

2

Dean's Message

Dean Gresham discusses her trip to China and the Buffalo Tanzania Education Project.

3

Faculty Focus

Christine Wang is committed to cross-cultural and international research in early childhood education.

4

Online Programs

GSE online programs are experiencing a growth in international enrollment.

5

Emeritus Faculty Spotlight

Bruce Johnstone continues to have an impact on international education during his retirement.

6

Faculty Research

GSE faculty members are pursuing a variety of research projects that have global implications.

7

Alumni News

Learn how GSE international alumni are contributing to education around the world.

8

Yu-Chin Liu Award

Alumna Joy Chung established this award to provide financial assistance to doctoral students.

9

School District Spotlight

The Clarence Central School District is participating in an educational exchange program with China.

10

HIRE Education Conference

The 2008 conference featured a career track addressing the concerns of international students.

SPECIAL ISSUE: Internationalization of GSE

GSE's Commitment to International Education

BY STEPHEN DUNNETT



STEPHEN DUNNETT

As a faculty member and proud alumnus of the Graduate School of Education, I am delighted to commend GSE for its longstanding commitment to internationalization. For many years, the school has been globally engaged, attracting outstanding students and faculty from around the world, and conducting research and educational programs with a strong international focus. GSE has a distinguished international alumni community that includes many university leaders and senior officials in ministries of education around the world.

The school has been home to world-class international research centers, including the Center for Comparative Education and the Center for Comparative and International Higher Education. Internationally renowned scholars in the field of comparative higher education, including Philip Altbach, Bruce Johnstone, and William Cummings have made GSE one of the leading centers for research and education in this field for many years.

GSE has pioneered the delivery of academic degree programs overseas, beginning with its master's program for college faculty conducted in Nigeria in the 1970s and continuing with more recent programs such as the master's in school counseling in Singapore, which is now enrolling its fifth cohort of students.

The school has taken a major role in the faculty development activities of UB projects in other parts of the world, including Central and Eastern Europe, as well as various countries in East and Southeast Asia. Working with sponsors such as Fulbright, the International Research and Exchanges Board, and the World Bank, GSE

has conducted training programs at UB for educators and officials from institutions in Egypt, Hungary, Latvia, Russia, Indonesia, and many sub-Saharan African countries.

Since its founding nearly 40 years ago, GSE's own English Language Institute (ELI) has greatly advanced the internationalization of UB not only by bringing large numbers of international students to campus, but by developing innovative international programs both at UB and with institutional partners in many countries around the world. Of the more than 30,000 students who have attended programs in ELI, many have gone on to earn undergraduate, graduate, or professional degrees at UB, at other Buffalo-area institutions, and at universities across the U.S. In partnership with GSE's program in TESOL (teaching English to speakers of other languages), ELI has helped train a large number of ESL/EFL (English as a second/foreign language) teachers, some of whom now direct programs of their own in the U.S. and other countries.

Thanks to Dean Mary Gresham's leadership, GSE has been and continues to be at the forefront of UB's internationalization efforts. I look forward to continuing to work with Dean Gresham and my GSE colleagues to implement the university's ambitious internationalization agenda. ●

Stephen Dunnett (Ph.D. '77, Higher Education) is the UB vice provost for international education and a professor in GSE's Department of Learning and Instruction.



MARY GRESHAM

Dean's Message

Although the term “think globally, act locally” is often used pertaining to the environment, the idea of thinking “global” and acting “local” may have first appeared in relation to city planning. When Friedman’s book hit the stands in 2005, the reality of our economic, social, and political connectedness to “neighbors” half a world away resonated with many who had not taken the time to consider the impact of the “flattening” of our world. For the educator of today, the relevance of this concept should be clear: in order to prepare students for their participation in our world they must have an appreciation of the global context that impacts our daily lives.

In American education, we are concerned with student achievement and standards; leadership and information technology; and professional preparation and diversity, just to name a few of the issues we discuss in our schools and universities. These same concerns are shared by educators across the globe as we each grapple with the best way to prepare the next generation of leaders for all sectors of our society.

Last fall, I was invited to an Asia-Pacific Conference on International Education organized by our alum **Nan-zhao Zhou** (Ph.D. '89, Social Foundations), where I listened to and shared with individuals from many countries including: China, Australia, Nigeria, Togo, Mozambique, Sierra Leone, Cameroon, Tanzania, England, Singapore, and the U.S. There was much to learn from one another and many common challenges, but the primary lesson for me was that our differences are not so much in kind as in the methods by which we address these challenges. For example, in America we have standards for student achievement to be sure, but

there is little agreement on what the standards should be. Learning several languages is the norm outside of the U.S., and most realize the cultural and interpersonal benefits of multilingualism. (Once when I was in Malaysia, the chancellor of one university said that since they wanted to be a world class university, he thought it was time for them to require three languages instead of two!; in most American schools languages can be optional.) We certainly have a venerable system of public education, but it is important for us to remain open to learning from other countries just as they seek to learn from us.

Recently we hosted a visit by Dr. Zhou and a colleague who were here to meet with some of our faculty and with representatives of several school districts who are interested in creating professional development opportunities with our Chinese counterparts (see page 7). During the summer, I will be part of an exploratory group that includes the dean of the UB School of Architecture and Planning and UB’s special assistant to the president for educational initiatives, traveling to the northern region of Tanzania to address the lack of educational opportunities for young women in that area by developing a secondary school for girls, and eventually the creation of a comprehensive campus. You can learn more about the Buffalo Tanzania Education Project at www.buffalo.edu/pk16/LearningOpportunities/BeyondBuffalo/buffalo_tanzania_education_project.php.

I hope you will enjoy this issue in which we share our involvement with our neighbors across the globe.

