

Education Exchange

Syracuse University School of Education

2019

THEN & NOW

Celebrating our strong roots of
leadership in the field of education



Greetings from the School of Education at Syracuse University!

AS WE CELEBRATE THE 150TH ANNIVERSARY

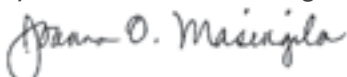
of the founding of Syracuse University throughout this year, we look back at some key areas of work that faculty, staff and students have done over the last 113+ years of the School of Education's existence. This perspective allows us contexts through which to view and understand our current work, and provides possible lenses for framing and positioning our future work.

Some of you—alumni, emeriti faculty members, former staff members and current students/faculty/staff members—were and are actively engaged in the work featured in this issue's special "Then and Now" section. These stories illustrate long and deep legacy foci of the School of Education—urban teacher preparation, work in disability, preparing leaders in higher education, leadership in social justice in counseling and counselor education—and tie to the continuing work around these foci. This work makes me so #ProudtobeSOE.

This issue also provides a look at several of our partnerships. The Leadership and Public Service High School (LPSHS) in New York City has been in partnership with Syracuse University for 25 years and the School of Education has had an active role in professional development for students and faculty members at LPSHS. The Spector/Warren Fellows program is a partnership with the Spector and Warren families and the Holocaust Museum Houston and has provided impactful experiences in Holocaust and genocide education for our students for more than 10 years. A new partnership is the School of Education's collaboration with Syracuse University's Center for Online and Digital Learning and the United States Army Sergeants Major Academy at Fort Bliss in El Paso, TX in which Sergeants Major are earning a master's degree through our newly launched online master's program in Instructional Design, Development and Evaluation.

Other stories in this issue celebrate faculty, student and alumni accomplishments and new leadership roles, as well as key components in the School of Education student experience such as the Education Living Learning Community and InclusiveU. I hope you enjoy reading about the past, present and future work of the School of Education and see the critical role you play in this fundamentally important and influential engagement.

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. Please continue to engage with us and share your stories. We love hearing from you and appreciate so very much your support!



Joanna O. Masingila

DEAN



Education Exchange

DEAN

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Education Exchange is published by the School of Education and distributed free of charge to alumni, friends, faculty, staff, students, and parents.

We would like to hear your comments.

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ON THE COVER

School of Education student teachers learn to use filmstrip projectors (c. 1950s)

Inside

Leading through inquiry, inclusion, and action



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Honoring an evolving collaboration that provides teaching and learning opportunities to students, teachers and faculty in Syracuse and NYC

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25 YEARS OF PARTNERSHIP

WITH NYC'S LEADERSHIP AND PUBLIC SERVICE HIGH SCHOOL

The success of Leadership and Public Service High School is evidence of what can happen when a vision comes to life. The liberal arts high school, in the heart of the financial district of Manhattan, was founded by the New York City Department of Education in conjunction with Syracuse University's Maxwell School of Citizenship and Public Affairs in 1993.

Leadership aims to help students achieve educational success and college readiness by actioning many of the same ideals taught at Syracuse University. Students travel from all over the five boroughs of NYC—sometimes up to two hours—to attend. At the end of their high school experience, graduating students who meet the criteria are given priority consideration for admission to Syracuse, with as much as 100% of demonstrated financial assistance in a financial aid package.

Spring celebrations to commemorate the partnership were held at Leadership and at Syracuse University's Lubin House



Founding members of the Friends of Leadership and Past President Ruth Sherman '73, Donald Shupak '64, L'66, the Littles, Sam Penceal '66 and Jane Present '56. Friends of Leadership is the non-profit volunteer organization associated with Syracuse University that supports LPSHS and its students through longstanding initiatives. One such initiative is SUMMA, the Syracuse University Mentor/Mentee Alliance, which pairs students with Syracuse alumni who as DeBorah Little explained, "help students understand who they are, what they believe, how they can have rewarding relationships, how they can dream, and how they can pursue their education further to realize those dreams."

Beyond SUMMA's 60 mentor/mentee pairs at the school, Friends of Leadership coordinates and funds an overnight visit to Syracuse University and one other upstate college. They support the student body at large by offering two 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. They also distribute gift cards to LPSHS students who are experiencing homelessness and other challenges.

The milestone year concluded in May with an event at the school for students, parents, faculty and alumni. Complete with student performances and speeches from founder Schupak and school leadership, the event was a genuine celebration of what the school has accomplished over the last 25 years.



College and Pro Football Hall-of-Famer and Syracuse athletics legend, Floyd Little '67, H'16, and his wife DeBorah Little '14, G'16, emceed the evening. Mr. Little pointed to the school's unique beginning and strong partnership with the University sharing, "25 years ago, many of you helped to weave the fabric of a new community, built on the ideas that a New York City public high school and Syracuse University could learn from each other and be stronger together."

MISSION STATEMENT

Leadership and Public Service High School is devoted to the development of leaders who are conscientious, creative, and competitive global citizens.

In 2013, the Early Scholar Series, held at Syracuse University's Fisher Center in NYC, was developed in order to supplement students' classroom experiences with exposure to college level academic enrichment. Marcelle Haddix, dean's professor and chair of Reading and Language Arts, led a "Writing our Lives" workshop with over 30 students as part of the series. "Being able to work with high school students, who are taking a Saturday morning to think deeper about their own story and how that connects to their environment—this work will carry them on well past their high school education," she says.

"The series as well as annual professional development sessions for LPSHS teachers, led by School of Education faculty, were developed based on feedback from those teachers," says Tom Bull, director of field relations and assistant teaching professor at the School of Education.

"One of the things I've been impressed with is the desire of the faculty and the administration to improve their practice," says Bull. "They're very honest about what they're good at, but also what they need to build on. They're open to being self-reflective and accommodating the needs of their students. They connect really well with their students and those bonds are very evident."

Bull notes that the consistent presence of Syracuse in the school allows for a support system so that students are more successful throughout their high school journey towards graduation. ●

More information is available on LPSHS's website leadershipnyc.org.



Shupack, surrounded by Syracuse alumni, supporters, teachers and students, is recognized for his outstanding contributions to Syracuse University and Leadership and Public Service High School



LPSHS students are introduced to Syracuse on day one

of their high school education. They have access to SUMMA, the Early Scholars Series, the University campus through a junior year college tour, as well as the opportunity to attend Summer College.

FROM NYC TO SYRACUSE Celeste Hernandez '20

SYRACUSE was not on Celeste Hernandez's radar when she began her high school career, but from the moment she walked into the LPSHS building, Syracuse's influence on the school was clear.

Hernandez became active with the SUMMA program and was paired with mentor Tasha King '05. Beyond offering wisdom about Syracuse, King and Hernandez developed a meaningful relationship that continues today. According to Hernandez, "Now our relationship is not just school focused, but life focused."

Hernandez was able to visit the University as part of the SUMMA program and was one of five LPSHS students who attended Summer College, a program that offers high school students the opportunity to explore their passions and experience college life by spending a few weeks living and learning on the Syracuse campus. All five students who attended

Summer College with Hernandez were accepted at Syracuse University, and three matriculated. Her relationship with those students eased her full-time transition to university life.

Like most new college students, handling a full load of classes while navigating life in a dorm wasn't easy at first. Hernandez credits Summer College as well as her AP US History teacher and softball coach, Donna Mobley '07 with providing her the skills and support to tackle university life.

As a selected studies in education major, Hernandez is interning at Ed Smith K-8 in the Syracuse City School District. After graduation, she plans to return to Brooklyn to pursue a master's in education. ●





WE'RE ELLC!

The Education Living Learning Community gives first-year education students the tools they need to successfully navigate their transition into college, and leads to lasting connections.

As the saying goes, “You can pick your friends, but not your family.” And since in most cases the friends we make in college become family, it serves us well to choose wisely. It can be tough to find those life-long life-long connections with people who at first glance may seem nothing like you but who have the ability to expand your horizons, challenge your thinking, and test your pre-conceived notions. This is exactly what Sara Soldovieri '18, G'19, Ravyn Johnson '18, Ben Rodriguez '18, and Simon Wechsler '17, G'19 were able to find in each other by living in the Education Living Learning Community (ELLC).

Established almost two decades ago under the guidance of Amie Redmond, senior assistant dean in the Office of Academic and Student Services, ELLC provides a space for School of Education students to have a close-knit and supportive environment in a residence hall.

“I think for most in the learning community, communicating was easy, but for me, I had to learn not everyone communicates the same way, and I had to really dig deep to get to know the others well. Once I was able to do that, we started to really bond as a group.” RAVYN JOHNSON

“I had a lot of anxiety coming in, there always is when you’re starting something new,” says Sara Soldovieri. “Plus, I had just come out right before college so there was a lot going on. The ELLC was really a lifesaver.” On top of this pivotal moment in her life, Sara was moving halfway across the country from Wisconsin and didn’t know a single person at Syracuse University as she entered her first year. What she did know with certainty was that she was passionate about inclusive education. She had a close childhood friend with Down syndrome and growing up they attended primary and middle school together. But once they hit high school, her friend was no longer able to attend the same school as her. “I saw first-hand the benefits of inclusive education as well as the regression that can occur without it,” says Sara. “I knew I was passionate about education and would get along with people who are also passionate about it.”

As expected, one of her first friends in the ELLC did share her passion for education, but it was her ability to give Sara a different vantage point on it that brokered their new bond. Ravyn Johnson, who came to Syracuse from Chicago explains, “I grew up in all-black neighborhoods, and went to all-black schools. I had to realize I grew up much different from others, so that meant that we didn’t have the same opinions and experiences.” Ravyn learned about the ELLC in Flint Hall while researching the University’s residence halls and knew it would be a good way to make new friends but also to focus on her major. While the making friends part came easily, it was difficult to let down her guard to form the genuine relationships she was looking for. “I didn’t realize how hard it would be to communicate my feelings and emotions with a diverse group of friends,” she admits. “I think for most in the learning community, communicating was easy, but for me, I had to learn not everyone communicates the same way, and I had to really dig deep to get to know the others well,” she explains. “Once I was able to do that, we started to really bond as a group.”

Having worked for Syracuse University for 27 years and in student services for 24 years, Senior Assistant Dean Redmond recognized the value in learning communities early on, especially for future educators. “When students are placed in an environment to have the opportunity to support each other academically, personally and socially, it gives students a

positive foundation for their transition to college, which sets the stage for a successful college journey,” she explains. Looking back now, Ravyn couldn’t agree more. “The ELLC and learning communities, in general, give students a chance to make their first-year experience more meaningful and productive given how fast the academic experience goes.” Of her experience working with Senior Assistant Dean Redmond, Ravyn says, “She is like a second mother, nurturer, mentor, and will help you throughout your four years if you are struggling.”

Learning communities are based on the philosophy that early interaction with staff, faculty and peers is an indicator of a successful undergraduate experience. Through service learning, shared courses, faculty guest speakers and social activities, learning communities give first-year students a living environment that supports learning both inside and out of the classroom.

Sara describes floor dinners that were initially organized by their RA but quickly became something that they took ownership of. She also recalls the support her new community provided academically. “We were all in similar classes so we always had a built-in study group. We could do homework together and walk to class together.” It was through these social and academic experiences that Sarah and Ravyn formed a connection with roommates Ben and Simon. As their first year progressed, the four of them formed what would become their chosen nuclear college family.

“We might not have clicked or found each other if we did not have the ELLC,” Ben notes, emphasizing their distinct interests and tastes, especially when it came to hobbies, music, and TV shows. “Those things would not have brought us together because they’re so different, but I’m similar to each of them in other ways. When you bring us all together, we click.”

A self-proclaimed homebody, Ben was the first in his family to move away for college and was nervous. “I didn’t know how hard or easy it was going to be for me to make friends, so the learning community helped me ease those stressors a bit,” he says. He adds that it gave him a sense of security knowing he would be with all first-year students.

