



FALL 2011/SPRING 2012 • GSE.BUFFALO.EDU



3 Faculty Focus
Multicultural Awareness,
Knowledge, and Skills

6 In Memoriam
Remembering
Arthur Kaiser

10 Honor Roll
Legacy of Giving
Donors List

14 Commencement
Commencement
and Awards 2011

Alberti Center for Bullying Abuse Prevention Announces Inaugural Director

Amanda Nickerson has been named the director of the Dr. Jean M. Alberti Center for the Prevention of Bullying Abuse and School Violence (gse.buffalo.edu/alberticenter). Nickerson, a former University at Albany associate professor and program director of school psychology, plans to turn UB into a national and international “go to” place for the latest research and advice on bullying.

“Bullying and school violence have received increasing attention by legislators, researchers, and the general public,” said Nickerson, a licensed psychologist and an expert in school crisis prevention and intervention, with an emphasis on violence and bullying.

“However, efforts to prevent and intervene with these challenging situations are often fragmented. Having a national center housed at a premier research institution such as the University at Buffalo is an exciting opportunity to have a centralized place to generate and disseminate knowledge about best practices in this area.”

“We are delighted to welcome a scholar of Dr. Nickerson’s stature to the Graduate School of Education,” said GSE Dean Mary Gresham. “Not only is her work on bullying widely respected among researchers in this field, she is committed to making a difference through her work. Dr. Nickerson is actively involved in the national conversation on this topic, and her experience in working with practitioners and the lay public made her the ideal choice for this inaugural appointment.”

Nickerson calls herself “truly passionate” about promoting positive and healthy school environments where bullying, harassment, and other types of abuse can be prevented. She has conducted numerous research studies on related topics, with a focus on the role of parents and peers in prevention and intervention efforts.

“There are still so many unanswered questions,” said Nickerson. “And I am dedicated to advancing the pursuit of knowledge in this area by collaborating with other faculty members at UB and other universities, as well as graduate students and our partners working in schools and other settings that serve children, youth, and families.”

The center was created through the largest gift in GSE’s history by alumna Jean Alberti (Ph.D. ’70, Educational Psychology), a clinical and educational psychologist based in Chicago, and a former local elementary teacher. One of the main goals of the center is to promote effective and research-driven methods of stopping bullying or helping victims, known as “best practices.”

Although this message will continually be updated based on national research, the new director said there are clear guidelines for people to follow when they encounter bullying. “I think it is important for children (and their parents) to know that they are not alone and that they should not have to tolerate abusive behavior from others,” said Nickerson. “Parents should listen to their child and take action by contacting the school and reporting it.”

Helping children find peer support is also critical. “Peers witness bullying interactions about 85 percent of the time, but they rarely intervene,” said Nickerson, who cited “wonderful” organizations and community resources available to help children and families with the challenges they face.

“I’m delighted that the Alberti Center will have such a highly qualified person as its first director,” said Alberti. “I’m pleased to hear of her numerous presentations to community groups and the media, due to recent interest in the important topic of bullying abuse.”

Alberti hopes the center that bears her name will find ways to reach bullying victims besides traditional academic channels. “We have to go beyond academia, into the media,” she said, “because I believe the media—computer games, video games, and others—are one of the reasons for the increase in bullying and violence.” ●



AMANDA NICKERSON

Portions of this article were excerpted from the press release for the center by Charles Anzalone, senior editor for University Communications, at www.buffalo.edu/news/12642.

Tripathi Named New UB President

Satish K. Tripathi, an internationally distinguished researcher and transformative higher education leader, was appointed the 15th president of the University at Buffalo on April 18, 2011.

Previously, Tripathi served as UB's provost and executive vice president for academic affairs from 2004–2011; dean of the Bourns College of Engineering at the University of California-Riverside from 1997–2004; professor of computer science at the University of Maryland for 19 years; and held visiting professorships at the University of Paris-Sud in France and the University of Erlangen-Nuremberg in Germany.

Tripathi is the first international-born president in UB's history. He graduated at the top of his class from Banaras Hindu University in India, and holds a doctorate in computer science from the University of Toronto, as well as three master's degrees.

During his tenure as UB provost and executive vice president for academic affairs, Tripathi led the university to achieve significant academic growth through the recruitment of many prominent faculty in key areas of research and scholarly activity, enhanced student quality and diversity, and an expanded international presence. As president, he seeks to build on this strong foundation, moving UB into the highest ranks of the nation's leading research universities.

"First and foremost," said Tripathi, "my vision for UB is about advancing the academic and research enterprise of our

university. But I believe very strongly that academic excellence is not an end in itself. We pursue excellence to fulfill our core mission as a public research university: to make the world a better place, locally, and globally.

"Each of our academic schools fulfills this mission in distinct and very meaningful ways," Tripathi continued. "The Graduate School of Education, for example, has played an instrumental role in extending UB's reach over the years—from our surrounding neighborhoods to the global educational community. Just a few examples are our faculty's development of a revolutionary early childhood mathematics education curriculum, GSE's partnership with Buffalo educators to improve literacy in our city schools, and its work to digitally preserve our region's literary treasures and make them more accessible for readers around the world."

GSE welcomes President Tripathi and looks forward to working with him in the years ahead. Through his leadership, UB and GSE will continue to strive together to achieve common goals for the betterment of the university community. ●



SATISH TRIPATHI

GSE Expands Online Programs

The Graduate School of Education marked the 10th anniversary of delivering fully online programs with the addition of four new program offerings: a master's degree in library science with school library media certification, and advanced graduate certificates in mental health counseling, rehabilitation counseling, and educational technologies and new literacies. The four other online programs offered by GSE are master's degrees in rehabilitation counseling, science and the public, and library science with a concentration in reference, and an advanced graduate certificate in gifted education with certification.

