

# Education Exchange



Syracuse University School of Education

2018

## INSIDE

School of Education Around the World

Read About Our Partnerships  
Impacting Students and Community

## Greetings from the School of Education at Syracuse University!

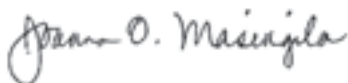
**I'M EXCITED FOR YOU TO READ** this issue of *Education Exchange* as it provides a snapshot of the meaningful work in which faculty, staff and students in the School of Education have been involved. It will give you a glimpse of the breadth and depth of SOE's commitment to creating knowledge; building and sustaining relationships; addressing diversity, equity and inclusion; and engaging with the world.

Our last issue of *Education Exchange* discussed our School of Education strategic plan and our development of this plan. Now in the implementation phase, I am working to move this plan forward with administrative leaders in the SOE—Kal Alston, Associate Dean for Academic Affairs; Melissa Luke, Associate Dean for Research; Amie Redmond, Senior Assistant Dean for Academic and Student Services; Mike Torak, Associate Dean for Administration; Heather Waters, Assistant Dean for Advancement; Tom Bull, Director of Field Relations. Our Steering Committee, which consists of six faculty members, two staff members, two graduate students, two undergraduate students, and the dean, has moved from leading the strategic planning process (2015-2017) to advising and monitoring the implementation (2017-present).

I'm very proud of the key role that a number of our SOE faculty members, staff members, and students have played, particularly during the last year, in supporting and advancing efforts across the Syracuse University campus on diversity, equity, and inclusion. Some of this work relates to the first-year experience that is in an ongoing transformation; all of this work involves us engaging in difficult and important conversations while examining ourselves and how we live out our commitment to social justice in our work and relationships.

This issue also provides a window into our international work, relationships, and opportunities. Our SOE community is greatly enriched by having members from all over the world and having the chance to engage with educators, researchers, and students internationally. We continue to add partners to our global collaborations, classrooms, and laboratories.

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 our work and engagement in Syracuse, across the United States, and around the world. We love hearing from you and appreciate so very much your support!



Joanna O. Masingila  
DEAN



## Education Exchange

### DEAN

Joanna O. Masingila

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We would like to hear your comments.  
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**ON THE COVER** The School of Education's first ever December graduation ceremony. From left to right: Khin Chit Win G'19 (Cultural Foundations of Education); Haleta Giday G'19 (College of Law); Fasika Melese G'18 (Teaching & Curriculum); Engda Kassahun Temesgen G'17 (College of Engineering and Computer Science); and Fresenai Afeworki G'18 (Educational Leadership & Instructional Design Foundations).

# Inside

*Leading through inquiry, inclusion, and action*



## Syracuse Around the Globe

From study abroad opportunities to 20 Years of 'Cuse in Kenya, learn how Syracuse facilitates international connections for students and faculty.

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## 30 Year Anniversary of Lockerbie

Celebrating our SOE Remembrance Scholars, and a tribute to one of the victims.

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## Lender Center for Social Justice

Housed in the School of Education, this interdisciplinary center was launched with support from Helaine and Marvin Lender.

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# Dean's Office Leadership Updates

## Kal Alston, Ph.D.

Associate Dean for Academic Affairs



**PROFESSOR ALSTON**, who previously served on the Strategic Planning Committee for the School of Education, views this new role as facilitating the most robust and dynamic embodiment of the goals and objectives adopted through that process. "I hope that

we can both live up to the commitments we make through the assessment/accreditation processes at the University and School and look ahead to what will make our school a model of excellent, inclusive, and just education at every level," says Alston. "Obviously, academic programs are important in that view of excellence—including high standards in teaching and student support. So I want to do my part to elevate the practices that are working well and to figure out how to address the areas in which we can do better."

Alston spent her earlier career at the University of Illinois at Urbana-Champaign in educational policy studies and as director of the Gender & Women's Studies Program. Her most recent publications have focused on ethics and community responsibility, the phenomenal experience of race in philosophical practice, and the connection of the Brown decision to contemporary educational experience. Since joining Syracuse University in 2005, Professor Alston has excelled as a teacher-scholar and an administrator, previously serving as the University's senior vice president of human capital development and as senior associate provost of academic administration.

Professor Alston is active in the Philosophy of Education Society, previously Chair of the Committee on Race and Ethnicity and now chairing the Just Community Committee, which is an outgrowth of recent work completed to articulate an anti-harassment policy for the society.

Dr. Alston has a clear vision. **"I am particularly interested at the moment in how we can intentionally and transparently step into the work embodied in the Diversity and Climate goals, and how faculty, staff, and students can be jointly accountable for the health of the School. There is no magic bullet. Only hard and honest work."**

## Melissa Luke, Ph.D.

Associate Dean for Research



**PROFESSOR LUKE** says she is looking forward to integrating her scholarly commitments and expertise into her work as Associate Dean. "My vision for this work is to be both interpersonally accessible and intellectually flexible to support the research endeavors

of faculty and students alike. I want to positively contribute to building, maintaining, and refining a robust and collaborative academic culture in School of Education."

"To do so, my plan is simple: to work hard and connect with others. More specifically, I intend to continue the types of programming that my predecessor, Kelly Chandler-Olcott, implemented and that have proven to be successful, like the new faculty mentoring and the writing challenges and retreats."

Luke feels that the timing is right to develop supplementary programming to facilitate research efficacy across the developmental continuum, including workshops related to writing for publication for doctoral students and new faculty, and proposal development for those involved in grant submission. "I have also communicated with Associate Deans for Research from other schools and colleges and discussed working together to initiate a series of events, such as tips on how to navigate the promotion and tenure process and creating productive research collaborations."

Luke, who has her Ph.D. in Counselor Education from Syracuse, joined the faculty with over 15 years of experience working as both a teacher and counselor in K-12 public schools. In her current role, she will maintain some teaching and advising responsibilities in the Department of Counseling and Human Services and continue to coordinate the doctoral program in Counseling and Counselor Education.

**"I believe that the better I know and understand the work of any researcher, the more I will be able to support them in this position and help respond to their unique needs. I am grateful for the opportunity to work with the SOE faculty and students, and to assist them in achieving the next steps in their individual research profiles. One by one, as the individual profiles expand and at times, are connected or combined, we can sustain a robust and collaborative academic culture."** ●

# Leading the Charge for Deeper Initiatives Around Diversity

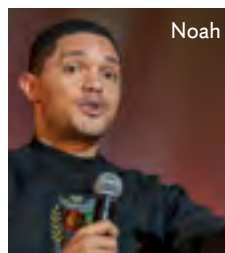


One of SOE's core commitments is to recognize that diversity and academic excellence are inseparable. Diversity is embraced in its varied dimensions including but not limited to a diverse community of faculty, students, and staff; multiculturalism; and work in diverse schools and social environments.

Last year, SOE answered the University-wide call to further our approach to diversity and inclusion through several initiatives, led by an **Advisory Committee** of SOE leadership:

- + **National leader Kevin Kumisharo** led a workshop in Fall 2018 on educational equity and social justice
- + 12 SOE faculty and staff led **University-wide First Year Experience discussion groups** around Trevor Noah's *Born a Crime*; 20 SOE students were involved in leading or assisting a group
- + SOE faculty participated in a **workshop on inclusive teaching** led by SOE associate professor Jeff Mangram and Marie Garland, Executive Director of the Center for Faculty Leadership and Professional Development
- + An **advanced workshop course on inclusive teaching**, led by SOE professor Mara Sapon-Shevin, is available for Spring 2019

It is SOE's goal to never be silent during times of inequality, and facilitate growth in our students, faculty and staff in every initiative we lead. The following articles highlight some of our faculty and students leading the charge.



**James Haywood Rolling Jr., dual professor of art education and teaching in leadership, steps into leadership role as VPA's inaugural Director of Diversity, Equity and Inclusion**

In this new role, Rolling (right) will lead the College of Visual and Performing Arts' diversity and inclusion initiatives in conjunction with the University's chief diversity officer; establish and lead a college-wide committee with faculty, staff and students to facilitate projects, programming and other action items deemed necessary and appropriate to promote a more inclusive environment; collaborate as necessary with VPA's leadership by attending Academic and Staff Council meetings as scheduled; and develop and assess outcomes to determine effectiveness and return on investment.



**Comprised of SOE faculty, staff and student representatives, our Committee on Diversity reviewed the goals for Diversity and Inclusion in School of Education's Strategic Plan to suggest how the SOE can be held accountable for implementing the diversity strategies of the plan.** This year, the committee hosted a speaker from the Stop Bias committee, created a twitter hashtag to highlight the topic ([#susoeiversity](#)) and issued a questionnaire to all faculty about current needs and climate.

Outcomes of the questionnaire include the establishment of a repository of resources on diversity where faculty can share and use available information in their classes, and a school-wide report from all academic and administrative units on what their unit is doing with respect to diversity in terms of initiatives, activities or policy changes. Associate professor of Reading and Language Arts Zaline Roy-Campbell is the Committee Chair. "It is our hope that these reports on how the different units are engaging diversity, equity and access will enable the SOE Assembly to have rich discussions to help shine a light on the work that needs to be done towards implementing the diversity goals of our strategic plan," says Roy-Campbell.

# Inspiring Change in His Community and Beyond

**The pursuit of social justice propels Martín Alberto Gonzalez—in his writing, his teaching, and his research.**

On campus and off, Gonzalez, a Ph.D. student in Cultural Foundations of Education in the School of Education and Syracuse University's first Ford Foundation Predoctoral Fellow, seeks to empower people like him—the youngest of seven children in a first-generation Xicano family from Oxnard, California, and the only one to attend a four-year university.

On campus, he's involved in Xicanx Empowering Xicanx, a student organization that hosts dialogue circles and film screenings "to not only educate the campus about the Mexican American culture, but also address various forms of oppression," he says. Off campus, XEX members volunteer at La Casita Cultural Center on Syracuse's Near West Side and at the Workers' Center of Central New York, which advocates for marginalized, low-wage workers.

"Growing up in Oxnard, an under-resourced, predominantly Latinx community, I was exposed to many injustices, yet I didn't know how to make

sense of them," Gonzalez says. "I observed my older siblings and my community's talents and interests be denied and repressed via their schooling at the hands of inequitable schooling practices and culturally irrelevant curriculum."

His undergraduate studies at California State University, Northridge, helped him comprehend what he'd experienced.

"I took multiple ethnic studies courses that provided me a framework and vocabulary to help make sense of my experiences and observations. Thus, I became interested in social justice issues in and out of the classroom," says Gonzalez. He majored in sociology and minored in psychology.

At La Casita, he is the Dual Language Literacy Program director and a Cultural Foundations of Education intern. As a staff member of the Intergroup Dialogue at SU, he co-facilitates the Lit Arts after-school program. He and Romo, a fellow doctoral student in CFE, have co-facilitated workshops at the Syracuse City School District's Johnson Vocational Center.

"We addressed topics related to race, gender, class, sexuality, and other forms of oppression," Gonzalez says. "Conversations and activities had in this space inspired critical thinking and raised consciousness as it pertains to social injustices the participants face on an everyday basis growing up in Syracuse. We acted on our awareness of injustices and produced knowledge through various means such as poetry/spoken word, drawing/painting, and writing."

Gonzalez's academic interests are race and education, community cultural wealth, and the experiences of students of color in a university setting. In 2017, he was one of 67 predoctoral students nationally to receive a Ford Foundation Fellowship, which seek to increase the ethnic and racial diversity of the nation's college and university faculties. He is researching the experiences of students of color at a predominantly, historically white university.

"I aim to better understand the experiences of Mexican American undergraduates and the role ethnic-based organizations play in their college experience," he says.

He explains the Xicano identity and its political significance.

"Being a Xicano is an intentional way of viewing and navigating life. I have come



**Despite its wonderful everyday weather and beautiful surf-ridden beaches,** Oxnard, California, has a reputation of being dangerous and demoralizing due to its gang presence. In this book, *21 Miles of Scenic Beauty... and then Oxnard: Counterstories and Testimonies*, Gonzalez takes this reputation head on through a series of social justice-oriented stories loosely based on his experiences and observations growing up in Oxnard as a first-generation Xicano.

to know what it means to be Xicano as a raised political consciousness that strives for a more just society for other Xicanx people,” Gonzalez says.

“Some people use Xicanx interchangeably with Mexican American, but I disagree with this assumption. For me, to be Xicanx means that you are politically engaged and active and constantly challenging all forms of oppression, including internalized oppression, for the betterment of your community.”

The first “X” pays homage to indigenous roots; the “X” at the end is considerate of those who do not conform to gender norms.