By the time they were heading into sophomore year, Sara, Ravyn, Ben, and Simon had formed a bond that over the next three years would not fracture despite new living arrangements, new love interests, and busy schedules. They stayed in nearly constant contact through an active group text chat and had weekly Sunday dinners. Sara and Simon, who were in the same

major, continued to study and do homework together and they all decompressed by watching a movie together at least once a week. Throughout their time at Syracuse, they supported each other through all the ups and downs, stressful finals, breakups, and family matters back home. Even as seniors, with graduation on the horizon, they counseled each other through decisions about their next major steps in life. To top it all off, they splurged on a senior

spring break trip to Disney World to “celebrate their four-year friendship,” says Sara. “It was amazing, we had so much fun.”

Since their 2018 graduation, the same group text continues daily, FaceTime calls are made monthly, and the friends have committed to a group trip once a year. This year’s trip was to Milwaukee to visit Ravyn at Marquette University where she is pursuing a master’s in student affairs in higher education. Sara and Simon remained at Syracuse University where Sara earned a master’s in inclusive special education and Simon graduated with a master’s in mathematics education. Sara also works full time at the National Down Syndrome Society and Ben is now at the University of Massachusetts Amherst in the school counselor education master’s program.

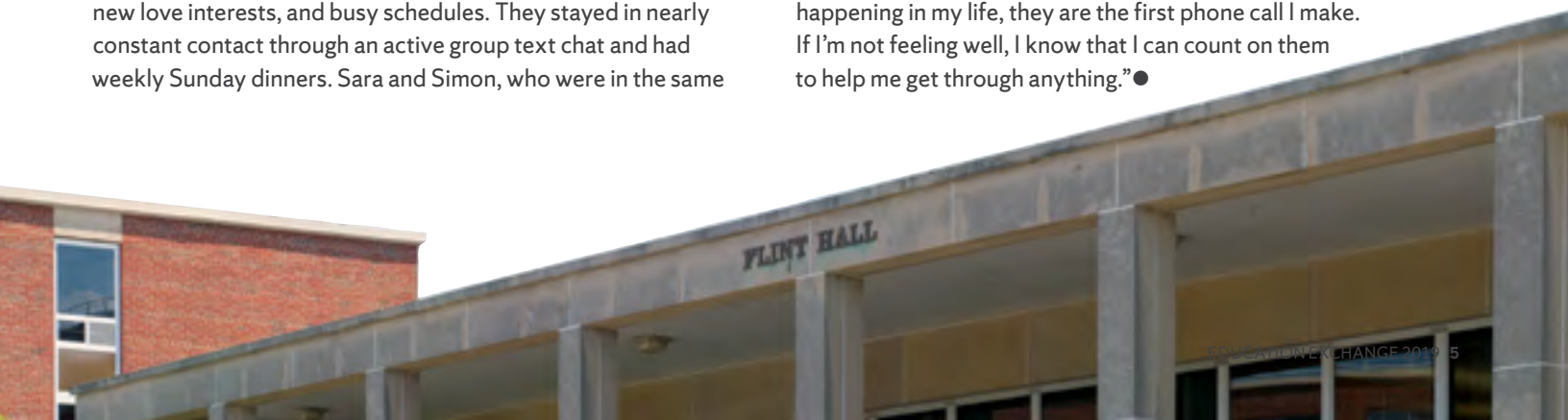
Though their lives will continue to take them in different directions, all are committed to maintaining the bond that originated with the ELLC program during their first year. As they look back on how the ELLC affected their lives beyond freshman year, Ravyn offers, “Everything I do, I think about my friends. If something good is happening in my life, they are the first phone call I make. If I’m not feeling well, I know that I can count on them to help me get through anything.”●



“We might not have clicked or found each other if we did not have the ELLC.”

BEN RODRIGUEZ

Rodriguez, Johnson, Soldovieri and Wechsler visiting Walt Disney World in 2018



NEW FACULTY RELEASES

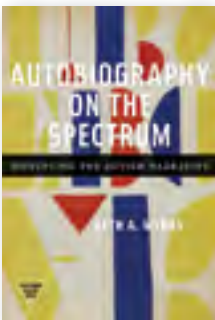


A Good Fit for All Kids: Collaborating to Teach Writing in Diverse, Inclusive Settings

Kelly Chandler-Olcott

June 2019, Harvard Education Press

A Good Fit for All Kids supports teachers in constructing research-based, collaborative approaches to teaching writing, in print and technology-mediated forms, for diverse, inclusive classrooms. Based on lessons drawn from an experimental writing enrichment program, the book illustrates how teachers and students benefit from a well-sequenced writing curriculum with high expectations for a heterogeneous population of participants, including students who have often been poorly served by writing instruction in schools. A teacher-friendly resource grounded in empirical research yet filled with practical advice, *A Good Fit for All Kids* is uniquely suited for educators interested in making high-quality writing a special focus for professional learning communities and other collaborative efforts.



Autobiography on the Spectrum: Disrupting the Autism Narrative

Beth Myers

May 2019, Teachers College Press

Autobiography on the Spectrum challenges prevailing notions about autism by offering a critically unconventional perspective—the viewpoint of adolescents who are themselves on the spectrum. Examining a year-long inquiry, Myers highlights the autobiographical works of the students through writing, photography, poetry, art, and more. She argues that autistic youth are not being accurately depicted in current research, not because they are unable to represent their own experiences but because their experiences are not always valued. In contrast, this book explores how autistic youth can (and do) represent themselves and shows educators how to create a space for the voices of these students. Offering a deep look into a world that is rarely seen, *Autobiography on the Spectrum* is a critical resource for teacher preparation and professional learning in any field that interacts with individuals with autism or other disabilities.



Whiteducation: Privilege, Power, and Prejudice in School and Society

Jeffery S. Brooks, George Theoharis, eds.

December 2018, Routledge

This important volume explores how racism operates in schools and society, while also unpacking larger patterns of racist ideology and white privilege as it manifests across various levels of schooling. A diverse set of contributors analyze particular contexts of white privilege, providing key research findings, connections to policy, and exemplars of schools and universities that are overcoming these challenges. *Whiteducation* provides a multi-level and holistic perspective on how inequitable power dynamics and prejudice exist in schools, ultimately encouraging reflection, dialogue, and inquiry in spaces where white privilege needs to be questioned, interrogated, and dismantled. ●



THEN & NOW

The School of Education is proud to celebrate Syracuse University's sesquicentennial year. It's a time to honor and reflect on the historic role the University has played in fostering personal growth and learning as well as leadership in education and civic engagement. It's also a time to celebrate current achievements from our alumni, faculty, partners and students, who continue to stand for these values and steer the national conversation around inclusive and diverse pedagogies that meet the need of the evolving landscape of higher education, as reflected in our strategic plan.

Read more about how we celebrate our past and look ahead. ➤



SYRACUSE UNIVERSITY HAS A LONG TRADITION OF LEADERSHIP IN THE FIELD OF SPECIAL EDUCATION AND IS RECOGNIZED NATIONALLY AND INTERNATIONALLY.

Syracuse was among the first universities to bring attention to the educational needs of students with disabilities and to effectively develop and refine assessment and educational strategies for diverse learners. Syracuse faculty and students continue this important legacy of promoting the rights of people with disabilities in education and community settings. ➤



Human Policy Press, P.O. Box 127, University Station, Syracuse, NY 13210

CHANGE DOESN'T COME OVERNIGHT

But it certainly happens more quickly if you surround yourself with revolutionary thinkers.

That's one of the reasons Michael Gill, associate professor of disability studies, decided to take his teaching career to Syracuse University. Gill started as an assistant professor in disability studies in fall 2015; he held prior faculty roles at Grinnell (Iowa) and University of Connecticut. "Syracuse has a long history of doing exciting and really groundbreaking work with people with labels of intellectual and developmental disabilities. It's the place where the leaders of the field have been and currently are, and it's the place I wanted to join up with."

Based in the department of Cultural Foundations of Education, Gill coordinates and advises for the disability studies minor. Undergraduates who take these classes are often students who identify as disabled, have a family member with a disability, or they want to work as an occupational or physical therapist, teacher, or in another disability-connected field. Some students go on to study law and social policy. Associate Professor Alan Foley, director of the Center on Human Policy, oversees the C.A.S. for the department and teaches classes such as Disability in the Global South and Assistive Technology. Other graduate classes include topics on Intellectual and Developmental Disability (IDD) and Human Rights, and Sexuality and Human Rights.

Gill points to some of the big names in the disability advocacy field who came through the School of Education as proof that this is where innovation happens. "Burton Blatt, Doug Biklen, Steve Taylor, Wolf Wolfensberger, you can see the evolution of their thinking." He gives *Christmas in Purgatory* as an example of how, with time, perspectives change. "On some level, it was a revolutionary text in the sense that Blatt sneaks into these institutions with photographer Fred Kaplan and they expose the violence that people with IDD were facing. At the end of the text he doesn't call for the closing of institutions, he talks about a better institution at the time. It's not until later that there's an evolution where he gets to the point of saying 'let's close them.'"

Gill began his work in disability in graduate school, where he wondered how feminist theory could be applied in particular to people with IDD. "I worked in a sheltered workshop as a support staff person, so part of my motivation to go to graduate school was thinking about how could I reform an employment system, and

the larger power issues at play—how often times those considered non-disabled professionals are often given too much power."

His first book was on aspects of sexuality and reproduction for people with labels of IDD, thinking about how the work of disability studies and feminist studies intersect to engage the issues of power, privilege and consent. "I thought about questions of eugenics, consent, people with IDD not being allowed to get married, put on birth control, given sub-minimum wage... These assumptions about capability are at the root of the work," says Gill. "People with IDD are able to communicate and make choices around sexuality. Assumptions of intelligence are faulty," says Gill. "They should be agents of their own sex lives and parenting."

Gill also teaches a semester-long seminar on sexual education for students with IDD enrolled in InclusiveU. "We are facilitating and enabling people to make decisions about their lives. There's a hunger for accessible sex education."

He thinks the next big "aha" moment in the disability rights movement might be around guardianship and supported decision making. He says that there needs to be modes of supported decision making and guardianship that recognize that all individuals are capable of making decisions, that people need to question the assumption that you need a parent or family member involved.

The connection between Gill and InclusiveU has deepened with an increasing number of students in InclusiveU taking his disability studies classes. "They're all repeat students, they're becoming experts in disability studies. What's exciting for me is they're in the class doing the work, really engaging and completing exciting work. The students can hold their own with their peers."

"Taking research into practice, I'm able to be with the students—we're doing the work together," says Gill. ●



"WE ARE FACILITATING AND ENABLING PEOPLE TO MAKE DECISIONS ABOUT THEIR LIVES. THERE'S A HUNGER FOR ACCESSIBLE SEX EDUCATION."

SINCE THE 1940s, SYRACUSE UNIVERSITY HAS BEEN A LEADER IN RESEARCH, TRAINING, AND ADVOCACY EFFORTS IN DISABILITY RIGHTS AND DISABILITY STUDIES

1946

The **Department of Education for Exceptional Children** is established. The first director of this department is William Cruickshank, a pioneer in the education of children with brain injuries and later learning disabilities and cerebral palsy.



1953

SU opens **Hoople**, one of the first special education buildings on a university campus in the nation.

1995

SU establishes a **disability studies** program, the first in the nation. Offered through the Cultural Foundations of Education department, the program examines a range of issues confronting people with disabilities including race, gender, policy, law, the media, and cultural representations of disability.



1991

SU sponsors the first national conference on gender and disability and becomes the first research university to create an **inclusive teacher training program**.

1992

The **Facilitated Communication Institute** opens, to study and promote communication by people with autism and other developmental disabilities. In 2010 the Institute is renamed the Institute on Communication and Inclusion (ICI).

