



FALL 2014 / SPRING 2015 • GSE.BUFFALO.EDU



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GSE Among Top Ranked Education Schools

The Graduate School of Education has placed among the best in the country by *U.S. News & World Report* in its annual ranking, coming in 76th among education schools. In addition, the school's rehabilitation counseling program is ranked 21st and online programs is currently 23rd nationwide.

"These national rankings reflect our university's and GSE's national and international prominence in the field of education," said Dean Jaekyung Lee. "I am proud of our many award-winning faculty members' scholarly accomplishments, as well as the quality education for students across GSE. We strive for excellence through the 'GSE Pillars of Distinction': (1) evidence-based educational improvement across the lifespan; (2) pedagogy of inquiry, engagement, and impact; (3) lifelong support for students and alumni; (4) interprofessional collaboration and global partnership."

GSE offers a wide range of master's, doctoral, and advanced certificate programs, including preparation toward New York State certification, through its four departments: Counseling, School, and Educational Psychology; Educational Leadership and Policy; Learning and Instruction; and Library and Information Studies.

Mourning the Loss of GREG DIMITRIADIS



Gregory J. Dimitriadis, professor from the Department of Educational Leadership and Policy, who also served as the associate dean for academic affairs in the Graduate School of Education, died unexpectedly on December 29, 2014. He was 45.

Dimitriadis was highly respected for his work in urban education and policies serving disenfranchised urban youth. He wrote numerous articles and books, including *Performing Identity/Performing Culture: Hip Hop as Text, Pedagogy, and Lived Practice*; *Friendship, Cliques, and Gangs: Young Black Men Coming of Age in Urban America*; and *Studying Urban Youth Culture*.

Dimitriadis served on numerous doctoral committees and guided countless students throughout the country with their studies.

Jaekyung Lee, dean of the Graduate School of Education, called Dimitriadis' death "tragic and heartbreaking."

"Dr. Dimitriadis has represented the best of us in GSE," said Lee. "His integrity, dedication, and commitment for great scholarship and education have influenced so many people's lives. A star is gone, but his legacy will shine on us forever here at UB."

Dimitriadis' death shocked his colleagues, who showered him with accolades, both for his cut-

ting-edge academic expertise and his timeless awareness of how learning enriches students' lives.

"Greg was a brilliant and dedicated scholar," said Lois Weis, SUNY Distinguished Professor. "He worked with scores of students and was a much-beloved member of our community. He loved his students, the Graduate School of Education, and the University at Buffalo. We will miss his brilliance, his compassion, his devotion to students, and his dedication to making the world a better place. He represents the best in all of us."

A graduate of Fordham Prep in the Bronx, Dimitriadis earned a bachelor's degree from Boston College, two master's degrees from UB, and a doctorate from the University of Illinois at Urbana-Champaign.

During his time at the University of Illinois, he was cherished as a mentor and friend to many families at the Boys Club of America. He took an unusual approach to his research: Instead of writing about what he believed the community needed, he went into the community to listen to what the people said they needed. He worked with boys destined to join gangs by serving as a mentor and friend to them and their families, and he continued to support these boys and families until he died.

Contributions in Dimitriadis' memory can be made to the Greg Dimitriadis Memorial Scholarship Fund. Donations can be sent to the UB Foundation Inc., P.O. Box 900, Buffalo, NY, 14226, referencing Greg Dimitriadis on the letter or check memo. For donations by credit card, please call (716) 645-8720.

Charles Anzalone, senior editor for University Communications, was a contributing writer for this story. A press release with additional details is available at gse.buffalo.edu/news-and-events/10801.

Dear Colleagues and Friends of GSE,

Accessible. Impactful. Innovative. These three words may well characterize our school's educational vision and ongoing efforts. They also may be my handy answers to anyone who might ask why they should make a philanthropic gift to GSE. Yes, our school is already proud of being accessible, impactful, and innovative. However, we can do much more and excel further with your support. Let me give you three pieces of quick information to support my claim.

First, together we can make our school more accessible. During the past year, we provided a total of 41 scholarships and 89 graduate assistantships to GSE students (internal and external funding sources combined). We seek additional scholarship support to continue to recruit and retain talented students in our graduate programs, particularly in high-need and high-impact areas. During the past year, GSE has been recognized for its pioneering role in improving access and excellence in online education (ranked number 23 by *U.S. News & World Report*). Additional investment in online education development will assist us to reach more students and graduates and provide a platform for their continued educational development.

Second, your assistance can make our school more impactful. During the past year, there have been many great faculty accomplishments with several receiving national or state-level recognition for their scholarly work, including AERA Mid-Career Award, APA Fellow, National Academy of Education/Spencer Postdoctoral Fellow, OECD Fellow, and SUNY Distinguished Professor. These well-deserved honors bring great pride to our school. We seek funding for endowed faculty positions in order to recruit and retain internationally renowned distinguished faculty into GSE for more impactful research.

Third, your support can help make our school more innovative. Philanthropic support of our research and development centers will enable us to create new forums, tools, and evidence-based guidelines for lifelong education improvement. An example of innovation is found in our GSE centers, such as the Gifted Math Program, which is nationally recognized for producing young leaders and innovators in the Western New York area. Your investment will help build new centers and strengthen existing ones to broaden the horizon of educational opportunities and to improve our local and global communities with new ideas and breakthroughs.

Finally, as we cope with the recent tragic loss of our beloved colleague, Professor Greg Dimitriadis (see cover story), I want to remind you of what he dreamed our school could become and how hard he worked toward that dream. He truly believed in the power and potential of our faculty, staff, students, and alumni in GSE to improve education as a team. GSE will make its distinctive mark on students, who in turn will make their mark on the world as educators, counselors, leaders, and information professionals. While there are already good examples of philanthropic investment in GSE, there is no limit to our imagination on how great our school of education could be.

I look forward to working with all of you to realize our shared belief and vision.

Best,

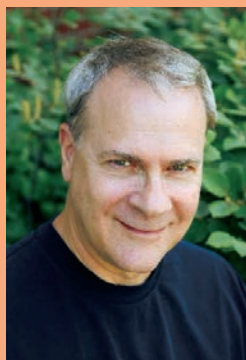
Jaekyung Lee



Jaekyung Lee

ALUMNI IMPACT SPOTLIGHT

This is the initial installment of a new alumni feature called Alumni Impact Spotlight. This feature, which highlights the impact that alumni are having in their local communities, is also available at gse.buffalo.edu/alumni/impact.



WILLIAM LONDON
Ed.M. '84, Educational Psychology

What is your current position and place of employment?

I'm a professor of public health at California State University, Los Angeles.

What path led you to attaining your current position?

I wound up in my current position because of a strong educational background and my professional experience. After earning five degrees from UB (which puts me in a tie for most UB degrees earned) in 10 years, I had several faculty and administra-

tive positions at colleges and universities, and an administrative position at a nonprofit educational organization. In 1995, 10 years after leaving UB, I received a master of public health degree.

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

My Ed.M. program in educational psychology was especially helpful in preparing me to teach statistics courses and courses involving issues in program evaluation.

