

Education Exchange

Syracuse University School of Education

2017



INSIDE Our Strategic Plan | The Future of Education

Greetings from the School of Education at Syracuse University!

AS I WRITE THIS MESSAGE on a snowy day in December in Syracuse, the change of seasons is not the only change we are experiencing. Life on a university campus has ongoing change as new students come and other students graduate, and new faculty and staff begin and others retire. I love to experience the continual renewal of the spirit of learning and inquiry that comes with each new academic year and each semester.

A new venture that the School of Education has been working on together has been the development of our Strategic Plan, including defining our mission, vision, tagline, and goals, strategies, and key performance indicators for the next three years. I encourage you to read the strategic plan overview in this issue and let us know any comments you have about the plan. We value your input and your support.

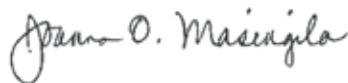
Programs that engage undergraduate students across the University, and two programs that provide opportunities for middle school and high school students in the Syracuse area, under the umbrella of the Center for Academic Achievement and Student Development, are featured in this issue of *Education Exchange*. These programs align well with the SOE mission to educate and support all students.

Another feature in this issue highlights the InclusiveU program in the Lawrence B. Taishoff Center for Inclusive Higher Education, and its recent State of the Art and Student Leadership conferences. InclusiveU has grown in size and scope over the last three years and students are graduating from the program having completed work internships on campus and ready for employment.

An important part of our SOE mission is recruiting, preparing, and mentoring educators. Several initiatives related to this are shown in this issue, including our collaborations with (a) the Syracuse City School District through TeachSyracuse and the Urban Fellowship Program, (b) the Solvay Union Free School District through InquiryU, (c) schools in New York City through the Bridge to the City project, and (d) our new chapter of Kappa Delta Pi honor society.

This issue also provides glimpses into some of our global learning opportunities, teacher and leader advocacy efforts, student excellence, and alumni, emeritus faculty, and Board of Visitor involvements. Finally, we remember the Hoople Building and its importance to the work of the SOE.

I'm excited for the challenges and opportunities ahead and honored to serve as your dean, and to work with our outstanding faculty and staff members, students, alumni, and friends of the School of Education. I hope that you are also excited about the work of the School of Education. We love hearing from you and appreciate so very much your support!



Joanna O. Masingila
DEAN



Education Exchange

DEAN

Joanna Masingila

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We would like to hear your comments. Please direct all correspondence to:

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ON THE COVER Inclusive Elementary student Kelsey Youmell '17 works with second grade students at Community Roots School in Brooklyn, NY. Kelsey completed her student teaching placement as part of the A Bridge to the City. Learn more about SOE’s student teaching placements in NYC on p. 26.



Our Strategic Plan

Review our strategic plan and help us achieve our greatest success

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Leading Through Inquiry, Inclusion, and Action

OUR MISSION

The mission of the Syracuse University School of Education is to prepare thoughtful and socially just leaders who bridge scholarship and practice. Through collaborative partnerships and multifaceted inclusive approaches, we commit to enhance student learning and success, physical activity and health, and mental health and well-being across communities.

OUR VISION

The School of Education aspires to increased distinction for its innovative pedagogies, inclusive practices, synergistic partnerships, and preparation of engaged citizens, scholars, and leaders.

Following the University's articulation of an Academic Strategic Plan (fastforward.syr.edu/strategic-plan), individual schools and colleges at Syracuse engaged in their own strategic planning during the 2015-2016 and 2016-2017 academic years. At the School of Education, a Steering Committee of faculty, staff and student representatives was elected to lead the whole school in a collaborative approach to this work. Going forward, the Steering Committee will guide the SOE in prioritizing goals and objectives, looking at data to measure progress, and reporting on progress.

As alumni, partners, and friends, please review this material and engage with us to help us achieve our greatest success. Following is a summary of the mission, core commitments, goals, objectives, and strategies as articulated in the School of Education's Strategic Planning process.

Feel free to send your thoughts and feedback to suschoolofed@syr.edu.

Over its 111-year history, the SOE has been at the forefront in identifying and addressing persistently critical educational issues and providing leadership for educational reforms that transform people's lives, and impact both policy and systems. Syracuse University, through the School of Education, was among the first universities to bring attention to the educational needs of students with disabilities and to effectively develop and refine assessment and pedagogical practices for diverse learners in inclusive and urban classrooms. The School takes enormous pride in the contributions that faculty, students, and graduates make as educators, scholars, counselors, activists, and leaders at local, national, and international levels.

Our strengths include our high-quality faculty, academic programs, students, and supporting units. The SOE has been ranked in the top 57 schools of education in the *U.S. News and World Report* and in the top 15 for private schools of education, both for the last seven years. Our Special Education, Exercise Science, and Counseling programs are all highly ranked in their respective fields, and a number of other programs (e.g., Higher Education; Disability Studies; Instructional Design, Development and Evaluation) have national reputations, and all of our programs are widely regarded by our peer institutions, alumni and employers.

These central goals seek to both develop the School of Education's distinctiveness and identity across and within all programs.

CENTRAL GOALS



Student Learning and Development

To demonstrate our commitment to and expertise in student learning, development, and professional skill development with our undergraduate and graduate students through our pedagogical practices and curriculum, School of Education's policies and procedures, organizational structures, and advising efforts.



Fiscal Sustainability

To develop a robust, multi-faceted approach to move the School of Education to a fiscally sound budgetary position that addresses short-term needs and generates enough savings and revenue to enable the School to invest in future initiatives, human capital, and facilities that align with the SOE's and institutional priorities.



Facilities

To enhance, develop, and/or build the facilities needed to fulfill the vision, mission, and core commitments of the SOE, specifically championing for state-of-the-art teaching/learning, clinical, and research facilities that are commensurate with quality spaces on campus and our peer institutions.



Diversity

To commit to recruiting and sustaining a diverse faculty, staff, and student body across the SOE, and an environment that enhances access, equity, and inclusion.



Scholarship and Creative Work

To expand scholarship and creative activities, infrastructure, impact, and the School of Education's research profile.



Climate

To develop and sustain a respectful, affirming, vibrant, creative community of students, staff, and faculty with deep commitments to the SOE and its vision, mission, and strategic goals. ●



Partnerships

To champion interdisciplinary collaborations at programmatic, school, and scholarly levels across the SOE, and to strengthen and expand quality collaborations with school districts, universities/colleges, and with alumni, community and global partners.



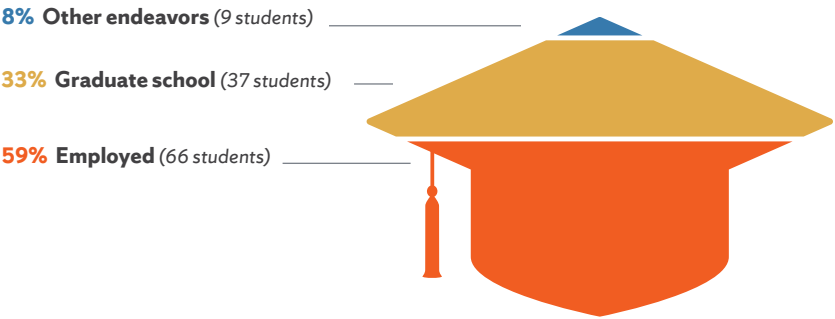
Read more at
fastforward.syr.edu/strategic-plan
Send thoughts and feedback to
suschoolofed@syr.edu



SURVEY SAYS GRADUATE OUTCOMES REPORT 2017

Undergraduate Post-Graduation Placement

(Undergraduate student response rate 81%)



92%

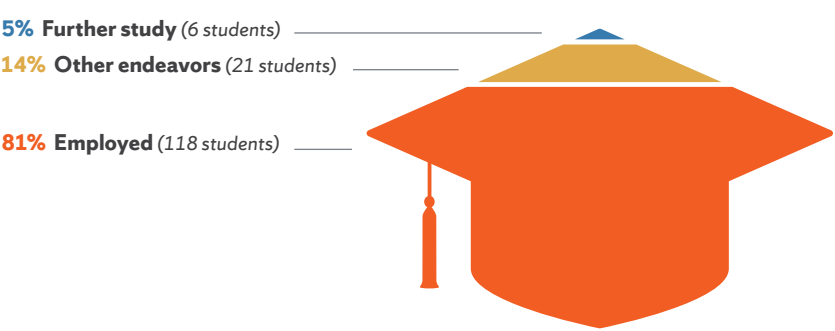
Employed and/or further study

\$43,650

Average salary of undergraduate students

Graduate Post-Graduation Placement

(Graduate student response rate 78%)



86%

Employed and/or further study

\$50,100

Average salary of graduate students

Data collected through Qualtrics survey, LinkedIn, Facebook, email, phone calls, personal interactions.

As of November 2017

324

Total number of students surveyed

257

Total number of respondents

79%

Total percentage of students responded/ students surveyed

Reaching Higher



KENIMORE

Professor Tom Brutsaert at Everest Base Camp in 2017 on a research expedition with Mt. Royal University, Calgary, Canada.

STUDY ABROAD STUDENTS WILL ascend to new heights—18,000 feet—this spring when Tom Brutsaert, professor and chair of the Department of Exercise Science, leads a three-week trek to Base Camp Everest in Nepal.

Brutsaert calls the course, to begin after the 2018 Commencement, an “expedition” combining classroom experience and cutting-edge research in altitude physiology by physiology faculty and graduate students, along with an ascent covering nearly 11,000 feet in 10 days. The three-credit course is called “Mount Everest Base Camp Trek: the Human Response to High Altitude.”

Brutsaert and Rick Burton, David B. Falk Endowed Professor of Sport Management in the Falk College of Sport and Human Dynamics, are planning the course.

The trek to Base Camp Everest takes 10 days over about 60 kilometers of hiking, with three rest days scheduled in guesthouse lodges at increasing altitudes to allow for acclimatization. The trek starts at 3,440 meters (11,300 feet), ascends to 3,820 meters (12,500 feet), and then to 4,370 meters (14,300 feet).

Base Camp Everest is at 5,360 meters (nearly 17,600 feet). An optional climb to the summit of Kala Patthar, a notable Himalayan landmark overlooking Base Camp with views of the Everest summit, reaches 5,550 meters (18,000 feet).