1988

At the request of Madeleine Will, Assistant Secretary of the U.S. Office of Special Education and Rehabilitative Services, faculty and staff convene a **Leadership Institute on Community Integration for People with Developmental Disabilities** in Washington, D.C. to make recommendations to advance the inclusion of people with disabilities in community settings, schools, and workplaces.

2001

Students form the **Beyond Compliance Coordinating Committee** to advocate for changes in SU's disability policies and procedures and to sponsor disability educational and cultural events.

2003

New York State approves SU's **joint degree program in law (J.D.) and education (M.S.) in disability studies**, the first such program in the nation.

2004



CNN broadcasts the documentary *Autism is a World*, which is co-produced by SU Professor **Douglas Biklen**.

It is subsequently nominated for an Academy Award.

2005



The University creates the **Burton Blatt Institute** to advance the civic, economic and social participation of persons with disabilities worldwide.

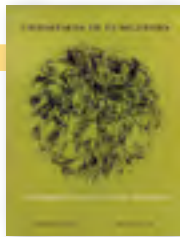
2009

The School of Education establishes the **Taishoff Center for Inclusive Higher Education** to promote the participation of students with intellectual and other disabilities in postsecondary education.



1971

The **Center on Human Policy** is founded by Burton Blatt in response to widespread discrimination against people with disabilities in society. It is the first national institute for the study and creation of open, inclusive settings. Blatt's 1966 book ***Christmas in Purgatory*** revealed the shocking truth of the abuse of people with disabilities in state institutions.



1972



Professors participate in formulating the famous **NYSARC vs. Rockefeller** case that led to a court decree mandating reforms and deinstitutionalization at the Willowbrook State School, the largest state institution housing people with mental retardation in the nation. Noted historian David Rothman writes that the Center on Human Policy's ranks included "the most radical thinkers in the field" at the time in the book *The Willowbrook Wars: A Decade of Struggle for Social Justice*.

1973

SU faculty and students are **innovators in creating inclusive preschool and school programs** serving students with significant disabilities (e.g. autism, Down syndrome) and students without disabilities together.



1987

School of Education faculty produce the first national film on school inclusion, ***Regular Lives***. It airs on PBS and wins numerous awards.



1981

With funding from the C.S. Mott Foundation, the Center on Human Policy **hires two self-advocates who are former residents of state developmental centers** and becomes the first university institute nationally to include people with intellectual disabilities among its professional staff.



1975

The Center on Human Policy establishes **Syracuse Disabled in Action**, the first advocacy group in Central New York led by people with disabilities.

1979

The Center on Human Policy issues ***The Community Imperative: A Refutation of All Arguments in Favor of Institutionalizing Anybody Because of Mental Retardation***, supporting the right of all people with disabilities to community living.



2011

The **Disability Cultural Center** is established. The DCC coordinates campus-wide social, educational, and cultural activities on disability issues for students, faculty, staff, and community members with and without disabilities.

2014

Center on Human Policy receives a **Community 4 All grant** to create digital toolkits to help people with intellectual disabilities live in, and meaningfully engage with, their communities.

2015

InclusiveU, an initiative of the Taishoff Center, receives federal funding as a **Model Transition Program**, which leads to new opportunities at Syracuse for students with intellectual and developmental disabilities to be fully included on campus.

2019

With increased University priorities around diversity and inclusion, over 85 InclusiveU students, support for national conferences on inclusive education in secondary school and beyond, and new funding to support a Center on Disability and Inclusion, the **School of Education's work continues to thrive.**



"IF WE HAVE LEARNED ONE THING FROM THE CIVIL RIGHTS MOVEMENT, IT'S THAT WHEN OTHERS SPEAK FOR YOU, YOU LOSE." ED ROBERTS

URBAN PARTNERSHIPS— THEN AND NOW

The School of Education has historically developed programs and partnerships with the Syracuse City School District and other area schools dedicated to the recruitment and retention of teachers of color to serve in urban districts. However, these efforts, and the societal needs that call for these measures, remain ageless.

In 1969, the School of Education and the Syracuse Public Schools joined in sponsoring the Urban Teacher Preparation Program (UTPP) to train college graduates specifically for teaching in city schools. Supported by a Ford Foundation grant, the program, the first of its kind, was open to graduates of liberal arts or teacher preparation institutions and designed to

produce 80 specialized teachers at the end of a three-year period. The 15-month program, directed by Dr. Ernest Milner, led to a master's degree in education after two summers, a full academic year of course work, and supervised field teaching experience. The program emphasized particular areas of curricular development, use of audio-visual resources and instructional technology (such as tape recorders and overhead projectors), and teacher training which provided greater relevance and closer interaction between teachers and urban youth (*The University and Social Responsibility, Interim Report, January 1969*).

Stuart E. White G'71 recalls his time as a UTPP intern, a year “immersed

“IN AN ERA OF UNMATCHED SOCIAL UPHEAVAL, SYRACUSE TOOK AN HONORABLE AND CALCULATED RISK IN FINDING SOLUTIONS TO PUBLIC SCHOOL DILEMMAS.” STUART E. WHITE

LEELA GEORGE G'17 is a relatively new addition to the educational leadership faculty at the School of Education, having joined as an assistant teaching professor in fall 2018. However, her career as an educator and administrator spans over 30 years and, as a member of the SOE faculty, she is already making an impact on preparing top talent to become school leaders.

George spent 18 years as a middle school classroom teacher before completing a C.A.S. in educational leadership at Syracuse. With her new credentials, she moved on to roles in administration at Cayuga-Onondaga BOCES including instructional specialist, curriculum data coordinator, and professional development director. Prior to her faculty appointment at Syracuse she was the assistant superintendent for curriculum and instruction at the Auburn Enlarged School District for 7 years. It was during this time that she also earned a doctorate in educational leadership

from Syracuse and decided to make a career shift to a role that involved more teaching.

She's now the co-coordinator of the Syracuse Urban Leadership Fellows Program, the coordinator for the C.A.S. program in educational leadership and the executive director of the Study Council at Syracuse University.

George reflects on the projects that filled her days as an administrator, and offers students strategies to support them in leadership positions. She says, “A person in a leadership role has to create systems and structures that that exist, that are relevant, and are appreciated in a way that they will not be abandoned when you leave your job.” George compares the work of creating systems that provide equity for a number of schools with different needs to differentiation for a classroom of students, but on a larger scale. And she cautions that, “from the community's perspective,

The fall 2019 cohort of Syracuse Urban Leadership Fellows



in the volatile 1970 climate of school change in Syracuse.” White wrote, “The national scene was, the UTPP interns arrived on campus in June 1970 to find SU shut down by student protests over the escalation of the war in Vietnam. That served as our backdrop as we entered the universe of urban education. Turmoil and uncertainty was the rule.”



White credits the School of Education for groundbreaking work in urban education and says his Syracuse degree and field experience laid the foundation for his 32-year career as a public school teacher.

He says, “In an era of unmatched social upheaval, Syracuse took an honorable and calculated risk in finding solutions to public school dilemmas.”●



Susso with middle school students

TEACH

Current partnerships include the **Syracuse Urban Inclusive Teacher Residency (SUITR)**, where students earning an inclusive special education (grades 7-12 generalist) master’s complete a residency within the Syracuse City School District and receive a stipend in exchange for a commitment to teach in the Syracuse City School District, and the **Urban Fellowship Program**, designed to support current certified teachers with a rich background in urban education by offering a fully paid master’s degree in exchange for a five year commitment to teach in the Syracuse City schools.

LEAD

Through the **Syracuse Urban Leadership Fellows Program**, current Syracuse City School District staff and specialists who are interested in becoming administrative leaders receive tuition assistance towards a certificate of advanced study (C.A.S.) in educational leadership, guaranteed enrollment in the Syracuse Aspiring Leadership Academy, and district support including priority approval for administrative internships.

EXPLORE

Teach Syracuse is a collaborative program between the Syracuse City School District and School of Education for middle school students interested in exploring education as a possible career option. One recent program featured New York State’s 2019 Teacher of the Year, Alhassan Susso, who met with students from several area middle schools to talk about his journey into and success in the teaching profession. ●

what’s equitable doesn’t always look that way; you have to be prepared to have difficult conversations.”

George acknowledges the pressures today’s educators face, with state and national programs such as the Common Core, for example. She says, “in leadership, you have to protect teachers and principals from overload, and stay true to what your vision and mission is, and still meet the mandate.” The national and state conversations are not the only stressors in education, though. George says that she is hearing more principals and teachers

say they are overwhelmed with the issues students are bringing into the classroom. “Today’s students are coming into the classroom experiencing poverty, trauma, or other kinds of social and cultural stress, and educators are looking for strategies to support kids,” she says. ●



“...FROM THE COMMUNITY’S PERSPECTIVE, WHAT’S EQUITABLE DOESN’T ALWAYS LOOK THAT WAY; YOU HAVE TO BE PREPARED TO HAVE DIFFICULT CONVERSATIONS.”

Janine Bernard & Dick Hackney

THEIR LASTING INFLUENCE IN THE DEPARTMENT OF COUNSELING AND HUMAN SERVICES

When Janine Bernard and Dick Hackney joined the School of Education faculty in 2000 they were already influencers in their field, having over 40 years of professional counseling and higher education experience between them. Their leadership and partnership in their own work, and on behalf of the Counseling and Human Services (CHS) department in the School of Education, contributed to national prominence for the department and helped to support its longevity. Now, on the other side of celebrated careers at Syracuse, Emeritus Professors Bernard and Hackney reflect on past challenges and contributions as their influence on the field, department, and alumni deepens.

“We are so fortunate to be part of a profession that centers on improving the health and lives of others,” says Bernard. “It’s a privilege that we all should honor no matter where we are in our careers. For us, it was always important to do our jobs fully and well and to try to be good colleagues.”

Professor Emeritus Janine Bernard has a long and distinguished record of service and administration. She served as department chair and sat on several School of Education and University-wide committees. Under her leadership, the Counseling and Human Services department successfully completed two accreditation cycles with the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). She also oversaw the addition of a clinical

mental health counseling program that prepares graduates for licensure in New York State.

Work on the doctoral program, and raising the research profile of the department stand out as a challenge and an accomplishment for Hackney and Bernard. Remembering their first years in Syracuse, Bernard says, “Dick proposed an enhanced curriculum and we initiated a zero-credit research course to enhance the research profile of the department. I still remember a day-long retreat we had at our home that first year and the faculty came up with a dozen proposals. Within two years, we had met all but two of them!” In 2008, CACREP gave CHS the maximum number of years for re-accreditation and cited the doctoral program as particularly strong.

Nationally, Bernard served as chair of the National Board for Certified Counselors (NBCC) and board member for the Association for Specialized and Professional Accreditors. The American Counseling Association recognized her with the Arthur A. Hitchcock Distinguished Professional Service Award, and the Association for Counselor Education and Supervision (ACES) Legacy Award. Together, Bernard and Hackney were inducted as ACA Fellows in 2006 in what was only the second class of persons awarded this honor.

Bernard is best known for her scholarship in the area of clinical supervision. Her “discrimination model,” published in 1979, is the most cited and researched supervision model in the field. Her co-authored text *Fundamentals of Clinical Supervision* (with Rodney Goodyear of Redlands University) is in its 6th edition and is considered the most authoritative text on the subject. The North Atlantic Region of the Association for Counselor Education and Supervision (NARACES) commemorated her substantial impact on the field of clinical supervision by honoring her and naming their “Outstanding Supervisor Award” after her.

Like Bernard, Hackney’s contributions to the profession are invaluable, and his 7 years on the faculty at Syracuse were the capstone to an admirable career in education that began as a junior high school teacher in 1956. He worked as a guidance



Bernard

**“IF WE HAVE ANY
LASTING LEGACY
IT IS IN THE WORK
DONE BY ALL THE
COUNSELORS WE
HAVE TAUGHT OVER
THE LAST 40 YEARS.”**

JANINE BERNARD

“WE ARE SO FORTUNATE TO BE PART OF A PROFESSION THAT CENTERS ON IMPROVING THE HEALTH AND LIVES OF OTHERS.” JANINE BERNARD

counselor and vice principal and then devoted many productive years to Purdue University and Fairfield University, where he also served as associate dean of the Graduate School of Education & Allied Professions. During his career, Hackney served as president of the Association for Counselor Education and Supervision (ACES) and president of the Center for Credentialing & Education. These, and other hallmarks of Hackney's career were recognized in a book chapter penned by two of his former students and published in *Leaders and Legacies: Contributors to the Profession of Counseling* (Routledge, 2003).

