

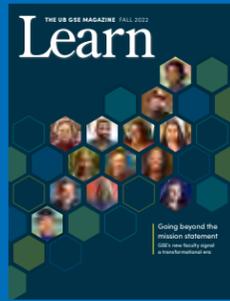
THE UB GSE MAGAZINE FALL 2022

# Learn



Going beyond the mission statement

GSE's new faculty signal a transformational era



FALL 2022 • ISSUE 5

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Special thanks to artist Alice Mizrachi for permission to photograph Dream Keepers, featured on page 27, a mural commissioned by the Albright-Knox Art Gallery, Public Art Initiative in 2016. It is installed at the Buffalo Center for Arts and Technology located at 1221 Main Street, Buffalo, New York.

**Land Acknowledgment Statement**  
A pledge to peaceably share and care for North America's five Great Lakes

We would like to acknowledge the land on which the University at Buffalo operates, which is the territory of the Seneca Nation, a member of the Haudenosaunee/Six Nations Confederacy. This territory is covered by The Dish with One Spoon Treaty of Peace and Friendship, a pledge to peaceably share and care for the resources around the Great Lakes. It is also covered by the 1794 Treaty of Canandaigua, between the United States Government and the Six Nations Confederacy, which further affirmed Haudenosaunee land rights and sovereignty in the State of New York. Today, this region is still the home to the Haudenosaunee people, and we are grateful for the opportunity to live, work and share ideas in this territory.

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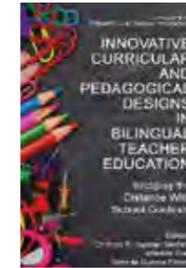
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## ED ARTIFACT

# Keeping it all together: The history of the stapler

BY DELANEY REH

From the French royal palace to the ordinary classroom, the stapler is an office supply must-have that did not come from humble beginnings. Legend has it that the first known stapler device was made in the 18th century as a regal gift for Louis XV. However, that all changed when George McGill received U.S. patent #56,587 for “small, bendable paper fasteners” in 1866. This patent was the start of creating the everyday item known as the modern stapler.

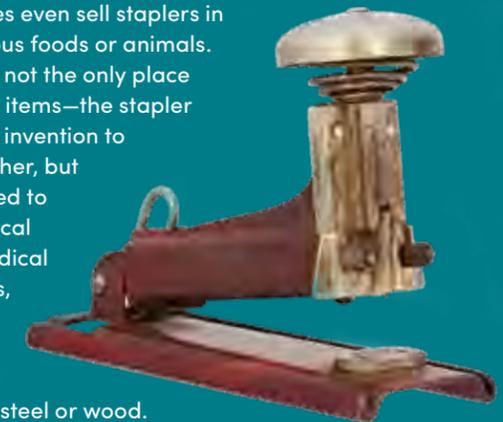
The word “stapler” first appeared in 1901 in the American magazine, *Munsey's*, to describe a machine that fastens papers together using a small metal wire. The invention created a new everyday convenience with the days of dropping documents and making a mess in the past.

In the decades to follow, the stapler became a necessary item needed in every classroom, office or home to secure one's papers together in ideal order.

Staplers come in all different shapes and sizes, which creates a new layer of enjoyment for back-to-school supplies and self-expression. There is an abundance of colors and quirky designs for students and teachers to pick from—many office supply stores even sell staplers in the shape of various foods or animals.

Classrooms are not the only place you will find these items—the stapler started as a small invention to hold papers together, but the idea broadened to other areas: Surgical staplers in the medical field close wounds, and contractors use construction staplers to attach materials such as steel or wood.

In a new emerging world of computers and digital writing, the purpose of staplers is becoming obsolete. Although, if paper copies exist, staplers will continue to have relevance. Besides, saving a virtual document will never bring the same satisfaction of stapling together papers to signify a new task completed!





As we settle into fall, I wish to take a moment to reflect on my first five years as dean of UB's Graduate School of Education. It has been an honor to serve in this capacity alongside so many talented, kind and dedicated faculty and staff. Throughout these five years, I have been continuously impressed by the professionalism, collegiality and respect that members of the GSE community extend to one another. Our students, as well, have been nothing short of amazing, persisting as they have through the uncertainties of COVID and through the challenges of so much social unrest.

While there are many things about which I am extremely proud, GSE's steadfast and authentic commitment to equity, diversity, justice and inclusion tops the list. In this issue, you will become acquainted with many of our new faculty who were hired specifically because of the work that they do to address race and inequity in schools and society at large. We are so excited to have such a large group of new and engaging faculty as part of our GSE community.

One of the things I love most about being a part of an academic community is that we get to come together for lectures, panels, brown bags and general conversations. These moments are incredibly rewarding. This fall, we were fortunate to have three significant events—the Inaugural Johnstone Distinguished Lecture Series in Comparative Education Policy took place earlier this semester. We were so excited to be joined by former SUNY Chancellor and GSE emeritus faculty member Dr. Bruce Johnstone and his wife Gail for a fascinating lecture by Dr. Richard Arum, professor of education from the University of California, Irvine. The Alberti Center for Bullying Abuse Prevention's annual conference featured Dr. Janine Jones, professor of school psychology from the University of Washington, as the keynote speaker. Dr. Jones spoke about the importance of centering diversity, equity and inclusion to promote positive school culture and student well-being. Supported by the GSE EDJI Committee, The Center for K-12 Black History and Racial Literacy Education recognized the legacy and contributions of Dr. James Banks to multicultural education through a multi-day tribute that included panels, brown bags and a fireside chat.

GSE faculty continue to engage in important and impactful research. As a result, our grant activities continue to grow. In just the last few months alone, GSE faculty have secured two NSF Grants, three Spencer Foundation grants and one U.S. Department of Education grant.

In this issue, you will read about the continued success of our UB Teacher Residency Program. Not only did the program receive another U.S. Department of Education grant, but more importantly, the program received a special mention from the Secretary of Education as a program that has identified ways to address the teacher shortage. We are very proud of our residents and the work they are doing.

These are just a few of GSE's points of pride. If you haven't been engaged with GSE, I encourage you to reacquaint yourself. There are so many exciting things going on. We are planning a robust series of alumni activities for winter and spring, so please be on the lookout for announcements of these events. Enjoy this issue of LEARN and keep in touch.

Warmly,

Suzanne Rosenblith

While there are many things about which I am extremely proud, GSE's steadfast and authentic commitment to equity, diversity, justice and inclusion tops the list.

## GSE in the News | Headlines from stories that featured our faculty and students

THE WASHINGTON POST published an op-ed titled, "The critics are wrong. School lockdown drills can help save lives," co-authored by Amanda Nickerson, professor of counseling, school and educational psychology and director of UB's Alberti Center for Bullying Abuse Prevention.

Amanda Nickerson, professor of counseling, school and educational psychology and director of UB's Alberti Center for Bullying Abuse Prevention, was included in a USA TODAY article about school lockdowns. The article was picked up by YAHOO! NEWS AND MSN.

WHO WHAT WHY quoted Julie Gorlewski, senior associate dean for academic affairs and teacher education, in an article titled "School Segregation Keeps Holding Students Back."

THE BUFFALO NEWS published a front-page article titled "UB Teacher Residency Program is 'future of teacher education.'"

THE BUFFALO NEWS published an op-ed titled "Teachers need to fully understand the science of reading," authored by John Z. Strong, assistant professor of literacy education.

WHAM-TV interviewed Nathan Daun-Barnett, chair and associate professor of higher education, for a piece titled "President Biden announced student debt relief plan." WRGB-TV, WBEN-AM and WGRZ aired similar stories.

WOMEN'S HEALTH quoted Catherine Cook-Cottone, professor of counseling, school and educational psychology, in an article on the public misunderstanding of what constitutes self-care.

KOTAKU quoted Stephanie Fredrick, assistant professor and associate director of UB's Alberti Center for Bullying Abuse Prevention, in an article titled "Online Voice Chat Is Often A Sexist Nightmare (But It Doesn't Have To Be)."

EDTECH interviewed Raechele Pope, senior associate dean for faculty and student affairs, chief diversity officer and professor of educational leadership and policy, for the article "Online Learning Can Help Minimize Racism and Ableism In and Out of the Classroom."

THE CHRONICLE OF HIGHER EDUCATION quoted Margaret W. Sallee, associate professor of higher education leadership and policy, in the article "How One University Is Trying to Help Its Employees Protect Their Personal Time."

DIVERSE ISSUES IN HIGHER EDUCATION included reflections from Amy Reynolds, professor of counseling, school and educational psychology, in an article titled "Study Finds Sharper Increase in Depression, Anxiety Among People of Color in Pandemic."



## BOOK STACKS

Books and chapters published by members of the UB GSE community



**“Lockdown Drills: Connecting Research and Best Practices for School Administrators, Teachers, and Parents”** was co-authored by Amanda Nickerson, professor of counseling, school and educational psychology and director of the Alberti Center for Bullying Abuse Prevention. It was published by The MIT Press in 2022.



**“STEM Education Reform in Urban High Schools: Opportunities, Constraints, Culture, and Outcomes”** was co-authored by Lois Weis, SUNY Distinguished Professor of educational leadership and policy. It was published by Harvard Education Press in 2022.



**“Learning from Video Games (and Everything Else)”** was co-authored by the late Ron Gentile, SUNY Distinguished Teaching Professor of counseling, school and educational psychology. It was published by Cambridge University Press in 2021.



**“Centering Whole-Child Development in Global Education Reform: International Perspectives on Agendas for Educational Equity and Quality”** was co-edited by Jaekyung Lee, professor of counseling, school and educational psychology. It was published by Routledge in 2022.



**“Innovative Curricular and Pedagogical Designs in Bilingual Teacher Education: Bridging the Distance with School Contexts”** included a chapter, “Cultivating bilingual teacher preparation in Massachusetts: From survival to restoration,” by Jasmine Alvarado, assistant professor of educational leadership and policy. It was published by Information Age Publishing in 2022.



**“Teaching Enslavement in American History”** was co-authored by LaGarrett King, associate professor of learning and instruction and director of the Center for K-12 Black History and Racial Literacy Education. It was published by Peter Lang in 2022.



## Can nonverbal gestures impact group success in STEM education? GSE researchers to investigate the understudied aspect of group learning

BY MARCENE ROBINSON

University at Buffalo researchers have received nearly \$500,000 from the National Science Foundation (NSF) to investigate how nonverbal gestures shape or constrain problem-solving in groups of students enrolled in science, technology, engineering and mathematics (STEM) courses.

Supported by the NSF’s Education and Human Resources Core Research program—which funds STEM education research—the study will analyze and categorize gestures made by a diverse group of students in an introductory undergraduate physics course at an institution that serves Hispanic, Asian American and Native American Pacific Islander students.

The researchers will observe how students exchange and interact with each other’s gestures while working together. They also will identify and characterize the nonverbal behaviors as beneficial or harmful to group success, and create a comprehensive catalogue of gesture types.

“There is a great deal of research on verbal communication practices in group work, but little is known about how nonverbal

communication practices such as gestures contribute to successful collaboration in STEM,” said principal investigator Virginia J. Flood, assistant professor of learning sciences in the Department of Learning and Instruction, and director of the Embodied Interaction in STEM (EIS) Lab.

“This project will improve our understanding of the role nonverbal communication plays in collaborative learning, and it will contribute to the development of broader definitions of the competencies and practices involved in learning and doing STEM.”

Benedikt Harrer, clinical associate professor of physics in the UB College of Arts and Sciences, is a co-principal investigator on the study.



Virginia J. Flood is a GSE assistant professor of learning sciences in the Department

of Learning and Instruction. Her research interests include learning sciences; classroom discourse; embodiment and multimodality; mathematics education; computer science education; science education; interaction analysis; educational technology; learning design; and qualitative research methods.

Through a college scholarship, Lemke studied abroad on the “Semester at Sea” program, which visited 10 countries, including Vietnam. She took **this picture** in a serendipitous moment while traveling by boat through the Mekong Delta. In discussing the photograph, Lemke commented on the U.S. governmental “lack of understanding of a country, a people, a place” and “the healing and resilience of a formerly colonized people.”

**RESEARCH AREAS**

- Critical Policy Analysis
- Gender Studies
- Global Issues
- Educational Policy
- Legal Issues
- Politics of Education
- Qualitative Research Methods

# Scholar-activist takes aim at policies of inequity

**Melinda Lemke applies decolonial and feminist lenses to the study of education** BY MAGAZINE STAFF

Melinda Lemke, associate professor of educational leadership and policy, grew up in Niagara Falls, N.Y., where proximity to the Canadian border led to an early awareness of other cultures and ways of seeing the world. While an undergraduate at Bucknell University, she interned at the Women’s Resource Center (WRC) and participated in a university relief program that built a health clinic in Managua, Nicaragua, following Hurricane Mitch. After graduation, she taught English in South Korea through a Fulbright Fellowship. Lemke then worked in Texas K-12 public education, arriving at UB in 2016 after completing a PhD in policy and postdoctoral research in the United Kingdom on forced displacement.

These experiences influenced Lemke’s career as an interdisciplinary feminist scholar committed to making public education inclusive, equitable and free of gender-based violence (GBV). In a recent article in *Journal of Education Policy*, Lemke and co-author and PhD student Kate Rogers utilize feminist theory and apply the “lens of GBV” to examine U.S. educational policy efforts designed to improve students’ social-emotional learning and well-being. A key finding from their study is that New York State’s own educational policy “neglected to address GBV experienced by adolescent girls.”

