

Education Exchange

SYRACUSE UNIVERSITY SCHOOL OF EDUCATION

2023



EDU 310: The American School

Re-thinking a Course
in Light of Equity-Based
Research and Teaching



ALSO INSIDE

SOE Looks Toward an Equitable and Sustainable Future 12 Higher Education Students Lead SU's Native Student Program 24 Hani Khoury's Beautiful Journey 28 Counseling Alumni Define "Human Thriving" 30

ACADEMICS



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

RANKINGS



- #13** Best Graduate Programs in Education—Private, Four-Year Institutions (*U.S. News & World Report*)
- #21** Best Graduate Programs in Education for Special Education (*U.S. News & World Report*)
- #25** Best Education Schools (College Factual)
- #3** Best Special Education Schools (College Factual)
- #8** Best Reading Teacher Education Schools (College Factual)
- #16** Most Veteran Friendly for Education (College Factual)

POST-GRADUATION



- 93%** post-graduation placement outcome
- \$54,133** average starting salary
- 99%** NYS Educating All Students certification pass rate
- 96%** NYS Subject Specific Exam pass rate
- 100%** NYS Elementary and Secondary Assessment of Teaching Skills-Written Exam pass rate

STUDENTS



- 389** undergraduate students
- 566** graduate students
- 37** states and territories represented
- 29** countries represented
- 43** active duty/military veterans
- 24%** students of color

FACULTY/RESEARCH



- 50** full-time faculty members
- 3** centers and institutes
- 14:1** student-to-faculty ratio
- \$6.77M** external funding awards

ALUMNI



- 23,686** alumni
- 53** states and territories represented
- 88** countries represented



3



12



24



30

Dean's Message

2

FEATURES

EDU 310: The American School— Re-thinking a Course in Light of Equity-Based Research and Teaching

3

One School: Toward an Equitable and Sustainable Future

12

Where Belonging Begins: Higher Education Students Lead SU's Native Student Program

24

Five Questions for Nkenge A. Bergan '95

26

A Beautiful Journey: A Triple Alum Cherishes His Near Decade at SU

28

"What Can We Do to Support 'Human Thriving' in the Context of Global Diversity?"

30

UPDATES

News and Events

8

Faculty Spotlight

16

Student Scholars

21

#ProudToBeSOE

26

Paying It Forward

35

From the Archive

38

In Memoriam

39

Dear *Education Exchange* Readers,

As part of the School of Education's recent Re-design process, we've created some new roles and named some new leaders. I am grateful for the fresh perspectives and positive energy those colleagues bring to our collective work.

Here's an illustrative example: Shortly after her appointment as Associate Dean for Academic Affairs, Professor Jing Lei decided that Huntington Hall could use a little greenery. So, she bought and donated two ficus trees to the School which now stand in opposite corners of the Sharon H. Jacquet '72 Commons (see photo on p37). As Jing explained, ficus trees are associated with good luck and growth in the traditional Chinese practice of feng shui.

Our community's positive response to Jing's gift led us to seek assistance from the University's Facilities and Grounds Services to purchase and care for some other plants to enliven our welcome area. Into the maintenance plan we folded care of a grapefruit tree that was started from seed in 1979 by Gerald Mager, Laura J. and L. Douglas Meredith Professor Emeritus for Teaching Excellence, whose varied contributions to the School included serving in the same Associate Dean position that Jing just assumed.

Over the years, Jerry's tree migrated to several different locations as it grew, eventually landing just outside the Dean's Office, next to the iconic painting of former Dean Burton Blatt (1976-1985). The tree's health suffered quite a bit during the Covid shutdown, but groundskeeper Richard "Chappy" Chapman moved it to the first

floor atrium, where, following some pruning, it is flourishing. At some point, we hope it will bear fruit again.

This horticultural story strikes me as a lovely encapsulation of what is happening in the School of Education more broadly right now. As with the ficus trees, we are working to nurture new ideas, both big and small, to make the School more welcoming and appealing to students, faculty, staff, alumni, and community partners. As with the grapefruit tree, we are working to preserve and grow our legacy in areas such as disability and inclusion. This issue is full of concrete examples of our efforts to achieve those goals.

I encourage you to read the content closely and interact with us over what interests you. And if you're in the neighborhood, please stop by Huntington Hall to see the trees and say hello.

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

Amie Redmond G'95, G'00
Senior Assistant Dean for Academic
and Student Services

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,
Jen Plummer

Photography and Illustration
Antlii/Shutterstock.com, Anysh/Shutterstock.com,
Allison DeVoe G'17, Island Photography, Syracuse
University Photo and Imaging, Charles Wainwright,
Martin Walls

Design
GiansantiDesign

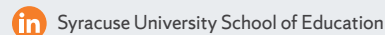
Education Exchange is published by the School of
Education and distributed free of charge to alumni,
faculty, staff, students, parents, and friends.

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





EDU 310: The American School

Students preparing educational films to be mailed, early 1950s.

Re-thinking a Course in Light of Equity-Based Research and Teaching

By A.J. Borja, Amanda Kingston, and Calissa Brown,
with Professor Mario Rios Perez

Endnotes on p7.

If you earned an undergraduate degree from the School of Education, chances are that you enrolled in EDU 310: The American School. It is the only course nearly all undergraduate students majoring in education are required to complete.

Syracuse University's education students are not alone. Across the nation, college education students take some version of this course. Its roots are hard to pin on one person, policy, or educational movement. What we know about the course's origins is that, nationally, it first appeared in the late 19th century when teaching was being professionalized and theory was first blended with practice.

At Syracuse, this course was taught in its current form as early as the 1960s, but versions of it predate the creation of the All-University School of Education by three decades, making it one of the oldest and continuously taught education courses on campus.¹



What we learned, some of it unsurprising, changed the nature of the course and inspired us to develop a series of equity-based research projects grounded in our experience as instructors of the course.



A home economics class in the early 1950s.

MEET THE AUTHORS



A.J. Borja
Ph.D. student
(Cultural Foundations
of Education) and
Orange Holmes Scholar.



Calissa Brown
Ph.D. student
(Cultural Foundations
of Education).



Amanda Kingston
Ph.D. student
(Cultural Foundations
of Education).

Pressing Questions

For the past 12 years, Professor Mario Rios Perez has taught EDU 310, with the help—this past year—of this article’s authors, his teaching assistants. We felt the many questions we had about the purpose of The American School could partially be answered by considering the experiences of our students more closely and learning how the field of education has evolved on campus.

Given the course’s focus on the contextual issues shaping education, it would be unfair to say that its syllabus has remained unchanged. In recent years, the course has taken on new meaning in light of the Black Lives Matter movement and the coronavirus pandemic, as well as SOE’s comprehensive Re-design.

As we prepared for the fall 2022 semester, one of our first actions was to adjust the syllabus to address pressing contemporary social, political, and cultural questions. Although the course’s purpose is to introduce students to contextual issues shaping education, we also began to wonder how closely our own teaching practices reflect the educational justice ideals we claim to embrace.

Over the past year, we have developed a research group—tentatively called the 3ten Lab (pronounced “three-ten”)—with the purpose of developing place-based educational research that addresses political and cultural issues affecting teacher training programs.

The 3ten Lab had two immediate goals. First, to understand how broader demographic shifts are shaping teacher education courses and, second, to conduct archival research at SU’s Special Collections and Research Center. What we learned, some of it unsurprising, changed the nature of EDU 310 and inspired us to develop a series of equity-based research projects grounded in our experience as instructors.

Supporting Ideals

Archival materials make apparent that our desire to address historical injustices in the syllabus and align our teaching practices with contemporary justice movements is not exceptional. Over the years, course offerings, marketing material, and program names have all been shaped by political and social desires.

Dean Harry S. Ganders (1930-1953), for example, had great expectations. In a speech delivered months before the US entered World War II, he explained that teachers should not only help strengthen our democracy and fight materialism but also make it possible for Americans to understand that war was not an inevitable solution. “Rich is a nation whose teachers are of quality to provide leadership,” he said, “and intellectually bankrupt is the country whose teachers fail to lead.”²

Bridging theory to practice and infusing it with social ideals is part of our School’s tradition. The question is not whether we should attempt social impartiality, but what social ideals we agree to support.

Dean Ganders was not alone in this approach. A 1950s-era recruitment booklet embodies the way SOE incorporated these perspectives. In the booklet, SOE claims to “meet the modern emphasis on the growth of the child” by bridging theory and practice. To demonstrate this method, photos of students practicing in the field fill the pages. In one photo, a home economics professor poses next to four of her white female students as she observes one of them bathe a white doll (see photo on p4).

These depictions of students, staff, and faculty deliberately demonstrated how SOE embraced modern teaching methods and new technologies. In other photos, students are shown teaching physical education at a local boy’s club and working in SOE’s film library, while staff are seen with “unbalanced” children at a mental hygiene clinic (see photo below).

“Through today’s classrooms pass tomorrow’s citizens,” the publication explains. “The calibre of those citizens, and the civilization which they build, is largely determined by the quality of the teaching they receive.”³

Chilling Story

Our goal for archival research has not been to develop a chronological history of the School or recover facts but to understand our own academic and curricular position within it. Coupled with archival research, we also turned to national and local trends, which tell a chilling story. Our school’s demographic profile shares a social reality with most schools across the nation; they are largely comprised of white educators and students, and there is no indication that will change in the near future.



A staff member works with a disabled child, early 1950s.

EDU 310 THE AMERICAN SCHOOL

SELECTED READING LIST

James D. Anderson. “The Black Public High School and the Reproduction of Caste in the Urban South, 1880-1935.” In *The Education of Blacks in the South, 1860-1935*. University of North Carolina, 1988.

James Baldwin. “A Talk to Teachers.” *Counterpoints*, 107 (1963).

B.M.J. Brayboy and K.T. Lomawaima. “Why Don’t More Indians Do Better in School? The Battle Between US Schooling and American Indian/Alaska Native Education.” *Daedalus*, 177 (2018).

Sheelagh Drudy. “Gender Balance/Gender Bias: The Teaching Profession and the Impact of Feminisation.” *Gender and Education*, 20 (2008).

A. Lin Goodwin. “Who Is in the Classroom Now? Teacher Preparation and the Education of Immigrant Children.” *Educational Studies*, 53 (2017).

Bettina L. Love. “Our Schools Need Abolitionists, Not Reformers.” In *Black Lives Matter at School: An Uprising for Educational Justice*. Haymarket Books, 2020.

Cheryl Matias and Naomi Nishi. “‘Becky Please!’: White Teachers and Their Issues with Whiteness.” In *White Women’s Work: Examining the Intersectionality of Teaching, Identity, and Race*. Information Age, 2017.

Diane Ravitch. “Hijacked! How the Standards Movement Became the Testing Movement.” In *The Death and Life of the Great American School System*. Basic Books, 2010.

H. Salim, D. Paris, and C.P. Wong. “Culturally Sustaining Pedagogy: A Critical Framework for Centering Communities.” In *Handbook of the Cultural Foundations of Learning*. Routledge, 2020.

Bridging theory to practice and infusing it with social ideals is part of our School’s tradition.

Our goal has been to extend loving-kindness beyond our classroom... It also has been essential that we model how we work together and collaborate as a teaching team.

As we move closer to the 75th anniversary of *Brown v. Board of Education* (1954), the collective representation of Indigenous, Black, Latinx, and Asian teachers has not radically changed. In some regions, the racial balance of teachers and school leaders has shifted, but only in schools where they are concentrated racially or where they represent a numerical minority, rarely an in-between.

According to the National Center for Educational Statistics,⁴ 79% of public school teachers are white. Black, Asian, and Latinx teachers comprise, together, about 19%. Indigenous teachers, who have historically been the least represented group in American schools, represent less than one quarter of 1% of all US teachers. Even with efforts to desegregate schools and narratives that center diversification, the proportion of white teachers has remained stable for the past 75 years. As instructors of *The American School*, we have experienced this social reality every semester in the course.

Although it is difficult to predict decennial trends with a high level of certainty, it is obvious that a tale of two schools is intensifying in the US. Without a prolonged plan that is funded and implemented well, the teaching force will remain white as the racial profile and cultural background of public school students become even more diverse.

The persistence of this statistic has raised serious questions about the curriculum, school governance, parental rights, fiscal equity, and the representation of minoritized groups in leadership positions. There have been noteworthy accomplishments made to diversify schools, but there is no question that attempts to racially desegregate teacher education programs and the teaching profession have failed. The full consequences of this failure have yet to be seen.

Loving-Kindness

Given these trends, and the recent racial justice movements⁵ on campus, we have reconsidered how *The American School* centers educational justice in theory and practice, with the help of our work in the 3ten Lab.

We feel it is critical to not only introduce students to educational justice movements and issues but also to incorporate equity-based pedagogies in our practice. How could we continue to teach about educational justice, equity, and inclusion if we did not exercise it in our own teaching? And, given that most of our students are white, how do we approach these lessons?

We already had been making yearly adjustments to EDU 310, but our intentions to modify our teaching methods and policies intensified in 2022-2023. The course has begun to offer students the opportunity to learn from writers, antiracist scholars, and activists such as Bettina Love, bell hooks, and James Baldwin and to understand how Indigenous, queer, and disability studies are foundational to education.

