Upcoming Events, Talks, and Activities

2/02/2012
GOING ON 13 Film Screening and Discussion

2/02/2012
Career Services - The Job Search

2/04/2012
Writing Workshop - Genres of Academic Writing

2/09/2012
Career Services - Resume Writing

www.warner.rochester.edu for details on these and other events.

Warner School to Show *Going on 13*

Documentary as Part of Human Development Series

*Free Film Screening, Discussion Explores the Life Experiences of Adolescent Girls*

The Warner School of Education will host a community screening and discussion of the documentary film *Going on 13* as part of a film series exploring human development across the life span on Thursday, Feb. 2 from 6 to 8 p.m. The free film screening will begin at 6 p.m. in Dewey Hall, Room 1-101, and will be followed by a discussion of the documentary guided by a panel of experts and practitioners in the fields of human development and adolescence at 7:15 p.m.

*Going on 13* is an award-winning documentary by filmmakers Dawn Valdez and Kristy Guevara-Flanagan that chronicles the complex lives of four diverse pre-teen girls growing up in urban America and their journey to womanhood. Following Ariana, Isha, Rosie, and Esmeralda over a four-year period, the film gives viewers the opportunity to see what real girls experience as they negotiate the time between childhood and becoming young women.

The film, which has aired on PBS stations and screened at a number of film festivals and universities across the country, incorporates a mix of interviews with each girl, cinema vérité, and stop-motion animation to tell the girls' stories as continued on page 3
University Researchers Collaborate to Provide Support for Smoking Cessation

Most college students want to quit smoking, according to College Tobacco Prevention Resource, but nearly two-thirds of all college smokers have a difficult time trying.

A $2.6 million National Cancer Institute (NCI) grant awarded to the University of Rochester Medical Center (URMC) will allow researchers from the University of Rochester to team up to find effective ways to help young smokers beat the tobacco addiction. The study, which also involves faculty from the Warner School of Education, will recruit approximately 1,500 smokers attending community colleges across New York State.

Scott McIntosh, PhD, associate professor of Community and Preventive Medicine at the University of Rochester Medical Center, and Deborah Ossip, PhD, director of Community Preventive Medicine’s Smoking Research Program, will be working with Andrew Wall, PhD, assistant professor in educational leadership at the Warner School, and others to carry out all phases of the five-year grant, which began this fall and continues through June 2016.

The goal of the study is to translate evidence-based interventions in community cancer prevention and control, and to investigate novel web-based delivery of these interventions to reduce the number of community college students who smoke. Very little is known about smoking and successful quitting strategies among community college students.

Participants will be followed during and after the intervention phase to assess quitting and successful strategies. The Smoking Research Program has identified a pool of 22 community colleges for participation.

Wall, co-investigator on the study who brings experience in higher education research and expertise with substance abuse, specifically web-based delivery of interventions, says tobacco use is a matter of life and death.

“One of the many reasons we think this study is so important is that tobacco use remains one of the leading causes of cancer and preventable death,” says Wall. “By targeting community college students, who have a higher smoking rate than their peers at other higher education institutions, we are hoping to catch people when they are young to help them stop smoking.”

In addition to the web-based interventions and follow-up activities related to the study’s success will be strong interest in the novelty of using internet-based strategies and resources.

“If community college students have increasing access to the internet, both on and off campus, and the internet capabilities for reach and ease-of-use keep expanding, there is a better chance for smokers to access the right kind of support and resources,” explains Scott McIntosh, principal investigator of the study.

URMC researchers will collaborate with Wall, who will tap into his current relationships with community colleges and prior experiences of conducting research among community colleges, to design intervention strategies and tools, collect data, and deliver intervention through less traditional outlets, such as various combinations of web-based features and strategies. Wall also will help lead the quantitative and qualitative data collection and analyses.

Wall’s own research centers on college student health and how health impacts learning. He has been the primary investigator on grant projects that examine alcohol abuse prevention. The NIC-funded study will be an extension of his previous work on alcohol education with college students, allowing him to focus on health more broadly and holistically.

Physicians interested in free, brief, office training and materials for intervention and referral with smokers can call (585) 275-0598. For smokers interested in quitting now, or finding out about local and state resources, call 866-NY-QUITS (866-697-8487), or go online at www.nysmokefree.com.