Reflecting on her time at Bucknell and her life in Austin, Texas, Lemke discussed the role of “context,” contrasting the relatively open northern border of her youth, with what she described as a “very different experience” with the southern borderlands. As a teacher, she saw “firsthand” the stress experienced by Mexican and Mexican American families. She also recalled the bewilderment of students confronted with possible removal from the country they thought was home. Commenting on the “institutional violence” experienced by historically minoritized populations in states like Texas, Lemke said many of her students had to “deal with a whole host of policy-based and institutional-based difficulties that shouldn’t have existed for them.”

Lemke continues to examine neoliberal reform, policies and programming concerning the social determinants of health, and structural inequities faced by underserved populations. “I’ve looked at policies—at international, national, state and local levels—and how they are or are not addressing the needs of women and girls,” she said. “Policy essentially sets up deserving and undeserving groups. These types of theoretically driven projects beg certain questions about who’s benefiting and who’s not. And what does that mean for all of us?”

Lemke’s father served in the U.S. military in Vietnam from 1968–69 and brought back this **nón lá, or conical leaf hat**. Lemke recalled her interest in understanding his experience alongside studying “the influence of colonialism, neocolonialism and the U.S. military-industrial complex.” Lemke wrote her history major thesis on the “American War in Vietnam.”

The National Organization for Women and Keep Abortion Legal **protest signs** are from Lemke’s participation in the Women’s March on Washington to protest then-President George W. Bush’s reinstatement of the “global gag rule.” This order restricts funding for international family planning services provided through the U.S. Agency for International Development (USAID). Overseas entities that receive USAID funds also cannot use their own resources to provide medically accurate information about abortions and/or offer reproductive health care services. Lemke recalled helping “organize a bus” to the march with the Bucknell WRC and Multicultural Center.

The **student protest signs** were created by Lemke’s former U.S. history students as part of a multidisciplinary unit on U.S. politics, policy and the counterculture movement. “I kept them because they are a reminder of my professional roots and inspire some of my current work. They represent a snapshot in time of what youth thought about activism, which hasn’t changed much in over 20 years working in public education—that even if laws are not designed to give power to the masses, every individual makes some impact on their immediate environment ... and every individual can come together in a collective to make incremental differences that leave our planet a better place.”

# Q&A

## Making it Work: Parenting/School/Life Talking student-mothers with Margaret W. Sallee

BY JANA EISENBERG



Margaret W. Sallee is a GSE associate professor of educational leadership and policy. From an early age, she remembers thinking about the relationships between family/parenting and work/life. She has recently focused on student-mothers, and currently has two funded grants to pursue the topic: “The Role of Institutional Support in Shaping Student-Mothers’ Success in Higher Education” (Jewish Foundation for Education of Women) and “The Impact of Federal COVID-19 Relief Policy on Low-Income Student-Mothers’ Educational Choices and Experiences” (Spencer Foundation). She refers to herself as a “gender, family, work-life and organizational scholar.”

### Q What sparked your interest in student-mothers?

**A** My work is about changing structures, to be more supportive for people who need it. Part of what I’m looking at is how campuses support students who are parents. Many of these women are first-generation students, living and working in poverty.

### Q How did federal legislation introduced in response to the Covid-19 pandemic affect student-mothers?

**A** I was running a pilot study during the pandemic, and I spoke multiple times with 22 student-mothers in New York and Georgia over the course of a year; while the study didn’t look at the impact of stimulus funding specifically, it sort of did by default. We studied how these student-parents were making it through the pandemic. A lot of them talked about how school districts were giving free meals for kids. They said it really made a difference, since the kids might not otherwise have breakfast and lunch.

### Q What about the effect of the stimulus checks?

**A** Preliminarily, there’s a big range. Some student-moms are financially well off enough to put the money into savings while others don’t have the luxury of saving money; they paid bills or used it to help fund a car. Some needed the money to buy diapers and shoes, or clothes for their kids so they wouldn’t get picked on at school. What has made more of a difference in some of their decisions about their own education have been programs like loan forgiveness programs or VA funds.

### Q How do you anticipate further policy changes around student loan forgiveness will affect student-mothers’ decisions?

**A** I’m expecting that it will relieve stress for a lot of moms—maybe it opens up windows for them; if they’re at a two-year college, they consider four-year, or if they’re in graduate school, it’s easier to think about taking on less debt. Kids seeing a parent go to college makes a big difference, too.

“Part of what I’m looking at is how campuses support students who are parents. Many of these women are first-generation students, living and working in poverty.”

### Q What is the most impactful thing universities can do to support these student-mothers?

**A** They can have robust student-parent networks or centers that are designed to support low-income women. Student-mothers say it’s pivotal having somebody on campus they can go to, to help troubleshoot if they or their kids get sick and they have to miss an exam. Students also talk about appreciating additional support checking in with a dedicated counselor or staff person weekly, and also help tapping into financial aid and scholarships. Some said they would have dropped out if they didn’t have that sort of support. “Life gets in the way,” they say. But when they have that person to go to, it makes the difference.



Margaret W. Sallee is a GSE associate professor of educational leadership and policy. Her research focuses on work/family balance issues for faculty, staff and students. Her most

recent publication is a research brief published by the American Council on Education titled “Addressing Burnout Through Cultural Change: How Leaders Can Stem Attrition and Support Employees.”

# Going beyond the mission statement:

## GSE's new faculty signal a transformational era

BY DANIELLE LEGARE

The call went out in 2021. Across the country, scholars received the message in an email or noticed the news on Twitter.

Regardless of how the call arrived, recipients were excited to learn that the University at Buffalo Graduate School of Education had announced groundbreaking hiring initiatives to search for new faculty. And, after reading the job descriptions, they were compelled to find out more.

Looking back, GSE's new faculty recall the words jumping off the page.

"We are interested in scholar-activists across a range of disciplines committed to (re)shaping scholarship around race and ethnicity to improve access, opportunity and policy across society and within school systems."

"We seek candidates whose research engages questions of practice that impact the ways educators educate for an anti-racist and participatory democratic society with school communities, as well as the ways in which historically underrepresented groups engage and transform P-12 education."

"We believe improving vital social measures, such as race relations and social, emotional and economic opportunities and outcomes for underrepresented minoritized individuals and communities, requires a concentration of scholars who, from their varied disciplinary backgrounds, are committed to tackling these educational, economic and social disparities."

"UB is committed to using its research, teaching and public outreach to better understand and ameliorate structural disparities. COVID-19 and a national reckoning with racism have laid bare the structural inequalities present in school and society. We believe the interdisciplinary field of learning sciences is key to understanding and supporting learners and the multiple contexts in which learning takes place."

Katheryne Leigh-Osroosh, assistant professor of counseling, school and educational psychology, hadn't seen a job advertisement like this before. "I was thrilled when I saw the call ... A lot of universities will use terms in their proposals, like 'multicultural counseling,' 'diversity' and 'inclusion,'" she said. "Everybody has a diversity statement now, but it's still the same traditional type of program and the expectation of faculty to be within these very rigid parameters of what scholarship looks like. The language in the call for the cluster hire made it obvious to me that UB is heading in another direction."

Other new faculty reported experiencing similar reactions. Tim Monreal, assistant professor of learning and instruction, felt inspired by GSE's clear convictions and vision, while Jasmine Alvarado, assistant professor of educational leadership and policy, was excited by the opportunity to engage in new research promoting heterogeneity, justice and equity.

Christina King, clinical assistant professor of literacy education, felt seen when the call came. "The work that I do with critical literacy and culturally responsive teaching pedagogy is not supported everywhere ... The best line in the call for new professors was that UB was specifically looking for professors like myself and my husband who are interested in teaching about how all teachers can incorporate more diversity not only in the literature or materials that we teach but in the ways that we teach."

These are the responses GSE Dean Suzanne Rosenblith hoped for when she first decided to initiate a new approach to search for faculty at GSE.

## A critical need for diverse perspectives

It's not a well-kept secret: The long-standing and wide-ranging inclusivity issues embedded in higher education have resulted in a lack of diversity in race, research and thought in colleges and universities throughout the country.

When Rosenblith became dean in July 2017, she was keenly aware of this issue. She wanted to take steps to enact change within GSE, hoping to positively impact the university and educational spaces in Buffalo, across the state, nationally and around the world.

One of her first steps: identifying a chief diversity officer within GSE to better ensure that the school's commitment to equity could become a reality. After Raechele Pope, senior associate dean of faculty and student affairs, assumed the chief diversity officer role, she and Rosenblith collaborated with faculty, staff and students to rewrite GSE's mission and vision statements and create a Comprehensive Plan for Equity, Diversity, Justice and Inclusion (EDJI).

In May 2020, after the murder of George

Floyd sparked America's racial reckoning, GSE's efforts intensified. Under Rosenblith's leadership, the GSE community worked together to establish an EDJI committee and offered learning opportunities, such as the Teach-In for Racial Equity and the virtual panel, Critical Race Theory: Clarifying the Conversation.

Through these actions and others—like the development of the UB Teacher Residency Program and the UB Center for K-12 Black History and Racial Literacy Education—GSE had begun moving toward meeting the goal of creating a more equitable, diverse, just and inclusive scholarly community.

Still, there was more to be done.

## More than words: investing in exceptional researchers

Achieving real change in a school of education requires more than checking a box or reporting numbers and percentages; it necessitates innovation in pedagogy and research to aid in identifying new ways of achieving equity, diversity, justice and inclusion.

Rosenblith knew that cluster hiring, the practice of hiring several faculty members in one discipline, or a range of disciplines around common research topics, was the next step in realizing GSE's goals.

While diversifying GSE's faculty was important to Rosenblith, her primary goal for

cluster hiring centered on bringing in faculty whose research focused on interrogating racial inequity in new and different ways.

"We're not alone in terms of universities and schools of education caring about better understanding race and inequality. But, through cluster hires, we tried to find scholars who are looking at these questions methodologically through different lenses, with the hope that perhaps these different lenses will yield different solutions or opportunities for moving our institution and schools forward—and, if we really care about equity—then bringing in scholars who see their work as fundamentally connected to communities was really important," said Rosenblith.

She believed that executing GSE's Cluster Hire in Race and (In)Equity in Schools and Society would give UB the capacity to address problems of social significance that demand multidisciplinary perspectives, while also creating a built-in community of scholars who have a shared connection. Similarly, in collaboration with UB's School of Engineering and Applied Sciences, College of Arts and Sciences, and School of Architecture and Planning, Rosenblith developed UB's Cluster Hire in the Learning Sciences, with the intention of assembling an interdisciplinary group of researchers whose knowledge and ideas will lead to improved and more equitable learning and learning environments in K-12 schools and higher education.

Sarah A. Robert, GSE associate professor, led the charge by drafting the language for a social studies education faculty search, which was ultimately repurposed and featured in the advertisement for the Cluster Hire in Race and (In)Equity in Schools and Society.

"I wrote from my heart, head and soul for what I believed our students desperately sought from their programs and what our network of alumni and community partners were striving for in their work for Buffalo's future," said Robert.

Rosenblith appreciated the authenticity of Robert's words: "The language of that call reflects our values; it's not like we haven't

The language in the call for the cluster hire made it obvious to me that UB is heading in another direction.

The students are saying, 'this is important to us, and this is one of the reasons we went into this profession.'

had any conversations or initiatives, and we just came up with these words in this particular order," said Rosenblith. "It was a natural progression from all the work and conversations we've been having as a school of education and is deeply tied to our focus on equity and inclusivity."

With the unique language came a new method to meeting with candidates.

"As someone who has very deep roots in Buffalo, in the city proper, I have always woven field trips and experiential learning into my courses—and, as a search chair—I brought that to bear on the experiences that search candidates had when they came here. They didn't just have your typical dinner or lunch with faculty members and maybe students," explained Robert.

"We took LaGarrett [King] to the Michigan Street Baptist Church in the African American Heritage Corridor. We took candidates to the absolute end of the Underground Railroad and stood looking across to Canada. Those types of experiences showed social studies educators—and particularly educators concerned with racial justice and teaching anti-oppressive education—that Buffalo not only was providing them this professional opportunity, but Buffalo and Western New York had all of the foundations and roots for them to grow. What was it about those searches that made us so successful in bringing such significant scholars to Buffalo? It was Buffalo."

Their approach worked.

Thirteen recently hired faculty researchers, who bring a wide range of educational and professional experience and expertise, have started a new chapter at UB this fall, where they complement an already robust faculty.

## Serving and representing GSE's students

GSE's new scholars arrived at the right time. Erin Kearney, chair and associate professor in the Department of Learning and Instruction, felt that the research interests of GSE's new faculty align with the passions and goals of today's students. "Students increasingly express a desire to carry out research that can lead to real change in society, especially research that plays a role in disrupting and transforming racist policies, practices and systems ...The scholars joining GSE, alongside other LAI and GSE faculty committed to research that challenges racial inequities in education, will certainly meet the strong dedication of students who more and more want to also pursue scholar-activist paths," she said.

According to Amy VanScoy, associate professor of information science, students in the Department of Information Science have demonstrated similar interests and aspirations. VanScoy's students are eager to enroll in librarianship courses focused on diversity, equity and inclusion and continue to express enthusiasm about participating in class projects designed to explore how to best serve marginalized communities.

"The students are saying, 'this is important to us, and this is one of the reasons we went into this profession,'" she said. "Having researchers that can tap into that interest and are inspiring to them is important."

GSE's new faculty also help to better reflect the racial and cultural diversity at UB. There are now 11 more minoritized faculty compared to the last academic year. This fall, minoritized faculty make up 22% of GSE's full-time faculty, up from 10% one year ago. Improving representation allows GSE's students and community members of color to see themselves reflected in their educators and mentors.

