

# Education Exchange

SYRACUSE UNIVERSITY SCHOOL OF EDUCATION

2022



## DISCRIT

### Centering the Margins

Professor Beth Ferri offers an intellectual history of Disability Critical Race Theory

#### ALSO INSIDE

Ashanti Hunter '22 Sows Seeds of Hope **24** What Happens When Big Brother Goes to School? **32**  
Eva Williams G'00 and Donna DeSiato G'04 Discuss Teaching Challenges **34**

## ACADEMICS



- 12** undergraduate majors
- 5** undergraduate minors
- 20** master's degree programs
- 8** certificate of advanced study (CAS) programs
- 10** doctoral programs

## STUDENTS



- 389** undergraduate students
- 529** graduate students
- 34** states and territories represented
- 27** countries represented
- 50%** scholarship tuition amount offered to all master's and CAS students

## BY THE NUMBERS 21/22

### FACULTY/RESEARCH



- 56** full-time faculty members
- 3** centers and institutes
- \$6.08M** external funding awards

### RANKINGS



- #58** in graduate programs of education (U.S. News & World Report)
- #23** in special education (U.S. News & World Report)
- #9** in general education schools (College Factual)
- #10** in physical education schools (College Factual)
- #12** in special education schools (College Factual)

### ALUMNI



- 23,431** alumni
- 53** states and territories represented
- 86** countries represented

### POST-GRADUATION



- 98%** post-graduation placement outcome
- \$52,120** average starting salary
- 100%** NYS Educating All Students certification test pass rate
- 100%** NYS Educating Students with Disabilities certification test pass rate

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## Dear Education Exchange Readers,

**G**iven my status as a fourth-generation teacher, fall has always felt more like the new year to me than January 1. The start of school was always the equivalent of a holiday in my house—something for which we prepped and counted down.

Few things make me prouder than having carried on the tradition of what my relatives and I call “the family business,” and I trace many of my core values as a professional—high expectations for students, a reverence for story, a concern for community building—all the way back to my great-grandmother, Gladys Gardner, an elementary teacher in tiny Allagash, ME.

As I’ve learned more over my career, though, I’ve come to realize that some aspects of that legacy need to be questioned and challenged, including the everyday racism associated with life in the whitest state in the nation and the linguistic prejudice often perpetrated on minority French speakers in the region.

Acknowledging these issues and resolving to do better does not mean disavowing the accomplishments of my forebears—quite the contrary. My Grammie Gardner would have wanted the profession to evolve and improve, including in ways she couldn’t envision when she practiced.

For the past two years, faculty and staff in the School of Education have been engaged in similar reflections about both our legacy and our future. We have met in many different configurations, using multiple interaction modalities, with the goals of strengthening our commitment to antiracism and inclusion and sharpening our focus around what makes us a distinctive place to teach, learn, and research.

Some of that reflective work has taken place on a scholarly plane, as you’ll see in the cover story about the influential DisCrit framework developed by Professor Beth Ferri and her colleagues. Other work has been about adjusting our own structures and organizational processes for greater impact, efficiency, and belonging, as you’ll learn in the report on our re-design efforts (turn to p12).

Whether you count yourself among our current students, our alumni, or our partners, I hope you’ll continue to see our strong commitment to our core values and our history as we enact purposeful change. I hope you’ll support us—in whatever way you can—as we seek to ensure that we can all be #ProudToBeSOE for the next four generations and beyond.

Warmly,



**Kelly Chandler-Olcott**

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



## Education Exchange

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Some images in this issue of *Education Exchange* were taken during the continuing COVID-19 pandemic. They were taken following proper Syracuse University health guidelines in place at the time. For more information on the University's health and safety policies, see [syracuse.edu/staysafe](https://syracuse.edu/staysafe).

# Centering THE MARGINS

## AN INTELLECTUAL HISTORY OF DISCRIT

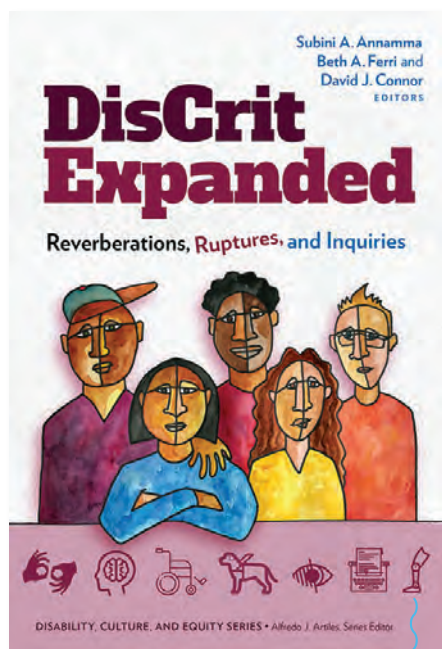
BY PROFESSOR BETH A. FERRI  
ASSOCIATE DEAN FOR RESEARCH

I recently wrote an essay for a co-edited book (with David J. Connor) about university professors who started their careers as teachers. *How Teaching Shapes Our Thinking About Disabilities: Stories from the Field* (Peter Lang Publishers, 2021) recalls our very first years in the classroom. The stories in the book are often poignant and demonstrate how classrooms are spaces of transformation—not just for students, but for teachers too.

Of course, what goes on in classrooms has often been scrutinized by outside forces. In recent years, teachers have been the latest targets of the culture wars—directed at their classroom bookshelves, at culturally affirming and sustaining curriculum, and at any tell-tale signs of Critical Race Theory (CRT) or LGBTQ-affirming curriculum.

MORE — ➔





“DisCrit Expanded (Teachers College Press, 2022) not only speaks to our current unique moment in time but also helps explain how we got here and how we can advance a more just and equitable future.”

Professor Hailey Love,  
University of Wisconsin-Madison

### Subjective Labels & Disproportionality

At Syracuse University, we have long championed inclusion, and in recent years we have taken a stronger stance to tie that legacy of inclusion to antiracist and culturally sustaining practices. We know the value of all students seeing themselves, their families, and their communities reflected in culturally affirming ways in the curriculum. So, I can imagine these debates feel particularly disheartening.

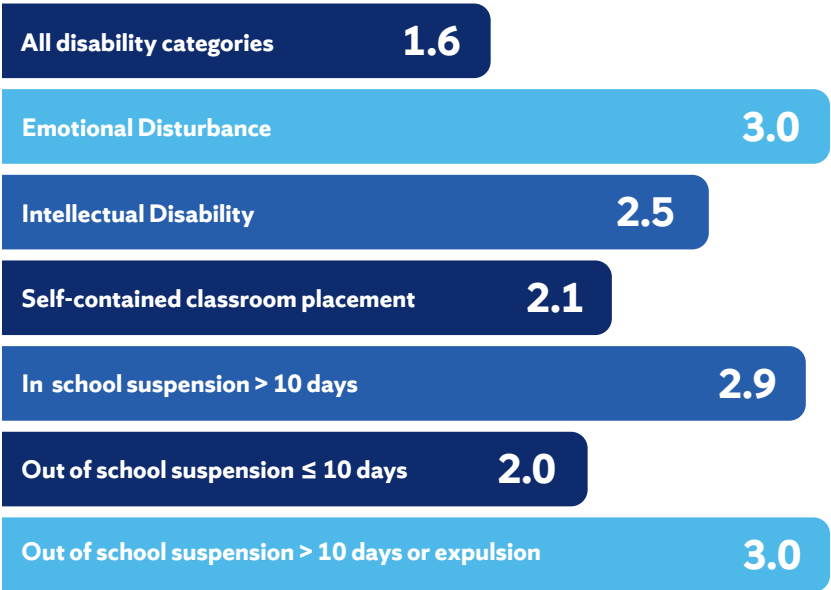
Of course, teachers are pretty good at silencing the noise around them, and I have no doubt that School of Education alums are doing just that. Still, we know we have to question what we see around us—outside our classroom and school doors, but also within them.

One of the enduring lessons from my own years of teaching special education was how my classrooms—and the classrooms of other special education teachers I knew—were almost exclusively populated by students who had the least cultural capital in the school, either because of poverty or race or both.

This was particularly true of self-contained classrooms for students with labels of intellectual disability and emotional disturbance. Although the learning disability category was historically given to white students, often as a way to buffer them from more stigmatizing labels, today, students of color are disproportionately given all of these disability labels.

What is important about these “high incidence” labels is how subjective they are and how much clinical judgment goes into determining eligibility. Conversely, white and Asian American students are disproportionately identified as gifted or talented in schools or placed in advanced or accelerated classes. Put simply, too often schools use special education and broader tracking systems to cement rather than undo inequities we see in the larger society.

### US Department of Education Data on Risk Ratios for Black/African American Students



Note: A risk ratio of 3.0 for Black students in the category of emotional disturbance indicates that Black students are 3.0 times as likely as non-Black peers (which includes all other racial groups combined) to be identified with emotional disturbance.



**“With DisCrit, we wanted to develop a way of thinking about racism and ableism as intertwining and interdependent social forces that functioned on multiple levels and scales to create and perpetuate inequality.”**

### **Persistent Trends**

Since its very beginnings, special education has served as an important sorting mechanism—from the ungraded classrooms that were populated by newly arriving immigrant students in the early 20th century, to burgeoning special classes (and private schools) that formed in the wake of school desegregation, to today’s “self-contained” or segregated special education classrooms, which continue to be disproportionately populated by BIPOC (Black, Indigenous, and People of Color) learners.

Co-authored with David J. Connor, my first book—*Reading Resistance: Discourses of Exclusion in Desegregation and Inclusion Debates* (Peter Lang Publishers, 2006)—sought to make sense of how everyday individuals (such as teachers, school leaders, parents, and community members) justified excluding students, first based on race and then based on ability.

Published around the 50th anniversary of the landmark *Brown v. Board of Education* decision and 30 years after the Individuals with Disabilities Education Act (IDEA), the book analyzed editorial pages—including op-eds, letters to the editor, and editorial cartoons—in the years just before and after the passage of *Brown*, with later editorial coverage on the inclusion of students with disabilities in schools.

We chose editorial pages purposefully. Before the internet and social media, the editorial page was one of the few spaces where multiple viewpoints were allowed to co-exist and where everyday people could have their viewpoint published. The editorial page was ideologically messy, much more so than our social media feeds tend to be today. Of the many lessons I took away from that project was that “ability” and “disability” proved to be powerful and lasting rationales for segregating and excluding students of color even after *Brown*.

The legacy of this history is evidenced in the data on disproportionality, which has remained strikingly consistent for more than 70 years, as long as the Office of Civil Rights has tracked the problem. The data consistently shows that Black students remain two to three times as likely as their peers to be labeled as disabled and placed in segregated settings. Black (as well as Indigenous) students also receive harsh and exclusionary disciplinary sanctions to a much higher degree than their white and Asian American peers.

What is most frustrating about these statistics is how persistent they are; it is clear that counting inequities does little to change them. Wanting to do more than simply document these disturbing and persistent trends led to my most recent line of scholarship, which is a theoretical framework that my colleagues—Subini Annamma (Stanford University) and David J. Connor (Hunter College)—and I developed.

We coined our scholarship Disability Critical Race Theory (or DisCrit). Drawing on the rich intellectual lineage of CRT from Derrick Bell (2004), Gloria Ladson Billings (2006), and Kimberlé Crenshaw (1989), who coined the term intersectionality, to early Black Feminist thinkers such as Anna Julia Cooper (1893/1988) and Patricia Hill Collins (2008), and our own and others’ work in disability studies, we sought to develop a theoretical tool for understanding how racism and ableism function as normalizing processes that are both interconnected and collusive.

In simple terms, with DisCrit, we wanted to develop a way of thinking about racism and ableism as intertwining and interdependent social forces that functioned on multiple levels and scales to create and perpetuate inequality.



### **BETH FERRI: WHAT GOOD IS THEORY?**

**I HAVE ALWAYS REJECTED** the idea that theory is just intellectual and not at all practical or useful, because theory helps us to identify and name things we see and experience in the world.

Theory can help us surface the workings of power, which lie beneath the surface of our practice. In fact, I often tell my students that if theory can be violent (like eugenics or white supremacy), then it can also be emancipatory (like critical race theory, queer theory, disability studies, or feminist theory). There’s a reason many social movements coincide with the development of critical theory.



## WHAT IS CRT?

**ACCORDING TO** Jacy Fortin in “Critical Race Theory: A Brief History” (*The New York Times*, Nov. 8, 2021), CRT is concerned with the social construction of race and how racism is woven into the structures of society through policies.

An example of the later is “redlining,” discriminatory practices in the finance, real estate, and other industries that were enacted throughout the United States and resulted in intergenerational economic disadvantage.

Despite the ways CRT has been misrepresented in media and politics, it is not about calling out individuals for their racist acts. Rather, it is about how we as a society can advance racial justice through economic, social, political, and educational equality.

## The Seven Tenets of DisCrit

Wanting to develop a living theory that could be taken up and used as a tool, we wrote DisCrit as a series of tenets that merged insights from CRT and disability studies to address the intersections of racism and ableism in educational contexts.

Our early conversations were informed by lessons we took from my first book (with David J. Connor) about how special education became a tool of resegregating students of color after the *Brown* decision. One takeaway from that book was that single issue approaches to justice (such as desegregation or inclusion) often failed to produce equity at the intersections of difference. In other words, single issue approaches to justice are likely to fail multiply minoritized students.

