward a doctoral degree in educational administration, covering tuition and fees.

"This gift to the university—and to Western New York—is for the great life we have enjoyed here. Over the years, we have benefited from talking and visiting with people from different cultures," said Razik, who was born in Egypt. "We hope by giving an opportunity to an international junior faculty member to study here that we will increase others' understanding of the global community, as well as help graduate a person who will benefit his or her international community."

Razik taught in the Graduate School of Education from 1963 until his retirement in 1995. He authored numerous books and articles and is working on the third edition of the textbook *Fundamental Concepts of Educational Leadership*. Razik also serves on UB's Institutional Review Board.

In 2003, Razik donated a gift to GSE to

create the Taher Razik Lounge. Today, ELP students are using 463 Baldy Hall for studying and discussing scholarly issues with fellow students. The lounge features two Internet connections, as well as a collection of professional publications.

Myra Razik is an active member of the international committee of UB's Women's Club. This group sponsors monthly brunches for international students so that they can interact and exchange ideas with each other and people in the community.

"We greatly appreciate the Raziks' generosity," said GSE Dean Mary Gresham. "Because of Taher and Myra, we will be able to provide even greater intellectual opportunities for global dialogue; this scholarship will prove beneficial for both faculty and students in GSE."

The sponsoring university will cover the faculty member's transportation and salary. Recipients of the Taher A. and Myra S. Razik International Fellowship are expected to meet all university admission requirements for international students. ●



TAHER RAZIK

## Dean's Message

There are two kinds of people—those who resist change and those who welcome it. I view change as an opportunity for growth and creativity; it is a time to move forward and stretch the limits of accomplishments. As we wind down our 75th anniversary celebration, there are exciting changes taking place within the Graduate School of Education that we will share with you in this issue.

UB 2020 is **President Simpson's** initiative to grow UB into one of the premier research universities in the country. GSE has responded to President Simpson's vision by identifying four themes for academic excellence in our school, charting a path for success in the years ahead consistent with the university's goals. You can learn more about the four academic themes and the work of our envisioning committee on page 11.

Another change we're excited about in GSE is the addition of the new Center on Rehabilitation Synergy (page 3). Led by **David Burganowski**, the center is responding to important school to work transition issues for students with disabilities, as well as providing training and development services for rehabilitation professionals. Burganowski also directs GSE's Regional Rehabilitation Continuing Education Programs, which he has done since 1990.

GSE has grown this year...literally. Our school has added the Department of Library and Information Science (LIS), which offers a Master of Library Science degree (page 4). We truly live in an information age, and with the natural connection between libraries and education, I'm so pleased to have LIS become the fourth department in our school. I extend a warm welcome to **Judith Robinson**, department chair, and all of the LIS faculty, staff, students, and alumni.

These are just a sampling of the exciting changes throughout GSE that you'll read about in this edition of the newsletter. It's a wonderful time to be associated with our school as we embrace change and move forward. We have had much to be thankful for over the past 75 years and have much to accomplish in the future. Please join us as we continue our journey toward excellence. ●



MARY GRESHAM

A handwritten signature in black ink, which appears to read "Mary H. Gresham". The signature is fluid and cursive.

Mary H. Gresham  
(Ph.D. '92, Counseling Psychology)  
Dean, Graduate School of Education, University at Buffalo

# Center on Rehabilitation Synergy Debuts

The long-term success of the rehabilitation training programs in the Graduate School of Education has led to new grant awards and the development of a center focused on excellence in education and in human resource and organizational development in the field of rehabilitation. The new entity is the Center on Rehabilitation Synergy (CRS) ([www.gse.buffalo.edu/org/crs](http://www.gse.buffalo.edu/org/crs)).

CRS began in 2006 under the guidance of David Burganowski (Ph.D. '01, Counselor Education), with a desire to bring the GSE training programs in vocational rehabilitation closer together to capitalize on each program's strengths. The goal of the center is to foster cooperation and partnership in order to offer an unprecedented caliber and breadth of training for all program constituents.

CRS was first awarded a \$25,000 New York State Education Department (NYSED) training needs assessment grant, followed by two additional NYSED grants and one U.S. Rehabilitation Services Administration grant totaling \$11.25 million.

The primary award is the New York State Model Transition Program, which is the largest transition grant in the country. The grant will address the comprehensive needs of those involved in helping students with disabilities move from school to work. CRS will provide over 720 training and professional staff development days per year, for the next three years to 60 school districts across the state. Trainers will work with school staff, community service providers, family members and advocates, students with disabilities, vocational rehabilitation staff, and district partners to promote more effective transition services for students with disabilities.

Another new program is the New York State Supported Employment Training Initiative, a five-year grant focusing on program and staff development for all community supported employment providers throughout the state. These providers will be receiving staff and management training, program development support, and resource guides to enhance their services for supported employees with disabilities.

Moving into CRS will be the Community Rehabilitation Program Rehabilitation Continuing Education Program (CRP RCEP) and the General RCEP. The CRP RCEP just celebrated 10 years of providing training, technical assistance, and other organizational development activities to rehabilitation professionals working in the community. The General RCEP has been offering these services to state vocational rehabilitation personnel since 1974.

The academic component of CRS will include the GSE graduate program in rehabilitation counseling and the doctoral program in special education. By working in partnership with these programs, participants of the training workshops will benefit from the expertise of GSE faculty and will be encouraged to pursue degrees in higher education as they become leaders in their respective fields. ●



DAVID BURGANOWSKI

## ONLINE M.S. IN REHABILITATION COUNSELING

The Master of Science degree in rehabilitation counseling will be offered online in Fall 2008. The program consists of 10 courses, an internship, and a capstone project or thesis, and will mirror the seated program, which is nationally accredited by the Council on Rehabilitation Education.

David Burganowski, director of the rehabilitation counseling program, said that demand is the primary reason the online program was created. "The need for rehabilitation counselors will exceed supply for the foreseeable future. We can't graduate enough students to fill the job openings, and we need to do more."

Burganowski notes that the seated program has an excellent track record, which helped gain quick approval for the online program from the New York State Education Department. "The program is over 50 years old, and is one of the most well-known in the country," he said. "More than 95% of the program's graduates are currently working as rehabilitation counselors."

Graduates from the program are eligible for Certified Rehabilitation Counselor and National Board for Certified Counselors certifications. In addition, graduates can become licensed counselors in those states that require professional licensure (requirements vary from state to state).

For more information about the master's degree program in rehabilitation counseling, please visit [www.gse.buffalo.edu/programs/csep/6](http://www.gse.buffalo.edu/programs/csep/6).

# Department of Library and Information Studies Joins GSE

Library education at UB had its first incarnation from 1919–1944, when it graduated approximately 350 students. In 1942, the school found itself at a growth juncture and sought expansion funding prior to its bid for accreditation from the American Library Association. Chancellor Capen was unable to provide university funding and reluctantly decided to phase out the program. The

information freelancing, network management, or web design. Optional specialization in school librarianship results in certification as a school library media specialist by the New York State Education Department. A post-master's advanced certificate is available for librarians wishing to update their skills and school librarians interested in taking courses required for New York State certification.

Led by department chair Judith Robinson, LIS faculty have diverse backgrounds and research interests such as Internet-mediated social environments; database design and management; web design and web-based information management; digital resources; information literacy; youth services, literature, and reading. Examples of their funded research projects include “A National Study of Users and Potential Users of Online Information,” “The Impact of Children and Teen’s Use of the Internet on Their Public and School Library Use,” “The Future of Public Libraries,” and “Unapparent Information Revelation: Creation, Visualization & Mining of Concept Chain Graph.” ●



A student consults with a research librarian in Lockwood Library.

library education program was relaunched in 1966 and accredited in 1972. The program spent the past seven years alongside the Department of Communication in UB’s former School of Informatics before joining GSE as its fourth department in 2007.

The Department of Library and Information Studies (LIS) offers a Master of Library Science (MLS) degree and an advanced certificate. The MLS is a 36 credit hour program with 300 current students from varied undergraduate majors. More than 3,000 graduates can be found in library and information management positions worldwide. On the cutting edge of information technology and service to information-seeking adults and children, LIS graduates work in libraries housed in communities, universities, or schools, or in archives, film collections, law firms, museums, newspapers, television, or web development companies. Graduates also pursue specialty careers such as

## MEET THE CHAIR OF LIBRARY AND INFORMATION STUDIES



**Judith Robinson**, chair and professor, created the department’s online non-credit continuing education program and delivers online workshops about accessing federal government information. Her research interests include questioning behaviors, the reference interview with children, and access to federal government information. Robinson wrote *Tapping the Government Grapevine*, co-authored *Subject Guide to U.S. Government Reference Sources*, and taught “How to Use the *Federal Register*” for the U.S. government. She received a 1994 SUNY Chancellor’s Award for Excellence in Teaching.