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

I learned about criterion-referenced mastery learning from J. Ronald Gentile, and I've attempted to apply it in teaching more than 50 different

Inaugural GSE Dean's Distinguished Lecture Series

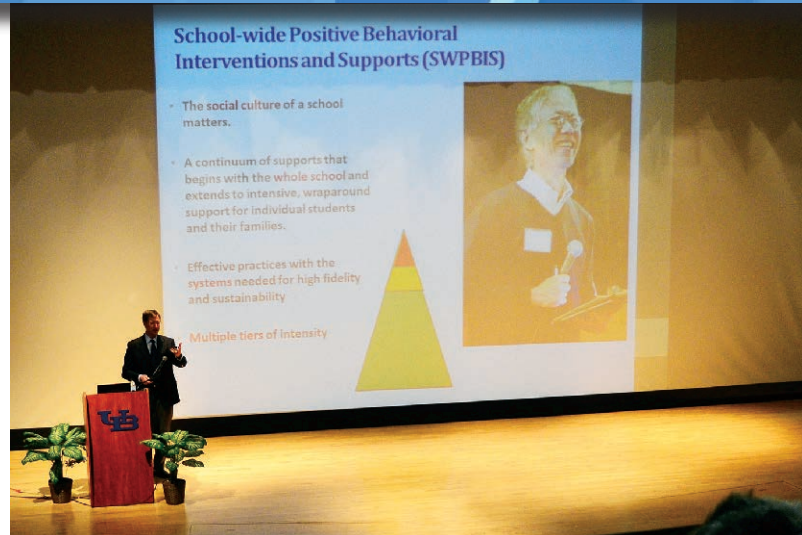


Robert Horner

Robert Horner, Alumni-Knight Endowed Professor of Special Education at the University of Oregon, was the featured speaker for the inaugural GSE Dean's Distinguished Lecture Series held in April 2014. Horner directs the Educational and Community Supports research unit in the University of Oregon's College of Education, and his research has focused on developing evidence-based interventions that result in socially significant changes for people with or without

disabilities. In his lecture, Horner reviewed the core features of positive behavioral interventions and supports (PBIS), the role of PBIS to improve schools, and the results from research and implementation efforts over the past 15 years.

During the past 20 years, Horner has worked directly with schools in the development of approaches for implementing school-wide systems of positive behavior support. In recognition of his achievements, Horner has received multiple awards, including the Public Service Behavior Analysis Award (2006) from the Society for the Advancement of Behavior Analysis; the Education Award (2002) from the American Association on Mental Retardation; and the Fred Keller Educational Research Award (1996) from the American Psychological Association.



Robert Horner explained the concept of positive behavioral interventions and supports.

The goal of the GSE Dean's Distinguished Lecture Series is to engage local education community members, as well as faculty and students, with leading senior scholars in critical fields of education. Each year, the school will bring to campus a distinguished scholar to give a special lecture and a professional development workshop. Building on the university and school's strategic strengths, the series intends to showcase and benchmark impactful research and scholarship in the areas identified as strategic visions for the future of UB and GSE. The inaugural lecture was supported by the Adelle H. Land Memorial Fund and the Charlotte C. Acer Endowment for the Colloquia on Urban Education.

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

undergraduate and graduate courses at six colleges and universities.

What was your most memorable experience during your degree program?

One very rewarding experience was taking a course taught by S. David Farr that was set up for the students to teach children computer programming with the Logo language.

How have you impacted your local community through your work?

For four years, I directed U.S. Department of Education-funded drug abuse prevention training programs I designed for school personnel in Northeast Ohio. As a consumer health education specialist, I've devoted most of my career

to promoting public understanding of science as it pertains to health concerns. I've organized conferences, edited newsletters, written op-ed pieces, blogged, and made appearances on television and radio.

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

I was the founding president of the Ohio Council Against Health Fraud and later the president of the National Council Against Health Fraud. I initiated the Master of Public Health in Urban Public Health Program at Charles R. Drew University of Medicine and Science. I'm the co-author of the last four editions of the college textbook *Consumer Health: A Guide to Intelligent Decisions*.

I'm one of two North American editors of the journal *Focus on Alternative and Complementary Therapies*. I've also been the associate editor of *Consumer Health Digest*, an e-newsletter with over 11,000 subscribers.

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

I have an unusual specialty within the field of public health: consumer health education with an emphasis on promoting public understanding of science. Any students who might be interested in the work I do would do well to complete GSE's Science and the Public master's degree program and also pursue a master's or doctoral degree in a public health discipline.



Gregory Fabiano, associate professor from the Department of Counseling, School, and Educational Psychology, has been appointed

the associate dean for interdisciplinary research. As the associate dean, Fabiano is overseeing GSE-wide research policy and grants, as well as enhancing the school's capacity for externally-funded research.



Xiufeng Liu, professor from the Department of Learning and Instruction, has been named the director of the Office of Educational

Innovation and Assessment at UB. In his new role, Liu is guiding the campus on innovative instructional methods and achieving learning outcomes. Liu is also continuing to serve as a professor in GSE.



X. Christine Wang, associate professor from the Department of Learning and Instruction, has been appointed the interim director of the Fisher-Price

Early Childhood Research Center. Wang, whose area of expertise is early childhood education, is leading the center's mission to provide the best quality early childhood care, professional development, and research.



Henry Durand joined the Department of Educational Leadership and Policy as a clinical associate professor. Previously, he was the senior associate vice provost of academic affairs and the executive director of the Cora P. Maloney College at UB. Durand is a senator on the SUNY-wide Faculty Senate and a member of the UB Faculty Senate Executive Committee. His course offerings include Statistical Methods for Educational Research, Survey Research Methods and Analysis Using SPSS, and courses in multiculturalism and diversity in higher education. Durand has received the SUNY Chancellor's Award for Excellence in Professional Service, the Milton Plesur Excellence in Teaching Award, and the Grassroots' Cora P. Maloney Award for community service. He holds a B.A. from Denison University, M.Ed. from Xavier University, Ed.D. from the University of Cincinnati, and is a graduate of the Harvard Management Development Institute and the American Management Association executive programs.



Sunha Kim joined the Department of Counseling, School, and Educational Psychology as an assistant professor, and she will also teach courses in the Department of Learning and Instruction. Kim holds Ph.D. degrees in instructional design and technology, and educational research and evaluation, both from Virginia Tech. Her research focuses on the integration of technology and quantitative methods. In her research studies, she evaluates various types of technology use by adopting advanced statistical analyses, such as HLM, SEM, and multivariate analysis. She develops and validates educational instruments using IRT and Rasch models to assess the effects of technology, including computer games. Kim also investigates methodological issues in survival analysis. Since 2008, she has had 10 articles published in peer-reviewed journals. Currently, as a consultant for a \$2 million National Science Foundation grant, she is conducting data analysis to explore the effect of digital games on educational success in mathematics.



Deborah Moore-Russo and Margaret Sallee Honored with UB Awards

Deborah Moore-Russo, associate professor from the Department of Learning and Instruction and director of the Gifted Math Program, received a UB Teaching Innovation Award. Established in 2003 to recognize exceptional educational pedagogy, this award honors faculty who have contributed significantly to engaging students with new methods and approaches to teaching. The award celebrates faculty members whose innovative teaching methods have enhanced student learning outcomes.



Margaret Sallee, assistant professor from the Department of Educational Leadership and Policy, received a UB Exceptional Scholars – Young Investigator Award. Introduced in 2002, this award celebrates a recent superior achievement of a scholar in his/her field of study. This accomplishment distinguished the recipient as an up-and-coming scholar, as well as earned the individual acclaim for his/her published work or other scholastic or artistic endeavor.

New Faculty

LeAdelle Phelps: School Psychology Pioneer



LeAdelle Phelps, professor from the Department of Counseling, School, and Educational Psychology (CSEP), retired in 2014 after serving the University at Buffalo for 25 years. Throughout her career, Phelps was a passionate advocate and a role model for the field of school psychology.

Phelps received her Ph.D. in school psychology from the University of Utah. She worked as a school psychologist and as

the director of a day school program for children/adolescents with behavior issues before beginning her academic career as a faculty member at the University of Missouri-Columbia, where she served for seven years.

In 1989, Phelps joined the UB faculty and was charged with restructuring the school psychology program so that it would meet National Association of School Psychology (NASP) standards. For example, the previous program of study had no intervention or consultation courses and no practicum experience. Her insights and persistence led to a revised three-year M.A. program that was awarded NASP approval for the first time in 1993.

The next goal for Phelps was to establish a doctoral program in school psychology. This was first accomplished as a concentration within the existing American Psychology Association (APA) accredited program in counseling psychology. Also during this time, she and CSEP colleague Scott Meier developed the current combined counseling psychology/school psychology program, which was first accredited in 1999. Phelps mentored 33 doctoral students who completed their dissertations from that program.

