Greetings from the UAlbany School of Education!

Civilization is always only one generation old; the legacy of one generation is never guaranteed to the next. Those of us who work in areas of learning and teaching, mental health, educational policy and leadership, literacy, diversity and disability are at the forefront of this generational tide; this conversation between the future and the past. These are momentsous times for the field of education—full of peril, full of opportunity. Never has the need been greater for excellence in education. Twenty-first century skills—facility with technology, an appreciation of human diversity, communal and collaboration skills, intellectual flexibility, self-regulated learning—are crucial for personal well-being, engaged citizenship, and enriching employment. Never has so much educational accountability been expected of students and their learning, of teachers, schools, and Schools of Education. And perhaps there have never been so many voices critical and skeptical of the value of public education.

This issue of Knowledge demonstrates how our School of Education advances excellence in education by capturing a small sample of our excellent academic programs, our renowned research, and our involvements with national, regional, and international communities. We are proud to host the Secretariat of the Comparative and International Education Society (CIES). American children today will compete and collaborate with peers from around the world for jobs, new opportunities, and a more peaceful and environmentally safe world, and the CIES presence will foster a global perspective in our work. Please read about our new grants, new initiatives, and new awards and honors for our faculty. This issue also highlights our many students who benefited from scholarships established and grown by generous donors. Congratulations to all!

The School of Education wants to know about our graduates! Please send us your news and notes so we can share in your activities and accomplishments. Send to:
School of Education Alumni News
ED 246, 1400 Washington Ave
Albany, NY 12222
or educationdean@uamail.albany.edu

New books will be featured in our spring newsletter!
Student Awards

The 2010 University at Albany Presidential Distinguished Doctoral Dissertation Award was given to four School of Education graduates.


Yejong Wn, Educational Administration and Policy Studies, A Case Study of Intended and Implemented Policies in the New York State Bridge Program, Dissertation Chair: Hal Lawson

Janice Harwood, Educational and Counseling Psychology, Social and Personal Determinants of Help-Seeking Intentions Among Black College Students, Dissertation Chair: LaRue Jones

Kimberly Anderson, Reading, The Effects of Professional Development on Early Reading Skills: A Comparison of Two Approaches to Word Solving, Dissertation Chair: Donna Scallon

The Initiatives for Women (IFW) Awards support the educational and professional goals of women students, faculty, and staff on the UAlbany campus. The following School of Education students received an award in 2010:

Celia Brown, a doctoral student in Educational Theory and Practice, received a Hateni R. Debose Fund Award.

Joanna Demurat, a doctoral student in Educational Administration and Policy Studies; Callum Fishman, a doctoral student in School Psychology; Melanie Lantze, Bo-Hua Lee, and Jessica Martin, doctoral students in Counseling Psychology; and Ji Eun Lee, a doctoral student in Educational Psychology, each received a Karen R. Hitchens-New Frontiers Fund Award.

Rebecca Osorio and Rostati, doctoral students in Educational Theory and Practice, each received a General Fund Award.

Student News

Joanna Demurat, a doctoral student in Educational Administration and Policy Studies, was selected as a Fellow for the 2010 National Summer Data Policy Institute. The program, held in June in Bethesda, Maryland, involved research methodologies using large national data sources. Demurat’s dissertation focuses on Poland’s leading private universities. In addition to two UAlbany awards, Demurat’s previous Ph.D. awards have come from the Association for Institutional Research (AIR) and (two times) from Columbia University Teachers College/Ford Foundation.

Christian Ferriere, a doctoral student in Educational Administration and Policy Studies, received a competitive graduate student travel grant to attend the 2010 annual meeting of the Association for the Study of Higher Education (ASHE). She will be recognized at a luncheon during the conference in November.