Long known for his commitment to his students, at the time of his 2007 retirement, Hackney established a fund within CHS to support doctoral student travel to professional conferences, “a lifeblood for entering higher education in counseling,” explains Bernard. Hackney continued to teach courses in his retirement, and the stipends went directly to the fund. “When I retired seven years later, I contributed to the fund as well through donating the stipends for both teaching and assisting the department with one more re-accreditation cycle,” Bernard says.

Bernard and Hackney are grateful for careers that aligned with the development of the profession, and humble about how their contributions shaped the field. “When Dick's career was launched, there was not much distinction between counseling psychology and counselor education,” Bernard explains. “When my career was launched six years later, neither CACREP nor NBCC were established, licensure for counselors was in its nascent stage. As we look back it was a very exciting time because we were still a young profession and every development seemed so important.”

The 8th edition of Hackney and Bernard's co-written text, *Professional Counseling: A Process Guide to Helping*, was published in 2017, a testament to their lasting impact and relevance. “If we have any lasting legacy it is in the work done by all the counselors we have taught over the last forty years,” Bernard says. “We have been privileged to teach and supervise so many wonderful future counselors.” ●



Hackney

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MEETING TODAY'S CHALLENGES

Formed over 80 years ago, the thread of leadership in social justice runs deep in Counseling and Human Services

One thing that attracted Kristopher Goodrich G'05, G'09 to School of Education's Counseling and Human Services (CHS) department for his graduate studies was the exceptional track record of faculty research.

Goodrich was recently promoted to full professor at the University of New Mexico and is the chair of the department of Individual, Family, and Community Education. "Syracuse really set me up to have strong scholarship and to know how to navigate to this point," reflects Goodrich. "An influencer was Janine Bernard's legacy, and Dick Hackney was really instrumental in my education and advisement. He led me to think more deeply about the field." Goodrich credits Jim Bellini as well, who advised him into the Ph.D. program—something he had never thought about—as well as his doctoral advisor, Dennis Gilbride.



"THE FACES AND RESEARCH IDEAS CHANGE BUT CORE VALUES STAY THE SAME."

One of his deepest connections was with former department chair Melissa Luke, now associate dean for research for the School of Education. "Being able to partner with and learn from Professor Luke...she was a great mentor for conducting research in the field," says Goodrich. "Through the work we did," Goodrich

adds, "as well as being a counselor during my time at Syracuse University, I learned of the great need to work with systems and advocate. It also changed how I think about clients from marginalized backgrounds."

This is reflected in Goodrich's research around LGBTQ issues. The field didn't have a journal until the early 2000s. "When I was just starting my work, there were very few articles that addressed the topic, there was always the need, but the knowledge around how to provide resources wasn't known." Goodrich adds, "this is a professional responsibility, an important community that needs to be served, and we've now moved into effective strategies and now even deeper into how we create long-term systemic change versus individual change." He recently completed his term as president of the Association of Lesbian, Gay, Bisexual, and Transgender Issues in Counseling, the second largest division of the American Counseling Association (ACA).

Derek Seward, CHS department chair, says that themes around multiculturalism and social justice are integrated into much of the coursework. "What makes the graduate program unique is the quality of training—students really have been able to do whatever they want to do when they leave, whether it's entering Research 1 institutions as tenure track faculty, or private practice, or clinical work." Seward adds, "They are able to work across multiple disciplines and leave fully prepared to meet current needs faced in the field, particularly supporting populations that have been historically under-reached."

Meeting the needs of diverse populations has been a cornerstone in the department's research as well, says Seward. "Our goal is to find ways to be better helpers to address a variety of issues. Our students and faculty have research interests in depression, suicide, race and gender, mental health, sex and human trafficking, as well as overall supports to youth, wellness, and social and academic development."

Goodrich agrees that the department's roots in social justice are strong. "Syracuse has an even deeper history when you look at Paul Pederson, Alan Goldberg—there is a really notable legacy in the field."

"For a long period of time," he adds, "SU had the rehabilitation counseling program (which both Dennis Gilbride and Jim Bellini

were part of) that also worked to prepare counselors to work with diverse clients, although in a different community.”

The national prominence of the program is evidenced by the long history of involvement by faculty and alumni on boards of several national counseling organizations. Goodrich is no exception and currently holds the role as the editor

of the *Journal for Specialists in Group Work*, the premier ACA divisional journal with a group work focus (*the Association for Specialists in Group Work*). Goodrich is also the current president of ACES, the largest division under ACA. Past presidents include his mentor and research partner Melissa Luke. Additional roles on the board have been held by recent Ph.D. graduate Harvey Peters, former faculty member Linwood Vereen, and Professor Seward.

Goodrich says that having the opportunity to mentor newer professionals is an especially rewarding aspect of leadership. “As the journal editor, you get to have a lot of correspondence with new authors, working with them through the excitement of their first publication. I can recall how fearful it is to move through that environment unsure about what feedback you will get, so being able to shepherd them into the field, I see that as an opportunity to increase access for new professionals.”

His current work at the University of New Mexico with many first-generation college students has also been exciting. “Many of our students come from backgrounds where college and especially graduate school were not an expected experience. Being able to send people who are cultural experts back to serve those communities, working as professionals...it’s very awe-inspiring and a nice anchor to show the work I do has meaning.” One of his former master’s students is now the president of the New Mexico Counseling Association, a regional chapter of the ACA. “Seeing her grow, and being able to mentor her in a different way, it’s rewarding.”

When asked about staying connected to Syracuse University through it all, Goodrich reflects, “It’s always very exciting for me to see CHS at Syracuse continue to grow. I’m really impressed when I meet a new student, it’s a wonderful legacy that I see continuing. The faces and research ideas change but core values stay the same—servant leadership—I just really love to see current students as well as emerging new faculty.” ●



Goodrich with Heather Ambrose (ACES President-elect) and Heather Trepal (ACA President)

“WE ARE ALL THE CARRIERS OF KNOWLEDGE”

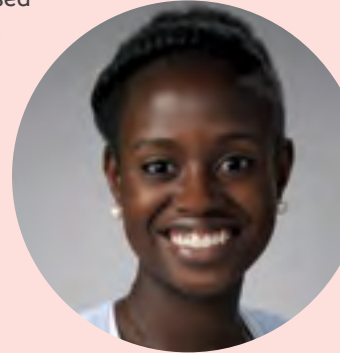
SHANA GELIN is currently pursuing a Ph.D. in counseling and counselor education. Gelin completed a bachelor’s and master’s at Rider University and decided to attend Syracuse for a Ph.D. because of the national reputation of CHS faculty. She has received mentorship from Melissa Luke and Derek Seward noting that, “they have made sure I found my own space in counselor education based on my own interests, instead of having an agenda prepared for me. They saw my own individuality and have been great advocates for me.”

Gelin recently completed a C.A.S. in women’s and gender studies and uses that framework to support black women and mental health. A current research project of hers is understanding self-identity development with Afro-Caribbean college students.

She was awarded a fellowship through the National Board of Certified Counselors (NBCC) for this research, which brought her to France with financial support from the SOE Himan-Brown study abroad fund. “My research is allowing other people to see that blackness isn’t just funneled through one tunnel—seen as the African diaspora as a whole—to broaden people’s eyes and knowledge of blackness not through one narrative but through many.”

As an educator, Gelin plans to apply that knowledge to present a different way of viewing the education experience. “Sometimes, instruction comes from one authority figure, but we all are carriers of knowledge. We need to reflect on what people see the norm to be, and see that they can be part of the process.”

In addition to her work with CHS, Gelin is a graduate assistant in the University’s Office of Multicultural Advancement. Now in her fourth and final year, Gelin has gained valuable insight through this role. “This job has reminded me why I want to do this work. A lot of students feel like people may look like them but don’t identify with some of the cultural perspectives. They want to see more of their own narratives. I can relate to their experiences, feeling that way from own ethnic background.” Gelin adds, “My narrative is important and why I want to continue the work that I do.” ●



A LEGACY OF REPRESENTATION IN HIGHER EDUCATION

As one of the oldest student affairs programs in the country, the department of Higher Education has continued to evolve to meet the needs of a changing student population and higher education environment.

“**T**here’s this deep legacy of representing those who have historically not been valued or recognized. For decades, we have prepared educators who embrace their roles as advocates, champions, and caring and engaged advisors for students navigating college” says Cathy Engstrom, associate professor of higher education. “The theme of preparing college/university leaders who are and deeply dedicated to promoting conditions for student success and identifying and dismantling barriers has fueled our work from the very beginning of the program’s history.”

Dawn Johnson, associate professor and chair of the department of Higher Education, says that the department’s research and teaching cuts across current issues such as meaningful equity and inclusion for people from marginalized and minoritized backgrounds, and servicing and supporting the mental health issues that students are coping with.

“We strive to develop educators and practitioners who will be student-centered advocates in building and maintaining equitable campus communities,” she says. “This includes developing social change agents who exhibit a sustained commitment to support conditions for student access and success, particularly for those from underrepresented and marginalized groups. This focus requires graduates who are

Student Dean Breakfast (March 1948), Stevens Hotel

“STUDENTS OF TODAY, AND I SUSPECT MORE SO IN THE FUTURE, WANT AND NEED PERSONALIZED COLLEGE ENVIRONMENTS.” CATHY ENGSTROM

self-reflective, including about their own privilege and power, are life-long learners, and authentic companions with students in their educational journey.”

Johnson’s research focus is women of color in STEM, and she serves as a lead faculty member for the Women in Science and Engineering (WiSE) Women of Color in STEM program. “The program is grounded in what my research has shown to be critical for their success: fostering a sense of belonging, building community, mentoring, and developing interpersonal, academic, and professional excellence,” she says. “Our approach is centered on the praxis of intersectionality in that we attend to students’ multiple and intersecting identities, while also helping them navigate the structural barriers for inclusion as minoritized women in predominantly white and male learning environments.”

The work of Johnson reflects the department’s mission of preparing graduates to be active participants in the enhancement of learning, development, and achievement of all college students.

Engstrom says that now is more critical than ever to promote pluralistic college/university environments with academic and student affairs working in partnership because these efforts align with how students actually experience college. “Students of today, and I suspect more so in the future, want and need personalized college environments. It is the core relationships they developed during college that will prepare them for their futures, not the number of programs or activities they attended. We emphasize that creating opportunities for developing sustained relationships should drive their work, including collaborative partnerships across campus and in our communities to build webs of support and more meaningful learning opportunities for students.” She also notes that question of “how do we, as administrative leaders, assure equitable access to these learning experiences is central to their world.”

The department’s newest faculty member, Associate Professor David Pérez II, returned to Syracuse to explore factors that contribute to student equity and success.

Pérez, from Brooklyn, attended Vanderbilt University as part of one of the first Posse Foundation cohorts in the country, receiving a bachelor’s and master’s before completing a Ph.D. at Penn State. The Posse Foundation is a leadership development program that brings talented students from diverse backgrounds to top public and private universities by providing a merit-based

Students participating in Higher Ed’s innovative “Laboratory and Learning Communities” course



scholarship and campus support system, which without, Pérez says he likely wouldn’t have completed his studies.

He was moved by the profound impact campus support and mentorship can have on student success and worked in residence life at SU and NYU, which informed his pedagogy at Miami University. At Syracuse, he will extend his work in understanding factors that lead to positive outcomes for underrepresented students by focusing on how aspiring researchers and practitioners are trained to meet the needs of diverse learners.

