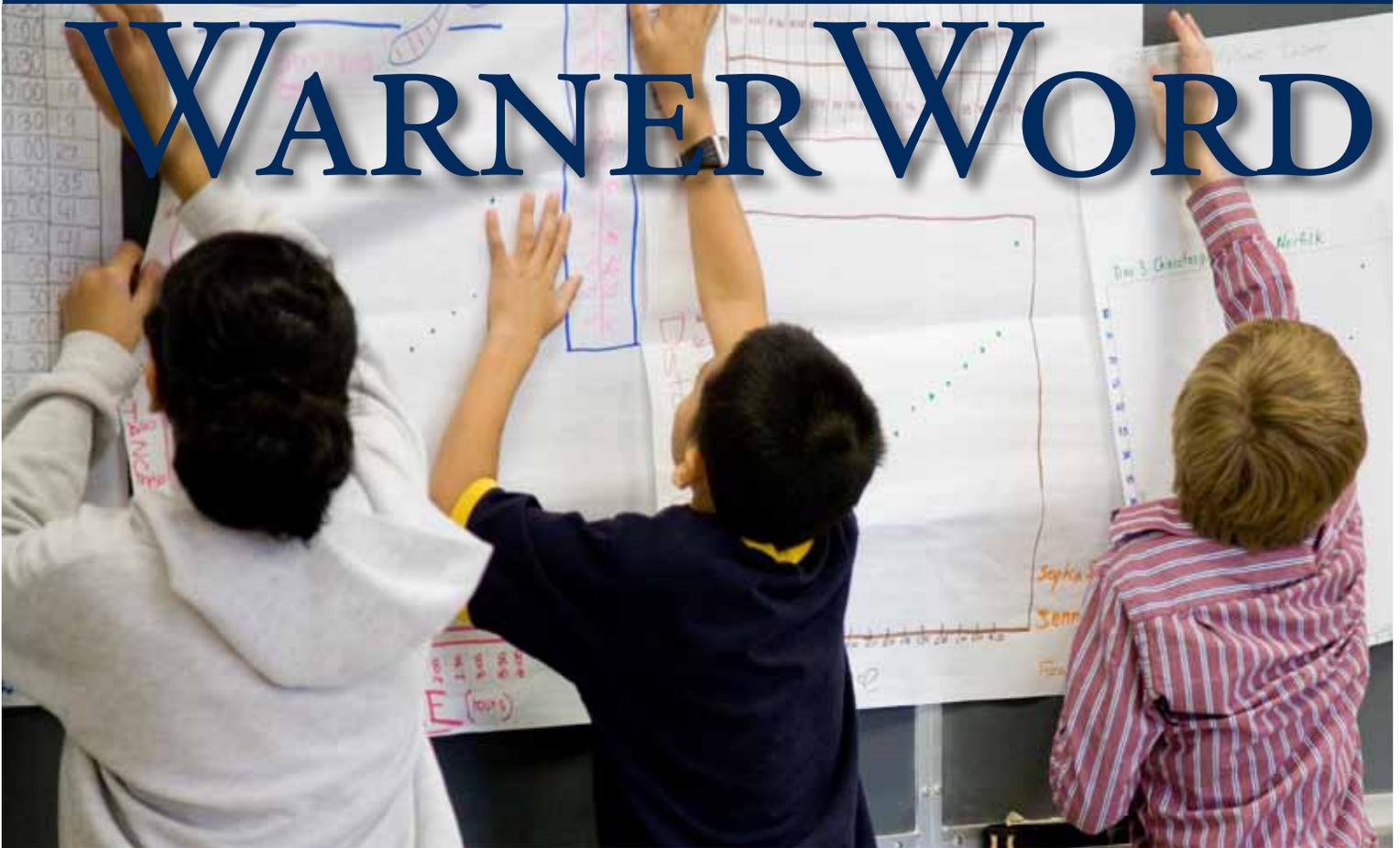


WARNER WORD



Warner Center Works with City School Math Coaches to Enhance Mathematics Instruction

Professional Development Program Teaches Math Coaches How to Support Teachers

Across the country, school districts are striving to provide high quality mathematics education programs for all students to better prepare them for citizenship in a complex world and employment in the rapidly evolving job market. The need to be able to solve novel, complex, and messy problems, coupled with new research on how people learn, demands that teaching in today's classroom looks different from the instruction most adults received during their own school years.

