

The image features two hands, palms up, holding a globe of the Earth. The hands are painted with a vibrant blue color. The globe is rendered in a topographic style, with green and yellow representing landmasses and blue representing oceans. A single green leaf with a brown stem is held in the left hand, positioned over the Americas. The background is a solid dark blue.

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GSE MAGAZINE
SPRING 2019

Here
is how we create
GLOBAL IMPACT

DEAN'S MESSAGE



Dear friends and alumni of GSE,

I am pleased to present to you the latest edition of our GSE magazine. Within its pages, you will find a range of interesting stories, exciting initiatives and news features. I want to congratulate our marketing and communications team, led by Assistant Dean Amber Winters, for their efforts to expand content in the magazine to ensure that it captures a more comprehensive picture of current activities within GSE.

Our cover story highlights GSE's global impact. Whether it is through our research efforts, international partnerships or academic programs, GSE's commitment to international students and comparative scholarship is well established and long-standing. One exciting new opportunity is our recently approved advanced certificate in international education data analysis. This program will provide graduate students rigorous mixed-methods preparation in data collection and analysis related to educational issues nationally and cross-nationally.

Associate Dean for International Programs Dr. Janina Brutt-Griffler has been busy working to establish partnerships around the globe. In this edition, she highlights one such opportunity with Prince Sultan University.

Throughout the pages of this magazine, you will find many examples of GSE's impactful research. Whether it is through the development of a makerspace within the Buffalo & Erie County Public Library, a national conference on school safety, bullying prevention among students with disabilities, the effectiveness of virtual reality to reduce trauma, exploring early cognitive skill development through a coding toy or GSE's efforts to establish college success centers within the Buffalo City Schools, GSE faculty demonstrate a consistent commitment to empirical research that contributes to improving opportunities for individuals and communities.

GSE remains committed to our work with BUILD Community School. Faculty have been instrumental in helping identify areas for support and, once identified, providing those supports. We look forward to growing our footprint in BUILD Community School in the coming year with the introduction of teacher residents and counseling interns.

This edition of the magazine introduces you to our Schomburg Fellows. The Schomburg Fellowship is a prestigious university-wide graduate fellowship aimed at helping to increase diversity across campus.

In our alumni spotlight, we introduce you to Dr. Davina Moss-King who has used her preparation and training in GSE's counselor education program to make a difference by supporting women who face significant challenges related to opioid addiction.

Speaking of making a difference, I do want to extend my heartfelt appreciation to all of you who have donated generously to GSE. Without your support, it would be very difficult for GSE to continue to engage in meaningful research, teaching and outreach.

Warm Regards,

Suzanne Rosenblith
Dean

New FACULTY



DAVID GORLEWSKI (PhD, University at Buffalo) joins the Department of Educational Leadership and Policy as a clinical assistant professor. His research interests are in the development of professional dispositions, and the impact of standards and standardization on education. Gorlewski also provides literacy-related advisement to the faculty at BUILD Community School.

SABRINA MUSSON (PhD, University at Buffalo) joins the Department of Counseling, School and Educational Psychology as a clinical assistant professor and the program director for the mental health counseling program. As the director, she oversees student admission, advising and program accreditation. Musson's research focus has been in intimate partner violence and addictions.



New STAFF



◀ **RENAD AREF** was appointed assistant director of admission recruitment. Aref is responsible for leading, planning and executing our direct student recruitment activities including individual informational meetings, tele-recruitment, off-campus recruitment travel and on-campus recruitment events.



◀ **ERIKA BAGNOLI** was appointed unit business officer for the Graduate School of Education. Bagnoli is responsible for administrative operations, including strategic financial planning, budget and resource management, human resources and collaborating on business matters with key stakeholders.

LYNETTE DEPONCEAU ▶

was appointed associate director of admission operations. DePonceau is responsible for providing leadership and innovation to manage the operations and administrative processes for our admission office, including supervision and mentorship of the staff.



NOOSHIN SHAFAEI ▶

was appointed assistant director for the UB Teacher Residency Program. Shafaei is coordinating and supporting various aspects of our teacher residency program including recruitment, the Teacher Residency Summer Institute and the UB Teacher Residency Consortium.



Stanley Diih instructs children as they play with Code-a-Pillar.



ECRC uses innovative toy to teach critical thinking skills

How can caterpillars help develop critical thinking skills? Product developers at Fisher-Price have answered this question by creating a toy that is changing the way educators teach preschoolers. The toy, Think & Learn Code-a-Pillar, is shaped like a caterpillar but each of the body parts are interchangeable pieces programmed to direct the caterpillar to move and/or behave in multiple ways.

Think & Learn Code-a-Pillar is being used by the Fisher-Price Endowed Early Childhood Research Center (ECRC) in the Graduate School of Education to teach children in the 3- to 4-year-old age group “cause and effect” and other basic critical thinking skills. Research has shown that children do not typically start learning these concepts and skills until they are at least 4- to 5-years-old.

“What makes Code-a-Pillar so special for preschoolers is that it takes a complicated concept like coding, frames it in a way that the children can understand, and is perfectly developmentally appropriate for them,” said Lauren Celenza, senior child testing researcher at the Fisher-Price Play Lab, and a GSE alumna (EdM '11, Early Childhood/Childhood Education).

There are 10 codes for the interchangeable body parts, including directional (straight, right and left) and behavioral codes such as making silly sounds, making snoring sounds and playing upbeat music. Each child creates a Code-a-Pillar body with up to 15 pieces (codes can be used multiple times). The children then predict how the toy will move and behave based on the body part order.

“At the very core of coding is planning and sequencing,” said Celenza. “Those are the skills that Code-a-Pillar helps teach preschoolers as they play with the toy. It helps form the building blocks and thinking skills for coding that they’ll need as they grow up in this constantly evolving world of technology.”

A key to the learning associated with the Code-a-Pillar is the Think & Learn Curriculum that accompanies the toy, which includes a manual for parents. ECRC teachers follow the 12-week curriculum as they teach the children critical thinking skills and parents use the manual at home each week, along with a Code-

a-Pillar provided by Fisher-Price, to reinforce these concepts.

Code-a-Pillar has been well received by teachers and students. “Having this tactile way of delving into math and science has been a real treat for the preschoolers,” said Stanley Diih, an ECRC teacher and a GSE alumnus (EdM '16, Early Childhood/Childhood Education). “I think kids learn best when they are

“This is the first toy of its kind for preschoolers that teaches ... SKILLS THAT ARE ESSENTIAL FOR ... everyday life situations.”

excited about learning, and they have been thrilled about playing with Code-a-Pillar. Beyond being a toy the kids love, it has been a great teaching tool as well.”

Parents are equally impressed. “Our whole family has really enjoyed the Code-a-Pillar project,” said Christen Mueller, parent of four-year-old Everett. “I feel that it has been a good outlet for him to expand his own creativity, experiment with cause-and-effect and explore multiple ways to achieve a goal through trial-and-error. I have seen his confidence build as he masters some of the basics, and watched his excitement as he discovers new ways to play.”

Shannon Hoffman, parent of 3-year-old Colette, said “It’s amazing to see how her observation skills have increased and her directional awareness. It has also reinforced colors and counting. Overall, it has been an enjoyable new learning experience with our daughter outside of the repetitive and traditional ABCs, 123s and imaginary play.”

“We’re excited about the learning potential of Code-a-Pillar,” said X. Christine Wang, ECRC director and an associate professor in the Department of Learning and Instruction. “This is the first toy of its kind for preschoolers that teaches the critical thinking, collaboration, communication and creativity skills that are essential for the future workforce, as well as everyday life situations.”



Richard Lamb (in a Humvee) and his unit performed peacekeeping work, post-combat policing and assisted the local population in Bosnia.

Using *virtual reality* to address post-traumatic stress syndrome

Before Richard Lamb was a teacher, he was a soldier. In addition to spending eight months in Bosnia, Lamb served in Afghanistan for over a year, beginning September 22, 2001.

After his final assignment in 2006, Lamb left the military to focus on a career in teaching. He is now an associate professor in the Department of Learning and Instruction and the director of the Graduate School of Education's Neurocognition Science Laboratory, home to UB's virtual reality activity.

While researching how virtual reality (VR) could be used in play therapy to help children cope with anxiety disorder, Lamb and his team discovered that what they were doing also had applications for exposure to intense traumatic events, such as post-traumatic stress disorder (PTSD).

"My research is now focusing on special populations," said Lamb. "I have done work with geriatric populations centering on Alzheimer's and dementia in video game play in virtual environments, looking at how to help affect cognitive decline."

Lamb said working through some of the most critical aspects of PTSD is providing an opportunity for individuals to react in that environment and work through what causes reactions, or triggers for reactions, in a slow and controlled way.