"Our online programs have been a key initiative of Dean Mary Gresham in positioning GSE as a global leader in education," said Christine Kroll, GSE assistant dean. "These programs serve to diversify our student population, bringing together students from around the country and the world. By extending our reach beyond the typical geographic boundaries of the university, we are able to attract high quality students who are ready to engage and collaborate with fellow students from various cultures and life experiences."

Beginning with the Fall 2011 semester, GSE students enrolled solely in online programs will represent more than 10 percent of the school's enrollment. GSE now has 161 alumni who have graduated with degrees offered fully online.

GSE has become a model for establishing online courses and degrees. Kroll and her colleague, Kay Bishop, associate professor and former director of the school media program in library and information studies, recently co-authored a four-step framework to guide other colleges and universities. The framework was published in the book *Cases on Building Quality Distance Delivery Programs: Strategies and Experiences* (2010, IGI Global).

To apply online or for more information about any of the programs, please visit gse.buffalo.edu/online or contact Louise Lalli, GSE online programs manager, at (716) 645-6622 or lmlalli@buffalo.edu. ●

Portions of this article were excerpted from the press release for online programs by Charles Anzalone, senior editor for University Communications, at www.buffalo.edu/news/12714.

Searching for Multicultural Competence in Student Affairs and Psychology

Competence—the general awareness, knowledge, and skills needed for effective and ethical practice—has long been valued and increasingly demanded by the fields of student affairs and psychology. More specifically, multicultural competence is viewed as the multicultural awareness, knowledge, and skills needed to work

with Raechele Pope and John Mueller. We are currently working on a second book that focuses on creating multicultural change at the institutional level.

My research on multicultural competence has examined two primary areas: (a) expanding the multicultural knowledge base, and (b) exploring the

my research has attempted to increase knowledge about the experiences and realities of Black Americans, Latino/a Americans, Native Americans, international students, lesbian, gay, and bisexual individuals, and people from low-income families. Sample findings from these studies suggest that international college students are likely to lower their career aspirations when they experience greater amounts of acculturative stress, and that racism-related stress affects the academic motivation and self-efficacy of Latino/a and Black American college students.

In addition to expanding scholarship on multicultural knowledge, I have also begun to examine multicultural training from a faculty perspective, which is an under-researched area within the literature. In a recent qualitative study, faculty members received multicultural training and were then asked for their perceptions of their multicultural classes. The findings yielded mixed results as some faculty reported that their multicultural classes had more group tension and conflict while other faculty indicated that there was more group cohesion in those classes. By better understanding faculty perspectives, more relevant, effective, and meaningful multicultural training models can be created.

I believe that educators and counselors have a responsibility to expand their own multicultural competence in order to provide culturally relevant and effective services. My research strives to expand the knowledge base and understanding of the training implications to ensure that we have the necessary information, tools, and models to provide these services. ●

competently with diverse groups of people. Over the past 40 years, the multicultural literature has evolved from traditionally underserved populations, such as people of color, immigrants, and lesbian, gay, and bisexual individuals, to an emphasis on multicultural competence and social justice.

My scholarship on multicultural competence has been in response to the training inadequacies within the fields of counseling and college student affairs, and has grown out of my commitment to ensuring that future generations of practitioners in both fields are multiculturally competent. This commitment led to the publication of a pioneering book for student affairs, *Multicultural Competence in Student Affairs* (2004, Jossey-Bass), co-authored

training implications of multicultural competence. Expanding the multicultural knowledge base is especially important since many counselors and student affairs practitioners are not exposed to content knowledge about diverse cultural groups

“I believe that educators and counselors have a responsibility to expand their own multicultural competence in order to provide culturally relevant and effective services.”

and may lack an understanding of important constructs such as acculturation, race-related stress, and identity development that affect the daily reality of many individuals. Without adequate multicultural knowledge, many practitioners and counselors are less prepared and able to provide meaningful services. To that end,

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Celebrating Excellence in Williamsville

The Williamsville Central School District welcomes Scott Martzloff as the new superintendent of schools. Martzloff previously served as the superintendent for the Byron-Bergen Central School District in Genesee County, and as an administrator for operations and a high school principal for the Rochester (NY) City School District. He began his 15-year career in the Rush-Henrietta Central School District in Rochester, where he was a special education teacher and an assistant principal. Martzloff replaces Howard Smith, who led the district for seven years and is retiring after a 39-year career in public education.



Williamsville Central Schools (www.williamsvillek12.org) is the largest suburban school district in Western New York, covering 40 square miles that include portions of Amherst, Cheektowaga, and Clarence. Over 10,000 students are enrolled in 13 schools throughout the district: six elementary, four middle, and three high schools. Independent sources consistently rank Williamsville Central Schools as one of the top school districts in the area based on the annual evaluation of student performance data.

The mission of the district is to empower all students to develop their unique potential and character; to assume responsibilities of citizenship and leadership; and to thrive in a challenging and rapidly changing global community. The foundation of this mission is grounded in 15 core beliefs, including: each person has intrinsic value; everyone can

experience success; people who think critically and creatively will make better decisions throughout life; and parent and family involvement is essential to successful learning.