Mary H. Gresham
(Ph.D. '92, Counseling Psychology)

Dean, Graduate School of Education, University at Buffalo



Mary Gresham (front row, fifth from left) and Nan-zhao Zhou (front row, ninth from left) at the Asia-Pacific Conference on International Education.

Early Childhood Education: International Perspectives

As a Chinese scholar studying and working in the U.S., I am committed to studying cross-cultural and international issues in early childhood education (ECE). My previous ECE research in China revealed that three distinct cultural threads—traditional culture, communist culture, and Western culture—have mixed to profoundly shape different aspects of

influences on classroom practices and curricula. As one of a few preschool vouchers in the world, the system in Hong Kong also has the potential to offer insights on policy and funding reform in early childhood education in America. The results from our large-scale survey study indicate positive effects on the availability, accessibility, and accountability of ECE as

adapted and appropriated to support young children's learning (especially early literacy) in China and the U.S. This research can aid our understanding of the universality or culture-specific nature of young children's uses of technology.

In addition to collaborative projects, I have also actively engaged in research exchanges with universities in Asia. I presented my research on ICT in ECE at Beijing Normal University and East China Normal University in 2005. As a visiting scholar at HKU and HKIE during Summer 2007, I presented my research and consulted with local researchers on their research projects. Based on these collaborations, my colleagues and I are currently co-editing a special issue on "Accountability and Quality in Early Childhood Education: Perspectives from Asia" for the journal *Early Education and Development*.

Finally, as a steering committee member, I helped launch the Pacific Early Childhood Education Research Association (PECERA) in 2000, and I currently sit on its governing board. PECERA supports and disseminates ECE research along the Pacific Rim of Asia through annual conferences in Japan, New Zealand, Australia, China, Taiwan, Hong Kong, South Korea, Thailand, and the Philippines.

As ICT brings the world closer together, it is both easier and increasingly important for researchers across oceans to understand and learn from one another's educational efforts and research. I look forward to continuing my international research and contributing to GSE's globalization. ●



X. CHRISTINE WANG

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Chinese early childhood education. As a result of the rapid sociocultural changes in China, teacher education is also going through a great transformation. My study on ECE teacher education in China detailed such challenges, and suggested ways to explore localized and culturally appropriate early childhood pedagogy and teacher education.

Currently, my colleagues from Hong Kong University (HKU) and I are studying the implementation of the pre-primary education voucher system in Hong Kong, which began in 2007. This voucher system has two unique goals of driving unqualified private kindergartens out of business, and exercising quality control for all types of kindergartens (defined in Hong Kong as 3-year ECE programs).

The voucher system will have profound

perceived by kindergarten principals, teachers, and parents. We are continuing to study the long-term effects of the voucher system on classroom practices and

“...it is both easier and increasingly important for researchers across oceans to understand and learn from one another's educational efforts and research.”

children's learning and development.

My research agenda also includes the area of information and communication technology (ICT). I am collaborating with HKU and the Hong Kong Institute of Education (HKIE), as a visiting scholar in Summer 2009, to investigate how ICT is

Online Programs International Student Population on the Rise

BY CHRISTINE KROLL

Through a strategic selection of programs, excellence in teaching, and a link to research that is missing in many competitor programs, the GSE online programs office is experiencing a period of program expansion and enrollment growth. While we began our online programs back in 2001 without a single international student, we now have students residing in Asia, Central America, and Europe.



BRIAN HUGHES

According to Brian Hughes, who lives in Ireland, the Ed.M. in science and the public program is “stimulating and rewarding, both in terms of its content and...the experience of taking the program at a distance. Working in education, I am frequently faced with the challenge of communicating complex science ideas to audiences whose level of understanding is only just emerging. The program has been extremely worthwhile in empowering me to take on this challenge.” Brian also said it is “...particularly rewarding to be part of a group of international students who are located in many places around the world.”



B. BAYLES

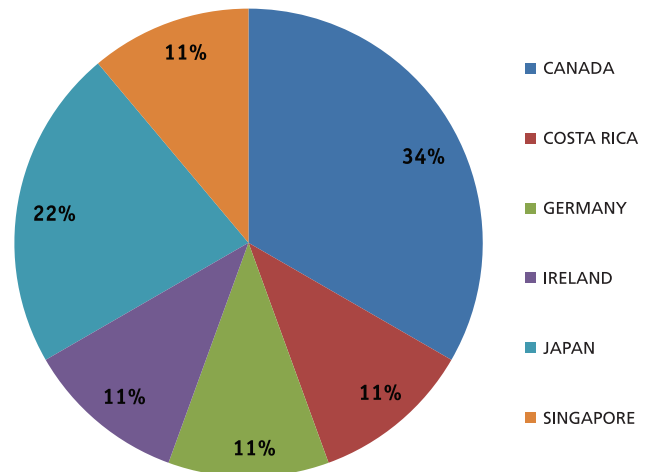
Alumna B. Bayles (Ed.M. '09, Science and the Public) said “The program appealed to me because the nearest university is hours from my rural Kansas home. I was able to

work on my degree and continue to farm at the same time. Now that I have my degree, I’m an adjunct professor at the local junior college and I love every minute of it! I am grateful to UB for the quality education that made my new job possible.”

Enrolling students with diverse backgrounds and experiences in our virtual classrooms is a unique outreach experience that GSE is committed to expanding. Currently we offer two fully online programs, an Ed.M. in science and the public and an M.S. in rehabilitation counseling. Our future offerings (by 2010) include an M.L.S. in library science and certificate programs in educational technology and gifted education.

If you have additional questions regarding our online programs, please visit www.gse.buffalo.edu/online or call (716) 645-6640. ●

Christine Kroll is an assistant dean in the Graduate School of Education.



Online Programs: International Student Enrollment

IT'S EASY TO STAY CONNECTED TO UB AND GSE!

