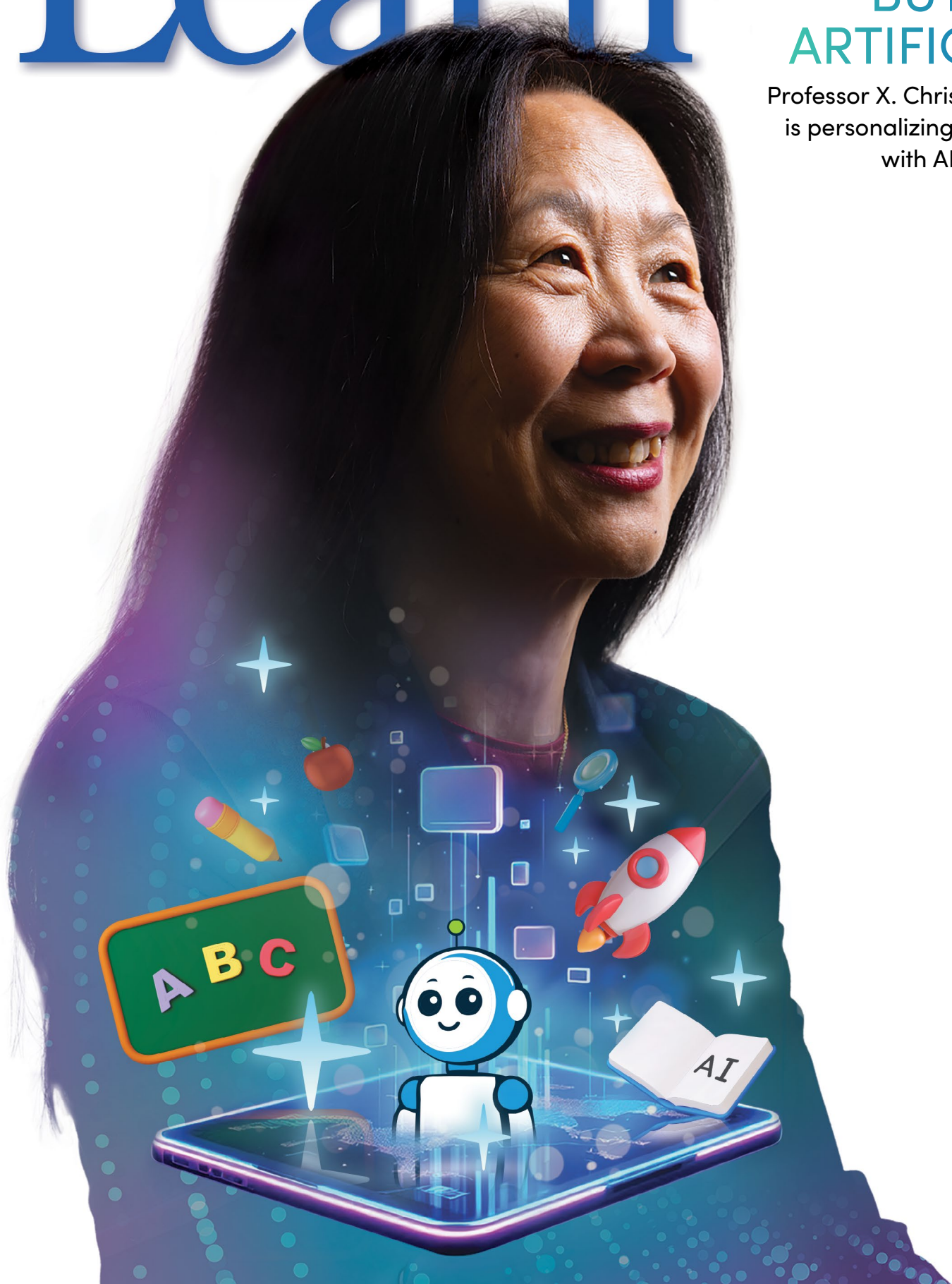


THE UB GSE MAGAZINE SPRING 2025

Learn

ANYTHING
BUT
ARTIFICIAL

Professor X. Christine Wang
is personalizing learning
with AI





SPRING 2025 • ISSUE 10

Editorial & Creative Director
Amber M. Winters

Director of Content & Lead Writer
Danielle LeGare

Graphic Design
Big Yellow Taxi, Inc.

Contributing Writers
Marina Barbopoulos
Katheryne T. Leigh-Osroosh
Nicole Mehlman-Davidow
Karly Rakhimova
Alexandra Saccone
Ann Whitcher Gentzke

Contributing Photographers
Bare Mountain Photography
Dylan Buyskes, Onion Studio, Inc.
Andre Carrotflower
Douglas Levere, UB
Amber M. Winters, UB

Copy Editors & Proofreaders
Danielle LeGare
Ann Whitcher Gentzke

Web Design & Production
William J. Belz III
Nicole Mehlman-Davidow
Amber M. Winters

Contact Us
To share your ideas and stories,
email us at gsenews@buffalo.edu

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10
COVER STORY

Anything but artificial: X. Christine Wang is personalizing learning with AI

Professor X. Christine Wang is leading a national effort to transform early literacy education through responsible AI—developing personalized tools that support teachers and empower students.

DEPARTMENTS

3	Ed Artifact	Simple, smart and still in style: The mighty whiteboard
8	Office Hours	Meet Associate Professor Sam Abramovich
20	Roaming the Halls	Navigating life's fairways with Kayla Burt
32	Bulletin Board	School news in brief
38	Scene on Social	Champions in study and sport at GSE



18

How research connects librarians from Buffalo to Lahore

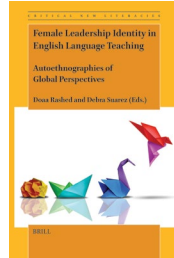


26

Why banning cellphones won't save our schools

6 Book Stacks

Publications by GSE authors



24 A Student Perspective

International student-parent Karly Rakhimova finds strength



22 Q&A

CLaRI's guide to year-round reading fun

27 New Program

GSE's new micro-credentials

28 Disaster Justice and Resilience Project

NSF-backed project turns storm into learning

30 Trajectory

Beyond the uniform: Alum Emily Knitter's journey



36 Class Notes

Updates from our alumni

39 In Memoriam

ED ARTIFACT

The writing's on the wall: The history of the whiteboard

BY MARINA BARBOPOULOS

In a world where innovation can feel overwhelming, the whiteboard remains a familiar and easy-to-use tool. It is arguably one of the most underrated classroom resources. The whiteboard can be used for various purposes, such as studying, brainstorming or even doodling.

So, let's step back and see how the whiteboard came to be.

In the late 1950s, photographer Martin Heit reportedly discovered that he could write on film negatives with a marker and then wipe the markings away. This sparked the idea of a reusable writing surface. Around the same time, Albert Stallion, who worked in the steel industry, recognized that enameled steel could serve as a durable, writable surface. While the exact origins of the whiteboard remain debatable, these early innovations laid the foundation for the tool we know today.

Despite Heit's efforts to sell the product, he struggled to gain traction. Eventually, he sold his idea to Dri-Mark, a company that would help popularize the whiteboard by promoting it as a "less messy" alternative to traditional chalkboards—eliminating issues like chalk marks on clothes and the discomfort of clapping erasers together and spreading dust everywhere.

Whiteboards have proved to help students with academic retention and interaction with their lessons. The colored markers on the board help key information stand out, especially for visual learners. Physically writing notes can also help a person remember the material better.

These boards have allowed the classroom to be modernized, while still valuing tried and true tactics of learning and education.

The whiteboard's popularity is still very much alive today. Elementary schools, high schools and universities across the country use them daily despite the introduction of more advanced technologies, such as interactive smartboards and digital collaboration tools.

The whiteboard is a testament that some things always stay in style and stand the test of time. Its lasting presence in classrooms proves that simplicity and functionality will always have a place in the ever-evolving world of education.





We're proud to share the inspiring work of GSE faculty, students and staff with you.

Dear GSE Friends and Alumni,

While this year has brought its share of challenges, GSE remains steadfast in its commitment to producing impactful, evidence-based research, student-centered teaching and meaningful outreach. In this issue of Learn, we highlight many of the successes we've achieved despite the uncertain context in which we find ourselves.

Dr. X. Christine Wang, professor of learning and instruction and senior associate dean for research, continues to distinguish herself as a leading scholar in AI and education. She secured a major grant to establish the Center for Early Literacy and Responsible AI. Alongside GSE colleagues, Dr. Wang will develop AI tools to support teachers working with young learners struggling to master foundational literacy skills.

Recognized for her substantial contributions to education research, SUNY Distinguished Professor Amanda Nickerson—who also directs the Alberti Center for Bullying Abuse Prevention—was named a 2025 American Educational Research Association (AERA) Fellow.

Dr. Mary McVee, professor of learning and instruction, received the AERA Division G Social Contexts of Education Mentoring Award, recognizing her deep commitment to mentoring future scholars.

This spring, we also said goodbye to a legend in GSE and a giant in the field. Dr. Lois Weis, SUNY Distinguished Professor, retired in January. A robust celebration in her honor featured a wonderful talk by Dr. Weis and longtime collaborator Dr. Michelle Fine, reminding us of all the lasting impact Dr. Weis has made on education research. We wish her a joyful and restful retirement.

In this issue, you'll also read about our remarkable students and alumni. Kayla Burt, a PhD student in the Department of Information Science, is exploring the intersections of technology and accessibility. Although early in her career, she's already earned several awards for her work.

You'll also meet alumna Emily Knitter, a graduate of our combined PhD in counseling psychology and school psychology. Dr. Knitter is an advocate for veterans and studies innovative strategies for post-military reintegration.

These are just a few of the stories included in this issue of Learn. As we navigate the many changes to the education landscape, I want to remind you of the deep level of expertise held by the faculty in GSE. If you would like to better understand the implications of any proposed policy changes, please reach out to us.

Please take some time to read through the magazine—we're proud to share the inspiring work of GSE faculty, students and staff with you.

Warmly,

Suzanne Rosenblith

Suzanne Rosenblith

LAND ACKNOWLEDGMENT STATEMENT

A pledge to peaceably share and care for North America's five Great Lakes

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



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

EDUCATION WEEK quoted Jaekyung Lee, professor of educational leadership and policy, in an article titled "Which Nation's Students Are Defying the Math Anxiety Trend?"

THE BUFFALO NEWS featured Wil Green, assistant dean of community relations, in an article titled "UB's Brainy Bulls Creates Virtual Bonds Between College Tutors, Grade School Students."

THE NEW YORK TIMES quoted Richard Williams, a PhD candidate, in a story titled "America's Hidden Racial Divide: A Mysterious Gap in Psychosis Rates."

WKBW-TV quoted Katheryne Leigh-Osroosh, assistant professor of counseling, school and educational psychology, in an article titled "New York's Largest Teachers' Union Calling for State-Wide School Cell Phone Ban."

THE HILL quoted Noemi Waight, associate professor of science education, in an article titled "AI Ready to Hit Its Stride in Schools in 2025."

HUFFPOST quoted LaGarrett King, professor and director of the Center for K-12 Black History and Racial Literacy Education, in a story titled "A CNN Pundit Was Roasted For His 'Woke Mob' Rant — And Experts Have Thoughts."