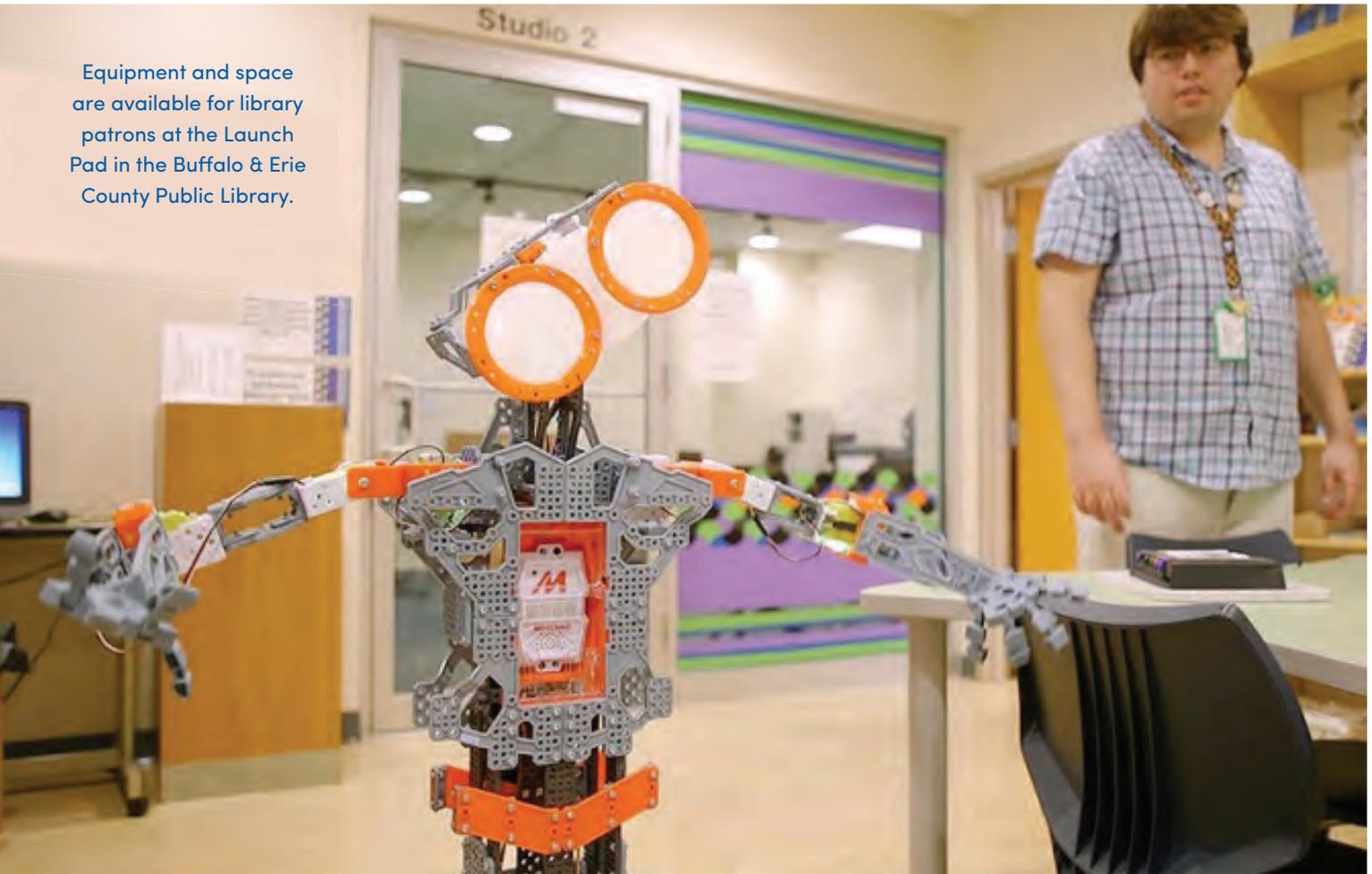
It's an important part of the process, Lamb notes, because it is done in conjunction with doctors, nurses and clinicians who are prescribing therapy. "I help design some of the environments, how to use them and then make recommendations to those that do prescribe," said Lamb. His team is working with Crosswater Digital Media, a Buffalo-based VR company, to develop scenarios they believe may be effective in treating PTSD.

Lamb emphasizes that even though he served in the military, his experience was different than those in front-line combat. "I remember walking through the medical tents in Afghanistan and seeing soldiers there who were severely injured," said Lamb. "The men and women I met have done a tremendous amount for those of us here. Now what do we do to help them?"

For more information, visit ed.buffalo.edu/go/lamb-ptsd.

Learning in a public library *makerspace*

Equipment and space are available for library patrons at the Launch Pad in the Buffalo & Erie County Public Library.



Sam Abramovich, assistant professor from the Department of Learning and Instruction and the Department of Information Science, in collaboration with the Buffalo & Erie County Public Library, has been awarded a grant from the Institute of Museum and Library Services to develop reliable and valid ways to measure the learning and associated benefits of makerspaces in libraries.

The three-year project focuses on supporting and evaluating library makerspaces, also known as

hackerspaces, fablabs and DIY (do it yourself) labs, which are designed to offer library patrons new opportunities to learn and create through exploration, creation and play. Many makerspaces are equipped with 3D printers, electronics, craft supplies, tools and software for all ages.

“Evaluating creative hands-on learning activities in our public makerspace is critical as libraries continue to evolve and expand services to meet community needs,” said Mary Jean Jakubowski, director of the Buffalo & Erie County Public Library.

“Understanding the value of such services and being able to determine measurable components of learning and education can aid us when seeking and advocating for funding, developing additional partnerships and demonstrating the fundamental realization that ‘libraries are education.’”

Additional partners on the grant are the University of Wisconsin and the Madison Public Library. The data obtained will be a valuable resource for libraries across the country because library makerspaces continue to grow in number and similar assessments are needed. Among the activities planned is the creation of a suite of openly licensed educational tools and regional workshops to help local makerspaces better use measures of learning.

“Driven by new technologies, learning experiences are the natural evolution of what libraries can offer their communities,” said Abramovich. “Our goal is to build a variety of assessments that inform learning for everyone involved in makerspaces – the library patron, the librarians and the rest of the community. We believe we can help create and recommend assessments that are for learning and not just of learning.”

For more information, visit ed.buffalo.edu/go/makerspace-grant.

“Driven by **NEW TECHNOLOGIES**, learning experiences are the natural evolution of what libraries can offer their communities.”



Alumna *helps* pregnant women exposed to opioids

After 27 years of experience as a substance abuse counselor, certified rehabilitation counselor and national credentialed counselor, Davina Moss-King (PhD '05, Counselor Education) became the founder and president of Positive Direction and Associates in 2014. Moss-King's company focuses on enhancing the quality of life for women and infants that are exposed to opioids and other substances to ensure a successful pregnancy, as well as delivery. She notes that each woman's quality of life is improved by education, which increases self-efficacy for parenting and recovery. Moss-King has given hope to women who

“My years of counseling experience have provided me with EMPATHY and an UNDERSTANDING of the recovery and the emotions of the women that are attempting recovery.”

are making an effort to make a difference in their life and improve the chances of their infant's life. Since 2014, Positive Direction and Associates has provided a life changing and empowering experience for 11 women and 12 newborn infants. “It is my goal to give hope to as many women as possible throughout our area and beyond,” Moss-King said. “My mission is to provide an opportunity for women to believe in themselves and be their own agent for change.”

In 2014, the National Survey on Drug Use and Health Statistics reported that an estimated 225,000 infants contract illicit substances each year and the numbers are increasing; every 25 minutes an infant is born and diagnosed with neonatal abstinence syndrome (NAS), which happens when a baby is exposed to drugs in the womb before birth, causing the newborn to go through drug withdrawals.

These statistics influenced Moss-King to write a short course about addiction and pregnancy followed by the book, “The Positive

Direction Model: Opioid Use & Pregnancy.” She proceeded to turn her “Positive Direction Model” into a workbook, which is individually created to educate women on their addiction and how the use of substances will affect the infant in utero. The workbook also educates women on NAS, along with expectations at labor and delivery.

The Positive Direction Model is also used for continuing education through the New York State Office of Alcoholism and Substance Abuse Services. Teachers and medical staff use the model to improve their motivational interviewing techniques with their patients and students to enhance communication skills. Moss-King plans to eventually implement her model nationally to decrease the negative effects of opioid use disorder and infants exposed to opioids.

“My years of counseling experience have provided me with empathy and an understanding of the recovery and the emotions of the women that are attempting recovery,” Moss-King said. “I want to be a role model for my two daughters, showing them that goals can be met with focus and self-determination.”

Moss-King credits UB and GSE for the success she has achieved throughout her career, as she notes that the counselor education program prepared her for the work she does in research and statistics in her company. Presenting at conferences while at UB also helped her become an efficient trainer within her organization. “My education taught me how to make connections with other individuals and branch outside of my comfort zone,” Moss-King said. “I took the road less traveled to begin my company.” In addition to helping women and infants exposed to illicit substances, Positive Direction and Associates also provides training and certification hours for various individuals who are continuing their certification credentials as alcohol and substance abuse counselors.

“I love transitioning negative situations into positive lessons for myself and others,” Moss-King said. “It is important to build upon the lessons creating new goals and gaining inner strength to always remember to treat others how you wish to be treated.”

Donors of Distinction July 1, 2017 – June 30, 2018

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Thank you for your generous donation to the Graduate School of Education. Your donations directly impact our school in multiple ways. Without your direct support, we would be limited in our ability to provide financial support to our students. Your support enriches the intellectual environment of GSE by helping to support invited speakers and student travel to research conferences.

This year, we were able to continue to support faculty members as they participated in our Faculty in Residence Program. Additionally, we were able to launch a literacy program in one elementary school to help young students, for whom English is a new language, gain better reading proficiency. With your support, we can scale this program to additional schools in the region.

In GSE, our students come first. Providing them with rich opportunities inside and outside of the classroom is critical to their education and preparation. With your continued support of our teaching, research and outreach efforts, we can continue on our path to excellence.

Dean, Graduate School of Education



Through your support of the Graduate School of Education, you are a Loyal Blue! Congratulations! UB's giving society, the Loyal Blues, recognizes every donor who makes an annual gift of any size to the University at Buffalo.

Please visit www.buffalo.edu/giving/loyal-blue for more information.

This honor roll is a listing of individuals who have generously supported GSE during the 2017–18 fiscal year.

