

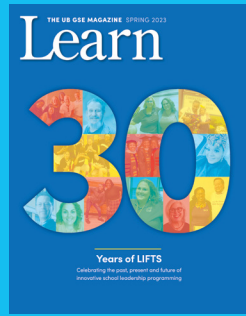
THE UB GSE MAGAZINE SPRING 2023

Learn



Years of LIFTS

Celebrating the past, present and future of innovative school leadership programming



SPRING 2023 • ISSUE 6

Editorial & Creative Director
Amber M. Winters

Director of Content & Lead Writer
Danielle LeGare

Graphic Design
Ellen Stay

Contributing Writers
Ayiana Crabtree
Delaney Reh
Cherif Sadki and Janine Deptuch-Sadki
Ann Witcher Gentzke

Contributing Photographers
Dylan Buyskes, Onion Studio, Inc.
Douglas Levere, UB
Erica Hazelton, Erica Joi Photography

Copy Editors & Proofreaders
Danielle LeGare
Ann Witcher 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

Follow @ubgse on social media

TABLE OF CONTENTS

FEATURES

The 30th anniversary of GSE's LIFTS program:

12

Celebrating the past, present and future of innovative school leadership programming

DEPARTMENTS

| | |
|-----------------------------|--|
| 3 Ed Artifact | Teachers can <i>count</i> on arithmetic racks |
| 8 Office Hours | Meet Associate Professor Amy VanScoy |
| 21 Roaming the Halls | PhD student Dawnavyn James shares Black history teaching expertise |
| 29 Scene on Social | Exploring #UBuffalo through Instagram Reels |
| 30 Bulletin Board | School news in brief |



20

A student shares her experiences and workspace



25

Remembering Gerald R. Rising

6 Book Stacks

Publications by GSE authors



10 Q&A

Professor Amanda Nickerson offers expert insights on school safety

22 \$20 million NSF grant awarded to UB

Professor X. Christine Wang leads education and workforce development efforts

24 GSE researcher calls for transformation

Professor and Chair Amy Reynolds illustrates need for change in counseling psychology

7 Introductions

Meet Wil Green



28 Trajectory

Alum Heather Jenkins secures \$10 million gift for nonprofit from Mackenzie Scott

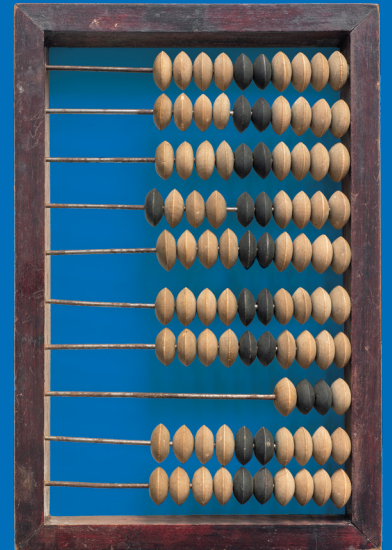
34 In Memoriam

ED ARTIFACT

From the abacus to the rekenrek: Teachers can count on arithmetic racks

When it comes to teaching mathematics, educators throughout history have counted on computational devices, like the abacus and the rekenrek.

The abacus, also known as a counting frame, was used for calculation before the calculator was created. It was likely invented by the Babylonians around 2,400 B.C.E., and is still used in some countries around the world today. By sliding small, colorful beads along rods or grooves, students using this apparatus may learn simple math—such as counting, addition, subtraction and division—more easily.



While the abacus is no longer a standard tool in classrooms in the U.S., the device may have helped inspire the development of similar, more learning-focused tools, like the rekenrek.

According to [the Math Learning Center](#), while the rekenrek—also known as the arithmetic rack—looks like an abacus, it's quite different. Each rung on the abacus stands for a different place value in increasing order. On the other hand, the rekenrek, designed by Adrian Treffers, a mathematics curriculum researcher at the Freudenthal Institute in the Netherlands, features ten beads per rung in a repeating pattern of five red and five white, and each bead has a one-to-one representational value.

Despite the rise of computers and calculators, the rekenrek has remained relevant in the modern classroom due to its ability to help children build their number sense and develop mathematical skills. It can also help children generate various addition and subtraction strategies, establish computation skills and solve contextual problems.

Although counting frames were invented long ago, young students will continue to benefit from engaging with hands-on learning devices like the rekenrek for years to come.

Dear GSE Friends and Alumni,

What a year for the Graduate School of Education! While there are many things to celebrate, below I share just a few:

We began the year by welcoming 12 new colleagues to our academic community. These 12 dedicated and committed scholars have indeed hit the ground running.

Another highlight of the year was UB receiving one of the National Science Foundation AI Institute grants. GSE Professor and Associate Dean for Research X. Christine Wang will play a significant role in the institute's research and outreach.

Xiufeng Liu, professor of learning and instruction, was named a SUNY Distinguished Professor, the highest rank possible within the SUNY system and a reflection of a productive and distinguished career.

The Buffalo Education Equity Task Force, a broad-based university and community advocacy organization, was launched with the hope of marshaling our collective resources to provide data-informed ideas and solutions that serve to eliminate barriers to educational equity. At the same time, the task force aims to identify and create sustained educational opportunities for students and families within the greater Buffalo area.

The UB Teacher Residency Program graduated its fourth cohort. To date, we have graduated 70 residents, 70% of whom are teachers of color. With a new U.S. Department of Education Supporting Effective Educator Development (SEED) grant, we will be able to continue this important work throughout the region.

In this issue of LEARN, we continue to celebrate. Our LIFTS (Leadership Initiative for Tomorrow's Schools) program turns 30! Our feature story explores how LIFTS came to be, how it differs from other principal preparation programs and where it is headed in the future.

The Literacy Lab, where GSE alumna Heather Jenkins serves as chief executive officer, received a \$10 million gift from Mackenzie Scott.

Associate Professor of Information Science Amy VanScoy continues to lead critical and discipline-breaking research with her new Institute of Museum and Library Services (IMLS) grant, "Identifying Opportunities for Retention of BIPOC Librarians Using Survival Analysis."

The Center for K-12 Black History and Racial Literacy Education continues to be highly active and engaged in helping teachers include Black history education in their classrooms. In this edition of LEARN, you will meet a rising academic star, PhD student Dawnavyn James.

Please take some time to read through the entire magazine, as it includes many, many other wonderful stories about GSE faculty, students, alumni and staff—and even a few stories written by members of our GSE community!

Warmly,

Suzanne Rosenblith



Our feature story explores how LIFTS came to be, how it differs from other principal preparation programs and where it is headed in the future.

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

WIVB broadcasted an interview, "It's never too early to start reading to your kids," with Blythe Anderson, assistant professor of literacy education, observing National Read Across America Day on March 2.

YAHOO NEWS TAIWAN and numerous media outlets worldwide quoted Noemi Waight, associate professor of learning and instruction, in an article titled "How AI could influence learning across subjects, while becoming a crucial one itself."

INSIDER quoted Heidi Julien, professor of information science, in a story about misinformation, "A viral TikTok arguing the Titanic never sank shows how quickly conspiracies spread on the platform."

As a guest editor for EDUCATION WEEK, LaGarrett King, associate professor of learning and instruction and director of the Center for K-12 Black History and Racial Literacy Education, compiled "The Urgency of Black History: A Collection," which included articles and video interviews surrounding the importance of Black history education.

A NEWSDAY story on political lying, "Blame technology, partisanship for rise in political lying, experts say," quoted Heidi Julien, professor of information science.

TIME quoted LaGarrett King, associate professor of learning and instruction and director of the Center for K-12 Black History and Racial Literacy Education, in an article, "The New Ways Teachers Are Talking About Martin Luther King Jr."

THE ASSOCIATED PRESS quoted Amanda Nickerson, professor of counseling, school and educational psychology and director at the Alberti Center for Bullying Abuse Prevention, in a report, "Shooting Fallout: Metal Detectors In Elementary Schools?" following the shooting in which a 6-year-old student shot a first-grade teacher. Hundreds of news outlets worldwide republished the article.

CNN quoted Myles Faith, professor of counseling, school and educational psychology, in an article, "Updated obesity treatment guidelines for children and teens include medications, surgery for some young people."

DIVERSE ISSUES IN HIGHER EDUCATION quoted Jaekyung Lee, professor of educational leadership and policy, in an article, "New Study Finds Legacy Admissions at One Institution Came at the Cost of Diversity."

EDUCATION WEEK quoted PhD student Dawnavyn James in an article, "Young Children Think and Talk About Race. How Should Teachers Respond?"

DIVERSE EDUCATION.COM ran a piece, "Panel Takes On Higher Ed Burnout," and quoted Margaret W. Sallee, associate professor of educational leadership and policy.



INSIDER



TIME



"Great Lakes, No Clouds"
Image of North America's
five Great Lakes courtesy of
US NASA Earth Observatory.

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.

BOOK STACKS

Books and chapters published by members of the UB GSE community



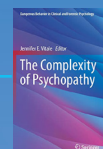
“Racial Literacies and Social Studies: Curriculum, Instruction, and Learning (Research and Practice in Social Studies Series)” was edited by LaGarrett King, associate professor of learning and instruction and director of the Center for K-12 Black History and Racial Literacy Education. It was published by Teachers College Press in 2022.



“Jaded and Dating: The Definitive Guide to Finding a Partner for a Moment or a Lifetime for Women Over 50” was written and published in 2022 by Kelly Devine, MS '22, writing under the nom de plume Gracie O'Devin. She is a 2023 graduate of the mental health counseling advanced certificate program.



“Veganism and Eating Disorder Recovery” was written by alumna Jenn Friedman, advanced certificate '22. It was published by Routledge in 2022.



“The Complexity of Psychopathy: Dangerous Behavior in Clinical and Forensic Psychology” was co-edited by Sabrina Musson, clinical assistant professor of counseling, school and educational psychology. It was published by Springer in 2022.