Gonzalez is the author of *21 Miles of Scenic Beauty...and then Oxnard*, a story collection that highlights various injustices in his city, among them inequitable schooling practices, gentrification, and segregation.

In graduate school, he discovered the work of Michelle Serros, who wrote humorous poems, short stories, and young adult novels about growing up in Southern California. Her titles included *Chicana Falsa and Other Stories of Death, Identity, and Oxnard and How to Be a Chicana Role Model*.

“She was an author from Oxnard. I couldn’t believe that she was a Xicana raised in Oxnard, but immediately I fell in love with her work and her work inspired me to write a book,” Gonzalez says.

The book expresses his pride in Oxnard, in spite of its stereotypes. The city of 205,000 on the coast west of Los Angeles is more than 70 percent Hispanic or Latino and known for its gangs. The title refers to the well-known highway signs in Malibu, the city immediately east of Oxnard: “Malibu... 21 Miles of Scenic Beauty.”

Then comes Oxnard, for which Gonzalez envisions a sign saying, “Oxnard...15 Miles of Beautiful Brown People.”●

“Growing up in Oxnard, an under-resourced, predominantly Latinx community, I was exposed to many injustices, yet I didn’t know how to make sense of them.”



# Health and Exercise Science Delivers Hands-On Research Opportunities

***A growing number of undergraduates are choosing Health and Exercise Science as a major as the programs offer diverse opportunities for learning.***

**A**t the beginning of her sophomore year, Jessica Pascolla '19 began conducting research in the Muscle Biology Laboratory on South Campus.

A year ago, as a junior, the health and exercise science major presented at the American Physiological Society's undergraduate research conference on experimental biology in San Diego. Her presentation title was "Effects of Agmatine Exposure on Skeletal Muscle of Aging Rats."

She attends the conference again this year, in Orlando, Florida, to present her current research on a model of Down syndrome.

## EXERCISE SCIENCE RESEARCH LABS

- ✦ Altitude Simulation Laboratory
- ✦ Exercise Prescription Lab
- ✦ Human Behavior Measurement Laboratory
- ✦ Human Performance Laboratory
- ✦ Muscle Biology Lab
- ✦ Institute for Human Performance at Upstate Medical University

More than 250 students—which is over half of the School of Education's undergraduates—major in health and exercise science, seizing opportunities to conduct research in one of six labs.

"I enjoy doing hands-on research, because it allows me to better understand mechanisms that we learn about in class. I feel as though I can contribute to class discussions and am able grasp concepts better," says Pascolla.

The B.S. program in health and exercise science

provides students experience with and an understanding of the physiological, mechanical, and psychological aspects of physical activity and health-related behavior. Students examine all aspects of human performance, including a background in natural sciences, human physiology, anatomy, metabolic and muscular systems, and research and testing protocols.

"The discipline of exercise science kinesiology has seen dramatic growth in the United States over the last 20 years, fueled primarily by students interested in sport and allied health-related careers," says Professor Tom Brutsaert, chair of the Department of Exercise

Science. "Most degree programs offer a B.S. that is grounded in the natural sciences. This offers students the appeal of a rigorous degree program that is often coupled with a personal and lifelong interest in sport, human performance, and health."

In the SOE, the undergraduate numbers in health and exercise science have nearly doubled in the past ten years, Brutsaert says. "Given the number of applicants to the program, we could likely double again if space and faculty numbers permitted."

Pascolla knows how much undergraduate research can shape a student's career orientation. She originally planned to attend graduate school for a doctor of physical therapy degree. But after her lab work, she says she wants to explore a D.P.T./Ph.D. or M.D./Ph.D. program.

She has received a National Institutes of Health grant as a diversity supplement to represent Native Hawaiian/Native American women in the biomedical research field. "It allows me to work in the lab with a reimbursement and represent minorities in the scientific research field. This is an opportunity I would never have had if I did not decide to get involved in research," Pascolla says.

She explains the project she'll present this spring at the research conference on experimental biology: "Roughly 40 percent of people with Down syndrome experience sleep apnea, more prevalent in children. We are looking at breathing patterns, muscle morphology, spinal cord motor neuron assessment, and proteasome activity. Our interests center on the involvement between diaphragm muscle and nervous system etiology," the cause of this abnormal condition.

Gwendolyn A. Thomas is an assistant professor of Exercise Science and Director of the Exercise Prescription Laboratory, which conducts acute and chronic exercise research protocols that give students opportunities in applied exercise prescription and lab analytical skills. "Hands-on research is extremely valuable for undergrads because it gives them an opportunity to explore different avenues of research that our labs are conducting," says Thomas. "It's an opportunity to get students excited about how scientific principles can facilitate their career goals in clinical, medical, sport or research settings." ●



**NOVEMBER 2018:** Professor Kevin Heffernan, of the Human Performance Laboratory, delivers an interactive workshop on strength, power, speed, and endurance of athletes to Leadership & Public Service High School students at SU's Fisher Center in New York City.



**CASSIE COOPER**, Health and Exercise Science major, en route to Everest Base Camp as part of a study abroad short course with Tom Brutsaert in 2018. The measure shown, along with several others, was made in the morning of every day to have her ventilation measured to gauge her acclimatization response to hypoxia.

**More than 250  
students—over  
half of the School  
of Education's  
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exercise science.**

# Marlene Blumin G'70 Awarded the 2018 Tolley Medal

***Professor Emerita Blumin taught in School of Education for almost 30 years; her dedication to her students is unparalleled.***

**O**n the first day of her CLS 105 course, College Learning Strategies, Professor Blumin G'70 would ask the 100 or more students to put their name and an interesting fact about themselves on an index card.

On the second day of class, Blumin would know every student and start calling on them by name.

Syracuse University and the School of Education honored Blumin's special dedication to students when she was presented with the Tolley Medal at the One University Awards Ceremony in April. The Tolley Medal—named for

William Pearson Tolley, SU's Chancellor from 1942 to 1969—recognizes strong scholarship and leadership in lifelong learning.

"Marlene's focus is on students, no matter what they are doing or where they are," says Morey Mossovitz '08, G'10, an assistant athletic director at SU who was both a student and a teaching assistant in CLS and who tells the story about how she memorized each student's name. "She is a teacher, a mentor, a friend, and family member all rolled into one."

Blumin taught in the Department of Reading and Language Arts for 29 years,

retiring to emerita status in 2017. She earned a B.S. in child and family studies and a master's in reading education from SU and a Ph.D. in education from Cornell in curriculum and instruction. She directed SU's study skills program and designed CLS.

Everyone calls her Dr. B. and everyone knows her lifelong relationships with generations of former students across campus. "Remembrance and other University Scholars who were also honored at the One University Awards seemed delighted to share the stage with their former professor, waving to her as she left the stage after receiving the Tolley Award," says Kathleen Hinchman, associate dean for academic affairs and a professor of reading and language arts.

"My office near Dr. B.'s gave me a perfect spot for witnessing both current and former students who sought her counsel each day," Hinchman adds. That counsel included advice about class assignments, roommates, time management, coaches, studying, and life in general.

Matt Azoulay '94 remembers academic success all the way until he got to college. In his first year, he concentrated on his social life and was failing courses. "For the first time in my life, I was not successful and was lost. And I was quitting on myself," he says.

He enrolled in CLS, "and my life at Syracuse changed almost immediately. Dr. Blumin was the first teacher who engaged me, challenged me, had empathy for me, and held me accountable," says Azoulay, who majored in political science, attended



Chancellor Kent Syverud and Dean Joanna Masingila present the Tolley Medal to Marlene Blumin

Widener University School of Law, and is a partner at Bisgaier Huff law firm in Haddonfield, New Jersey. “She invested in me. With that investment came direction, hope and ultimately success, not only academically but emotionally as well.”

Blumin describes CLS as “a student-centered pedagogy. The shift for their learning was clearly from the instructor into the hands of the student.” The course’s goals were to help students increase their academic confidence, support them in taking academic risks, and internalize learning strategies to apply in their academic careers and their lives beyond.

Many times, Mossovitz recalls, students would come to Blumin and ask, “How should I learn?”

“The response was always a question back asking them about themselves. The true quality of CLS and Marlene is not telling you what you need to do but about helping you find yourself as a learner in the process,” says Mossovitz, who majored in psychology, with a minor in educational studies, and received a master’s degree in student affairs counseling.

“Her mantra has been, ‘If you continue to do what you always have done, you will continue to get what you have always gotten.’ This idea was true for all types of students from those on probation to those in the honors program.”

These questions helped students develop skills to use anywhere.

“She gave me the tools to be a better person,” Azoulay says. “In a simple academic context, she taught me organization, efficiency and how to approach problems and situations strategically and methodically. In other ways, the tools she taught me were holding myself accountable and understanding that you need to invest in the work required to get a positive outcome. You have to go all-in on things that matter to you.”

And her teaching did not stop when the class ended, Blumin says. “I had an

open-door policy: As long as the door was open, students were welcome to come in.”

Daneen Brooks, another Blumin disciple, applies those same principles as a disability services specialist and counselor/instructor at Onondaga Community College. She has an M.S. in counseling and human services.

“She enjoys life to the fullest and teaches others that, with understanding who you are and how you learn, you can complete anything,” says Brooks. “It did not matter where you were from, or what your ability or disability you had. The reality was that with support, reflection, and introspection you could grow. She taught me that I could inspire others by being present to hear their story.”

And Brooks says she applies the teaching principles about setting a plan that Blumin taught.

“There is a diverse population [at OCC] of nontraditional students, international, and traditional students. As I teach students about how to draw from their strengths to develop a plan, they feel empowered. It is exciting to hear a student gain control of a situation that may have seemed hopeless.”

Yinan Liu G’09 served as a teaching assistant in CLS from fall 2012 to spring 2017. A doctoral student with a master’s in linguistic studies from SU, he’s developing a website for English as a Second Language students with Blumin as an advisor.

Liu says her influence on him is so great that he and his wife named their second daughter Marlene.

Late in each semester of CLS, when she was teaching memory techniques, Blumin would reveal how she memorized all the students’ names. She explained she created a crazy picture or story in her mind and related that to each person, a moment meant to inspire the class, Mossovitz says.

“This showed students that what she was teaching them was practical, possible, and allowed them to do amazing things.”●

HELLO  
my name is

Dr. B



### IN HER COLLEGE LEARNING

Strategies classroom, Professor Emerita Marlene Blumin says she tried to simulate learning environments her students would encounter in college and in the workplace.

“I used a flipped classroom method so that students would review a video and read text before coming to class. The class time was then spent applying the information in courses the students are enrolled in concurrently,” Blumin says.

She also used a peer support system, letting students benefit from learning from each other and share experiences from application of the strategies she taught. And she employed many technologies to serve students’ needs.

Students who were uncomfortable participating in a large class would use a back channel to communicate questions or comments. Students who found composing their writing assignments difficult would use speech-to-text software. Semester-long assignments required students to reflect on the strategies they were using in a concurrently enrolled course by creating a video, a podcast, and a Twitter exchange.

# Jeffery Mangram '88, G'89 G'06 Appointed Provost's Faculty Fellow to Support Professional Development in Diversity and Inclusion Initiatives

**VICE CHANCELLOR AND PROVOST** Michele G. Wheatly has appointed Jeffery Mangram as a Provost's Faculty Fellow. In his new role, Mangram will further advance the curriculum for the Inclusive Teaching faculty development workshop, building upon the inclusive teaching workshop delivered over the summer and fall for faculty teaching in the First-Year Experience anchor courses. Mangram will broaden these workshops to include faculty in all schools and colleges.

Mangram leading a workshop for students and teachers from the High School for Leadership and Public Service at the Fisher Center, New York City.



"Jeff has made significant contributions already to the campus-wide effort to revamp the First-Year Experience and to help our faculty effectively create inclusive classrooms," says Wheatly. "The new curriculum is being designed to transcend all colleges and schools, support student success, and to contribute to a campus culture that is engaged, respectful, inclusive, and inspiring."

Mangram, who earned his doctoral degree in teaching and leadership at Syracuse University in 2006, is an associate professor in the School of Education, specializing in urban education and media literacy, and co-director of the media & education master's degree program, offered jointly by SOE and the Newhouse School.

Mangram holds a B.A. in policy studies/political studies and an M.S. in social studies education, both from Syracuse University. In 2003, he was a finalist for the New York State Teacher of the Year Award, with an exceptional record as a social studies teacher.

