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In 2018, the highlighter pen took on a new, innovative purpose. The pen company Stabilo launched its advertising campaign, “Highlight the Remarkable.” The campaign showcased historic black and white photographs with notable women, previously overlooked “highlight the remarkable.” The campaign showcased historic black and white photographs with notable women, previously overlooked. Highlighter marks books and printed materials with vivid, translucent colors. And the device’s history is almost as vibrant as its neon ink. Francis J. Honn, then vice-president of technology at Carter’s Ink, invented the highlighter by accident in 1963 while trying to create a new nonpermanent marker for children. While experimenting with colors and chemicals, he noticed that swiping water-based fluorescent yellow ink over black print helped call attention to—rather than camouflage—the words. He named it the Hi-Liter. According to The New York Times, by the 1970s, highlighters were preferred over pens to mark text. Highlighter pens still remain popular. Students highlight their schedules to remember where to go and at what time. Teachers and administrators highlight words on pages to remember critical details when creating lesson plans or reviewing new policies.

The tool has evolved in today’s increasingly digital world: Google Chrome gives internet surfers the option to add a highlighter extension to their web browsers. Microsoft and Adobe users can translucently color text in electronic documents. Thanks to Amazon, highlighting stimulating snippets of text in eBooks is only a couple of clicks away.

Since the 1970s, researchers have conducted studies to capture students’ attention. In 2018, the highlighter pen took on a new, innovative purpose. The pen company Stabilo launched its advertising campaign, “Highlight the Remarkable.” The campaign showcased historic black and white photographs with notable women, previously overlooked. Highlighter marks books and printed materials with vivid, translucent colors. And the device’s history is almost as vibrant as its neon ink. Francis J. Honn, then vice-president of technology at Carter’s Ink, invented the highlighter by accident in 1963 while trying to create a new nonpermanent marker for children. While experimenting with colors and chemicals, he noticed that swiping water-based fluorescent yellow ink over black print helped call attention to—rather than camouflage—the words. He named it the Hi-Liter. According to The New York Times, by the 1970s, highlighters were preferred over pens to mark text. Highlighter pens still remain popular. Students highlight their schedules to remember where to go and at what time. Teachers and administrators highlight words on pages to remember critical details when creating lesson plans or reviewing new policies.

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Dear GSE Alumni and Friends

I write this letter to you as Buffalo continues to reel from the mass shooting, perpetrated by an individual consumed with vile and depraved beliefs. This event took place just days before our 91st commencement—a moment of celebration and reflection. It is a challenge to reconcile both moments.

While GSE has much to be proud of and excited about—our enrollments are growing, our aid to students expanding, our research dollars increasing, and our ranking among the best graduate schools of education improving—we have heavy and broken hearts. We are mindful that the evil perpetrated in Buffalo is part of a much bigger problem confronting our nation.

Prior to this mass shooting, we witnessed several states joining in common purpose to undermine equity and/in education. The anti-CRT efforts, anti-trans efforts, anti-tenure efforts, book banning efforts and “don’t say gay” efforts should be an affront to anyone who believes in the power of democratic and pluralistic public education and the importance of equity and inclusivity within our schools. GSE has and will continue to be a loud and unified voice for equity, inclusivity, civility and justice. We will continue to amplify these values through our teaching, research, outreach and engagement. In this issue, we introduce you to several faculty who embody these principles.

GSE is pleased to welcome to our faculty Dr. LaGarrett King. Dr. King, associate professor of social studies education, is also the founding director of the UB Center for K-12 Black History and Racial Literacy Education. The center, both a research and professional development entity, seeks to investigate and provide solutions for more effective education around Black history and race.

In addition to meeting Dr. King, this issue also introduces you to two other early-career scholars: Dr. Chris Proctor and Dr. Stephen Santa-Ramirez.

Dr. Proctor, assistant professor of learning sciences in the Department of Learning and Instruction, leads GSE’s efforts to infuse computer science education into K-12 curriculum. These efforts are both timely and important.

Dr. Santa-Ramirez, assistant professor of higher education in the Department of Educational Leadership and Policy, conducts research that focuses on campus racial climates and first-generation students’ sense of belonging. I’m sure you will find the Q&A with him to be illuminating.

GSE’s commitment to public engagement and interdisciplinarity continues. In February, GSE co-hosted, along with UB’s Law School, a panel on critical race theory, “Clarifying the Conversation.”

In March, GSE partnered with the School of Engineering and Applied Sciences to offer a research networking event. The purpose of this initiative was to help connect researchers in engineering and computer science with researchers in education, counseling and information science with the hope of creating new research teams.

As you read these and the other stories in this edition of LEARN, please keep Buffalo close to your heart and please continue to fight for equity, diversity, justice and inclusion.

In solidarity,

Suzanne Rosenblith
GSE in the News

HEADLINES FROM STORIES THAT FEATURED OUR FACULTY AND STUDENTS

THE WASHINGTON POST quoted Nathan Daun-Barnett, chair and associate professor of educational leadership and policy, in an article on how Williams College plans to eliminate loans and work-study employment from its financial aid packages and replace those funds with grants.

TIME interviewed Stephanie Fredrick, assistant professor and associate director of the Alberti Center for Bullying Abuse Prevention, about youth suicide in the Hulu limited series "The Girl From Plainville." The article was picked up by YAHOO NEWS.

Among the topics covered was "Reconceptualizing School Safety to Create a Safer Learning Environment for Black Students" by Kamonta Heidelburg, assistant professor in counseling, school and educational psychology, which was featured in NEWS MEDICAL LIFE SCIENCE and PHYS.ORG.

An article titled "What We Can Learn From San Diego State University" quoted Raeshale Pope, senior associate dean for faculty and student affairs, chief diversity officer and associate professor in educational leadership and policy.

A piece that ran on SPECTRUM NEWS Rochester titled "Did the pandemic lead to increased graduation rates across New York?" interviewed Nathaniel Daun-Barnett, chair and associate professor in educational leadership and policy.

"Is Cocon셜 damning Our Kids’ Brains?" a piece published in IN GOOD HEALTH WNY’s Healthcare Newspaper, quoted Shane Smoley, associate professor in learning and instruction.

A letter to the editor that ran in THE BUFFALO NEWS expressed the opinion of more than 100 local students who were part of the Western New York Youth Alliance for Education, a program founded by GSE.