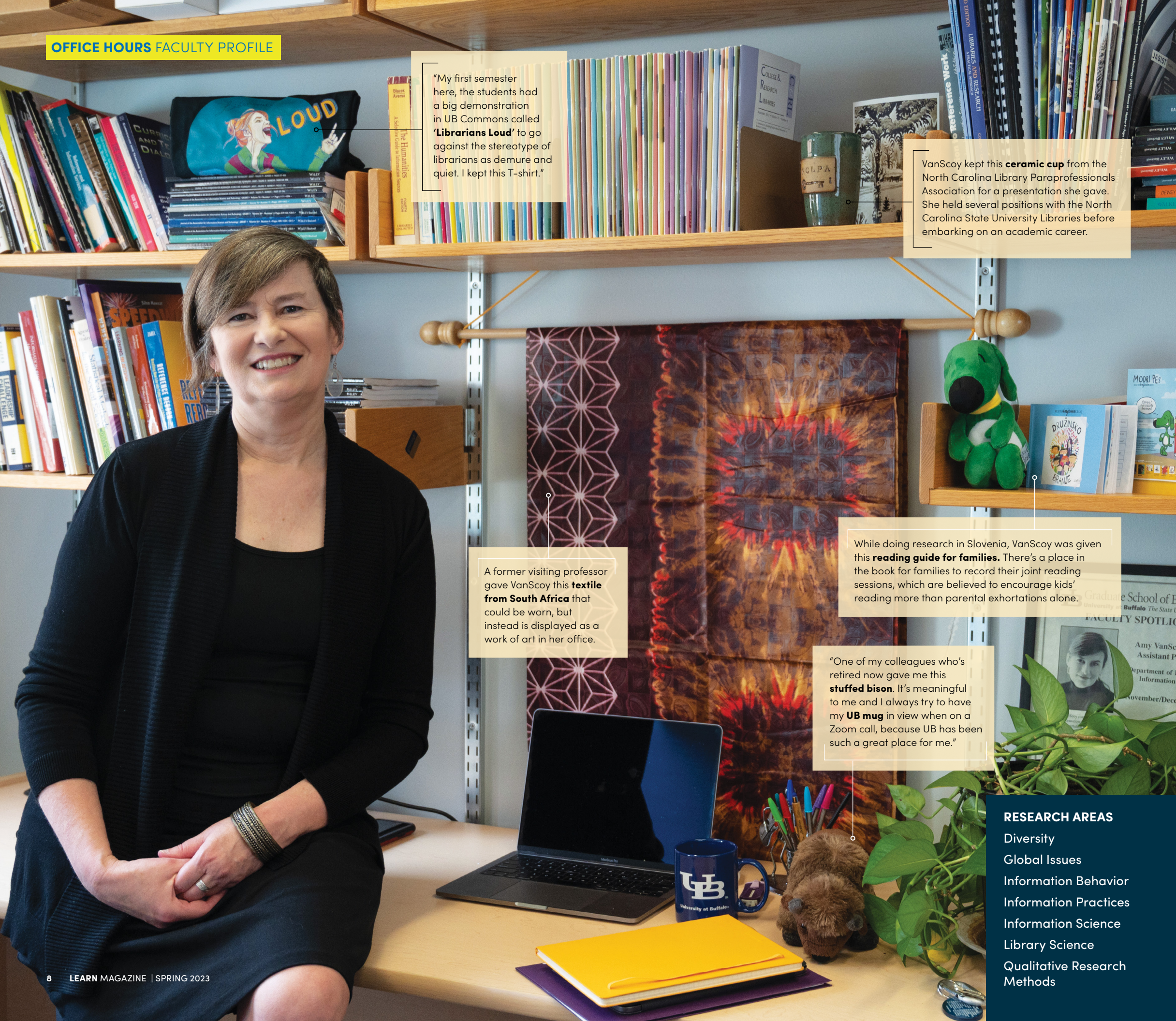
“Crush It from the Start: 50 Tips for New Teachers” was co-authored by Casey Jakubowski, advanced certificate '08. It was published by SchoolRubric Inc. in 2022.



Hello!

I'm Wil Green, and I'm excited to join the Graduate School of Education. As someone born and raised in Buffalo, New York, I appreciate being able to contribute to opportunities for my community to come together to improve access to education and UB! One reason why I chose this role is the direction that GSE is heading. GSE's mission and vision, programs and initiatives, and faculty hires demonstrate the school's commitment to equity and justice, and I look forward to supporting it!

I'm a proud graduate of the Buffalo Public Schools, and I am grateful to do work that aligns with my life mission of advocacy for historically underserved communities. In my free time, I enjoy a good book, but on any sunny day in the city, you can find me at Delaware Park walking, hooping or getting a nice workout!



"My first semester here, the students had a big demonstration in UB Commons called 'Librarians Loud' to go against the stereotype of librarians as demure and quiet. I kept this T-shirt."

VanScoy kept this ceramic cup from the North Carolina Library Paraprofessionals Association for a presentation she gave. She held several positions with the North Carolina State University Libraries before embarking on an academic career.

A former visiting professor gave VanScoy this textile from South Africa that could be worn, but instead is displayed as a work of art in her office.

While doing research in Slovenia, VanScoy was given this reading guide for families. There's a place in the book for families to record their joint reading sessions, which are believed to encourage kids' reading more than parental exhortations alone.

"One of my colleagues who's retired now gave me this stuffed bison. It's meaningful to me and I always try to have my UB mug in view when on a Zoom call, because UB has been such a great place for me."

- RESEARCH AREAS**
- Diversity
 - Global Issues
 - Information Behavior
 - Information Practices
 - Information Science
 - Library Science
 - Qualitative Research Methods

Striving for more diversity in librarianship

Amy VanScoy is PI of a large grant to improve retention of underrepresented librarians BY ANN WHITCHER GENTZKE

Studying the experience of BIPOC librarians as part of a grant from the American Library Association, Amy VanScoy made an unexpected discovery about her own cultural perspective.

VanScoy, associate professor of information science, and her frequent collaborator, Kawanna Bright, assistant professor at East Carolina University, were trying to find out what it is like for librarians of color who work in reference and information services. In the process, VanScoy learned about "the head nod," a cultural idiom known to Bright as a Black woman, but which was lost on VanScoy, who is white. The nod, she learned, was an acknowledgement of shared experiences among Black librarians in a profession dominated by white women, and not to be misunderstood as a mere greeting.

"Neither [of us] had expected to encounter data so culturally entrenched that one of us would innately know what it meant and the other would be baffled," the two wrote in a 2021 journal article.

VanScoy is now principal investigator on a \$478,000 grant from the Institute of Museum and Library Services to improve retention of underrepresented librarians, who currently make up only 9.4% of the profession. "It's a recruiting issue—we have to get more different types of people with different identities to be interested in librarianship," she said. "We also have to keep them once they're there." Isolation, discrimination and low morale are among issues that put BIPOC librarians at risk for leaving the profession, the grant proposal stated.

The project will explore strategies for retention in a large quantitative study using "survival analysis," a methodology frequently employed by Sunha Kim, associate professor in both the Department of Learning and Instruction and the Department of Counseling, School and Educational Psychology, and a member of the grant's research team. The team, also including Bright of East Carolina University, will analyze and update a dataset collected in the 2000s when many librarians were retiring, and researchers were trying to gauge their job satisfaction and what was needed to bring in new people. The original study offered only male and female as choices for self-identification. This time, the analysis will include gender identity, VanScoy noted.

An academic librarian before earning her PhD at the University of North Carolina at Chapel Hill, VanScoy says she feels privileged to have worked in both practice and research. "In my research, I try to develop theories based on evidence from practice. And I try to be mindful of diversity, equity and inclusion, as well as global issues."

VanScoy complements her scholarly career with interests that include travel and experiencing other cultures. She's also a foodie and avid sci-fi fan in both books and movies. "It means escaping to some new world where it's completely different," she said.



A sound mind for school safety: Expert insights from Amanda Nickerson

BY DANIELLE LEGARE



Headlines call attention to school safety issues every day—sometimes, the news evokes more confusion than clarity. Will metal detectors and video surveillance systems support safety? Can bulletproof glass prevent problems before they begin?

According to [Amanda Nickerson](#), GSE professor of counseling, school and educational psychology, these “solutions” often are not evidence-based or economically feasible. In this Q&A, Nickerson shares her research-supported suggestions for promoting a safe school climate.

Q Your research on school safety focuses on psychological and physical safety. What is psychological safety?

A People often rush to talk about physical safety and locked doors and security, and hardening the environment, whereas psychological safety centers on the sense of the safety and security of the people in the building—the students, staff, visitors and parents. It focuses much more on relationships, trust and communication.

Q On the other hand, what have you found about maintaining and improving physical safety?

A We use a specific model called Crime Prevention Through Environmental Design (CPTED), which was actually created in community policing. The model looks at community spaces and how we can architecturally design them to minimize crimes in these environments. It’s been applied to schools and has been found to be fairly successful in terms of following its principles.

Q What are those principles?

A The main principles or strategies are natural access control, natural surveillance, territoriality and maintenance. **Natural access control** focuses on things like locking all the doors, having a single point of entry and monitoring visitors. **Natural surveillance** relates to having bushes that are cut low to the ground and being able to see out into the parking lot and into the building—and really important in that is adult supervision. Having teachers in the hallway during passing time and a good staff-to-student ratio can be considered surveillance or supervision of behavior. **Territoriality** is how you design the building or space and the grounds, making it an entity marked off from the surrounding area. It has to do with the school’s identity and mission statement, or keeping the grounds clean or having murals and artwork to say, “This is our environment.” When groups are more invested in their space, they will be less likely to vandalize or commit crimes. The fourth aspect is **maintenance**—making sure that lights are working and things aren’t broken in the school.

Q How can educators promote school safety?

A We say it always starts with prevention. Long before there is a crisis or threat, it’s what we do in the daily environment to promote a positive school climate and culture, including being very clear about expectations for behavior and how students and adults treat each other—and that we’re explicitly teaching these expectations to students. We can do this systematically, just like we teach reading and writing.

We have evidence that shows that we can integrate these concepts into the curriculum by reading books where kids learn about differences and how to get along with others. Using teachable moments and reflecting on how that character feels or what happens when you have a conflict makes it part of the everyday fabric of the school, where we are talking about, teaching and modeling these social-emotional competencies.

Q What else should we know, and where can we learn more?

A I always remind people that even though it doesn’t seem like it with the media attention, schools are safe places, by and large, for students and faculty to be.

More information is available on the [Alberti Center for Bullying Abuse Prevention’s website](#) and in [“Lockdown Drills: Connecting Research and Best Practices for School Administrators, Teachers, and Parents,”](#) which I co-wrote with Jaelyn Schildkraut.



Amanda Nickerson is a professor in the Department of Counseling, School and Educational Psychology and director of the Jean M. Alberti Center for Bullying Abuse

Prevention. Her research focuses on school crisis prevention and intervention, with an emphasis on violence and bullying.

“We say it always starts with prevention. Long before there is a crisis or threat, it’s what we do in the daily environment to promote a positive school climate and culture.”



LEADERSHIP
INITIATIVE FOR
TOMORROW'S
SCHOOLS

LIFTS TURNS 30



Celebrating the past, present and future of GSE's innovative school leadership programming

BY DANIELLE LEGARE

In the early 1990s, UB Distinguished Professor **Stephen L. Jacobson** knew there was a leadership problem in Western New York's K-12 schools. Local school districts could easily hire administrators, like principals and superintendents. But it was difficult to identify and retain true school leaders, qualified for and capable of tackling current and future issues in the field of education.

As a professor of educational leadership and policy and a former special education teacher, Jacobson had witnessed this problem himself. He had also heard about these challenges from his colleagues in Buffalo area school districts. And he realized that rethinking GSE's administration certification program could be part of the solution.

After countless conversations and extensive research, Jacobson came up with an answer to the issue—and 30 years ago, GSE's Leadership Initiative for Tomorrow's Schools (LIFTS) administration certification program was born.

This story is a celebration of the 30th anniversary of GSE's LIFTS program—an innovation in administration certification. The program has served as a model and problem-solver throughout New York State and the country. This spring, GSE's community looks back and honors LIFTS' rich history and robust future as it continues to build its legacy.



Invigorated by a problem and a vision

Soon after Jacobson was hired at GSE in 1986, local district leaders began to contact him to troubleshoot issues in their schools. “They said to us, ‘Look, we’re having trouble finding people, and, if we’re having problems, I’m sure a lot of other districts are having those problems,’” Jacobson recalled. “So, we called a meeting, and it was a meeting of some of our faculty, particularly the junior people, some of the senior people, and four area superintendents—we had the superintendents of Buffalo, Williamsville, West Seneca, and Kenmore-Tonawanda [school districts]. And we began a conversation.”

“We listened to people in the field. We looked at the needs of our school districts. We wanted to meet the identified needs in the field versus maybe solely what folks in the ivory tower thought students needed to know to be successful.”

