Learn

Going beyond the mission statement
GSE’s new faculty signal a transformational era
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 556,887 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.

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An office supply must-have for schools, offices, and homes alike, the stapler is a staple of office supply stores. 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 these 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 the 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 EJED 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

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**GSE in the News**

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

Amanda Rikkers, 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 Gerstein, 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 Bahni Dass Barzanti, chair and associate professor of higher education, for a piece titled “President Biden announced student debt relief plan.” WGRZ-7, WKBW-AM and WGRZ aired similar stories.

**YAHOO NEWS AND MSN.**

**THE CHRONICLE OF HIGHER EDUCATION** 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.”

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**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 Rayval, professor of counseling, school and educational psychology, in an article titled “Study Finds Sharper Increase in Depression, Anxiety Among People of Color in Pandemic.”
“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.

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.
Scholar-activist takes aim at policies of inequity

Melinda Lemke applies decolonial and feminist lenses to the study of education

Melinda Lemke, associate professor of educational leadership and policy, grew up in Niagara Falls, NY, 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 education 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 Texas 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 bewildered look of students confronted with “firsthand” the stress experienced by Mexican and Mexican American families.

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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 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.”

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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.

“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.”

Katheryne Leigh-Osraosh, 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.”

Looking back, GSE’s new faculty recall the words jumping off the page.
Other new faculty reported experiencing similar reactions. Tim Monreal, assistant professor of learning and instruction, felt inspired by GSE’s clear convictions and vision, and 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 time 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 new, 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 2017, she was keenly aware of this issue. She wanted to take steps to enact change within a discipline, or a range of disciplines.

“We’re not alone in terms of universities answering the call: ‘Let’s not just have your typical dinner or lunch with faculty members and maybe students, 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.
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. "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 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 is 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 language is incorporating the backgrounds and 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."

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.

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**Most Recent Appointments:**
- Lecturer, language education and urban education, Rutgers University

**Graduate Degrees:**
- PhD, education, Rutgers University
- MA, educational leadership and policy, Boston College
- EdM, language education, Rutgers

**Undergraduate Degree:**
- BA, Spanish language and culture, Douglass College
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 states 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

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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 a place for college-clinching 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 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 those spaces for more people,” she said. “Libraries are institutions where people need to ask themselves: It’s not just about staring books on the shelf, but helping people to overcome the more 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. 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 developing 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.

“My big picture idea is using education 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 rather than inequities. And we can all learn from each other and benefit psychologically, socially and spiritually.”

Dr. David W. Jackson
Assistant Professor
Department of Learning and Instruction

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 rather than inequities. They’re fluid. They’re dynamic. And we can all learn from each other and benefit psychologically, socially and spiritually.”

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Professor
Department of Information Science, Department of Learning and Instruction

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Assistant Professor
Department of Learning and Instruction
Beginning 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 immigrant and refugee students’ 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 that they 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 historically marginalized and underrepresented Black, Indigenous and persons 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 literacy, for social transformation, University of Missouri

Graduate Degrees: PhD, curriculum and instruction, University of Missouri-Columbia

Undergraduate Degrees: BA, secondary education, Louisiana State University

Dr. LaGarrett King
Associate Professor and Director of the Center for K-12 Black History and Racial Literacy Education
Department of Learning and Instruction

LaGarrett 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 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 feel the work that I do is as important as the work of so 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 Degrees: BA, secondary education, Louisiana State University
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

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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 do 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

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. On things 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 they’re doing and the ways that we can—incorporate and more formally educate—knowledge that they know and what they do,” she said.

“I hope to help highlight and honor the types of knowledge and ways of knowing that are traditionally ignored in schools and the world,” she added.

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. Naomi Thompson
Assistant Professor Department of Learning and Instruction
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. We’re excited to join GSE and to be part of that force coming in,” she said. “I want to be the agent that looks at this 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

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.
The groundbreaking program, which is a model for the country, 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,” Higgins said.

“Our UB Teacher Residency Program gives potential educators the opportunity to understand the critical role they play in the lives of children and young people,” Higgins said. “This new federal investment will allow us to further integrate collaborative efforts of our residents and teacher candidates.”

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

“With this new grant, it is our hope that UB’s Teacher Residency program will complement the efforts of the Buffalo Department of Education,” said Rosenblith, a co-principal investigator of the grant. “With the additional resources provided by this grant, we believe it is possible to create a model that ensures the recruitment and preparation of diverse, high-quality teachers for our schools.”

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 advocacy in policy areas such as teacher shortage and low retention rates, and 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,” Gorlewski said.

Returning to UB in 2016, 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 and secondary English, she taught English for more than two decades, 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 and teaching 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.

The U.S. Department of Education recently recognized UB as a leader in teacher education due in part to its teacher residency programs. 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, and New York State certified teacher, Gorlewski possesses more than 30 years of experience in the field.

Before coming to UB in 2016, 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 two decades, 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 and teaching from UB, and a bachelor’s degree in secondary English education from Buffalo State.