Phelps was the editor of *Psychology in the Schools* for seven years, chair of the Council of Directors of School Psychologists in

1997–1998 and 2004–2005, and on the APA Committee on Accreditation (CoA) for four years, serving as the associate chair of the CoA in 2006. Her UB leadership roles included directing the M.A./AC (advanced certificate) school psychology program for 19 years and the Ph.D. counseling psychology/school psychology program for five years, and serving as CSEP department chair for one year and GSE associate dean for faculty affairs for three years. It is noteworthy that in 2006 alone, Phelps was concurrently the associate dean for faculty affairs, director of the M.A./AC program, director of the Ph.D. program, associate chair of the APA Committee on Accreditation, and editor of *Psychology in the Schools*.

Her last major service to the profession was to chair the UB President's Review Board beginning Fall 2011. This board, which reviews all promotion and tenure cases for the university, is considered the most important faculty committee at UB, and Phelps was honored to serve as the committee chair.

During her time at UB, Phelps was also a prolific researcher. A 1997 article in *School Psychology International* noted that she was the most frequently published female in the field of school psychology. To date she has written three books, all published by APA Books; completed three revisions of the Phelps Kindergarten Readiness Scale, a nationally-normed assessment used by schools from Hawaii to Florida; and published 30 book chapters, 59 journal articles, and 14 other works. In addition, Phelps modeled collaborative research—49 of her former students were her co-authors.

All of these accomplishments have resulted in numerous honors and awards. Phelps was named an APA Division 16 Fellow in 1997, and received the UB Sustained Achievement Award in 2005, the APA Division 16 Jack Bardon Sustained Achievement Award in 2006, the SUNY Chancellor's Award for Excellence in Faculty Service in 2007, and the Trainers in School Psychology Outstanding Contribution to Training Award in 2010.

National Recognition



Alexandra Schindel Dimick, assistant professor from the Department of Learning and Instruction, received a 2014 National Academy of Education/Spencer Foundation Postdoctoral

Fellowship. This prestigious and highly competitive fellowship program for early career scholars in education, encourages outstanding researchers at the postdoctoral level to pursue critical education research projects. Dimick's scholarship focuses on teaching science for social justice, particularly in the areas of environmental education.



Mary McVee, associate professor from the Department of Learning and Instruction and director of the Center for Literacy and Reading Instruction, received an

AERA (American Educational Research Association) Division K Mid-Career Award in 2014. The award recognizes an outstanding researcher in the second stage of her or his research career (between 10 and 15 years beyond the granting of the doctoral degree), whose program of research focuses on important issues in teaching or teacher education.



Seong Won Han, assistant professor from the Department of Educational Leadership and Policy, received a 2014 OECD (Organisation for Economic Co-operation and Development)

Thomas J. Alexander Fellowship, which supports quantitative research to improve education quality and equity. As a fellow, Han will carry out her study "Teacher Pay, Working Conditions, and Students' Career Expectations for the Teaching Profession: Evidence from PISA (Programme for International Student Assessment) 2000 and 2006."

RESEARCH OF DISTINCTION

GSE RESEARCH FACTS 2013–2014

Books/Monographs Published	5
Refereed Articles Published	115
Journal Citations (2008–2012)	965
Research Expenditures	\$4,473,270
Honorific Awards Received	12
Local K–12 Schools Impacted	53

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

Jaekyung Lee
Dean and Professor

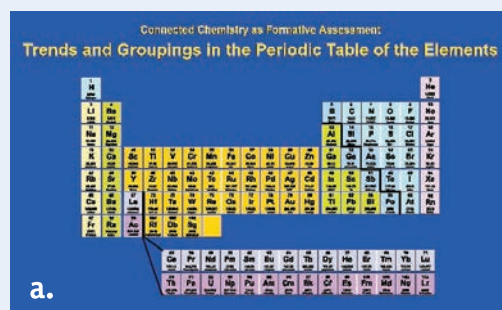
PHOTO CAPTIONS

- A screen shot from the online Periodic Table assessment model.
- Lafayette High School student presenters, GSE faculty and doctoral students, and teachers from the high school contributed to the success of the iPad expo.
- Nathan Daun-Barnett (second from left) with students and staff at the College Success Center.
- Teenagers practice on a driving simulator.

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



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

Computer Model-Based
Assessment for Learning

Can assessment for high school students be both a learning experience and fun at the same time? The answer to

this question is a resounding “yes” from Xiufeng Liu, professor from the Department of Learning and Instruction (LAI). Liu and his colleagues (Noemi Waight, assistant professor from LAI, and Roberto Gregorius, associate professor from Canisius College), with support from a National Science Foundation grant, have been developing and validating a new generation of science assessment: computer model-based formative assessments for high school chemistry. Teachers and students use these tools as part of their ongoing teaching and learning. While interacting with computer models, students respond to carefully designed questions to demonstrate their understanding of key chemistry concepts. Since 2009, the project has developed 10 sets of computer models (wings.buffalo.edu/research/ConnectedChemistry) and 10 sets of formative assessments (password protected) with established validity and reliability, as well as a user’s manual to help teachers integrate the tools into a high school chemistry course.

Liu’s research team has published five articles in refereed journals in science education, educational technology, and educational measurement. Four doctoral and three master’s students have received financial support and research mentorship from the project. Two visiting scholars from China have also participated in the project. In Western New York, 10 chemistry teachers from 10 high schools with over 500 students experienced the computer model-based assessment during its development stage. Today, students and teachers from across the country and around the world can freely access the materials online to improve teaching and learning in high school chemistry. Liu has presented keynote talks at several universities in the U.S. (e.g., University of Georgia) and abroad (e.g., Nanyang Technological University, Singapore).

“WE’RE HELPING TO
MAKE INSTRUCTION
MORE EFFECTIVE.”



Buffalo Partnership Project Transforming Student Lives

Graduate School of Education faculty and doctoral students are working with Buffalo Public School teachers to transform the lives of refugee students at Lafayette High School. This cooperative relationship was made possible through the Buffalo Partnership Project: A Common Core Collaborative (BPP), a grant funded by the New York State Education Department.

Seventy percent of all students at Lafayette High School speak English as a second language. The students there speak 40 different languages, and each of the 110 refugee students has a unique story demonstrating the adversity each has faced and the progress each has made since arriving in the U.S.

Using technology such as iPads funded through BPP, the students and their teachers are able to share their stories and their learning experiences. “These technological tools are wonderful supports for English language learners, and we’re excited to see teachers using them to impact student learning for the better,” said Fenice Boyd, principal investigator of BPP and an associate professor from the Department of Learning and Instruction.

The students’ stories and learning experiences were showcased at “Voices of Lafayette High School’s Community: Teaching and Learning in a Digital Age,” an iPad expo at a local mall in June 2014. The expo provided an opportunity for the public to view five-minute presentations by 40 students, as well as learn more about BPP (bppcollaborative.blogspot.com).

Along with integrating and applying iPads as tools for teaching and learning, the BPP project uses a professional development-coaching model to support the classroom teachers and their students. The model includes full-day workshops centered around the Common Core standards, and sessions where coaches work with teachers on pre-planning, observations, and reflections of their teaching.

“WE’RE HELPING TO
INTEGRATE TECHNOLOGY
INTO STUDENT LEARNING.”

Helping Students Navigate the College Choice Process

In 2012, researchers and graduate students partnered with Buffalo Public Schools and the Buffalo Promise Neighborhood to create a College Success Center at Bennett High School—one of the district’s persistently low-achieving schools. The center was designed to free school counselors from the administrative burden of the college choice process so that they could spend more time attending to the social, emotional, and academic needs of their students, as well as assist in the college transition process.

