

Doctoral Students Help Improve College Access for Underprivileged Youth in Rochester

Students Engage in Real-life, Social Justice Research to Enhance E.Z. Scholarship Program

A college education presents countless opportunities, especially to those who have access, but many youth today encounter personal and economic barriers that hinder their ability to meet their college-going aspirations. Helping at-risk youth, particularly those who are from low-income families, realize and achieve their dream of a postsecondary education has been a long-standing personal interest of one particular retired business owner, and a group of Warner School doctoral students recently gained real-life experience that will help improve the way he supports these teenagers.

Eric Zeller, former owner of Zeller Electric Corporation of Rochester, began reaching out to youth from socially and economically disadvantaged backgrounds nearly twenty years ago as a way to eliminate financial obstacles for high school students, who have shown true academic

promise, to achieve a higher education. Today, he sponsors city students, with all expenses paid, and has sent half a dozen kids to college over the past decade.

His goal has been to improve access to and success in postsecondary education for disadvantaged, underrepresented, and first-generation college students. Zeller, whose own father received a similar scholarship from a family friend, has committed to donating his entire estate to this cause so that eventually 30 to 40 students per year will reap the benefits of the E.Z. Scholarship Program, which is administered through the Hillside Family of Agencies.

Zeller says that others have tried to do this in the past, but often the scholarship programs

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Calendar

11/04/2009
Wednesday Lunch Hour
Faculty Colloquium

11/06/2009
Writing Workshop—
Editing and Peer Reviewing
Your and Others' Writing

11/10/2009
Warner School Information
Reception

11/11/2009
Wednesday Lunch Hour
Guest Speaker

11/12/2009
UTL Forum—
Latino Youth in City Schools

11/15/2009
*No Child at the Nextstage at
the Geva Theatre Center*

Visit warner.rochester.edu for
event details.



News Around Warner...



Nature Makes Us More Caring, Study Says

Want to be a better person?
Commune with nature.

Paying attention to the natural world not only makes you feel better, it makes you behave better, finds a new study published in October in the *Personality and Social Psychology Bulletin*.

"Stopping to experience our natural surroundings can have social as well as personal benefits," says Richard Ryan, coauthor and professor of psychology, psychiatry and education at the University of Rochester. While the salubrious effects of nature are well documented, from increasing happiness and physical health to lowering stress, this study shows that the benefits extend to a person's values and actions. Exposure to natural as opposed to man-made environments leads people to value community and close relationships and to be more generous with money, find Ryan and his team of researchers at the University of Rochester.

The study has made headlines with coverage from national news media, including *USA Today*, *MSNBC*, *BusinessWeek*, *Forbes.com* and more.

The *Warner Word* is the newsletter of the Warner School of Education, and is published monthly during the academic year by the Office of Communications and External Relations. E-mail news@warner.rochester.edu to submit news items.

Ares Re-elected to Charter School Board of Trustees

Nancy Ares, associate professor, has been re-elected to the Board of Trustees and named chair of the academic committee of the Eugenio Maria de Hostos Charter School in Rochester. As a board member, Ares consults on finances, curriculum, hires at the administration level, and communications with the Charter Schools Institute.

Finnigan, Stewart Present Paper at Conference

Kara Finnigan, assistant professor, and doctoral student Tricia Stewart will present the paper "Inter-district Choice as a Policy Solution: Examining Rochester's Urban-Suburban Inter-District Transfer Program" at the School Choice & School Improvement Conference: Research in State, District & Community Contexts at Vanderbilt University in Nashville, Tenn. in October. This invited paper focused on one of the longest standing inter-district choice programs in the country—the Urban-Suburban Interdistrict Transfer Program (USITP) in Rochester, N.Y. The paper examined the political context of the USITP over its 40-plus year history, enrollment in the USITP (both current and over time,) including factors affecting enrollment and implementation of the program across the seven suburban districts.

Guifrida Publishes Article in *Teachers College Record*

Douglas Guifrida, associate professor, published the article "Theories of Human Development that Enhance our Understanding of College Transition Process" in the *Teachers College Record*, Volume 111, number 10, 2009. In the article, Guifrida reviews theories of identity development, racial identity development, and intrinsic motivation to understand how diverse developmental characteristics, stages/tasks, and cultural processes affect the college transition process and to identify strategies for preparing diverse students for, and supporting them during, their transition to college.