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GSEAA PRESIDENT'S MESSAGE

To All GSE Alumni,

The GSE Alumni Association (GSEAA) is off to a great start in 2019! On January 18, a total of 80 alumni and friends joined together in the Alumni Arena to cheer on our UB men's basketball team to a victory over Western Michigan. Our GSEAA board of directors heard the voices of our alumni and organized this event, which included a pre-game "corner party" on the arena court floor with pizza, wings and various hors d'oeuvres and desserts. The event was a big success, and we thank everyone who attended.

We are currently planning and reviewing ideas for future events, and encourage our alumni to share suggestions. One of our main goals is to organize events that actively engage our alumni in meaningful ways. Please email your ideas to me at jmckenna2531@gmail.com. Also, please let me know if you are interested in attending one of our GSEAA board of directors meetings.

Being a GSE alumnus is a prestigious accomplishment. A degree from UB is recognized around the world and our alumni are accomplished leaders locally, nationally and internationally. Staying connected with GSE will keep you on the cutting edge of current research, programs and practices in education. The university also offers so many fun and exciting activities such as sporting events, theater performances, musical shows and renowned speakers that can be enjoyed by people of all ages. Stay in touch with your alma mater! Thank you for all of your support, and we look forward to seeing you at future GSEAA events.

Collegially,
John McKenna (EdD '08, Educational Administration)



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Ross J. Willink, EdD '59
Amber M. Winters
R. Arthur Winters, PhD '73,
EdM '72, and Judith V. Winters
Roger S. Wolbert, PhD '16
Marilyn A. Zagora, PhD '89,
MS '75, BA '72
Joseph M. Zahn, EdM '01, and
Kristin B. Zahn, EdM '00
Alfred W. Zielonka, EdD '64

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Nancy H. Abashian, MLS '13
Samuel J. Abramovich
Margaret E. Aderman, MLS '05
Linda B. Nash, PhD '88, and
Frank P. Alabiso
Samuel J. Alaimo, PhD '78
Alan T. Alterbaum, EdM '76, and
Gerry G. Alterbaum, EdM '83
Deborah L. Anderson, MA '91
Christine G. Armesto, EdM '05
Mila A. Aroskar, EdD '76
Jennifer H. Austin, CAS '15, EdM '03
Ann C. Ayers, EdM '68
Steven J. Bachman, MLS '98
Sharon A. Baiocco, PhD '86, EdM '71
Paul Charles Baker, PhD '98, and
Linsey Baker
Ronald E. Banks Jr., MLS '99
Kellie C. Barbato, MLS '11
Sylvia T. Barry, MLS '88, BA '79
Katharine A. Bartelo, PhD '14, BS '88
Carmella R. Bartimole, PhD '09

Elenie D. Basil, EdM '75
Stacy E. Batchen, EdM '97
Charles Baxter, EdM '16
Teresa A. Beaton-Corrigan, EdM '94
John G. Beck, EdM '65
Kimberly A. Behun, EMBA '15, BS '01,
AAS '98, and Michael J. Behun Jr.
David R. Beiter, EdM '68, and
Mary A. Beiter
William J. Belz III, PMCERT '09,
EdM '09
Keely A. Benson, EdM '13, BA '10
Renee M. Bianco, EdM '06
Colette Biondi, EdM '79
Guitta D. Blau, PhD '76, and
Monte Blau
Miriam D. Blum, EdM '77
Alexander J. Bodnar Jr., EdM '68,
BS '61, and Cecily K. Bodnar
Marcia J. Boguslawski, EdM '83
Gloria J. Boice, EdM '72
Sandra J. Boncarosky, EdM '69, EdM
'69, and Leon D. Boncarosky
Charles B. Border, PhD '00, MBA
'93, and Kathleen M. Border
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Corey B. Bower
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Charles W. Brandt Jr., EdM '64
Patrick Braunscheidel, PMCERT '04
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Sharon M. Brooks, PhD '05
Lisa M. Brothwell, PhD '89, BA '78
Joan N. Brown, PhD '84
Toni E. Brown, EdM '71
Joan E. Bruckel, PhD '84
Kathleen Berens Bucki, MLS '07,
and Craig R. Bucki
Cheryl Buechi, EdM '98, and
Peter Buechi, MS '70, BS '68
Helene M. Bumbalo, MS '81
John M. Burgholzer, BA '75, and
Rosemarie M. Burgholzer, BS '78,
BA '74
Anne Burnicki, EdD '96, EdB '67
Susan E. Busch, EdM '79
Gloria E. Byron, EdM '75
Heather L. Cahill, MA '17, CAS '17,
BA '12
Donna M. Callaghan, EdM '93
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Judith M. Campanella, MLS '99
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Edward G. Case, EdM '03
R. Lance Chaffee, MLS '81
JoAnne Chapman, EdM '87
Susan J. Charley, MLS '81
Marlene Cheman, MLS '92
Tiehui Chen, MBA '13, and
Jianqiang Wang
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EdM '73
Stephen V. Christopher, EdM '68
Barbara A. Ciambor, MLS '86, and
Thaddeus J. Ciambor, MLS '87
Helga E. Cimini, MLS '95
Amy L. Ciszak, EdM '13, and
Gregory J. Ciszak, CAS '14,
EdM '09, BA '07
Katherine Couve Clark, EdM '05
Suzanne A. Cohen, MLS '94

Marlene L. Cole, BS '81, EdM '74,
BA '70
Virginia G. Collier, EdM '81
Pamela J. Commerford, MLS '84
Susan A. Connors, EdM '74
Margaret D. Cooper, MLS '96
Matthew Corey, MS '15
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Justin R. Courcelle
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EdM '78, and Alexander Craig
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Thomas Q. Culhane, EdD '64
Denise Cuneo, EdM '94
Michael J. Cusack, EdM '11,
PMCERT '10
Heather M. Czechowski, EdM '10,
PMCERT '09
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and Ralph B. D'Amico Jr., BA '72
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Myron H. Dembo, EdM '66, BA '64,
and Nancy A. Dembo, EdB '66
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Esther N. Diamond
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Judith A. Dixon, EdM '70
Helen M. Domske, EdM '85
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Thomas Andrew Doran, EdM '88,
and Julia M. Doran
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Dennis C. Duling, PhD
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Eugenia Dupell, MLS '00
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Wingrove C. Dwamina, EdD '72
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Howard G. Ebersman, MS '95, BS '92,
and Karen E. Ebersman, EdM '93
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EdM '08
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'70, and William M. Feigenbaum,
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A. John Fiorino, EdD '61
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Theresa M. Fox, EdM '01
Katherine L. Frier, EdM '03, and
Shawn M. Frier, MBA '91, BS '90
George A. Fuller, MLS '12
Jaclyn E. Fuller, BA '01, and
Ryan W. Fuller, EdM '03
James H. Gassman, EdM '58, and
Mrs. Laurel E. Gassman
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Marcia A. Gellin, EdD '83, and
Slade Gellin

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Thomas A. Giambra, EdM '71, BA '69
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Katherine J. Giansante, EdM '93
Donna M. Gill, MS '80
Mark C. Gleason, EdM '77
Salvatore J. Glorioso, EdM '90
John J. Glovack, PhD '93, EdM '79,
and Kathryn Glovack
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Beth M. Gordon, BA '85
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Julie A. Gorlewski, PhD '08, EdM '92
Joanne Grabowski, PhD '94
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Philip M. Gray, PhD '87
Ruthann Evege Grey, PhD '81
Elnora B. Grice, EdM '75, BA '71
John J. Gualtieri, PhD '83
John F. Hadden, EdD '69, and
Dorothy S. Hadden
Karen E. Halsdorfer, EdM '99
John F. Hanssel, EdD '70, and
Carol S. Hanssel
Gisela A. Harpell, MLS '77
Valerie G. Harrison, EdM '86
Debra Hart, EdM '90, BA '88
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Kathleen O. Hennig
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Robert H. Hirsch III, EdM '02, and
Susan M. Hirsch, EdM '91
Bernard G. Hoerbelt, EdD '76
David P. Holtz, EdM '96
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Kenneth Huff
Sharon L. Huff, EdD '06, PMCERT '01
Sahn Wook Huh
Marilyn A. Rosen, MLS '73, BA '71
Carmen J. Iannaccone, EdD '76,
and Bonnie L. Butcheri
Kimberly A. Iraci, MLS '94
William C. Jack, EdM '70
Violette B. Janofsky, EdM '76, BA '70
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Joaquin Jimenez Jr., EdM '70, BA '66,
and Virginia C. Jimenez
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Diane M. Johnson, EdM '71
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Kenneth L. Jones, EdD '72
Kimberly A. Kane, EdM '07, and
Gregory Kane
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James J. Kavanagh, EdM '68
Bonnie L. Kay, MLS '04
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BA '05
Sara M. Kelly, PhD '15, EdM '11
Lawrence M. Kenney, EdD '72
Rehab Y. Ghazal, PhD '14
Namsook Kim, PhD '11, EdM '03
Sunha Kim
Jill B. Kirschner, EdM '76
Ryu Kitajima, PhD '93, EdM '83
Gary M. Klein, MLS '88, BA '77
Dorothy I. Klink, MA '92
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 Wanda M. Knight, MLS '75
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 and Robert G. Knipe
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 PMCERT '02
 Kristine A. Kuehnle, MS '90
 Francine V. Kurtz, EdM '74
 Andrew James Kwiatkowski, MA '07,
 and Lauren Kwiatkowski
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 Carol Laschinger, MLS '79
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 Dorothy Jean Leiner
 Wei Loon Leong, MBA '05, BS '03,
 and Xiaoli Mu-Leong
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 Linda M. Liberatore
 Domenic J. Licata, EdM '08, BA '87
 Rosalind J. Lipomi, MLS '12
 Joan B. Litwin, EdB '61
 Betty C. Logan, MLS '94
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 Lisa A. Lucernoni, EdM '15
 Diane C. Lynch, EdM '97
 Marilou T. Mabe, PhD '76, BA '65,
 and Alan Mabe
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 Janet Madej Reiff, MS '74
 Joyce M. Maguda, MLS '82, and
 John K. Maguda
 Mary E. Maley, MLS '88
 Diane L. Malkin, MS '15
 Anita M. Mance, MLS '90
 Nicole Marando, EdM '12
 Cathleen C. March, PhD '98, EdM '78
 Jennifer R. Markee, EdM '09, BA '06
 Annamae Martini, EdM '15
 Ashley Martin, PhD '15
 Judy M. Martin, EdM '76
 Christina Mattioli
 Ronald A. Mayer, EdM '65, EdB '60,
 and Martha A. Mayer
 Pedro L. Maymi, EdM '74
 Artie M. McAuliffe, MLS '92, and
 Thomas F. McAuliffe
 Jill Patricia McCormick, EdM '89
 John C. McEnroe, MS '70
 Walter G. McGuire, EdM '69, BA '67
 Joseph A. Mclsaac, EdM '16
 Chandra V. McKenzie, MLS '94
 Daphne S. Meyer, EdM '85
 Joann T. Meyer, EdM '84, and
 Kenneth Meyer
 Teresa A. Miklitsch, PhD '05, EdM '84
 Phyllis A. Millemaci, EdM '74
 Marie N. Miller, EdM '97
 Michelle P. Miller, MLS '01
 Diane E. Miltz, EdD '05
 Richard J. Miodonski, EdM '72
 Gabrielle M. Miskell, EdM '73
 Henry C. Mlynarczyk, PhD '85
 Robert E. Moore, CAS '11