The College Success Center is a collaboration led by Nathan Daun-Barnett, associate professor from the Department of Educational Leadership and Policy (ELP). The center is staffed by graduate assistants in the ELP higher education administration program and interns from across the University at Buffalo. During the 2013–2014 academic year, the center logged over 3,200 visits including consultations, classroom discussions, and college tours. The center has worked with more than 80% of grade 9–12 students, and has assisted more than two-thirds of the senior class with at least one college application. Funding was provided by the Buffalo Promise Neighborhood, an initiative of the U.S. Department of Education.

Daun-Barnett has been examining the barriers and potential strategies to help students navigate the transition from high school to college, particularly in high-need schools. In 2013, he co-authored the book *College Counseling for Admissions Professionals: Improving Access and Retention*, which describes the important collaborations among high school staff, pre-college outreach providers, and independent consultants with students and their families to facilitate transition.

“WE’RE HELPING TO
INCREASE EDUCATIONAL
OPPORTUNITIES.”

Providing Support for the Riskiest Young Drivers

It is well known that teenage drivers are considered the highest risk driving group on the road. It is also now known that teenagers with attention-deficit/hyperactivity disorder (ADHD) are most at risk for every negative outcome (citations, accidents, injury, and death) even when compared to the riskiest group of teenagers without ADHD.

Gregory Fabiano, associate professor from the Department of Counseling, School, and Educational Psychology (CSEP), and his colleagues, including Rebecca Vujnovic, CSEP clinical assistant professor, have developed a treatment approach for new teen drivers with ADHD. The treatment includes teaching effective communication and driving skills, working with families to set up rules and expectations for the roadway, and teaching families to construct driving contracts to help meet these expectations. As part of the treatment, teens practice driving on a simulator in the New York Center for Engineering Design and Industrial Innovation on the UB North Campus, which provides driving situations that are not practical on a real road, such as navigating icy conditions or construction zones.

Fabiano and his colleagues’ research has led to a publication in the journal *Cognitive and Behavioral Practice*, 18, 267-280, and in the journal *Behavior Therapy*, 45, 168-176, followed by a five-year research grant from the Eunice Kennedy Shriver National Institute of Child Health and Human Development. The grant award will allow researchers to compare the new treatment to community driver training approaches for teenagers with ADHD.

“WE’RE HELPING
TO MAKE DRIVING
ON ROADS SAFER.”

TEACHING OF DISTINCTION

GSE TEACHING FACTS 2013–2014

Average Student-Faculty Ratio	18:1
Average Course Evaluation Rating (5 point scale)	4.1
Doctoral Degrees Awarded	63
Master's Degrees Awarded	381
Advanced Graduate Certificates Awarded	45
Undergraduate Education Minors	78
Internships & Student Teaching Offered	324
Scholarships & Assistantships Offered	130
Job Placement Rate (3 years after graduation)	94%

"The Graduate School of Education at the University at Buffalo is developing a signature pedagogy of inquiry, engagement, and impact. Our signature pedagogy prepares students to document, reflect, and act upon the emergent challenges they will face in their chosen fields. This pedagogy guides the four outstanding program offerings described in this publication."

Randy Yerrick
Interim Associate Dean for
Academic Affairs

PHOTO CAPTIONS

- First semester school counseling students share their placement experiences.
- Members of the 2014–2016 LIFTS cohort.
- A child receives reading help during a summer practicum.
- Library and information studies students discuss research methods, with guidance from the department chair.

Teaching of Distinction programs are available at gse.buffalo.edu/teaching.

Ed.M. - School Counseling

The Ed.M. school counseling program is designed to prepare school counselors to meet New York State standards for both provisional and permanent certification. The mission of the school counseling program is for school counselors to develop skills that help them advocate for students academically, personally/socially, and with career exploration and planning. Within two years of finishing their course work, virtually all of the students in the program are employed as school counselors.

The program culminates in the production of a portfolio. This portfolio is developed over time in the program and includes many artifacts necessary for practitioners in the field. The portfolio process culminates with a mock interview with a practicing principal or administrator upon graduation.

New to the program is a community service learning component, which is now a part of the portfolio. Students must spend 30 hours in a school as they focus on the two major areas set forth by the American School Counselor Association: college readiness, and cultural and ethnic diversity. The community service component is in addition to the 450 hours spent in fieldwork, practicum, and internship experiences under the supervision of a New York State certified school counselor. All of these practical learning elements give students opportunities to demonstrate the real world impact of what they learn in the classroom and in the field.

"The program provided a solid foundation for my career. Courses are taught by professors and experienced school counselors, which produce theoretical and practical training. I was impressed with the small class sizes and individual attention."

Mark Veronica
(Ph.D. '12, Counselor Education)
School Counselor, Canisius High School





Certification for P-12 School Administration

The Leadership Initiative for Tomorrow's Schools (LIFTS) focuses on blending theory with practice. Over the course of the nearly two-year program, students in the cohort are required to read, discuss, and apply literature about effective leadership practices to field-based experiences. The program prepares students for a variety of leadership positions including teacher on special assignment, principal, school business administrator, and superintendent.

This application of theory into practice is at the center of the program's two internship experiences. One internship experience typically takes place within a school, while the other experience involves district-level responsibilities. Each student is expected to lead a project, study, or initiative, resulting in a definable product with measurable results of impact that are of value to the school/district and intern.

Capitalizing on rich academic course work, valuable internship experiences, and the relationships built between the LIFTS cohort and practicing administrators in the field, over 70% of our graduates have successfully secured school leadership positions.

"LIFTS had a significant impact on my practice as a professional educator. Current research-based course work laid the foundation for my conceptual understanding of modern school leadership. Opportunities to engage with professionals in the field challenged my perceptions and encouraged me to consider alternative perspectives. Perhaps the most valuable component was the cohort of fellow aspiring leaders. We challenged each other to work smart, persevere, and make the most of the opportunity to learn together."

Jeffery Hazel
(Ed.M. '09, Educational Administration)
Principal, St. Joseph's Collegiate Institute

Ed.M. - Literacy Specialist

The Ed.M. literacy specialist program is designed for New York State certified teachers who recognize a need to expand their knowledge of the theories, methods, and materials of reading; reading instruction; language; language instruction; reading assessment/diagnostics; and remediation of reading difficulties.

The program benefits from the GSE Center for Literacy and Reading Instruction (CLaRI), where literacy specialist graduate students deliver one-on-one reading diagnostic and tutoring services onsite at the UB North Campus for Western New York children in grades 1-12, as well as in school settings.

Each summer, the graduate students also provide instruction at local elementary schools to children experiencing difficulty in learning to read and write. Graduate students teach children in small groups, partner teach, and work closely with a teacher-mentor. The summer practicum serves as a clinically-rich training experience for our graduate students, as well as a research and community-based service site.

Throughout the program, students receive hands-on support from faculty, practicing teachers, and literacy specialists. Graduates leave the program with documented evidence of their ability to contribute to children's growth and progress in literacy and reading. This evidence of impact is rooted in multiple opportunities to reflect upon questions of literacy and engage with students in authentic settings.

"The program transformed me from a student to a scholar, and the climate is bursting with energy and excitement around best practices in literacy. You're allowed to become a self-reflective practitioner, and you're getting real feedback."

David Fronczak
(Ed.M. '13, Literacy Specialist)
K-1 Reading Specialist,
Canandaigua School District

M.S. - Information and Library Science

The M.S. information and library science program is designed to prepare students for the information professions of today and tomorrow. Information professionals connect people with information using traditional and innovative technologies. Graduates apply their information science perspective, knowledge, and skills to system design and service design, geared toward a variety of diverse populations, cultures, and contexts. Students enter the program from a variety of undergraduate majors immediately after completing their undergraduate or graduate degrees; others come to the program from other professions to pursue a career in the growing field of information. Degrees can be paired through collaboration with the SUNY Buffalo Law School or the Department of Music in the College of Arts and Sciences, for those students seeking careers in legal or music contexts.