With the need for an intersectional approach to educational justice in mind, we created the seven tenets of DisCrit:

- 1 DisCrit focuses** on ways that the forces of racism and ableism circulate interdependently, often in neutralized and invisible ways, to uphold notions of normalcy.
- 2 DisCrit values** multidimensional identities and troubles singular notions of identity such as race, dis/ability, class, gender, sexuality, and so on.
- 3 DisCrit emphasizes** the social constructions of race and ability and yet recognizes the material and psychological impacts of being labeled as raced or dis/abled, which sets one outside of the western cultural norms.
- 4 DisCrit privileges** voices of marginalized populations, traditionally not acknowledged within research.
- 5 DisCrit considers** legal and historical aspects of dis/ability and race and how both have been used separately and together to deny the rights of some citizens.
- 6 DisCrit recognizes** whiteness and ability as property and acknowledges that gains for people labeled with dis/abilities have largely been made as the result of interest convergence of white, middle-class citizens.
- 7 DisCrit requires** activism and supports all forms of resistance.

## Across Boundaries

Each of the seven tenets prompts us to consider some of the taken-for-granted assumptions embedded in our practices and to help surface the collusive workings of racism and ableism.

For instance, Tenet 1 helps us to consider how our ideas about normalcy are tied up in unmarked categories of whiteness and ability. Tenet 2 demands that we acknowledge multidimensional identities of our students and intersecting forms of oppression they experience. Tenet 3 acknowledges the ways in which categories that are socially constructed are lived in ways that “matter” in terms of material realities, but also recognizes the personal meanings and emotions that they impart.

Tenet 4 centers minoritized voices as having the most unobstructed view of power and how it operates in any given setting or context. Tenet 5 considers how the past reverberates in the present and how power recirculates across time and context. Tenet 6 explores how whiteness and ability create forms of privilege, which can be leveraged in wide ranging ways in schools and in society. This tenet helps to explain why a special education label is often experienced in very different ways across racial lines, as white parents can often leverage special education laws and policies in ways that ensure access to needed supports without compounding forms of stigma that a minoritized student might face.





Finally, Tenet 7 helps us to recognize the agency of minoritized groups to resist dominant ideologies, but it also demands that we participate in struggles for justice beyond our own self-interests or identity groups. Taken together, the seven tenets offer a powerful tool that has proven to be flexible and adaptable to examine intersectional harms in educational contexts, but also creative forms of resistance.

From our initial 2012 article—which was published in the journal *Race Ethnicity and Education (REE)* and which articulated the tenets of DisCrit—we went on to publish two co-edited books (both with Teachers College Press), along with special issues of *REE* and *Teachers College Record*.

Scores of articles, chapters, and dissertations also have been written by scholars who have adopted the framework to take up an ever-expansive range of issues, identities, and structures. We could not have predicted how far DisCrit would travel—across both geographic and disciplinary boundaries. We know that DisCrit has challenged us collectively and individually to try to live the theory, ensuring that we center minoritized voices as collaborators, contributors, and co-authors.

## Broad Inquiries

Given the high levels of engagement with DisCrit, we decided to structure our most recent book—*DisCrit Expanded: Reverberations, Ruptures, and Inquiries* (Teachers College Press, 2022)—around three broad types of inquiries. The first section, Outward Inquiries, takes up DisCrit analyses of law, migration, citizenship, and more. In this section we seek ways to ensure that DisCrit would be allowed to grow but not lose sight of its central focus on the intersections of racism and ableism.

In the second section, Inward Inquiries, we ask scholars to turn the analytic lens inward, asking critical questions of ourselves and one another. We begin this section with a chapter that ponders the affordances and constraints of theory traveling beyond its original borders or concerns. One team of researchers (Sarkar, et al) wisely tells us that we need to be mindful of baggage fees that accrue when theory travels to other contexts or concerns.

The final section of the book engages Margin-to-Margin Inquiries, moving sideways across differences and divides. Taking up issues of decoloniality, LatDisCrit, racial solidarities, and language, scholars interrogate the many exclusions and forms of dysconscious racism that circulate within race-evasive special education and inclusive education contexts.

*DisCrit Expanded* illustrates the ways that DisCrit has not just grown, but also matured, to become more nuanced and self-critical. The trajectory of DisCrit traces the ever-shifting nature of intersectional oppressions, while recognizing that our work remains incomplete, that questions remain unanswered, and that topics are left outside the scope of our analyses. Morgan and Padilla both remind us for the need to more self-consciously place those at the “margins of the margins” in the center of our analyses.

As I compose this article, the news is dominated by another heartbreaking school shooting in Uvalde, TX (in June 2022) and a racially motivated hate crime at a grocery store in Buffalo, NY (in May 2022). In the wake of ongoing tragedies, the calls for sensible gun reforms are met with opposing calls to arm teachers and resource officers.

Adding to the criticism of this absurd “solution,” DisCrit reminds us that BIPOC students with disabilities are already endangered by the presence of *unarmed* school resource officers in schools. A DisCrit informed approach would ask us to place students who face multiple and compounding forms of exclusion at the center of our thinking about creating schools that are safe, welcoming, inclusive, and culturally sustaining and take seriously the impact of our actions on those very students. ■

**“The trajectory of DisCrit traces the ever-shifting nature of intersectional oppressions, while recognizing the ways that our work remains incomplete.”**

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# Bulletin Board

Find these stories and more on our website.



## Orange You Ready to Read?

Student teacher **Naomi Strauss '22** posted the above image to social media about her students' progress during the October 2021 Otto's Fall Reading Kickoff. Sponsored by Visions Federal Credit Union and Syracuse University Athletics, the program encourages K-12 teachers and administrators across Central New York to set reading goals for their classrooms, and have their students track their reading with football printouts and Otto-themed bookmarks. Tickets to a Syracuse football game and school visits from the rotund mascot give the students extra "zest" for reading.



**GETTING TO KNOW YOU** | As part of Syracuse University's redesigned First Year Seminar course, all new students visit Home College Experience sessions throughout the semester. The School of Education welcomed its new students five times in fall 2021—the most of any school or college at Syracuse—including discussions and presentations in the Sharon Jacquet Education Commons and a celebratory dinner at Syracuse's Community Folk Art Center in November. The School of Education Home College Experience was led by Senior Assistant Dean **Amie Redmond G'95, G'00**, Associate Dean **Kal Alston**, and Associate Professor **Mario Rios Perez**.



**SYRACUSE UNIVERSITY** hosted a special Commencement ceremony during the weekend of Sept. 17-19, 2021, for members of the Class of 2020 who missed out on a traditional ceremony due to the coronavirus pandemic. The School of Education's Commencement reception was held on September 19. Congratulations to all our 2020 graduates!



## From a Different Pond

In November 2021, the School of Education's Biklen Landscape of Urban Education Lecture Series hosted Vietnam-born, award-winning children's book author Bao Phi, whose works—including *A Different Pond*—touch on refugee status, class, and race. The virtual event was co-sponsored by the Center on Disability and Inclusion, the Harry S. and Elva K. Ganders Memorial Fund Lecture, and the Syracuse University Humanities Center.

## New Center Advances Innovative Methods for Educator Training and Professional Development

The School of Education has garnered a worldwide reputation for developing experiential learning methods for educators and other professionals, including clinical simulations, collaborative lesson study, mediated field experiences for student teachers, and tele-counseling training for school counselors.

On March 31, 2022, the School launched the Center for Experiential Pedagogy and Practice (CEPP), which brings together these initiatives to explore and expand research and practice opportunities and to encourage the use of experiential learning across other disciplines.

“

*The Center’s foundational principle is that immersive experiences advance learners’ preparation for complex professions.*

“The Center’s foundational principle is that immersive experiences advance learners’ preparation for complex professions,” says Professor **Benjamin Dotger**, CEPP Director. “As we engage with other professions, we learn that our experiential pedagogies are adaptable, scalable and—most importantly—highly effective.”



Professor Benjamin Dotger offers remarks at the March 2022 opening of the Center for Experiential Pedagogy and Practice, which he directs.



## THE E-SCHOOL: EXPERIENTIAL EDUCATION AT SYRACUSE

*Excerpted from Remarks by Interim Dean **Kelly Chandler-Olcott** at the opening of the Center for Experiential Pedagogy and Practice (March 31, 2022)*

**LET ME START BY** saying that if the Syracuse University School of Information Studies is known as the iSchool, the School of Education should be known as the eSchool, where the “e” has a double meaning, for “education” and “experiential.” We offer field placements, clinical experiences, and internships as degree requirements so that students can do the work of teachers, counselors, student affairs professionals, and instructional designers.

We don’t just drop our students off in the community and hope for the best. Instead, we design carefully sequenced experiences grounded in relationships and partnerships—often involving alumni—that foreground issues of diversity, equity, and inclusion. This work often blends scholarship and teaching, both for our faculty and our students.

Under the experiential umbrella, you might see Professor **Charlotte Sharpe**, a math educator, leading a choral count for fifth graders in a local school while both the classroom teacher and our undergraduates observe, in preparation for using—and studying—the same approach themselves.

Or you might see Professor **Sharon Dotger’s** science education students gathering data during a live research lesson at a conference on equity in science, then discussing their observations with teachers and leaders from across the region.

Our most comprehensive approach to experiential pedagogy to date is our work on clinical simulations: live, recorded interactions between an education candidate and an actor trained to portray an individual such as a colleague, parent, or student in a challenging interpersonal context.

This work has been supported by the National Science Foundation, the Institute for Education Sciences, the Arthur Vining Davis Foundation, and the Spencer Foundation. Visitors from the Syracuse City School District to Germany have seen how we do simulations on Planet Syracuse.





### Zell Lecture Addresses Climate Security

The 2022 Lauri '77 and Jeffrey Zell '77 Atrocity Studies Lecture took place on March 24 with a panel of experts addressing the impact of climate change on the African Sahel. (Above, seated L to R) Ousseyni Kalilou, CEO of the Gum Arabic Institute of Poverty Alleviation, and climate security expert Professor Mark Nevitt, of the Syracuse University College of Law, were joined online by the University of Denver's Professor Cullen Hendrix.

"Climate change, increased migration, and struggles to control scarce resources will continue to destabilize governments and drive armed conflict and atrocities," says Professor **Julia M. White**, Director of the Atrocity Studies and the Practices of Social Justice minor.



### Using Math to Create a "Sense of Place"

Students in the Syracuse City School District learned algebra in meaningful and impactful ways during Black History Month 2022, thanks to a collaboration between Nottingham High School mathematics teachers and the School of Education.

High school teachers Ken Keech and Betty Routhouska worked with Professor **Nicole Fonger** to align lesson preparation with a study of Black history in Syracuse, including how the historic 15th Ward was razed to make way for I-81 in the 1960s.

Together, they developed research-based lessons that connected math skills to history, identity, and critical thinking about present day issues. Some of this "history through a math lens" work was shared with the community in a May 7 event on Syracuse's South Side called "A Sense of Place: Using Math to Engage in Our Communities" (see photo above).

### Symposium Explores Anti-Asian Violences



Professor **Susan Thomas**, along with her colleague Professor Antonio Tiongson in the College of Arts and Sciences, organized a symposium in March 2022 that brought together a cohort of scholars, students, and activists to trace the genealogies and geographies of anti-Asian violence.



As the organizers note, the surge of racially motivated attacks on Asians in the United States has brought renewed attention to this issue, and it is necessary to situate this rising tide of violence in the broader histories that have produced it. Thomas provided opening remarks, while Professor **Michael Gill** joined the "Crippling Violence, Indigeneity, and Pedagogy: Global Perspectives" panel.



### GOOD CONDUCT

**HOSTED BY Wendy K. Moy**, dual Assistant Professor of Music Education in the College of Visual and Performing Arts and the School of Education, acclaimed music director and Associate Artistic Director of the Los Angeles Master Chorale Jenny Wong was in residence during March 2022. Wong worked with music education students, choral literature and conducting students, and Syracuse University choirs. In this photo, she tutors Elizabeth Schmidt, a music education master's student, during a conducting masterclass.

### InclusiveU Holds Reverse Job Fair

On April 28, 2022, Inclusion Works! held a "reverse job fair" so that local employers could learn about how to hire and support InclusiveU seniors after graduation. A program of the Lawrence B. Taishoff Center for Inclusive Higher Education, InclusiveU offers an inclusive college experience for students with intellectual disability. An integral part of InclusiveU is the internship and employment program, where students take placements at various campus departments to gain and practice job readiness skills, on show at the April job fair.



## Engineering Success

The award-winning Syracuse City School District's National Society of Black Engineers K-12 program (NSBE Jr.)—supported by the Louis Stokes Alliance for Minority Participation (LSAMP), part of the Center for Academic Achievement and Student Development—held a showcase on May 7, 2022, at Nottingham High School to share the STEM competitions the program offers, including in robotics, rocketry, math tournaments, and sustainable engineering. LSAMP assists by holding weekend and summer programs for these budding engineers and scientists.



**CATROPPIA'S SOUND BEAT** | InclusiveU student **Christopher Catroppa '22** launched his audiobook *King Arthur and the Book of Corbenic* at the School of Management on May 2, 2022, with production help from *Sound Beat: Access Audio*, an initiative of the Special Collections Research Center at Syracuse University Libraries. *Sound Beat* closely partners with InclusiveU to produce audio projects, helping students with intellectual and developmental disabilities experience university life in a fully inclusive setting.