Thomas L. Ramming, clinical associate professor emeritus of educational leadership and policy, remembers hearing about these conversations from Jacobson, who was his doctoral advisor at the time. As an educational administration EdD student, Ramming was intrigued—and, eventually, was asked to join those discussions.

“We listened to people in the field. We looked at the needs of our school districts. We wanted to meet the identified needs in the field versus maybe solely what folks in the ivory tower thought students needed to know to be successful,” said Ramming.

With every conversation, it became more apparent to Jacobson and Ramming that a novel approach was needed when preparing school administrators. “If you’re preparing people to do the job the way it’s being done today, you’re not giving them the skillset to be able to do the job that they’re actually going to come into four or five years in the future,” Jacobson said. “We began to think about: What are the primary skills that a person will have to have to be able to lead schools that we don’t even fully understand

yet. We realized that the key things were good thinking and good interpersonal skills.”

From Jacobson’s perspective, GSE’s existing program—with its focus on business, curriculum and instruction—was respectable. “But it was never pulled together,” he said. “It was as if we could teach you all of these isolated parts, and somehow, when you got out there, you’d figure out how it all fit.”

Jacobson began envisioning a cohesive and innovative program that engaged with area school districts for guidance. He saw its potential to attract outstanding program candidates, and imagined introducing these students to the field, equipping them with the skills needed to improve the lives of school-age children.

Invigorated by this vision, Jacobson embarked on a two-year planning process to build the new program.

Where to begin?

First, the admission process needed to change. Rather than having faculty review submitted applications from prospective students, Jacobson decided the new program would make admission decisions based partly on receiving and reviewing district nominations. “When you leave professors to pick, we select the attributes that are not necessarily going to work the best in the field. We’re going to select those people who have good grade point averages, and high GRE scores, and all of the things that ring all the right buzzers in the academy,” Jacobson explained. “But you can have people who are really bright but have no understanding of how to lead. So, we said, ‘If you know people—and you always do in a school district—who are outstanding and need to be tapped and encouraged to go forward, send them to us.’”

As the program developed, Jacobson determined that the internship was another area that needed improvement, and decided that a full-year, full-time professional experience was necessary. Rather than encourage internships within the districts where students were already employed, Jacobson saw the value in having students venture into other districts.

In the new program, students would work on more meaningful tasks and engage in real-world problem-solving. They would be paid—all while expanding their professional networks and experiences with the potential to inform the trajectory of their careers.

A vision materialized

GSE’s former dean, Hugh Petrie, granted the LIFTS program a trial run for two years. He allowed it to run concurrently with the traditional program, and students could enroll in either the new or old program. While several students initially feared LIFTS’ unique approach to leadership preparation, that trepidation did not last long—especially among a specific population of students.

When the first cohort enrolled in 1992, LIFTS students looked different from those in UB’s traditional administration certification program. One noticeable shift: Unlike other school leadership programs, the first LIFTS cohort enrolled exclusively women.

“We realized the reason that women were taking the opportunity to do this is because they didn’t feel that going through the old program—ours or anyone else’s—was in any way advantageous. It was just leading into the old male-dominated line of succession into administration,” said Jacobson. “They felt they had less to lose. So, they said, ‘We will give it a try. If this means the district is already investing in us, maybe it increases our opportunity to actually get a position.’”

Within just a few semesters, after noticing the advantages of the program’s full-time internship and supportive cohort model, all of UB’s administration certification students wanted to register for LIFTS.

GSE’s dean and faculty took note. Soon after, the traditional program was discontinued, and the new program continued to unfold with features that had not yet been offered in administration certification programming before.

An unmatched network

The hallmarks of the new program, such as offering opportunities to intentionally build relationships and participate in valuable professional experiences, immediately proved beneficial. Students began the program entrenched in two full weeks of team building with their cohorts, intended to facilitate an understanding of the value and power of teamwork.

Laurie LiPuma, LIFTS ’13, chose to pursue the program because of the rigor of the curriculum and the in-person cohort model. Now the executive director of human resources for Erie 2-Chautauqua-Cattaraugus BOCES, LiPuma believes that the program taught her to become a reflective practitioner and profoundly impacted her career—partly due to the strength of her cohort

and the greater LIFTS network.

“Having attended LIFTS opened the door for my next step to administration and has provided me with a network of professionals both from the cohort, and those we met during the program, who serve as a continuous support—even today,” she said.

“The model of working as a cohort and the experiences and exposure to expanding your network is crucial to your success as an administrator. Our best ideas are generated by working collaboratively with others. In addition, establishing a solid network allows you to work through the daily issues that surface when you can bounce things off of other professionals and not feel like you always have to create things from scratch,” LiPuma added.

“Having attended LIFTS opened the door for my next step to administration and has provided me with a network of professionals... who serve as a continuous support—even today.”

Throughout the years, the LIFTS network grew. Students no longer connected just to their cohorts; they connected to alumni, who often sought ways to offer mentorship and remain involved with the program. For example, after graduating, LiPuma developed a sponsorship program at her workplace for future students considering LIFTS. To this

day, up to two employees can enroll in the program every year to become future leaders at Erie 2 BOCES.

LIFTS students have also found ways to offer their support to faculty throughout the history of the program. Thomas Ramming still feels moved by the care he received from his students.

After a successful 34-year career in K-12 education, including 29 years in various leadership positions, and many years of serving as an adjunct instructor at GSE, Ramming was thrilled to secure a position as a clinical assistant instructor in the program in 2009. “It opened up, and I was lucky enough to get it. That was my dream job,” he said.

However, his early years as a faculty member were difficult. “I lost my wife when I was new to the program, and the students were really supportive,” he remembered. “They were good people.”

“One of the things I continue to appreciate is that graduates of the program will email me, text me and call me today for job advice, interview coaching and support,” Ramming added. “The fact that they’re still willing to reach out to me is something that I value.”

Meaningful experience

Early on, the LIFTS faculty understood that students needed to expand their networks beyond their peers and the faculty in their cohorts. They needed to connect with other professionals in the field to continue growing and thriving as future leaders. The LIFTS internship that Jacobson initially conceived allowed students to do just that. “One of the things we heard very often was that our students were so much better prepared for day one on the job ... They were getting paid, and people were expecting them to do the job well and were not very forgiving of first-year mistakes,” Jacobson said. “With the person who came through LIFTS, we didn’t see those kinds of first-year mistakes because they’d already spent the year doing that—and they had a network of people and mentors.”

David O’Rourke, LIFTS ’05, now the district superintendent and CEO of Erie 2-Chautauqua-Cattaraugus BOCES, was encouraged to pursue the program by his mentor. After

enrolling, he quickly realized that the learning opportunities extended to him would significantly impact his life and career. O’Rourke cultivated strong relationships with his cohort, practitioners and GSE faculty.

Through those connections and the curriculum, he observed a shift within himself: “It expanded my vision of leadership, and I began to see myself as a leader who could bring positive change to the organizations I served,” he said. To this day, he still views the internship as a unique facet of the program—one that helped him achieve a career milestone. While completing his internship, O’Rourke was hired as director of instruction and technology in his first district leadership position.

While completing his internship, O’Rourke was hired as director of instruction and technology in his first district leadership position.

Innovation in evaluation

With real-world internship experience came a real-world approach to assessment and feedback. Rather than assigning letter grades each semester, LIFTS faculty opted to draft written evaluations.

Jacobson implemented this grading policy to mirror the reality of the profession. He reasoned that students would never earn a letter grade at work, so they should not earn a grade in LIFTS courses. Instead, students received comprehensive analyses of their strengths and weaknesses, often leading to candid discussions about future growth and career plans.

Judging by the success of alumni who have gone on to thrive in leadership positions, Jacobson’s innovative method of creating student cohorts, professional experiences and valuable feedback has paid off.

Erika McDowell, clinical associate professor of educational leadership and policy, represented the LIFTS program at a recent recruitment event at Jackson State University. Also attending were **(ABOVE)**: LIFTS alum David O’Rourke, district superintendent and chief executive officer at Erie 2-Chautauqua-Cattaraugus BOCES, and **(LEFT)**: Kelly Reed, human resources assistant, and Laurie LiPuma, executive director of human resources—both from Erie 2-Chautauqua-Cattaraugus BOCES.



Yesterday's vision, today's adaptation

As Jacobson initially predicted, today's schools must navigate ever-changing needs and challenges. Regardless of the size or location of the district, several schools face issues like addressing achievement gaps, striving to diversify staff and retaining teachers, among many others.

The program continues to evolve with the field.

Leadership through an equity lens

Nathan J. Daun-Barnett, associate professor and chair of GSE's Department of Educational Leadership and Policy, has observed these changes—especially the need for thoughtful, equity-focused leadership throughout Western New York.

"I think we've had to adapt to think about the changing context within which schools find themselves into thinking about some broader issues related to equity and social justice and inclusion, particularly in districts in areas where nobody's raising them," he said.

"We have a sense that equity, diversity and inclusion only matter in really diverse or segregated districts—like what we might experience in Buffalo—but it's important for us to talk about equity issues when you're out in Barker, Medina, Lackawanna or Lake Shore [districts]," Daun-Barnett continued. "These are issues that are affecting these communities that we do not talk about as much. And all educational leaders now have to think differently about those things in the wake of George Floyd and Tyre Nichols. We have had to adjust and adapt to think differently about how we prepare education leaders to view their role as leaders through an equity lens."



Values-driven perspective and preparation

GSE Dean and Professor **Suzanne Rosenblith** believes that engaging with a curriculum that goes beyond management and transactional training is critical for those who strive to become school leaders focused on building and strengthening relationships and support within a school or district. "You're a principal because you're an instructional leader, and you also carry the mission and values of the school and the district," she said. "You are the champion of the students. You are a champion of the teachers."

You are the champion of the students. You are a champion of the teachers.

After guiding countless prospective LIFTS students through the application process, Ryan Taughrin, GSE assistant dean for enrollment management, shares a similar perspective. "There are folks who are always called to lead. They want to run into the fire. They see issues, challenges, problems and ways of doing things differently, and they see the window of opportunity to make impacts or make a change structurally," he said.

"We need those folks to come into programs like LIFTS because they need the certification to do these jobs, and we need people in our communities and our school districts who understand that leading a building and leading a district is really leading people—leading other teachers. We need those folks to develop skills outside of their building with other folks who are on that journey in similar ways to make an impact or to make a change," Taughrin added.

While the program continues to evolve, the focus on providing students with the best experiences and preparation for leadership remains the same. "This program is well recognized and stands out because it has always put student preparation first," said Rosenblith. "It has put detail first. It exemplifies our mission because it embodies what we look for in student-centered programming and in creating quality over quantity."

Members of the 28th LIFTS cohort—lovingly referred to as "The Great 28" by the cohort's members.

The next generation of LIFTS leaders: The Great 28

Today's LIFTS students have expanded their networks and skills, and are empowered and committed to serving as advocates to create positive change in their districts.

Candace Dowdell

Candace Dowdell describes herself as a teacher, basketball coach and advocate. She is also a member of the 28th LIFTS cohort—lovingly referred to as "The Great 28" by the cohort's members.

After becoming a teacher leader at Highgate Heights Elementary School in Buffalo, Dowdell became interested in school leadership. However, her path to applying to LIFTS was trying. As a first-generation college student, she was afraid to pursue another degree. "The fear of failing at going back to school was a voice I had to silence," she said.

Dowdell, now an instructional coach at PS #92 Build Community School, was admitted to the program in 2021. Upon feeling the support of her cohort—who is "like a family"—and interacting with the faculty, she knew ignoring the negative voices from within and pushing herself to enroll in the program was the right decision.