$2.6 Million Grant to Help Young Smokers Quit

Warner School to Show Going on 13

University Researchers Collaborate to Provide Support for Smoking Cessation

More than half of US high school students have tried smoking at least once, they experience life’s changes and choices and leave childhood behind. These stories will present an opportunity for educators to witness the strengths of different home experiences, for parents to remember the things that make them laugh, the things that make them proud, for students to challenge assumptions about a right age to grow up, and for everyone to relive this time of confidence versus doubt and acceptance versus rejection.

“In our current culture, adolescence is constructed as a time of change and challenges,” says Joyce Dukles, Warner School doctoral candidate who is leading the human development film series. “Following these four girls for four years helps us consider what it means today to be a girl and a young woman, to grow up in an urban context, and to navigate relationships across school and home.”

The panel discussion, moderated by Dena Phillips Swanson, associate professor in human development at the Warner School, will follow the showing, providing insight on the films from multiple perspectives. Panelists will include Warner School alumni Brian Bailey ’09 (PhD), assistant professor in adolescent education at Nazareth College; Laura Redfield Goss, co-founder and president of Young Women’s College Prep Charter School of Rochester; and Imani Monroe, a 13-year-old student from East High School and founding member of the Leadership Team for the Rochester Participatory Educational Research Collaborative (RPERC).

“The filmmakers who made Going on 13 are adept at capturing the complexities of pre-adolescent, identifying the challenges of growing up and celebrating the resiliency of young women as they navigate biological, socioeconomic, psycho-emotional, and cultural dynamics of being a tween in the 21st century,” says Bailey. “I think it will spark some important discussions.”

Additional film showings and discussions taking place this year as part of the human development film series will extend beyond the beginning and adolescent stages of human development to focus on the early adulthood and aging stages. The film series is free and open to the public.

For more information on the Feb. 2 event, please visit the Warner School’s Facebook page at www.facebook.com/warner.school or website at www.warner.rochester.edu, or follow the Warner School on Twitter @UR_WarnerSchool. To learn more about Going on 13, please visit www.goingon13.com/index.html.

Warner School Professor Karen DeAngelis Awarded Spencer Foundation Grant

Warner School faculty member Karen DeAngelis has been awarded a research grant of $38,082 from the Spencer Foundation. DeAngelis co-led the project with co-principal investigator Eric Lichtenberger, a postdoctoral fellow and assistant researcher professor at the Illinois Education Research Council (IERC), to study the academic skills and racial/ethnic diversity of teachers entering K-12 public schools in Illinois.

The one-year study, titled “Seeking Excellence and Diversity: How Stages in the Pipeline from Higher School to K-12 Teaching Affect the Composition of New Teachers,” will track two Illinois high school cohorts from high school through college and into K-12 in four stages of teaching. DeAngelis and Lichtenberger will examine the trajectories of high school students, especially those from racial/ethnic minority groups, and the various stages influence the characteristics of those entering the teaching profession.

DeAngelis says the study is particularly timely as recent studies, including a 2007 study of her own regarding new teacher attrition in Illinois, have shown that important improvements in new teacher academic skills have come at the expense of diversifying the teacher pool.

“Our goal is to gain a better understanding of individuals pursuing a career in teaching as well as the factors that influence their decisions along the way,” explains DeAngelis. “By focusing on each stage in the pathway to a teaching career—from high school, postsecondary enrollment and graduation, initial teaching certification, and actual entry to the teacher force—we hope to be able to inform the design of policies and practices to attract and mold a more academically skilled, ethnically diverse Illinois teacher workforce.”

An assistant professor in educational leadership, DeAngelis teaches courses on educational policy, decision making, the economics of education, and quantitative methods. She examines the factors that influence their decisions along the pathway to a teaching career as well as the factors that influence their decisions along the pathway to a teaching career.

Funded by the Spencer Foundation, DeAngelis’ work is part of a larger research effort to improve the quality of teaching in Illinois. The project will examine the extent to which the academic skills of new teachers are being diversified, and the factors that influence the diversity of new teachers in the teaching profession.

DeAngelis has conducted pre-kindergarten through postsecondary education policy research and has done educational consulting and evaluation work for a number of organizations, including the American Institutes for Research, the Danforth Foundation, the St. Louis Desegregation Task Force, and the St. Louis Public School District. Her research has been supported by the American Educational Research Association and the Spencer Foundation.