EDUCATION WEEK'S Black History Month special issue published several op-eds written by GSE students, including "The Problem With Primary Sources in Black History Education" written by Schomburg Fellow and graduate assistant Abigail Henry; "What We Can All Learn From Black Women in Education" written by Dawnavyn James, a fellow for the Center for K-12 Black History and Racial Literacy Education; and "The Three Essentials of Teaching a Black History Class" written by Greg Simmons, a doctoral candidate in social studies education.

WGRZ and WIVB quoted Stephanie Fredrick, associate director of the Alberti Center for Bullying Abuse Prevention and an associate professor of counseling, school and educational psychology, in a story, "Potential TikTok ban: Local users and creators flock to alternative platforms."

EDGE EFFECTS featured Sarah A. Robert, associate professor of learning and instruction, in a podcast episode titled "Cafeteria Care around the World."

NATIONAL PUBLIC RADIO interviewed LaGarrett King, professor and director of the Center for K-12 Black History and Racial Literacy Education, for a piece, "Rollback of diversity efforts leaves teachers wondering about effects on Black History Month."

EducationWeek

THE BUFFALO NEWS

The New York Times

7 WKBW BUFFALO

THE HILL

HUFFPOST

2 WGRZ ON YOUR SIDE

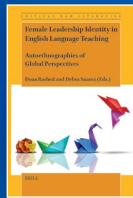
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EDGE EFFECTS

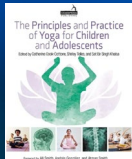
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BOOK STACKS

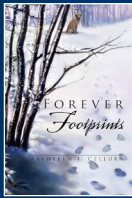
Books and chapters published by members of the UB GSE community



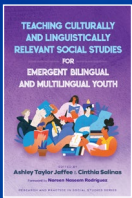
“Still We Rise: Collaborative Autoethnographic Perspectives from Black Women in English Language Teaching and Leadership” is a chapter cowritten by **Tasha Austin**, assistant professor in the Department of Learning and Instruction. Published by Brill in 2024, this chapter is in the book, “Female Leadership Identity in English Language Teaching: Autoethnographies of Global Perspectives.”



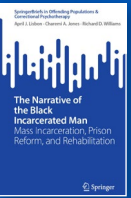
“The Principles and Practice of Yoga for Children and Adolescents” was cowritten by **Catherine Cook-Cottone**, professor in the Department of Counseling, School and Educational Psychology. This book was published in 2024 by Handspring Publishing.



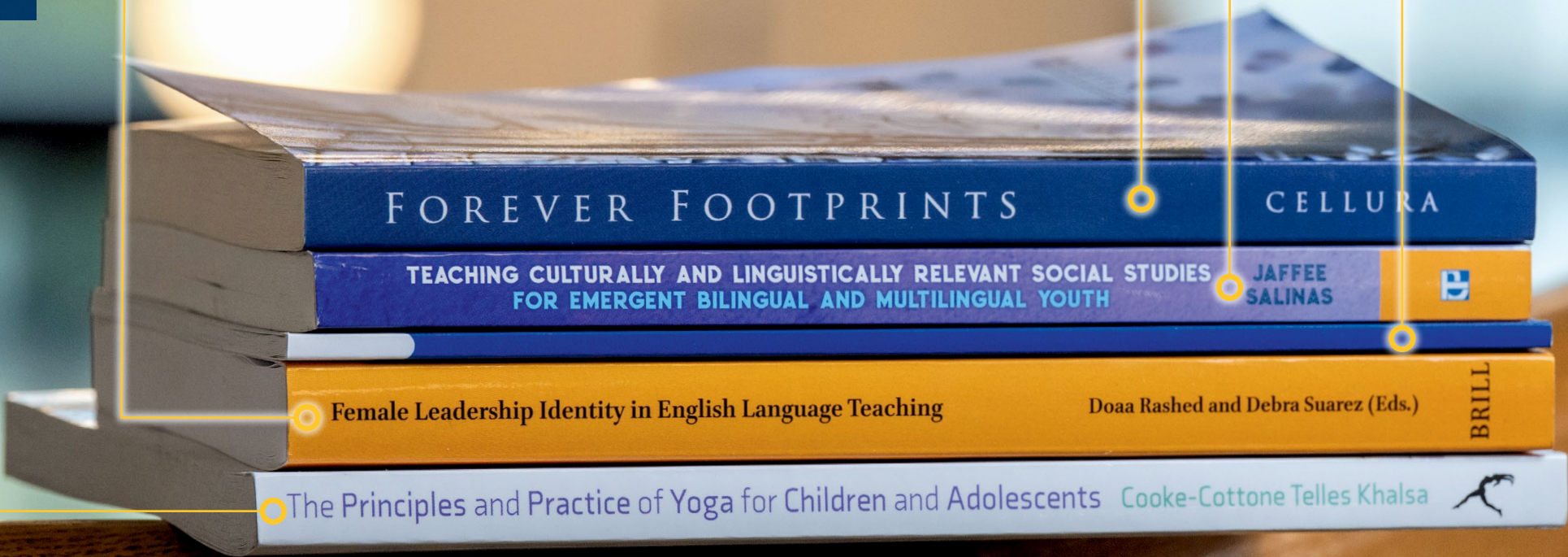
“Forever Footprints” was written by GSE alum Kathleen Cellura, EdB ’59. It was published in 2011 by Xlibris, Corp.



“De Los Abajos: Rasquache Movidas Toward Critical, Culturally and Linguistically Relevant Social Studies” is a book chapter cowritten by **Tim Monreal**, assistant professor in the Department of Learning and Instruction. This chapter is in the book “Teaching Culturally and Linguistically Relevant Social Studies for Emergent Bilingual and Multilingual Youth” published by the Teachers College Press in 2024.



Curriculum, Instruction and the Science of Learning PhD Student **Richard Williams** cowrote a book titled, **“The Narrative of the Black Incarcerated Man: Mass Incarceration, Prison Reform, and Rehabilitation.”** This book was published in 2024 by Springer.



Bucket list scratch-off:
Abramovich keeps this item handy to mark the U.S. locations he has visited during his recent travels.

Laptop stand:
"I am a big embracer of technology, but I like technology that's simple, reliable and accessible. Like this stand that allows you to align your laptop with your computer monitor. To me, that's helpful and simple, which is fantastic."

Roll of the die:
Abramovich keeps a giant 20-sided die in his office, often used in role-playing games like "Dungeons & Dragons."

Let's play crokinole:
Abramovich enjoys crokinole, a board game of Canadian origin in which players shoot tiny discs across a circular surface in a test of dexterity, thus combining elements of shuffleboard and curling scaled to a tabletop setting.

RESEARCH AREAS

- Information Science
- Achievement
- Assessment
- Cultural Studies
- Cognition
- Design and Analysis of Longitudinal Research
- Design Experiments
- Educational Technology
- Evaluation
- Gamification
- Learning Design
- Large-Scale Assessment and Research
- Measurements
- Online and Distance Learning
- Qualitative Research Methods
- Quantitative Research Methods
- Research Design
- Research Methods

Office Hours with
Sam Abramovich
Examining micro-credentials and their impact on education

BY ANN WHITCHER GENTZKE

Sam Abramovich focuses much of his research on how innovative assessment methods can unlock deeper learning opportunities across educational settings. An associate professor in the departments of Learning and Instruction and Information Science, Abramovich investigates micro-credentials, open education resources and other educational technologies that are increasingly prevalent at U.S. universities.

In a recent white paper, Abramovich and coauthor Anne Reed, director of UB's Office of Micro-Credentials, address the challenges and opportunities associated with evaluating micro-credentials. Their work is especially timely, given that micro-credentials—often short, skill-focused educational experiences accompanied by digital badges—hold significant promise but currently lack standardized assessment methods to clearly demonstrate their value. The authors offer a roadmap for evaluation that's adaptable to the specific content being imparted. Their framework also helps educators and other stakeholders make relative comparisons among different micro-credentials.

Abramovich also studies how AI is changing the landscape of how we measure learning, and what constitutes formative and summative feedback in a world where tools like ChatGPT can create quality work in seconds. A regular gamer (board, video and role-playing), he earned a BA at Brandeis University and an MT from the University of Virginia. Abramovich did early research on gamification and education at Johns Hopkins University. Prior to that, he was a social studies teacher in Virginia, a technology coordinator in Massachusetts and a computer programmer on Wall Street. After receiving his PhD in learning science and policy from the University of Pittsburgh in 2013, Abramovich was hired as assistant professor at UB and moved to Buffalo that fall with his wife Miriam and their two children, Zelda and Oz. Buffalo has been home ever since.

"I've been in Buffalo longer than anywhere else," said Abramovich, who grew up in Houston, but has lived all over the U.S. and in Israel. "I feel like I'm a real Buffalonian. I know this because I've started watching Bills games without ever sitting—just pacing!" He's also a "passionate" wings aficionado with definite tastes and preferences for what constitutes good chicken wings. "The Buffalo Wing Trail was a game-changer for me. I've gone to all the different kind of wings places that I can."

Sparkling joy: When it comes to office decor, Abramovich admires the credo of Marie Kondo, bestselling author of "The Life-Changing Magic of Tidying Up: The Japanese Art of Decluttering and Organizing" and other guides: "Only when you know how to choose things that spark joy can you attain your lifestyle," Kondo wrote.

(Photo/ Dylan Buyskes, Onion Studio)

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X. CHRISTINE WANG IS PERSONALIZING LEARNING WITH AI

BY DANIELLE LEGARE

“**T**HE NATION IS IN CRISIS.”
GSE Professor **X. Christine Wang** isn’t mincing words when discussing the state of early literacy in the U.S.

National reading proficiency rates have been in steady decline: According to the National Assessment of Educational Progress, just 33% of U.S. fourth graders met reading proficiency standards in 2022—a figure that dropped even further to 31% in 2024.



Early literacy is one of the strongest predictors of long-term academic success. Students who struggle to develop foundational reading skills in the early grades often face lasting challenges. By third or fourth grade, when the shift from “learning to read” to “reading to learn” occurs, those already behind can find it increasingly difficult to keep up.

While many recognize artificial intelligence (AI) as a tool to draft essays or generate images, its potential to transform learning outcomes is only beginning to emerge. At UB and beyond, researchers are exploring AI’s role in shaping the future of education.

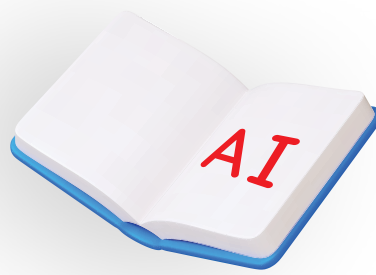
Wang is at the center of this movement. Her latest research grants—totaling over \$30 million—have positioned her at the forefront of AI-driven education.

As principal investigator of the [Center for Early Literacy and Responsible AI \(CELaRAI\)](#) and a key leader in the [National AI Institute for Exceptional Education](#), Wang is helping to shape the future of AI in education. While she continues to focus on early education and learning sciences, her work now extends to developing responsible AI tools that enhance literacy learning and improve and expand speech and language services in schools.

In addition, she is leading initiatives in GSE’s [PlayfulAI Learning and Design Lab](#) to help young children develop AI literacy and prepare them for an AI-driven future.

An unwavering fascination with children’s learning

When Wang first visited Buffalo in 2003, she wasn’t entirely sure what to expect. Coming from the University of Illinois at Urbana–Champaign, where she had just completed her PhD, she had applied for multiple faculty positions across the country and received several offers. But something about UB stood out.



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“The people here were incredibly kind,” Wang recalled. “I wasn’t sure about the snow, though—it was March, so there wasn’t much around, and I thought, ‘Oh, this doesn’t look too bad.’”