For hooks, who wrote about the praxis of teaching radically and lovingly, the classroom is one of the most intimate and limitless spaces within academia. “The classroom remains,” hooks argued, “the most radical space of possibility in the academy.”⁶

Informed by hooks, our project-based assignments model our teaching philosophy and research. Our goal has been to extend loving-kindness beyond our classroom, as hooks urges. It also is essential that we model how we work together and collaborate as a teaching team.

The 3ten Lab initiative arose out of this collaborative teaching relationship. The lab focuses on continuing the work we share with our students into broader education research platforms. It is also an effort to document the work we are doing while reflecting on our pedagogy.

Creative Collaboration

Considering what we have been learning in the archives and the research we have been discussing in the 3ten Lab, we also revised EDU 310’s policies and assignments. For instance, for the final creative assessment, students were able to express their learning and engagement with the course through many non-traditional forms: musical compositions, visual artwork, reworked elementary curricula, children’s books, screenplays, podcasts, graphic novels, and more.

In the last two semesters, more students have chosen this method rather than a traditional paper for their final; furthermore, they are choosing to collaborate on these projects. In our reflections back to our students, we discuss how we hope to hold them to high expectations, to help them see how love and justice in education deeply matter, and to foster creativity and imagination toward those ends.

We borrow from scholars, such as bell hooks, who called on college educators to “renew our minds if we are to transform educational institutions—and society—so that the way we live, teach, and work can reflect our joy in cultural diversity, our passion for justice, and our love of freedom.”⁷

If the act of teaching can be infused with love and justice, we hope the love and justice of this course is utilizing *care-full* and just practices not only for our present students, but for their own future classrooms and educational spaces.

As we reflect on SOE’s Re-design, as well as new directions in education, we see that this love and justice can only occur through collaboration, critical interpretations of our past, and by facilitating spaces where students can collaborate in creativity as well. As such, we hope to uncouple the 3ten Lab from The American School and expand research opportunities to other courses, faculty, students, and projects.

As we begin to generate funding to further support the work of the 3ten Lab—including establishing space on campus and obtaining digital and technology resources—we imagine this initiative as a collective in which we benefit from each other’s experiences and perspectives rather than being a space of individual awards.

The goal of 3ten Lab—similar to the goal of EDU 310: The American School and of collaborative teaching—is attending to the wholeness of who we are as people and as a community. ■

If the act of teaching can be infused with love and justice, we hope the love and justice of this course is utilizing care-full and just practices not only for our present students, but for their own future classrooms and educational spaces.



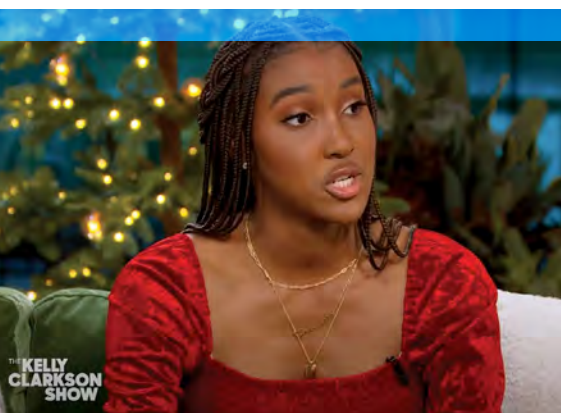
Professor Mario Perez teaching EDU 310: The American School in fall 2022.

ENDNOTES

1. SU's Department of Pedagogy was created in 1897. An early version of what is now The American School was offered as Social Aspects of Education in 1901. See W. Freeman Galpin, *Syracuse and Teacher Education: The First 50 Years* (Syracuse University Press, 1956), 7.
2. Harry S. Ganders, *Education for War and Peace: The J. Richard Street Lecture for 1941* (Syracuse, NY, 1941), 7.
3. "For These, Our Children." Syracuse University School of Education Records, REF-Box-1, "Admission Publications." University Archives, Special Collections Research Center, Syracuse University.
4. "Race and Ethnicity of Public School Teachers and Their Students." Data Point, National Center for Educational Statistics (September 2020).
5. "What Do #NotAgainSU Protesters Want from Syracuse University?" *Syracuse Post-Standard* (March 5, 2020).
6. bell hooks, *Teaching to Transgress* (Routledge, 1994), 12.
7. hooks, 34.

Bulletin Board

Find these stories and more on our website.



In December, NBC's nationally syndicated *The Kelly Clarkson Show* featured the *Breedlove Readers Book Club*. Member Gabriella joined bestselling authors Angie Thomas and Nicola Yoon (co-authors of *Whiteout*) on stage to discuss her blossoming creative writing career.

MENTORING BLACK GIRLS THROUGH A LOVE OF BOOKS

Founded by Professor **Courtney Mauldin** and Associate Provost for Strategic Initiatives **Marcelle Haddix**, *Breedlove Readers* is a teen book club for middle and high school Black girls in Central New York who are fans of young adult fiction.

The book club held series in fall 2022 and spring 2023, inviting girls to the Syracuse Southside Communications Center to engage novels with themes that resonate with young female readers, such as harassment, body shaming, and activism.

In addition to what Mauldin describes as “rich dialogue” around the books, the young readers also express themselves through creative writing, arts, and crafts that relate to books’ themes.



Otto Lotta Reading Fun!

This year, more than 4,000 students from across Central New York participated in Otto's Fall Reading Kickoff—a partnership among SOE, SU Athletics, and Visions Federal Credit Union—with hundreds of participants attending the October 15 football game vs. North Carolina State. The Kickoff invites students to engage reading with Otto-themed bookmarks and football-themed reading trackers. This year the popular SU mascot visited four local schools, including the Citizenship and Science Academy of Syracuse (pictured).



InclusiveU Advocates On the Road

In August, **Olivia Baist '22** (center) and two of her InclusiveU colleagues—Director **Brianna Shults G'20** (left) and **Katie Ducett G'23**—pushed for policy change to make higher education accessible for people with intellectual and developmental disabilities during a whirlwind tour of Capitol Hill in Washington, DC.

Advocacy continued in February when InclusiveU faculty, staff, and students journeyed to Albany, NY, joining other colleges and universities from across New York State for “Student Empowerment Day.”

In partnership with SU's Disability Cultural Center, Center for Disability Resources, and Burton Blatt Institute, InclusiveU brought more than 40 representatives to this full-day event to urge increased state funding for higher education disability services.

The SU team visited the state Senate chamber as guests of Sen. Rachel May (D-48). “The trip gave our students a chance to make the connection between what we do at Syracuse and how it fits a larger structure and goal,” says Professor **Beth Myers**, Director of the Taishoff Center for Inclusive Higher Education.



Coffee and Conversation

Faculty and students gathered in the Jacquet Education Commons on September 30—during Orange Central—to discuss the teaching, research, outreach, and advocacy of Center on Disability and Inclusion programs, including InclusiveU. The photo shows (L to R) **Domenic Gallo '24**, InclusiveU student **Quinn Delia** and support staff, and Professor **Beth Myers**, Director of the Taishoff Center for Inclusive Higher Education. Through Intelligence++—SU's inclusive design initiative—Gallo is working on a new Augmentative and Alternative Communication interface, modeled on a DJ's soundboard.



Nick Godzak '16, G'19 and Maggie Lenkiewicz '19, G'21

SU Hosts Inaugural NYACDA Collegiate Conference

Seventy-five attendees were welcomed to campus in late October for the inaugural New York American Choral Directors Association (NYACDA) Collegiate Conference, co-organized by

Wendy K. Moy, Assistant Professor of Music Education. Among contributions from SOE alumni, **Nicholas Godzak '16, G'19** and **Margaret Lenkiewicz '19, G'21** presented the workshop “Tips and Tricks for Surviving Your First Year of Teaching,” and **C.J. Oliver G'20** was a panelist on “The Next Chapter: Applying to Teach and Interviewing.”



Ganders Lectures Address Climate Change, Inclusive Education

Memorializing Dean **Harry S. Ganders** and his wife, Elva, the Ganders Lecture Series continued in 2022-2023 with

two lectures, in October and March. The fall lecture featured Professor Joseph Henderson, of Paul Smiths College, and Earth steward Stephanie Morningstar in conversation on the colonial roots of the climate crisis, how they have allowed ecofascism to flourish, and how to address the crisis with “joyful” educational projects.

In spring, disability activist Jordyn Zimmerman traveled to Syracuse for a screening of *This Is Not About Me*, the story of her journey from being ignored and misunderstood toward educational success. After the film, Zimmerman answered questions, using the Augmentative and Alternative Communication tool that allowed her to flourish. The photo shows Zimmerman (right) with Professor **Christy Ashby G'01, G'07, G'08**, Director of the Center on Disability and Inclusion.

TAISHOFF CENTER HOSTS STATE OF THE ART

The Lawrence B. Taishoff Center for Inclusive Higher Education—part of the Center on Disability and Inclusion—hosted the national State of the Art (SOTA) Conference on Inclusive Postsecondary Education and Individuals with Intellectual Disability at the Sheraton Syracuse University Hotel in October. Valerie C. Williams, Director of the US Department of Education (DOE) Office of Special Education Programs, gave the keynote address.

Addressing the theme “A Decade of Progress at State of the Art: Exploring the Next Frontier of Inclusive Higher Education,” speakers included faculty and staff from postsecondary education initiatives across the US, as well as parents and advocates.

The pre-conference event was the largest Inclusive College Fair in the United States, and—in parallel with the main conference—the Student Leadership Conference brought current and future college students into the conversation to learn tools for the transition to college life, expand skills as student advocates, and meet peers from across the country.



Receiving SOTA’s Lifetime Achievement Award was Madeleine Will, who served as DOE Assistant Secretary of Special Education and Rehabilitation Services and as Chair of the President’s Committee for People with Intellectual Disabilities. Professor **Beth Myers**, Taishoff Center Director, received the George Jesien National Leadership Award.



Dean **Kelly Chandler-Olcott** (left) and Provost Gretchen Ritter at the 2022 Undergraduate Orientation.

CHANDLER-OLCOTT NAMED SOE DEAN

IN MARCH, Provost Gretchen Ritter announced the appointment of **Kelly Chandler-Olcott** as the 13th Dean of the School of Education, having served as Interim Dean since 2021. Chandler-Olcott is a Laura J. and L. Douglas Meredith Professor of Teaching Excellence and a former high school English and social studies teacher who has taught English methods and content literacy courses to SOE education majors since 1998. She served as Chair of the Department of Reading and Language Arts (2008-2015) and Associate Dean for Research (2015-2018).

“Dean Chandler-Olcott provides strong and capable leadership for the School, as evidenced during her time as Interim Dean,” says Ritter. “Her history with the school, her administrative experience, and her deep knowledge of the field of education make her the clear choice for this position. I look forward to continuing to work with her.”



Gathering Evidence of Atrocities

The 2023 Atrocity Studies annual lecture in March addressed how war crimes, crimes against humanity, and other atrocities are documented and the implications of this evidence for international courts. The lecture featured Ewa Schaller (pictured), Senior Program Officer, American Friends of Yahad-In Unum, and David M. Crane L'80, College of Law Distinguished Scholar in Residence. The annual lecture is supported by **Lauri '77** and **Jeffrey Zell '77**.



Inclusive Works 2023

The InclusiveU Business Engagement Group invited the local business community to the Salt City Market in downtown Syracuse in April for Inclusion Works 2023. Attendees learned about the benefits of hiring people with disabilities from **Jack Legg '23**, who is interning with Tim Crosby, Vice President of Sidearm Sports, and working with the Syracuse University Men's Lacrosse Team. They also connected with the InclusiveU senior class at a “reverse job fair.”



SOE's American Sign Language program offers regular game nights and conversation tables for students and members of the Deaf community.

ASL Expands with 200-level Courses

When Professor **Corrine Occhino** took the helm of the School of Education's American Sign Language program in fall 2021, three sections of ASL 101 and one section of ASL 102 were offered. Since then, ASL has been added to the languages accepted for most schools' and college's core language requirement, and the program has doubled in size.

In fall 2023, students will choose from five sections of ASL 101, two sections of ASL 102—and a new ASL 201 course. ASL 202 is set to launch in spring 2024. Regularized in 2013, ASL classes are taught by a roster of Deaf instructors. “Each of these instructors has several years of teaching experience,” says Occhino. “It is good for Deaf ASL teachers to have the opportunity to teach ASL, and it shows that the University supports cultural values among the Deaf community.”



Optimal Assessment Wins Inclusive Design Competition

Alex Levy, a junior in the S.I. Newhouse School of Public Communications, and **Sam Schreiber**, a sophomore in the College of Arts and Sciences, won the 2023 edition of the Intelligence++ design competition, held in April 21. Optimal Assessment—the winning design—is a course planning application that helps instructors design courses that meet individual learning preferences, guided by data.

A collaboration among Blackstone LaunchPad at Syracuse Libraries, the College of Visual and Performing Arts' School of Design, and Taishoff Center for Inclusive Higher Education, Intelligence++ is focused on inclusive entrepreneurship, design, and community. It is available to both undergraduate and graduate students, including InclusiveU students.



“Donut” Forget Teachers and Staff!