DeAngelis holds a bachelor’s in economics from Colby College and both a master’s in economics and a doctorate in economics/education policy analysis from Stanford University.

The Spencer Foundation was established in 1962 and investigates ways in which education can be improved around the world. Since 1971, the foundation has awarded approximately $250 million in grants.
Warner Alumnus, Students Honored for Leadership in Fraternity and Sorority Affairs

Alumnus John DiSarro ’09 (MS) and Warner students Tara Leigh Sands and Monica Miranda Smalls were recognized for their leadership and contributions to fraternity and sorority affairs at the Association of Fraternity/Sorority Advisors (AFA) annual meeting in St. Louis, Mo. last month. The AFA is a professional organization for individuals concerned with the advisement of fraternities and sororities.

DiSarro, assistant director of Fraternity and Sorority Affairs at Rochester, was awarded the 2011 Essentials Award for an article he wrote for AFA’s monthly e-newsletter, Essentials. DiSarro’s article, titled Using Restorative Circles to Resolve a Fraternal Crisis, was included in the June 2011 issue and explored the lessons learned from incorporating alternative dispute resolution processes in FSAs’ judicial procedures. The Essentials Award recognizes authors who have written thought-provoking pieces that present relevant and practical ideas to AFA members. DiSarro’s article was selected from a pool of more than 50.

DiSarro, a native of Bethlehem, Pa., joined Fraternity and Sorority Affairs in 2007 as a graduate assistant while he pursued a master’s degree in education leadership and higher education student affairs from the Warner School. DiSarro, who is a member of Alpha Chi Rho fraternity, graduated summa cum laude from the State University of New York at Geneseo.

Sands, the Expectations for Excellence graduate assistant in FSA, received the AFA’s Marlin Bradley Ally Scholarship, which covered the registration costs associated with attending the conference.

Sands, a native of New Jersey, joined FSA in 2008 after completing a degree at Western Carolina University. At Western Carolina, she served as a Greek Assistant Resident Director, supervising and training a team of student house managers and managing the Greek Village Budget. She also was a graduate advisor for the College Panhellenic Council, where she coordinated formal recruitment efforts and served on the Greek Life Advisory Committee. Sands, who joined Gamma Phi Beta sorority as an alumnae initiate in fall 2009, is currently pursing a degree from the Warner School.

Additionally, Smalls, director of FSA at Rochester and AFA’s outgoing president, ended her term by presenting the inaugural Monica L. Miranda Smalls Scholarship. Similar to the Marlin Bradley Ally Scholarship, this award is given to a young professional or graduate student and offsets the cost of attending the organization’s annual conference. It is the first scholarship created that gives preference to members of culturally-based fraternities and sororities in an effort to increase access for underrepresented members of AFA.

Smalls, who was inducted as AFA’s president in 2010, is a member of two other professional organizations, the NASPA: Student Affairs Administrators in Higher Education and the American College Personnel Association (ACPA). She has been actively involved with her sorority, Omega Phi Beta, for 18 years and served as the inaugural chair of the Board of Trustees from 2008 to 2009. Smalls also is enrolled in the educational leadership program at the Warner School.

Founded in 1976, the Association of Fraternity/Sorority Advisors provides support and professional development for its 1,700 members by fostering partnerships across higher education and offering innovative resources and services to those involved in advising fraternities and sororities.

Sisk Publishes Article
Anne Sisk, grant researcher and writer, published the article “Impact of a Semester-long Proposal Writing Course on Obtaining Grant Funding” in the Fall 2011 issue of the Journal of the Grant Professionals Association. This paper provides support for the important role training provides in obtaining grant funding, using EDU 447 (Grant Writing and Other Funding Strategies for Educators) as an example of intensive training that has resulted in several successful grant proposals. Of the 11 students who applied for grant funding and took the course from 2007-09, nine successfully received funding for either their first or second grant request, and seven of the nine received more than one grant.

Szik Publishes Article
Doctoral student Aimee Whyte co-authored the article “Deaf Community Accountability Model,” published in the fall 2001 issue of The Journal of Latinos and Education. Whyte is the director of community education and counseling for Advocacy Services for Abused Deaf Victims (ASADV).

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