## MEET THE FACULTY OF LIBRARY AND INFORMATION STUDIES



**June Abbas**, associate professor, focuses her teaching and research on how people use information systems and their processes for finding information;

how information systems are organized, user-centered design and metadata schema development, and the changing nature of information and systems. Abbas has published articles on children and technology, the impact of the Internet on the use of the public and school library, digital libraries and digital library education, and on knowledge organization.



**George D'Elia**, professor, has experience in a variety of areas, including the planning and evaluation of information systems and services, survey

research methods, analysis of statistical data, and the applications of quantitative methods to managerial decision making. D'Elia's research addresses the assessment of information needs, user behavior, customer satisfaction, and the evaluation of information systems and services. He has received approximately \$2 million dollars in research grants and contracts.



**Lorna Peterson**, associate professor, has been an LIS faculty member since 1990. She pursues a research agenda shaped by her previous

experience as a librarian in universities in Ohio and Iowa. Peterson's research interests are race cooperation and conflict in North American libraries, education and credentialing of the librarian, and how people learn to use libraries and find information. Curiosity, and the willingness to travel, explore, and seek adventure are values that shape Peterson's teaching.



**Kay Bishop**, associate professor, is the director of the school library media specialist program and teaches courses in school media librarianship.

She has authored numerous articles on school media and youth services in public libraries and authored or co-authored five books, including *The Collection Program in Schools* (2007). Bishop has presented at international conferences in Ireland, Sweden, and New Zealand, and was a case study research evaluator for Library Power, a \$45 million dollar national school improvement initiative.



**John Ellison**, associate professor, has taught library studies courses at ten universities including the University of Illinois, University of Kentucky,

Emory University, University of Oklahoma, Wright State University, Central Michigan University, Sam Houston State University, University of the West Indies (Jamaica), and the University of Cape Coast (Ghana, West Africa). Ellison has also been a Fulbright Scholar in Ghana, Jamaica, and Trinidad and Tobago, and presented on distance education at international conferences in Ghana, Switzerland, and Puerto Rico.



**Ying Sun**, assistant professor, received her Ph.D. in library and information studies from Rutgers University in 2005.

She worked on several sponsored projects during her Ph.D. studies, which have since been published. Before joining UB, Sun worked at relevantNOISE as a senior data mining engineer, where she led searches on automatic identification of blog sentiment orientations. Her research interests encompass topics in information retrieval, text mining, natural language processing, and human computer interaction.



**Christopher Brown-Syed**, assistant professor, has degrees in film production, philosophy, and information studies, from York University (Toronto)

and the University of Toronto. His areas of interest include the geopolitics of information, library automation and security, and relationships between scholarship and media. With professional experience gained in Canada, Australia, the U.S., and the UK, Brown-Syed is a former employee of the computer companies Plessey and Geac. He is editor of the journal *Library and Archival Security*.



**Melanie Kimball**, assistant professor, earned M.S. and Ph.D. degrees in library and information science from the University of Illinois, Urbana-

Champaign. She also has a M. Mus. in vocal performance from the University of Michigan. Kimball's research focuses on the history of public library service to children, 20th century children's literature, public libraries as social and cultural institutions, and the history of reading and publishing. She has had articles published in *Library Trends*, *Public Libraries*, and *Teacher Librarian*.



**Jianqiang Wang**, assistant professor, joined the department in Fall 2006, after finishing his postdoctoral research in the Computational Linguistics

and Information Processing Laboratory at the University of Maryland Institute for Advanced Computer Studies. His research focuses on information retrieval including cross-language information retrieval and speech retrieval, and information seeking in multilingual and multimedia environments. Wang teaches courses on information technology and information system analysis and design.

Attention deficit/hyperactivity disorder (ADHD) and autism are developmental disorders that prevent children from succeeding in school at an early age. Children with ADHD are characterized as being inattentive, hyperactive, and/or impulsive, while children with autism are impaired in their social interaction and communication skills, and exhibit restricted and repetitive behaviors. Gregory Fabiano, Martin Volker, and Christopher Lopata, assistant professors from the Department of Counseling, School and Educational Psychology, are focusing their research on understanding these disorders, which are prevalent in schools nationwide. The following articles describe their current studies in these areas.

## Exploring the Nature of...

### ADHD

Attention deficit/hyperactivity disorder is one of the most common childhood disorders, with an estimate of at least one child with ADHD, on average, in every classroom nationwide. ADHD results in a number of negative short- and long-term outcomes including academic failure and difficulties with adult and peer social relationships. Due to these negative outcomes, effective interventions for children with ADHD are needed.

Gregory Fabiano is developing lines of research to target children with ADHD and improve their outcomes in important domains. Beyond stimulant medication, the only other treatment with a solid evidence-base for ADHD is behavior modification, where treatments include teaching parents and teachers to use effective child management strategies (e.g., time out, reward programs). Although there are over 40 years of studies demonstrating the effectiveness of this approach, two of Fabiano's current projects investigate under-represented groups in the research literature: children with ADHD in special education settings in schools and fathers of children with ADHD.

It is estimated that the costs of dealing with ADHD in school settings numbers in the billions each year, and therefore effective strategies for improving the outcomes of children with ADHD in special education are needed. Unfortunately, there have been few studies of children with ADHD in special education placements. The research that has been done suggests that many children with ADHD are receiving interventions that are not effective for ADHD or are implemented inconsistently. In a two-year \$720,000 study funded by the U.S. Department of Education, Institute of Education Sciences, Fabiano and colleagues from the UB Center



GREGORY FABIANO

*continued on page 19* ►

### Autism

Autism spectrum disorders are characterized by a triad of features including significant deficits in social relatedness and communication, and narrow and repetitive patterns of interests, activities, and behaviors. Children with the disorders demonstrate significant variability in their symptom presentation, which makes assessment and treatment a challenge for clinicians.

Current prevalence estimates suggest that autism spectrum disorders appear in 60 of every 10,000 people. The number of children served under the autism special education designation has increased by over 500% since the U.S. Department of Education began to track it in the early 1990s. Though there continues to be debate regarding whether the true rate of autism has increased over time, it is clear that the disorder is diagnosed more frequently now than in the past and that more children are being served under this designation in schools nationwide.

Martin Volker and Christopher Lopata are members of a research consortium that is studying autism spectrum disorders. The consortium includes researchers and clinicians from UB, Summit Educational Resources ([www.summited.org](http://www.summited.org)), and Canisius College, and research topics range from assessment and diagnosis to clinical and educational intervention. Volker's research focuses on assessment and measurement issues in autism



MARTIN VOLKER



CHRISTOPHER LOPATA

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## GSE PUBLICATIONS

The Graduate School of Education Publications series has released seminal research monographs by UB scholars for more than twenty years. GSE Publications is now collaborating with **SUNY Press** to produce short, cutting-edge research monographs by UB faculty on key contemporary issues in education. The following are the three most recent publications in this new imprint series (additional titles and purchasing information is available at [www.gse.buffalo.edu/faculty/publications.asp](http://www.gse.buffalo.edu/faculty/publications.asp)):



CORRIE GILES

### Facing Down Four Decades of Standardized Educational Reform

**Corrie Giles**, Assistant Professor, Department of Educational Leadership and Policy  
**Martha Foote**, Director of Research, New York Performance Standards Consortium

After nearly four decades of failed educational reform, we are beginning to have conversations about self-renewing schools that can sustain over time in a constantly changing and increasingly standardized policy environment. This monograph presents a case study of one such U.S. school (Durant) that participated in the Change Over Time project funded by the Spencer Foundation. This eight-school research project in Ontario and New York State explored the perceptions of change over time of three cohorts of urban teachers and administrators from the 1970s, 1980s, and 1990s. The Durant study illustrates how one small alternative urban high school developed and sustained sufficient resilience to survive nearly four decades of socio-economic change and externally mandated reforms that undermined its founding vision. This case highlights the cumulative and detrimental long-term effect of increasingly standardized reform on the capacity of schools to self-renew in increasingly complex circumstances. Arguing that federal, state, and district policies that focus on overcoming teacher resistance to reform are fundamentally flawed, the authors identify the personal, organizational, and contextual conditions necessary for successful school self-renewal.