What ultimately brought her to UB wasn’t the weather, however. It was the overwhelming support for her research. At the time, she was exploring how young children interact with technology, particularly in classroom environments. GSE’s [Early Childhood Research Center \(ECRC\)](#) shared her vision and actively encouraged her to push it further.

“I felt there was a lot of genuine interest in my work, and that mattered,” she said.

Born and educated in China before earning her doctorate in the U.S., Wang had always been fascinated by how children learn. Her dissertation centered on how young students exercised agency in technology-supported learning environments. Initially, she had planned to study how teachers incorporated computers into their classrooms. But after spending considerable time observing children, she realized something much more compelling was happening.

Given just one computer and one mouse to share during a short free-play period, the first grade students didn’t simply take turns. They collaborated. Instead of switching games or playing solo, they convinced each other to stick with the same game so they could level up together. They shared shortcuts, pointed out hidden digital treasures and built team strategies on the fly. What appeared to be unstructured play quickly revealed itself as a rich, student-driven learning experience full of negotiation, cooperation and collective discovery.

For Wang, it was a powerful reminder that learning doesn’t always happen in ways we expect.

This insight reshaped her career. Instead of focusing solely on how teachers used technology, she turned her attention to how students engaged with it organically—and how technology could be designed to enhance those interactions.

A leader in the field

Since arriving at UB, Wang has become a global leader in early education and digital technology. She is now a professor of learning and instruction and director of the ECRC. In addition to leading major-funded AI research, she also serves as GSE’s senior associate dean for interdisciplinary research.

Balancing such high-level projects might overwhelm some, but Wang’s colleagues say her collaboration and advocacy make her an invaluable force at GSE and beyond.

“She’s such a hard worker and a wonderful thought partner,” said [Suzanne Rosenblith](#), GSE dean and professor. “Whether Christine is introducing colleagues to new research partners, helping faculty navigate the complexities of grant

funding, or ensuring that GSE has a seat at the table in larger university conversations, she is always looking for opportunities for us.”

According to Rosenblith, Wang’s ability to adapt and expand her research into AI is just one example of her leadership: “Christine hadn’t originally worked in AI, but she immediately saw the potential and how it could reshape learning. She’s a role model for all of us in that way.”

That same drive and strategic vision are what allow Wang to lead multiple large-scale projects while still mentoring faculty, staff and students. Her commitment to mentoring has earned her various awards, including GSE’s Service Award and student mentoring honors—and this year, she was recognized with the UB President’s Medal, one of the university’s highest honors.

“Christine is one of those rare people who truly thrives under pressure. A lot of us think we are that person, but she embodies it,” said GSE Grants Specialist [Carly Ogletree](#). “I can’t tell you how many times we’ve squeezed in just 20 minutes over the course of a week, and those 20 minutes were incredibly productive in keeping our research system running.”

The Center for Early Literacy and Responsible AI

At the center of Wang’s AI research is CELaRAI—a groundbreaking initiative housed at UB with the mission to transform the science of early reading through AI innovations. One of the major challenges in early reading instruction is the lack of individualized, high-quality reading materials. Finding decodable texts that align with each child’s phonics and vocabulary needs is time-consuming and difficult for teachers.

That’s where AI Reading Enhancer (AIRE) comes in. AIRE was designed to generate personalized reading materials tailored to individual students, analyze real-time reading progress to provide insights to teachers and offer just-in-time support for literacy skills like phonics, vocabulary, fluency and comprehension.


The center is organized into four key thrusts: early literacy, AI development, AI ethics and learning sciences. Wang serves as principal investigator, coordinating efforts across these areas to ensure AI-driven literacy tools are designed with both innovation and responsibility in mind.

The center’s leadership is also composed of nine co-PIs, including [Christopher Hoadley](#), [John Strong](#) and [Jaekyung Lee](#) from GSE, as well as [Jinjun Xiong](#), who also serves as director of [UB’s Institute for Artificial Intelligence and Data Science](#). Additional co-PIs include Tanya Christ from East Carolina University, Laura Tortorelli from Michigan State University, Sanmi Koyejo from Stanford University,

Abeer Alwan from UCLA and Dilek Hakkani Tur from University of Illinois at Urbana–Champaign.

“Christine’s leadership was crucial in putting together this large interdisciplinary AI research team and partners. She knows how to do the right things at the right time,” said Lee, professor in GSE’s Department of Counseling, School and Educational Psychology.

The center’s work comes at a critical moment—not just because of the nation’s growing literacy crisis but also because AI is advancing rapidly, raising urgent questions about how it should be integrated into education.



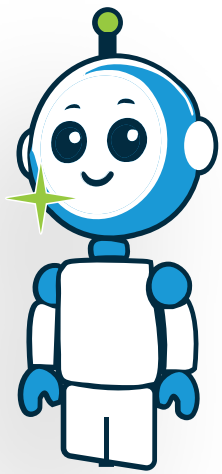
AT THE CENTER OF
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Strong, GSE assistant professor of learning and instruction, sees firsthand how Wang’s leadership keeps the massive operation moving forward.

“She has a deep understanding of all of these different areas—AI, early literacy development, research methods—where she’s really the best person to lead such a large group of people,” said Strong. “I don’t envy her for having to oversee so many researchers, students and postdocs, but she’s steadfast. She doesn’t give up, even in the face of challenges.”

Over the next five years, CELaRAI will conduct national teacher surveys and classroom studies to inform AI design, develop the AIRE tool through human-centered user studies, and conduct a year-long efficacy study through collaborations with partner schools in urban, suburban and rural communities in New York, Michigan and North Carolina.

The center’s contributions promise to be wide-ranging and impactful. Wang and her team aim



“I WAS VERY INTERESTED
IN AI AS A TEACHER, BUT
I WAS ALSO CONCERNED.
HOW SAFE IS IT? HOW
TRUSTWORTHY IS IT?
CHRISTINE IS NOT JUST

EXPLORING HOW AI COULD BE USED
BUT ALSO ASKING ALONG THE WAY:
HOW DO WE MAKE AI WORK FOR ALL
LEARNERS IN ALL SCHOOLS? HOW DO
WE MAKE IT PUBLICLY ACCESSIBLE?”

– KRISTEN SMIGIELSKI

to advance automatic speech recognition (ASR) technologies tailored for young children from diverse cultural and linguistic backgrounds. In addition, they strive to deepen the science of early reading through insights into variability in foundational literacy skills and the types of support young learners need, as well as strengthen the field of team science by developing best practices for interdisciplinary collaboration.

For Strong, the real-world impact of this work inspires him.

“What always motivates me the most is the direct impact on the lives of teachers and students in the classroom,” he said. “Creating something that teachers will actually find useful and that will help students read—that’s what keeps us going.”

Wang also sees CELaRAI as an opportunity to advocate for responsible AI research at the national level. “When we consider responsible AI, we’re not just addressing isolated concerns—we’re engaging a complex constellation of ethical, social and technical issues,” Wang said. “If concerns like privacy, fairness or transparency are addressed only after a tool is developed, we’ve missed the opportunity to shape its design responsibly. Ethical considerations must be integrated from the outset, embedded throughout the entire lifecycle of AI development and deployment.”

As part of this ethical commitment, Wang emphasizes that the goal is to support—not supplant—the role of educators. “We want to make it very clear: We’re enhancing teachers’ work and supporting children’s learning. In no way are we trying to replace teachers,” she said.

To achieve this goal, the center will develop guidelines for responsible AI development and deployment in schools and provide national leadership through research dissemination and professional development initiatives.

Kristen Smigielski, a former kindergarten teacher and 2025 graduate of GSE’s curriculum, instruction and the science of learning PhD program, understands the importance of ethical and understandable AI. Now serving as the project manager for CELaRAI, she initially approached AI with caution.

“I was very interested in AI as a teacher, but I was also concerned. How safe is it? How trustworthy is it?” said Smigielski. “Christine is not just exploring how AI could be used but also asking along the way: How do we make AI work for all learners in all schools? How do we make it publicly accessible?”

“Instead of just looking at curriculum or looking at teachers or looking at students, Christine is crossing those boundaries. She is not just thinking of AI as a cool tool that we can use; she is reshaping how we approach learning and teaching,” she added.

Smigielski remains in awe of the breadth of Wang’s vision.

“I was fangirling when I first had the chance to work with her,” she admitted. “She’s really focused on shaping how AI is integrated into education in ethical ways and providing guidelines, support and community forums—all of these public-facing things—to get people to build their AI literacy, to understand how to keep students safe, and to ensure that equity and ethics are central to the conversation.”

The National AI Institute for Exceptional Education

Wang’s leadership in AI-driven education extends beyond literacy. She is also playing a critical role in the **National AI Institute for Exceptional Education**—an initiative that aims to close gaps in speech and language services for young children. With a nationwide shortage of speech-language pathologists (SLPs), many students—particularly those in under-resourced schools—struggle to access the early interventions they need.

The institute is developing advanced AI tools to expand the reach of SLPs to ensure that children who might otherwise fall through the cracks receive the support necessary to build foundational language and literacy skills.

A significant focus of the institute is the development of AI-driven tools designed to assist both teachers and SLPs in identifying and supporting students with speech and language processing challenges.

One such tool, the AI Screener, is designed to analyze children’s speech and interactions in the classroom, allowing for universal early screening and



Transforming Science of Early Reading through Responsible AI Solutions



intervention. Another, the AI Orchestrator, helps SLPs and teachers by recommending and administering individualized interventions for children with formal Individualized Education Plans (IEPs).

These tools will not replace specialists. Instead, they will enhance their ability to serve more students effectively, particularly in schools that lack adequate resources.

The institute’s research spans multiple fields, from AI ethics and human-AI interaction to education and learning sciences. The institute is co-led by UB scholars, including **Venu Govindaraju, Jinjun Xiong** and **Srirangaraj Setlur**. It involves over 30 researchers across nine universities, including specialists in computer science, engineering, psychology and speech-language pathology.

As the project lead for education and workforce

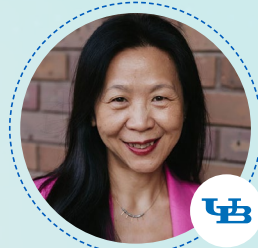
development, Wang is an essential part of the research team, playing a crucial role in ensuring that these AI solutions are grounded in evidence-based learning science. She is leading efforts to study real-world classroom interactions, validate AI-driven interventions and examine speech patterns, verbal articulation and nonverbal communication.

The goal is to ensure that AI is not only effective but also equitable and responsive to the diverse needs of students.

“Christine is an energetic and dynamic leader and always full of ideas for interdisciplinary collaboration. She is not afraid of venturing into new territories—such as AI in the beginning of our collaboration—and exploring innovative ways of applying technologies to improve children’s learning outcomes,” said Xiong, who is SUNY Empire

MEET THE TEAM

PRINCIPAL INVESTIGATOR



X. Christine Wang, PhD

EARLY LITERACY THRUST



Tanya Christ, PhD
Early Literacy Lead



John Strong, PhD
Co-PI



Laura Tortorelli, PhD
Co-PI

AI THRUST



Jinjun Xiong, PhD
AI Lead



Abeer Alwan, PhD
Co-PI

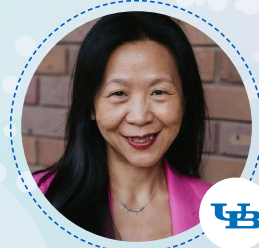


Dilek Hakkani Tür, PhD
Co-PI

AI ETHICS THRUST



Sanmi Koyejo, PhD
AI Ethics Lead



X. Christine Wang, PhD
PI



Jaekyung Lee, PhD
Co-PI

LEARNING SCIENCES THRUST



Chris Hoadley, PhD
Learning Sciences Lead

AS WANG LOOKS TO THE FUTURE, SHE REMAINS FOCUSED ON WHAT MATTERS MOST: USING AI TO SUPPORT EDUCATORS, EMPOWER LEARNERS AND EXPAND ACCESS TO HIGH-QUALITY EDUCATION.



