



Graduate School of Education  
University at Buffalo The State University of New York

ALUMNI NEWSLETTER

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# edu

TRANSFORMING LIVES THROUGH EDUCATION

SPRING 2006

2

### Dean's Message

Mary Gresham discusses her thoughts and vision for GSE in 2006.

3

### Faculty Focus

Corrie Giles on educational reform during challenging times.

4

— SPECIAL EVENT —

### Dean's Annual Lecture Series

Howard Gardner to speak on multiple intelligences and good work.

5

### Emeritus Faculty Spotlight

Maxine Seller discusses her experiences with culture shock.

6

### New Directions in Educational Research

Learn how GSE faculty research is impacting the community.

8

### WNY School District Spotlight

GSE alumni employed in the Niagara Falls School District.

9

### New Associate Dean Appointed

Douglas Clements on his role as associate dean for educational technology.

## Bruce Johnstone Announces Retirement

### AN EXTRAORDINARY CAREER REVISITED

D. Bruce Johnstone, SUNY Distinguished Service Professor and University Professor of Higher and Comparative Education, will retire from the University at Buffalo in the summer of 2006. His colleagues and students on the fourth floor of Baldy Hall, however, anticipate that (in his own words) he will “give retirement a bad name,” as his plans include continuing much of his current work in the field of international comparative higher education finance and governance, completing another book, mentoring his current doctoral students through to completion, and continuing his scholarly travel schedule. In this academic year alone, Johnstone has lectured and consulted in Beijing, Wuhan, Shanghai, Barcelona, Hiroshima, Bangkok, Morocco, and the Ditchley Conference Centre in England, in addition to many domestic locations.

Johnstone’s career includes 25 years as an administrator. He held the posts of vice president for administration at the University of Pennsylvania (1972–79), president of Buffalo State College (1979–88), and chancellor of the State University of New York (SUNY) system, the latter from 1988 through 1994. Throughout this entire period, he was actively teaching, writing, and publishing about the economics, finance, and governance of higher education. In 1986, after a three-month sabbatical from the presidency of Buffalo State

College, he wrote his first international comparative book on higher education finance, in which he coined the term *cost sharing* to designate the worldwide shift of costs from governments and taxpayers to parents and students. Combining his experience and writings as an administrator with his scholarly work on higher educational finance and governance, he has become one of the foremost authorities on such topics as university finance, leadership, tuition policies, and student assistance in international comparative perspectives.

In 1993, while working in Albany as the SUNY chancellor, Johnstone was diagnosed with pancreatic cancer, an often fatal disease. He was treated with surgery, radiation, and chemotherapy, but resigned the chancellorship in 1994 and returned to Buffalo; mainly, as he says, “to put my affairs in order.” However, the new treatments at Buffalo’s Roswell Park Cancer Institute paid off, and by 1995, he was teaching a full load in UB’s Graduate School of Education as University Professor of Higher and Comparative Education. Working closely



D. BRUCE JOHNSTONE

continued on page 12 ►



## DEAN'S MESSAGE

**MARY H. GRESHAM, Ph.D.**  
(1992, Counseling Psychology)

The copy deadline for this issue approached at a time when I was forced to immobility, simultaneous with the end of 2005. I had a lot of time to watch television (which added insult to my injury), and to contemplate the New Year. There was a chance, however, to watch the most amazing movie, *Lorenzo's Oil*, which prompted my thoughts for this dean's message.

Most of us who have been involved in education for any length of time know that the phenomena that influence the educational process are not unidimensional; rather, there are a multiplicity of issues that need to be managed in order to have even a modicum of success in far too many classrooms today. *Lorenzo's Oil* is the story of the Odone family's struggle with adrenoleukodystrophy (ALD), a rare terminal disease that affected their five year old son. One online movie summary stated that it is the story of the Odone parents' "relentless struggle... (which) tests the strength of their marriage, the depth of their beliefs, and the boundaries of conventional medicine" (Gostinger, 1994). At the end of the movie I thought, thank God for people like those parents: people who are willing to immerse themselves in research in order to

“...the cost of failure is too frightening to contemplate.”

thoroughly understand; people who will study in order to inform their own behavior as well as their understanding; people who are not willing to accept uncritically conventional wisdom or convenient fictions about why something is untenable, “wisdom” that allows one to hide behind the morass of protocols and arbitrary hierarchies that dictate progress through bureaucratic mazes, while claiming the status quo as a rationale for inertia. I thought about how people who are passionate about saving just one person can inadvertently provide succor for many, and how it is sometimes necessary to go beyond one's comfort zone in order to pursue truth. And I thought about the parallels between health and education, such that both are grappling with diseases that threaten the very fabric of our world—Aids and illiteracy to name just two—and why education in America today needs its Odones, too.

The resurgence of interest in the global implications of the state of education in America has provided—yet again, as I remember Sputnik—a much needed reality check for education policymakers and practitioners. How is it that the number of engineering degrees awarded in China, India, and the U.S. are widely touted as 600,000; 350,000; and 70,000 respectively? (See the online discussion at Wadhwa, 2005.) Everywhere one goes, the question is “Have you read *The World is Flat* by Thomas Friedman?” Educators have an opportunity to be part of the solution or part of the problem, and we should be concerned, very concerned indeed. Our academic deficits should trouble us as a matter of *real* homeland security, as much as a matter of national pride. Thomas Jefferson was right in saying that education is the cornerstone of democracy, as was Malcolm X when he said that education is our passport to the future.

These considerations then, inform my overarching vision for GSE in 2006:

- That we continue to examine the continuum that extends from the theoretical to the applied, in order to identify research-based solutions to our problems.
- That we explore and utilize synergies between and among research, student achievement, and professional behavior.
- That we embrace the need for translation from the “bench” to the classroom, because we need as many partners as we can get to develop meaningful solutions.
- That we remain passionate about making a difference and finding the answers that will help unlock the intellectual potential of our increasingly diverse students.
- That we understand that resilience is related to self-precepts and that they are both related to student achievement; and that psychology and pedagogy are inextricably intertwined in the successful educational experience—for the professional, as well as the student.
- That one cannot understand diversity in America without understanding the impact of color, hair, gender, and politics.
- That most education does not occur in the classroom and that our efforts must accommodate this reality.
- That we remain relentless in the struggle against ignorance; that we test the strength of our assumptions and the depths of our beliefs about pedagogy and relevance; and that we continually challenge the limits of conventional wisdom extant in theories of education.

The Graduate School of Education is fortunate to have many Odones among our faculty, and I believe that on several important fronts we are not far from offering our own brand of *Lorenzo's oil*. But, there is still a need for each individual involved in education—pre-professionals, parents, professionals, and policy makers—to push the boundaries of convention on behalf of excellence in our profession. When it comes to a commitment to excellence in education, the cost of failure is too frightening to contemplate. It is clear that the current status quo is unacceptable—just look at urban schools across the nation. Schools of education in research universities should lead the effort to ensure that the status quo becomes a flexible construct, constantly informed by scientific inquiry that is evaluated against social realities. As Alexander Pope wrote, “A little knowledge is a dangerous thing, so drink deep...”