In April and May, SOE held a Teacher Appreciation Week spring competition, asking community members to vote for a favorite school to receive coffee and donuts for breakfast on May 11, courtesy of Syracuse-based Glazed and Confused. STEAM @ Dr. King in the Syracuse City

School District received the most of more than 1,400 votes cast. SOE looks forward to making Teacher Appreciation Week Breakfast a new tradition—celebrating hard-working teachers and staff across Central New York.



Taking a Bow After 45 Years

In June, Program Specialist and Academic Advisor **Marie Sarno** retired from the School of Education—after an impressive 45 years of service to the School and University. Honored for her service at the 2023 One University Awards, Sarno spoke with SU News about what changes she has seen in her long career:

What has been your most meaningful accomplishment? In the variety of roles I played, my ability to see the big picture and small details at the same time helped me make a difference in the student, faculty, and staff experience. I began at SOE when they first admitted freshmen directly and after major restructuring. That gave me opportunities to create new initiatives, impact policies, and involve myself with different academic issues. It set the stage for the rest of my career.

What tech changes have you seen? When I first came to the University, computerized mainframe records were just beginning. There was no email, and desktops had typewriters! Registration was in a large gym with students collecting and turning in computer cards for each class

Do you have advice for someone starting their career? I learned a lot from attending meetings and reading the catalog and eventually websites. I got more of the big picture that way and met some helpful colleagues. Interact with your work colleagues and help to create a workplace that is serious about what needs to be done but also congenial enough to create fun moments that will have you laughing in years to come!



CDI Hosts Disability Town Hall

State and local elected leadership, Syracuse school district staff, and Syracuse University experts gathered in the National Veterans Resource Center on June 14 to hear from families, students, and educators on the challenges disabled students face across the educational lifespan.

The Center on Disability and Inclusion's (CDI) Disability Town Hall tackled systemic issues, such as limited access to early childhood programs and the need for additional inclusive opportunities in higher education.

The audience heard remarks from New York State Sen. Rachel May (D-48), state Sen. John Mannion (D-50), and state Assemblyman Al Stirpe (D-127) before a panel featuring Kimberly Hill Ridley, NYS Chief Disability Officer; Christopher Suriano, Assistant Commissioner of Special Education, NYS Education Department; Professor **Christy Ashby G'01, G'07, G'08**, CDI Director; Professor **Beth Myers**, Director, Taishoff Center for Inclusive Higher Education; Irastina Reid, Director of Special Education, Syracuse City School District; and Lori Saile, Executive Director, Jowonio School. ■

ONE SCHOOL

Toward an Equitable and Sustainable Future

After SOE's Re-design plan was accepted by the all-School Assembly in September 2022, attention turned toward strategic planning, a process initiated by Provost Gretchen Ritter and undertaken by the University and all schools and colleges.

Here, we offer key take-aways from SOE's Academic Strategic Plan. We encourage you to read the entire seven-page document, available at soe.syr.edu/asp or by scanning the QR code.



History & Context

The Plan begins by providing the context in which the School finds itself in 2023. Founded in 1906 as Syracuse University's Teachers' College, in the 1930s it expanded into the "All-University" School of Education, a resource both for campus and community.

Years of groundbreaking initiatives followed, many of which blossomed into School-wide signatures that remain a focus today. These include innovations in deinstitutionalization and inclusive education, audiovisual communication and instructional technologies, qualitative research methods that document the perspectives of the marginalized, and educational access for under-served groups.

SOE is at its best when it operates in solidarity with those who have been traditionally silenced and underserved; collaborates with a wide range of constituencies; and integrates research, creative work, teaching, service, and advocacy. It has not always lived up to these ideals, however, and the School recognizes that understandings of complex phenomena—including identity, equity, and justice—have evolved and will continue to evolve.

Planning & Process

The Plan grows out of Re-design, which itself was catalyzed by the Faculty for Racial Justice and Equity in Education's (FREE) "Call for New Strategic Priorities," submitted in August 2020. Among FREE's key recommendations were that SOE de-departmentalize, adopt new leadership and governance structures, and move forward as "One School."

After the Re-design resolution passed, a faculty and staff strategic planning committee was formed. It re-used successful collaborative approaches from the Re-design process, intentionally involving staff, students, alumni, and others.

In addition to regular Committee meetings and gatherings across the University, faculty and staff held program- and unit-specific discussions to gather data; undergraduate input was given via study breaks, graffiti boards, and a special "draft feedback dinner;" and graduate students held forums and a feedback dinner for their student leaders. Five engagement opportunities also were held during Assembly meetings.

Overall Strategy

The strategy for the next five years has prongs intended to increase SOE's visibility, appeal, and sustainable impact:

- **Coalesce intentionally around three signatures of distinctive excellence**—investing time, attention, and resources in these signatures (see p14) will promote greater coherence and impact than achievable with a wider range of foci.
- **Create synergy by organizing more collaboratively across disciplines**—working in teams across programs will engender new insights about complex problems, attract students, and present more equitable funding opportunities.
- **Re-establish the All-University School of Education**—In the spirit of Dean Ganders' reconceptualization, SOE should be a campus-wide resource around our signatures, influencing the University's teaching, learning, and research.



The School of Education is at its best when it operates in solidarity with those who have been traditionally silenced and underserved.

Staff gathered for a working breakfast in March 2023 to provide feedback on an early draft of the Academic Strategic Plan.

Inclusive Areas of Distinctive Excellence: SOE Signatures

Each signature is articulated around both pedagogy and practice to acknowledge the breadth of contributions made by faculty, staff, and students. Signature definitions are provided here, with examples of long-held commitments, current practice, and future commitments for each offered in the full document.



To be inclusive and antiracist is to refuse deficit thinking that leads to harsh and exclusionary forms of discipline and results in diminished learning opportunities for all.

Inclusive and Antiracist Pedagogy and Practice

SOE defines inclusive and antiracist pedagogy and practice as intentional, deliberate actions that center minoritized perspectives and experiences and decenter whiteness and ability. SOE views inclusion as a basic human right and works from the assumption that when the School designs and plans for those most at risk of exclusion or marginalization, it ends up with a more welcoming and inclusive educational environment for all.

To be inclusive and antiracist is to refuse deficit thinking that leads to harsh and exclusionary forms of discipline and results in diminished learning opportunities for all. Embracing unconditional belonging, the School views diversity and difference as its greatest asset and strength and considers each individual essential and integral to the whole. Segregation and exclusion are recognized as damaging to both the individual and the community and solidarity as the foundation of relationships across difference.

Digital Pedagogy and Practice

SOE defines digital pedagogy and practice as the use of digital technologies to enhance and transform research, teaching, learning, and service across educational settings. The School aims to integrate technology to create inclusive, engaging, and experiential learning that is accessible and useable for all learners, as well as responsive to local and global contexts.

A key component of this signature for SOE is that not only do faculty and staff use digital technologies to support the learning and success of our own students, students are taught to do the same in their own pedagogy and practice. The School prepares them to be contributing digital citizens and game changers able to thrive and lead in a complex and rapidly changing world.

Experiential Pedagogy and Practice

SOE defines experiential pedagogy and practice as providing, supporting, and researching authentic learning opportunities that simulate, model, and/or anticipate professional practice. To encourage optimal outcomes, the development of experiential learning is informed by data collection, research and assessment.

Experiential pedagogy should assist students in putting theory into practice, allow for a gradual release of responsibility from experts to novices, and engage the instructor in learning and inquiry alongside students. SOE's experiential practice is rooted in campus and community partnerships, and these collaborations should be mutually beneficial and reciprocal.

Cross-cutting Signature Recommendations

In addition to recommendations for each signature described in the full document, SOE will engage in actions to elevate all three, sometimes in combination:

- Review and revise undergraduate and graduate curricula on a planned, multi-year rotation, to ensure all degree programs feature up-to-date opportunities for signature-focused learning.
- Center signatures systematically in recruiting materials and procedures to attract students, especially in the graduate realm, whose interests align with them.
- Prioritize faculty hiring at the intersection of the signatures, student interest, and market demand.
- Make alignment with the signatures a key evaluation criterion for proposals, such as internal grants and sponsorship requests.
- Use the signatures as reporting categories to increase their familiarity and visibility in internal and external communications.

Additional School-wide Commitments

SOE has identified the following additional School-level commitments that will facilitate its work, enhance its visibility, and heighten its impact:

1 Increase resources for research and creative work

SOE community members crave additional opportunities and support for research and creative work. To facilitate this, the School has revived an internal faculty grants program, co-sponsored the Graduate Research Symposium, and begun to streamline administrative and committee obligations to free up time for scholarship. The School also is planning for its centers to serve as hubs of connection and collaboration around larger-scale, more ambitious, and better funded research in which students can be included.

2 Make choices with a full understanding of their fiscal consequences to inform necessary tradeoffs and achieve firmer footing in the future

SOE seeks to be financially stable enough in five years that values-driven investments can be made without significant institutional support. The School intends to enroll and retain more students in more efficiently run programs, particularly at the graduate level; increase submission of grant proposals with more favorable indirect cost rates; pursue executive education opportunities with the College of Professional Studies; and explore fee-for-service arrangements through its centers.

3 Enhance and expand collaborations with community partners as part of a University-wide strategy to increase impact

SOE will adopt new software to track students' field placements and internships, hire a full-time Director of Experiential Learning and Partnerships, coordinate with other entities on campus that share its interests, and seek a decision making role around University initiatives related to Micron's investment in Central New York, the revitalization of the I-81 Corridor, and the expansion of study abroad and collaborative research opportunities beyond Western Europe.

4 Plan for an expanded footprint in Huntington Hall

A key element of Re-design involves bringing as much of the School's enterprise under one roof as possible. This includes relocating Counseling and Human Services, the Center for Academic Achievement and Student Development, and Intergroup Dialogue; new space for the Center for Experiential Pedagogy and Practice; and shared workspace for part-time instructors and graduate students.

5 Strengthen a sense of community and belonging

Efforts to de-departmentalize and move toward "One School" are intended to help individuals feel as though they belong to—and can contribute to—a greater and more purpose-driven entity. The School therefore will act intentionally to forge connections across the enterprise and continue to confront and interrupt the reality, raised compellingly in the FREE document, that some community members feel less welcome in the School than others. ■



Undergraduates at a December 2022 study break brainstorm ideas for SOE's Academic Strategic Plan.

Efforts to de-departmentalize and move toward "One School" are intended to help individuals feel as though they belong to—and can contribute to—a greater and more purpose-driven entity.

Faculty News and Notes

Find these stories and more on our website.



Developing an Equation for Equitable Mathematics

Featured in *Syracuse Stories* in July, Professor **Nicole Fonger** tells how the May 2020 murder of George Floyd in Minneapolis “shook me to my core...I didn’t have a broad lens to see how issues of racial injustice impact all of us and also impact my work as an educator.” She cites algebra as a “gatekeeper” that students must understand to advance in STEM subjects, but asks, “In a racially diverse school, why are children of color underrepresented in eighth-grade algebra?”

Following what she calls a “critical self-interrogation,” she established the Antiracist Algebra Coalition, partnering with Syracuse community members to build the coalition and introduce research-based algebra lessons in schools that align with studying Black history in Syracuse, such as the impacts of Interstate 81 on the city’s 15th Ward.

Johnson Becomes JHE Associate Editor



In August, higher education and campus climate expert Professor **Dawn R. Johnson** was named

Associate Editor of the *Journal of Higher Education*—a leading journal of post-secondary studies—for a three-year term.



Professor **Ben Dotger** debriefs student teachers after a clinical simulation at Upstate Medical University in March 2023.

Dotger Awarded Fourth NSF Grant

In August, Professor **Ben Dotger**, Director of the Center for Experiential Pedagogy and Practice (CEPP), was awarded a \$300,000 National Science Foundation (NSF) grant to design and study an instructional model to enhance data science workforce development.

Dotger’s fourth NSF award, “The Simulation Physiology (SIM-Physio) Data Science Model: Engaging STEM Undergraduates in Data Science Practices” will provide undergraduates with hands-on training on how to ethically collect, analyze, and publicly communicate complex, human-generated data gathered from subjects in CEPP’s pre-professional clinical simulations programs.



Professor **Julia M. White G'05, G'07** (far right) introduces Professor Joseph Henderson, of Paul Smiths College (left), and Earth steward Stephanie Morningstar at the October 2022 Ganders Lecture, “Grasping at the Roots of Ecofascism.”

White Awarded Grants for Project IMPRESS, Disability Studies

In August, Professor **Julia M. White G'05, G'07** received a \$1.14 million US Department of Education grant with the

primary aim of recruiting, preparing, and retaining fully certified, diverse special education teachers and school counselors to work with disabled students with high intensity needs.

Project IMPRESS (Interdisciplinary Master’s Preparation of Urban and Rural Educators in Special Education and School Counseling) focuses on recruiting professionals for two high-needs school districts in Central New York: LaFayette Central School District (which includes the Onondaga Nation School) and Syracuse City School District. White is working with co-PIs Professor **Yanghong Liu** and Professor **Sultan Kilinc** on the project.

In September, Syracuse University Libraries’ Special Collections Research Center awarded White a Faculty Fellows grant for the 2023-2024 academic year.

During her fellowship, White will explore disability as a cultural construction, which has resulted in pervasive and systemic discrimination. She also will investigate the impact of the history of inclusive education and disability rights on current conceptualizations and practices in the field of special and inclusive education.