On rest days, students will spend half their time in classes and half as optional research subjects. The research studies, being developed with other faculty and needing University approval, are likely to cover three topics, Brutsaert says.

One is the epigenetics of exposure to high altitude. Tissue, blood, and saliva samples will be taken from students on rest days, stored, and returned to Syracuse for study. A second topic is testing brain blood flow and cognitive functions, using a noninvasive method of Doppler echocardiography to measure cerebral blood flow. A third would involve retinal imaging.

Brutsaert specializes in exercise performance of high-altitude natives in the Andes, he has been conducting research there for 25 years. He led a similar Study Abroad in March 2016 to Peru with a five-day hike to Machu Picchu (2,430 meters, or 7,970 feet). In May 2017, he observed a similar Base Camp Everest trek run by Mount Royal University of Calgary, Alberta.

“We need to be clear about the challenges. There are no five-star hotels. There will be traveler’s diarrhea and altitude sickness. But almost any motivated student can do it.”

“We need to be clear about the challenges,” he says. “There are no five-star hotels. There will be traveler’s diarrhea and altitude sickness. But almost any motivated student can do it. It’s an ascent with an easy-does-it philosophy.” ●



Answering the Call for Future Educators

The numbers in Syracuse reflect the national averages. In the Syracuse City School District, 77 percent of the student population are students of color. Of the teaching staff, 12 percent are teachers of color.

“The need for attracting a highly qualified and diverse teaching staff is clear,” says Scott Persampieri, director of recruitment and selection for the Syracuse City School District.

Several School of Education programs are addressing the teacher shortage, particularly for urban school districts. One program reaches out to SCSD students encouraging them to consider a teaching career. Another brings high school students interested in teaching to campus for a day. A third recruits minority college students to SOE’s teacher education master’s degree programs and teaching jobs in Syracuse. ➤



“By identifying these students early on in high school or even middle school, our hope was that events like Future Educators Day, and other similar initiatives like Teach Syracuse, would inspire students to go into the teaching field and return to their communities as role models and mentors for other Syracuse city youth.”

DORIEN LANGEZAAL

The dearth of teachers of color began with the landmark Supreme Court ruling on school desegregation in 1954, says Professor Marcelle Haddix, chair of Reading and Language Arts, Dean’s Associate Professor, and director of RLA doctoral programs.

“The research has shown for the several decades since the displacement of black teachers post-Brown v. Board of Education a steady decline in the presence of teachers of color in the field and in teacher preparation programs. The majority of teachers are white, female, and monolingual,” says Haddix, whose Teach Syracuse initiative is in its second year in the SCSD.

Teach Syracuse aims to get youth of color interested in education professions. It draws on resources from Educators Rising, a national organization that aims to attract young people to education professions.

This fall, Haddix met with SCSD officials to discuss the Urban Teacher Preparation Program that the district has started at Corcoran High School through Career Technical Education. Twenty-six

students are participating in the program that will guide them into education majors at regional colleges, including Syracuse University, SUNY Oswego, SUNY Cortland, and Le Moyne College.

The district wants Syracuse University to move Teach Syracuse to the middle school level to encourage students to enter the Urban Teacher Preparation Program in high school, Haddix says.

Teach Syracuse offers a “pathway that opens up possibilities for exploration of teaching,” she says, by making students college-ready and addressing the skills needed for college.

Nearly 30 high school students interested in a teaching career visited the SOE on a Friday afternoon in March 2017 for Future Educators Day. Most came from the SCSD, with a few from surrounding suburban districts, said Dorien Langezaal, SOE assistant director of undergraduate admissions and recruitment.

The afternoon—free for participants—began with icebreaker activities, a presentation on college admissions from the Syracuse Admissions Office, and

a campus tour. Returning to Huntington Hall, the students participated in three 20-minute teacher education workshops on topics such as the importance of music in the curriculum, debunking myths in science and science education, and discussions on issues of access and inclusivity. The event concluded with a meal and a Q&A with current SU students enrolled in teacher-preparation programs.

A third Future Educators Day is planned for spring 2018.

“Future Educators Day was developed as an event to cultivate and foster students’ interest in teaching careers here in the Syracuse area,” Langezaal says. “By identifying these students early on in high school or even middle school, our hope was that events like Future Educators Day, and other similar initiatives like Teach Syracuse, would inspire students to go into the teaching field and return to their communities as role models and mentors for other Syracuse city youth.”

A new pipeline program is the Urban Teaching Fellowship, a partnership between the SOE and the SCSD to recruit initially certified minority students to SOE teacher education master's degree programs. Fellows teach full time in the SCSD while pursuing part-time master's degrees and professional teacher certification.

"The Syracuse City School District, not unlike other urban areas, is currently experiencing a critical teacher shortage. This shortage is even more pronounced when considering teachers of color," says Persampieri, the SCSD director of recruitment and selection.

In exchange for a five-year commitment to teach in the district, Urban Fellows receive full tuition toward a master's degree in education at Syracuse and assistance with the New York State Teacher Certification Process. The district seeks college graduates in mathematics, science, English as a New Language (ENL), library media, special education, and technology education.

Fourteen Urban Fellows were hired for the 2016-17 school year, 15 for the current year. Six of this year's are Syracuse natives. Most are from New York, while others come from as far as Mississippi. Their schooling ranges from local colleges—Syracuse, SUNY Oswego, SUNY Cortland, and Le Moyne—to Howard University, the University of Toledo, the University of Puerto Rico, and Xavier.

They teach at all levels of city schools, from elementary to high school. ●

Lobbying for **Support for Teacher Preparation**

Key government issues for education involve continued funding for teacher training, says School of Education Dean Joanna Masingila in her role as president of the New York Association of Colleges for Teacher Education (NYACTE).

Masingila lobbies both Albany and Washington, D.C., with monthly phone conferences or meetings with the state education commissioner and at the annual American Association of Colleges for Teacher Education's (AACTE) Washington Week in June.

"In Albany, some of the issues we are talking with legislators about are the admission requirements for master's programs preparing candidates for initial certification," Masingila says. The Education Transformation Act of 2015 raised admission requirements. New criteria for graduate school include minimum scores on the Graduate Record Examination and a GPA of at least 3.0 as an undergraduate.

"We agree with having well-qualified teachers, but these admission requirements are merely contributing to the current teacher shortage instead of supporting programs in having high-quality programs that prepare well-qualified teachers. We are also interested in incentives to attract candidates to teacher preparation programs and address the teacher shortage," says Masingila, whose two-year term ends in October 2018.

Federal programs address those same issues.

AACTE supports level funding for five educator preparation programs: the Teacher Quality Partnerships (Title II, Part A of the Higher Education Act), Title II of the Elementary and Secondary Education Act, the School Leader Recruitment and Support Program, Special Education Personnel Preparation, and the Institute of Education Sciences. Total funding is more than \$2.75 billion.

AACTE also wants Congress to reauthorize the Higher Education Act, incorporating the Education Preparation Reform Act, which, Masingila says, would improve the Teacher Quality Partnership (TQP) grant program. The TQP incorporates the best of what AACTE says research and practice show to be essential for effective preparation programs: providing extensive clinical experiences for teacher candidates, preparing them to work with students with disabilities and English language learners and to teach literacy, and providing induction support in teachers' early years.

A third issue is to fund Teacher Education Assistance for College and Higher Education (TEACH) grants. These grants provide about \$4,000 a year to support teacher candidates in both baccalaureate and post-baccalaureate programs who agree to teach high-need subjects in high-need schools for at least four years within eight years of graduation.

In Washington, Masingila met with staff members for New York Senators Chuck Schumer and local Representatives John Katko and Elise Stefanik, gaining their support and some co-sponsorship of AACTE's legislative goals. ●

JOANNA MASINGILA

Honor Society Chapter Established

Forty students installed into Kappa Delta Pi



Professor Ben Dotger, School of Education students Patricia Maciolek and Josephine Ryder, and Dean Joanna Masingila present the Kappa Delta Pi Charter at the installation ceremony of the new Alpha Delta Iota chapter of the honor society.



A STUDENT-LED INITIATIVE has established a chapter of Kappa Delta Pi, the international honor society in education, at the School of Education. Forty students were initiated as charter members of Alpha Delta Iota chapter at the installation ceremony in November.

“We all are deeply excited at the prospect of having such a strong communal bond to tie together our School of Education,” says chapter President Josephine Ryder ’19. “We do not have any other programs like this, that encourage such a sense of family and connectivity.”

Using a variety of programs, services, and resources, KDP supports and advances educators throughout the phases and levels of their teaching careers. Founded at the University of Illinois in 1911, KDP intends to foster excellence in education and promote fellowship among those dedicated to teaching. International membership now exceeds 1.2 million.

Students are planning their outreach activities, says Ryder, who is dually enrolled in the College of Arts and Sciences and the School of Education and is a triple major in secondary science education, physics, and psychology. Students plan to work with SOE faculty on the Teach Syracuse initiative that aims to get youth of color interested in education professions.

“Having a Kappa Delta Pi chapter allows our students to be honored for their academic achievements and provides opportunities for our students to join together to support learners through chapter activities. Additionally, our students can be supported in their professional development throughout their career,” says School of Education Dean Joanna O. Masingila.

A discussion with friends sparked Ryder’s interest in KDP.

“The more I learned about the organization and the amazing work all of the chapters are doing, as well as the resources the society provides to its members, the more excited I became,” she says.

Faculty took notice when students rented a room for an organizational meeting and posted fliers. Ryder credits Amie Redmond, senior assistant dean for academic and student services, for logistical help and contact with a KDP representative.

“I am grateful to all of the work that everyone has put in to make this happen,” Ryder says. “It has been such a long time coming. I am overjoyed that it is now official.”

The criteria for student membership is a GPA of at least 3.0, completion of 24 credit hours of collegiate work, and completion of six credit hours in the SOE.