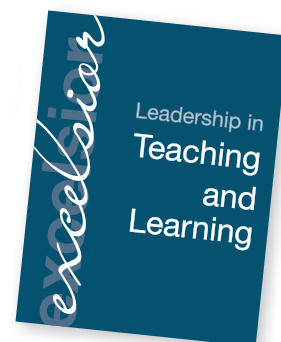
"I am excited about this opportunity to continue engaging the faculty around inclusive teaching," says Mangram. "The faculty we have worked with thus far seem enthused and appreciative about having other faculty members to discuss such matters as equity, access, and diversity. This is for faculty, by faculty. We, the faculty, are the leaders in this endeavor, engaging these issues in a very serious and sobering manner. I am eager to see how the process evolves." ●

## Christine Ashby, Julia White co-edit relaunched teacher education journal

**SOE FACULTY MEMBERS** have relaunched *Excelsior: Leadership in Teaching and Learning*, the journal of the New York Association of Colleges for Teacher Education, as an online, open-access clearinghouse on the preparation and professional development of educators.

Associate professor Christine Ashby and assistant professor Julia White, both in the Department of Teaching and Leadership, are now co-editors-in-chief of the peer-reviewed journal. The relaunched *Excelsior* aims to promote the exchange of ideas and experiences between educators globally, facilitating research and experimentation in teacher education, teaching, and student learning.

The print version of *Excelsior*, published by NYACTE for over a decade, has become a vital resource for teachers, teacher educators, and researchers. The online format will allow for a broader readership and more discovery of *Excelsior's* content and discussion. Subscriptions are no longer required and the journal is free for all readers at [surface.syr.edu/excelsior](http://surface.syr.edu/excelsior). Ashby and White also hope to broaden both the scope of topics and range of voices represented in the journal, to better address issues in teacher education and preparation today. ●



# New Leadership Scholars Initiative Offers Merit-Based Scholarships to Incoming Undergraduates

**ONE WOULD BE** hard pressed to come across a student who is happier with their decision to attend Syracuse than Sydney Ringel. “As soon as we got on campus for our first visit, I just loved it and told my parents, I’m going here,” says Ringel, a first-year student from Marlboro, New Jersey. “It was a game day, everyone was on the quad tailgating, the energy was crazy. Everyone was cheering and wearing orange, and the campus was beautiful. I absolutely loved it.”

Her impression grew more favorable as she learned more about the program she was there to pursue. “When we went to School of Education, I was blown away during the meeting. Every question was met with a thorough explanation and everyone there seemed so amazing. They made me feel like I would be an important asset to the School.”

Having prepared for the formidable college search process as well as any young person could, Ringel offered high academic achievement, an impressive list of extracurriculars, and relevant experience working with kids with disabilities. “I’ve known since I was about 6 years old that I wanted to be an educator. I always wanted to play school and be the teacher, I loved physically being at school and everything about the process of learning.”

After receiving several acceptance letters, it was time to decide where she would start her journey. “I sat down with my parents to talk about the programs and thought about what they would mean for me after college. My parents were concerned about financials, but when we got the letter letting us know that had I had been selected as a Leadership Scholar, it brought the cost of tuition down significantly.”

The goal for this first year was 25 students and the program yielded 32. Representing 11 states and 6 majors including English Education, Inclusive Education, and Math Education, 10 of the scholars are part of the First Year Honors Program.

Ringel enrolled in the Inclusive Elementary and Special Education program and hasn’t looked back since. “I was in the classroom my first semester!” Through a for-credit program called Book Buddies, Ringel was assigned one kindergartener and one first grader to work with one-on-one at a high needs school in Syracuse. “For me, it was really eye-opening. Some programs don’t have you in the classroom until senior year, so having this early exposure really gives you a chance to get experience and understand what you want out of the program.”

Thinking through what advice she would give to other students who are interested in Syracuse but feel it is financially out of reach, Ringel offers, “Still apply. Without the scholarship, I would never have been able to come to SU. It can still be a reality.” ●

“I’ve known since I was about 6 years old that I wanted to be an educator.”

SYDNEY RINGEL

**Last fall, School of Education accepted the first cohort of Leadership Scholars. Designed for high-achieving first-year applicants, the program offers an annual scholarship of up to \$28,000 and gives students priority consideration for other esteemed SOE offerings including the Himan Brown study abroad sponsorship, Renee Crown Honors Program, master’s degree tuition scholarships, and mentorship opportunities with faculty and alumni.**



# Music in Community Project Aims to Connect Student Teachers to Area Youth

***Making music builds communities. And nowhere is that more important to David Knapp, an assistant professor of music education, than in the refugee population in Syracuse.***

**K**napp is the founder of the New American All-Stars, a rock band of refugee students from the Catholic Youth Organization's Refugee Youth Program. It's the first phase of his Music in Community project, which seeks to redefine music teacher education by embedding culturally responsive teaching practices in the field placements of music educators.

**SUPPORT FROM the John L. and Dona Lynn Kreischer Scholars Initiative at the School of Education makes possible the Music in Community program. Jack Kreischer III '65 is a Life Trustee of Syracuse University and his wife, Lynn Duncan Kreischer '66, is an emerita member and former chair of the School of Education Board.**

**The Kreisachers set up their fund to support the Teaching English Language Learners program, with preference for literacy collaboration with the Music Education program on community music. Jack Kreischer is the founder of Kreischer Miller, a regional certified public accounting firm in Horsham, Pennsylvania, and one of the largest independent regional CPA firms in the country.**

**They have two children: Jennifer Kreischer '88 and Brian Kreischer '91.**

"Research on the psychosocial outcomes of community music demonstrates the capacity for music making to develop self-efficacy and group affiliation among ensemble members," says Knapp, who holds dual appointments in the Setnor School of Music and School of Education. "As you can imagine, these outcomes are especially important for refugees who have arrived in our community after traumatic experiences."

Last year, New American All-Stars joined 14 undergraduate and graduate students in the Secondary General Music Methods course for an inaugural Music in Community concert in Setnor Auditorium. Twelve students—coming from Afghanistan, Congo, Jordan, Rwanda, Sri Lanka, and Syria—comprise the core of New American All-Stars. They range in age from 13 to 18.

"The New American All-Stars provides a safe place for them to grow with each

other and develop necessary inter- and intrapersonal skills to be successful in their new home," Knapp says.

In the past five years, music education opportunities have declined by 19% in the Syracuse City School District, due to budget cuts, as the minority and refugee populations have swelled; the refugee population in Syracuse has soared to more than 10,000, with students from more than 70 countries speaking 72 languages.

MiC hopes to help fill the gap.

Knapp describes it as "an ambitious five-year plan to develop community programs that serve our undergraduate and graduate students with diverse pre-service learning experiences as well as directly serving community needs. This requires developing and coordinating relationships with community partners, like the Catholic Youth Organization."

In MiC's pilot semester, no SU students were placed to teach the All-Stars. This



year, the band became a placement site for the sophomore-level observation course and the junior-level secondary methods course. “I’m looking forward to documenting how the experiences in this rich environment will affect students’ teaching,” Knapp says.

Next steps for MiC include a studio production collaboration with Nottingham High School to support music-making activities at the school and expand SU students’ capabilities in studio production. Knapp secured instruments from Trinidad for a steel band initiative and he’s looking for a community partner.

Knapp’s work in community music dates back to his time at Florida State University, where he received his doctorate of music education. As part of his research, he founded a band at a shelter for people experiencing homelessness—The Shelter Band—which ended up performing at several area events and even completed two studio album recordings. Knapp’s research shined a light on the many emotional, cognitive, and social benefits that music education can produce.

His ongoing research interests include community music, multicultural music education, homelessness, music education and hip hop, and steel band pedagogy.

“At the core of all the initiatives within the MiC program is the belief in the vernacular music making activities of everyone in our community. This work begins with supporting students’ musical skill development and extends into fostering personal literacies through songwriting,” he says.

“During the pilot year with the New American All-Stars, the band worked on original songs and had the opportunity to record two songs at SubCat Studios. This compositional process is student-centered to activate the students’ own experiences through song.”

The North Side CYO, where the All-Stars are based, serves about 70 youth

on a daily basis in its afterschool program. As many as 15 students participate in the band, says Maddie Wood, refugee youth coordinator at Catholic Charities of Onondaga County and refugee youth supervisor at the North Side CYO.

“The trip to SU was inspiring to the youth, and I believe the performances make the youth feel valued and important,” Wood says.

From her perspective, the need is great for more donated instruments and more mentors. The All-Stars perform on a variety of instruments—including electric guitars and basses, drum set, and keyboard.

“Many of our youth want to practice their songs at home but cannot afford to buy musical instruments. We would love for each member to have their own instrument to take home,” Wood says. “The youth also need mentors and teachers to continue to inspire and be there for the kids.”

Through the band, the All-Stars can tell their stories as refugees, says Knapp.

“The band doesn’t so much teach them about their own heritage and experiences as it does provide a structure for them to express their experiences. They know so much, we only have to deliver learning experiences that gets them interacting with their knowledge more deeply.”

The achievements of students like Emmanuel, a native of Congo who spent many years in Burundi and Rwanda, thrill Knapp.

“Emmanuel is an avid singer. During a recent rehearsal, he asked if he could borrow a guitar to take home. When he came back the following week, he had written an entire song in English and Swahili called ‘My Life,’ about his experiences leading up to coming to the U.S. It was amazing: great melody that he wrote, nice chord progression that he wrote and taught himself how to play on guitar, and poignant lyrics.”●



“At the core of all the initiatives within the MiC program is the belief in the vernacular music making activities of everyone in our community.”

DAVID KNAPP

(below)



# Experimenting with Science Education for Students and Teachers

**Professor Sharon Dotger brings professional development opportunities to area science teachers using “lesson study” method**

**W**hen Sharon Dotger, associate professor of science teaching in the School of Education, says the methods she’s teaching work, she speaks from experience.

For more than a decade, Dotger has taken part of her summer to teach in local elementary schools each June. Last summer, she taught a unit about solids and liquids to first-grade students over a four-day period in two classes.

“It isn’t enough to tell my students what this instruction should look like. I need to be able to show them and support them when they try to do it themselves,” says Dotger.

“In fact, sometimes I teach children in front of our pre-service teacher candidates,” she continues. “It’s messy and a giant scheduling challenge, but I hope that it keeps me connected to the classroom and gives my students an opportunity to engage with me in the challenges associated with teaching well.”

Dotger is a proponent of the “lesson study” method of professional research and development. She implements lesson study research in local elementary schools—both in the Syracuse City School district and suburban districts—making professional development opportunities available to local science teachers.

Dotger’s work was previously funded by the 100kin10 organization, to support teachers to implement the Smithsonian Science Education Center-developed instructional materials through lesson study. “Through the collaborative network we’ve built with the Smithsonian and BOCES, teachers in the area are piloting their materials and our lesson study work is helping shape the development of instructional materials that will be available nationwide,” Dotger says.

The most recent professional development conference, “It’s Go Time: Seeing the Future through the New NYS Science Standards,” happened in March at Homer Junior High School. SOE and the



OCM BOCES Center for Innovative Science Teaching sponsored the conference which featured live demonstrations, 150 participating teachers, students from two districts, and two national speakers.

New York adopted a revised version of its standards for science teaching for K-12 schooling as articulated in the Framework for Science Education and the Next Generation Science Standards, Dotger explains.

“If we can bring them to life in the classroom, the science learning opportunities for children will improve,” she says. “The vision is to move beyond basic hands-on. It is to engage kids in work that matters and mimics scientists’ ways of thinking. We want to move beyond baking soda-and-vinegar ‘volcanoes’ or models made from food.”

“Sharon Dotger is passionate about supporting children in learning science, and that is why she spends much of her time working with teachers in Onondaga County to support them in thinking carefully about and planning for engaging children in learning scientific concepts and processes,” says Dean Joanna O. Masingila. “K-6 science education is a key component in STEM education and developing a scientifically literate society.”

The “lesson study” name comes from the Japanese phrase *jugyo kenkyuu*, which translates as lesson study or lesson research.

Teachers collaboratively name a research theme; study standards, curriculum resources, and research about students’ thinking; and design a lesson that links the study to the research theme. One of the teachers then teaches the lesson to students, with colleagues observing. This live observation gathers data about students’ reasoning. Afterward, the teacher and observers discuss the students’ ideas, evaluating them against the research theme and setting goals for further inquiry.

“I conduct lesson study with teachers—and teach lessons to children—to try to continue to link research to practice,” Dotger says.

