Anand R. Marri, vice president and head of outreach and education at the Federal Reserve Bank of New York, and professor of social studies and education (research) at Teachers College, Columbia University, has been named dean of the Warner School of Education and Human Development. Rob Clark, University provost and senior vice president for research, announced Marri's appointment, which will begin on January 1, 2019 with a five-year term. Read more.
Updates on UR Student Project
A new software solution called UR Student is set to replace the University's highly complex legacy Student Information System (SIS) in place for more than 30 years. Stay informed of the project’s progress:

- Watch the video above or here.
- Read the UR Student December newsletter here.
- Register for the upcoming Demo Days Zoom session on December 20 here.

Diversity Conference Call for Proposals and Posters
Faculty, staff, students, and alumni are invited to submit workshop and poster proposals for the University’s 10th Annual Diversity Conference on Monday, April 8. The 2019 conference, “Finding the Courage to Lead,” will feature author, activist, and cultural commentator Samina Ali. Workshop proposals should focus on creating interactive experiences around topics of developing fearlessness and resilience to assist in developing inclusive environments, as well as exploring how leaders and leadership can affect environments. The deadline for workshop proposals is Friday, January 18.

Reducing Suspensions at the University of Rochester Educational Partnership at East
The investment of time, funding, and efforts in restorative practices—an alternative discipline approach focused on repair, rather than punishment—have
demonstrated a significant reduction in suspensions at the University of Rochester's educational partnership at East High School. Suspensions dropped from 2,468 recorded suspensions in the 2014-15 school year to 369 suspensions in 2017-18. Read about the call to reduce suspensions in this new report by The New York Equity Coalition. Read more.

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**Applications Invited for the 2019 University Research Awards**

The request for proposals (RFP) and application for the 2019 University Research Award are now available.

The University Research Awards (URA) provide "seed" grants for promising, high-risk projects, says Robert Clark, provost and senior vice president for research. The fund has been increased from $500,000 annually to $1 million, with half of the funding coming from the President's Fund and the rest being matched by the various schools whose faculty members are recipients.

Completed applications should be directed to Adele Coelho, faculty outreach coordinator in the Office of the Provost and Senior Vice President for Research, at adele.coelho@rochester.edu. Learn more and complete the application here.

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**Strengths Finder Workshops Offered to Graduate and Postdoctoral Students**

As part of the URBest program, URMC is offering Strengths Finder workshops, a leadership tool used in business, academia and industry, that are open to all University graduate and postdoctoral students.

January 22, 2019
- **Strengths Finder for Graduate Students** from 9 – 11 a.m.
- **Strengths Finder for Postdocs** from noon – 2 p.m.

Space is limited. Register by January 8 at [www.surveymonkey.com/r/URStrengths2](http://www.surveymonkey.com/r/URStrengths2).

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**Ur Warner School to Offer Guaranteed School Counseling Scholarships**
ENGOAL Project Team Presents at Health Research Conference

Leadership team members of the ENGOAL program (Engaging Older Adult Learners as Health Researchers) and from RocFreedom Communiversity from the Beechwood Community presented at the 24th Annual Qualitative Health Research Conference in Halifax, Nova Scotia in October. Joyce Duckles, associate professor, with colleagues from the School of Nursing, Craig Sellers, professor of clinical nursing and medicine/geriatrics and aging, and Sandhya Seshadri, assistant professor of clinical nursing, and with five community scholars and co-researchers from Beechwood (George Moses, Jeremy Smith, Robert Moses, Kevin White and Ryan Van Alstyne) conducted a half-day workshop titled “Journeys Through Community-Based Participatory Research: Working the Boundaries.” The workshop was framed by their work with older adults and their long-term ethnographic study of urban transformation. With workshop attendees, they explored navigating the language and voices of multiple communities and creating spaces to share successes and barriers to university-community partnerships in research and praxis.