Williamsville Central Schools rely on the commitment of each staff member to successfully implement the district's mission statement. Each person plays a key role in a learning environment that encourages, supports, and celebrates excellence. The Graduate School of Education has been and continues to be an integral part of this process. Currently, 21 percent of the district's personnel are GSE alumni. Included in the nearly 200 alumni are Assistant Superintendent Thomas Maturski (Ed.M. '99, Educational Administration); Principals Michael Calandra (Ed.M. '04, Elementary Education N-6), Charles Galluzzo (Ed.D. '10, Educational Administration), and Francis McGreevy (Ed.M. '84, General Education); and Assistant Principals William Bohlen (Ed.M. '02, Social Studies 7-12), Dean Mesi (Ed.M. '09, Educational Administration), and Melanie Metz (Ed.M. '10, Educational Administration).

"As a Rochester native, I'm familiar with the impact that UB has on this community," said Superintendent Martzloff. "I'm excited to learn that this impact extends throughout our school district, not only within our administrative leadership, but also with those who have direct contact with our students on a day-to-day basis: our teachers, counselors, school psychologists, and librarians. I look forward to all of us working together toward the common goal of benefiting our students." ●



SCOTT MARTZLOFF

HIRE Education Conference

Graduate School of Education alumni came back to campus in April 2011 to provide career guidance to current students at the 4th HIRE Education Conference: Preparing for Your Future Career in Education. The conference began with an overview of the UB Office of Career Services by Lauren Johnson, senior career planning and development associate. The remainder of the conference featured morning and afternoon panel discussions covering three educational areas: K-12, higher education, and library and information.

Twenty-six GSE alumni participated as panelists, addressing questions on job search skills for specific career paths, as well as the career concerns of international students. The conference was sponsored by the GSE Alumni Association. ●



Higher Education Panel—Afternoon Session:
(l to r) Adiam Tsegai, Laura Godwin, Wendy Paterson, and Thomas Caulfield.



K-12 Panel—Afternoon Session:
(l to r) Robert Farwell, Vincent Coppola, Bennie Kyle, and Jerry Parisi.

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

Obscure Once More

I joined the faculty of the Graduate School of Education in 1973, and I toiled there happily in obscurity for 27 years. I saw my job primarily as helping K–8 teachers in our master’s program become better reading and language arts teachers, and preparing students in our Ph.D. program to become good researchers and university faculty.

I published two college textbooks, one on teaching reading and the other on teaching language arts. An editor at Random House described sales as having captured “an expected market share.” Expectations must have been very modest because royalties didn’t cover advances. To say I published numerous articles would be somewhat exuberant but I did publish a reasonable number in reputable journals that were actually cited on occasion, and I gave papers at national professional conferences with some regularity.

I retired in 1999, the year I published *Literacy with an Attitude: Educating Working-Class Children in Their Own Self-Interest*, and sales have exceeded everyone’s expectations—certainly mine. The first printing sold out in a matter of months. I was obscure no more!

In the past decade, I have delivered the 2008 Robert and Augusta P. Finkelstein Memorial

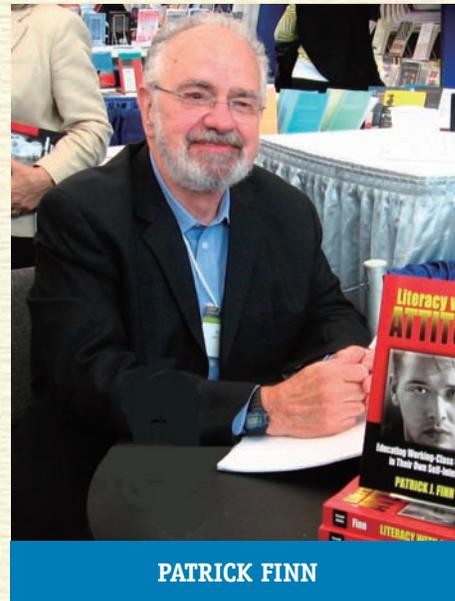
Lecture at Adelphi University (which put me in the company of Maxine Greene, Basil Bernstein, and Jonathan Kozol); the keynote address for the 2008 Year of Literacy and Leadership with *Attitude*, attended by 3,000 K–12 teachers in San Antonio, TX; the 2008 inaugural address for the Dolores Huerta Institute at Los Angeles City College, established to infuse labor history into every discipline in the Los Angeles Community College system; the keynote address at the 2006 Regional

Education Conference, Providence, RI; the 2005 presidential address at Bowling Green University; the keynote address at the 2004 Ohio Colleges of Teacher Education Organization (annual meeting of deans); and the 2004 Charlotte C. Acer Colloquium on Urban Education at UB. I addressed the Ohio Valley Philosophers of Education Conference in 2006; a meeting of the Columbus, OH principals in 2005; the Institute for Democracy in Education at Ohio University in 2001; and I did a weeklong series of workshops for parents, students, teachers, and administrators at Blackstone Academy Charter School in Pawtucket, RI. In 2009, SUNY Press published the 10th anniversary revised edition of *Literacy with an Attitude*.

In many circles, I have been and am still known primarily as “Mary Finn’s husband.” Mary was the director of GSE’s Urban Education Institute from 1999–2000. Since we retired from UB, Mary and I pub-

“To say I published numerous articles would be somewhat exuberant but I did publish a reasonable number in reputable journals that were actually cited on occasion...”

lished *Teacher Education with an Attitude* (2007, SUNY Press), and we did lectures and faculty workshops for the Panasonic Foundation in Denver, CO; Vineland, NJ; and Pasco County, FL. For three spring semesters, we taught the course Organizing for Teachers at Antioch University Los Angeles (AULA), and we’ve had conversations with AULA and California State University at Dominguez Hills about introducing a program for a cohort of students expressly designed for



PATRICK FINN

teachers of working-class students. In 2009, we teamed up with three faculty members from Adelphi University and founded the Education and Labor Collaborative (organizingthe curriculum.org/aboutus.aspx). We’ve held conferences at the United Federation of Teachers union hall in New York City and at the United Teachers of Los Angeles union hall bringing together labor organizers and educators, K–12 teachers and administrators, and university education faculty.