NPR station KCUR in Kansas City interviewed LaGarrett King, director of the UB Center for K-12 Black History and Racial Literacy Education and associate professor in learning and instruction, for a piece titled "Kansas City Black students frustrated with how their history is taught."

THE JOURNAL OF PLACES IN HIGHER EDUCATION published a news item reporting that GSE has announced the establishment of the Center for K-12 Black History and Racial Literacy Education.

TechRegister.com published UB’s year-end research roundup detailing 17 of the year’s most important discoveries, which included the Teacher Residency Program in a research feature called "Education | The next generation — of teachers."

Raven Butler, a GSE alumnus known as "Ren the Science Maven," was named to the FORBES 30 Under 30 — Science (2022) list.

BOOK STACKS

Books and chapters published by members of the UB GSE community

"We’re Loving Black Children: Learning to Be Literate About the African Diaspora" was co-edited 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 Myers Education Press in 2021. The book discusses what we must do to ensure that Black children across the world are loved, safe and that their souls and spirits are healed from the ongoing damage of living in a world where white supremacy flourishes. It offers strategies and activities that families, communities, social organizations and others can use to unapologetically love Black children.

SUNY Alumnus Brittany Patterson, PhD ’15, wrote and published "The FIGHT," a new book to help young people resolve and defuse conflict, in 2021. The book aims to create discussions about the challenging situations everyone encounters and provide clear lessons in thoughtful decision-making that can easily apply to people from all backgrounds.

Sarah A. Robert, associate professor of learning and instruction, co-wrote chapter 7, "Reimagining Institutionalized Support for Undocumented and DACA College Students: A Critical Approach," in the book "Racial Equity on College Campuses: Connecting Research and Practice — preliminary SAGE," co-edited by LaGarrett King, associate professor of learning and instruction and director of the Center for K-12 Black History and Racial Literacy Education. The book aims to allow expert scholars and practitioners to translate research-based findings into actionable recommendations related to racial inequities in higher education in three key areas: university leadership, teaching and learning, and student and campus life.
Tea represents collaboration and hospitality, two characteristics important to Proctor. He keeps an extensive collection—and a teapot—ready for the next opportunity to sit with, meet and host his students or other faculty and staff comfortably, creating a welcoming environment.

On the shelf are three woodcut pieces of art made by Proctor’s close friends. “I’m really drawn to woodcuts,” said Proctor, whose collection includes a mid-20th-century woodcut from Japan. “In the 19th century, the Japanese woodcut tradition was that many different artisans would be involved—perhaps 40 or 60 people, with their specialty. In the 20th century, it changed to the much more Western idea of the individual artist.”

This hammer, inherited from his late father, symbolizes his dad’s passion for woodworking and making. Proctor learned woodworking and how to use tools from his dad, who often gifted hammers to loved ones, including his godson. When Proctor’s father reached the end of his life, his godson wrote a moving letter expressing that the hammer had been a source of empowerment for him. Proctor’s brother continued the tradition when he married. He gifted all of his groomsmen, including Proctor, with hammers in honor of their father.

Computational thinking: What is it?

Chris Proctor reevaluates what computer literacy means for today’s students

BY ANN WHITCHER GENTZKE

Digital technologies are embedded in just about every aspect of our lives. Yet their impact on young learners is often too narrowly interpreted, according to Chris Proctor, assistant professor of learning sciences and a researcher in the fields of computer science education, curriculum and instruction, and new literacies.

Proctor, who came to UB in 2020 after earning his PhD in learning sciences and technology design from Stanford University, seeks a broader, more inclusive understanding of computational literacy for K-12 students. This means not only researching the “pathways and challenges in developing students’ computational skills and concepts,” he wrote in a recent article published in Educational Researcher. He’s also about being “inclusive of students’ identities and their communities.”

“If we have a pluralistic country—with all kinds of different people and different cultures and different local communities—we ought to have all kinds of different computational practices and communities of practice that reflect this,” Proctor said in an interview. His research includes looking at how interactive storytelling, for instance, can support young people in equitably achieving computational literacy. This kind of academic preparation goes far beyond mastering specific software or being generally comfortable with computer equipment, he explains. Rather, it’s about “making meaning together using texts. The kind of text we’re working with is computers and computer code and computer programs, instead of books and newspapers and other forms of printed text.”

Proctor, who taught both middle school computer science and high school English before pursuing his PhD, enjoys bringing his pedagogical insights to his doctoral students in the Department of Learning and Instruction. As a classroom teacher, Proctor saw himself as a scholar-practitioner; this self-perception continues today. “From the first year of teaching, I was building software tools and using them in my classroom,” he said. “So I was engaging in design-based research before I even knew exactly what that was.”

“I think praxis describes this process really well. It’s the argument that a division between doing the work and studying the work is not helpful. On the other hand, the practical without theorizing is probably not going to be very effective, especially in teaching.”

RESEARCH AREAS
Computer Science
Education
Curriculum and Instruction
Information Science
Access and Equity
Assessment
Digital Media and Learning
It’s 11 a.m. on a Saturday in February. Almost 200 graduate students, teachers, faculty members and history lovers from around the globe gather on Zoom to spend an hour together learning about Black history and racial literacy. As the learners wait for the presentation to begin, Beyoncé’s “Love On Top” plays in the background. Smiling faces fill the virtual audience, some of whom have pens and notebooks in hand, others swaying to the beat of the music.

Black History Nerds Saturday School, a professional development series for anyone interested in learning about Black history and race, is now in session. LaGarrett King is the self-proclaimed “HNIC,” or Head Nerd in Charge.
Black History Nerds Saturday School is one of many events hosted by the new Center for K-12 Black History and Racial Literacy Education. A hub for research and professional development, the center has one fundamental mission: defining Black history education. How are Black history and race taught and learned around the world in K-12 schools, teacher education programs and other educative spaces? King hopes to move the needle in answering these questions.

The development of the center and its lineup of events is timely. In 2022, critical race theory is under attack, books addressing race have been banned in school libraries, and teachers in many states are no longer permitted to talk about race in the classroom. Administrators, policymakers and educators need resources and clarity to best serve students and make informed decisions about teaching history and race. King joined GSE in January 2022. Before his move to UB, he founded a similar center—the Carter Center for K-12 Black History Education—at the University of Missouri. His efforts there were celebrated: he was awarded the Isabella Wade Lyda and Paul Lyda Professorship, supporting his Black history education research. Now at UB, King is the heart, soul and brains behind GSE’s new center. He is hyper-focused, generating a six-month schedule of events and programming after only a few weeks at UB. When speaking about his work, he’s serious yet smiling, focused yet funny. It’s clear his mind never stops. Research, teaching and making an impact in the community are passions and priorities.