To help meet this need, school districts across the country are beginning to turn to mathematics coaches for teacher support. These mathematics coaches, who are employed by school districts and who have a strong background in mathematics content and the teaching and learning of mathematics, assist teachers inside their own classrooms as they strive to improve

their mathematics program. "Typically teachers only receive feedback about their instructional practice through observations made by administrators as part of a formal evaluation process," explains Cindy Callard, director of mathematics outreach in the Warner Center for Professional Development and Education Reform. "A coaching model allows teachers and coaches to work collaboratively to focus on what students are learning and to support all students' learning of important mathematics."

The coaching model used in the Rochester City School District (RCSD) connects a mathematics teacher with a coach to work on ideas and strategies for probing to deeper levels of mathematics and keeping students engaged. Together, they build lesson plans, predict stu-

—continued on page 5

Calendar

- 09/25/2009
Writing Workshop - Genres of Academic Writing
 - 10/03/2009
Writing Workshop - Constructing an Argument in Academic Writing
 - 10/16/2009
Writing Workshop - Reflective Writing and Summarizing
 - 10/23/2009
Writing Workshop - Critiques and Literature Reviews
 - 10/31/2009
Writing Workshop - Citations, Referencing, and APA Style
- Visit warner.rochester.edu for event details.





Mock Receives Distinguished Service Award on Disability Awareness Night at Frontier Field

Martha Mock, assistant professor and director of the Institute for Innovative Transition, was awarded the EP Maxwell J. Schleifer Distinguished Service Award on Disability Awareness Night at Frontier Field for her dedication and service to improving the lives of people with special needs and disabilities. She was honored during a pre-game ceremony at home plate on July 20 before the scheduled game between the Rochester Red Wings and Toledo

This national award, named after the founder and former editor-in-chief of *Exceptional Parent* magazine, is awarded to an individual who has displayed remarkable accomplishments in the care and advocacy of individuals with disabilities, their families, and caregivers.

Mock holds joint appointments at Warner and the University of Rochester Medical Center's Department of Pediatrics.

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.

Brent Appointed to Certification Commission, Publishes in Top-Tier Journal

Brian Brent, Earl B. Taylor Professor of Education, associate dean of graduate studies, and chair of the educational leadership program, was appointed to the Association of School Business Officials International's (ASBO) first-ever Certification Commission. The Commission, which is comprised of 11 school finance experts, is charged with developing and overseeing a certification program for school business officials in the United States and Canada.

In addition, Brent, along with alumnus Steve Lunden ('07), Ed.D., recently published findings from a multistate study of benefits and costs of school-based commercial activities. Their findings, reported in a top-tier educational policy journal, raise serious concerns about public schools' continued use of commercial activities as a funding source. The article, "Much Ado about Very Little: The Benefits and Costs of School-Based Commercial Activities," appeared in *Leadership and Policy in Schools*, 8 (3), 307-336.

Curren, Doctoral Students Participate in Workshop

Randall Curren, professor, participated in an intensive week-long Upstate Philosophy of Education Workshop at Syracuse University in August. Jason Blokhuis '09 (Ph.D.), and Warner doctoral students Christina Crispin and Matthew Williams were among the eight Rochester, Syracuse, and Cornell student participants chosen on the basis of submitted essays and personal statements. A session with prepared faculty commentary and discussion was devoted to each of their papers, and each worked one-on-one with an assigned faculty mentor. Curren collaborated in securing funding for the workshop through the Mellon Upstate Humanities Corridor, a \$2,000,000 multi-year initiative intended to stimulate ongoing collaboration in humanities research in the upstate region.

Kirschenbaum Elected Secretary of ADPCA

Howard Kirschenbaum, professor emeritus, was elected secretary of the Association for the Development of the Person-Centered Approach (ADPCA) at its annual meeting in June. ADPCA, founded in 1982, is the professional association of person-centered counselors, therapists and other helping professionals in the United States and Canada, but also has a significant international representation. As the organization operates in an egalitarian, non-hierarchical manner, without a president or executive director, the secretary is the primary administrative role in the organization. For more information, visit www.adpca.org.