Alyson Skinner, a doctoral student in Counseling Psychology, is a member of the New York State Psychological Association Leadership Institute’s Inaugural Class. This leadership training program introduces participants to professional leaders in the field of counseling and leadership opportunities. Skinner, a NYSBA member since 2009, currently serves on the executive board of the Psychological Association of Northeastern New York (PANNY) and as chair of NYSBA’s Organization for Future Psychologists (OFP).

Linda Tuvi received a P.E.O. International Peace Scholarship from Philanthropic Educational Organization (P.E.O.) International, an organization dedicated to furthering educational opportunities for women. The peace scholarship provides funds for women from developing countries attending higher education institutions in the United States and Canada. Tuvi is from Ghana and is a doctoral student and graduate assistant in the Department of Educational Administration and Policy Studies, with a concentration in higher education. In spring 2009, Tuvi completed her master’s degree in higher education administration at the University of Kansas, Lawrence while on a Fulbright Scholarship.

Lina Uribe received a $2,600 Fulbright Scholarship to conduct field work for her dissertation, Expanding Access to Colombian Higher Education: Public Policy Reforms. The scholarship ran from July 6 to August 27. Fulbright provides a limited number of competitively awarded grants for research back in Fulbrighters’ home countries. Uribe is a college president in Colombia and a multi-year Fulbright doctoral scholarship holder.

School of Education Dean’s List

Graduating students with a record of sustained academic excellence

Spring 2010

Dana Adams
Mary Banasi
Elizabeth Barrett
Colleen DePuy
Kate Denny
Jillian Diokno
Kelley Fawley
Melissa Godfrey
Caro Gower
Michaëlle Hubley-Kelly
Carol Hart
Falk Katus

Summer 2010

Jennifer Mason
Elizabeth Pollock
Erica Porter
Barbara Roscio-Denes
Sharon Rosati
Clara Ruetz
Stephanie Scaccia
Carla Smith
Natalie Wilson
Erica Wininger

Christina Lais
Christopher Minahan
Callum Fishman
Melissa Pinto
Joanne Velez
Jenna Vassallo
Tina Wilson

School of Education at the University at Albany

Contributors:
Arthur Applebee,
Stephanie Scaccia,
Danielle Vartigian

Fall into Action! Support UAlbany’s School of Education

You can make a DIFFERENCE in the United States and Canada. Tsevi is from Ghana and is a doctoral student and graduate assistant in the Department of Educational Administration and Policy Studies, with a concentration in higher education. In spring 2009, Tsevi completed her master’s degree in higher education administration at the University of Kansas, Lawrence while on a Fulbright Scholarship.

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School of Education

Counseling Psychology’s Faculty Publications

Rank Fifth in the Nation

According to a recent analysis, faculty members of the University at Albany’s School of Education are the fifth most prolific authors in counseling psychology, based on publications and professional leadership positions among counseling psychology programs. A decade later, a 1994 report in the same journal ranked the program third in terms of overall productivity, and a 1995 article in The Counseling Psychologist listed the program as second in the nation in terms of scholarly contributions. In 1995, the Counseling Psychology faculty received the number one contributors to the Journal of Vocational Behavior and the number two contributors to JCP. In 2005, JCP ranked the program fourth for the first time in the nation in terms of productivity in the 1990s, and the program earned 11th place standing in the 2006 U.S. News & World Report reviews of national programs in counseling and personnel services.

Individual faculty contributions have received national recognition as well. The Counseling Psychologist rated Marysia Frilandier, Richard Haase, and Susan Phillips, all of whom are faculty in the Division of Counseling Psychology, in the top eight percent in scholarly productivity of all members of the American Psychological Association’s Division of Counseling Psychology. Frilandier was honored among the 50 most frequently cited authors in all of counseling psychology and one of the top three researchers in all of psychotherapy process-outcome research in separate reports in JCP and The Counseling Psychologist.