The program is flexible, with courses available to on-campus and online students. Students learn about information access, information literacy, information organization, information use, knowledge management, and new and innovative technologies. Students study with internationally recognized faculty and work with dozens of local libraries and other information-rich organizations, while completing innovative research, internships and practicums, and projects. The program offers students options for individualized research on special topics in library and information science, allowing graduates to reach a wide range of professional goals. Information and library science graduates obtain positions as academic and public librarians, information consultants, information managers, information officers, instructional designers, IT directors, library directors, systems analysts, taxonomists, technical writers, and webmasters.

"The program at Buffalo really helped me get prepared to be a leader in the field."

William Jones
(M.L.S. '13, Library and Information Studies)
Creative Technologist,
Information Delivery Services Project

ON RETIREMENT

BY WILLIAM McGRATH



My years at UB (1981–1996) working with colleagues in Baldy Hall were the happiest of my intellectual life. I summarized my career in a commencement address “Orders of Magnitude, the Expanding Universe of Libraries and the Cosmology of Information” (1996), which is available online at www.acsu.buffalo.edu/~lismcgr/index.html. The graduates loved it.

My first action upon retirement was to dispose of my lifelong passion for baseball. At the age of 70, the

only option available to me was senior softball. Playing in the outfield, I was the manager of a team participating in a tournament. I had removed my glove to inspect the opposing roster when suddenly the next batter came to bat. He hit a long fly ball that came right to me. I quickly placed the glove in my palm thinking that I could catch the ball that way. But, it dropped in front of me. My fanciful image as a manager and great outfielder evaporated. Likewise, my image as a home run hitter disappeared when the best I could do was a few hits and walks.

What the foray into physical activity did was to remind me that if I were to accomplish anything, it would be in my own discipline. In 1998, I was invited to edit a special issue of *Library Trends* on a topic of my choosing. I had long been interested in theory, a topic that was sadly lacking in my field, so I decided to edit an issue on “Current Theory in Library and Information Science.” I queried authors whom I knew were interested in theory and asked them to submit papers. A dozen did. I submitted two: one, in an introduction, a paper on theory and its meaning and two, an updated paper entitled “Explanation and Prediction: Building a Unified Theory of Librarianship, Concept and Review,” modeled after the unified fundamental forces of nature. This paper was first published by the Jagiellonian University in Crakow, Poland. The *Library Trends* issue came out in Winter 2002.

I took my retirement as an opportunity to diversify my reading and writing. I wrote a paper about Grace Drayton, who I first discovered in 2002 when I bought an album of old photographs from an antique book store. Tucked inside was a small portrait signed by “V.G. Gebbie” in fine handwriting. Curiosity led me to research Gebbie, a street artist of the 1890s and later an illustrator and cartoonist, under the name of Grace Drayton who became famous for her cartoons, children’s comic strips, and portraits of adult women. My paper on Drayton was published in the *International Journal of Comic Art* (Fall 2012), and is available online at home.comcast.net/~bluepatch/Biographies/Grace_Drayton_web.htm.

My diversification led me far afield. I knew I wanted to write a paper about Albion Hodgdon, a professor of botany and a beloved teacher from the University of New Hampshire (UNH), who suffered a tragic head-on collision with a drunken driver while returning from a botanical excursion. I had known Hodgdon when I worked at UNH in the 1960s. I interviewed several contemporaries and contacted Hodgdon’s children who gave me photographs and a selection of his unpublished writings, primarily the diaries of his expeditions to California, Cuba, Kentucky, and Mexico in the 1930s, and later to the Brooks Range in Alaska, a federally sponsored expedition, in the early 1950s. My paper on Hodgdon was published in *Rhodora* (April–June 2012) and an expanded version is available online at www.acsu.buffalo.edu/~lismcgr/hodgdon.pdf.

My leisure reading has been in mathematics and cosmology. My current readings are in Greek and Roman history. I doubt that my readings will lead to any new papers, but one can never tell.

William McGrath, professor emeritus from the former School of Information and Library Studies (now the Department of Library and Information Studies), is available by e-mail at 19bluepatch5452@comcast.net.

Doctoral Student Received National Media Literacy Award

Denise Grandits, an English education doctoral student from the Department of Learning and Instruction, received the ninth annual Media Literacy Award from the National Council of Teachers of English (NCTE).

The NCTE Media Literacy Award is presented to an individual, team, or department that has implemented and refined exemplary media literacy practices in their school environment. Grandits is in her third year teaching seventh and eighth grade literature at St. Amelia School in Tonawanda, NY.

In her award letter, the selection committee praised Grandits for her commitment to media literacy: “You have shown persistent, innovative, and imaginative application of media analysis and media composition in the English studies.”

Grandits was presented with the Media Literacy Award at the November 2014 NCTE Annual Convention in Washington, DC.



STARPOINT ON THE RISE

BY C. DOUGLAS WHELAN



It is said that Starpoint is the “place to be.” The school district (starpointcsd.org) is in the south central portion of Niagara County comprising approximately 115 square miles. In 1954, 22 one-room school houses located in the towns of Pendleton, Cambria, Wheatfield, Lockport, and Royalton-Hartland centralized to form the Starpoint Central School District. The name “Starpoint” was penned by Sally (Loftus) Heim, a first grade student at that time who envisioned the five townships as the points of a star.



Since its inception, the district has been viewed as a focal point of the community, representing the local area’s values and beliefs. The community takes great pride in knowing that its children receive an outstanding education. District residents have great respect for the teachers and administrators in the schools and participate to a great extent in the programs and activities of the district.

After nearly a decade of being academically ranked in the mid-20s out of 97 Western New York school districts in the *Business First* rankings, Starpoint’s rank has steadily climbed over the past four years. In the most recent *Business First* ranking of the 97 school districts, Starpoint jumped to #13, outperforming nearly 88% of all school districts.

A concerted effort was made nearly five years ago to raise the bar of expectations for administrators, teachers, and students. Assistant Superintendent Sean Croft (Ed.D. ’14, Educational Administration) worked collaboratively with building principals Maureen Braunscheidel, James Bryer (Ed.M. ’00, Reading Education), Gil Licata, and Bonnie Stafford (current Ed.D. student) to foster a sense of urgency that Starpoint can and will perform better academically. This plan began at the district level where Dr. Croft compared Starpoint’s academic performance to the top 10 school districts in Western New York. Star-

point also encouraged its student body to remain on the Advanced Regents track, eliminating most other course options which were contributing to students not earning their Advanced Regents diploma. In addition, the district implemented a more rigorous hiring process which ensured that we were attracting and selecting the best and brightest among the area’s teaching candidates. These factors have been the impetus for Starpoint’s climb in its academic success.

Setting high expectations and having the staff buy into this “new normal” was a challenge, as was actually changing the curriculum and instruction to achieve these expectations. Thus, district and building administrators set a tone of continuous improvement through collaboration. We created professional learning communities (PLCs) where the focus was on cultivating the knowledge and expertise of our teaching staff. Each year, before students arrive, teachers across grades K–12 spend three days dissecting item analysis data from high stakes assessments, as well as local interim assessments to identify where curricular changes need to be made. Then, throughout the school year, these PLCs work together to brainstorm and create new units and lessons designed to improve these areas of curricular weakness. This focus has changed the mindset of “students adapting to the teacher,” to “teachers adapting their curriculum and instruction to meet the needs of the students.” In addition, same-course/grade-level teachers work collaboratively to set statistical goals for the year, often based on where the top 10 districts are performing. These goals are then publicized district-wide and displayed in every teachers’ classroom as a constant reminder of the very high expectations that we strive for at Starpoint.

Throughout the years, we’ve had numerous teachers and administrators receive their formal training from UB, specifically the Graduate School of Education. Our advanced placement students have participated in the UB/GSE Gifted Math Program, and we continue to have a number of Starpoint graduates attend UB as undergraduate students. In 2010, through our association and participation in the UB Confucius Institute, a group of students, teachers, and administrators traveled to China to meet with Chinese students and teachers to learn more about the Chinese education system. The district continues to value the relationship we have enjoyed with the University at Buffalo.

C. Douglas Whelan (Ed.D. ’80, Educational Administration) has been the superintendent of the Starpoint Central School District since 1999.