Lynch Coauthors Journal Article

Martin Lynch, assistant professor, coauthored the article "On Being Yourself in Different Cultures: Ideal and Actual Self-concept, Autonomy Support, and Well-being in China, Russia, and the United States" in the *Journal of Positive Psychology*, volume 4. In this cross-cultural study, the authors found that people felt closer to their ideal view of themselves when they were with partners who supported their autonomy. The study revisits a prediction made many years ago by the humanistic psychologist, Carl Rogers, using modern understandings of personality, motivation, and approaches to data analysis.

Douglass Presents at School Counselor Conference

Doctoral student BJ Douglass presented "Homophobic Bullying: How to Identify and Interrupt Bullying Against Sexual Minority Students and Those Perceived To Be So" at the New York State School Counselor Association's Annual Conference in Syracuse, N.Y. in October. This year's conference theme was "Finding Ways to Make A Difference."

Van Borssum Co-organizes Ethiopian Study Tour

Doctoral student Alicia Van Borssum is co-organizing a four-week study tour to Ethiopia for teachers in grades 4-8 and/or education administrators responsible for planning, conducting, or supervising programs in modern languages or area studies for grades 4-8. A total of 12 educators will be selected to work in teams to develop classroom materials on the history, culture, languages, religion, and current challenges in Ethiopia.

Funds provided by the Fulbright-Hays Group Projects Abroad Program will cover transportation between the U.S. and Addis Ababa, Ethiopia as well as travel and per diem costs within Ethiopia. For additional information, contact Van Borssum at alicia.vanborssum@greece.k12.ny.us.

CHD Faculty, Students Present at ACES Conference

Several faculty and students presented at the Association for Counselor Education and Supervision (ACES) Annual Conference in San Diego in October:

- Andre Marquis, assistant professor, and doctoral student Deborah Hudson presented "ACES Members' Views of Integrative Counseling: A Recent Study;"
- Martin Lynch, assistant professor, and doctoral students Irene Garrick and Tamara Sullivan presented "Using Structural Equation Modeling to Address Questions in Counseling Research;"
- Doctoral student Susan Santiago presented "Culturally Diverse Elders and Mental Health Research;"
- Kathryn Douthit, associate professor and chair of the counseling and human development program, along with Santiago and Garrick, presented "Auto-ethnography as a Transformative Counseling Research Method for Studying Life Stories of Diverse Older Adults;"
- Karen Mackie, assistant professor presented "Uncovering a Teaching Voice: Helping Counselor Educators in Training to Engage in Authentic and Culturally Sensitive Pedagogical Style."

Tang Authors Book Review

Doctoral student Hui-Jung Tang (Matilda) published a review of *Language and Interaction: An Advanced Resource Book*, by Richard N Young, in *Essential Teacher*, Oct. 2009, published by Teachers of English to Speakers of Other Languages, Inc.

Warner to Sponsor Upcoming Performance of *No Child* at Geva Theatre



The Warner School is pleased to be a sponsor of the upcoming run of *No Child* at the Nextstage at the Geva Theatre Center. *No Child*, the award-winning one-woman play by Nilaja Sun, shines a light on the struggles and miracles of America's public schools from 16 perspectives. Starring Reenah Golden and directed by Queen Gods, the show runs from November 12-22, 2009.