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Butterworth named Executive Director of CASDA

Dr. James Butterworth (‘73, ‘77, ‘80, ‘96) has been named Executive Director of the Capital Area School Development Association (CASDA), a cooperative association between the School of Education and 12 school districts in the 13-county area surrounding Albany, supporting UAlbany’s community connections. Dr. Butterworth is the former Assistant Commissioner of Education for School Improvement and Regional Services for the New York State Education Department. He has served the Capital Region as a middle and high school teacher, middle and high school principal, superintendent, adjunct professor in three institutions, and associate professor in a doctoral program in educational leadership. He received the UAlbany Alumni Association’s Excellence in Education Award in 2006.

James Proper (Ph.D. ’85, Educational Administration and Policy Studies) has accepted a full-time faculty position with Stetson University in DeLand, Florida. Dr. Proper recently retired in 2006 after more than 30 years in the public schools of New York State as a teacher, principal, and superintendent of schools. As President of Edna Kappa, while at the University at Albany, Proper led membership growth from 60 to 600+ during the early 1990s.

Alicia Rios (M.S. ’95, Reading) has been appointed principal of Lynnwood Elementary School in Guilderland. Rizzio began her career as an elementary teacher with the Albany City School District and from 2007 to 2010, she taught social studies and coached varsity soccer at Bethlehem Central High School.

Peter Shea, Educational Theory and Practice, was promoted to Associate Professor with continuing appointment.

Alicia Rizzo (M.S. ’95, Reading) has been appointed principal of Lynnwood Elementary School in Guilderland. Rizzo began her career as an elementary teacher with the Albany City School District and from 2007 to 2010, she taught social studies and coached varsity soccer at Bethlehem Central High School.

The University’s Faculty Research Awards Program (FRAP) provides seed funding for a select number of faculty research projects that have strong potential for faculty external funding. The following projects from School of Education faculty were recently selected for FRAP support.

Faculty News

Cheryl Dozier, Reading, has been selected as a recipient of a 2010 University at Albany Excellence in Teaching Award. This award recognizes superior teaching and exemplary scholarship by members of the full-time teaching faculty. The campus community celebrated Dr. Dozier and her award-winning colleagues at the university’s public ceremony and reception on April 25.

In addition to this university honor, Dr. Dozier has also been awarded a 2010 State University of New York Chancellor’s Award for Excellence in Teaching. SUNY presents these honors annually to individuals within the SUNY community to acknowledge and provide system-wide recognition for consistently superior professional achievement and to encourage ongoing pursuit of excellence.

Karen C. Kelly (M.S. ‘95, Reading) is assistant director of medical literature curriculum at SUNY Upstate Medical University.

The School of Education Excellence in Teaching Awards are given to the most outstanding of our part-time instructors. Recipients in 2010 were:

Fred Childs, teaching in the Department of Educational Administration and Policy Studies since 1980.
Lisa Griggs-Gardner, teaching in the Department of Educational and Counseling Psychology since 2005.
Georgie Bomen, teaching in the Department of Educational Theory and Practice since 1994.
Susan Burke, teaching in the Department of Reading since 2002.

Delorah May and Jane Domersacki (Project Co-Directors), Educational and Counseling Psychology, received $1.5 million from the U.S. Department of Education, Office of Special Education Programs, for a three-year project to improve services and results for children with disabilities. One of nine Special Education Pre-Service Program Improvement Grants awarded this year, the project will involve improving and restructuring the pre-service teacher preparation programs in special education at UAlbany and will follow graduates as they enter the teaching field and analyze the learning outcomes of their students to determine the effectiveness of the pre-service program, as well as program areas in need of continued revision. These involve include an advisory panel of parents and school district teachers and administrators, the Child Research and Study Center, the Evaluation Consortium, as well as faculty from the School of Education.

Dr. Friedlander, Educational and Counseling Psychology, has been awarded a 2010 Distinguished Contribution to Family Systems Research Award by the American Family Therapy Academy (AFTA). This award recognizes an individual for outstanding research on subjects central to the field of family therapy. The award was presented at the AFTA annual meeting in June.