“Doing the work,” as he says, is always top of mind. Dawneyn James, kindergarten teacher and doctoral student in the Department of Learning and Instruction, knew she wanted to work with King after attending and presenting at his past events. James, who will serve as a graduate assistant in the center beginning in the fall 2022 term, often wonders about the many thoughts and ideas perpetually floating through his mind. “He always has a goal in mind. He’s always thinking of something new—and it’s going to be successful, whatever it is,” she said.

As he moves forward in his new role at GSE, he is focused on getting the center off the ground to provide Black history education and support to those who need it the most. “I envision the Center for K-12 Black History and Racial Literacy Education as a very prominent space where K-12 educators, policymakers, teachers and other university personnel come to help us understand the effectiveness of how we should approach notions of Black history education, as well as try to understand the nuances of race and racial literacy,” he said.

Suzanne Rosenblith, GSE dean and professor, recognizes the significance of his efforts. “By focusing his work on Black history and Black history curriculum, LaGarrett is telling an important story. He is telling the story of people who have been completely omitted from the historical record even though they have had these amazing contributions to education in the United States. And I think this work is critically important,” she said. While Rosenblith believes that King’s work has the potential to impact teachers around the world, she thinks that the center and its programs are especially needed in the greater Buffalo area. “With Buffalo’s racial and ethnic diversity, she hopes that local teachers will find new inspiration, tools and techniques from attending the center’s events. King is confident that the center will help teachers and administrators find ways to amplify the ignored voices of Black people throughout history through K-12 curricula. “The problem is that our U.S. history curriculum deemphasizes those who are people of color. If we understand notions of Black history, then maybe our society will understand Black people,” he said.  

**Illustrations from The Freedom Wall in Buffalo, NY. See page 17 for details.**
Relearning and Teaching History

Originaly from Baker, Louisiana, King was interested in social studies and history from the time he was young. "As a child, I always thought that what we were learning didn’t make sense or was incomplete. For me, if just didn’t make sense that white plantation owners and their enslaved people were just happy-go-lucky," he explained. "It just didn’t make sense that people didn’t fight back from all the aspects of oppression. As a young kid, you don’t have the language to express it, but you know something’s wrong."

He was hungry for clarity—a complete picture of history. He dug into his parents’ encyclopedias to read about different periods and pieces of Black history. Over time, it started to click, "I don’t know exactly when I fell in love with Black history, I just knew it wasn’t in our schools," said King.

King went on to earn his bachelor’s degree in secondary social studies education from Louisiana State University. After graduating, he became a classroom teacher in Texas and then Georgia, with a period spent teaching at Booker T. Washington High School, the alma mater of Dr. Martin Luther King Jr. After an eight-year teaching career, he returned to Texas to enroll in the curriculum and instruction PhD program at the University of Texas at Austin. "When I became a teacher, I always tried to provide different perspectives in all the social studies courses that I taught, and then when I was getting my PhD, everything just started making sense," said King. "I started to learn the history of Black history—something that we’ve been dealing with as a country since the 15th century. And while a lot of things have changed, a lot of things are still the same. So, I felt that my research needed to delve into Black history, and more broadly, I wanted to answer that question as a country.”

"I wanted to answer the question: What is Black history? Because we have not answered that question as a country.”

In graduate school, he read seminal texts on Black history, like ‘The Mis-Education of the Negro’ by Carter Godwin Woodson. He studied slavery and oppression. The connections between these past events and the present notion of anti-Blackness in our society became clearer. And his passion for history—and the impact of the definition of Black history grew. “History is not about patriotism. History is about helping us understand the question: What’s the good, the bad and the indifferent,” he said.

Battle High School in Columbia, Missouri. After speaking to Simmons over the phone, King came to observe him in the classroom, gave him feedback and ultimately suggested that he explore transitioning to another teaching space to make a more significant impact.

From there, their relationship blossomed, and King became Simmons’ mentor. “When I talk to my fellow grad students, either at Mizzou or elsewhere, and I tell them how he is, they tell me I hit the lottery,” said Simmons. “With a lot of professors, our success as PhD students is tied in with their success. A lot of folks just focus on the academic part of the relationship, but LaGarrett is concerned about the whole person.”

Dawnavyn James echoes Simmons’ sentiments by explaining that King has shown her an example of how to support colleagues, students and the community. From her perspective, King is not only a lecturer but an opportunity creator. Once King discovered her interests, he constantly reached out with professional networking opportunities to advance her career growth. Now, she does the same for coworkers and friends. “He really values community and wants to help… and it’s genuine,” she said.

In addition to extending mentorship, King has carried out his mission through his research, including developing his Black historical consciousness principles. He felt compelled to create the framework because of the archetypal focus on oppression and liberation in Black history curriculum.

“People were always oppressed, but then they fought against that oppression. And they were always reactive instead of proactive. That’s the general sense of it. And then, sprinkled here and there, you learn about certain exceptional human beings,” he said.

“I wanted to come up with a Black history framework that school districts can utilize, to not only teach about oppression and liberation but also just teach about the humanity of Black people. Through researching Black history textbooks and Black history curriculum and reading about Black historians, I found that there are principles that schools and school systems need to realize when they are developing Black history curriculum.”

Through his framework, King aimed to break the mold of stale state curricula to help students, teachers and administrators realize a more robust depiction of Black history.

Since its development, King’s framework has been featured in Education Week and scholarly journals, such as Urban Education and Race Ethnicity and Education. The principles have also been implemented in school districts in Kentucky, Missouri, Wisconsin, Michigan, Pennsylvania, Iowa, Ohio, Texas, New York and throughout Canada. These guidelines are intended to help all teachers, regardless of race or background. According to Simmons, he and King work well together because they share a pragmatic view of education. “We know white teachers are going to teach Black history, so we can either help them to do it well, or we can leave them alone and then it could go really poorly,” said Simmons. “It’s not a question of if white people should teach this, it’s a question of when. We think about things and develop pedagogical approaches to help support them in that work.”

King also offers support in his most recent book, “Teaching Enslavement in American History: Lesson Plans and Primary Sources,” co-authored with Dr. Chaza Botham and Dr. Robert Baker, both faculty at Georgia State University. Published in May 2022, the book provides lesson plans and guidance for educators navigating topics such as the middle passage, the Constitution’s position on enslavement, African cultural retention and resistance to enslavement.