“In my research, I want to know more about how students are learning in classrooms and how our teaching is related to that learning. This is the fundamental goal of lesson study,” she continues. “I’m interested in learning how teachers are learning from this process. The pre-service teachers engage in the best approximation of lesson study I’ve been able to create thus far in my methods class. And I’m excited about future opportunities to partner my students with local teachers doing lesson study.”

Teachers continually experience an aha moment when learning about lesson study.

“As a most recent example,” Dotger says, “while planning a research lesson for the upcoming conference, a teacher exclaimed, ‘I see now. It isn’t only about this lesson. I’m learning things that impact every lesson I teach, every day.’”●



***“The vision is to move beyond basic hands-on. It is to engage kids in work that matters and mimics scientists’ ways of thinking. We want to move beyond baking soda-and-vinegar ‘volcanoes’ or models made from food.”***

**SHARON DOTGER**

Students and teachers from four Central New York districts participating in the “It’s Go Time! Science for All” conference in Mattydale, NY



# Simulations Guide Student Veterans Facing Unique Challenges in Higher Education

**Members of the Syracuse University community join forces on a new project from Teaching and Leadership professor Benjamin Dotger that gives student veterans an opportunity to talk openly about their nontraditional experiences and challenges on campus.**

**S**tudent veterans Katherine Quartaro and Daniel Cordial say they were both “simply curious” when they first read about a call for volunteers to participate in the VET-SIM pilot study. VET-SIM is a series of simulations designed to support veterans as they transition from military service to collegiate study. A collaboration between the School of Education, the Institute for Veterans and Military Families, and the Office for Veterans and Military Affairs at Syracuse University along with SUNY Upstate Medical University’s Clinical Skills Center, this is the most recent clinical simulation initiative from Professor Benjamin Dotger.

Dotger, who has been using simulations for over a decade, finds it to be an effective way to prepare pre-service teachers and educational leaders. “Simulations represent deliberate, experiential learning that centers on meaningful problems, situations, and contexts, emphasizing knowledge and skills that transfer from pre-service preparation to in-service practice.” While the VET-SIM model is currently in the

initial stages, Dotger says this project has the potential to be groundbreaking, and presents a potential “game-changing opportunity for higher education to develop better tools to support veterans’ transition to campuses across the country and prepare the future professoriate and student affairs cadre on leading practices supporting student veteran success.”

It is estimated that by 2025 more than 50% of the student population will be nontraditional students. Student veterans fall into that nontraditional category; they are likely to be older, married, have children, and working full or part-time jobs. Studies show that anxiety, fear, and loneliness are challenges traditional students may face transitioning into or during their higher education career. Student veterans may experience these same challenges, however, unlike their civilian counterparts, they may also face additional difficulties—including financial burdens (such as expiration of GI Bill benefits) or family obligations—that can affect their collegiate success.

Further, some student veterans may face additional challenges to include health and wellness or a service-connected disability. The VET-SIM project, to address these additional nontraditional barriers and challenges, is a tool designed to help the student veteran through issues by helping them navigate these nontraditional challenges they may face in higher education.

The VET-SIM model hinges on two learning experiences: the simulated one-to-one interaction and a follow-up group debriefing. For the simulation, student veterans are paired with trained actors for the one-to-one exchange in a simulation room at the Clinical Skills Center. The conversations, driven by the actors, are around a simulated theme. These one-to-one sessions are videotaped and each student reviews the exchange. The second part of the VET-SIM involves a debriefing a week after the simulation, where student veterans are asked to come together to discuss their experiences. The debriefing process intentionally makes space for the group to engage as a community and allows each student the option of sharing his or her videotaped simulation. For those who agree, the group then collectively examines the video and discusses approaches, practices, strengths, and struggles.

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**SYRACUSE UNIVERSITY’S ENDURING COMMITMENT** to veteran and military-connected students dates back more than 100 years. Leading the charge are the Institute for Veterans and Military Families at Syracuse University and the Office for Veterans and Military Families.

Learn more at [ivmf.syracuse.edu](http://ivmf.syracuse.edu) and [veterans.syr.edu](http://veterans.syr.edu).



Quartaro and Cordial during military service



Quartaro and Cordial say that while they liked the simulation portion of the VET-SIM model, they enjoyed the group discussions even more. Quartaro adds, however, that she was surprised by how short the simulations were, but amazed by how much time was spent discussing and really digging into how experiences in classrooms and on campus affect veterans. The discussions, says Quartaro, were the most meaningful part of the experience.

While the VET-SIM discussions were at times difficult, both Quartaro and Cordial say that doing something hard is not a bad thing. Says Quartaro, “even if the student veteran is brand new and hasn’t had any time in the classroom or on a campus, it would be very beneficial for them to be exposed to potentially uncomfortable situations and challenging experiences.”

Quartaro, a senior in psychology and forensic science, also believes that by “facing these situations in simulations student veterans can be prepared, have discussions with others, and know that while it might not always be easy to face, they are not alone.”

Cordial likewise says he felt that VET-SIM was overall successful and added that the experience “allowed a small population of veterans to voice concerns they may have had with transitioning into academic life.” Cordial completed his undergraduate degree from Syracuse University in May and is currently pursuing his master’s degree.

Additionally, both Quartaro and Cordial say that while they experienced personal struggles transitioning on campus, the overwhelming support of fellow student veterans and the Syracuse University community helped them heal and be successful academically. Cordial adds “it is because of the people here and the experiences I have had, that I feel like I am in the right place, doing the right things. I am, now, happily involved in assisting other student veterans as they transition into higher education, and I look forward to more academic opportunities and exciting things within the veteran and military space here at Syracuse.”

Now that the pilot is complete, due in part to the support from SOE alumna and Board of Visitors member Laurie Wolfert, and her husband, David, the next step involves the design and implementation of a full VET-SIM model with a second cohort of student veterans transitioning to Syracuse University. With the right resources, this next phase will have a longer-term goal of offering VET-SIMs to all incoming student veterans at the initial stage of their collegiate experience.

Cordial adds that while the project helps the student veteran, he also believes it could have a broader impact and has the potential to help the Syracuse community as well. “It gives the University an opportunity to see, hear, and understand what is good and what needs to be improved upon so future veterans have a more pleasurable transition experience.” While most

**“It gives the University an opportunity to see, hear, and understand what is good and what needs to be improved upon so future veterans have a more pleasurable transition experience.”**

**DANIEL CORDIAL**

student veterans believe their military skills and leadership contribute positively to an educational setting, many believe the college or universities they attend do not recognize the value of these specific attributes. Cordial says he believes that the more student veterans that participate in this, the better the veteran community will be as a whole. “If one person is having challenges, so are others—and that needs to be addressed. This program is a good way to hear what those bad experiences are and a good way to find solutions.”●



## ABOUT SIMS

**IN PARTNERSHIP** with SUNY Upstate Medical University’s Clinical Skills Center, each simulation is captured on video, allowing teachers and leaders to carefully analyze how they approached the problem or issue presented by the standardized individual during the simulation. Clinical simulations are demanding, intense opportunities of situated practice, where the teacher or school leader participant is challenged to enact their professional skills, knowledge, and decision-making capabilities to address a complex problem-of-practice.

# New Interdisciplinary Center on Social Justice Launched at Syracuse University

***What does it mean to do good work? What is good?  
Who decides when something is good?***



Keynote speaker Kevin Kumashiro, Ph.D., outlined five lenses for engagement in social justice work, particularly education.

Building “Good.” Syracuse Organizations Promoting Social Justice Panel (below).



Participants pondered these questions and more during the inaugural symposium at the launch of the Syracuse University Lender Center for Social Justice last September.

Created with the help of a \$5 million gift from Marvin ’63 and Helaine Gold Lender ’65, the Lender Center seeks to answer these questions by bringing faculty, students, alumni, and the community together to find innovative solutions for complex social justice issues—ultimately providing models for others to follow.

The symposium brought the insights of alumni and faculty alike to answer these core questions. For Sherri Williams ’10 G’15, an answer lies in communication. “The way I uphold social justice as a journalist, scholar, and professor at American University...is essentially by documenting what happened, to people who are marginalized, people who have been forgotten, oppressed and excised to the margins,” she said.

Betsy Sherwood ’04 works for good through humanitarian response services with Save the Children. “Social justice is one of our core values, as are the dignity and work of all people,” she said. “Everything we do is to ensure that all people have equitable access to services.”

With their social start-up, KIMBRITIVE LLC in the Bronx, Brittany Brathwaite ’13 and Kimberly Huggins ’13 are on a mission to normalize healthy conversations about sexuality, relationships, and reproductive justice while empowering and celebrating the voices and experiences of young people and women of color.

“At the core is a passion and commitment toward justice and equity,” said center co-director Marcelle Haddix. “This is not an end point or an end goal, but a constant action and purpose.”

Marvin and Helaine, who met as students on the SU campus, expressed their desire to carry on their family legacy and values. “We grew up in families that worked hard to provide for us and to

## ABOUT THE Lender Center for Social Justice

**Hosts activities and programming,** including interdisciplinary collaborations with other university units to promote a robust dialogue about issues of justice, equity, and inclusion.

**Co-directors are** Marcelle Haddix, dean’s associate professor and chair of the reading and language arts department in the School of Education; and Kendall R. Phillips, professor of communication and rhetorical studies in the College of Visual and Performing Arts.

**The Lender faculty fellowship** will support a two-year research agenda to critically and creatively explore contemporary social issues, develop innovative approaches to these problems, and implement useful and sustainable initiatives.

[lendercenter.syr.edu](http://lendercenter.syr.edu)

# HELAINÉ AND MARVIN LENDER AUDITORIUM

“We grew up in families that worked hard to provide for us and to instill strong values, to give back to the community. We wanted to make a difference directed at you, our young people, and the future.”

MARVIN AND HELAINE LENDER



instill strong values, to give back to the community,” she said. “We wanted to make a difference directed at you, our young people, and the future.”

Marvin spoke of his parents, who came to the U.S. from Eastern Europe penniless, worked hard and raised six children. With gratitude for the opportunities he was afforded, Marvin said he works hard to pay it forward. “We do feel that we owe the world something,” he said, adding that the Center reflects a commitment to social justice and to educating young people. “It is you, the students, who are going to make a difference in the world going forward,” he said.

Marvin Lender, a life trustee on the SU Board of Trustees, and the Lender family are well known for their philanthropy. Lender has provided past support and leadership to the university, chairing “The Commitment to Learning” campaign, which raised \$380 million. Both Helaine and Marvin Lender have been dedicated to many nonprofits, in their communities and globally, to improve education, health care, and social services.

The family is also well known for its business, Lender’s Frozen Bagels. After graduating from Syracuse, Marvin joined his brothers at their bagel company, then located in a garage behind their New Haven home. Marvin and his brother Murray

expanded the retail market, turning an “ethnic” product into a national staple. The brothers’ attention to consumers fostered trust, while the company consistently offered a quality product. After the sale of Lender’s to Kraft Foods in 1984, Marvin devoted his time to philanthropy and helping others.

“A key to social justice work is to really understand and be clear on your values,” said Brathwaite at the close of the panel discussion. “When you have clear values, there is nothing you cannot do.” ●

This article originally appeared in the Fall/Winter 2018 issue of *Syracuse University Magazine*.

## FACULTY HIGHLIGHT Marcelle Haddix

**Haddix** is the dean’s associate professor and chair of the Reading and Language Arts Department, and a core faculty member in the Renée Crown University Honors Program. She is also an affiliated faculty member in Women’s and Gender Studies, a member of the Democratizing Knowledge Core Team, and holds a courtesy faculty appointment in Cultural Foundations of Education.

Her scholarly interests center on the experiences of students of color in literacy and English teaching and teacher education. She also directs the Writing Our Lives project, a program geared

toward supporting the writing practices of urban youth within and beyond school contexts.

Haddix has been nationally recognized including receiving the American Educational Research Association Division K Early Career Award; the National Council for Teachers of English Promising Researcher Award; and the Syracuse University Meredith Teaching Award.





# Preparing Students to be Engaged Citizens, Advocates, Scholars and Leaders in a Changing Global Society

## *School of Education launches minor in Atrocity Studies and the Practices of Social Justice*

**THIS INTERDISCIPLINARY MINOR**, open to all Syracuse University undergraduate students, provides a background in the Holocaust, other global atrocities and human rights violations, and efforts to confront the past and transform the future. Partnerships and courses from across the College of Arts & Sciences and the University examine when, how, where, and why individuals and groups act as perpetrators, bystanders, and upstanders. Students will have the opportunity

to study abroad in Central Europe; Strasbourg, France; or Santiago, Chile as a part of these courses.