JAEKYUNG LEE

### How National Data Help Tackle the Achievement Gap

**Jaekyung Lee** (Ed.), Associate Professor, Department of Counseling, School and Educational Psychology

The achievement gap constitutes an important barometer in educational and social progress, especially at a time when school accountability reforms under the No Child Left Behind Act are concerned with closing achievement gaps among different racial and socioeconomic groups of students. Research using secondary analyses of national data can help address three fundamental

questions: (1) Where are the achievement gaps and how large are they? (2) Where do the gaps come from? (3) What educational and social interventions can help narrow the gaps? The research in this monograph draws upon representative sample data from several large-scale national K-12 studies, including the National Assessment of Educational Progress, the National Education Longitudinal Study, and the Early Childhood Longitudinal Study, that contain reading and math test results, as well as complex arrays of student, family, teacher, and school variables. This monograph helps us better understand the nature and degree of the achievement gap, identify the sources of the achievement gap, and design educational policies for closing the gap; challenging many conventional beliefs and previous findings with new evidence.



SUZANNE MILLER

### Why Multimodal Literacies? Designing Digital Bridges to 21st Century Teaching and Learning

**Suzanne Miller**, Associate Professor, Department of Learning and Instruction  
**Suzanne Borowicz** (Ph.D. '05, English Education), Director, Western New York Writing Project

The computer has transformed the world and shaped new literacy practices. This monograph provides a rationale for a multimodal view of literacy and demystifies its supporting theory and practice. Drawing on an array of emerging theories and work, Miller and Borowicz argue that digital video authoring is a multimodal literacy that presents students with opportunities to bring the cultural and digital resources they have acquired outside of school into school learning. It helps students connect to the curriculum, build a deeper understanding of subject-matter concepts, and develop new identities. The authors offer an overview of the multimodal new literacies the digital world has generated, analyze the digital denial of schools and the disconnect of students, and examine the uses of digital video authoring as professional development for teachers, as well as for influencing engagement, identity, learning, thinking, and achievement for students. Miller and Borowicz contend that a multimodal view of literacy will meet academic goals and transcend into students' future personal and civic spaces by encouraging critical power and consciousness.

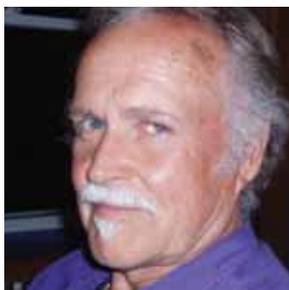
# Zen and the Art of David Nyberg

A professor in the Department of Educational Leadership and Policy, David Nyberg reflects on the notion of finding quality—through the people he has met and the experiences he has had—during his 29 years in the Graduate School of Education.

Colleagues, former students, and friends, In 1973 I moved into the trapezoidal office on the top floor of Foster Hall previously occupied by Edgar Z. Friedenberg, a public intellectual in the 1960s and 70s whose books on adolescence I admired. This office provided motivation to get on with my own work in a hurry.

Soon after, on the way to class, I overheard a professor recommending an article of mine to a student. I befriended this wise fellow—it was Steve Brown—whose friendship and scholarly example boosted my career and supported my personal life for many years. The best thing I did for him was get him to stop smoking.

In 1978, I recall interviewing Lois Weis. We took a long walk around campus while I cajoled her to join GSE (then FES, the Faculty of Educational Studies). She did. We are all still happy about that decision.



DAVID NYBERG

Luring Hugh Petrie to become our dean was another feat for the faculty. I knew Hugh (he was on my dissertation committee, and he was my colleague for two years at the University of Illinois) and I eagerly encouraged him to apply for the job.

His predecessor, Bob Rossberg, had

asked me to serve with him as associate dean during a period of radical reorganization—from eight departments and several somewhat informal centers to a more streamlined three departments and fewer, more formal centers. I learned a lot about academic administration during this tran-

“...serious, focused, right-minded people can use their differences to complement each other...”

sition, including this unexpected lesson: often the most effective administration is not noticeably associated with the individual most responsible.

During my penultimate sabbatical at Oxford (my spiritual home on earth), I received an irritating letter from my department chair, Phil Altbach. He informed me that I would be teaching a foundations course for the teacher education program upon my return. I was angry at the thought of interrupting a rich routine in Oxford (doing research for *The Varnished Truth*) to prepare a course I didn't care about. Thank goodness, as she has done again and again, my wife Nancy saved me. She said, just teach what you know and value most, and call that “foundations.” It took just a few minutes to outline four sections of the syllabus: Intelligence, Rationality, & IQ; Expectation, Bias, & Prejudice; Power, Authority, & the Purposes of Education;

Educating & Socializing in a Democracy. Since I had written in all of these areas, within two hours, the syllabus was done.

I so enjoyed teaching this course that I requested it for many years. It still generates letters from students who want to explain the kind of influence the course has had on them personally and professionally. Thank you Nancy (and Phil, indirectly).

Even more profound satisfaction is generated each year as the splendid cadre of doctoral students I advised advance in their fields as professors, deans, and directors. Their success is a sweetness I savor.

For the concluding nine years of my time at UB, I served on the President's Review Board (PRB), the last six as chair. Those years of collaborative hard work reinforced my belief that serious, focused, right-minded people can use their differences to complement each other in a diligent search for “quality of mind,” worthy accomplishment, and a promise of potential further achievement. Robert Pirsig's classic novel, *Zen and the Art of Motorcycle Maintenance*, is about a personally philosophical exploration of quality: the PRB was, in that sense, my motorcycle.

Nancy and I now live in Maine. I'm on the teaching faculty (ethics) in the Psychiatry Department at Maine Medical Center in Portland and I have taught the course mentioned above at Bowdoin College. Also, I serve as member of the Board of Licensure in Medicine (adjudicating complaints about doctors' competence, professionalism, and ethics); I serve in the same capacity on the Board of Overseers of the Bar. So, every month, I am treated to a panoply of scoundrels, miscreants, and sometimes criminals in these two noble yet sometimes outlandish professions. What an education! ●

STEP CELEBRATES 20TH ANNIVERSARY

The Science and Technology Enrichment Program (STEP), established at UB in 1986, is a unique educational program funded by the New York State Education Department. STEP serves minority students in grades 7-12 who are historically underrepresented in the scientific, technical, health, and health-related professions, in addition to students who are economically disadvantaged.

STEP's curriculum, services, and activities assist students in developing the motivation and skills in math, science, computers, writing, and reading to pursue a broad range of post-secondary programs. STEP comprises a non-residential six-week summer component and two ten-week academic year sessions (fall and spring) held after school on the UB campus.



**PATRICIA CLARK**

Since 1986, STEP has provided academic services to over 2,500 students, all of whom have graduated from

high school. Ninety-seven percent of these students have continued on to pursue a post-secondary education in engineering, chemistry, law, medicine, biology, computer science, and various other disciplines.

To commemorate the 20-year success of the program, Mayor Byron Brown proclaimed March 22, 2007 STEP/CSTEP Day in the city of Buffalo. (CSTEP is the collegiate program that encourages underrepresented students to pursue degrees in science, technology, engineering, and mathematics fields and the licensed professions.) The day consisted of academic and career choice presentations from 200 STEP/CSTEP students, alumni, and area professionals to approximately 3,500 students at eight Buffalo schools.

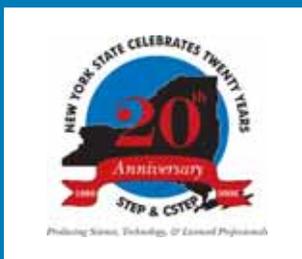
In June 2007, a STEP 20th anniversary celebration dinner was held to honor 21 graduating students for their academic and personal achievements and to acknowledge 34 alumni for their collegiate studies and/or professional



*GEMS (clockwise from left)  
 Brian Anderson,  
 Stacy Davis, Carlos  
 Fletcher, Jason  
 Miles, and Aisha  
 Prim (center).*

accomplishments. The honored alumni are referred to as GEMS (Graduates Excelling in Milestones of Success) because of their outstanding success stories. They have become leaders in their respective careers and role models in the community. GEM examples include Brian Anderson, director of human resources, Millard Fillmore Suburban Hospital; Stacy Davis, industrial engineer, Michelin North America; Carlos Fletcher, senior PC analyst, New York State Unified Court System; Jason Miles, lead attorney, Schwartz, Zweben & Slinbaum; and Aisha Prim, pediatrician, Neighborhood and Family Health Center.