REMEMBERING THOMAS SCHROEDER



Thomas L. Schroeder, associate professor emeritus from the Department of Learning and Instruction, died on April 23, 2014. He was 66. Schroeder was remembered by friends, colleagues, and students as a first-rate educator, a hard-working researcher, a deeply involved churchman, and a man who cared dearly about disadvantaged communities.

Schroeder graduated from Princeton University in 1969 and spent five years as a member of the Peace Corps, teaching math in Barbados and Dominica. He remained lifelong friends with the British math educators with whom he worked in the West Indies.

He received his Ph.D. from Indiana University in 1983, and served as a faculty member at the University of Calgary from 1980 to 1988. After a six-month sabbatical at Simon Fraser University, he joined the University of British Columbia as an associate professor from 1988 until 1993.

Schroeder became a UB faculty member in 1993, and taught mathematics education and statistical analysis courses until his retirement in 2012. He authored numerous peer-reviewed journal articles during his career, and in 2007 co-authored two books on methods of critical thinking in texts for middle and high school students.

One of Schroeder's academic accomplishments was his membership in the working group that produced "Professional Standards for Teaching Mathematics" in 1991. This document was one of the three curriculum, teaching, and evaluation standards produced by the National Council of

Teachers of Mathematics between 1989 and 1995, which was highly praised by the U.S. Department of Education and the National Science Foundation.

Schroeder was an avid cyclist, cook, and a consummate sailor. While at Princeton, he built and sailed a thistle-class high-performance racing dinghy. He continued sailing in the West Indies during the Peace Corps and with his young family on lakes in the Canadian Rockies, in the Gulf Islands off the coast of Vancouver and later, on Lake Erie.

As a boy, Schroeder sang in the choir of his Episcopal church in Akron, Ohio, and his love of music and the church continued into adulthood. As a member of the Calvary Episcopal Church in Williamsville, he served as a lector, a member of the vestry, and longtime member of the choir.

His family called him "a tinkerer and problem solver with a tool for every occasion," who most recently had put those skills to work as a volunteer handyman for the Northtowns satellite of the Erie County Family Justice Center, which offers safe haven to victims of domestic violence.

Pat Donovan, senior editor for University Communications, was a contributing writer for this story.

Colleagues and Students Remember Tom Schroeder

I first met Tom Schroeder at Syracuse University in 1972. He was a beginning doctoral student, and I had just arrived on the faculty. He was a highly productive and creative member of the community. He participated in a National Science Foundation project designed to introduce computer science to elementary school students—an idea years ahead of its time. Each of us left at the end of the year—he to continue his doctoral studies at the University of Indiana and I to join the UB faculty. Two decades later, when Tom joined the UB faculty, we discussed our research agendas, courses, and broader educational and philosophical concerns.

— **Stephen Brown**
GSE Professor Emeritus

Tom and I were department chairs together, along with Steve Jacobson, under then Dean Mary Gresham. I remember Tom as being both a team player and an advocate for LAI. A nice man with a very messy office (if I remember correctly the Fire Department threatened to close his office if he didn't remove some of the piles of papers he'd accumulated over the years!). He will be missed.

— **Timothy Janikowski**
GSE Associate Professor

I had Professor Schroeder in two quantitative research classes in 2008 and 2009. He was an amazing professor who always tried to help students and made learning about quantitative research fun. My memories of Dr. Schroeder are so vivid and emotional. I was passing by his office, coming back from my father's funeral in Korea. In front of his

office, I met him by chance. Then, Professor Schroeder began petting my shoulder with a bright smile. He will never be forgotten. Farewell, Dr. Schroeder.

— **Yonghee Lee**
GSE Doctoral Student

I first met Tom when I was a doctoral student in the late 1980s at the University of British Columbia, where he was a faculty member. In fact, he was one of main reasons I joined UB in 2002. His wisdom, generosity, and integrity distinguished himself from others; his sudden death was a huge loss to GSE, UB, and the local community. I still can't believe that he is forever gone.

— **Xiufeng Liu**
GSE Professor

Tom was one of the most sincere, gracious, and reflective individuals I have ever met. A true gentleman who loved to learn—that love only being eclipsed by his love of singing, his love of people in general, his love of family, and his love of God. He was a remarkable individual who'll be missed by many for his role in their lives as colleague, friend, and mentor.

— **Deborah Moore-Russo**
GSE Associate Professor

He was one of my first professors in my doctoral program. In Spring 1997, I was in the second semester of a required research analysis class. He was always the consummate mathematician and referring back in history. He told the class that in the Middle

Ages, the ability to do long division was sufficient to get a Ph.D. Always the wise girl, I said it would be easier and cheaper for me to find a time machine and go back to that time and get it over with. Always the straight man he said "Ms. Paige, you are a woman, you would be burned as a witch, so you best just stay here." I just never forgot that. I took his advice, and completed my Ph.D. the 21st century way, and he was no small part of that. Tom, you will be sorely missed.

— **Susan Paige**
Ph.D. '03, Elementary Education

Tom Schroeder and I knew each other best through boats and, unfortunately for Tom, I was his Jonah. We were together when his boat trailer crashed in South Carolina. We then bought a boat that needed constant repairs; on our one outing we ran out of gas and had to paddle back to shore. Another time, we were wind bound on the Grand River in his dinghy. I am saddened by the loss of this good friend, and I wish him smoother sailing.

— **Gerry Rising**
SUNY Distinguished Teaching Professor Emeritus

I was a Ph.D. student in science education and took LAI 657: Analysis of Research. His mathematical aptitude was so rich that he made the course very lively and spellbinding. His active interactions in the class became a model for me to adopt in my career. He became the department chair when I defended my dissertation in early

2001. He wrote a letter documenting my successful defense, which I needed for my employer. The wording of the letter bore the testimony of his love of students. It was in 2006 that I met him last when he came to our campus as a National Council for Accreditation of Teacher Education Team Leader for our program accreditation visit. One day during the visit he sat with me and expressed a deep gratitude by stating that "You are one of our (UB LAI) best ambassadors." When I asked what made him to make that comment, he said "Your university campus and many of your colleagues and supervisors do highly respect you for what you do for the university." I replied, "That's how you trained me at LAI, UB." I express my deepest sorrow for the loss of Dr. Schroeder.

— **Gouranga Saha**
Ph.D. '01, Science Education

The last time I saw Tom was at the Craig Venter talk a few years ago. I was aware of Tom at the end because he had gotten up to ask a question. I think they ran out of time before he got it answered, but as I watched him wait in line in the aisle I was reminded of how sincere he was. He told me afterward that he had just taught the last class of his career at UB. He seemed both pensive and joyful as he looked ahead to his unfettered future. Tom was a classy individual and will most certainly be missed.

— **Beth Troy**
Ph.D. '91, Mathematics Education

IN MEMORY OF RICHARD SIGGELKOW



Richard A. Siggelkow, professor emeritus from the Department of Counseling, School, and Educational Psychology, who also served as the dean of students and vice president for student affairs at the University at Buffalo, died on May 9, 2014. He was 96.

Siggelkow joined UB in 1958, and his service to the university as a student affairs professional and professor spanned 25 years. He retired as a professor emeritus in 1983. Previously, Siggelkow was an associate dean in the School of Education at the University of Wisconsin, where he earned his Ph.D. in counseling in 1953.

During his academic career, Siggelkow published over 50 articles in professional journals. Following his retirement, he also authored two books *Dissent and Disruption, A University Under Siege* (1991) and *The Unmaking of a College President* (1996).

Siggelkow served on the SUNY Faculty Senate for nine years and on the executive committee of SUNY Buffalo Faculty Senate for 12 years. In addition, he was on the executive committee of the National Association

of Student Personnel Administrators (NASPA) and was the first editor of the *NASPA Journal* in 1964.

During World War II, he was an Army captain and was awarded the Bronze Star. Siggelkow graduated from the Fort Leavenworth Command and General Staff school, and retired as a colonel from the Army Reserve.