Theoharis Book Wins Equity Award



Five Practices for Equity-Focused School Leadership (ASCD, 2022)—co-authored by Professor **George Theoharis**—was awarded “Best

Book for Educators” by the American Consortium for Equity in Education at its 2022 Excellence in Equity awards.

The book offers educators practices designed to increase educational equity and eliminate marginalization based on race, disability, socioeconomic status, language, gender and sexual identity, and religion.



Professor **Sharon Dotger** demonstrates a science lesson for teachers-in-training at Solvay (NY) Middle School in December 2022.

Dotger Named IJLLS Co-Editor

In February, the *International Journal of Lesson and Learning Studies* named Professor **Sharon Dotger** a co-editor. The official academic publication of the World Association of Lesson Studies, IJLLS publishes articles on methods aimed at improving the quality of teaching and learning in formal educational settings.

“Professor Dotger is widely recognized as a leading US scholar of lesson study, and her scholarship has helped to grow this practice and line of inquiry across the globe,” says Associate Dean for Research **Beth Ferri**.



Professor **Michael Gill** and Ph.D. student **Easton Davis** celebrate their 2023 Graduate School Awards. Davis was named an Outstanding Teaching Assistant, along with **Sara Jo Soldovieri '18, G'19, Brian Odiwuor, and Lei Wang G'18**.

Gill Honored for Excellence in Graduate Education

In March, Professor **Michael Gill** received an SU Graduate School Excellence in Graduate Education Faculty Recognition Award. The honor is presented to faculty members who have a significant influence on graduate education.

Gill helped establish SOE's Engaged BIPOC Scholar-Practitioner Program and has advised students in the Future Professoriate Program. His research interests include feminist and queer disability studies; intellectual disability and sexuality; intersections with gender, race, and science; and masculinity studies.

In April, Gill also was awarded an Engaged Communities Mini-Grant by SU's College of Arts and Sciences for a collaboration with Brady Farm, located in Syracuse's South Side, to explore food fermentation as a culture-making practice. ■

NEWS MEDIA RELY on faculty and staff expertise across a spectrum of topics, from school staff shortages to college acceptance rates, as this sampling illustrates.

Courtney Mauldin: “Pandemic Learning Loss Recovery Will Require Addressing All Student Needs” | *WAER* (Sept. 6, 2022)

George Theoharis addresses school staff shortages | *Arizona Central* (Oct. 20, 2022)

George Theoharis: “Take Lower Test Scores Seriously, and Support Teachers” | *CNYCentral* (Oct. 28, 2022)

Nicole Fonger: “Tech Education Is Racist—Here's How to Fix It” | *LifeWire* (Nov. 4, 2022)

George Theoharis on falling math scores | *Syracuse.com* (Nov. 11, 2022)

Brianna Shults discusses InclusiveU | *UrbanCNY* (Dec. 17, 2022)

Courtney Mauldin on over-policed schooling | *U.S. News & World Report* (Dec. 23, 2022) and *EdWeek* (Dec. 27, 2023)

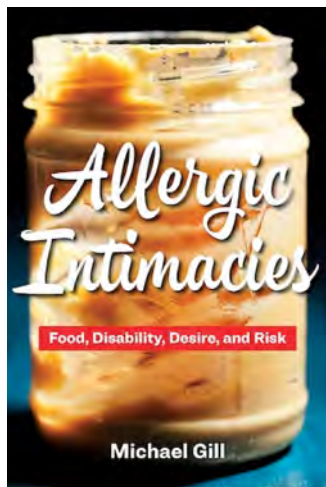
Barbara Applebaum on the Critical Race Theory controversy | *Education Theory* (Jan. 19, 2023)

Courtney Mauldin discusses school dress codes and a culture of inequity | *USA Today* (Jan. 23, 2023)

Ben Dotger: “Scaling Up—Syracuse Expands Learning Simulations” | *Inside Higher Ed* (April 6, 2023)

George Theoharis defines “equity audits” | *Education Week* (April 18, 2023)

FACULTY BOOKS



Allergic Intimacies: Food, Disability, Desire, and Risk

Michael Gill

Fordham Press, 2023

ALLERGIC INTIMACIES is the first book to explore food allergies in the United States from the perspective of disability and race. Central questions frame Gill's analysis: Are food allergies disabilities? What structures and systems ensure the survival of some with food allergies and not others?

The book is a groundbreaking critical engagement with food allergies in their cultural representations, advocacy, law, and stories about personal experiences from a disability studies perspective.

Gill questions the predominantly individualized medical approaches to food allergies, pointing out that these approaches are particularly problematic where allergy testing and treatments are expensive, inconsistent, and inaccessible for many people of color.



Enacting Disability Critical Race Theory: From the Personal to the Global

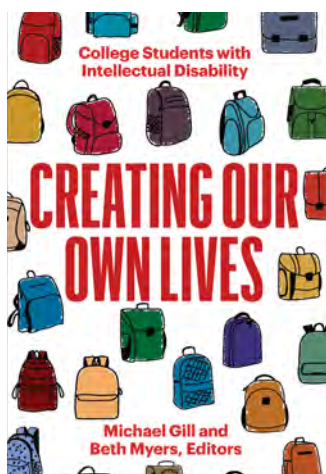
Beth A. Ferri, David J. Connor, and Subini A. Annamma (Eds.)

Routledge, 2023

THIS EDITED VOLUME foregrounds Disability Critical Race Theory (DisCrit) as an intersectional framework that has informed scholarly analyses of racism and ableism from the personal to the global, offering important interventions into theory, practice, policy, and research.

The authors offer deep personal explorations; innovative interventions aimed at transforming schools, communities, and research practices; and expansive engagements and global conversations around what it means for theory to travel beyond its original borders or concerns.

The chapters use DisCrit as a springboard for further thinking, illustrating its role in fostering transgressive, equity-based, and action-oriented scholarship. This book was originally published as a special issue of the journal *Race Ethnicity and Education*.



Creating Our Own Lives: College Students with Intellectual Disability

Michael Gill and Beth Myers (Eds.)

University of Minnesota, 2023

CREATING OUR OWN LIVES offers a powerful challenge to assumptions that intellectual disability is best met with protection or segregation.

The book records the first generation of students enrolled in inclusive higher education programs. It is also a resource of information and inspiration for parents seeking opportunities for their children and for individuals with intellectual disability who aspire to attend college.

The essays expose and contradict the inherently ableist claim that individuals with intellectual disability cannot be reliable storytellers. Instead, these deeply informative stories serve as a corrective narrative. ■

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

Beth Ferri. "Disability Critical Race Theory as Asset Pedagogy." In *Sustaining Disabled Youth: Centering Asset Pedagogies*. Teachers College Press, 2022. (With S. Annamma and D. Connor.)

Bong Gee Jang. "Reimagining Literacy Learning from the Literacies and Lived Experiences of People of Color." *Journal of Literacy Research*, 54 (2022). (With E. Bauer, et al.)

Yan hong Liu. "School Counselors' Perceived School Climate, Leadership Practice, Psychological Empowerment, and Multicultural Competence Before and During COVID-19." *Journal of Counseling and Development*, 101 (2023). (With D. Hilts G'22.)

Caroline O'Hara. "Foreign-Born Counselor Educators' Professional Identity Development." *Journal of Counselor Leadership and Advocacy* (2023). (With J.H. Hyun, S.Y. Chen, and K.M. Hurt-Avila.)

Derek X. Seward. "Black Women's Help-Seeking and Self-Care Strategies: A Phenomenological Exploration." *Journal of Counseling and Development*, 101 (2023). (With M.J. Silas.)

George Theoharis, Leela George, and Courtney Mauldin. "The House Is on Fire: A Reckoning of Leadership and DEI Initiatives in Predominantly White Schools." *Journal of Cases in Educational Leadership* (2023).

Julia M. White G'05, G'07 and Qiu Wang. "Exploring Factors Related to Access to General Education Contexts for Students with Intellectual Disability: A Survey of District Special Education Administrators in One State." *International Journal of Inclusive Education*, 27 (2023). (With M. Cosier.)

DIGITAL PEDAGOGY AND PRACTICE

Moon-Heum Cho. "Does Gender Matter in Online Courses? A View Through the Lens of the Community of Inquiry." *Australasian Journal of Educational Technology*, 38 (2022). (With S. Lim, J. Lim, and O. Kim.)

Moon-Heum Cho. "Learners' Perspectives on MOOC Design." *Distance Education*, 2022. (With E.G. Oh and Y. Chang.)

Xiaoxia Huang. "Cognitive and Motivational Benefits of a Theory-based Immersive Virtual Reality Design in Science Learning." *Computers and Education Open* (2023). (With J. Huss, et al.)

David H. Knapp and John C. Coggiola. "Soundtrap Usage During COVID-19: A Machine-learning Approach to Assess the Effects of the Pandemic on Online Music Learning." *Research Studies in Music Education* (2023). (With B. Powell, G. Smith, and M. Kelsey.)

Tiffany A. Koszalka. "Effects of Immersive Virtual Reality Classrooms on Students' Academic Achievement, Motivation, and Cognitive Load in Science Lessons." *Journal of Computer Assisted Learning*, 38 (2022). (With L. Wang, R. Liu, and K. Wang.)

Qiu Wang and Jing Lei. "Facilitating Student Engagement in Large Lecture Classes Through a Digital Question Board." *Education and Information Technologies*, 28 (2023). (With L. Zhang and J. Cheng.)

Qiu Wang and Jing Lei. "Examination of the Presence + Experience Framework: Creating an Online Course for Pre-service Teachers Learning to Teach Online." *Journal of Technology and Teacher Education*, 31 (2023). (With J. Hall.)

EXPERIENTIAL PEDAGOGY AND PRACTICE

Kelly Chandler-Olcott and Sharon Dotger. "Leveraging Lesson Study for Disciplinary Literacy: Studying and Planning for Scientific Modeling." *The Reading Teacher* (2023).

Marcelle Haddix. "Students of Color as Architects of Future Designs for Teacher Education and Research." In *Handbook of Research on Teachers of Color and Indigenous Teachers*. American Educational Research Association, 2022. (With K.W. Brown.)

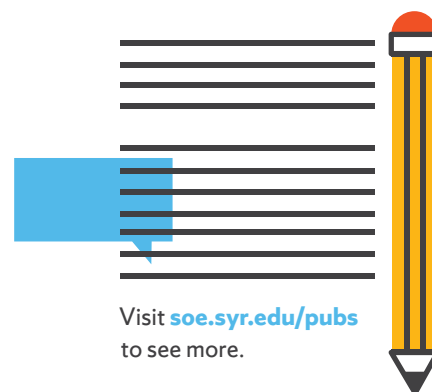
Sultan Kilinc. "A Quasi-Experimental Examination of Drama Frames: A Teacher Professional Development Program Targeting Student Reading Achievement." *International Journal of Education and the Arts*, 24 (2023). (With S.C. Marley, M.F. Kelley, and J. Millinger.)

Yan hong Liu. "Development of Mutual Empathy Through Experiential Growth Groups: A Mixed Methods Case Study." *The Journal for Specialists in Group Work*, 47 (2022). (With P. Zhu and D. Li.)

Melissa Luke. "A Supervisory Framework for Systematically Attending to Outcomes in Clinical Supervision." *International Journal for the Advancement of Counselling*, 44 (2022). (With P. Zhu.)

Courtney Mauldin. "Leading for Change: Engaging Elementary Youth Voice in an In-School Makerspace." In *Centering Youth, Family, and Community in School Leadership*. Routledge, 2022.

Derek X. Seward and Melissa Luke. "Dynamics of Co-Leadership Development in an Experiential Training Group." *The Journal for Specialists in Group Work*, 47 (2022). (With J. Shannon.) ■



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



Together. For the next generation.

Being Orange means staying engaged. Beyond classrooms, campus or graduating classes. Thanks to generous donor support, our students and faculty continue to elevate our impact worldwide. Join us.

^ Evan '23

S Syracuse
University

Forever Orange
The Campaign for Syracuse University

Give Today
foreverorange.syr.edu

Student News and Notes

Find these stories and more on our website.



Fellows Graduate Fort Bliss IDDE Program

SU Vice Chancellor for Strategic Initiatives Mike Haynie and Executive Director of the Office of Veteran and Military Affairs Ron Novack attended the September 2022 graduation ceremony of 15 US Army Sergeants Major Academy Fellows in Fort Bliss, TX.

The Fellows earned master's degrees in Instructional Design, Development, and Evaluation, marking the completion of the third cohort since SU became an educational partner of the military base.



Pictured at the event are (L to R, in person) Dean **Kelly Chandler-Olcott**, Professor **Wendy Moy**, **Erick Cervantes '25**, and Professor **Mario Perez**, and (L to R, on camera) **Daslin Peña '23**, **Mary Fitzgerald '23**, **Savannah Stocker '23**, and **Emily Peterson '23**.

The Future of Research

SOE hosted students and their families for Family Weekend 2022 on October 15. The event included an Undergraduate Research Panel in SU's National Veterans Resource Center, where Dean **Kelly Chandler-Olcott** noted how

undergraduate research distinguishes SOE from peer institutions and how University support for undergraduate research is increasing.



Mathematics Education in Focus

SOE's mathematics education program held its annual research showcase on December 6, in SU's Bird Library. Faculty and graduate students presented posters on the use of clinical simulations, "algebra for all," case studies of Kenyan prospective secondary teachers, math and social justice, mathematics learner identity, and more.