Looking back and looking forward: Mother Africa

As Rosenblith sees it, King has already advanced GSE’s equity, diversity, justice and inclusion efforts through his work and the center’s programming. “He is a great example of GSE’s commitment to public scholarship,” she said. “I think the mission of a school of education in an urban setting at a research-intensive university is to help improve the lives of individuals and communities through our research, teaching and engagement. And that’s exactly what he does.”

This summer, the center’s programming continues with its signature event, the Teaching Black History Conference. From July 25-26, hundreds of teachers will convene in Buffalo or virtually to learn about the best
This year’s theme is Mother Africa, 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.”

The conference will feature elementary, middle and high school workshops as well as general, university and adult education sessions. The event will also focus on understanding the continent today: “It is not only just the mother and her children, right? The Caribbean, the U.S., the U.K.—All these places that Black people travel to 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.”

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This spring, enthusiasm about the new center is palpable in GSE. With the center comes a new era in instruction as the university now is a hub for developing historically conscious and racially literate students, teachers and community members around the globe. King is excited, too. His wife, Dr. Christina King—also a new faculty member in GSE’s Department of Learning and Instruction—and two children, Preston and Presley, join him on this new journey. They have begun exploring the intersection of Black and Buffalo histories by learning more about Buffalo’s Underground Railroad sites and public art projects, like the Freedom Wall, which depicts historical figures who have fought for civil rights and social justice, including Rosa Parks, Malcolm X and W.E.B. Du Bois.

While he looks forward to his work as the director of the center and a social studies education associate professor, his passion extends further than formal roles. He is inspired by the past when extending mentorship and guidance that will impact future generations. “I’m always standing on the shoulders of people, all the way back from the 19th century. They said, ‘when we got out of slavery to emancipation, we started Sunday schools. And one of the things we picked for literacy was history books,'” he said. “So, these people who were newly ‘free’—and many were illiterate—decided to do two things: write history and right history. That, to me, is very inspirational. And I hope that I add just a little bit to their legacies moving forward.”

The Freedom Wall:

Located at the corner of Buffalo’s Michigan Avenue and East Ferry Street, the Freedom Wall depicts portraits of 28 prominent American civil rights leaders who have impacted our nation’s struggles for social and political equity. The mural was created in 2017 by Buffalo-based artists John Baker, Julia Britton-Douglas, Chuck Tingley and Edreys Wajed.

Through a partnership with the Albright-Knox Art Gallery Public Art Initiative, the Michigan Street African American Heritage Corridor and neighborhood stakeholders, the artists came together to celebrate and share the unique stories and histories of past and present leaders, such as W. E. B. Du Bois, Rosa Parks, Malcolm X, Stokely Carmichael (Kwame Ture) and King Peterson.

This project aims to encourage conversations about previous journeys toward equality and freedom and the actions that still must occur to create a just and equitable world.

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The Freedom Wall:
Cycling to transform teaching and learning in teacher education

BY MICHELLE KEARNS

In the years after Noemi Waight, associate professor of science education, moved to Buffalo from Illinois, she got to know her new home by bicycling with community groups. The experience gave her the idea to take graduate pre-service students on cycling explorations to learn more about their community and the science resources that can make classroom lessons more culturally and historically relevant.

The concept came to fruition four years ago when she first collaborated with Sarah A. Robert, associate professor and director of social studies education. Each fall, the Graduate School of Education (GSE) students and faculty learned more about Buffalo’s community and history during the annual “Uncovering STEM Phenomena and Social Studies Understanding in the Buffalo Urban Community” cycling outing.

“We talked about redlining and the history of institutional segregation. Then, we rode to the other side of Main Street [and saw] the lack of trees, the amount of vacant land from demolished homes and disinvested neighborhoods. It was clear that they were learning about this in the classroom and then bearing witness to it on the bicycle,” said Seamus Gallivan, co-founder of Slow Roll Buffalo.

The ride allows students to explore destinations that illustrate the city’s social history, like the Underground Railroad, along with science-related points of interest like the Niagras River at Broderick Park.

“This collaboration was born out of this idea that we wanted our students to learn about their communities,” said Waight. “I wanted my students to be able to touch beyond the walls of the classroom and be able to access the STEM phenomena that is in the community.”

They call the annual outing “Uncovering STEM Phenomena and Social Studies Understanding in the Buffalo Urban Community.”

The most recent cycling trip inspired GSE students to reflect on their experiences and future teaching approaches. One student said the instruments on view at the Colored Musicians Club connected to learning about sound waves in the physics curriculum. “This example provides the crossover of science and social studies… an out-of-the-box way to teach science and how it may relate to our community and its history.”

Another student elaborated on a social-studies-related idea: “Going to school in such proximity to African American history would inspire students to learn about African American history, heritage, culture and place in American society. It was truly a great reminder that field trips don’t necessarily require buses or need to be an all-day affair. Rather, field trips can take place just across the street from the school. But teachers clearly need to be in the know about a community’s history and landmarks.”

The cycling journey exemplifies Waight’s belief that communities and neighborhoods around schools are assets and can be thought of as lab spaces, with historical, cultural and science elements that should be included in lessons. “It makes the environment even richer for the learning,” she said. “Science is really about doing. When students get to do science, they are higher performers.”

Robert shares a similar philosophy. “Uncovering STEM Phenomena and Social Studies Understanding in the Buffalo Urban Community” cycling outings were born out of this idea that we wanted our students to learn about their communities.”

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As a first-generation college student—and as a result of his social justice and racial advocacy work—he realized he wanted to support students in a new way. He decided to pursue a PhD program, allowing him to investigate first-generation students’ experiences and the policies that adversely affect students of color in higher education.

Now, Santa-Ramirez is still motivated to advocate for first-generation students and provide guidance for faculty and staff: “For me, it’s important to pay it forward to others navigating the same journey. I hope to alleviate some of those pressures from them—because I already went through it.”