Ryder encourages people to like the chapter’s Facebook page (facebook.com/kappadeltapisu) and follow the chapter on Instagram @KDP_SU. ●

Effective Counseling

BEFORE SHE BECAME a counselor and a teacher of counselors, Professor Melissa Luke G'07 taught for a while in alternative education programs for young mothers and other nontraditional students in Syracuse. As she led informal groups and collaborated with other teachers and community agencies to serve the programs' students, she became aware of the helpful potential—and complexity—of group interactions. “I observed different skill sets across the people we were working with in terms of navigating group interaction in a meaningful way,” says Luke, now Dean's Professor and coordinator of the doctoral and school counseling programs in the School of Education. “I wasn't sure how to label it then, but I thought, ‘I would like to understand that a little better.’”

That was the beginning of Luke's training to be a school counselor, which then led her to pursue a Ph.D. in counselor education at the School of Education. She joined the faculty in 2006, bringing more than 15 years of experience in public schools to the work of preparing future counselors and counselor educators. “The training starts with understanding oneself and how one's life experiences begin to form the template for how we see ourselves, how we see other people, and how we interact,” says Luke, who holds bachelor's degrees in English and psychology from the University of Rochester, and master's degrees in liberal studies from SUNY Brockport and school counseling services from SUNY Oswego. “Additionally, it's providing increased knowledge, awareness, and skills about individual identities—creating opportunities for supported interaction for particular types of clients—and then training in the skills that will be utilized.”

“There's something about a group that creates at least the possibility for us to be more of who we are.”

In her research, Luke concentrates on preparing future counselors to work effectively with populations that historically have not been adequately served in their schools or communities, including students who are the first in their families to attend college, students who are religiously identified, and LGBT youth. For example, her book, *Group Counseling with LGBTQI Persons* (American Counseling Association, 2015), helps address a lack of literature and counselor training on group work with lesbian, gay, bisexual, transgender, questioning, and intersex clients. In fall 2016, she received the Association for Counselor Education



Melissa Luke G'07, Dean's Professor and Coordinator of the Doctoral and School Counseling Programs

and Supervision's Publication in Counselor Education Award for the book, which she co-wrote with Kristopher Goodrich G'05, G'09, a faculty member at the University of New Mexico. “In my mind, groups aren't utilized as much as they should be,” Luke says. “There's something about a group that creates at least the possibility for us to be more of who we are. As counselors, that creates more opportunities for potential intervention.”

Another focus of Luke's work relates to the globalization of counseling. Since 2009, she has helped expand counseling in East Africa, efforts that grew from the School of Education's partnership with Kenyatta University in Kenya. “In the training of their teacher-counselors, there is a lot of book knowledge, but not a lot of practice,” she says. “We're looking at how to better train people to fill that gap in ways that are culturally congruent and sustainable.”

Ultimately, Luke says, helping her students succeed in the profession she treasures is at the core of everything she does. “For me, this work is so meaningful,” she says. “People have needs. And counseling is really about understanding that at the very fundamental human level and responding, so people can live more of the life they want to live.” ●

—AMY SPEACH

This article originally appeared in the Fall/Winter 2017 issue of *Syracuse University Magazine*

Summers at Solvay

InquiryU program flourishes in Solvay Union Free School District

THE SYRACUSE University School of Education and the Solvay Union Free School District have had a collaborative partnership since 2014 that combines K-12 student enrichment, teacher education for pre-service candidates, and professional development for adults in both organizations. One of the longest-running initiatives under that partnership is InquiryU, a literacy enrichment program that has taken place at Solvay Middle School in July for the past three years.

The first part of InquiryU is a program focused on writing and research, open to students in grades five through eight. It allows students to explore how writing can be used across subjects, including math, science, and social studies. This portion is staffed primarily by graduate students in secondary education enrolled in RED 625, “Literacy Across the Curriculum.” Part two, open to students in grades five and six who also participate in part one, consists of a four-week intensive

literacy support program with one-to-one tutoring and small-group instruction. Instruction in this portion is provided by graduate students in literacy education taking their capstone course, RED 747, “Literacy Clinic.”

Each year, the program explores a common topic. Last summer, the topic was the impact of recess and physical activity on students. Other units included ways to welcome refugees to the local community and the influence of music on teens. Instruction focused on using writing to capture thinking, eliciting student talk, and facilitating students’ interactions with text.

Last summer’s participants included seven SOE faculty or adjuncts serving in instructional, supervisory, or research capacities; 21 SOE master’s students in either secondary education or literacy education; six Solvay teachers; and nearly 45 Solvay students entering grades six through nine.

For the graduate students in secondary education, it’s an early immersion in teaching, given that for most, the program takes place just six weeks into a compressed-format program.

“They get sustained but supported teaching experiences very early in their programs. This reduces the traditional gap in teacher education between theory and practice,” says Kelly Chandler-Olcott, associate dean for research and Laura J. & L. Douglas Meredith Professor for Teaching Excellence.

Chandler-Olcott, who co-teaches RED 625 and leads a team researching the project, adds, “They get almost immediate opportunities to apply learning from the course to daily work with a diverse group of young people. And they learn how to work on a team with other professionals by co-planning and co-teaching with peers, with literacy master’s students acting as coaches, and with experienced Solvay teacher partners.”



“They get almost immediate opportunities to apply learning from the course to daily work with a diverse group of young people. And they learn how to work on a team with other professionals.”

KELLY CHANDLER-OLCOTT

For Solvay students, the program is intended to keep their brains sharp, build writing fluency, offer practice writing text- and data-driven arguments and informational texts, and provide experience with using technological tools.

“Students found that they enjoyed the project-based learning and liked the fact that they kept their minds engaged during the summer months,” says Diane Hagemann, a principal in the Solvay schools.

Plans for the summer 2018 program are underway. ●



STUDENT-DIRECTED LEARNING AT INQUIRY U

DURING ONE OF THE WEEKLONG UNITS at InquiryU, our students were tasked with designing and analyzing the results of a survey on the role of music in school. It soon became evident that the journey toward deeper understanding was not exclusive to the students; we, the student teachers, were as much a part of the voyage. This realization was a powerful one, but logical in retrospect.

Our students possessed deep knowledge of both music and their learning environments. It was our collective goal, then, to use literacy-based inquiry to tease out a shared consensus. We, as teachers, would not fill our students with knowledge. It was quite the opposite: the success of their surveys would depend on how well they could collaboratively access material that built on their previous experiences.

Our students jumped at the opportunity to demonstrate what they had discovered about music through a multimodal presentation. Students applied what they had learned from their survey data to vibrant graphic designs. All of a sudden, the script of a traditional teaching model was flipped: students were bursting with excitement to teach us—and each other—on the best ways to demonstrate their knowledge.

Animated GIFs looped and flashed, conversations swirled about the best (and worst) typefaces to use, arguments ensued about what music to include as an exemplar of what would help students relax. Was it Panic! At the Disco? A strong contingent agreed; another vociferously disagreed. Was it classical music, as we hinted? What was it, we all wondered, about music that had the power to either inspire us or calm us? At this point, the energy in the room was palpable: these were students—and student teachers—who not only were taking responsibility for their own learning, but also who were learning from each other. ●

BY ZACHARY PEARCE AND ELIZABETH MCDONALD

Graduate students in Social Studies Education 7-12 and Science Education 7-12 respectively.



InclusiveU Meets Expanding Student Demand

JOSHUA HOWARD WANTS A CAREER in the recording industry, so he pursued an internship at SubCat Studios in downtown Syracuse.

Howard's initiative is a reflection of how the School of Education's InclusiveU, which offers a comprehensive college experience for students with intellectual and developmental disabilities (IDDs), is expanding its programs.

"Our goal is to allow students to experience and access work settings to help them gain skills that will be valuable in obtaining employment in the community," says Brianna Shults, internship and employment coordinator for InclusiveU in the Lawrence B. Taishoff Center for Inclusive Higher Education. Established in 2009 as part of SOE, the Taishoff Center offers support, research, training, and resources to individuals, families, and college campus communities to foster and support college students with IDD.

"Every day was slightly different at SubCat," says Howard. "Some days we had recording sessions. On those days I would set up the studios with all of the headphones, cords, and microphones. Other days they would mix the recordings. Other days we were filling CD cases and putting the CD info together."

InclusiveU enrollment surged from 42 last year to 60 in 2017-18, including a first-year class of 20. While most students are from New York State, applications are coming in from across the country for next year—likely the result of a feature on InclusiveU in the Education Life section of *The New York Times* in August 2017.

"My goal for each internship is to provide an opportunity for the intern to be challenged in the work setting they are in but have the support to work through those uncertainties to learn and gain valuable skills," says Shults.



A student's motivation is key to a successful internship, she continues. She cites one intern who liked the workplace's sociability but didn't find enjoyment in the tasks assigned: "The challenge was to find the balance of social interaction but understanding the necessity of performing tasks that were not related to talking with co-workers."

Motivation wasn't an issue for Howard. "I would love to continue to work in a recording studio, or in the theater with sound, lights, and special effects. It would be cool to work on a cruise ship or Disney World doing special effects," he says.

Most internships are located on campus, where in August 2016 the Office of Parking and Transit Services was the first to take on an InclusiveU student. Shults now places students with 14 departments and offices, ranging from the Office of Disability Services to the Office of Student Activities to the University Bookstore.

"Internship matches are done individually, thinking about each student and their goals," Shults says. At the start of the year, she probes the students' interests and skills, and analyzes the necessary tasks in each department and office, looking for the best match.

Three of the five interns who graduated from the internship program have found part-time jobs, Shults says. In the project, students participate in three internships to explore career paths and acquire transferable and marketable job skills. The three graduates have jobs of 15 to 30 hours a week.

These success stories remind Stanley "Bud" Buckhout, director of InclusiveU and associate director of the Taishoff Center, "of one of our main objectives, which is bringing awareness to families and communities about the successes that can come for students with IDD in college, that there's a place for them to grow and learn, just like any other high school graduate."

Captain Robert Taishoff '86, USN, Retired, a Syracuse University Trustee, is chairman of the Taishoff Family Foundation, which created the Taishoff Center. It's named for his grandfather, who, during his childhood, saw a cousin institutionalized when it was discovered that the child had Down syndrome. Lawrence Taishoff made it his priority to aid in research and educating society about intellectual disability.

InclusiveU students earn a college certificate. Their studies include health and wellness, art, photography, child and family studies, exercise science, and drawing and illustration. Most students audit one to three classes per semester, taking core classes and electives. Completing at least five core courses in a particular area of study earns students an Audit Certificate in their respective program through University College upon graduation.