Lynch Directs Cultural Immersion Experience

Martin Lynch, assistant professor, spent the summer in Kazan, Russia, serving as resident site director for the Critical Languages Scholarship Program, a program funded by the U.S. Department of State to give U.S. citizens the opportunity to learn a language deemed to be of "critical" importance in an intensive, cultural immersion experience. Overall, eighty students from around the U.S. were selected in a competitive process and assigned to one of four cities in Russia. Lynch worked directly with 20 students for two months studying Russian at Kazan State University. Last year, Lynch served as resident site director in Nizhny Novgorod.

Curry Presents Paper, Publishes Book Review

Mary Jane Curry, associate professor, presented the paper, "Not Just the Facts: Writing for Publication in Engineering as Storytelling" at the Canadian Association of Applied Linguistics in Ottawa, Canada, on behalf of her Publishing Engineering Writing research project, which investigates the writing and scholarly publishing practices of female and English language learner engineering scholars. The presentation was co-authored by Kevin O'Connor, assistant professor, and Wendi Heinzelman of the Department of Electrical and Computing Engineering.

In addition, Curry published a book review of *Cultural Globalization and Language Education* by B. Kumaravadivelu (Yale University Press, 2008) in the journal *Studies in Second Language Acquisition*.

Mackie, Doctoral Students Attend Clinical Supervision Conference

Karen Mackie, assistant professor, and a group of doctoral students in counseling attended the Fifth International Interdisciplinary Conference on Clinical Supervision in Buffalo, N.Y. in June. Mardie Ross presented "The Use of Expressive Arts in Counselor Trainee Supervision"; Alisa Hathaway, Tamara Sullivan, Donna Walck, Irene Garrick, Erin Halligan, Catherine Towsley and Nancy Gearhart presented "Facilitating the Development of a Reflective Practitioner: Constructivist Practices in Supervision"; and Mackie, along with Sullivan, presented "Co-Constructing Professional Identity: Narratives in Supervision in a Roundtable Discussion Format."

Hursh Quoted in Parenting Magazine

David Hursh was quoted throughout an article, "High-Stakes Testing: Gaming the System or Getting it Right?," that was published in the September 2009 issue of *Parent: Wise Austin* magazine. The article, which takes a closer look at how high-stakes tests have affected education, addresses whether testing is good for student achievement; how it helps/hinders teachers and schools; and what, if anything, can we do to put testing in a proper, academically appropriate perspective.

Kirst Quoted in Catholic Courier Articles

Evelyn Kirst, director of the religious and independent schools leadership program at Warner, was quoted in two *Catholic Courier* stories, both published July 31, 2009:

The first article, "Professor Tells Catholic School Teachers Emotions Can Affect Learning," highlights the Warner School's 20th Annual Summer Institute on Catholic Education. The second article, "Character is a Key Component of Academics," focuses on character education.

Warner Doctoral Students Participate in ACES Emerging Leaders Program

Two counseling doctoral students, Tamara Sullivan and Susan Santiago, have been chosen to participate in the "Emerging Leaders" program of the Association for Counselor Educators and Supervisors (ACES). As the major focus of this program, Sullivan and Santiago will be attending an Emerging Leaders Workshop at the upcoming ACES Conference in San Diego.



Master's Student Receives Fulbright Teaching Assistantship to Bosnia, Herzegovina

Warner School master's student Clare Zuraw has been named a 2009-10 Fulbright Teaching Assistant to teach English as a foreign language in Bosnia and Herzegovina. She will spend the academic year, which runs from October to June, at the University of Banja Luka working with Bosnian college students to improve their English language abilities and knowledge of the United States while also running a support group for students who plan to study abroad.

Zuraw, who also is an English instructor for a job readiness program in the Catholic Family Center's Refugee Resettlement Department, is eager to travel and live abroad. "I am really looking forward to teaching at the University level," she says. "I currently work with adults here in Rochester, but I see this as a great opportunity to work with University students—a different subset of the adult population. It will be a new experience for me."

Zuraw is a graduate student in the Warner School's Teaching English to Students of Other Languages (TESOL) teacher preparation program. She plans to live in Bosnia for nine months, and while there she hopes to enhance her Bosnian language skills, learn the culture, and gain experience in teaching academic writing at the college level. She also looks forward to incorporating blogs and other Web 2.0 tools into her teaching.

"Clare will benefit from living in a fast-changing part of the world, which is recovering from civil war," says Mary Jane Curry, an associate professor who directs the TESOL teacher preparation program at the Warner School. "The Balkan countries represent a fascinating crossroads of cultures, religions, and ethnicities. Teaching college students in this region will also give her an opportunity to reflect on how the United States is perceived abroad and to act as a cultural broker for her students, who are likely to be interested in American culture and politics."