During the past few years, we have stopped teaching and attending conferences; the phone has stopped ringing and we are quite happy to be obscure once more. We divide our time between Western New York, Los Angeles, and Bethesda, MD, where our daughters and four grandchildren live. We are still writing. Life is good. ●

Patrick Finn welcomes correspondence at pjfinn@buffalo.edu.

Remembering Arthur Kaiser



ARTHUR KAISER

Arthur L. Kaiser, professor emeritus from the Department of Learning and Instruction, died on January 9, 2011. He was 87.

Kaiser lived his entire life in Dunkirk, NY, traveling to the University at Buffalo on a daily basis for over 50 years. He received his bachelor's degree in education from the Fredonia State Teachers College in 1944. Following graduation, he taught seventh and eighth grade social studies in the Ithaca School District for one year.

Kaiser then returned to Dunkirk and began studies for his master's degree at UB, where he also became a graduate assistant in the School of Education. He was an instructor while studying for his doctorate in education at UB, and after earning his Ed.D. in 1950, he became an assistant professor in the School of Education, and in 1959 was named a full professor. During his tenure at the university, he held a number of positions including department chair, director of admissions, acting vice president for student relations, adviser to master's and doctoral degree candidates, and chair of numerous university committees.

Following his retirement in 1985, Kaiser still maintained an office at UB where he continued to advise students, many of whom stayed in contact with him for years. He also served on the board of directors of Medaille College, and was given an honorary doctorate from that institution. In 2001, Kaiser received a Dedicated Educator Award from the Graduate School of Education.

Kaiser was very active on the Bishops' Committee for the Diocese of Buffalo, and he served as the chairman of the Chautauqua County Area Catholic Charities Appeal for many years. ●

This tribute was compiled with the assistance of Paul Wietig and portions of the text were excerpted from the January 11, 2011 edition of the Dunkirk Observer.

Students Remember Art Kaiser

I had the pleasure of knowing Art at the university for all the years of my graduate studies in curriculum, and the honor of teaming with him to teach some graduate seminars. He was, as everyone knows, a consummate scholar, a gentleman, and a gentle man. Yet in his caring and helpful way, he was also demanding—urging students and colleagues alike to do no less than their absolute best. Because of his unique advisory skills, everyone responded, producing work that often went beyond whatever they had done before. They tried to please him and to meet his standards, and they enjoyed doing it! A singular man. The epitome of integrity. A friend. He will be greatly missed, but fondly remembered.

– **SAMUEL ALESSI JR.**
(Ed.M. '67, Mathematics Education)

Dr. Kaiser was always available to help students with questions and concerns as they completed their program under his guidance. His patience and personal interest was a major factor in helping me achieve my educational goals.

– **JOHN BRENNAN**
(Ed.D. '85, Curriculum Planning)



Art was able to listen very carefully, process the information, and use every bit of it as he counseled his students. By doing this, Art constantly treated (and demonstrated how to treat) each individual student as a valued and unique person.

– **MICHAEL CODD**
(Ed.D. '81, Curriculum Planning)



I remember Art evoking the following quote when describing an effective school leader: “When everything is going well, you step back and let everyone else take the credit. When things go poorly, you step forward and take it right in the face.”

– **WILLIAM GROBE**
(Ed.D. '78, Curriculum Planning)



I always saw Art as a role model for scholarship and for finding ways to work collegially.

– **THOMAS McCULLY**
(Ed.D. '79, Curriculum Planning)



Art Kaiser can best be described as a “gentle man.” As department chair, he was the face of the university to many of his students. To me, Art was akin to a benevolent uncle, always challenging me to innovatively apply curriculum planning principles to my areas of interest. He had the unique ability to simultaneously critique and motivate. Art always impressed upon me the importance of doing something meaningful with the knowledge gained in our doctoral studies. His belief in serving the greater good may be the greatest legacy he leaves his students.

– **ANTHONY OGOREK**
(Ed.D. '82, Curriculum Development)



I will never forget when I was having a conference session with Art Kaiser after I took my very first class in my doctoral program from him (can't recall which one it was). While we were speaking, he pulled out a ruler and set it down in front of me. He then asked me, “So, how do you think you're doing so far on a scale of 1–12?” I had received a B+ in his class, which I thought was pretty good for my first class. I timidly pointed to the 8 on the ruler. He looked at me with fire in his eyes and picked up the ruler and slapped it down pretty hard on the desk right in front of me and said, “If you don't want to be a 12; if you don't want to do your best; if you're satisfied with something less than an A, then...we don't want you; get out!” I ran straight A's for the balance of my doctoral program. Thank you, Art! You definitely brought out the very best in me!

– **DOUGLAS REGAN**
(Ed.D. '83, Curriculum Development)



As an undergraduate student, I was immediately drawn to Dr. Kaiser's warmth and invitational teaching when I met him in 1954. He so personified the words Geoffrey Chaucer wrote of the scholar in *The Canterbury Tales*, “Gladly would he learn, and gladly teach.” Our personal and professional relationship grew, as Bob Harnack and he became advisers for both my master's and doctoral degree programs. It was Art's D 531 Junior High School Organization in America course in 1955 that focused my own area of research on young adolescence in the curriculum field. Our friendship took on an added dimension when I joined the UB Graduate School of Education faculty in 1965. Working shoulder-to-shoulder with Art over the years was a privilege and joy. Truly, “El Patrón” of collegiate advisers, Art rescued and redirected students headed the wrong way, helped average ones achieve distinction, and the brightest to achieve their potential. My blessings in being Art's student, colleague, and friend remain a treasure.