Michael M. Moran, MSW '63,
 BA '57, and Sylvia J. Moran,
 MLS '69, BA '61
 Karen D. Morgan, MS '75
 Arthur W. Moslow Jr. and
 Suzanne E. Moslow
 Bonita J. Muldrow, EdM '90
 Rachel A. Mulhern, EdM '16
 Julia W. Mullen, MLS '03
 Jeffrey C. Murphy, MS '16, BS '96,
 and Kathleen M. Murphy,
 EdM '11, MBA '93
 Robert M. Murphy, PhD '94
 Susan S. Murphy, EdM '79
 Susan E. Muscato, EdM '02
 Heidi B. Mussachio, MLS '92, BA '85
 Ruth E. Nellis, EdM '69
 Bruce F. Nelson, PhD '90
 Linda Diane Nelson, PhD '96,
 MA '93
 William H. Nelson, EdM '72
 Martin D. Nemeroff, EdM '59,
 EdB '57
 Valerie M. Nessel
 Philip H. Nicolai, EdM '75
 Nicole Nigro, CAS '11
 Howard L. Noonan, DDS '65,
 and Karen K. Noonan, PhD '86,
 MA '66, BA '65
 Thomas H. Nuhfer, EdD '71
 Jonathan K. Hom, BA '04, and
 Rachelle P. Ocampo, EdM '13
 Helen M. O'Connell, EdM '71
 Annmarie P. O'Donnell, EdM '81
 Edward M. O'Keefe, PhD '74
 Sarah J. Olcott, EdM '00
 Eileen M. Olearczyk, EdM '75, BA
 '69, and John S. Olearczyk, BA '71
 Chantale L. Onesi-Gonzalez,
 MS '16
 Jill W. Ortner, MLS '93, and
 John M. Ortner, PhD '90
 Linda Osterman Hamid, EdM '70
 Ricky L. Ostrom, EdM '74
 Susan Higgins Packard, PhD '94
 Nancy M. Palvino, MLS '93
 Gina M. Pannozzo, PhD '05, MA '94
 Elaine M. Panty, '57
 Michael A. Paolini, EdM '91
 Kathy L. Parish, MS '74
 Craig Pawlak, PhD '02
 Eleonora B. Abrahamer, EdM '76,
 and Dan L. Perlman
 Linda M. Perosa, PhD '83,
 EdM '74, MA '68, BA '65
 Sandra L. Perosa, PhD '83,
 EdM '74, MA '68, BA '65
 Jeanne S. Petersen, EdM '79
 Linda A. Pettit, EdM '87
 Robert W. Pfohl, EdM '72
 Maura B. Pierce, EdM '05,
 PMCERT '05
 Angela R. Pierpaoli, MLS '01
 Richard J. Plotkin
 Linda S. Pogorzelski
 Jill K. Proskin, EdM '87, and
 David Proskin
 Donald T. Ptak, MLS '00, BA '93
 Anne C. Ptak, BS '85, EdM '74,
 and John P. Ptak, EdD '96
 Lynn A. Pullano, EdM '98

The university's Boldly Buffalo campaign is the largest, most comprehensive campaign in UB's history. It has an overall goal of \$650 million and it has already raised nearly \$500 million of that goal – vital funds that are transforming our students, empowering our faculty and improving our world.

At the Graduate School of Education, we have an ambitious goal of \$7.5 million, which is helping us undertake more groundbreaking research, improve literacy rates for early learners, and recruit and support a diverse group of future and current leaders in education.

Dean Rosenblith and I are asking each and every alumnus, faculty or staff member, and friend of education to support the campaign and help us ensure the success of our students and researchers at GSE. Every gift of every size to the school counts and brings us that much closer to meeting, and exceeding, our goal.

Join those who have already given to the campaign:

- We have alumni investing in academic excellence by creating awards to recognize students who demonstrate the highest academic achievements.
- We have faculty and staff contributing through payroll deduction – \$10 a pay period can make a significant impact to a student's ability to succeed.
- We have friends of education supporting scholarships and fellowships to help us continue to recruit the best and brightest minds to GSE.

There are many ways to make an impact at GSE. Annual gifts sustain us each and every day, but many members of our community also choose to support UB in a perpetual and lasting way through estate planning. A strong, thoughtful plan can direct your philanthropic support in the most advantageous way while assuring your family's future.

As the director of advancement and planned giving for GSE, I offer my expertise if you are considering a philanthropic gift. I can work with you, your attorney and tax adviser to assure you maximize the impact of your support. A well-executed estate plan that includes philanthropy can potentially save estate, capital gains and income taxes leaving more proceeds for heirs and also provide perpetual support for GSE's students and future.

Please visit the Boldly Buffalo campaign website at buffalo.edu/campaign to learn more about the campaign and its historic push to its \$650 million goal. I look forward to hearing from you with any questions or ideas on how you can help support GSE.

Thank you.

JAMES BENDER, CFRE

Director of Advancement
 and Planned Giving
 716-881-7485



Meghan F. Quinn, EdM '15
 John H. Radens, BS '80, BS '74,
 and Sandra Radens
 Catherine A. Raiff, MA '90*
 Mark Raisler, EdM '89
 Phyllis H. Rauch
 S. Ahmed Razvi, EdD '68
 Colleen A. Rea, EdM '07
 Donald Reed, EdM '92
 Michelle K. Reed, EdM '89, and
 William Reed
 Douglas J. Regan, EdD '83
 Kirsten B. Reitan, EdM '95,
 EdM '88, and Robert N. Kapchan
 Mary C. Remsen, EdM '89
 Alan J. Rizzuto, MS '67, BA '65
 Paula H. Robertson, EdM '90, and
 Thomas G. Robertson
 Arthur W. Robinson, EdD '80,
 EdM '69
 Gwen L. Rosenthal, MA '95, BA '92
 Marvel E. Ross-Jones, PhD '06,
 PMCERT '02, EdM '02
 Laurie A. Rouleau, EdM '78
 Erin Marie Rowley, MLS '09, and
 Jeffrey M. Rowley, BA '04
 Scott A. Sabella
 Mary P. Sagar, MLS '98
 Gouranga C. Saha, PhD '01,
 PMCERT '00
 Kelly P. Sahrner, EdM '93, BA '91,
 and Pamela Sidman
 Margaret Sallee
 Helen M. Saunders, EdM '70
 Joyce E. Say, EdM '76
 Sydney S. Scalici, CAS '16
 William B. Schatt, EdM '86

Margaret A. Scheffler, MLS '69
 Barbara L. Schenkein, EdM '72
 Cherie A. Scherbarth, EdM '01
 Marilyn R. Schillroth, EdM '74,
 EdB '69, and James Schillroth
 Martin L. Schlabach, MLS '87
 Laura S. Schmidt, EdM '00
 Eileen M. Schoaff, PhD '88,
 EdM '82, and Paul Schoaff
 Daniel P. Schwartz, PhD '94,
 JD '89, EdM '82, BA '77
 Harold A. Schwartz, EdD '61
 Michelle K. Scialdone, MLS '11
 Carol A. Scime, EdM '92
 Larry J. Scott, EdM '77
 Elizabeth L. Seabury, EdM '93,
 BA '68, and Daniel Seabury
 Salvatore J. Sedita, EdM '69
 Gretchen A. Seibert, MLS '76
 Michele E. Shanahan, PhD '97,
 MA '95, BA '92, and
 Patrick Shanahan
 Elisabeth A. Shea, EdM '91
 Michael C. Sheldon, EdD '88
 Mary Jo Sicurella, MLS '98, BA '92
 Enid L. Sidel, EdM '61
 Jennifer M. Silverman-Van Treese,
 MA '10, and Katharine
 Silverman-Van Treese
 Laura M. Skotarczak, PhD '15
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 Margot S. Smith, EdM '68, BA '63
 Mary Jo C. Smith, MLS '83
 Mary L. Stahl, PhD '17
 Patricia M. Stohr, PhD '94, EdM '92
 Jessica M. Stokes, MLS '09
 Corrie Stone-Johnson