Mary E. Pfund, Educational and Counseling Psychology, has been selected as a recipient of a 2010 Distinguished Professional Achievement Award in Supervision and Training from the Supervision and Training Section of the Society of Counseling Psychology (Division 17) of the American Psychological Association (APA). This award honors counseling psychologists who significantly advance the field’s knowledge of supervision and training in counseling and counseling psychology. The purpose of the award is to encourage and record continued and outstanding endeavors in areas related to counselor training and clinical supervision through research, practice, training, advocacy, scholarship, and/or mentoring.

The University’s Faculty Research Awards Program (FRAP) provides seed funding for a select number of faculty research projects that have strong potential for faculty external funding. The following projects from School of Education faculty were recently selected for FRAP support.

Peter Shea, Educational Theory and Practice, has been awarded the 2010 CEE Janet Emig Award for Exemplary Scholarship for his article, “A thousand writers writing: Seeking change through the radical practice of writing as a way of being,” published in the October 2009 issue of English Education. The award, given by the Conference on English Education (CEE), an association within the National Council of Teachers of English (NCTE) in honor of Janet Emig, Professor Emeritus of English Education at Rutgers University, recognizes exceptional scholarly articles published in English Educational within the previous calendar year. Dr. Yagelski will be presented with the award at the NCTE annual convention in Orlando, Florida in November.
School of Education Student Scholarships

We are pleased to announce the recipients of the 2010 School of Education Scholarships. The awards were presented May 11th at a ceremony and reception well attended by School of Education faculty, University colleagues, donors, and friends and families of the scholarship recipients.

The Class of 1955 Award, established by members of the Class of 1955 and contributors to their fund, supports senior undergraduate or graduate students with demonstrated academic need who plan to pursue a career in teaching.

Vujin Ham, Special Education and Literacy

The Class of 1956 Scholarship, established by members of the Class of 1956 and contributors to their fund, supports senior undergraduate or graduate students with demonstrated financial need and good academic standing who plan to pursue a career in teaching.

Sarah Casas, General Education Studies

Elsa Potter, Literacy

The Louise Swive Baldwin and Norman Barton Baldwin Technology Education Scholarship was established by Howard Baldwin in honor of his parents, New York State College for Teachers graduates, and is awarded to a student whose course of study or research demonstrates a commitment to the integration of technology and learning.

Barbara Vokatis, Reading

The alumni of the Beta Zeta Sorority established the Beta Zeta Scholarship to support a student who plans to pursue a career in teaching, with preference for the recipient to be a female student.

Kelly Layton, Special Education and Literacy

The Malcolm E. Blom Endowment honors Mr. Malcolm Blum, a 1954 graduate of the New York State College for Teachers, and supports students enrolled in teacher preparation programs.

Elizabeth Wilson, Special Education and Literacy

The Anna Maria Bonavenia Memorial Scholarship commemorates Anna Maria Bonavenia ’73, ’83, and is awarded to a graduate student in the School of Education with an interest in teaching English as a second language.

Patrick deSilva, Teaching English as a Second Language

The Mary M. Briggs Scholarship supports a student with demonstrated financial need who is pursuing a career in teaching. Ms. Mary Briggs, M.A. ’53, established this fund in 2002.

Vujin Ham, Special Education and Literacy

The Arvid J. Burke Scholarship honors Dr. Arvid Burke, a professor in the Department of Educational Administration and Policy Studies from 1960 to 1979, and supports students in its advanced graduate degree program who have demonstrated outstanding academic potential and talent.

Francesca Durand, Educational Administration and Policy Studies

Brianne Sosa, School Psychology

Paul Wilner, Educational Administration and Policy Studies

Crystal Cooper, Special Education and Literacy, received the Nelson J. Armlin Scholarship. This award is presented to a University at Albany graduate who is entering the teaching profession. It honors a pre-service teacher who displays a strong academic background and commitment to teaching; exhibits excellent potential and enthusiasm for teaching; demonstrates work with children or students ever time in either volunteer or job-related activities; and fosters cultural diversity in work.” Ms. Cooper is a member of the Class of 1988 and a graduate of the Department of Educational Administration and Policy Studies.