"I believe diversity is critical to intellectual exploration. The more perspectives, methodologies, approaches and lenses on matters of deep educational and social significance, the better chance we have to make a true difference," Rosenblith said. "I am so happy to welcome all of our new colleagues to GSE and truly believe GSE and UB will be a place for them to flourish personally and professionally."

## Meet the faculty who answered the call:

# GSE's changemakers



## Dr. Jasmine Alvarado

Assistant Professor  
Department of Educational Leadership and Policy

As a young student in NYC Public Schools, Jasmine Alvarado constantly questioned the deficit labels and the rigid and under resourced nature of learning she experienced in her classrooms. Without clear reasoning, her school labeled her as potentially lacking English proficiency—until she excelled at the proficiency exam she was required to take. Suddenly she was recognized as gifted and moved from an overcrowded, underresourced classroom to a nicer space with more learning materials and opportunities.

When she became a teacher in the New York City schools, she observed the same issues she noticed as a student. “I tried to create culturally and linguistically expansive learning experiences for my students—as well as humanizing family-school relationships—

but, I realized that no matter how hard I tried, these issues were systemic and interconnected to other histories and realities outside my classroom,” she said.

Alvarado’s experiences as a student and teacher motivated her to study educational policy, family-school-community engagement, bilingual education and K-8 school leadership. Her research agenda focuses on three interconnected domains: educational policies and practices of K-8 schools, multiliteracies of racially minoritized students and families, and the intersections between societal inequities, educational policies and the multiliteracies of racially minoritized families in K-8 schools.

She looks forward to this new chapter at UB and within the Buffalo community. “I hope that my work advances the flourishing and well-being of our society in some way

by influencing the way people learn, study and reimagine a better world. Hopefully transformative learning and dialogue leads to action from people, as collectives, and it informs that work they’re doing to create and advance reforms and initiatives that are going on in their communities.”

**MOST RECENT APPOINTMENTS:** Instructor and lead research assistant, curriculum and instruction, Boston College; bilingual literacy support specialist, Waltham Public Schools

**GRADUATE DEGREES:** PhD, curriculum and instruction, Boston College; MA, educational leadership and policy, Boston College; MA, bilingual childhood education, CUNY-Hunter College

**UNDERGRADUATE DEGREE:** BA, Hispanic studies and government, Harvard University

After growing up in Jersey City with friends from around the globe, Tasha Austin developed a passion for learning about international languages and cultures. And then, one day, she had an epiphany: She realized she needed to look inward to explore her own cultural experiences as a Black American.

“It seems that my cultural understandings and ways of knowing and being were never tapped or explored within the educational setting. We had all of these wonderful tapestries of cultures and languages ... And what I have as a Black American is kind of avoided, or framed as a deficit.”

Austin’s personal experiences, combined with her 15 years of teaching, led to her interest in researching the manifestations of anti-Blackness in language education. Through her work, she seeks to challenge the anti-Black logics that undergird language teacher preparation and world language education through genealogical methods and secondary analyses of policies and texts.

She is committed to continuing this research and embarking on new scholarly opportunities at UB, such as collaborating on an upcoming publication with Julie Gorlewski, GSE senior associate dean for academic affairs and teacher education.

Learning Buffalo’s history and getting to know the community are also important to Austin.

“I think there’s so much possibility for my research as a world language educator who believes that the strength of world languaging is incorporating the backgrounds and the expertise of the folks in front of you. I think that, from a local context, Buffalo is really a standout candidate to demonstrate what could be done if we—rather than looking all around—look right at home for the beauty the world offers us in terms of histories, perspectives, expertise and linguistic prowess.”

**MOST RECENT APPOINTMENT:** Lecturer, language education and urban education, Rutgers University

**GRADUATE DEGREES:** PhD, education, Rutgers University; MA, education, Rutgers; EdM, language education, Rutgers

**UNDERGRADUATE DEGREE:** BA, Spanish language and culture, Douglass College



## Dr. Tasha Austin

Assistant Professor  
Department of Learning and Instruction

After earning a master's degree in mental health counseling, Isaac Burt worked in the field as a counselor for 18 years. Many of his clients were historically marginalized immigrants of color. He noticed that the individuals with whom he worked, particularly young boys from war-stricken countries, were often labeled by their teachers as having anger issues.

"I wondered if they were truly angry or if there is a systemic issue and a lack of knowledge about the culture," he said. Burt decided to pursue doctoral studies to explore this question and determine the right ways to create meaningful change in school systems serving immigrants and students of color.

He continued this research throughout his career while also working to create societal change by serving as the associate director for the Office to Advance Women, Equity and Diversity and the director of the Black Faculty Association at Florida International University.

Now at UB, he strives to implement an integration of science, technology, engineering, mathematics and multicultural counseling (STEMMC) through his scholarship. His research interests also focus on racism and discrimination's impact on feelings, behaviors and the brain, and how the concept of flow state can lead to improved wellness.

"My hope is to create programs based on my research that can be implemented in schools for people to take and optimize their lives. I have already published articles on this, and I think it is already impacting my field, but I want to go larger. I really like implementing research in a school and seeing that systemic change."

**MOST RECENT APPOINTMENT:** Associate professor, counseling, recreation and school psychology, Florida International University

**GRADUATE DEGREES:** PhD, counselor education, University of Central Florida; EdM, mental health counseling, University of Louisville; MPA, labor-management relations, University of Louisville

**UNDERGRADUATE DEGREE:** BA, psychology, University of Louisville

## Dr. Isaac Burt

Associate Professor  
Department of Counseling,  
School and Educational Psychology

How can libraries demystify the admission and college-going experience for undergraduate and graduate students? After a career in admissions, academic advising and library science, that's the question that Africa Hands seeks to answer.

Through her research, she aims to improve access to and awareness of information, resources and services that move people toward their personal, professional and community goals. Her scholarship focuses on the doctoral student experience, the cultural and social capital of first-generation students, and public library support for college-bound patrons. Last year, she received an early career grant from the Institute of Museum and Library Services to support her research efforts focused on how public libraries are serving college-bound patrons in their communities in Central Appalachia.

"I see the public library as an information institution, an educational institution, that can be in that space of informing people about their options—being sites for college classes, being sites for college fairs and programming related to financial aid," she said.

"I see a lot of gatekeeping in terms of who was invited to the doctoral student table and encouraged to pursue doctoral degrees, and I want to make things better for folks ... not just high school students who are going to college, but working adults, folks coming from the military and disabled folks."

Hands poured her expertise and commitment to creating change into her book, "Successfully Serving the College Bound," which offers public libraries practical guidance on how to help college-bound students navigate the admissions and financial aid process.

"I want to tear down gates. I don't want any part of that elitism that takes place in academia. I want to work against that and to open up the spaces for more people," she said. "Libraries are institutions where people need to see themselves. It's not just about having books on the shelf, but helping people to navigate some aspects of their lives."

**MOST RECENT APPOINTMENT:** Assistant professor, library science, East Carolina University

**GRADUATE DEGREES:** PhD, information systems, Queensland University of Technology; MLIS, San José State University; MA, applied counseling psychology, Golden Gate University

**UNDERGRADUATE DEGREE:** BA, psychology, University of California, Davis

## Dr. Africa Hands

Assistant Professor  
Department of  
Information Science



# Dr. Christopher Hoadley

Professor  
Department of Information Science,  
Department of Learning and Instruction

Christopher Hoadley's connection to Western New York spans generations. His father was born in Buffalo, and his family often visited the city when Hoadley was a child. Now, after living around the country and the world, Hoadley has come full circle and is ready to put down roots in the City of Good Neighbors.

Throughout his career, Hoadley has focused on exploring the ways that technology can help improve people's lives. He has over 45 years of experience designing and building educational technology, and over 30 years of experience researching the connections between technology, learning and collaboration. His work focuses on collaborative technologies, computer support for cooperative learning, and design-based research methods—a term he coined in the late 1990s.

"Learning, collaboration and experience are places where technology can make a

big difference, and putting the puzzle pieces together in those three areas is what I'm most passionate about," he said. "How do we find and make and use technology that makes us more human?"

Hoadley, a co-founder of the International Society of the Learning Sciences, is eager to continue his work at UB. He will lead GSE's recently launched learning sciences initiative, which will leverage a group of prominent faculty in the disciplines of learning sciences, human-computer partnerships, cognitive science and psychology, design, and learning environments. Focused on integrative learning sciences scholarship, the interdisciplinary group of researchers will strive to build a community whose knowledge and ideas will lead to improvements in learning and learning environments in K-12 and higher education through the application and development of cutting-edge technologies and pedagogies across the

educational lifespan, while also considering the vital need to eliminate persistent inequities.

"Here at UB, I think there's a tremendous opportunity to bring together different disciplines around pressing real-world problems," said Hoadley. "The only way you're going to do it is by being in partnership with communities, and—for me—that's what I hope is the hallmark of our learning sciences program."

**MOST RECENT APPOINTMENT:** Associate professor, educational communications and technology, New York University

**GRADUATE DEGREES:** PhD, science and math education, University of California, Berkeley; MS, computer science, University of California, Berkeley

**UNDERGRADUATE DEGREE:** BS, brain and cognitive science, Massachusetts Institute of Technology



With a background in education, engineering, administration and poetry, David W. Jackson pursues educational goals that are uniquely diverse—and his current research interests are no different. With every stage of his academic and professional career, a new passion emerged.

As a middle school teacher, seeing students deeply engaged in classroom learning felt magical. While enrolled in his doctoral program, Jackson became fascinated with computing and its ability to both lift and empower, or marginalize and oppress students. Later in his PhD program, he developed an appreciation for peer mentorship while working on a research project.

Now a scholar of student engagement, computation in STEM classes and near-peer models of instruction and mentoring, Jackson has found a way to study all of his interests. He knew that GSE was the right place to continue this work because of the university's enthusiasm for and commitment to the learning sciences and interdisciplinary research.

"My big picture idea is using education to form—and I credit my wife for this term—'dynamic solidarities' between minoritized and majoritized communities. For me, that happens to be science, engineering, computing, mentoring and engagement. We're using all of that to bridge the gaps we see in our country—politics, regionality, race, everything. It's all of these identities that have been leveraged to divide us," he said.

"I think one way to build more equitable and just communities and societies is to engage with those differences—to have these be solidarities that are not solid. They're fluid. They're dynamic. And we can all learn from each other and benefit psychologically, socially and spiritually."

**MOST RECENT APPOINTMENTS:** After-school STEM coordinator, Kennedy and McDevitt middle schools; field instructor, secondary education (chemistry and biology), Brandeis University

**GRADUATE DEGREES:** PhD, curriculum and instruction, Boston College; MEd, education administration, Endicott College; MAT in science education (grades 5-8), Boston University

**UNDERGRADUATE DEGREE:** BS, chemical engineering, Massachusetts Institute of Technology

# Dr. David W. Jackson

Assistant Professor  
Department of Learning and Instruction



## Dr. Christina U. King

Clinical Assistant Professor  
Department of Learning and Instruction

**B**eginning in Georgia and continuing in Texas and South Carolina, Christina U. King has had the opportunity to teach and learn from several first-generation and second-generation immigrant and refugee students. Many of these students were non-native English speakers of varying immigration documentation statuses. King, a naturalized U.S. citizen and documented Afro-Caribbean immigrant from the English-speaking countries of Trinidad and Tobago and Guyana, connected with immigrant and refugee students—and their families—of multiple ethnic, racial, cultural, language and immigration backgrounds around their shared invisibility as immigrant persons of color (POC) and acculturation experiences in American schools.

These shared teaching and learning experiences and interactions led King to pursue a PhD in literacy education for social

transformation. She was hopeful of moving POC immigrants' and refugees' stories and lived experiences from the margins and making them more prominent in school curriculum and instruction.

Through her dissertation research with preservice teachers, she was excited to discover meaningful ways teachers can teach diverse children's literature. "Using literature is a way to provide students with a window to the world," she said.

King is committed to continued research and exploration of ways to transform literacy curriculum and instruction, and researching and teaching diverse children's literature—those written by and featuring various historically marginalized and underrepresented Black, Indigenous and people of color's storied experiences.

More than anything, King looks forward to continuing those discoveries and having the

chance to "do the work of critically teaching diverse children's literature" with teachers, librarians and future teacher educators at UB.

"I'd like there to be a time when having more diverse literature is not such a big deal—where it's as commonplace as some of the other traditional texts that we see on classroom and school library shelves. And, it's not just sitting on the shelves, but actually being taught."

**MOST RECENT APPOINTMENT:** Doctoral candidate and graduate instructor, learning, teaching and curriculum, with an emphasis in language and literacies for social transformation, University of Missouri

**GRADUATE DEGREES:** PhD, learning, teaching and curriculum, University of Missouri-Columbia; MEd, Cambridge College

**UNDERGRADUATE DEGREE:** BA, African American studies, Georgia State University



**L**aGarrett King has been hard at work since he arrived at GSE at the beginning of 2022. Within less than a year, King established UB's Center for K-12 Black History and Racial Literacy Education and a year's worth of in-person and virtual events, including the Black History Nerds Saturday School Series, Researching Race Series and Teaching Black History Conference.

And he's only just getting started. Through his research and the center's programming, King seeks to investigate and define Black history education to provide solutions for more effective education about Black history and race in K-12 schools, teacher education programs and other educative spaces.

"As a society, we have been dealing with Black history education since the late 19th century—and we still can't get it right," he said.

An internationally recognized and award-winning scholar of Black history education, King is eager to continue creating learning and professional development opportunities for students, educators, researchers and Black history lovers from around the world. "As an associate professor and a director, I want to be someone who is a mentor to junior faculty and graduate students and help usher them into the profession the right way," he said.