**Q** Your research focuses on Latinx first-generation undocu/DACAmented students. Who are these students?

**A** Many first-generation students I work alongside identify as undocumented or as someone who’s a Deferred Action for Childhood Arrivals (DACA) beneficiary, a benefit from the executive order from Barack Obama’s administration in 2012. They may have family members or parents who have attended postsecondary education in other countries, but, unfortunately, many degrees don’t transfer when they come to the United States. They may have been brought here at a young age or came here and overstayed their visas, so they are considered undocumented in this country. Even though they’re considered undocumented, they hold some documentation and temporary legal status in the country. They get a temporary Social Security number, work permit and other benefits. Still, it’s not a pipeline program toward citizenship.

If you’re fully undocumented, you don’t have a work permit, and your experiences may look different.

**Q** How can colleges and universities support these students?

**A** The students I’ve worked with have expressed the importance of creating scholarships to help with funding. Undocumented students with or without DACA are not eligible for federal aid and, in most states, they are ineligible for state aid. This hinders their college access.

“When we’re thinking about different support services and programming initiatives, we need to think intentionally about the intersectional identities our students hold.”

It’s also important to have peer mentoring programs. Many institutions offer mentoring programs for first-year students or students of color—and they’re great. However, undocumented students navigate college very differently.

**Q** How can faculty offer support?

**A** Faculty need to get to know the students—not necessarily by asking them about their legal status—but by building trust. At the beginning of the semester, make it clear that office hours are a place where we can talk about personal issues. We can talk about things you need, based on your situation, whatever that situation may look like.

**What about student affairs staff and administrators?**

**A** For administrators, a lot of the conversation focuses on certain identity groups. When we talk about Latinx students, we talk about Asian students, we usually talk about Black students, we usually talk about them like a monolith. They’re not all the same. When we’re thinking about different support services and programming initiatives, we need to think intentionally about the intersectional identities our students hold.

Maybe they don’t need a pizza night; maybe they need arts and healing workshops, or free legal services, or counseling from counselors who understand the experiences of undocumented communities.

**What resources are available to learn more?**

I published a chapter in the SUNY Press textbook, “Racial Equity on College Campus: Connecting Research to Practice.” We highlighted universities doing good work in dream centers or immigrant and refugee centers and the initiatives those institutions have implemented to support undocumented and DACA students. Mydocumentedlife.org and unitedwedream.org are also great resources.

Stephen Santa-Ramirez is an assistant professor in the Department of Educational Leadership and Policy. His experiences in higher education and student affairs include work in multicultural and LGBTQ+ affairs, residential life and housing services, and migrant student services. In addition to teaching at GSE, he has taught at colleges and universities throughout the U.S.
It’s a match: UB speed-networking event facilitates interdisciplinary collaboration

X. Christine Wang, GSE professor and interim associate dean for interdisciplinary research, and Shamshu Upadhyaya, SEAS professor and associate dean for research and graduate education, organized the event after recognizing that both schools desired additional opportunities to explore and accelerate meaningful joint research projects. “We’re very excited this is happening on a beautiful sunny day. I feel this weather today is a metaphor for our two decanal units. You know, it’s funny—we’re hopeful but cold, and the temperature hasn’t risen yet,” Wang said during her opening remarks. “There are clear desires and ongoing efforts for the two units’ collaboration, but we’re not there yet. This event is designed as the beginning for us to build up the infrastructure to support our collaboration.”

Suzanne Rosenblith, GSE dean, and Kemper Lewis, SEAS dean, mixed and mingled to show support. “I’m so happy that we’re able to come together today to do some networking… It’s a really good time for us to bring together our strengths,” said Rosenblith.

Dean Lewis was equally enthusiastic about the opportunity to spark scholarly connections between the two units. “This issue of collaboration is not only part of the DNA of these two units, it’s part of our university. It’s not just rhetoric, either. There are 12 units, so there are 12 deans, and we get together often,” he said. While eating salads and sandwiches, faculty took turns standing up and introducing themselves and their research interests. With each introduction, more common research areas came to light. Heads nodded, and smiles grew in excitement with the discovery of converging interests.

Letitia Thomas, SEAS assistant dean for diversity, was eager to learn more about her colleagues. “These chances for interdisciplinary work can only move us forward and make the work that we do richer because we have different points of view,” said Thomas, who is also a graduate of GSE’s educational administration MS program.

As the group socialized, ideas sprang into action. Two rounds of fast-paced networking sessions focused on specific research themes, including:

- Support for diverse learners
- Cognitive or noncognitive learning processes
- Informal and community-based learning
- Mental health, wellness and social-emotional learning
- Human-centered computing
- Advanced technological education
- Ethical and responsible research in engineering and computer science
- Robust intelligence in social contexts
- Computer science

Based on the shared topics at the event, Upadhyaya and Wang are currently planning a series of brown bag sessions in the coming school year. “These sessions are intended for our two schools to continue sharing research and building collaborations,” said Wang.

BY DANIELLE LEGARE

On a 19-degree day in early March, the sun poured into Davis Hall’s expansive second-floor windows. Faculty from the Graduate School of Education and the School of Engineering and Applied Sciences convened for lunch, conversation and collaborative research exploration. Rather than planning a research talk or formal introductory meeting, the fast-paced “Exploring Interdisciplinary Collaboration and Funding Opportunities” event allowed faculty from both decanal units to obtain more information about each other’s research in less time—a kind of “speed networking.”

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According to Wang, this event will be the first of many. She and Upadhyaya plan to continue facilitating collaborative cross-decanal research events at UB. They envision potential partnerships with other UB units including School of Public Health and Health Professions, Jacobs School of Medicine and Biomedical Sciences, and the School of Management.

Faculty from both schools agreed. “I’m so glad that Upadhyaya and Wang came together to do this… I think what GSE brings in is that we really need to be more invested in our communities,” said Thomas. “Working with GSE faculty will help our engineering faculty see and appreciate that and incorporate it into the work they’re doing. Those are the kinds of things that we want our faculty to be more intentional about.”

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Reimagining higher education: GSE doctoral student Allen Williams aspires to improve institutional equity

BY DANIELLE LEGARE

Allen Williams is a doctoral student at the Graduate School of Education (GSE) at the University at Buffalo (UB). He is working towards his doctoral degree in higher education, with a focus on institutional equity. Williams is originally from Ferguson, Missouri, a city known for its history of racial tension and social justice issues. Growing up in Ferguson, Williams was exposed to the impact of equitable leadership and the importance of providing cross-cultural educational opportunities.