Bringing guest speakers to campus is another facet of the minor, beginning with Dr. Ann Millin this spring, who spoke on German and American journalists' responses to the third reich, drawing a connection to today's climate in politics and journalism. The inaugural event engaged several organizations across campus, all bound by the common goal of learning from history and working together towards a fair and just world.

"We are seeing increased activity from right-wing and extremist political parties across the globe, in Europe, Africa, Southeast Asia, Brazil, Canada, and the United States," says Julia White, assistant professor in the Department of Teaching and Leadership and coordinator of the Atrocities Studies minor. "Along with this, systems and individuals are demonstrating discrimination and violence against marginalized people. By studying potential—and occurring—atrocities we are intentionally developing a world

view that considers what part we can play in confronting injustice and disrupting systemic patterns of prejudice, discrimination, racism, antisemitism, and dehumanization that lead to the commission of atrocities."

The minor is supported by Lauri '77 and Jeffrey Zell '77, The William Zell Family Foundation, and JM Zell Partners, Ltd. The Zell family has a deep interest in the Holocaust, as many are survivors with profound stories to tell. They have been involved in supporting the United States Holocaust Memorial Museum, from close to its inception more than twenty-five years ago.

"This new minor at Syracuse University is the result of many years of planning," says Lauri. "Our goal is to help students across the university realize their goals of becoming game changers and future leaders no matter what career they pursue. We can't underestimate the importance studying social justice and atrocities so that we can hope to learn from the past and prevent such events in the future. This is more relevant than ever in our current climate." ●

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**"By studying potential—and occurring—atrocities we are intentionally developing a world view that considers what part we can play in confronting injustice and disrupting systemic patterns of prejudice, discrimination, racism, antisemitism, and dehumanization that lead to the commission of atrocities."**



**JULIA WHITE**

# Doctoral Students Awarded 2018-2019 Public Humanities Fellows

***The fellowship helps graduate students conceive of and develop their work in the local community and foster skills for doing public work beyond graduation.***

**Camilla Bell '14, G'18** is using her fellowship to launch a 2019 retreat for participants of the 2018 Summer Arts & Culture Camp, facilitated by the Community Folk Art Center (CFAC) and modeled after the Freedom Schools of the Civil Rights Movement.

She works closely with SOE professor Mario Rios Perez, CFAC education director Tamar Smithers '07 and former camp facilitators Evan Starling-Davis G'20 and Howard Jones Jr. "I envision reflective workshops where participants grapple with the impact of the summer camp, as well as the relationship between freedom and education," says Bell, who holds a master's degree from the School of Education and a dual bachelor's degree from SOE and the College of Arts & Sciences.

Freedom Schools originated in the 1960s in the Deep South, where systemic racism exacerbated educational inequities.

"During the Civil Rights Movement, Freedom Schools helped young people of color navigate unjust and inequitable living and learning conditions. We're doing the same, carving out a space for today's youth to sharpen their critical literacies and obtain the tools they need to serve as agents of change," she adds.

Bell also received the Donovan McNabb & Raquel-Ann Nurse McNabb Graduate Assistantship, where she served as a writing instructor and mentor for undergraduate students in the Center for Academic Achievement and Student Development.

**Gemma Cooper-Novack** is also a proponent of public scholarship, as evidenced by her desire to develop a yearlong out-of-school-time program for locally resettled refugees. Her goal is to help them write and publish a middle grades collective novel.

Providing refugees with authentic writing opportunities is a relatively new concept, and Cooper-Novack hopes her project will push the boundaries of narrative writing.

"I want to strengthen the voices, writing skills, and storytelling and advocacy skills of ENL [English as a New Language] refugee students in Syracuse," she says. "I will do this by focusing on the intersections of writing pedagogies and social justice, the development of writer identity in the community, and the significance of arts education and creative writing in literacy education in and out of the classroom."

Cooper-Novack's interest in sharing different perspectives spans across her time with School of Education. As a 2018 Spector/Warren Fellow, she had the opportunity to attend an intensive six-day institute at the Holocaust Museum Houston on historical and pedagogical context for understanding the Holocaust and its implications for contemporary society. She also represents SOE graduate students as a voting member at the School of Education Assembly.

Cooper-Novack's project will culminate with a local youth book festival in 2019. ●



**"I envision reflective workshops where participants grapple with the impact of the summer camp, as well as the relationship between freedom and education."**

**CAMILLA BELL**



**"I want to strengthen the voices, writing skills, and storytelling and advocacy skills of ENL refugee students in Syracuse."**

**GEMMA COOPER-NOVACK**



# SOE AROUND THE WORLD

**One thing that makes Syracuse University stand out is our ability to connect our students, faculty, and staff to opportunities around the world.** We value the learning experience that these international connections bring, and we work hard, through programs such as study abroad, Fulbright exchanges, short courses, and scholarships and by hosting international students, to make sure these experiences are attainable.

In this feature, we celebrate **20 years of 'Cuse in Kenya.** From student exchanges to capacity building across the country, the partnership continues to thrive under the direction of Dean Joanna O. Masingila.

We are proud to shine a light on **The Himan Brown Charitable Trust,** which has given an additional \$1 million to support Study Abroad and short courses. In the past five years, the funding has boosted study abroad from 9 percent of SOE students each year before 2013 to over 40 percent today.

**We also bring the world to Upstate New York,** and will tell you about Hetsie Veitch, who started her Syracuse journey as a Fulbright Foreign Student and has continued on as a Ph.D. candidate in Cultural Foundations of Education.

Finally, through **Fulbright Awards,** we are able to host international teachers and send our faculty abroad to exchange best practices. These invaluable relationships are one reason School of Education continues to expand our reach, and our minds.

# School of Education Receives Additional Support for Study Abroad

***The \$1 million gift from The Himan Brown Trust has transformed study abroad for students at all levels.***



DeRose working with Inkululeko students in Grahamstown, South Africa in 2013

**IT'S THE GIFT** that allowed Aracely Hernandez DeRose G'13 to travel to South Africa. "Going to South Africa was my professional a-ha moment, the pivotal point in my professional development," says DeRose, the lead learning specialist for Texas Christian University (TCU) Athletics. That trip shifted her focus from childhood education to academic counseling for college athletes.

"It solidified my interest in working with adolescent and young adults who due to systematic social inequalities are underrepresented in the collegiate experience," DeRose says.

Studying abroad develops a global mindset and cultural knowledge for its participants, says SOE professor emerita Corrine Smith, the school's global outreach coordinator. The original Himan Brown Trust gift in 2013 was in honor of Smith's efforts for study abroad programs. Himan Brown, a pioneer radio producer and director of popular shows of the 1930s and 1940s, was inducted into the Radio Hall of Fame in 1990 and died in 2010 at age 99.

"After learning to appreciate and value the customs and beliefs students encounter abroad, participants are likely to be more accepting and responsive to the behavioral differences among the 83 nationalities

of students they encounter in their local teaching placements," Smith says.

DeRose's time in South Africa demonstrates that life-changing power of studying abroad. She went on a four-week course to work at a youth empowerment program, Inkululeko, in Grahamstown and was surprised at what was lacking in teacher preparation: a defined curriculum, active teaching methods, an agenda for the day. She stepped in to help.

"I developed a curriculum that could be sustainable so that other SU students could carry on what I started," she says.

On her return to Syracuse, she realized she had enjoyed working with the adolescents. She seized an opportunity to work part-time as an instructional assistant for the Syracuse University football players while a graduate student and became an SU Athletics learning specialist in 2014.

She moved to TCU in 2017, where she oversees the development and execution of tailored academic support plans. "We service 500-plus student-athletes and manage about 800 weekly, one-on-one instructional sessions," DeRose says.

In South Africa, "I developed a better understanding of people," she says. "That understanding creates opportunities for meaningful connection. Connections

allow me to engage, equip, and empower students to take ownership of their learning experience so that they can too be transformative agents in their respective communities."

Himan Brown Fellowships allow the School of Education to meet the financial needs of every student who wants to study abroad, either in semester-long Syracuse Abroad programs or short courses designed by SOE faculty. About 100 students—more than one-third of them students of color—study abroad each year. One-third of them are graduate students, a major draw for SOE enrollment, Smith says.

Since 2013, these trips have spanned the globe, from Costa Rica to Chile to an international choral competition in Bulgaria to the Mount Everest base camp. In 2017-18, students went to France, Italy, Japan, Nepal, South Africa, Spain, and the United Kingdom.

"Every student needs to study abroad," says DeRose, who helped create Purple with Purpose, a study abroad program that introduces TCU student-athletes to international experiences in culture and learning. Last year she traveled with 10 student-athletes to the Dominican Republic. ●

# 'Cuse in Kenya Partnership Hits 20 Year Milestone

**P**eter Rugano Nthiga G'16, a science teacher at a national high school in Kenya, became aware of Syracuse University when Professor (and now Dean) Joanna O. Masingila was working with mathematics and science teachers in Kenya on an HP Catalyst grant in 2011. He decided to pursue a doctoral degree in science education at SU. He arrived at the SOE in August 2012 and graduated in May 2016, with Masingila as his dissertation advisor.

***"The formation of the East African caucus of Syracuse alumni has largely magnified the footprint of the Syracuse spirit."***

## PETER RUGANO NTHIGA

Nthiga is one of 33 Kenyan graduate education students to come to SU for graduate study in the School of Education in the 'Cuse in Kenya partnership that celebrated its 20th anniversary in 2018. SOE staff and Board of Visitors members marked the anniversary with an eight-day trip to Kenya.

His experience "shows the collaborative nature of the work and how it builds upon itself and continues to involve additional people from Kenya and from Syracuse University," says Masingila. "The success of 'Cuse in Kenya is the enthusiasm that is generated as people become involved and work together to support teacher and student learning and growth."

Masingila's life is central to 'Cuse in Kenya. Her husband, Adamson, whom she met at Hesston College in Kansas, is Kenyan. They married in 1981, and her first trip to Kenya was in 1984.

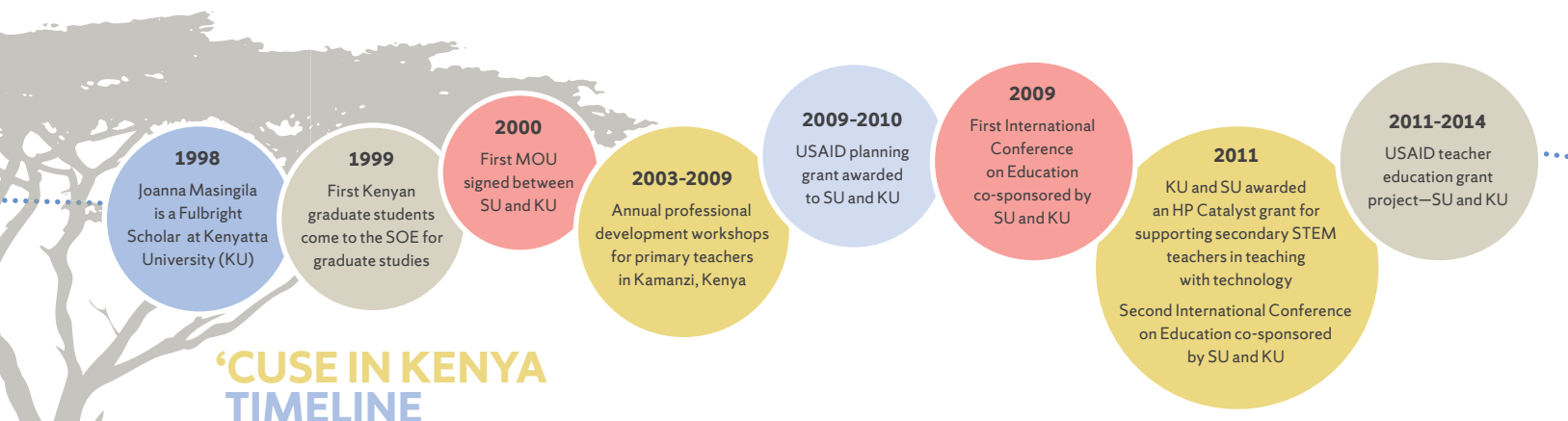
Named a Fulbright Scholar in 1998, she and her family spent seven months at Kenyatta University in Nairobi, Kenya, where she taught a mathematics methods course and partnered with a professor on a research project.

"I found that colleagues there were interested in collaborating, and we began brainstorming ways of working together," Masingila says.

Kenyan students first came for graduate studies at SU through this association in 1999. The formal link between the Schools of Education at Kenyatta University and SU was signed in 2000, renewed in 2006, and again in 2014. The two schools have collaborated on research projects, mentoring doctoral students, and hosting international conferences.