There are three convenient ways for GSE alumni to stay connected:

1. Register on **UB Connect**, the university-wide alumni online community. At this secure site, www.ubconnect.org, you can sign up for lifetime e-mail forwarding, search for jobs, and communicate with fellow alumni,
2. Visit GSE's **Keep in Touch** page, www.gse.buffalo.edu/alumni/keep.asp, where you can provide current contact information and your recent accomplishments, or
3. **E-mail** Associate Dean Jenifer Lawrence at jlawrenc@buffalo.edu or call (716) 645-6640.

We look forward to hearing from you!

Giving “Retirement” a Bad Name

SUNY Distinguished Service Professor D. Bruce Johnstone retired in 2006 after a 12-year career at UB. During his “retirement,” Johnstone continues to have an impact within the Graduate School of Education and on international education.

Dear colleagues, former students, and friends,

While officially retired for more than 2½ years, I have overseen the successful completion of all but one of the 15 Ph.D. students I had at the conclusion of my paid employment, and I have attempted to keep the Graduate School of Education in the international spotlight through my research, writing, and consulting on international comparative higher education finance and governance (much of this with my colleague and project manager, Pamela Marcucci). This last year, for example, had me working in Bucharest (through a World Bank assignment), Bogotá (through a U.S. State Department lectureship), Cairo



D. BRUCE JOHNSTONE

(two conferences funded by USAID [United States Agency for International Development] and the Fulbright New Century Scholars Program), Paris (an OECD [Organisation for Economic Co-operation and Development] conference), and Dubai (another World Bank assignment with Pam).

In 2007–2008, I served as a Distinguished Scholar Leader for the fifth cohort of the Fulbright New Century Scholars Program, which brought together

30 top academics and experts from around the world, many of whom I continue to stay in touch with, to collaborate on the topic of access and equity in higher education in the 21st century. Still international, but closer to home (that is,

“...I have attempted to keep the Graduate School of Education in the international spotlight...”

not requiring a passport), I have in the past year consulted with the Institute of International Education, and lectured at the University of South Carolina and at the World Bank’s Human Development Week in Washington, DC. For the upcoming 2009 UNESCO (United Nations Educational, Scientific and Cultural Organization) World Conference on Education in Paris, I have worked with former GSE comparative education professor Philip Altbach on a comprehensive review of policy trends in international higher education. Pam and I are also assisting a World Bank team on their report for the conference, focusing on higher education in Africa.

Although our nine-year funding from the Ford Foundation has ended, Pam and I have kept the International Comparative Higher Education Finance and Accessibility Project going as the principal worldwide Internet venue for over 35 theoretical

papers and some 40 descriptive country studies on higher education finance and cost-sharing (www.gse.buffalo.edu/org/IntHigherEdFinance). Our upcoming book on cost-sharing, to be published by Johns Hopkins University Press, describes the phenomenon of cost-sharing and documents its spread in most countries around the world.

Our most recent research involves student surveys in Ethiopia, Kenya, Egypt, and Morocco, and was the subject of a panel at the March 2009 meeting of the Comparative and International Education Society, with Pam, my current (and final) Ph.D. student, Manar Sabry, and two former students, both in the Buffalo area on tenure track faculty appointments: Ali Ait si Mhamed (Ph.D. ’07, Social Foundations; assistant professor, Canisius College) and Touorouzou Some (Ph.D. ’07, Social Foundations; assistant professor, D’Youville College).

In all of these ways, and with my continuing collaboration with Pam Marcucci, current and past graduate students, colleagues from Africa and Eastern Europe, and along with such international agencies as UNESCO, OECD, and the World Bank, I have had the opportunity to translate much of my research into policy and to help uphold the international comparative reputation of our Graduate School of Education. As I write this summary of my “retirement,” we are preparing to leave for the United Arab Emirates for work on another student loan program, and are also beginning to work on a series of technical papers for the World Bank. The pay isn’t much, but the work is very satisfying. ●

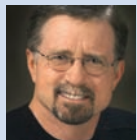
For a detailed review of Johnstone’s career, please see the cover story of the Spring 2006 .edu newsletter at www.gse.buffalo.edu/alumni/edu.asp.

International Research in GSE

Faculty members from the departments of Educational Leadership and Policy (ELP) and Learning and Instruction (LAI) are involved in research activities that are impacting education on an international scale. The following are examples of these research projects that have global implications. For more information about GSE faculty and their research, please visit www.gse.buffalo.edu/faculty/faculty.asp.



Ming Ming Chiu (LAI professor) analyzes students' mathematics, science, and reading achievement in 41 countries. Chiu's findings indicate that students score higher if they have richer families or schoolmates, have higher self-concepts, or use metacognitive strategies. These effects are stronger in individualistic countries. Family involvement effects, such as time with children, are stronger in richer countries. Students score lower in countries or schools with greater inequality (e.g., family, school, bias toward richer students, separation of rich students away from poor students) via four inequality mechanisms: fewer educational resources, less social solidarity, poorer student discipline, or diminishing marginal returns.



James Hoot (LAI professor) and a team of doctoral students are studying problems and issues that emerge in integrating very young refugee children into public school programs. Buffalo is one of the largest refugee resettlement centers in the U.S., with four separate refugee resettlement organizations in our community. Specifically, Hoot and his research team are looking at issues such as the effects of trauma on children, strategies teachers can use to support refugee children in classrooms, barriers to academic success of refugee children, and strategies for establishing partnerships with refugee families.



Stephen Jacobson (ELP professor) is continuing his work on the International Successful School Principalship Project, which has grown from 8 nations in 2001—Australia, Canada, China, Denmark, England, Norway, Sweden, and the U.S.—to 15, with the addition

of research teams in Cyprus, Israel, Kenya, Mexico, Slovenia, South Africa, and Turkey. Based on the project's most recent findings, Jacobson is the lead author on an article, "Sustaining School Success: A Case for Governance Change," in a special issue of the *Journal of Educational Administration*, and is a co-editor of *Comparative Perspectives on School Leader Practice and Preparation* (2010, Springer).