Zuraw previously spent two years working at the Vermont Refugee Resettlement Program through the AmeriCorps Citizenship Project where she taught and designed English and civics curricula. "She has extensive experience working with adult learners in the United States, having taught adult immigrants and refugees here," Curry adds. "She has a deep respect and curiosity about people from various cultures and has gained a wealth of knowledge as a result of this attitude."

New Faculty, Staff Join Warner

There are a few new faces around the Warner School this fall as new faculty and staff have been recently added:

Edward Brockenbrough joins Warner as an assistant professor in teaching and curriculum. He teaches courses on social justice and urban education and directs the Urban Teaching and Leadership (UTL) Program. Prior to joining Warner, he taught graduate courses to pre-service teachers and Teach for America cohort members through the teacher preparation program at the University of Pennsylvania, and he evaluated a range of school reform initiatives as a staff member at Research for Action. He focuses his research on identity, pedagogy, and power in urban educational spaces, with particular attention to black, masculinity, and queer issues in education. Brockenbrough earned his master's and doctoral degrees, both in foundations and practices of education, from the University of Pennsylvania.

Kevin Meuwissen comes to Warner as an assistant professor in teaching and curriculum directing the social studies teacher preparation program. He has taught at the high school, undergraduate and graduate levels, and has worked on a number of research, program evaluation, and professional development projects in the Mid-Atlantic and Northeast. Meuwissen's teaching and research focus on helping K-12 social studies teachers develop a deliberative stance toward curriculum, pedagogy, and the political institution of schooling as they interact with diverse students and others within the school community. Prior to joining Warner, he earned his doctorate in curriculum and instruction from the University of Maryland.

Julia White joins Warner as an assistant professor in teaching and curriculum directing the inclusive education program. She previously taught English in general education settings and a variety of special education settings in South Carolina and Washington, D.C. White's research is grounded in social justice for communities and individuals

that are typically stigmatized and segregated. Her research interests include inclusive education teacher preparation and practice, educational policy, and the cultural representations of disability. She received her doctorate in special education from Syracuse University.

Kimberly Fluet joins Warner as a visiting assistant professor teaching courses in the science teacher preparation program. Her research interests include middle school teachers' science identity development, pedagogical development of collegiate science faculty, preservice teacher development of reflective abilities, and investigations of differences between expert and novice science teachers' understanding of how people learn. She received her doctorate in learning, teaching and social policy, with a focus on science teacher education, from Cornell University.

Jennifer King is a visiting instructor supervising and teaching students in the secondary English teacher preparation program. King is a National Board Certified Teacher in Adolescent Young Adulthood/English Language Arts and a Certified English Language Arts (ELA) teacher, who brings fifteen years of experience as an ELA educator teaching at the middle school, high school, and university levels. Her research interests include adolescent literacies, critical literacies, new literacies, qualitative research methods, and youth participatory action research. King is a Ph.D. candidate at Warner.

Mary Rapp joins Warner as a visiting assistant professor in educational leadership supervising administrative interns and teaching courses that focus on building leadership. She has extensive school and district experience, having worked in rural and suburban, as well as public and private schools. She taught early childhood and elementary students prior to serving in elementary and high school principalships and as the assistant superintendent for curriculum and instruction at the Penfield Central School District.

Rapp received her master's in teaching and curriculum from the Warner School.

Tricia Stewart is a visiting assistant instructor in the educational leadership program supervising Ed.D. students as they work toward completing their program evaluation dissertations. She also teaches courses on survey design, interview and focus group techniques, and qualitative data analysis software. Her research interests include educational policy studies, high-need school districts in urban and rural settings, and social class and inequality in education. Stewart, who previously taught middle school social studies and English Language Arts, is currently pursuing her Ph.D. at Warner.

Stephanie Martin joins Warner as the mathematics outreach coordinator in the Warner Center for Professional Development and Education Reform. Martin supports area schools in their efforts to provide research-based mathematics instruction, bringing a deeper understanding of mathematics to teaching and learning. Martin has been collaborating with the Warner Center for many years. As an elementary teacher at the Rush-Henrietta Central School District, she has been the lead teacher for the Warner Center's State and NSF grants since the late 1990s. She has also been a valued professional development facilitator for the Center.



Get Real! Science campers investigate Lake Ontario by boat – for the first time.