In 2011-2014, the partnership with Kenyatta University resulted in a grant from the United States Agency for International Development (USAID) that built the capacity of the teacher education faculty members at KU—in teaching strategies, technology usage, and research. Kenyan doctoral graduates from SU are building capacity in Kenya, working in Kenyan universities and at other Kenyan educational institutions. Others are working on these initiatives from the United States.

Nthiga, originally a high school physics department head who also taught chemistry, returned to Kenya, where he is a lecturer at the University of Embu preparing science teachers. He and Masingila have conducted professional development for secondary teachers in his home village for three years. This summer, she will lead a study abroad short course to Kenya and he will assist SU students engaging with teachers and students in a rural school and a national school.





Joining Masingila, Elder and Wege on the anniversary trip to Kenya were assistant dean for advancement Heather Waters, assistant professor in mathematics and mathematics education Duane Graysay, BOV members Sharon Jacquet and Ruth Brown, Brown's sister Susan Wells, and Jacquet's daughter, Jennifer Jacquet-Murray, and grandson Cayden Jacquet-Murray. (At right) Masingila teaching a lesson on probability to 4th-year high school students in Kenya (June 2018)

Nthiga finds that his time at Syracuse University has given him a network of professional connections that enrich his work. "The formation of the East African caucus of Syracuse alumni has largely magnified the footprint of the Syracuse spirit. For example, while teaching prospective teachers at the University of Embu, I always invite my colleagues who are alumni of SU School of Education to come as guest lecturers," says Nthiga.

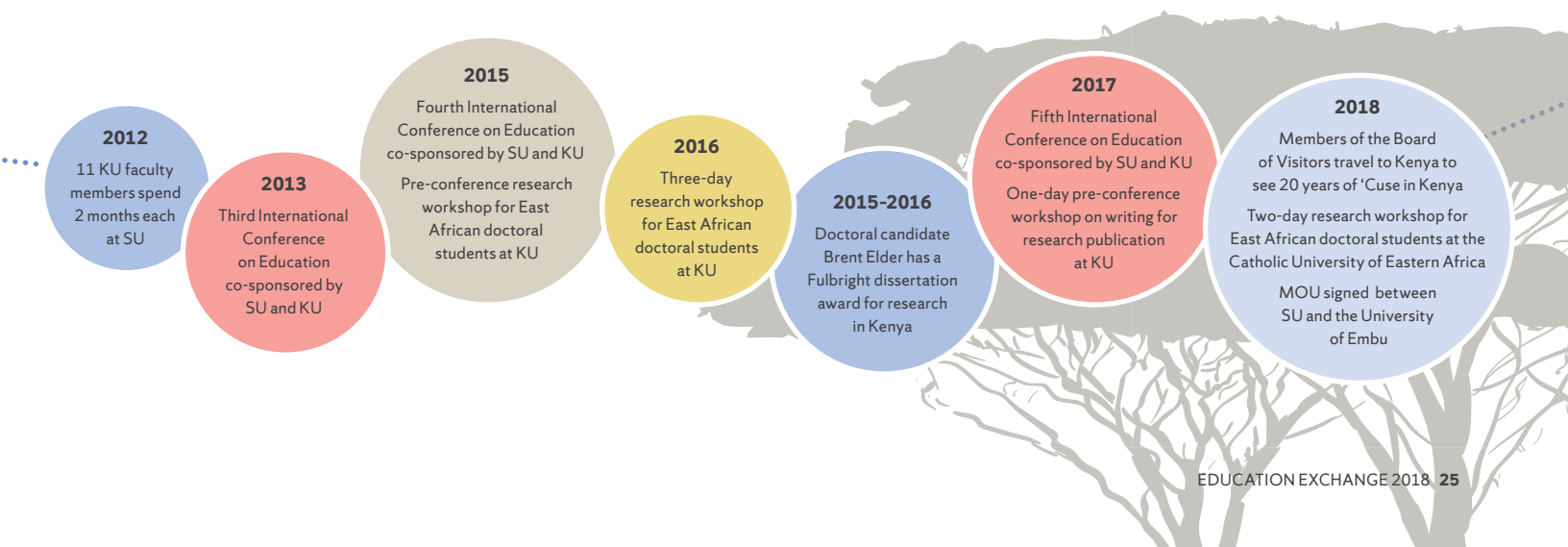
The anniversary trip to Kenya last summer included a day at Kenyatta University, the country's institution preparing the largest number of teachers; a half-day at the Centre for Mathematics, Science, and Technology Education in Africa; an alumni reception; and sightseeing and a safari.

The 'Cuse in Kenya participants she met "all felt that Syracuse greatly enriched their lives because Kenya designates what each person does as an adult according to the results of strict

educational testing. These individuals felt fortunate to choose their own career paths," says Diana Wege '76, one of the Board of Visitors (BOV) members on the trip.

Another BOV member who was on the anniversary trip and has conducted professional development and research in Kenya is Brent Elder G'16. He noted that his partnerships in Kenya have "certainly changed the trajectory of my academic and personal life. The research methods I explored through 'Cuse in Kenya influence how I currently conduct my research in New Jersey schools in my job at Rowan University."

"One of the best parts has been working with graduate students and then seeing how collaborative work grows out of this after they graduate and become faculty members, whether in Kenya or in the U.S., and we work together in Kenya," Masingila says. "I expect these partnerships to continue for many years to come."●



## INTERNATIONAL STUDENT PROFILE

# Hetsie Veitch Serves as a Mentor, Colleague, and Student Leader at the School of Education

**A**n accountant, a traveling physical therapist, and Director of Disabilities Support for a University—three very different careers offering a multitude of life experiences that Hetsie Veitch is now sharing with classmates, professors, and staff at the School of Education. While all in some way contributed to Veitch's current pursuit as a Ph.D. candidate in the Cultural Foundations in Education (CFE) program, it was her most recent work supporting students with disabilities at the University of the Free State in South Africa that really activated her desire to continue her education.

Seeing and experiencing the gaps in research related to social justice and disability in her country, Veitch realized the need to dig deeper. "South Africa doesn't currently have the needed legislation in place to address disabilities

in higher education and civil society in general, especially when it comes to the intersection of race and disability. I want to be a part of shaping the discourse around the implementation of new policy and look at the best ways that South Africa can address these needs at every level." Keeping in line with this, part of Veitch's dissertation will focus on discourse around marginalized people because as she notes, "Language is what gives issues life."

After being selected to join the Fulbright Foreign Student Program, Veitch had her pick of some of the most prestigious programs in the United States. She explains what attracted her to the CFE program saying, "I thought I was going to have to make a big mind shift into academia but CFE makes provision for different approaches and it encourages interdisciplinary scholarship which is ideal for the way that I work and what I eventually want to do, especially with regard to social justice. I'm so happy that SU came through in the end. Academically, this really is the best match for me."

Veitch's holistic approach to her coursework also extends into her extracurricular endeavors. As one of the co-presidents of SOE's Graduate Student Council, she represents her fellow SOE graduate students when lobbying for funds to hold workshops and monthly meeting sessions focused on priority topics for her classmates. She notes that, "Dean Masingila supports the council in their efforts, often holding Q&A sessions for whatever is on students' minds."

In fact, the SOE International Student Peer Mentor Program that Veitch helped to establish during the 2016/2017 school year came from a conversation that she had with Dean Masingila about the challenges that international students face upon arrival at SU. From tricky visa stipulations to helping partners who are along



Veitch (right) and Lender Center Graduate Assistant Rosa Calosso

***“I want to commit to addressing the issues I am researching and work to see things improve when it comes to justice and equality in my country, but also be a part of a larger community of professionals working to address these struggles worldwide.”***

**HETSIE VEITCH**

for the journey adjust to their new surroundings and find employment, Veitch knows first-hand that committing to an international academic program, while exciting, does not come without its challenges. The program addresses these obstacles by connecting international students with current students to establish friendships that will ease their transition to academic study in the US and life in Syracuse. The program’s implementor, SOE assistant director of graduate admissions and recruitment, Speranza Migliore, attests to Veitch’s dedication as a student leader saying, “She cares deeply about the challenges faced by incoming international students and provides integral support for coordinating this program.”

Now acting as a mentor herself, Veitch always likes to remind other international students, “It’s easy to forget that Americans have just as much to learn from us as we have to learn from being here. Every time I’m talking to someone about South Africa and they say, ‘Wow, I didn’t know that’, it makes me happy because I taught someone something about my country.”

She brings this same unique international perspective to the classes that she co-teaches with her advisor, professor Alan Foley, and as a graduate research assistant for The Lender Center for Social Justice. The center promotes robust dialogue around issues of justice, equity, and inclusion, three things that Veitch is most passionate about. And it’s not only the research itself she feels strongly about, it’s also the way in which it is conducted.

Referencing SOE’s long-standing relationship with Kenyatta University as an example, Veitch explains, “I want to develop long-term research relationships in my work. All too often you see researchers who will do



Veitch with fellow Fulbright Students in Washington, D.C.

a brief residency, conduct their research in an area and then move on when their time or funding concludes. I want to commit to addressing the issues I am researching and work to see things improve when it comes to justice and equality in my country, but also be a part of a larger community of professionals working to address these struggles worldwide.”

Sharing what she refers to as the most important lesson from her time at SOE Veitch says, “When you do research, you’re working with people, learning from their experiences, not simply researching them. That power relationship between you as a researcher and the participants is a relationship that needs to be managed very carefully and treated with the highest regard,” says Veitch.

Crediting Marcelle Haddix, SOE’s chair of the department of reading and language arts and co-director of The Lender Center with punctuating this point for her, Veitch notes the professor’s habit of going to great lengths to ensure representation and participation of marginalized communities and students. Having been passionate about this in her own career in higher education, Veitch remarks, “It’s easy at big institutions, especially private institutions where money can drive decisions, to let the voices of students get drowned out, so seeing professors like Dr. Haddix who are so passionate about student representation and social justice is important. For me, it always comes back to that, making sure everyone is represented, everyone is heard, to ensure real change.” ●

# International Cohort of Fulbright Distinguished Teachers Spend Semester at Syracuse

**EIGHTEEN TEACHERS** from around the globe are living on campus this spring and working in classrooms in nearby school districts. In addition to their placements, they are collaborating as a professional learning community on inquiry projects to meet an educational need in their home country.

Teachers are supported by faculty advisors from the School of Education through advising and mentoring, and graduate student peer mentors are a resource and sounding board as they get acclimated to the Syracuse experience. Members of the Syracuse community volunteer as “Friendship Families,” ensuring that our newcomers feel at home.

Kamal El Chaoui El Ghor, from Morocco, views the program as an opportunity to learn about the best practices and the American educational system, and also to acquire different professional and life skills for better performances and achievements. El Chaoui El Ghor is enjoying being engrained into campus life. “I think it’s beautiful here! I also like the facilities, like the many well-equipped libraries and classrooms. Another thing, there is a variety of recreational activities for students and staff. I was really happy to attend the New Student Convocation.”

Marina Goula, from Greece, says that she was surprised at how approachable and helpful her professors have been. “They are always there for us and have made our stay really comfortable. They will pick you up at the airport, drive you to places, invite you to dinner, play board games with you, and answer all your questions, no matter how busy they are. They are not only remarkable professionals but also heart-warming individuals.”

Collaboration with teachers from around the world provides an opportunity for the School of Education to not only share resources and learn new tools, but to deepen the understanding of field practices in other countries. “Having these experienced international educators with us for the semester is a wonderful mutual learning experience,” says Dean Joanna O. Masingila, who is coordinating host efforts for the Fulbright Distinguished Teachers. “While they are eager to learn about educational practices and policies in the United States, it is our privilege to learn from them about ways they support learners and teachers in their home countries and challenges they have faced and strategies for overcoming them.”

When asked what she is looking forward to



Goula and El Chaoui El Ghor agree that the snow has made for some fun adventures so far. And that, even though it’s cold outside, their Friendship Families, host schools, and colleagues have been extremely warm and welcoming.

learning from her peers from the US and abroad, Goula says, “As many things as possible about their culture, their habits and their hometowns, the educational system of their countries, and their best practices as educators—and hopefully a little bit of their mother tongue, too. Observing American school teachers and working with them will certainly expand my professional horizons and I do hope to bring back home all their positive characteristics and put them into practice at my school.”●



El Chaoui El Ghor



Goula

## ALUMNI SPOTLIGHT

# Jordan Max Feldman

***The School of Education produces future educators who care about their students holistically. Feldman is carrying out that legacy in the classroom at Leadership and Public Service High School.***

**JORDAN MAX FELDMAN** '16, MS'17 teaches history with a special education component at New York City's Leadership and Public Service High School (LPSHS). Feldman chose to teach in the city school for many reasons. "One reason is the diversity of the student population, which I believe is somewhat of a microcosm of the world population. Another reason I wanted to teach public school in NYC is because I feel that urban public schools offer the best opportunity for all students to receive the quality education they deserve."