Deborah Moore-Russo (LAI assistant professor) and **Thomas Schroeder** (LAI associate professor) received funding from Higher Education for Development to establish a partnership with the University of KwaZulu-Natal (UKZN) in South Africa. The "Enhancing Secondary Mathematics Teacher Edu-

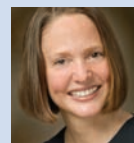


cation" project will recruit black South African females who are currently teaching mathematics in grades 10–12 without adequate qualifications into an innovative mathematics teacher education program designed to meet their needs. Teachers will be able to earn credits toward a B.Sc. degree in mathematics education at UKZN, and will focus on strengthening both their mathematical knowledge and their pedagogical skills.



Yoshiko Nozaki (ELP associate professor) has several on-going studies that have international and global perspectives. For example, her team project, "Gender Equality and Higher Education in Asia and Beyond," has been very successful in identifying gender gap trends, including "reverse gender gap," in student enrollment and their choices of major fields of study across the

world. In another study, "Japanese Overseas Children in the United States: From Immigrants to Transients in the Era of Educational Globalization," Nozaki is looking into the possibilities and limits of bi-culturalism in educational policy and practice in Japan and the U.S. in contemporary forms of globalization.



Sarah Robert's (LAI assistant professor) research involves global issues concerning the relation of social equity and educational labor and/or policy. Her studies include examining globalization discourses and processes in Brazilian higher education; gender policy training in graduate programs in U.S. universities; and the intersection of gender, teachers' work, and educational reform in Buenos Aires, Argentina. Through her work, which has been published internationally, Robert is attempting to connect with a global network of scholars who are focusing on issues of social equity in educational policy and its analysis.



Robert Stevenson (ELP associate professor) has edited a book of case study research on environmental learning in formal, non-formal, and informal educational settings in a wide range of international contexts, including Canada, Denmark, the Netherlands, South Africa, Sweden, the United Kingdom, and the U.S. Stevenson is also a co-editor of the inaugural *International Handbook of Research on Environmental Education* to be published by the American Educational Research Association. The handbook includes over 50 contributors from six continents. The authors examine and analyze the history, status, and future directions of research in environmental education.

The Graduate School of Education has a long-standing tradition of alumni who have made an impact on global education. Currently, GSE has an alumni presence in over 70 countries worldwide. The following are examples of recent accomplishments from the school's international alumni population.

International Alumni News



Rosa do Amaral (Ph.D. '03, Counselor Education) is the coordinator of the Department of Family Intervention and Support, and of curricular internships at CADIN—Center

for Child Development in Portugal. In addition, she is the technical and pedagogical coordinator at CRID, an occupational center for 45 people with disabilities. She has received numerous grants to participate in international meetings for her work with families with developmentally disabled members.

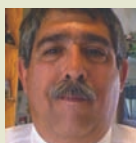


John Cammarata (Ed.M. '73, Social Studies Education) is working with the Waterloo Regional Leadership Program in Ontario, Canada. The group's current initiative is a "Youth on Board" program with local universities and colleges, whereby highly motivated 18-23 year old students are given the opportunity to receive applied leadership learning experiences. He previously retired from the Waterloo Regional District School Board, where he was a special needs resource teacher for grades 7 and 8 in the senior elementary school.



Georges Duquette (Ph.D. '86, Foreign and Second Language Education) was recently awarded the title of professor emeritus at Laurentian University in Sudbury, Ontario, Canada.

Since 1986, he has been involved in the publication of 10 books, 3 research reports, and 38 scientific articles, 23 of which were refereed.



Eduardo Flores-Kastanis (Ph.D. '94, Educational Administration) is an associate professor at Escuela de Graduados en Educación, Tecnológico de Monterrey. He is also a national

researcher level 1 for Mexico's National Research System, a member of Mexico's National Council of Educational Research, associate editor for *Educational Action Research*, and lead researcher of the multi-institutional research group "The School as a Knowledge Organization" (www.ruv.itesm.mx/catedras/eoc).



Patrick Gallo (Ed.M. '90, English 7–12) is a lecturer at the National University of Singapore, Centre for English Language Communication. In July 2008, he was promoted

to administrative coordinator for the graduate English course. In this position, he is responsible for the four English courses offered to NUS graduate students, and for the administration of the placement test for all foreign graduate students.



Abdolrahim Navehebrahim (Ph.D. '91, Educational Administration) is the dean of the School of Education and Psychology, Teacher Training University, Tehran, Iran.

Previously, he was the university president of Damghan University of Basic Sciences, Iran. During the past year, he has published two articles in Iranian research journals and two other research papers have been accepted for publication. In Summer 2009, he will be presenting papers in Sweden and Spain.



Jan Sadler (Ph.D. '88, Social Foundations) is the director of UNESCO-CEPES (European Centre for Higher Education) in Bucharest, Romania. Previously, he was the chief of the section

for higher education policy and reform in UNESCO, Paris. He has over 25 years of experience in the field of economic and social sciences, as well as international relations, and

has held teaching and research positions in leading universities and research institutions in Poland, Canada, and the U.S.



Jessie Satyanesan (Ph.D. '92, Higher Education) is the chief librarian at Mohandas College of Engineering and Technology in India. In February 2009, she received a grant to

participate in the 9th International Library Conference in Bielefeld, Germany, and for professional visits to libraries in Hannover, Wolfenbüttel, Braunschweig, and Berlin, where she studied the current trends in digitization, preservation, and access to the collections.



Tieh-hsiung Wu (Ph.D. '79, Counselor Education) is a chair professor at Chia Nan University of Pharmacy and Science in Taiwan. His forthcoming book is titled

Information and Computer Education in Taiwan.