**CHANGE AGENTS** | Teaching pathways instructor **Carrie O'Connor '02, G'07** and her Corcoran High School students visited the School of Education on May 4, 2022. Professor **Charlotte Sharpe** is partnering with O'Connor on collaborative design work around critical educator practice. "The program is attracting Syracuse City School District students who count themselves as change agents in public education," says Sharpe. "Carrie and I are working to develop this program into a transfer pipeline to attract and support SCSD students of color who want to join the teaching profession."



Inclusive design competition judges try out the winning entry, the *Tailored-Relief* scarf.

## Anxiety-Busting Scarf Wins Intelligence++ Inclusive Design Competition

*Tailored-Relief*, a wearable device for people with anxiety that features cooling pads, fidget devices, and other built-in technologies to help calm the wearer, won the 2022 Intelligence++ Showcase Competition, held in the School of Management on April 26. The scarf was developed by Industrial Design master's degree student Rabia Razzaq.

The interdisciplinary competition—which encourages design and business students to imagine and create products, devices, and services for persons with disabilities—is the culmination of a two-semester inclusive entrepreneurship and design course co-taught by College of Visual and Performing Arts Professor Don Carr and School of Education Professor **Beth Myers**.

Also supported by the Blackstone LaunchPad at Syracuse Libraries, the inclusive design elective is open to both undergraduate and graduate students across Syracuse University, including students with intellectual disabilities from InclusiveU.

The program and prize money are funded by designer Gianfranco Zaccai '70, '09. ■



# Re-visioning for Success and Sustainability

An overview of SOE's 2022 re-design proposal

**On May 31, 2022, Interim Dean Kelly Chandler-Olcott delivered a proposal on behalf of the School of Education to Syracuse University Provost Gretchen Ritter that offers a bold vision to align resources and energy toward the School's most important priorities and to position SOE for a vibrant, impactful, and sustainable future.**

**T**he document concludes a multi-year effort to address current challenges by re-visioning the School's values, priorities, and action in focused, cohesive, and equitable ways. It has been informed by hundreds of hours of thoughtful and candid discussion by many members of the SOE community.

The need to re-design the School has been driven in part by pressures arising in the economy, academia, and across the education professions, especially in the wake of the coronavirus pandemic. Meeting them requires bold action that builds on SOE's historic strengths and that re-visions how it serves its constituencies.

The proposal recognizes that, currently, the School is out of alignment in several key areas. In terms of budget, SOE's overall enrollment—and revenue—trend line is down. SOE needs to attract more students whose interests align with its historic strengths and who wish to invest in the School because of the distinctiveness and quality of its offerings.

In terms of structure, the School's many discrete departments, programs, and projects present barriers to collaboration and limit innovation. This misalignment undermines its impact, lessens its ability to allocate resources flexibly toward valued goals, and compromises its future sustainability.

The proposal affirms SOE's commitment to providing a consequential education for all that reflects its shared values; the deep experience and excellence of its faculty, staff, and students; and its historical areas of distinction, including:

- Pioneering work on **inclusion, equity, and social justice** that, today, is a focus throughout SOE's scholarship, teaching, service, and advocacy.
- **Experiential pedagogy** grounded in partnerships that cut across learning contexts, from K-12 schools and universities to community agencies, corporate workplaces, and the military.
- A focus on **instructional design** and **technology-mediated teaching and learning**, especially the innovative use of technology to teach students and prepare them to do the same in their own practice.

## **“A Call for New Strategic Priorities”**

An important starting point for re-design was an August 2020 document entitled “Call for New Strategic Priorities,” authored by SOE's 10 Black faculty members collaborating as Faculty for Racial Justice and Equity in Education (FREE).

The FREE document was submitted during heightened awareness of racial inequity in response to police brutality and of the disproportionate impact of COVID-19 on communities of color. It challenged SOE's community to put antiracist principles and



practices explicitly at the center of everything it does, with recommendations for leadership, curriculum, research, budget, and student recruitment and retention.

The authors expressed the need to extend SOE's societal impact by preparing professionals with deep consciousness of structural inequities and to recognize more fully the challenges faced by BIPOC (Black, Indigenous, Persons of Color) students, faculty, and staff in finding a welcoming, community-based experience.

Accepting this challenge, SOE leadership engaged an outside consultant to lead unit-wide sessions; sponsored School-wide workshops facilitated by professors Jeffery Mangram and Melissa Luke; devoted portions of assemblies and departmental meetings to brainstorming; and formed working groups to propose new administrative structures and processes designed to reduce harm and increase belonging for all.

Importantly, faculty and staff leaders embraced the idea that an internally led—rather than externally imposed—re-design process focused on the following four imperatives would be most transformational:

- **Create** a greater appeal for students whose interests align with School strengths
- **Commit** to antiracism and inclusion across academics and operations
- **Find** efficiencies to increase bandwidth for faculty and staff
- **Make** a firm commitment toward fiscal sustainability

The re-design process continued in spring 2021 with a re-fresh of the School's strategic plan, led by former Dean Joanna Masingila. This process uncovered ideas eventually integrated into the re-design proposal, including identifying cross-cutting signatures that can unify the community around historic strengths and establishing an online Selected Studies in Education program for part-time students in collaboration with the College of Professional Studies.

### Reorienting Practices and Programs

In fall 2021, faculty, staff, and students joined ad hoc working groups to address topics such as recruitment and retention and a new academic structure. Existing committees, such as Promotion and Tenure, also were charged with integrating antiracism and inclusion into their purview.

To further ensure that diversity, equity, and inclusion considerations were threaded across this work, the Diversity Committee was disbanded and its members distributed across working groups. Guided by Associate Dean for Academic Affairs Kal Alston—one of the principal architects of the FREE document—working groups met throughout fall to develop proposals, including what the School might stop doing or do more collaboratively in order to reorient practices and programs.

**The proposal affirms SOE's commitment to providing a consequential education for all that reflects its shared values; the deep experience and excellence of its faculty, staff, and students; and its historical areas of distinction.**



**Faculty and staff leaders embraced the idea that an internally led—rather than externally imposed—re-design process would be most transformational.**

## SCHOOL OF EDUCATION VALUE PROPOSITION SUPPORTING PILLARS

### Purposeful Education

We transform education through equity driven interdisciplinary research, experiential pedagogy, and anti-racist and inclusive practices.

### Participatory Approach

We contribute our knowledge and expertise digitally or in person to promote dynamic, effective, and engaging learning experiences for all.

### Proud Community

We foster a safe, welcoming, and proud community that supports diverse perspectives and distinct potential.

### Powerful Network

We leverage our growing and committed global network to support and mentor the next generation of scholars, educators, and leaders

These efforts culminated in a workday on December 16, involving 54 participants attending in person and remotely, to provide structured feedback on emerging proposals. Initially convened at this workday, a new 14-person Strategic Planning Realignment Committee then met weekly through the spring 2022 semester.

The spring semester represented the most intense period of re-design work. It included meetings in January and February to share information about SOE's current position and the need for bold change. Provost Ritter and the SOE Board of Visitors provided feedback at two of these: the January 25 State of the School Address and the February 9 Assembly. Additionally, the Visitors received a re-design update at their April 2022 board meeting, and Provost Ritter offered further guidance to the Dean's Council on June 21.

## Focusing for Coherence and Impact

As outlined in the re-design proposal, the committees' and working groups' inquiries led to the conclusion that the following focus areas will promote the greatest coherence and impact for the School's future:

- **Adopting School-wide Signatures**—To promote greater interdisciplinarity and integration, SOE will focus on two cross-cutting signatures: *Digital Pedagogy and Practice* and *Inclusive and Antiracist Pedagogy and Practice*.
- **Centering the Centers**—The resources of SOE's three centers will provide opportunities for faculty and students and serve the goals of antiracism; inclusive education; and experiential pedagogy and technology-mediated teaching and learning.
- **Setting New Goals**—Among new goals identified by the Strategic Planning Realignment Committee are 1) the need to recruit and retain people from diverse backgrounds by providing an inclusive and antiracist climate for working and learning; and 2) attracting students by offering distinctive academic programs delivered with world-class pedagogies in immersive and experiential learning environments.
- **Re-visioning Academic Programs**
  - **Teacher Education**—Re-visioning teacher education programs is central to SOE's future success. This will mean fewer but more valuable and distinctive offerings strengthened by developing shared introductory courses with an explicit focus on antiracism and digital pedagogy and by replacing some school-based placements with opportunities to work within center programs, such as InclusiveU and the Science Technology Entry Program.
  - **Graduate Programs**—Another pathway to greater sustainability, impact, and distinctiveness is to increase the number of graduate students SOE serves and to consolidate some programs, including doctoral programs, around signature topics.
- **Academic Restructuring**—Six departments ranging in size from 3 to 26 faculty means SOE is currently out of alignment with the University's organizational practices, and workloads and resources are spread disproportionately. Several combinations of existing departments to yield two or three were considered, but each variation yielded similar concerns.
  - The re-design proposal therefore concludes that a "One School" approach—similar to SU's School of Information Studies or School of Architecture—will serve SOE better.
  - Moving away from departments toward programs aligned with strength areas as the primary way to deliver the student experience will allow faculty to contribute more efficiently across specialties and will promote innovation and interdisciplinarity.

- **Revised Committee Structures**—The Strategic Planning Realignment Committee recommended a new structure for standing committees intended to provide School-wide oversight on work essential for the success of students, faculty, and staff.
- **Staff Reallocation and Hiring**—A “One School” structure will require changes to staff roles and responsibilities. The review process—led by Associate Dean for Administration Mike Torak ’82, G’84, G’15—identified staff functions that could be clustered into more specialized positions serving a greater proportion of the SOE community.

The extensive re-design process has informed two other processes critical for positioning the School for future success and sustainability. First, a new Value Proposition and Supporting Pillars (see sidebar on p14) reflect the goals and values expressed in the proposal. Second, SOE is now well-positioned to take part in a University-guided academic strategic planning process beginning in fall 2022. Both efforts will help SOE communicate its message in bold and compelling ways, as well as inform the search for a permanent dean. ■



The School of Education held a re-design workday on Dec. 16, 2021, involving 54 participants attending in person and remotely, to provide structured feedback on emerging proposals.



## BE SOCIAL

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in Syracuse University School of Education



# Faculty News and Notes

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## Extending Reality to Teach and Heal

Professor of Music Education in the Setnor School of Music and School of Education **Elisa Dekaney**; **Melissa Luke**, Provost Faculty Fellow and Dean's Professor in the Department of Counseling and Human Services; and Professor **Makana Chock**, Associate Professor of Communications (pictured above, left to right with a student at center) demonstrated the potential of virtual reality in September 2021.

Luke and Dekaney are co-leaders of Virtual and Immersive Interactions, a Syracuse University research cluster that is harnessing interdisciplinary partnerships to tackle society's biggest challenges.

This team is exploring the positives and negatives of using virtual reality as a tool for teaching and healing. Explains Dekaney, "Technology removes barriers of geography, mobility and other factors that keep people from interacting. But it can also be isolating, hard to use, or not equitably available. Together, we are tackling the virtual environment from multiple angles."

## Haddix Appointed Associate Provost for Strategic Initiatives

In February 2022, Vice Chancellor and Provost Gretchen Ritter appointed **Marcelle Haddix**, Distinguished Dean's Professor of Literacy, Race, and Justice in Reading and Language Arts, as Associate Provost for Strategic Initiatives.

Playing an important role connecting the Syracuse campus to its surrounding community, Haddix will work with the University Senate, SU Libraries, the Office of Community Relations, and the University's many community-based academic programs. She will also connect SU Academic Affairs with the Office of Diversity and Inclusion, the Inclusive Leadership Assembly, the Women's Leadership Initiative, and the Institute for Veterans and Military Families.

To advance specific initiatives in diversity, equity, inclusion, and accessibility, Haddix will oversee the First Year Seminar and Women in Science and Engineering (WiSE) programs. Additionally, she will administer University-wide arts and humanities initiatives, including the Community Folk Art Center, La Casita Cultural Center, SU Art Museum, Light Work, and the Lender Center for Social Justice.



## ASSOCIATE PROVOST HADDIX ON LEADERSHIP

**HOW DO YOU** create an organization where people can show up as they are? It goes back to listening. A leader is able to do that. I know as a leader that I have certain strengths, and I have things that I can do very well. But I'm also ready to say when there are things that I know I can't do.

As a leader, I rely on a community approach, so that we're collaborative, that we're working together. That's one of the other things that is important. I've been afforded all of these opportunities over the years, and it's important that I support other people in their journey to be in leadership roles.

*Originally published in the Syracuse Post-Standard (Sept. 21, 2021).*



## Knapp and Spitzner Honored for SENSES



According to the 37th annual Rev. Dr. Martin Luther King Jr. Celebration Committee, **David Knapp** (top), Assistant Professor of Music Education in the Setnor School of Music and School of Education, and **Joanna Spitzner**, Associate Professor of Studio Arts in



the School of Art, have gone “above and beyond” in their support of The SENSES Project.

Both received Unsung Hero awards in January 2021 for their work on SENSES, which stands for Studying an Environment that Nurtures Self Exploration in Students. This Collaboration for Unprecedented Success and Excellence (CUSE) Grant project seeks to increase sense of belonging by teaching sound recording to marginalized students in the Arthur O. Eve Higher Education Opportunity Program and TRIO Student Support Services programs, both part of the Center for Academic Achievement and Student Development.

## Sharpe Receives “Accountable Talk” Grant



A group of math educators affiliated with the School of Education and Syracuse City School District (SCSD) are asking

whether it is time to re-think “accountable talk.” This method—used by math teachers for classroom discussion—holds participants accountable for helping the whole group understand a lesson.