In his second year as a teacher he is as active outside the classroom as he is in it. Putting his minor in coaching to use, Feldman leads the girls basketball team.

He sits on the board of the Friends of Leadership and Public Service High School where he co-coordinates Syracuse University Mentor Mentee Alliance (SUMMA), the longest running high school mentoring program in NYC. Beyond the more than 60 mentor/mentee pairs at the school, Friends of LPSHS coordinates and funds an overnight college tour of Syracuse University and a local college tour. They also support the student body at large by offering annual \$1000 Turnaround Scholarships for seniors who were low performing at the start of high school, but dramatically improved academically over the course of their high school career, and distributing gift cards to LPSHS students who are experiencing homelessness.

Feldman says working with the students at LPSHS has been a joy. He notes that urban students are often negatively compared to their suburban counterparts. "The students here are just as hard working, kind, inquisitive, respectful. Watching them learn and grow has been special, and I can't be more thankful for where I am."

Feldman credits the School of Education with providing him with a strong foundation that set him up for success as an educator. When asked about which experiences shaped his career choice, Feldman is quick to point out that it's the



**"Watching them learn and grow has been special, and I can't be more thankful for where I am."**

### JORDAN MAX FELDMAN

Feldman (far left) with LPSHS teachers Victoria Regina, Donna Mobley '07, Jason Marti and SOE Professor Jeff Mangram

people, more so than anything, that made his experiences at SU invaluable and the memories lifelong. From working as a peer trainer with Syracuse's InclusiveU, to teaching math and English to area refugees, Feldman's work with diverse populations gave him the opportunity to grow not only as an educator but as a person.

Barbara Applebaum, chair of cultural foundations of education, was one of Feldman's most impactful professors. In her courses, she addresses inequities in race, gender, and religion faced by students and asks the future educators in her charge to acknowledge that everyone has their own story—that a classroom and its students do not exist in a vacuum.

Feldman also regards Yusuf Soule, who works with InclusiveU and is the President of the North Side Learning Center, as a mentor who influenced Feldman's education philosophy.

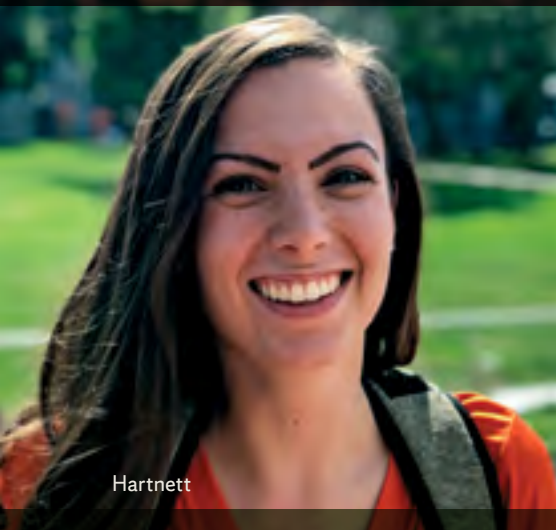
Feldman cites the opportunity to contrast the experiences of student teaching in both urban and suburban districts as one of the most formative for his work.

"Working with a wide variety of middle and high school students, as well as being mentored by quality professionals, was incredibly invaluable to my teaching philosophy and growth as an educator," Feldman says. ●

# School of Education Receives Over \$4M for Students From Alumna Frances Patricia Burgoyne-Burt



Burgoyne-Burt



Hartnett

***“The SUITR program has provided me an environment at Nottingham High School that allows me a full-time classroom experience with seasoned mentors. I am extremely appreciative and fortunate for the Burgoyne-Burt Scholarship as it comes at the end of four years of undergraduate work.”***

**JULIE HARTNETT**

**THE LATE FRANCES BURGOYNE-BURT’S GIFT** is providing annual scholarship support for advanced study in the field of special education and new opportunities in career development.

Frances ‘Frannie’ ‘Fran’ Patricia Burgoyne-Burt G’68, G’78 taught special education in Syracuse for over twenty years. A Syracuse Post-Standard article from July 1966, “Plan to Instruct Electronics Way,” highlighted Frances’ participation as an early special education innovator. She was part of a federal grant team, supervising Syracuse teachers and SU students to use early computers to support students with disabilities. Frances was born in Erie, PA and returned there in 1980 when she married the late Daniel Burt. A lifelong learner, she and Dan took educational travel vacations, entertained guests, and sailed on Lake Erie and Lake Ontario. Said Frances’ niece, Ann Burgoyne-Vigneux: “Frances truly believed in the value of education to succeed, especially for women, and make a meaningful contribution in the world—and she was grateful for the assistance of others who helped her with University tuition. She was dedicated to assisting others faced with similar funding challenges.”

Dean of the School of Education Joanna O. Masingila shares, “The School of Education community is deeply appreciative of this support from Frances, and it is already having a positive impact.” Julie Hartnett ’20, Inclusive Special Education master’s candidate, is the inaugural recipient of the Burgoyne-Burt scholarship, and enrolled in the Syracuse Urban Inclusive Teacher Residency Program (SUITR) with its support. SUITR, a full-time urban teacher residency with the Syracuse City School District, places special education teacher candidates in high needs urban secondary schools. Hartnett says that being enrolled in SUITR will help her achieve her goal of a full-time position with the district after graduation. “The SUITR program has provided me an environment at Nottingham High School that allows me a full-time classroom experience with seasoned mentors. I am extremely appreciative and fortunate for the Burgoyne-Burt Scholarship as it comes at the end of four years of undergraduate work.” ●



Sharon Haines Jacquet (right) and daughter Julie Farrell in 2013 at the dedication of the Jacquet Education Commons in Huntington Hall

## Invest Syracuse Initiative Receives a Boost

**THE SCHOOL OF EDUCATION** has received \$130,000 from SU Trustee and SOE Board of Visitors member Sharon Jacquet '72 for the Sharon Haines Jacquet Endowed Scholarship to support undergraduate students studying special education. This gift is part of the University-wide Invest Syracuse initiative, which aims to:

- Raise \$40 million in endowment and current use gifts dedicated to financial aid available to be directed to financial assistance by June 30, 2019.
- Double the amount raised annually to the Fund for Syracuse in two years.
- Increase need-based grant awards and reduce loans in financial aid packages to decrease student debt after graduation.
- Ensure that Syracuse University's financial assistance packages are competitive with other premier universities to attract and support the enrollment of the best, brightest and most high-achieving students.
- Significantly reduce the number of students who choose another institution over Syracuse because of cost.
- Increase the financial aid endowment via gifts from alumni, parents, and other Syracuse friends and supporters. ●

## Card and Slutzky Named LetterWinners of Distinction

**CONGRATULATIONS** to the 2018 Syracuse Athletics LetterWinners of Distinction, which included two School of Education Alumni: Herman Card '68 (baseball) and Richard Slutzky '64 (wrestling).

Herman Card is a three-year varsity letterwinner in baseball and received an M.S. in English Education from the School of Education. After a prolific career in education and as a sports official, Card now donates his time to photograph the Syracuse Challenger Baseball Program, Onondaga County's National Adoption Day programs, and local veterans groups. He also works as a New York State Senate special assistant, an adjunct professor at the S.I. Newhouse School of Public Communications, and as a photographer for the Syracuse Chiefs.

Richard Slutzky is a two-time All-American and EIWA champion in wrestling. He received a B.S. in English Education in 1964 and an M.S. in Physical Education in 1967, both from Syracuse. Since his retirement from teaching, Slutzky has served in local government. He was selected to the Harford County Council representing District E as president after a 10-year stint as vice president. Slutzky was inducted into the Harford County Educator Hall of Fame and received the 25-year volunteer service award from the Harford County Department of Parks and Recreation.

LetterWinners were selected based on athletic achievement as well charitable activities, professional accomplishments, and postgraduate involvement with Syracuse University. All recipients were honored at a banquet last fall. ●



Herman Card (top) and Richard Slutzky (bottom) accepting their awards on November 8, 2018

# Advisory Council Established for Taishoff Center

**THE TAISHOFF CENTER** is pleased to announce the formation and founding members of the Lawrence B. Taishoff Center for Inclusive Higher Education Advisory Council. The Taishoff Center Advisory Council will assist with and guide key Center programs and initiatives, including regional events, fundraising, strategic planning, research, and InclusiveU admissions/recruitment. The Council will also represent the Taishoff Center and advocate for involvement and giving at Syracuse University.

As a member of the Syracuse University Board of Trustees, Captain Robert Taishoff '86 has supported the Center's growth over the past ten years with an unwavering vision of ensuring people with intellectual disabilities are not left out of college.

Amy Allyn has also assisted the Center in recent years, through support and community advocacy around InclusiveU. Doug Cramer G'87 hopes to grow the Center's support services offered to students in their transition from high school to college life.

Now in its 10th year, the Taishoff Center has grown into a national resource and model program for inclusive higher education. From the annual State of the Art Conference on Postsecondary Education and Individuals with Intellectual Disability to advocating on Capitol Hill, the Center's mission of increasing opportunities for people with intellectual and developmental disabilities has continued to make a strong impact in the field.

At Syracuse, InclusiveU continues to grow in reach with currently over 75 students attending Syracuse University, fully included in campus life, classes, student organizations, and residence halls. The program recently reached a 100% employment outcome for graduates of the internship component.

Executive Director of the Taishoff Center Professor Beth Myers has worked informally with the Board in recent years. "We are lucky to have such dedicated advocates supporting our work. They have been instrumental in raising our visibility and ultimately increasing opportunities for students with intellectual and developmental disabilities at Syracuse and beyond," says Myers. "I look forward to what the future holds." ●

**"We are lucky to have such dedicated advocates supporting our work."**



**Captain Robert P. Taishoff, JAGC, USN (ret) '86**

Rob is CEO of Annapolis Yacht Sales and founder of the Lawrence B. Taishoff Center for Inclusive

Higher Education. He also serves as a member of the Syracuse University Board of Trustees, IVMF Advisory Board and Washington, DC Regional Alumni Council.

**Amy G. Allyn**

Amy is a Director of the Allyn Foundation and sits on the Board of the National Down Syndrome Society. She lives in Skaneateles, NY.



**Doug Cramer '87**

Doug is Managing Principal and Founder of Alternative Access Capital, LLC in Larkspur, CA. He is a member of the Whitman School

of Management Advisory Council and father of Jessica, a first-year student in the InclusiveU program.



InclusiveU graduate Lorenzo Davis receives his OnCampus Certificate at School of Education's 2018 Commencement Ceremony



You plan your day.  
You plan your vacation.  
Now plan to change a life.

As educators, Barbara Ambuske Sadowski '62, G'69 and Robert Sadowski G'69 dedicated their careers to sharing their love of learning with students from elementary school through college. Grateful for the financial support they received while at Syracuse University, they've established scholarships for future SU students—hers to benefit mathematics education majors, his for those studying radio-television-film and communication research. “The scholarships are our way of paying it forward,” they say.

#### **Anyone can plan an SU legacy.**

You, too, can bring your passion to life at SU. A planned gift—no matter its size—has endless potential to support students' educational dreams. Whether your gift is one of cash, securities, real estate, business partnership interests, retirement plans, or life insurance—it can truly make all the difference.

To create your personal Syracuse University gift plan, call **888.352.9535** or email **giftplan@syr.edu**. It's sure to be one of the most meaningful plans you'll ever make.



Meet Barbara and Robert Sadowski and hear why they believe creating a scholarship is a legacy that lasts forever at [changealife.syr.edu/Sadowski](https://changealife.syr.edu/Sadowski).

**PATHFINDER**

Syracuse University

# A Scholar's Special Journey

## THROUGH REMEMBRANCE



Even though he passed away nearly a decade before she was born, Steven Russell Berrell has always been a strong presence in the life of his niece, Katie, a Syracuse University senior.

His smile radiates from the family pictures in her home, and from the pin that her grandmother, Sally Berrell, wears on her shoulder every day. He is always present in family stories.

Steve was killed in the bombing of Pan Am 103 over Lockerbie, Scotland, on Dec. 21, 1988. He was among the 270 victims of the disaster and one of 35 students returning from a semester of study abroad through the Division of International Programs Abroad (now Syracuse Abroad).