Siggelkow and Lois, his wife of 69 years, were active in their local community. Their service included separate terms as president of the Ellicottville Historical Society. They also rehabilitated the oldest abandoned cemetery in the village, including the restoration of the grave of a Revolutionary War veteran. The plot is now listed in the National Registry of Historic Sites.

An "Emeritus Spotlight" on Richard Siggelkow appeared in the Spring/Summer 2010 .edu newsletter, which is available at gse.buffalo.edu/alumni/edu.

Remembrances of Dick Siggelkow



He did his best salesmanship over slices of peanut butter pie in the Tiffin Room. That's where Dr. Richard A.

Siggelkow met daily with students, faculty, staff, and friends (particularly Bridge players). It was during peanut butter pie, while I was in UB law school, that I learned about student affairs as a profession and was first offered an entry-level position, "just to check it out." At Dick's suggestion, I did. Forty years later, I now find myself sharing coffee and talking with today's students about their own career opportunities in higher education. Dick Siggelkow loved students, higher education, Bridge, and peanut butter pie. And he certainly loved UB. A slice of pie and a conversation with Dick Siggelkow, as one speaker noted at his memorial service, "saved Dennis Black from a life in law." And there is no way to count how many other UB students, from the 1960s to the 1980s, Dick Siggelkow "saved" by being a professor, a vice president, and just by being himself.

— **Dennis Black**

UB Vice President for University Life and Services



I was a master's student in Fall 1991 and eager to learn more about working in student affairs and higher education

administration. I read his book and approached him after he presented to one of my classes in the Ed.M. program. He soon after took me to lunch and discussed lots of topics at length and met a few times after that. His generosity with his time and passion for higher ed were contagious, and I never forgot those meetings. Thanks Dick.

— **Thomas Feeley**

Ed.M. '93, College Counseling and Student Personnel Work



I knew Dick Siggelkow not only as an honored personal friend but as our faculty "ambassador" to Hayes Hall. He was deeply committed to this university and to each individual student and faculty member and he was also a very funny guy, often at his own expense. I mourn the loss of another great colleague.

— **Gerry Rising**

SUNY Distinguished Teaching Professor Emeritus



Dr. Siggelkow was a remarkable man. I knew him when he was a vice president and was advising the people at the university housing.

He had a photographic memory and knew the names of everyone. He also explained to me how to know and remember the people you meet. I am and will remain grateful to him and his family. Dr. Siggelkow had a smile all the time; in fact, I have never seen him sad or depressed. Though he was a vice president and a professor, he treated us (the little guys like the research assistants) with dignity and respect.

— **Dip Bhattacharya**

Ed.D. '82, Mathematics Education



When I met him the first time to talk about the graduate program in student personnel, I was sold on the field because of him. He was a caring and jovial individual. Dick Siggelkow was clearly a talented administrator and accomplished educator. But he also was the man who loved to bet you on simple things like which elevator would get to the fourth floor of Baldy Hall first to test your willingness to take

risks. He loved the card game of Hearts because it taught you to calculate the impact of your decisions. And let's not forget his passion for Atomic Fireballs candy, his way to be hospitable and get folks to stop by and visit with him. I owe a lot of my professional success to him. He is missed.

— **Bassam Deeb**

Ed.M. '86, College Counseling and Student Personnel Work



I was privileged to know and interact with Dick Siggelkow first as a graduate student and subsequently as a UB colleague when

he served as UB's dean of students and later vice president for student affairs. Dick will always be remembered as a widely respected man of wit and wisdom, caring equally about the university and the values it represents and the students he loved, served, and inspired. As did many others, I benefited from his insights and counsel, and will always look back with fondness and pleasant memories on the man and his quarter century of service to UB.

— **Mick Thompson**

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A Smarter, Less Expensive Way to Give

BY WENDY IRVING



Last year, more than 20,000 individuals made charitable gifts in support of UB. The vast majority of those gifts were cash gifts. The tax implications of cash gifts are pretty straightforward. Make a gift, earn a deduction. While the majority of folks give cash to charities, the truly savvy donors know that gifts of appreciated assets—like stock or mutual funds—make the most sense.

Particularly in periods when financial markets are on the rise, like we've seen in recent years, giving gifts of appreciated securities can make a lot of sense. Let's say that you own stock which is worth \$10,000, and you paid just \$1,000 for that stock. In this scenario, you have a \$9,000 gain. By transferring this stock to charity, you earn a tax-deduction of \$10,000 and avoid having to pay capital gains taxes (i.e., \$1,350). In essence, you were able to make a \$10,000 gift to charity that actually only cost you \$1,000. Not bad!

Making gifts with appreciated assets can be a powerful way to support GSE. I would encourage you to join the growing number of GSE supporters who are giving appreciated stock or mutual funds.

Please call the UB Office of Gift Planning toll-free at (877) 825-3422 to learn more about this powerful way to support GSE.

Wendy Irving, Esq. (Ed.M. '91, College Counseling and Student Personnel Work) is the assistant vice president for gift planning, UB Office of Gift Planning, irving@buffalo.edu.

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2014–2015 GSE Student Scholarship Recipients

Graduate School of Education scholarship awards provide financial support for students in the departments of Counseling, School, and Educational Psychology (CSEP); Educational Leadership and Policy (ELP); Learning and Instruction (LAI); and Library and Information Studies (LIS). Thank you to the generous GSE alumni, professor emeriti, faculty, and friends who established these awards. Congratulations to the scholarship recipients for the 2014–2015 academic year (also available at gse.buffalo.edu/current/scholarships):



GSE student scholarship recipients (front row, l to r): YoungAe Choi, Tara Kaczorowski, Michelle Eades-Baird, Jilynn Werth; (middle row, l to r): Youngsik Seo, Jennifer Reichenberg, Michael Radosta, Molly Barger, Andrew Hashey, Shannon Evans, Tiffany Nyachae; (back row, l to r): Talal Arabeyyat, Joseph Patton, Garrett Adams, Dane Di Cesare, Josh Rakower, Gavin Luter, Tyler Rinker. (The remaining scholarship recipients were not available for the photograph.)

Garrett Adams, Rebecca Chapin, Robert Gibbs, Kathryn Goldbach, Lara Herzallah, Erin Keenan, Bonnie Maslow, Joseph Patton, and Gretchen Schweigert (LIS master's students) each received an **A. Benjamin and Helen Ravin Scholarship**, which supports students in the Department of Library and Information Studies.

Talal Arabeyyat (LAI doctoral student), **Hyonsuk Cho** (LAI doctoral student), **YoungAe Choi** (LAI doctoral student), **Gavin Luter** (ELP doctoral student), **Jennifer Reichenberg** (LAI doctoral student), **Youngsik Seo** (CSEP doctoral student), and **Yin Wu** (CSEP doctoral student) each received a **Paul A. and Margaret E. Bacon Scholarship**, which supports students in the Graduate School of Education.

Molly Barger (LAI doctoral student) received a **Yu-Chin Liu Graduate Assistance Research Award**, which supports students pursuing a doctoral degree in the Department of Learning and Instruction.

Kamaria Busby, Elizabeth Portillo, Marissa Richardson, and Nissa Thor (LIS master's students) each received a **Marie Ross Wolcott Memorial Scholarship**, which supports students in the Department of Library and Information Studies.

Dane Di Cesare, Andrew Hashey, and Michael Radosta (LAI doctoral students) each received a **Mary Lou and S. David Farr Scholarship**, which supports students conducting research on technology and learning.

Michelle Eades-Baird and Annemarie Ross (LAI doctoral students) each received a **Ralph Theurer Scholarship**, which supports students pursuing a degree in science education.

Lisa Ervin-Baudo and Sally Smith (LAI master's students) each received an **Adelle H. Land Memorial Scholarship**, which supports students pursuing a teaching career.

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

Laura Haggerty, Mary Lord, Joshua Rakower, and Jordan Walker (LIS master's students) each received an **E. Alberta Riggs Memorial Scholarship**, which supports students in the Department of Library and Information Studies.