Innovation Professor in the UB School of Engineering and Applied Sciences. “For example, through our National AI Institute collaboration, she quickly became an AI expert herself and started to organize various events to spread the AI knowledge to the community and advocate the applications of AI to advance learning sciences.”

That commitment to outreach and collaboration was especially evident in 2024 when Wang organized a year-long [AI + Education Learning Community Series](#) to explore responsible AI in education with K–12 educators, AI experts and educational researchers.

UB: A hub for AI innovation

UB has been a global leader in AI research and innovation for almost 50 years—long before AI became a mainstream topic. From pioneering the world’s first [autonomous handwriting recognition system](#), which helped the U.S. Postal Service and Royal Mail save billions of dollars, to today’s university-wide efforts to develop new ways to use [AI for social good](#), UB’s legacy of innovation continues to grow.

Now, the university’s national leadership in AI research has expanded with Gov. Kathy Hochul’s establishment of [Empire AI](#)—a statewide consortium launched in 2024 with UB serving as the home of Empire AI’s state-of-the-art artificial intelligence computing center.

Backed by \$400 million in public and private investment, Empire AI is positioning New York State as a national leader in AI-driven innovation across sectors like education, health care and climate science. UB currently has more than 200 faculty researchers working at the cutting edge of the technology to solve society’s greatest challenges.

As UB strengthens its role in shaping AI’s future, Wang is ensuring that learning and equity remain part of the conversation. “She’s certainly a leader in this movement, and I think

that her work on demystifying AI and bringing it to folks for whom it may be a little daunting is something that can’t be overstated. It’s going to have an impact nationally,” said Carly Ogletree, the GSE grants specialist.

New questions, new possibilities

As Wang looks to the future, she remains focused on what matters most: using AI to support educators, empower learners and expand access to high-quality education.

From Rosenblith’s view, this work has the potential to transform how researchers across disciplines approach their fields.

“One of the most exciting aspects of Christine’s work is the way it expands the possibilities of AI in education. Many of her collaborators, both at UB and Michigan State, are literacy researchers—experts in interventions and early childhood learning. Now, by pairing their expertise with AI, they’re able to ask new questions and develop new solutions,” said Rosenblith. “And that’s what’s so exciting to me: Beyond the effectiveness of the tools themselves, this work demonstrates how AI can be a tool for discovery. It’s like a pen, a calculator—something that, when applied to different disciplines, can open entirely new avenues of research and impact.”

As AI continues to evolve, Wang’s leadership ensures that these technologies are developed and deployed in ways that benefit both students and teachers.

“AI’s biggest impact in education will be its ability to create truly personalized learning opportunities,” Wang said. “AI technology allows us to track student progress more effectively, make sense of learning patterns, and tailor both instructional materials and support in ways that meet individual needs. That kind of personalization has the power to transform education.”

The global language of research: GSE scholar's journey to Pakistan bridges cultures, advances scholarship



VanScoy discusses the research with a librarian from Chughtai Public Library

BY DANIELLE LEGARE

For **Amy VanScoy**, an associate professor of information science at GSE, conducting research abroad is a gift. The memories, professional connections and scholarly discoveries made while traveling have impacted the trajectory of her work and life.

A recent trip to Lahore, Pakistan, was no exception.

Funded by **UB's Office of International Education's** Associate Professor Fund for Global and International Research, VanScoy's trip aimed to foster international collaboration, conduct significant research and build cross-cultural understanding. **The fund** seeks to support international research projects that will advance the recipient's career.

"Our office is pleased to support Professor VanScoy's ongoing research on several

continents focusing on librarians' perspectives on their own practice," said UB Vice Provost for International Education Nojin Kwak. "This cross-national project will yield important insights from her firsthand work in Pakistan, South Africa and other countries that will inform our understanding of the profession in a global context."

VanScoy was just as enthusiastic: "I was excited about the support from the university. It was exciting to know there was funding to support this stage of my career," said VanScoy.

"It fills me with positivity and hope that—in our very small world—everyone's working toward the same goal."

VanScoy began this journey with a professional connection to a Fulbright Scholar who visited UB in 2017-18—**Muhammad Rafiq**, associate professor of information management at the University of the Punjab. Rafiq ultimately became a vital collaborator for VanScoy.

"We kept in touch after he went back to Pakistan, and I thought he'd be a good person to collaborate with on this research. I contacted him, and he was super excited about it," she said.

During her two-week trip in November 2023, VanScoy and Rafiq conducted 22 interviews with local librarians, employing Q-methodology—a technique that uses card sorting to capture subjective viewpoints. By asking the librarians to rank a series of statements about reference work, this method helped uncover their professional perspectives and orientations toward their practice.

VanScoy has used Q-methodology in previous studies across South Africa, Slovenia and the U.S., finding it effective for identifying patterns in how professionals think and make decisions. In this study, librarians were tasked with ranking different approaches to reference services, providing valuable insights into their varied professional orientations, priorities and decision-making processes.

"It was very rewarding just talking to these librarians and seeing different kinds of libraries. Some are super sophisticated, well-funded libraries with the latest technology and rival the best libraries in the U.S. Then others were libraries that had almost nothing, but they were still trying to help their users and trying to provide resources," said VanScoy.

"When I talk to librarians anywhere, they're doing important work, and they communicate that. The specific questions library users ask may differ from country to country, but the commitment to the work—the desire to do more and help people—is always there," she added. "It fills me with positivity and hope that—in our very small world—everyone's working toward the same goal."

Librarianship across cultures

VanScoy's experiences also highlighted differences in librarianship across cultures. "In the U.S., librarians often see themselves as instructors, even in public or school libraries. That's not really happening yet in Pakistan. Their whole system of getting master's and PhD degrees in library and information science is fairly new," she said.

The trip was personally rewarding and illuminating, too.

"Everyone I met in Lahore was welcoming and didn't view me with suspicion or fear or hate, despite how the media depicts Americans to them. It really drove home to me how everyone I met is nothing like the media tells me either," she said.

The warmth and generosity VanScoy received from her Pakistani hosts left an impression on her. "In all of the research I've done in other countries, there are cultures of welcome and gifting, and I'm almost always served coffee or cookies," she said. "In Pakistan, it was chai. Oftentimes, there were small gifts as well."

A meaningful gift

This trip resulted in a unique token of appreciation: a coffee table book written



VanScoy looks through the book "Pakistan Maritime Tourism."

and given to VanScoy by Commodore Sajid Mahmood Shahzad, vice chancellor of Minhaj University. The book, "**Pakistan Maritime Tourism**," features photos of Pakistan and aims to raise awareness of the economic potential of the Pakistani coast. The publication has been added to the collection at UB's Lockwood Library.

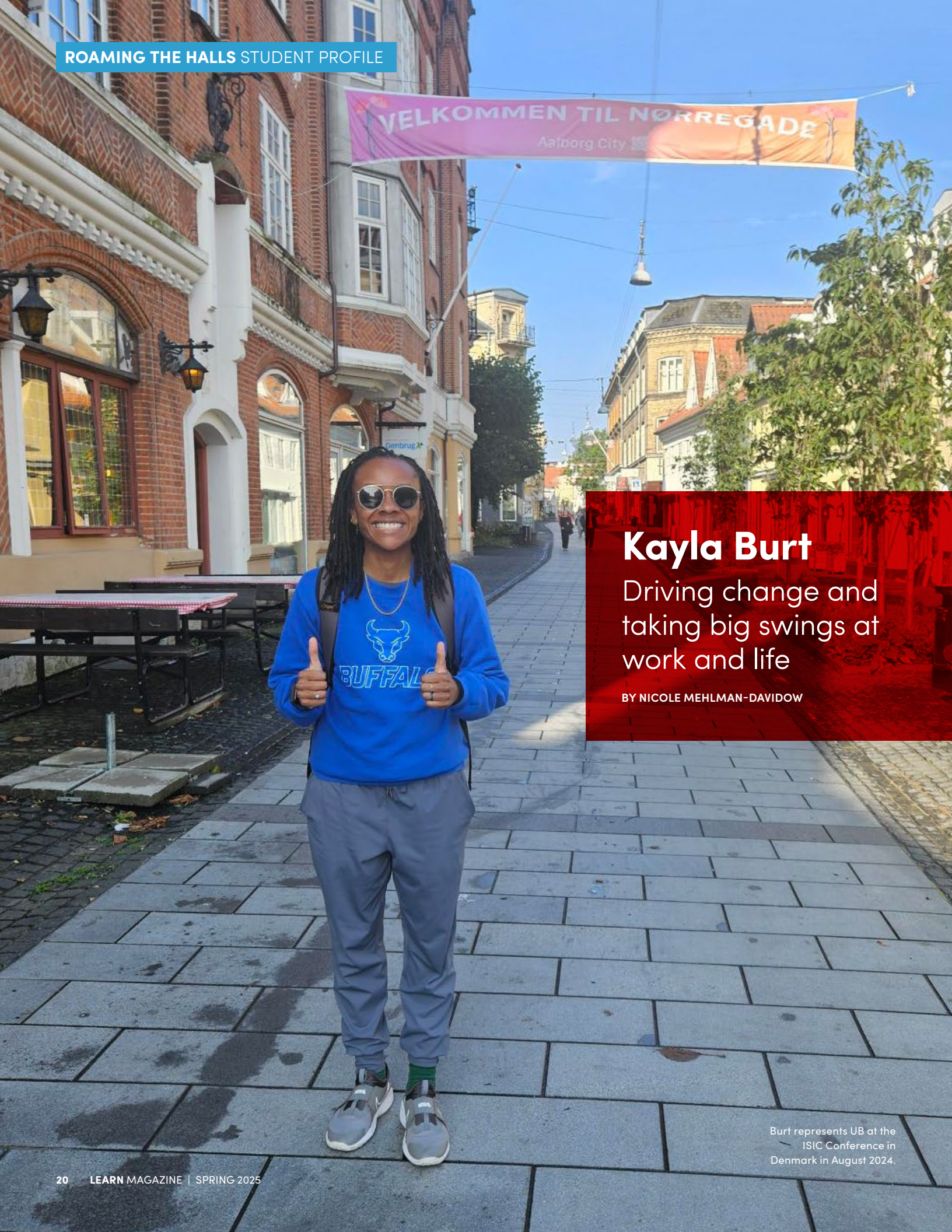
Touched by the gift, VanScoy arranged with **Molly Poremski**, UB's Asian studies and information science librarian, to receive the book while posing for photos as a gesture of respect and gratitude.

Looking to the future, VanScoy plans to continue collaborating with the University of the Punjab and extend her research to other countries, including Ghana, where she will continue to build bridges between cultures and advance knowledge across borders.

"Even though our cultures might be different and there might be language barriers, we all speak this language of research," said VanScoy. "We all understand research questions. To me, that feels very exciting, and it makes me proud to be a human."