The Elizabeth H. Christian Scholarship, established by Elizabeth H. Christian ’38, is awarded to a student enrolled in a literary program who has a special interest in adult literacy.

Yin-Chen Hsieh, Reading

The Richard M. Clark Scholarship honors retired Dr. Richard Clark’s distinguished career in the School of Education and supports a doctoral student who has a paper accepted for presentation at a professional conference.

Soom Bae, Educational Psychology and Methodology

The Delta Omega Scholarship fund is endowed by gifts from the alumnae of the Delta Omega sorority at the New York State College for Teachers. The scholarships are made possible in large part by a generous bequest from Delta Omega alumna Julia Fister Rector ’77. The fund supports female students enrolled in teacher preparation programs.

Christine Gourvitz, Literacy

The Kenneth T. & Kathleen E. Doran Scholarship is awarded to a student who plans to become a public school teacher and has demonstrated high academic achievement.

Kathleen Doran & Kenneth T. Doran

Deborah Lada, Special Education and Literacy

The Dr. Kimberly E. Esterman Memorial Award was established in memory of Dr. Kimberly E. Esterman ’02 to support a student working in the Middle Earth Peer Assistance Program and enrolled in the School of Education with a demonstrated interest in working in alcohol, drug, and/or suicide prevention programs at the college and level.

Ie Fang, Counseling Psychology

The Dr. Frank J. Filipponi ’41, ’48 - Hofide House Scholarship was established by Hofide House of Cosymans, Inc., in memory of Dr. Frank J. Filipponi ’41, ’48 by his daughter, Dr. Julia Filipponi ’92, ’97. This fund supports a matriculated graduate student in the School of Education, the College of Arts and Sciences (Department of Psychology), or the School of Social Welfare with financial need and academic achievement who demonstrates an interest in helping people with developmental disabilities.

Laura Hirvola, College of Arts and Sciences, Psychology

Marion Paterson, School of Social Welfare

To learn more about our endowed scholarship funds, please contact the School of Education Dean’s Office, (518) 442-4985 or educationdean@albany.edu.
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Eta Peta, Literacy

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Elizabeth Wilson, Special Education and Literacy

The Anna Maria Bonaventure Memorial Scholarship commemorates Anna Maria Bonaventure '76, '78, '84, and is awarded to a graduate student in the School of Education who gives an interest in teaching English as a second language.

Patricia deSitra, Teaching English to Speakers of Other Languages

The Mary M. Briggs Scholarship supports a student with demonstrated financial need who is pursuing a career in teaching. Ms. Mary Briggs, M.A. '93, established this fund in 2002.

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Bratina Sosa, School Psychology

Paul Wilmar, Educational Administration and Policy Studies

Crystal Cooper, Special Education and Literacy, received the Nelson J. Arnstein Scholarship. This award is presented to a University at Albany graduate who is entering the teaching profession. It honors a pre-service teacher who displays a strong academic background and commitment to teaching, exhibits excellent potential and enthusiasm for teaching, demonstrates work with children or students over time in either volunteer or job-related activities, and fosters cultural diversity in school, with a focus on the role of the teacher in memory of teacher, counselor, and associate director of the Capital Area School Development Association (CASDA) Nelson J. Arnstein, this scholarship is awarded each spring at the CASDA annual meeting and awards dinner.

The Elizabeth H. Christian Scholarship, established by Elizabeth H. Christian '38, is awarded to a student enrolled in a literacy program who has a special interest in adult literacy.

Yu-Chen Hsiung, Reading

The Richard M. Clark Scholarship honors retired Dr. Richard Clark's distinguished career in the School of Education and supports a doctoral student who has a paper accepted for presentation at a professional conference.