### References

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Wadhwa, V. (2005). *About that engineering gap...Is the U.S. really falling behind China and India in education?* Retrieved January 24, 2006, from [http://www.businessweek.com/smallbiz/content/dec2005/sb20051212\\_623922.htm](http://www.businessweek.com/smallbiz/content/dec2005/sb20051212_623922.htm)

# Leading Educational Change and School Improvement

## THE IMPACT OF REFORM IN CHALLENGING TIMES

For over three decades, schools have faced increased criticism for perpetuating traditional models of schooling that have failed to respond to the cultural, social, academic, and economic needs of a postmodern world.

Policy makers and researchers have variously attributed the intractability of educational change to the deficiencies of teachers, the inflexibility and short-termism of school districts, the restrictive

very different contexts in which they work.

My research is strongly grounded in investigating the role that educational administrators can play in K–12 school improvement over time, in both national

from the 1970s, 80s, and 90s—a comprehensive longitudinal study that demonstrated the cumulative impact of internal and external change forces upon schools. In addition to research reports, publications are now emerging from this project. The first set coalesces around the cumulative negative impact of identifiable internal and external change forces over time upon the sustainability of innovative schools, even those consciously structured as learning organizations. A book I contributed to with Andy Hargreaves, *Teaching in the Knowledge Society: Education in the Age of Insecurity* (Teachers College Press, 2003), explored these ideas and received an Outstanding Book Award in Curriculum Studies from the American Educational Research Association (AERA) and the American Library Association in 2003.

A second set of papers from this project explores why some schools are more resilient than others during socio-economic and accountability driven reform. This line of research is leading to a more comprehensive understanding of schools as resilient and self-renewing organizations—an area not well explored in the educational literature. This is a particularly pertinent area of research for school systems presently trying to create and sustain, within very traditional organizational structures, the conditions necessary to nurture learning organizations and professional learning communities (a “relearning” reform strategy). Our data strongly suggest that 30 years of reform have had a cumulative corrosive effect upon the capacity of schools to change, and that current reform models,

*continued on page 13* ►



**CORRIE GILES**

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practices of unions, and a rigid educational bureaucracy.

However, much of the classic literature concerned with educational reform explores single cases, or relies upon studies of short duration. Such studies exhibit little sensitivity to time or the wider socio-economic context, and implicitly lean towards identifying and overcoming professional resistance in the short-term, so that external mandates can be implemented more effectively. With few exceptions, longitudinal studies are rarely attempted that consider the cumulative impact of internal and external “change forces” upon teachers, or that identify the conditions, including leadership, necessary to ensure the improvement, renewal, and sustainability of the schools in the

and international contexts. Particular strands include leadership, change, reform, learning organizations, professional learning communities, and personal and organizational resilience. Although my early research interests were in the decentralized school improvement reforms that began in the United Kingdom in the 1990s, my latest work stems from two international research projects grounded in North America.

The first project began in 1999 when I joined the Spencer Foundation funded “Change Over Time” study, which was facilitated through the International Centre for Educational Change at the University of Toronto. This project investigated the perceptions of three cohorts of teachers and administrators

# From Multiple Intelligences to Good Work

HOWARD GARDNER TO SPEAK AT UB



HOWARD GARDNER

Professor Howard Gardner, Hobbs Professor of Education and Cognition in the Harvard Graduate School of Education is the speaker for the 2005–2006 GSE Dean’s Annual Lecture Series. The lecture is free and scheduled for 9 a.m. on Friday, March 10, 2006 at the University Inn and Conference Center on North Forest Road in Amherst. Gardner will describe his research on the range of human

intelligences and how they can be nurtured. He will also discuss the GoodWork® Project, an empirical study on how individuals can carry out work that is ethical, excellent, and engaging, in a time when conditions are changing very quickly and markets are very powerful. He will emphasize the connection between multiple intelligences and good work, particularly how we can strive to educate persons who will carry out good work, using their optimal combination of intelligences.

Gardner’s visit to UB provides a unique opportunity for a research team of 12 doctoral students at UB who, for the past year, have been studying the GoodWork® Project and its relevant applications to issues in the counseling field. The research team, led by faculty members James Donnelly and Timothy Janikowski from Department of Counseling, School and Educational Psychology (CSEP), has coordinated two workshops with

Lynn Barendsen and Wendy Fischman, members of Gardner’s GoodWork® Project team at Harvard University. One workshop will be held exclusively for doctoral students in the Counselor Education and Combined Program in Counseling/School Psychology on the UB North Campus on Thursday, March 9, 2006. The second workshop will be held for community counselors following Gardner’s lecture on Friday, March 10 at the University Inn and Conference Center. The second workshop will produce continuing education credit in ethics training for counselors who attend. ●



CSEP research team (standing l to r): Eben Schwartz, Cassie Hoebbel, Dan Smith, Robin Dubuc, James Donnelly, Timothy Janikowski; (seated l to r): Tracy Leva, Anna Kusche, Dan Duryea, Priya Pinto, Emily Pikoff; (not pictured): Theresa Mignone, Victoria Palmisano, Beverly Sessanna.

## GSEAA PRESIDENT’S MESSAGE

Dear GSE Alumni,

Thank you to everyone who contacted me after the last GSE newsletter. I appreciate hearing from you and am always interested in your ideas, thoughts, and suggestions about the GSE Alumni Association. As a result, we are developing a web-based survey that will be launched later this year. We will be looking for your input to help us develop an even better GSEAA, and your answers will help us with planning activities now and in the future.

A great part of being involved with GSEAA is our affiliation with the UB Alumni Association and the greater UB community. One of the newest services for alumni is UB Connect ([www.ubconnect.org](http://www.ubconnect.org)). You can register at this site (for free!) and

complete a profile, sign up for lifetime e-mail forwarding, and contact and locate other GSE alumni. If you happen to be looking for a job, you can access the website’s careers and networking module where you can post your resume or search for new positions. The next time you are on the Internet, why not log on to UB Connect? Thanks again for your interest, and I hope to hear from you soon ([cbarrick@buffalo.edu](mailto:cbarrick@buffalo.edu)).

Sincerely,

Chris Barrick, Ph.D. (1999, Counseling Psychology)



CHRIS BARRICK

## Maxine Seller on “Culture Shock”

From 1974–2002, Maxine Seller was a professor in the Department of Educational Leadership and Policy. In this open letter, she discusses the changes she encountered during her life; from growing up in a small southern town to her recent retirement from UB.