VanScoy and Poremski receive the book in the UB Libraries.



Kayla Burt
Driving change and taking big swings at work and life

BY NICOLE MEHLMAN-DAVIDOW

Burt represents UB at the ISIC Conference in Denmark in August 2024.

Golf is a sport about strategy, discipline and decision-making—keeping your mind on the next shot and not the ones previously taken. These skills have served GSE PhD student [Kayla Burt](#) well throughout her academic, athletic and professional careers.

In high school, Burt, who goes by KB, first picked up her father’s golf clubs and practiced in her family’s yard. “I would chip into my mom’s flower bed, and she hated it because, obviously, it ruined her plants,” Burt said with a laugh. “It all worked out well when I got a scholarship to go to college.”

That scholarship led to a bachelor’s degree in psychology with a minor in philosophy in 2017 from Le Moyne College, where Burt was a captain of the women’s golf team and finished among the top ten scorers in the program’s history. She completed a master’s in public administration and policy from American University in 2020, with additional coursework in data analytics and research methods that resulted in a certificate from Boston College in 2021.

Currently a student in the information science PhD program, Burt has research interests that center on information behavior, information search, social networks and decision-making in the graduate admissions process. She is also intrigued by broader intersections of education, technology and everyday life. “In most of my work professionally, I am exploring questions for others and sharing great information, but there was more I wanted to do—I want to explore my own questions,” explained Burt. “GSE allowed me to dive deeper into how prospective students engage with complex information environments—blending educational measurement with the study of information behavior to better understand how people search for, interpret and act on admissions information in high-stakes, digitally mediated contexts.”

On top of her studies, Burt is also a data analyst at the Massachusetts Institute of Technology’s Office of Institutional Research. She is leading research projects focused on students’ sense of belonging, engagement, and the assessment and evaluation of programs and initiatives. Burt follows students through their whole career, from admittance to career development. “Offices come to us with questions,” said Burt. “We analyze the data, uncover patterns and help them make informed decisions through quantitative and qualitative methods.”



Burt meeting her faculty mentors in person. Pictured from left to right: Africa Hands, Burt, Amy VanScoy and Heidi Julien.

With career shifts and academic pursuits, Burt has still found a way to fit golf into her life. Her passion project is making the game of golf accessible to more students who could gain the valuable life skills the sport offers. She became involved in the [First Tee of Massachusetts](#) and she is a trustee with the [PGA REACH WNY Foundation](#). “I want more people to have access to what golf can do professionally, what it can do for you mentally,” said Burt. “Being outside for hours and enjoying the fresh air is a great benefit, but there are also valuable connections with people that you can make.”

“GSE allowed me to dive deeper into how prospective students engage with complex information environments.”



Burt attributes her success to the connections she has made throughout her life, whether through golf or in her career as a researcher and student. “Ultimately, my biggest goal right now and also for the future is to pour myself into the relationships that have come into my life,” said Burt. “That’s through work. That’s through school. That’s through my research. That’s through golf. There’s just so much to learn and take in and use, and I know that those relationships will help me be a better academic in the future.”



Reading doesn't take a break: Supporting young readers year-round

BY DANIELLE LEGARE

School's out, but a love for reading never takes a vacation.

As summer begins—a season filled with adventure, free time and opportunities to get lost in a good book—GSE's Center for Literacy and Reading Instruction (CLaRI) continues its mission to support young readers and their families.

Ashlee Campbell, clinical associate professor and associate director of CLaRI, offers parents the following expert tips to foster a reading-friendly environment at home.

Q: Why is it important for parents to create a reading-friendly environment at home?

A Establishing such an environment helps nurture a love for books and literacy from an early age. It encourages children to see reading as a daily habit rather than a chore, so it becomes a natural and enjoyable part of their routine.

Q: What are some ways parents can incorporate reading into their child's daily schedule?

A One of the most effective ways is to set a regular reading time each day. Whether it's after dinner or after playtime, having a consistent reading routine helps children unwind and develop a habit of reading. This can be independent reading or family reading sessions. The key is to make sure the time is free from distractions like iPads or TVs.

Q: How can parents encourage children to stay engaged in reading?

A Allowing children to choose their own reading material is a great way to keep them engaged. Taking trips to the library or bookstore and letting them select books that interest them—whether it's graphic novels, magazines or other reading materials—can make reading feel more exciting. While it's important to ensure the content is developmentally appropriate, giving children the freedom to choose fosters a genuine love for books.

Q: What if parents struggle to find time for reading?

A Incorporating audiobooks and reading aloud can be a great solution, especially for busy families. Audiobooks expose children to new vocabulary and stories and can be listened to during car rides. Free apps like Libby, which connect to public libraries,

"Our hope is that children want to read when they get home—just because it's so cool. The whole point is to get them used to reading and how enjoyable it is."

provide access to audiobooks that children can enjoy. Parents can also engage in buddy reading, alternating pages or paragraphs, or simply listen to audiobooks together. This approach allows children to enjoy books that may be too advanced for them to read on their own.



Ashlee A. Campbell is a clinical associate professor in the Department of Learning and Instruction at the University at Buffalo. With expertise in curriculum and instruction, early childhood and elementary education, literacy assessment and reading instruction, Campbell is dedicated to advancing literacy education.

Balancing Borders: Lessons from an International Student-Parent Journey



BY KARLY RAKHIMOVA

It's 2 a.m. Our house is finally quiet after a day filled with classes, kids' sports activities, part-time work and bedtime stories. As I sip my favorite Earl Grey tea, battling the infamous "writer's block" while staring at a blank page, I reflect on the delicate dance of managing academia and parenting in the USA. This is my life as an international graduate student-parent—where every day brings new challenges, discoveries and opportunities for growth.

I am Karly, a first-year doctoral student at the Graduate School of Education, a passionate achiever who came to America with my husband and our three kids to fulfill a 20+ year dream of earning a degree in U.S. higher education. Reflecting on the COVID era, I am grateful for its life-changing opportunities: leaving an exhausting corporate career, teaching MBA courses, and, with the constant support of my dear husband, pursuing my long-held dream of studying in the U.S. Armed with business experience, time management skills and a result-oriented mindset, I completed my MS in global higher education in Madison, Wisconsin—a city forever close to my heart (and stomach) thanks to its famous cheese curds. Building on these experiences and fond memories, I am excited to share three key cultural differences and lessons learned.

With three kids in three different schools (elementary, middle and high school), we experienced the full spectrum of student life. What surprised me most was the expectation of high parental involvement. My husband and I found ourselves volunteering, attending sports competitions, school concerts, festivals and parent-teacher conferences like never before. Balancing priorities among three kids to ensure each feels loved and supported was no small feat—especially when it coincided with looming deadlines for back-to-back paper submissions. The secret? Embracing sleepless nights and finding joy in the chaos.

Along the way, our family experienced moments of amusement, shock and amazement. I wish I had kept a list of all the fresh perspectives we gained while navigating typical American encounters. From receiving a driver's license through the mail (a system that, in my country, is reserved for retirement correspondence) to waiting a week for a credit card to

arrive, every experience felt new. I learned to spell out my nine-letter name over the phone, fill out race information on forms for doctor's appointments, adjust to taxes being added at checkout and grapple with tipping for service—even when the experience was far from stellar. Cultural adjustment can be stressful, but with the love and support of my family, I always had someone to call upon to stay resilient.

Cultural adjustment taught me the value of adaptability and perseverance, lessons that naturally carried into my graduate school experience. Graduate school tests your self-discipline and willpower, as most assignments rely on self-learning and independent reading. Unlike my school years, when being singled out by an instructor to answer a question was routine (and often intimidating), the classroom environment here emphasizes collaboration. Students frequently work in pairs or groups, and professors foster a partnership-like relationship. As I matured in my studies, I discovered a simple but powerful hack: taking small, consistent steps each day leads to astonishing results.

Being an international graduate student-parent is a journey shaped by resilience, adaptability and cultural discovery. It is about finding balance—between two worlds: the one I left behind and the one I am building here. This experience has taught me that growth often comes from navigating unfamiliar paths and that by bridging cultures and challenges, I am shaping my own future and inspiring my children to embrace a world without borders.

A native of Almaty, Kazakhstan, Karly Rakhimova is pursuing her PhD in higher education in the Department of Educational Leadership and Policy. She hopes her work "will inspire institutions to create more inclusive and compassionate learning environments where every student can thrive."



"Being an international student-parent is a journey shaped by resilience, adaptability and discovery."





FACULTY OP-ED

Banning cellphones in schools is a red herring—the real issue is the extinction of the public commons

BY KATHERYNE T. LEIGH-OSROOSH

Gov. Kathy Hochul recently passed a statewide bell-to-bell cellphone ban, along with \$13.5 million in funding to help schools implement the ban. While it seems straightforward—remove access to the device and students will wake up, reconnect with the world, care to learn and engage in education—I’m sorry to tell you that it’s not that simple. In fact, all this time and effort is distracting us from a larger issue: the extinction of the public commons.

Frustration has been mounting within schools, homes and neighborhoods over youth being constantly distracted by their mobile devices, seemingly becoming zombified as they move throughout their day—head down, earbuds in, eyes fixed on the screens in front of them, disconnected from the world around them. When not zombified, students are reporting an increase in anxiety and struggling to manage social conflicts that can arise online and carry into the school day. The devices have become an extension of their being, but one that is creating barriers to accessing the world around them. As such, the battle has become how to reengage our youth. For many parents, teachers and lawmakers in New York State the solution to this battle seems to be to eliminate cellphones in schools. However, there is no outcome-based empirical research within the United States supporting the claim that school cellphone bans have any significant impacts

on student academic or social-emotional development. As a result, school districts, teachers and parents will be spending time and resources policing cellphones, yet students will remain disconnected. Instead of focusing on eliminating cellphones in schools, we should invest in creating spaces—public commons—where students can engage with one another through dialogue, and teachers can facilitate meaningful learning experiences that are enhanced, rather than controlled, by technology.

The public commons refer to spaces where people gather to coalesce and connect. It is without restriction and ownership by individuals. The public commons are what we often think about when we envision free speech, an individual standing on a soap box sharing their perspective

and receiving the public’s response. They are accessible spaces that allow people to engage in dialogue, share resources and connect. These spaces are disappearing, and as a result, youth, as well as adults, are losing contact with our communities, our relationships and ourselves.

Contact involves our senses, sight, sound, touch, taste, smell and mind. Mobile devices and the internet restrict if not eliminate our ability to engage all our senses. We may be connected, linked to others through social media, text messages, etc., but it is fragile, exclusionary and dependent on our continued adherence to giving up our personal privacy and freedom.

To be sure, one could argue that advances in technology provide more opportunities to access each other and information, creating a digital public commons where we can share perspectives, witness others and form communities. However, unlike editorial news outlets—which are legally and ethically required to publish facts, cite their sources,

and can be sued for misinformation and slander—social platforms are not bound by these same standards. Instead, your digital profile is monetized, politicized and used to train algorithms that further limit your exposure to the world. These



platforms exclude information that does not serve the best interests of their corporate owners and hinder meaningful dialogue. Instead, diatribes and debates dominate. It is the antithesis of the public commons.