– **CONRAD TOEPFER**
(Ed.D. '62, Curriculum Planning)
Professor 1965–2000



Something that will not surface is that he touched the lives of more students and faculty than anyone will ever realize. His name will resonate in the legacy of virtually every school and department within UB. He was friend, confidant, and guardian of requests for stewardship from presidents Furnas, Myerson, Ketter, Sample, and Greiner—rather remarkable. They ALL could and did go to him for guidance and support on behalf of students. Few know that he also “saved” many faculty members from their own demise. His legacy runs to the core of UB for over 40 years. His spirit and service ran very quietly and in a very unassuming matter.

– **PAUL WIETIG**
(Ed.D. '79, Curriculum Planning)



JAMES COLLINS

James Collins' teaching career spanned 44 years. During his 10 years as a high school English teacher in Springfield, MA, he developed a strong interest in literacy instruction for students who struggle with reading and writing. After coming to the University at Buffalo in 1979, this interest turned into a research program resulting in seven books and more than 200 chapters, articles, papers, and research reports.

Collins recently completed the Writing Intensive Reading Comprehension study, which showed that assisted writing practice significantly improves reading comprehension for fourth and

fifth grade students in low-performing schools. He was also the co-director of an Apple Education Grant with the Evans-Brant (NY) schools and the Seneca Nation of Indians, a project which was awarded a Computerworld Smithsonian Information Technology Innovator's Award from the Smithsonian Institution.

During the late 1990s, Collins led a project which helped urban teachers improve writing instruction using a method called "Six Traits" for its emphasis on six key aspects of writing: Ideas, Organization, Voice, Word Choice, Sentence Fluency, and Conventions. This project was sponsored by the Western New York Regional School Support Center at Erie 1 Board of Cooperative Educational Services, and it trained more than 2,000 teachers throughout Western New York.

Collins' most recent book is *Building Struggling Students' Higher Level Literacy* (2010, International Reading Association), co-edited with Thomas Gunning. An earlier book, *Strategies for Struggling Writers* (1997, Guilford Press), has become a best seller in the area of writing instruction for students who have difficulty with literacy.

During his final year at UB, Collins served as the interim chair of the Department of Learning and Instruction and the associate dean for academic affairs for the Graduate School of Education. In this latter role, Collins helped support GSE faculty in achieving their research, teaching, and service objectives.

Reflecting upon his retirement, Collins said that he is looking forward to having more time to play with his grandchildren, build furniture, and watch more baseball games, particularly of his beloved Boston Red Sox.



CATHERINE CORNBLETH

Catherine Cornbleth came to UB as a full professor in 1986. Previously, she had been on the faculty of the School of Education at the University of Pittsburgh and, before that, a secondary social studies teacher in Texas and Connecticut.

Cornbleth is widely known and respected for her scholarship, primarily in curriculum studies and teacher education from a critical perspective, and has played key roles at UB. In 1988, she was one of the creators of BRIET, the Buffalo Research Institute on Education for Teaching, the former home/

name of the teacher education program. Cornbleth directed BRIET for six years, during which time innovative arrangements were established with the Buffalo and Williamsville school districts to further involve practicing teachers in teacher education at UB and extend its research base.

From 1994–1997, she served as academic associate dean, and from 2004–2006 was a member of the Presidential Review Board. Since 2008, Cornbleth has served as the associate chair of the Department of Learning and Instruction, responsible for mentoring pre-tenured faculty and overseeing the preparation of dossiers for reappointment, promotion, and tenure. For more than 20 years, she also coordinated the social studies education programs.

Cornbleth's long-time critical perspective and intellectual interests focus on contextual influences and social/cultural diversity especially as they affect curriculum politics-policy-practice, curriculum and teacher education reform efforts, and social education. Her ongoing research, for example, examines how teacher education has changed, or not, in response to changing demographics and social conditions since 1965—with particular attention to state regulations, national accreditation standards, and special interest groups. A key question is who benefits from one or another form of teacher education. Her most recent publication, co-edited with Christine Sleeter, is *Teaching with Vision: Culturally Responsive Teaching in Standards-Based Classrooms* (2011, Teachers College Press). The book's contributors are outstanding teachers who recount their struggles toward academically meaningful, culturally responsive, and/or socially activist teaching.

"I'm retiring from UB," Cornbleth said, "not from academic work or from life."

New Faculty



Amanda Nickerson — joins the Department of Counseling, School, and Educational Psychology as an associate professor and as the director of

the Dr. Jean M. Alberti Center for the Prevention of Bullying Abuse and School Violence (see cover story). Her research and clinical interests (gse.buffalo.edu/nickerson) include bullying, school crisis prevention and intervention, the assessment and treatment of children with emotional and behavioral disorders, and parent and peer attachment relationships. Previously, Nickerson was an associate professor at the University at Albany and the director of their school psychology program. She earned her Ph.D. from the University of South Carolina.



Margaret Sallee — joins the Department of Educational Leadership and Policy as an assistant professor. She earned her Ph.D. in urban education,

with a focus in higher education, from the University of Southern California. Sallee's research (gse.buffalo.edu/sallee) examines the intersection of individual experiences and organizational culture to explore how gender and other identities operate on college campuses. Her most recent project focuses on faculty fathers and the ways that university culture and gender norms shape their experiences in the academy and in the home. Before coming to UB, Sallee served for three years as a faculty member at the University of Tennessee.