The anniversary dinner provided an opportunity for STEP Director Patricia Clark (Ed.M. '91, College Counseling and Student Personnel Work) to note the profound impact of the program: "STEP has consistently been a strong presence in the personal, academic, and professional development of hundreds of students. The resulting success of these students continues to influence Western New York and communities across the nation. It is an honor and a privilege to be a part of molding our future leaders."





## Remembering Robert Fisk

Robert S. Fisk, dean of the Graduate School of Education from 1953–1967, died on June 20, 2007 in Lincoln, NE, at the age of 93. His presence will be missed by family, friends, and colleagues on six continents.

During his tenure as GSE dean, Fisk was charged with making the school grow and prosper. Among his outstanding accomplishments was the \$2 million dollar “Four University Project” involving UB, Cornell, Syracuse, and Rochester. The project led to the development of teaching centers, pioneered the use of intensive student teaching supervision, and created an innovative educational administration program in GSE that by 1960 achieved national recognition. Another major initiative during Fisk’s tenure was the development of the GSE’s rehabilitation counseling program, which began with a small grant in 1954 and has become a nationally renowned and respected program.

In addition to his successful initiatives, Fisk elevated GSE’s reputation by hiring faculty from around the country who attained national reputations in their areas of expertise. Fisk was also a mentor to hundreds of faculty and students. His leadership efforts throughout his career created a legacy of excellence that continues to this day.

Fisk served on many boards during his time in Buffalo. He was especially proud of Neighborhood House, Planned Parenthood, and the Unitarian Universalist Church in Amherst. He was also instrumental in the civil rights movement and a leader in the plan for integration of schools in Buffalo.

Before arriving in Buffalo, Fisk taught high school math and navigation in the Navy, where he served from 1942–1945. He earned his Ed.D. at Teacher’s College, Columbia University, and was a professor of school administration at the New York State College for Teachers in Albany and at Syracuse University.

Fisk was born October 7, 1913 to Ada and Frank Fisk in Coleraine, MN. His survivors include his wife of 68 years, Jeanne, 4 children, 13 grandchildren, and 20 great grandchildren. ●

# Envisioning Committee Identifies Themes for Future Academic Excellence

BY STEPHEN JACOBSON

For the past year, faculty and staff members from across the four departments of the Graduate School of Education met to collectively envision the future of the school as it might align with the UB 2020 initiative ([www.buffalo.edu/ub2020](http://www.buffalo.edu/ub2020)). This envisioning committee was charged with forecasting major directions in our profession over the next 15 years and then developing a set of conceptual/intellectual foci to position our school for greater excellence, prominence, and impact.

The first objective was to articulate GSE's purpose, mission, and values. The committee decided that our core purpose was to inform and prepare a profession to positively shape human development, education, and the information environment in local, national, and global contexts. Moreover, as a professional school with a social mission in the public interest, GSE's mission is to create and apply knowledge informed by research on human development, educational policy, pedagogy, and information science. This mission is anchored by the following values and beliefs:

- u Education and knowledge positively transforms peoples' lives.
- u Excellent research is dynamic and recursive; it both informs and is formed by practice.
- u Our best work is created when we collaborate with partners within local, national, and global communities.
- u Ethical principles and professional standards are the cornerstones of GSE. This commitment is evident in research, teaching, and service both on campus and in all of our collaborative endeavors. We recognize that in the context of rapid societal change, our signature achievement must remain the development of dedicated professionals and scholarly products characterized by their integrity, as well as their intellectual excellence.

With these foundations in place, the committee next grappled with how our work could be reconceptualized into broader areas of inquiry that would overlap and generate synergy through the interactions amongst our existing intellectual strengths. We also considered the professional demands this

envisioned future might incur and the resources required to meet our goals.

Ultimately, and with the consensus of the GSE faculty as a whole, it was agreed that the following four broad themes would shape the direction of our school for the immediate future:

**Institutional and Educational Policy Analysis:** understanding how institutions and policies affect lived outcomes across local, national, and international contexts, and how these institutions and policies are themselves affected by societal, economic, and political pressures;

**Education for Social Equity:** understanding how education can serve as a transformative power for shaping social structures and empowering people to participate equitably within them;

**Family-School-Societal Transitions:** understanding how family-school relationships, especially in the early years, affect the outcomes for all children and adolescents; and

**The Science of Learning and Pedagogy:** understanding and advancing the potential of the construct of pedagogical content knowledge across multiple disciplines, within various educational settings, and for specific learners.

While the work of the envisioning committee is complete, the next phase will be the implementation and evolution of these four themes. Through the committee's efforts, GSE has positioned itself to move forward and play a key role in the university's strategic plan to achieve enduring academic success. ●

**Stephen Jacobson**, associate dean for academic affairs and professor in the Graduate School of Education, was a member of the envisioning committee.

The final draft of the envisioning committee's work, including an in-depth description of each theme, is available at [www.gse.buffalo.edu/alumni/edu.asp](http://www.gse.buffalo.edu/alumni/edu.asp).



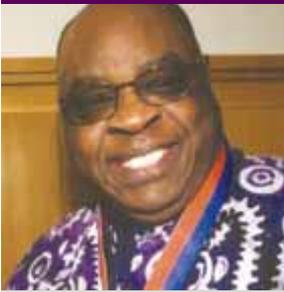
STEPHEN JACOBSON

The following alumni spotlight is presented as a special feature to commemorate the Graduate School of Education's 75th anniversary. In this spotlight, Samuel Woodard—the first African American at UB to receive an Ed.D. in educational administration—describes his rise from poverty to an exceptional life of joy centered around spirituality, education, and family.

## THE ROAD LESS TRAVELED TO UB BY SAMUEL WOODARD

Although a welfare orphan at six, I benefited from a rich spiritual legacy, perpetuated by my extraordinary 15 year old sister and guardian, Naomi. The empowering family covenant was that with faith in God and hard work all things are possible; excellence was expected without excuses. My solution to being a gifted child in a lower class area near Pittsburgh was to make the free public library a second home, and books became my delightful friends. Dreams in which I had the magical ability to fly above danger provided some relief from the stress of poverty. Shades of Harry Potter!

My love for reading served me well and I excelled in school. In ninth grade, I was one of three students in a class of 156 to receive a perfect score on the annual reading test. Although I was also an



**SAMUEL WOODARD**

honor student, the school counselor placed me in the non-college track. (The counselor's decision was typical of the racial bias I encountered periodically during my grade school years.) I decided to go to college anyway, and switched to the college prep track.

My success in school continued. In the eleventh grade, I had the highest vocabulary score on the test given to 85 members of the College Club. As a senior, I was the first African American to win the

Phoenician Trophy as highest ranked scholar-athlete (basketball). I graduated in the top 5% of nearly 400 students and won a scholarship to Lincoln University (PA).

In high school I was the solitary African American intellectual but at Lincoln there were many students like myself. One such student was my pot washing partner Martin Kilson. We transformed our part-time jobs into what I called "the most intellectual pot washing operation in the world" with our exciting daily arguments. After completing his doctorate in political science at Harvard, Kilson would become the first African American to be granted full tenure at that university. I later transferred to Mansfield University (PA), where I received my bachelor's degree in education.

In the early 1960s, I moved to Buffalo to pursue a career in public education. After placing first on the teachers' examination, I became the first African American in Buffalo to teach a regular course (world history) on educational TV (WNED-TV). My success on this series led to a request that I host the television show "Inquiring Youth," where Western New York honor students interviewed public figures.

I decided to pursue my doctorate, and in 1966 became the first African American at UB to receive the Ed.D. in educational administration. Along the way I was an assistant to GSE Dean Robert Fisk, and the only African American of 24 students from four universities (UB, Cornell, Syracuse, and Rochester) in the prestigious Ford Foundation Change Agent in Education Program.