In spring 2022, Professor **Charlotte Sharpe** received a grant from the National Council of Teachers of Mathematics to investigate new approaches to accountable talk in math learning. The research will determine whether students will participate more if their teacher co-constructs accountable talk norms that are inclusive of students’ language of comfort and their cultural ways of respectfully discussing ideas.

Sharpe is joined in this research by Stephen Caviness, a Ph.D. candidate in the Teaching and Curriculum program; Tracy Hogarth-Mosier, District Instructional Math Coach, SCSD; and Joseph “Brent” Sharpe, a fifth grade teacher at Roberts PreK-8 School, SCSD.



## Meredith Awards Honor George

In 2001, the Meredith Professorship Program was expanded to recognize teaching excellence by non-tenured faculty and adjunct and part-time instructors. At the April 2022 One University Awards, Professor **Leela George** was recognized by the awards committee for her “continuing excellence.”

George is Associate Teaching Professor in Educational Leadership and serves as the Program Coordinator for Certificate of Advanced Study in Educational Leadership, as well as the Executive Director of the Study Council at Syracuse University.



## LESSON STUDY AT CAZ

**IN MARCH 2022**, Professor **Sharon Dotger** visited Burton Street Elementary School in Cazenovia, NY, to observe second grade students engaged in a science unit on soil erosion, using BOCES Science Kits. Teachers from Solvay UFSD were invited to join Cazenovia staff to observe how the students understand, interact, and learn, as part of the School of Education led Lesson Study project to encourage the planning, analyzing, and continuous improvement of instruction.



## RECENT SCHOOL OF EDUCATION FACULTY RESEARCH GRANTS

**Melissa Luke and Derek X. Seward.**

“Interdisciplinary Collaborative Training for Integrated Behavioral Health Care” (US Department of Health and Human Services).

**Charlotte Sharpe.** “Co constructing Culturally Affirming Accountable Talk in Math Classrooms” (National Council of Teachers of Mathematics). With Stephen Caviness (Ph.D. candidate, School of Education) and Tracy Hogarth Mosier and Joseph “Brent” Sharpe (Syracuse City School District).

**Charlotte Sharpe.** “Critical Educators at Our Core: A Design Study of a Practice Based Critical Educator Pipeline Program” (Collaboration for Unprecedented Success and Excellence (CUSE) “Good to Great” Grant).

**Qui Wang.** “The Influence of Contextual and Constitutional Emotional Processes on Speech Motor Control and Speech Motor Practice Effects in Early Childhood Stuttering” (National Institutes of Health and National Institute on Deafness and Other Communication Disorders).

## Luke Receives ASGW Award



In May 2022, Professor **Melissa Luke** received the 2021 Association for Specialists in Group Work (ASGW) Group

Work Practice Award. Recognized nationally as the preeminent counseling group work training organization, ASGW advances ethical group work practice and implements national standards.

## Moy Conducts NE Premiere of “Amendment”



On April 27, 2022, the Syracuse University Vocal Ensemble—conducted by Assistant Professor of Music Education

**Wendy K. Moy**—presented the northeast premiere of “Amendment: Righting Our Wrongs” by Melissa Dunphy. Says Moy, “The work juxtaposes the voices of the founding fathers with those of BIPOC women—Stacey Abrams, Frances Harper, Melissa Dunphy, Astrid Silva, Mary Church Terrell, and Ida B. Wells—fighting for universal voting rights.” Moy co-conducted the world premiere in 2020, to celebrate the 100th anniversary of the 19th Amendment.

## SOE Welcomes Xiaoxia “Silvie” Huang



The School of Education’s newest faculty member will strengthen educational offerings, research, and publishing in

one of the School’s cornerstone programs. “Instructional Design, Development, and Evaluation is one of our fastest-growing areas, so we are delighted to have **Silvie Huang** join us to make immediate contributions,” says Interim Dean Kelly Chandler-Olcott.

Most recently Associate Professor of Instructional Design in Western Kentucky University’s School of Teacher Education, Huang’s research focuses on designing and evaluating technology-enhanced learning environments and research-based learning strategies that support cognitive, affective, and motivational learning processes.

Huang’s work is published or forthcoming in the *British Journal of Educational Technology*, *Computers in Human Behavior*, *Contemporary Educational Psychology*, and elsewhere. Her chapters appear in *Real-life Distance Education: Case Studies in Practice* (Information Age Publishing, 2014) and *Mastering Computer Skills Through Experiential Learning* (Kendall Hunt, 2012).

Among her awards, Huang has received the First Place Journal Article Award (Quantitative-Based Research) from the Association for Educational Communications and Technology’s Division of Distance Learning and the Outstanding Reviewer Award from Educational Technology Research and Development. She also is Lead Program Evaluator for the US Army’s Master Educator Course, assessing the effectiveness of this web-enhanced training program.

## FACULTY BOOKS

### **White Educators Negotiating Complicity: Roadblocks Paved with Good Intentions**

Barbara Applebaum  
Rowan and Littlefield, 2021

While there is a proliferation of research on white educators who teach courses around antiracism, this book focuses on white educators who teach about whiteness to racially diverse groups of students and who acknowledge and attempt to negotiate their complicity in systemic injustice.

In this book, **Barbara Applebaum** explores what it means to teach against whiteness while living in a paradox—that endeavors to disrupt systemic white supremacy often reproduce it.

Rather than an empirical study, this book offers insights from recent scholarship surrounding critical whiteness and epistemic injustice and applies them to some of the most trenchant challenges that white educators face while trying to teach about whiteness to racially diverse groups of students.

### **Clinical Simulations as Signature Pedagogy: Educator Preparation Across the Disciplines**

Benjamin H. Dotger and Kelly Chandler-Olcott (Eds.)  
Harvard Education Press, 2022

The School of Education is a pioneer and international leader in the use of experiential, immersive methods of professional development for educators and other professionals, especially the use of live-actor simulations, otherwise known as clinical simulations.

*Clinical Simulations as Signature Pedagogy* gathers case studies, analysis, and research that illustrate exactly why clinical simulations have emerged as one of the most powerful tools for the professional preparation and continuing education of teachers, counselors, and school leaders.

Edited by Professor **Ben Dotger**, Director of the Center for Experiential Pedagogy and Practice, and School of Education Interim Dean **Kelly Chandler-Olcott**, the book features chapters by current and former Syracuse University faculty on the use of simulations in mathematics and science education, physical education, educational leadership, counseling, and inclusive education.

### **Parenting in the Pandemic: The Collision of School, Work, and Life at Home—A Collection of Essays**

George Theoharis and Rebecca Lowenhaupt (Eds.)  
Information Age Publishing, 2021

In March 2020 daily lives were upended by the global coronavirus pandemic. School suddenly moved online, and parents found themselves balancing professional responsibilities with supporting their children's learning.

Faced with the reality of schooling their own children at home during a pandemic, two education professors have edited a collection of personal essays that illustrate their experiences navigating being pandemic professionals and pandemic parents.

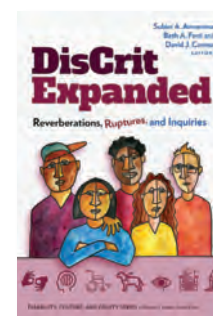
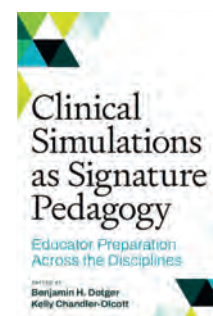
**George Theoharis** and Rebecca Lowenhaupt (Boston College) confront long-held theories about what school should be. They see up close the learning their own children endured online. They watch as education policy goes awry in their living rooms (and kitchens and bathrooms). And they make high-stakes decisions about their children's (and other children's) access to opportunity—all while trying to maintain their careers and precious family relationships.

### **DisCrit Expanded: Reverberations, Ruptures, and Inquiries**

Subini A. Annamma, Beth A. Ferri,  
and David J. Connor (Eds.)  
Teachers College Press, 2022

A follow-up to *DisCrit: Disability Studies and Critical Race Theory in Education* (Teachers College Press, 2016), *DisCrit Expanded* explores how disability studies and critical race theory has both deepened and expanded, providing increasingly nuanced understandings about how racism and ableism circulate across geographic borders, academic disciplines, multiplicative identities, intersecting oppressions, and individual and cultural resistances.

Including a foreword by *DisCrit* intellectual forerunner Alfredo J. Artiles (Stanford University), editors Subini A. Annamma (Stanford University), **Beth A. Ferri**, and David J. Connor (Hunter College) convene a diverse group of authors who engage in inward, outward, and margin-to-margin analyses that raise deep and enduring questions about how scholars and teachers account for and counteract the collusive nature of oppressions faced by minoritized individuals with disabilities, particularly in educational contexts.





**NEWS MEDIA** rely on our faculty's expert commentary on many education topics, from the importance of art classes to the concerning trend toward book bans.

**James Haywood Rolling Jr.:** Arts Classes Can Be an "Oasis" | NPR Weekend Edition Sunday (Dec. 9, 2021)

**Kal Alston:** Independent Thinking Is "Imperative" | Inside Higher Ed (Feb. 10, 2022)

**George Theoharis:** Syracuse Schools Grad Rates Are Rising | WAER (Feb. 18, 2022)

**Joanna Masingila:** SCSD Graduation Successes a "Sustained Effort" | WAER (Feb. 21, 2022)

**Beth Ferri** on Dyslexic Students | KBTX (March 11, 2022)

**George Theoharis** on More Police for Syracuse Schools | CNY Central (March 15, 2022)

**Courtney Mauldin** on Teaching Black History in the Wake of Buffalo Shooting | CNY Central (May 17, 2022)

**Kal Alston** on Book Bans: "We're Supposed to Be Opening Up Worlds" | WRVO (June 2, 2022)

**George Theoharis:** "Teachers Are Stretched More Now Than Ever" | AP (June 4, 2022)

## SELECTED BOOK CHAPTERS

**Kal Alston.** "Philosophies of Race, Justice, and Education: Traditions of Embodied Knowledge." In *History of Western Philosophy of Education*. Bloomsbury Academic Press, 2021.

**Dawn Johnson.** "Trauma and Transformative Learning: One University's Response to Black Student Protests Against Racism." In *Critical Approaches to Trauma in Adult Learning*. Information Age, 2022.

**Melissa Luke.** "Leadership and Advocacy in Professional Organizations." In *Professional Counseling Excellence Through Leadership and Advocacy*. Taylor & Francis Group, 2021.

## SELECTED JOURNAL ARTICLES

**Barbara Applebaum.** "When Incivility Is a Form of Civility: Challenging the Comfort of Willful Ignorance." *Educational Theory*, 70 (2021).

**Moon-Heum Cho.** "Preservice Teachers' Motivation Profiles, Self-Regulation, and Affective Outcomes in Online Learning." *Distance Education*, 42 (2021). (With J. Cheon and S. Lim.)

**Sharon Dotger.** "Providing High Quality Professional Learning Opportunities Through a Lesson Study Conference." *Innovations in Science Teacher Education*, 6 (2021). (With J. Heckathorn, J. Whisher-Hehl, and F.K. Moquin.)

**Micah Fialka-Feldman and Michael Gill.** "Teaching Disability Studies Together: The Importance of Having Instructors with Labels of Intellectual Disabilities." *Canadian Journal of Disability Studies*, 10 (2021).

**Nicole Fonger.** "Teaching Is a Journey: Toward Anti-Racism in Practice." *Mathematics Teacher: Learning and Teaching PK-12*, 115 (2022).

**Sultan Kilinc.** "Two Dual Language Preschool Teachers' Critical Consciousness of Their Roles as Language Policy Makers." *Bilingual Research Journal*, 4 (2022). (With S. Alvarado.)

**Tiffany Koszalka.** "The Informed Use of Pre-Work Activities in Collaborative Asynchronous Online Discussions: The Exploration of Idea Exchange, Content Focus, and Deep Learning." *Computers and Education*, 161 (2021). (With Y. Pavlov and Y. Wu.)

**Jing Lei and Qiu Wang.** "Using Digital Canvas to Facilitate Student Questioning in Large Lecture Classes: A Mixed-Methods Study." *Interactive Learning Environments* (November 2021). (With J. Chang and L. Zhang.)

**Wendy K. Moy.** "Come Together: An Ethnography of the Seattle Men's Chorus Family." In *Together in Music: Coordination, Expression, Participation*. Oxford University Press, 2022.

**Louise Wilkinson.** "The Role of Assessment in Learning and Teaching Mathematics with English-Speaking and EL Students." In *Educational Psychology for Teachers and Teaching: Teaching on Assessment*. Information Age, 2021. (With A. Bailey, et al.)

**Yanhong Liu, Melissa Luke, and Qiu Wang.** "The Development and Initial Validation of the Cultural Humility and Enactment Scale in Counseling." *Measurement and Evaluation in Counseling and Development*, 55 (2022). (With P. Zhu.)

**Melissa Luke.** "Transgender College Student Identity Development: A Narratology of Intermediating Experiences." *Journal of Humanistic Counseling*, 60 (2021). (With K.C. Cavanaugh.)

**Courtney Mauldin.** "Troubling Unintended Harm of Heroic Discourses in Social Justice Leadership." *Frontiers in Education* (February 2022). (With T. Kim.)

**Corrine Occhino.** "New Trends in ASL Variation Documentation." *Sign Language Studies*, 21 (2021). (With J.C. Hill, et al.)