Larry White — joins the Department of Library and Information Studies as an assistant professor. He earned his Ph.D. in library and information

studies from Florida State University. White's research interests (gse.buffalo.edu/white) include organizational intelligence, public libraries, and strategic information use by organizational leaders and administrators. He is an internationally invited speaker in the areas of library administration, leadership, organizational performance assessment, and competition for library services. White has taught in the areas of public libraries, research methods, marketing of library services, and the financial management of libraries.



JUDITH SCHIEK ROBINSON

Judith Schiek Robinson graduated from Florida State University and arrived at UB in time for the Blizzard of '77. Far from missing the Florida heat, she learned to love winter and snow. (A Florida neighbor once wondered why Buffalonians shovel snow anyway: "Why don't you just hose down the sidewalks?")

Her research interests include questioning behaviors, the reference interview with children, and access to federal government information. She wrote three editions of *Tapping the Government Grapevine: A User-Friendly Guide to U.S. Government Information*

Sources, widely used as a textbook in library and information studies courses across the county, and two editions of *Subject Guide to U.S. Government Reference Sources*. Robinson delivered online workshops about accessing federal government information internationally: Documents Jump Start; Regulations; Legislation; and Primary Sources. As a special consultant for the Office of the Federal Register, Washington, DC, she presented workshops on How to Use the Federal Register in several U.S. cities. Robinson taught Reference (Information) Sources and Services, and Government Documents, and is the recipient of the SUNY Chancellor's Award for Excellence in Teaching. She developed the only diversity component for the disabled within the 2004 (Federal Institute of Museum and Library Services) NYS Library grant, Making it REAL! Recruitment, Education, and Learning: Creating a New Generation of Librarians to Serve all New Yorkers (\$60,000 to support master's degree in library science [M.L.S.] scholarships).

Robinson served as the assistant chair of the Department of Library and Information Studies (LIS) in 1999 and as the department chair from 2000–2009. As the department chair, she launched video delivery of selected LIS courses to Rochester and other sites; institutionalized M.L.S. new student orientations each semester; created, publicized, and managed the LIS online non-credit continuing education program, which was active from 2000–2006; launched LIS adjunct instructor orientations; created the LIS visiting faculty informational web page; and shepherded the integration of LIS into the School of Informatics and later into the Graduate School of Education.



THOMAS SCHROEDER

Thomas Schroeder came to UB in 1993, having been an associate professor at the University of British Columbia and the University of Calgary. After earning a bachelor's degree in mathematics, Schroeder got his start in education as a Peace Corps volunteer in the Eastern Caribbean, where he served for two years in Dominica and three years in Barbados. His job in Dominica was to provide follow-up in primary schools for teachers who had attended a summer workshop on new ways of teaching mathematics. In

Barbados he worked on a regional project in junior secondary school mathematics, which saw curriculum development and teacher development as "two sides of the same coin." The project developed and disseminated materials for students, through a process of working with teachers to identify needs and address those needs collaboratively.

By the end of his Peace Corps service, he said, it became clear that he had become "over-experienced and under-educated," a situation he addressed by enrolling in the doctoral program in mathematics education at Indiana University. At the university he worked on a project that developed materials for prospective elementary school teachers, and he completed a dissertation that explored elementary school students' understanding of probability by conducting interviews as they played an original game on Apple II computers.

A consistent theme in his research has been the assessment of students' understanding of mathematics through task-based interviews in which students solve non-routine problems. He and a number of his doctoral students have done their dissertation using this same basic approach in settings ranging from elementary, middle, and high school, to college math departments, to mathematics teacher education programs.

Schroeder served as the chair of the Department of Learning and Instruction from 2000–2003, was a member of the National Council for Accreditation of Teacher Education Board of Examiners, and was a member of the author team of the National Council of Teachers of Mathematics Professional Standards for Teaching Mathematics (1991).



Janina Brutt-Griffler, professor in the Department of Learning and Instruction (gse.buffalo.edu/brutt-griffler), has been appointed the **associate dean for curriculum and global initiatives**. In her new role, Brutt-Griffler will work with faculty to articulate relationships, efficiencies, and standards within the curriculum across GSE. She will also develop and

organize activities and information that will facilitate greater international involvement and global presence for GSE faculty and students.



Jeremy Finn, professor in the Department of Counseling, School, and Educational Psychology (gse.buffalo.edu/finn), has been appointed the **associate dean for research**. In his new role, Finn will work with faculty to provide information and advice about the process for obtaining external funding, provide advice concerning design and methodologies related to individual projects and proposals, and assist in disseminating information about funding agencies and their priorities.



Jaekyung Lee, professor in the Department of Counseling, School, and Educational Psychology (gse.buffalo.edu/jlee), has been appointed the **associate dean for academic affairs**. In his new role, Lee will oversee academic policy and faculty personnel matters. He will serve on the GSE Personnel Committee interacting with faculty on issues related to promotion

and tenure, and serve as the liaison to the University at Buffalo faculty affairs offices.



Scott Meier, professor in the Department of Counseling, School, and Educational Psychology (gse.buffalo.edu/meier), has been appointed the **associate dean for faculty development**. In his new role, Meier will work with faculty to provide advice and guidance with respect to obtaining continuing appointment and promotions. He will also assist in

clarifying the route to tenure and provide support and mentorship to pre-tenured faculty as needed.

July 1, 2010 – June 30, 2011

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Yu-Chin Liu Award



Joy Chung (right) with Professor Emeritus James Collins, who was Chung's adviser during her doctoral studies.