There is limited research on this topic, and what Pérez has seen typically focuses on deficit lenses around financial hardships, negative family and community factors, and the assumption that education is not a priority. “I ask different questions,” says Pérez, “instead of asking what prevented a student from going to college, I ask ‘in what ways did their parents nurture a student’s educational aspirations.’” He adds, “If I can understand that, we can duplicate these conditions.” Being a Posse Scholar informed his research agenda.

“INSTEAD OF ASKING WHAT PREVENTED A STUDENT FROM GOING TO COLLEGE, I ASK ‘IN WHAT WAYS DID THEIR PARENTS NURTURE A STUDENT’S EDUCATIONAL ASPIRATIONS.’” DAVID PÉREZ II





**“THIS IS WHY
THIS WORK IS
SO IMPORTANT:
BECAUSE IT
ALLOWS US TO
CHANGE LIVES.”**

HENOC PRECIADO

#PROTECTDREAMERS

Preciado with a student in the Glazer Family Dreamers Resource Center

His research goals around young Latino and Black men are two-fold; first to debunk myths about stereotypes, to show that they’re motivated and can succeed despite hardships and, second, to point out factors that contributed to their success. Building on The National Study on Latino Male Achievement (TNSLMA), Pérez initiated a longitudinal study to examine how exposing aspiring scholars and practitioners to anti-deficit research on student success enhances their praxes.

“How do students establish meaningful connections with faculty and administration at a college campus, what is their approach, is there implicit bias, and if we know this works for these populations, if we can understand what contributed to their success, we can understand how we can duplicate those successes.”

This mission and mind-set of the department continues to produce leaders in the fields.

Higher Education alumnus Henoc Preciado G’13 says his experience as a student leader at Cal State Fullerton led him to pursue a graduate degree at Syracuse. “I always enjoyed working with my peers to impact our campus environment in positive ways,” says Preciado. “When I learned that I could make a career of it, I decided to pursue graduate studies in order to be equipped with the tools and skills to do so.”

Faculty support of Preciado’s interests and professional goals helped guide him through his graduate work. He recalls turning to Professor Johnson for mentorship and support. “Dawn’s classes were always a lot of fun. I always looked forward to them because of the positive learning environment that she fostered.”

Preciado is also grateful for Professor Engstrom, who was the department chair during his time at Syracuse. “From the moment I applied to the University up to present day, Cathy continues to be source of inspiration and guidance.” He adds, “Cathy and I had many one-on-one conversations, where she helped me tremendously with the transition from undergraduate to graduate studies.”

After graduation, Preciado chose to return to California, where he is now the director of the Glazer Family Dreamers Resource Center at Cal State LA, which was formed to support the success of undocumented students and students from mixed-status families. The Center’s work focuses on ensuring that students have equitable opportunities that make their college experience a rewarding one.

“In today’s political climate, undocumented individuals face attacks on a regular basis, and we aim to ensure that our University is one in which our undocumented students feel safe and embraced,” says Preciado.

Preciado points to the Dreamers Graduate Recognition Ceremony, a celebration for graduating undocumented students, as an example of a defining early career moment. “It is at this ceremony where I am always reminded of the importance of a college education for some of our most vulnerable and marginalized students: that a college education is not only transforming the students’ lives but is transforming families and entire communities.” Preciado notes, “This is why this work is so important: because it allows us to change lives.” ●

LEADING THE WAY

Graduates of Higher Education continue to serve as institutional leaders with several in Dean, Vice President and President roles.



Rev. Dr. Thomas V. Wolfe
G'02

President and Chief Executive Officer, Iliff School of Theology

Before his role at Iliff, Wolfe was senior vice president and dean of the Division of Student Affairs at Syracuse University. Previous to his appointment to lead the Division of Student Affairs, he served as the fifth dean of Hendricks Chapel, first serving as the interdenominational Protestant chaplain. Wolfe is an ordained elder in full connection with the Upper New York Conference of the United Methodist Church, ordained in 1980. "I am forever grateful for the trust Syracuse University leaders bestowed on me in giving me opportunity to grow into the work of leading institutions. I am forever a student of the work and it is the students, staff, faculty, and administrators that I have had the privilege to work with that played a major role in my formation."



Byron McCrae G'96

Vice President for Student Life & Dean of Students, Davidson College

McCrae's career in education has taken him across the country, holding the position of associate vice president of student affairs at the San Francisco Art Institute in California before returning to the east coast to become the vice president of student life and dean of students at Washington and Jefferson in Pennsylvania, and later Hampshire College in Massachusetts. "The graduate program at Syracuse helped me understand higher education broadly. I benefited from understanding critical aspects of the history of higher education and other important influences, as well as the missions and aspirations of colleges and universities. This foundational understanding has prepared me to help institutions adapt, evolve, and lead."



Cathleen McColgin
'87, G'90, G'00

President, Herkimer Community College

McColgin joined Herkimer County Community College in June 2015 as the institution's fourth president. She previously served as provost and senior vice president at Onondaga Community College, as provost of Cayuga Community College's Fulton Campus and as a faculty member and coordinator of the Nursing Arts Laboratory at Cayuga Community College. She is an evaluator for the Middle States Commission on Higher Education and member of the Higher Education Research and Development Institute, a national advisory board comprised of community college presidents. "I believe the Higher Education Ph.D. program provided me with a solid foundation to further my career as an administrator in the community college sector. The breadth and depth of the program's curriculum furthered my understanding of many challenges and opportunities faced by colleges and universities in fulfilling our respective missions."



David Gerlach G'15

President, Lincoln College

Gerlach is in his 35th year in higher education. "My entire career has been preparing me for leading this 154-year-old amazing college. Lincoln College has always been an institution that has worked with underserved populations, first-generation, mid-western rural and urban students. My work in student services prepared me to be a student-centered and engaged leader. My enrollment management and fundraising background has been critical in our turnaround plan. Ultimately, my dissertation work was the bedrock of the transformational plan that was launched soon after my arrival. Although working in student services and enrollment management for nearly twenty years when I started at Syracuse, my coursework and dissertation perfectly set the stage for a vice presidency and ultimately my current position." ●

“SCHOLARS CAN NO LONGER SAY THE RESEARCH DOES NOT EXIST”



STEPHANIE J.

WATERMAN '83,
G'04 is an associate professor in the department of Leadership, Higher, & Adult Education at the University of Toronto whose research exploring

Native American/ Indigenous college student experiences has garnered national attention. She recently received the Outstanding Contribution to Higher Education Award from NAPS: Student Affairs Administrators in Higher Education.

Waterman returned to Syracuse for a Ph.D. in higher education based on an experience she had while working in the office that was responsible for writing the institution's graduation and attrition report for the National Center for Education Statistics (NCES). She discovered that Indigenous students were being erased from institutional reporting because of NCES cohort reporting guidelines that did not count part-time or transfer students.

“Our report stated, in an asterisk, that there were few Indigenous students, and consequently, not included in the report. Yet, I knew many more Indigenous students personally; they were mainly part-time or transfer students,” Waterman says.

She wrote her dissertation on Haudenosaunee degree completion and specifically sought graduates to find out how they earned degrees.

Through this research, she found that the higher education literature she was reading was not her reality. “My work is about how Indigenous students complete higher education, not drop out; about our strengths, not deficits; and about historical contexts that impact all of us today. Scholars can no longer say the research does not exist.”

Waterman's personal experiences and research frame her work. “We all learn in our own way and bring our own ‘story’ or ‘history’ to the institution.” She says that Indigenous people, and other marginalized people who have been wronged bring various aspects of those histories with them. But settlers also share that history

and bring their history with them. “Our colleges and universities were founded on and continue to operate within a system based on western settler colonialism. I open every class with a discussion of assumptions and perspectives because, we are often not aware of our biases and assumptions that impact our practice and learning.”

Waterman recently received high honors for her ground-breaking work. She is an ACPA (College Student Educators International) Senior Scholar, which gives her the opportunity to work with leaders and scholars from institutions of higher education across North America.

Perhaps the most meaningful award for Waterman was received in April 2019, the AERA Indigenous Peoples of the Americas SIG: 2019 Mike Charleston Award for Distinguished Contributions to Research in Indigenous Education. “This touches my heart because my peers, Indigenous scholars who critique my work through Indigenous values, nominated me, and felt I should receive this recognition. I get choked up thinking about it.” ●



Hilton

THE STUDENT DEAN PROGRAM, which existed from 1931 to 1963 in the School of Education, combined coursework, practical experience, and a supportive staff to train women in the field of higher education administration and student counseling. Graduate students who were mainly student personnel majors in education were placed in campus housing to guide female first-year students, applying the theories they learned in their studies in exchange for tuition, room and board. “The Student Dean Program was one of the first programs in the country to prepare women for work in student affairs,” says higher education professor Catherine Engstrom. “The program put theory into practice.”

The program propelled many women into careers at colleges and universities across the United States. In 1930,

Dean of Women Iva Peters, Class of 1901, designed a plan in which women graduate students served as resident counselors to help first-year female students adjust to campus life. Peters' successor, Eugenie Leonard, who served as dean of women from 1931 to 1936, proposed including assistantships as part of the program for the graduate women. The program's coursework expanded and became nationally known through the efforts of M. Eunice Hilton G'34, H'68, who was a member of the first class of student deans and the first woman to earn a Ph.D. degree from the School of Education. Hilton was director of the Student Dean Program from 1935 to 1959 and also served as dean of women for many years.

Nearly 800 women were enrolled in the program during its existence. ●

Taken from *Syracuse University Magazine* Summer 2006 issue, article by Kathleen Haley.

Encouraging Youth Writing through Community

The South African humanist philosophy of Ubuntu, loosely translated, means “I am because we are.” Ubuntu, as a framework, has been central to Bryan Ripley Crandall G’12 and his work at the Connecticut Writing Project (CWP) at Fairfield University.

“A human being is a human being because of other human beings” Crandall says. “I am, because we are. I learned about this belief system through Hoops4Hope, a non-profit working with young people in Zimbabwe and South Africa. At Syracuse University, the role of community in literacy became very clear to me, especially in support of young people in schools. The best way to support a student writer is by centering him or her in the middle of their multiple communities. A writer is a writer when in the company of other writers.”

The Ubuntu philosophy has been essential to CWP’s summer programs. Each year young people in grades 3-12 participate in one- or two-week learning labs, and collaborate with teachers in a 6-week leadership institute. “Everyone gathers around writing and reflects on what works and doesn’t work for them,” Crandall says.

Youth literacy lab topics include: The Little Lab for Big Imagination; Game On! The Sports-Writing Lab, Who Do You Think You Are? The Narrative and College Essay Lab; To Write or Not To Write—A Shakespeare Lab; Project Citizen for Youth Activists, and Ubuntu Academy; a literacy lab for immigrant and refugee-background youth.

“We work to break down the traditional hierarchies between teachers and young people, and to create opportunities for individuals from many school districts to learn alongside one another,” he explains. “Each is encouraged as an individual writer, of course, but always in the context where we are writing together as a larger community.”

Crandall says the seeds of his work at Fairfield University were planted in the Reading and Language Arts Center at the School of Education. “With Marcelle Haddix, I learned the importance of youth empowerment, community engagement, and advocating for all writers,” he says. “With Kelly Chandler-Olcott, I experienced the importance of well-designed professional development with writing instruction that is deliberate and intentional.” Crandall notes he also benefited from Syracuse’s strong tradition with inclusion and disability studies.

Crandall’s vision has been strongly influenced by his decade of experience as a high school writing teacher in Louisville, KY, and through his dissertation work in Syracuse with African-born male refugee youth. Following his Ph.D. in English education, he



“The best way to support a student writer is by centering him or her in the middle of their multiple communities. A writer is a writer when in the company of other writers.” BRYAN CRANDALL

accepted a faculty position at Fairfield University and is now director of the CWP, an affiliate of the National Writing Project and an associate professor in the Graduate School of Education and Allied Professions.