"I want to help correct the miseducation we receive in our schools. And, in Buffalo, I hope to add to the work the people in this community have been doing for so long—and, hopefully, I can highlight and elevate them. I see the work that I do as standing on the shoulders of many people before me, trying to chip away at the ignorance we have toward history, to hopefully make our society a better place."

**MOST RECENT APPOINTMENT:** Associate professor, social studies education, University of Missouri-Columbia

**GRADUATE DEGREES:** PhD, curriculum and instruction, University of Texas at Austin

**UNDERGRADUATE DEGREE:** BS, secondary education, Louisiana State University

# Dr. Katheryne Leigh-Osroosh

Assistant Professor  
Department of Counseling,  
School and Educational Psychology



As an undergraduate student, Katheryne Leigh-Osroosh studied animal sciences with the hope of fulfilling her lifelong dream of becoming a veterinarian. While she acknowledges that it was a good learning experience, she also admits that she faced ups and downs while enrolled in the program. “As a biracial individual, this was my first time being in a space where I was one of only a few minoritized students,” she said. “That was an eye-opening experience.”

During her last two years as an undergraduate, she decided to pursue a minor in psychology. Her first class focused on multicultural counseling and development. The conversations were engaging, and the literature was inclusive—she instantly fell in love with the field.

Leigh-Osroosh, a Gates Millennium Scholar, completed GSE’s school counseling master’s program, and went on to work as an elementary school counselor for the St. Louis Public School District. Now a phenomenological researcher and existential practitioner, she critically examines experiences of education, decolonizing practices and social justice counselor education practices.

“Coming back to interview for a faculty position at GSE was a full circle experience. I felt pride in the opportunity to engage with my former instructors as colleagues and share my journey and hopes for using my work to contribute to the school counseling program and Western New York communities,” she said.

“My ancestors and those who have mentored me have prepared me to help educate those who are going to be in the schools and—at a higher level—to address some of the systemic and structural issues.”

**MOST RECENT APPOINTMENT:** Assistant professor, counseling and school psychology, San Diego State University

**GRADUATE DEGREES:** PhD, counselor education and supervision, University of Missouri-St. Louis; EdM, school counseling, University at Buffalo

**UNDERGRADUATE DEGREE:** BS, livestock management, Delaware Valley College

# Dr. Erika McDowell

Clinical Associate Professor  
Department of Educational  
Leadership and Policy



What’s the greatest tool in Erika McDowell’s toolkit? She is proud to tell you it’s herself.

McDowell attributes her passion and power to her experiences growing up: When she felt like she didn’t fit in at school, her teachers created supportive environments to help her feel a sense of belonging. She knew she wanted to do the same thing for other students.

She achieved that goal while working as a teacher and district-level leader in Philadelphia, where she developed research interests in positive behavior support, culturally responsive leadership and equitable practices in schools.

Now, as a trainer, educator, consultant and advocate, McDowell uses her knowledge and

resources to disrupt the educational system to create equitable and inclusive learning spaces where all children feel valued. “We can’t keep blaming other people for our educational system,” she said. “What is my role? What can I do?”

McDowell will further explore these questions, within herself and with others, at GSE. She plans to work with leaders and learners in the Leadership Initiative for Tomorrow’s Schools (LIFTS) administration certification program to impact systemic and interpersonal change through teaching and service.

“We’ve got to dismantle the system so we’re all valued in the system ... I’m thinking about what the whole child needs,” she said. “What does the whole leader or teacher

need? We’ve been focusing on our students, which we should, but we are the teachers and leaders in the room. How can we be more culturally responsive and equitable in our work and to ourselves to give our students what they need to be successful?”

**MOST RECENT APPOINTMENTS:** Partner, Wildflower Schools; executive director of professional development and director of PBIS/Youth Court, The School District of Philadelphia

**GRADUATE DEGREES:** EdD, educational leadership and management, Drexel University; MA, educational theater, New York University

**UNDERGRADUATE DEGREE:** BFA, theatre education, Howard University

Identifying as Chicano but educated in predominantly white spaces, Tim Monreal did not formally learn about his culture until college. When he enrolled in ethnic and Chicano studies courses, he gained a new perspective on education—and the goal of someday becoming the teacher he never had as a child. Monreal then worked as a social studies teacher for 11 years before his career in academia.

As a faculty member at CSU–Bakersfield, a Spencer dissertation awardee, and a research fellow with the Latinx Research Center at Santa Clara University, Monreal pursued research interests that stemmed from his own experiences: “A major question I ask: How is knowledge of Latina/o/x people and communities (re)produced and resisted in school spaces?” He is particularly interested in the influence of space and place in this process.

Continuing to execute this research in Buffalo feels natural for Monreal. Because his wife grew up in Western New York, their family has already spent a lot of time in Buffalo.

His familiarity with the Buffalo community gives him confidence about the possibilities for the future at GSE: “One of the things that’s super important to me as I’m teaching and researching is the intersection of local place, space and community. I’m really excited about focusing on that and what social studies education is going to look like moving forward,” he said.

“We have tremendous grad students that we brought in—like Dawnavyn [James] and Greg [Simmons]—and I think Sarah [A. Robert] and LaGarrett [King] are putting us in the position to do big things. I’m excited to see, hopefully, UB become a national leader in social studies education.”

**MOST RECENT APPOINTMENT:**

Assistant professor, teacher education, California State University, Bakersfield

**GRADUATE DEGREES:** PhD, social foundations of education, University of South Carolina;

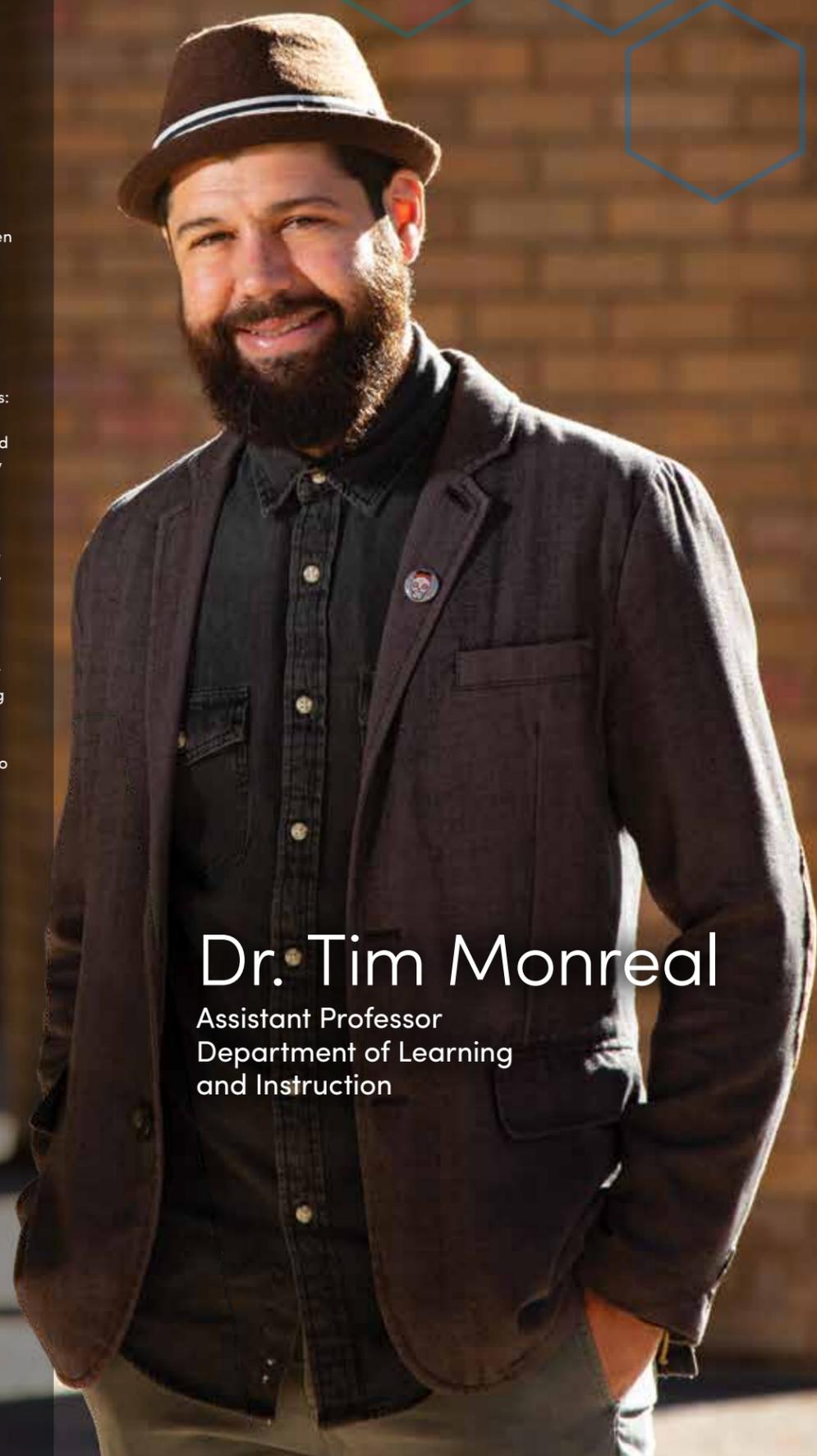
MA, secondary education, Loyola Marymount University

**UNDERGRADUATE DEGREE:**

BA, political science with a minor in history, UC Santa Barbara

## Dr. Tim Monreal

Assistant Professor  
Department of Learning  
and Instruction



## Dr. Naomi Thompson

Assistant Professor Department  
of Learning and Instruction



As a child, Naomi Thompson often felt unwelcomed and unsupported in STEM classrooms. Her experiences inspired a goal of making these environments more supportive and accessible for learners historically excluded from STEM and STEAM.

Now, Thompson’s research focuses on answering the question: How are art and knowledge—including STEM—related? She investigates how crafting, art-making and other design activities intersect with and enhance equitable learning in formal and informal environments. In particular, she seeks to design educational experiences in ways that highlight and honor voices and practices that are traditionally minoritized

and undervalued in educational settings.

With involvement in research projects like “Weaving Together: Exploring How Pluralistic Mathematical Practices Emerge Through Weaving,” she is discovering answers to her question, as she leads efforts to uplift voices and perspectives that are too often ignored.

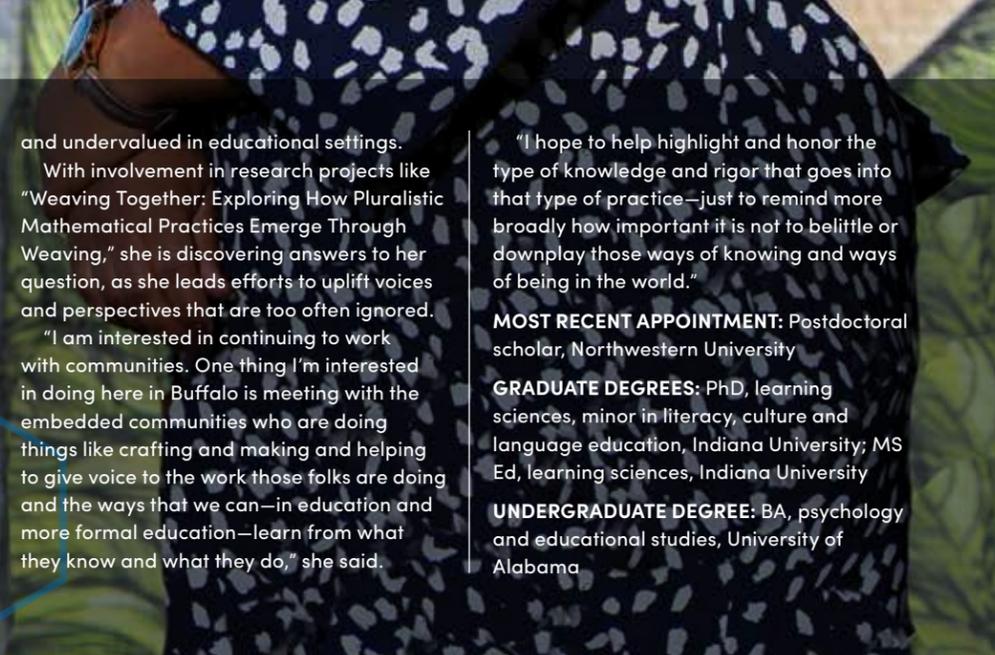
“I am interested in continuing to work with communities. One thing I’m interested in doing here in Buffalo is meeting with the embedded communities who are doing things like crafting and making and helping to give voice to the work those folks are doing and the ways that we can—in education and more formal education—learn from what they know and what they do,” she said.

“I hope to help highlight and honor the type of knowledge and rigor that goes into that type of practice—just to remind more broadly how important it is not to belittle or downplay those ways of knowing and ways of being in the world.”

**MOST RECENT APPOINTMENT:** Postdoctoral scholar, Northwestern University

**GRADUATE DEGREES:** PhD, learning sciences, minor in literacy, culture and language education, Indiana University; MS Ed, learning sciences, Indiana University

**UNDERGRADUATE DEGREE:** BA, psychology and educational studies, University of Alabama



# Dr. Courtney Ward-Sutton

Assistant Professor  
Department of Counseling,  
School and Educational Psychology



Courtney Ward-Sutton is a self-described believer in “Team Science.” Her beliefs and expertise drive her to examine the digital divide, or—in other words—the lack of access to meaningful technologies that can potentially improve the lives of individuals with disabilities.

“It’s the 21st century, where everyone seems to be connected, and there are individuals with disabilities who may not have the same opportunities or access to information,” she said.

“Technology is taking over our world—we have smart cars and phones—and we have to make sure it’s purposeful and everyone who may or may not have a disability can be included with the same opportunities for access and usage.”