**Caroline O'Hara.** "Multicultural Competence in Counseling Research: The Cornerstone of Scholarship." *Journal of Counseling and Development*, 99 (2021). (With C.Y. Chang and A.L. Giordano.)

**James H. Rolling Jr.** "Why Antiracism Matters." *Art Education*, 75 (2022).

**Derek X. Seward, Yanhong Liu, and Melissa Luke.** "Stigma, Help-Seeking, and Counseling with African American Male College Students." *Journal of Counseling and Development* (March 2022).

**George Theoharis.** "Strengthening Equity Work in the Face of Opposition." *Educational Leadership*, 79 (2022). (With M.A. Gooden, S. Radd, and G.G. Generett.)

**Susan Thomas.** "Difference and Dissent in the Neoliberal University: Relational Geographies of Race, Caste, and Violence." *Discourse: Studies in the Cultural Politics of Education*, 42 (2021). ■



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# Student News and Notes

Find these stories and more on our website.

## IDDE in the Zone



Two former standout Orange athletes were profiled in fall 2021. Besides sports, both have in common the Instructional Design, Development, and Evaluation master's degree program.

Syracuse.com caught up with former Orangeman and pro basketball player **Demetris**

**Nichols '07**, now a Syracuse graduate manager, who wanted to pursue a master's "in something that will prepare me and help me in this next coaching chapter."

**Kingsley Jonathan '20, G'22** was profiled by Syracuse Stories. A former Orange defensive end, he received the 2020 Jim Tatum Award for being the ACC's top football student-athlete. Of his decision to study instructional design he says, "I didn't just want to design instructional materials; I also wanted to implement and evaluate them for the greater good."

## Recognizing an "Unsung Hero"



In January 2022, **Nathana Murray '22** was named a 2022 Unsung Hero by the 37th annual Rev. Dr. Martin Luther King Jr.

Celebration Committee. Murray is a senior medicinal chemistry and neuroscience major who works with the Juvenile Urban Multicultural Program, known as JUMP Nation, where students work to decrease the high school dropout rate.

Murray is supported in her college journey by the Louis Stokes Alliance



**SCHOLARS OF DISTINCTION** | Arthur O. Eve Higher Education Opportunity Program (HEOP) and TRIO Student Support Services (SSS) students showcased their research, study abroad, internships, and other academic experiences at the 2022 HEOP/SSS Scholars of Distinction Open House, held in the Jacquet Education Commons in February. Both these Center for Academic Achievement and Student Development programs support under-represented and/or first-generation students.

for Minority Participation, Collegiate Science and Technology Entry Program, and McNair Scholars Program. All three are housed in the Center for Academic Achievement and Student Development at the School of Education.

## Smith Receives Research Award



In March 2022, **Phillandra Smith**—a doctoral student specializing in special education and an inaugural AACTE Orange

Holmes Scholar—received a Graduate Dean's Award for Excellence in Research and Creative Work for her dissertation "W(h)ite Out: An Analysis of Presentations of Race and Ethnicity in US Inclusive Education Textbooks." Smith was one of nine SU graduate students to receive the award, for the quality and impact of their research and creative work.

## Bringing Science Back Home

In her April 2022 profile, fourth-year doctoral student **Tiffany Hamm** says she chose the School of Education because she wanted to make science accessible for the next generation. "Bringing science back to the community in a tangible way can help students of color and students of underrepresented backgrounds gain interest," says Hamm. "We need to keep showing different faces in science and diversifying images of scientists and their contributions."

An inaugural AACTE Orange Holmes Scholar whose research centers on urban science education, Hamm adds, "When I'm with Holmes Scholars, I feel like I'm with family, as well as the confidence and the support to truly be me."



Orange Holmes Scholars at the 74th American Association of Colleges for Teacher Education Annual Meeting in March 2022. (L to R) **Tiffany Hamm**, Professor **Courtney Mauldin**, **Kirsis Dipre**, **Cassandra Guzman G'22**, **Linzy Andre**, **Phillandra Smith**, and Interim Dean **Kelly Chandler-Olcott**.

## Doctoral Students Awarded Summer Fellowships

In April 2022, the Graduate School awarded Summer Fellowships to several School of Education doctoral students. Candidates were assessed on their academic standing and progress toward a significant milestone, such as coursework completion, exams, or dissertation completion. **Keshab Adhikari** and **Phillandra Smith** were named Dissertation Fellows. Pre-dissertation Fellows include **Chelsea Bouldin**, **ParKer Bryant**, **Stephen Caviness**, **Jersey Cosantino**, **Easton Davis G'20**, **Kelly Kearns**, **Yuri Pavlov**, **Xiaoxuan Qu**, and **Lei Wang G'18**.

## Doctoral Students Win Teaching Assistant Excellence Awards

Doctoral students **Jersey Cosantino** (Cultural Foundations of Education), **Katie Elizabeth Ducett** (Special Education), **Waleed Raja** (Mathematics Education), and **Claudine-Lonjé Williams** (Higher Education) were among 31 teaching assistants recognized in May 2022 by the Graduate School.

These honors are presented for excellence in all the dimensions where TAs serve, such as their work as classroom

teachers, laboratory or studio instructors, recitation or discussion section leaders, or in roles assisting faculty members who teach high-enrollment courses.

## Ditchek Named a Remembrance Scholar



**Ronald Ditchek '23**, a junior music education major, is among 35 students named 2022-2023 Remembrance Scholars. These

scholarships, now in their 33rd year, were founded as a tribute to—and means of remembering—the 35 Syracuse University students who were killed in the Dec. 21, 1988, bombing of Pan Am Flight 103 over Lockerbie, Scotland.

A truly engaged student, Ditchek is a member of Otto Tunes, a tenor-bass acapella group; OttoTHON, a student-run philanthropy organization that helps provide support for children and families who receive care at Upstate Golisano Children's Hospital; and Syracuse Welcome. ■

## CENTER FOR ACADEMIC ACHIEVEMENT AND STUDENT DEVELOPMENT STUDENTS PRESENT RESEARCH



Covering topics from socializing baby mice and “The Bootyshort Revolution” to vaccine hesitancy and the works of Roman historian Sallust, the 2022 McNair Scholars Research Symposium was held on April 15 and 22, 2022. Eighteen scholars presented undergraduate research, including **Adriana Crump '22** (above), who presented “Race, Emotional Regulation, and Functional Outcomes in College Students With and Without ADHD.”



The two-part 2022 Louis Stokes Alliance for Minority Participation (LSAMP) Symposium featured poster presentations by student researchers on April 22, and oral presentations on April 27 by (L to R) **Mia-Marie Fields**, **Catherine Campbell**, **Zachary Williams**, and **Kaura Reyes Villarán**. LSAMP seeks to increase underrepresented students graduating with baccalaureate degrees in STEM fields. This year's projects investigated biomechanics, organic chemistry, sociobiology, pedology, materials science, and online misinformation.



# Sowing Seeds of Hope

An aspiring educator wants to make urban schools more inclusive for students, teachers, and administrators.

In Brooklyn's Fort Greene Park, there's a small garden where Syracuse University senior Ashanti Hunter '22 has helped kindergarteners blossom.

The children attend Community Roots, a local charter academy that utilizes an outdoor learning approach called Forest School. Last fall, they and Hunter visited the park biweekly and spent one day a week in the school's outdoor classroom. In addition to working on academic content, the students learned the fine art of teamwork, problem solving, and risk taking. They also did a little gardening.

Immersive experiences like Forest School bring out the best in kids—socially, emotionally, and intellectually, Hunter explains. For those with and without disabilities, outdoor learning can improve self-esteem and sensory function.

**“As a Black woman and future educator, I want to change the narrative of women making the transition from teaching to administration.”**

“Forest School proves there isn't a single route to success for students with disabilities,” says Hunter, who majored in inclusive early childhood special education. “Its holistic approach works in tandem with teachers and parents to contribute to children's growth and development.”

Hunter recalls spending weeks tracking the behavioral progress of one student on the autism spectrum. After gathering and analyzing data, she shared her findings with the child's parents, who, in turn, implemented her recommendations at home. “The positive results we saw carried over into other areas of the student's life,” Hunter recalls.

Whether playing tag, making art, or adding specimens to the class's “worm club,” Hunter likes to get her hands dirty, helping diverse students find common ground. “Community Roots has inspired me to build my own successful, inclusive classroom,” says the aspiring elementary school teacher. “I can't wait to get started.”

## Sharpening Skills, Broadening Perspectives

Hunter got involved with Community Roots through SOE's Bridge to the City program, which grants qualified seniors two seven-week student teaching placements in New York City schools. She also student-taught at P.S. 212: Midtown West, located in one of Manhattan's more diverse neighborhoods. “Ashanti is an incredible teaching candidate,” says Assistant Teaching Professor Thomas Bull G'90. “Experiences like Forest School have enabled her to learn and teach in an exciting and demanding urban environment.”

At both schools, Hunter worked in an Integrated Co-Teaching (ICT) classroom, where students with and without disabilities were co-taught by two teachers. George Theoharis, professor of educational leadership as well as inclusive elementary and early childhood education, says ICTs support Hunter's beliefs and SOE's guiding philosophy. “Only strong students like Ashanti are selected for Bridge to the City. Co-teaching with different teams in New York City gave her invaluable experience, which she soaked up.”

Hunter particularly excelled at teaching students with autism, ADHD, and dyslexia, thanks, in part, to a host teacher at P.S. 212 who taught her the importance of organization and preparation. “She had the procedures and structures in place that made everyone, including me,

*Senior Ashanti Hunter '22, an inclusive early childhood special education major, graduated with more than 900 hours of field experience in eight different settings.*



**“Community Roots has inspired me to build my own successful, inclusive classroom. I can’t wait to graduate and get started.”**

feel engaged and ready to learn,” says Hunter, noting that 13% of the school’s students had disabilities. “The immersive and authentically inclusive ICT experience sharpened my skills and broadened my perspectives. I also applied what I had learned at Community Roots to the learning environment at P.S. 212. It was transformative.”

### **Changing the Narrative**

Growing up in the Bronx, Hunter witnessed firsthand the impact of diversity and inclusion on learning. She also noticed how forces shaping educational reform, like standardized testing and gentrification, seemed to aid and abet inequality.

This is true at the leadership level, where Hunter has detected a “distinct lack of diversity.” Thanks to a grant from the Syracuse Office of Undergraduate Research and Creative Engagement (SOURCE), she and Michele Ho ’22 (inclusive early childhood special education) have completed a research project called “Pipeline to Educational Leadership Positions for Women of Color.” Hunter focused on diversity among K-12 building and school administrators.

“As a Black woman and future educator, I want to change the narrative of women making the transition from teaching to administration,” says Hunter, who co-presented her findings at the University Council of Educational Administration’s (UCEA) 2021 convention in Columbus, OH. “My research aims to promote diversity in these roles and provide suggestions for how the experiences of women can be improved.”

Under the watchful eye of Theoharis (who studies, among other things, inequality in educational leadership), Hunter thrice-interviewed multiple principals as well as vice and assistant principals—all women of color. She found that even though female educators outnumbered their male counterparts in schools, the latter were more likely to advance into administrative roles.

“The principals I talked to said they struggled with notions of race and gender, that they were perceived as not able to get the job done,” says Hunter, adding that some of them struggled with imposter syndrome. “In most instances, these women drew on their beliefs and philosophies to prove, especially to those in charge, that they’re more than capable.”

The “Pipeline” project also gave Hunter a taste of faculty-led research. The opportunity to collect and analyze data from human participants, a process closely monitored by an ethical review board, was insightful.



*Hunter with students at the Community Roots Charter School in Brooklyn.*

“I learned how to present my research efficiently and effectively,” says Hunter of her UCEA appearance. “The conference proved that, regardless of my experience, I can do almost anything I set my mind to.”

### **Surpassing the Standard**

Today’s classroom is like none other, as students and teachers brace for myriad challenges, some of which don’t yet exist. For this reason, the SOE’s teacher preparation program vastly exceeds state fieldwork standards.

By graduation, Hunter accumulated more than 900 hours of field experience in eight different settings. “She is trained to develop instruction that incorporates multiple learning styles, understands multicultural perspectives, and ultimately helps all children succeed,” Theoharis says. “Our coursework emphasizes children and families, multicultural issues, and serious content that engages young minds.”

Rounding out Hunter’s education are clinical simulations, academic and professional advising support, and one-on-one mentoring. If all goes to plan, she’ll be among the 98% of SOE graduates working in the field or attending grad school this fall.

“I really want to teach at one of the Bridge to the City schools,” says Hunter, who has five years to obtain a master’s degree to remain a New York state teacher. “I am grateful to professors like George Theoharis and Thomas Bull, both of whom present information with no filter, even though some of it’s rather heavy. They create a safe space for us to learn what we—and our future students—need to be ready for.” ■

# Five Questions for Raquel (Roxi) Nurse McNabb '98, G'99



Roxi Nurse McNabb was a standout guard with the Syracuse Orange from 1994 to 1998.

- 1 Describe your current role and its responsibilities.**

I am currently the Executive Director of the Caris Sports Foundation, a non-profit organization that raises funds to remove the financial barriers to sports participation for kids in kindergarten through 12th grade.
- 2 How did the School of Education prepare you for this role?**

SOE has a hands-on approach to education. I had the opportunity to visit schools within the city of Syracuse and work with students. I learned so many lessons comparing what I thought teaching looked like to what it actually means to teach a child who has not been afforded the same opportunities as other children.