Orange Holmes Scholars traveled to Indianapolis for the American Association of Colleges for Teacher Education annual pre-conference in February, where **Cassandra Guzman** was named Historian of the Holmes Scholars Executive Board. (L to R) **ParKer Bryant**, **Cassandra Guzman**, **Linzy Andre**, and **A.J. Borja**.

Going "Beyond the Rhetoric"

On December 1, Orange Holmes Scholars **A.J. Borja**, **ParKer Bryant**, and **Cassandra Guzman**—along with

Professor **Courtney Mauldin**—hosted a fall 2023 panel discussion on "Beyond the Rhetoric: Revolutionize the Future of Education and Educator Preparation."

The all-alumni panel—which discussed re-imagining educator preparation in ways that reflect a commitment to antiracist inclusive education—included Professor **Meg Gardner G'17, G'19**, of Colgate University; **Nicole Heath G'10** and **Tara Jennings G'15**, both of the Syracuse City School District; and Professor **Jeffery Mangram '88, G'89, G'06**.



Wilson Named a 2023 Unsung Hero

In January, InclusiveU student **Thomas J. Wilson '23** was named a 2023 Unsung Hero by the 38th Annual Rev. Dr. Martin Luther King Jr. Celebration Planning Committee. The Unsung Hero Award is given to community members, students, faculty, and staff who have made a positive impact on the lives of others but who are not widely recognized for their contributions.

As the committee noted, Wilson embodies Dr. King's legacy through his love and support for the SU community, as a student in InclusiveU, and as a news anchor at Citrus TV, where "he loves to deliver the news."



Scholars of Distinction

On March 3, students in the Higher Education Opportunity Program (HEOP) and TRIO Student Support Services (SSS) programs—both part of the Center for Academic Achievement and Student Development—presented research and other projects at the 2023 Scholars of Distinction showcase.

Exhibits and posters filled the third floor of Steele Hall, and visitors also toured the SENSES Music Lab on the ground floor and the third floor podcasting studio. Pictured with Dean **Kelly Chandler-Olcott** is **Nicole Gutierrez '23**, a public health graduate of the David B. Falk College of Sport and Human Dynamics.



Atrocity Studies Goes to DC

Students taking the minor in Atrocity Studies and the Practices of Social Justice spent spring break 2023 on a busy immersion course in Washington, DC, led by Professor **Julia M. White G'05, G'07**.

Among their activities, students visited the Syria Justice and Accountability Centre, Uyghur Human Rights Project, Holocaust Memorial Museum (pictured), Simon-Skjoldt Center for the Prevention of Genocide, US Department of State Office of Global Criminal Justice, and the US Department of State Special Presidential Envoy for Climate.

Wang Wins “Three Minute Thesis” Graduate School Competition

Instructional Design, Development, and Evaluation doctoral student **Lei Wang G'18** won the 2023 Syracuse University Three-Minute Thesis champion in March. 3MT is a research communication competition that challenges graduate students to deliver a compelling oration about their research in three minutes or less.

Wang presented on “Decision-Making Matters: A Learning Resources Tool to Prompt Deeper Learning.” This innovation, says Wang, addresses a significant gap in instructional design and has been paired with a study to evaluate features of learning resources that prompt “deeper learning.”



Professor **George Theoharis** celebrates with **Savannah Stocker '23**.

Stocker Named a University Scholar

In April, **Savannah Stocker '23**, an Inclusive Education and Special Education major and member of the Renée Crown University Honors Program, was selected as a Syracuse University Scholar, the highest undergraduate honor the University bestows. A University-wide faculty committee selected scholars using criteria that includes academic achievement,

independent research and creative work, and evidence of intellectual growth.

Also in April, Stocker and **Emily Peterson '23** presented at the American Education Research Association conference in Chicago. Mentored by Professor **George Theoharis** and funded by the Syracuse Office of Undergraduate Research and Creative Engagement (SOURCE), “Uplifting Voices: Documenting the Path to Leadership for Women of Color” looks at the experiences of women of color in leadership roles.

To answer their research questions, the pair interviewed four Black women school leaders in the Syracuse City School District. “Currently, women of color are extremely underrepresented in K-12 leadership roles,” says Stocker. “We make a compelling case for the need to develop and support them.”



Graduate Students Hold Research Symposium

Organized by the SOE Graduate Student Council and Associate Dean for Research **Beth Ferri**, the 2023 Graduate Student Research Symposium—held on April 21—presented papers and posters from across the School’s disciplines and topics, including academic and career goals of black undergraduate women in STEM, integrating digital literacy, graphic novels, social justice mathematics, cannabis use among students, media stereotypes of native peoples, narratives of Black girlhood, and the antiracist practice of regarding fatness as a disability.

Bevilacqua Named a Remembrance Scholar



Christian Bevilacqua '24, a Social Studies Education major and Renée Crown University Honors Program student,

has been named a 2023-2024 Syracuse University Remembrance Scholar.

The scholarships, now in their 34th year, were founded as a tribute to—and means of remembering—SU students studying in London and Florence who were killed in the Dec. 21, 1988, bombing of Pan Am Flight 103 over Lockerbie, Scotland. They are funded through an endowment supported by generous gifts from alumni, friends, parents, and corporations.

Scully Wins Prestigious Dissertation Scholarship



In May, doctoral candidate **Ionah Scully**, Michel First Nation (Cree-Métis and Irish) from Alberta, Canada, was awarded

a prestigious National Academy of Education NAEd/Spencer Dissertation Fellowship. They are one of 35 awardees from a pool of more than 350 applicants.

Scully's dissertation "Nehiyaw Two Spirit Creation Stories: Re-mapping Home, Desire, and Indigenous Education Through the Body"—brings together Two Spirit (2S) people of Michel First Nation to dialogue about Nehiyaw (Cree) creation stories and subsequently re-map their own creation stories as 2S people to understand how these stories can support Indigenous and decolonizing educational practices. ■

CAASD SCHOLARS SHOWCASED

Two Center for Academic Achievement and Student Development programs held research symposiums in April.



The McNair Scholars Program—directed by **Christabel Osei-Bobie Sheldon**—prepares high-achieving undergraduate students for graduate studies with academic services and scholarly activities. At its spring research Symposium, student scholars discussed wireless signal processing for self-driving vehicles, a new design for a cryogenic adsorption hopper, and the history of writing as an elite practice, among other topics.



Funded by the National Science Foundation, the Louis Stokes Alliance for Minority Participation—directed by **Tamara Hamilton**—is dedicated to increasing the number of underrepresented students graduating in STEM fields. Students at its spring symposium presented on topics including soleus muscle loading, a multidirectional polymer laminate composite, novel tetraarylborates, and photo activation of demethylclozapine.

Where Belonging Begins

Higher Education Students Lead SU's Native Student Program

After nearly 33 years at Syracuse University, in October 2022 Regina A. Jones '07, retired as Director of Syracuse University's Native Student Program. She launched the program in 2006 along with Stephanie Waterman '83, G'04, while simultaneously studying for her bachelor's degree in Child and Family Studies.

The program remains in good hands.

Bailey Tlachac G'23 recently took the reins as Program Coordinator, also while completing her master's in SOE's Higher Education program. Tlachac, Oneida Bear Clan from Wisconsin, previously served as the program's graduate assistant, a role now filled by another Higher Education graduate student: Nicole Smoke '17, G'24, Mohawk Wolf Clan from Akwesasne, on the New York-Ontario border.

We sat down with Tlachac and Smoke to discuss their roles, the School of Education's M.S. in Higher Education, and their experiences on campus as Native students.

Describe your work with the Native Student Program

Bailey Tlachac: Last year, I served as the graduate assistant for the Native Student Program. Over the summer, I had worked in the Office of Multicultural Affairs as Graduate Coordinator, preparing and executing the Indigenous New Student Orientation. During this time, I also started preparing fall programming and Native Heritage Month events.

I started officially as Program Coordinator in the middle of September 2022, and it has been really exciting stepping into this new opportunity. I now oversee two graduate students—one is my graduate assistant, and the other is my academic consultant—while also overseeing one undergraduate intern.

The Native Student Program supports all Indigenous students on campus in many different ways. The program is housed in 113 Euclid and we are a home-away-from-home. We support our students in many different ways—we support them throughout their academics,

provide career-readiness workshops, cultivate identity development, and offer support with social and emotional problems.

Nicole Smoke: In 2017, during my last year as an undergraduate student, I interned for Regina Jones. My project as a practicum student was to assess and evaluate the program to see what deficits there were and then determine what could be added to support students. After conducting focus groups with current students and alums, we realized the transition from high school to college took a toll on many students and had a major impact on their sense of belonging and academic success during the early stages of their college years.

I was able to implement a mentoring program, with the help of Jones, for Indigenous first year and transfer students, the lonkerihonnienini Guide Program, which is the Mohawk word for "they teach us." Before I graduated, we solidified the mission and how we wanted to connect freshmen and transfer students with upperclassmen. The program was implemented to support freshmen and transfer students in their transition into Syracuse University. Since graduate assistants support this effort, now that I'm back, I get to run the program. I've come full circle.

All Higher Education students complete an immersive practicum at a local higher education institution—how did this experience enhance what you learn in the classroom?

BT: As a part-time student in the Higher Education program, I have to take one practicum where we complete 150 hours over the span of one semester. I was placed in the College of Visual and Performing Arts Career and Academic Advising Office, serving as a student career advisor. This placed me in a different functional area on campus that I had no prior background knowledge in. In this role, I edited students' resumes and cover letters, helped organize VPA-specific career fairs, and explained how to prepare for graduate school. I really liked this practicum because it shows you areas you didn't think that you would be interested in. I had no idea that I



Nicole Smoke '17, G'24



Bailey Tlachac G'23

would like career advising, but then being in that setting for three months showed me that I have a passion for it.

NS: In addition to my graduate assistantship at the Native Student Program, I intern at Le Moyne Campus Life and complete about 10 to 15 hours a week for the practicum. Campus life really wasn't on my radar coming into this program. Before this practicum, I thought I just wanted to work with a Native student program. But after working there, I've seen how staff implement their passions and interests into their positions. No matter which department I decide to work in, I would still like to work with Indigenous students or work on some type of initiative that supports them.

As a Native student, what has your personal experience at SU been like?

BT: When I first came as a graduate student, I felt so far from home. It's a 16-hour drive back to Wisconsin. But also, it's kind of difficult to explain, but as I have been living in New York, it is slowly starting to feel like home. New York is the traditional homelands of all Haudenosaunee tribes, so it feels like I'm coming back to my home. My tribe were forced out of New York to relocate to our reservation in Wisconsin. Being back here, I think, is healing part of my soul.

When I came here, I was the only Native student in the Higher Education program. For my undergraduate degree, I majored in First Nation (Native American) studies, and I had other Native students around me all the time. Here, it is the opposite. Compared to the SU's undergraduate student population, there aren't as many Native graduate students. There is no specific Native graduate student support. While there is the Native Student Program here, it is mostly geared towards undergraduates. Knowing these limitations, and with the position I am in now, I want to try to expand the program to be more inclusive to our Indigenous graduate, doctoral, and law students.

NS: My undergraduate and graduate experience are a lot different. As an undergraduate, I was only familiar with my home community. It was hard being away from family, and there was major culture shock coming to Syracuse, with it being a primarily white institution.

I learned very quickly that a lot of people had many misconceptions about Native American people. Before that, I didn't have much experience with people outside of my community. Before I found the Native Student Program, I felt very alone, as if I was just a number in this institution. I felt like I didn't belong. Finding the Native Student Program was very beneficial to my experience at Syracuse. It helped with my mental health, my community involvement, making connections, and building relationships. The program solidified for me that not only could I succeed in an environment like this, but I also had support.

As a new graduate student, I knew that I had a community to lean on if I needed additional support. Coming back to campus, I was really excited. Bailey was one of the first people I met when I got here in the fall; it has been awesome to work with her in supporting our Indigenous students.



Nicole Smoke '17, G'24, standing left of Bailey Tlachac G'23, says that the Native Student Program "solidified for me that not only could I succeed in an environment like this, but I also had support."

What is the best thing about SU?

BT: I think the best thing would be all of the connections I've made. When they say "SU's really a networking University," it really is. I've met so many people that I never thought I would meet before, such as Stephanie Waterman. [Waterman is a member of the Onondaga Nation, Turtle Clan, and is an associate professor at the University of Toronto. She is the appointed Runner for the Haudenosaunee and was the first and only faculty associate assigned to the Native Student Program during its inception in 2006.]

Waterman is also a graduate of the Higher Education program and worked directly with Regina Jones to establish the Native Student Program. She conducts research on Native students' college experiences through an Indigenous lens. This is something that I am really passionate about and want to pursue someday.

NS: I agree with Bailey. The connections and networking are the best part, especially connecting with our Higher Education program cohort and faculty. Building relationships with them has been super helpful as I go through the program. Also, I love working with and building relationships with our Indigenous students and staff on campus. ■

Five Questions for Nkenge A. Bergan '95



Advisory Board Member and 2023 Convocation Speaker Nkenge Bergan is Associate Vice President for Student Development Services at Kalamazoo Valley (MI) Community College. She graduated SOE in 1995 with a B.S. in Inclusive Elementary Education and earned a master's degree in Educational Leadership and Administration from Western Michigan University and a Certificate in Education from Grand Valley (MI) State University. Read an excerpt from Bergan's 2023 Convocation address on p34.