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

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

Meng Li and Yunyan Zhang (LAI master's students) each received a **Judith T. Melamed Memorial Scholarship**, which supports students pursuing a degree in the TESOL (teaching English to speakers of other languages) program.

Mary Lord, Jeffrey Matrachisia, and Benjamin Wightman (LIS master's students) each received a **Joseph B. Rounds Scholarship**, which supports the promotion of excellence in the field of librarianship.

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

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

Jennifer Reichenberg (LAI doctoral student) received an **Anita G. and Herbert L. Foster Learning and Instruction Scholarship**, which supports students pursuing a degree in literacy or special education.

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

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

WE WANT TO HEAR FROM YOU!

Join the social media conversation now at gse.buffalo.edu/about/social-media, where you can find links to Facebook, LinkedIn, and Twitter!

You can also keep in touch by registering on UB Connect, www.ub-connect.org, the university-wide alumni online community. At this site, you can enter and update your contact information, communicate with fellow alumni, search for jobs, share your accomplishments, and sign up for lifetime e-mail forwarding.

Another simple way to stay connected is by visiting the GSE Keep In Touch site, gse.buffalo.edu/alumni/keep, where you can provide your current contact information and accomplishments. If you prefer, you can e-mail your information to Associate Dean Jenifer Lawrence at jlawrenc@buffalo.edu or call (716) 645-6640.



Commencement
& Awards
2014

UB Provost Charles Zukoski conferred degrees during the May 16 commencement ceremony of the Graduate School of Education. The highlights of the ceremony included the playing of the National Anthem by the Ghost Riders Drum and Bugle Corps of Batavia, NY, arranged and conducted by a graduating music education student; a musical tribute to our graduates by the children of the Fisher-Price Endowed Early Childhood Research Center; and the singing of the UB Alma Mater, led by nine graduating students from our music education program.

In addition to the conferral of degrees, five individuals were recognized: Stephen Dunnett was presented with the Dean's Service Award; John McKenna was the recipient of the GSE Distinguished Alumni Award; Genelle Morris and Wendell Rivera each received a Delbert Mullens Thinking Outside the Box Award; and Michael D'Arcangelo was presented with the Edwin D. Duryea Jr. Higher Education Memorial Award. A reception for our graduates, award recipients, and their families and friends was held in the Center for the Arts Atrium following the ceremony.

DISTINGUISHED ALUMNI AWARD

JOHN McKENNA
(Ed.D. '08, Educational Administration)

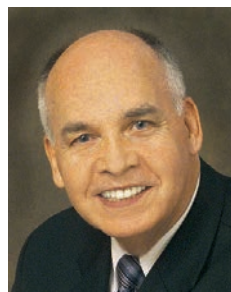


John McKenna has been a principal in the Tonawanda City School District since 1995 and is known and respected for his innovative ideas, dedication to education, and his passion to ensure that students receive the best possible educational experiences. McKenna's commitment to education and children in our community has resulted in numerous awards, including the 2013 Presidential Award

as a distinguished elementary principal from the Buffalo/Niagara Chapter of Phi Delta Kappa; 2012 New York State Outstanding Educator of the Year Award from the School Administrators Association of New York State; and the 2010 "Shooting Star Award" from the Make-A-Wish Foundation of Western New York for his work supporting children with life-threatening illnesses.

DEAN'S SERVICE AWARD

STEPHEN DUNNETT
(Ph.D. '77, Higher Education)



Stephen Dunnett is the vice provost for international education at UB and a professor of foreign language education in GSE. A UB faculty member since 1971, Dunnett is also the founder and director of UB's English Language Institute, which has been a program center within GSE for over 40 years. As vice provost for international education, he is the chief university officer responsible for all international programs

and activities at UB, which include overseas instructional centers in India, Japan, Singapore, and Taiwan; international recruitment and admissions; international student and scholar services for 5,400 international students and 500 visiting foreign scholars; study abroad and exchange programs; and the internationalization of the university curricula.

GSEAA PRESIDENT'S MESSAGE



Fellow GSE Alumni,

My fondest memories as a student in the Graduate School of Education involve the people I met along the way, and the lifelong personal and professional relationships we developed. As an alumnus, you have spent a considerable amount of time together in community with others—peers, colleagues, and professors. The Graduate School of Education Alumni Association exists, in part, to provide you with lifelong opportunities to strengthen those UB relationships and develop new ones.

The GSE Alumni Association also exists to provide current students with opportunities to network with, and learn from you—our esteemed alumni. Whether you serve as a mentor to those new

to the field, or as panelist during our HIRE Education Conference, your expertise as a GSE alumnus, and the relationships we can grow together, are prized assets.

These programs—and others that are in the works—are realized through the hard work of volunteer alumni who understand the importance of developing relationships and sustainable programming that support fellow GSE alumni and by extension those we serve.

Your time is a most valuable gift and I ask that you consider whether your schedule and interests permit some time to be carved out for *your* alumni association. Please don't hesitate to contact me directly (hazel@buffalo.edu) if you have any questions about the GSE Alumni Association, and how you may become involved.

Best Regards,
Jeffrey Hazel (Ed.M. '09, Educational Administration)



Commencement Ceremony

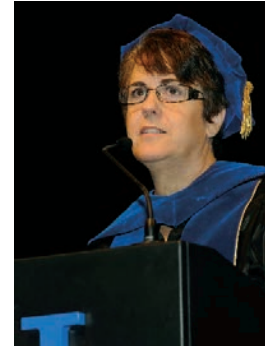


ABOVE / Master's degree graduates stood in preparation of their walk on stage for the master's degree conferrals.

RIGHT / Dean Jaekyung Lee (left) presented the GSE Dean's Service Award to Stephen Dunnett.



LEFT / Jeffery Hazel, GSE Alumni Association president, provided the school's newest alumni with an inspiring message.



ABOVE LEFT / The national anthem was performed by the Ghost Riders Drum and Bugle Corps from Batavia, NY, and the music was arranged and conducted by Donald Allen (left), master's degree graduate in music education.

ABOVE RIGHT / Associate Dean for Student Affairs and Administration Jenifer Lawrence presented the student awards during the ceremony.



ABOVE / Michael D'Arcangelo, doctoral degree graduate in higher education, received the Edwin D. Duryea Jr. Higher Education Memorial Award.



ABOVE / Genelle Morris (right) and Wendell Rivera, doctoral degree graduates in educational administration and counselor education, respectively, each received a Delbert Mullens Thinking Outside the Box Award.

LEFT / UB Professor Ezra Zubrow, chair of the faculty senate, led the academic procession as the mace bearer.



ABOVE / John McKenna (first row, third from right), recipient of the GSE Distinguished Alumni Award, celebrated with alumni Wynnie Fisher (Ph.D. '14, Higher Education) and Jeffery Hazel (Ed.M. '09, Educational Administration); Paul Barr (Ed.M. '95, General Education) (second row, left); Douglas Regan (Ed.D. '83, Curriculum Planning), Michael LaFever (Ed.D. '99, Educational Administration), and Walter Polka (Ed.D. '77, Curriculum Planning) (second row, right to left); and family and friends.



LEFT / Doctoral degree graduates joined the faculty and distinguished guests onstage after the doctoral degrees were conferred.



ABOVE / A backstage view of the ceremony.

LEFT / Graduate degrees were conferred by UB Provost Charles Zukoski.



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Erin Keenan received a UB scholarship that helped her complete her master's degree in library and information studies. She has fond memories of accompanying her father to the public library, where she and her siblings "liked to play and crawl around the shelves. I never remember being 'shushed.'" Erin envisions working as an instructional librarian, "helping library patrons become information literate, teaching senior citizens to use the Internet and students to use citation software." Or she'll follow her recent interest: designing online tutorials for students and schools. "I am an advocate for lifelong learning, so I hope to grow into challenging positions," Erin says.

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

I'm thankful.



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