Inclusive higher education opportunities for students with IDD is an emerging field, says Beth Myers, executive director of the Taishoff Center and the Lawrence B. Taishoff Professor of

Inclusive Education in the School of Education, "so everything we are learning is helping us develop stronger supports for students and share those lessons with other universities." The goals are to provide access to higher education to a more diverse group of students and learn how their campus experiences impact their outcomes after college.

"We are really listening to the needs of our students, letting them take the lead on what they would like to do or see or hear on campus."

BETH MYERS

"We are really listening to the needs of our students, letting them take the lead on what they would like to do or see or hear on campus," Myers says.

One InclusiveU student lives in a residence hall, and Myers says she's optimistic more will do so in future years. Other Syracuse students are selected to serve as residential mentors for students with IDD. "We feel that the university as a whole has embraced InclusiveU students being able to live on campus," she says.

The first InclusiveU student has joined the service fraternity Alpha Phi Omega. Others are serving on the redesign planning committee for the Schine Student Center, and a large team has formed for the annual OttoTHON fundraiser, SU's 12-hour dance marathon to raise money for children battling cancer at Upstate Golisano Children's Hospital.

A series of weekly seminars for InclusiveU students to explore topics such as positive relationships, cooking, job skills, and self-representation has evolved into seminars that InclusiveU students teach to other students on topics such as self-defense, fire safety, and 3D printing at the SU MakerSpace, Information Technology Services' public digital fabrication lab.

"It's been awesome to see them get more involved on campus," Myers says.

And to help students make more connections and create more internship opportunities, the Taishoff Center has formed a Business Advisory Committee with several area businesspeople—including Maria Trexler, director of hospitality at a restaurant franchise in Cicero; Colette K. Powers, a financial advisor with UBS in Syracuse; Amanda MacLachlan, a Medicare professional at I'm With Amanda in Syracuse; and Jeff Trisciani, owner and president of the Stanley Steemer franchise in Syracuse.

"We continue to work hard to educate our community about the benefits and realities of hiring our students and as well as other individuals with IDD," Shults says. ●



Strong Tradition, New Name

Center for Academic Achievement and Student Development programs have been supporting Syracuse students for decades.

A commitment to underrepresented students is a hallmark of the School of Education. The SOE's leadership helped Syracuse University become one of the first universities to bring attention to the educational needs of students with disabilities. The SOE has developed and refined assessment and pedagogical practices for diverse learners in inclusive and urban classrooms.

Today, the school is home to the Center for Academic Achievement and Student Development (CAASD), unifying services that seven programs provide across campus to first-generation and underrepresented minority students, many of whom face financial challenges.

"The School of Education is committed to equity and access to higher education for all students, particularly to first-generation students, and seeks to reduce barriers and support students in achieving academic success," says SOE Dean Joanna O. Masingila, who worked with the Office of the Provost to organize the seven programs under the new CAASD name.

Seven programs—serving students throughout their undergraduate and graduate years and reaching into the Syracuse City School District—report to Masingila under the CAASD administrative unit:

- + **Student Support Services**
- + **Louis Stokes Alliance for Minority Participation (LSAMP)**
- + **The Arthur O. Eve Higher Education Opportunity Program (HEOP)**
- + **Collegiate Science and Technology Entry Program (CSTEP)**
- + **Science and Technology Entry Program (STEP)**
- + **Ronald E. McNair Post-Baccalaureate Achievement Program**
- + **Liberty Partnerships Program.**

More than 10 years ago, the first six of those programs moved under the School of Education umbrella when the University decided they should be connected to an academic unit, although their offices are located around campus.

"The SOE was chosen as the academic home due to its mission to educate and support all students," says Masingila. "There are natural synergies with the SOE's Higher Education program, the College Learning Strategies course, as well as other programs."

Syracuse is known for its diverse student body. The University's enrollment by ethnicity for fall 2017 show the total student population is 8.2 percent Hispanic, 7.3 percent black, 5.9 percent Asian, and 0.5 percent American Indian.

Program directors appreciate the unity the CAASD provides.

"We have greater potential for the increased successes of our programs due to collaborative efforts and the sharing of pertinent information and ideas among one another," says Craig Tucker, HEOP director.

Christabel Osei-Bobie Sheldon '93, director of the McNair Scholars program, sees CAASD as, "an organized effort to provide services and activities for our eligible students in a pathway from middle school to the Ph.D."

Here is a closer look at each program. ➤

Student Support Services targets students with academic needs, first-generation status, and financial eligibility determined by federal low-income tables.

Nationally such students have less than a 10 percent chance of graduating with a college degree. For those in this population who enroll in four-year colleges the national graduation rate is 28 percent. For eight of the last 10 years, the Syracuse University SSS graduation rate has equaled or exceeded the University's overall rate, with a high of 88 percent for the cohort entering in 2001.

"SSS students are overly represented as student leaders and, thanks to University support, in the cohorts of students of color who study abroad," says Robert Wilson, SSS director. The program is based at 804 University Avenue.

Syracuse University was awarded its first SSS project—a federal TRIO grant—in the late 1970s. SSS serves 200 students in the academic year and an additional 50 in SummerStart.

Incoming first-year students admitted to SU under SSS are required to participate in SummerStart and are assigned an academic counselor. SSS works with students on academic support; career and professional development; financial literacy and grant support; and personal counseling.

The CAASD structure has stimulated additional connections and joint events among the component programs, Wilson says. "It has increased the volume of shared services—for instance, workshops—and the wider dissemination of relevant scholarships, research opportunities, and graduate school preparation activities. The inclusion of the high school programs allows for a school-to-college pipeline of supportive activities."

Among shared activities for the undergraduate programs in CAASD are a holiday party, graduation dinner, and a Baccalaureate, the latter held in Hendricks Chapel. ●

JARED GREEN '01

"Each of you has a unique story that can be used to inspire and empower others. Embrace your journey today and look toward the future with hope."



JARED GREEN

Jared Green '01 was a first-year student and Christopher Weiss '84, G'93 a new academic counselor in Student Support Services when they first met in the summer of 1997. Weiss, now senior academic counselor for SSS, remembers Green as "a wide-eyed college student who continually set extraordinarily ambitious goals for himself while at the same time motivating his peers and impressing all those who came to know him."

Green took a degree in civil engineering from the College of Engineering and Computer Science (ECS) to the University

of Illinois, where he received a master's in civil engineering with a geotechnical focus. At Langan Engineering in New York City, where he began work in 2003, he is senior associate and vice president. As a Syracuse University student, he served as president of Alpha Phi Alpha Fraternity and chapter president for the National Society of Black Engineers. Today, he's on the ECS Young Alumni Board and returned to campus to serve as speaker for the college's 2017 Convocation.

"I daily use the skills I learned here at Syracuse 20 years ago to lead a team that

daily collaborates to solve the complex challenges of land development engineering for a number of the high-rise buildings and important structures that you see and enjoy in New York City," Green told the ECS graduates.

"This is my story. From struggle and hardship, determination, and grit was born a life of substance and great worth...Each of you has a unique story that can be used to inspire and empower others. Embrace your journey today and look toward the future with hope." ●

Louis Stokes Alliance for Minority Participation

JOSE WAIMIN '18

Jose Waimin '18, a bioengineering major in the College of Engineering and Computer Science, balances his research work with activities in his fraternity, Phi Iota Alpha.

"We strive to reach out to the Latinos at Syracuse and provide them a sense of home through both our professional and social events. As an incoming freshman, that is exactly what Phi Iota Alpha did for me," says Waimin, a native of Honduras who became a U.S. citizen at age 15. He's helped host the opening ceremony of Latino/Hispanic Heritage Month on campus and organize several of its events, "including my pride and joy, Fiesta Latina."

Academically, he is working with Professor James Henderson at the Syracuse Biomaterials Institute developing photothermally activated shape memory polymers and changing their surface topography to improve cell adhesion.

He attended high school in three countries: Honduras, Panama, and Barbados, graduating from Codrington International High School in Barbados. "I came to Syracuse as my advisor pointed out how the school promotes and makes an effort to protect its diversity," he says.

Waimin credits LSAMP with helping him take advantage of opportunities on campus:

"We have received trainings in very important things from time management, financial literacy, and grad school applications." ●

The Louis Stokes Alliance for Minority Participation (LSAMP) program at Syracuse University will direct an upstate initiative to increase the number of underrepresented minority students pursuing science, technology, engineering, and mathematics (STEM) degrees and careers. The National Science Foundation has awarded Syracuse a five-year, \$4 million grant.

The grant's principal objective is to get more minority STEM students transferring from two-year to four-year colleges, says Tamara Hamilton, Syracuse LSAMP program director.

"Given the increasing importance of community colleges as an access point to higher education and their central importance in our communities, a major emphasis is to establish strong partnerships with two-year institutions," says Hamilton.

The National Science Foundation established LSAMP in 1994 to increase the number of underrepresented (black, Hispanic, Native Hawaiian/Pacific Islander, and American Indian) students graduating with baccalaureate degrees in the STEM fields. It's named for the first African American elected to Congress from Ohio.

Syracuse is the lead institution of ULSAMP (the Upstate Louis Stokes Alliance for Minority Participation), a partnership among Clarkson University, Cornell University, Monroe Community College, Onondaga Community College, Rensselaer Polytechnic Institute, and Rochester Institute of Technology.

The current grant also seeks to increase first-year and second-year retention of underrepresented minority STEM students, total enrollment and graduation of those students, and the number of those students entering graduate school. The ULSAMP seeks to increase the number of graduated underrepresented minority STEM students to 860 per year by 2022.

Hamilton and Dawn Johnson, associate professor and chair of the SOE's Department of Higher Education, are among the grant's co-principal investigators.

OCC will share leadership with Syracuse on the community college collaborative. Students will be invited to ULSAMP activities throughout the year and a research conference is planned for ULSAMP students, says Hamilton.

The grant's research study will examine the role research experiences have on students and the relationship of those experiences to graduation in STEM majors, the role faculty members and mentors play in persistence of STEM majors, and the institutional efforts that affect transfer from community colleges to four-year schools.