By Cory Nealon

Tina Kemény, assistant professor of school psychology in the Department of Learning and Instruction, is a co-principal investigator. In addition to Rosenblith, another co-principal investigator in the Department of Learning and Instruction is Elisabeth Etopio, clinical associate professor; Erin Kearney, associate professor; Kamontá Winkelsas is the grant’s principal investigator. In addition to Rosenblith, another co-principal investigator in the Department of Learning and Instruction is Elisabeth Etopio, clinical associate professor; Julie Gorlewski, professor; and Erin Kearney, associate professor. 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,” Gorlewski said.

“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 programs. UB’s expanded certification pathways, coupled with the yearlong residency, hold great potential for serving as a national model for 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 Akther double majored in science and education as an undergraduate and received postgraduate diplomas in ecology and environment and computer applications. Akther strives to focus on culturally responsive teaching, believing 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.

Teresa 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, and 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 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 Ortiz currently holds a bachelor’s degree in English and adolescence 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 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 Villages. 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 practices 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 Drexel University in 2019. In 2014, she became the director of the Alberti Center for Bullying Abuse Prevention, and Erie County. As she led initiatives to improve outcomes for local children and through college. “Two recent achievements: receiving an Outstanding Service, Leadership and Vision Award by GSE because of her 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 for the 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 partnerships and joint efforts to confront these barriers.”

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

Doctoral student promotes research on podcast

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

BY DANIELLE LEGARE

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

Mc Clement, 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 McClement.

A self-described overachiever, McClement spent her undergraduate career at SUNY Low at the 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 McClement. “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, McClement is currently working on her dissertation. She is conducting an intervention study using The OutSMARTers Program, developed by Dagmar Kristin Hannesdóttir, doctoral 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.

“I didn’t do 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. McClement 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.

Ester Ingvarsdóttir, Margrét Óladóttir and Steinunn F. Jonsdóttir 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?’

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.”

Abby McClement, 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.

Credit: University at Buffalo, School of Education
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 Susanie 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.

The Gift of Giving

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—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 of global education issues and policies. 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 inequity 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, 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 Santosa’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

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 a postdoctoral fellow, assistant professor, 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.”

Lam has been working in higher education for over a decade. 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.”

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 Namsoon 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.

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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.

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 Bivens, 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,” Bivens 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.

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

Inspiriting 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, stories 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?”

The 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.”

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 Ellinger 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 Wren. 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.

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.

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

“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.
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 DiCiccio, 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 degree of education from Boston College. DiCiccio was a research assistant at Boston College, where she studied how Catholic schools instill meaning and purpose in students’ lives. After finishing her PhD, DiCiccio wants to become a published researcher and professor of math education.

Samanta Didrichsen, a native of Orlando, Fla., 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 preschool teacher preparation program for those interested in early childhood special education in Western New York.

Maggie Youngs, a Buffalo native, is a PhD student in the educational culture, policy and society program. She received her bachelor’s degree in psychology from the University of Florida and her master’s degree in education and multilingualism program. She received her bachelor’s degree in psychology specializing in educational linguistics and believes that multiculturalism and multilingualism are potent forces that enrich our lives and foster peace.

Dawnyavyn 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.

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 psychiatrist at Erie County Medical Center, where she completed 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.

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 degree in TESOL from the Ferdowsi University of Mashhad. Barghchi has worked as an English foreign language teacher, TESOL trainer, 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 Shansi, 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.

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.

Thomas Ramming

In 1966, 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 27 years in various leadership positions, Ramming joined ELP as a full-time clinical assistant professor and coordinator of the LEFTS 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 LEFTS program, and his own influence, by the percentage of graduates from LEFTS 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.

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.

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.

Jean Alberti, PhD ’70, EdM ’82, was recognized with the UB Alumni Association’s Samuel P. Capen Award.

FACULTY PROMOTIONS

Tasha Austin, assistant professor, has joined the Department of Learning and Instruction, and the Department of Information Science, has been named an assistant professor with tenure.

Virginia Flood, assistant professor in the Department of Learning and Instruction, and the Department of Educational Leadership and Policy, has been promoted to associate professor.

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

Jean Alberti, PhD ’70, EdM ’82, was recognized with the UB Alumni Association’s Samuel P. Capen Award.

Jacqueline Pope, in the Department of Educational Leadership and Policy, and associate professor, has been named an associate professor with tenure.

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.

Jean Alberti, PhD ’70, EdM ’82, was recognized with the UB Alumni Association’s Samuel P. Capen Award.

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

Sunha Kim, PhD, has been named an associate professor in the Department of Learning and Instruction.

John Strong, assistant professor in the Department of Learning and Instruction, has been named an associate professor with tenure.

Ryan Rish, in 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.

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

ALUMNI AWARD

Raechele Pope, in the Department of Educational Leadership and Policy, and fellow by the National Association of College Admission Counselors, has been named the Anthony J. Papalia Fellow by the National Association of College Admission Counselors.

STAFF ROLE CHANGE

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

WELCOME TO GSE

Samantha Brooks 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, has joined the Department of Educational Leadership and Policy as faculty supporting the UFIT and EdD programs.

Carl Ogletree has joined the 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 BKES 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 ODL. 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
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 professional pursuits at our institution. 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.

THE FIRST WEEK OF CLASSES

Starting the year off right on social media

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