These campers from the Horizons program are using a boat built by students in the next program of the Horizons sequence, called Bridges. Bridges director (wearing the large hat), Chris Hartman, works with Warner master’s student Brian Turkett (yellow vest) to support students in collecting water quality data off shore. (Photo courtesy Shawn Dowd and the *Democrat and Chronicle*.)

Warner Center Works with City School Math Coaches to Enhance Mathematics Instruction – continued from page 1

dent responses, develop assessments, teach lessons, create resources and visuals that help illuminate student thinking, and debrief and identify areas for improvement as well as next steps.

Instructional coaching has shown significant results in mathematics instruction, particularly among high-needs schools. While mathematics coaches generally do not work directly with students, research is beginning to show that they are a key factor in supporting the improvement of teaching and learning in the classroom. Mathematics coaches, who have the potential to significantly improve instruction by giving teachers real-time, side-by-side feedback, advice, and support, have become an integral ingredient to both teacher success and the success of their students.

Entering the “private space” of a teacher’s classroom can be challenging for both the teacher and coach, and as a result a cadre of mathematics coaches in the RCSD has been working to develop effective strategies for making this collaboration smoother. The Warner Center for Professional Development and Education Reform at the University of Rochester’s Warner School of Education just completed a two-year professional development program that provided support to over 40 K-12 mathematics coaches to work with

teachers to enhance mathematics instruction in their own classrooms. Funded by a New York State Education Department (NYSED) Teacher/Leader Quality Partnership (TLQP) grant, the program was specifically designed to help mathematics coaches develop coaching practices that will support teachers as they work to deepen the mathematics taught to children.

Lucy West, a national consultant on content-focused coaching in mathematics, helped to support this work by modeling the process of coaching and co-teaching lessons with teachers in Clara Barton School No. 2 and Thomas Jefferson High School during the 2008-09 school year. As part of the professional development, West worked alongside Callard and Mary Bellini, the mathematics outreach coordinator in the Warner Center, to provide a rich learning experience for RCSD mathematics coaches.

Stephen Montgomery and Shonna Woodmarcy, both teachers at Thomas Jefferson High School who opened their classrooms to West and other mathematics coaches in the district as part of the professional development experience, felt that they have benefited from the coaching model. They believe that the training helped them to establish an important relationship with the mathematics coach in their building and to expand on the mathematics that they teach.

“The professional development support has motivated us to push for more depth in the concepts that we teach,” says Montgomery as he summarizes how the training influenced him to alter his lesson plan on quadratic functions to involve students designing a room with a fixed perimeter to better understand the topic. “Our lessons have become more about the concept of the topic rather than the procedure. We learned how we can deepen the levels of the mathematics we teach by effectively planning and analyzing our lessons with our coach.”

Woodmarcy adds, “We have also seen increased communication on both ends as a result of the professional development, which has really helped us to develop our ideas to new levels. We have actually noticed that using these methods to deepen math concepts has resulted in gains for some of our students, especially those who have previously struggled with math.”

Mathematics can be thought of as a number-crunching process, but it’s so much more than that. Montgomery explains that it’s reasoning skills, problem solving, and verifying if something makes sense.

“These math skills are essential for success in future careers. If we deepen mathematics understanding then we will help to develop these skills in our students and they can then become independent thinkers and successful in anything they set out to do in the future,” he adds.

Partnerships, Grant Bring First Project SEARCH to Rochester

Program Helps Young Adults with Developmental Disabilities Transition to Work World



A partnership among several local agencies has allowed Rochester to start its first Project SEARCH, a program that helps young adults with developmental disabilities transition to the work world by giving them hands-on experience. Coordinated by the Institute for Innovative Transition at Strong Center for Developmental Disabilities, which is funded by a grant from the Golisano Foundation, the program will begin in August with the help of Monroe 2-Orleans BOCES and The Arc of Monroe County and will be based at the University of Rochester's Golisano Children's Hospital.

A New York State Developmental Disabilities Planning Council (DDPC) \$100,000 grant will fund the first Project SEARCH program in Rochester and, with support from the Golisano Foundation, two additional Project SEARCH programs in Monroe County that are scheduled to launch fall 2010.

Project SEARCH is a national program that started in Cincinnati as a one-year, high school transition program, providing training and education for 18- to 21-year-olds with developmental disabilities. It serves as an alternative for students in their last year of high school with the goal of landing a competitive job upon completion.