At Syracuse, fall enrollment for underrepresented minority students in STEM fields increased from 482 in 2007 to 765 in 2016. The number of STEM bachelor degrees increased from 72 in 2007-08 to 190 in 2016-17. In that period, Syracuse awarded 1,349 STEM degrees to underrepresented minority students.

In the same time period, total fall enrollment at all ULSAMP institutions increased from 1,943 STEM students to 3,594. Since 2007, those institutions have awarded 4,186 STEM degrees to underrepresented minority students. ●



“Without the planning, guidance, advising, and preparation through the support of HEOP, none of this would be possible for me.”

TYLER BELL

Coming out of Murry Bergtraum High School in New York City, Tyler Bell '12, G'12 “was slightly inadmissible to Syracuse University by admission standards,” recalls Craig Tucker, then an academic counselor in the Arthur O. Eve Higher Education Opportunity Program (HEOP).

When Bell was referred to HEOP, “we recognized his potential,” Tucker says.

Bell flourished as a Syracuse student, earning a B.A. and M.S. in the five-year teacher preparation program. After five years teaching in New York City, he’s returned to the School of Education to study for a Ph.D. in the Cultural Foundations of Education program.

“Without the planning, guidance, advising, and preparation through the support of HEOP, none of this would be possible for me. For that I am eternally grateful,” says Bell, a Brooklyn native.

The New York State Legislature created HEOP in 1969; it’s named for Arthur O. Eve, a longtime member of the State Assembly and the first Dominican American elected to public office in the United States. HEOP provides access to independent college and universities for economically and educationally disadvantaged students from New York. While students enrolled in HEOP do not meet their institution’s traditional admissions profile, they are considered top performers from their high schools.

Started at Syracuse University in 1969, HEOP has served more than 5,000 students, including 218 this year. First-year participants enroll in the SummerStart program and receive counseling, tutoring, and other services throughout their Syracuse career. The University provides a full-need financial award.

The HEOP graduation rate is 6.5 percent greater than the national graduation rate for all students.

At Syracuse, the graduation rate averages around 80.1 percent, based on the six-year graduation rate, says Tucker, now the HEOP

director. Fifty-seven percent of current students maintain a GPA of 3.0 or better, 30 percent have attained Dean’s List status, and in the spring 2017 semester three students earned a 4.0 GPA.

“Our students are thriving as global citizens here on campus and abroad,” he says.

Bell began as a history major and added secondary education in his first year. He became dually enrolled in the School of Education and the College of Arts and Sciences. Studying abroad in Hong Kong in fall 2009 was transformative, he says: “I got to teach in an international school and conduct an independent study, become involved on campus, and also find the path that was best for me. This led me to education.”

He added a minor in Chinese studies to his history major and was selected for the Spector-Warren Fellowship for Future Educators in fall 2010. He graduated in 2012 with a B.A. in history and an M.S. in social studies education, grades seven to 12. In New York City, he taught at the Urban Assembly School of Business for Young Women and a charter school.

“Coming back to Syracuse for my Ph.D. was easy in the sense that it has been an endeavor that I have prepared for over the last five years,” Bell says. “It’s an accomplishment that I always wanted.”

In his research, he is analyzing the role of African American museums throughout the United States and how they can be models of representation and social justice education in classrooms. He’s interested in the role of media in education policy and pedagogy, and culturally relevant social justice pedagogy.

To Tucker, Bell’s story underscores HEOP’s effectiveness: “Our first-year students, like most students, arrive to campus with a variety of challenges. The magnificence of our program as well as the institution is that we stand poised to accept them and support them in overcoming obstacles and achieving their goals.” ●



PARENT POWER

Syracuse University's support of HEOP students from New York City extends to their parents.

Jan Strauss Raymond '65, a member of the School of Education's Board of Visitors, created Project Transition as a support network for parents of first-generation students. Project Transition provides free events for parents—including trips to campus for Family Weekend, informational meetings in New York City, and a capstone dinner for graduating seniors.

Raymond views the program as encouraging parental involvement in their children's education.

"We know that parent support and involvement is an important ingredient in ensuring student success," she says. "The parent transition program enables parents the opportunity and financial support they need to help their students be successful. All parents should have that opportunity. It's not a luxury that some can afford. It's a matter of equity."

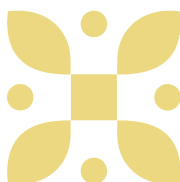
Craig Tucker, HEOP's director, praises Project Transition's "active role in solidifying the academic foundations of our students." He says it adds "crucial support for our students who may need a boost in morale that encourages them to dig in deeper and to be persistent in obtaining their goals ultimately to graduation."

Project Transition remains a special initiative of University fundraising. ●



IN SPRING 2015 Joann (Jan) Raymond '65 was presented with the William Pearson Tolley Medal for Distinguished Leadership in Lifelong Learning at a reception at the Joseph I. Lubin House in New York City. Among her many contributions to Syracuse University as an activist, advocate, and philanthropist, Raymond was recognized for creating the Project Transition program for students supported by the HEOP and SSS programs.

From left to right are HEOP project director Denise Vona Trionfero (retired) Ms Raymond, and SSS project director Bob Wilson.



Collegiate Science and Technology Entry Program/ Science and Technology Entry Program



The Collegiate Science and Technology Entry Program (CSTEP) has accompanied James Osei-Sarpong Jr. '13 on every step of his journey toward becoming a medical doctor.

"CSTEP has been a bridge for my career goals and success. From the moment I stepped foot on the Syracuse campus, CSTEP would provide me all the resources needed to acclimate to the college level and prepare for my goal of becoming a physician," says Osei-Sarpong, a third-year medical student at Upstate Medical University.

In addition to career advice all four years as an undergraduate, he says CSTEP

provided financial support for research projects, biology textbooks, attendance at a CSTEP state conference, and MCAT preparation books and classes.

After he earned a B.S. in biology from Syracuse University, Osei-Sarpong continued his involvement with CSTEP and its feeder program, the Science and Technology Entry Program (STEP) for high school students.

The New York State Department of Education created CSTEP in 1986 as Collegiate Development Program, like HEOP. The SU programs in CSTEP and STEP were among the original ones

funded that year. Today, there are 51 CTESP programs across the state.

CSTEP develops and increases participation of historically underrepresented and economically disadvantaged undergraduate and graduate students. Students complete educational programs that lead to professional licensure and careers in mathematics, science, technology, and health-related fields. STEP develops skills for secondary school students seeking those same careers.

Both Syracuse programs have helped hundreds of students over 30 years, says Leonese Nelson G'95, G'04, program director for CSTEP and STEP. This year, STEP is contracted to serve 227 students, CSTEP 199.

The programs seek to create a "home away from home for our students," Nelson says.

A CSTEP advisor works with a student on their academic, social, financial, and professional goals. CSTEP begins with SUccess Series seminars to give first-year students an academic edge. The program offers professional development workshops, leadership conferences, graduate/professional school tours, resume critiques, structured study, supplemental instruction, internship/research opportunities, and service-learning experiences.

"CSTEP hosted many career development workshops that would enrich students with

"From the moment I stepped foot on the Syracuse campus, CSTEP would provide me all the resources needed to acclimate to the college level and prepare for my goal of becoming a physician."

JAMES OSEI-SARPONG JR.



essential information needed for the transition from an undergraduate to graduate to professional,” Osei-Sarpong says.

Working with seventh- through 12th-graders, STEP provides after school and Saturday tutorials and an academic enrichment program—the Saturday Learning Academy, which reinforces conventional coursework.

New this year for STEP participants, Nelson says, are a 3-D printer for the Saturday Learning Academy and Project Me, a program to empower female students to become leaders, mirroring DEAL (Developing Emerging Academic Leaders) mentoring, the program to empower male students to become leaders.

In one recent year, nearly all STEP students graduated on time, and 96 percent enrolled in institutions of higher education (74 percent at four-year institutions, 22 percent at two-year institutions).

At Syracuse, Osei-Sarpong served as a resident advisor; founded the campus chapter of Phi Delta Epsilon, an international medical fraternity; and was president of the Rebecca Lee Pre-Health Society. In medical school, he’s been a summer research fellow for the College of Medicine and coordinated TEDx@ClintonSquare, a conference for Syracuse high school students featuring speakers on health care, education, and technology.

He sees himself in a long line of those who’ve benefited from CSTEP: “There is so much that CSTEP has done for me. It helped me to not only grow academically but also as an advocate for those who seek to pursue licensure in the science, technology, engineering, and mathematics fields and need the guidance and support.” ●

DOMINIQUE DONNAY

SYRACUSE CITY SCHOOL DISTRICT STUDENT



As a sophomore at the Institute of Technology at Central in the Syracuse City School District, Dominique Donnay is already a community activist.

He’s been working with school district food services program as a member of the student-led Food Committee created by the ACTS (Alliance of Communities Transforming Syracuse) Youth Council. Upset with some of the meals provided, the students want to improve school lunches and alter food options to reflect the district’s cultural diversity.

Donnay is lead supervisor for the reading program at the Butternut Community Police Center at Schiller Park and has been accepted into the Youth Advisory Council of Syracuse. As a STEP student, he helps plan STEP events.

Involved in STEP since eighth grade, Donnay says he enjoyed the health professions class.

“I have learned so many things that I would never learn in school: leadership skills, planning skills, and other things that have strengthened my education. I’ve always wanted to go to college, and STEP is getting me more prepared for it,” Donnay says.

His college preference is Syracuse University. ●

Chancellor Kent Syverud presents Dominique Donnay with a 2018 Martin Luther King, Jr. Unsung Hero award at SU’s MLK celebration in January. The awards are presented to people who have made a positive difference in the lives of others, but who are not widely recognized.

Each year, 29 high achieving undergraduates—most of them first-generation students from economically challenging environments—who want to pursue master’s and doctoral degrees enter the McNair Scholars Program. The federally funded program seeks to increase the number of students from under-represented segments of society who receive a Ph.D.

At Syracuse University, the McNair average baccalaureate graduation rate is 98 percent, says Christabel Osei-Bobie Sheldon, the program’s director. “McNair Scholars are academically competitive. However, many lack the means, knowledge, and resources for graduate studies, more specifically doctoral degrees. The McNair Scholars Programs provides services and activities for development in all areas,” she says.