Sports has always been a large part of my life, and I know the benefit sports provide kids. Looking back, I believe that experience built the foundation for me wanting to provide kids with the opportunity to participate in sports, knowing the benefits participation provides.
- 3 What current trends do you see in your specialty and how are you addressing them?**

The math says that families who can afford to play sports, play sports; those who cannot, do not play. Female athletes are twice as likely to quit sports as their male counterparts. But we also know that 80% of female CEOs participated in a sport at some point. So we are trying to bridge the gaps of making sports affordable for all and keeping female athletes participating.
- 4 What activity stood out for you most as a student at SOE?**

Student teaching. Not only did student teaching put what we were learning in the classroom into practice, it placed me within the city of Syracuse for an extended period.

As students and student athletes, we spent time within the community, but that was typically for a few hours at a time, then we went back to our apartments on the Hill. But while student teaching, I was able to really see the community through my interactions with students and by talking to teachers. I learned that teaching goes far beyond the classroom, and that implored me to be a larger part of the community that I live in.
- 5 Make a pitch for SOE—why should a prospective student choose the School of Education?**

Community! As an international student of color, SOE provided an environment where I felt valued as an individual and where my perspective was heard and encouraged. ■



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## Cerri A. Banks '00, G'04, G'06 1967-2022



**A**s this issue was going to press in August, the School of Education community was shocked and saddened to learn of the sudden passing of our beloved colleague and friend Cerri Banks, a three-time SOE alumna, Chair of the Board of Visitors, a member of the Board since 2009, and Syracuse University's Vice President for Student Experience and Deputy to the Senior Vice President.

Cerri joined Syracuse University from Skidmore College, where she was Dean of Students and Vice President for Student Affairs. Before joining Skidmore, Cerri served as Vice President for Student Affairs and Dean of the College at Mount Holyoke College and as Dean of William Smith College at Hobart and William Smith Colleges. She received a bachelor's degree in Inclusive Elementary and Special Education, a master's in Cultural Foundations of Education, and a Ph.D. in Cultural Foundations of Education, all from the School of Education, as well as a CAS in Women's and Gender Studies from the College of Arts and Sciences.

"Cerri was a student in the course I taught in my first semester at Syracuse, 24 years ago," recalls Interim Dean Kelly Chandler-Olcott. "I have been inspired by her scholarship and her administrative contributions ever since. I was particularly grateful for her staunch support during this last year, as I assumed the interim deanship. She was a key partner in our School-wide re-design work intended to secure our impactful, sustainable future. No one has been a better advocate for her alma mater in recent memory—or a better example of the values we seek to uphold."

A specialist in the sociology of education, cultural studies, women's studies, and multicultural education, Cerri was deeply committed to educational reform and inclusion. Her book *Black Women Undergraduates, Cultural Capital, and College Success* (Peter Lang, 2009) provides practical ways higher education can utilize the cultural capital of all students. She also co-edited *Teaching, Learning, and Intersecting Identities in Higher Education* (Peter Lang, 2012) and authored *No Justice! No Peace! College Student Activism, Race Relations, and Media Cultures* (Peter Lang, 2021).

"I believe Cerri considered her SOE roots and her scholarly pursuits the most salient aspects of her professional identity," says Cathy McHugh Engstrom, Associate Professor and Chair, Department of Higher Education. "She was a mentor and advocate to countless students. I was in awe of her unique gift to communicate complex and potentially polarizing ideas in accessible and compelling ways. Her authenticity, warmth, and dignified treatment of each person she met left you wanting more time with her. It breaks my heart that I do not have that time, but I am not short on material to reflect upon and to still learn from her to be a better human."

"Compassionate. Authentic. Brilliant. These words come to mind when I think of Cerri. Whenever in her presence, she made you feel that you were important and you mattered," remembers Don C. Sawyer III G'03, G'08, G'13, Vice President for Equity, Inclusion, and Leadership Development, Quinnipiac University. "Years ago, I remember Cerri calming my nerves as I neared the end of my dissertation. She let me know I had what it took to finish. She was a brilliant scholar and masterful administrator. The impact she had on the lives she touched will live forever." ■

# THE 1870 SOCIETY

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### **Create Your School of Education Legacy**

If you have questions about creating a legacy to benefit the School of Education, please contact Development Assistant Jessica Puccia at 315.443.4754 or [jlpuccia@syr.edu](mailto:jlpuccia@syr.edu).





# Alumni News and Notes

Find these stories and more on our website.



*Donna DeSiato G'04 was recognized on the field at the Nov. 27 Orange football game after being named the 2021-2022 New York State Superintendent of the Year.*

## DeSiato Named Superintendent of the Year

In September 2021, East Syracuse-Minor Superintendent **Donna DeSiato G'04** was named 2021-2022 New York State Superintendent of the Year by the New York State Council of School Superintendents.

“With a strategic planning mindset, relentless attention to detail, embrace of inclusionary practices and broad individual involvement, Donna proudly exemplifies the power of school leaders to bring meaningful change to our communities,” said NYSCOSS President Phyllis Harrington. DeSiato holds an Ed.D. in Educational Leadership from the School of Education.



## Leone Wins NU Award and Scholarship



Inclusive Elementary and Special Education alumna **Olivia Leone '14** was a Northeast Regional Winner of the National

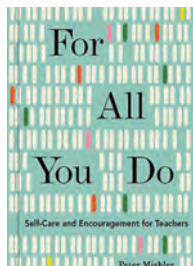
University Teacher Award in November 2021. Leone is a fourth grade Special Education Teacher at P.S. 161 Juan Ponce de Leon School in the Bronx, NY. Her award includes a tuition-free master's degree scholarship to National University's social and emotional learning program.

## Finding Opportunities Among Challenges

It's through the lens of challenge and opportunity that English Education alumnus and author **Pete Mishler G'07, G'08**, views

the 20 months of coronavirus public health measures for teachers. His 2021 book—*For All You Do: Self-Care and Encouragement for Teachers*—identifies ways his colleagues in education can improve their circumstances and, as a result, improve the system.

“I think it has been the most stressful year in the lives of teachers in recent memory. It's also been a year of reckoning for many teachers who are finding their voice in terms of advocacy and finding how the pandemic has revealed ways education can be reimagined,” Mishler explained in his September 2021 'Cuse Community profile.



## SU Retires Lax Legend's Jersey

In February 2022, Syracuse University celebrated **Katie Thomson '09 G'10** with the retirement of her No. 21 women's lacrosse jersey, in recognition of a remarkable four-year career that saw her become the Orange's leading all-time scorer and voted a three-time first-team All-American. Thomson—a graduate of the inclusive elementary and special education and literacy education programs—is only the second SU female athlete to have her jersey retired.

In a Syracuse University profile, Thomson—now head coach of SUNY Albany's women's lacrosse team—was asked why she studied inclusive education. “The education piece was really important for me. Since I can remember, I wanted to be an elementary and special education teacher, and Syracuse has such a great program for inclusive education ... [A]ll of the lessons I learned through the education program help me every single day as a coach.”



**“Be the Change”**

In a February 2022 profile, **María De Jesús G'11** offered her thoughts on educational leadership and making a difference

beyond the classroom. Already holding an M.S. in Literacy Education, De Jesús has returned to her alma mater for a Certificate of Advanced Study (CAS) in Educational Leadership so she can “impact students directly” by working on diversity, inclusion and equity in her Jamesville-DeWitt, NY, school district.

Her advice for other teachers thinking about certifying as an administrator? “Give it a try! You’ll know at some point whether administration is for you. Besides, in the post-COVID school environment, we teachers have a lot to say, and we have to be the change.”

**From Orange to Black-and-Gold**

Syracuse women’s lacrosse standout **Ella Simkins ’20, G’21** had big plans for the 2020 season, but the coronavirus pandemic cancelled it after just eight games. Undaunted, Simkins took full advantage of a special fifth year of eligibility to earn a CAS in Intercollegiate Athletic Advising and Support.

This program—re-imagined in 2021—set Simkins on a coaching path, as she described in a February 2022 feature. Now an assistant coach for the US Army West Point Black Knights, Simkins says that the CAS “is a perfect structural mix of the two sides of college athletics—administration and

student experience—that gives you well-thought-out approaches to solving different challenges.”

**Higher Education Program Supports Mission-Driven Work**

In his March 2022 profile, **Shane D. Nelson G'19** says while attending Syracuse University he redefined his personal

mission, in large part because the higher education master’s program is so focused on self-reflection. “I always say that my mission on this planet is to create access and opportunities for others by making intentional connections to sustainable resources.

Today, Nelson is both the managing director of P4 Hub (a DiverseForce company)—a curated membership of BIPOC leaders working around a vision of advancement—and co-runs Reify Solutions, a consulting firm he launched with his wife. Reify helps clients execute strategic plans to improve outcomes. “I use my degree pretty much every day—in my research, facilitations for private clients, and to coordinate focus groups,” says Nelson.

**Applying IDDE Methods at Ft. Bliss’s Storied Sergeant Major’s Academy**

After 28 years of decorated military service, **Sergeant Major Craig Collins G’20, G’22** has begun to mull his next career move. In his own words, the M.S. in Instructional Design, Development and Evaluation and CAS in Designing Digital Instruction give him “unlimited options.”

The School of Education has been an academic partner of the US Army’s NCO Leadership Center of Excellence (NCOCOE), located at Fort Bliss in El Paso, TX, since 2019. The partnership offers sergeants major the opportunity to complete an instructional design master’s degree fully online.



The 2020 Fort Bliss master’s degree in Instructional Design, Development and Evaluation cohort. SGM Craig Collins G’20, G’22 is standing second from left, at back.

As Collins notes in his March 2022 profile, his instructional design skillset is critical to his role as an instructor and assessor in the NCOCOE Directorate of Curriculum Development: “What IDDE does and what the Army does are very complimentary. The IDDE program could be adapted to almost any field.”

**Excellence in Arts Education**

**Ali Jun ’03, G’04** received Nevada’s prestigious Milken Educator Award in May 2022. A music specialist at Dr. Beverly S. Mathis Elementary School in Las Vegas, she was honored by Nevada Gov. Steve Sisolak during a school assembly. “Ali fosters creativity, critical thinking, perseverance, and self-confidence that benefit students across the curriculum,” says Lowell Milken, the award’s founder.



### Berger Receives Tolley Medal

Literacy expert and advocate **Allen Berger '57, G'66** was honored with the William Pearson Tolley Medal for Adult Education and Learning at the 2022 One University Awards on April 22. The One University Awards celebrate excellence in academics, scholarship, creative work, and dedicated service by members of the Syracuse University community and beyond.

Now a resident of Savannah, GA, Berger is Heckert Professor of Reading and Writing Emeritus at Miami University, OH. As an academic and scholar, he co-authored and co-edited 10 books, published more than 400 articles and chapters on reading and writing education, and served as a resident writer in language arts at Houghton Mifflin.

At Miami University, Berger began Teens for Literacy, a program that encourages inner-city students to promote literacy in their schools and communities. It has been used in more than 100 schools throughout the country.



### MEMBERS OF SOE COMMUNITY HONORED WITH ONE UNIVERSITY AWARDS

**SCHOOL OF EDUCATION** faculty, staff, students, and alumni were well represented at the 2022 One University Awards, held on April 22 in Hendricks Chapel, with alumnus **Jaime Alicea G'88**, Superintendent of the Syracuse City School District, receiving the Chancellor's Medal, the University's top recognition (pictured).

Also recognized were: **Allen Berger '57, G'66** (Tolley Medal); Professor **Leela George** (Meredith Teaching Recognition Award for Continuing Excellence); **Amanda Greenbacker Mitchell '17** (Chancellor's Citation for Excellence in Student Research); **Jared Khan Bagley '22** and **Micayla MacDougall '22** (Remembrance Scholars); **Torian Clarke '22** and **Shayla Walsh '22** (School of Education Student Marshals); and **Professor Kathleen Hinchman** (Emeriti Faculty).

### Manuel Named DePaul President



**Robert L. Manuel G'94** will become DePaul University's 13th president, effective Aug. 1, 2022. Most recently President of the

University of Indianapolis, Manuel's past appointments include Dean of the School of Continuing Studies and Associate Provost at Georgetown University. He also has served at New York University's School of Continuing Studies, Le Moyne College, and Southern Vermont College. Manuel holds an M.S. in Higher Education.

### Davis to Succeed Alicea at SCSD



The Syracuse City School District Board of Education announced in May 2022 that **Anthony Davis Sr. G'03** will become the district's

Interim Superintendent, succeeding **Jaime Alicea G'88**, who stepped down as Superintendent in July. A graduate of the School of Education's special education master's program, Davis served in the Liverpool Central School District for more than 19 years before returning to SCSD as Assistant Superintendent of Secondary Education and Career and Technical Education Programs. ■



# When Big Brother Goes to School



Nicole Nguyen '08, G'14 explores the intersection of national security and education

**I**s education a national security issue? Your answer might depend on your political leanings or other points of view. On the one hand, isn't a well-educated population critical for a nation's peace and stability? Then again, allowing a nation's security apparatus to influence learning, even curricula, is surely a step too far—aren't our schools already policed enough?

It might surprise you to learn that national security government and industry organizations are not simply interested in education in the broad sense. Their influence extends to social services providers, lesson plans, and workforce development programs—all the way from kindergarten to high school.