Dear former students and colleagues,

The unusually warm fall has morphed into a Buffalo winter and I have recently had a “big” birthday, both of which remind me how many changes, personal and professional, I’ve experienced—and how well they have usually turned out. I was born in a small “Bible Belt” southern town, Wilmington, North Carolina. As the daughter of a Jewish immigrant father in a town where Jews, immigrants, and

even women were suspect, I grew up with the issues of identity and marginality that I later researched, wrote, and taught about. Going from a large (segregated),

comprehensive high school in Wilmington to a small (integrated) intensely academic women’s college in suburban Philadelphia was my first big change—a real culture shock. In freshman English, students from New York were critiquing contemporary novels I had never even heard of. But by my senior year I was doing honors research with a wonderful history professor, Helen Taft Manning (President Taft’s daughter). She had a family, a profession, and a huge dog, and she traveled a lot. There’s an adage: “Be careful what you wish for—you might get it.” Well, I wished for what Professor Manning had, and I got it (even the big dog). It’s been a frenetic

juggling act, but I wouldn’t trade the combination of family and academic life I’ve had for anything.

The personal move from Philadelphia to Buffalo in 1974 was a pleasant surprise; despite its bad press, I loved Buffalo immediately and still do. The professional move from Bucks County Community College to the Faculty of Education at UB was more complicated—another major culture shock. I didn’t know what Social Foundations of Education was when I started teaching in a department by that name, but people in the field for decades didn’t seem sure either, so it

turned out all right. I was soon teaching and writing about identity, acculturation, and “minorities”—controversial and “relevant” subjects my personal and academic background had prepared me to look at. One of the best things about the academic move was meeting Gail Kelly, also new, the only other woman in the formerly all male department. Like foxhole buddies we quickly became close friends. Her early death was a tragedy, and I still miss her and think of her often.

During almost thirty years at UB I learned from my students and colleagues, taught courses about issues I wanted to explore, and supervised dissertations on everything from feminist bookstores to Macedonian folk songs (defining “education” loosely kept life interesting). Family weekends and summers at a ski house in Ellicottville took me from the computer and the library into the beauty of Western New York. In 1980 a skiing accident left me

unable to walk for four difficult years. Becoming disabled is a culture shock I don’t recommend, but wonderful people—family, friends, students, and colleagues—got me through it. They kept me (and my husband Bob) company during multiple surgeries, brought food to supplement dismal hospital diets, lent books, fetched and carried, and kept me connected by coming to my house for seminars, gossip, and endless games of trivial pursuit. Nothing is as important as the people in your life.

The most recent change—retirement—terrified me. Having taught full time since 1962, what would I do—or be—without work? But I decided to leave while people might say “She’s retiring already?” rather than “Good grief, is she *still* here?” Like the other changes in my life, this,

too, turned out well. I miss students, but not department meetings or the search for a parking place, and I’m still

“Nothing is as important as the people in your life.”

researching and writing. With no fixed academic commitments or deadlines, I have time for reading novels, more community service (I’m a founding mother of the new Jewish Repertory Theatre), and for telephoning a friend just to talk. Bob and I have always traveled, but now we travel more. Last summer we drove in Switzerland, Italy, and France; re-visiting places we stayed on our honeymoon almost fifty years ago. We spend more time now in England (a flat in London replaced the ski house), more time in Colorado with our children and amazing grandchildren, and more time with each other. We are blessed with good health, good friends (many of them former colleagues), and a seemingly endless supply of things to do. Although the many changes, including the culture shocks, in my life so far have turned out well, now I find myself wishing for the impossible—for things to stay exactly as they are. ●



MAXINE SELLER

# New Directions in Educational Research

The following is a sampling of current faculty research projects in each department. For a comprehensive listing of GSE projects with the Buffalo Public Schools (BPS) and districts outside BPS, please visit [www.gse.buffalo.edu/newsletter](http://www.gse.buffalo.edu/newsletter).

## COUNSELING, SCHOOL AND EDUCATIONAL PSYCHOLOGY



**Catherine Cook-Cottone** is developing a model of wellness for children and adolescents. The model is being validated, in part, through work in the prevention and intervention of eating disorders at several locations including: Transit Middle School, Wyndham Lawn Youth and Family Services, UB, and at the Center for Eating Disorders at Sisters Hospital. Various aspects of prevention and treatment are addressed through a group-oriented wellness program that teaches coping, assertiveness, media literacy, mindfulness, and emotional regulation, as well as relaxation and yoga practice.



**Thomas Frantz** is compiling a compendium of all existing tests and inventories that measure grief and coping with loss and death; interviewing retired Catholic nuns in a retirement home about the losses in their lives and how they coped with them; and surveying faculty and professionals in psychology and counseling about what specific journal articles that have made a difference in their practice, teaching, or research.



**LeAdelle Phelps** is conducting research on the long-term psychoeducational outcomes of prenatal cocaine exposure and low-level lead exposure on children up to 10 years old. Data indicate that the neurological consequences of these two substances are often overestimated and that early and appropriate intervention services are quite successful in mitigating long-term negative psychoeducational outcomes. Additional longitudinal data are being collected.



**Amy Reynolds** is researching the ability of students of color to adjust to campus life and how their unique experiences with racism and their psychological characteristics affect their academic and vocational success. This study will further our understanding of the connections between race related stress, academic motivation, career outcome expectations, self-efficacy, and resilience of college students of color. In another study, she is exploring the perceptions and experiences of faculty members who teach multicultural counseling courses. This study will assist counseling programs in designing and implementing effective multicultural training.

## EDUCATIONAL LEADERSHIP & POLICY



**Corrie Giles** is involved in the Spencer Foundation funded “Change Over Time” study, which is yielding new insights into the cumulative impact of change upon the resilience and sustainability of innovation in schools over time. This longitudinal study of teachers and administrators from the 1970s, 80s, and 90s found that the negative effect of both cumulative and intersecting waves of reform have been underestimated in the current research literature.



**Stephen Jacobson, Corrie Giles, Lauri Johnson, and Rose Ylimaki** are part of the eight-country International Successful School Principals Project. This multi-perspective study is identifying the characteristics, processes, and effects of successful school principalship. The UB team’s preliminary results have contributed to a more comprehensive understanding of the leadership practices of principals in challenging urban contexts—insights that have both challenged and extended popular leadership theories concerned with school settings.

For more information about GSE faculty, please visit [www.gse.buffalo.edu/faculty/faculty.asp](http://www.gse.buffalo.edu/faculty/faculty.asp)



**Kimberly Rogers** is finishing the data analysis for a study that examined the impact of financial aid and institutional experiences

on students who attend for-profit colleges and universities; one of several projects she is working on that involve low-income and adult-learner students in community colleges and the for-profit educational sector.



**Rose Ylimaki's** current research examines the impact of current reading and accountability policies on instructional leaders'

beliefs and practices about effective literacy instruction. Educational administrators, reading program coordinators, and teachers are being interviewed to determine how well they understand the contradictions between research-based, effective literacy instruction and the ideological processes currently being touted by the authors of No Child Left Behind and Put Reading First, as well as the impact of current policies on their literacy philosophy and practices.

## LEARNING AND INSTRUCTION



**Douglas Clements, Julie Sarama, and Jaekyung Lee** are conducting a large empirical study to investigate how good curricula can be "scaled-up"

to work in many classrooms. "Scaling-Up TRIAD: Teaching Early Mathematics for Understanding with Trajectories and Technologies" is funded by the U.S. Department of Education's Institute of Educational Sciences; as part of the Interagency Educational Research Initiative.