"I remember the first time I met Dr. Baxley! When I saw that she was a beautiful Black woman, I felt seen, heard and represented in the program," Dowdell said of **Gwendolyn Baxley**, assistant professor of educational leadership and policy. "I'm sure my eyes lit up. Then, not to my surprise, **Dr. Erika [McDowell]**, another gorgeous Black queen, came along and completely shifted our thinking and confidence as leaders to the next level."

Through the connections she's built, Dowdell is confident that she's a stronger leader and advocate for change, and is prepared to implement the strategies she's learned from the program in her career.

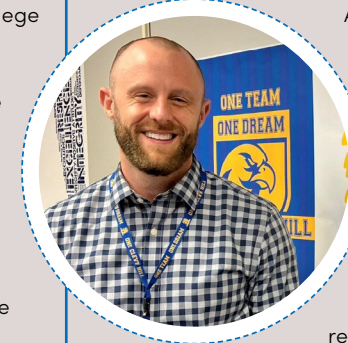


Erika McDowell, clinical associate professor of educational leadership and policy, Candace Dowdell, LIFTS student, and Gwendolyn Baxley, assistant professor of educational leadership and policy, celebrate together at GSE's 2023 Commencement Ceremony.

Scott Bielec

Scott Bielec's journey into school leadership began during the COVID-19 pandemic. "I felt that students needed more help," he said. "I also realized that I was more passionate about students 13 years into my career than I was when I first started."

With his passion amplified, the former high school English teacher set his sights on the LIFTS program.



A member of the Great 28 cohort, Bielec admits that the program has been challenging—especially considering personal and professional responsibilities, including his new position

as assistant principal at Cleveland Hill Middle School. "It has been hard work, but the people in my cohort have become some of my closest friends," he said. "We help one another out."

He also spoke highly of his professors, who have offered guidance with interviewing and finding leadership positions. "I have built great relationships with them, and I've found that they are there for me when I need them," Bielec shared.

Looking ahead, he is eager to use the knowledge and skills developed in the program to continue growing in leadership positions. "In the end, I really just want to help students," he said. "I hope that in leadership, I am better suited to help more kids in a more meaningful way."

Erin Weir

Erin Weir decided to pursue school leadership at the beginning of the COVID-19 pandemic, just after the birth of her first child. "Entering motherhood while experiencing the constraints as an educator helped me finally envision my 'why,'" she said. "I wanted to become a change agent and advocate for not only my son but all children."

She chose the LIFTS program because of its unique cohort model and the opportunity to build lasting connections and friendships with like-minded individuals. "Many online options are available for leadership coursework; however, I wanted to build lasting connections and friendships with those committed to impactful leadership," said Weir.

She has done just that. She feels the program has given her a second family she looks forward to seeing every week in class. "I am grateful for the time we have spent diving deep, exploring not only who we are but the relevant topics that are pertinent to the areas of educational leadership in both a safe and brave space," she said. "The dedicated professors in this program have brought the coursework to life."

One of Weir's most memorable moments in the program was spending her first semester participating in the summer "boot camp," an intensive program that allows students to explore their core values and how those



values drive leadership style. "It was the most introspective work I had ever done," she said. "I am honored to have had the time to get to know my cohort, the professors, and most importantly, the time I took to get to know myself."

After working as a speech-language pathologist in the Buffalo Public Schools for the past ten years, Weir recently accepted a position as the director of pupil personnel services in the Cheektowaga Central School District. She is thrilled to enter this leadership role with the lens of an empathetic communicator and therapist.

A leadership legacy continues and evolves

With Jacobson's retirement in 2021 and Ramming's in 2022, a new chapter of the program has begun.

Upon reflection, both faculty members fondly remember the program's beginning and evolution and the achievements of their students. "They're my heroes, and the things that they've accomplished in their schools affect their teachers, which then affect their students," said Jacobson. "It makes me feel like I have had some effect... That is what I am proudest of—the creation and the ongoing survival and development and growth of the LIFTS program."

The retirements also offered a chance for a new wave of innovation.

As a trainer, educator, consultant and advocate, Erika McDowell was up for the challenge of serving as a faculty member in the program. McDowell, formerly the executive director of student support services in The School District of Philadelphia, joined GSE as a clinical associate professor of educational leadership and policy in the fall of 2022. She brought along her unique vision and philosophy to school leadership.

"I am a staunch equity practitioner. My goal is to give folks what they need to be successful," she said. "I think every leader and every teacher comes to the work very differently, and it is my job to give you those skills and those tools that may be beneficial to you, and also give you that pedagogical and theoretical background to say, 'OK, with these skills and who I am, how must I enact change in this district or in my environment so that all have a sense of love and belonging?'"

McDowell takes her role of supporting and guiding students seriously. Rather than waiting to discuss lofty ideas or problems of practice in class, McDowell's students have her cellphone number, and she encourages them to use it when needing feedback or mentorship. Some students text to brainstorm rolling out a new policy or system at school. Others call to discuss elevating a concept from an assigned reading.

"I think, 'How are the students? How are we supporting them?' I think they are in a great place, but I want to continue that bubble of love, so they are getting what they need," she said.

Her students feel that love. "There have been many transitions in our personal lives, as well as this program. I am so thankful that Dr. Erika joined the team," said Candace Dowdell. "She is definitely a change leader and an advocate for her students!"

Dowdell reports feeling assured that she chose the right university—largely because of McDowell's arrival. "UB seems to be on an upward trajectory for change. I have observed the various efforts to magnify the voices of the BIPOC population.

Representation matters, especially as a Black woman."

While McDowell is excited and honored to support her students, she is also committed to taking a step back to assess both the field and the program. "We want to enhance the things that we are doing well, but we also sometimes need to course-correct based on shifts in time and shifts in what's happening in our atmosphere," she said. "I see the program ever-evolving, centering on our most beloved—the learners we are teaching. And we—the collective we, who is doing the work—must make sure our books and what we teach are reflective of the cultural and linguistic communities that we serve."

After UB's commencement ceremonies ended this spring, the LIFTS program kicked off another academic year and welcomed a new cohort.

At the same time, GSE faculty, staff and alumni have worked to put the finishing touches on a celebration taking place on July 13 in honor of the program's 30th anniversary. "We have some good things in store. It is going to be a lovely large event," said McDowell, who reports that she has been designated as the party's emcee.

In addition to celebrating the program's

"I think every leader and every teacher comes to the work very differently, and it is my job to give you those skills and those tools that may be beneficial to you."

anniversary, the gathering will offer a space to commemorate Jacobson's retirement after his 35-year career at UB—a celebration that was put on hold as a result of the pandemic.

Rosenblith looks forward to the festivities and the opportunity to honor the past, present and future of innovative school leadership programming at GSE.

"Hats off to Steve for what he did in creating this program and to all of the folks who carried it on throughout the years," she said. "I'm also really looking forward to seeing where Erika and our other faculty take it. I think that they are going to build on it. Thirty years becomes a point to reflect and say, 'We've done a good job, and now how can we make it even better and make sure that we're still attending to its original purpose?' I think that it is really in good hands, and I look forward to seeing what the next 30 years look like."

In addition to degree information for GSE alumni listed in Learn, we also include alumni credentials for the Advanced Certificate, as well as other GSE programs such as LIFTS (Leadership Initiative for Tomorrow's Schools).



Stephen L. Jacobson



Thomas M. Ramming



Erika McDowell

"Thirty years becomes a point to reflect and say, 'We've done a good job, and now how can we make it even better and make sure that we're still attending to its original purpose?' I think that it is really in good hands, and I look forward to seeing what the next 30 years look like."

GSE Dean and Professor Suzanne Rosenblith

A STUDENT PERSPECTIVE:

My first semester in the information and library science online master's program



Hi! My name is Ayiana Crabtree. When I started the fall 2022 semester—my first semester in GSE's information and library science master's degree program—I didn't know what to expect. However, by the time the semester was over, I found myself immersed in so many valuable experiences that will help to shape my future career.

I'm the president of the UB Information Science Graduate Student Association (IS-GSA), a graduate research assistant for Dr. Amy VanScoy and her team's project on BIPOC retention in LIS, a student ambassador for GSE, a volunteer for the SUNY EmTech Massive Open Online Course (MOOC), a student representative for the Academic Programs and Curriculum Committee, and one day I'll be an academic librarian. Even though I've only spent one semester in the program thus far, I've made the most of my (virtual) time at UB. The online nature of the program allowed me to divide my time in a way that has enabled me to take on a lot of different activities outside of my courses.

Reinstating the IS-GSA

The summer before the semester began, I helped to reinstate the IS-GSA, and once the semester rolled around, I was elected president. Leading the IS-GSA and organizing all of the informational events, workshops and more has helped me to build a sense of community for the students in the information science department. This was important to me, because we never really get to interact with our fellow students outside of classes. I've crafted a support network for IS students on our Discord server where people can ask questions about classes or professors, or just chat about their day. Since the creation of the server, we've gained over 130 members, and I consider that to be my greatest achievement thus far.

Graduate research

As a graduate research assistant for Dr. VanScoy and her team, I'm getting to further the learning from my courses by helping with a research project on the retention of BIPOC librarians. The research project explores why BIPOC librarians leave the field and how we can make the field better, so that fewer people in this population decide to go in a new professional direction. Ensuring that the LIS field is diverse and inclusive is something I'm very passionate about, so I feel very grateful to have been chosen to join this team of amazing researchers.

Courses

During the fall 2022 semester, I took the program's three required core courses. Through these courses, I had the opportunity to investigate new research areas I didn't have the chance to explore in the past. My favorite assignment was the final project for Introduction to Research Methods. I developed a hypothetical research project proposal focusing on academic libraries to study the best way to garner initial student interaction with the libraries to promote student success initiatives. This project allowed me to think about my future career and the types of research I could pursue while working in an academic library, which makes me all the more excited to one day be a working librarian.

Looking ahead

Even though I have only completed one semester, I am looking forward to the learning experiences that my remaining time in the program holds through my courses, the IS-GSA and my other extracurricular activities.

To learn more about Ayiana and her journey, please visit ayanacrabtree.com.

GSE students: Interested in sharing your student experiences and perspectives in Learn magazine? Contact us at gsenews@buffalo.edu.

Ayiana's desk space, filled with photos, cards and her collection of stuffed frogs.



ROAMING THE HALLS STUDENT PROFILE

Empowering educators:

Dawnavyn James transcends academia to share Black history teaching expertise

BY DANIELLE LEGARE

In a recent TikTok, GSE PhD student Dawnavyn James reacted to a timely concern. The text in the video read, "Ummm ... those books you're reading to your kindergarteners are banned!"

She responded by smiling, winking at the camera and lip-syncing along to the music in the video: "I don't give a damn about that."

James' TikTok has been watched over 10,000 times.

Through her humor, creativity and style, the former kindergarten teacher has amassed a large social media following—48,300 followers on TikTok alone. While her audience may have initially found her social media content because of her #TeacherDrip or trending audio choices, they remain committed to consuming James' content

because of her Black history education expertise and resources.

James moved to Buffalo from Kansas City, Missouri, in 2022 to pursue her research interests in teaching Black history in elementary schools. As a PhD student in the Department of Learning and Instruction, she focuses her research on teaching with Black history picture books—a powerful resource for educators of young learners, according to James.