The program—officially the Ronald E. McNair Post-Baccalaureate Achievement Program, named for the African American astronaut with a Ph.D. in physics killed in the space shuttle Challenger explosion in 1985—came to SU in 1999. Based in Sims Hall, it prepares undergraduates from all disciplines for

graduate and doctoral studies with hands-on research, academic services, and financial support.

On average, 65 percent of SU’s McNair Scholars enroll in graduate programs, Sheldon says.

“Our success suggests that students are capable of making great contributions to their respective fields if provided with support, encouragement, and a community of like-minded individuals. They are also likely to break the cycle of poverty and provide inspiration and hope to future generations,” Sheldon says.

The program requires students complete a six-week summer academy that helps them navigate the GRE, research, and other aspects of graduate school preparation; and an academic year program emphasizing quality research.

The program has been funded for the next five years at \$1.2 million. Sheldon notes that often more than 29 students need support. “One of our biggest challenges is securing additional funding to service the needs of the population, including GRE preparation, funds for conference travel, and funds to present their research at national conferences in their field.” ●



CAMILLA BELL '14

Born in Brooklyn, New York, the child of two immigrants from St. Lucia, Camilla Bell '14 was a first-generation college student who double-majored in English and textual studies and English education, graduating cum laude. She is pursuing a doctorate in the SOE’s Cultural Foundations of Education program as an aspiring educator and administrator. As a McNair Scholar, her research centers on the experiences of first-generation college students of Caribbean descent and the ways in which they navigated the landscape of higher education.

She served as a writing consultant in the Office of Supportive Services and is a Graduate School Teaching Mentor this year.

“My doctoral research focuses on the possibilities engendered when schools, families, and communities work collaboratively to support the academic and personal development of black youth,” Bell says. “Too often, essentialized and deficit-oriented theories perpetuate this idea that black families and communities do not value education.” She says her work “seeks to unearth the ways in which schools, families, and communities can, have been, and continue to mobilize in efforts to revolutionize the educational and social experiences of black youth.”

Of the McNair Scholars Program, she says, “Not only has it enabled me to further my graduate studies, but I have also been exposed to both people and opportunities that continue to shape my pedagogy, political commitments, and practice. In the legacy of Ronald E. McNair, I hope to continue building bridges where none exist.” ●

“In the legacy of Ronald E. McNair, I hope to continue building bridges where none exist.”

CAMILLA BELL

Liberty Partnerships Program

Syracuse University's Liberty Partnerships Program focuses on the high school graduation rate in the Syracuse City School District. Last year, 93 percent of the LPP students graduated from high school—in a district where the 2016 overall graduation rate was 60.9 percent.

New York State established the program in 1988 to address the state's high school dropout rate. Syracuse University's program provides basic and advanced skill development to SCSD middle and high school students through tutorial services, career and college exploration activities, and support and enrichment experiences for students and their families.

"We are looking beyond centering our support for students academically. It is known that socio-emotional health can affect academic achievement."

STEPHANIE THOMPSON

LPP serves 320 students at five school program sites each year. The University awards a Liberty Partnerships Scholarship (combined with a Syracuse University Merit Scholarship and need-based grant, if applicable) equal to at least one-half of tuition to qualified undergraduates who have participated in LPP. The scholarship is renewable for four years, provided the recipient maintains a 2.75 GPA.

The state's current five-year LPP grant award period began September 1 with a new socio-economic component.

"We are looking beyond centering our support for students academically," says LPP director Stephanie Thompson, whose office is in Huntington Hall. "It is known that socio-emotional health can affect academic achievement."

The staff is committed to a new goal, she says.

"I am happy to see that the LPP staff has fully embraced this added change, as they are passionate about the impact that they are making by taking a skillful look at each student holistically as they support their overall achievement."

The State Education Department has set the new graduation rate target for LPP students at 95 percent. ●

YONITA BARAL

SYRACUSE CITY SCHOOL DISTRICT STUDENT

Yonita Baral, a senior at Public Service Leadership Academy in the Syracuse City School District, came to the United States at the age of 8, a refugee from Nepal knowing little English. She joined the Liberty Partnerships Program in 2015, and her current grade average is 97.14.

Interested in working in medicine to help people, she's taking upper-level math and college-level English courses.

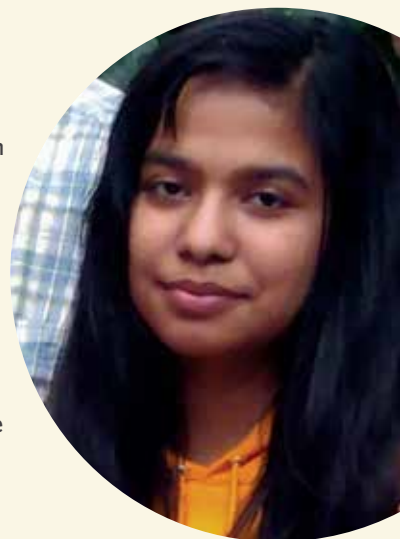
"LPP has been a really nice experience. I get extra assistance with my essays, math, and all homework, which helps my grades increase," Baral says.

"Yonita is a hard-working student who values education," says Stephanie Thompson, LPP director. "She faithfully participates in programming to receive primarily academic and college-readiness support."

Baral is interested in attending Syracuse University. ●

"LPP has been a really nice experience. I get extra assistance with my essays, math, and all homework, which helps my grades increase."

YONITA BARAL



A Bridge to the City

Teacher candidates gain insights and experience through NYC program

LAST SEPTEMBER, at Community Roots Charter School in Brooklyn, Nancy Ivanovic '17 got to know a lively group of fifth-graders who helped her on her path to becoming a teacher. For weeks Ivanovic was a student teacher in their classroom, which was co-taught by a general education teacher and a special education teacher. The kids called themselves the “Energetic Pugs”—a nickname they created together through a collaborative exercise that helped establish a foundation for success in the school year ahead. “They went through a whole big voting process together with the teachers to come up with their identity,” says Ivanovic, an inclusive elementary and special education major in the School of Education. “It created an understanding that we’re a community and we’re in this together. And it got them excited to be in the classroom.”

Taking part in that collaborative process was just one example of the benefits Ivanovic gained as one of 14 School of Education (SOE) teacher candidates who student-taught in New York City schools in 2016. The opportunity is made available to inclusive elementary and special education seniors each fall through the

school’s Bridge to the City program, a partnership established in 2003 to provide a guided student-teaching experience in a dynamic urban environment and to connect New York City schools with SOE faculty, resources, and graduates. “The Bridge to the City program offers an expansive view of what urban schools are,” says Professor George Theoharis, chair of the SOE Department of Teaching and Leadership. “Many of our students have a real passion for urban education and see teaching as a form of changing the world and making it better and as a form of activism. This program provides them an educational experience that’s intense, powerful, and good for their development. They work really hard—and they love it.”

Students are placed in two different schools—ideally, one in Brooklyn and one in Manhattan, one a charter school and one a more traditional public school—spending seven weeks in a special education classroom and seven in a general education setting. The experience is the culmination of a rigorous teacher preparation program that requires teacher candidates spend

Nancy Ivanovic works with a fifth grader during her student teaching placement at Community Roots Charter School in Brooklyn, NY



“We look for strong commitments to inclusive education—of students with disabilities, but also strong commitments to racial, ethnic, and socioeconomic diversity.”

CHRISTY ASHBY

approximately 900 hours in the field before they graduate. “By the time they begin student teaching, they are ready to take over,” says SOE director of field relations Thomas Bull G’90. “And in the schools we work with, they’re allowed to do that in really positive, constructive ways. We’ve formed strong relationships with some of the best schools in New York City—schools that are closely aligned with our philosophies, with what we teach here, and what we talk about in terms of best practice.”

The large number of schools in New York City allows SOE faculty to be selective in developing partnerships that best serve the program’s goals. “We look for strong commitments to inclusive education—of students with disabilities, but also strong commitments to racial, ethnic, and socioeconomic diversity,” says teaching and leadership professor Christy Ashby G’01, G’07, G’08. “And we look for places with constructivist orientations toward learning—thematic and experiential-based learning with an emphasis on faculty and staff collaboration.”

One important partner in the program is the Community Roots Charter School, whose co-founder and co-director, Sara Stone ’99, is an SOE alumna. The school consistently hosts SOE student teachers and has hired several alumni. “We believe that kids learn by doing, and we believe that kids learn when they feel included in a way that supports the unique type of learner that they are and the type of person they are and want to be,” says Stone, who values the ongoing connection with Syracuse made possible through the Bridge to the City program. “We opened with a commitment to inclusion and co-teaching in every classroom. Those foundational beliefs of integration and collaboration are reflected in the expectations we have for our kids, and certainly for our faculty.”

For Ivanovic, student teaching in New York City provided living examples of all that is possible in education and affirmed her devotion to the field. “I loved the program and really owe a lot to it,” she says. “I always knew I wanted to be a teacher, but my way of thinking about teaching and my understanding of the



Director of Field Relations Thomas Bull peeks at the work of a student in a New York City classroom where he supervises SOE students in student teaching placements.

power and weight and responsibility of my role as an inclusive educator have shifted. I’m excited to have my own classroom and help my students believe they can succeed.

Beyond the learning and experience gained through their student-teaching placements, Bridge to the City participants also enjoy the opportunity to become fully immersed in city life. They live together at the 92nd Street Y, a cultural hub that serves as a home away from home for university students from all over the world, and take classes at the Fisher Center, SU’s academic campus in midtown Manhattan. And in spite of very full schedules, they also find time to take advantage of all the city has to offer—from volunteering at the New York City Marathon and being part of the audience at Live with Kelly to going on class field trips to Carnegie Hall, the Met, and the New York Botanical Gardens. “One of the most exciting things for me was getting to see the city, not only for myself, but also through the eyes of my kids,” says Cora Cool-Mihalyi ’16, a University Scholar who completed an extra semester at SU to student-teach in New York. “And I learned a lot about myself—not just as a teacher, but also by being independent and navigating the city. It was kind of like living in New York City as a teacher for three months. It was amazing!”