Now we have a generation of youth whose understanding of connection is devoid of genuine contact, who have spent years curating digital personas while losing touch with their physical selves and the world around them. These digital selves lack autonomy and can be modified or erased at the discretion of corporations. This generation is losing access to public spaces where they

“Instead of focusing on eliminating cellphones in schools, we should invest in creating spaces—public commons—where students can engage with one another through dialogue, and teachers can facilitate meaningful learning experiences that are enhanced, rather than controlled, by technology.”

can engage with dialogues, particularly those that involve diverse perspectives, with all their senses. We are lonely because we are part of networks devoid of real contact, anxious because we are losing ownership of our selfhood through technology, and polarized because we no longer invest in physical public spaces to engage in meaningful dialogue.

Regardless of your stance on cellphone bans in schools, one thing is clear: It will not be enough. We need to invest resources in creating spaces for youth to engage in dialogue and social interactions that stimulate all our senses. Instead of policing cellphones, we should focus on creating programs to teach students how to be good relatives, friends and neighbors; about digital literacy and the limitations of their digital worlds. Additionally, we must support teachers in developing pedagogies that balance the use of technology to enhance learning, not to mine student data.

Katheryne T. Leigh-Osroosh is an assistant professor of counseling, school and educational psychology.



GSE launches three new online micro-credential programs

BY DANIELLE LEGARE

GSE recently launched three new online micro-credential programs: **literacy coaching**, **teaching Black history** and **science of reading instruction**.

These programs offer a flexible and innovative way for educators and professionals to enhance their skills and showcase their achievements through digital badges.

“Micro-credentials have the power to transform education and workforce development by making learning more accessible, personalized and directly tied to real-world skills. These credentials can fill any gaps between traditional education and what it takes to succeed in the workforce, ensuring that learners of all skills and knowledge can get recognition and feedback for their expertise and emerging skills,” said **Sam Abramovich**, GSE associate dean of academic affairs.

Literacy coaching micro-credential

The literacy coaching micro-credential program prepares literacy professionals with the knowledge and skills to perform the role of an elementary or secondary literacy coach. The program includes four courses and a specialized practicum, focusing on foundational knowledge in literacy, diversity and equity, gaining the skills to design, implement and evaluate literacy curriculum and instruction.

Additionally, students develop the skills to assess and evaluate literacy while supporting classroom teachers through professional learning, leadership and coaching.

Teaching Black history micro-credential

The teaching Black history micro-credential enhances content knowledge, curriculum development and instructional approaches for PK–12 Black history courses. The one-year program includes

two traditional courses, specialized professional development courses and a capstone course.

Participants also have the opportunity to attend and potentially present at the annual **Teaching Black History Conference**, with the registration fee included in the tuition.

The program is guided by GSE Professor **LaGarrett King**’s Black historical consciousness framework.

Science of reading instruction micro-credential

The science of reading instruction micro-credential equips educators with evidence-based instructional practices in reading. The program consists of a three-credit, master’s-level literacy class focusing on relevant reading research, models of learning and the science of reading.

Key components of the program include thinking critically about research related to the science of reading instruction and deepening understanding of pedagogical practices that promote effective reading instruction in elementary schools.

All three micro-credential programs are open to current UB students and non-UB students, offering a valuable opportunity for a wide range of learners to enhance their professional skills and knowledge.

These new programs reflect GSE’s commitment to promoting educational equity, engaging in innovative teaching practices and delivering curriculum and experiences that are rich and rigorous.

For more information and to apply, visit **GSE’s website**.





Photo: Andre Carrotflower Creative Commons Attribution-Share Alike 4.0 International

NSF funding supports community education for blizzard preparedness

Abandoned vehicles lie buried under thick snow on West Utica Street in Buffalo a couple of days after a historic blizzard that brought 4 feet of snow, hurricane-force winds and whiteout conditions to the city.

BY ALEXANDRA SACCONI

For Noemi Waight, associate professor of science education in the Department of Learning and Instruction, teaching isn't just for students enrolled in her courses.

In a recent study on "Disaster Justice and Resilience: A Response to the 2022 Buffalo Blizzard," Waight and her colleagues seek to understand the experiences of Buffalo residents—science teachers, community leaders and members, and families—who were directly and disproportionately impacted by the 2022 Buffalo blizzard. One aspect of this work involves creating a framework for a community-based, science education curriculum to improve disaster resilience in response to the blizzard. Waight hopes to expand public knowledge, and facilitate family and community discussions about disaster preparation and the social inequalities of climate hazards.

The project, currently in the curriculum-development stage, has received a National Science Foundation RAPID grant, a program designed to fund research to address an immediate problem, such as the historic 2022 blizzard in Buffalo that claimed the lives of

specifically K-12. The Disaster Justice and Resilience project, which involves interviewing community members and leaders, families and science teachers, seeks to impact how underserved communities are prepared for future extreme events.

"What we're trying to understand and triangulate is how people understand these kinds of phenomena, what are their sources of information, and how they prepare for these events?" she explained. It is also important, she says, for residents to understand how existing inequalities exacerbate how these extreme events manifest in their communities.

There is also an element of advocacy in this study.

Waight seeks to inform community members by expanding disaster justice and resilience knowledge in the classroom to better prepare the next generation of adults who may have to prepare for disasters in the future. Also, she says kids can help inform adults, their parents and families, and communities about these events. In the case of the blizzard—where widespread loss of power caused loss of life—students would learn how to stay warm without heat, and help explain the science of blizzards to their parents if future disasters arise.

"We can no longer teach about blizzards in Buffalo without addressing the humanistic aspect of the event: that there was loss of life and that there's a context now that's directly related to our city," she said.

Until this point, Waight notes, there has been little work done in the U.S. regarding disaster education in K-12 and community learning. While there is disaster education around the phenomenon itself in science classes, teachers are not addressing the human element of disasters in the classroom, she added.

"We're very thankful to the NSF because this RAPID grant has been instrumental and of great support to conduct community-engaged research. It allowed us to incentivize community involvement and expand the scope of the project," Waight said.

She says the project would not have come about without the involvement of Wonyong Park, associate professor at the University of Southampton in the United Kingdom and

almost 50 people, the majority of whom were Black residents.

"So many times these kinds of disasters are disasters because of the overwhelming context of lack of equity and lack of resources. That's what really makes it a disaster," Waight said. "After a disaster, you have technical people come in and study the science of the blizzard or other extreme events, but very rarely do they focus on the human element and, more specifically, the education element of how people learn disaster resilience."

In the GSE, Waight's research focuses on understanding how technologies and tools are implemented in classrooms,



"After a disaster, you have technical people come in and study the science of the blizzard or other extreme events, but very rarely do they focus on the human element and, more specifically, the education element of how people learn disaster resilience."

coprincipal investigator with Waight on the grant. Park's research focuses on disaster education in South Korea and the UK.

"I spent a lot of time learning about Buffalo's industrial history, as well as its troubled history of race and class, and interacting with residents and activist groups because current events cannot be separated from the sociohistorical context of the community," Park said. "Disaster is still a new research agenda for education researchers, just as K-12 education is an uncharted area for disaster researchers. These experiences have allowed me to see the similarities and patterns of injustice between the 2022 Buffalo blizzard and other disasters around the world."

A key area of researching the human element of disaster education is interdisciplinary, as well as having intercontinental perspectives.

Additional researchers from UB involved in the project include Christopher St. Vil, associate professor in the School of Social Work; Jennifer Tripp, postdoctoral associate in the GSE; and Fatemeh Mozaffari, a graduate student in language education in the Department of Learning and Instruction.

Within the coming months, a science education curriculum framework will be developed to broaden the participation of urban science teachers serving approximately 500 K-12 students in schools that were impacted by the blizzard, as well as Black and Brown community leaders working in youth services, public health, climate justice, food insecurity and equitable mobility organizations, and Black and Brown families living in communities most impacted by the blizzard.

"I hope that our project will remind people, especially policymakers, of the critical role of education in remembering disasters, recovering from them and building a more just society," Park said. "There are still dozens—perhaps more—people in Buffalo who have lost loved ones or experienced traumatic times themselves. Their stories should not be forgotten."

"Disaster education should focus on developing students who can see, question and disrupt the injustices that disasters like the blizzard of 2022 exposed."

As a faculty member, Waight hopes this research helps bridge the gap between how research informs real scenarios in the community and provides a framework for future community-based research projects to address other social inequities.

"Our hope is that this research will provide some advocacy and a blueprint for the city of Buffalo with programs that need to be in place every winter, in case of an extreme event," she said.

RETIREMENTS

Lois Weis

State University of New York Distinguished Professor



I retired at the end of January 2025, marking the end of a 47-year career at the University at Buffalo. Prior to taking up a position at UB, I worked as a program coordinator at a Title IV-funded Race/Sex Desegregation Center at the University of Missouri/Columbia, where I trained school administrators, counselors and teachers in aspects of the law. Prior to this, I conducted research for my dissertation in Ghana over two years, a set of collective life experiences that cumulatively shaped my then-present and now future, wherein my sole

connection to "back home" was an occasional blue aerogram letter that punctuated life at that time. Such concurrent space of disconnection, connection and reconnection shaped much of who I was and became as I ventured back to graduate school to write my dissertation and take up a position at a research university.

This space of liminality—living methodologically, substantively and theoretically "in-between"—marked my return to the States wherein crossing theoretical, methodological and human boundaries came to define my overall research agenda and associated set of practices for close to 50 years, always with a practiced eye toward tracking and challenging intensifying inequalities and outcomes by social class, race/ethnicity, gender and nation of origin within the United States and across the globe.

Although my future is yet unclear, I look forward to its unfolding, as I engage a new and exciting chapter in my life. Thanks for everything, UB. I appreciate the opportunity to be part of the institution and greatly value all those administrators, faculty, staff and students that I have worked with for close to half a century. I am most proud of the fact that more than 65 PhD students from a broad range of nations and backgrounds have completed excellent dissertations under my direction as a major professor! Congratulations all!

I appreciate the opportunity to be part of the institution and greatly value all those administrators, faculty, staff and students that I have worked with for close to half a century.

Taking off the uniform: GSE alum Emily Knitter’s mission to support veterans

BY DANIELLE LEGARE

When Emily Knitter, a recent PhD alumna, left the U.S. Army after five years of service and a deployment to Iraq, she thought she was simply stepping into the next phase of her life. What she hadn’t anticipated was the profound shift in identity that would come with leaving her uniform behind.

“I did really well in the military. I got promoted quickly. I enjoyed it,” Knitter said. “And then I got out, and suddenly, I was struggling. I didn’t know who I was. I got fired from a job as a waitress. I felt like I had lost my sense of purpose.”

Like many veterans, Knitter faced what she now calls military transition stress—the psychological and emotional challenges that arise when service members return to civilian life. She found that the existing

support systems for veterans tended to focus on practical steps like writing résumés and preparing for job interviews. But no one had prepared her for the emotional weight of the transition.

“The adjustment isn’t just taking the uniform off and figuring out where you’re going to work. It’s a complete change and reassessment of your identity and who you are, and that’s something that doesn’t happen overnight.”



“Horses encourage you to be present in a rare way in our disconnected, fast-paced culture.”



A former Army colleague encouraged her to seek therapy. According to Knitter, it changed everything.

“I went once, and then I started going weekly for the next year and a half. It started me on the path to getting my life back.”

Soon after, she realized she wanted to help other veterans navigate the transition she had once struggled through herself.

Finding a new purpose

Determined to make a difference, Knitter pursued a bachelor’s degree in psychology, followed by graduate studies at GSE, where she found the freedom to tailor her research to what mattered most to her: veterans’ experiences with transition and reintegration.