This year, Katie has had the opportunity to create a new special bond with her Uncle Steve. A native of Orono, Minnesota, Katie is an inclusive elementary and special education major in the School of Education, a member of the Renée Crown University Honors Program and a 2018-19 Remembrance Scholar. She is representing Steve during her scholar year, and she is the first direct relative to represent one of the 35 Syracuse University student victims in the Remembrance Scholar Program's 29-year history.

Steve, from Fargo, North Dakota, was a dual major in communications in the S.I. Newhouse School of Public Communications and marketing in the Whitman School of Management and a brother in the Phi Delta Theta fraternity. He was just 20 years old and returning

home from spending the fall 1988 semester in London when he died.

Katie's father, Rob Berrell, describes his younger brother as a natural leader—an outgoing person with a big and diverse group of friends. He had a natural affinity for tennis and the trumpet.

In "On Eagles Wings," a memorial book published after the bombing, Steve is described as a loyal friend—a sensitive, considerate and caring person who reached out in a special way to many people.

"He loved to explore new places and ideas with imagination and an open mind," his memorial statement says. "Steve had a deep respect and love for his family. He set high goals for himself and worked hard to attain them. His sense of humor and warm smile were always present."

Katie grew up in a family in which her Uncle Steve was always there. "I don't remember a specific moment in time when we became aware he was not physically with us," Katie says. "I never felt like he was someone that I didn't know."

Steve had followed his older brother, Rob, to Syracuse. Katie's parents, Rob and Karen, met at the University and both graduated in 1987. Her brother, Andy, is a prospective Syracuse student.

Katie grew up in a home infused with Syracuse spirit. She remembers her Syracuse cheerleader Barbie doll and how her parents would find a way to tune into Syracuse basketball games during their spring break family vacations.



(continued on page 36)

# 30 years later...

## REFLECTIONS FROM A FRIEND

by Linda Euto '86, G'92, G'01

"Memory is the diary that we all carry about with us."

—OSCAR WILDE

**THE POSTCARD I RECEIVED** from Wendy Lincoln was a photo of London at night. She was having a great time. She was a VPA student at Syracuse University and was studying photography in London for the fall semester. She was traveling to various countries, Italy, Rome, Florence, Paris, and Bath—to name a few. She was having the time of her life, couldn't believe she was there, and couldn't wait to tell me about it.

She also hinted that I tell her what I was up to—her cheeky way of saying, "write back!" That postcard, sent thirty years ago, came two weeks before the bombing of Pan Am 103 over Lockerbie, Scotland. Wendy was one of the 35 Syracuse University students on that plane. Ten years ago, I passed this postcard along with other pictures and writings to the SU Pan Am 103 archives. This October, I saw the postcard again, this time during Remembrance Week.

Each year, remembrance scholars reflect on the 35 Syracuse University students whose young lives were lost that day. This happens in the form of stories, displays, and events across the campus. This year, the scholars displayed pop-up museums in front of the Schine Student Center. On one of those boards was the postcard from Wendy. Remembrance Week and the anniversary of the bombing of Pan Am 103 brings difficult emotions for me. I usually feel a sense of sadness, loss, and reflection. When I saw the postcard, I felt transformed back in time.

Wendy and I were childhood friends and remained friends into young adulthood. Both born in North Adams, Massachusetts, we were the kind of friends that could go without talking for months, re-connect and pick up right where we left off. Whether we lived in the same town, or different states, we always knew when the other needed a phone call. So many times, numbers too

many to count—one of us would say, "I knew it was you—I was just thinking about you." A year older than Wendy, I went off to college first—Syracuse University. I too, spent an SU semester abroad, in London, just two years earlier.

In 1988, there were no cell phones, we wrote letters. I knew Wendy was in London (because of the postcard) but I had no confirmation of her flight. The night of the bombing, I was working as a television news producer in Albany, NY. When the plane exploded, the news wire siren rang, a plane from London, Heathrow airport heading to Kennedy airport in New York, had disappeared from radar. I thought of Wendy immediately. I called her mother from the newsroom. She confirmed that Wendy was, in fact, on Pan Am 103.

I have worked on or near the Syracuse University campus for the past thirty years. I continue to visit the Wall of Remembrance to reflect—missing only a handful of rose laying ceremonies. This year, I was a part of Remembrance Week. I sat on a panel about terrorism and had the honor and opportunity to go to Lockerbie, Scotland. I met the people who tended to our loss and heard the stories of compassion and kindness that spanned over 3-thousand miles.

Memories can be triggered by various things (photos, songs), and one never knows when the wave of emotions will hit. My memories are packed into a postcard written thirty years ago. A quote from Banksy, an England-based street artist says: "They say you die twice. Once when you stop breathing and the second, a bit later on, when somebody mentions your name for the last time."

Remembrance Week, Wendy's postcard and our shared memories allow Wendy and all of the others on Pan Am 103 to live on in my heart and the hearts of others for years to come. ●



*Linda Euto is the associate director of research and evaluation at the Institute for Veterans and Military Families (IVMF) at Syracuse University. She received her undergraduate from Maxwell (1986), a master's in Television, Radio, and Film from Newhouse (1992), and a doctorate in Instructional Design, Development, and Evaluation from School of Education (2001).*

2018-2019

Remembrance Scholar

## Brianna Stahrr

*Major: English and Textual Studies  
and English Education*



### What does it mean for you to be a scholar for the 30th anniversary?

It is very special to me. I couldn't imagine being a student or faculty member during the 1988-1989 school year and I admire their courage to move forward after such a horrific event. I represent Turhan Ergin, who was a VPA student and lacrosse player. In a way, I feel like I'm carrying on his dreams and goals at Syracuse. I push myself to be a better student, friend, and teammate in his memory.

### How has being a Remembrance Scholar affected you?

Being a Remembrance Scholar helped me recognize the importance of sharing stories. As Scholars, we honor the victims of Pan Am 103 by looking back on the lives they led. Through engaging with the families and friends of Turhan, I've learned about the type of person he was and the goals and aspirations he had for himself. While I am sad Turhan's life was unexpectedly cut short I am grateful that even 30 years after the tragedy, Turhan's story continues to be told as a tribute to his legacy.

### How will you continue to pay it forward once you graduate?

As a teacher, I hope to create a safe classroom environment where my students understand the significance of history. It is impossible to move forward if we continue to ignore the past.

Her parents encouraged her to explore her options when it came to selecting a college, but emphasized the importance of attending a school you can be proud of. Syracuse was her choice. She was impressed with the School of Education and its offerings and the campus—a big school with a smaller campus feel, she says. “I loved everything about Syracuse when I came here,” Katie says.

In high school, Katie volunteered with after-school activities for students with disabilities and on her school's Special Olympics team. “Those were some of my fondest memories from high school—working with and learning from students who were differently abled and who came from different backgrounds of my own,” she says.

In the School of Education, she has had an incredible experience learning about the inclusive model of teaching. “I had not been formally introduced to inclusive classrooms until college and I have been fascinated by how impactful and meaningful a student's experience can be in the classroom when their teacher is equipped with the resources and the knowledge of how to teach to their specific needs,” she says.

As a first-year student, Katie had intimate knowledge of the Pan Am 103 tragedy and the ways that Syracuse remembers those who were lost. Leo Wong '14 was the Remembrance Scholar who represented Steve during the 2013-14 academic year. He developed a close connection with the Berrell family and had a strong influence on Katie.

“I met Leo Wong even before I was on campus,” Katie says. “He comes back to campus every year to remember, and put together this incredible scrapbook for my family this year with photos and reflections from scholars who represented my Uncle Steve in years past.”

“Leo has become a real part of our family, and I think that is a real hallmark of the Remembrance Scholars Program—the

connection between the Scholars and the families,” she says.

“Spending the Rose-Laying Ceremony with Katie each year that she has been a student at Syracuse, leading up to this year's milestone moment to when she laid a rose on behalf of her Uncle Steve, has been a true privilege,” Wong says.

Katie says this year's Remembrance Week, held Oct. 28-Nov. 3, was overwhelming—in a good way. “I don't even know how to describe my experience. I have seen it the past three years as it's something I have been connected to and have helped out in different ways. This year I got a totally different, full circle understanding of the experience,” she says.

“I have such a deeper respect for the students that represent the victims; I have never met more incredible people in my life,” Katie says of her fellow Remembrance Scholars. “Being a family member, I have always grown up knowing how important this was. Then, to see 34 other people with not as much of a personal connection but still wanting to be a part of carrying this legacy forward is very heartwarming. The Scholars really bond with the people they are representing.”

One of the highlights for Katie during Remembrance Week was the opportunity to meet several Syracuse alumni who were in London in the fall of 1988 with Steve. “That was a great moment for me,” she says. “I got to meet people who were his friends and could describe him and his experiences in other ways than what I have heard from my family.”

Rob Berrell represented the victims' families at the Remembrance Scholar convocation in Hendricks Chapel on Nov. 2 and presented pins to each of the 35 Remembrance Scholars. It was a mix of emotions for him. In that role, he was remembering his brother, carrying the duty of representing the Pan Am 103 families, and watching as a proud parent as Katie was honored for her achievements as a

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**“This scholarship has blessed me with a community of people who care so deeply about this tragedy and the families who were affected.”**

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KATIE BERRELL

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student and a Remembrance Scholar. “We are very proud of her and were excited for her to have this experience,” he says.

Recently, Katie’s parents were cleaning out their basement and came across a box of postcards that Steve had sent from his travels abroad, including to Amsterdam. “I had all of those same experiences when I studied abroad in Madrid,” Katie says, yet another connection to Steve.

Katie plans to act forward, in the spirit of the Remembrance Scholars, in her role as a future inclusive elementary and special education teacher. Her desire to be a teacher was inspired by her grandmother, who was teacher in New Jersey for more than 35 years and won the state’s first Teacher of the Year award. “After three years of learning and practicing in the Syracuse City School District, that means so much more to me now,” she says. “I have seen firsthand the immense struggles that both my students and fellow teachers have had to go through just to provide meaningful learning opportunities for their students. Inclusivity is something that I will constantly strive to achieve in all aspects of my life after college.”

She one day hopes to create a summer program that follows the inclusive model of teaching so that students from all walks of life can come to learn and make

connections to their community. “Most importantly I want to be a teacher who helps students understand each other and respect the uniqueness in their peers,” she says. “Sometimes students learn the most from each other rather than only from their teacher.”

One thing that will stay with her forever is her experience as a Remembrance Scholar—an experience that is hard to put into words, she says.

“I have felt an even closer connection to my family since I have had the opportunity to sit down and talk about my uncle and the many incredible things that his legacy still leaves behind today,” she says. “This scholarship has blessed me with a community of people who care so deeply about this tragedy and the families who were affected.”

Katie says she was challenged and supported all at once with the responsibilities of being a scholar. “I was challenged to better our University’s remembrance of the 35 Syracuse victims of Pan Am 103, as well as to sustain a legacy for all of the 270 people that were lost that day.”

“This scholarship has given me so much love and joy amidst all of the sorrow and sadness that comes with each passing year,” she says. “I have always looked up to the Remembrance Scholars each year, in awe of their individual accomplishments and their collective integrity. I feel so honored to be a part of that legacy as both a scholar and as Steven’s niece.” ●

*This article was originally written for SU News by Kelly Homan Rodoski*

**2018-2019**

**Remembrance Scholar**

**Idris Mohamed**

*Major: Health and Exercise  
Science with a Public Health minor*



**How has being a Remembrance Scholar affected you?**

I have been humbled and forever changed by this experience as a remembrance scholar. I am so grateful to look back and act forward on behalf of the victims of Pan Am 103. I have had the honor of representing Scott Marsh Cory. Everyone who knew Scott said that he was always smiling and had an irrepressible sense of humor. He loved Syracuse University, and once dyed his hair bright orange to show off his school pride.

**What would you say to others applying to be next year’s Remembrance Scholar?**

Advice that I would give to students applying to be next year’s Remembrance Scholars is to talk to current and former Remembrance Scholars. Also Research, Research, Research (about the Pan Am Flight 103 bombing and how the attack relates to current events, be up-to-date with current events, go to Bird library archives).

**How will you continue to pay it forward once you graduate?**

I have been blessed to be a Remembrance Scholar and I will continue to pay it forward by looking back and acting forward in memory of all the victims of Pan Am 103. My responsibility does not end after remembrance week and the scholarship, I plan on educating others about the tragedy that occurred on December 21st, 1988. I plan on learning and raising more awareness about the change in aviation safety that was brought forth by the loved ones of the victims of Pan Am 103.



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