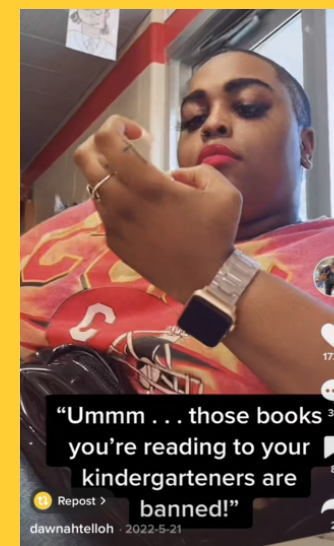
Whether it's on social media, in her Black History Club for young historians, or at UB, where she is a fellow in the [Center for K-12 Black History and Racial Literacy Education](#), James is passionate about studying Black history education and creating communities and practical resources to help teachers.

Where does that passion come from? Her former students. "It's been interesting not being in a space with little

children and learning from them. But it's also been nice because the reason that I'm doing this is because of them," she said.

"I want to show everyone else how important Black history education is in the elementary space."

According to her advisor, [LaGarrett King](#), director of the center and associate professor of social studies education, James is achieving that goal. "She is already an established star within the Black history



atmosphere, and I knew if I enticed her to come to Buffalo, my job would be much easier," he said. "She adds tremendous value to not only GSE, the center and me, but to the city of Buffalo and the country."

James has only just gotten started. When she's not studying, presenting at conferences, posting on social media, or exploring Buffalo's local restaurants and bookstores, she is giving back to teachers in a new way: She's writing a book, "Beyond February."

"I want to show everyone else how important Black history education is in the elementary space."

The book, which will be published in November, will guide elementary educators on effectively and meaningfully teaching Black history all year round. "Oftentimes people say, 'They're too young,' or 'They can't talk about race,'" explained James. "Kindergarteners are a lot more brilliant than we think they are, and I think we underestimate their knowledge and what they can have conversations about."

"I want to help teachers. I really do," said James. "Whether they're preservice or active teachers in the classroom now, I really want to support them."

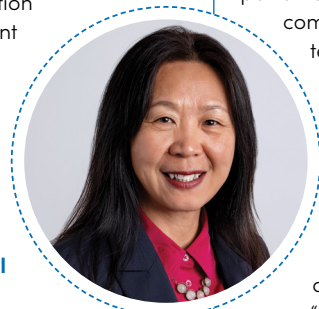




GSE researcher to lead education and workforce development efforts on \$20 million NSF grant awarded to UB

BY DANIELLE LEGARE

X. Christine Wang, professor and associate dean for research in the Graduate School of Education, will lead education and workforce development efforts on a highly competitive grant that was awarded to UB by the National Science Foundation. The interdisciplinary grant will establish the **National AI Institute for Exceptional Education** to develop artificial intelligence systems that identify and assist the millions of young children who—under the Individuals with Disabilities Education Act—require speech and language services.



The five-year, \$20 million project seeks to address the nationwide shortage of speech-language pathologists and provide services to children ages 3 to 10 who are at increased risk of falling behind in their socioemotional and academic development.

The National AI Institute for Exceptional Education will focus on developing advanced AI technologies to scale speech-language pathologists' availability and services to ensure that children in need of speech and language services receive the necessary attention.

An expert in early childhood development and learning, Wang will focus her research efforts on the grant on identifying and collecting use cases that can be used to train the AI system, as well as conducting

validation research in schools to ensure the efficacy of the interventions. Working with a large research team, she will examine speech patterns, verbal articulation, nonverbal communication, and the ways in which technology can support students in reaching their communication goals in the context of academic learning and social interaction. **GSE's Fisher-Price Endowed Early Childhood Research Center**, where Wang is the director, will serve as a partner in collecting data and supporting this research.

"So many children suffer from language difficulties and communication challenges. This is not just affecting their learning and progress academically, but also affects their social interactions, like making friends, and their sense of self. ... COVID probably made this even worse," Wang said. "This is an equity issue. Although students need support, there's a huge shortage of speech-language specialists. ... This technology can really help us bridge the gap."

The interdisciplinary institute team, consisting of more than 30 researchers from nine universities who specialize in various research areas, plans to develop an AI screener to enable universal early screening for all children, and an AI orchestrator to work with speech-language pathologists and teachers to provide individualized interventions for children.

"The goal of the AI screener is to achieve universal screening, so we do not need to rely on parents' observations or teachers paying

special attention to kids. You can use this simple screening tool to identify the kids who deviate from more typical developmental patterns," said Wang. "Then, we still refer them to the specialist to do an in-depth assessment, but the universal screening allows us to identify the cases earlier and more accurately, preventing kids from falling through the cracks."

The AI orchestrator will primarily be used in public school classrooms to administer a wide range of evidence-based interventions, and to assess their effects on meeting children's learning targets. Wang explains that the orchestrator will aid in collecting children's communication data—including communication with peers, classmates, doctors and classroom teachers—to identify the issues and provide support needed.

"Although students need support, there's a huge shortage of speech-language specialists. ... This technology can really help us bridge the gap."

"We're not trying to replace teachers or replace speech communication specialists. They are providing highly specialized training and support to children. I don't think any technology can replace them," said Wang. "However, the technology can really help."

Venu Govindaraju, UB vice president for research and economic development; Jinjun Xiong, SUNY Empire Innovation Professor; and Srirangaraj Setlur, co-director and principal research scientist of UB's Center for Unified Biometrics and Sensors, will direct the institute and coordinate the team's work. In addition, the institute team will include 12

other UB researchers representing the School of Engineering and Applied Sciences and the College of Arts and Sciences.

"We're going to leverage these kinds of resources to educate our students and computer science engineers of the future on AI technology."

"Christine Wang is a talented researcher who has worked tirelessly with faculty from across the university to help increase chances of securing external funding. This NSF grant is an excellent example of Christine's efforts and the benefits of interdisciplinary research," said **Suzanne Rosenblith**, GSE dean and professor. "This grant will allow UB and GSE to further our mission of engaging in groundbreaking research linked to educational, social and economic opportunities and outcomes at the individual and collective levels. I look forward to seeing how the National AI Institute for Exceptional Education transforms academic research and AI technologies in the future."

Events are being planned to generate interdisciplinary collaboration and advancements in AI, human-AI interaction and learning science at UB.

"This is not just about one project or a one-time thing," Wang explained. "We're going to leverage these kinds of resources to educate our students and computer science engineers of the future on AI technology. We also want this project to springboard our education students to get access to AI technology and to understand the potential of AI for classroom applications."

UB announces new master's program in educational culture, policy and society

BY DANIELLE LEGARE

The Graduate School of Education added a new graduate program to its academic offerings in 2023. The **educational culture, policy and society EdM program** is designed for students interested in exploring the role that education plays in larger society, with a focus on how institutions, policies and practices can both facilitate and limit individuals' well-being and social, economic and educational outcomes.

Offered through the Department of Educational Leadership and Policy, the program allows students to examine education in broad-based social, cultural, political and historical contexts in the U.S. and other nations, as well as the cross-national differences in educational policies and practices related to the teaching profession, teaching and learning. Attention is directed toward studying the educational policies and practices of underserved populations—including but not limited to historically marginalized racial and ethnic groups in the U.S.—and populations with limited financial resources.

The EdM program aims to prepare students for versatile career pathways in higher education settings, K-12 schools, international development agencies and governmental or non-governmental organizations.

Jinting Wu, associate professor of educational leadership and policy, is the program director.

"The program offers a bird's-eye view of the role education plays in reproducing or mitigating social inequality," said Wu. "It answers the need for big picture thinking in a challenging time when education is besieged by growing social, economic and learning disparities."

"Students have ultimate flexibility in designing their own program of coursework," she added. "Coursework will be interdisciplinary in nature, and draws from multiple departments, such as Educational Leadership and Policy,

Sociology, Anthropology, History, and Global Gender and Sexuality Studies, among others."

The program enrolled its first cohort of students in the spring 2023 term. It will be offered on campus and can be completed in three full-time semesters.

"The program offers a bird's-eye view of the role education plays in reproducing or mitigating social inequality."

The educational culture, policy and society EdM program reflects GSE's mission of providing rigorous and supportive teaching and learning environments that prepare the next generation of practitioners and researchers. GSE is committed to ensuring that students are provided with the very best experiences in terms of their academic programs, co-curricular experiences, advising and research opportunities.

Students interested in learning more about this program can contact GSE's Office of Graduate Admission at 716-645-2110 or gse-info@buffalo.edu. Information on all the academic offerings at GSE is available on the [school's website](#).

A Call for Transformation:

GSE researcher illustrates need for change in counseling psychology

BY DANIELLE LEGARE

A University at Buffalo Graduate School of Education researcher highlighted the critical need for transformation within the discipline of counseling psychology in a recent publication.



Educational Psychology, penned the article as her 2022 Presidential Address for the Society of Counseling Psychology (SCP) to describe her presidential initiatives and vision for the field.

“One of the reasons why I decided to run for president is because I am strongly driven to change our curriculum and to ensure that our students are exposed to critical literature and research that challenges the status quo and examines the role of counseling psychology in dismantling racism and other forms of oppression—because those are systemic problems,” she said.

“Even if we, as counseling psychologists, were able to provide therapy to all the individuals who are harmed by racism or homophobia,

The journal article, **“Grasping at the Root: Transforming Counseling Psychology,”** describes the need for radical change and action, which the author, **Amy L. Reynolds**, suggests is needed to interrupt harm, center liberation and dismantle unexamined whiteness, white supremacy and a pervasive colonial mentality within psychology. Though counseling psychology, a specialty within psychology, is known for its emphasis on multiculturalism and social justice, Reynolds reports that there is still much work to be done.

Published in *The Counseling Psychologist* in November 2022, the article proposes using reparations and accountability as critical frameworks for the field of counseling psychology, with a focus on transforming the profession through retooling curriculum, centering Indigenous people and their perspectives, and disrupting anti-Black racism and white supremacy in the discipline’s policies, structures and practices.

Reynolds, GSE professor and chair of the Department of Counseling, School and

that would not be enough,” Reynolds continued. “It’s not an individual problem. It’s a collective problem. It’s a structural problem. And so, we have to have structural and systemic solutions, and one of the primary ways to do that is to train our students differently. When our students receive more critical and liberatory training, they can help to transform the profession.”

The transformation Reynolds wrote and spoke about is already underway at GSE. She cites actions, such as developing **GSE’s strategic goals** and the **2025 Comprehensive Plan for EDJI**, which highlight equity, diversity, justice and inclusion (EDJI) initiatives, as playing a critical role in bringing this vision to reality for GSE and individual departments.

She also notes significant changes in GSE’s classrooms.

“A lot of the work that we are doing is starting to have an effect. For example, I’ve taught multicultural counseling since arriving in 2005. As a result of our efforts to admit more racially diverse cohorts, there are increasing numbers of students of color in our

department. This past spring, for the first time ever when I taught it, my class was equal or maybe slightly more students of color than white students. It made for a completely different class,” said Reynolds. “The kinds of conversations we could have minimized the harm that sometimes students of color feel when they’re one of a few students in a class, and they’re discussing multicultural issues. That sometimes can be a harmful experience for them and one where they report feeling that they have to show up in ways that are not beneficial to them but are for the benefit of the white students. Because my class was more diverse overall, I felt like it was such an amazing opportunity for all of us to be in community and to grow.”

Reynolds, who served as SCP’s president from 2021–22 and currently serves on the organization’s executive board as past-president, hopes to see the curricular, reparational and organizational transformation that she described in her address continue to come to life within the fields of counseling psychology and higher education and in her own department.