The ENGOAL team also presented two papers on the ongoing research of their program, being conducted collaboratively by university faculty, community stakeholders, and two ENGOAL participants (Hiawatha Franklin and Barbara Cole). The first presentation, “How Can Older Adults Inform Health Care Research?: The Qualitative Analysis of an Engagement Project” provided an overview of ENGOAL and the team’s qualitative findings. The second presentation, “Being Heard and Having a Say: Older Adults
Navigating Voice and Agency Through Engagement in Geriatric Health Research presented findings demonstrating how ENGOAL participants are navigating health and health care; advocating for themselves, their families, and communities; and self-authoring as emerging researchers and community scholars.

Marquis's Interview on Integrative Psychotherapy Published
Andre Marquis, associate professor, along with a group of leaders in psychotherapy theory, practice, and research, was invited by the editor of The Integrative Therapist to respond to a series of structured interviews designed to bring out opinions, practices, and scholarly reflections at the cutting edge of training in integrative psychotherapy. The interview was published in the November 2018 issue. Read the article, which begins on page nine.

Marsh Publishes Journal Article
Valerie Marsh, assistant professor and assistant director of the Center for Urban Education Success, published the article "Portal and Gatekeeper: How Peer Feedback Functions in a High School Writing Class" in the November 2018 issue of Research in the Teaching of English. Situated in a high school writing class, the study reveals that, when supported by an emphasis on social connection, peer feedback activities can help students and their teachers tap into affinity space practices of collaboration, porous leadership, and role flexibility, indicative of online learning spaces. Read the article.

Guiffrida, Boxell, Ponicsan, and Hamell Co-Publish Journal Article
Doug Guiffrida, professor, doctoral students Ivonne Ponicsan and Stephon Hamell, master's student Oliver Boxell, along with Rotimi Akinsete of the University of Surrey, co-published the invited journal article "Supporting Black British University Students: Understanding Students' Experiences with Family Members" in the November 2018 issue of University and College Counselling. In this second of two articles exploring the experiences of black and minority ethnic students at British universities, the authors consider the impact of family support on student success and explore the implications of this research for the work of university counsellors and support staff. Read the article. Read the first article from the Sept. 2018 issue.

Hursh Publishes Two Book Chapters
David Hursh, professor, co-published the chapter "Beyond Neoliberalism: Educating for a
The chapter argues that a traditional approach to education focusing on neoliberal conceptions of education as markets and curriculum as preparation for economic growth is not only wrong, but also poses a danger to the survival of humans as a species. In response, Hursh argues for environmental sustainability.

Hursh also published the chapter "The Rise of Authoritarian Neoliberalism: How Neoliberalism Threatens Public Education and Democracy" in J. Wilkinson and R. Niesche (Eds.) Challenges for Public Education: Reconceptualizing Educational Leadership, Policy and Social Justice as Resources Hope (Routledge, 2019). The chapter suggests that neoliberalism, which focuses on free markets and other unregulated economies, now, with the election of Trump as president, poses additional dangers to free inquiry and democratic decision making. However, in education, resistance to top-down corporate private decision making has been mounted by grassroots parent movements, as embodied in the New York State Allies for Public Education and Long Island Opt Out.

Lammers and Larson Present at Literacy Research Association
Jayne Lammers, associate professor, and Joanne Larson, Michael W. Scandling Professor of Education and associate director of research for the Center for Urban Education Success, presented at the Annual Literacy Research Association Conference in Indian Wells, Calif. in November. Lammers presented "Respect as a Guidepost in Ethical Online Literacy Research" in the Ethical Considerations in Online Literacy Research symposium as a part of a panel of literacy researchers who have been studying digital literacy practices across a range of contexts. The panelists offered frameworks for thinking through the unique ethical decisions brought about by studying online literacy practices.