Ward-Sutton’s research focuses specifically on assistive technology that can help a wide range of individuals with disabilities. Examples include universal design technology in the classroom, eyeglasses, hearing aids, voice-to-text and screen readers. Additionally, her research focuses on the access to and usage of these technologies among underrepresented populations, as well as disparity gaps and public policy within communities where assistive technology awareness may or may not be readily available.

“It seems like there’s a movement going on with all the new GSE faculty. I’m excited to join GSE and to be part of that force coming in. I want to hit the ground running and look at the resources that are available to get things going in the community that may not have been previously connected.”

#### **MOST RECENT APPOINTMENTS:**

Assistant professor of rehabilitation, University of Maryland Eastern Shore;  
Postdoctoral Research Fellow, Advanced Rehabilitation Research and Training Program, Rehabilitation Research and Training Center on Research and Capacity Building for Minority Entities, Langston University

**GRADUATE DEGREES:** PhD, rehabilitation counseling and counselor education, North Carolina Agricultural and Technical State University; MA, psychology, North Carolina Central University

**UNDERGRADUATE DEGREE:** BA, psychology, Bennett College for Women

# Looking ahead: a new era

The experiences, expertise and perspectives of these 13 new faculty members have already amplified GSE’s impact.

And it’s being felt throughout the university—and even at institutions outside of Buffalo.

Sarah A. Robert’s colleagues from another SUNY school contacted her after observing GSE’s recent cluster hiring initiatives. They reported that GSE’s success in recruiting accomplished and innovative faculty has inspired reflection, questions and the motivation to alter their institutional hiring practices to mirror GSE’s.

“They’re asking for best practices related to how to do this because they watched from not too far as we did this so successfully,” said Robert. “This has influenced not only what’s happening at GSE, but we are already having an impact and getting people’s attention at UB and in the SUNY system.”

From Robert’s perspective, GSE has prepared a cluster hiring model that can be used or adapted at other colleges and universities.

While Dean Rosenblith acknowledges that GSE needs to continue evolving to achieve its goals and create more positive change, she is delighted by the outcomes from the cluster hiring initiatives and happy to share in this transformational moment alongside the UB community this fall.

“To be able to bring in a group of scholars who have shared commitments, although from different disciplines, is powerful,” said Rosenblith. “It creates an intellectual community with shared perspectives on the importance of public scholarship and the centrality of working alongside community members in an effort to attend to and attack these vexing issues around inequality with respect to race. It’s exciting.”

*All portraits of the new GSE faculty were taken by University at Buffalo photographer Meredith Forrest Kulwicki.*

# UB Teacher Residency Program awarded \$3.5 million

## The groundbreaking program, which is a model for the nation, is diversifying Buffalo's teaching workforce and addressing the teacher shortage

BY CORY NEALON

The University at Buffalo Teacher Residency Program, which has been lauded as a nationwide model for addressing the country's K-12 teacher shortage, has been awarded \$3.5 million to expand its reach in Western New York.

The funding, from the U.S. Department of Education's Supporting Effective Educator Development (SEED) Program, was announced by Rep. Brian Higgins (NY-26).

Higgins said the COVID-19 pandemic has been difficult for teachers in Western New York and across the country. With students back in the classroom, teachers "must address the educational gaps that resulted from pandemic-related learning disruptions amid nationwide staffing shortages," said Higgins.

"Funding from the U.S. Department of Education will not only address current staffing shortages in local schools, but it will also provide long-term investments in the teacher pipeline that ensure opportunities for individuals from diverse backgrounds. Additionally, it supports a strong education workforce in Western New York that is well prepared for success in the classroom," he said.

Suzanne Rosenblith is professor and dean of the Graduate School of Education, which leads the residency program.

"We are deeply appreciative for the continued support the UB Teacher Residency program has received from the U.S. Department of Education," said Rosenblith, a co-principal investigator of the grant. "With this new grant, the UB Teacher Residency program will continue to increase educational opportunities for all students by recruiting, preparing and supporting racially, ethnically, economically and linguistically diverse professionals to work in Buffalo Public Schools."

Launched in 2019, the UB Teacher Residency Program enables individuals

interested in a career in education to earn New York State initial teacher certification through a paid residency. The one-year program combines coursework with experience educating alongside a mentor teacher for an entire school year in Buffalo Public Schools.

The program works toward building more equity in the quality of school experiences for historically underserved communities in Buffalo by hiring and retaining racially, ethnically and linguistically diverse teachers.

By shifting the balance of teacher education from university classroom-based learning to a community-based residency model grounded in practical experience, the program also bridges the gap between theoretical knowledge and real-world experience in K-12 classrooms.

"We are proud that our program has been able to recruit and collaboratively prepare excellent teachers who come from racially, ethnically and linguistically diverse backgrounds," said the residency program's director Amanda Winkelsas, clinical assistant professor in the Department of Learning and Instruction. "Research has demonstrated that a diverse, well-prepared, and stable teaching force has a tremendously positive impact on student outcomes such as attendance, achievement, enrollment in advanced-level courses, and matriculation into college."

She added: "This grant allows us to continue that work and to develop teacher-leadership pathways for more teachers in first-ring suburban districts who work with

our residents and teacher candidates."

The new grant will allow the program to expand program components into Sweet Home Central School District, Amherst Central School District and Kenmore-Town of Tonawanda Union Free School District.

Winkelsas is the grant's principal investigator. In addition to Rosenblith, additional co-principal investigators in the Department of Learning and Instruction include Elisabeth Etopio, clinical associate professor; Julie Gorlewski, professor; and Erin Kearney, associate professor. Kamontá Heidelberg, assistant professor of school psychology in the Department of Educational Studies at The Ohio State University, is also a co-principal investigator.



## New leadership for UB's teacher education programs

BY DANIELLE LEGARE

Julie Gorlewski has been named senior associate dean for academic affairs and teacher education in the Graduate School of Education. Gorlewski, who is a professor and the former chair of the Department of Learning and Instruction, transitioned into this newly created role over the summer.

As senior associate dean, Gorlewski will oversee GSE's growing teacher preparation programs and strengthen collaborative efforts with local schools to better prepare and retain teachers throughout New York State. Additional contributions will include advances in research, increased attention to community needs and extended clinical experiences—all of which are based on a vision of teacher education as an endeavor that is shared among university, school and community stakeholders.

"Julie Gorlewski is a visionary leader," said Suzanne Rosenblith, GSE dean and professor. "She is committed to improving relationships between schools and universities and is engaged in meaningful research that will not only benefit GSE and improve our teacher preparation programs, but will also benefit the communities and schools with which we partner."

Gorlewski has served as the chair of UB's Department of Learning and Instruction since 2018. A proponent of university-based and community-centered teacher education that is focused on the impact on learners, Gorlewski studies issues of equity, literacy, and the cultivation of critical dispositions with preservice and practicing teachers.

"I look forward to moving into a role that will involve continued efforts to improve the preparation of teachers. The role represents an investment in the potential for teacher education to be a lever for transformation toward equity and justice and improved student achievement for all learners," said Gorlewski.

"GSE has the vision to embed community engagement to increase faculty research participation in teacher education, and to further integrate collaborative efforts of our

school-based teacher educators—and part of that involves an expansion of our clinical experiences toward yearlong residency."

Under Gorlewski's leadership, students enrolled in GSE's New York State teacher certification programs will complete expanded clinical experiences, including a

**"The role represents an investment in the potential for teacher education to be a lever for transformation toward equity and justice and improved student achievement for all learners."**

—Julie Gorlewski

yearlong residency in schools throughout Western New York. The residency approach is modeled after medical residencies and builds on the former 15-week student teaching requirement.

"I'm excited about shifting to a yearlong clinical residency and collaborating even more closely with our school partners, teachers and administrators," said Gorlewski. "Our teacher education programs have always had productive affiliations with schools, and this will enable us to improve those already strong relationships, to extend community partnerships and to ensure that all our collaborations are mutually beneficial."

UB's teacher residency approach is grounded in research conducted by Gorlewski and other GSE faculty on the effective practices for the preparation and retention of new teachers. Teacher residencies diminish the first-year learning curve for new teachers, improve retention and reduce turnover in the teaching profession.

At a time when teacher shortages are reaching crisis levels, ensuring a steady pipeline of highly qualified teachers is critical.

The U.S. Department of Education recently recognized UB as a leader in teacher

education due in part to its teacher residency programming. UB's expanded certification pathways, coupled with the yearlong residency, hold great potential for serving as a national model for teacher education.

Gorlewski has published more than 20 manuscripts in peer-reviewed journals and 12 books, including co-authoring "A Case for Change in Teacher Education: Developing Community-Based Residency Programs" in 2022. She also serves on the New York State Professional Standards and Practices Board for Teaching.

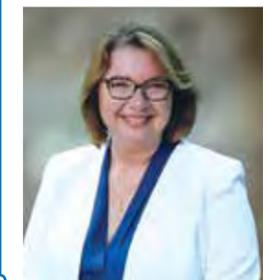
As a researcher, professor, administrator, author and New York State certified teacher, Gorlewski possesses more than 30 years of experience in the field.

Before coming to UB in 2018, Gorlewski was an associate professor and the chair of Virginia Commonwealth University's Department of Teaching and Learning. As an assistant professor in the School of Education at SUNY New Paltz, she received the Provost Award for Research and Creative Activity.

From 2013 to 2018, she was an editor of English Journal, the flagship publication of the National Council of Teachers of English.

Certified in elementary ed and secondary English, she taught English for more than 12 years, often working with diverse populations of learners, including emerging multilingual learners.

Gorlewski received her PhD in social foundations of education and master's degree in elementary education/early childhood from UB, and a bachelor's degree in secondary English education from Buffalo State.



Julie Gorlewski is a GSE professor of learning and instruction and senior associate dean of academic affairs and teacher education.

# Welcoming this year's residents

Members of the fourth Teacher Residency cohort explain what drew them to the program.



**Bahati Adam** graduated from the Buffalo Public Schools and majored in sociology at UB. The experience interning for BPS as a college access specialist opened her eyes to many challenges new English language learners face when adapting to the school environment. **As a result, she wanted to continue working with them, hoping to positively influence these youth as an educator.**



**Rehana Akhter** double majored in science and education as an undergraduate and received postgraduate diplomas in ecology and environment and computer applications. **Akhter strives to focus on culturally responsive teaching; she believes every child has enormous potential, but motivation and guidance are the keys to a student's success.**



**Brianna Brown** graduated from the UB with a bachelor's degree in African American studies and legal studies with a minor in education. She is a former teacher's assistant for a special education preschool classroom. **Brown takes a special interest in community engagement and finding ways to create equity in the education system.**



**Chantal Cunningham** graduated from D'Youville College, where she earned dual degrees in exercise and sports studies and business management. After applying to become a Buffalo Public Schools substitute teacher, she moved through several positions, ultimately becoming a living environment teacher. **She could not pass up this amazing opportunity when she learned about the UBTR Program.**



**Daniela Edinger** of Porto Alegre, Brazil, has a degree in English language and literature. Edinger is bilingual in English and Portuguese and taught in Brazil for almost 20 years. **Knowing that she belongs in the classroom, she declared ESOL the best path to return to teaching, because she finds great value in teaching English to those who need to learn it.**



**Terasa Hall** earned a bachelor's degree in health and human services with a concentration in early childhood education from UB. **Before joining the UBTR program, she was a building substitute teacher in the Buffalo Public Schools with a passion for helping and teaching children.**



**Jetaun Harris**, a Buffalo native, earned a BA in sociology from Buffalo State. As a human service professional, she facilitated care for individuals, families and communities, while overcoming concerns to improve their quality of life. **She now wants to focus on culturally sustaining pedagogy and culturally responsive teaching strategies, as she continues to learn in the UBTR program.**



**Nichole Johnson** graduated with a BA in history in 2006 and has worked in the banking industry for the past 14 years. While helping her son with schoolwork during the pandemic, she was reminded that teaching is her calling and enthusiastically joined the UBTR program. **She is ecstatic to become a teacher and do what she has been passionate about all these years.**



**Kimberly Y. King** is a Buffalonian who was educated in the Buffalo Public Schools. She is a Buffalo State graduate who taught for 15 years in the Head Start program and held various positions related to educating young children. **The UBTR program is an opportunity of a lifetime for King to help fulfill her passion for and her dream of teaching children in the BPS.**



**Tyler Mecklenburg** has an undergraduate degree in voice performance from SUNY Fredonia and is now in the adolescent social studies program with UBTR. Mecklenburg switched to the UBTR program because it provides the best teacher training for aspiring urban teachers. **He has always wanted to teach in Buffalo, primarily because of the diversity the Buffalo community offers.**



**Alexis Orr** currently holds a bachelor's degree in English and adolescent education, but has decided to further her academic studies in early childhood and childhood education. **She loves that the UBTR program allows her to collaborate with an experienced mentor teacher for an entire year and help her gain hands-on experience.**



**Philip Pinzone** received a master's degree in biology from Buffalo State in 2016 and has been teaching as an adjunct professor ever since. He believes teaching the youth is his way of helping the community in Buffalo. **Pinzone is inspired to work in education because of his mother, who has been a teacher for more than two decades.**



**Lucas Potter** was born and raised in Buffalo and graduated from UB in Spring 2022 with an undergraduate degree in biological sciences. He worked with Buffalo Prep, a program for underrepresented students from Buffalo, to provide academic advancement opportunities. **Potter became interested in teaching science because he believes he can inspire students to learn and pursue STEM careers.**