“It’s not an individual problem. It’s a collective problem. It’s a structural problem. And so, we have to have structural and systemic solutions, and one of the primary ways to do that is to train our students differently.”

“If we don’t transform our organizations and figure out how we embody whiteness and create environments that are not welcoming to people of color, or queer or trans people, then our EDJI goals will not be achieved. ... Until and unless we build EDJI into basic expectations in how higher education is designed, we will continue to have incomplete, inadequate and unsustainable EDJI efforts in the Graduate School of Education, or any higher education department or unit,” she said.

Remembering Gerald R. Rising, prominent scholar of math education

BY DANIELLE LEGARE

Gerald R. Rising, SUNY Distinguished Teaching Professor and co-founder and director emeritus of the Graduate School of Education’s Gifted Math program, passed away on Dec. 9, 2022, at the age of 95. Rising was a prominent scholar of math education, and his contributions to the field will be remembered for years to come.

At age 17, Rising enlisted in the U.S. Navy and served as a communications officer and assistant navigator in the Atlantic and Mediterranean. Returning from World War II, he enrolled at the University of Rochester and earned bachelor’s and master’s degrees in English. Later, he continued his studies, earning a master’s in mathematics from the University of Notre Dame, and, in 1965, a PhD in mathematics education from New York University.

After completing his doctoral work and teaching math in high schools and colleges around the country, Rising joined the faculty at the University at Buffalo, where he spent the majority of his career teaching and researching math education.

He was the author or co-author of

several influential books, including “About Mathematics,” “Letters to a Young Math Teacher,” “Program Your Calculator” and “Inside Your Calculator.” He also published several journal articles and book chapters throughout his career.

In addition to his math education research,

“To deliver to exceptional mathematics students a curriculum that challenges them in the same way that standard school curricula challenges students of lesser ability.”

loss to the math education and naturalist communities, but his legacy will continue to shape the field through his work and the students he inspired. A celebration of his life

Rising was known for his love of nature. He enjoyed hiking and camping, and was one of the most celebrated bird-watchers in the Buffalo area. As such, he wrote a weekly column, “Nature Watch,” for *The Buffalo News* for more than 25 years.

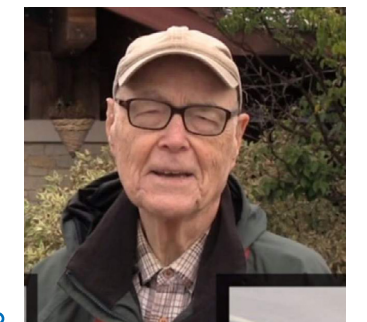
Rising’s death is a

Image source: WGRZ, “Celebration of life for Gerry Rising,” 2023.

was held for Rising on Jan. 23 at Tiff Nature Preserve in Buffalo.

“Gerry’s proudest accomplishment began in 1980 when he, along with Betty Krist, realized his idea to create a program with the mission ‘to deliver to exceptional mathematics students a curriculum that challenges them in the same way that standard school curricula challenges students of lesser ability.’ Gerry’s words remain the mission of GMP to this day,” said Anne E. Izydorczak, administrator of the Gifted Math Program.

“As his friends and colleagues, we will miss Gerry’s sense of humor, his conversations that always took us to some new food for thought (often a mathematical puzzle), and especially his presence as a caring mentor to all of us,” Izydorczak added.



Culturally responsive instruction:

The impact of belief on student success

BY CHERIF SADKI, PHD '94, AND JANINE DEPTUCH-SADKI, MED '85

While there is a plethora of information on culturally responsive instruction, this reflection highlights a birds-eye view of two educator-administrators who embraced the concept and implemented it—over time—with fidelity in our adjoining roles. We highlight key beliefs that we ensured were applied in practice, thus generating positive results for the English learners (ELs) in our care.

For example, EL on-time graduation rate increased significantly; performance in state-mandated testing achievement increased as illustrated by a four-year longitudinal cohort. EL participation in higher-level courses and enrichment programs also increased, and we saw a reduction in EL drop-out rates as well.

Our work for English learners was based on three principles: **relationships, relevance and rigor**, aligned with our steering mantra from Gloria-Ladsen Billings: “When students are taught in ways that take into account their cultural contexts and that are culturally appropriate for them, they can achieve at higher levels.” We realized practices at both district and school levels must be aligned to ensure that each K-12 EL would receive a consistent message of expectation to attain high standards in academics. We strove for productive collaboration among district-level administrators, school administrators, teachers, aides and all personnel in contact with ELs.

Positive relationships begin with the core belief that each EL student has a knowledge base to contribute to their own learning. Educators must find the student’s level of readiness—daily and for each type of interaction—rather than suppose a lack of ability. This belief promotes a sense of respect and belonging emanating from educators which elevates students to become strengthened by their own self-awareness. This, in turn, cultivates growth possibilities within a genuinely inviting environment where parent/guardian aspirations are embraced by the educator and student alike.

Relevance of curriculum—including accessible materials for age-appropriate, grade-level content, scaffolded learning experiences and assessments for learning—is key to student engagement. ELs’ culture/s and ethnic background/s need to be represented in the learning process, coordinated with progressive goals to facilitate motivation and assessment tied to the instructed learning objectives. It is critical to include language objectives for the five literacy skills (listening,

speaking, reading, writing, thinking) relevant to the content objectives and ELs’ levels of developing language. (See “Understanding by Design” by Jay McTighe and Grant Wiggins; “Strategies for Success with ELs: An ASCD Action Tool” by Virginia Pauline Rojas; and WIDA.)

“When students are taught in ways that take into account their cultural contexts and that are culturally appropriate for them, they can achieve at higher levels.”

Rigor addresses the belief that ELs are entitled to challenge themselves at high levels of thinking, with the understanding that ELs should receive content knowledge instruction from the first day of school enrollment. Educators plan and assess learning targets for age/grade-appropriate state and local curricula. In the immersion English environment, immediate consideration is given to their language development in determining literacy supports, and in fostering a belief in their ability as thinkers and problem solvers. Access is promoted for their eligibility for higher-level mathematics and sciences, gifted education, advanced placement and enrichment programs.

Positive results for students were also attributed to the participation of all central office and school personnel in required ongoing professional learning on how to cultivate growth environments. The learning plan included monitoring support. It was equally important for central office administrators to spearhead processes and procedures to result in maintaining open communication among stakeholders, for example, translation services, bilingual parent liaisons and counseling services.

In 1982, Cherif Sadki and Janine Deptuch became acquainted at UB in Richard Salzer’s ERE 509 course, Elementary School Curriculum Organization. Their first discussion in Baldy Hall on Piaget’s theory of learning confirmed a shared passion that inspired their marriage in 1983. Salzer said bringing the two together was his finest career accomplishment! Cherif earned a PhD in the Department of Educational Organization Administration and Policy in 1994. In 1985, Janine earned an MEd through the bilingual education program pioneered by Lilliam Malave Lopez. While a PhD candidate, she embarked on a path to become N-12-certified in teaching and administration, which she achieved by 1994.

Their individual focus on fostering achievement for at-risk students in urban and suburban settings opened doors for piloting opportunities as teachers. It also resulted in an instructional career packed with comparative learning action research. Their joint drive for serving diverse students, coupled with a keen desire to make a value-added difference in shaping students’ futures, propelled each of them to join the administrative ranks. Janine’s conscientious central office work as director of the K-12 English Learner Program and Services for Prince William County Schools (PWCS) in Virginia dovetailed with Cherif’s noble efforts in secondary school administration for PWCS. This was especially noteworthy during his principalship at Gar-Field High School in Woodbridge, Virginia. In summary, the Sadkis’ laser-focus on carving viable pathways for students and cultivating their academic success has left a definable footprint for students, educators and leaders.

GSE alumni: If you have an idea for a story you’d like to contribute, submit your story idea for Learn magazine to gsenews@buffalo.edu.

GSE alums Janine Deptuch-Sadki and Cherif Sadki in the Èze Medieval Village in France.

GSE alum secures \$10 million gift for nonprofit from Mackenzie Scott

BY DANIELLE LEGARE

Noted philanthropist Mackenzie Scott recently made a \$10 million gift to the nonprofit organization, The Literacy Lab, where GSE alumna Heather Jenkins, PhD '11, serves as chief executive officer.

The Literacy Lab serves children from age 3 through third grade by partnering with school districts to help close the literacy gap by embedding full-time, rigorously trained tutors in early childhood centers and elementary schools.

Jenkins leads the organization in taking steps to fulfill its mission of providing impactful literacy instruction to thousands of students through evidence-based programs. The organization also strives to improve student outcomes by diversifying the educator pipeline and advancing equity in all its partner communities.

"We are grateful and humbled at Ms. Scott's generosity. This organization has worked tirelessly over the past 13 years to help as many students as possible achieve grade-level literacy targets," Jenkins said in a press release. "With this gift, we're going to be able to work more strategically and with a long-term vision in place."

Scott employs a "no strings attached" approach to giving, allowing nonprofits to maintain control over how to deploy the gifted funds. "Her philosophy of giving is tied to looking for organizations that are very much committed to equity and inclusion with a focus on our allies and communities—particularly communities of color," said Jenkins.

In her proposal to Scott, Jenkins explained that The Literacy Lab needed to expand its data and human resources staffing to improve internal processes and practices, and ultimately amplify the organization's impact. "We were using data but not in the way that I really know we can as an organization—I need people to do that," she said. "We need to be culturally responsive as an organization."

Because 95% of the students served by The Literacy Lab are students of color, Jenkins wanted to ensure that the organization had the data band analyses to best serve these students.

Shortly after presenting this information, she was notified that The Literacy Lab would receive funding.

A graduate of GSE's social foundations PhD program (now the **educational culture, policy and society PhD program**), Jenkins felt confident that she understood the needs of The Literacy Lab as a result of the skills she gained while enrolled in the doctoral program.

Through dynamic classroom discussions and rigorous coursework, SUNY Distinguished Professor **Lois Weis** made a lasting impact on Jenkins—and that impression was mutual.



Heather Jenkins, PhD '11, chief executive officer at The Literacy Lab

"As chief executive officer of The Literacy Lab, Heather Jenkins pursues incredibly important work. Not only was she a stellar PhD student who produced a tremendous dissertation, but she subsequently worked hard to actualize her short- and long-term vision of the meaning of evidence-based research in the world of largely underrepresented minoritized students. She stands as great testimony to the practicality of a rigorous research-based PhD program and the ways in which PhD graduates of such programs can exert short- and long-term impact on individuals' lives," said Weis.

Throughout Jenkins' time at GSE, Weis also extended valuable opportunities to her outside the classroom—like the chance to serve as an editorial assistant for the American Educational Research Journal, where Weis was editor.

"I learned so much about research and writing about the field of sociology of education, and thinking about the data telling the story, as opposed to the story leading you to choose the data. That is something that I have taken with me everywhere," Jenkins said. "I will say: 'The data is going to tell me what I do from here, and that data is going to say what the priorities are. The data is going to say what the direction should be.'"

Jenkins reports that she has used this knowledge in every organization she's been a part of—including The Literacy Lab, where she is currently working on developing and executing strategic plans.

"A lot of this first phase is really being sorted, but there's going to be a lot of exciting things because of the Mackenzie Scott gift and my tireless commitment to using data to charter our path forward," she said.



