

Education Exchange

SYRACUSE UNIVERSITY SCHOOL OF EDUCATION

2024

THE ART OF REPAIR AND CREATIVE PLACEMAKING

Engaging Art as a Catalyst for Re-creation,
Restoration, and Resilience



ALSO INSIDE

Celebrating a Decade of InclusiveU 12

Rocketgirl's Accessible Theater Moonshot 24

Jeff Goldstein '77: "Syracuse Has Been Very Good to Me" 27

Three African Scholars Discuss Implementing Inclusion 29

ACADEMICS



- 4** undergraduate majors¹
- 5** undergraduate minors
- 17** master's degree programs
- 7** certificate of advanced study programs
- 10** doctoral programs

1. See p13 for information about SOE's new undergraduate curriculum

RANKINGS



- #13** Best Graduate Programs in Education—Private, Four-Year Institutions (*U.S. News & World Report*)
- #25** Best Online Programs in Education for Veterans (*U.S. News & World Report*)
- #9** Best Instructional Media Design Schools (College Factual)
- #12** Best Special Education Schools (College Factual)
- #12** Best Reading Teacher Education Schools (College Factual)
- #25** Best Student Counseling Schools (College Factual)

POST-GRADUATION



- 96%** post-graduation placement outcome
- \$51,690** average starting salary
- 100%** NYS Educating All Students certification pass rate¹
- 100%** NYS Multi-subject Content (All Grades) pass rate^{1,2}
- 100%** NYS Educating Students with Disabilities pass rate¹

1. Percentage of completed 2023 teacher preparation exams
2. Birth to grade 2, grades 1-6, and grades 7-12 exams

STUDENTS



- 430** undergraduate students
- 486** graduate students
- 34** states and territories represented
- 27** countries represented
- 33** active duty/military veterans
- 30.6%** students of color

FACULTY/RESEARCH



- 51** full-time faculty members
- \$7.75M** external funding awards
- 3** centers and institutes
- 13:1** student-to-faculty ratio

ALUMNI



- 23,657** alumni
- 57** states and territories represented
- 88** countries represented



FEATURES

The Art of Repair and Creative Placemaking

Professor James Haywood Rolling Jr. G'91 engages young people to repair their communities through art.

3

Celebrating 10 Years of InclusiveU

A photo essay captures a special night in downtown Syracuse.

12

SOE's New Inclusive Childhood and Adolescent Teacher Preparation Programs

Undergraduate teacher prep is re-imagined.

13

The Simulation Physiology Data Science Model

A closer look at SOE's new NSF-funded clinical simulation project.

19

Rocketgirl: For Caitlin Cafiero, Fully Accessible Theater Is a Moonshot

One of three stories in this issue about how SOE's disability studies expertise is making theater more inclusive.

24

From Burton Blatt to Barbie—and Everywhere in Between

Jeffrey Goldstein '77 proves that an SOE degree can take you anywhere—even to Barbie Land!

27

Alumni Roundtable: Three African Scholars on Implementing Equitable and Inclusive Practices

How far have African nations come, and what work is there left to do?

29

SOE Launches Ambassador Program

Julie Padilla '11, G'12 invites you to get involved and make an impact!

36

IN EVERY ISSUE

Dean's Message	2
News and Events	8
Faculty Spotlight	14
Student Scholars	20
#ProudToBeSOE	26
Paying It Forward	34
From the Archive	38
In Memoriam	39



DEAR EDUCATION EXCHANGE READERS,

As you may know, Syracuse University hired a dynamic new head football coach, **Fran Brown**, a few months ago. His energy and authenticity have created a palpable buzz about the team, attracting one of the highest-rated recruitment classes.

A key prong of Coach Brown's approach from his first day on the job has been to forge close ties with academic leadership and support staff, ensuring that student-athletes are well served on both sides of that hyphen. Many of us have participated in recruiting events with prospective students and their families to reinforce and amplify those messages.

As I participated in those sessions over the spring and summer, two insights coalesced for me that resonate in my work as Dean.

SOE is Syracuse University's professional development engine. Our School draws students from all over the world to our online and residential programs, and our graduates are similarly dispersed when they leave us. But a key contingent of alumni is clustered on our very own campus, where staff have long pursued SOE degrees part-time to

upgrade their skills and knowledge and open new professional pathways for themselves. This trend was on full display during the largest of the football events, where more than a third of the speakers had earned degrees from SOE, far outpacing any other school or college. Those graduates play myriad roles, from academic advisors and admissions directors to student affairs professionals and faculty. Their impact on—and pride in—the University shone through all their remarks.

Recruiting is a team effort.

Like the SU football program, SOE is leaning into a history of excellence, renovating and expanding our space, and striving for competitiveness and sustainability in a higher education landscape that is rapidly changing. You can help by recruiting for us, just as so many are doing for our Orange athletes. We ask you to consider the following (and there are more ideas on p36):

- Circulate our content in your social media networks.
- Recommend our undergraduate and graduate programs to talented prospective students.
- Share opportunities for internships and employment with current students and alumni.
- Encourage capable colleagues to apply for any faculty and staff positions that become available.
- Make a gift aligned with your educational passion.

In sum, I call on you to be an *academic booster* for SOE in whatever capacity you can. I assure you that we are working hard to be worthy of your support.

Warmly,

Kelly Chandler-Olcott

*Dean and Laura J. & L. Douglas Meredith Professor
for Teaching Excellence*

Education Exchange

Kelly Chandler-Olcott, Ed.D.

Dean

Jing Lei, Ph.D.

Associate Dean for Academic Affairs

Michael Torak, Ph.D. '82, G'84, G'15

Associate Dean for Administration

Beth Ferri, Ph.D.

Associate Dean for Research

Huey Hsiao

Assistant Dean for Student Success

Torin Washington G'23

Assistant Dean for Advancement

Deborah Knoblock '88, G'90

Chair, Advisory Board

Editor

Martin Walls

Director of Marketing and Communications

Contributors

Allison DeVoe G'17

Ashley Kang '04, G'11

Photography and Illustration

Antlii/Shutterstock.com, Monique Carboni, Eric Charbonneau/Contributor (Getty Images), Allison DeVoe G'17, Genesee Photo, Island Photography, Syracuse University Photo and Imaging, Charles Wainwright, Martin Walls

Design

Giansanti Design

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

We would like to hear your comments.

Please direct all correspondence to:

Editor, *Education Exchange*
Syracuse University School of Education
250 Huntington Hall
Syracuse, NY 13244
SUSchoolofEd@syr.edu

suschoolofed

Syracuse University School of Education



The Art of Repair and Creative Placemaking

by Professor James Haywood Rolling Jr. G'91, with Carly Fowler G'24

The “Art of Repair” community engagement project began with my asking, “what if?” After the coronavirus pandemic, “what if” reintroducing ourselves to creative practices also revealed the arts as far more than a recreational outlet for expressing identity and emotions, but also as a catalyst for re-creation, restoration, and resilience?

Why Not?

For this reason, I began to look beyond my work as an art teacher educator to engage in creative placemaking opportunities with local institutions and individuals as a means of repair.

What is creative placemaking? It is a process that “animates public and private spaces, rejuvenates structures and streetscapes, improves local business viability and public safety, and brings diverse people together to celebrate, inspire, and be inspired” (Markusen & Gadwa, p3).

With this vision in mind, in 2022 I accepted a contract as the primary arts consultant coordinating a public arts initiative to be exhibited and/or installed in the new home of the Syracuse Community Health Center (SCHC). This project aims to enhance patient recovery, promote tranquility, and provide respite for visitors and staff.

I circulated a call for artists and began to ask, “why not?” Given that the low-income and underserved communities that SCHC primarily serves were disproportionately affected by the pandemic and our collective disengagement from the creative activity that is the pulse of any thriving community, “why not” recruit a local corps of youth to engage in the “art of repair” of their own neighborhoods?

“Creative placemaking’s intentionally broad definition allows a project facilitator to take one or a combination of possible approaches.”

The “Art of Repair” Artist Collective: (from L to R) Carly Fowler G'24, Professor James Haywood Rolling Jr. G'91, Arthur Hutchinson, Charles DeShields, Professor Rochele Royster, Nola Johnson, and Leondro Altana.



“Creative placemaking has been described as emphasizing ‘the importance of elevating youth voice and leadership in all efforts to address youth mental health.’”

After I pitched the idea and won a grant from the Black Equity & Excellence Fund of the Central New York Community Foundation, I spent 2023 looking for partners to pilot my idea.

Making Places

In spring 2024, I assembled a team of creatives: myself; Professor **Rochele Royster**, an art therapist in the College of Visual and Performing Arts; Arthur Hutchinson, a local artist who created welcoming interior murals for SCHC’s new facilities; and **Carly Fowler G’24**, a standout Arts Education graduate student who helped facilitate and document student workshops to create artwork for the SCHC walls.

These workshops took place over seven weekends at Syracuse University’s South Side Communication Center, resulting in four acrylic-on-canvas paintings for installation at SCHC, created by high school students ranging from grades 9 to 11 and representing two Syracuse high schools.

Creative placemaking’s intentionally broad definition allows a project facilitator to take one or a combination of possible approaches. Cara Courage (2016) outlines four forms:

- **Public Realm Placemaking**—a top-down urban design strategy unconcerned with public consensus and focused instead on rendering recognizable, safe, and marketable spaces to consumers and tourists in response to economic and political drivers.
- **Conventional Creative Placemaking**—exemplified by a more consultative and coordinated investment in local arts and culture intended to derive vibrancy and marshal diversity in a way that revitalizes a community through commissioned and expertly guided works of art, sponsored by public/private resources.
- **Participatory Placemaking**—a grassroots approach at the intersection of art, design, and activism, where the participatory and community-based agency of creating change is just as essential as the aesthetic outcomes.
- **Social Practice Placemaking**—a bottom-up process instigated by the public as self-initiated interventions thereby transforming the urban spaces they call home to suit their needs and desires.



“Our ages spanned quite a few decades, but we each brought the same commitment to engage in authentic conversations and processes.”



Preliminary sketch and final version of “Gears” by Nola Johnson.

Our workshops were an overlap of conventional creative placemaking (the SCHC project) and participatory (the “Art of Repair” teen corps).

Gears

“I’m thinking CONNECTION ... but *how* is the question.” This is what Nottingham High School 9th grader Nola Johnson pondered during one of our April 2024 workshops. She had been mulling over the idea of connection and was about to take the plunge and begin her final artwork.

Johnson’s method was studious and audacious. She first created thumbnail and pencil sketches of gears before diving headfirst into her final work without having sketched it on the canvas beforehand. She appeared to have a clear vision and unabashedly brought it into the world with a paintbrush for others to make sense of. Her color palette evolved week to week, until she settled on soft pastels with swirling motifs.

Her artwork then quite literally connected to another student’s. Johnson painted the background of another artwork to connect the two pieces with similar strokes and palette. The decision to collaborate was organic, demonstrating the fluid qualities of participatory placemaking and how a topic—such as connection—can take on different meanings throughout the process.

In her artist statement about “Gears,” Johnson wrote: “My piece was created to show my meaning of community. I used gears as a way to express connection, meant to show how one person’s actions can get many others moving.”

Resuscitation

Ninth grader Leondro Altana had never used acrylic paint. “I feel proud,” he said of his finished painting, demonstrating the positive value these workshops have and how collaborative creative experiences elicit unexpected ripple effects.

Altana worked with Johnson to complete the painting’s background, connecting their two artworks with Johnson’s stylized brushstrokes and swirling motifs. Altana’s painting—“Resuscitation”—features a hand cradling a bird: “This art is my cry to those in rough or critical conditions who are feeling that once they damage a wing, they will not be able to soar again. This bird isn’t my piece; it’s you in the future.”

In her notes, graduate student Fowler writes, “I can’t help but wonder what it would be like to meet up with these same students again in six months, a year, maybe two, to develop more artworks and collaborations for other interventions into public spaces.”

“This community-based teaming of an art educator, an art therapist, a working creative, and a pre-service art teacher made for an unexpectedly successful intersection with the emerging student voices.”



“Resuscitation” by Leondro Altana





Stages of Charles DeShields' conception of a healing entity, leading to a completed painting of a collective humanity minding the Earth.

REFERENCES

- Courage, C. "Making Places: Performative Arts Practices in the City." Master's Thesis, University of Brighton, 2016.
- Golden, T.L., et al. "Supporting Youth Mental Health with Arts-Based Strategies: A Global Perspective." *BMC Medicine*, 22 (2024).
- Markusen, A., & Gadwa, A. "Creative Placemaking." National Endowment for the Arts, 2010.
- Rubin, V., et al. "The Pedagogy of Creative Placemaking: A Field Begins to Come of Age." Proceedings of the Association of Collegiate Schools of Architecture, 2019.

"It would be interesting to observe their creative development," she continues. "How might their thinking change? How will they grow artistically? What spaces could the students come up with to publicly enhance? These are questions to consider as we continue to evolve our research and study of student involvement in creative placemaking."

The Healer

The process of how the students arrived at their final ideas was just as important as the artworks (Rubin et al., 2019). It was important that all participants understood the impact and gravity of what they were creating. By elevating student voices through the workshops, we provided a safe space to discuss healing, repair trauma, and experience artmaking as therapeutic for mental health.

From the very start, 11th grader Charles DeShields (Fayetteville-Manlius High School) maintained a big picture view of the health of this or any community. "When the Earth cannot heal, we cannot heal. When the Earth is not free, we are not free. It is up to us," he wrote, in response to being asked what problem in his community he wanted to help repair.

In all his drawings through to his final rendering, DeShields gave this collective healing spirit a face that represented a humanity that is awake, aware, and active in her responsibility to safeguard our planet. "The Healer, The Restorer, The Master" is a "representation of the community and its process of creating, restoring, learning, and healing. We are many, but together we become as one."

Creative placemaking has been described as emphasizing "the importance of elevating youth voice and leadership in all efforts to address youth mental health and to understand and evaluate links between arts- and culture-based practices and mental health outcomes" (Golden et al., p3).

Every student had the opportunity to express their concerns and explore aspects of mental health and community well-being through creative expression under the guidance of an art therapist.

Professor Royster's guidance in exploring topics of healing and her encouragement of authentic artistic engagement enabled the young artists to keep pushing themselves during the hard work of creative decision-making.

Likewise, as an experienced art educator, I endeavored to offer the gentle guidance of a seasoned classroom art teacher, especially when a student expressed dissatisfaction or frustration with a creative decision on canvas. Given my extensive experience in K-12 classrooms, one of my goals was simply to help each student problem-solve.



A warm-up sketch created by Charles DeShields during an Art of Repair student workshop.

To Be Continued ...

Our artist collective also benefitted from Hutchinson’s mentorship. A professional artist, he is living proof for the students that if you have an artistic vision and actively pursue your goals, a career as an artist is achievable. His life story proves that it’s never too late to start a creative career, to change your perspective, and to step outside your comfort zone.

This community-based teaming of an art educator, an art therapist, a working creative, and a pre-service art teacher made for an unexpectedly successful intersection with the emerging student voices.

There also was multigenerational quality to our collaboration. Our ages spanned quite a few decades, but we each brought the same commitment to engage in authentic conversations and processes. We worked individually and collaboratively toward a common goal to participate in a creative placemaking project and create a body of work that could enhance any public space.

The first opportunity to display the work of the “Art of Repair” Artist Collective—before it finds its way to the walls of SCHC—came in June 2024, at the 52nd Annual Teenage Competitive Art Exhibition Awards, sponsored by the Syracuse, NY, chapter of The Links, in collaboration with the Community Folk Art Center.

Although this iteration of our collaborative process has reached its natural conclusion, we do not think this is the end of our creative placemaking collective. Perhaps the teens we mentored will become mentors themselves to a growing corps of young artists.

In other words, we are punctuating our experience not with a period but with an ellipsis ... our work is to be continued, and we look forward to the next phase of our collective’s story. ■



Student Arthur Hutchinson completed this sketch during the second Art of Repair workshop, toward his final artwork, “Kaleidoscopic”.