Williams considered this role to be a period of exploration, allowing him to focus on the areas most important to him: developing programs and events that foster equity and inclusion for students on college campuses. "We embrace culture and traditions through food, music, arts and crafts...It's an explosion of culture, connections and community," he said. "We need to start the skills needed to start a company while studying counseling and student personnel administration at GSE. While enrolled in the program, Jennifer Cross worked as a graduate assistant for Barbara Ricotta, now UB's senior associate vice president for student services and dean of students. A longtime mentor: Jennifer Cross credits her UB graduate school assistantships and internships for cultivating her "soft" people skills that have been a key to her success. "People call them soft skills, but there's nothing soft about them," she said.

Williams remains committed to his goals. "I'm like Natasha Bedingfield," he said. "The rest is still unwritten."
GSE panel discussion clarifies the conversation about critical race theory

BY DANIELLE LEGARE

As debate and misinformation about critical race theory spread across the nation, the Graduate School of Education and the School of Law held a virtual panel on Feb. 25 to shed light on the current public discourse concerning this academic concept. The panel, “Critical Race Theory: Clarifying the Conversation,” was organized by GSE’s

Baxley agreed and added that these bans are intentional strategies to suppress the truth about critical race theory. He said: “One point I am going to clarify around this conversation is this notion that we are indoctrinating students when we talk about race, racism and anti-Blackness. I find that young people are already making meaning of their experiences, making meaning of structures of oppression and privilege and power inside of school but outside of school, and that they are using mediums such as TikTok, Snapchat and Twitter, and leveraging memes and gifs, to understand and analyze their experiences.” Baxley said: “Young people are engaging in this kind of reflection in other spaces outside of schools, leveraging their own agency, leveraging their own political consciousness and using other methods to explore these areas.” The panel advanced the conversation by considering how the fields of law and education can work together to meet the challenges our country faces regarding how we teach and learn about race and racism in K/12 schools.

“Black students are more likely than any other racial group to experience exclusionary discipline such as suspensions and expulsions. The discipline gap exists as early as preschool, as Black preschool children are nearly four times more likely to receive suspensions than white preschool children, according to the United States Department of Education.”

Throughout the 90-minute event, the faculty experts exchanged views on the current conversations and state legislation focused on critical race theory in education. “What we’ve begun to see is not only the banning of CRT, but the banning of critical teaching methods more generally, and especially those centered on issues of race and racism—and I think this is dangerous,” said White. “It’s dangerous for the development of our students who will be the social and political actors and leaders of our nation and future, and it’s dangerous for the well-being of our society as a whole.”

3. Gwendolyn Baxley, assistant professor of educational leadership and policy
4. LaGarrett King, associate professor of law and Floyd H. and Hilda L. Hurst Faculty Scholar
5. Tolulope O. Odumosu, lecturer in law

One of White’s suggestions: “I think that some of the research that we’ve done that suggests that educating students about their history and helping them foster positive relationships with adults who are not their caregivers, make better life choices, and build their self-esteem and pride in their identity.”

“Every Black student deserves to feel that they are seen and valued, and that they are helping them foster positive relationships with adults who are not their caretakers, make better life choices, and build their self-esteem and pride in their identity.”

To help Black students feel safer, schools must embrace their cultural identity

BY MARCENE ROBINSON

The research, published earlier this year in School Psychology International, suggested that practices such as allowing Black students and their families to co-create school rules, removing zero-tolerance discipline policies, creating mentorship programs that pair Black students with Black adults and promoting the use of mindfulness among students could have a positive impact on the educational experiences of Black youth.

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The researchers also recommend mindfulness as a powerful tool to help empower Black youth to manage stress and their emotions. They add that school-based mentorships with Black adults help protect Black students from institutional barriers.

Black students are also reporting feeling less safe at school than white and Asian students, even when controlling for neighborhood factors, said lead author Kamontá Heidelburg, assistant professor of counseling, school and educational psychology at UB GSE. “Ensuring a school environment that is physically and psychologically safe for students is critical for them to learn and grow, particularly for minoritized students continuously oppressed by systemic barriers,” said Heidelburg. “Culturally incongruent curricula, discipline disparities and bias from school staff are all part of the schooling environment for Black students. School safety must be reexamined and recontextualized to promote a safe, secure and welcoming environment for Black students.”

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To help Black students feel safer, schools must embrace their cultural identity

To create a safer learning environment for Black students, schools should turn to culturally relevant and Afrocentric policies and practices that better incorporate their identity in the school culture, according to a new University at Buffalo-led study.

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BULLETIN BOARD

LEARN

BULLETIN BOARD

FACULTY AWARDS AND HONORS

Heidi Julien, assistant professor in the Department of Learning and Instruction, was named a finalist for the 2021 Timothy and Cynthia Shanahan Outstanding Dissertation Award and was also named a 2021 Emerging Scholar by the Reading Hall of Fame.

Julie Gorlewski, associate professor in the Department of Learning and Instruction, has been awarded the Taylor & Francis 2022 Outstanding Journal Article Award for her contributions to the book, “Ripple Effects: How Teacher Action article, “Ripple Effects: How Teacher Action

Anthony Vargas, higher education doctorate student, was recently awarded a SUNY PRODGR fellow. This two-year fellowship supports late-stage doctoral students who want to explore academic careers and gain teaching experience at SUNY comprehensive colleges.

Carl Lam, EdM ’16, was recognized as one of Buffalo Business First’s 30 Under 30 Class of 2022 honorees. The list celebrates young professionals positively impacting their industries and communities every year.

Douglass Regan, EdD ’83, was awarded the 2022 Irving Schwartz Distinguished Retiree Award by the School Administrators Association of New York State.

SCHOOL AWARDS
UB’s Graduate School of Education climbed to No. 53, up six spots from last year and 35 spots in the past four years, in the U.S. News & World Report America’s Best Graduate Schools rankings. Among public universities in the rankings, UB is No. 42 in education and is ranked third overall in the state.

CENTERs
The Fisher-Price Endowed Early Childhood Research Center achieved renewal of its National Accreditation for the Education of Young Children Accreditation.

NEW ADMINISTRATIVE POSITIONS
Julie Gorlewski, associate professor in the Department of Learning and Instruction, has been named senior associate dean for academic affairs and teacher education for GSE, effective summer 2022. In this role, Gorlewski will oversee all matters related to academic affairs for GSE and lead a newly reorganized Office of Educator Preparation.

Erin Kearney, associate professor, will assume the role of chair for the Department of Learning and Instruction in the fall of 2022.