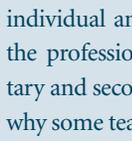
**James Collins and Jaekyung Lee** are conducting a three-year study called "Writing Intensive Reading Comprehension"



to examine the efficacy of using writing to improve reading comprehension in low-performing urban schools. The study is funded by the Institute of Education Sciences, U.S. Department of Education and the goal is to produce writing strategies to help fourth- and fifth-graders develop comprehension by writing during their reading.



**Catherine Cornbleth's** ongoing research project, "Biography, Social Structure, and Engaging Diversity" examines the interplay of individual and institutional influences in the professional socialization of elementary and secondary teachers and addresses why some teachers engage students different from themselves more constructively than do others.



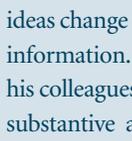
than do others.



**Scott DeWitt** is examining teacher education in social studies by evaluating the impact of our teacher education program on pre-service and master's degree students' dispositions and pedagogical practices.



**S. G. Grant** is researching what young children know about historical figures, how they represent their ideas, and if/how their ideas change with the introduction of new information. In another project, he and his colleagues are attempting to detect any substantive and/or rhetorical differences between responses to descriptive and



argument-based prompts by examining secondary students' responses to differing versions of essay prompts on Document-Based Questions like those on the New York State Regents history exams.

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**Xiufeng Liu** continues to focus his research on understanding students' learning pathways of developing understand-

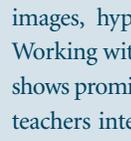
ing of science concepts from K-12 in order to inform the state and national science education standards. He is also researching technology-enhanced science teaching, learning, and assessment through probeware, computer modeling, and web-based portfolios.



**Mary McVee, Lynn Shanahan,** and doctoral student Nancy Bailey are studying the application of new and emerging technologies to literacy education focusing on the digital interpretation of poetry through use of



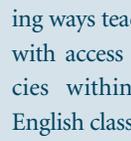
images, hyperlink, animation, and text. Working with K-12 teachers, this research shows promise in getting children and their teachers interested in poetry exploration, and thinking about literacy in new ways.



and thinking about literacy in new ways.



**Diane Zigo** has been collaborating with Regina Dunlavy Derrico of Williamsville East High School in research exploring ways teachers can provide all students with access to powerful academic literacies within heterogeneously grouped English classrooms. In addition, they have been engaged in a self-study of the secondary English methods/strategies courses they co-teach in GSE's Teacher Education Institute.



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# WNY School District Spotlight

NIAGARA FALLS SCHOOL DISTRICT



Niagara Falls  
City School  
District

Learning For All...Whatever It Takes



**CARMEN GRANTO**

The city of Niagara Falls has seen a recent revitalization in its school district despite a decline in school enrollment, a shrinking population base, and an adverse economic climate. The buildings and technology in all 13 district schools have been significantly upgraded, including free Internet access to all staff, students, and their families. Superintendent

Carmen Granto, a 36-year veteran of the district, has accomplished these changes even though taxes have not been raised during his 10 years leading the district. (For more details on the economic transformation of the Niagara Falls School District [NFSD], please visit [www.scholastic.com/administrator/backtoschool/articles.asp?article=forum](http://www.scholastic.com/administrator/backtoschool/articles.asp?article=forum).)

There are nine elementary schools in the district: Harry F. Abate, Hyde Park, Henry J. Kalfas, Maple Avenue, Geraldine J. Mann, Niagara Street, 60th Street, 66th Street, and 79th Street. Charles B. Gaskill, LaSalle, and Niagara comprise the three middle schools, and the secondary school is Niagara Falls

High School. Over 9,000 students are enrolled in these 13 schools, which are staffed by approximately 700 teachers, instructional aides, guidance counselors, and librarians/media specialists. There are also 26 administrators in the district.

Graduate School of Education alumni comprise 7% of the NFSD staff and 15% of the district's administrators. Elementary school principals Joseph Colburn (Ed.M., 1999, Educational Administration); Manning Fogan II (Ed.M., 1981, Educational Administration); and Lawrence Martinez (Ed.M., 1972, Reading Education); and vice principal Marcia Capone (Ed.M., 1997, Educational Administration) are the GSE alumni on the administrative staff.

The guiding principle throughout NFSD is "Learning for All...Whatever it Takes." Superintendent Granto feels that GSE alumni in the district have embraced this spirit and play an important role throughout the Niagara Falls schools: "I have found that the UB graduates we have hired, as staff or administrators, have always been sensitive to the diverse needs of our student population. These individuals are dedicated to the power and process of education and continue to be an integral part of the ongoing success of our students."

## THIS NEWSLETTER IS ALSO ONLINE!

You can view the **GSE Alumni Newsletter, .edu**, from any location with Internet access, print multiple copies of the newsletter as needed, and share newsletter information easily with out-of-town friends and family. All of these benefits are possible because the GSE Alumni Newsletter is available, in its entirety, online at [www.gse.buffalo.edu/alumni/edu.asp](http://www.gse.buffalo.edu/alumni/edu.asp). Please take a few minutes to view .edu online and then let us know what you think. You may e-mail your comments to Assistant Dean Jenifer Lawrence at [jlawrenc@buffalo.edu](mailto:jlawrenc@buffalo.edu).

# Clements Appointed Associate Dean for Educational Technology

Douglas Clements has been named the associate dean for educational technology in the Graduate School of Education. Clements has worked at UB since 1988. As a professor in the Department of Learning and Instruction (LAI), Clements has taught courses in early childhood, mathematics, and technology education, as well as a distance learning course in GSE's distance learning master's program. In all his courses, Clements strives to use technology when it enhances learning.

Along with LAI colleague, Julie Sarama, Clements has obtained funding for a variety of projects that emphasize technology. Through two National Science Foundation (NSF) grants, they developed multiple software programs that are integrated into mathematics curriculum for the early childhood and elementary ages. They have recently been funded by the U.S. Department of Education's Institute of Instructional Sciences and NSF to conduct three separate studies to evaluate the effectiveness of their technology-enhanced curricula.

Clements has published numerous studies involving technology, as well as several reviews of the research on technology in early and mathematics education. He has published 8 books or monographs, over 100 refereed articles, 50 book chapters, 107

articles in non-refereed journals, 42 textbook or curriculum packages, 23 software curriculum packages, 61 reviews of other books or curricula, and 13 other publications.

Clements has served as an author of the National Association for the Education of Young Children's position statement on technology, and has co-written technology sections in works such as the National Council of Teachers of Mathematics' *Principles and Standards for School Mathematics*.