Student artists at Syracuse’s 52nd Annual Teenage Competitive Art Exhibition Awards, in June 2024.

Bulletin Board

Find these stories and more on our website.



LSAMP students presented their research at an April 2024 showcase.

NSF Renews ULSAMP Funding

In August 2003, the Upstate Louis Stokes Alliance for Minority Participation (ULSAMP) learned that the National Science Foundation (NSF) had renewed its funding with an award of \$2.5 million. Syracuse University leads this collaboration, which also involves Clarkson University, Cornell University, Monroe Community College, Onondaga Community College, Rensselaer Polytechnic Institute, and Rochester Institute of Technology.

The University's LSAMP program—directed by **Tamara Hamilton**—is part of SOE's Center for Academic Achievement and Student Development. The program has been highly successful in increasing the enrollment, retention, graduation, and graduate-school enrollment of underrepresented STEM students, with more than 3,800 students enrolled and more than 700 degrees awarded since the program began in 2007.

InclusiveU Students Welcomed Into First Year Seminar

Fall 2023 marked the first time InclusiveU students participated in FYS 101, a significant step toward full campus inclusion. First Year Seminar is a one-credit course required by the University for all first year and transfer undergraduates, covering such topics as belonging, interdependence, health and wellness, identity, socialization, prejudice, discrimination, bias, and stereotyping.

“Students in InclusiveU contribute significantly to the fabric of our campus community, and they bring invaluable perspectives to the conversations that are at the heart of FYS 101,” says **Marcelle Haddix**, former Associate Provost for

Strategic Initiatives. “Integrating first-year InclusiveU students is the right thing to do, and every single student present in these classrooms is benefiting from their presence.”



Otto's Fall Reading Kickoff Scores Again!

In fall 2023, SOE, Syracuse Athletics, and Visions Federal Credit Union partnered with Otto the Orange for the sixth annual Fall Reading Kickoff to contribute to students' love of reading!

More than 4,500 students participated from 13 different school districts. Participating educators and students received a free ticket to attend the Syracuse Orange vs. Wake Forest football game on November 25. Among the schools receiving a job-well-done visit from The Orange One at the conclusion of the program was Solvay Middle School (pictured).

SOE Awarded \$3.7M to Recruit Special Education Leaders

In September, the US Department of Education Office of Special Education and Rehabilitative Services awarded SOE a \$3.7 million grant to prepare a new generation of leaders in special education, early intervention, and related services.

Project IMMERSE (Inclusive, Multicultural, Multilingual, Effective, and Responsive Special Education) prepares doctoral-level special education professors and educational leaders through a multi-university partnership.

The initiative is led by Professor **Christy Ashby G'01, G'07, G'08**, Director of the Center on Disability and Inclusion. Ashby is joined by co-principal investigators Professor **Beth Myers**, Executive Director of the Lawrence B. Taishoff Center for Inclusive

Higher Education; Professor **Julia M. White G'05, G'07**; professors Allison Nannemann, Sarah Carlson, and Yen Pham of the University of New Mexico; and SOE alumni professors **Casey Woodfield G'10, G'16, Michelle Damiani G'05, G'14, G'19**, and **Brent Elder G'14, G'16** of Rowan University.

“Project IMMERSE addresses a persistent shortage of both special education faculty in institutions of higher education and highly qualified Pre-K-12 special education teachers, especially with expertise to meet the needs of diverse students with disabilities,” says Ashby.



In June 2023, doctoral candidate **Sara Jo Soldovieri '18, G'19**, traveled to Uzbekistan to help plan a new, international inclusive education collaboration.

SOE Joins \$25M Project to Support Inclusive Education in Uzbekistan

In October, SOE's Center on Disability and Inclusion joined a consortium to implement the US Agency for International Development-funded, \$25 million, five-year All Children Succeeding initiative, which supports Uzbekistan's commitment to provide quality, inclusive education and social support to all children in Uzbekistan.

The consortium—led by not-for-profit development group Creative Associates—will help to revise education materials, update the national curriculum, and enhance educational access for all students, including those with disabilities.

USAID's All Children Succeeding offers support for three essential areas related to inclusive education: accessible and inclusive teaching and learning materials, teacher practice and school atmosphere, and sustainable policies developed together with key stakeholders, including educators and people with disabilities.

Principal investigators Professor **Christy Ashby G'01, G'07, G'08**, CDI Director, and Professor **Beth Myers**, Executive Director of the Taishoff Center, will work on the initiative's inclusive educator preparation.



Intelligence++ Launches Ventures Initiative

In December, Syracuse University Libraries launched Intelligence++ Ventures, thanks to a generous donation from **Gianfranco Zaccai '70, H'09** and the Zaccai Foundation for Augmented Intelligence.

Ventures is an extension of Intelligence++, a partnership among the libraries' Blackstone LaunchPad, the Lawrence B. Taishoff Center

for Inclusive Higher Education, and the College of Visual and Performing Arts. Intelligence++ includes a two-semester inclusive entrepreneurship and design course—DES 400/600—that encourages students from across campus to create products, devices, and services for persons with disabilities.

The new initiative will provide funding to commercialize students' ideas. It emphasizes interdisciplinary and collaborative technological, educational, and organizational innovation to empower individuals with intellectual disabilities, as well as their families and communities.

CDI Awarded \$1.7M to Support Employment for Individuals with Disabilities

In January, the Center on Disability and Inclusion was awarded a five-year, \$1.7 million New York State Education Department Core Rehabilitation Services contract to support individuals with disabilities interested in obtaining, maintaining, or advancing in employment.

The agreement enables CDI to continue and enhance two initiatives. Firstly, the Center provides no-cost Pre-employment Transition Services (Pre-ETS) for students with disabilities in Central New York aged 14 to 21, including career and college exploration and training on workplace readiness and self-advocacy. Currently, CDI serves more than 300 students through Pre-ETS each year.

Additionally, the contract includes services to provide increased support to InclusiveU students participating in the initiative's internship program, typically offered in a student's senior year.



ESPN's **Kayla Burton G'19** interviews InclusiveU students **Sam Clark '24** and **Shafreya Wilkins '25**, along with Professor **Beth Myers**, during a 'Cuse Giving Day livestream (see p34).

BRIDGE TO THE CITY CELEBRATES TWO DECADES

BRIDGE TO THE CITY—celebrating its 20th anniversary in 2023—provides students with a guided student teaching experience in New York City and the chance to see ideals of inclusive education applied in diverse classrooms.

Students hone their teaching skills and broaden their perspectives on cultures, families, and professional practices under the mentorship of seasoned teachers who are, in many cases, alumni of the program.

In November, *Syracuse Stories* profiled participant **Elena Perez '24**, an Inclusive Elementary and Special Education major.

“My favorite part of the program has been the opportunity to learn from experienced teachers and truly inclusive schools. I was placed in Community Roots Charter School and in PS 212 Midtown West,” says Perez. “I hope to teach in a NYC school that values inclusion and social justice as much as the ones I have been in for student teaching.”

Elena Perez '24 experienced Bridge to the City in 2023.

DID YOU KNOW?

“A Bridge to The City” was the title of a proposal put forward by Professor Emeritus **Gerald Mager**. A 2001 Laura J. and L. Douglas Meredith Professorship gave Mager three years of funding to support his idea, which became one of SOE's signature study away programs.



HARRY S. AND ELVA K. GANDERS MEMORIAL LECTURE SERIES



Making Space

The October 2023 Ganders Lecture focused on ways that STEM-rich, technology-enhanced makerspaces can be generative places for minoritized youth to explore creative expression and to foster community and belonging. It featured Professor Edna Tan of the University of North Carolina at Greensboro, outlining her research and in discussion with Professor **James Haywood Rolling Jr. G '91**, Professor **Xiaoxia “Silvie” Huang**, and **Nick Piato**, coordinator of the student-focused, multimedia SENSES Project.



Noticing Noise

University of Michigan Professor Jon M. Wargo gave the March 2024 lecture—titled “Noticing Noise”—inviting participants to explore sound as a material and design resource for learning. Commenting on the cultural politics of noise, Wargo’s observations included queer youth navigating the sounds and silences of homophobia, the bustle of embodied learning in a Pre-K STEAM unit, and the social interactions of undergraduates engaged in an immersive escape room game.



Reflecting on the Uyghur Genocide

The spring 2024 Atrocity Studies Annual Lecture saw a panel of experts from the Uyghur Human Rights Project and Uyghur American Association, as well as a survivor of the Chinese Communist Party’s concentration camps, discuss human rights abuses and crimes against humanity perpetrated against China’s Uyghur minority population and the pursuit of accountability and justice. Coordinated by Professor **Julia M. White G’05, G’07** and supported by **Lauri ’77** and **Jeffrey Zell ’77**, the annual lecture convenes speakers from disciplines at the intersection of history, memory, and international human rights.

Baldanza Fellows Program Expands to Syracuse City Schools

In spring 2024, Syracuse became the latest school district to join the Baldanza Fellows Program, administered jointly by SOE and the Maxwell School of Citizenship and Public Affairs.

Thanks to the generosity of **Marcia ’86** and **Ben Baldanza ’84**, the program recruits candidates who are committed to teaching underserved populations and from populations that are underrepresented in local classrooms. The move is expected to help the school district address a chronic teacher shortage.

“Retirements, the typical turnover of an urban school district, and the fact that fewer candidates are entering college teacher preparation programs equal the shortages we are seeing,” says Scott Persampieri, Syracuse City School District Chief Human Resources Officer, noting that his district typically needs to hire between 200 and 300 teachers per year.

Hallihan Joins CEPP

Expanding in both operations and personnel, in April SOE’s Center for Experiential Pedagogy and Practice (CEPP) hired **Meghan Hallihan** as its new Program Manager.

Among Hallihan’s broader duties in supporting experiential learning, she will handle logistics for CEPP’s various clinical simulations, offered both across campus and outside the University; administer current grants and contracts; develop new opportunities, such as teacher professional development contracts with local schools; and manage the recruitment, scheduling, and orientation of simulation actors.





Oswego Takes the Cake

SOE celebrated Teacher/Staff Appreciation Week 2024 (May 6 to 10) with another friendly competition among area schools to receive breakfast donuts, sponsored by Syracuse’s Glazed and Confused bake shop.

Central New York teachers, staff, administrators, and parents voted in droves—more than 800 ballots were counted—for which school deserved to be “sprinkled” with love. After the ballots settled, Oswego Middle School was adjudged first among equals.

“I have never met a school administrator who cares more than Mary Beth Fierro! She bleeds Buccaneer Blue and truly strives to make Oswego Middle School the best!” wrote one voter.



AERA 2024: The Philadelphia Story

SOE was very well represented at the American Educational Research Association’s (AERA) 2024 Annual Meeting in Philadelphia, PA, April 11 to 14.

In all, 36 papers were presented by faculty, emeriti, and graduate and undergraduate students (see also p23) on topics ranging from inclusive qualitative research and the ethics of ChatGPT to holistic student support for Latinx students and combatting identity-based injustices through clinical simulations.

The photo shows Dean **Kelly Chandler-Olcott**, Associate Dean for Research **Beth Ferri**, and **Nakia Gray-Nicolas G’08**, Assistant Professor, Queens College, at SOE’s AERA reception on April 12.



“Dialog” Wins Design Sprint

In February, “Dialog” won the fast-paced, seven-day No Code Design Sprint, hosted by Syracuse University Libraries, the College of Visual and Performing Arts, and SOE, in partnership with Intelligence++.

The multidisciplinary team includes **Fasika Melese G’18, G’19**, a doctoral student in SOE’s Instructional Design, Development, and Evaluation program; **Viha Mashruwala G’24**, School of Information Studies; **Lang Delapa ’24**, S.I. Newhouse School of Public Communications; and **Sawyer Tardie ’27**, Whitman School of Management.

After consulting with InclusiveU to identify a challenge neurodiverse students face—loneliness—the team designed a mobile app to help develop communication skills, including prompts for journaling, discussion boards, daily challenges, and more. ■

SOE WELCOMES NEW FACULTY

HEATHER F. LAVENDER

joins SOE as Assistant Professor of Inclusive STEM Education. She was most recently a postdoctoral fellow in the Mathematics, Science, and Social Studies Department of the University of Georgia Mary Frances Early College of Education.



Trained as a microbiologist, Lavender’s primary research interests include participation of under-served youth—such as Black girls and visually impaired students—in science, technology, engineering, and mathematics (STEM); sociocultural practices in science classrooms; antiracist and equitable science learning; and women of color in technology.

ROB PUSCH G’03

joins SOE as Assistant Teaching professor of Instructional Design, Development, and Evaluation.



An adjunct professor of IDDE since 2003, Pusch was most recently Senior Associate Director at Syracuse University Project Advance, where he oversaw the design of instructional materials, as well as research and evaluation.

Trained as a chemist, Pusch graduated with a doctorate in Instructional Design from SOE in 2003.

DAVID DEANGELIS

joins SOE and College of Visual and Performing Arts’ Setnor School of Music as Assistant Professor of Music Education.



Most recently an instructor at Northwestern University’s Bienen School of Music and founding music teacher of KIPP San Francisco College Preparatory, DeAngelis’s research interests include beginning instrumental instruction and issues of diversity, equity, and inclusion in music education and music teacher preparation.



CELEBRATING 10 YEARS OF INCLUSIVEU

ALUMNI, STUDENTS, families, University leadership, and community supporters gathered at the Palladian Hall in downtown Syracuse on April 4 to celebrate the past and look toward the future of InclusiveU, the largest and most inclusive program of its kind in the nation.

Among special guests and speakers were fellow **Kent Syverud**; Provost **Gretchen** **r**; Dean **Kelly Chandler-Olcott**; State Rachel May (D-48); Capt. **Robert P. off '86**; Professor **Beth Myers**, Director, ence B. Taishoff Center for Inclusive er Education; and alumni speaker **rew Benbenek '20**.



 [More photos at flickr.com/photos/suschoolofed](https://www.flickr.com/photos/suschoolofed)



Innovative, Streamlined, Re-imagined

Introducing SOE's New Inclusive Childhood and Adolescent Teacher Preparation Programs

In May, the New York State Education Department approved SOE's revisions to its undergraduate teacher preparation degree programs. This endorsement has allowed a re-imagining—and simplification—of the School's teacher preparation curriculum, especially at the secondary level.

Inclusive Childhood Education

In 1990, SOE became one of the first undergraduate teacher colleges in the nation to offer a combined inclusive elementary and special education degree option.

This option has been re-named Inclusive Childhood Education and, like its predecessor, it will prepare students for dual general and

special education New York State certification, in General Childhood Education (Grades 1-6) and Students With Disabilities (All Grades). Previously, for students with disabilities, only certification in grades 1-6 was available.

Inclusive Adolescent Education

Replacing several secondary (grades 7 to 12) teacher preparation programs is one new bachelor's degree option—Inclusive Adolescent Education—also with dual NYS certification, in Students With Disabilities (All Grades) and in a secondary content area (English, mathematics, science, or social studies).

Continuing its groundbreaking history in inclusive education, SOE is among the very first teacher colleges in the nation to offer a dual certification adolescent teacher preparation program.

Among improvements the two new programs bring:

- Inclusive Childhood Education students are now eligible for Students with Disabilities certification in all grades.
- The Inclusive Childhood Education program has been streamlined, so students take fewer credits while still retaining dual certification and extensive field experiences.
- Inclusive Childhood Education students now have more flexibility to add a minor in the College of Arts and Sciences or in the Maxwell School of Citizenship and Public Affairs.

- Inclusive Adolescent Education students receive more training in the field in addition to more coursework in educational pedagogy and practice.

“These revisions have many benefits for our students, for our schools, and for a vision of education that is truly equitable and inclusive,” says Dean **Kelly Chandler-Olcott**. “With new programs, curriculums, and syllabi, we can address the teacher shortage—by producing more versatile, marketable graduates and by leaning into Syracuse's historical distinctiveness in inclusive and special education.” ■

“These revisions have many benefits for our students, for our schools, and for a vision of education that is truly equitable and inclusive.”