**Adam Pruchnowski** majored in English at UB. He has been a teacher's aide for several programs and led a local small business, Heart of the Game, where he has worked to engage community members in their hobbies. **He learned about the UBTR program through a close friend and thought it was the best opportunity for him to gain experience as an educator.**



**GianCarlo Pryce** is from Brooklyn, N.Y., and completed his bachelor's in history at UB. He is excited to be in the fourth cohort of the UBTR program to acquire the tools and fulfill the requirements for starting a teaching career and is grateful to enter the classroom under the tutelage of a mentor teacher. **Pryce wants to help young learners as they navigate and explore the world around them.**



**Noah Reed-Eason** received a bachelor's degree in music from UB. Now, he is on his way to becoming the first music teacher to go through the UBTR program. When his mother suggested this program, he knew it would lead him to complete his master's degree with a teaching certificate, while giving him teaching experience in an urban classroom. **He is excited to share his love for music with children in the city where he grew up.**



**Martin Safford-Cameron** has worn many hats in his half-century on earth, from a classically trained violinist, student of world history and of science and human interactions, deckhand, restaurant owner/chef, soccer coach and substitute teacher. He received a bachelor's degree in political science and international relations from Williams College. **Substituting at the elementary level cemented his plans to become an educator for his remaining career, and now he is excited to begin this fulfilling chapter in his life in the UBTR program.**



**Courtney Sorrento** received her bachelor's degree in French secondary education from Buffalo State. Sorrento worked as a French teacher, a telephone banking center trainer, a small business owner and a retirement/Medicare/asset protection planner before joining the UBTR program. **She is grateful the program allows her to get her master's degree and certification, while student teaching and earning financial support.**



**Meghan Stella** received her bachelor's degree in interdisciplinary social sciences with an early childhood concentration from UB. She previously worked as a teacher's aide and substitute teacher. Stella wants to become a teacher because she believes that knowledge is power. **She wants her students to exude confidence in the classroom and take the skills they learn into their personal lives.**



**Matt Weinberg** earned his bachelor's degree in mathematical physics from the University at Buffalo. While pursuing his degree, he worked as a teaching assistant for the Educational Opportunity Program and the UB Department of Mathematics. **Weinberg is passionate about teaching and knows this profession best suits him.**



**Caroline Williams** graduated from UB with a BA in communications and a minor in Spanish and earned Latin honors. She has found much joy working as a TA for COM326 to help support student learning, and as a community assistant at Creekside Village. **Williams is ready to teach Spanish and believes that she can make an impact on her students.**

## Solving the equity equation:

GSE doctoral student Melodie Baker advances math policy and opportunity for students across the nation

BY DANIELLE LEGARE

When GSE doctoral student Melodie Baker finished high school, she knew she wanted to study anything other than math in college. Her feelings about the subject had radically shifted over the years. As a young child, she had observed her father relying on math to guide his work as a carpenter, and from him, she inherited mathematical talent and curiosity.

Baker's math skills were stifled in elementary school, however. She was placed into lower-level math courses due to tracking—the discriminatory practice of grouping students into classes based on their perceived abilities. “The focus in our classroom was more on behavior and following the rules than on creative thinking,” said Baker.

The experience was disheartening. She eventually pursued different academic pathways, earning a bachelor's degree in public relations, communications and marketing from Buffalo State in 2005 and a master's degree in executive leadership and change from Daemen University in 2009.

In 2014, she became the director of education at the United Way of Buffalo and Erie County. As she led initiatives to improve outcomes for local children and families, she knew she wanted to make a significant impact with limited resources. She decided to learn more about statistics.

Baker enrolled in GSE's applied statistical analysis advanced certificate program, where she met Sunha Kim, associate professor of counseling, school and educational psychology. In Kim's classes, Baker remembered why she once loved math. “She's a really good professor,” said Baker. “When you get a good professor, they do a great job of engaging students in the learning process and

finding the most relevant ways to transfer learning and skills.”

Baker left an impression on Kim, too. After working with Baker throughout the advanced certificate program, Kim encouraged her to continue her studies in GSE's educational psychology and quantitative methods PhD program.

“Melodie is relentlessly curious, personable and very motivated to do excellent work,” said Kim. “Impressively, she was selected for the 2020 Dean's Service Award by GSE because of her outstanding service, leadership and vision to promote access to quality educational opportunities.”

Since beginning the PhD program, Baker's commitment to helping students has intensified. She intends to use her expertise to improve educational outcomes for underserved populations—to be the person she needed when she was tracked into lower-level math as a child.

She currently serves as the national policy director at Just Equations, a California-based policy institute whose mission is to reconceptualize the role of mathematics in ensuring educational equity in the transition from high school to and through college.

Two recent achievements: receiving an invitation from the American Research and Evaluation Association to share her research and co-authoring “Charting a New Course: Investigating Barriers on the Calculus Pathway to STEM.” The report explores factors that impede students' progress in calculus sequences and into STEM majors, and features opportunities for postsecondary institutions to confront these barriers.

“America does not look the way that it did 50 years ago,” Baker said. “Things are changing. We must remove barriers and change access to math to address that.”



## Doctoral student promotes research on podcast

Abbey McClemon disseminates information to global audiences about ADHD, ASD and COVID-19-related stress and burnout

BY DANIELLE LEGARE

University at Buffalo doctoral student Abbey McClemon's research on Attention-Deficit/Hyperactivity Disorder (ADHD), Autism Spectrum Disorder (ASD), and COVID-19-related teacher and student support is gaining attention worldwide.

McClemon, a student in the Graduate School of Education's combined counseling and school psychology PhD program, recently shared her research expertise on the London-based podcast, “The Emotional Curriculum.” She discussed her research and work with young people who have a dual diagnosis of ADHD and ASD. The episode explored the links between these diagnoses, bullying and school refusal, and the role of externalizing behaviors in bullying and school refusal.

“The whole idea of this podcast is to spread research in a way that's easy for anyone to understand, even if they're not a researcher. I wanted to focus on what is most relevant and how I can make it important for other people, especially teachers, who are the main audience of the podcast,” she said.

She also presented two research posters in February at the National Association of School Psychologists Convention in Boston. Both posters focused on best practices for supporting teachers and students during the COVID-19 pandemic. “It was just a really good feeling to be in a room of these school psychologists at different levels of their training—and just to be with everybody who is passionate about the same thing that I am,” said McClemon.

A self-described overachiever, McClemon spent her undergraduate career at Binghamton University studying psychology, working in research labs and contributing to publication efforts.

Despite her busy schedule, McClemon completed her bachelor's degree in psychology in three years and decided that her next step would be to enroll in a doctoral program. She

knew during her interview that GSE was the right fit: “I did not have that gut feeling when I had my other interviews, but there was something about UB. I knew this is where I wanted to be,” she said.

McClemon still feels the same way, partially because of the supportive, collaborative environment in the Department of Counseling, School and Educational Psychology. As a graduate assistant in UB's Alberti Center for Bullying Abuse Prevention, she works with faculty and other students to give community-based presentations, assist with ongoing research projects, and write and edit articles.

Stephanie Fredrick, associate director of the Alberti Center and assistant professor of counseling, school and educational psychology, is grateful to serve as an advisor to McClemon. “I couldn't have asked for a more driven, motivated, easy-to-work-with student,” said Fredrick. “She is really interested in working with and researching kids with behavioral disorders, particularly youth with ADHD, and I wanted to nurture that interest.”

Now in her fourth year in the program, McClemon is currently working on her dissertation. She is conducting an intervention study using The OutSMARTers Program, developed by Dagmar Kristin Hannesdóttir,

Ester Ingvarsdóttir, Margrét Ísleifsdóttir and Steinunn F. Jensdóttir to teach social skills, self-regulation and executive function to children with ADHD.

While working on her dissertation, she thinks ahead to the future. She hopes to start a private practice focused on children and adolescents with special needs. But, even then, she wants to continue conducting and promoting research in new ways to help spread awareness about valuable information in her field of study.

“When so few people read journals, we might ask: ‘Why even bother doing research?’”

“I did not have that gut feeling when I had my other interviews, but there was something about UB. I knew this is where I wanted to be.”

But, when there are opportunities to reach a bigger audience, that is the key to me—that's why I want to have research, at least in some way, in my career forever.”



Abbey McClemon, student in GSE's combined counseling and school psychology PhD program, presented two research posters at the National Association of School Psychologists Convention earlier this year.

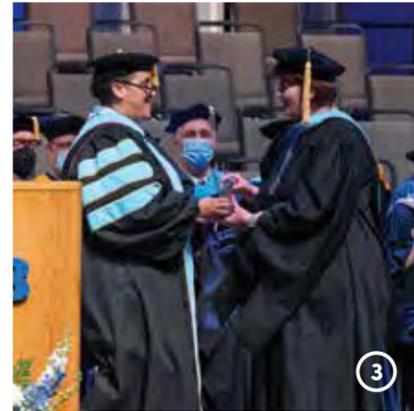
# New beginnings

In a return to tradition, GSE's 91st commencement ceremony welcomed faculty, staff, students and guests to UB's Center for the Arts on May 20.

Dean Suzanne Rosenblith and A. Scott Weber, provost and executive vice president for academic affairs, conferred degrees on the graduates during this special occasion.

"To our class of 2022, we celebrate you as you go off into the world. Every day is a new day of promise and opportunity," said Dean Rosenblith during her remarks.

As our graduates pursue the next steps in academic and professional careers, we wish them success and celebrate their hard work and dedication to excellence. Congratulations, class of 2022!



- 1 Ana Luisa Muñoz-García, graduate of the educational culture, policy and society PhD program, received GSE's Distinguished Alumni Award.
- 2 Melissa Hubbard, higher education PhD program graduate, received the Edwin D. Duryea Jr. Higher Education Memorial Award.
- 3 Barbara Ricotta, UB dean of students and senior associate vice president of student life, received special recognition for her retirement and dedication to the UB community throughout her 38-year career.
- 4 David Rust, chief executive officer of Say Yes to Education Buffalo, received the Dean's Service Award.



# The Gift of Giving

From left: Richard Arum, inaugural Johnstone lecturer; Stephen Dunnett, retired vice provost for international education; Gail Johnstone; D. Bruce Johnstone; Suzanne Rosenblith, dean of GSE; and President Satish K. Tripathi.

BY DANIELLE LEGARE

As an accomplished higher education scholar and practitioner, D. Bruce Johnstone recognizes the critical importance of giving students opportunities to explore worldwide educational perspectives, policies and practices through a comparative lens.

After serving as vice president for administration at the University of Pennsylvania, president of the State University College at Buffalo and chancellor of the State University of New York, issues of comparative education have been at the forefront of Johnstone's thinking for decades.

His research and expertise in international comparative higher education, finance, governance and policy formation also brought him to GSE as a SUNY Distinguished Service Professor, where he taught higher education and comparative education courses in the Department of Educational Leadership and Policy.

Even after he retired, his time at UB solidified his desire to continue broadening students' educational experiences through thought-provoking lectures and conversations about international educational systems and norms.

"I firmly believe that all graduate students in education—whether in social foundations, curriculum and instruction, or administration—benefit greatly from serious exposure to educational practices and the training of educators and educational researchers around the world," he said.

He and his wife, Gail E. Johnstone, established the Johnstone Distinguished Lecture Series in Comparative Education Policy to facilitate continued critical thinking about educational policies and systems.

The Johnstones knew this lecture series would be especially valuable for GSE students. "The University at Buffalo's

Graduate School of Education plays a special role in the provision of advanced training of teachers, school and college administrators, and in research that expands our understanding of how teachers, professors and administrators achieve this mission in states and localities that are too often beset with intolerance, inequality and insufficient resources," he said.

The inaugural lecture, held in UB's Center for the Arts on Sept. 13, 2022, was given by Richard Arum, professor of education at the University of California, Irvine.

His presentation, "Inequality in Higher Education: International Comparisons, Historical Trends and Student Educational Experiences During the COVID-19 Pandemic," provided an overview of features and perspectives on access, cost and outcomes in higher education institutions in the U.S. and around the world. Informed by his research at the University of California, Irvine, Arum's lecture discussed the impact that pandemic responses had on student inequality and educational experiences during the COVID-19 pandemic, and the new behaviors and institutional practices that might provide opportunities to improve access and equity in the future.

The first lecture has already proven to have the impact that the Johnstones envisioned.

"UB is a research institution

with a large international student population. If we want to place ourselves at the top, we need to know what others are doing and how we actually compare internationally and not just domestically," said Travis Eisele, GSE doctoral student and academic advisor. "This lecture should make students question whether the U.S. model is actually the best, and if not, why isn't it, and what can be done to change that?"

As GSE students prepare for careers as educators, researchers and policymakers, the Johnstone Lecture Series will continue to sharpen their perspectives on and knowledge of global education issues and policies.

And the entire UB community is grateful.

"We deeply appreciate the Johnstones' support for this lecture, which not only creates a shared foundation of knowledge and experience, but also sparks innovative ideas and practices by presenting different perspectives to explore," said UB President Satish K. Tripathi.

Richard Arum, professor of education at the University of California, Irvine, gave the inaugural lecture in GSE's new Johnstone Distinguished Lecture Series in Comparative Education Policy.



# Hi!

I am Lauren E. Turner, and I am excited to be a part of the Graduate School of Education. As the first assistant director of alumni and constituent engagement, I am ready to learn what your favorite and not-so-exciting experiences at the school were. I want to hear about what you did outside of the university as well. Did you go to Santora's? Or were you at Coles? Did you enjoy Buffalo's parks on nice days or appreciate the stillness of winter? I am committed to providing rewarding opportunities for all GSE alumni, while prioritizing fun and meaningful engagement at the same time.

To get to know a little about me: I am from the City of Buffalo, a Canisius College graduate, rugby player and lover of fine wine and food.