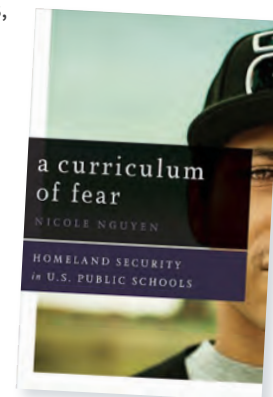
## A Curriculum of Fear

"I had never heard of a high school with a homeland security program," says Nicole Nguyen '08, G'14, a critical geographer of education and Associate Professor of Social Foundations of Education at the University of Illinois-Chicago College of Education.

But once Nguyen learned of such a school—located near Washington, DC, the security industry hub—she discovered the subject of her School of Education doctoral dissertation and, subsequently, her first book, *A Curriculum of Fear: Homeland Security in US Public Schools* (University of Minnesota Press, 2016).

Specializing in Cultural Foundations of Education and trained as an interdisciplinary scholar in the School of Education and the Maxwell School of Citizenship and Public Affairs, Nguyen embarked on a fascinating, immersive ethnography of the pseudonymously named "Milton Hilton School" in the "Franklin County"

Professor Nguyen's first book won the 2017 American Association of Geographers' Globe Book Award.





# “How can we educate teachers about national security-in-education policies and help them understand the role of structural racism?”

school district. There, she studied how the post-9/11 national and homeland security regimes look to train and influence young people.

“I spent a year at the high school, taking classes and interviewing students, teachers, community members, and homeland security professionals in order to understand how the program was viewed in the school and community,” explains Nguyen.

## Defining Everything

Nguyen says she originally harbored skepticism toward this particular example of neoliberal school reform. However, she found the Milton program to be well-designed, well-integrated, and warmly met among school, community, and industry members.

“The Milton program did some things well. The kids liked it because they got to go on field trips. It gave them a sense of pride in their school. It provided a meaningful curriculum and opportunities for the students—but at the same time national security defined everything they did, and that was problematic.”

In kindergarten, for instance, math lessons were colored by an emergency management or security theme (“What’s one fire truck plus one fire truck?”) in order to socialize the program’s goals. In a more advanced math class, students used parabolas to calculate the trajectory required for a sniper to hit a target.

Although in public, Milton’s homeland security program claims to foster a school-to-workforce pipeline into a big local industry, in effect Nguyen says students are being taught to subtly consent to the nation’s new security regime, and even to surveil their own neighborhoods.

“Students—primarily students of color—would tell me that when riding through their neighborhoods, they’d be alert to potential terrorist threats,” recalls Nguyen. “Yet things that were actual threats to them—lack of safe walking areas or food insecurity—were never addressed.”

## “CVE Is Everywhere”

Nguyen’s subsequent research looks at how the national security/public education nexus has evolved in the years since her Milton study.

Under the President Barack Obama Administration, for instance, national security emphasis shifted from the Global War on Terror to countering violent extremism (CVE) at home and abroad. “My current research looks at the effects of CVE policies, the communities affected by them, and especially how social services providers—teachers, counselors, and therapists—are being trained to look for signs of radicalization in young people.”

“CVE is everywhere,” adds Nguyen. “CVE grants are given out every year, and there are programs to train social services providers probably in every city across the country.”

One community where a large CVE training investment has been made is Minneapolis, MN, which has a significant Somali immigrant population. There, CVE policies can turn typical student behavior into something more sinister. While teachers might be trained to look out for “disaffection and identity issues” in their students, could that not describe any teenager anywhere? “Yet in this population there is the potential for you to be flagged as having potential for extremist tendencies,” says Nguyen.

The same might be true for students of immigrant descent who show any interest in politics, even if their views are largely in line with US domestic and foreign policy: “You might draw interest. CVE policies have the effect of criminalizing potentially any political activity.”

## Cultural Competencies

So how can social service providers counter the securitization and militarization of public education? Another of Nguyen’s current projects offers a potential solution. At the University of Illinois-Chicago, she leads the Creating Cultural Competencies initiative, which includes curricula development and teacher workshops related to countering anti-Muslim racism in schools and classrooms.

“My work on CVE led directly to my work with Creating Cultural Competencies,” explains Nguyen. “I ask, ‘How can we educate teachers about national security-in-education policies and help them understand the role of structural racism in discipline and classroom policies?’ I have created professional development training that teachers can take into their classroom so they can have conversations about structural racism with their students.”

When Nguyen was a student at Syracuse University, she took part in the “Smart Kids, Visual Stories” initiative, a multimedia alternative listening project that engaged students from Syracuse-area schools. Thus familiar with university-school partnerships, it’s no surprise that Creating Cultural Competencies is similarly embedded in Chicago schools, and especially those serving the city’s Palestinian Muslim population.

“That community has a long history of being surveilled. It makes sense to do my work there.” ■

# “You Have to Love What You’re Doing”

Two school leaders reflect on educational challenges and how they are meeting them with rigor, care, and joy

“**T**eachers are stretched now more than ever,” explained Professor George Theoharis in a June 4, 2022, AP news story in the wake of the Uvalde, TX, school shooting tragedy. “We’re sort of left in this moment where we expect teachers and schools to solve all our problems and do it quickly.”

The list of external pressures on schools is long and familiar, including, in the past couple of years, the coronavirus pandemic, ongoing gun violence, and political push-back on efforts to foster diversity, equity, and inclusion among learning communities.

How are frontline school leaders addressing this moment on behalf of their teachers, staff, and students?

Donna DeSiato G’04, Superintendent of East Syracuse-Minoa Central School District, and Eva Williams G’00, Principal of Van Duyn Elementary School in the Syracuse City School District, sat down to discuss how they are tackling challenges their schools—one suburban and one urban—must meet, now and in the future.

Both School of Education alumna have been recognized by New York State for their exemplary leadership. In April 2021, Williams was named Elementary Principal of the Year, and in September, DeSiato was named Superintendent of the Year.

## What strategies have you implemented to support teachers in these challenging times?

**Eva Williams:** It’s constant affirmation of the work we do together and affirming what they’re doing in their classrooms. At Van Duyn, we shout out the good work of staff when we see it.

Also, it’s being understanding. We leave the door of communication open so people feel comfortable talking with me or the vice principal. Having relationships that are trusting and loving should be number one. When you know what somebody is going through and they ask you for an accommodation, you can do it.

We also encourage #FunInLearning—that’s the Van Duyn social hashtag! It’s not just Teacher Appreciation Week; we use other times of the year for spirit weeks and celebrations. And I know, people might say, “Oh, they think a box of doughnuts is gonna make this job easier.” But the truth is, I don’t have a magic wand. The ability to increase teacher morale stems really from having that relationship with your staff and meeting their needs.

There’s no fairy dust to sprinkle and make everybody happy. It’s about seeing each person for who they are and what they need.



**“Joy is a big piece of learning. You have to love what you’re doing, see yourself in it, and understand how it’s going to take you further.”**

Eva Williams G 00 (left) with former classmate and current Senior Assistant Dean, Academic and Student Services, Amie Redmond G 95, G 00, at the 2022 School of Education Convocation, where Williams was speaker.

**Donna DeSiato:** There's no playbook for our immediate world, in a pandemic. We've woven in various aspects of social emotional supports and ways to either energize or lift up the spirits of our learning community. For instance, in the fall 2020, we had "Thankful Thursdays." Every Thursday, our media and communications, youth development, and leadership teams created an internal video, such as parents sharing heartfelt messages and thanking teachers for what they are doing.

We also make resources available, an ongoing process. We've invited a local professional who's doing very targeted group sessions on social emotional wellness, and when we open in the fall 2022, on our very first day, we will have a very focused agenda on wellness. We best serve our students if we are also taking care of ourselves.

### **How is your district incorporating teaching strategies—especially technological ones—developed during the pandemic?**

**EW:** The use of technology prior to the pandemic was really instrumental in supporting what happened during. I don't think it's the other way around. Students were able to go in and know the digital content that we wanted them to work on. The digital platforms—like Seesaw—already existed. With our students, that easily transferred once they went home.

Those pieces are going to stay because they were useful before, during, and now. For example, if a parent is at work or can't leave home, now we have a way to engage them using the computer. Before folks would come into the building, which we are starting to do again, but now we have two different platforms to access families.

**DD:** In-person learning, ultimately, is the gold standard because you're also addressing students' social emotional development.

We were a one-to-one school five years before the pandemic hit, meaning one device—Chromebook Google Classroom—to each student. Our students already were well-versed in technology. What the pandemic did was intensify the need to use it.

Students are born into a digital world. They understand that technology will be an ongoing part of their life, and we need to ensure we're equipping them to utilize the technologies that are out there in ways that are going to help them not only learn but also apply their learning to solving problems.

This year, the students who remained entirely virtual had the most challenging time readjusting to in-person. So we know that we need to spend time in the next school year to really reset all learning expectations. This will help our students understand what the appropriate protocols and boundaries are and be better adjusted to the learning environment than they have been.

### **Looking ahead, what do you see as your top challenges?**

**EW:** Getting back to rigor and high expectations for our students. I think we, as a nation, have not brought our solid work ethic back to the table. We need to up our academic rigor.

**"We want to respect diversity and ensure we are recognizing the importance of being valued and belonging."**

Donna DeSiato G'04



In the coming years, the challenge is deciding what do children actually need to know? Consider the cancellation of the June 2022 New York Regents exam in US History and Government, because it was thought something might be trauma-provoking to students. What are we teaching that would have caused a child to have some sort of response to a test? How far do we have to go with assessments to know that we're on the right track and that we're giving children what they need for 21st century learning? How are we going to infuse cultural responsiveness and engagement with diversity for all?

**DD:** I think without question, safety and security will be paramount, in the health arena and in regard to recent national events. The continued challenges of shifting to a truly 21st century learning environment will mean that learning becomes the focus and time becomes the variable, and measures for learning will become less standardized and more individualized, diagnostic, and informative.

Mental health challenges are going to be significant. We have to address this in a way that integrates support systems into our school systems, creating accessibility.

### **How will your district continue to support educational equity for all students?**

**EW:** Equity is what we do here every day. We look through that lens. We ask, will students receive this? Will it meet their needs? Will it push them further? Can our students and our staff see themselves in everything we do? Will they find joy in what they're learning?

Joy is a big piece of learning. You have to love what you're doing, see yourself in it, and understand how it's going to take you further.

**DD:** Our approach is that it is everyone's responsibility to look at everything we do through a multi-perspective lens of diversity, equity, and inclusion. We want to respect diversity and ensure we are recognizing the importance of being valued and belonging.

It's not a program. It's not a person in an office that somehow sends out messages or plans activities. Diversity and equity are integrated into our curriculum. It's the responsibility of all of us. ■



# Baldanzas Pledge to Address Diverse Education

**S**tudents from diverse backgrounds do better in school and are more likely to go to a four-year college if they have teachers from kindergarten through high school who come from diverse backgrounds and identities. Yet, teachers are often not representative of the student body.

This dichotomy underscores what has become an urgent issue in education policy: the need to increase diversity in the teaching workforce.

## Become a Baldanza Fellow

**THE BALDANZA** Fellowship program is dedicated to recruiting, developing, and retaining under-represented teachers into Syracuse area K-12 schools.

Benefits include:

- Scholarships applied to master's degree studies in Childhood (Elementary) Education (Grades 1-6), Inclusive Special Education (Grades 1-6), or Inclusive Special Education (7-12)
- \$5,000 stipend to support living expenses
- Extensive field experiences, student teaching, and a hiring commitment from partner school districts\*

*\*Subject to availability, fit, student's successful completion of program, and student's fitness to teach.*

[soe.syr.edu/baldanza](http://soe.syr.edu/baldanza)

In November 2021, the School of Education and Maxwell School of Citizenship and Public Affairs announced a \$300,000 gift by Ben '84 and Marcia Baldanza '86 to launch a joint initiative—the Baldanza Fund for Excellence in Education Policy in Practice—aimed at closing the achievement gap in local districts by diversifying teachers.

“In creating this fund, we sought to bring together faculty experts to build evidence for data-driven strategies that will narrow achievement gaps among students, inform educational policies at all levels of government and, ultimately, improve educational outcomes,” the Baldanzas say.

The team working on the initiative is comprised of School of Education professors Christine Ashby G'01, G'07, G'08 and George Theoharis and Maxwell School professors Leonard Lopoo and Robert Bifulco. Lopoo is Paul Volcker Chair in Behavioral Economics and Director of the Maxwell X Lab, which uses data, behavioral science, and real-life testing to find better ways for governments and nonprofits to operate.

The School of Education is working with Syracuse-area school districts on partnership and program development, while the X Lab is focused on marketing to recent bachelor's degree graduates who may not have considered teaching.



(L to R) Ben '84 and Marcia Baldanza '86 with Syracuse University Provost Gretchen Ritter and Chancellor Kent Syverud at a May 2022 Forever Orange event in Washington, DC. The Baldanzas spoke at the event, which celebrated the impact of the capital region's Orange Family.

Ashby says that the first year brought in two district partners, Jamesville-Dewitt and West Genesee, and there are plans to engage additional schools for 2022-2023. “The Baldanza Fund has allowed us a unique opportunity to serve as an essential connector here in Central New York through recruitment, mentorship, and preparation of dedicated educators ready to meet the needs of our youth in new and relevant ways.”