Entering his eighth year, Crandall is well known on the faculty, in the field, and in the community. He has been the recipient of numerous accolades and honors, including the Divergent Award for Excellence in 21st Century Literacies (2018), Elizabeth M. Pfriem Civic Leadership Award (2017), George E. Lang Award (2017), President’s Innovation Award for Community Engagement and Service (2016) and the Martin Luther King, Jr. Vision Award (2016). In fall 2019 his work with CWP will be recognized with an Outstanding College-Community Project Award by the Coalition for Community Writing in Philadelphia, PA.

Crandall attended North Syracuse Central Schools and holds Central New York close to his heart. He completed his undergraduate work in Binghamton, NY and spent 15 years in Kentucky where he completed two master’s degrees. He also studied at the Bread Loaf School of English in Vermont and New Mexico, was a Fulbright Memorial Scholar in Tokyo, Japan, and a Humana Scholar at Cambridge University in England.

Crandall’s travels, scholarship and teaching experience brought him to Ubuntu as a research tool in education. He says, “The best instruction, I’ve found, arises when individuals are brought together from multiple lived experiences to share their humanity with one another.” ●

SPECTOR/WARREN FELLOWS CONTINUE THEIR JOURNEY AFTER SYRACUSE

When Rhiannon Berry G'09 teaches the Holocaust to her English classes at Liverpool High School (NY), she won't say, "6.1 million Jews were murdered." After her recent visit to Yad Vashem, Israel's memorial to Holocaust victims, she will say, "One Jew was murdered 6.1 million times."

Berry, who studied at Holocaust Museum Houston as a School of Education Spector/Warren Fellow in 2010, visited Yad Vashem this July for a 10-day series of Holocaust education workshops. The Hebrew phrase Yad Vashem means "a memorial and a name," she says. The point about 6.1 million victims was made as the workshops began.

"They have names, and with a name comes a story of a life. Yad Vashem honors those lives and brings those stories to life," Berry says. That's part of her mission as a Holocaust and genocide educator and participant in the Spector/Warren Fellowship for Future Educators.



Spector/Warren alumni in Houston (summer 2019): Jennifer Donais '09; Andrew Kopp G'14; Ronald Taylor '15, G'16; Amanda Greenbacker '17; Tyrone Shaw '10, G'12; Stephanie M. Catania '10; Jessica Babcock; Brittany Beall; Chelsea Hahn G'18; Michael W. Klukojc '16, G'17; Monet A. Kendall '09, G'12, G'12; Abby Boduch G'16; Taylor L. Fletcher '11, G'12; Ryan Howlett G'12, G'15. With Professor Julia White G'03, G'07; Professor Rachel Brown; and Helen Spector '68, G'72

The Warren and Spector families established the fellowship to honor Naomi Warren, a native of Eastern Poland who survived three concentration camps during the Holocaust. She immigrated to the United States in 1946, married Holocaust survivor Martin Warren and they raised a family and established a successful import company.

The families' support continued this year with another five-year commitment, giving \$250,000 from the Solomon Spector Foundation. Helen W. Spector '68, G'72, Naomi and Martin's daughter, is an emeritus member of the SOE Board of Visitors; Helen's daughter Elyse Spector Kalmans currently serves on the Board of Visitors.

"Our family is proud to support the Spector/Warren Fellowship as we see the incredible impact SOE teachers have in reaching the next generation. We want to help teach the powerful lessons of the Holocaust to help ensure that students can be upstanders instead of bystanders," says Kalmans.

"The hatred, fear-mongering, rumors and dehumanization of the Jews did not come from the Nazi government. It came from ordinary people. It came from people like me, like my students, like anyone reading these words."

RHIANNON BERRY

"Education at its best allows students the opportunity to shape their view of the world and their place within it," says Berry, who earned a master's in english education (grades 7-12). "If there are two lessons I could possibly hope to stress to my students from the Holocaust, they are humanity and responsibility."

She emphasizes to her students the responsibility of ordinary German citizens for the Holocaust.

"The hatred, fear-mongering, rumors and dehumanization of the Jews did not come from the Nazi government. It came from ordinary people. It came from people like me, like my students, like anyone reading these words," Berry says.

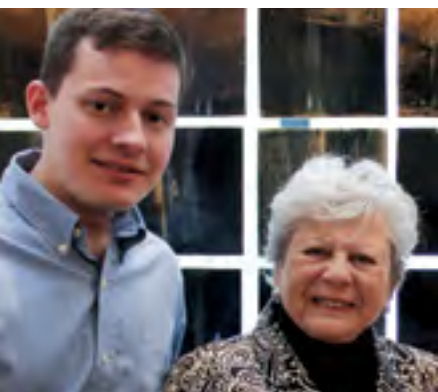
"It is essential—absolutely essential—for my students to have that mirror in front of them. They must be able to see the Holocaust and understand that this was done to human beings by human beings."

Alan Goldberg, School of Education professor emeritus and former director of the Spector/Warren Fellowship, admires Berry's ability to teach in the moment. "Her style is interactive. Students engage the text, engage with her and engage with one another," he says.



(From top to bottom) Sunset over Yad Vashem.
Berry with with Echoes & Reflections
curriculum organizer Sheryl Ochayon.
Flowers and stones on the
grave of Oskar Schindler
in Jerusalem.





Klukojc with Holocaust survivor
Dr. Anna Steinberger

“The Spector/Warren fellowship has been a transformative experience in my career. Not only has it provided me the opportunity to engage in critical dialogues around important issues and topics related to the Holocaust and genocide but it has inspired me to be a better person and

a better teacher. I look forward to taking what I’ve learned from my experience as a Spector/Warren Fellow into my classroom this year with the new Holocaust and genocide elective I’ve created. This is something I never would have had the confidence or inspiration to do without my experience from the Spector/Warren Fellowship.”

MICHAEL KLUKOJC ’16, G’17



Kopp with Naomi Warren
during the 2014 Spector/
Warren Fellowship

“Participating in the Spector/Warren Fellowship and Alumni Institute were transformative experiences that have shaped my career as an educator as well as my outlook on the future. The evocative lessons and passionate discussions from the fellowships serve as an optimistic reminder that there

are many people out there committed to making our world more empathetic, more compassionate, and more just.”

ANDREW KOPP G’14

Berry engages students at many levels in a text, specifically Elie Wiesel’s *Night*, “which is at once autobiography, memoir and history,” Goldberg says.

“Rhiannon is able to help students enter the text as witnesses and extract and apply the message of the text to their own time and place. She encourages her students to see the text through the eyes of the 15-year-old writer, someone their own age, and reflect on how memory shapes identity.”

Berry is one of two SOE graduates and Spector/Warren Fellows at Liverpool High School, along with history teacher Michael Crosby ’08, G’11.

The six-day institute for educators at the Holocaust Museum Houston has shifted from January to May each year. The Spector/Warren Fellowship covers all expenses for the trip for up to 20 fellows, both graduates and undergraduates. Students attend lectures and discussions with Holocaust scholars and converse with Holocaust survivors.

Sending future educators to Holocaust Museum Houston is important because of the rise in anti-Semitism, racism and other forms of persecution and injustice, says Rachel Brown, associate professor of reading and language arts and co-director of the Spector/Warren Fellowship.

“Recent surveys also reveal a glaring lack of knowledge about the Holocaust, particularly among the young,” Brown says, citing a 2018 survey that says 66 percent of millennials in the United States could not identify Auschwitz, and 22 percent were not even sure if they had heard about the Holocaust.

“One cannot remember something that never was learned adequately in the first place,” Brown says.

She and the fellowship’s co-director—Julia White G’03, G’07, assistant professor of teaching and leadership—attended an alumni session for Spector/Warren Fellows in Houston this summer.

Berry treasures classroom moments that remind her how important an educator’s role is. She opens her Holocaust unit with conversations about race, nationality and ethnicity. One text the class analyzes and discusses is a TED Talk by Suzanne Barakat, “Islamophobia Killed My Brother.”

She’s shown that video for two years. Each year a Muslim student has come to her afterward to say: “This is the first time I have ever felt understood by my non-Muslim friends. This is the first time I feel like they get Islamophobia, and it is the first time I can actually talk about it in a way that makes sense and may help it make sense to other people.”

Those students’ words convey the gravity of teaching about the Holocaust and genocide. Says Berry, “Those moments are sobering. They make you look at yourself in the mirror and say, ‘There is so much work to be done. What are you going to do?’” ●

Fort Bliss Sergeants Major Join the Orange Family

School of Education partners with IVMF and University College for the fall semester to offer online degree to U.S. Army Sergeants Major Academy Fellows

PART OF THE U.S. Army Sergeants Major Academy (USASMA) Fellowship Program and through a partnership with Syracuse University, the Fellows will complete master's degrees in instructional design, development and evaluation (IDD&E), offered fully online. The fellows, who are assigned to Fort Bliss for three years will finish their degrees within a year and go on to design and instruct the academy's Sergeants Major Course, which educates the military's enlisted personnel to operate on all levels of leadership.

The ten inaugural fellows were welcomed to Syracuse University when members of the University's senior leadership, faculty, and staff visited Fort Bliss in August for a program orientation. Syracuse was selected as an educational partner for the fellowship program not only because of the high quality of the IDD&E master's program, but also for the support and partnership of the Institute for Veterans and Military Families (IVMF) and the Center for Online and Digital Learning (CODL) at University College.

The online master's degree in instructional design, development and evaluation consists of 30 graduate credits with the goal of developing expertise to design, create, implement, and evaluate non-technology and technology-supported instructional solutions for a variety of educational and professional settings. Students participate in coursework areas such as principles of instruction and learning, techniques in educational evaluation, technologies for instructional settings, and strategies in educational project management.

"During orientation, several fellows asked about the use of these competencies after their military career," says Tiffany A. Koszalka, professor of instructional design, development and

evaluation. "We shared examples of where our alumni have secured positions all around the world. Some fellows suggested that they will continue with their military career and this will be helpful to them; other suggested they will retire from the military and move into civilian instructional design careers."

"The online version master's is the same high-quality program with the same instructional goals and expected learning outcomes as our long-running campus-based M.S. IDD&E program," Koszalka says. "Several activities and resources were digitized for access by a distributed audiences and new communication channels, both asynchronous and synchronous, were added to provide communication with peers and the instruction. Each course (both online and campus-based) contains ample opportunities for interactions between learners and content, learners and peers, and learners and instruction."

The online program has also enrolled non-military students into the inaugural cohort, Koszalka says. The number of distance learners is expected to grow over the next few years as Fort Bliss has projected 15 students for next year, and IDD&E has seen an uptick in inquiries for the new master's program as well as the department's certificate of advanced study in designing digital instruction.

"We are very pleased with our partnership with USASMA and excited to see a fully online M.S. in IDD&E program," says Dean Joanna Masingila. "Our collaboration with University College and CODL is very important to us and we see a great potential for growth for School of Education courses and programs that serve both military personnel and civilians in an online format." ●



"...we see a great potential for growth for School of Education courses and programs that serve both military personnel and civilians in an online format." JOANNA MASINGILA

LESSONS IN RESILIENCE

Emma Maurer '20 epitomizes the values of the Judith Greenberg Seinfeld Prize

THREE YEARS AGO, Emma Maurer '20 started Syracuse University with big dreams and high expectations. Coming from Wappingers Falls, a small rural town in upstate NY, Emma's transition to campus life was more daunting than she had anticipated. "I spent my first year saddled with a lot of anxiety," she shares. Finances were also a concern, as Maurer wrote in her Seinfeld Prize essay. "I knew it was the right place for me to be, but deciding to come to Syracuse put a financial strain on both me and my family that I was struggling to come to terms with."

Now, a senior and the recipient of the 2019 Judith Greenberg Seinfeld Prize, Emma recalls how, even though her first year left her feeling disconnected, she kept going—the same way the prize's benefactor, Judith Greenberg Seinfeld '56, G'57 has continued to do.