GSE Bulletin Board

LaGarrett King, associate professor in the Department of Learning and Instruction, received the 2022 Society of Professors of Education Outstanding Book Award for his contribution to the book, “We Be Lovin’ Black Children: Learning to Be Literate About the African Diaspora.”

Tiffany M. Nyachae, PhD ’18, was selected for the 2022 inaugural International Society of the Learning Sciences (ISLS) Emerging Scholars Program by the Wallace Foundation Grant Committee. The research funding will allow her to work with youth and teachers in Buffalo in the summer.

Raven Baxter, PhD ’21, was named to Forbes magazine’s 30 Under 30 North America 2022 Science list.

Role Changes
Danielle LeGare has been named director of content for GSE’s Communications and Marketing team. Ben Porembski has assumed the role of assistant to the chair for the Department of Counseling, School and Educational Psychology.

Jennifer Rossland-Bates has assumed the role of business liaison in the Deans Office.

Welcome to GSE
Charlie Baxter was named GSE’s director of assessment and data analytics.

William Bogdan has been named assistant director of enrollment communications in GSE’s Office of Admissions.

Katheryn Ross-Winnie has been named associate director of advancement.

Lauren E. Turner has been named GSE’s assistant director of alumni and constituent engagement.

Spots Up From 2020 Ranking
U.S. News & World Report 2023 Best Graduate Schools
Black History Nerds Saturday School is a monthly professional development series for PreK-12 schoolteachers and others interested in learning more about Black history and race. These one-hour sessions help develop Black history content pedagogical knowledge and are hosted by the Center for K-12 Black History and Racial Literacy Education.

**FEBRUARY 5**

Dr. Jarvia Greens from Harvard University presented The Art of Black Teaching.

**FEBRUARY 12**

Dr. Yolanda Sealey-Ruiz from Teachers College, Columbia University, presented Historical Literacy as Racial Literacy.

**FEBRUARY 19**

Dr. German Moore from the University of Texas at Austin presented Teaching Black History to White People.

**FEBRUARY 26**

Dr. Gholby Muhammad from the University of Illinois at Chicago presented The Hill Project: A Black Studies Curriculum.

**MARCH 11**

The Researching Race Professional Development Series is for academics and autodidacts interested in learning about race, racism, and research. Sessions include topics ranging from theoretical frameworks and framing, methodologies, epistemological and ontological positioning, subject selection, writing, dissertation, and research. This series is hosted by the Center for K-12 Black History and Racial Literacy Education.

**MARCH 15**

Dr. Leonard Moore from the University of Massachusetts Lowell presented Borderland Blocks: Two Cities in the Niagara Region During the Final Decades of Slavery, which was the main lecture given at the Center for K-12 Black History and Racial Literacy Education’s Welcome to Western New York event hosted in conjunction with Entrepreneur Appetite.

**MARCH 19**

Dr. Roderick Carey, assistant professor at the College of Education and Human Development, University of Delaware, presented How Black Boys Perceived Their Mattering During the “Dual Pandemics”: Race, Schooling, and Adolescents’ (In)Significance Throughout Health and Racial Crises. Carey was the last presenter for the 2021-2022 Dean’s Lecture Series.

**MARCH 26**

The 2022 Bobinski Lecture Series, presented by the Department of Information Science and supported by The George and Mary Bobinski Lecture Fund, featured Tracee D. Hall, the tenth executive director of the American Library Association. Hall presented Race, Redlining and Resistance: Libraries in the Making of the Next Civil Rights Movement.

**MARCH 30**

The annual Student Research Symposium is an opportunity for students from all disciplines within the Graduate School of Education to share their research, meet professionals in their field, and prepare for upcoming conferences. This year’s theme was Seeds for Change: Evidence-Informed Research and Practice in 2022 and Beyond.

**APRIL 26**

New York State Commissioner of Education Betty Rosa discussed the state of education in a post-pandemic world with GSE’s alumni, students, and faculty in a virtual presentation. This presentation was co-sponsored by GSE and the Graduate School of Education Alumni Association.

**FEBRUARY 16**

Pulitzer-Prize winner and New York Times Magazine staff writer Nikole Hannah-Jones spoke on Feb. 16 as UB’s 46th annual Martin Luther King Jr. Commemoration Speaker as part of the 2021-2022 UB Distinguished Speakers Series. Dean Suzanne Rosenblith moderated the discussion.

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**Boldly Buffalo**

At UB, we’ve proven we can do anything when we come together. Our students have boundless ambition. Our faculty have unstoppable drive. And we’re fueling the future with discovery and innovation. The Boldly Buffalo campaign is on course to raise $1 billion. buffaloe.edu/campaign
Faculty Retirements

Jeremy D. Finn

Jeremy D. Finn is a SUNY Distinguished Professor, who came to UB in 1976, after earning his PhD from the University of Chicago in educational measurement, evaluation, and statistical analysis. He has taught numerous courses focuses on the research methods, policy issues in K-12 education in GSE’s Department of Counseling, School and Educational Psychology and Department of Educational Leadership and Policy.

In addition to his tenure at UB, Finn has served as a visiting scholar at Stanford University and Temple University and a visiting professor at Virginia Polytechnic Institute and State University. He has also been a member of the American Educational Research Association, American Psychological Association, National Council on Measurement in Education, the Psychometric Society and the Society for Research on Educational Measurement.

He has also held research fellowships at the National Research Council, Educational Testing Service and International Association for the Evaluation of Educational Achievement.

A national education expert on K-12 policy, Finn has been recognized as a National Assessment of Educational Progress Scholar at Educational Testing Service and NSF/ASA Fellow at the National Center for Education Statistics.

Throughout his career, Finn has researched the effect of class size on learning, academic performance, graduation rates and future employment. He was a principal investigator in the most extensive randomized study done on class size in American education to assess whether there is a connection between class size and other life characteristics such as employment and mortality rates.

An esteemed and prolific scholar, he has published extensively in top-rated journals on the topics of school and classroom conditions affiliated with student performance and dropping out. He has given invited addresses on these topics to educators, researchers and policymakers in the United States and abroad.

"As the longest-serving faculty member at UB, Dr. Finn has touched so many student minds with his statistics courses. When it comes to the issues of class size and student engagement, he is the go-to person for research or policy guidance," said Jaekyoung Lee, GSE professor of counseling, school and educational psychology.

Kathleen (Kayte) Conroy

Kayte Conroy retired after 22 years of working at the University at Buffalo. Before academia, she worked in numerous community agency settings as a clinician and supervisor, providing counseling and vocational services to various populations.