NOTE: SOE will still offer Music Education (PreK-Grade 12), B.Mus., and Selected Studies in Education, B.S.

Faculty News and Notes

Find these stories and more on our website.



(L to R) Professor **Courtney Mauldin**, Breedlove Readers Program Manager **Jasmine Tabor**, and Professor **Rochele Royster** at the Breedlove Readers and Marigold Arts Group Spring Exhibition in April 2024.

MAULDIN FUNDED FOR ENGAGED SCHOLARSHIP

Professor **Courtney Mauldin's** collaborative scholarship addressing community support for historically marginalized groups received four grants in 2023-2024.

In October, Mauldin was one of three SOE faculty awarded an Engaged Humanities Grant by the College of Arts and Sciences' Engaged Humanities Network. Mauldin received support for her ongoing Breedlove Readers teen book club.

Also receiving awards were Professor **Michael Gill** ("Fermenting Stories: Exploring Ancestry, Embodiment, and Place") and Professor **Nicole Fonger** ("Exploring the Intersection of Math Education and Geography Through Youth-Centered Community-Engaged Research on Environmental Justice").

Mauldin also received:

- Humanities New York funding for "Foregrounding Black Girls Literacies and Cultural Storytelling," a project that scales the Breedlove Readers book club and adds "Art Story: Love and Language," a makerspace at Syracuse's Southside Communications Center. (With Professor **Rochele Royster**, College of Visual and Performing Arts.)
- A New York State Council on the Arts grant for "This Woman's Work: Elevating Black Women Voices in CNY Through Visual Storytelling, Freedom Makerspaces, and Community Arts." (With Royster.)
- A MetLife Foundation/Lender Center for Social Justice grant for "Syracuse Futures," looking at how universities and community organizations support marginalized communities. (With Professor **Brice Nordquist**, College of Arts and Sciences, and Royster.)

Chandler-Olcott Named Co-chair of Sexual and Relationship Violence Task Force

In Fall 2023, Dean **Kelly Chandler-Olcott** began working alongside Vice President for Student Engagement **Rob Hradsky** as the new Co-chair of the Chancellor's Task Force on Sexual and Relationship Violence.

The Task Force's leadership, situated in both the areas of academics and student experience, represents an overarching, University-wide focus on engaging the entire campus community in a holistic effort to prevent and respond to sexual and relationship violence.

Says Chandler-Olcott, "I've been surprised—and impressed—by how many people working in different corners of our campus care deeply about this topic and related issues. We have a lot of varied expertise to draw on."

Liu Receives Counselor Education Award

In July, Associate Professor of Counseling and Counselor Education **Yanhong Liu** was awarded a 2023 Research Grant Award from the Association for



Counselor Education and Supervision (ACES).

Liu's study—"School Counselors' Attachment, Coping, Work-Family Enrichment, and Transformational Leadership: A Developmental Lens"—defines transformational leadership as behaviors aimed at encouraging others to enact leadership, challenge the status quo, and actively pursue learning and development to achieve higher performance.

Liu's research team includes Counseling and Counselor Education doctoral program alumnus **Derron Hilts G'22** and doctoral student **Si Gao**.

Theoharis and George Study Schools' DEI Policies

In July, Professor of Educational Leadership **George Theoharis** and Associate Teaching Professor of Educational Leadership **Leela George** were awarded a MetLife Foundation/Lender Center for Social Justice grant to investigate how school districts are addressing disparate K-12 school outcomes based on racial and other intersecting identities.

Theoharis and George note that school discipline disproportionately targets students of color, students with disabilities, and transgender students. Their project recognizes that although educational policies have played a role in fostering these disparate outcomes, contemporary diversity, equity, and inclusion policies can help dismantle such educational and social injustice.

However, "School policy does not implement itself," they explain, and their project will investigate "local 'sense making' that happens to put the policy into action."

Messersmith Wins Fellowship for Pop-Up Podcasting

In October, **Amy Messersmith**, Associate Director of the Arthur O. Eve Higher Education Opportunity Program and TRIO Student Support Services—part of the School of Education's Center for Academic Achievement and Student Development (CAASD)—was awarded an Office of Diversity and Inclusion Administrative Fellowship.

Messersmith facilitates storytelling through podcasting, and her pop-up podcast studio allows her to capture stories anywhere on campus. "My goal is to tell stories from the campus community that pertain to diversity, equity, inclusion, and accessibility," says Messersmith. "My hope is to humanize one another through personal storytelling as a way to tap into our shared humanity."

Dotger Named an "Unsung Hero"

In January, Faculty Director for Teacher Education and Undergraduate Studies **Sharon Dotger** was named a 2024 "Unsung Hero" by the Rev. Dr. Martin Luther King Jr. Celebration Planning Committee.



Recognized at the 39th Annual Rev. Dr. Martin Luther King Jr. Celebration

in Syracuse University's JMA Wireless Dome, Dotger was celebrated for her work redesigning SOE's teacher education program (see p.13), ensuring that preservice teachers are equipped with the skills, knowledge, and compassion necessary to both enter the workforce and thrive in it.

Lei Participates in ACC Academic Leaders Network

Associate Dean for Academic Affairs

Jing Lei was chosen to be one of four Syracuse University representatives at the 2024 Atlantic Coast Conference (ACC) Academic Leaders Network in February. The program facilitates cross-institutional networking among academic leaders while building leadership capacity at participating ACC institutions.



"The Academic Leaders Network is a fantastic opportunity for our faculty to

fast-track their leadership development with colleagues across higher education," notes Associate Provost for Faculty Affairs **Jamie Winders**.

Johnson Named ACPA Senior Scholar Diplomate

In February, Associate Professor of Higher Education **Dawn Johnson**

was named a Senior Scholar Diplomate by the American College Personnel Association as she concluded her five-year term as an ACPA Senior Scholar, an award that goes to faculty members who advocate for integration of scholarship into the practice of student affairs.

Diplomate status is conferred upon Senior Scholars who have fulfilled scholar expectations and participated in at least four of five ACPA national convention meetings during their term.



Make(r) Space for the Data Warriors

Coordinated by **Nicole Fonger**, Associate Professor of Mathematics and Mathematics Education, and SOE graduate students—and supported by a CNY Humanities Corridor grant—the Data Warriors of Nottingham High School use mathematics, stories, and mapping to explore social justice issues impacting Syracuse communities.

In April, the Warriors explored Syracuse University's MakerSpace, a 3,000 square foot fabrication laboratory. The young students printed print artwork and messages on hijabs and shirts; embroidered anti-bullying messaging on hats; and engraved maps with data to show connections between different social justice issue and the city's demographics.



Professor **James H. Rolling Jr. G'91** was recognized by the University's Center for Disability Services at its annual Faculty and Staff Recognition Ceremony on April 30, for his work toward access and inclusion in the arts. He is pictured with M.S. in Arts Education student **Christin Patterson**, who nominated Rolling.

Rolling Jr. Takes on New Leadership Roles

In February, Professor of Arts Education **James Haywood Rolling Jr. G'91** acceded to the Board of Trustees of The Cooper Union for the Advancement of Science and Art, his alma mater.

"Looking back over my career, I recognize that teaching diverse New York City high school students attending The Cooper Union's Saturday Program for art and architecture first helped me comprehend my own calling as an art and design educator," says Rolling Jr.

The former President of the National Art Education Association, Rolling Jr. took on another leadership position in May as Interim Chair of the College of Arts and Science's Department of African American Studies.

Luke Wins National Counseling Research Award

In February, Dean's Professor of Counseling and Counselor Education **Melissa Luke** was awarded the 2024 American Counselor Association (ACA)



Extended Research Award, which recognizes an ACA member for high-quality research over an extended period of time.

"Dr. Luke is one of the most influential researchers in the counseling profession," says Associate Dean for Research **Beth Ferri**. "This honorific is given to fewer than 1% of

ACA members. She has reached the top of her field, but she hasn't lost sight of the need to mentor and support others."

Luke's scholarship—which includes more than 100 articles published in peer-reviewed journals—focuses on counselor preparation and practice, counselor supervision, school counseling, and group work, particularly for LGBTQI+ youth.

Ferri Elected to P&T Advisory Committee

In March, Associate Dean for Research

Beth Ferri was one of seven faculty members elected to serve a two-year term on the University Provost's Advisory



Committee on Promotion and Tenure (P&T).

Associate Provost for Faculty Affairs **Jamie Winders** convenes the committee on behalf of the University Provost. Winders assigns members to assess P&T cases that meet criteria for review. Members then consult with the Provost and offer an advisory vote; however, they do not issue a formal report or consider appeals.



Professor **Wendy Moy** (left) and Professor **Elisa Macedo Dekaney** at the April 2024 launch of Moy's book, *Resurrecting Song* (see next page).

Moy Honored as "Champion of Diversity"

In April, Music Education Professor **Wendy Moy** was named a 2024 Champion of Diversity by the YWCA of Syracuse and Onondaga County, presented to residents, community leaders, and professionals who have made significant efforts to eliminate racism and promote diversity.

"Professor Wendy Moy has certainly demonstrated an unwavering commitment to diversity, equity, inclusion, and accessibility in everything she does, particularly in relation to elevating the work produced and performed by female musicians," says Professor **Elisa Macedo Dekaney**, College of Visual and Performing Arts.

Pérez II Recognized for Excellence in Higher Education

In May, Associate Professor of Higher Education

David Pérez II was awarded an Exemplary Teaching and Learning award from educational publishing and services company Pearson Education Inc.



Pérez II was nominated by doctoral candidate **Claudine-Lonjé Williams**, who wrote "Dr. Perez II's research focuses on an anti-deficit lens to view student success, and he exemplifies this in his holistic approach to advising his cohort of master's students, as well as his coordination of the master's program.

Bull Elected to Baldwinsville School Board

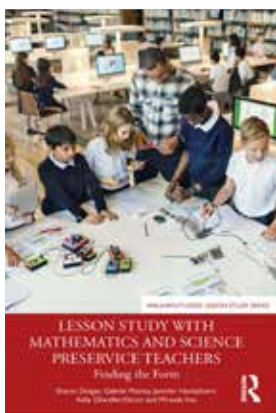
In May, Assistant Teaching Professor

Tom Bull was elected to the Baldwinsville (NY) Central School District Board of Education, having been appointed in January to fill a vacant



seat. An educator with more than 30 years of experience at all levels and a leader in the field of inclusive and special education, Bull is Program Director for SOE's Bridge to City program. ■

FACULTY BOOKS



Lesson Study with Mathematics and Science Preservice Teachers: Finding the Form

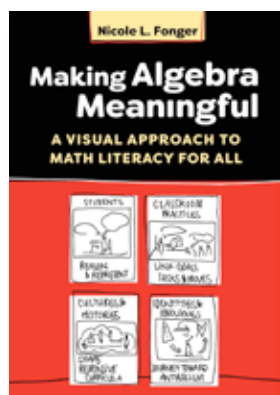
Sharon Dotger, Kelly Chandler-Olcott, Jennifer Heckathorn G'22, et al. (Eds.)
Routledge, 2023

The number of teacher educators using lesson study to advance their pedagogical goals is growing. Aimed at pre-service teacher educators interested in using lesson study in a range of university contexts, this book offers both an overview of the fundamentals of lesson study in US teacher education, as well as examples culled from math and science teacher educators using the practice in their local contexts.

Making Algebra Meaningful: A Visual Approach to Math Literacy for All

Nicole Fonger
Teachers College Press, 2024

An essential understanding of the uses and practices of algebra remain out of reach for many students. In a highly visual approach—using Fonger’s sketchnotes—the book details four research-based lenses with examples from ninth grade algebra classrooms: (1) students’ algebraic reasoning and representing; (2) goal-directed classroom practices with technology; (3) culturally and historically responsive algebra literacy; and (4) teachers’ journeys toward antiracism. Through these lenses, Fonger addresses the issue of how to support all learners to experience algebra as meaningful and culturally relevant.



Resurrecting Song: A Pathway Forward for the Choral Art in the Time of Pandemics

Wendy Moy
Routledge, 2024

Through a collection of extensive interviews with choral conductors, educators, singers, and professional leaders, *Resurrecting Song* documents the choral music community’s journey through crisis and change during the COVID-19 pandemic and aids in its rebuilding in a new era where COVID-19 is endemic.

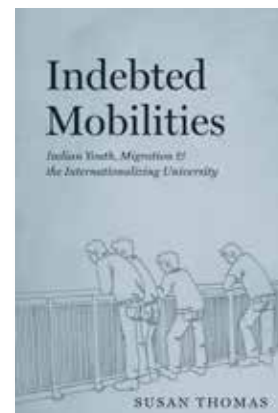
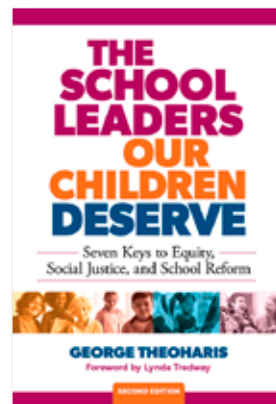
Moy addresses the impact of the coronavirus pandemic on choral music across community choruses, professional choirs, youth choirs, and more. In their own words, we hear how the community responded to the challenges, banded together to innovate, used technology in new ways, and generated novel changes to practice.

The School Leaders Our Children Deserve: Seven Keys to Equity, Social Justice, and School Reform (Second Edition)

George Theoharis
Teachers College Press, 2024

An updated edition of the bestselling book on school leadership, equity, and social justice, *The School Leaders Our Children Deserve* draws on the experiences and words of successful public school principals, showing why social justice leadership is needed and how it can be effective in creating more equitable schools.

Responding to the current context of national resistance to issues of diversity, equity, and inclusion, this timely book portrays how real school leaders seek, create, and sustain equitable schools, especially for marginalized students.



Indebted Mobilities: Indian Youth, Migration, and the Internationalizing University

Susan Thomas
University of Chicago, 2024

Indebted Mobilities is an ethnographic rendering of a group of middle-class Indian migrant men who attended a public university in New York just as the institution sought to “internationalize” its campus in the wake of ongoing withdrawal of state funding.

While these young people seek the successful futures they believed to be promised when they migrated, they must face their marginalization as they become enmeshed in the fraught inclusion politics of American university life. At the heart of these encounters is these students’ relationship to debt, material but also moral and affective. ■

IN 2023-2024, news media relied on faculty and staff expertise across a spectrum of topics, from accessible sex education and dress codes to moving on from counseling and transportation disasters, as this sampling illustrates.

Ben Dotger looks at “Preparing Teachers for Challenging Scenarios Through Simulations” | *Spectrum News* (June 13, 2023)

Michael Gill discusses “How Accessible Sex Ed Helps Young Adults With Developmental Disabilities Form Healthy Relationships” | *Mother Jones* (Nov/Dec 2023)

Derek Seward explains “How to Break Up With Your Therapist” | *The New York Times* (Oct. 13, 2023)

Courtney Mauldin featured in “Exploring Girlhoods: Black Scholars Connect, Imagine, and Heal” | *Cornell Chronicle* (Dec. 19, 2023)

George Theoharis addresses teaching career trends | *CNY Central* (Feb. 12, 2024)

Courtney Mauldin discusses black students, dress codes, and hair styles | *Associated Press* (Feb. 26, 2024)

Wendy Moy “Resurrecting Song” reviewed | *MusicMark.org.uk* (March 25, 2024)

Derek Seward offers tips for talking to kids about transportation disasters | *Futurity* (April 2, 2024)

George Theoharis comments on “Free Uniforms for Students to Combat Poverty, Improve Behavior” | *Syracuse.com* (April 12, 2024)

Jing Lei weighs in on “Are You Ready to Use AI in Your Teaching?” | *Forbes* (June 17, 2024)

SELECTED ARTICLES AND BOOK CHAPTERS

Focusing on the most recent faculty publications, this selection offers a wide representation of scholarship across School programs and signatures.