Susan Boyer, Educational Psychology and Methodology

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Christine Grew, Literacy

The Kenneth T. & Kenneth E. Doran Scholarship is awarded to a student who plans to become a public school teacher and has demonstrated high academic achievement. This fund was made possible by a generous gift from Kenneth and Kenneth Doran. Ken is a member of the Class of 1939 and Kenneth (Connie) received her M.S. in 1976.

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Laura Hirons, College of Arts and Sciences, Psychology

Marion Paterson, School of Social Welfare

In 2010, made possible through a gift from the Class of 1949, the Class of 1949 Scholarship is awarded to a student enrolled in a School of Education graduate program who demonstrates academic merit.

Christopher Vallee, Educational Psychology

To learn more about our endowed scholarship funds, please contact the School of Education Dean’s Office, (518) 442-4985 or educationdean@albany.edu.
Alumni News

Annie L. Chishtiak-Dearing (M.A. ’92, English Education) was recently awarded a State University Chancellor’s Award for Excellence in Teaching. A faculty member at Hudson Valley Community College in Troy since 1991, Dearing is assistant professor of English in the English, Modern Languages and Languages as a Second Language Department. In addition to her involvement on several committees, she currently teaches English, English composition, and college grammar courses.

Thomas P. Fitzgerald (E.d.D. ’73, Reading Education) continues to work as a senior consultant for the International Center for Leadership in Education and the Successful Practices Network. In April, he published a second Resource Kit, entitled Deepening Literacy Initiative for School Improvement in Grades 7-2. His first Resource Kit, Leading with Reading in Grades K-12, was released in 2003. He currently consults to teachers in six states on school improvement, literacy and strategic planning.

He was recently inducted into the Notre Dame-Dame Gilberts Hall of Fame for his work as Vice President of the Board of Trustees.

Cynthia Lassonde (M.S. ’92, Educational Psychology, M.S. ’91, C.A.S. ’91, Reading), ’93, Reading) was recently awarded a State University Chancellor’s Award for Excellence in Teaching. After two decades of teaching at the elementary level, Dr. Lassonde now teaches undergraduate and graduate courses in literacy. She is associate professor of Elementary Education and Reading at the State University of New York at Onondaga.

Brett Miller (AGC ’98, School Building Leadership) has been appointed principal of Saratoga High School. A lifelong resident of Saratoga County, Miller joins Saratoga High School after serving as principal of Ravena-Coeys Kill High School since 2006. Prior to that, he was assistant principal at Schodack Central High School from 1998 to 2006, he taught social studies and coached varsity soccer at Bethlehem Central High School.

Heather O’Leary (M.S.W. ’99, Reading) an elementary school teacher in Schenectady School District, won a $23,500 national Milken Educator Award. A Milken Educator is an early- to mid-career teacher who has demonstrated effective instructional practices, accomplishments beyond the classroom, contributions to professional development, and positive motivational impacts on students, colleagues, and the communities they serve. There are 55 awards across the country this year, and Ms. O’Leary is among the first New Yorkers to ever receive the award. She has been teaching English as a second language for seven years after teaching high school social studies. The award was presented by Milken Family Foundation chairman and co-founder Lowell Milken and New York State Education Commissioner David Steiner at Van Corlaer Elementary School on October 5.

The Bertha Brimmer Medal celebrates excellence in teaching K-12 and dedication to the profession.

The Excellence in Education Award pays tribute to alumni for extraordinary distinction in the fields.

The Outstanding Young Alumni Award recognizes early outstanding achievements in a chosen profession or field of service or service to the community.

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Butterworth named Executive Director of CASDA

Dr. James Proper (Ph.D. ’85, Educational Administration and Policy Studies) has accepted a full-time faculty position with St. John’s University in New York City. Proper will be working as an assistant professor with the Graduate School of Education, St. John’s University. He was a visiting professor at the University of Michigan in 2004-2005.