"Educators at every level must continually reassess issues of educational technology," Clements believes. "With some distance education universities showing rapid growth, GSE must determine the proper role for technology throughout its activities, ignoring pressure for ineffective or inappropriate uses, but fully supporting educationally useful applications. Such actions can keep UB be at the leading edge of focused, successful, applications of educational technologies." ●



**DOUG CLEMENTS, Ph.D.**  
(1983, Elementary Education)



## GSE STUDENTS HONORED AT SCHOLARSHIP RECEPTION

*GSE student scholarship recipients (standing l to r): Lin, Batt, Keegan, Dechert, Bankhead; (seated l to r): Niimura, Lee; (not pictured): Deeg, Schroeder.*

Through the generosity of the 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. Dean Mary Gresham hosted the inaugural GSE Student Scholarship Reception in September 2005 to honor these student award winners for the 2005–2006 academic year:

**Ursie Bankhead** (CSEP doctoral student) received the **James C. Hansen Scholarship**, which supports a student pursuing a doctorate in counseling psychology with a focus on working with families.

**Rebecca Batt, Sarah Deeg, and Diane Schroeder** (all LAI master's students) each received an **Adelle H. Land Scholarship**, which supports students pursuing a teaching career.

**Debra Dechert** (LAI doctoral student) received the **William Eller Scholarship**, which supports a student pursuing a degree in reading education.

**Kelly Keegan** (LAI doctoral student) received the **Mary Lou and S. David Farr Scholarship**, which supports a student researching digital technology and learning.

**Yu-fen Lee** (LAI doctoral student) received the **Ralph Theurer Scholarship**, which supports a student pursuing a degree in science education.

**Hui-hua Lin** (CSEP master's student) received the **Marceline Jaques Scholarship**, which supports a student pursuing research in rehabilitation.

**Aki Niimura** (LAI master's student) received the **Judith T. Melamed Scholarship**, which supports an international student pursuing a degree in the TESOL program.

## '60s

**Joseph Cesari** (Ed.B., 1962, Physical Education), former UB wrestler and football player, was honored as the first Distinguished Alumni Award inductee to the UB Alumni Association Athletic Hall of Fame for his contributions to athletics after leaving UB. Cesari retired with a record of 351-31-2 as a high school wrestling coach in Kulpmont, PA.

**Donald Clark** (Ed.D., 1961, Social Studies Education) has been recognized as a distinguished member by the American Association for Career Education. He is the president and chief executive officer of the National Association for Industry-Education Cooperation in Buffalo, NY.

**Elizabeth Frantz** (Ed.M., 1969, College Counseling and Student Personnel Work) has assumed the role of chairwoman at the *Herald-Dispatch* in Huntington, WV.

**William Monkarsh** (Ed.M., 1965, Health Education), former UB baseball player, was enshrined in the Western New York Baseball Hall of Fame. Monkarsh played professionally in the Los Angeles Dodgers and Detroit Tigers organizations.

## '70s

**Arla Altman** (Ed.M., 1979, Educational Administration) has been named executive director and dean of development for the Pasco-Hernando Community College Foundation in New Port Richey, FL.

**James Harvey** (Ed.D., 1979, Curriculum Planning) was recently appointed vice president of administration and finance at Central Florida Community College (CFCC) in Ocala, FL. Harvey most recently served as the provost at CFCC's Citrus County Campus.

**Dennis Horrigan** (M.S., 1970, Rehabilitation Counseling) has been appointed president and CEO of the Catholic Independent Practice Association, an organization of 700 physicians representing its members and the Catholic Health System in managed care contracting and contract management.

**Rung Kaewdang** (Ph.D., 1977, Educational Administration) is the new deputy education minister for the National Education Commission in Bangkok, Thailand.



**Arthur Levine** (Ph.D., 1976, Higher Education), former president of Teachers College, Columbia University and a nationally noted advocate for educational equity and

education reform, has been named the sixth president of the Woodrow Wilson National Fellowship Foundation. For 60 years, the Foundation has provided financial support to more than 21,000 graduate students.

**Lawrence Reiss** (Ed.M., 1975, English Education) was promoted to senior associate general counsel at Mack-Cali Realty, a real estate investment trust. Reiss is responsible for the company's legal review of leasing transactions in New York and Connecticut.

**Howard Smith** (Ed.M., 1974, Social Studies Education) has been named chair of the board of the Ventura County (CA) Economic Development Association. Smith is a vice president and financial advisor with Morgan Stanley in Ventura County, specializing in asset management for high net worth individuals, foundations, and nonprofit organizations.

**Thomas Williams** (Ed.M., 1978, Curriculum Planning) was honored with the Emerald Award by the Northwestern Mutual Financial Network for outstanding sales achievement.

**Verna Willis** (Ph.D., 1977, Research and Evaluation in Instructional Education) retired last year from her tenured position at Georgia State University in Atlanta.

## '80s



**Muriel Howard** (Ph.D., 1985, Educational Administration), president of Buffalo State College, is in line to become chair of the American Association of State Colleges and

Universities in 2007. At the association's annual meeting in November 2005, Howard was voted 2006 chair-elect, a position that ensures she will become chair the following year. Howard has been active in the national association, serving on its board of directors from 1999 to 2001.

**Gwen Ito** (Ed.M., 1989, Teaching English to Speakers of Other Languages) has been promoted to copywriter/proofreader at Crowley Webb and Associates, a Buffalo marketing communications agency.

**Eugene Zinni** (Ed.M., 1986, General Education) has been elected a director of the Western New York Safety Conference.

## '90s



**Mark Ashwill** (Ph.D., 1991, Social Foundations) has been appointed director of the Institute of International Education's (IIE) Vietnam office, and is

responsible for the overall management and supervision of IIE's Hanoi and Ho Chi Minh City offices, including direct support to the Vietnam Fulbright program, oversight of in-office educational advising services, coordinating existing fellowship and training projects, provision of strategic direction to the office, and program development.



**Chris Barrick** (Ph.D., 1999, Counseling Psychology), research scientist at UB's Research Institute on Addictions, is the principal investigator for a \$1.6

million grant from the National Institute on Drug Abuse. This study is designed to help address the communication gap between researchers who study addictions-related issues and develop new treatment interventions, and practitioners who work with patients in treatment settings delivering therapeutic services every day.

**Cathy Battaglia** (Ph.D., 1997, Social Foundations) has been appointed community superintendent in the Office of School Performance in the Buffalo City School District.

**Elisa Bianchi** (Ed.M., 1990, Elementary Education) is an elementary teacher in the Elmwood School in Hopkinton, MA.

**Tracie-Michele Lewis** (Ed.M., 1996, Elementary Education) was one of 23 Western New Yorkers honored at the 33rd Annual Black Achievers in Industry Awards Dinner in October 2005. Lewis is the principal of Hamlin Park School 74 and has been employed by the Buffalo Board of Education since 1991. She also started her own business, LuvMarva's Things, which she named after a late aunt.

**Richard Lucas** (Ph.D., 1999, Social Foundations) is the new vice chancellor for institutional advancement at Elizabeth City State University in North Carolina.

**Tracy Meyer** (Ed.M., 1990, College Counseling and Student Personnel Work) has been appointed director of human resources at Gateway-Longview of Williamsville, NY.