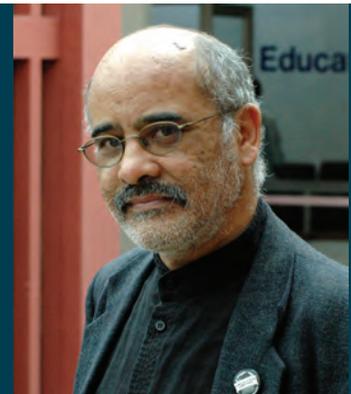
Sheri B. Stuart, PMCERT '08,
 EdM '08, EdM '03, and
 Matthew Stuart
 Rebecca A. Stutzman, MLS '91
 Susan M. Sullivan, EdM '76, and
 Dennis J. Sullivan
 Erica Sullivan, EdM '14
 Marian E. Summa, BA '93
 Gail A. Sweet, MLS '81
 Mary K. Szejbka, EdD '84
 James M. Tammara, MLS '90, BA '76
 Dorothy S. Tao, MLS '85, and
 James Tao
 Joseph Tiberi, EdM '95, BA '92
 Russell D. Trippe
 Dennis E. Upton, EdM '73
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 BA '88
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 and Barbara Valone
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 and William C. Van Nostrand,
 PhD '94, MS '92, BS '91
 Wesley E. Vanderhoof, PhD '85,
 and Nancy S. Vanderhoof
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 Mary E. Riordan, MBA '86, and
 Paul F. Warms, EdD '97

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 BA '71, and Charles T. Warren
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 Paula N. Watkins, EdM '74
 Stanley J. Wegrzynowski, EdM '67,
 BA '65
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 Andrew McKinstry Wheelock,
 EdM '99, and Karin Wheelock
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 Shusen A. Yang, MBA '98, and
 Lynne R. Yang
 Angeline C. Yelich, EdM '80
 Judy A. Yotter, EdM '04
 James M. Young, EdM '72
 Phyllis A. Zak, EdM '81, and
 Stanley L. Zak Jr., DDS '76
 Leonard P. Zani, EdD '69, and
 Kirsten I. Zani
 Isabella Zuroski, CAS '16
 Daniel S. Zwicker, EdM '76

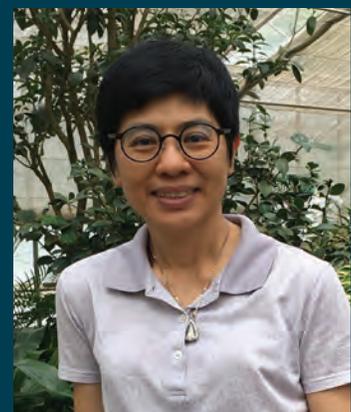
KEY: * In memoriam

INTERNATIONAL Alumni News

CRAIN SOUDIEN (PhD '96, Social Foundations) is the chief executive officer of the Human Sciences Research Council in South Africa, and was formerly a deputy vice-chancellor at the University of Cape Town, where he is a professor emeritus. Soudien is also a fellow of a number of local and international academies, and serves on the boards of numerous cultural, heritage, education and civil society structures.



CHUTTAYA UDOMCHAROENCHAIKIT (MLS '85, Library and Information Studies) is a co-founder of Capwise Co. in Thailand providing educational and career guidance, and Cambridge Assessment Admissions Testing. Previously, she served as a resources department manager within the National Center for the Gifted and Talented, and an adviser to the Institute for the Promotion of Teaching Science and Technology.



Here is how we create *global* IMPACT

Since its founding in 1931, the Graduate School of Education has been globally engaged, welcoming students and faculty from different cultures around the world. Historically, GSE has worked with sponsors such as the Fulbright Program, the International Research and Exchanges Board and the World Bank. GSE has also conducted training programs at UB for educators and officials from institutions in Egypt, Hungary, Indonesia, Latvia, Russia and numerous sub-Saharan African countries.

“Since UB is a Research I institution, it’s important that GSE has an international presence and impact with regard to academic programs, recruitment, research and scholarships,” said Stephen Dunnett, UB vice provost for international education. “Faculty, staff, students and alumni are playing key roles in the schools’ global efforts.”

Janina Brutt-Griffler, GSE associate dean for international education and a professor from the Department of Learning and Instruction (LAI), is currently included in a partnership program between UB and Prince Sultan University (PSU) to construct a national strategy for English education in **SAUDI ARABIA**. “The goal of this partnership is to improve English education



in high schools in Saudi Arabia,” Brutt-Griffler said. “English in the Middle East and Saudi Arabia is a very important subject because it is the language of many graduate programs at PSU.”

Other organizations such as the Confucius Institute (CI) at UB have developed a partnership with GSE. CI has been helping GSE to establish the Chinese education program at UB. “The purpose of this collaboration is to provide teachers, funding and other resources to develop Chinese language and culture programs in local schools,” said Zhiqiang Liu, director of CI. “In addition, we also want to support teaching and research about **CHINA** at UB.”

Sarah A. Robert, associate professor from LAI, is addressing malnutrition and learning in **DOMINICAN REPUBLIC** classrooms. The Dominican Republic’s new School Food Program aims to address both health and education equity by

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Alumni span the world across **62** COUNTRIES



18% of our current students are **INTERNATIONAL**

providing breakfast, lunch and an afternoon snacks for all elementary and secondary students. This, in turn, will extend public school education to a full day for children.

“On my first trip to the Dominican Republic, I observed the double burdens coexisting in schools in multiple regions of the country,” Robert said. “My research will hopefully support the country’s incredible efforts to address multiple inequities experienced by the Dominican Republic youth.”

“GSE has done a **MAGNIFICENT JOB** with their **INTERNATIONAL EFFORTS.**”
– D. Bruce Johnstone

Jinting Wu, UB assistant professor from the Department of Educational Leadership and Policy (ELP), is conducting research in China regarding children with disabilities who are being removed educationally and socially from mainstream school

peers and being segregated into special schools. Wu has been going into the special schools to conduct interviews and clinical observations with parents, teachers and administrators to look at the intersection of disability, gender, education and inequality. “In China, there is an intense stigma against children with disabilities and mothers who gave birth to the children,” Wu said. “I am hoping to decrease this enormous amount of stigma and pressure placed on children with disabilities in China, or at least shed light on it with my research.”

GSE is home to 240 international students from 45 countries (data based on the overall student enrollment in GSE from 2015–18). Hyunmyung Jo, an ELP PhD student from **SOUTH KOREA**, is an example of an international student who is making a global impact. Jo received a D. Bruce Johnstone International Student Dissertation Research Travel Fund award to work on transnational learning journeys of Korean studying abroad students. Jo intends to address issues of Korean international students’ secondary to postsecondary pipeline and the transformation of social production based on educational outcomes in a globalized society.

The international travel fund is endowed by D. Bruce Johnstone, SUNY Distinguished Service Professor Emeritus, whose expertise is in higher and comparative education. Johnstone created the fund to give doctoral students the opportunity to complete



dissertation research in their home countries and/or in other countries outside of the United States. Known for his international scholarship, Johnstone has lectured abroad in more than 30 countries, including 10 lecture trips in China. He also received the UB Award for Outstanding Contributions to International Education in 2005.

“Unless you travel and experience education from a global perspective, you will never be able to quite understand education inequality,” Johnstone said. “That is why I believe internationalization is so important and GSE has done a magnificent job with their international efforts and I am honored to be a part of it.”

Currently there are 652 GSE international alumni from 62 countries. Ana Luisa Muñoz García is an international alumna (PhD '15, Social Foundations) and an assistant professor in the Faculty of Education of the Pontificia Universidad Católica (PUC) in **CHILE**. Muñoz García is leading projects on research policies regarding internationalization, knowledge and gender at PUC. She also serves as the president of the Chilean Network of Research in Chilean Education.

GSE first began its academic prominence overseas in the 1970s, starting with a master’s program for college faculty conducted in Nigeria. Recently, GSE formed a partnership with the Univer-



sity of Cape Coast (UCC) to allow students to study abroad in **GHANA**. Stephen Jacobson, UB Distinguished Professor from ELP teaches classes at UCC over the summer. Jacobson also brings students abroad with him to help them understand the economic and education inequalities in other cultures. “We want the students to think differently about their own education compared to the rest of the world,” said Jacobson.

Other programs such as the Africa Yoga Project have grown in popularity overseas. Catherine Cook-Cottone, professor from the Department of Counseling, School and Educational Psychology (CSEP), is a certified yoga instructor who is conducting studies in Kenya regarding yoga teachers, child students and adult students. Assisted by Wendy Guyker,

continued on p. 16





33%
of our tenure
and tenure-track
FACULTY
are of
**INTERNATIONAL
DESCENT**

Stephen Jacobson teaching a class at the University of Cape Coast, Ghana.

clinical assistant professor from CSEP, a curriculum was developed for trauma-informed yoga program for at-risk youth in **SOMALIA** and **KENYA**. Cook-Cottone and Guyker found that their studies reduced distress and symptoms related to trauma.

New global courses such as the international librarianship course from the Department of Information Science will provide students with a broad and comparative understanding of international libraries and their practices in public, community, school, academic and special libraries in settings outside of North America. The international librarianship class will launch in the summer of 2019 and students will have the opportunity to travel to and explore libraries in countries all around the world.

Vice Provost Dunnett was an administrator and an instructor in

the foreign student English program in 1971 when he was asked to plan and direct what is now known as the English Language Institute (ELI). The institute has positively impacted over 30,000 students, as graduates hold senior positions in the academe, the professions, business or government in their own countries. ELI also helps train a large number of English as a second/foreign language teachers, a number of whom now direct programs of their own in the U.S and other countries.