INCLUSIVE AND ANTIRACIST PEDAGOGY AND PRACTICE

Barbara Applebaum. “Pedagogical Uptake: Credibility, Intelligibility, and Agency.” *Studies in Philosophy and Education*, 43 (2024).

Moon-Heum Cho. “Predicting Students’ Negative Emotions in College Remedial Mathematics Courses.” *European Journal of Psychology of Education*, 39 (2024). (With S. Hwang, S. Lim, and S. Park.)

Beth A. Ferri. “DisCrit and Anti-Fascist Education: Lessons from Gobetti’s Story of Sebastiano the Rooster, Otherwise Known as the Thirteenth Egg.” *Italian Journal of Special Education for Inclusion*, 11 (2023). (With **S. Migliore** and V. Migliarini.)

Bong Gee Jang. “Science of Literacies: Meaning Making and Critical Pragmatism in the Postdigital Age.” *Journal of Literacy Research*, 55 (2023). (With E. Bauer, et al.)

Dawn Johnson. “A Path Forward: Addressing Current Issues in Campus Racial Climate Research and Practice.” *Journal of College Student Development*, 65. (With K. Briscoe and L. LePeau.)

Yanhong Liu. “Student-to-School Counselor Ratios, School-level Factors, and Leadership Practices of School Counselors: A National Investigation.” *Professional School Counseling* (2023). (With **D. Hiltz G’22** and X. Guo.)

Melissa Luke. “Dispositional Feedback: Interpersonally Rich and Creative Approaches.” *Journal of Creativity in Mental Health* (2023). (With J. Rogers.)

Courtney Mauldin. “Listening and Learning Through Critical Interviewing Approaches in Qualitative Inquiry.” In *Handbook of Critical Education Research* (Routledge, 2024). (With T. Chambers.)

Wendy Moy. “Voices of Change: Impacting the Communities We Serve.” *Choral Journal*, 64. (With D. Dumpson and T. Lloyd.)

Beth Myers. “Narrating Access and Agency: Students with Intellectual Disability Share Their Experiences with Higher Education.” *Remedial and Special Education* (2024). (With **P. Smith G’22**.)

David Pérez II. “Reimagining Student Success: Using Anti-deficit Approaches to Educate Scholar-Practitioners in Higher Education.” *Journal of Student Affairs Research and Practice* (2024). (With A. Duran, et al.)

James Haywood Rolling Jr. G’91 “Antiracist Strategies and Arts-Based Interventions.” *Studies in Art Education*, 64 (2023).

DIGITAL PEDAGOGY AND PRACTICE

Alan Foley. “Intersections of Marginalization and Possibility: A Phenomenological Analysis of Disabled Students’ Experiences with Online Learning.” *Journal of Disability Studies in Education* (2023). (With M. Krazinski.)

Xiaoxia Huang and Yang Liu. “Learning in an Immersive VR Environment: Role of Learner Characteristics and Relations Between Learning and Psychological Outcomes.” *Journal of Educational Technology Systems* (2023). (With D. Harris, M. Shawler, and Q. Zhao.)

Tiffany Koszalka. “Development and Validation of a Learner Interactions Observation Checklist (BOC).” *American Journal of Distance Education* (2024). (With **G. Whorway**.)

EXPERIENTIAL PEDAGOGY AND PRACTICE

Kelly Chandler-Olcott, Sharon Dotger, and Janine Nieroda. “Using Design-based Research to Adjust Lesson Study with Pre-service Teacher Candidates.” *International Journal for Lesson and Learning Studies*, 13 (2024). (With **M. Crosby ’08, G’11; K. Hinchman; M. Lahr ’14, G’15; K. Newvine ’04, G’08, G’22; and H. Waymouth G’08, G’19**.)

Ben Dotger. “Use of Simulated Discussions of Postsecondary Accommodations to Inform Self-advocacy Instruction.” *Learning Disabilities Research and Practice*, 39. (With A. Derrick and **J. Freedman G’18**.)

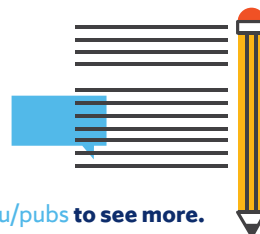
Sultan Kilinc. “Mothers as New Teachers During the COVID-19 Pandemic: Challenges and Opportunities.” *International Journal of Special Education*, 38 (2023). (With M. Fitzgerald and **S. Soldovieri ’18, G’19**.)

Yanhong Liu. “An Integrated Health and Wellness Model in a College Setting: A Path Analysis Pilot Investigation.” *Journal of College Student Mental Health* (2024). (With E. Beauparlant, **S. Gao**, and Q. Yu.)

Melissa Luke and Ben Dotger. “Thanks for Coming in, Ms. Wilson: A Qualitative Case Study of Simulated School Counseling Encounters.” *Journal of Counselor Leadership and Advocacy*, 10 (2023). (With K. Kozak and H. Peters.)

Derek X. Seward. “Exploring Classical Adlerian Practitioners’ Professional Identity Development: A Phenomenological Study.” *Journal of Individual Psychology*, 80. (With **X. Qu**.)

Qiu Wang. “Adaptation and Validation of the Mindful Student Questionnaire in Chinese.” *Mindfulness*, 15. (With **R. Feng G’21**, X. Hao, and Y. Wu.) ■



Visit soe.syr.edu/pubs to see more.

Annotation | SIM-Physio



Now that the Center for Experiential Pedagogy (CEPP) has space in Huntington Hall, there is room and support to broaden the scope of its initiatives, including clinical simulations and research projects.

In fall 2023, under Director **Benjamin Dotger**, CEPP launched “The Simulation Physiology Data Science Model: Engaging STEM Undergraduates in Data Science Practices” in collaboration with the David B. Falk College of Sport and Human Dynamics.

This National Science Foundation-funded research project provides STEM-focused undergraduates with hands-on training on collecting, analyzing, and communicating physiological data from clinical simulation subjects.

The hypothesis is that the teacher candidates should become calmer across the semester as they practice six professional interactions with standardized individuals—such as supervisors, colleagues, or parents—played by trained actors.

Information provided by professors **Tiago Barreira** and **Kevin Heffernan** (Falk College) and **Benjamin Dotger**; graduate students **Julie Harnett '18, G'19** and **Ashley Bui Robles**; and undergraduates **Nyree Jade Walrond '25** and **Zachary Setzkorn '26**.

- 1 The data collectors are Falk College undergraduates enrolled in the SIM-Physio Data Science course, designed to support careers in data analytics, psychology, health, and nutrition. These students are paired with student teachers for whom they collect physiological data during a simulation, summarize their analysis in a lab report, and then share their findings.
- 2 The data collection subjects are undergraduate student teachers enrolled in EDU 304: The Study of Teaching. They participate in six clinical simulations across a semester.
- 3 The student teachers are fitted with electronic devices—on the bicep and torso—that collect physiological responses during one-on-one interactions, such as heart rate, body temperature, respiration, physical activity, and posture.
- 4 The SIM-Physio model provides an authentic opportunity for undergraduates to collect data from another human being and challenges them to communicate their analysis back to the subject. Existing research demonstrates that simulation learners routinely experience elevated heart rates, sweating, “tunnel vision,” and anxious physical activity.
- 5 In summer 2023, CEPP opened a lab in 030 Huntington Hall to conduct simulations using state-of-the-art software and employing graduate and undergraduate students in related research projects. Since 2007, more than 75 different clinical simulations have been designed and implemented, engaging more than 4,000 learners. ■

Student News and Notes

Find these stories and more on our website.



Andre Named an AARC Emerging Leader

In July 2003, **Linzy Andre**, a doctoral candid in counseling and counselor education, was selected as an 2023-2024 Emerging Leader



by the Association for Assessment and Research in Counseling (AARC).

An Orange Holmes Scholar, Andre has been President of the Syracuse chapter of Chi Sigma Iota and the international counseling honor society, and she is founder of Sunshine Advocacy, offering mental health services to those who are marginalized and underserved.

Andre describes her scholarship as “advocating for representation within the field of counseling and clinical supervision, celebrating the counselors who identify as wounded healers, and encouraging aspiring counselors to work with clients in a manner that is culturally sensitive and accessible.”



Starling-Davis Featured by Urban Video Project

Literacy Education doctoral candidate **Evan Starling-Davis**’ virtual, multimedia exhibition—**FRACTURE**—was featured by Syracuse University Light Work’s long-running Urban Video Project in September.

Projected on the façade of Syracuse’s Everson Museum, viewers were invited to use their smart devices to explore what Davis describes as “an Afro-Surreal poetic experience,” featuring 3D renderings of objects from Afro-diasporic culture held in local collections.

Through its playful experience, **FRACTURE** transformed the Everson Plaza into a space of communal interactivity, among viewers and the virtual world.

DeLain Selected as a Leaders of Color Fellow

In September, Rockwood Leadership Institute selected Counselor and Counseling Education doctoral program student **Rahsaan DeLain** as a 2023 Karen Lee Spaulding Oishei Leaders of Color Fellow, a program that supports “the most inspired leaders of color in the Buffalo-Niagara, NY, region.”

DeLain works among community health, mental health, incarceration, and substance abuse systems as Project Coordinator of Health Equity for the Community Health Center of Buffalo and as Executive Director of Collaborating on Poverty Elimination (COPE) Western New York, a not-for-profit that facilitates community-based health services.

Bouldin Receives Prestigious Imagining America Fellowship

In October, Cultural Foundations of Education doctoral student and University Fellow **Chelsea Bouldin** was awarded an 2023-2024 Imagining America



(IA) Publicly Active Graduate Education (PAGE) fellowship. IA PAGE encourages public scholarship; fosters a national community of peer scholars; and creates opportunities for collaboration, networking, and mentorship.

Bouldin is student lead for the Graduate School BIPOC Alliance for Excellence; a graduate student representative on SOE’s Committee on Diversity; and a former Louis Stokes Alliance for Minority Participation Graduate Student Coordinator. Her research interests include Afro-futurist literature, as exemplified by Octavia Butler.



On the World Stage

A new partnership between the Council of Europe and Syracuse Strasbourg gave **William Johnson ’25** the rare opportunity during his study abroad experience to serve as an official rapporteur at the World Forum for Democracy, taking notes on policy discussions. “As a future social studies teacher, I’m interested in how these kinds of issues affect government and society,” says Johnson, who is majoring in History and Social Studies Education.



McHale Breaks Games Played Record

In spring 2023, **Marielle McHale ’22, G’24** thought she had played her final collegiate ice hockey game for the Orange. But coach Britni Smith had other plans. As *The Daily Orange* explained, while McHale had already been redshirted for her fifth season, she still had one more year of eligibility due to the coronavirus pandemic. So Smith asked the forward to return to Syracuse.

For McHale, the decision was easy, and it changed the record books. When she stepped onto the ice for the 165th time in March 2024, she moved past **Victoria Klimek '22** for the most games played in program history.

While McHale completed her hockey career, she also took a master's degree in Higher Education, gaining work experience with the College of Engineering and Computer Science's student success team. She completed a certificate in Intercollegiate Athletic Advising and Support in August 2024.

Bevilacqua Awarded Language Scholarship

In April, **Christian Bevilacqua '24**, a Social Studies Education and Geography major, was one of five undergraduates selected as recipients of the Critical Language Scholarship (CLS), through which they will immerse themselves in intensive language study in summer 2024.

Also a 2023-2024 Remembrance Scholar, Bevilacqua will study Urdu in Lucknow, India. This is his second time participating in the CLS program; he studied Hindi in Jaipur, India, in 2022. Bevilacqua says he looks forward to learning Urdu to better prepare himself for future research projects.

SOE Students Named Remembrance Scholars

Three SOE students were among 35 chosen as 2024-2025 Syracuse University Remembrance Scholars in April.

Mason Garbus '25 of Hannibal, NY, is a Music Education major; **Mason Romero '25** of Olathe, KS, is a Music Education and Music History and Cultures major, as well as a member of the Renée Crown Honors Program; and **Joshua Spodek '25** of Wayne, NJ, is a History and Social Studies Education major and also in the honors program.

The scholarships, now in their 35th year, were founded as a tribute to—and means of remembering—the students studying in London and Florence through Syracuse University who were killed in the Dec. 21, 1988, bombing of Pan Am Flight 103 over Lockerbie, Scotland.



(L to R) Andrew Starowicz, **Alif Muhammad '71**, **John Lobon '73**, **Nick Trivelpiece '26**, **Greg Allen '73**, and **Alex Tsemberis '21**.

A SPECIAL CURRICULUM RECALLS THE SYRACUSE 8

THREE MEMBERS of the Syracuse 8 surprised Jamesville-DeWitt (NY) middle schoolers on April 19, during the week of the 54th anniversary of their historic boycott, to wrap-up the students' special unit on "Social Justice Changemakers."

The special curriculum examined the former Orange football players' courageous stance against institutional racism, when they boycotted football practice in April 1970 and presented the University with their demands for fair treatment for all students on the football team.

SOE student **Nick Trivelpiece '26** and iSchool alumnus **Alex Tsemberis '21** developed the lessons, which were incorporated across the school district's sixth-grade English Language Arts classes.

Since graduating, Tsemberis—who wrote his honors thesis on the Syracuse 8—has collaborated with members of the group to add greater depth to his research. He and Maxwell School Professor **Jeffery Gonda** are co-authoring an article further examining the civil rights boycott.

Trivelpiece learned about the Syracuse 8 when Tsemberis presented his research to undergraduates in an honors course. Given his Selected Studies in Education major, Trivelpiece decided to work on a Syracuse 8 curriculum for his final project.

As part of this project, Trivelpiece reached out to Andrew Starowicz—his former teacher—who helped arrange for Trivelpiece and Tsemberis to incorporate and teach the curriculum at the school.

(Standing, L to R) **Tom Smith '70**, **Duane Walker '80**, **Alif Muhammad '71**, and **Bucky McGill '72**. (Kneeling, L to R) **John Lobon '73**, **D.J. Harrell '71**, **G'73**, **Greg Allen '73**, and **John Godbolt**. Taken in 1969, this photo shows several members of the Syracuse 8 (except Tom Smith, who graduated before the protest).





Student Teams Advance Intelligence++ Innovations

Four members of UpliftU (pictured) present how their proposed website makes reporting incidents of bias and accessibility barriers easier, with a built-in feedback and assessment system. UpliftU were one of the teams competing for \$3,500 in seed funding at the annual Intelligence++ Showcase on April 25.

The showcase is the culmination of the two-semester Intelligence++ course team-taught by Professor **Don Carr**, Program Coordinator for Industrial and Interaction Design in the College of Visual and Performing Arts, and Professor **Beth Myers**, Executive Director of the Taishoff Center for Inclusive Higher Education.

As part of the course, students learn about steps taken at the University to include—and they develop products and services to assist—people with intellectual and developmental disabilities, in collaboration with InclusiveU students.

Borja Named Outstanding TA

In April, Cultural Foundations of Education doctoral student and Orange Holmes Scholar **A.J. Borja** received a 2024 Outstanding TA Award recipient. These awards are reserved for teaching assistants in good academic standing who have made truly distinguished contributions to teaching at Syracuse University. Among her duties, Borja is a teaching assistant for EDU 310: The American School, with Professor **Mario Rios Perez**.



Inclusion Works Holds Networking Breakfast

The InclusiveU Business Engagement Group held its 2024 Inclusion Works Networking Breakfast on May 9, inviting the local business community to Syracuse University's Martin J. Whitman School of Management to meet with graduating InclusiveU students.

When they graduate, InclusiveU students look for integrated, meaningful employment, just like any other college student. Through Inclusion Works, InclusiveU alums have been hired by Syracuse Orthopedic Specialists, Stanley Steemer, YMCA, Skyline, and more.