Asmawi Zainul (Ed.D. '88, Educational Psychology) is employed by the World Bank as an education consultant for the Department of Religious Affairs of the

Republic of Indonesia. Previously, he was the director of the Graduate School of Indonesia University of Education (2003–2007), and the vice rector for student and operational affairs of Indonesia Open University (1994–2003).

INTERNATIONAL ALUMNUS VISITS BUFFALO PUBLIC SCHOOLS AND UB



(l to r) Jay Friedman, Li Zhao, Nan-zhao Zhou, and Kenneth Lam

Alumnus **Nan-zhao Zhou** (Ph.D. '89, Social Foundations), director of the International Centre of Teacher Education, East China Normal University, and Li Zhao, deputy director of the International Centre of Teacher Education and a visiting professor at Stanford University, visited the Buffalo Public Schools (BPS) in March 2009. The purpose of their visit was to assist BPS with the creation of an international baccalaureate program for one of their schools.

Zhou, who invited GSE Dean Mary Gresham to attend a conference in China (see page 2), also expressed interest in professional development for Chinese administrators and teachers and the possibility of doing an exchange program between East China Normal University and UB in the future. Zhou and Zhao spent a day at UB, meeting with faculty and staff, including alumni **Jay Friedman** (Ed.M. '00, General Education), interim director, and **Kenneth Lam** (Ed.M. '04, Higher Education Administration), assistant director of affiliate programs, both from the UB Office of Alumni Relations.

Yu-Chin Liu Award

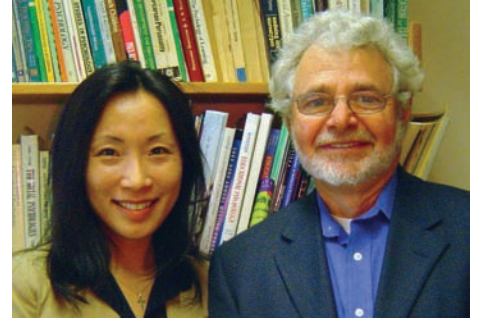
The Yu-Chin Liu Research Assistant Award has been providing financial assistance to doctoral students in the Department of Learning and Instruction since the 2006–2007 academic year. GSE alumna Joy Chung (Ph.D. '92, English Education) established the award and named it to honor her mother. The 2008–2009 recipients of the award are Namsook Kim and Diane Phelps, who are each at the dissertation research stage of their respective programs.

Namsook Kim is in the English as a second language (ESL) program. Her dissertation investigates the nature of effective multimodal instruction in an ESL classroom where technology is successfully integrated, and the influence of innovative teaching on diverse students' English learning and identity development. Kim's research will have practical implications for

teachers who value technology but struggle to use it effectively in their classrooms.

Diane Phelps is in the English education program and the lead research assistant on Professor James Collins' Writing Intensive Reading Comprehension (WIRC) study. Her dissertation examines whether fourth-grade teachers in selected WIRC classrooms may have over assisted students with the writing-about-reading intervention required by the study. Phelps' research will help teachers determine what kind of assistance to provide students during the process of writing about their reading.

If you would like to make a donation to the Yu-Chin Liu Research Assistant Award, please contact Phillip Smith, director of development for the Graduate School of Education, at pasmith3@buffalo.edu or (716) 645-6640. ●



(l to r) Namsook Kim with her advisor, Clinical Professor Vladimir Ageyev



(l to r) Professor James Collins with his advisee, Diane Phelps

BRUTT-GRIFFLER SPEAKS AT UNITED NATIONS SUMMIT



JANINA BRUTT-GRIFFLER

In recognition of her work in language education, Janina Brutt-Griffler, assistant professor in the Department of Learning and Instruction, was an invited speaker at the World Diversity Leadership Summit at the United Nations in July 2008.

The summit brought together approximately 600 senior corporate, government, and non-governmental organization officials to discuss the challenges and opportunities related to global diversity and gender equality solutions.

"I cannot imagine speaking of global diversity without recognizing linguistic diversity and the forms it takes: it is a challenge and an opportunity in academia and the corporate world," Brutt-Griffler said in her address. "We often operate on the basis of monolingual assumptions despite living in a multilingual society."

Brutt-Griffler emphasized that the challenge is to uncover the talent and resources to create a conducive environment for students from culturally and linguistically diverse backgrounds. Developing programs that build advanced foreign language competencies among American students represents an important opportunity for changing monolingual academic cultures.

Clarence Central School District

INTERNATIONALIZING THE K-12 EXPERIENCE

The mission of the Clarence Central School District (www.clarenceschools.org) is "...to produce independent, lifelong learners who are responsible, contributing members of a diverse society."

The four elementary schools (Clarence Center, Harris Hill, Ledgerview, and Sheridan Hill) in the district, along with the middle school and high school, serve approximately 5,200 students.

The Clarence Central School motto affirms that learning is a way of life. The district consistently meets and, in many

instances, exceeds the New York State Board of Regents learning standards and graduation requirements. This success is attributed to the visionary leadership within the district, beginning with Superintendent Thomas Coseo, an outstanding faculty, a supportive community, and a commitment to quality.

The district has a work force of nearly 800, and approximately 11% of these employees are alumni of the Graduate School of Education. Among the Clarence School administrative staff, GSE alumni include: Michael Codd (Ed.D. '81, Curriculum Planning), Sheridan Hill principal; Joseph Gentile (Ed.M. '75, Social Studies Education), high school principal; Keith Kuwik (Ed.M. '01, Elementary Education N-6),

Ledgerview principal; Stephen Ludwig (Ed.B. '73, Business Education), director of technology; Teresa Lawrence (Ph.D. '09, Social Foundations), director of curriculum and staff development; and John Ptak (Ed.D. '96, Educational Administration), director of personnel.