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Faculty News

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Counseling Psychology’s Faculty Publications

Top-rankings for the Counseling Psychology division have been sustained for over 25 years. In 1984, the program was ranked fifth in the nation by the Journal of Counseling Psychology on publications and professional leadership positions among counseling psychology programs. A decade later, a 1994 report in the same journal ranked the program fourth in the nation in terms of overall productivity, and a 1995 article in The Counseling Psychologist listed the program as second in the nation in terms of scholarly contributions. In 1993, the Counseling Psychology faculty were ranked the number one contributors to the Journal of Vocational Behavior publication productivity in counseling psychology for the decade ending in 2002, and the program earned 13th place standing in the 2006 World Report reviews of national programs in counseling and personnel services.

Fall into Action! Support UAlbany’s School of Education

We support the mission of learning and discovery at the School of Education with a gift to the University at Albany Foundation.

Counseling Psychology’s Faculty Publications

Rank Fifth in the Nation

According to a recent analysis, faculty members of the University at Albany’s School of Education are the fifth most productive group among counseling psychology programs. A decade later, a 1994 report in the same journal ranked the program fourth in the nation in terms of overall productivity, and a 1995 article in The Counseling Psychologist listed the program as second in the nation in terms of scholarly contributions. In 1993, the Counseling Psychology faculty were ranked the number one contributors to the Journal of Vocational Behavior and the number two contributors to JCP. In 2005, JCP placed them fourth best in the nation for publication productivity in counseling psychology for the decade ending in 2002, and the program earned 13th place standing in the 2006 World Report reviews of national programs in counseling and personnel services.

Individual faculty contributions have received national recognition as well. The Counseling Psychologist ranked Myrna Friedlander, Richard Haase, and Susan Phillips, all of whom are faculty in the Division of Counseling Psychology, in the top eight percent in scholarly productivity of all members of the American Psychological Association’s Counseling Psychology. Friedlander was honored among the 50 most frequently cited authors in all of counseling psychology and one of the top three researchers in all of psychotherapy process-outcome research in separate reports in JCP and The Counseling Psychologist.
Greetings from the UAlbany School of Education! Civilization is always only one generation old; the legacy of one generation is never guaranteed to the next. Those of us who work in areas of learning and teaching, mental health, educational policy and leadership, literacy, diversity and disability are at the forefront of this generational tide, this conversation between the future and the past. These are momentous times for the field of education—full of peril, full of opportunity. Never has the need been greater for excellence in education. Twenty-first century skills—facility with technology, an appreciation of human diversity, communication and collaboration skills, intellectual flexibility, self-regulated learning—are crucial for personal well-being, engaged citizenship, and enriching employment. Never has so much educational accountability been expected of students and their learning, of teachers, schools, and Schools of Education. And perhaps there have never been so many voices critical and skeptical of the value of public education.

This issue of Knowledge demonstrates how our School of Education advances excellence in education by capturing a small sample of our excellent academic programs, our renowned research, and our involvements with regional, national, and international communities. We are proud to host the Secretariat of the Comparative and International Education Society (CIES). American children today will compete and collaborate with peers from around the world for jobs, new opportunities, and a more peaceful and environmentally safe world, and the CIES presence will foster a global perspective in our work. Please read about our new grants, new initiatives, and new awards and honors for our faculty. This issue also highlights our many students who benefitted from scholarships established and grown by generous donors. Congratulations to all!

As always, we welcome your partnership with us. We hope you talk to friends and family, neighbors, colleagues, and elected officials about how much you value education and the good work of this School of Education. We invite your advice and your shared expertise. We encourage your philanthropy. Whatever you can do to make us stronger will benefit many for years to come. Work with us to usher in a better future and continue the tradition of excellence that began more than a century and a half ago.

Dean Robert Bangert-Drowns