Two SOE Students Among Record Number of Fulbright Recipients

Julianne Strauss '23, G'24 and **Elizabeth Vanek G'24** are among 14 Syracuse University students and alumni named as 2024 recipients of awards through the Fulbright US Student Program. This is the largest number of US Student Fulbright recipients that Syracuse University has had in one year.

Strauss is a graduate of the Inclusive Elementary and Special Education program and a graduate student in the Literacy Education program. During her Fulbright year, Strauss will teach English in the La Rioja region of Spain. Vanek is a Clinical Mental Health Counseling master's degree student and also will travel to Spain.



Graduate Students Showcase Work on Disabilities

In May, graduate students enrolled in SPE 644: Significant Disabilities—Shifts in Paradigms and Practices launched a digital exhibition of their research, using materials

from Syracuse University Libraries' Special Collections Research Center. The course was taught by Professor **Julia M. White G'05, G'07**, a 2023-2024 Faculty Fellow.

"From Institutionalization to Inclusion: Disability Activism in the Syracuse University Special Collections" engages with primary sources—including those created at SOE—to explore disability as a cultural construction by examining historical developments in special and inclusive education, as well as the rise (and fall) of institutions and asylums for individuals with intellectual disabilities.

Access the collection at spe644.omeka.net.

At the Intersection of AI, Education, and Social Justice

Today's discussions of artificial intelligence (AI) tend to focus on its most visible presence, such as ChatGPT. Yet, as Literacy Education doctoral student **ParKer Bryant** is discovering during a Lender Center for Social Justice student fellowship, AI exists in society in many forms, both readily apparent and not well recognized.

Bryant is a member of a five-student research team working with Maxwell School Professor **Mona Bhan**, 2022-2024 Lender Center faculty fellow, to study how AI impacts weapons systems, communities, and issues of social justice.

"Studying AI and education positions me to understand where technology is going in education and to help teachers address current fears and uncertainties and start healthy conversations about AI benefits



(L to R) **ParKer Bryant** joined **Cassandra Guzman G'21, G'24**, **Hemalathaa K. Yuvaraja**, and **Etije Mehdori Walker** as part of the Orange Holmes Scholars cohort at the February 2024 American Association of Colleges for Teacher Education Conference in Boulder, CO. In May 2024, Bryant was named an AACTE Holmes Scholar of the Month for her research focusing on developing critical literacy curricula for Black youth.

and consequences,” says Bryant. “The end goal is learning how to make peace with this new technology while striving for a balanced relationship for equitable futures through education.”

Wilner Wins Orlin Prize

Alexis Wilner '24 was awarded the David Orlin Prize for Overall Outstanding Thesis Project at the 2024 Renée Crown University Honors Program Convocation on May 10.

Wilner is a graduate of SOE's Disability Studies minor program and advised by Professor **Christy Ashby G'01, G'07, G'08**, Director of the Center on Disability and Inclusion. Her thesis explores issues in contemporary American theater that prevent true inclusivity of disabled theater artists.

During her undergraduate career, Wilner translated theory into practice by serving as a student representative for the Disability, Access, and Inclusion Council (DAIC), consulting with Syracuse Stage on accessibility, and organizing an inclusive theatre collaborative cabaret and gallery night: Access Arts SU.

For more on SOE's connection to inclusive theater, see pages 24 and 25.



AERA 2024: Undergraduate Research Stars

Professor **George Theoharis** took this selfie with Inclusive Elementary and Special Education undergraduates **Amanda Feliz '24** and **Kamille Montgomery '24**, who both presented at the American Educational Research Association (AERA) conference in April (see also p11).

“Their presentation was part of a session about BIPOC women school leaders,” says Theoharis. “Many told them afterward what an excellent job they did and said our undergrads were more professional than many professors!” ■



Graduate Students Organize Second Research Symposium

The second annual Graduate Student Research Symposium was held in the Jacquet Education Commons on March 22.

Co-sponsored by the SOE Graduate Council and Syracuse University Graduate Student Organization, the symposium offered papers and posters organized around SOE's three signatures: inclusive and antiracist, digital, and experiential pedagogy and practice.

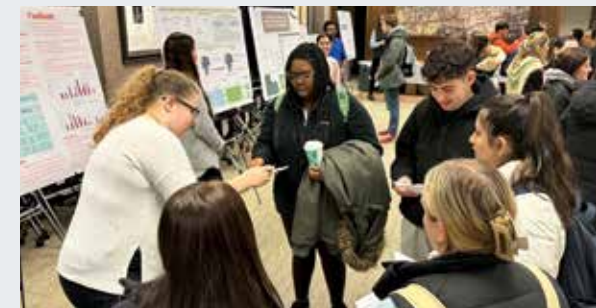
In collaboration with Associate Dean for Research **Beth Ferri**, student organizers selected topics and papers, managed calls for proposals, developed the schedule, and communicated the event.

“This year, we offered this platform not just for Ph.D. scholars but with an intention to have more master's degree students attend and participate,” says instructional design doctoral student **Hemalathaa Yuvaraja**, an Orange Holmes Scholar and Graduate Council President.

Among topics were inclusive postsecondary education, incarcerated youth, communication access, face-to-face vs. online instruction, artificial intelligence and counselor training, teaching equitable education through clinical simulations, and environmental justice in teacher education.

Doctoral candidate and Orange Holmes Scholar **Cassandra Guzman G'21, G'24**, has served on the planning committee for two years: “SOE has an expansive list of research being conducted by graduate students and this symposium celebrates all our ongoing work.” Guzman adds, “As I prepare to enter a full-time job at Cornell University, being a part of the planning committee for the symposium has allowed me to grow in my leadership skills and my ability to collaborate with multiple campus partners, and it has strengthened my ability to peer review.”

THE FUTURE OF RESEARCH



Scenes from three additional 2023-2024 research and creative showcases featuring SOE undergraduate and graduate students: (from top) the Syracuse University Summer Undergraduate Research Symposium included students enrolled in Center for Academic Achievement and Student Development programs (August 2023); the Mathematics Education Research Showcase for faculty and graduate students (December 2023); and the McNair Research Symposium featured undergraduates in CAASD's Ronald E. McNair Post Baccalaureate Achievement Program (April 2024).



Rocketgirl

For Caitlin Cafiero, Fully Accessible Theater Is a Moonshot

Once upon a time, Caitlin Cafiero was a space kid. “I loved rockets, planets, stars, and everything in between,” they recall, so when they got their first email account as an eight-year-old, their father chose the moniker “Rocketgirl!”

The name stuck, but dreams of being an astronaut didn’t (“calculus did not sound like fun”). Now taking a doctorate in Cultural Foundations of Education and Certificate of Advanced Study in Disability Studies, Cafiero also runs Rocketgirl Theatrical Consulting, providing accessibility and inclusion consulting services for theater companies.

In spring 2024, a production she has been working closely with—Laura Winters’ *All of Me*, which began at Barrington Stage in Pittsfield, MA, in 2022—started a coveted Off-Broadway run in New York City at the Pershing Square Signature Center.

“The Barrington production got good feedback from audiences and drama critics, and now we are hoping for a touring production,” Cafiero says. “I’m surprised the freelancing work has taken off the way it has. I got lucky.”

Fired Me Up

Texas native Cafiero swapped starlight for stage lights as an undergraduate at Earlham College in Indiana. “I walked into a theater interest meeting and left with a new course on my schedule and a new job—sound tech,” they say. “By the end of my freshman year, I had added a theater major to my interdisciplinary social sciences program.”

At the same time, Cafiero was beginning a journey to understand why her body hurt all time: “At 18, I was diagnosed with fibromyalgia and began using a cane to help my mobility.” That diagnosis didn’t seem to match her experience, however, and after research

(Top) **Caitlin Cafiero** as “Rocketgirl,” a childhood nickname she still uses in her company name. No word on whether her cousin still identifies with Batman.

and consultations, she eventually received a diagnosis of Ehlers-Danlos Syndrome. “It’s a connective tissue disorder that can cause a huge spectrum of systemic symptoms.”

Anyone who has worked on theatrical sound and lighting knows how difficult and frustrating it must have been for Cafiero to navigate the ladders, steps, and catwalks of a typical theater. “And that’s just on the mobility side!” explains Cafiero, who worked in theaters and on productions across Indiana. “Seeing the barriers between me and my newfound career fired me up, so I began to teach myself about disability rights and advocacy and to advocate for change in the spaces I used.”



Madison Ferris (left) and Danny J. Gomez—both disabled actors—star in *All of Me*.

Today, Cafiero works to make productions and theatrical spaces accessible for all. “I serve as a point person for the access needs of cast and crew, ensuring everyone has equal access to participate in the theater experience,” they say. “I also offer sensitivity reading services for playwrights to ensure their scripts are inclusive and respectful.”

These readings are rooted in Cafiero’s own experiences as a chronically ill person with a mobility disability, as well as offered from the perspective of an educator who understands the “history, language, and common tropes and pitfalls in disability representation.”

Playing It By Ear

Cafiero brings plenty of life experience and expertise to consulting, but they are correct in saying some luck was involved with her *All of Me* break: “A friend of mine saw a TikTok video asking for disabled designers to get in touch with the production, so I sent a message saying that I’m a sound designer.”

The producers were interested in disabled people working with them because *All of Me* is a “boy meets girl” comedy with a twist.

The boy—Alfonso, played by Danny J. Gomez—uses a wheelchair and the girl—Lucy, played by Madison Ferris—uses a scooter. They both use Augmentative and Alternative Communication (AAC). As the Off-Broadway production notes explain, “[Lucy and Alfonso] come from different worlds, but love pulls them together when their families push them apart. *All of Me* is a boldly humorous and candid love story exploring class and disability in America today.”

When playwright Winters learned about Cafiero’s disability credentials, she asked if they would take on an educational role within the production. “The play’s disabled actors were doing a lot of disability education, but Winters and director Ashley Brooke Monroe wanted someone else to take on that role so that the actors could concentrate on their jobs.”

Cafiero explains that the characters Gomez and Ferris portray reflect some of the disabilities the actors themselves have. “Lucy has muscular dystrophy, like Ferris, although Ferris doesn’t use AAC. Gomez and Alfonso are both quadriplegic due to spinal cord injuries, but in the play, Alfonso’s injury is higher on his spine and his mobility is more limited. Both characters have physical disabilities that make speech difficult or impossible.”

“I figured out my role as I went along,” Cafiero adds. She became an advocate and liaison for the actors, working with the theater’s staff if something was not working backstage for them. “I was very much playing it by ear, in the room from the first day of rehearsals to opening night.”

Disability Gain

Cafiero also collaborated with Barrington Stage's marketing department, assisting with radio interviews, writing a press guide, and adding to the program: "Because the show uses AAC, I wrote a brief history of the technology and how it is used."

For the Off-Broadway production, New York area accessibility consultants ConsultAbility have been brought on board, but Cafiero's expertise is being put to use to write the show's "social narrative." "It's a vote of confidence in my abilities and what I bring," they say.

A social narrative is an example of "disability gain," says Cafiero, a description of an event that began as a tool for people with disability but that has wider benefits for the population at large.

Social narratives were developed for autistic children to help them and their caregivers understand what to expect in certain situations and how to behave. In the context of theatergoing, "they can be used as a guide for anyone new to the theater, especially disabled and neurodivergent audience members. A social narrative can be used to educate about the theater and help to increase access."

Cafiero says they hope that non-disabled theatergoers will glance at the play's social narrative and know they have permission to laugh at jokes the disabled characters are making and not feel uncomfortable. After all, they observe, "Lucy is a character who uses comedy as a coping mechanism."

Definitely Dream It

Shoot for the moon, the saying goes, and if you miss you will land among the stars. As befits someone with the nickname "Rocketgirl," Cafiero is full of dreams for the future.

"The sooner we can teach kids that all bodies and brains are good, the less work we have to do when they are older."

"Think of the kid in a cardboard box space helmet looking up at the sky," Cafiero says. "I try to carry that optimism forward. Either I could have stopped doing theater or try to make it more accessible. I chose the hard path. If you can dream it, you can do it. And I can definitely dream it."

In the medium term, she will work on a dissertation that examines the historical narrative of polio and disability identity. "There are lots of gaps in the narrative when it comes to polio survivors from all backgrounds," explains Cafiero, adding, "I looked at Syracuse University for my doctoral studies because of its disability studies program and the strong integration of disability into everything. At Syracuse, disability isn't siloed, it's connected to other subjects."

Their long-term plan is to build a theater company from the ground up, accessible in every way, producing plays by, for, and about people with disabilities, with outreach and education components.

It's no surprise the future Rocketgirl Theater will emphasize education. Before pouring her energies into sound design, graduate studies, and accessibility consulting, Cafiero was a



Caitlin Cafiero's journey into theatrical consulting began when they answered a call for disabled designers to work on a production of *All of Me*.

preschool aide and teacher: "I love teaching kids, being part of their journey to find out how the world works."

"The sooner we can teach kids that all bodies and brains are good, the less work we have to do when they are older," Cafiero adds. "The non-disabled need to know that disability is normal, that it's another way of existing, not a worse way. If they never hear stories about disability, that's never going to happen." ■



FROM SYRACUSE TO BROADWAY

THE DECEMBER 2023 Belasco Theatre preview performance of Broadway musical *How to Dance in Ohio* included close to 200 Syracuse University leaders, faculty, alumni, and SOE Bridge to the City students.

Among the contingent were Professor **Christy Ashby G'01, G'07, G'08**, Director of the Center on Disability and Inclusion, and Professor **Beth Myers**, Director of the Lawrence B. Taishoff Center for Inclusive Higher Education. Ashby and Myers moderated an opening discussion about how the musical made its way to Broadway, as well as Syracuse University's groundbreaking work in inclusion.

Produced by College of Visual and Performing Arts alumni **Ben Holtzman '13** and **Sammy Lopez '13**, the musical is based on an award-winning HBO documentary about seven autistic young adults—played by autistic actors—from Columbus, OH, preparing for a spring formal dance.

As Myers told the preview audience, "Autistic people can be in college. Autistic people can be on Broadway. Syracuse University should be really proud of the work that's happened over the last 70 years at our University to make that possible."



“Beyond gift planning, I encourage you all to think of the other ways you can help SOE grow.”

Dear School of Education Community,

You’re reading this magazine because, like me, you care about education. Our School has remained at the forefront of providing educational opportunities for all, thus ensuring that our students value education during and after their Syracuse University experience.

Because of my love for the School and my desire to see it continue thriving into the future, I want to share my experience working with **Jason Tripp**, the Executive Director of Gift Planning at Syracuse University (see p37). We discussed how I might best support the School of Education through my assets. We ultimately settled on designating the School of Education as a partial beneficiary of my IRA. In effect, I am doing my part to assure that future students have the same opportunity that I had at Syracuse University. This brought me and my family great joy in knowing that I am paying it forward in a way that will work for all of us. I am grateful for how much of an impact that simple designation will ultimately have on the School, and future students.

This is only one of many ways to support the School with your assets. You might consider making the School a partial beneficiary of a paid-up insurance policy or a charitable gift annuity, where the University will make annuity payments to you for life. You might also consider simply allocating 5% to 25% of your total estate to the University upon your death.

I encourage everyone reading this to consider scheduling an exploratory 15-minute phone call or Zoom conversation with the Office of Gift Planning at Syracuse University. The conversation I had with Jason really put my mind at ease around supporting the things that I care about, such as my family and my charities. If you are interested in this, please contact **Jessica L. Puccia** at jlpuccia@syr.edu and she can help arrange a conversation at a time that is most convenient for you.

Beyond gift planning, I encourage you all to think of ways you can help the School grow. You can do this through philanthropy, but you can also attend our events, host events, or join our SOE Ambassadors group (see p36).