The quality education afforded students in the Clarence School District extends beyond the traditional classroom. For the past seven years the district has been exchanging teachers, students, ideas, and information with Hexi District in Tianjin, China, as part of an educational exchange program. To date, Clarence educators and students have visited China on four occasions, experienced the cultural wonders of the region, such as the Great Wall of China, the Forbidden City, and the Summer Palace in Beijing, as well as toured elementary schools, attended classes at high schools, and dined with host families.

Superintendent Coseo feels that exposure to a variety of cultures is an important element in a student's overall education. "Today's students must have access to a strong academic program that focuses on science, mathematics, and the development of logic, memory, and rational thinking combined with an equal emphasis on the arts, music, world languages, culture, and geography," said Coseo. "Our partnership with the Hexi Education Bureau helps us fulfill our responsibility to prepare our students to compete in a knowledge-based, global economy."



THOMAS COSEO



City, and the Summer Palace in Beijing, as well as toured elementary schools, attended classes at high schools, and dined with host families.

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HIRE Education Conference 2008

The Graduate School of Education Alumni Association hosted the third “HIRE Education: Preparing for Your Future Career in Education” Conference in November 2008. Over 60 students attended the event, which featured panel discussions by GSE alumni in three educational areas: K–12, higher education, and library and information. The alumni panelists addressed questions on job search skills for specific career paths within each educational area. There was also a panel discussion that focused on the career concerns of international students.

A PDF of the conference program, which includes degree and career information for the GSE alumni panelists, is available at www.gse.buffalo.edu/alumni/edu.asp.



A) Higher Education Panel – Morning Session: (l to r) Warren Hoffman, Cathleen March, Lilliam Malave, Marvel Ross-Jones, and Nicki McCullough Calabrese.

B) Higher Education Panel – Afternoon Session: (l to r) Wendy Patterson, Sheryl Weems, Lorraine Sturm, Tom Caulfield, and Beth Del Genio.

C) International Students Panel: (l to r) Keith Otto, Diane Hardy, Lynne Yang, Oscar Budde, and David Cantaffa.

D) K-12 Panel – Morning Session: (l to r) Heather Lyon, Mary Jo LaMastra, Elinor Weiss, Maura Pierce, and Evelyn Smigelsky.

E) K-12 Panel – Afternoon Session: (l to r) Bob Farwell, Bennie Kyle, Deborah Frandina, Keli Luchey, and Vince Coppola.

F) Library and Information Panel – Morning Session: (l to r) Rosina Alaimo, Sally Snow, Kate Pitcher, Aprille Nace, and Cynthia McKane.

G) Library and Information Panel – Afternoon Session: (l to r) Marie Bindeman, Samantha Gust, Stephanie Squicciarini, Kimberly Iraci, and Melodye Campbell.

INTERNATIONAL ALUMNI CAN MAKE A DIFFERENCE



PHILLIP SMITH

With this issue of *.edu* dedicated to the Graduate School of Education's focus on global education, I am proud to inform you that, at one time, I was a foreign student attending the University at Buffalo. My home was in Canada and I recognized the chance of coming to UB as a great opportunity to fulfill my dream of going to college. Moving away from home to go to school in your own country can be a

challenging and life-changing experience, but to leave home to go to a university in another country takes this experience to an entirely new level.

Walking the halls of our university today, you really appreciate the effort UB has made to include more international students than ever before on our campus. In fact, UB is one of the top 10 institutions in the country in the area of international student enrollment. GSE plays a significant role in

this regard with approximately 9% of our students coming from across the globe to participate in our highly regarded education programs. Every day, international students are playing an active role in the educational vibrancy of our institution.

For UB/GSE to achieve its long-term goals, it is important for our international alumni to take an active role. For example, an international alumnus can make a difference by creating a scholarship to help support the students and the work of one of our noted professors (see page 12 for examples). In doing so, you would be reaching out to help make the world a better place through education. If you would like to discuss specific ways in which your support can make a difference to UB and the Graduate School of Education, please email me at pasmith3@buffalo.edu or call (716) 645-6640.

Phillip Smith (Ed.M. '76, Physical Education) is the director of development for the Graduate School of Education.

Partnering with American Corner Macedonia



LORNA PETERSON

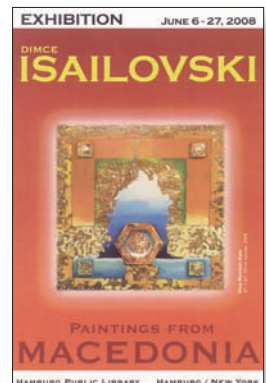
American Corners are partnerships between the public affairs sections of U.S. embassies and host institutions. The purpose of an American Corner is to provide access to current and reliable information about the U.S. through book collections, the Internet, and local programming to the general public. Through the efforts of Lorna Peterson, associate professor in the Department of Library and Information Studies, a

relationship was formed between the Buffalo and Erie County Public Library and the American Corner in the Republic of Macedonia.

As a result of this relationship, the Republic of Macedonia agreed to donate 200 books to the Hamburg Public Library and

the Lackawanna Public Library. In a June 2008 ceremony, Zoran Jolevski, ambassador of the Republic of Macedonia, presented 200 books from the Skopje City Library to the Hamburg Public Library. In addition to the book donation, Macedonia artist Dimce Isailovski exhibited 22 of his oil on canvas works at the Hamburg Public Library for three weeks in June.

"It was an honor to have Ambassador Jolevski visit us and present us with such a generous donation," said Mary Jean Jakubowski (M.L.S. '91, Library Science), chief operating officer, Buffalo and Erie County Public Library. "We thank his excellency and the Republic of Macedonia, as well as Lorna Peterson, whose connection and involvement with our library through the years has been instrumental in creating opportunities such as this." ●



Dimce Isailovski exhibition program cover featuring the painting "Deep Mountain Eyes."