A treasured Syracuse University alumna and active Trustee, Seinfeld has plenty of experience in perseverance. As a young woman, she left a much-loved teaching career to help run her family's fragrance business when her father became ill. Shortly after, her first husband, real estate investor David Greenberg, was diagnosed with cancer. She stepped up to the challenge of taking on her husband's business at a time when there were very few women in the board room. When Greenberg passed away, Seinfeld was left to raise her two sons. She used that moment of tragedy in their lives to offer a valuable lesson, that "happiness is how you respond to suffering," she explains.

She would go on to be revered as a successful businesswoman, artist, mother, author, and wife once again to another extraordinary man, Dr. Robert Seinfeld. However, she suffered another loss with his passing 15 years into their marriage. Her response, as with all of the adversity she's faced, was to pick herself back up and focus on the beauty in life.

With Seinfeld's story comes immense gratitude. She continues to give back to Syracuse through the Seinfeld Prize for education students, and the Judith Greenberg Seinfeld Distinguished Fellowships, which School of Education faculty members Sharif Bey and Marcelle Haddix have received. She attributes her decision to establish the awards to a lesson her father taught her. "When someone takes the time to say that you're doing a great job," she says, "it can take you far."

Maurer relates Seinfeld's resilience to the process of emerging from her shell and finding her place at Syracuse. She transferred into the School of Education and took on the English education major, where she started making deeper connections with peers who shared her newfound passion for teaching.

Maurer ultimately secured a position as a resident advisor in the Education Living Learning Community. "I figured, what better way to dive into this new discipline than to live with other people who were passionate about teaching, inclusion, and social justice?" explains Maurer.

With her academic and career goals in focus, a network of like-minded friends and classmates, and reduced financial

burdens because of her new RA position, Maurer was overcoming her self-doubt and navigating obstacles with grace and optimism.

School of Education administration and faculty members took notice of Maurer's growth and nominated her for the award given to women who have overcome adversity and exhibited the spirit of resilience during difficult times, as Seinfeld had.

Maurer says that being in a leadership role as an RA, where she not only organizes group activities for residents but also counsels those having a hard time as she did, has shaped the kind of educator that she hopes to be. "In order to grow we need to put ourselves in spaces that might seem anxiety-inducing. Leading others through these experiences has become a way that I have been able to tackle some of my own fears while showing my first-year residents how valuable enthusiasm and support from peers can be when we face a challenge." ●

"In order to grow we need to put ourselves in spaces that might seem nerve-wracking or anxiety-inducing. Leading others through these experiences has become a way that I have been able to tackle some of my own fears while showing my first-year residents how valuable enthusiasm and support from peers can be when we face a challenge." EMMA MAURER



Campus Opportunities for InclusiveU Students Continue to Grow

Through InclusiveU, students with intellectual and developmental disabilities are fully included in all aspects of campus life. From opening up the residence halls to InclusiveU students, to post-graduation employment on campus, the University has met the needs of the program during a time of rapid growth. Friendships with matriculated students and participation in student organizations provide natural supports for InclusiveU students. Read about two students, Cleo Hamilton and Olivia Baist, whose experiences demonstrate the foundation that InclusiveU is building at Syracuse.

HIGH HONOR FOR HAMILTON

InclusiveU student recognized with prestigious Remembrance Scholarship

If you ask his friends why Cleo Hamilton exemplifies Orange spirit, they'll say his dedication to the University community stands out. Hamilton started his senior year at Syracuse University with one of the highest honors a student can receive, as a 2020 Remembrance Scholar, defying odds along the way.

Hamilton is enrolled in InclusiveU, has a part-time job off campus, and volunteers for leadership roles with OttoTHON, Relay For Life and more. He chose to major in sport management and will graduate with an audit certificate this spring.

After entering InclusiveU in 2016, the outgoing and independent Hamilton immediately participated in leadership opportunities, advocating on Capitol Hill with his classmates and receiving the "Person of the Year" Award from his support agency, ARC. He is active on social media and in the community and is quick to recruit others to volunteer on campus, often tabling in Schine Student Center for various organizations.

Hamilton says his favorite college experiences have been "going to games, making good friends and Mayfest." He also spends time at Hendricks Chapel, and is an active member of the Syracuse Community Choir.

Hamilton says he decided to apply to be a Remembrance Scholar because he wanted to help the campus spread awareness about the bombing of Pan Am Flight 103 over Lockerbie, Scotland. The scholarships were founded as a tribute to—and means of remembering—the 35 Syracuse students who perished in the bombing. The sense of community was also a big appeal. "When I was a freshman, my friend Tori invited me to the vigil, where I saw everyone singing songs," Hamilton says.

Tori Cedar '18, his friend and former peer trainer through InclusiveU, supported Cleo in his first year as he acclimated to college, attending football games and OttoTHON meetings together. "When I got the news that Cleo would become a Remembrance Scholar—a wave of emotion came over me. A part of me was like 'well yes of course, Cleo is a rockstar. This makes so much sense.'" "However," Cedar adds, "the bigger part of my emotion came over as I started thinking about what this all means. We (at InclusiveU) all know Cleo is incredible, dedicated, hard-working, kind, resilient, funny, and the most caring man you'll probably ever meet. But this proves that others see what we see."

Beth Myers, executive director of the Taishoff Center for Inclusive Higher Education and InclusiveU, was not at all surprised to learn that Hamilton was the first InclusiveU student to receive the prestigious award. "When you meet Cleo, what stands out is his genuine commitment to the University," Myers adds, "Cleo's passion to learn, to grow and to connect with others makes him an outstanding addition to the group."

Meeting Head Football Coach Dino Babers inspired him to choose a major in sport management. Hamilton enjoys athletics and wants to work with a professional team after graduation.

A FULL FIRST-YEAR EXPERIENCE

Residential mentor helps InclusiveU student Olivia Baist adjust to campus life

Coming down Mount Olympus at 8 a.m. on their way to class, two students are dancing and loudly singing Abba's "Dancing Queen."

Kylie Walter '20, an inclusive elementary and special education major, says she doesn't "care at all about who sees me," even if a few months earlier she never would behave like this. She credits her roommate—an InclusiveU student—for this transformation.

"Olivia has taught me to be more confident, to stick with the people that make me smile, and to do something fun every day," Walter says. "I never would have expected that one person could have had such a tremendous impact on my life in only a few months."

Walter and Baist represent a new initiative by InclusiveU to further engrain students into campus life: a matriculated student sharing a room in a residence hall with an InclusiveU student. They live among 21 students in the Education Living Learning Community in Flint Hall.

Most InclusiveU students live in off-campus apartments or with family, but the residential option is quickly growing—doubling in size from six students in 2018 to twelve in 2019.

Baist, from Carthage, NY, credits living on campus with a mentor for giving her the ability to have an active social life, deepening friendships and attending events like Orange after Dark. Arriving on campus, "I was happy to meet everyone in InclusiveU and to be with Kylie because she is nice and kind," Baist says of her new friends and professors. "I was also feeling nervous for orientation and new-student events in the Dome but was excited that Kylie and mentors would be there with me."

Baist and Walter have a tight-knit group of friends who spend time on and off campus. "My friends have become Olivia's friends and Olivia's friends have become my friends, resulting in a massive group of people who are always willing to lend a hand or tag ideas."

At the beginning of the year, Baist was hesitant to walk to class alone. Walter encouraged her and provided a level of friendship and support to ease in the transition from living at home to on campus.

"I'm always excited for Olivia when leaps of independence are made," Walter says, pointing to the mundane chore of the weekly wash as a learning experience and a time to create a meaningful routine. Both admitted procrastinators, they end up doing weekly laundry at midnight. "You'll consistently find us dancing, fooling around, taking funny videos or selfies of ourselves, and having friendly competitions to see who can get through folding a laundry load the fastest," Walter says.

"Not only do I enjoy seeing Olivia beam with pride when she figures out how to get the machines to run by herself, but I enjoy the company and the fact that we have transformed a regular chore into something that is completely our own." Olivia is currently pursuing a certificate in studio arts. ●



INCLUSIVEU



(Top) Baist and Walter outside Huntington Hall in 2018. (Bottom) Hamilton by the Remembrance Wall.

Beth Harry G'89 turned loss into opportunity by devoting her life to special education

SPECIAL EDUCATION SCHOLAR

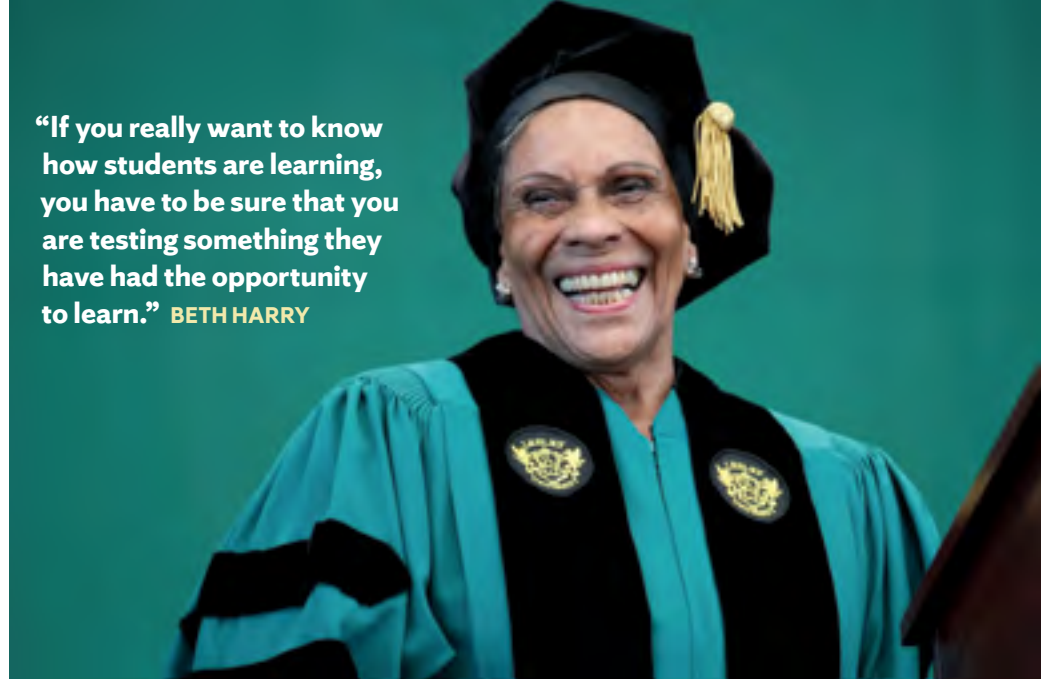
Beth Harry G'89 responded to the birth of her daughter, Melanie—who had cerebral palsy—by starting a school for children with disabilities in Trinidad and Tobago in 1976. When Melanie died unexpectedly in 1981, her mother continued in the school until 1986, when she came to Syracuse to pursue a Ph.D. in special education. The Immortelle Center for Special Education still operates in Trinidad, more than 40 years after Harry founded it.

“Once I entered the world of disabilities, I found that I could not open just one door, because each door led to another, and another, until I found myself living in an entirely new household,” Harry told graduates of Lesley University’s Graduate School of Education and Graduate School of Arts and Sciences in May 2019. She received an honorary doctorate from Lesley at commencement.

She advised the Lesley graduates that what may seem to be an ending can be transformed into a beginning. For Harry, her daughter’s life and untimely death began a career devoted to special education.

Harry is a professor of special education at the University of Miami whose research has focused on the impact of special

“If you really want to know how students are learning, you have to be sure that you are testing something they have had the opportunity to learn.” **BETH HARRY**



Beth Harry receives an honorary doctorate from Lesley University (May 2019)

education on children and families from diverse cultural and linguistic backgrounds, including African American and Puerto Rican. She received bachelor’s and master’s degrees at the University of Toronto and a Ph.D. from the School of Education.