Whatever you choose, please join me in supporting this wonderful institution, for today and for tomorrow. Thank you for your thoughtful consideration

Sincerely,

Deborah A. Knoblock '88, G'90

Chair, SOE Advisory Board

ADVISORY BOARD 2024-2025

Emily R. Ades '89, P'21, P'23
 Gregory L. Allen '72
 Donna E. Alvermann G'80, G'80
 Marcia M. Baldanza '86
 Nkenge A. Bergan '95
 Arthur S. Bloom '71, G'72
 Frank R. Comfort '67
 Christopher H. DeVoe '79, P'17
 Brent C. Elder G'14, G'16
 Autumn F. Figueroa '04, G'06
 Sharon H. Jacquet '72, P'03
*(University Life Trustee;
 Lifetime Board Member)*
 Alice G. Kendrick '70, G'79, G'93
 Deborah A. Knoblock '88, G'90
(Board Chair)
 DeBorah A. Little '14, G'16

Raquel-Ann (Roxi) McNabb '98,
 G'99, P'25
(University Trustee)
 Desiree A. Moore '00, G'05
 Susan M. Oberwager P'25
 Julie J. Padilla '11, G'12
 Raphael T. Richard G'12
 Alice H. Rosen '83, P'11
 Tyrone R. Shaw '10, G'12
 Elyse Spector Kalmans P'27
 Helen W. Spector G'72
(Lifetime Board Member)
 Felicia L. Walker '87, P'17
 Diana Wege '76
(Lifetime Board Member)
 Lauri M. Zell '77, P'14

EMERITUS BOARD MEMBERS

Cerri Banks '00, G'04, G'06
(Immediate Past Chair, deceased)
 Juli G. Boenheim G'97, P'22, P'22
 Ruth D. Brown G'77
 Carol S. Decker '68
 Constance R. Foote '61, G'63, P'92
 Nan P. Gordon '72
 Timi F. Hecker '89, P'20, P'22
 Gilbert R. Herer '53, G'54
 Lynn D. Kreisler
 Daniel G. Lowengard '72, G'73
 Julie L. Mendik '89
 Jeryl A. Mitchell '81, G'83
 Joanne K. Monroe '76
 Geraldine (Jeri) T. Muoio G'83

Aileen C. Picardi G'58
 Jan S. Raymond '65
 Nancy A. Schulman '73
 Barbara P. Shineman G'80
 Patricia L. Stith G'77
 Sinforosa G. Tan G'75
 Wendy C. Thompson G'99
 Laurie A. Wolfert '76, P'04

P'XX designates the parents of a Syracuse University student or graduate.



President of Domestic Distribution for Warner Bros. Pictures Group **Jeffrey Goldstein '77** (right) with actor Margot Robbie and Warner Bros. President of International Distribution Andrew Cripps. Taken at CinemaCon 2023, the pink suits helped introduce a Las Vegas crowd to Barbie ahead of its blockbuster release.

From Burton Blatt to Barbie—and Everywhere in Between

“Find the things that make you smile and that creatively inspire you. Be open and have curiosity to find out what you don’t know.”

If you were told that a School of Education alumnus began his post-graduate career as a summer intern at Warner Bros. in Los Angeles, got a permanent job with the media giant because he just kept showing up for work, was then promoted and promoted until he became chief of the company’s domestic movie roll-out strategy—and was one of the executives who green-lighted mega-hit *Barbie*... would you believe it?!

Meet **Jeffrey Goldstein '77**, President of Domestic Distribution for Warner Bros. Pictures Group.

“I’m an OG at Warner Bros.!” exclaims Goldstein, referencing his long career. “I never planned out what I wanted to do. When I graduated college, I thought I would go into teaching special education. I just fell into Warner Bros.”

“The roots of it all started in Syracuse”

Goldstein’s fascinating career path began right after he graduated with his special education degree. He wanted to take a year off before considering his next move. “I had an uncle who was in the entertainment business,” he recalls. “He said, if you are interested, I can get you a summer job at Warner Bros.”

Here’s where the story takes a slightly comical turn.

To explain, Goldstein draws an analogy with the George Costanza character from the TV sitcom *Seinfeld*. In one episode, George dramatically quits a job, only to regret his decision immediately. So he simply returns to work the next day as if nothing had happened, hoping no one will notice.

“I became the guy who wouldn’t leave, just like George Costanza,” says Goldstein with a laugh. “When my internship ended, I had nowhere to go, so I just went back on Monday morning.”

(continued on next page)

“Syracuse has been very good to me.”



Jeff Goldstein '77 (middle) speaks on a 2017 panel for Syracuse University in Los Angeles, with (L to R) Malina Saval, Features Editor, Variety; **Diane Nelson '89**, President, DC Entertainment; movie producer Rebecca Roven (*Wonder Woman*, 2017); and Martin Walsh, Oscar-winning film editor.

Eventually, his superiors caught on. But instead of showing him the door, they suggested he apply for a sales job in Jacksonville, FL.

Goldstein admits this was the first time he moved somewhere with no support structure. He had followed his sister—**Roberta Goldstein Manning '76**, a nursing student (“she was my best friend then”), to Syracuse, and he had family in California during his internship. But there was no one in north Florida: “I got homesick. I was miserable. My boss even told me to take three weeks leave to visit my ‘mama’ during the holidays.”

Things got better. “From there, I had two dozen jobs all over the place. But the roots of it all started in Syracuse.”

“I had a bent for business”

From his beginnings as an intern, today Goldstein has full responsibility for domestic distribution of all Warner Bros. Pictures, New Line Cinema, Warner Bros. Pictures Animation, and DC Studios movies. He and his team oversee release dates and release patterns, business strategy, sales and administration, specialty formats, and exhibitor relations throughout the US and Canada.

Since 2016, when Goldstein began in his current position, Warner Bros. Pictures has earned more than \$10 billion at the domestic box office, with 49 films opening at the top of the box office and 36 titles crossing \$100 million domestically. The hits, as they say, just keep on coming: *Aquaman*, *The Batman*, *Crazy Rich Asians*, *Dune*, *Dunkirk*, *Elvis*, *It*, *Joker*, *Wonder Woman*.

And then there is *Barbie*. The summer blockbuster of 2023 was certainly “in the pink,” garnering numerous studio and industry records. It earned \$1 billion in just 17 days of release; it recorded daily, weekly, and weekend box office highs; and it was the studio’s fastest film to reach \$400 million domestically.

So what connects Syracuse University, Hollywood, and a successful movie executive with an eagle eye for a movie hit?

“I got my entrepreneurial spirit by working jobs in the dining hall, as a residence advisor, and in the business affairs office,” says Goldstein.

“While at Syracuse, I realized I had a bent for business, as well as the ability to teach others, mentor others, be curious—and still make money!”

“That’s the teacher piece of it”

“Syracuse has been very good to me,” Goldstein continues. “My years there formed me into the professional and person I am. It was a right sized school for me. You could be anonymous if you wanted to, or you could make connections that last a lifetime.”

He cites two legendary SOE professors who were an early influence. “Both Burton Blatt and Douglas Biklen were unbelievable. I learned so much from them about life and relating to others,” recalls Goldstein.

In fact, over the course of this conversation, Goldstein recites a litany of skills his education degree bestowed: teaching, mentoring, listening, public speaking, and managing, to name a few: “The thing I’m known for here is listening to colleagues and teams and elevating them. I’m able to manage up, down, and across—and that’s the teacher piece of it.”

When asked whether his special education training under two legends in the field of inclusion have played a role in his line of work, Goldstein observes that “diversity and inclusion are crucial for commerce.”

In the movie industry, he explains, you must be as inclusive as you can in order to serve a very broad audience (what Warner Bros. calls its “commitment to serving all audiences at the cineplex.”)

“To be successful you need to seek out a broad audience, cater to them, and address them,” Goldstein says. “You need to look at the world as diverse and positive as it is and include everyone you can.”

“Find the things that make you smile”

Goldstein has this advice for graduates looking to leverage the so-called “soft skills” of an education degree into careers outside of teaching: “Keep your mind open and look for things you enjoy doing. Find the things that make you smile and that creatively inspire you. Be open and have curiosity to find out what you don’t know.”

If you remain open to other paths, Goldstein encourages, you might end up doing something you never considered: “I always knew I liked movies and storytelling. I just didn’t know I’d be exceptionally good at telling what will work.”

It is clear as he speaks that another aspect of the “teacher piece” for Goldstein is the sheer enthusiasm he brings to his role. That joy and energy exude even on a Zoom call across a continent on a Friday afternoon. There’s no doubt he would have made an inspirational teacher.

The wider Warner Bros. Pictures team gets to experience this motivating force at CinemaCon, the annual Las Vegas movie industry trade show, held in spring ahead of blockbuster season: “Give me a microphone, and I can do one and a half hours,” Goldstein says, adding he often ties this spotlight appearance into a movie marketing campaign.

In April 2023 he appeared on the stage in a pink suit for the roll-out of *Barbie*. “As Barbie says, everybody looks better in pink!” Goldstein told the audience. He caught the attention of *People* and *Deadline* magazines who covered the event and caught the early buzz—foreshadowing that movie’s now-legendary marketing campaign.

“That’s one reason I’m the OG here. I love my job and that enthusiasm really resonates,” says Goldstein, smiling broadly. ■

“What have you learned about implementing equitable and inclusive practices in your home country, and what challenges have arisen?”

Syracuse University’s 2024 Academic Strategic Plan notes that the University “has long recognized the benefits of embracing the talents and contributions of people from all backgrounds, nationalities, and religions and of expanding the scope of our research and teaching across Central New York and around the world.”

Especially since World War II, SOE has welcomed and worked with countless scholars from other nations, and recently the School has enjoyed rich collaborations across African nations. These include two signature study abroad programs: “Education and Inclusion in Post-Apartheid South Africa” and “Experiencing Education in Rural and Urban Settings in Kenya.”

In this roundtable, we ask three alumni from the African continent how SOE’s focus on diverse, equitable, inclusive, and accessible education maps to the educational context they experienced and—as leaders—they now influence. How far have African nations come, and what work is there left to do?

Nyaboke Nduati G’10, G’16

A graduate of Syracuse’s Creative Writing and Literacy Education programs, Nyaboke Nduati serves as School Leader at Nova Pioneer Tatu Girls in Kiambu, Kenya. She is also a life coach and the author of the brand-new memoir, No Tears for the Cherished.

As a school leader in Kenya, I work with my team to ensure that all our students have access to a world-class education that is both equitable and inclusive. Beyond my work at the school, I run various community outreach programs aimed at providing mentorship, as well as leadership and innovation training, to children and teenagers.

I made the decision to move back to Kenya because I wanted to help develop generations of leaders and innovators that will shape the African Century. My duty is to build students’ character, capabilities, and connections, so that they are ready to take on the challenge of leading, innovating, and problem-solving for revolutionary change in Africa.



“Our students have to develop skills that are relevant to the future ... In my school, we support these skills through inquiry- and project-based learning, as well as integration of technology.”

With advancement in technology, many jobs will not exist in the next decade or so. Our students have to develop skills that are relevant to the future, including creativity and innovation, complex problem-solving, critical thinking, collaboration and communication, social and emotional

(continued on next page)

intelligence, data analysis and interpretation, and so on. In my school, we support these skills through inquiry- and project-based learning, as well as integration of technology.

While I work at a school that has access to more resources than most in my country, I am deeply aware there is still a lot to be done to achieve the same across Kenya. I want the same quality of education that my students receive to be readily available in every slum and rural area.

I want to start a school in rural Kajiado county, which is close to my heart because I underwent some of the same challenges that many girls in this community undergo. This includes poverty, abuse, female genital mutilation, and cultural discrimination. In *No Tears for the Cherished*, I write about growing up as an AIDS orphan in a community that similarly undervalues girls.

Frank Nartey G'23

Frank Nartey is an honors geometry teacher at White Station High School in Memphis, TN, and a math tutor with the Center for Academic Achievement and Student Development's Science and Technology Entry Program. He holds a master's degree in mathematics education from SOE. Before coming to the United States, he taught math in Ghana.

I have always championed equitable and inclusive practices that support students' learning. It is imperative to create a conducive learning experience where every student feels safe, valued, respected, heard, and empowered as well as having equal opportunities to various facilities available.

This requires a conscious effort to remove systematic barriers that serve as impediments to student success. Education must provide a haven where every student is welcomed and feels a sense of belonging. Syracuse's teaching resonated well with my background, experience, and interest. As we celebrate diversity and inclusion, the concept of "one-size-fits-all" is relegated, ensuring that education meets the diverse needs of all students.

Implementing equitable and inclusive practices comes with its set of challenges, particularly in my home country. Socioeconomic disparities, cultural biases, and inadequate infrastructure pose significant obstacles to creating a truly inclusive learning environment.

"... Drawbacks can be mitigated by collaborating and engaging stakeholders such as policymakers, teachers, and students to ensure that barriers are broken."

Additionally, resistance to change and ingrained discriminatory attitudes within educational systems hinder progress toward equity. These drawbacks can be mitigated by collaborating and engaging stakeholders such as policymakers, teachers, and students to ensure that barriers are broken. Leveraging the use of technology has a major role to play by ensuring that the educational needs of marginalized groups are well addressed in this digital era.



Fredrick Ssempala G'17

Fredrick Ssempala is a senior lecturer in the Faculty of Education, Department of Science Education, Kabale University, Uganda. He has more than 30 years of experience in education, as a science teacher, curriculum developer, teacher educator, and researcher. He holds a Ph.D. in Science Education.

The UN Sustainable Development Goal states we must "ensure inclusive and equitable quality education," while the mission of Uganda's Ministry of Education and Sport is "quality education and sports for all." Therefore, inclusive education is emphasized at the global and national level.

In a "normal" classroom, you will have learners with diverse learning styles. Hence, to ensure an inclusive learning environment, the instructor should plan instruction materials for all learners. Among my practices, I provide a bio-data form to my students to capture information that helps me appreciate their diversity and guides inclusive lessons accordingly. I also share my background.



"Among my practices, I provide a bio-data form to my students to capture information that helps me appreciate their diversity and guides inclusive lessons accordingly. I also share my background."

In the classroom, I ensure my students are actively engaged in learning, I use inclusive and gender-sensitive language, learn students' preferred names, engage students in a small group introduction activity, and set expectations for valuing diverse viewpoints. I am concerned with the collective as with the individual, so assessment measures both independent and group assignments.

In Uganda, implementing inclusive practices comes with many challenges. Inclusion helps students from disadvantaged backgrounds and with learning difficulties succeed; reduces the failure rate in science subjects; and ensures students graduate valuing diversity in society.

However, there is a lack of institutional policies and human and other resources to support inclusive higher education. There also are negative attitudes toward people with disability. For instance, I had one student with difficulty hearing who feared disclosure because of stigmatization. Gender stereotypes also are imbedded in our culture, and many girls are excluded from the sciences.

Despite the above challenges, we must try to achieve the Ministry of Education and Sport's mission and the UN goal. We need to ensure all students are helped by the education system to develop their potential. ■



Contreras Named NWSA Interim Director

In July 2003, **Kristian Contreras G'23**

was named National Women's Studies Association Interim Director. The founder and lead consultant at Beyond Marginality LLC—which



supports feminist-led organizational project management, storytelling projects, and social justice education initiatives—Contreras is described as a “Black feminist dreamer and educator.”

As a first-generation Afro-Dominican-Guyanese daughter of Caribbean immigrants, Contreras' research merges social justice education, Black feminism, and Critical Race Theory's power of storytelling to “transform her curious daydreams into liberatory realities.”



Mwayaona Earns Two Awards from the POD Network

Combining his background in instructional design with an understanding of diversity and inclusion, Universal Design for Learning, and artificial intelligence, **Jacques Safari Mwayaona G'22** is making a name for himself in the field of educational development.

A Faculty Development Fellow in Syracuse University's Center for Teaching and Learning Excellence and a graduate of SOE's master's degree program in Instructional Design, Development, and Evaluation, in 2023 Mwayaona received double recognition from The Professional and Organizational Development Network in Higher Education, or POD Network.