Looking forward to our first year getting to know one another and building what our alumni network can really be!

**Lauren E. Turner, MS**  
Assistant Director,  
Alumni and Constituent Engagement  
Graduate School of Education  
School of Architecture and Planning

# Hello!

I'm Kathryn Ross-Winnie, and I am thrilled to join the Graduate School of Education! I have worked in nonprofit fundraising in Buffalo since moving here in 2004. I received my master's degree in higher education and student affairs administration from Buffalo State in 2013, and have since specialized in higher ed fundraising. As the recipient of a life-changing college scholarship, I am passionate about creating opportunities and access for students. I love building connections in our community, and I love the magic moments when we have real impact on students' lives. More than anything, I love meeting new people—I hope that our alumni will feel free to reach out! In my free time, you can find me outside in my garden, hiking or camping. I am also an active volunteer in my kids' school, an avid reader and a crossword puzzler.

**Kathryn Ross-Winnie**  
Associate Director of Advancement  
Graduate School of Education

## TRAJECTORY ALUMNI PROFILE

### GSE alumnus named 30 Under 30 honoree by Buffalo Business First

#### Carl Lam recognized for contributions to Buffalo community and higher education profession

BY DANIELLE LEGARE

Graduate School of Education alumnus Carl Lam, EdM '16, was recognized as one of Buffalo Business First's 30 Under 30 Class of 2022 honorees. Every year, the list celebrates young professionals positively impacting their industries and communities.

Honorees are chosen based on career achievements, community engagement and leadership capabilities. As an adjunct lecturer, meteorologist for Buffalo's WGRZ-TV and Toronto's CFTR-AM, and resource analyst in the Office of Resource Planning at the University at Buffalo, Lam serves several communities every day.

As a resource analyst, he develops multiyear business plans and liaises between units and central administration in the annual resource planning process.

His efforts to help others are different as a meteorologist: "All of us are in the industry to serve the community. It's not about us—we're there to provide vital information to people who are watching," he said.

Lam also runs a mentorship program at the Buffalo Broadcasters Association for students interested in broadcasting.

While he was initially surprised by the recognition, he acknowledges that his commitment to giving back to the Buffalo community likely led to his name appearing on the list. "It's less about me and more about the city," said Lam. "This is my hometown."

He knew he wanted to pursue a career in higher education after studying music education at the State University of New York at Fredonia, where he developed a passion for assisting students in his program to choose the right classes. Classmates recognized him as an unofficial advisor because of the helpful documentation he shared each semester.

Observing Lam's natural talent for giving support and guidance, his mentor suggested that he pursue a career in higher education and student affairs. Together, they explored higher education graduate programs, and Lam ultimately decided he wanted to study at UB.

"Coming to UB was a new frontier," said Lam. "There are a lot of differences between

Fredonia and here, and I thought it would be great to learn about higher ed in one of the biggest public institutions."

His decision to enroll in GSE's higher education administration program—now higher education and student affairs program—proved to be the perfect next step. Courses with William "Bill" Barba, former clinical professor of higher education and chair of the Department of Educational Leadership and Policy, and Namsook Kim, clinical assistant professor of educational leadership and policy, solidified his love of working in academia.

In particular, Kim's cultural diversity in higher education class left a lasting impact: "It was such a great experience to have that space where we were learning so much and having a chance to talk about everything surrounding multiculturalism and diversity—not just in an institution of higher education, but also in general," he said.

Kim still remembers Lam's contributions, too. She recalls Lam's vulnerability, and public speaking and leadership skills.

"As an instructor, it was such a joy for me to have Carl, who so proudly and so enthusiastically shared his journey as a person ... In our predominantly white institution, we are lucky to have Asian and other BIPOC presence, but their diverse perspectives and impactful stories are not fully heard or celebrated as they should be. With that regard, I recognize and appreciate his contribution to our growth as a school," said Kim.

As a self-proclaimed lifelong student, Lam continued his academic journey after graduating from GSE. He has since earned a master's degree in music performance, an advanced certificate in professional writing and digital communication—both from UB—and a broadcast meteorology certificate from Mississippi State University.

He is currently enrolled in UB's master of business administration program and a nonprofit management advanced certificate program at Washington University in St. Louis.

While he is unsure where his career will take him in the future, he hopes to always work in higher education, an environment that he believes keeps him intellectually curious. But for now, he is honored to receive a spot on the 30 Under 30 list. According to Lam, receiving this recognition would not have been possible without the lessons he learned from his parents.

"My parents taught me the value of hard work and encouraged me to be ambitious," he said. "This is a testament to them and what they instilled in me. I am just carrying on their legacy of hard work and service to the community."



Carl Lam working as a meteorologist in Rochester's WHEC station in July 2021.

# Exploring Mother Africa: UB holds Teaching Black History Conference

BY DANIELLE LEGARE

To learn the best curricular and instructional practices surrounding Black history education, the University at Buffalo Graduate School of Education held the 5th Annual Black History Teaching Conference from July 22-24, 2022.

The event, organized by the UB Center for K-12 Black History and Racial Literacy Education, welcomed more than 350 educators, parents, students, librarians and museum curators virtually and in person at City Honors School in Buffalo.

This year's conference theme was Mother Africa.

Attendees had the opportunity to choose from over 50 sessions that explored strategies for teaching ancient to contemporary African history. Topics ranged from using literature to explore Africa as a continent, teaching elementary students to be literate about the African diaspora, and preserving the Black narrative in digital form.

## A safe space

"This conference seeks to be a safe and radical space where teachers convene and discuss Black history curriculum and instruction. Workshop presentations are informative and interactive, providing participants with culturally relevant and sustaining strategies and resources to incorporate Black history throughout the school year and across curriculum disciplines," said

LaGarrett King, director of the UB Center for K-12 Black History and Racial Literacy Education and GSE associate professor of social studies education.

"We are always excited about our conference, but this one had special significance. It was our 5th anniversary and the first hosted at our new home, UB's Center for K-12 Black History and Racial Literacy Education," he said.

## Teaching and learning about Mother Africa

This year's Mother Africa theme was sparked by King's long-ago observation that children are first introduced to Black people in school through enslavement. "When we do that, we miss out on thousands of years of history, and there are implications to understanding Black people as 'your slaves.' But, if we understand them as different ethnic groups in Africa, you get to understand their humanity," he said. "You get to understand various cultures. You get to understand how these particular people live. You get to really understand how they got to the Western world."

Joy Bivins, director of the Schomburg Center for Research in Black Culture, delivered the keynote address on July 22.

Throughout her talk, "Exploring Global Black History through the Archives," Bivins explained that educators can facilitate and enhance global Black history learning by exploring the African artifacts, art, manuscripts and archives collected and preserved by the Schomburg Center. "We are here to share

what we have ... and we will continue to do it, painting by painting, object by object, and book by book," she said.

Nwando Achebe, Jack and Margaret Sweet Endowed Professor of History at Michigan State University, was the keynote speaker on July 23 and discussed women, gender and the female principle in Africa.

Gloria Boutte, Carolina Distinguished Professor at the University of South Carolina, and George Johnson Jr., professor at South Carolina State University, delivered the keynote address, "Back to Africa: A Conversation with Drs. Diaspora," on July 24.

**"We are here to share what we have ... and we will continue to do it, painting by painting, object by object, and book by book."**

## Inspiring curiosity and critical conversations

GSE doctoral student and Marathon Central School District principal Holly Marcolina presented "Let Her Speak for Herself: Unsilencing the Geographical Stories of the African Continent." Marcolina's session encouraged educators to use maps in conjunction with photographs, trivia and interesting landmarks to ignite students' curiosity and better understand distinct locations and cultures throughout the continent.

"Africa is the second biggest continent in the world. It is just enormous ... So many times, Africa is really presented as this monolith—it's all one big culture, one big place," Marcolina said in her presentation. "How could that be possible when you've got a place this huge?"

This event builds on the Center for K-12 Black History and Racial Literacy Education's efforts to provide educational experiences focused on how Black history and race are taught and learned around the world to K-12 students, in-service and pre-service teachers, and the general society.

According to GSE Dean Suzanne Rosenblith, the event occurred at a critical time.

"This conference is so important for current and future educators and school leaders. We're living in really precarious times right now, where in many states across the country, organized efforts are underway to silence and erase Black history," she said.

"Participating in this conference is a positive and constructive act of resistance."



LaGarrett King, director of the UB Center for K-12 Black History and Racial Literacy Education and GSE associate professor of social studies education, gives opening remarks at the 5th Annual Black History Teaching Conference.

# A celebration of James Banks, the "father of multicultural education"

BY DELANEY REH

Who founded multicultural education, and how has the concept evolved throughout the years?

GSE hosted a two-day event to explore these questions and honor James Banks, Kerry and Linda Killinger Endowed Chair in Diversity Emeritus at the University of Washington. Held in Harriman Hall on UB's South Campus on Oct. 13 and 14, the event, "The Evolution of Multicultural Education," celebrated Banks, who is recognized as one of the founders of multicultural education.

**"It is very important for us to look at these problems of racism as a global problem, not just as a national problem."**

The event began with a panel presentation of scholars, including SUNY Distinguished Professor Lois Weis. The panelists discussed Banks' research on how educational institutions can improve race and ethnic relations, and his impact on schools, colleges and universities throughout the U.S. and the world.

The following day, LaGarrett King, GSE associate professor of social studies education, sat down with Banks to discuss the significant moments in his upbringing, education and career that helped shape him as an educator and researcher.

During their conversation, Banks shared details about growing up in segregated rural Arkansas during the 1940s and 1950s, where he was raised on a Black-owned farm and attended an all-Black school. As a student, he was inspired by his teachers, who helped him blossom in the classroom by providing educational opportunities in spite of limited resources. These educational experiences motivated Banks to become an elementary school teacher.

LaGarrett King and James Banks share a conversation at "The Evolution of Multicultural Education" event.

He went on to become a professor at the University of Washington in 1969. There, his research flourished, and he founded the concept of multicultural education to explore what happens when education celebrates different cultures and prepares students to live in a diverse world.

"The work I have been doing cross-nationally has been very powerful and has enabled me to see the different problems throughout the United States. It is very important for us to look at these problems of racism as a global problem, not just as a national problem," said Banks.

The GSE community was honored to spend time with Banks and was inspired by his words of wisdom.



# Fellowships

## 2022-23 Arthur Schomburg Fellows

UB's Arthur A. Schomburg Fellowship Program provides financial support for master's and doctoral students who contribute to the diversity of the student body and have overcome a disadvantage or other barrier to success in higher education.



**Mary DiCioccio**, a Buffalo native, is a PhD student in the curriculum, instruction and the science of learning program. She received her bachelor's degree in mathematics education from SUNY Fredonia and her master's of education from Boston College. DiCioccio was a researcher at Boston College, where she studied how Catholic schools instill meaning and purpose in students' lives. After finishing her PhD, DiCioccio wants to become a published researcher and professor of math education.

**Samantha Didrichsen**, a native of Miller Place, N.Y., is a doctoral student in the curriculum, instruction and the science of learning program. She earned her bachelor's degree in early childhood education at SUNY Fredonia and her master's degree in special education early childhood intervention at Hofstra University. Didrichsen had her ABA research published in Hofstra University's sixth volume of their online journal "Special Education Research, Policy & Practice." Her goal is to help build and prepare a new preservice teacher preparation program for those interested in early childhood special education in Western New York.



**Dawnavyn James** is a doctoral student in the curriculum, instruction and the science of learning program. A native of Kansas City, Mo., she is an early childhood and Black history educator whose professional goal is to research Black history education in elementary classrooms, curriculum development and instruction. James chose to complete her PhD at GSE because of LaGarrett King and the Center for K-12 Black History and Racial Literacy Education.

A native of Orlando, Fla., **Haseeb Memon** is a student in the combined doctoral program in counseling psychology and school psychology. He graduated from the University of Florida with a bachelor's degree in psychology specializing in behavioral analysis. At UF, Memon worked in various organizations to improve access to mental health resources, such as serving as an ambassador for the counseling center and volunteering at local crisis hotline centers. His academic and professional goals are to create more research about South Asians and Muslims and the stigma associated with their mental health.



**Margaret Youngs** is a student in the combined doctoral program in counseling psychology and school psychology. She received her bachelor's degree in psychology from Hilbert College. She recently assumed the duties of the chief psychometrician at Erie County Medical Center, where she completes neuropsychology consults on a broad spectrum of patients on the psychiatric emergency floor. Youngs' professional goal is to provide equal and representative access to assessments in the field of neuropsychology.

## Presidential Fellows

The Presidential Fellowship Program, inaugurated in the fall of 1984, is awarded to new PhD applicants, who have a record of excellence. Students must be appointed as a full teaching, graduate or research assistant.

**Babak Barghchi**, a native of Mashhad, Iran, is a PhD student in the language education and multilingualism program. He received both his bachelor's degree in English literature and master's degree in TESOL from the Ferdowsi University of Mashhad. Barghchi has worked as an English foreign language teacher, TESOL trainer, translator and educational advisor, and chose GSE because of its vibrant environment with world-class scholars. He aspires to be a researcher in educational linguistics and believes that multiculturalism and multilingualism are potent forces that enrich our lives and foster peace.



A native of St. Louis, Mo., **Emil Beckford** is a student in the combined doctoral program in counseling psychology and school psychology. He received his bachelor's degree from Yale University in psychology. He recently served as a research assistant for the Adolescent Brain Cognitive Development (ABCD) Study, where he interviewed 11-15-year-old children about their physical and mental health, cultural and environmental factors and technology use, and assisted with their MRI scans. Beckford chose GSE because of its strong integration of research and applied skills. He hopes to have a career focused on helping queer people of color through practicing and community-based participatory research.