Her career in academia began as an adjunct professor at UB in the undergraduate social sciences interdisciplinary degree program. She was once a student and is now a proud alumna. Several years later, Conroy reconnected with the Department of Counseling, School and Educational Psychology (CSEP), where she was also an adjunct and is now an alumna. She added the position of clinical coordinator for the counseling and mental health counseling programs to her adjunct teaching role until she accepted a full-time clinical faculty teaching position in CSEP.

Over the course of her career, Conroy was certified as a rehabilitation counselor, licensed as a mental health counselor, and an internationally known disordered gambling specialist. Conroy has been an invited guest speaker at a variety of audiences in local, regional, national and international settings for conference presentations, lectures and workshops. She has also been actively involved with leadership roles in several community organizations and spearheaded a local chapter for a professional organization in the counseling field. As a drug court task force member, she was actively involved in the development of the nation’s first Therapeutic Diversion Gambling Court system located in Amherst, New York.

"In addition to her work at UB, Dr. Conroy earned her doctoral degree from Lehigh University at the intersection of psychology and education. During her career, she has made significant contributions to the field. As a drug court task force member, she was an internationally known disordered gambling specialist. Conroy has been an invited guest speaker at a variety of audiences in local, regional, national and international settings for conference presentations, lectures and workshops. She has also been actively involved with leadership roles in several community organizations and spearheaded a local chapter for a professional organization in the counseling field. As a drug court task force member, she was actively involved in the development of the nation’s first Therapeutic Diversion Gambling Court system located in Amherst, New York.

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..."
Emeritus Faculty

RON GENTILE, a SUNY Distinguished Teaching Professor in the Department of Counseling, School and Educational Psychology, died April 20, 2022. He was 81. Gentile taught educational psychology at GSE for 35 years, from 1969 to 2004.

Gentile, who always knew he wanted to teach, started out in chemical engineering at the Drexel Institute of Technology in Philadelphia. He soon determined engineering wasn't for him and enrolled at Pennsylvania State University, where he earned his bachelor’s, master’s and doctoral degrees in psychology. After completing his doctoral work, he narrowly missed going to Vietnam: the ROTC graduate instead served as captain in the U.S. Army Medical Service Corps at Walter Reed Army Institute of Research in Washington, D.C. In 1969, after two years at the hospital, Gentile came to UB.

His research and teaching spanned a wide range of educational psychology topics from behavioral and emotional issues to cognitive and memory processes, as well as improving testing and grading practices. He produced over 80 publications, including five books, almost all with direct implications for teaching. His most recent publication, “Learning from Video Games (and Everything Else): The General Learning Model (Elements in Applied Social Psychology),” was co-authored with his son, Douglas Gentile, professor of psychology at Iowa State University.

He remained passionate about his work after three decades in the field. He shared a simple philosophy with his students: “Each of us has to be humble. We’re never done learning how to teach.”

In Memoriam

IN MEMORIAM

BY BETHANY CERCONE

On March 21, 2006, at 9:50 p.m., the first-ever tweet, “just setting up my twttr,” was posted by Twitter co-founder Jack Dorsey. Since then, Twitter has become the place for people to learn what’s happening “now” in their social circles and around the world. With the ability to quickly share snippets of information (even faster when using hashtags), academics have turned to the platform to share their own ideas, opinions and accomplishments with students, fellow researchers and the general public.

In under 280 characters, our GSE academics have shared tweets on problems faculty parents might face during the COVID-19 pandemic, a personal TIME Magazine feature on the depiction of suicide in a popular Hulu series, and even selfies with their beloved fur babies.

Whether it is through gifs, memes, emojis or our scholastic UB way of writing, our academics are engaged on Twitter—giving researchers and students from institutions all around the world a glimpse of what we’re up to here at GSE.

Alumni

1950s

Bernard A. Cesar, Sr. EdD '51, of Amherst, N.Y. | Jan. 30, 2022
Anthony C. Ben, JD '54, EdM '51, of Lockport, N.Y. | Feb. 16, 2022

1960s

John F. Pasquariello, EdM '60, of Lancaster, N.Y. | Jan. 25, 2022
Maryln Zahler, EdM '63, of Buffalo, N.Y. | March 4, 2022
John C. Stofa, EdB '64, of Cincinnati, O.H. | April 23, 2022
Mary K. Twist, EdM '64, of Lackawanna, N.Y. | Jan. 31, 2022
Charles M. Breinin, EdM '66, BA '56, of Tonawanda, N.Y. | March 22, 2022
Sarah Marie Dinatale, EdM '67, of Amherst, N.Y. | Jan. 13, 2022
Dr. Charles F. Adams, III, EdD '69, EdM '67, of Fayetteville, N.Y. | April 2, 2022
Dr. Bertram C. Lindemann, PhD '70, EdM '68, of Montclair, N.J. | Nov. 24, 2021
Joan M. Walker, EdM '68, BA '63, formerly of Lakeview, N.Y. | Jan. 10, 2022
Russell B. Osborn, EdM '66, JD '52, of Buffalo, N.Y. | Feb. 19, 2022

1970s

Grace A. Flanagan, EdM '70, of Buffalo, N.Y. | March 24, 2022
Liz Lynn Friedman, EdM '73, of Buffalo, N.Y. | April 10, 2022
Frank Austin, EdM '74, of Orchard Park, N.Y. | Dec. 27, 2021
Sylvia R. Nelson, EdM '76, of Williamsville, N.Y. | Jan. 16, 2022
Dr. David Kunle Akanbi, EdD '77, of Nigeria, Africa | Nov. 13, 2021
Barbara "Bambii" Brody, EdD '76, EdM '73, BA '71, of Omenta, N.Y. | July 26, 2021
Barbara F. DiCamillo, EdM '77, of Buffalo, N.Y. | April 16, 2022
Glenda C. Steepes, EdM '77, of East Aurora, N.Y. | Jan. 3, 2022

1980s

William L. McGee, EdD '84, formerly of Potsdam, N.Y. | Nov. 6, 2021

SCENE ON SOCIAL

@academics all aTwitter

#Educating in 280 characters or less

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The signature light tower in the atrium at the medical school building, the home of the Jacobs School of Medicine and Biomedical Sciences, was illuminated bright orange in June 2022 in observance of Gun Violence Awareness Day. (UB Photo/Meredith Forrest Kulwicki)