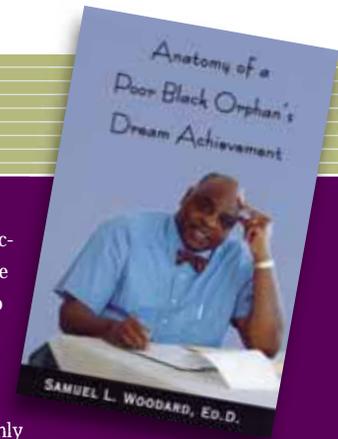
In 1973, I became a professor at Howard University teaching educational leadership. I also taught personnel management on site at Howard University Hospital; was a consultant to Howard University College of Medicine and Howard University Hospital; and pioneered the Burgeoning Black Leadership study on high achieving, low income students in Washington, DC, that received national attention. After presenting the findings of this research to the Department of Afro American Studies at Harvard, I had a joyful reunion with my undergraduate pot washing partner at lunch in the Harvard Faculty Club.

I retired from Howard University in 1997 and that same year was named Distinguished Pennsylvania Educator and a role model for American youth; and was the first African American chosen for the Society of Honors at Mansfield University. I treasured my many years in higher education and as a tribute to my sister, Naomi, I established an endowed scholarship in her name at Lincoln University in 1989.

Spirituality has always been an important part of my life. In 2004, I was named Man of the Year at my church—First Morning Star Baptist in Virginia. Through my church, I have been able to work with young people and have established youth scholarships for those in need.

My life has been filled with accomplishments, but my proudest achievement is my family. I have been fortunate to have blended two families into one with a tradition of intellectual excellence, which historically has been uncommon in the African American community. My wife Lin has her doctorate and all four daughters are college graduates. Lin's daughter Dana has a J.D.; my daughter Charlene started college at age 15 and has a Ph.D. in clinical psychology; my oldest daughter Gail has an Ed.D. in educational administration; and my daughter Mary has a B.A. in English.

**Samuel Woodard** self-published his autobiography, "Anatomy of a Poor Black Orphan's Dream Achievement" in 2004.



## Wang Wins Award for Research, Scholarship in Learning Technologies

The American Educational Research Association (AERA) has bestowed one of its top awards to X. Christine Wang, assistant professor in the Department of Learning and Instruction. Wang received the 2007 AERA Division C Jan Hawkins Award for Early Career Contributions to Humanistic Research and Scholarship in



CHRISTINE WANG

Learning Technologies. The award recognizes scholars who are engaged in research, combined with practice and advocacy, that explores and demonstrates new ways to think about technologies in contexts of learning and education, and uses innovative research techniques to understand the impact of those technologies. Jan Hawkins (1952-1999) was a developmental psychologist with a cognitive, cultural, and social-interactionist orientation

who was known for her humanistic conceptions of using technology in K-12 learning environments.

Wang's primary research interests include young children's learning and collaboration in technology-rich environments, sociocultural research, and early childhood education in international contexts. Her recent research projects include "Peer Mentoring at Computers" and "Scaffolding Young Children's Reflection Through PowerPoint Presentations." Wang has published several peer-reviewed journal articles and book chapters, and presented her research at national and international conferences.

## Lee Receives Early Career Award from AERA



JAEKYUNG LEE

Jaekyung Lee, associate professor in the Department of Counseling, School and Educational Psychology, received a 2007 Early Career Award from the American Educational Research Association. Lee said he was "humbled and honored to receive this prestigious award," which is given each year to a scholar who has conducted a distinguished program of cumulative educational research

within the first decade of receiving a doctoral degree.

Lee's research focuses on educational accountability for excellence and equity, particularly the issue of closing the achievement gap under the No Child Left Behind Act (NCLB). He analyzes the effects of school reform policy and practice on student achievement with the goal of improving K-12 education and school improvement in the United States and beyond. His work also seeks to improve educational equity among racial and social groups of students. Lee's findings, published in the *Educational Researcher* and *Peabody Journal of Education*, showed a significant setback during the 1990s in national progress toward racial equity. Lee said his most recent research is central to the current climate of school accountability as articulated by NCLB.

## Clements Named to President's National Mathematics Advisory Panel

Douglas Clements (Ph.D. '83, Elementary Education), professor in the Department of Learning and Instruction, has been named a member of President Bush's National Mathematics Advisory Panel. He and 16 other experts will advise the President of the United States and the U.S. Secretary of Education on the best use of scientifically based research to advance the teaching and



DOUGLAS CLEMENTS

learning of mathematics. Clements is nationally recognized as an expert in early childhood mathematics education and the role of computers and technology in education. His work has been supported through a number of grants from the U.S. Department of Education's Institute of Educational Sciences, National Science Foundation, and National Institute of Health.

Clements said he is honored to be one of the members charged with the responsibility to create recommendations for major changes and specific directions for mathematics education in the United States. Clements also said he is proud to represent UB at the national level, "This is exciting news for mathematics education at UB, as it will give that program, and the Graduate School of Education, additional national visibility." ●

*Mary Cochrane, senior editor for the University at Buffalo News Services, was a contributing writer for these stories.*

# Writing Improves Reading Comprehension in Urban Elementary Schools

## WIRC GRANT UPDATE

The reading comprehension abilities of urban children can be improved through focused, assisted writing practice, according to a major research study being conducted by Professor James Collins from the Department of Learning and Instruction and Associate Professor Jaekyung Lee from the Department of Counseling, School and Educational Psychology.

The three-year study, funded in 2004 by the Institute of Education Sciences at the U.S. Department of Education, is called Writing Intensive Reading Comprehension (WIRC) to reflect its main hypothesis that writing during reading will improve reading comprehension.



JAMES COLLINS

The WIRC study is important because students who have difficulty using writing to make sense of their reading encounter serious academic problems, since tasks requiring students to write about texts are ubiquitous at all levels of schooling and assessment. The problem is even more serious for educators in low-performing urban schools. Faced with large numbers of struggling comprehenders, teachers are often inclined to teach the basics of literacy rather than higher cognitive skills such as those involved in writing about reading.



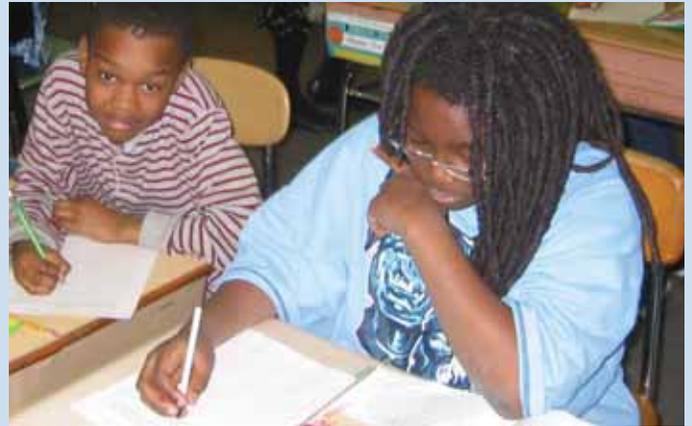
JAEKYUNG LEE

The WIRC research challenges this popular perception that students who struggle with literacy must learn only the basics. More than 2,000 fourth and fifth grade students in 10 low-performing Buffalo schools have taken part in two year-long experiments to test the efficacy of using focused and assisted writing to improve reading comprehension. The results show that, with assistance, they can significantly improve their abilities to use writing to make sense of their reading.



JANINA BRUTT-GRIFFLER

Students enrolled in the WIRC classrooms write daily about the reading they are doing in language arts, and they receive assistance from teachers, peers, and thinksheets to help them write about literary selections they are reading. As the name suggests, a thinksheet is a guide to help students think carefully about the reading they are doing. Each thinksheet consists of a series of



*Fifth graders at Community School #53 in Buffalo complete their thinksheets.*

questions to be answered in writing by identifying and interpreting information from a literary selection being studied. According to Collins, thinksheets assist students with constructing new understandings as they write about their reading. “The key to the thinksheet intervention,” Collins says, “is the contribution it makes to developing the reasoning powers of students.”

To date, one of the study’s most intriguing findings is that students who were in the experimental group for two years outperformed everyone else in the study. What makes this finding interesting to Collins and Lee is that when the two-year participants in the experiment were in fourth grade, they did not improve significantly more than control students, but in fifth grade they performed better than fifth graders who had been in the experiment for only one year, who in turn performed better than their peers in the control group.