Dunnett commended GSE for its longstanding commitment to internationalization. "I am proud of all the work GSE has accomplished internationally over the years," Dunnett said. "I'm excited to see how the international impact of GSE will continue in the future."

Currently enroll
240
INTERNATIONAL
STUDENTS

CSEP 49
ELP 44
IS 15
LAI 132

BUILD Community School *update*



BUILD Community School teacher Janelle Toukatly works with first-graders as they move through the “writing process.”

BUILD Community School, a PK–8 Buffalo Public School, reopened in September 2018 to a new partnership with the University at Buffalo Graduate School of Education. GSE faculty are playing an important role in this effort. Participants include Department of Educational Leadership and Policy faculty members Corrie Stone-Johnson, Thomas Ramming and David Gorlewski, and Department of Counseling, School and Educational Psychology faculty member Janice DeLucia. BUILD and Buffalo Public Schools are represented by Principal Tanika Shedrick, independent monitor Yvonne Minor-Ragan and board member Theresa Harris-Tigg. The partners meet regularly to discuss promising practices happening in the school, as well as areas for improvement.

After months of direct observation, which included numerous classroom visitations and conversations with administrators and faculty at BUILD, GSE faculty are working collaboratively with all partners to find innovative ways to improve learning and instruction. This joint work includes implementing programs in the areas of restorative practices, classroom management and student writing instruction.

In one program, DeLucia is training teachers in organizing what is referred to as Morning Meetings – daily teacher-led 15 to 30 minute “student circles,” which offer valuable opportunities for students to

“GSE faculty are WORKING COLLABORATIVELY with all partners to find innovative ways to improve learning and instruction.”

practice social-emotional and academic skills. These meetings help students build trust with each other and the teacher, and they set a positive tone for the day. There are many types of meetings and DeLucia has provided teachers with a structure with elements such as “greeting” and “sharing.” Academic activities and themes can also be woven into the meetings.

To address behavioral issues in grades 7 and 8, Ramming led the implementation of the Positive Behavior, Intervention and Support Program (PBIS). The components to PBIS included the creation of a PBIS team, buy-in from the staff, school wide behavior expectations, and a system of incentives and rewards. Ramming noted that once the structure was in place, the BUILD middle school teachers quickly developed a system of incentives and rewards, many of which were recommended by the students.

In the areas of curriculum and instruction, Gorlewski is balancing BUILD’s test-

preparation reading and writing activities with a student-centered writing program recommended by the National Council of Teachers of English. Research related to the impact of high-stakes/standardized testing on the curriculum supports the notion that student’s curricular experiences are “narrowed” by the emphasis on test preparation. Working with a group of 11 teacher volunteers, Gorlewski developed a writing program which features daily writing, student choice and ownership of the writing, writing for different purposes and audiences, student collaboration and adherence to the concept of writing as a process (rather than as a product). A key element of this program is the establishment of a student portfolio system, which will allow teachers and administrators to view student writing programmatically and gauge growth over time. Celebrations of student achievement are also part of this program.

All of these programs are generating data that is essential to keeping achievement high at BUILD. In addition to serving as the GSE liaison, Stone-Johnson will gather and analyze the data to tell the story of BUILD’s growth and the role that the partnership plays in supporting the culture and climate for learning at the school. The success of these programs will determine the extent to which the GSE/BUILD partnership becomes a model for similar schools and universities.

National conference addressed school security measures

According to a nationwide 2017 Gallup poll, investments in security measures by schools and school districts increase constantly and spike sharply every time a major violent event occurs. “Despite these high costs, research on the contribution of security practices to school and student safety, not to mention misbehavior, discipline and academic performance, is sorely lacking, and sometimes even paints a negative picture,” said Jeremy Finn, SUNY Distinguished Professor from the Department of Counseling, School and Educational Psychology.



The impact of security measures on schools and students was the topic of a national conference in Washington, D.C. in October 2018. The conference, “School Security: Identifying and Addressing Sources of Inequity,” was co-organized by Finn and Timothy Servoss, associate professor from Canisius College. It brought together 26 national school security experts to evaluate the intended and unintended consequences of security measures in the nation’s schools.

Among the topics addressed was the disparity between schools with large minority populations and schools with predominantly white populations. “Research indicates that security measures follow the same pattern of racial inequities as suspensions or expulsions,” said Finn. “In particular, African-American students are about six times as likely as white students to walk through a metal detector when entering school. The percentage of black students in a school is the single highest factor associated with high security in schools, over and above the amount of misbehavior or crime.” Finn also noted that students in schools with the greatest number of security measures often feel the least safe from harm.

A goal of the conference was to produce publicly available reports that address key school security questions, including:

- What is known from research and experience about security measures in American schools?
- What is known about the positive and negative impacts of school security measures on students, parents, and school and district staff?
- What are the pros and cons of having police officers in schools, and what functions do they usually perform?
- What are the gaps in our knowledge about school security measures and how do we produce an agenda for further research?
- What are the strengths and weaknesses in government data about school security measures?

The reports will help school and district administrators make cost-effective decisions when implementing security measures, assure racial/ethnic equity in the use of security measures, and provide information about what is known and not known scientifically about the impact of school security measures. Beyond that, the reports can help local, state and federal policy makers assess their policies and practices regarding school safety.

JOIN GSE CONVERSATIONS!



UB Connect (www.ub-connect.com) is the home for UB alumni, where you can interact with fellow alumni, as well as share your accomplishments, update your contact information, and search for jobs.

Facebook, Instagram, LinkedIn, Twitter and YouTube also offer opportunities for social media conversations, providing current GSE news and information that impacts our alumni and our communities.

GSE helps establish College Success Centers in Buffalo Public Schools



In 2012, Nathan Daun-Barnett, associate professor from the Department of Educational Leadership and Policy, partnered with Buffalo Public Schools and the Buffalo Promise Neighborhood to create a College Success Center at Bennett High School, which is one of the district's persistently low achieving schools.

The center was designed to free school counselors from the administrative burden of the college choice process so that they could spend more time attending to the social, emotional and academic needs of their students, as well as assist in the college transition process.

During the second year of operation, the College Success Center at Bennett High School reported more than 3,200 visits, with nearly three-quarters of all students in the school visiting at least once. The students were served by one doctoral graduate assistant and two AmeriCorps service volunteers.

Since that time, six additional centers have been created in Buffalo Public Schools; one in 2014 (International Preparatory School at Grover Cleveland High School) and five in 2016.

Currently, all seven centers are funded by a New York State GEAR UP grant.

During the 2017-18 school year, the seven centers hosted over 10,000 visits, including center-sponsored activities. Fourteen graduate students from UB and Buffalo State College assisted students with the college search, application and financial aid processes, as well as student mentoring and tutoring support.

"Our goal was to create a space ... where students could engage in casual conversations with college students who shared similar experiences, came from similar backgrounds and have figured out how to be successful in college," said Daun-Barnett. "So far, we have been able to do just that."

Daun-Barnett has two future goals for this work, which is informed by his research on the role of school counselors in the college choice process. The first is to examine the effects of this model on student outcomes and the work of school counselors. The second goal is to refine the model and adapt it to every school in the Buffalo Public Schools district.

Using multimedia and *peer-to-peer* prevention support for individuals with disabilities



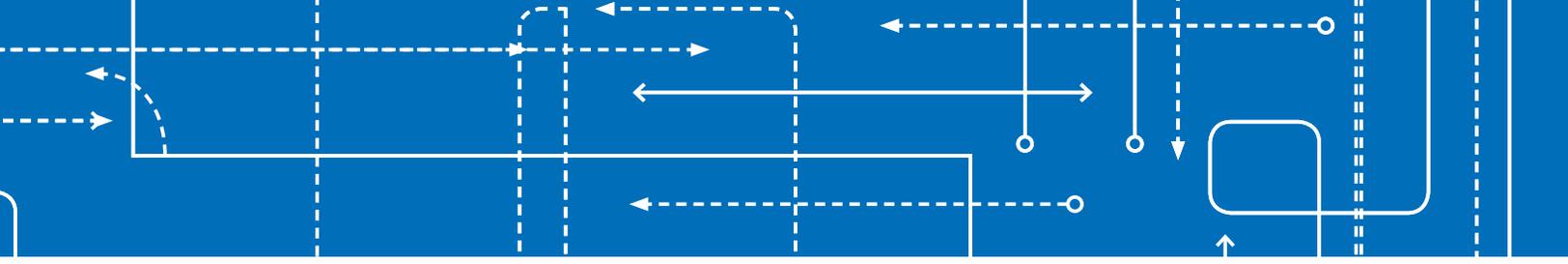
Amanda Nickerson, director of the Alberti Center for Bullying Abuse Prevention and a professor from the Department of Counseling, School and Educational Psychology, and Dan Albertson, associate professor from the Department of Information Science, have been awarded \$175,000 from the New York State Developmental Disabilities Planning Council (NYS DDPC) for their collaborative research project, "Multimedia and Peer-to-Peer Prevention Support."

"I had a previous grant with the NYS DDPC to conduct a needs assessment and advise them on their strategic planning around the issue of bullying and individuals with disabilities," Nickerson said. "One of the needs identified through that assessment was that there was no central place for resources and support for bullying and other forms of abuse for people with disabilities."

The goal of "Multimedia and Peer-to-Peer Prevention Support" is to create a website, resource repository and online peer-to-peer support for individuals with intellectual and developmental disabilities experiencing various forms of exploitation and abuse. High quality resources will be identified to help individuals build personal capacity, provide/receive peer support and gain access to external support resources. GSE students who have a technological background will assist with creating the technology to fulfill the project goal.