FOURTH ANNUAL SCHOLARSHIP RECEPTION

The GSE Student Scholarship Reception was held in October 2008. This year's reception featured the presentation of the initial Leroy and Margaret H. Callahan Scholarship award. In attendance for this presentation were five members of the Callahan family. The following students were recognized for receiving scholarship awards for the 2008–2009 academic year:

Shannon Burke (LAI master's student) received the **Adelle H. Land Scholarship**, which supports students pursuing a teaching career.

Jennifer Cherelin (LIS master's student) received the **E. Alberta Riggs Scholarship**, which is used to support graduate students in the Department of Library and Information Studies.

Silas Escalante (ELP doctoral student) received the **Mary Lou and S. David Farr Scholarship**, which supports a student researching digital technology and learning.

Fei Jiang (LAI master's student) received the **Judith T. Melamed Scholarship**, which supports an international student pursuing a degree in the TESOL (teaching English to speakers of other languages) program.

Joseph Johnson (LAI doctoral student) received the **Ralph Theurer Scholarship**, which supports a student pursuing a degree in science education.

Jessica Kane (CSEP doctoral student) received the **Marceline Jaques Scholarship**, which supports a student pursuing research in rehabilitation.

Jeffrey Pack and **Jessica Stokes** (LIS master's students) each received an **H.W. Wilson Scholarship**, which is funded by the H.W. Wilson Foundation on a rotating basis to students in U.S. and Canadian library education programs.

Nosisi Piyose (LAI doctoral student) received the **Leroy and Margaret H. Callahan Scholarship**, which supports a student pursuing research and/or developing activities in the teaching/learning of elementary school mathematics instruction.

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



GSE student scholarship recipients (standing l to r): Jessica Kane, Camille Pontrello, Jonathan Rodgers, Joseph Johnson, Silas Escalante, Jessica Stokes, Jeffrey Pack; (seated l to r): Ilana Tolkoff, Shannon Burke, Fei Jiang, Nosisi Piyose. (Jennifer Cherelin was unable to attend the reception.)

Jonathan Rodgers (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.

Ilana Tolkoff (LIS master's student) received the **A. Benjamin and Helen Ravin Scholarship**, which provides annual support for students in the Department of Library and Information Studies.

Congratulations to this year's award recipients. The Graduate School of Education sincerely thanks the alumni, professor emeriti, faculty, and friends who have established these scholarships.



The Callahan family (l to r): son Marty, daughter Jean Rois, granddaughter Sarah Rois, son Jim, and daughter Meg (Ph.D. '01, English Education).

SIX FACULTY MEMBERS HONORED



Gregory Fabiano, assistant professor in the Department of Counseling, School, and Educational Psychology, received a Presidential Early Career Award for Scientists and Engineers for his work with enhancing the educational and behavioral outcomes of children with ADHD (attention-deficit/hyperactivity disorder). Fabiano

was among 67 scientists recognized by the White House as the most promising U.S. researchers in their fields. The award is the nation's highest honor for researchers in the early stages of their scientific careers. Fabiano is also the recipient of a 2009 UB Young Investigator Award, which recognizes outstanding scholarship and achievements over a two-three year period.



Lorna Peterson, associate professor in the Department of Library and Information Studies has been elected president-elect of ALISE (Association for Library and Information Science Education), which serves as the intellectual home of

university faculty in library and information science graduate programs. ALISE has 500 individual and over 60 institutional members, and its mission is to promote excellence in research, teaching, and service and to provide an understanding of the values and ethos of library and information science.



Suzanne Miller, associate professor in the Department of Learning and Instruction, has been named the recipient of the 2008 NCTE (National Council of Teachers of English) Rewey Belle Inglis Award for Outstanding Woman in the Teaching of English. The award was established in 1987 to honor Rewey Belles Inglis, the first

female president of NCTE, and is given to a woman in NCTE who has achieved excellence in teaching, research, and service.



Raechele Pope, associate professor in the Department of Educational Leadership and Policy, has been named the recipient of the Robert H. Shaffer Award from NASPA (Student Affairs Administrators in Higher Education). The award is

given to a tenured faculty member who is teaching full-time in a graduate preparation program in student affairs, and recognizes the faculty member's distinguished record of scholarly achievement, as well as the "personal inspiration" provided to graduate students.



Yoshiko Nozaki, associate professor in the Department of Educational Leadership and Policy, has been awarded an AERA (American Educational Research Association) Division B (Curriculum Studies) Outstanding Book of the Year Award for her sole-authored publication *War Memory, Nationalism and Education*

in Postwar Japan, 1945-2007: The Japanese History Textbook Controversy and Ienaga Saburo's Court Challenges (2008, Routledge).



Randy Yerrick, professor in the Department of Learning and Instruction, is the recipient of a 2009 UB Teaching Innovation Award. This award recognizes exceptional achievement in teaching innovation, which can include

the use of educational technology. Yerrick uses learning technologies (e.g., digital video, data analysis tools) in science classes to make science more meaningful and engaging for children.

LIS Class Creates Digital Library

A digital library, featuring the Buffalo and Erie County Historical Society's archival collection of the renowned works of architects E.B. Green and William S. Wicks, is the latest creation of a Department of Library and Information Studies (LIS) course with a proven track record of providing international access to Western New York research material.



JIANQIANG WANG

This user-friendly and interactive digital library catalogs and organizes the extensive photography and data of more than 150 commercial and residential private properties, many of which still stand today, designed by Green and his assistant.

"Our primary purpose was to provide global access to these rich resources and heritage of our society," said former LIS faculty member June

Abbas, whose classes used the digital library teaching model for seven years. "Secondarily, the project is for preservation purposes. Many of the collections in museums and libraries are aging and continue to deteriorate with continual use," she said. "By digitizing an object, you reduce the physical wear and tear on the object."

Landmarks featured in the E.B. Green Digital Collection include the original building of the Albright-Knox Art Gallery,

Main Street's Market Arcade, and downtown's gold-domed M&T Bank (formerly Buffalo Savings Bank). The collection was chosen because of its historical significance to Western New York and architecture studies around the world.