"This is such a unique program in that it's a business model that allows individuals with developmental disabilities to develop job skills that lead to competitive employment," said Susan Hetherington, director of Project

SEARCH at Golisano Children's Hospital who holds joint appointments at the University of Rochester's Warner School of Education and the University of Rochester Medical Center's Department of Pediatrics, where she is an assistant professor of clinical pediatrics and education. "Gaining these employable skills is incredibly important to helping these young adults become more independent."

Five days a week, 10 to 12 area school district students enrolled in the Monroe 2-Orleans BOCES will report to Golisano Children's Hospital where they will learn job readiness skills in the classroom for two hours. They will spend the rest of the day developing those skills in an unpaid internship alongside a job coach provided by The Arc of Monroe County (or The Arc). The students will rotate through three internships during their year in the program. The internship opportunities include greeting families when they arrive at the hospital, asking parents if they need anything in the waiting rooms, doing office work in divisions of the hospital and cleaning and maintaining isolettes in the Neonatal Intensive Care Unit.

"We talk to so many families who become frustrated searching for employment opportunities for their young adults with developmental disabilities when they leave school. It's a hard road between school and the working world and this program will help smooth that transition and ultimately help the students be more successful," said

Joe Kelly, Director for Exceptional Children Services at Monroe 2-Orleans BOCES.

The partnerships among BOCES, The Arc and Golisano Children's Hospital are integral to the program's creation and survival. Project SEARCH, after initial planning and start-up, is a self-sustaining program, using existing vocational training funding. Monroe 2-Orleans BOCES will identify potential students to apply for the program. Golisano Children's Hospital will provide the space for classroom instruction and the internship opportunities. Job coaching provided by The Arc will lead the young adults down the path toward eventual employment, the ultimate goal of the program. At the end of the year, the hospital hopes to hire 60 percent of the students for paid competitive job openings

"The Arc is very excited to be a part of this innovative program because it aligns with our mission so well. We want these young adults to be as successful and independent as they can be," said Barbara Wale, President and CEO of the Arc of Monroe. (For more information about the Arc of Monroe, visit www.arcmonroe.org.)

Project SEARCH is the first employment program launched out of the Institute for Innovative Transition. The Institute, which was created last year with funding from the B. Thomas Golisano Foundation, aims to improve the quality of life for young adults with developmental disabilities and their families as they transition from school age to adulthood. The Institute is a collaboration of the Golisano Foundation, Strong Center for Developmental Disabilities, and the Warner School of Education and is under the leadership of Martha Mock, director of the Institute who also holds joint appointments at the Warner School and in the Department of Pediatrics in the Medical School, where she is an assistant professor of clinical pediatrics and education. For more information about the Institute, visit www.urmc.rochester.edu/pediatrics/transition.

Two Warner Faculty Earn Tenure and Promotion to Associate Professor

The University of Rochester's Board of Trustees has voted to grant Mary Jane Curry, teaching and curriculum, and April Luehmann, teaching and curriculum, tenure and to promote them to associate professors. The change became effective July 1.

Curry joined the Warner School faculty in 2003 and teaches courses preparing teachers to

instruct English to speakers of other languages, literacy, academic writing, writing for publication, and qualitative research methods. She is also director of the master's program in teaching foreign language and English to speakers of other languages (ESOL). Curry has been working to support academic literacy and, in 2004, launched the Writing Support Services, which offers writing consultants by appointment.



April Luehmann joined the Warner School in 2002, teaching in the science teacher preparation and doctoral programs. She focuses her research on the design and use of new media literacies, out-of-school learning contexts and experiences, and innovative teacher development programs to explicitly address

issues of equity and social justice through the transformation of participation structures for and between secondary science teachers and all science students, especially those in traditionally disadvantaged schools.



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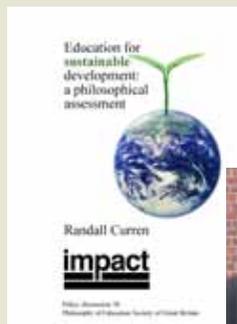
New Book Addresses Sustainability in Education

In 2005, after Hurricane Katrina ravaged New Orleans, Professor Randy Curren, who holds joint appointments at Warner and as chair of the philosophy department, started getting calls.