NYS DDPC solicited for proposals to develop and evaluate a central place for resources and support for bullying and other forms of abuse for people with disabilities. Nickerson had the expertise in bullying prevention, but she needed another person with background in website development, so she reached out to Albertson, and they collaborated to submit the proposal and work that led to the grant award.

"While bullying of youth has been described and discussed in the mainstream media for several years, little has been reported about individuals with intellectual and developmental disabilities who may be involved in bullying," said Nickerson. "We must consider research on bullying prevention that includes children and adults with disabilities."



ARTHUR SCHOMBURG *Fellowship* PROGRAM

The Arthur A. Schomburg Fellowship program at UB provides financial support for master's and doctoral students who demonstrated that they would contribute to the diversity of the student body, and that they had overcome a disadvantage or other impediment to success in higher education.

The Schomburg Fellowship was created by the University at Buffalo in 1987 to honor activist, historian and writer Arturo Alfonso Schomburg (1874–

1938). Born in Puerto Rico and of African descent, Schomburg immigrated to the United States at age 17 and dedicated his life to researching and raising awareness of the contributions that Latino- and African-Americans made to society.

Six of the Schomburg Fellows in the Graduate School of Education shared information about their background, reasons for enrolling in our school, and their career goals after they graduate.



RAVEN BAXTER-CHRISTIAN is in the curriculum, instruction and the science of learning (CISL) PhD program. She has a master's degree in biology and has a full-time teaching position at Buffalo State College. "I chose the CISL program because I felt that I have much to contribute to the field of education," said Baxter-Christian. "I feel that I have already made lasting positive impacts on students in the classroom, and being in the CISL program will give me the background that I need to continue doing so in the most effective way." She would also like to explore curriculum development for schools with STEAM (science, technology, engineering, art, mathematics) initiatives.

FRED BROWN is in the higher education EdM program. Brown chose UB because of the world-renowned faculty, the mentoring and the prestige associated with the program. "I applied and instantly saw three different faculty members that I wanted to work with," said Brown. "I chose student affairs because I enjoy working with students and helping them grow and develop." Brown's two goals are to earn a PhD and eventually become president of a historically black college or university, and to help shift the trend of low graduation and retention rates for underrepresented men in higher education. "It is truly my passion to impart knowledge unto others," said Brown.





ESTHER ESTEY is in the counseling/school psychology PhD program. “UB was one of my top choices when applying for a PhD because of the prestigious faculty and research opportunities that were available,” said Estey. “I chose this degree at UB specifically for the scientist-practitioner approach, quality advisement and the chance to conduct research on mind-body integrative practices.” She is currently researching the therapeutic efficacy and application of alternative treatments such as yoga and mindfulness across populations in the U.S. and U.K. Estey hopes to make a difference in the lives of abuse and trauma survivors from marginalized communities.

MONICA JOHNSON is in the counseling/school psychology PhD program. “I chose this program because I wanted to become a counseling psychologist and focus on working with marginalized populations,” said Johnson. “Attending this program at UB provided me with the opportunity to work with Dr. Amy Reynolds, whose research interests compliment my own.” Johnson is interested in serving underrepresented groups. “As a Black woman, I hold multiple marginalized identities,” said Johnson. “I find it important to elevate the voices of the disadvantaged in my research and practice.” She plans to work in academia and also have a clinical practice.



LI TING LIN is in the counseling/school psychology PhD program. “By reducing my financial burden and enabling me to give back to the community, the fellowship will make it possible for me to accomplish my future goal of offering my services to students as a professional psychologist working in a college counseling center,” said Lin. “I hope to reduce the academic inequities among underserved populations and provide interventions and programs that will positively contribute to students’ academic success and personal development.” Lin plans to examine the influence of racial discrimination among minority groups, as well as other multicultural topics.

SYDNEY SMITH is in the mental health counseling MS program. Smith had previous experience as a research assistant and a writing consultant. After deciding that she wanted to be a counselor, Smith chose the mental health counseling program because of the exceptional faculty, flexible coursework tracks, extensive opportunities for research and intimate classroom settings. “After graduation, my goal is to move to the tri-state area and work at a community agency until I can apply for licensure,” said Smith. “Then I would like to become a program director at an agency or a non-profit organization that provides access to services for underserved populations.”



UB Teacher Residency Program *expands*

The Graduate School of Education was awarded a Teacher Quality Partnership grant from the U.S. Department of Education to expand the UB Teacher Residency Program (UBTR), which was launched in fall 2018 with financial support from the Cullen Foundation. The additional funding allows UBTR to prepare a total of 70 teachers over the next four years, with a focus on recruiting residents from diverse backgrounds.

THE UBTR EXPANSION HAS IMPACT IN FOUR KEY AREAS:

- All of GSE's initial certification programs are now eligible, enabling GSE to further collaborate with Buffalo Public Schools (BPS) to recruit, prepare and support teachers in more of the BPS hard-to-staff certification areas.
- Professional learning opportunities focused on supporting new teachers and teacher leaders will increase and be implemented into additional BPS schools.
- Developing and supporting a sustainable, district-serving STEM + C and interdisciplinary science inquiry-focused professional development program in collaboration with UB chemistry and computer science faculty members.
- The UB Teacher Residency Consortium, a post-residency support network, will be enhanced through broader BPS participation, including specialized coaching for residency graduates who are beginning their careers in BPS.

"We're excited about the potential of the teacher residency program and its impact on our residents, as well as the mentor teachers, school leaders and the district," said Amanda Winkelsas, director of the teacher residency program. "We're hoping that the model we've created through this expansion will be successful and sustainable for years to come."



2018–19 GSE Colloquium Series

The theme of the 2018–19 Graduate School of Education Colloquium Series was “The Learner and Social Context.” The series featured five academic professionals who discussed issues and innovations related to the lives of learners across the lifespan and a range of social settings.



GARY WILLIAM EVANS

Elizabeth Lee Vincent Professor
Cornell University
College of Human Ecology

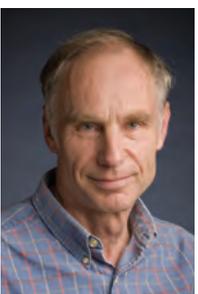
“The Environment of
Childhood Poverty”



TERRANCE L. GREEN

Assistant Professor
University of Texas at Austin
College of Education

“Here Comes the Neighborhood: The
Influence of Gentrification on Urban
Schooling and Educational Leadership”



PAUL HARRIS

Victor S. Thomas Professor
Harvard
Graduate School of Education

“Asking Questions:
Trusting What You’re Told”



JANET HELMS

Augustus Long Professor
Boston College
Lynch School of Education

“Why Racism Won’t Die”



DANIELLE HERRO

Associate Professor and Co-Director Digital
Media and Learning Labs
Clemson University
College of Education

“Enabling Equitable Participation for
Youth: Bridging the Gap(s) Between
Digital Culture, Interest-Based Learning
and Education”

FACULTY NEWS BRIEFS

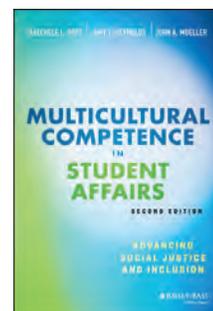


WENDY GUYKER, clinical assistant professor from the Department of Counseling, School and Educational Psychology, was recognized as a “40 under 40” honoree by Buffalo Business First. The annual “40 under 40” program recognizes men and women who are heavily involved in community activities.



VALERIE NESSET, associate professor from the Department of Information Science, developed and implemented the faculty IT liaison program, which brings university-wide faculty and IT staff together to share expertise with the goal of providing innovative and faculty-friendly IT products and services.

RAECHELE POPE and **AMY REYNOLDS**, associate professors from the Department of Educational Leadership and Policy, and the Department of Counseling, School and Educational Psychology, co-authored *Multicultural Competence in Student Affairs: Advancing Social Justice and Inclusion*, 2nd edition. (John Wiley & Sons).



MARGARET SALLEE, associate professor from the Department of Educational Leadership and Policy, is the co-editor-in-chief of the *Journal of Women and Gender in Higher Education*. Previously called the *NASPA Journal About Women in Higher Education*, the journal relaunched itself to be more inclusive.



Online programs in the Graduate School of Education were rated in the Top 25 nationally in U.S. News & World Report’s 2019 Best Online Programs rankings. This is the seventh consecutive year GSE has earned a place on the annual list, and the sixth consecutive year the school is among the top 50 online graduate education programs.

“The Graduate School of Education’s national ranking reflects our commitment to providing top-quality and rigorous online education programs,” said Suzanne Rosenblith, dean of the Graduate School of Education. The U.S. News & World Report online rankings are based on five categories: engagement, services and technology, faculty credentials and training, expert opinion and student excellence.

GSE launched its first fully online program in 2001 to 30 students. The school currently offers 32 fully online and hybrid programs that enroll hundreds of students living outside of Western New York. The school also launched its first online PhD program in 2015 and UB’s first massive open online course (MOOC) on the learning site Coursera in 2016.

Department name change reflects *new focus*

The Department of Library and Information Studies has changed its name to the Department of Information Science. “The name change reflects changes in the field of library and information science over the past 20 or so years,” said Heidi Julien, professor and chair from the Department of Information Science. “The concept of ‘libraries’ as a physical setting or entity has been replaced by a focus on ‘information’ as a phenomena, which is relevant to libraries but more importantly is explored in a range of organizational contexts, workplace contexts and individuals’ daily life contexts.”



Information science focuses on understanding the uses and users of information, the nature of information itself, as well as information technologies and their applications in service to people. Information scientists are concerned with how information is analyzed, collected, organized, manipulated, managed, stored, retrieved and curated. Julien notes that “information science” is the contemporary and correct term used for the field, as it reflects a scientific, systematic approach to research problems, and signals interests beyond libraries.