Another gift of the program is the supportive relationships students build—with one another, and with a network of School of Education alumni living and working in New York City. Those connections—as well as the strong reputation of the Bridge to the City program itself—can help pave the way for them as teachers starting out in the profession. “It’s all about getting students prepared so that, when they take that next step, they are confident and ready to go,” Bull says. “We’re all involved in the education field, so the more we can do to strengthen the field by preparing our students to be teacher leaders, the better.” ●

—AMY SPEACH

This article originally appeared in the Summer 2017 issue of *Syracuse University Magazine*

“If You Want to Go Far, Go Together”



“I searched through my experiences at Syracuse for advice to offer my Kenyan peers, yet several suggestions came from my own privileged academic position and did not appear to help.”

JACOB A. HALL

Navigating the academic terrain at the International Conference on Education in Kenya

STOP! UP. DOWN. GO! These were frequent patterns of movement I sensed traveling the roads of Nairobi, Kenya, this past July. Speed bumps, small and large, grouped or alone, spread far and near, appeared with or without warning. Dean Joanna Masingila deftly averted concealed bumps as she showed our group many local attractions. “How do you know when they’re coming?” I asked. Experience on the roads, she replied, and knowing the warning signs were key factors of navigating the Stop! Up. Down. Go! Working with experts, I soon learned, can be as valuable on the academic highway as on the roads in Kenya.

I was grateful for the experiences on the roads and at the 5th International Conference on Education (ICE) as I assisted Melissa Luke, Dean’s Professor of Counseling and Human Services, and Dean Masingila with a pre-conference workshop. The Writing for Research Publication workshop, cosponsored by Syracuse University, was attended by over 60 doctoral students, recent graduates, and faculty from a dozen universities. Twice during the workshop, I facilitated a small group session to answer questions and discuss what Dr. Luke had presented. The conversation, however, turned to unanticipated questions of how to avoid the speed bumps and potholes of publication.

A young man to my left whipped out his phone and showed me a picture of a book with his image on the back cover. I prematurely congratulated him for his publication success. He then told me that the publisher, he had recently discovered, was not reputable. He feared that publishing with them would ruin his reputation as a young scholar, but he did not know how to redeem his work from the contractual obligations. This story opened doors to many others, each clarifying my academic privilege in the School of Education.

As stories of predatory publishers were shared, the participants asked me how to identify them and avoid publication scams. The signs were not clear they said, and they had limited experiences with the process. A participant told of sending her dissertation to a publisher, having it returned with a rejection letter, and then finding parts of her work published in various outlets under names of different authors. Another man told of being approached at a conference by a representative from a well-known publisher who

asked him to submit the paper from his presentation. The man's face grimaced as he said he just did not know whether to send his paper to this representative fearing his work would be stolen.

I searched through my experiences at Syracuse for advice to offer my Kenyan peers, yet several suggestions came from my own privileged academic position and did not appear to help. In our School of Education, doctoral students are fortunate to work with world-class faculty who regularly publish and mentor students through the process. We have structured opportunities to engage in scholarly discourse and abundant resources for guiding and supporting us along the publication highway.

“...I felt honored to join the many SOE faculty, staff, and students who have been a part of ‘Cuse in Kenya.”

Take for example, a Syracuse University librarian who specializes in education and consults with students regularly. To prepare us for our presentations in Kenya, Mary DeCarlo, Syracuse's education librarian, helped us compile a list of over 200 African-based journals, most focusing on education. Workshop participants were given this list on an SOE flash drive along with other resources for

publication. After the workshop, a participant smiled as he told me of his plans to look at each of those journals. He said that he would have never anticipated so many outlets within Africa for publication. An additional opportunity may be on the horizon as ICE conference organizers begin planning an educational journal. Recent SOE doctoral graduate, Fredrick Ssempala, intends to help with this effort. As I reflected on my time in Kenya and SOE's work developing capacity for scholarship and providing educational opportunities, I felt honored to join the many SOE faculty, staff, and students who have been a part of 'Cuse in Kenya.

Beyond the warning sign in the image above, there is a company sign that reads “Equity” on the left and a child to the right. Clearly, there are yet obstacles to equitable education for students here and in Kenya. We heard multiple conference presentations that discussed hopes for a more equitable future and shared results from related research efforts. An often-cited African proverb ends with, “If you want to go far, go together.” Our continued collaborations within SOE and with Kenyan institutions can help us go much further toward these significant goals. ●



BY JACOB A. HALL
*Doctoral candidate in Instructional Design,
Development and Evaluation*

The 5th International Conference on Education



The 5th International Conference on Education, hosted by Kenyatta University and co-sponsored by Syracuse University, was held at the Kenyatta University Conference Centre on the Kenyatta University campus July 18-20, 2017. Previous conferences were held in 2009, 2011, 2013, and 2015.

A one-day pre-conference workshop on “Writing for Research Publication” was held at KU's Business and Students' Service Centre. The workshop was led by Melissa Luke, Dean's Professor of Counseling and Human Services, and assisted by Jacob Hall, doctoral student in Instructional Design, Development and Evaluation, and Dean Joanna Masingila.

A Miracle to Believe In

Miracle Rogers excelled as an SOE undergraduate, and continues to pursue her goals at Syracuse

SHE WAS A DEAN'S LIST STUDENT and the Homecoming Queen, a McNair Scholar and Remembrance Scholar, president of the National Society of Black Engineers (NSBE) chapter, and she volunteered on a medical team at the Summer Olympics in Rio de Janeiro. So, what's the most fun Miracle Rogers '17 has had at Syracuse University?

"A dance performance incorporating American Sign Language," says Rogers, a Master's student in Bioengineering. She completed her bachelor's degree in spring 2017 in Health and Exercise Science on a pre-medical track with a minor in dance. "I am very passionate about American Sign Language, deaf culture, and the

needs of the deaf community. I loved blending my passions of dance and American Sign Language while interpreting music."

In 2015, at the second annual Disabilifunk, put on by the Disability Student Union, she performed ("I've Had) The Time of My Life" from *Dirty Dancing* and Whitney Houston's "I Wanna Dance with Somebody."

At Orange Central in September 2016, Rogers was crowned from the Homecoming Court to serve as Homecoming Queen (along with the King, Bilal Vaughn '17). "My homecoming highlight was having the opportunity to meet Jim Brown," she says. Syracuse football legend Jim Brown '57, a member of the pro football Hall of Fame, received the Arents Award for Excellence in Athletics and Social Activism as part of Orange Central.

"It is very easy to inspire others. My mom always told me to treat others as you would like to be treated."

"During his speech what resonated with me the most was him saying, 'I have a body that has done me well, but it is my mind that I depend on.' This is truly a testament to the importance of education. I left that night feeling inspired and moved," says Rogers.

"It is very easy to inspire others," continues Rogers, whose Syracuse career would inspire anyone. "My mom always told me to treat others as you would like to be treated."

Growing up in Miami, Florida, in addition to dancing as soon as she could walk, Rogers spent 13 years as a Girl Scout and earned a Gold Award. Her Girl Scout troop leader, Janice Coakley, began telling her in middle school about scholarships for prospective college students. Rogers earned a Gates Millennium Scholarship and is a Ronald E. McNair Scholar.

She says "To pay it forward, I give my time mentoring for different organizations, such as the Wellslink Leadership Program in the Office of Multicultural Affairs, National Society of Black Engineers (NSBE) Jr., Straighten Your Crown Mentoring Program, and Girl Scouts of America.

"As a Gates Millennium Scholars ambassador, I give scholarship and college application workshops for high school students in the



Miracle Rogers visited South Africa through Syracuse Abroad in summer 2017. "I enjoyed getting to know the people in Grahamstown, learning about the history, the food, the music and the animals."

Syracuse area to bridge the gap,” for students unfamiliar with the college admissions process.

“Miracle is extremely humble, respectful, and a true professional,” says Luis Columna, associate professor of exercise science. “She is always finding ways to improve her professional skills. Because of this, she has volunteered in numerous programs, attended conferences, and is always willing to help. She has an amazing heart to help others.”

Each year, 35 seniors are named Remembrance Scholars. The scholarships were founded as a tribute to—and means of remembering—the 35 students who were killed in the Dec. 21, 1988, bombing of Pan Am Flight 103 over Lockerbie, Scotland. Rogers was selected as an honoree for 2016-17 through a rigorous and highly competitive process, based on distinguished academic achievement, citizenship, and service to the community.

In her graduate work in Bioengineering, Rogers continues the research she assisted with as an undergraduate McNair Scholar at the Syracuse Biomaterials Institute on shape memory polymers and fibroblast for wound healing.

She is grateful for the opportunities to study abroad outdoor sports education in Costa Rica, African American studies in Jamaica, and global health and education in South Africa. Her interest and experience in taekwondo took her to the Rio Olympics. She competed in the sport for eight years, achieving a double black belt.

After a year-and-a-half application process for the Rio 2016 Volunteer Program, she was afraid financing a trip to Rio would be a problem. But, Rogers secured a Mark and Pearle Clements Internship Award through Syracuse University Career Services, the annual awards enable Syracuse University students to undertake unique internships that wouldn't be possible without financial help.

In Rio, Rogers served on the technical team, working alongside referees, and the medical team.

“One day I hope to go back and serve as the Team USA Olympic orthopedic surgeon,” she says.

Rogers was also able to secure Himan Brown funding for her South Africa experience. “I am very grateful to the School of Education, Professor Corrine Smith, and the Himan Brown Fund,” she says. “I had the opportunity to work with secondary students in Grahamstown, South Africa. I tutored them in various health science subjects and worked with them on a health education project, focused on using dance and exercise to stay physically fit and reduce stress.” Rogers says she was able to put material from her undergraduate work in Health and Exercise Science program to use in working with the students.

Above all, Rogers says she is, “‘Proud to be SOE’ because the health and exercise science program truly laid the foundation for my future career in sports medicine.” ●

Miracle Rogers was selected as a volunteer for Team USA taekwondo. I told my mom one day I am going to the Olympics, but I didn't want to go as an athlete. I wanted to serve on the medical team.



“I’m proud to be SOE’ because the health and exercise science program truly laid the foundation for my future career in sports medicine.”

Tangata Group Receives International Grant

To advocate for “The Essence of Being Human”



Michael Schwartz (L) and Brent Elder (R) visited with former president of Ireland Mary McAleese while on a research trip in London in 2017.