**Lorraine Peeler** (Ph.D., 1995, Counselor Education), pastor of Buffalo's Covenant Truth Center and author of *Your Empowerment Zones*, received Empire State College's 2005 Altes Prize for Exemplary Community Service.

**Damon Revelas** (Ph.D., 1995, Educational Administration) has been appointed dean of the Roger A. Saunders School of Hotel & Restaurant Management at Newbury College in Brookline, MA.

**Vonetta Rhodes** (Ed.M., 1999, Elementary Education) has been named director of the Niagara County Community College Child Development Center.



**Marsal Stoll** (Ed.D., 1994, Educational Administration) is the new president of Houston Community College's Coleman College of Health Sciences located

in the Texas Medical Center, the largest medical center in the world.

## '00s



**Sharon Brooks** (Ph.D., 2005, Educational Administration) was one of 23 Western New Yorkers honored at the 33rd Annual Black Achievers in Industry

Awards Dinner in October 2005. Brooks is the founder and, for the last 24 years, director of the Brooks Learning Center in Buffalo, NY. She opened the center to prove that all children are capable of learning if properly taught.

**Meg Callahan** (Ph.D., 2001, English Education), assistant professor at the Warner Graduate School of Education and Human Development at the University of Rochester, has served as the director of the English Education Program, taught courses for the preparation of English teacher candidates, and supported students in their field placements and student teaching.

**Bob Davies** (Ph.D., 2005, Higher Education), UB associate vice president for alumni relations, has accepted a position as vice president for institutional advancement at Indiana University of Pennsylvania. As vice president, Davies will be responsible for a wide-range of programs including alumni relations, development, government affairs, and communications.

**Clotilde Perez-Bode Dedecker** (Ed.M., 2000, Teaching English to Speakers of Other Languages) has been named vice president of programs for the Community Foundation for Greater Buffalo, a philanthropic organization.



**Jill Gradwell** (Ph.D., 2005, Elementary Education) is an assistant professor and coordinator of social studies education in the Department of History and Social Studies at Buffalo State College. She is also serving as an educational consultant on a million dollar Teaching American History Grant with the Buffalo City Schools.



**Benson Hoffman** (Ph.D., 2004, Counseling/School Psychology) is a research/clinical psychologist at Duke University Medical Center in Durham, NC.

Hoffman's research activities revolve around the SMILE Study (Standard Medical Intervention vs. Long-Term Exercise), an investigation of the efficacy of cardiovascular exercise for the treatment of clinical depression, as compared to antidepressant medication.

**Hoe Kyeong Kim** (Ph.D., 2003, Foreign and Second Language Education) is an assistant professor in the Department of Teacher Education at Cleveland State University, Ohio.

**Mary Rose McCarthy** (Ph.D., 2001, Social Foundations) is an assistant professor in the School of Education at Pace University in New York City, where she has recently been appointed coordinator of the adolescent program. She is also the advisor to the Teacher Opportunity Corps at the Pace Westchester campus.

**Trica Peterson** (Ph.D., 2005, Counseling/School Psychology) has joined the staff of Niagara University's Office of Counseling

Services. She will provide individual and group assistance to students, as well as being actively involved in outreach programming.

**Michael Redfern** (Ed.M., 2003, General Education), UB School of Nursing senior staff assistant for academic affairs and ELP doctoral student, received \$24,957 (as co-principal investigator) from the National Student Nurses' Association to develop a Peer Assisted Student Support (PASS) Center. The center will provide academic assistance to "at-risk" students through student-tutoring.

**Joshua Schiffman** (Ph.D., 2004, Counseling/School Psychology) is an associate lecturer for the Department of Psychology at the University of Wisconsin-Madison; works part-time at Marquette University, providing psychotherapy in the university Counseling Center; has a small psychotherapy private practice; and was recently licensed as a psychologist in Wisconsin.

**Penka Skachkova** (Ph.D., 2000, Social Foundations) is the new director of Eastern Illinois University's women's studies minor program and the Women's Resource Center.



**Alexia Thompson** (Ph.D., 2005, Special Education) is the project coordinator for the Bilingual Special Education University Improvement Project and

adjunct faculty in the Department of Exceptional Education at Buffalo State College.

**Anne Marie Tryjankowski** (Ed.D., 2005, Elementary Education) has accepted a position as an assistant professor in the School of Education at St. Bonaventure University.

**Francisco Vasquez** (Ph.D., 2003, Social Foundations) was honored with the professional achievement award at the Third Annual Hispanic Heritage dinner, sponsored by Hispanics United, the Latino Business Owners Association, and the Hispanic Women's League. Vasquez's achievements have been in the field of developmental disabilities and children and their families.

**Jason Winnicki** (Ed.M., 2001, Social Studies Education) has been appointed assistant principal at the West Seneca East Middle School.

## Bruce Johnstone Announces Retirement

*continued from page 1*

with William Barba, chair of the Department of Educational Leadership and Policy (ELP), he helped strengthen ELP's then-struggling higher education program. Barba, who coordinates the higher education program, says of Johnstone's contribution, "I have never worked with a more intelligent and humble colleague, who is at once a master teacher and adviser and a noted authority on educational issues across the globe. Bruce is unique and his dedication is contagious. I will always hold our friendship close in my heart."

In 1999 Johnstone took over leadership of ELP's program concentration in comparative and global studies in education. He describes his transition from chancellor to professor as "always the game plan," but his scholarly output and academic leadership since becoming full-time faculty has been, in the words of ELP colleague Lois Weis, "absolutely astounding." As Weis notes, "It is extremely rare for an administrator to regain steam in the scholarly area after vacating the professorship to become a full-time administrator. Bruce has done it all; he was a truly fine administrator and is now a stellar scholar who is noted for his work throughout the world."

Since joining the GSE faculty full-time in 1995, Johnstone has written or co-edited three books and two special journal issues,

**"Bruce is unique and his dedication is contagious."**

written or been first co-author of four monographs, and written 39 book chapters and journal articles on the topics of higher education economics, finance, and governance in domestic and international comparative perspectives. From his first doctoral student in 1995, he has carried 19 through to completion and expects to graduate five or six more by the end of the current academic year. His eight grants have brought in approximately \$976,000, mostly from the Ford Foundation for support of his International Comparative Higher Education Finance and Accessibility Project (ICHEFAP), which has become the principal worldwide location for information about international comparative higher education finance. The project website ([www.gse.buffalo.edu/org/IntHigherEdFinance](http://www.gse.buffalo.edu/org/IntHigherEdFinance)) contains 45 continuously updated country descriptions and more than 35 scholarly papers, mainly by Johnstone, constituting the world's most extensive body of literature on international comparative tuition policies, financial assistance, and student loans. The project has hosted advanced graduate students from Harvard, Stanford, Teachers College, Vanderbilt, and SUNY Albany, as well as scholars and students from Germany, the Netherlands, Portugal, Russia, Romania, Mexico, Argentina, Canada, China, India, Ethiopia, and Kenya. Johnstone, with project manager Pamela Marcucci and a team consisting of current graduate students from China, Japan, Singapore, Malaysia, India, Egypt, Morocco, Kenya,

Burkina Faso, Romania, Turkey, Latvia, and the United States, have presented at academic conferences throughout the United States and have sponsored or co-sponsored special conferences on higher education finance and cost-sharing in Buffalo, Dar es Salaam, Prague, Moscow, and Nairobi.