**Bingwan Tian**, a native of Shanxi, China, is a doctoral student in the educational culture, policy and society program. She earned her bachelor's degree in Chinese as a second language from Zhejiang University and a master's degree in comparative literature and world literature from Nanjing University. She chose to complete her PhD at GSE because the school makes her feel like she can make a difference in the world, and she wants to learn in an academic community with great diversity. She hopes to explore the dynamics of education from the perspective of sociology and anthropology, while making a difference in the education field.



# Faculty Retirements



## Thomas Ramming

In 1986, Thomas Ramming met Ollie Gibson, his first professor in his doctoral program at GSE, and it changed his life. After many conversations with Gibson, Ramming decided to pursue a career in human resources with the goal of retiring as school superintendent and then joining the faculty in what was then known as the Department of Educational and Leadership Policy. Following 34 years in K-12 education, including 29 years in various leadership positions, Ramming joined ELP as a full-time clinical assistant professor and coordinator of the LIFTS program in 2009. Thirteen years later, he retired from his second career, having achieved the rank of clinical associate professor.

Ramming is most proud of the contributions he has made to the careers of more than 150 school leaders across New York State. He measures the success of the LIFTS program, and his own influence, by the percentage of graduates from LIFTS who went on to become school leaders, a number that continues to exceed 70%.

In retirement, Ramming will continue to enjoy outdoor sports, travel and, perhaps someday soon, championships for the Bills and Sabres!

# On the Move | HONORS, AWARDS AND PROMOTIONS

## FACULTY AWARDS AND HONORS



**Sam Abramovich**, associate professor in the Department of Learning and Instruction and the Department of Information Science, has been named UB's inaugural Micro-Credential Faculty Fellow.



**Tasha Austin**, assistant professor in the Department of Learning and Instruction, has been named a 2022-24 Cultivating New Voices fellow by the National Council of Teachers of English Research Foundation.

She was also awarded the Anthony J. Papalia Award for Outstanding Article in a State or National Foreign Language Education Publication; New York State Association of Foreign Language Teachers (NYSFLT).



**Isaac Burt**, associate professor in the Department of Counseling, School and Educational Psychology, was the first author on a chapter in an edited book that received the 2022 Textbook & Academic Authors Association's Most Promising New Textbook Award.



**Virginia Flood**, assistant professor in the Department of Learning and Instruction, and



**X. Christine Wang**, professor in the Department of Learning and Instruction and associate dean for interdisciplinary research, won the best full paper award at the International Conference of the Learning Sciences.



**Julie Gorlewski**, professor in the Department of Learning and Instruction and senior associate dean for academic affairs and teacher education, has been appointed commissioner for the Association for Advancing Quality in Educator Preparation.



**John Strong**, assistant professor in the Department of Learning and Instruction, has been named an associate editor of *The Reading Teacher*.

## ALUMNI AWARD



**Jean Alberti, PhD** '70, EdM '62, was recognized with the UB Alumni Association's Samuel P. Capen Award.

## FACULTY PROMOTIONS



**Sunha Kim** in the Department of Counseling, School and Educational Psychology and the Department of Learning and Instruction has been promoted to associate professor with tenure.



**Melinda Lemke** in the Department of Educational Leadership and Policy has been promoted to associate professor with tenure.



**Raechele Pope** in the Department of Educational Leadership and Policy and senior associate dean for faculty and student affairs and chief diversity officer, has been promoted to professor.



**Amy Reynolds** has been named chair of the Department of Counseling, School and Educational Psychology.



**Ryan Rish** in the Department of Learning and Instruction has been promoted to associate professor with tenure.



**Brenda Battleson White** in the Department of Information Science has been promoted to clinical associate professor.

## STAFF ROLE CHANGE

**Bonnie Reed** has joined the Office of Educator Preparation as a department assistant.

## WELCOME TO GSE

**Samantha Broas** has joined GSE as a business liaison.

**Kristin Cipollone, PhD**, has joined GSE as assistant director of the UB Teacher Residency Program.

**Mariah Glass** has joined the Department of Educational Leadership and Policy as a department administrator.

**Rob Hengesbach** has joined the Office of Educator Preparation as an academic advisor.

**Teresa Lawrence, PhD, PMP**, has joined the Department of Educational Leadership and Policy as faculty supporting the LIFTS and EdD programs.

**Carly Ogletree** has joined GSE's Office of Research as a grant specialist.

**Martha Price** has joined the UB Teacher Residency Program as a post-award administrator.

## Visiting Faculty



**Rexwhite T. Enakrire** is a visiting scholar in the Department of Information Science. He is currently on a BRICS project as a postdoctoral fellow at the Department of Informatics, University of Pretoria. He remains affiliated with the University of South Africa on existing research tasks after completing a three year postdoctoral training fellowship. He obtained a PhD from the University of Zululand, South Africa. He has published extensively in the areas of informatics, bibliometrics, ICT4D, information systems and application, information and knowledge management, and ODEL. Enakrire has worked as a lecturer at Delta State University in Nigeria and the University of Zululand, South Africa, for over 11 years, and has served as an external assessor at the University of Johannesburg and the University of Limpopo, South Africa.

## Events

### 2022-23 Dean's Lecture Series

Three speakers highlight topics connected to this year's "**A Just Society: Equity and Education**" theme for the Dean's Lecture Series, designed to showcase GSE's commitment to creating an equitable, diverse, inclusive and just community where all feel welcomed, included, supported and empowered. Equal access to supports, services and opportunities—that ensure learning and success—is crucial for our communities. Speakers, selected by a committee of junior faculty, reflect a range of perspectives.



**ALYSSA HADLEY-DUNN** Associate Professor in the Department of Teacher Education, Michigan State University

"[The Day After: Working for Equity and Justice in Traumatic Times](#)"

Friday, Oct. 21, 2022



**JAMESON LOPEZ** Assistant Professor in Educational Policy and Practice, Arizona State University

"[Creating Visibility through Indigenous Statistics in Education](#)"

Friday, Dec. 2, 2022



**CHARLES DAVIS** Assistant Professor in the Center for the Study of Higher and Postsecondary Education and Director of the Campus Abolition Research Lab, University of Michigan

"[Between the Carceral University and Police-Free Futures](#)"

Friday, March 10, 2023

# #BackToSchool: Starting the year off right on social media

BY DELANEY REH

The beginning of a new academic year at GSE warrants a celebration! That's why plenty of GSE students and faculty shared their triumphant moments across social media platforms during the first week of classes. Their posts created quite the buzz online by expressing enthusiasm about furthering their academic and professional pursuits at our institution.

On Aug. 29, there were numerous posts tagging @UBGSE and hashtagging #UBGSE to commemorate the kick-off of new scholarly chapters. Students and faculty shared their scholastic adventures, including embarking on new positions, degrees and scholarships.

Posting moments of pride about educational and career advances on social media platforms like LinkedIn, Instagram, Twitter and Facebook creates a sense of community and empowerment here at GSE.



**Christopher Hoadley** • 2nd  
 Researcher, professor, designer for technologies and learning  
 5110 • [Follow](#)

I've spent 14 years on the faculty at NYU and am moving on to a new phase of my career. This fall, I'm going to be moving to the University at Buffalo (SUNY's flagship campus) to lead a new initiative in learning sciences. We're cooking up big plans, not only for academic programs, but also for interdisciplinary research initiatives that envision how the learning sciences can support more just, more resilient, and more innovative communities in Buffalo and beyond. Four deans and the provost came together to support a vision of how the state's preeminent public university can anchor new kinds of knowledge building in and for the community. A cluster faculty hire (in education, engineering and computer science, psychology, and architecture) and a new learning sciences PhD program are just the beginning. It's thrilling to imagine what we can do.

Buffalo is called the city of good neighbors, and the encounters I've had there have led me to believe it. And yet, no place is safe from the cancers of bigotry, exploitation, or disrespect of nature. The traumas of the tragedies in Buffalo and beyond underscore for me the need for all of us to be good neighbors, and for all of us to support learning, growth and understanding. HG Wells once said, "Civilization is in a race between education and catastrophe. Let us learn the truth and spread it as far and wide as our circumstances allow. For the truth is the greatest weapon we have." I'm looking forward to working with my soon-to-be colleagues--and more importantly neighbors--to try making our scholarship, our teaching, and our research serve these pressing needs.

#UBuffalo #UBGSE #UBEngineering #BuffaloArchPlan #UBCAS #learningscience

443 93 comments • 3 reposts

**Dawnayn M. James**  
 @queendomteachin

Day 1 of my doctoral journey starts tomorrow! Both nervous and excited 😊

8:46 PM - Aug 28, 2022 - Twitter

1 Retweet 2 Quote Tweets

**Naomi Thompson** • PhD @naomithompson1 - Aug 29  
 First day of the academic year, let's go!

10:06 AM - Aug 29, 2022 - Instagram

1 Like

**Tim Monreal** GT

10:06 AM - Aug 29, 2022 - Instagram

125 Likes

# IN MEMORIAM

Remembering members of our cherished GSE community who have recently passed away.

## Student

A legacy of laughter, humility and wisdom

**Cheryl L. Cullinan**, a PhD student in the Department of Learning and Instruction, passed away unexpectedly on Oct. 14, 2022. She was 52.

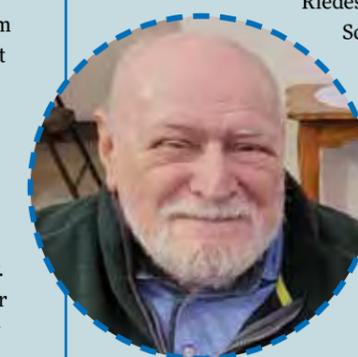
After earning a master's degree in secondary English education from Buffalo State, Cullinan served as an ELA and social studies teacher at Kadimah School of Buffalo, an adjunct professor at Erie Community College, and an ELA and SAT instructor in UB's Upward Bound Program. She was a wife and a mother as well as a coach and academy staff trainer for the Clarence Soccer Club.

"When I think of Cheryl, I think of laughter, humility and wisdom. Cheryl found humor everywhere and shared her joyous spirit generously. She was an eager learner and listener who was humble despite her many accomplishments. Among the most noteworthy of these accomplishments was Cheryl's ability to forge and sustain strong relationships with students at all levels. Relationships were always her focus—you couldn't talk to Cheryl without hearing about her family and her students, whom she loved deeply. Her spirit will live in our hearts, and in the hearts of all who were fortunate to know her," said Cullinan's doctoral advisor, Julie Gorlewski.



## Emeritus Faculty

**C. Alan Riedesel**, professor emeritus in the Department of Learning and Instruction, died June 9, 2022. He was 91. Riedesel taught elementary math education for 23 years, from 1972 to 1995.



Riedesel was a 1946 graduate of Bennett High School. He attended Cornell College, where he earned his BA and the University of Iowa, where he earned his MA and PhD. After completing his doctorate, he went on to teach at Kansas State, Penn State and Georgia State before coming to UB. He was part of the Tri-University Project at New York University.

Riedesel was a member of the NCTM (National Council of Teachers of Mathematics) and served as the research editor of Arithmetic Teacher magazine. Riedesel authored several books on teaching elementary school mathematics, including "Guiding Discovery in Elementary School Mathematics," "Handbook for Exploratory and Systemic Teaching of Elementary School Mathematics," "Coping with Computers in the Elementary and Middle Schools" and "Teaching Elementary Mathematics." Additionally, he wrote a children's book, "Buddy Goes to Heaven," which deals with the death of a family dog. His proudest achievements were his marriage of 63 years to his wife Ardeh L. Scott Riedesel, and his five children, whose vocations and talents include artist, college professor, nurse, physician, software developer and teacher. He had six grandchildren and one great-grandchild. He enjoyed bird-watching, gardening and woodcarving.

## Alumni

### 1950s

**Irene B. Leichtman**, BS '52, of Lexington, Mass. | Sept. 13, 2022

### 1960s

**Sylvia G. Miller**, EdM '66, of Buffalo, N.Y. | Aug. 13, 2022  
**Gloria R. Werblow**, EdM '65, BS '59, of Cary, N.C. | June 5, 2022

### 1970s

**Lois K. Blair**, BS '70, of Raleigh, N.C. | July 27, 2022  
**William C. Hance**, EdM '71, of Willoughby, Ohio | Sept. 5, 2022  
**Gabrielle M. Miskell**, EdM '73, of Buffalo, N.Y. | Aug. 16, 2022  
**Robert W. Sekowski**, EdD '70, of Dacula, Ga. | Aug. 11, 2022  
**Anne R. Smoczynski**, EdM '73, BS '69, of Queensbury, N.Y. | Aug. 23, 2022  
**Walter J. Winkler**, MS '72, of Kenmore, N.Y. | July 21, 2022

### 1980s

**Francis J. Carey**, MS '89, of Niagara Falls, N.Y. | Sept. 6, 2022  
**Leon Henderson Sr.**, EdD '88, EdM '63, of Buffalo, N.Y. | Aug. 2, 2022  
**Angeline C. Yelich**, EdM '80, of Orchard Park, N.Y. | Aug. 20, 2022

### 1990s

**Daniel W. Anger**, PhD '93, MSW '71, of Burt, N.Y. | Aug. 27, 2022  
**Thomas N. Jordan**, EdM '90, of Tonawanda, N.Y. | Aug. 20, 2022  
**Richard A. Lamoureux**, EdM '90, of Ontario, Calif. | Sept. 1, 2022

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The Peace Bridge lit up in blue and white in recognition of UB's Homecoming game. (UB Photo/Douglas Levere)