1 Describe your current role and its responsibilities.

I am responsible for counseling and advising, Promise Services, Student Life and Engagement, Strengths, New Student Orientation, Veteran Services, Transfer Resources, Workforce Development, and Multicultural Services. In other words, all areas outside of the classroom to ensure students are able to focus and feel supported as they matriculate through college.

2 How did the School of Education prepare you for this role?

By maximizing my understanding of the needs students have outside of the classroom that make learning easier. Also, the variety of experiences and settings we were exposed to ensured that I had a firm foundational understanding of how to meet the needs of all types of learners and their support systems.

3 What current trends do you see in your specialty and how are you addressing them?

In higher education there is a struggle with development education courses and with students coming to college prepared. Working with instructional leaders and others, we are looking at research on self-guided math placement and holistic placement for other areas. We are also working with faculty and staff on how to read and use data in decision making. That's not an area we have historically spent time on, but it will make us a stronger unit in the future as we tackle new issues in student service.

4 What activity stood out for you most as a student at SOE?

The large amount of field placements we had. As I became a practicing educator and eventually an educational leader, I was surprised to learn that all universities don't have the same preparation for their students. I felt it made me a stronger candidate when I was seeking a job, and I knew my likes, dislikes, strengths, and growth areas.

5 Make a pitch for SOE—why should a prospective student choose the School of Education?

SOE ensures educators are able to go into any educational setting fully prepared and extremely confident. The programs are innovative, intentional, and focused on current learners, and they are taught by world-class, highly skilled practitioners. ■

ADVISORY BOARD 2023-2024

Karen E. Achtman '11	Julie J. Padilla '11, G'12
Emily R. Ades '89, P'21, P'23	Sacchi A. Patel '09, G'11
Gregory L. Allen '72	Raphael T. Richard G'12
Marcia M. Baldanza '86	Alice H. Rosen '83, P'11
Nkenge A. Bergan '95	Tyrone R. Shaw '10, G'12
Arthur S. Bloom '71, G'72	Helen W. Spector G'72
Juli G. Boeheim G'97, P'22, P'22	Elyse Spector Kalmans P'27
Frank R. Comfort '67	Wendy C. Thompson G'99
Christopher H. DeVoe '79, P'17	Felicia L. Walker '87, P'17
Florence Pampalone '05, G'11	Diana Wege '76
Brent C. Elder G'14, G'16	Laurie A. Wolfert '76, P'04
Autumn F. Figueroa '04, G'06	Lauri M. Zell '77, P'14
Constance C. Foote '61, G'63, P'92	
Timi F. Hecker '89, P'20, P'22	
Sharon H. Jacquet '72, P'03	
Alice G. Kendrick '70, G'79, G'93	
Deborah A. Knoblock '88, G'90 (Board Chair)	
Deborah A. Little '14, G'16	
Melanie A. Lustig '13, G'14	
Melanie D. Mahanna '09	
Raquel-Ann (Roxi) Nurse McNabb '98, G'99, P'25	
Desiree A. Moore '00, G'05	
Geraldine (Jeri) T. Muoio G'83	
Nicole M. Nguyen '08, G'14	
Susan M. Oberwager P'25	

EMERITUS BOARD MEMBERS

Ruth D. Brown G'77, P'91, P'93
Carol S. Decker '68
Nan P. Gordon '72, P'03, P'11
Gilbert R. Herer '53, G'54
Lynn D. Kreischer P'88, P'91
Daniel G. Lowengard '72, G'73
Julie L. Mendik '89
Jeryl A. Mitchell '81, G'83
Joanne K. Monroe '76
Aileen C. Picardi G'58, P'85
Jan S. Raymond '65
Nancy A. Schulman '73
Barbara P. Shineman G'80, P'73
Patricia L. Stith G'77, P'05
Sinforosa G. Tan G'75

P'XX designates the parent of an SU student or graduate

DEAR SCHOOL OF EDUCATION COMMUNITY,



What does Forever Orange mean to you? For me, it is inextricably linked with being **#ProudToBeSOE**. Our talented alumni community includes a spectrum of leaders—dedicated and inclusive educators, counselors, higher education professionals, instructional designers, school administrators, and policymakers—who are impacting education in the US and across the globe.

Our SOE alumni also include change-agents in other sectors, such as health care, finance, and technology. Together, thousands of our

graduates are advancing equity and inclusion, in the classroom and beyond.

Preparing students to become thoughtful and effective leaders requires a School that continues to bridge scholarship and practice by delivering a student experience that rises above the rest.

That commitment to excellence is evident in the recently completed comprehensive, School-wide Re-design, which aligned key areas of distinction, expanded bandwidth for innovation, and increased the School's historic dedication to antiracism and inclusion.

Keystone programs are now linked with our three centers. These research and practice units work in concert to deliver a tailored path toward the future for all SOE students.

Meaningful engagement by our community also ensures that SOE can continue to support and mentor the next generation of leaders and meet the needs of 21st century learners. There are numerous ways you can make a difference:

- **Sign up for Orange Central.** Join fellow alumni on campus September 28 through October 1 to celebrate our shared Orange experience.
- **Make a gift.** Your philanthropy invests in our students and encourages faculty excellence by supporting scholarships, research funds, and professional development.
- **Promote SOE** to your network. Follow us on your favorite social channel and tell friends and family about your Syracuse experience.
- **Refer alumni or prospective students.** If you know someone who wants to pursue a career in education or alumni who desire to support our mission, let us know.
- **Host an event or speak with admitted students.** Alumni reaching out to admitted students gives us a significant recruiting advantage, making SU the clear choice.

For more information on how to help advance our mission, please email suschoolofed@syr.edu or call 315.443.4754.

Supporting the School that made so many opportunities possible is an honor. I hope you will engage in a way that is meaningful to you to help our beloved School reach its full potential.

Most sincerely,

Deborah A. Knoblock '88, G'90

A Beautiful Journey

A Triple Alum Cherishes His Near Decade at SU

Growing up in Palestine with a rare and progressive neuromuscular disease known as spinal muscular atrophy, Hani Q. Khoury '87, G'89, G'95 says confronting the reality of disability, as well as political unrest, made him seek solutions early on.

His chosen profession—mathematics—helped this quest. It is, he believes, the utmost example of critical thinking. “As I was learning mathematics,” Khoury recalls, “I discovered its power and beauty. It really is a field where we look for solutions to a number of problems that confront us.”



Khoury (above) with his proud parents at Syracuse University in 1987.

“I translated my physical inability into imagination. Learning was my path to salvation.”

Incredible Experience

Khoury left his home for Syracuse 40 years ago—in August 1983—in part to be with his brother, who had moved from the Middle East to escape civil war in Lebanon and study at SU. After graduating high school, Khoury made the same move, first studying at Onondaga Community College, earning an A.A. in Mathematics and Science, before transferring to SU in 1985.

Khoury went on to earn four higher degrees at SU: a B.A. in Mathematics and a B.S. in Systems and Information Science in 1987, a M.S. in Computer Science in 1989, and a Ph.D. in Mathematics Education with the School of Education in 1995.

“My experience at Syracuse University was incredible,” Khoury says. “There is a great deal of satisfaction that I get from reflecting on those years.”

He says he is most grateful for his mentors, crediting in particular mathematics education Professor Joanna Masingila for her inspiration and encouragement.

With his progressive disability leaving him unable to walk, Khoury connected with ARISE CNY and the Muscular Dystrophy Association, who assisted him with obtaining a wheelchair. “Once I got the adult chair, I kind of rolled on my own on campus,” he says.

“I spent an incredible number of years with faculty members from both the School of Education and the College of Arts and Sciences,” Khoury adds. “I am very thankful for many faculty members and others who always believed in me.”

Two-Way Street

In his words, Khoury has had a “beautiful journey in life,” confronting challenges head on—political conflict, disability, adjusting to a new culture, and learning a new language. His success, he says, is intricately connected to his love of learning.

“I translated my physical inability into imagination. Learning was my path to salvation,” Khoury explains, noting that while his body was limited, his mind was free.

Holding a strong affinity for both education and mathematics, Khoury decided to pursue a doctorate “to help others understand the power and the beauty of mathematics.” His focus: adult learners.

“Why adult learners?” Khoury asks himself. “Because I believe that in order for society to create a constructive climate for all and for all to learn and do well in mathematics, we need to also prepare the adults. In other words, adults and parents also have to see the

value of and appreciate mathematics themselves before they can transmit that understanding to their children.”

For nearly 30 years, Khoury has taught at Georgia’s Mercer University, where he founded the Department of Informatics and Mathematics for adult learners.

Education, he says, is a two-way street. “I give, but also I receive,” Khoury says, explaining how teaching can be mutually beneficial. “I share my story with my students, but at the same time, I really learn and benefit from their experiences in life. I think the classroom was the best choice I’ve ever made.”

Not an Option

Already the recipient of two teaching excellence awards, in 2013 Khoury was nominated by his college to receive Mercer University’s highest teaching honor: The Joe and Jean Hendricks Excellence in Teaching Award.

More accolades followed. Based on his inspirational success story and efforts to creating a better world for all, Khoury was awarded the 2019 High Achieving Arab American Individual Award by the Alif Institute in Atlanta, GA.

For many years, friends and colleagues encouraged him to write about his life, noting his interesting personal story. So as the 40th anniversary of his emigration from Palestine approached, Khoury did just that.

During a sabbatical, he wrote a proposal and spent the next four years writing his first book. He published *Giving Up Is Not an Option: Memoirs of a Palestinian American* in 2021. In it, Khoury narrates the complexities of his life and the juxtaposition of living in two very different cultural settings: Israeli-occupied Palestine and the United States.

He concludes his memoir with the sentiment that home is where one’s dreams can be realized. For him, his adopted nation “is where my dreams became true.”

Khoury says he is contemplating a second edition to his memoirs because he wants to expand on what it means to live with a disability: “That’s one chapter I would like to explore in detail. I don’t think many people know what it means to have a certain type of disability.”

“I have spoken about my experience at many different places around the country,” Khoury adds. “I speak about having to confront personal disability in relation to the situation in the Middle East.”

Khoury explains that the progressive nature of his disease focuses how he confronts challenges: “Problem solving to me is key, not only in mathematics but in life in general. That’s the relationship I have developed between life and mathematics.” ■



“I share my story with my students, but at the same time, I really learn and benefit from their experiences in life. I think the classroom was the best choice I’ve ever made.”



(Right, top) Hani Khoury in front of the Church of the Holy Sepulcher, Jerusalem, 2018. (Bottom) Khoury with Nabil Ayyoub, President of the American University of Madaba, Jordan, in 2018.

“What Can We Do to Support ‘Human Thriving’ in the Context of Global Diversity?”

“**H**uman thriving” is among the areas of “distinctive excellence” enumerated in the University’s 2023 Academic Strategic Plan (found online at academicaffairs.syracuse.edu).

This concept is inspired by the words of Chancellor Erastus Haven. In 1871 he charged Syracuse students “to thrive here, to learn here, to teach here, to make lifelong friends here, and to seek knowledge without end.”



Today, the University defines human thriving as valuing and enabling the contributions of people of all ages, abilities, and backgrounds and as understanding the physical and social conditions needed to create and support healthy and sustainable communities for everyone, particularly those who have been historically excluded or neglected.

In this alumni roundtable, we ask graduates of SOE’s Counseling and Human Services doctoral program to offer their advice on how we all can support human thriving in broadly diverse, fully equitable, and radically inclusive contexts.

*Portrait of Chancellor Erastus Otis Haven, circa 1875.
Syracuse University Portrait Collection, University Archives.
Photograph by W.V. Ranger.*

Kirsis A. Dipre G’22

Kirsis Dipre serves as core faculty in the Counseling@Northwestern program at The Family Institute at Northwestern University.



To me, human thriving means creating a space where we as a collective can be our authentic selves, bring our existing knowledge, and co-create experiences and knowledge that propel everyone involved forward regardless of differences in the space.

Human thriving means that we no longer must live in separate worlds, institutions of higher education, and our personal lives. It is as if there is no space for our full selves to be received in academia, which creates dissonance and deepens a wound we can recognize but struggle to name. Only when we are able to integrate our full selves are we able to heal from this wound,

Therefore to answer this question, the “we” needs to be named. Institutions are the “we” because “we” as individuals—who are surviving and aiming to thrive in these systems—can only create spaces of mutuality in corners and pockets within institutions.

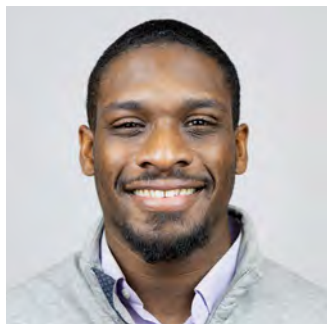
Institutions must first assess gaps, areas that conflate thriving with surviving, and provide support for improvements. It takes intentional work for an institution to look at itself, recognize areas for growth, and properly care for them to encourage them to grow and thrive.