Collins and Lee interpret this finding as indicating that development of the literacy skills of students enrolled in the study must have been taking place in the fourth grade, even though it was not measured by the experimental design until the end of fifth grade. They also believe that an additional explanation could be the evolution of the WIRC intervention: both the thinksheets and teacher fidelity of implementation improved in the second year, thus helping students achieve further gains.

In addition to the two main experimental studies, the WIRC research team is conducting a number of formative experiments and qualitative studies. Formative experiments focus on how educational interventions are accomplished, as in how the WIRC thinksheets are implemented by teachers.

In one example, the researchers stopped providing a single graphic organizer on thinksheets and instead gave students a choice of six graphic organizers. The result was that students learned more about planning their writing, as measured on their thinksheets and posttests, by choosing their own graphic organizer, drawing it, and filling it in, than by having another prescribed graphic organizer built into the thinksheet.

Qualitative methods in the WIRC research consist of classroom observations, including narrative fieldnotes, audiotaping, videotaping, and interviewing teachers and students.

The researchers are also using a variety of functional analytic tools to make sense of the data from the students' writing, both in the pretest-posttest measures and on the daily thinksheets. They are using automated and human analysis to look for patterns of coherence internal to the writing and patterns of connectedness between the students' writing and the literary selections they are writing about. A third area of analysis searches for connections between student writing and classroom discourse.

The results of the functional analysis of written and spoken language in the WIRC study support the conclusion that collaborative writing about reading serves comprehension by expanding students' ability to use the rhetorical structures of written language as tools of complex reasoning.

Another strand of the WIRC research involves the study of how young bilingual and English as a second language writers, who comprise about 17 percent of the study's population, respond to the intervention. This part of the study has been supervised by Associate Professor Janina Brutt-Griffler from the Department of Learning and Instruction. For Spanish dominant students, the thinksheets have been translated into Spanish. In the first-year experiment, English language learners (ELL) in grade 4 experimental classrooms made slightly higher gain scores for reading comprehension than did their counterparts in the control classrooms, though the differences were not statistically significant. In grade 5, the highest gains were made by students who were classified as "formerly ELLs" and now are placed in regular mainstream English classes.

Brutt-Griffler notes that these students no longer seemed constrained by their linguistic competence and appear to have built successfully on their bilingual knowledge. She concludes that in the context of the sociocognitive approach adopted by WIRC, bilingualism need not be a disadvantage to the growing number of bilingual students entering the classrooms of English-speaking nations relative to their monolingual peer groups in urban schools.

The WIRC research is still underway, and it is too early to reach final conclusions about the findings. However, the data thus far indicate agreement on two essential points: writing improves reading comprehension for urban fourth and fifth graders, and it does so by improving their capacity to use written language as an instrument of reasoning carefully about their reading. ●

## WNY SCHOOL DISTRICT SPOTLIGHT NIAGARA WHEATFIELD CENTRAL SCHOOL DISTRICT

Four towns in Niagara County—Wheatfield, Niagara, Lewiston, and Cambria—comprise the Niagara Wheatfield Central School District ([www.nwcsd.k12.ny.us](http://www.nwcsd.k12.ny.us)). The district serves 4,200 students with four elementary schools, one middle school, and one high school. The student population includes children from the Tuscarora Reservation who attend the middle and high school after completing their K-6 education at the district's school on the reservation.



**JUDITH HOWARD**

The district's mission is to serve its diverse community to enable its learners to attain the necessary knowledge, skills, and attitudes within a supportive environment so that students become responsible and productive individuals. The district envisions graduating students who are sought after by post-secondary institutions and the work force due to their commitment to produce high quality work in both independent and collaborative settings.

Fulfilling the district's mission are its dedicated teachers, guidance counselors, school psychologists, and administrative staff. The Graduate School of Education is well represented among district personnel as 16% of the teachers, counselors, and psychologists and 30% of the principals and assistant principals are GSE alumni.

Leading the district since 1998 has been Superintendent Judith Howard. During her tenure, student achievement has risen dramatically and a culture of continuous improvement has flourished throughout the district. A capital building project has just been completed, which added new classrooms to accommodate the district's growth, and all of the district's buildings are now wireless with a plan in place to help teachers meaningfully integrate technology into students' learning.

Superintendent Howard foresees continued success in the district, implementing school improvement teams at each building and a comprehensive professional development program that is helping teachers train other teachers. "We're excited about all that we've accomplished over the past ten years and look forward to helping our students succeed in the future. GSE alumni have always been an important part of our school district's family and our students' success. I anticipate we will all continue to strive together to make Niagara Wheatfield among the nation's best schools." ●

# The Gift that Gives Back

BY WENDY IRVING



WENDY IRVING

The charitable gift annuity concept dates back well over 100 years, yet many people do not know about this unique way to support the Graduate School of Education. Quite simply, a charitable gift annuity is a contractual agreement between a donor and a charity. In return for a donor's contribution, a charity such as UB agrees to pay the donor a fixed amount of income for the rest of his or her lifetime.

Additionally, because part of the contribution is considered a gift, the donor will receive a tax deduction for the year in which the gift is made.

Establishing a charitable gift annuity can be an easy and terrific way for a donor to achieve personal planning goals, while also supporting GSE. Here is a hypothetical example of how a gift annuity works to benefit a donor and GSE.

*Dorothy, 65, a GSE graduate, has \$40,000 in appreciated stock, which she paid \$10,000 for some time ago. Dorothy is unsettled by the current conditions of the stock market, and is contemplating selling the stock and investing the cash in a high yield savings account, which is currently offering a 3% rate of return.*

*After careful consideration, Dorothy opts to establish a \$40,000 charitable gift annuity with UB instead. Dorothy learns that a gift annuity will pay her 6%, or \$2,400 per year, twice as much as the savings account she was considering. She will receive this amount each year for the*

*rest of her life, regardless of market performance, corporate dividend decisions, or the potential of dwindling interest rates. In addition to increasing her annual income, Dorothy will receive an immediate tax deduction of approximately \$13,352. Furthermore, Dorothy has reduced her capital gains because had she not established the gift annuity, Dorothy would have owed \$4,500 in capital gains immediately upon the sale of the stock.*

*GSE is ecstatic to learn of Dorothy's decision because through the charitable gift annuity she will help the school fulfill its mission. Knowing that Dorothy's late husband was also an alumnus, GSE suggests that Dorothy's gift be made in her husband's memory, which she gladly does. Dorothy is invited back to campus once a year to see firsthand how her gift is impacting GSE. She has an opportunity to meet faculty and staff, other donors, and the students who are benefiting from her gift.*

While Dorothy's story is only hypothetical, it provides a realistic idea of how a charitable gift annuity works. Keep in mind that this example illustrates a standard gift annuity. Other types of annuities, such as deferred gift annuities and flexible deferred annuities, may make this form of charitable giving attractive to individuals who may be in different stages of their lives.

Please contact me at (716) 829-2632, ext. 290 or toll free at (877) UB Legacy, if you would like more information on how a charitable gift annuity can benefit you and those you love. ●

**Wendy Irving, Esq.** (Ed.M. '91, College Counseling and Student Personnel Work), is the assistant vice president for planned giving for University Development.

## GSE DIRECTOR OF DEVELOPMENT—POSITION ANNOUNCEMENT

The Graduate School of Education is seeking a dynamic and experienced fundraising professional to serve as its Director of Development, with an emphasis on raising major gifts. The director will be responsible for identifying potential donors and for securing their financial support for the school. Minimum qualifications for the position include a bachelor's degree and three years of major gifts experience. Substantial travel is required. Salary is commensurate with experience. Please apply online at <http://ubjobs.buffalo.edu>.



## GRADUATE SCHOOL OF EDUCATION SCHOLARSHIPS

Through the generosity of Graduate School of Education alumni, professor emeriti, faculty, and friends, scholarships have been established to provide annual support for students enrolled in designated GSE programs.



### Leroy and Margaret H. Callahan Scholarship

Leroy Callahan was a professor in the Department of Learning and Instruction for 28 years. This scholarship supports a student pursuing research and/or developing activities in the teaching/learning of elementary school mathematics instruction.

### Peter Drapiewski Scholarship

Peter Drapiewski was a student in the Department of Counseling, School and Educational Psychology. In 1974, Ms. Edith Helen Nemecek established this scholarship in his memory, to support a student pursuing a degree in educational psychology.