Her dissertation, “The Role of Mindful Self-Care in the Relationship between Psychological Inflexibility and Post-Military Reintegration among U.S. Veterans,” examined how psychological resilience and self-care practices influence veterans’ adjustment to civilian life. “For so long, veterans weren’t part of the conversation in research—we were the subjects, not the voices shaping the dialogue,” she said. “I wanted to change that.”

Throughout her time in the counseling psychology school psychology PhD program, faculty mentors—like Professor **Catherine Cook-Cottone**, Clinical Associate Professor **Wendy Guyker** and Clinical Associate



“For so long, veterans weren’t part of the conversation in research—we were the subjects, not the voices shaping the dialogue. I wanted to change that.”



Professor **Michele Shanahan**—played pivotal roles in her success.

“Dr. Cook-Cottone was an incredible advocate for me,” Knitter said.

Knitter also credits her academic cohort for getting her through the most challenging moments of the program. “No one gets through this program alone,” she said. “The support I had was everything.”

Advocacy, private practice and equine therapy

Today, Knitter works as a psychologist in **private practice** in Western New York, focusing on body-based therapy for complex trauma, self-discovery and life transitions for all adults, with a special emphasis on other veterans. She also serves as outreach coordinator for **Worried About a Veteran** (WAV)—a national organization focused on firearm safety, mental health and suicide prevention for veterans.

For Knitter, one of the biggest challenges in this work is breaking through cultural barriers. “Gun ownership is a huge part of many veterans’ identities. Conversations about safety and secure storage have to be approached in a way that doesn’t make veterans feel like they’re being told they’re broken,” she explained. “At WAV, we support families on every step of their journey, starting with conversations that foster trust and connection.”

To build on her clinical and advocacy work, Knitter is pursuing another passion: equine-assisted therapy. She credits her lifelong involvement with horses as a large piece of her own personal growth—and, now, she’s working toward certification to integrate them into her practice.

“Horses encourage you to be present in a rare way in our disconnected, fast-paced culture,” she said. “Because they are prey



animals, they’re extremely attuned to our feelings and intentions, often when we may not even know ourselves. Because of this, they offer incredible insights we can then use to heal and grow.”

Carrying a commitment forward

Although Knitter’s work continues to evolve, she remains committed to creating spaces where veterans feel seen, understood and supported.

She often thinks back to a moment from her doctoral internship at a VA hospital, where she developed and facilitated a therapy group based on her research. “One of the veterans told me, ‘This is the best group I’ve attended in 15 years.’ I drove home crying, but out of happiness,” she said.

“It’s everything I wish I had when I left the military. And now, I get to be someone who provides it.”

On the Move

HONORS, AWARDS AND PROMOTIONS

FACULTY AWARDS



Jaekyung Lee, a professor in the Department of Counseling, School and Educational Psychology, received the World Education Research Association (WERA) Visiting Researcher Award.



Namsook Kim, a clinical associate professor in the Department of Educational Leadership and Policy, was elected to the TESOL International Association, representing the Higher Education Interest Section.



Brittany Jones, an assistant professor in the Department of Learning and Instruction, earned the 2024 National Council for the Social Studies Larry Metcalf Exemplary Dissertation Award at their annual conference in November for her dissertation titled "Learning from Black Perspectives: A Case for Making Space to Feel Race in U.S. History Classrooms."



John Strong, an assistant professor in the Department of Learning and Instruction, received the 2023-2024 UB Exceptional Scholars: Young Investigator Award.



Amanda Nickerson, a SUNY Distinguished Professor in the Department of Counseling, School and Educational Psychology, has been selected as a 2025 Fellow of the American Educational Research Association (AERA).



Mary McVee, a professor in the Department of Learning and Instruction, is the 2025 recipient of the AERA Division G Mentoring Award.

STUDENT AWARDS



Vandana Sharma, a doctoral student in the educational administration program, received the PhD Recruitment Scholarship to support the beginning of her doctoral studies. She was also awarded the GSE Dean's Student Research Award and the AERA Research on Women in Education Travel Award, which enabled her to present her research on gender-based violence with students with disabilities at a roundtable session during the 2025 AERA Conference in Denver, Colorado.



Shay Valley, a doctoral student in higher education, received the Annuit Coeptis Emerging Professional Award from ACPA-College Student Educators International. The national award recognizes early career professionals who demonstrate exceptional potential in student affairs and higher education.



Samantha Wallace, a doctoral student in curriculum, instruction and the science of learning, earned third place in the University at Buffalo's 2025 Three Minute Thesis competition for her presentation, "Gesturing Toward Success: Embodied Fraction Learning." The competition challenges doctoral students to present their research in just three minutes to a non-specialist audience.

FACULTY PROMOTIONS



Nathan Daun-Barnett, associate professor in the Department of Educational Leadership and Policy, will serve as GSE's next associate dean for faculty and student affairs.



Anne Perrault in the Department of Information Science was promoted to clinical assistant professor.

STAFF PROMOTIONS

Charlie Baxter was promoted to assistant dean for planning and analytics for GSE.

WELCOME TO GSE

Alaina Guzman joined GSE's Office of Graduate Admission as an admissions assistant.

Dan Maritato joined GSE's Dean's Office as an administrative assistant.



For the second year in a row, UB's Graduate School of Education has been recognized among the nation's best, securing the No. 54 spot in U.S. News & World Report's Best Graduate Education Schools rankings. Among public universities, GSE moved up one spot to No. 41—an achievement that reflects our continued commitment to innovation, research and student success.

#54



EVENT RECAP

Alberti Center for Bullying Abuse Prevention's BAND Against Bullying
| April 8, 2025

EVENT RECAP

Institute for Learning Sciences Speaker Series

GSE's Institute for Learning Sciences is a new center that brought engaging speakers to UB through its Speaker Series. Each session examined topics such as early-career research workflows, youth engagement with generative AI, equity in human-computer interaction and STEM career development. Collectively, the series highlighted innovative research and practices that have shaped the evolving landscape of learning. Learn more about the [Institute for Learning Sciences](#).

- "Moving Through Uncertainty: Ensemble, choreography resources for sensemaking and learning" featuring Lauren Vogelstein, PhD, Columbia University | Dec. 6, 2024



- "Moving More Students From STEM Degree to STEM Workforce: Is Targeted Career Development the Key?" featuring Melissa McCartney, PhD, University at Buffalo | Feb. 14, 2025

- "I think it's pretty helpful, but it kind of does a lot more hurt than good: How youth wrestle with generative AI's possibilities and harms" featuring Charles Logan, PhD Candidate, Northwestern University | March 14, 2025

- "How Do Early-Career Education Scholars Construct Their Research Workflows? The Digital Shift and Role of Academic Libraries" featuring Sharon Ince, PhD, Seton Hall University | April 14, 2025

EVENT RECAP

NYS Board of Regents Chancellor and Vice Chancellor Visit

featuring Chancellor Lester W. Young Jr., EdD, and Vice Chancellor Judith Chin | Oct. 22, 2024



Event Recap

Alberti Center Safe Schools Initiative Seminar
“Working Together to Keep Our Schools Safe with New Tools and Important Lessons Learned from Uvalde” | March 20, 2025



Brilliance for Equity in STEAM with Video (ViBES) featuring Lauren Vogelstein, PhD, Columbia University | Dec. 6, 2024

Johnstone Lecture Series featuring Karen Mundy, PhD, University of Toronto

- “Global Governance and Educational Change: A Look Toward the Future” | April 1, 2025
- “Living and Learning in the Field of Comparative and International Education” | April 2, 2025



Lois Weis Lecture & Celebration
“How to Survive and Even Thrive in the Research Institution: Figuring out the ‘Codes of Power’ and How to Navigate them Amidst Shifting Terrain of Higher Education in National and Global Context” featuring Lois Weis, PhD, University at Buffalo and Michelle Fine, PhD, CUNY Graduate Center | Feb. 28, 2025



CLaRI 60th Anniversary Celebration
“Testing Our Assumptions” featuring Sharon Walpole, PhD, University of Delaware | April 5, 2025



GSE Student Research Symposium
“Building Bridges Across Communities with Empathy and Understanding for Critical Impact” | April 8, 2025



Black History Nerds Saturday School Professional Development Series
Learn more: ed.buffalo.edu/bh-nerds



“Criminal Minded: The Mathematics of Slave Rebellions” featuring Akil Parker, Founder of All This Math | Jan. 11, 2025



“A Rising Imbalance: Civil Rights and the Demise of Black Republicanism in the 1960s” featuring Charles McKinney, PhD, Rhodes College | Feb. 1, 2025



“Harriet Jacobs: Survivor, Advocate, Artist” featuring Koritha Mitchell, PhD, Boston University | Feb. 8, 2025



“Freedom Teaching Toolkit Introduction” featuring Emily Crosby, PhD, SUNY Geneseo and Judy Richardson, Filmmaker, SNCC Organizer | Feb. 15, 2025



“Teaching Black History in an Age of Backlash: Strategies for Navigating Political Headwinds” featuring Yohuru Williams, PhD, University of St. Thomas | Feb. 22, 2025



“Cultivating a Culturally Responsive Paradigm” featuring Ashanti Haynes, PhD, A.T. Haynes Consulting, LLC | March 15, 2025



“I’ve Got a Testimony!: Reading, Recovering, and Revisioning in Black History Picture Books” featuring Dawnavyn James, GSE PhD student and author | May 10, 2025

Class Notes

1960s

Albert Pautler, EdD '67, served as an associate professor at Rutgers from 1967 to 1970 before joining UB, where he was a professor from 1970 to 2000. Now professor emeritus, he has been retired since 2000.

1970s



Stanley Baker, PhD '71, retired as professor emeritus of counselor education from North Carolina State University on July 1, 2024, after a 53-year career as a counselor educator and counseling psychologist at Penn State and NC State.

Claudia Voisard, EdM '72, orchestrates workshops and seminars for corporations and is an adjunct professor at Adler University in Chicago, teaching counseling and organizational development.

Anne Deming EdM, '74, PhD '77, is coauthoring a third book about Bear Lake in New York's Chautauqua County, where she has spent summers for more than 47 years. Living in a continuing care community near Philadelphia, she has used her hypnosis training to help more than 120 residents with pain, anxiety and sleep disorders.

1980s

Donald Hartman, MLS '84, published his edited work, "The Female Hypnotist: Stories from the Victorian and Edwardian Eras," a collection of 12 short stories and two novelettes from the Victorian and Edwardian eras organized around the theme of the female hypnotist.



Victor Stolberg, MA '81, MA '83, EdM '84, is an associate professor and counselor at Essex County College in Newark, New Jersey, where he was recently elected vice president of the faculty union. His publication "ADHD Medications: History, Science, & Issues" was recently reissued in paperback in 2024 after its initial hardcover release in 2017.

1990s

Flavia Laviosa, MA '86, PhD '91, is a senior lecturer in the French, Francophone and Italian Studies Department at Wellesley College. She is the founder and editor of the "Trajectories in Italian Cinema and Media" book series and the Journal of Italian Cinema and Media Studies.

Peter Brouwer, PhD '93, retired as professor of mathematics education and dean of the School of Education at SUNY Potsdam after 42 years of teaching, research and administration.



2000s

Rohan Patrick, MFA '94, Adv. Cert. '03, is currently teaching commercial arts grades 7-12 in the New York City Public Schools.

Barbara Godshall, EdD '04, retired as director of special education and grant writing at Lewiston-Porter Central School District in June 2021 after 30 years in education. She later served as interim director of special education at Barker Central School District in fall 2022 and 2023. She is active in the U.S. Coast Guard Auxiliary at Station Niagara, serving as Flotilla Commander and teaching boat safety classes.