Johnstone's contributions to UB and GSE include service on the UB Faculty Senate and the GSE Personnel and Graduate Degrees Committees. He has served as a director of many national higher education organizations, including the Association for the Study of Higher Education, the American Council on Education, the Association of State Colleges and Universities, the American Association of Colleges and Universities, the National Association of System Heads (president, 1992–1994), and the College Board (chairman, 1992–1994). Locally, he is a trustee of D'Youville College and has served on the boards of numerous organizations in Buffalo, including the Buffalo Arts Council, the Museum of Science, the Amherst Saxophone Quartet, Studio Arena Theatre, and the Buffalo Urban League.

In addition to his Ph.D. in higher education from the University of Minnesota, Johnstone has honorary doctorates from California State University San Diego, Towson State University, and D'Youville College. Recent UB honors include SUNY Distinguished Service Professor, Chancellor's Award for Excellence in Faculty Service, and UB Award for Outstanding Contributions to International Education. (For a detailed Bruce Johnstone curriculum vitae, please visit [www.gse.buffalo.edu/newsletter](http://www.gse.buffalo.edu/newsletter).)

Johnstone lives on the Buffalo waterfront with his wife Gail, who is president of the Community Foundation for Greater Buffalo, and who will consider retiring when, as she says, "Bruce begins staying home." He says he "will try." ●

**Pamela Marcucci**, ICHEFAP project manager, was the contributing writer for this story.

### KEEP IN TOUCH WITH FELLOW GSE ALUMNI

**UB Connect**, a new secure and password-protected online community exclusively for UB alumni, is now available at [www.alumni.buffalo.edu](http://www.alumni.buffalo.edu). GSE alumni are encouraged to register at this site where they will be able to manage their individual profile, sign up for lifetime e-mail forwarding, submit a Class Note (with a photo, if desired), as well as locate other GSE alumni easily and efficiently. In addition, alumni can visit the careers and networking module where they can post their resume or search for jobs. Registered users can choose which information they would like others to view, as well as opt out at any time.



ROBERT STEVENSON

## STEVENSON INVITED TO ENGLAND THINK TANK CONFERENCE

Robert Stevenson, associate professor in the Department of Educational Leadership and Policy, was one of twelve “world leaders in the field of education for sustainable development” invited to the University of Plymouth,

England in November 2005, for an intensive one week think tank conference on the theory and practice of sustainability-oriented education and their implications for higher education. The purpose of the think tank was to help provide direction to the university, which has recently been funded for five years (approximately \$8.5 million)

by the Higher Education Funding Council for England, to establish a Centre on Excellence in Teaching and Learning for Sustainable Development. The mission of the centre is “to embed education for sustainability into higher education both at Plymouth and across the whole UK higher education sector.”

Stevenson was also interviewed on-air in November 2005, as part of the BBC Radio 2 current affairs program “Four Corners” for a special on the lack of teaching in schools about global environmental issues, such as climate change. He was asked to describe education for sustainable development, to compare the attention given to these issues in Australia and the U.S., and to explain why teachers should include issues in their classes on which not everyone agrees.

## Faculty Focus

*continued from page 3*

predicated upon short term and inward-looking capacity building models, are unlikely to be any more successful than previous “restructuring” and “reculturing” approaches.

A second line of research emerged in 2001 when I, along with fellow members of the educational administration (EDA) faculty in the Department of Educational Leadership and Policy (Stephen Jacobson, Lauri Johnson, and Rose Ylimaki), joined the International Successful School Principals Project (ISSPP), an eight-country consortium of universities exploring the characteristics of school leadership. In our case, the emphasis was on schools in high needs contexts. This Wallace Foundation supported research differs in three important ways from previous studies. First, ISSPP is a multi-perspective rather than principal referent study. Second, case study data, recently supplemented by an internationally developed survey, were collected using a grounded methodology rather than previously developed leadership frameworks. Third, EDA faculty, with their different theoretical backgrounds and perspectives, collaborated in the data analysis and interpretation in ways that have brought fresh perspectives to the research.

Data from ISSPP have contributed new insights into the nature of instructional and transformational leadership practices

in challenging urban elementary schools. Three principles of leadership practice were particularly evident—the accountability, the caring, and the learning principles. Successful school principals were found to ground their improvement practice in the creation of well-managed and safe schools, before turning their attention to leveraging district and state accountability mandates to facilitate change for the benefit of students. With a clear focus on improved student achievement, organizational structures were adapted to enable collaboration, professional learning, the engagement of parents, and the celebration of success. The pressure of accountability and the principle of learning were grounded in an ethic of care, the reduction of social distance, and the building of strong relationships.

At the recent annual Willower Family Lecture Series hosted by the Western New York Educational Service Council attended by over 100 local administrators, Kenneth Leithwood, world renowned expert in school leadership, observed that the recent findings of EDA faculty on leadership in challenging urban contexts provides a significant contribution to the field. We will continue this work by presenting a symposium of papers containing a range of new insights from ISSPP at the 2006 AERA Conference in San Francisco. ●



EDWIN DURYEYA

### A TRIBUTE TO EDWIN DURYEYA

Edwin D. Duryea Jr., Ph.D., professor emeritus at UB, died December 23, 2005. He was 89. A native of Rutherford, NJ, Duryea was a professor of higher education in the Graduate School of Education from 1966 to 1984. He served as chair of the Department of Higher Education from 1968 to 1982.

Prior to joining UB, he was a faculty member and an administrator at the University of Toledo, Oregon State University, the University of Akron, Hofstra University, and Syracuse University. Duryea earned a bachelor's degree from St. Lawrence University, a master's degree from UCLA, and a doctorate from Stanford University.

During his career, Duryea wrote more than 40 scholarly articles and published a book, *The Academic Corporation: A History of College and University Governing Boards*.

While at UB, Duryea was an honorary faculty member for two years at the National University of Asunción in

Paraguay, where he was head of mission for the U.S. Agency for International Development project.

Duryea was also a World War II Navy veteran. He served as commanding officer of the USS SC-506 and the USS Garfield Thomas, and was a member of the Naval Reserve from 1945 to 1951.

After retiring from UB, Duryea was vice president and then president of the New York Conference of the American Association of University Professors. He continued to be active in sports into his 80s. Duryea enjoyed skiing, tennis, and bicycling.

Surviving are his wife of 45 years, Libera "Libby" Principe Duryea; three daughters, Maria of Huntington, VT, Jenifer of Gloucester, MA, and Beth of Whately, MA; and two sons, Navy Captain David of Fairfax Station, VA, and Jeff of Jamaica Plain, MA.