The E.B. Green digital library was the seventh digital library created by LIS students. Recent examples include the Bentley Snow Crystal Collection (<http://bentley.sciencebuff.org>) for the Buffalo Museum of Science and a collection of Pierce Arrow vintage cars (<http://pierce-arrow.com>) housed at the Buffalo Transportation Pierce Arrow Museum.

LIS Assistant Professor Jianqiang Wang, current instructor of the digital libraries course, has begun plans for new digital collection projects. "I expect to expand the scope of the digital libraries course project so that a variety of multimedia documents such as speech and video and documents in non-English languages will be included," said Wang. "I hope more local libraries, museums, archives, corporate information centers, and even important individuals will show interest in putting their print or physical collections online as well-organized digital libraries so that more users will have easier access to such collections." ●

Charles Anzalone, senior editor for *University Communications*, was a contributing writer for this story.

The E.B. Green Digital Collection is available at <http://gsestudent.gse.buffalo.edu/gsdllgreen/index.php>.



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GSEAA PRESIDENT'S MESSAGE

Fellow Alumni,

I would like to take this opportunity to offer my gratitude to the hundreds of alumni who took the time and effort to complete and submit the recent GSEAA survey. The information that was provided will help guide the GSEAA board of directors and committees in providing various activities and services to alumni and students. I was pleased to see that the responses were weighted relatively evenly among our four departments. I was also satisfied to see that responses covered the spectrum of educational employment positions, as well as those of us who are enjoying the fruits of retirement. It was interesting to note that the highest rated areas of interest include serving as a mentor, involvement in web-based forums/discussions, and lectures/discussion sessions with faculty concerning educational research.

Given the survey results, a GSEAA committee is already working to develop a mentoring program that is specific to various educationally related employment and employability issues with

which our students and alumni may want assistance. We anticipate that this program will be operational beginning in the Fall 2009 semester. Since our alumni are located throughout New York State, the nation, and world, an important aspect of this program will be to allow for the use of multiple forms of communication. Those individuals who indicated interest in serving as a mentor will be contacted as the program evolves from concept to action. Others who may wish to become involved are encouraged to do so.

As always, I welcome and urge you to become involved in activities sponsored by GSEAA, as well as individual departmental alumni groups.

All the best,

Joseph Casazza (Ed.D. '04, Educational Administration)



JOSEPH CASAZZA

REMEMBERING CHESTER KISER

Chester L. Kiser, associate professor in the education administration (EDA) program from 1966 through 1985, passed away July 8, 2008 at the age of 87 in his home of Corvallis, OR. He specialized in school business administration, emphasizing operations analysis and planning, programming, and budgeting systems. While at UB, he guided many students to certification and advanced degrees in his specializations and was a mentor to numerous school business administrators in local school districts. As much as his scholarly, mentoring, and teaching contributions to the EDA program, his colleagues and students appreciated him as a person of style and of class—in his treatment of others, demeanor, speech, writing, dress, and his discriminating taste in food and wine.

The untimely death of his father thrust Chet into a central role in the family's candy business, introducing him to business practices and an environment of commerce while still a youth. He served in the U.S. Navy during World War II, participating in 14 invasions in the South Pacific. After the war, he earned bachelor's and master's degrees from Johns Hopkins University. In partial support of his further education, he was well known to late-night radio listeners in Baltimore as the silky-smooth voice hosting "Moonlight Serenade," a voice he used at critical points in EDA meetings to calm heated discussions and to refocus them on the issues at hand with

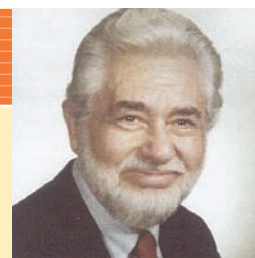
a bit of humor. Although his radio success garnered him opportunities in broadcasting, he chose instead to use his business, analytical, and communication skills pursuing a career in education, beginning in the Baltimore Public Schools.

In 1964, Chet moved his family to Palo Alto, CA, where he earned an Ed.D. at Stanford University, majoring in educational administration. Two years later, he joined the faculty of UB's School of Education as a valued member of the "Ed Admin" team.

After retirement, he and his wife, Mary Ruth, returned to Baltimore to care for her elderly parents. Subsequently, they returned to the west coast to be near their two daughters, both of whom live in Corvallis, and their son, in Portland, OR.

Surviving Chet are his wife of 62 years, their children, nine grandchildren, eight great-grandchildren, a brother, a sister, and numerous nephews and nieces.

Prepared by **Austin Swanson**, professor in the Department of Educational Leadership and Policy from 1963–2002, who was a colleague and friend of Chester Kiser.



CHESTER KISER

Willower Family Lecture



MARIA LUISA GONZALEZ

"The Critical Role of All Educational Leaders in the School Success of Latino Children"

Maria Luisa Gonzalez

Professor, University of Texas at El Paso

Keynote Speaker

Maria Luisa Gonzalez has been developing responsive preparation programs for school leaders based on social justice. She has committed her career to developing educational systems and models that work for all children and adults. As national leader for the University Council on Educational Administration (UCEA), Gonzalez has felt the responsibility of setting an agenda for major change throughout the preparation programs for school leaders, as well as the faculty who prepare them in our higher educational institutions.

JULY 17, 2009 | 8:30 a.m. – 2:00 p.m.

LOCATION: UB North Campus, 225 Natural Sciences Complex

COST: \$60 includes registration, breakfast, and lunch

REGISTER: (716) 645-6640, mcw22@buffalo.edu, or www.gse.buffalo.edu

Co-sponsored by the Willower Family Fund, the GSE Center for Continuing and Professional Education, and the UCEA Center for the Study of School Site Leadership.

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