"...Within a few days, I began to get invitations to give talks about the background of the situation in New Orleans connected with the extent of the disaster there; the ethics of disaster relief and prevention; the human factors that contribute to natural disasters..." says Curren, a native New Orleanian. "That led me into thinking about sustainability."

Curren's thoughts on sustainability were recently distilled into a book, *Education for sustainable development: A philosophical assessment*. Published by the Philosophy of Education Society of Great Britain, Curren supports the idea that education should prepare children for the risks and challenges associated with environmental deterioration.

The book starts with a startling overview of where environmental waste and consumption has gotten us thus far—including population growth and intensity of resource use, the growing ecological footprint, water availability and climate change and ends with inspiring proposals for teaching our youth by integrating studies in environment, history, economics, government and design.



A faculty member since 1988 at the University, Curren holds a secondary professorship in the

Warner School's educational leadership program. He works with doctoral students in the leadership, thought, and policy program and teaches courses in philosophy of education and ethics and educational leadership. Curren is editor of the journal, *Theory and Research in Education*, and author of many other works in philosophy and education.

Three New Student Bloggers Chronicle the Warner Experience

Three new master's students are lined up to blog about their experiences at the Warner School. Each student will provide his or her unique perspective on experiences in the classroom and the field—and they are already at it, blogging now about classes starting and the upcoming year.

The new student blogger columns will be a standard feature and will contribute to Warner Perspectives, a multi-author blog that stimulates discussions about important issues that affect our students, the professions, and the research and policy in education and human development. Over the last two years, we've had a number of master's students blog about their experiences at Warner.

This year's bloggers, whose most recent posts can be viewed on the front page of Warner Perspectives, are given free rein to write whatever they want on the blog and their intention is to keep it as authentic as possible. They were selected for their writing skills, academic interests, and enthusiasm.



The new 2009-10 student bloggers are:

Ashley Nicole Anderson is blogging about the teacher preparation program (and Inclusion and the Urban Teaching and Leadership program).



Kelly Erin Ludovici is blogging about the school and community counseling program.



Micheal Shea is blogging about the higher education program.

The Warner Perspectives blog invites posts from students, faculty, community members and anyone else interested in a spirited discussion of education and human development. To view the Warner Perspectives blog, visit warner.rochester.edu/blog/.

10 Questions: A Conversation with Kathy McGowan, Warner School's Reference Librarian

Where are you from?

I'm originally from the suburbs of Yardley, a small town in eastern Pennsylvania about 40 miles from Philadelphia.

How long have you worked at the U of R?

Since 1981...before then I was a librarian at SUNY Geneseo.

Where did you go to school?

Rider College (now Rider University) in New Jersey for a BA in elementary education and University of Pittsburgh for my Master's of Library Science.

What inspired you to be a librarian?

I read an article in Mademoiselle magazine my senior year at college about library careers and something clicked.

What types of things do you do for Warner students, faculty and staff?

I get to select books and journals in the areas of education, counseling and human development; guide students to library services such as interlibrary loan; and work with students to find materials for papers and research and look at ways to organize their research using two bibliographic

managers, EndNote and RefWorks. Questions range from "how do I find this article?" to "I'm doing a literature review" to "help! I can't find anything on my topic" to "I need to statistics on NCAA salaries"—anything and everything really.

What is one of the more unusual requests you have had?

I'm sure I've had more unusual requests but off the top of my head, during one of my first chat sessions—"Ask a Librarian"—several years ago, someone asked about where to find Japanese people in Rochester who might be willing to test a product.

What do you think libraries of the future look like?

Academic libraries will emphasize their public gathering and study spaces and buying power for online paid resources as well as librarian expertise and

role in student learning...eventually a lot less current print materials, and possibly a "print on demand" service.

What is your favorite thing about what your job?

It's hardly ever boring! And it's a gift to work in such a beautiful building.

What do you like to do outside of work in your free time?

I try to get outside and mosey around. Also,

I'm a big moviegoer although since January I've been on a "movie sabbatical". And I do read—this summer mostly novels by American women published in 2008—nominations for the Kafka Prize. This is my third year on the committee. (www.rochester.edu/college/wst/SBAI/kafka.html).

What's your favorite book?
It always seems to be the book I'm reading but if forced I'd say *Little Women*.



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New and Existing Students

Be sure to check out the Warner Graduate Student Association. Your active involvement is welcome and needed. Sign up or find out more via Facebook, or e-mail us at urwgsa@gmail.com.