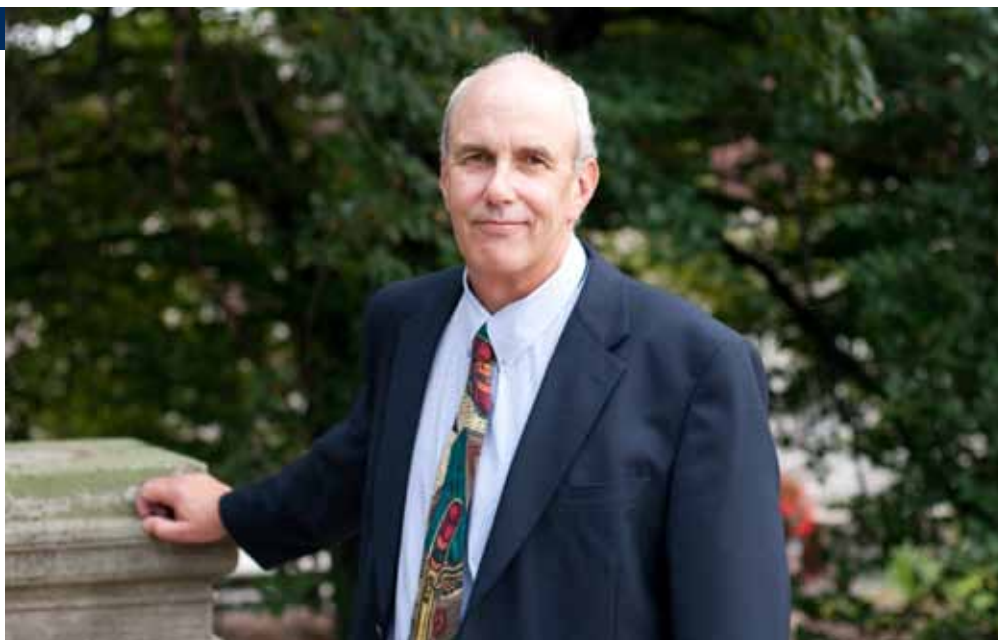
The Sunday, November 15, 1:30 p.m. performance of *No Child* will be hosted by the Warner School, with Warner faculty David Hursh and Ed Brockenbrough serving as discussants after the show. At the conclusion of the discussion, refreshments will be available for the Warner School community in the café. Tickets may be purchased at www.gevatheatre.org for \$20 each.

Warner to Host Public Forum on Latino Youth in Urban Schools

Warner is hosting another in a series of public forums on urban education—this time focusing on Latino youth in urban schools—from 5:30 to 7 p.m. on Thursday, Nov. 12 in Dewey Hall, Room 1-101, on the University of Rochester's River Campus.

The Urban Teaching and Leadership (UTL) Fall Forum on Urban Education, themed "Luchar Para Aprender: Latino Youth in City Schools," will feature Rochester City School District officials, Warner School faculty, and Latino community members as they discuss strategies for improving the educational experiences of Latino youth in U.S. urban schools.

All UTL Forums are free and open to the public, and registration is not required. An ASL interpreter and Spanish translator will be provided. For more information, call (585) 275-5053 or visit warner.rochester.edu.



Uebbing Receives NYS Council of School Superintendents' Highest Award

The New York State Council of School Superintendents (NYSCSS) honored veteran school leader Stephen Uebbing, an associate professor in educational leadership at the Warner School, with the 2009 Distinguished Service Award, the Council's highest honor. Uebbing received the award at the Council's Annual Banquet Invitation on October 4 in Rochester, N.Y.

The Distinguished Service Award, established in 1967, is given yearly to a retired school superintendent who has exhibited an exemplary commitment to public education. Uebbing was recognized by NYSCSS for his work in both education and the community.

"Steve combined thoughtfulness and passion in his advocacy for schoolchildren," explained Thomas Rogers, executive director of NYSCSS. "This came through over and over again in the Council's meetings with senior state officials and in our own internal discussions to resolve the positions that we decided to take on issues."

Uebbing served as superintendent in the Canandaigua City School District from 1988 to 2006 and was named New York State Superintendent of the Year in 1999. During his time in Canandaigua, the School District consistently received state and national recognition, including a national Blue Ribbon School of Excellence Award for Canandaigua Academy.

He began his career in education with 10 years as a social studies teacher, coach, and advisor to student clubs in the Letchworth Central School before serving six years as high school principal and then superintendent of the Fort Plain Central School. He teaches courses in educational leadership, with a focus on K-12 school leadership and educational decision making, at the Warner School.