#KeepingItReel:

Exploring campus through Instagram Reels

BY DELANEY REH

Over the past year, @UBGSE's social media followers have enjoyed a more vibrant view of our lively and energetic campus through Instagram Reels.

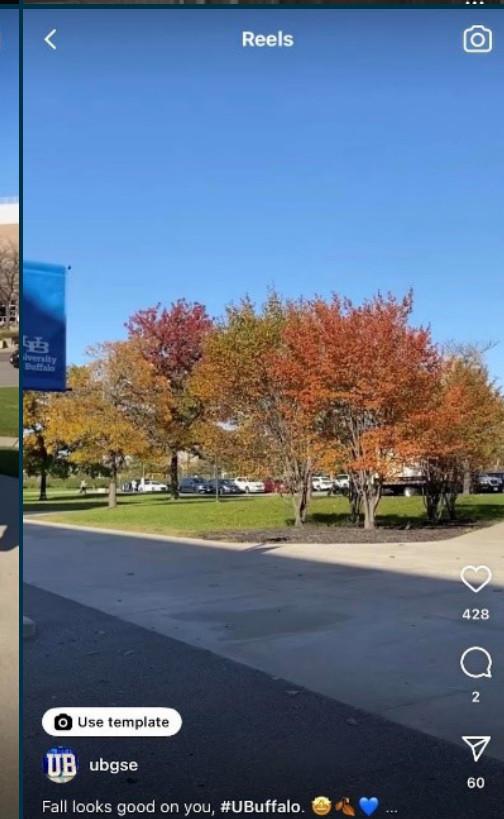
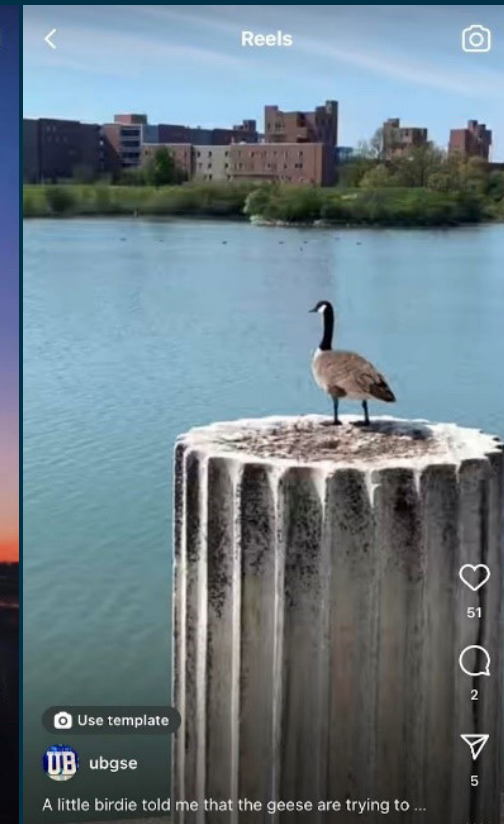
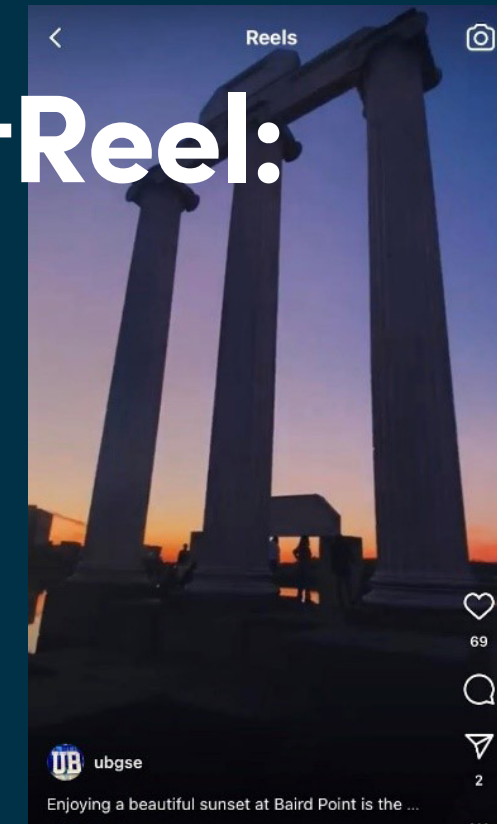


This fun short-form video content has transported our students, alumni, faculty and staff to different campus destinations. In one Reel, the GSE community watched a brilliant sunset at

Baird Point. In another, they observed UB's famous geese in their favorite place on campus, Lake LaSalle.

While Reels are meant to be short, they can pack in stops at many landmarks around campus. At the beginning of the spring semester, viewers enjoyed the campus from a student's perspective. They visited the Bronze Bison in front of the Center for the Arts, a Bulls game at UB Stadium and Hayes Hall on South Campus, among other locations—all in under ten seconds. And, in another quick snippet of footage, GSE's Instagram audience found themselves on a virtual tour of the magnificent fall foliage throughout the North Campus.

From blooming spring flowers to lesser-known campus hangout spots and special UB inside jokes, these videos help capture what life is really like at UB—and @UBGSE loves #KeepingItReel on Instagram to highlight the best that UB has to offer.



On the Move | HONORS, AWARDS AND PROMOTIONS

FACULTY AWARDS AND HONORS



Jasmine Alvarado, assistant professor in the Department of Educational Leadership and Policy, was awarded The María Estela Brisk Award from Boston College. She was also the recipient of two AERA awards: the AERA Latinx SIG Outstanding Dissertation award and the AERA Family-School-Community Partnerships Honorable Mention for Outstanding Dissertation.



Tasha Austin, assistant professor in the Department of Learning and Instruction, was awarded the AERA Division K 2023 Outstanding Dissertation Award and the Stephen A. Freeman Award for Best Published Article from the Northeast Conference on the Teaching of Foreign Languages. She also received the Outstanding Dissertation Award from the AERA Critical Educators for Social Justice Special Interest Group.



Myles Faith, professor in the Department of Counseling, School and Educational Psychology, was awarded the Oded Bar-Or Award for Excellence in Pediatric Obesity Research from The Obesity Society.



LaGarrett King, associate professor in the Department of Learning and Instruction, was the recipient of the 2022 Spirit of America Award co-sponsored by NCSS and Social Studies School Service.



Amy VanScoy, associate professor in the Department of Information Science, has been selected for the Fulbright U.S. Scholar Program.

STUDENT AWARDS AND HONORS



Wen Guo, PhD student in the Department of Learning and Instruction, accepted the Global Engagement Initiative Award from ACTFL.



Luiza Perez Ortiz, master's student in the Department of Counseling, School and Educational Psychology, was a recipient of a scholarship as part of the SUNY/CUNY Health Scholarship Program.



Kate Steilen, PhD student in the Department of Educational Leadership and Policy, received the GSE Dean's Student Research Award supported by the Gregory J. Dimitriadis PhD Dean's Excellence Fund. She is also the recipient of the AERA Educational Change Special Interest Group's Student Travel Award.

STAFF AWARDS AND HONORS



Amber Winters, assistant dean for marketing and director of communications; **Danielle LeGare**, director of content; and **William Belz III**, user experience interface designer, all in the Graduate School of Education, and **Ellen Stay** of Stay Graphic Design, were awarded the inaugural University at Buffalo's Blue Bell Award in the Collateral category for their work on the fall 2022 issue of Learn magazine.



ALUMNI AWARDS



Kevin McGowan, EdD '07, has been named the 2023 AASA National Superintendent of the Year by AASA, The School Superintendents Association.

STAFF CHANGES



Lynette Deponceau was named director of enrollment operations and student services in GSE's Office of Admissions.



Phyllis Rauch was named business liaison in the GSE Dean's Office.



Eduvijez Sanchez was named assistant director of recruitment in GSE's Office of Admissions.



Joshua Skeans was named assistant director, certification officer and accreditation coordinator in GSE's Office of Educator Preparation.

WELCOME TO GSE

Timothy Flanagan joined GSE as the coordinator of clinical experiences.

Wil Green joined GSE as the director of outreach and community engagement.

Caroline Hurley has joined GSE in the newly created events manager position.

Daryl Janus joined GSE as a community partnership and placement coordinator.

Daniel Krawiec joined GSE as the senior lead of admissions operations.

Nicole Mehlman-Davidow has joined GSE's marketing and communications team as the assistant director of communications and web.

Hannah Rapp joined GSE as a postdoctoral associate working with Amanda Nickerson.

Young Sik Seo joined GSE as a postdoctoral associate working with Jaekyung Lee.

Rachel Skrzypek joined GSE as a department staff assistant.

Kimberly Spates has joined GSE as the unit business officer.

Jennifer Tripp joined GSE as a post-doctoral associate working with Xiufeng Liu.

Ashley Wiese joined GSE as a professional learning coordinator for the Teacher Residency Program.

Leigh Worrall joined GSE as a clinical coordinator for the school psychology MA/AC program.

Elena Yakunina joined GSE as a clinical coordinator for counseling psychology/school psychology.

6TH ANNUAL TEACHING BLACK HISTORY CONFERENCE | July 21-23, 2023

THE SOUNDS OF BLACKNESS: HIP HOP TURNS 50

Each year, hundreds of educators who share a love of Black history convene to learn the best curricular and instructional practices in Black history education. Interactive sessions are led by teachers who share their teaching strategies. Attendees enjoy keynote speakers who present on topics related to the conference theme. Participants can join us in Buffalo or online. Learn more about the conference and register to attend at:

ed.buffalo.edu/black-history-ed

University at Buffalo
Center for K-12 Black History and Racial Literacy Education
Graduate School of Education

Events and Activities

Black History Nerds Saturday School is a monthly professional development series provided by the Center for K-12 Black History and Racial Literacy Education for pre-K-12 school teachers and others interested in learning more about Black history and race. These one-hour sessions aim to help develop Black history content pedagogical knowledge. Videos of all presentations are available at ed.buffalo.edu/bh-nerds.

Jan. 21 A Love Letter to Buffalo: #BuffaloSyllabus and Digital Scholarship featuring **J. Coley, Dr. Robert Mays, William Richardson and Tiana U. Wilson.**

Feb. 4 From History to Destiny: What Does it Mean to be Black featuring **Dr. Chike Akua.**

Feb. 11 Hands That Pick Cotton Now Pick Public Officials: Black Women's Geography and the Activism of Fannie Lou Hammer featuring **Dr. Amanda Vickery.**

Feb. 18 Why Aren't Black People Allowed to Fear in U.S. History featuring **Brittany Jones.**

Feb. 25 What You Heard? Teaching with Oral Histories of Black America featuring **Dr. Arcasia James-Galloway.**

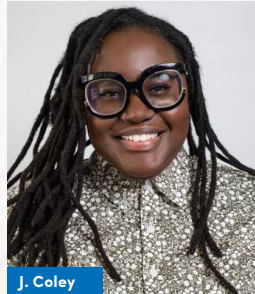
March 4 Social Justice in Historical Context featuring **Dr. Ashley Farmer.**

April 1 The Underground Railroad, The Black Inner Geek, & The Outer Spaces of Slavery (Afrofuturism) featuring **Dr. Daniel Broyld.**

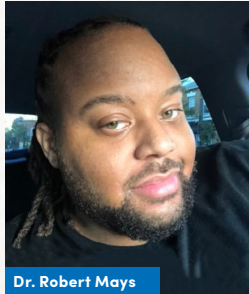
Researching Race Series is professional development for academics and autodidacts interested in learning about race, racism and research provided by the Center for K-12 Black History and Racial Literacy Education.