Mwayaona received the Donald H. Wulff Diversity Fellowship, awarded to educational

GRANT LEWIS REFLECTS ON A STELLAR INTERNATIONAL EDUCATION CAREER

SUZANNE GRANT LEWIS '78 stands as a remarkable example of how a Selected Studies in Education degree can be leveraged into a globe-trotting career supporting higher education.

As she explains in an October profile, Grant Lewis crafted her degree around joint interests in education and development, launching her career on the firm academic foundation she built at Syracuse: “The resources were really, really pivotal and guided me in my studies there and in my future work.”

After graduation, Grant Lewis taught at an all-girls school in Kenya, took a doctorate at Stanford University, lived in Namibia and Malawi, and joined the Harvard Graduate School of Education faculty—before moving into philanthropy.

In 2011 she helped launch the International Education Funders Group, then became the first female director of UNESCO's International Institute for Educational Planning. Today she works at Zurich, Switzerland-based nonprofit education.org.

Given her impressive career, Grant Lewis has plenty of advice for those starting on their journey: “If you're in a job and you stop learning, you should move on. And if you feel you're not being appreciated, move on.”



Suzanne Grant Lewis '78 attends a Maasai ceremony in Kenya.

development professionals for “their accomplishments to advance diversity, equity, and inclusion in their work” and for promoting the integration of DEI into teaching strategies. He also secured a Graduate Student, Professional Student, and Postdoctoral Scholar Development Grant.

Two Alums Named Superintendent

In August, **Ray Kilmer '98, G'00**, was named Superintendent of the Oswego City (NY) School District. Before his appointment, Kilmer had been Fayetteville-Manlius (NY) High School's Executive Principal, having been a principal since 2010 (and being named 2012 Administrator of the Year by the Empire State Supervisors and Administrators Association.)

In January, **Joseph DeBarbieri '02, G'06, G'23** was named Superintendent of the Baldwinsville (NY) Central School District. Most recently receiving an Ed.D. in Educational Leadership, DeBarbieri had served as acting superintendent three times for the district, where he began as a math teacher in 2002.



The Enduring Power of Mentorship

SOE mentorship came full circle at the 2024 Syracuse University Unsung Hero awards, given at the 39th Annual Rev. Dr. Martin Luther King Jr. Celebration in January.



First, Professor **Sharon Dotger** won an award (see p15) for her work on SOE’s new undergraduate curriculum. Dotger had been an advisor for **Frehiwot Wuhib G’17**, a native of Ethiopia and graduate of the Teaching and Curriculum doctoral program. Wuhib and her husband—electrical and computer engineering Ph.D. graduate **Tewodros Zewde G’17**—now work at the Stevens Institute of Technology in Hoboken, NJ.

In turn, Wuhib is a mentor to a young lady—Elbethel Berhan (pictured above, with Wuhib)—through her service for St. Arsema Ethiopian Orthodox Tewhdo Church in Baldwinsville, NY. “Many immigrant families from Ethiopia and Eritrea need help, especially with their children being new to the education system,” explains Wuhib.

Remarkably, Berhane—currently a senior at Jamesville-DeWitt (NY) High School—was also recognized as a 2024 Unsung Hero for continued community service to her peers and community. “When I first met Berhane, she was a kindergartener,” Wuhib recalls. “Since then, I’ve gotten to see the changes in her growth and maturity ... the topics she discusses and hearing her life philosophies.”

“Syracuse University has opened so many doors for me, not only in my career but in my friendships,” adds Wuhib.



Harris Appointed to Minnesota Court of Appeals

In March, The Hon. **JaPaul Harris ’00** was appointed to the Minnesota Court of Appeals by Gov. Tim Walz and Lt. Gov. Peggy Flanagan.

Before his accession to the Court of Appeals, Harris served as a judge in the Second Judicial District in Ramsey County, MN. He previously served as a judicial referee in Hennepin County, MN, and as an attorney for Mid-Minnesota Legal Aid, Minneapolis School District, and Southern Minnesota Regional Legal Services.

Chair of the Minnesota Supreme Court’s Juvenile Rules Advisory Committee, Harris also serves as Co-chair of the Ramsey County Youth Justice Transformation Initiative, Chair of the Equal Justice Committee for the Second Judicial District, and a board member of the Volunteer Lawyers Network and the National Consortium for Racial and Ethnic Fairness in the Courts.

Harris says he found his education degree useful in his transition to law “because it helped me to understand different learning styles and preferences.”



McIntosh Named Executive Dean of Kennedy School of Government

In December, **Joshua G. McIntosh G’12** was named Executive Dean of John F. Kennedy School of Government at Harvard University. The move comes after nearly a decade as Vice President for campus life at Bates College in Maine, where he stood up the counseling center and led the college’s COVID-19 public health management initiative.

As Executive Dean of the Kennedy School, McIntosh will oversee financial operations, facilities, human resources, information technology, communications, the library, research administration, security, and executive education. “It’s the complexity of the environment, coupled with the subject matter I need to learn, that I find most motivating and stimulating,” he notes.

McIntosh launched his higher education career at Syracuse University and also took a doctorate in the subject. “The broad foundation from Syracuse was incredibly important for me to understand the complexity of higher education institutions,”

he says. “I was lucky to not only have really good teachers but ones that are really good human beings.”

A Gift to Celebrate Life, Exploration, and the Mother-Daughter Bond

In March, SOE alumna **Ann Covitz ’62** created the Jill Rebecca Covitz ’92 Memorial Scholarship through her estate to provide financial assistance to students participating in Syracuse Abroad.



Jill ’92 and Ann ’62 Covitz.

The scholarship memorializes Ann’s daughter, a S.I. Newhouse School of Public Communications alumna, who drowned while swimming near her home in Peregian Beach, Queensland, Australia. Her mother, retired from her teaching career, had not long emigrated to live near Jill, a media, events, and technology entrepreneur.

“We can’t ease the pain of Ann’s loss,” says Vice President for Advancement **David Whitmore**, “but we can honor Jill with the promise that every student who receives her scholarship will know her story and keep her memory alive.”



Chancellor **Kent Syverud**, **Rhodia Thomas ’77**, and Dean **Kelly Chandler-Olcott**.

Thomas Receives Tolley Medal

Rhodia D. Thomas ’77 received SOE’s Tolley Medal during the April 2024 One University Awards, which celebrates the honorable work and dedicated service of outstanding members of the University community.

“I can’t understate what it means to me,” says Thomas, who followed her teaching

degree with one in law to further her support of disadvantaged students. “I feel like I’ve really come full circle. All the training and education that I received in my undergraduate degree from SOE really launched my career, and now I get to teach the area of the law that I’m most interested in—education.”

Thomas currently serves as Executive Director of Mid-Penn Legal Services, a Pennsylvania non-profit, public interest law firm providing free civil legal services to low-income residents and survivors of domestic violence and sexual assault. She also teaches classes focused on education law as an adjunct professor at Widener Commonwealth (her alma mater) and Penn State Dickinson law schools.



(L to R) Syracuse University Trustee **Michael Blackshear '91**; Regional Director of Development **Keri Lowder '95, G'96**; **DeBorah A. Little '14, G'16**; and **Sylvia Mackey '63**.

Little Honored by Gridiron Greats

In June, Advisory Board member **DeBorah A. Little '14, G'16**, received the Sylvia Mackey Woman of the Year award at the 2014 Mike Ditka Gridiron Greats Hall of Fame Gala in Chicago, IL.

The gala honors the charitable work of former NFL players, and in the case of the Mackey Award, a woman making a difference in her community.

The wife of the late Pro Football Hall of Famer Dr. **Floyd Little '67, H'16**, among her service positions, Little is Chairwoman of the NFL Alumni Women’s Affairs of Las Vegas, a member of the Pro Football Hall of Fame’s Advisory Board, and head of Remnant Ministries Celebration of Life Ministry. ■

RICHARD REMINDS GRADUATES TO GIVE BACK AND STAY CONNECTED

ADVISORY BOARD member **Raphael Richard G'12** addressed graduates and their families and friends at SOE’s 2024 Convocation ceremony on May 11, in the John A. Lally Athletics Complex.

Richard first recalled his own path to leadership—he is currently an emerging talent strategist at tech giant Cisco—as well as his undergraduate days in New Orleans and how his experiences after Hurricane Katrina convinced him of “the broader role educational institutions played in rebuilding communities.”

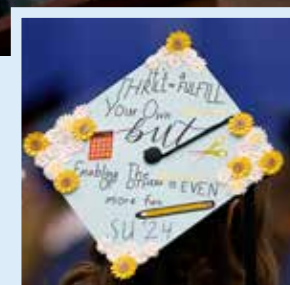
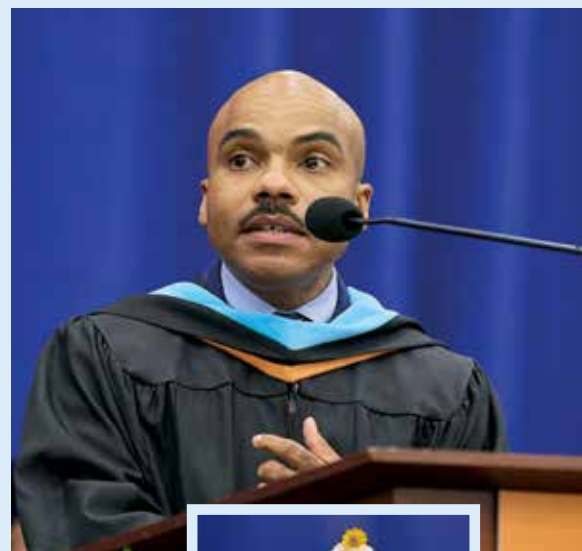
Transitioning from a planned career in law toward education and learning, Richard first encountered his current employer during an educational internship: “I helped teachers integrate technology into their classrooms using smart whiteboards, a project supported by Cisco.”

He solidified his new career with an SOE master’s degree in Higher Education, reminding the graduates that—like his—their paths might not always be a straight line:

“As you embark on your own paths, I encourage you to give back to your communities in meaningful ways; work toward a world where

every child has equal access to quality education; be fearless in trying new methods and ideas; build strong networks and collaborate to innovate in education; and stay connected with Syracuse.”

“Remember, this is always your home,” Richard added. “Education is about connecting with others, understanding diverse perspectives, and nurturing relationships that transcend traditional learning environments.”



CONVOCATION STATISTICS 2024

88

bachelor's degrees

123

master's degrees

47

certificates of advanced study

18

doctoral degrees

25

InclusiveU graduates

Taishoff Family Foundation Announces InclusiveU Gift and Matching Opportunity



Capt. **Robert P. Taishoff, JAGC, USN (Ret.) '86** announces a matching opportunity at the InclusiveU 10th anniversary celebration.

At the InclusiveU 10th anniversary celebration on April 4 (see p.12), **Kathy** and Capt. **Robert P. Taishoff, JAGC, USN (Ret.) '86**, University Trustee, announced—along with Chancellor **Kent Syverud**—a matching gift opportunity of \$2.5 million to support the next phase of growth for SOE’s Center on Disability and Inclusion (CDI) and InclusiveU.

This funding builds on the previous support from the Taishoff Family Foundation. It allows InclusiveU to enter the next phase of programmatic growth and service, enhancing transition supports, student experience and more inclusive opportunities for InclusiveU students; providing general operational support; and building capacity to grow the program by 25% in the next five years.

The Taishoffs challenge others to match their gift, encouraging the broader community to support the largest, most comprehensive inclusive higher education program in the country, as well as CDI as it grows for the future in the areas of programming, technical assistance, and research.

To learn about how you can be a part of this next phase, please contact Assistant Dean for Advancement **Torin Washington** at tjwashin@syr.edu. ■

The Taishoffs challenge others to match their gift, encouraging the broader community to support the largest, most comprehensive inclusive higher education program in the country, as well as CDI as it grows for the future in the areas of programming, technical assistance, and research.

GIVING DAY “ECLIPSES” ITS DONOR TARGET



FACULTY, staff, students, alumni, parents, and friends offered their time, talent, and treasure on March 27: Giving Day 2024.

Ahead of a total eclipse of the sun—which passed across Central New York on April 8—galaxy-themed snacks and games (not to mention eclipse glasses) were provided to donors throughout the day in the Jacquet Commons.

Otto squeezed in a visit, and Taishoff Center for Inclusive Higher Education Executive Director **Beth Myers**—along with InclusiveU students **Sam Clark '24** and **Shafreya Wilkins '25**—joined ESPN’s **Kayla Burton G'19** for a Giving Day broadcast, as part of the InclusiveU’s 10th anniversary celebrations (see pages 9 and 12).

SOE rocketed past its goal of 300 donors, placing second in donors out of all University schools and colleges. It was a day of great fun—we are so grateful for our incredible SOE community!

GIVING DAY 2024 BY THE NUMBERS

365*
DONORS

*Second out of all schools/colleges

\$56,000+
GIVING TOTAL

59**
FACULTY/STAFF DONORS

**Faculty/staff donations matched by Dean Kelly Chandler-Olcott



Anonymous Gift Funds Indigenous Teacher Preparation Scholarships

An anonymous benefactor has given \$150,000 to SOE to provide scholarships for Native American students preparing to become inclusive education teachers.

The Indigenous Teacher Preparation Fund will provide scholarships to at least seven undergraduate students in its first cohort, which will matriculate by the 2026-2027 academic year.

The scholarship will pay for a maximum of 30% of an individual student's tuition. A portion of the fund will provide support for special programming and academic opportunities for Native American teacher preparation students, such as undergraduate research, conference attendance, or study away opportunities within the US.

"There is a critical need for Indigenous teachers in schools serving predominantly Indigenous communities, especially for those trained in inclusive education at the elementary level," says **Tammy Bluewolf-Kennedy**, Assistant Director, Partnership Programs and Indigenous Recruitment. "Due to the lack of consistency and persistence in current teacher preparation programs, Indigenous students are left without adequate supports so vital to their educational journey."

Scholarships are reserved for qualified, admitted, first-year and transfer students enrolled in any US Indigenous nation or Canadian First Nation, with a preference for students from the Haudenosaunee nations. Students eligible for the Indigenous Pathways Grant may apply.

"Thanks to our donor's generosity, this fund is being created at an exciting time for our School," says Dean **Kelly Chandler-Olcott**. "Our newly designed undergraduate curriculum (see p13) has the opportunity to provide unique opportunities for Indigenous students, such as the Minor in Native American and Indigenous Studies. Plus, the emphasis in the University's Academic Strategic Plan on experiential learning creates new space to explore partnerships with tribal colleges and universities." ■



IN MEMORY OF AUNT JOANNE

THANK YOU to **Karen Colapietro Seybold G'92**, who has created a scholarship to assist InclusiveU students in memory of her late aunt, Joanne Larson.

Born in 1937, Larson was one of identical triplets. Her parents were both teachers, although her mother temporarily left the profession upon marriage and to raise her four daughters. "Money was scarce, but the family was strong and happy," says Seybold.

"At five months old, Joanne contracted encephalitis, and the disease left her with significant brain injury," Seybold continues. "At age 12, she began to have recurring seizures, which continued until age 54, when a new specialist found an effective medication."

Seybold says that her aunt adored going to school with her sisters; however, at age 13, the district informed her parents that she could no longer attend: "Joanne was heartbroken to watch her three sisters leave her to go to school."

Larson enjoyed reading, board games, bingo, going to church, playing the piano, writing poetry, and spending time with family. She also worked at jobs supported by RISE. When her mother died at age 90, Larson moved into an apartment for seniors, where she lived independently with help from visiting aides. Her three sisters—Jane, Joyce, and Janet—continued to be part of her life until her death in 2016.