In 2002, she served as a member of the National Academy of Sciences’ panel to study the disproportionate placement of minority students in special education. In 2003 she received a Fulbright award to do research on Moroccan children’s schooling in Spain.

Her research has resulted in five books: *Building Cultural Reciprocity with Families* (1999), *Case Studies of Minority Student Placement in Special Education* (2007) and *Why Are So Many Minority Students in Special Education?* (2014). Her memoir about her daughter’s life, *Melanie, Bird with a Broken Wing: A Mother’s Story*, was published in 2010, and in fall 2019 she will bring her work full circle by publishing a study of the school she started in Trinidad, *Childhood Disability, Advocacy and Inclusion in the Caribbean: A Trinidad and Tobago Case Study*.

From 2010 to 2015 she led the revamping of Miami’s undergraduate education program to prepare students

for special and general education simultaneously.

“The approach we developed is similar to the blended program that has been in place at Syracuse University for several decades,” Harry says. “I believe that this is the way to go because teachers need to be prepared for the wide diversity of students they will meet in their K-12 classrooms.”

She identifies two key issues in special education today: the continuing inappropriateness of high rates of placement of minorities in disability categories based on clinical judgment, and how to make the philosophy of inclusive education work effectively for students who need specialized assistance and instruction.

The most helpful approach, she says, is Response to Intervention (RTI), which evaluates students’ progress by teaching and then testing what has been taught, rather than using standardized testing. “If you really want to know how students are learning, you have to be sure that you are testing something they have had the opportunity to learn,” Harry says. ●

SCHOOL OF EDUCATION WELCOMES TWO INAUGURAL HOLMES SCHOLARS

Tiffany Hamm and Phillandra Smith will pursue their doctoral studies at Syracuse for the next three years while participating in mentorship, leadership, research and policy activities on a national scale through the American Association of Colleges for Teacher Education (AACTE).

THIS IS THE FIRST TIME the School of Education has had a Holmes Scholars program, and will select two doctoral students to join each year of the three-year program. In addition to other selection criteria and program qualifications, Holmes Scholars must demonstrate a commitment to a career in the education professoriate, the PK-12 teaching workforce, or a leadership position in the education and education research fields. Holmes Scholars are members of groups historically underrepresented in these fields.

Scholars Hamm and Smith hit the ground running this year, accompanying Dean Joanna Masingila in June to AACTE's Washington Week, including "Day on the Hill" where education scholars and leaders engaged with elected officials on Capitol Hill. Also, they attended the Holmes Summer Policy Institute, where they learned how to communicate their research to leaders and policymakers.



Tiffany Hamm

HOMETOWN Bronx, NY

CURRENT PROGRAM Ph.D., Science Education

RESEARCH INTERESTS urban education, equitable science education for students of marginalized backgrounds including students of color, students with disabilities, and English-language learners

Tiffany Hamm is a native New Yorker, born in Far Rockaway and raised in the Bronx. With dreams of becoming a marine biologist, Tiffany graduated from Stony Brook University with a major in marine sciences and a minor in environmental studies. In her program, she was 1 of 2 people of color. After graduating, she took a job teaching high school Earth sciences in the Bronx. "Teaching was a chance to share my passion; and through this opportunity I wanted to inspire students of color to take an interest in science," she says.

"To me, being a Holmes Scholar is the opportunity to connect with like-minded individuals who share a similar vision for the future of education. As a Holmes Scholar, I am able to advocate for the students and voices that have been stifled within the education system."



Phillandra Samantha Smith

HOMETOWN Nassau, Bahamas

PROGRAM OF STUDY Ph.D., Special Education & C.A.S., Disability Studies

RESEARCH INTERESTS teacher diversity and equity in special education

Before coming to Syracuse Phillandra taught in Katsura City, Japan as an English teacher. Prior to that, she taught for four years at a high school in the Bahamas. Phillandra has a master's in special education from Barry University.

"Being an inaugural Holmes Scholar for Syracuse University is an honor and I am very grateful to have been selected. As a Holmes Scholar, I have access to scholars from universities across the United States who I can partner with for research, writing and support. I am a part of a network of individuals who share my interest in issues of equity in teacher education and the diversification of the teacher workforce. During the Summer Policy Institute, interacting with so many scholars of color was incredibly validating." ●

The Board of Visitors, alumni and friends of the school, serve as leading ambassadors, helping the dean realize the school's vision.



“The biggest challenge facing public education today is closing the achievement gap.”

Muoio (above) speaking at an Orange Central panel titled “A Conversation with an Educator Leading a City”

MEET JERI MUOIO

The newest member of the School of Education's Board of Visitors is an educator who served eight years as mayor of West Palm Beach, FL.

Jeri Muoio G'83 followed a 30-year education career—from school psychologist in Oswego County, to director of special education in the Liverpool School District, to assistant superintendent in the Chappaqua School District, to assistant director of the Urban Special Education Leadership Collaborative—with four years on the West Palm Beach City Commission before being elected mayor in 2011. Term limits ended her mayoral tenure this year.

West Palm Beach, a city of 110,000, experienced an economic renaissance during her two terms as mayor as the unemployment rate fell from 9.1 percent to 3.0 percent. This year began with more than \$2 billion worth of projects planned within the city. A \$148 million baseball complex opened in 2017 that the Houston Astros and Washington Nationals have made their spring training headquarters.

West Palm Beach schools are part of the School District of Palm Beach County, the 10th largest in the nation with more than 193,000 students.

“The biggest challenge facing public education today is closing the achievement gap. I believe all students can achieve and that achievement should not be dictated by zip code,” says Muoio, who earned a Ph.D. in educational leadership from Syracuse University.

“The success of public education is the responsibility of us all and because of my background as an educator, the city became involved in directly supporting public education,” she says. “Some of the lowest performing schools are within the City of West Palm Beach. The city entered into a memorandum of agreement with the school district to work in partnership with the district to improve the schools in our city. The city brought much needed resources to the lowest performing school and was rewarded with a significant improvement in student achievement.” ●

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Elyse Spector Kalmans

Alice Kendrick '70, G'73,
G'93

Deborah Knoblock '88,
G'90

Deborah Little '14, G'16,
G'16

Raquel (Roxi) Nurse
McNabb '98, G'99

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MEET CERRI BANKS

As dean of students and vice president for student affairs at Skidmore College, Cerri Banks '00, G'04, G'05, G'06 is responsible for the academic and social progress of students. She is the chair of the School of Education Board of Visitors and a member of the Syracuse University Alumni Association Board of Directors. Committed to educational reform and issues of inclusion, Banks draws from educational, feminist and critical race theory in her work as the dean and in her teaching, research and writing.

Before joining Skidmore in August 2016, Banks served as vice president for student affairs and dean of the college at Mount Holyoke College and the dean of William Smith College at Hobart and William Smith Colleges.

She received a bachelor's degree in inclusive elementary and special education, and master's in cultural foundations of education, and a Ph.D. in cultural foundations of education all from the School of Education, as well as a C.A.S. in women's and gender studies from the College of Arts and Sciences. She specializes in sociology of education, cultural studies, multicultural education and qualitative research.

"I'm so proud to call Cerri a School of Education alum," says Joanna Masingila, dean of the School of Education. "She is an outstanding leader in higher

education and has contributed greatly to the School of Education through her leadership as the chair of our Board of Visitors."

Banks' published work includes *Cultural Capital and College Success* (2009), *Teaching, Learning and Intersecting Identities in Higher Education* (2012) and *No Justice! No Peace! College Student Activism, Race Relations and Media Cultures* (2020), as well as numerous articles, book chapters and presentations on culturally relevancy, identity and learning, and other subjects.

Banks gave the School of Education's 2019 convocation address, where she brought up her previous appearances on the convocation stage, as the undergraduate student speaker for the class of 2000, and when she was hooded for a doctorate by her aunt, Dr. Rae Banks. As a non-traditional student and woman of color, Banks credits the School of Education with changing the course of her life, and leading her to her career as a scholar and administrator. She said, "The work you do holds a critical place in the realization of equitable access to educational excellence. Our priority should be that every person, who so desires, is able to learn and achieve at the highest levels." ●



"Our priority should be that every person, who so desires, is able to learn and achieve at the highest levels."

Banks (above) speaking at the 2019 School of Education convocation

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A LIFETIME OF POETRY AND PURPOSE

Joan Burstyn on Syracuse, family, retirement, and poetry through it all

JOAN BURSTYN surprised herself when she was asked to reflect on how she has spent her life since retiring from the School of Education in 2005. “I was quite amazed at all the things that I have been involved with when I came to think about it all,” she said. Burstyn was School of Education dean from 1986 to 1989 and is professor emerita of cultural foundations of education and of history.

She’s been a poet, a philanthropist, a women’s rights activist, a student of contemporary Jewish thought, a radio host and producer, and continues to write and give lectures on her life. Now that she is past 90, she and her husband, Harold—a retired patent attorney and adjunct professor in the College of Engineering and Computer Science—have moved from Syracuse to Madison, WI, to be near family.

“I guess I am expressing my life, so that each poem represents a moment in time,” Burstyn says of her lyrical free verse.

“I still recall a short poem I wrote when I was about 8 years old. As a teen I kept the poems I wrote in a book,” says Burstyn, born in Leicester, England, and educated at the University of London.

Summer residents of Woods Hole, MA, on Cape Cod, heard Burstyn give poetry readings for years at the public library.

The Burstyns first visited in 1961, when Harold, a graduate student at Harvard University, had a summer grant to work at the Woods Hole Oceanographic Institute. Burstyn family members still spend time there, almost 60 years later.

Burstyn is a frequent guest on the Cape’s public radio station WCAI, where she’s recently discussed the impacts of war on a poet and her family and a poet’s observations of the Israeli-Palestinian conflict.

Her radio career extends back to her days at Syracuse University. Until 2007, she served as volunteer host and producer for WAER’s weekly program “Women’s Voices Radio.”

“I learned while working with WAER how to edit radio interviews, which I found a fascinating new skill,” she says.

She was an active council member and now an advisory council member of Women Transcending Boundaries, a group of women founded in Syracuse after the 9/11 terrorist attacks that describes itself as “women from many faith and cultural traditions seeking to nurture mutual respect and understanding.”

Her faith sustains and fascinates her.

“Since I retired, I have been deeply involved with increasing my own understanding of Judaism,” Burstyn says. For several years she studied with Gershon Vincow, former vice chancellor for academic affairs at Syracuse University, and their collaboration resulted in a book on their form of self-directed learning,

Searching for God: Study Partners Explore Contemporary Jewish Text, published in 2011. “Since we had not recorded our actual discussions of the books by contemporary authors that we studied, we recreated our discussions in the form of letters to each other,” Burstyn says.

Known for fostering collaborative projects in education, Burstyn has endowed a fund of \$2,500, available annually to support research and/or creative projects by SOE graduate students working collaboratively with faculty.

Burstyn remains a sought-after presenter. A former president of the organization, she addressed the 2017 American Education Studies Association annual meeting. She shared her experiences growing up and surviving the Blitz in London during World War II in presentations in Syracuse and Woods Hole in 2018, and again in Madison in 2019.

In the presentation titled, “Growing Up in London in World War II,” she reads excerpts from her 1944 diary. She kept a diary from 1943 to the end of the war and beyond. “Over the years since then, I have, in a desultory way, continued to keep a diary on and off. There are moments in time when I straighten out my thoughts or even develop new ideas by keeping a diary.” She hasn’t stopped writing. ●

Burstyn has published her third and fourth books of poems, *Path into the Sun* (2009) and *Treasures Stored for Winter* (2014), and her talk on surviving the Blitz can be found on YouTube at Joan Burstyn WWII.

“I GUESS I AM EXPRESSING MY LIFE, SO THAT EACH POEM REPRESENTS A MOMENT IN TIME.” JOAN BURSTYN



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