Graduates of information science programs find positions as information specialists in a range of contexts, including traditional libraries, as well as marketing companies, research contexts, fundraising and development offices; any place where information is collated, organized, managed, curated and disseminated. “We are proud to graduate librarians, as well as information specialists with a range of position titles and descriptions,” said Julien.

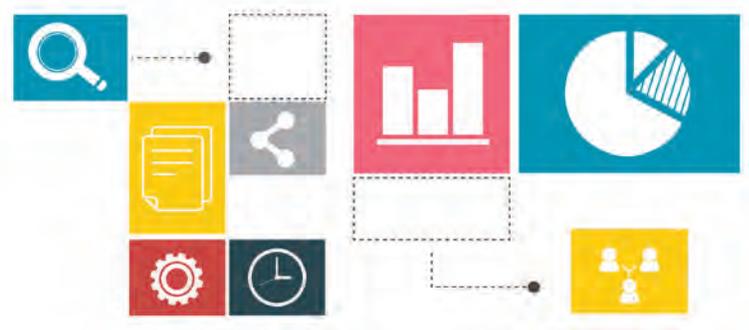
The name change is the result of consultations with stakeholders and votes by the Graduate School of Education faculty and the UB Faculty Senate, with final approval from the UB Provost and President.

International Educational Data Analysis – Certificate

PROGRAM
HIGHLIGHT

If you are looking for a program that provides advanced preparation in data collection and analysis related to key educational issues nationally and cross-nationally, this certificate program is for you. Our certificate program in international educational data analysis is designed to respond to the growing demand for national and international training in mixed methods research.

In this program, you will work with a group of highly accomplished research-focused faculty. You will acquire a wide range of quantitative and qualitative research skills, and learn how to apply those skills to research questions of national and global importance. This program will benefit those seeking work in education fields, and government and nonprofit agencies.



For more information, visit ed.buffalo.edu/go/ed-data-analysis.

SUNY Chancellor's Award for *Excellence* in Adjunct Teaching

Susan Allen, an adjunct instructor from the Department of Information Science, has received a 2019 State University of New York Chancellor's Award for Excellence in Adjunct Teaching. Allen has been an instructor at the University at Buffalo since 2005. She teaches in the MS in school librarianship program, which prepares certified teachers for roles as school librarians at all levels in New York State.

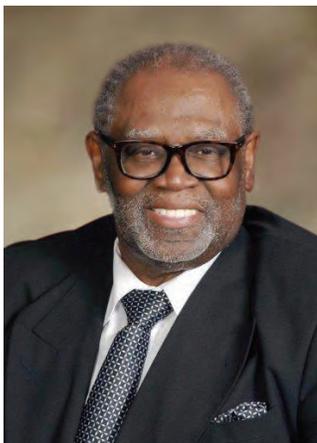
Allen uses a variety of methods to engage students in online learning, including producing weekly podcasts, assigning meaningful readings and incorporating videos to help her students comprehend information. She uses knowledge of her students to inform her teaching strategies. For example, Allen evaluates and differentiates her instruction based on student readiness and learner interest.

Student course evaluations provided strong evidence that confirmed Allen's excellence in teaching. One student commented "Professor Allen is an amazing instructor. Her knowledge stems from experience, and it is clear that everything we did in this class would aid our careers." Another student said "Professor Allen provides an excellent learning environment. She encourages growth in learning."

"Ms. Allen is not only an outstanding teacher in the courses she teaches for our department, she has also provided invaluable leadership in revising the curriculum, and in the discipline at a national level," said Heidi Julien, professor and chair from the Department of Information Science. "Ms. Allen is well deserving of this honor. Her approaches to teaching have positively impacted hundreds of students."



In memoriam



HENRY DURAND

, a clinical associate professor in the Department of Educational Leadership and Policy, died Dec. 27, 2018. He was 70. Durand joined UB in 1990 as the director of the Educational Opportunity Program (now the Arthur O. Eve Educational Opportunity Program). During his administrative career, Durand oversaw programs for students from disadvantaged backgrounds who demonstrated academic potential.

In 2014, Durand retired from administration (most recently as a senior associate vice provost of academic affairs and the executive director of the Cora P. Maloney College) to become a full-time faculty member in the Graduate School of Education. Outside of UB, Durand served as president of the Tri-State Consortium of Opportunity Programs in Higher Education; was a founding member of Opportunity Programs United; and was president of the SUNY Council of Educational Opportunity Program Directors.

“Dr. Durand cared deeply about his family, his students and the importance of advocacy, support and opportunity programs,” said Nathan Daun-Barnett, associate professor and chair from the Department of Educational Leadership and Policy. “He was a tireless champion for students, especially those who were first-generation and/or low income,” said Letitia Thomas (EdM ’93, Educational Administration). “Working for him over the years was an honor and I learned so much. He will truly be missed.”

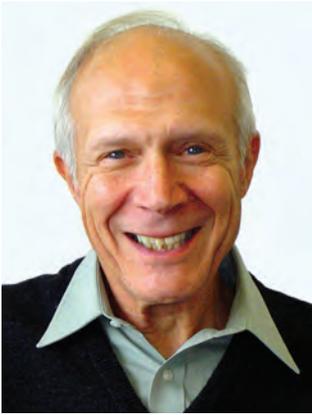


JOHN ELLISON

, an associate professor in the Department of Library and Information Studies, died Sept. 11, 2018. He was 76. Ellison was a faculty member at the University at Buffalo for 38 years, and was well known for his research in intellectual freedom and media study. He produced over 100 publications and media productions, and was a director of the former informatics master’s degree program at UB.

Ellison served as a Fulbright Professor at the University of the West Indies; at the National Library of Jamaica; at Cape Coast University, Ghana; and at the University of the West Indies. He was the first professor to deliver long-distance education via the internet at UB, and presented the keynote address “Critical Issues Related to Internet Teaching” at the International Federation of Library Associations and Institutions e-Learning for Management and Marketing in Libraries Conference in Switzerland.

Alumni from library and information studies offered praise for Ellison. Candace Broughton (MLS ’83) called him “A man who mentored many of us, insisting on critical thinking. In so many ways, he was responsible for the professional library media specialist I became.” Steven Galbraith (MLS ’98) said, “Dr. Ellison cared deeply about his students. He taught us the practical skills and qualities we needed to succeed.”



THOMAS SHUELL, a professor in the Department of Counseling, School and Educational Psychology for 39 years, died June 21, 2018. He was 80. Shuell's scholarship in the field of educational psychology included 40 book chapters and over 70 paper presentations at professional meetings. He developed theories on learning and taught thousands of teachers, counselors and educators about learning, cognition and instruction.

Among Shuell's accomplishments: he was president of the Northeastern Educational Research Association and the American Psychological Association, and a board member of the Northeastern Educational Research Association; he served on editorial boards and was a consultant for professional journals; and he was a Distinguished Fulbright Professor at the National College of Ireland, and a visiting professor at the University of Canterbury.

"If you were to pick one person who made the largest positive impact on your career trajectory, who would it be?" asked Shannon Carlin-Menter (PhD '06, Educational Psychology). "For me, it was Dr. Thomas Shuell. Tom seamlessly helped to ignite an intellectual passion within me which meddled my interests in cognitive psychology, educational technologies and the writing process. I'm forever grateful for Dr. Shuell's mentorship, never-ending confidence in my abilities and overall collegial friendship."



AUSTIN SWANSON, a professor in the Department of Educational Leadership and Policy (ELP) for 39 years, died Oct. 25, 2018. He was 88. Swanson's academic field was educational administration. He served as the department chair for nine years, coordinated the ELP educational administration program, and was an educational consultant to numerous school districts throughout the Western New York area.

Swanson was invited to lecture and study at prestigious institutions, including the University of Melbourne as a Fulbright Senior Scholar, Stanford University as a post-doctoral fellow, and the University of London's Institute of Education as a visiting scholar. He published 10 books, including *School Finance* (with Richard King and Scott Sweetland), which was considered to be the benchmark in the administration field.

"Austin was my role model for how to carry oneself at the university," said Stephen Jacobson, UB Distinguished Professor. "I feel privileged to have worked with Austin for so many years and to this day can feel his presence on the fourth floor of Baldy Hall." Kofi Lomotey, an ELP faculty member from 1987-92, said "Austin Swanson was a mentor, a lifelong student, a lifelong teacher and a scholar. I learned from him and he learned from me; we both grew as a result. Austin was a hero to me and to many."



MEGAN ELIZABETH SANTA CROCE, an enrolled student in the Department of Learning and Instruction, died Nov. 14, 2018. She was 23. Megan was accepted into the early childhood education with bilingual extension master's degree program, and was excited to begin her studies in the fall 2019 semester. However, a recurrence of cancer from seven years ago forced Megan to defer starting her program.

Megan graduated from Binghamton University in 2017 with a triple major in French, international studies and linguistics. She also spent a semester studying abroad in Montpellier, France. Megan loved to sing, perform on stage and travel. Her ultimate goal was to teach English as a second language to young children all over the world.

As a tribute to Megan, the Department of Learning and Instruction is providing her family with a certificate, identifying Megan as an honorary member of the early childhood education with bilingual extension EdM professional community.

.edu, the Graduate School of Education Magazine, is published biannually by the University at Buffalo Graduate School of Education Office of the Dean and is supported, in part, by alumni contributions.

ART DIRECTION
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My Bold Moment

"UB has provided me with countless opportunities to study educational interactions. Those small, yet important moments have done more than enhance my passion for education—they've prompted me to imagine new possibilities for teaching and what learners can ultimately do with the languages they study."

Erin Kearney, associate professor of learning and instruction, Graduate School of Education



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