Tuition scholarships are available for candidates who are selected for the program. The Baldanza gift covers costs for recruitment and evaluation of the overall program and provides a stipend to the master's degree candidates, called Baldanza Fellows. ■

## MEET POSTDOCTORAL FELLOW MERCEDES CANNON

**THE CENTER ON DISABILITY AND INCLUSION** welcomes postdoctoral fellow Mercedes Cannon. Most recently at Indiana University Purdue University Indianapolis, Cannon's research focuses on the intersections of disability and race and, particularly, the experiences of Black women with disabilities as they transition to college.

Thank you to Syracuse University and the Taishoff Family Foundation for providing this essential funding to increase opportunities and transition supports for students with intellectual disability.





Karen Colapietro Seybold G'92 (right) with her daughter, Lauren.

## Neurodiverse and Autistic Students Receive Increased Campus Support with Funding from Karen Colapietro Seybold G'92

**F**inding a sense of community can be a challenge for college students. This year, the Center on Disability and Inclusion's (CDI) Neurodiversity Community at SU project strengthened the network of supports for matriculated autistic and neurodiverse students through a collaboration with the University's Center for Disability Resources and the Disability Cultural Center, funded with a gift from Karen Colapietro Seybold G'92.

The project created new opportunities for autistic and neurodiverse students to connect with each other through social events and workshops on executive functioning and technology. It also was a chance for CDI to understand what is missing from the student experience, in order to provide enhanced support moving forward.

Seybold graduated from Syracuse University with a master's degree in counselor education. She says she decided to fund this pilot project because her daughter, Lauren, is a college student with autism.

"I am very pleased that the Neurodiversity Community at SU project successfully completed its first year, and I look forward to supporting the program as it grows and continues to address the needs of autistic and neurodiverse students at the University," says Seybold. "My hope is that the success of the program will serve as a model for other institutions of higher education."

In 2022-2023, CDI will continue to address students' needs through a pilot mentorship program, organized lectures and events related to neurodiversity, and continued social activities. ■

## Tech Classroom Will Be Upgraded with a Gift in Honor of Flora A. Workman '46, G'64

**T**echnology-mediated teaching and learning is at the heart of the School of Education's academic offerings. In order to stay on the cutting edge of educational technologies, teaching spaces must be regularly renovated and upgraded.

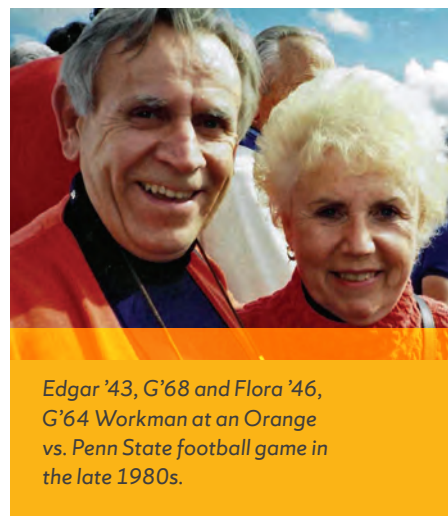
One Huntington Hall tech-enhanced classroom starting to show its age is Room 056. But thanks to a generous gift from Nancy A. Workman G'93, Room 056 will be brought up-to-date and in alignment with Room 070B, which boasts computer-connected LCD displays, a document camera, a smartboard, an assistive listening device, and other technologies to promote 21st century learning and accessibility.

"The purpose of this gift is to honor my mother, to memorialize her connection to the University and specifically the School of Education, and to recognize her dedication and contributions to learning and education," says Workman.

Flora A. Workman earned a B.A. cum laude in the Latin American Sequence from the College of Arts and Sciences in 1946. "SU was a major force in her life since she was 17 years old until her death at 91," says Workman. "It was at SU that she met her future husband, Edgar '43, G'68, and they settled in Syracuse. They were devoted alumni who supported their alma mater throughout their lives."

"Her decision to return to classes 'on the hill,' in the School of Education, was a pivotal decision in her life," continues Workman. Flora completed her master's degree part-time in 1964. She then taught elementary school in the Syracuse City School District for 26 years. "This experience enriched her life immensely, and she inspired many students and fellow teachers. She even maintained connections with some of her first classroom students, who visited with her throughout her lifetime."

"At her retirement, my mother was honored by the Syracuse Teachers Association—where she also had served on the Board of Directors—for her 'unselfish and dedicated service to the teachers of Central New York,'" adds Workman. In her retirement, Flora continued to volunteer at the University serving on the SU Alumni Association Board of Directors and receiving a Melvin A. Eggers Senior Alumni Award in 2002. ■



Edgar '43, G'68 and Flora '46, G'64 Workman at an Orange vs. Penn State football game in the late 1980s.



# From the Archive

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



Our first foray into the archives takes us back to November 1979 and the winter/spring issue of this magazine. The cover story "Who Owns Education?" looked back at a September 1979 "Alumniversity" symposium on the future of education.

Their future is here, you might say ...

In "Who Owns the University?" John R. Silber, then President of Boston University, predicted "a loss of public confidence and a repudiation of higher education" unless universities' "academic and moral standards" are reformed. In his lecture, American Federation of Teachers President Albert Shanker defended public schools' contribution to "the tradition of social mobility." Presciently, he expressed concern that "private education programs are threatening public schools."

Brooklyn Congresswoman Elizabeth Holtzman—at the time, the youngest woman elected to the House of Representatives—looked at "The Federal Impact on America's Schools: What It Is and What It Should Be." She lamented a 2.8% education funding increase by the federal government in a year that saw 13% inflation, urging that more pressure be placed on state and local funders instead.

Lastly, Cultural Foundations of Education and Sociology Professor Gerald Grant—in his answer to "What Makes a Good School?"—noted that "strong leadership and interest in moral as well as intellectual development of children were characteristics which stood out in the highly rated school."

The article noted that the *Alumniversity* theme of "Who Owns Education?" was inspired by "concern for people's diverse educational needs, including basic skills, career preparation, therapy for the handicapped, and mid-career technical training." ■



# IN MEMORIAM



The School of Education mourns the passing of four of its beloved faculty and staff members.

## Hope Irvine

(1936-2021)



**P**rofessor Emerita Hope B. Irvine passed away in October 2021. Born in New York City, Irvine was a lifelong teacher of the arts. She was a professor of Art Education at the School of Education and the College of Visual and Performing Arts, and she chaired the Department of Arts Education for 26 years. She was a graduate of Hunter College, where she was chosen for the Hunter College Hall of Fame. She earned her master's degree at The City College of New York and her Ph.D. at New York University.

Irvine came to Syracuse after spending 24 years teaching art at a northern Manhattan junior high school. In 1985, she developed the Art Seven and Eight New York State Syllabus and Teacher Guide. She served on the Commissioner's Advisory Council for the Arts and the New York State Council on the Arts funding panel for Arts in Education. She was Co-Chair of the New York State Committee for Curriculum and Assessment in the Arts and Humanities, which produced New York State's Learning Standards for the Arts. In 1992, she became President of the New York State Art Teachers' Association. In 1995, she was named Art Educator of the Year.

Irvine received numerous honors from the National Art Education Association (NAEA), notably the organization's Distinguished Service Within the Profession Award in 2007. The NAEA named her its 1990 Higher Education Art Educator of the Year and the 1996 Eastern Region Art Educator of the Year. She served the association on its Board of Directors and as Eastern Region Vice President.

## Corinne Smith

(1945-2021)



**P**rofessor Corinne Roth Smith '67, G'73 passed away in November 2021. Born in Reading, PA, she earned a B.A. in Psychology from Syracuse University and then a master's degree from Temple University, before returning to Syracuse for her doctoral studies in School Psychology.

An expert on school psychology, learning disabilities, and special education, Smith was the author of many leading books and textbooks, including *Learning Disabilities A to Z: The Complete Parent's Guide to Learning Disabilities from Preschool to Adulthood* (The Free Press, 2010). She served as Interim Dean of the School of Education (2000-2002) and Associate Dean for Academic Programs (1992-2000); chaired the School's Teaching and Leadership programs; founded the Syracuse University Psycho-Educational Teaching Laboratory; consulted on special education programs for several foreign governments; and was a member of the Chancellor's Campus Planning Committee. She also served on the New York State Governor's Council for Youth.

As the School's Director of Global Outreach, Smith coordinated Himan Brown Fellowships—funded by the Himan Brown Trust—to provide scholarships for students wishing to study abroad. Proud of her work to re-invigorate the University's Hillel Chapter, Smith was the recipient of numerous awards for her extensive service to the Jewish and Greater Syracuse communities.

## John Centra

(1933-2021)



**H**igher education expert and Professor Emeritus

John A. Centra passed away in December 2021. Born in Herkimer, NY, in 1933, Centra received a Bachelor of Arts from SUNY-Albany, a master's degree from Columbia University, and a Ph.D. in Psychology from Michigan State University.

Centra served in the US Coast Guard (1954-1956). He spent much of his career at the Educational Testing Service in Princeton, NJ, and then was a Professor and Chair of the School of Education's Higher Education Program (1985-1998). He was a leading expert in the field of higher education and was well recognized for his research and publications in the area of faculty evaluation.

## Ethel Blatt

(1932-2022)



**E**thel Blatt G'77, wife of former Dean Burton

Blatt, passed away in January 2022. In addition to earning a master's degree in teacher's education, she was an employee of the University's Psycho-Educational Teaching Laboratory. Her outstanding contributions in lifelong and continuing education were recognized in 2011 with a William Pearson Tolley Medal for Adult Education and Lifelong Learning.

Born in Brooklyn in 1932, she married Dean Blatt in 1951, and the couple moved to Syracuse in 1969 when her husband joined the School of Education faculty. In addition to her work for the University, she was a special education teacher in the Syracuse City School District and the Albany Hebrew Academy. After Dean Blatt's passing, Ethel donated his papers to the University's Special Collections Research Center. ■



# IN MEMORIAM



*Includes alumni whose passings were reported to the School of Education from June 1, 2021, to May 31, 2022.*

**1945** Caroline M. Held **1947** Blanche E. Schmidt **1950** Grace J. Roznowski **1951** Audrey K. Citak, Sylvia M. Lubliner, Ann P. Motzkin, Mary R. Pistolesi **1952** Nancy M. Wilson **1953** Mary J. Hennigan **1954** Dorothy M. Greenwood, Ruth A. Parker **1955** June G. Koontz, Allan H. Miskell **1956** Janice M. Beyrent, Lucille A. Bish, Ilona A. Parker, Ellen M. Regan **1957** Jean M. Menner, Mario D. Rabozzi, Francis E. Rodio **1958** Daniel A. Briggs, Sandra L. Gold, Maude G. Pillar **1959** William B. Conroy, Loretta A. Kornuszko, Elizabeth R. Leifer, Donald H. Stone, Lora R. Stonefeld **1960** Douglas J. Unell **1961** Lois I. Leffler **1962** Joan F. Finnerty,

Sandra P. Gladstone, Paula S. Karnopp, Richard J. Kemmis **1963** Linda P. DuPont, Eleanor J. McGaan, Linda M. Pollard, Paul S. Shaver, Barbara F. Stahlberg, Mary G. Sullivan, Shirley M. Uplinger **1964** Joseph P. Cangemi, Joanne R. Conger, Ralph D. Holloway, Charles G. McMullen, Patricia L. Silverman, Walter S. Wright **1965** Edward A. MacPherson, Julia K. Megnin **1966** June D. Amsterdam, Pamela E. Cobb, Barbara A. Coon, James W. Finet, Pamela A. MacCormack **1967** Jessie N. Casavant, Carolyn A. Cooney, Charles H. Gregg, John D. Peters, Doris H. Teufel, Marilyn J. Williams, Barry N. Zebley **1968** Donald R. Kennison,

Irene A. McQueeney, Howard G. Moyer, Dorothy C. Wehmann **1969** Arlene S. Aspell, Linda Z. Fitzgerald, Betty F. Granatstein, Mary Jean T. Hellenack **1970** Mary M. Bostick, Judith A. Fatzinger, Helen C. Stabler, Mary W. Stephano, Leslie A. Tainsky **1971** Mary L. Colgin, Philip W. D'Arms, MaryRose L. Martineau, Deborah D. Maxwell, Paul R. McKee, Louis V. Messineo, Ruth M. Rochester, Charles O. Tingley **1972** Jean H. Boxer-Hammer, Mary J. Brill, Carl G. Pesko **1973** Virginia E. Logan **1974** Lois L. Jackson, Robert F. McNergney, Susanne K. Miller, Leslie J. Soule **1975** Robert L. Baker, Horace A. Braggins **1976** Martha J. Andreo,

Herbert J. Letsche, Sally Mertens **1977** Ethel D. Blatt **1978** Gary R. Forbes **1980** Beth E. Oney **1981** Lucretia R. Buccolo, Mary C. Cataldi **1983** Derrick W. Tucker **1984** Grove W. Havener **1985** Michael C. Greenfest, Lois M. McLean **1987** Alice A. Healy, Lois B. Schaffer **1988** Robert M. Clark, Lois A. Needham, Edward D. Patten, Elizabeth A. Pizzuto **1991** William R. Shaul **1999** Jon W. Heisler **2001** Sarah M. Bennati **2005** Michael D. Ferrell ■





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to impact. Beyond graduation, to a  
lifelong family. Beyond what we learn,  
to who we become.

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◀ Savannah Stocker '23  
Inclusive Elementary and Special Education



# TOGETHER, WE ARE PROUD TO BE SOE.

School of Education alumni impact education in the US and across the globe, in and beyond the classroom. They are dedicated teachers, counselors, instructional designers, school administrators, and policymakers. They lead in many other sectors as well, including healthcare, finance, and technology.

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