**A memorial service will be held July 23, 2006 at 3 p.m. in the Hall of Philosophy at the Chautauqua Institute. A reception will follow at the St. Elmo Hotel on the institute grounds.**

### CONTINUING EDUCATION FOR EMERITI

Graduate School of Education professors emeriti are meeting informally with current faculty each semester in a new lecture series called Continuing Education for Emeriti. The goal of this series is to provide an opportunity for GSE emeriti faculty to reunite with each other on a regular basis, while they learn about current educational issues. This lecture series is being held in the GSE Emeritus Center, 372 Baldy Hall, on the North Campus.

In October 2005, James Collins from the Department of Learning and Instruction (LAI) discussed his "Writing Intensive Reading Comprehension" grant with emeriti faculty. In the November 2005 session, LAI faculty members Douglas Clements and Julie Sarama reviewed their grant "Scaling-Up TRIAD: Teaching Early Mathematics for Understanding with Trajectories and Technologies." The next scheduled lecture, "Parallel Lines" by Gerald Rising (LAI emeritus professor), is March 24, 2006.

For further information about upcoming emeriti activities, please contact Marilyn Koren, GSE director of development, at (716) 645-2478, ext. 1029 [ormjkoren@buffalo.edu](mailto:ormjkoren@buffalo.edu).



James Collins (far left) discusses his grant with professors emeriti (back l to r): Rodney Doran, Bruce Miller, Austin Swanson, Gerald Rising, Stephen Brown; (front l to r): J. Ronald Gentile, Leroy Callahan.

# Alumni Remember GSE

BY MARILYN KOREN



**MARILYN KOREN**

“Exciting.” “Uplifting.” “A life-changing experience.” “A successful and fulfilling career.” These are words echoed by the many Graduate School of Education alumni we have been privileged to meet traveling around the country with the UB Alumni Association and *UB On the Road*. GSE alumni tell us stories about memorable faculty and the strong connections

they made with their classmates and colleagues. Alumni also remember the assistance they received from private support making it possible to continue their education or to attend school full time.

We are fortunate that many of our alumni express these warm feelings and good memories about Buffalo and GSE

through consistent annual giving. Generous private support enables our current students to experience the same high quality academic preparation, and provides them with the very best educational opportunities possible, including innovative projects, nationally recognized research, and exceptional teaching.

We are grateful also to our alumni and friends who have made major gifts of scholarships, student awards, or support for areas of special interest. It has made a difference.

If you would like information about the many ways that your generous support can make an impact on people hoping to become professionals like you, please contact me at (716) 645-2478, ext. 1029 or [mjkoren@buffalo.edu](mailto:mjkoren@buffalo.edu). We look forward to meeting you when UB goes *On the Road* again and we thank you for remembering the Graduate School of Education. ●

*Marilyn Koren is the director of development in the Graduate School of Education.*

# The Benefits of Planned Giving

BY WENDY IRVING

Planned Giving is the process of incorporating charitable giving into an overall personal estate and financial scheme. Through careful planning, you can achieve your philanthropic goals for the Graduate School of Education while at the same time benefiting your personal financial position, supplementing your retirement, and providing additional support and security to your family.

The benefits of planned giving can include: an immediate federal income tax deduction, minimization or elimination of capital gains tax, and an increase in spendable income (if a life-income gift is established).

A planned gift can also generate substantial estate benefits. You might be able to shelter the appreciation of expected estate assets, thereby reducing the inheritance taxes to your family. Or

you might want to provide lifetime security for your family members without burdening them unnecessarily with unfamiliar investment and financial decisions.

To learn more about planned giving, please contact Wendy Irving, Esq., in the UB Office of Planned Giving at (716) 829-2630, ext. 290; toll free at (877) 825-3422; or [irving@buffalo.edu](mailto:irving@buffalo.edu). ●

*Wendy Irving, Esq., is the senior director of planned giving for University Advancement.*



**WENDY IRVING, J.D. '91, Ed.M.**  
(1991, College Counseling and Student Personnel Work)

# 2006 GSE Lecture Series

All sessions will be held at the Buffalo Niagara Marriott, 1340 Millersport Highway, Amherst, from 8:30 a.m. to 10:00 a.m. The cost for each lecture is \$30 (full-time students may attend for \$12) and includes a continental breakfast at 8:00 a.m. **NOTE: "Tribute to D. Bruce Johnstone" will be held at the Center for Tomorrow, located at the Flint Road entrance of the UB North Campus.** For more information, please visit [www.gse.buffalo.edu/cap/continuinged](http://www.gse.buffalo.edu/cap/continuinged) or contact Lisa Monpere at (716) 645-6642.

## CONTINUING PROFESSIONAL EDUCATION

**C. CRYSS BRUNNER (UNIVERSITY OF MINNESOTA)**  
MARCH 9, 2006  
"Power and Leadership"

**J. DONALD SCHUMACHER (PRESIDENT AND CEO, NATIONAL HOSPICE AND PALLIATIVE CARE ORGANIZATION)**  
MAY 18, 2006  
"The Dying Child: Lessons Learned from Our Youngest Teachers"

**JAMES DONNELLY AND DAN DURYEA (UB GRADUATE SCHOOL OF EDUCATION)**  
**ANDREW HYLAND (ROSWELL PARK CANCER INSTITUTE)**  
JUNE 15, 2006  
"Recent Trends in Drug Abuse Among 9th Graders in Erie County"

## SPECIAL TOPIC: HIGHER EDUCATION

**TRIBUTE TO D. BRUCE JOHNSTONE'S CAREER**  
APRIL 21, 2006

In a 25-year administrative career, Johnstone has been vice president for administration at the University of Pennsylvania, president of Buffalo State College, and chancellor of the State University of New York system. Currently, Johnstone is University Professor of Higher and Comparative Education at UB, where he specializes in higher education finance, governance, and policy formation, and in international comparative higher education.

Michael McPherson, the foremost economist of higher education and current president of the Spencer Foundation, will be the tribute speaker.

## GRADUATE SCHOOL OF EDUCATION DEAN'S ANNUAL LECTURE SERIES presents...

**HOWARD GARDNER**  
HOBBS PROFESSOR OF EDUCATION AND COGNITION  
HARVARD GRADUATE SCHOOL OF EDUCATION

### "From Multiple Intelligences to Good Work"

Dr. Gardner will describe the range of human intelligences and how they can be nurtured. He will discuss the GoodWork Project, an empirical study that explores how individuals can carry out work that is ethical, excellent, and engaging, in a time when conditions are changing very quickly and markets are very powerful. Dr. Gardner proposes that society educate persons who will carry out good work, using their optimal combination of intelligences.

FRIDAY, MARCH 10, 2006 | 9:00-10:00 A.M.  
UNIVERSITY INN AND CONFERENCE CENTER  
2402 NORTH FOREST ROAD, AMHERST

Join us for a complimentary continental breakfast from 8:30-9:00 a.m.

This event is free and open to the public.

If you are in need of special accommodations, please contact the Graduate School of Education Dean's Office at (716) 645-6640 or [mcw22@buffalo.edu](mailto:mcw22@buffalo.edu).

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