Choppin, Callard, and Carson Present at Psychology of Mathematics Education Meeting
Jeffrey Choppin, professor and chair of teaching and curriculum; Cynthia Callard, professor and executive director of the Center for Professional Development and Education Reform; and Cynthia Carson, academic program coordinator, presented at the 40th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education in Greenville, S.C. in November. They co-presented "Designing and Researching Online Professional Development," featuring the design of Project SyncOn and coordinating a working group with colleagues from across the U.S., Mexico, and Canada. They also co-presented "Development and Use of a Conjecture Map for Online Professional Development Model," featuring a paper that
described the development and use of a conjecture map for the SyncOn project, which is based on an online professional development model.

Dang, Han, Brown, and Fredericksen Present at Online Learning Conference

Doctoral students Linh Dang and Yu Jung Han; Lisa Brown '16W (EdD), adjunct professor; and Eric Fredericksen, associate professor and associate director of the Center for Learning in the Digital Age, presented at the Online Learning Consortium (OLC) Accelerate Conference in Orlando, Fla. in November.

Dang and Han presented the Graduate Student Discovery session "Advanced Certification In Online Teaching: An Analysis Of Two Instructors’ Digital Success Through Student Evaluations."

Brown co-presented the education session "Making The CASE: Elements For A Successful Virtual Learning Environment."

Fredericksen co-presented the education session "Achieving Online Learning Success: Contrasting Institutional Models."

Lynch Presents in Kazan, Russia

Martin Lynch, associate professor, participated in the third International Conference on the Psychology of Personal States: Current Theoretical and Practical Problems, hosted at Kazan Federal University in Kazan, Russia in November. Lynch, together with co-authors Nailya Salikhova and Albina Eremeeva, presented an invited talk during the plenary session on the topic, “Students’ Expression of Autonomy in Psychological States.”

Gatto Presents on Summer Learning Program Design
Lynn Gatto, associate professor and executive director of Horizons at Warner, presented "Curricular Integration Through Themes: A Framework For Summer Learning" at the 25th annual meeting of the National Summer Learning Association in Kansas City, Kan. in November. Her session demonstrated and assisted in designing thematic programming for summer learning programs that support student learning and enrichment by creating rigorous, relevant, and critical curriculum.

Textor and Herbert Present at the Frameless AR/VR Symposium

Manaseri Presents in Malta
Holly Manaseri, associate professor, presented "Strengthening the Principal Pipeline in Rural Communities: Partnership as Policy" at the Commonwealth Council of Educational Administration and Management (CCEAM) Conference in the Republic of Malta in November.

Gopaul and Harris Present at ASHE Conference
Bryan Gopaul, assistant professor, and Nathan Harris, assistant professor, presented at the Association for the Study of Higher Education (ASHE) Conference in Tampa, Fla. in November. Gopaul was a discussant for the session "(Re)Defining Counternarratives." Harris presented the session "Making Collective Sense of Academic Priorities During the Annual Budget Review: How Academic Deans Stimulate Dialogue with Their Senior Teams."

Ares, Wu, Dang, and Cochell Present at AESA Meeting
Nancy Ares, associate professor, and doctoral students Laura Cochell, Xia Wu, and Linh Dang presented at the American Education Studies Association (AESA) meeting in Greenville, S.C. in November. Ares presented the symposium "A Freedom School's Claim to Educational Sovereignty," with Ares and Wu presenting the paper "Community

EVENTS

January 14, 2019
Warner New Student Orientation

January 26, 2019
Writing Workshop: Incorporating Sources and Avoiding Plagiarism

February 8, 2019
Writing Workshop: Critical Reading of Academic Texts

February 15, 2019
Writing Workshop: Constructing an Argument in Academic Writing

March 2, 2019
Writing Workshop: Citations, Referencing, and APA Style

March 11, 2019
K-12 Administration Internship Orientation

March 29, 2019
Safe Schools Against Violence in Education (SAVE) Workshop

April 5, 2019
Dignity for All Students Act (DASA) Training

April 8, 2019

See All Upcoming Events

IN THE NEWS

UB Tuesday News Ticker Features Stephen Uebbing
Shaun Nelms Shares His Leadership Journey on LeadNOW Podcast (Episode 2 | Part 2)