Nov. 3 QuantCrit: An Antiracist Approach to Educational Inquiry by **Dr. Nichole Garcia.**

April 25 Black Storytelling from Margin to Center: Dreaming Through Endarkened Storywork by **Dr. Stephanie Toliver.**



J. Coley



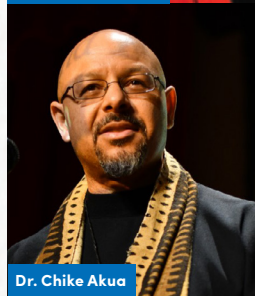
Dr. Robert Mays



William Richardson



Tiana U. Wilson



Dr. Chike Akua



Dr. Amanda Vickery



Brittany Jones



Dr. Arcasia James-Galloway



Dr. Ashley Farmer



Dr. Daniel Broyld



Dr. Nichole Garcia



Dr. Stephanie Toliver



March 4 Literacy as a Civil Right with **Kareem Weaver**, a co-founder and executive director of **FULCRUM.**



April 19 Bobinski Lecture: Books and the Culture War by **Emily J.M. Knox**, associate professor in the School of Information Sciences at the University of Illinois at Urbana-Champaign.



April 24 Educaring for Self and Others in a Time of Climate Crisis.

April 25 Navigating the Academic Job Market as a BIPOC Person featuring **Dr. Africa S. Hands**, assistant professor in GSE's Department of Information Science; **Dr. Naomi Thompson**, assistant professor in GSE's Department of Learning and Instruction; and **Dr. Kristian Douglas**, assistant professor at Clark Atlanta University.



April 28 Graduate Student Research Symposium: (Un)Censoring the Narrative, Transgressing Power and Activism in Education.



May 11 Racism, Racial Literacy and Mental Health: A Conversation with **Dr. Howard Stevenson.**



RETIREMENTS

Elizabeth Lesswing



After 30 years of service to UB and GSE, I have retired as a person with many completed goals. GSE has allowed me to enhance my career skills as well as grow as a person, while participating in many workshops and meetings to understand such competencies as strategic thinking and inclusiveness. Not only did GSE help me grow as a person, but I was also given the opportunity to complete my bachelor's degree while working for GSE. I am forever grateful to UB and GSE for developing me into who I am.

My proudest moment, however, would be watching the students walking across the stage at commencement—I felt like they were my own children. My time at GSE started in the admissions office. Knowing and following the students from admission to commencement was a thrill every time. I'm proud to say I remain friends with about a dozen students to this day. I

I am forever grateful to UB and GSE for developing me into who I am.

still love watching them grow and live their best lives.

On a personal note, I am ecstatic to say I am about to welcome a granddaughter to the family.

Her mom, my daughter-in-law, also works at UB. Maybe one day, my granddaughter will work at GSE, too! Talk about full circle!



IN MEMORIAM

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

Faculty

In late November 2022, **Michael L. Simmons Jr.**, retired faculty member of GSE's former Department of Social, Philosophical and Historical Foundations of Education, passed away at 96.

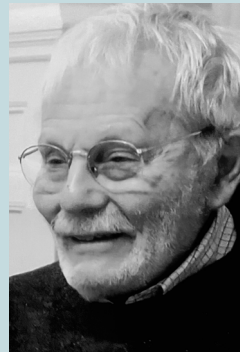
Simmons earned his bachelor's degree at the University of California at Berkeley and subsequently studied at UCLA with America's foremost philosopher of education, George Kneller. He assisted Kneller's publication of what would become the nation's long-reigning Introduction to Philosophy of Education textbook.

As his teaching and research career unfolded at UB in the 1970s, '80s and '90s, Simmons carried forward the traditional approaches of Plato, Aristotle, Rousseau and Dewey, focusing on the power of education to address prevalent issues through social science and aesthetic theory. He saw the philosophical naturalism of Dewey and the philosophical materialism of renowned UB social and educational philosopher Marvin Farber as contributing to the philosophy of education and helping to explain social foundations as a discipline.

Simmons wrote abundantly on epistemology, dialectics and civics education and delivered numerous papers at the American Educational Studies Association, the New York State Foundations of Education Association and the Philosophy of Education Society. He believed: "We must have or create a social system that makes living according to the principles of goodness possible."

In addition, Simmons introduced his graduate students to the full range of the newer critical theories of education developed by the Frankfurt School's Horkheimer, Adorno, Marcuse and Habermas, as well as the liberation pedagogy of Paulo Freire.

Several generations of GSE students benefited from his intellectual leadership in this regard, publishing their own books on critical educational theory and addressing the issue of the role of schooling in the radical transformation of society. The critical ideas and empathic presence of Michael L. Simmons Jr. remain permanent features in the GSE community.



William E. McGrath, professor emeritus of library and information science, passed away on April 10, 2022, at 95.

McGrath grew up during the Great Depression and dropped out of high school to work in the Charlestown/Boston Navy Yard during the early years of World War II. Later, he enlisted in the U.S. Navy and served as a radio operator from 1944 to 1946.

Following his Navy service, he completed three years of high school in one year. In 1952, he graduated from the University of Massachusetts, where he met his wife, Shirley Hathaway, who also became a librarian. After graduation, he obtained a master's degree in library science from the University of Michigan and a PhD from Syracuse University.

He began his career as a science librarian at the University of New Hampshire, where he furthered his interest in science and statistical inference. His career brought him to UB after several leadership positions in university libraries throughout the country. He retired in 1996 as a full professor. Over the years, he published more than 70 papers on statistical analysis and mathematics.

McGrath's writing did not end upon his retirement. He published biographical articles on Grace Drayton, a children's illustrator; and Albion Reed Hodgdon, a botanist. He compiled a 300-page history of the Louis Madore Marion family about his maternal grandparents and their ten children. He also wrote an account of his time aboard the USS Dixie during World War II. In his 90s, he completed a memoir about his father.

He was a beloved member of the University at Buffalo community and he will be deeply missed by his colleagues and former students.



Alumni

1950s

- Ruth L. Judd**, EdM '52 | 01/27/2023
- Irene B. Leichtman**, EdM '52 | 09/13/2022
- Betty M. Durdan**, EdM '53 | 04/13/2022
- Laura J. Tuccelli**, EdM '53, EdM '52 | 04/04/2016
- Dr. Jack Aikens**, PhD '56, EdM '56 | 03/18/2014
- Michael S. Zimmer**, EdM '57, BA '52 | 10/19/2022
- Mr. Paul G. Littlefield**, EdM '58 | 12/09/2022
- John J. Roach**, EdM '58 | 04/08/2019
- Anthony F. Corral**, EdM '59, EdM '51 | 10/04/2022

1960s

- Whilma B. Rizzo**, EdM '61, EdM '52 | 09/27/2022
- Dr. John H. Rosenbach**, EdD '61, EdM '56 | 11/08/2022
- Michael J. Wech Jr.**, EdM '67, EdM '61 | 05/20/2022
- Raymond N. Harvey**, EdM '63, | 05/14/2022
- Diana W. Woodberry**, EdM '65 | 10/31/2022
- Maurice Lutwack Jr.**, EdM '66 | 02/14/2022
- Joseph S. Plesur**, EdM '66, BA '56 | 09/14/2020
- Helen C. Alove**, EdM '67, BA '47 | 11/15/2022
- Clifford A. Miller**, EdM '67, EdM '57 | 07/21/2022
- Lawrence M. Szarachan**, EdM '67, BA '65 | 03/05/2022
- Lawrence F. McCormick**, EdM '68, EdM '60 | 04/08/2021
- Dr. Ronald G. Davison**, EdD '69, EdM '64 | 01/05/23
- Audrey C. Hurd**, EdM '69 | 07/16/2022
- Paul F. La Turner**, EdM '69, EdM '67 | 07/16/2022

1970s

- Dr. Lee DeNike**, EdM '70 | 07/11/2022
- Elizabeth J. Venator**, EdM '70 | 02/17/2022
- William C. Hance**, EdM '71 | 09/05/2022
- Peter W. DelBello**, EdM '72, BS '67 | 04/23/2022
- Carol J. Richards**, EdM '72 | 11/21/2022
- Walter J. Winkler**, EdM '72 | 07/21/2022
- Eleanor L. Hoffmann**, EdM '73 | 10/11/2022
- Kristin M. Nazaret**, EdM '73 | 02/11/2023
- Dr. Robert J. Przybyszewski**, EdD '73 | 09/22/2022
- Dr. Robert J. Cinelli**, EdD '74 | 09/19/2022
- Clara M. Davis**, EdM '74, BA '70 | 08/05/2022
- Dr. Herbert A. Furash**, EdD '74, EdM '66 | 09/27/2021
- Ann K. Paci**, EdM '76 | 09/29/2021
- Gwendolyn B. Pippens**, EdM '76 | 12/10/2021
- David C. Tully Sr.**, EdM '76 | 03/18/2022
- Dr. Gerald P. Glose**, EdD '77, MA '74 | 12/07/2022
- Dr. William B. Thomas**, EdM '78 | 02/19/2023

1980s

- Paula T. Costello**, EdM '80 | 05/15/2022
- Dr. Jorge A. Grimes**, EdD '82 | 10/05/2022
- David M. Leibelshon**, EdM '83, BA '69 | 11/18/2022
- Dr. Sharon J. Oliver**, PhD '83, MS '76 | 08/28/2022
- Dr. Barbara R. Schirmer**, EdD '83, BS '70 | 02/03/2023

- Yvonne James-Brown**, EdM '84, BA '75 | 04/05/2022
- Dr. Julius G. Adams**, PhD '88, MA '85 | 03/26/2023
- Stephen K. Daniels**, MA '85 | 07/17/2022
- Dr. Necia A. Black**, PhD '86 | 09/20/2022
- Dr. Truman B. Brown**, PhD '86 | 08/18/2021
- Francis J. Carey**, EdM '89 | 09/06/2022

1990s

- Thomas N. Jordan**, EdM '90 | 08/20/2022
- Thomas A. Jusko**, EdM '90 | 09/23/2022
- Richard A. Lamoureux**, EdM '90 | 09/01/2022
- Catherine F. Gibbs**, EdM '92 | 07/13/2022
- Patsy Vedder Clark**, Adv. Cert. '92 | 04/28/2022
- Dr. Daniel W. Anger**, PhD '93, MSW '71 | 08/27/2022
- Christopher A. Garuccio**, EdM '93, BA '90 | 10/18/2022
- Denise A. Krallman**, MA '93 | 12/25/2022
- Wendy S. Gloss**, EdM '94 | 04/29/2022
- Donna L. Groner**, EdM '96 | 07/16/2022

2000s

- Mr. Paul L. Lukasik**, MS '03, BS '91 | 02/05/2023
- Dr. Theresa A. Harris-Tigg**, PhD '05 | 09/06/2022
- Jacinta M. Penszyk**, EdM '09 | 02/23/2021

2010s

- Erin E. Barlow**, EdM '12 | 11/04/2021
- Danielle N. Russo**, EdM '12 | 06/20/2022

367 Baldy Hall

Buffalo, NY 14260-1000

Nonprofit Org.
US Postage
PAID
Buffalo, NY
Permit #311

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.

Just before the spring semester began, UB students gave the popular Paint a Bull statue outside the Student Union a "3" in honor of Damar Hamlin, the Buffalo Bills player whose remarkable recovery since suffering cardiac arrest during an early January game has united Western New York—and the entire country. (UB Photo/Douglas Levere)