TANGATA GROUP, a nongovernmental organization dedicated to the proposition that disability rights are human rights and founded by two School of Education graduates, has received a \$200,000 grant through the United Kingdom’s Disability Research on Independent Living and Learning (DRILL) to further its work on deaf access to justice in Northern Ireland. The DRILL grant comes from the world’s first major research program led by people with disabilities and is financed with money from the United Kingdom’s National Lottery.

In Tangata Group’s first year, founders Brent Elder G’16 and Michael Schwartz G’06 made two research trips to Northern Ireland to start work on deaf access to that justice system. Their initial funding came from the School of Education’s Joan N. Burstyn Endowed Fund for Collaborative Research and the Syracuse University Small Scale Funds Award.

Elder and Schwartz founded Tangata Group to provide technical assistance to international signatories to the United Nations Convention on the Rights of Persons with Disabilities (CRPD). They

announced Tangata Group's formation in December 2016, on the 10th anniversary of the CRPD treaty, which more than 165 nations have ratified.

"Tangata" (pronounced "Tan-jah-tah") "roughly translates to 'the essence of being human' in the Maori language," says Elder.

"The term is meant to highlight the humanity of people with disabilities and to refocus disability as a natural part of the human condition," he adds.

The UN accreditation that Tangata Group received in June 2017 will allow the NGO to participate in the annual United Nations Conference of State Parties on the UN Convention on the Rights of Persons with Disabilities (UNCRPD).

"Accreditation from the United Nations means we can help shape how the UNCRPD is implemented around the world," says Schwartz.

Schwartz and Elder balance their roles in Tangata Group with their full-time jobs as university professors.

Schwartz, a deaf lawyer, is based in Syracuse, where he is an associate professor of law and has been director of the Disability Rights Clinic in the Office of Clinical Legal Education at the SU College of Law. He received a J.D. from New York University School of Law in 1981 and a Ph.D. in education with a concentration in disability studies.

Elder is an assistant professor in the Interdisciplinary and Inclusive Education Department at Rowan University in Glassboro, New Jersey. A special education teacher at a public elementary school in California from 2004 to 2012, he studied and taught in the SOE from 2012 to 2016, when he received a Ph.D. in special education. His disability studies research focuses on the intersections of disability, poverty, and education globally, and in under-resourced schools in the United States.

Tangata Group's goals for 2018 include researching the sustainability of

Elder's Fulbright project dissertation research on inclusive education in western Kenya. It will work with filmmakers in the UK and the BBC to start a documentary about deafness around the world and will work with SU's College of Law to establish a faculty-student exchange program between the college and a law school in a Vietnamese university. Tangata Group hopes to acquire consultative status at the United Nations to further its involvement in UNCRPD implementation.

Schwartz; Elder; and board members Janet Lord, a senior fellow at the Harvard Law School Project on Disability; and Judith Heumann, Special Advisor for International Disability Rights at the U.S. Department of State, publish their work on Tangata Group's blog at www.tangata-group.org/blog.

Explaining the choice of Tangata for the group's name, Elder says his research into scholars from New Zealand raised his consciousness of the Maori people.

"Respect for the Maori people and the indigenous and decolonizing research that has come from the Maori community led us to look into Maori words to represent our values," he says. He and Schwartz asked the Maori Language Commission for permission to use "Tangata" before adopting it. ●



Brent Elder works with primary school children in western Kenya.

"Accreditation from the United Nations means we can help shape how the UNCRPD is implemented around the world."

MICHAEL SCHWARTZ

A Granddaughter's Love

Felicia Walker honors her grandmother by supporting a future educator with the Ruth Schwartzwalder Endowed Scholarship

“Reggie loved Syracuse University, and I know she would be proud of this scholarship in her name.”

FELICIA WALKER



Felicia Walker (R) with her grandmother Ruth “Reggie” Schwartzwalder at the Syracuse premiere of “The Express” in 2008

A GRANDDAUGHTER’S LOVE for her grandmother resulted in the Ruth Schwartzwalder Endowed Scholarship in the School of Education.

Felicia Walker ’87, a member of the School of Education’s Board of Visitors, and her husband, Jeff Saferstein ’86, created the Ruth Schwartzwalder Endowed Scholarship in 2014 in honor of the woman forever known as “Reggie,” the wife of legendary Syracuse University football coach Ben Schwartzwalder.

“My grandmother was my No. 1 person, and I was hers. We were extremely close throughout her life,” says Walker.

Reggie’s birthdays are a fond memory.

“Every time Reggie would imply she was old, I would roll my eyes and say, ‘What?’ because she was the coolest, hippest person I knew, and this went on until she was 100,” Walker says. She planned Reggie’s 80th birthday, celebrated in St. Petersburg, Florida, where the Schwartzwalders had an apartment.

“Reggie wore a pink, beaded top that I had given her. She and I both loved clothes,” Walker says. “I created a giant crossword puzzle—Reggie loved crosswords—and had each table be a team to fill in the puzzle with Reggie trivia.”

Attendees learned that Reggie grew up in Pine Grove, West Virginia, as one of six children. Her favorite color was green. She played basketball in high school. Her father was Scottish, her mother French. She became Reggie because Ben would call her “Red” for her hair, which was reddish brown, which became “Redge” and then “Reggie.”

The couple met at West Virginia University, where both were physical education majors graduating in 1933. The Ruth Schwartzwalder Endowed Scholarship preferably funds a female SOE student who is a physical education major.

Ben Schwartzwalder coached football from 1949 to 1973, winning the national championship in 1959 with an undefeated team and finishing with a record of 153-91-3. Elected to the College Football Hall of Fame in 1982, he died in 1993.

“Ben could not have been the coach he was without Reggie doing all the socializing. She kept that part straight,” Walker says.

“Reggie knew everyone’s name. She also said ‘hello’ to anyone she crossed paths with. These are two things I do very specifically in my job: greet each and every member by saying ‘hello’ and introducing myself and then I remember their names,” says Walker, a spinning instructor at the New York Health & Racquet Club.

The family is rich in Syracuse University connections. Walker’s mother is Susan Schwartzwalder Walker ’59, her late aunt was Mary Schwartzwalder Scofield ’63, and her daughter Allison Ruth Saferstein ’17 (Selected Studies in Education) is a graduate student in the SOE.

Walker also planned Reggie’s 100th birthday, celebrated in 2012 at Drumlins. Reggie died later that year.

“Reggie loved Syracuse University, and I know she would be proud of this scholarship in her name,” her granddaughter says. ●



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School of Education graduate student Paul Czuprynski '12, G'13 tutors during the school's annual Summer Literacy Clinic.

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PATHFINDER

Syracuse University

Remembering Hoople

Memories of the former Special Education building are preserved through work in advocacy and inclusion

The Hoople building may be demolished, but the momentum of radical thinkers breaking down barriers for a better and more inclusive world continues.

The programs and centers that played a vital role in the inclusion movement—the Center for Human Policy, the Taishoff Center for Inclusive Higher Education, and the Disability Cultural Center—formerly occupied the Hoople Special Education Building on South Crouse Avenue. The building was torn down last fall in preparation for construction of the new National Veterans Resource Complex.

“Our message was one of inclusion and justice,” says Diane Wiener, Ph.D., director of the Disability Cultural Center (DCC). “Since mere moments after I arrived at SU in October 2011, I thought of Hoople as an anti-imperialistic nation. To me, ‘nation’ implied a sense of solidarity, warmth, connectedness, and shared values.”

Pamela Walker, Ph.D., served as a research project director at the Center on Human Policy (CHP) from 1985 until 2017. She recalls the nascent days for the DCC and Taishoff Center, specifically the gathering where Diana “Dee” Katovich, now assistant director of the Taishoff Center, coined “Hoople Nation.”

The phrase was, says Walker, “a way to think about connecting those projects that occupied Hoople. And, within those projects, though very different, there was and is a commonality of working for and advocating, in radical ways, for inclusion, and following in the footsteps of people who had occupied the space before our time.”

“This is all the more important today when there are still strong forces that work as a barrier to inclusion, and thus it is all the more important to have connections and networks among those working for inclusion.”

The two-story red brick building at 805 South Crouse Avenue opened in February 1952, culminating seven years of planning by Professor William M. Cruickshank, director of the Division of Special Education at Syracuse University. It was named for Dr. Gordon D. Hoople ’15, a professor in the former College of Medicine at SU, a specialist in diseases of the ear, and former chairman of the University’s Board of Trustees.

“Hoople Nation is the people—in Syracuse and around the world—who do this work, who fight for disability rights and inclusion, and who believe we can change the world.”

ALAN FOLEY

The building’s purposes were three-fold: carry on research projects, treat handicapped children and adults from Central New York, and run a speech and language center. At Hoople’s dedication February 27, 1953, the speaker celebrated the Division of Special Education’s emphasis on how children with special needs learn and how they should be taught. His words were a foretelling of the building’s future programs and occupants.

“This program, which is being pursued in only a very few universities in the country, together with the increasingly prevalent emphasis on basic medical research in causes of crippling diseases and conditions, constitutes the major contemporary contribution to the field of the handicapped. It is an inclusive, intelligent, and sound approach long overdue,” said Leonard W. Mayo, director of the Association for the Aid of Crippled Children.

In 1968, the University announced a grant from the Gebbie Foundation of Jamestown, allowing an expansion of Hoople by one-third. In 1972, a new wing was constructed to house the Gebbie Clinic to serve persons with learning and/or communication difficulties.

Most of the SOE programs from Hoople—including the Mid-State Early Childhood Direction Center and SU Parent Assistance Center— have relocated to Huntington Hall.

Alan Foley, Ph.D., came to SU in 2008, admittedly new to disability studies and disability advocacy. He has served as the director of the Center on Human Policy since 2014.

“I think Hoople Nation is more than a place, more than the Hoople Building and SU, more than this place with an remarkable history and tradition in disability rights and advocacy,” Foley says. “Hoople Nation is the people—in Syracuse and around the world—who do this work, who fight for disability rights and inclusion, and who believe we can change the world. Hoople Nation reflects the spirit and passion that drives this work, to question the status quo, to not accept ‘good enough,’ and to push the envelope.” ●



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