The 2010–2011 recipients of the Yu-Chin Liu Research Assistant Award are Sung Ok Park and Katharine Bartelo. The award provides financial assistance to doctoral students in the Department of Learning and Instruction, and was established by alumna Joy Chung (Ph.D. '92, English Education) to honor her mother.

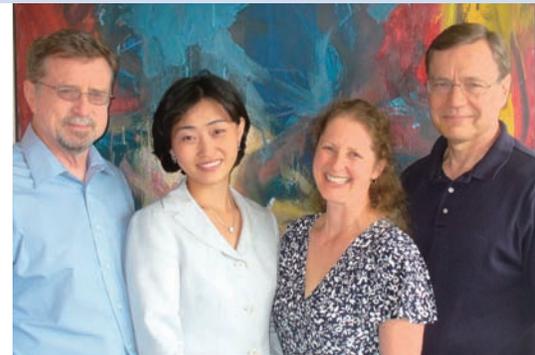
Sung Ok Park is a doctoral student in the early childhood education program. The goal of her dissertation

research is to provide a state-of-the-art perspective on Korean teachers' views of diversity. Park's study is especially important in light of Korea's traditionally mono-cultural view, which is now

being challenged by global societies.

Katharine Bartelo is a doctoral student in the elementary education program. In her dissertation study, Bartelo is examining data correlations between mathematics and literacy competencies to determine if there are convincing inferences regarding linkages between these two variables for kindergarten children.

If you would like to make a donation to the Yu-Chin Liu Research Assistant Award, please contact the Graduate School of Education at (716) 645-6640. You may also make a contribution online at gse.buffalo.edu/alumni/giving. ●



(l to r) Professor James Hoot, adviser to Sung Ok Park; Katharine Bartelo with her adviser, SUNY Distinguished Professor Douglas Clements.

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Cornbleth Endows Next Generation Scholarship



Catherine Cornbleth (left) and Bryan Whitley-Grassi

Catherine Cornbleth, a professor in the Department of Learning and Instruction for over 25 years, has created the Next Generation Scholarship, In Memory of Florence, Jack, and Carol Kornblith. The scholarship will provide financial assistance to students in the student teaching semester of the adolescence/secondary initial teacher certification program. A preference will be given to first generation college students.

The initial recipient of the Next Generation Scholarship was Bryan Whitley-Grassi, who completed his teacher certification program in May 2011. Whitley-Grassi is the first person in his family to graduate from college. Previously, he was the executive director of the Pride Center of Western New York and had his own consulting business. "Without the scholarship, it would have been very difficult to attempt to continue working while completing the program successfully," said Whitley-Grassi. "I am very grateful for the opportunities the award provided me for becoming more active and engaged in the school communities during my student teaching placements." ●



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MARK MARINO

GSEAA PRESIDENT'S MESSAGE

Fellow Alumni,

During the past year, the Graduate School of Education Alumni Association (GSEAA) has accomplished two major goals: we hosted a successful HIRE ED conference and launched a mentoring program. It has truly been a pleasure to work with everyone on these exciting projects.

The 4th HIRE Education Conference was held in April 2011 (see page 4). The event was an opportunity for current students to connect with GSE alumni through a variety of job search panel sessions. I would like to thank the esteemed alumni who shared their time, experience, and expertise with our GSE students.

Our GSEAA mentoring program (gse.buffalo.edu/alumni/mentoring) is also connecting students with alumni in person and virtually.

The goal of this program is to strengthen communication, community ties, and career development. Please consider becoming involved in this program, if you have not done so already.

My term as GSEAA president concludes at the end of the Fall 2011 semester. It has been an honor to serve our more than 17,000 alumni during these past two years. I would also like to thank my fellow board members, whose terms will also be ending, for their support and collaboration during this time. Working together, we were able to connect alumni with students through a number of initiatives and I feel confident that these efforts will continue when the new board of directors assumes office in January 2012.

Best regards,
Mark Marino (Ed.M. '05, Mathematics Education)

Commencement Reception



A | Jack Quinn (left) tells a humorous story during his acceptance speech after receiving his award from Dean Mary Gresham.



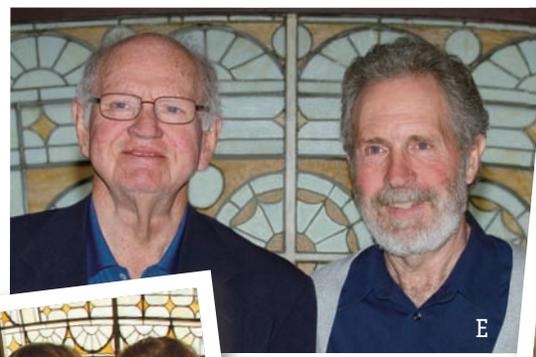
B | Annette Franklin (left), recipient of the Delbert Mullens Thinking Outside the Box Award, and her adviser, Associate Professor Emeritus Lauri Johnson.



C | Karen Logsdon (second from left), recipient of the Edwin D. Duryea Jr. Higher Education Memorial Award; Libby Duryea (second from right), wife of the late professor Edwin Duryea; and son and daughter-in-law David and Colleen Duryea.



D | Jack Quinn (left) and Eunice Lewin each received a 2011 GSE Distinguished Alumni Award.