One answer is to create spaces that are equitable and responsive to those in it, without privileging certain voices, with the goal of making those spaces the norm. When we are able to challenge and change the current norm—through critical recognition of the parts that are not working—then we can begin to effectively promote human thriving.

Jordan P. Shannon G'20

Jordan Shannon is Assistant Professor of Counselor Education in Seattle University's College of Education.

As an academic in counselor education, I have been reflecting on what it means to make sure my students are thriving and prepared to embrace a diversity of ideas, challenges, knowledge, and experiences.



Part of that challenge has been making sure students are aware of their own worldview, biases, and assumptions. This is often done through presenting knowledge of systemic inequities, diverse needs, and culturally responsive strategies to aid wide variety of populations.

Students and I are further challenged by reflecting quite vulnerably on our individual and collective identities in face-to-face measures (e.g., skills practice, group counseling, and delivering feedback). It is a delicate tension to maintain.

As students and I start to feel emboldened to bring our full selves into the work of diversity, equity, and inclusive practices, doing so can leave folks—particularly those who hold multiple marginalized identities—vulnerable to isolation, invalidation, and discomfort from majority culture peers.

I believe as an instructor, with both institutional and social power, it is my responsibility to craft a space that breeds boldness but specifically a space for those in the margins. Often this means modeling vulnerability of my worldview, assumptions, and biases for my class, so the power dynamic can feel less present.

Peitao Zhu G'20

Peitao Zhu is Assistant Professor of Counseling and ACUE Distinguished Teaching Scholar in Northern Illinois University's Department of Counseling and Higher Education.

In the increasingly polarizing global climate, we often interact with one another in non-relational



"To me, human thriving means creating a space where we as a collective can be our authentic selves, bring our existing knowledge, and co-create experiences" (Kirsis A. Dipre G'22). Art therapist Rochele Royster demonstrates indigo fabric dyeing at a June 2023 Breedlove Readers Book Club community event.

manners. We judge the worth of fellow human beings through the materialistic lens of accomplishment, status, and financial assets. We segregate ourselves among those with similar identities and immutable characteristics. We stay siloed and sheltered within those who share our same belief systems and demonize those who do not.

One cannot thrive if actions are motivated by fear, insecurity, and defensiveness. One cannot thrive if they are alienated from their fundamental need to be connected to.

The responsibility to foster human thriving, in my view, does not lie in any abstract "system," because systems consist of willing participants. By only scapegoating the "system," we run the risk of not holding ourselves accountable for the same types of transgressions that we condemn others for.

Instead, I believe each of us ought to play an active role in shifting the global tide of polarization, beginning with an honest reflection of our own biases, flaws, and growth edges: Do I judge others based on their opinions and ideologies? Do I value one form of diversity but am dismissive of another? Am I willing to challenge the opinions and beliefs that I hold close to my heart in facing disconfirming evidence?

In short, only through a shared deep commitment to valuing our human connections can we achieve the collective wisdom to navigate this exceedingly complex global society. ■

Alumni News and Notes

Find these stories and more on our website.



Honing Skills at Jowonio

An October profile of **Emily Liu G'22** notes how the ink was barely dry on her master's degree diploma when she began prepping her new classroom at Bernice M. Wright School, an early childhood education program on the SU campus.

Having graduated only a couple of weeks earlier with a master's degree in Early Childhood Special Education, Liu immediately took responsibility both for teaching her toddler students and for supervising her first teaching assistant.

If Liu sharpened her teaching and leadership skills in her master's degree courses, it was at her summer guided teaching placement—at Syracuse's Jowonio School, an alternative pre-school that practices full inclusion of students with disabilities—where those skills were honed, giving her an edge as she prepared to lead her own classroom.

Allison Fuess G'19 mentored Liu during her placement. A former SOE student teacher at Jowonio herself, Fuess began welcoming teachers in training into her classroom from day one. "Jowonio threw me right into mentoring," says Fuess. "A lot of Syracuse students come through our school, and it's wonderful. I felt privileged to move into the role of lead teacher and mentor. I'm proud to be involved."



Composing Culturally Relevant Music Programs—from Queens to Beijing

In a November profile, **Evan Wichman** details his fascinating career path after graduating from SOE's music education program in 2012. His journey has taken him from Maspeth High School in Queens, NY; to Ecuador, on a Fulbright-Hays Fellowship; to China, as a music teacher at Beijing National Day School.

As he has moved, his interest in building culturally relevant music programs has gone with him. "I ask myself, who are the students I am serving?" Typically, Wichman then looks for pieces students can connect to—selections from their cultures, in native languages and styles. Not only does that approach teach students about their culture, he says, it can also center them as experts so others learn from them.



'Cuse Conversations: Horton Discusses Bridge to the City

SU podcast 'Cuse Conversations featured Professor **Tom Bull G'90** and **Abby Horton '19** discussing SOE's Bridge to the City program in November 2022. Bull, who directs the program, explains how it prepares the next generation of inclusive education teachers through an immersive and mentored semester-long experience in New York City schools.

Program alumna Horton recalls, "I definitely remember feeling like, 'Oh wow, I'm kinda like one of the adults in the room right now.' I think the curriculum and the projects the schools do are what really stood out for me. The first school I taught at were raising trout to release on a camping trip! I remember thinking, this is really hands-on stuff."

Sound Beat Releases "King Arthur and the Book of Corbenic"



Syracuse University Libraries' Sound Beat: Access Audio released the audio book *King Arthur and the Book of Corbenic* in April, written

by InclusiveU graduate **Christopher Catroppa '22**. The audio book can be found at [SoundBeat.org](https://www.soundbeat.org).

Catroppa's retelling of the Arthurian tale portrays the mythical British King Arthur as a young man gazing into his own future toward a quest that will change everything he know about life and love. The audio book production was the result of Catroppa's yearlong SoundBeat internship, organized through the Lawrence B. Taishoff Center for Inclusive Higher Education.



Buyea: Writing Is Both “Humbling and Rewarding”

Profiled in January, **Rob Buyea '99, G'00** reflects on his journey out of the classroom and toward publishing award-winning middle grades novels.

“When I first began teaching, I was doing a lot of talking to my students about writing, but I wasn't doing any of it myself,” says Buyea. “Simply put, that didn't sit well with me, so I got started. I said to myself, ‘You can talk the talk, but can you walk the walk?’”

These days, Buyea doesn't so much walk as run. The former Orange wrestler, elementary and high school teacher, and wrestling coach is now the Penguin Random House author of two popular book series—Mr. Terupt and The Perfect Score—and the stand-alone novels, *What Comes Next* (2021) and *The Daredevils* (2022). Much in demand, Buyea visits schools across the country and—virtually—throughout the world.

Despite his success, the Massachusetts-based Buyea, who studied biology and elementary education, remains humble

about the origins of his vocation: “I began writing so that I could become a better teacher of writing, and that happened because of my students. They were my inspiration.”

Pipe Publishes on “Decolonizing” Higher Education

Professor **Laura Pipe G'07**, of University of North Carolina-Greenboro, has co-edited *IGNITE: A Decolonial Approach to Higher Education through Space, Place and Culture* (Vernon Press). The book offers a



decolonizing approach to scholarship with contributions from academics, activists, artists, students, and others.

Bringing to light structures and biases embedded in North American higher education, the book calls for a blend of equitable, culturally responsive, and experiential learning. It examines unlinking colonizing structures from teaching and learning by honoring space, place, and culture.



LeMura Awarded Tolley Medal

Linda M. LeMura G'87, President of Le Moyne College, was awarded the William Pearson Tolley Medal for Distinguished Leadership in Lifelong Learning at the One University Awards on April 23.

The first lay female to serve as president of a Jesuit college or university in the world, before her accession, LeMura was Le Moyne's Provost and Vice President for Academic Affairs and Dean of Arts and Sciences. A Syracuse native and graduate of Bishop Grimes High School, LeMura received a Ph.D. in applied physiology from SOE.



SU Retires Caira's Softball Jersey

In April, softball player **Jenna Caira**—a 2012 graduate of SOE's physical education program and a bronze medal winner from Team Canada's 2020 Olympic squad—became the first former softball student-athlete to have their SU jersey retired.

Caira is one of the most acclaimed pitchers to wear Orange. She was the 2009 BIG EAST Conference Rookie of the Year, the 2011 BIG EAST Conference Pitcher of the Year, a two-time first-team all-region selection, a four-time All-BIG EAST Conference honoree, and a 2012 third-team Louisville Slugger/NFCA All-American.

Alumni Lead First-Year Seminar

In April, Associate Provost for Strategic Initiatives Marcelle Haddix announced **Shannon Hitchcock Schantz G'21** as the new Director of First Year Seminar.



She is joined by **Ali Bakhtiari G'21**, who becomes Program Coordinator.

A higher education professional with 17 years of experience, Schantz received her Ph.D. in Higher Education from SOE. Bakhtiari is a native of Afghanistan and

earned a master's degree in Teaching and Curriculum.

First Year Seminar started as a temporary course in 2018. After approval by the SU Senate and all schools and colleges, it ran for the first time in Fall 2021 as a full-semester, one-credit course required for graduation.



Banks Receives Honorary Degree

The late **Cerri Banks '00, G'04, G'06, H'23**, who served as SU's Vice President and Deputy to the Senior Vice President of Student Experience, as well as Chair of the SOE's Board of Visitors, was named a Doctor of Humane Letters (posthumous) at the 2023 Commencement on May 14.

A three-time SOE graduate, Banks (1967-2022) had a lifetime legacy at SU: as an engaged alumna, a staunch supporter of SOE and the University, and a beloved leader and mentor in the Student Experience division.

Banks was a thought leader in the field of student affairs, recognized for her work at the intersection of scholarship and practice, teaching and research, academic affairs, and student affairs.



BERGAN EXHORTS GRADUATES TO "SERVE WITH URGENCY"

Board of Visitors member **Nkenge A. Bergan '95** addressed graduates at SOE's 2023 Convocation ceremony on May 13, in its new location of Goldstein Auditorium, Schine Student Center.

"Serve with urgency," Bergan told the graduates. "My teaching and education

career have been mostly in urban settings serving young people and their families from communities that statistics and the system had counted out.

"In my most recent school district, there is a 14-year life expectancy gap for children living only two miles apart due to decades of social and institutional inequities in our urban center. All these young people go to school together. If education is the greatest equalizer, the equity-minded educator in me wants to ensure every possible best practice, experience, and resource is implemented to decrease the education gap, and motivate leaders in other sectors of the community to work together.

"Equity for me means giving every child what they individually need to be successful—with urgency. When you commit to serving with urgency, you maximize the chances that learners and their families have to succeed; you refuse to allow the status quo to settle; and you challenge those around you to tap their creativity and their belief about those you serve." ■

CONVOCATION STATISTICS 2023

86

bachelor's degrees

147

master's degrees

47

certificates of
advanced study

21

doctoral degrees

21

InclusiveU graduates



SOE Launches the Corinne R. Smith Study Abroad Program Fund

Since the School of Education began offering scholarships to support study abroad in 2013, it has distributed nearly \$1 million to more than 320 students for educational experiences from Australia to Vietnam, 23 nations in all.

This strong legacy is set to continue thanks to a generous gift to the School from Lynn H. Smith, special counsel at Syracuse-based law firm Barclay Damon LLP and husband of late Professor Corinne R. Smith.

Originally known as Himan Brown Fellowships, study abroad scholarships now will be named for Professor Smith, drawn from a new fund—with donations from Lynn Smith and the Himan Brown Charitable Trust—that recognizes her contributions to the School and University.

An internationally recognized expert in learning disabilities, founder of SU's Psycho-Educational Teaching Laboratory, former Associate Dean for Academic Programs, and former Interim Dean, Corinne also served as SOE's Director of Global Outreach.

Lynn explains that in this role Corinne not only helped US-based students study abroad by coordinating fellowships, she also connected with overseas students, helping them come to Syracuse and staying in touch with them when they returned to their home countries. She also supported the creation

of educational courses in countries such as Italy and South Africa, programs that continue to this day.

"The University used her work as a model for other study abroad programs," observes Lynn. "Corinne spent her whole adult life at the University. She enjoyed her work, and people enjoyed her."

Appropriately, given Corinne's legacy of creating new academic opportunities, her namesake fund will support faculty in developing new programming for study abroad and study away, including programs that lower barriers to experiential learning encountered by students from underrepresented groups, including disabled students.

The fund will be overseen by Professor Emerita Marlene Blumin. Scholarships will be awarded to students enrolled in SOE majors or minors and/or SOE-led study abroad programs. The awards will be based on overall program cost, student financial need, and the percentage of costs not covered by other means.

Blumin believes the fund is a fitting tribute to her former friend and colleague. "Corinne enjoyed traveling, and her

Hungarian-born parents strongly influenced her awareness of and the enrichment gained from understanding different cultures and peoples."

In that spirit, Blumin believes Corinne would urge students taking advantage of study abroad scholarships to "be open to understanding the differences that you see in your travels. Don't just go to tourist sites but rather engage with locals and learn differences and similarities."