Amy and Nicholas Zieziula, EdM '08, welcomed their third child in January 2025.

2010s

Dominique Vola Ambinintsoa, EdM '11, is an associate editor and co-managing editor of two academic journals and has published approximately 20 book chapters and articles, including in AILA Review.

Sherene Milizia, EdM '12, returned to UB's Office of International Education as the director of overseas and intercultural programs in January 2024, specifically overseeing UB's undergraduate programs at the Singapore campus.

Caitlin Hoekstra, EdM '13, had her third child in September 2024. Hoekstra is working in the UB School of Engineering and Applied Sciences as the director of career development and experiential learning and was promoted to that role in August of 2023.

Jennifer McDonel, PhD '13, co-developed "Harmony & Heart," an early childhood music and movement curriculum funded by a \$250,000 grant in partnership with Primrose Schools. She also collaborated with Zero-to-Three on STEM-focused songs, including the Grammy-considered "Little Beats: Counting, Shapes, and Sets" (2023), with a science-themed follow-up set for 2025.

Barbara Tafuto, MS '13, is interim program director for clinical research management at Rutgers School of Health Professions, where she also teaches. She has authored 16 peer-reviewed publications and co-leads workforce development for New Jersey Alliance for Clinical and Translational Science, advancing clinical research training initiatives.

Emilee Yormick-DeNillo, EdM '13, started a new position at UB as an academic advisor in September 2024.

Robin Hall, EdM '16, married Adam Philips in September 2023. She also recently celebrated her second anniversary with the UB School of Management online programs.

Megan Sokolow, MS '16, was appointed records management officer for Livingston County, New York. She will present a pre-conference workshop at NAGARA's 2025 summer conference and earned Certified Records Manager (CRM) and Certified Information Professional (CIP) certifications in 2024.

Zach Basler, MS '18, graduated from Dominican University (River Forest, Illinois) with an MA in youth literature in January 2025.

2020s

Maddi Bartz, EdM '21, became the director of the Pathway to Success program at SUNY Genesee Community College.



Heather McCarthy, EdM '19, EdD '22, has been appointed principal at Holmes Elementary School in the Kenmore-Tonawanda Union Free School District.

Meg Colbert, MS '23, started as library coordinator for Merrill Library/University of Maine Libraries in July 2024.

Rachael Vella-Garrido, BA '97, EdM '03, MS '23, was named the student success and outreach librarian at Villa Maria College in January 2025.

Yichen Zhao, PhD '23, is currently serving as the director of evaluation and assessment and assistant professor in the Department of Pediatrics at The Robert Larner, M.D. College of Medicine at the University of Vermont.



University of Vermont
Larner College of Medicine

Chamaine Collazo, MS '24, started a new role as a senior vocational rehabilitation counselor and transition specialist under the rehabilitation services administration at the Delaware Department of Labor Division for Vocational Rehabilitation.

Tracy Ladd, MS '24, was promoted to multiformat acquisitions librarian at the Rochester Institute of Technology Library, where she has worked for 20 years.

Dave Mawer, EdM '19, PhD '24, started a role as a tenure-track assistant professor in the Art & Design Department at Buffalo State University.

Kubra Say, MA '18, PhD '24, received the Harvard Strategic Data Project Fellowship and works as a quantitative researcher in partnership with the Oklahoma Office of Educational Quality and Accountability.



Ling Tang, MS '24, secured a permanent position as a school librarian at a K-8 public school in Manhattan within the New York City Department of Education. She is developing a Robin Hood Library Initiative to support minority students in literacy and digital citizenship.

Candyce Young, MS '21, MS '24, turned her internship into her dream job and now works as a therapist at Healing & Growth Counseling, a private practice in Massapequa Park, New York.

Lindsey Hallman, BA '13, EdM '15, PhD '25, works as the director of Academic Initiatives in Undergraduate Education at UB.

And the crowd goes wild!

On the field and in the classroom, GSE’s student-athletes dominate

BY MARINA BARBOPOULOS

April 6 marked National Student-Athlete Day, a day dedicated to celebrating the determination, perseverance and passion of students who excel in the classroom and on the playing field.

At GSE, recognizing our student-athletes’ dedication both in the classroom and in competition was a no-brainer. To celebrate them, we showcased action shots across our social media channels—Instagram, Facebook and LinkedIn—highlighting their passion, hard work and success.

Originally established to recognize the dedication and hard work that student-athletes invest in their dual roles, National Student-Athlete Day offers a moment to honor the balancing act these students perform every day. Excelling in sports while maintaining high academic standards is no small feat, yet our athletes make it look effortless.

Some of the athletes highlighted included Taji Johnson, Eve Adams, Amari Hall, Kaylin Ricci, Miranda Zipp, Julia Tarantino and Dom Polizzi. Each student represents the true essence of a scholar-athlete—a term that reflects their unwavering commitment to both their sport and their studies. They fully embody what it means to be a #UBuffalo Bull.

As we continue to celebrate our GSE student-athletes, we honor not only these exceptional athletes, but all student-athletes who work tirelessly to excel in every facet of their lives.

Follow us for more stories and news @UBGSE on Instagram, X, LinkedIn and Facebook.



Miranda Zipp



Dom Polizzi



Amari Hall



Kaylin Ricci



Eve Adams



Julia Tarantino



Taji Johnson

IN MEMORIAM

Remembering recently deceased members of our cherished GSE community

Staff

Lorna Peterson

July 22, 1956–November 11, 2024

GSE mourns the passing of Lorna Peterson, associate professor emeritus in the Department of Information Science, who died on Nov. 11, 2024, at the age of 68. A dedicated educator, researcher and advocate, Peterson left a lasting mark on the field of library and information science, as well as the Buffalo community.

Peterson joined UB’s information and library science program in 1990, became a full-time faculty member the following year and was promoted to associate professor in 1998. She retired in December 2014, concluding a career defined by her unwavering commitment to equity, diversity and social justice in library systems.



Throughout her career, Peterson conducted research that illuminated critical issues of racial and social diversity in library and information science education and practice.

She developed courses on multiculturalism in libraries, tasked her students with establishing library services in underserved communities and compiled extensive bibliographies on pressing social issues.

Her leadership extended beyond UB—she was an active member of the American Library Association. She served as president of the Association for Library and Information Science Education (ALISE) from 2010 to 2011. In recognition of her impact, ALISE honored her with the Service Award in 2013.

Peterson’s influence also reached beyond academia. She spearheaded a national campaign to save the library school at Clark Atlanta University, a historically Black institution that had long been a training ground for Black library leaders.

Her impact lives on in the work of her students, the institutions she helped shape and the communities she uplifted.

1940s

Ruth D. Bennett, AAS ’43, Adv. Cert. ’43 | 11/04/2024

Betty-Jane A. Fenwick, EdM ’48 | 03/28/2025

1950s

Helene D. Ageloff, BEd ’56 | 12/31/2024

Dr. Fred Bigelsen, BA ’56 | 01/30/2025

Raymond R. Chamberlin, EdM ’56, BEd ’54 | 12/28/2024

Mary Voelcker Doino, EdM ’56 | 12/02/2024

Donna W. Farley, EdM ’59, BS ’92 | 11/27/2024

Jane L. Ward, BEd ’50 | 11/24/2024

1960s

Enid G. Edelman, BEd ’62 | 02/12/2025

Chris G. Frauenhofer, EdM ’63 | 01/21/2025

Adele Gan, BEd ’66 | 03/25/2025

Joanne M. Herman, EdM ’65 | 11/19/2024

Lucy F. Kemp, BEd ’64 | 12/06/2024

Sandra G. Kurtzman, BEd ’60 | 04/03/2025

Harry J. Kushner, BEd ’60 | 01/23/2025

Alan D. Marcy, BEd ’64 | 01/18/2025

Alan J. Rizzuto, MS ’67, BA ’65 | 12/20/2024

Frank X. Vogel, Jr., EdM ’66 | 11/30/2024

1970s

Robert W. Arnold, EdM ’70 | 05/24/2024

Joseph F. Argenio, EdM ’76, BA ’65 | 12/22/2024

Dr. Willis Beardsley, EdD ’77 | 01/26/2025

Dr. Jerry L. Bream, EdD ’79, EdM ’72 | 03/05/2025

David A. Butry, MS ’72 | 11/03/2024

Karen M. Daly, EdM ’72 | 02/26/2025

Carol I. Donley, EdM ’72 | 03/20/2025

John J. Grandits, EdM ’73, MS ’68 | 11/01/2024

Violette B. Janofsky, EdM ’76, BA ’70 | 01/08/2025

Rowena J. Jones, EdM ’72 | 03/22/2025

Paul E. Kosek, EdM ’76 | 02/07/2025

Sally A. Loree, MLS ’78 | 01/31/2024

Maria G. Malaniak, EdM ’76, BA ’70 | 10/27/2024

Mary G. McGarva, EdM ’71 | 10/23/2024

Peter A. Mirando, EdM ’79, BA ’73 | 03/23/2025

Reverend Marguerite R. Ogden, EdM ’70 | 12/23/2024

Jeanne M. Roma, EdM ’77 | 02/25/2025

Colette G. Romano, EdM ’74 | 01/31/2025

Vernon C. Saeger, MS ’71, BA ’69 | 11/11/2024

Jeanette K. Schonfeld, EdM ’73 | 11/03/2024

Max Sloan, EdM ’73, BA ’70 | 03/16/2025

Glenna Sternin, EdM ’76 | 10/23/2024

Janet M. Taylor, MLS ’75 | 03/14/2025

Darlene M. Vallas, EdM ’71 | 12/18/2024

Laura L. Wright, EdM ’75 | 01/19/2025

1980s

Miriam H. Brown, MLS ’85, BA ’53 | 01/28/2025

Dr. Wayne S. Cook, PhD ’85 | 01/12/2025

Dr. Fay T. Friedman, PhD ’81 | 01/24/2025

Dr. Peter P. Olevnik, PhD ’86 | 12/03/2024

Roberta H. Reddin, MS ’86 | 10/17/2024

Patricia E. Tanner, EdM ’88 | 11/11/2024

1990s

Elizabeth A. Fernandez, EdM ’94 | 10/27/2024

Elizabeth G. Hales, MLS ’99 | 03/08/2025

Patricia W. Hatt, EdM ’92, BS ’75 | 01/31/2025

Margaret P. Joseph, MLS ’92 | 11/14/2024

Kathleen A. Milliman, EdM ’98 | 02/21/2025

Julie Ann Zulewski, EdM ’93 | 11/18/2024

2000s

Sarah M. Dovi, MLS ’05 | 11/16/2024

Terence A. Duran, EdM ’03, Adv. Cert. ’03 | 11/22/2024

STAY CONNECTED

Have news or a comment to share? UB Connect—www.ub-connect.com—is the home for UB alumni, where you can interact with fellow alumni, tell us about your accomplishments, update your contact information and search for jobs.

GET SOCIAL



Search for and follow @UBGSE to catch up on the latest university and school news and information.

Westminster Charter School 8th graders experienced a day of inspiration and exploration through the Become a Bull program, founded by Taji Johnson—a UB football player (part of the Bahamas Bowl-winning team) and a student in GSE's mental health counseling program. By connecting academics and athletics, Become a Bull gives young students a firsthand look at college life, encouraging them to dream big and see themselves as future Bulls!

UB Photo/Amber M. Winfers