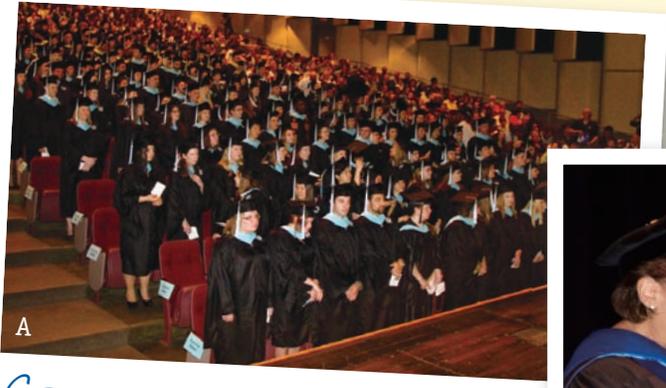
E | Professor Emeritus Al Pautler (left) and Associate Professor Emeritus Tom Frantz share memories during the reception.



F | Rubie Ghazal (left), doctoral student and Taher and Myra Razik International Fellow; Myra Razik (center), wife of the late professor Taher Razik; and June Justice Crawford (Ed.M. '77, Reading Education), recipient of the 2008 GSE Distinguished Alumni Award.



G | James Donnelly (Ph.D. '88, Counseling Psychology) (left); Gerard Florio (center), recipient of the James C. Hansen Humanitarian Award; and Carolyn Hansen, wife of the late professor James Hansen.



Commencement Ceremony



A | The graduating students stand as their degrees are conferred.

B | Dean Mary Gresham (left) describes Mick Thompson's accomplishments as the recipient of the Dean's Service Award.

C | Dean Mary Gresham (left) congratulates Gerard Florio, recipient of the James C. Hansen Humanitarian Award.

D | Karen Williams (left) directs a musical tribute to graduates by the East High Panthers Vocal Ensemble.

E | Doctoral degree graduate Charles Galluzzo (left) receives congratulations from President Satish Tripathi.

F | Karen Karmazin (Ed.D. '96, Elementary Education), Graduate School of Education Alumni Association board member, provides an inspiring message to the graduating class.

G | Graduates, families, and friends celebrate in the Center for the Arts Atrium following the ceremony.

H | SUNY Distinguished Professor Lois Weis (right) hoods doctoral degree graduate Heather Jenkins.

I | President Satish Tripathi (left) and Dean Mary Gresham (center) congratulate master's degree graduates as they walk across the stage.

J | Master's degree graduate Amy Stewart receives congratulations from Vice President for University Life and Services Dennis Black. In March 2009, Stewart was struck by a hit-and-run driver that left her in a coma for two weeks and required seven surgeries. Five months after the accident, doctors thought that she may not survive. But through her bravery, resilience, and persistence, Stewart not only survived, she was also able to complete her degree.



Commencement photographs by NolanSkipper Studios

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TRANSFORMING LIVES THROUGH EDUCATION

COMMENCEMENT AND AWARDS 2011

The Graduate School of Education was honored to have new UB President Satish Tripathi confer degrees at the May 13 graduation ceremony, held at the Center for the Arts. Among the commencement highlights was a musical tribute to our graduates by the East High Panthers Vocal Ensemble. Our newest alumni celebrated with their families and friends at a reception in the Center for the Arts Atrium following the ceremony.

Along with our graduates, six individuals were honored that day: Eunice Lewin and Jack Quinn were each presented with a GSE Distinguished Alumni Award; Gerard Florio received the James C. Hansen Humanitarian Award; Mick Thompson was the recipient of the Dean's Service Award; Annette Franklin received the Delbert Mullens Thinking Outside the Box Award; and Karen Logsdon was the recipient of the Edwin D. Duryea Jr. Higher Education Memorial Award. ●

GSE DISTINGUISHED ALUMNI AWARD

EUNICE LEWIN (Ed.M. '89, Educational Administration)



Eunice Lewin is a member of the board of trustees of the State University of New York, serving on the Communications and External Affairs; Education, College Readiness, and Success; and Audit committees. Lewin has a distinguished 35-year career of service to the Western New York community. She is also currently serving on the board of directors for the

Buffalo Urban League and Independent Health, and is the board commissioner for the Niagara Frontier Transportation Authority.

GSE DISTINGUISHED ALUMNI AWARD

JACK QUINN (Ed.M. '78, English Education)

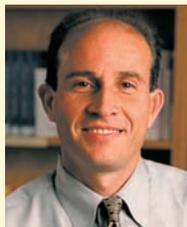


Jack Quinn joined Erie Community College as its 10th president in 2008. He previously served as a Congressman for the 27th District in the U.S. House of Representatives from 1993–2004 representing a majority of the Western New York area, including Chautauqua County. Quinn was also the president of a government relations firm, the supervisor

of the Town of Hamburg from 1984–1992, and an English teacher at Orchard Park Middle School from 1973–1983.

JAMES C. HANSEN HUMANITARIAN AWARD

GERARD FLORIO (Ph.D. '97, Counseling Psychology)

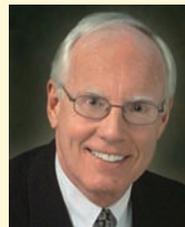


Gerard Florio has been providing programs and services that are significantly impacting the quality of life of individuals and families living with or beyond cancer in his community of Glens Falls, NY. He has over 15 years of experience working with individuals and families impacted by cancer. Florio is a clinical health psychologist at the C.R. Wood Cancer

Center at Glens Falls Hospital, where he has developed a wide range of psychosocial support programs.

DEAN'S SERVICE AWARD

MICK THOMPSON (Ph.D. '73, Higher Education)



Myron ("Mick") Thompson has served as the associate provost and executive director of the UB Graduate School since 1995. In these positions, Thompson is responsible for the supervision of all administrative functions and operations of the Graduate School, and is the school's principal contact with the State University System Administration and the New York

State Education Department regarding post-baccalaureate academic program matters.