### William Eller Scholarship

William Eller was a professor in the Department of Learning and Instruction for 30 years and achieved international recognition as an expert in reading education. This scholarship supports a student pursuing a degree in reading education.



### Mary Lou and S. David Farr Scholarship

David Farr was a professor in the Department of Counseling, School and Educational Psychology for 37 years. He was a leader in educational psychology, whose research focused on technology and learning. This scholarship supports a student researching digital technology and learning.



### James C. Hansen Scholarship

James Hansen was a professor in the Department of Counseling, School and Educational Psychology for 36 years and a recognized leader in counseling and community service. This scholarship supports a student pursuing a doctorate in counseling psychology.



### Marceline Jaques Scholarship

Marceline Jaques was a professor in the Department of Counseling, School and Educational Psychology for 43 years and is an established international legacy in rehabilitation counseling. This scholarship supports a student pursuing research in rehabilitation.



### Adelle H. Land Scholarship

Adelle Land was a professor in the Graduate School of Education for over 40 years and was an important educational force at UB and throughout Western New York. This scholarship supports students pursuing a teaching career.



### Judith T. Melamed Scholarship

Judith Melamed was a gifted and creative teacher who established UB's foreign student English program in 1964. This scholarship supports an international student pursuing a degree in the TESOL (teaching English to students of other languages) program.

### A. Benjamin and Helen Ravin Scholarship

A. Benjamin Ravin earned an Ed.M. from GSE in 1939 and his wife Helen Pollock Ravin was a graduate of the UB library science program in 1935. This scholarship provides annual support for students in the Department of Library and Information Studies.

### E. Alberta Riggs Scholarship

This scholarship was established by a 1925 graduate of the UB library science program, in memory of her former teacher and close friend, E. Alberta Riggs. The scholarship is used to support graduate students in the Department of Library and Information Studies.

### Ralph Theurer Scholarship

Ralph Theurer received his master's degree in science education from GSE in 1950, followed by a 31-year career as an educator in Western New York. In 1995, his family established this scholarship to support a student pursuing a degree in science education.



### H.W. Wilson Scholarship

In 1898, Halsey William Wilson started the H.W. Wilson Company, a name synonymous with bibliographic reference tools. This scholarship is funded by the H.W. Wilson Foundation on a rotating basis to students in U.S. and Canadian library education programs.

### Marie Ross Wolcott Scholarship

This scholarship was established by a 1925 graduate of the UB library science program, in memory of her former teacher and close friend, Marie Ross Wolcott. The scholarship is used to support graduate students in the Department of Library and Information Studies.

GSEAA ELECTS NEW BOARD OF DIRECTORS



*The new elected GSEAA Board of Directors (l to r): Dale Zulawski, Joseph Casazza, Benjamin Halsey, Karen Karmazin, Mark Marino, and Robert Farwell.*

The Graduate School of Education Alumni Association elected a new Board of Directors at a specially called election meeting held in October 2007. As per the revised GSEAA bylaws (available at [www.gse.buffalo.edu/alumni/edu.asp](http://www.gse.buffalo.edu/alumni/edu.asp)), the newly elected board will consist of six members: Joseph Casazza (Ed.D. '04, Educational Administration); Robert Farwell (Ed.M. '75, Counselor Education); Benjamin Halsey (Ed.M. '97, Elementary Education); Karen Karmazin (Ed.D. '96, Elementary Education); Mark Marino (Ed.M. '05, Mathematics Education); and Dale Zulawski (Ed.M. '03, General Education). Each new board member will begin serving a two-year term following the Spring 2007 bi-annual meeting. The bylaws also call for an additional four emeritus board members to be selected, in recognition for their contributions to GSE. This selection process will occur at the bi-annual meeting.

Following the elections, outgoing GSEAA President Christopher Barrick (Ph.D. '99, Counseling Psychology) reviewed three activity ideas for the 2007–2008 academic year. To increase visibility, GSEAA is considering co-sponsorship of the Education Outreach Series (see page 24). The association has also been asked to recruit counseling psychology alumni to serve on review committees for counseling psychology doctoral students' research, and in an effort to raise money for GSEAA, there is interest in hosting a fundraising event.

## New Faculty



**JULIA COLYAR**  
DEPARTMENT OF EDUCATIONAL  
LEADERSHIP AND POLICY

**Julia Colyar** joins the Department of Educational Leadership and Policy as an assistant professor. Prior to joining UB, she was an assistant professor at Southern Illinois University Carbondale in the Department of Educational Administration and Higher Education. She received her Ph.D. from the University of Southern California, where she also worked as an academic advisor for teacher education students. Her research interests include access and transitions to college for underrepresented students.



**ABIOLA DIPEOLU**  
DEPARTMENT OF COUNSELING, SCHOOL  
AND EDUCATIONAL PSYCHOLOGY

**Abiola Dipeolu** joins the Department of Counseling, School and Educational Psychology as an assistant professor. Previously, she worked as a licensed psychologist at a university counseling center and as an assistant professor at Wichita State University, Kansas. She received her Ph.D. in counseling psychology/school psychology at Florida State University. Her research interests include learning and attention disorders, and issues related to transition planning, school to work, and career development for individuals with disabilities.



**SANDRO SODANO**  
DEPARTMENT OF COUNSELING, SCHOOL  
AND EDUCATIONAL PSYCHOLOGY

**Sandro Sodano** joins the Department of Counseling, School and Educational Psychology as an assistant professor. He received his Ph.D. in counseling psychology from Arizona State University. Previously, he was the research and technology coordinator and the psychological assessment coordinator in counseling services at the University of California, Santa Barbara. His research focuses on the measurement of interpersonal personality traits, vocational interests, and perceived competencies.

## Exploring the Nature of ADHD

*continued from page 6*

for Children in Families are investigating whether behavioral consultation provided by school psychology students enhances the outcomes of children with ADHD in special education. Outcomes in this study will include the children's classroom behavior, academic achievement, and how likely they were to meet goals and objectives on their individualized education programs. It is anticipated that these consultation procedures, though low in complexity and cost, will result in improved outcomes relative to the treatments the children would typically receive in special education settings, without any additional interventions.

Fabiano is also developing a line of research focused on increasing father involvement in parenting programs. Unfortunately, fathers are severely under-represented in most clinical programs and in studies of treatment outcome. With his colleagues from the UB Center for Children and Families and McMaster University in Hamilton, Ontario, Fabiano is the principal investigator on a three-year \$560,000 National Institutes of Mental Health treatment development grant to develop,

evaluate, and refine a parenting program specifically aimed for fathers of children with ADHD. Based on feedback from father focus groups and pilot studies, Fabiano has developed a father-focused parenting program called the Coaching Our Acting-Out Children: Heightening Essential Skills (COACHES). In the program, the fathers attended parenting strategies classes and then practiced the skills they learned while "coaching" their child in soccer little league games. Initial pilot studies suggested that COACHES was evaluated positively by fathers and resulted in improved child outcomes. The results of this project should shed light on the best ways to engage and involve fathers in the treatment of a child with ADHD.

It is hoped that the results of these two studies will provide valuable information on the best ways to treat children with ADHD in school and home settings—two places where children with ADHD struggle to meet expectations and succeed. Fabiano is looking forward to the results of these studies, and expects them to provide inspiration for the next step in his work. ●

## Exploring the Nature of Autism

*continued from page 6*

spectrum disorders. Other team members consult Volker regarding measurement, design, and analysis issues in all projects. Lopata's research focuses on empirically supported interventions for children with autism spectrum disorders. On the research team, he directs treatment development and implementation fidelity, staff training, and evaluation of intervention effectiveness.

Currently, Volker and Lopata are co-investigators with Summit on a three-year \$660,000 Oishei Foundation grant to fund two multi-year treatment-based studies and one study of stress in children with autism spectrum disorders. One of the treatment studies involves the development of an intensive center-based social skills program for children with autism and a randomized trial evaluating its effectiveness. This study will be conducted at Summit Educational Resources. The second treatment study involves a larger-scale randomized clinical trial evaluating the efficacy of Connections, the summer social enhancement program at Summit for children with Asperger's disorder, high-functioning autism, and high-functioning pervasive developmental disorder, not otherwise specified. This study is an outgrowth of three prior studies that have successively generated increasingly strong evidence of program effectiveness. Funding for the second study also contributes to Volker and Lopata's work on the development of more effective

outcome measures and assessment techniques.