"The Joanne Larson Memorial Scholarship—endowed at \$100,000—has been established to support young students who have the wonderful opportunity to attend InclusiveU, a program that someone like Joanne could have only dreamed about," says Seybold, the daughter of Larson's older sister, Jane Larson Colapietro, who has also contributed to the fund. ■

Joanne Larson



SOE Launches Its Ambassador Program

AMBASSADOR PROGRAM VOLUNTEER OPPORTUNITIES

Tier 1

(Select at least two options)

- **Attend** virtual or in-person SOE events
- **Follow** us on social media/promote our new and events to your network
- **Tell** us your story/provide a testimonial
- **Refer** a prospective undergraduate or graduate student to our admissions team

Tier 2

(Optional)

- **Mentor** a student
- **Host** a virtual or in-person event
- **Assist** with recruitment (e.g., contact a prospective or admitted student)
- **Host** a student intern (e.g., via our Selected Studies in Education program)



Scan the QR code to sign up, or visit go.syr.edu/soe/ambassadors

Hello Fellow Alums!

As my career has grown, my desire to reconnect with and give back to my alma mater has only deepened. Joining the Advisory Board has been a fulfilling way to support the School that has given me so much!

Many of you ask how alumni, family, and friends can contribute beyond donations. We are thrilled to introduce the SOE Ambassador Program—a dynamic way for you to get involved and make a significant impact!

As an SOE Ambassador, you'll play a vital role in enhancing our students' experiences, supporting our faculty, and boosting our recruitment and marketing efforts. Your involvement will help us continue to provide unparalleled educational opportunities.

Joining is easy and exciting! We offer a variety of volunteer opportunities in two tiers to suit your availability. We ask that you select at least two opportunities from Tier 1 or one from Tier 2.

Ready to get started? Fantastic! Please reach out to Development Assistant **Jessica Puccia** at jlpuccia@syr.edu or 315.443.4754. She will provide all the instructions, materials, training, and information you need.

As a token of our appreciation, SOE Ambassadors receive an exclusive SOE swag kit and recognition in our communications. Join us and other dedicated volunteers to provide our students with the best academic experience and to help them launch stellar careers.

Thank you for your enthusiasm and commitment!

Julie Padilla '11, G'12

Advisory Board Member



Advisory Board members **Emily Ades '89, P'21, P'23** and **Autumn Figueroa '04, G'06** speak to SOE alumni and prospective and current students at a New York City event in November 2023.



SOE TO THE RESCUE (MISSION)

ON APRIL 4, Rescue Mission Volunteer Services Coordinator Kathleen Jenne received a donation of 75 pairs of eclipse glasses—offered to donors during Giving Day—from Director of Marketing and Communications **Martin Walls**. The extras were included with other donated glasses Rescue Mission distributed to its clients in Syracuse and in nearby Auburn, where the non-profit houses insecure families, whose children were able to enjoy the eclipse safely.



GIFT PLANNING

Forever Syracuse

Gift Planning is a special area of philanthropy that focuses on asset selection, timing, technique, and gift structure. It considers personal, financial, legal, and tax ramifications and applies to any significant gift, not only estate plan gifts.

Twenty years of providing customized advice on wealth management and philanthropic planning has led to an evolution in Gift Planning at Syracuse University. Our new mission has ushered in some changes in regard to our interactions with donors. Today, our scope is to be *guides* to gift giving rather than *solicitors* of gifts.

As such, my team can help you refine big picture ideas into actionable steps to make the smartest and most efficient choices for making your impact felt here on campus and beyond.

We provide information without obligation and welcome collaboration with your other trusted advisors to ensure that when you are ready to move forward with a gift, you make the best possible choices on *how that gift is made*.

So, rather than asking you to give, we enter the discussion when you want to learn more about the differences between strategic philanthropy and charitable giving.

I'm thinking of giving—what should I do first?

As a first step, please visit foreversyracuse.syr.edu. Our website is full of great content that will help us begin our journey together. When you are ready, please reach out to me and we can get started.

I'm looking forward to sharing the path with you!

“My team can help you refine big picture ideas into actionable steps to make the smartest and most efficient choices for making your impact felt.”

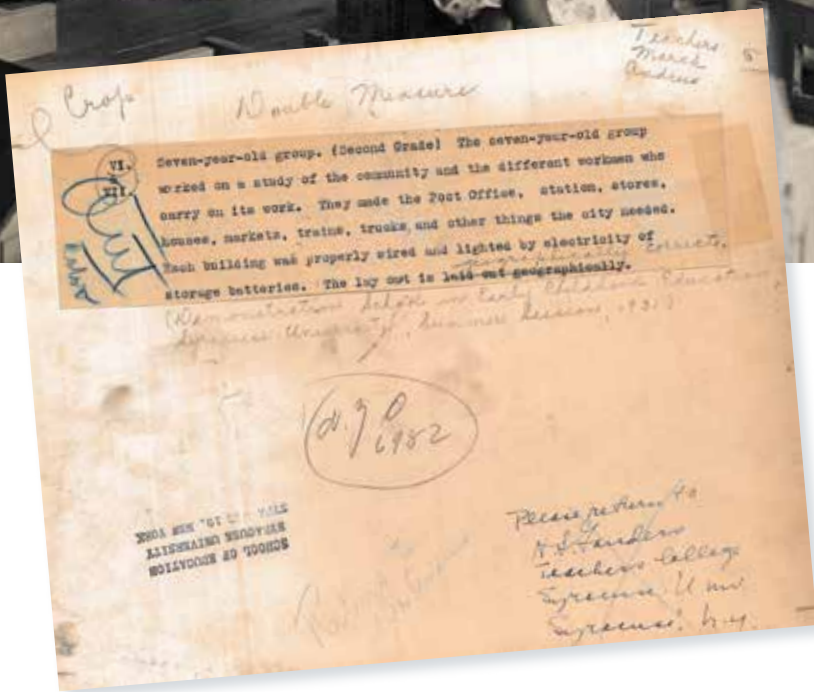
CREATE YOUR LEGACY

If you have questions about planning a gift to benefit the School of Education, please contact Jason D. Tripp, CFP®, FCEP, Executive Director, Gift Planning, at 607.222.5277 or jdtripp@syr.edu.



From the Archive

It's time for history class! In this feature, we dip into the School of Education's archive to uncover our fascinating and groundbreaking past.



Today, the School of Education continues similar hands-on, observational learning for student-teachers through the Lesson Study program of the Center for Experiential Pedagogy and Practice.

The second photo shows science education master's degree students and teachers from Solvay and Cazenovia school districts taking part in a demonstration lesson on navigating by the sun, led by Professor **Sharon Dotger** at Solvay (NY) Middle School in December 2022. ■

It's not often we find an archive photo with such rich information attached, but this image is one of them. The back of the print includes both typed and written notes:

[In cursive pencil] Demonstration School in Early Childhood Education, Syracuse University, Summer Session, 1931.

[Typed] The seven-year-old group worked on a study of the community and the different workmen who carry on its work. They made the Post Office, station, stores, houses, markets, trains, trucks, and other things the city needed. Each building was properly wired and lighted by electricity of storage batteries. The layout is geographically correct.

[In blue pen] Please return to H. Ganders, Teachers College, Syracuse Univ., Syracuse N.Y.



In Memoriam

The School of Education mourns the passing of four of its beloved community members.



Carol Berrigan
G'74, G'79
(1930-2024)

In January 2024, **Carol Berrigan** passed away in her home at the age of 93. She was an SOE alumna, member of the Center on Human Policy, and founder of SOE's Italy study abroad program. She held an elementary education master's degree and a doctorate in instructional technology.

Berrigan began working at the Center on Human Policy in the 1970s, helping develop materials to accompany the PBS children's series, *Feeling Free*, among other roles. In the early 1980s, she played a critical role fundraising for the documentary *Regular Lives* (1988), which aired on PBS stations and which featured the Edward Smith and T. Aaron Levy schools in the Syracuse City School District.

"Carol also designed and led a very successful study abroad class in Italy for over a decade," recalls Professor **Beth Ferri**. "She was quick to celebrate the Italian education system for its longstanding commitment to inclusion."



Frank Broadbent
(1931-2023)

Professor Emeritus **Frank W. Broadbent Sr.** passed in December 2023, in Brunswick, ME, where he had lived with his wife, Peggy, after retirement.

Receiving his undergraduate degree in early childhood education from Northwestern University and a doctorate from Rochester University, Broadbent also served in the US Navy. During retirement, he was Secretary of the Casco Bay Navy League and Maine School Science Volunteers. He was inventor of the math game Contig in 1972, along with numerous other games.

Broadbent taught at Drake University and SUNY-Brockport before joining Syracuse University. "Frank taught Math Education in the elementary education program," remembers Professor Emeritus **Gerald Mager**. "He was a good colleague to many and a fine teacher. Prospective elementary teachers learned a lot about teaching mathematics from him."



Alan Goldberg
(1933-2024)

Professor Emeritus **Alan Goldberg** died on June 1 at age 90, in Alexandria, VA. In 2006, Goldberg, a distinguished faculty member in the Counseling and Human Services program, spearheaded SOE's Holocaust and Genocide Education initiative, which includes the Spector/Warren Fellowship for Holocaust and Human Rights Education.

"Alan's passion project was the Spector/Warren Fellowship. He maintained relationships with all the fellows long after they left Syracuse," says **Elyse Spector Kalmans P'27**, Southwest Region Vice-Chair, Anti-Defamation League, and Member, SOE Advisory Board.

Born in Hartford, CT, on Dec. 14, 1933, Goldberg was a graduate of Yale University and held a master's degree from Wesleyan University and a doctorate from Michigan State University. A lifetime member of Congregation Beth Shalom-Chevra Shas, Goldberg was a member of the board of Syracuse Jewish Federation and former president of the Association for Counselor Education and Supervision.



Doris L. Payson '57
(1937-2024)

Syracuse University Life Trustee **Doris "Dottie" Payson** passed away in February 2024 at age 87. Born in Brooklyn, she graduated from SOE in 1957 before taking a master's degree at Columbia University and then enrolling in New York University School of Law. She took a break from her law studies to raise a family and teach in Long Island and Brooklyn schools. Payson's passion for travel led to a second career at Jeffrey's World of Travel in Great Neck, NY.

First elected to the Board of Trustees in 2000, Payson served as a voting trustee until 2012. She was Co-chair of the Academic Affairs Committee from 2003-2007. Together with her surviving husband, Martin—former Vice Chairman of Time Warner Inc.—Payson's philanthropic and service endeavors also included the New York Jewish Film Festival, United Jewish Appeal, and the New York Eye and Ear Infirmary. ■



IN MEMORIAM

Includes alumni whose passings were reported to the School of Education from June 1, 2023, to May 31, 2024.

1948 Elinor M. Abplanalp, D. Janet Douglas, Marian R. Wright **1949** Mary M. Plane, Cathryne H. Sivers **1950** Anne Spitzer **1953** Joyce A. Bird, Jane M. Campbell, Alice C. Reynolds, Mary-Lou F. Vollmer **1954** Norma J. Fagan, Kayla Goldstein, Catherine M. O'Brien **1955** Shirley L. Kivari, Jane E. Ryan **1956** Sondra Baumgarten, Pearle L. Malone **1957** Susan K. Hettinger, Doris L. Payson, Phyllis W. Spisak, Shirley K. Stellhorn **1958** George E. Mason, Patricia B. Swanson **1959** John R. Bednarski, Helene P. Haven, Barbara H. Herbstman, Margie L. McNamara, Marcy J. Singer, Lonnie C. Stephens **1960** Barbara A. DeLaney, Jeanne L. Gossin, Ann D. Ives, Beverly A. Knapp, David F. Tatham, Catherine A. Wolfe **1961** Richard E. Bader, Adeline Piccoli, Joanne R. Sabatino, Judith Whitaker, M. Douglas Zoller

1962 Rose D. Danella **1963** E. Jean Blake, Kathleen Casey, Cynthia A. Coddington, Carol L. Garlington, John J. Heagerty, Blaise A. Salerno **1964** James A. Ashe, Paula D. Boghosian **1965** Geraldine F. Hall, Howard M. Hines, David E. Rounds **1966** Josephine M. Alexander, Betty A. Archer, Robert J. Christina, Jeanne M. Ciravolo, David R. Giltrow, Thomas F. McCarthy, Jeffrey G. Smith, Linda A. Tell, Dale E. White, Edith J. Wilson **1967** Jean M. Eschner, Nick F. Muto, Charles J. Stark, Richard J. Valeri, Joan Ward, Nancy A. Watt, Maxine A. Watter **1968** Martin E. Angelino, Stephen P. Halverson, Carolyn D. Lavelly **1969** Daniel J. Glauber, D. Maxine Palczynski, Laura M. Smith **1970** Anna L. Baker, Stephanie B. Geschwind, Estelle K. Greenwood, Connie G. Marion, Virginia G. Mazza **1971** Delores G. Brown, Mary A. Cooper,

Susan M. Cronin, David L. Dresser, Edward R. Keeler, Joyce D. Myers **1972** Sharon L. DeMello, Susan Z. Gogol, Mary M. McLaughin, Janet L. Pickerd, Christine D. Pohl, Claude G. Schleuderer, Wallace J. Tomas, John M. Trainor **1973** Lynne P. Abromeit, Miriam L. Kivisalu, Murray W. Neumeyer, Ernest T. Pascarella **1974** Juanita Anderson, Anthony T. Beaudry, Carol R. Berrigan, Teresa A. Gelormini, Lucy T. Tyminski **1975** Joan R. Daigneault **1976** Linda G. Drimer, Sarah Evans, Mary M. Mia **1977** M. Pauline Baker, Carol G. Clark, Brian D. Mingoelli **1978** Margery M. Bowser, Frederick E. Dever, Barbara J. Grey, Stanley F. Smith, Bobbi M. Willson **1979** Christine K. Schoonmaker **1980** Joy P. Partridge, Barbara P. Shineman **1981** Joan F. Hoeffel, Jean E. Housel, Kathleen A. Leighton, Jean V. Wagner

1982 Columbia B. Allen, John K. Marah, Frank J. Nowak **1983** Christopher J. Cordes, Jon A. Hawkinson, Jane D. Masingale **1984** Robert M. Colley **1985** Claire E. Brown, Michael G. Knowlton **1987** Juanita M. Skogland, Patrick P. Tamburro **1988** Barbara J. Manchin, Claire W. Putala, Cheryl A. Ripley **1990** Ann M. Bower, Barbara L. Randall **1992** Reginald P. Parker **1993** Janet M. Carpenter, Patricia E. Deacon, Mary L. Lauchert **1994** Donna M. Carini, Elizabeth A. DeTraglia **1995** Irene DiFlorio, Naomi B. Erdmann **1996** James R. Sheffield **1999** Megan W. Catanzarita **2000** Elizabeth J. DiLorenzo ■

UPSKILL WITH SOE

Professional development programs
from the School of Education

IN PERSON | PART-TIME | ONLINE

MASTER'S DEGREES

Cultural Foundations of Education
(30 credit hours)

Higher Education
(36-42 credit hours)

**Instructional Design,
Development, and Evaluation**
Fully online (30 credit hours)

Teaching and Curriculum
(30 credit hours)

CERTIFICATES OF ADVANCED STUDY

Designing Digital Instruction
Fully online (15 credit hours)

Disability Studies
Online option (15 credit hours)

Educational Leadership
Fully online (30 credit hours)

Educational Technology
(15 credit hours)

Instructional Design Foundations
Online option (12 credit hours)

**Intercollegiate Athletic Advising
and Support**
(12 credit hours)

**Learn critical skills
and advance your career
with a School of Education
graduate program.**



[soe.syr.edu/
admissions/graduate](https://soe.syr.edu/admissions/graduate)

MAKE A GIFT FOR TODAY LEAVE A LEGACY FOR TOMORROW

FOR TODAY

Your gifts support student excellence through scholarships, study abroad, emergency support, and more. Feeling inspired? Follow the link below.

FOR TOMORROW

Do you know the impact designating 5% or more of your will or estate can have on the School of Education? It can result in something as significant as an endowed scholarship that will last for generations to come, or something EVEN MORE impactful. Learn more on p26.

There are many ways to leave a legacy. Contact Assistant Dean for Advancement Torin Washington at tjwashin@syr.edu with any questions.



Make your gift today
at givetosu.syr.edu/EducationExchange24
or scan the QR code.