Uebbing has been a NYSCSS member for more than 20 years. He was a member of the Council's House of Delegates and Executive Committee, and served as an active participant in the Commissioner's Advisory Council. He continues to serve on the state level as a member of the NYS Professional Standards and Practices Board advising the Regents and the Commissioner of Education on all matters relating to teaching in New York State. Uebbing has been active in his own community as well, serving as project chairperson for the Canandaigua Churches in Action medical clinic, which provides access to health care for uninsured and underinsured members of the Canandaigua Community. In addition, Uebbing does extensive work supporting local schools and districts in the areas of strategic planning and leadership development.

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have failed, so he turned to the Warner School to help sustain and improve on all aspects of the program. "These programs often run a few years and then run out of gas," he explains. "I don't want that to happen. I need program expertise from a knowledgeable source and Warner is the perfect place to get that—I know it is."

Associate Professor Douglas Guiffrida and a group of eight doctoral students from an advanced doctoral seminar partnered with Zeller this past summer to strengthen his unyielding commitment to Rochester youth—a vision that both he and the Warner School community share. These children, who have limited resources and who don't otherwise have easy access to higher education, are able to attend college debt free with support from the E.Z. Scholarship Program.

City youth are not the only ones who will benefit from this research. Equally important, Warner doctoral students were able to learn qualitative research in a way that was meaningful and has impacted the Rochester community.

"These students are real people," explains Adrienne Morgan, a Ph.D. student in educational thought and policy who chose to focus her own dissertation research on asset-driven ways to help Af-

rican-American males succeed in medical school. "They are real lives and real stories of what's going on, and so that made it so much more relevant and more of an important issue for us because we knew that we were impacting so many people's lives with our own research."

This real-life practical exercise was a great example of how students bridge research and theory as part of their Warner School experience. Using grounded theory as their qualitative research method, these doctoral students looked at the E.Z. Scholarship Program from various angles to see what's going on and what can be done to improve the program, run it systematically, and ensure sustainability. They listened to the voices of program founder Eric Zeller, Hillside employees who administer the program, and current and past recipients of the scholarship, and looked at everything from recruiting and supporting students and communicating with families to utilizing finances and managing expectations. They then made recommendations that will help the program thrive.

"The learning curves we had as students here at Warner were off the charts," says Monica Miranda Smalls, who is working toward a doctoral degree in higher education. "This project provided tremendous experience for us in the classroom, and Eric was able to see the impact he has made.

It helped us to see that we can do good in the community in which we live."

Their research findings gave Zeller an opportunity to look at his program from a different lens and to see what's going on and how he can sustain that. Morgan explains that one of the recommendations that they gave him was to start a board of advisors for the E.Z. Scholarship Program so that he can not only begin to grow it from a standpoint of getting more mentors involved but to also grow it so that people will add to the scholarship so that it's not just 30 to 40 students anymore—it can be hundreds of kids.

"I think our research will have a significant impact on the success of the program," explains Guiffrida, who focuses his own research on college student retention. "The students' findings will help shape the way this program identifies and supports the college success of underprivileged students in Rochester."

Guiffrida also says that the opportunity for doctoral students to learn doing real-world research was equally as important as how their research will make an impact on the world. "The impact in this case is improving the opportunities for underprivileged kids who are really diamonds in the rough and need extra support," he adds.

Kingston Native Awarded Scandling Scholarship

As a young man growing up in Kingston, Jamaica, Dwayne Campbell's introduction to education was traditional in nature: The teacher was the authority; the student didn't question. Campbell, this year's recipient of the Scandling Scholarship, hopes to use his Ph.D. studies in educational policy and theory to transform his native land's outdated model.



Campbell earned his M.Ed. in curriculum and instruction and M.A. in applied, developmental and educational psychology from Boston College, so he already has a feel for life—and weather—in the northeastern United States. With only two months of Warner under his belt, he continues to settle in to his new home.

"I like the collaborative culture that I have been witnessing, where every professor seems to know what the other is doing in his/her classes, and can make recommendations to students for their programs of study," says Campbell. "One can't ignore the synergy among the staff, faculty and students—where the non-teaching staff is recognized for their importance to the community—and the Warner School's mission. Everyone seems to be a part of a big family, yet no one seems to be lost in the crowd."