The third study addresses the need for more accurate assessment of stress in children with autism and high-functioning autism spectrum disorders. Due to significant language deficits and questions involving the validity of self-report measures and third-party ratings for children on the autism spectrum, assessment of stress and anxiety is a significant challenge. To address questions involving the presence of stress and the accuracy of self-reports and teacher reports, this study will use salivary cortisol to examine stress levels, as well as monitor for elevations and depressions associated with environmental situations and conditions.

Volker and Lopata anticipate that findings from the two treatment studies will provide insights into effective intervention components for children across the autism spectrum, as well as direct future treatment studies. In addition, they plan to use results from the cortisol research to conduct ongoing studies involving measurement of stress and other internalizing problems in children with autism spectrum disorders. Volker and Lopata hope that the combined findings from the treatment and measurement studies will provide practitioners with valid tools for assessment and intervention techniques for enhancing the skills of children across the autism spectrum. ●

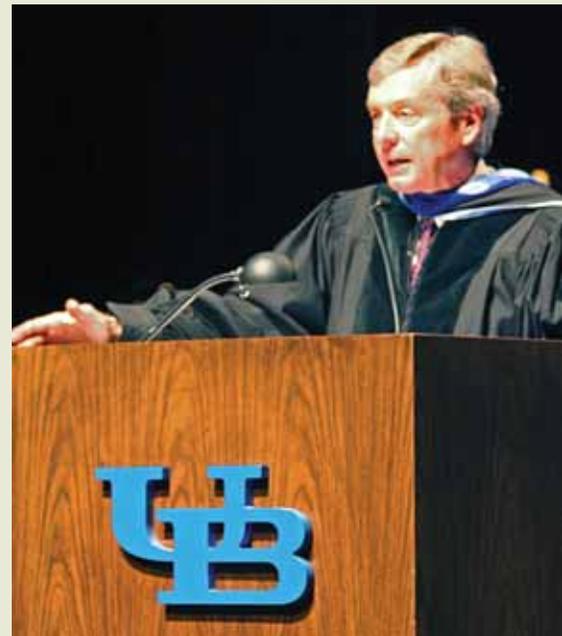
# Commencement and Awards 2007

GSE ALUMNUS DAVID SPENCE ADDRESSES GRADUATES

Graduates celebrated their achievements on May 11 during a special ceremony commemorating the 75th anniversary of the Graduate School of Education. The morning commencement began with the traditional academic procession and concluded with a reception for our newest alumni and their families and friends.

This year's commencement speaker was David Spence (Ph.D. '77, Higher Education), president of the Southern Regional Education Board, the nation's largest school improvement network. In his informative address, Spence described the current state and future direction of preK-16 education.

Honored that day along with the graduates were six individuals: Thomas Frantz received the James Hansen Humanitarian Award; Darius Pridgen was the recipient of the Dean's Service Award; Arthur Cole and Lenora Cole each received a GSE Distinguished Alumni Award; Ursuline Bankhead was presented with the Delbert Mullens Thinking Outside the Box Award; and Gabriel Cagwin was the inaugural recipient of the Edwin D. Duryea, Jr. Higher Education Memorial Award.



David Spence addressing this year's graduates.



**Photos – at left:**

1. Thomas Frantz with Carolyn Hansen, wife of the late professor James Hansen
2. Darius Pridgen
3. (l to r) Dean Mary Gresham with Arthur and Lenora Cole

**JAMES HANSEN HUMANITARIAN AWARD**  
**THOMAS FRANTZ**

For more than 30 years, Thomas Frantz has been a recognized leader in bereavement counseling and the grieving process. He is a founder or co-founder of a number of organizations in Western New York devoted to grief counseling and the care of terminally ill patients including chapters of Compassionate Friends, a support group for bereaved parents, the Life Transition Center, the Ravlin Clinic for patients facing life threatening illness, and the Suicide Bereavement Group.

**DEAN'S SERVICE AWARD**  
**DARIUS PRIDGEN**

Darius Pridgen is the senior pastor of True Bethel Baptist Church with two locations in the heart of downtown Buffalo. His pastorate began in 1994 with 25 members and now has 3,000 members and counting. His love for people has gained him numerous awards and recognition, including Outstanding Citizen of Western New York (*Buffalo News*, 2004). Pridgen's biggest reward, however, is seeing lives changed which were once broken, mistreated, or simply misunderstood.



Commencement photographs by Ken Kraemer.

**Photos – left to right, from the top:**

1. Graduates, families, and friends celebrate during a reception in the UB Center for the Arts Atrium following the ceremony.
2. Pipe major Joseph Baschnagel, Celtic Spirit Pipe Band, leads the recessional at the conclusion of commencement.
3. Michelle Thomas (seated at piano) directs the Park School Choir during their inspirational performance.
4. Newly conferred Ph.D. graduate in higher education Gabriel Cagwin, recipient of the inaugural Edwin D. Duryea, Jr. Higher Education Memorial Award, with Libby Duryea, wife of the late professor Edwin Duryea, for whom the award was created to honor.
5. (l to r) GSE alumnus Delbert Mullens (Ed.M. '74, College Counseling and Student Personnel Work), who endowed the Thinking Outside the Box Award; Mary Rossberg, wife of the late professor Robert Rossberg, for whom the award was created to honor; and Ursuline Bankhead, this year's award recipient and newly conferred Ph.D. in counseling/school psychology.
6. Dean Mary Gresham, faculty, and guests applaud 88-year-old Ed.D. recipient Warren Helwig as he walks across the stage following his degree conferral.

**GSE DISTINGUISHED ALUMNI AWARD**

**ARTHUR COLE**

(Ph.D. '74, Social Foundations)

Arthur Cole retired from the federal government with over 30 years of service. His positions included director of the Department of Education's training and development office that served 5,000 staff; deputy director of the White House Initiative for Historically Black Colleges and Universities; and he oversaw more than 20 federal programs in technical assistance, public school choice, teacher education, and educational equity, as director of School Improvement Programs.

**GSE DISTINGUISHED ALUMNI AWARD**

**LENORA COLE**

(Ph.D. '74, Educational Administration)

Lenora Cole has dedicated her life and professional career to help eradicate racial inequalities and stereotypical gender roles. During the height of the women's movement, President Ronald Reagan appointed her director of the Women's Bureau of the Department of Labor, to create standards and policies for women in the workforce. In this position, Cole was the chief government spokesperson for employed women, and directed the Washington office and 10 regional units.

# July 1, 2006–June 30, 2007

## THANK YOU!

Support from loyal alumni, corporations, foundations, and friends has been a proud tradition during the 75 year history of the Graduate School of Education. Your generous gifts have allowed us to better serve our community through groundbreaking preK-16 research, and our cutting edge initiatives on technology, literacy, professional development, and evidence-based counseling therapies have been made possible through the continuing contributions of corporations and foundations. On behalf of the Graduate School of Education, thank you for your wonderful generosity.

### Mary H. Gresham

Dean, Graduate School of Education

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City Honors School  
186 East North Street, Buffalo

**Anita Sankar**, Assistant Professor, University at Buffalo  
**Stephen Uebbing**, Associate Professor, University of Rochester  
**Suzanne McKenney**, President, Character Council of Hamburg

JANUARY 10, 2008

## “Diffusing School Conflict: Lessons from the Field”

Hopevale Union Free School District  
3780 Howard Road, Hamburg

**David Frahm**, Superintendent, Hopevale Union Free School District  
**Rubie Carlie-McKelvey**, School Psychologist, Buffalo Public Schools



**DAVID BURGANOWSKI**

FEBRUARY 14, 2008

## “Improving the Outcomes of Students with Disabilities Through Transitioning: From High School to Post Secondary/Careers”

Allen Hall  
UB South Campus

**David Burganowski**, Research Associate Professor, University at Buffalo  
**Kevin Miller**, Assistant Professor, Buffalo State College



**LOIS WEIS**

APRIL 24, 2008

## “Saving Futures, Families and Communities: The Importance of Increasing the Male Graduation Rates in High Schools and Colleges”

New York State Center of Excellence  
in Bioinformatics and Life Sciences  
701 Ellicott Street, Buffalo

**Lois Weis**, SUNY Distinguished Professor,  
University at Buffalo



**HENRY DURAND**

**Henry Durand**, Director of Academic  
Development Services, University at Buffalo



**WARDE MANUEL**

**Warde Manuel**, Director of Division I Athletics,  
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