"I liked the idea of recognizing what Corinne did in her career, and I know she would have liked to do this too," adds Lynn Smith. "If she is looking down, I hope Corinne knows I am recognizing how much she helped people and how much people liked her. She always had a smile on her face." ■

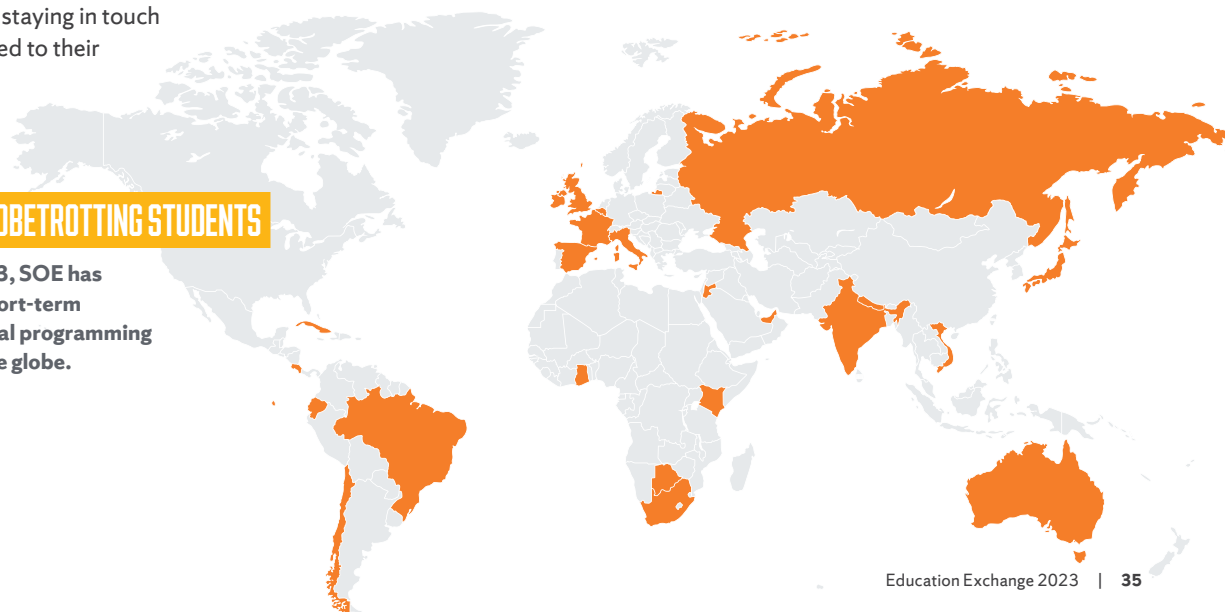
Visit soe.syr.edu/admissions/life/study-abroad to learn more.



Corinne R. Smith

SOE'S GLOBETROTTING STUDENTS

Since 1993, SOE has funded short-term educational programming all over the globe.



GIFT PLANNING

Forever Syracuse

“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.”

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!

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.



SOE GETS A BOOST!

Boost the 'Cuse—the University's Day of Giving—returned on March 21, coinciding with Otto the Orange's birthday! The birthday orange joined the SOE community throughout the day, helping to make it a "crushing" successes and really "juicing" our numbers.

In fact, Otto rolled by Katie Ducett's SPE 311 class the day before, where students were treated to Varsity pizza and SU swag. Meanwhile, in Huntington Hall, fundraising was accompanied by giveaways and games, including a coloring contest won by Alex Walraven '24.

The highlight of the day was when InclusiveU's Thomas Wilson and Professor Beth Myers, Director of the Taishoff Center for Inclusive Higher Education, were featured on the noon segment of the University live Boost broadcast, hosted by NFL Network's Scott Hanson '93. The pair chatted about the Orange TV Network's *Thomas on the Town* show.



FORTUNATE FICUSES

Associate Dean for Academic Affairs Professor Jing Lei noticed that the Jacquet Commons in Huntington Hall could use a little greenery, so she bought and donated to the School two ficus trees. They bring an added benefit: according to the traditional Chinese practice of feng shui, ficus trees attract good luck!

BOOST BY THE NUMBERS

280+*
DONORS

*74% increase over last Boost

\$46,000+
GIVING TOTAL

63+**
FACULTY/STAFF
DONORS

**Second highest total among SU school and colleges

**THANK YOU
FOR YOUR GENEROSITY!**

From the Archive

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



This 1901 photo comes from the nyheritage.org collection via Upstate Medical University. It shows a physical diagnostics class with a live model taking place in the basement of the Hospital of the Good Shepherd.

Founded in 1872 by the Episcopal Diocese of Central New York under Bishop Frederic D. Huntington, the hospital was among the 20 oldest in the United States. It moved to Marshall Street in 1874.

Purchased by Syracuse University in 1915, the hospital eventually was closed in 1966 and its patients transferred to Upstate. The building was re-named after its founder, and SOE moved from Slocum Hall to Huntington Hall in 1973.

The building has seen several renovations over the years. The original brick structure was erected in 1875 and expanded in 1916. After conversion to an academic building, it was re-designed in 1982 and again in 2013.

In the latest renovation, Room 030 has been converted from the home of SOE's Technology Support Group to a clinical simulations lab for the Center for Experiential Pedagogy and Practice (see inset photo).

And that is where the archive photo comes full circle. Just as with the 1901 medical students, student teachers and other pre-professionals once again will be training in Huntington Hall's basement with live, standardized individuals. ■



IN MEMORIAM

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

Harold “Dick” Hackney

(1935–2022)

Harold “Dick” L. Hackney passed away peacefully at his home in July 2022 after a brief illness. The author of several books on counseling, including *The Professional Counselor* (Allyn and Bacon, 1993) and *Counseling Strategies and Interventions* (Pearson, 2011), Hackney was a professor in the Department of Counseling and Human Services, retiring from that position in 2008.

Hackney received his bachelor’s degree in history from West Virginia University, before teaching social studies and serving as a school counselor in northern Virginia and taking a master’s in Psychology from George Washington University. During his time in the Capital area, he served in the civic affairs unit of the US Army Reserve.

After completing his doctorate in Counseling Psychology from the University of Massachusetts, Hackney taught at Purdue University—meeting his wife, colleague, and co-author Janine Bernard—before serving Fairfield University as a Professor of Counseling and Associate Dean of the Graduate School of Education and Allied Professions for 16 years.



Gwen Yarger-Kane

(1936–2022)

Gwendolynne Yarger-Kane passed away in October 2022, in Mooresville, NC, at the age of 86. She was a member of the faculty for 25 years, teaching undergraduate seminars in the inclusive education program and directing the West Genesee/Syracuse University Teaching Center, as well as creating and sustaining productive relationships between SOE and other local schools.

Yarger-Kane is also remembered for her passion for animals, reading, traveling, decorating, gardening, and collecting art from all over the world.

“Gwen contributed much to the field of teacher education and professional development while at Syracuse University. She was classy and caring,” says Program Specialist and Academic Advisor Marie Sarno.

Laura J. and L. Douglas Meredith Emeritus Professor for Teaching Excellence Gerald Mager remembers her as being “instrumental in shaping School of Education teacher preparation programs in the 70s, 80s, and 90s, particularly as they built in and built upon field experiences. I considered her one of my closest colleagues.”



Megan Cartier

(1978–2023)

In February 2023, the School of Education said goodbye to Megan Cartier, after a long battle with cancer. Megan graduated in 2020 with a Certificate of Advanced Study in Disability Studies. At the time of her passing, she was an assistant professor of special education at The College of St. Rose in Albany, NY. She was awarded a posthumous Ph.D. in spring 2023.

“Megan Cartier deeply cared for students enrolled in InclusiveU, and she taught a cooking seminar for the program that she considered her favorite work. She also led the first-ever national Student Leadership Conference for college students with intellectual disability,” says Professor Beth Myers, Director of the Taishoff Center for Inclusive Higher Education, who was a member of Cartier’s dissertation committee.

Cartier was born in Colorado Springs, CO, where her dad was serving at Fort Carson. After attending schools in the US and Europe, she received her B.A. from the University of New Hampshire and her Master’s of Education from Georgetown (KY) College. Her position at The College of St. Rose was “her dream job”—her desire was to teach teachers who would pursue degrees in inclusive education. ■





IN MEMORIAM

Includes alumni whose passings were reported to the School of Education from June 1, 2022, to May 31, 2023.

1949 Natalie F. Zatzkis **1950** Jeanne M. Cordts **1951** Millacent S. Lewis **1952** Dorothy O. Cole, Betty Sterzer **1953** Anne Z. Brown, Irene Donleavy, Eugene F. Finnegan, Nelly E. Hopkins **1954** Marlyn P. Fogel, Robert C. Hammond, Anne M. Lawton **1955** Joyce Cain, Mary Jane Finnegan, Reva-Belle Kramer **1956** Elizabeth A. Bixler, Barbara H. Farnsworth, Roberta J. Hennessey, Eleanor P. Jacobs, Harold D. Manning **1957** Helen J. Blanchard, Thomas D. Fonda, Dorothy T. Hamilton, Alice V. Hidy, Patricia L. Hudelson, Elene C. Schor-Morris **1958** Barbara J. Hayes, Marydale C. Schmidt **1959** Lois M. Leblanc, Nancy S. Reitkopp, Lael H. Wilson, Elsa A. Wiltchik **1960** Elizabeth J. Blacklock, Walter J. Cegelka, Carol J. Mardon, Anne L. Stevens, Jean A. Straub, David C. True,

Nancy M. Vanderpool **1961** Carmella Mantaro, Joseph A. Mastroberardino, Marian L. McCart, Phyllis S. Salzman, Anthony J. Savino **1962** Susanne T. Albino, Nancy H. Centra, Georgeanna M. Howanietz, John L. McCarthy, Ann V. William **1963** Joanne L. Heisler **1964** Newton A. Allen, Edith R. Arwin, Margaret H. Collinson, John F. Dowd, Eileen P. Holcombe, Amelia G. Iselo, Samuel G. Marcus, Charlene S. McKaig, George A. Perry, Mary Rose A. Strano **1965** Alice M. Beasor, Marcia S. Brunner, John L. Daly, Walter L. Hobble, John E. Jones, Dawn C. Kimberly, Margot J. Turano **1966** Lesley E. Barfoot, Joyce S. Burdick, Carolyn L. Goodman, Robert J. Hight, Virginia J. Lovejoy, Patricia A. McNamara, Phyllis A. Olin, Jane R. Orofino, June A. Smith **1968** Joanne M. DelVecchio, Susan N.

Hayes, Donald G. Merrill, David A. Petras, Melanie A. Rosenblatt, Mary E. Tranquille **1969** John H. Croghan, Patrick M. Mattern, Ida T. Mescon, Virginia A. Stanton **1970** Susan C. Biggam, George A. Churukian, Robert M. Hanson, Bonnie J. Mabert, Branson L. Thurston, Jean A. Waterbury **1971** Robert F. Allen, Janet M. Fellows, Robert C. Gillin, Annette A. Guisbond, Marilyn G. Handel, Susan A. Oikelmus **1972** Carol F. Finkle, Kathryn I. Hall, Fred E. Hartmann, Linda Kulzer, Gloria D. Mabie, Stephen B. Plumer, Sally B. Segall, Reginald D. Wilson, Philip C. Young **1973** Patricia M. Coolican, Margaret A. Dann, Thomas F. Hehir, Carlmon N. Jones, James J. Salviski, Kathleen A. Walczak **1974** Roger W. Carrierio, Mark E. DeSanctis, Joseph P. Hines, Jane G. Kassoff **1975** Margaret A. Horton, James J.

Roschick, Lynn G. Rupp, Marvella H. Thomas **1976** Barbara C. Cargo, Patrick J. Curtin, Yvonne M. Hooker, Stephen A. Martin, Margaret A. Nasemann, J.W. Underwood **1977** Sally H. Coman, Robert J. Kinsella, Gwendolynne P. Yarger-Kane **1978** Jayne A. Bodah, Susan D. Zaleon **1979** Barbara D. Blok, Kathleen J. Dungey-Malinchoc, Carol L. Lawyer **1980** Abbey G. Kaufman **1981** Cynthia C. Buckley, Constance J. Hall **1983** Susan J. Foster **1986** Susan K. Levine **1987** Diane M. Hamilton **1989** Suzanne M. Tankersley **1990** Matthew D. Bassett **1992** Susan J. Gaylord, Syndi A. Smith-Bierman **1994** Carole A. Callender, Barbarajean C. Douglas **2000** Cerri A. Banks **2008** Susan L. Loeffler **2019** Tanaya G. Thomas **2020** Megan E. Cartier ■



Rise as One. Rise as **Orange.**

Together, we go beyond potential,
to impact. Beyond graduation, to a
lifelong family. Beyond what we learn,
to who we become.

syracuse.edu



◀ Savannah Stocker '23
Inclusive Elementary and Special Education

HONOR THOSE WHO INFLUENCED YOU

School of Education faculty are expert teachers and equity-driven scholars who lead in inclusive and antiracist practice, integration of digital technology, and experiential learning rooted in campus and community partnerships.

For undergraduate and graduate students alike, they become close advisors and valued mentors. “I know my professors always had 10 million things to do,” says Phillandra Smith G’22, “but I never felt like I was less of a priority whenever we spoke. I aspire to emulate this.”

Make a gift in honor of an influential professor—or staff member or fellow student—that you’ve worked with in the School of Education, and we’ll share those recognized in the alumni newsletter.



Make your gift today at
givetosu.syr.edu/EducationExchange23
or by scanning our QR code.

