



SCHOOL OF EDUCATION AND APPLIED PROFESSIONS

Annual Report 2025-2026

Submitted by:

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Raquel Schmidt, Ph.D., Interim Dean June 1, 2026

Introduction

The 2025–26 academic year marked a pivotal moment in the evolution of Buffalo State University’s academic structure with the consolidation of the School of Education (SOE) and the School of Professions (SOP) into the unified School of Education and Applied Professions (SEAP). This first year of integration brought together fourteen departments, centers, and areas of distinction under a shared mission: to strengthen professional preparation, deepen community engagement, and elevate the academic experience for all students.

To capture the breadth and depth of this work, SEAP continued to organize faculty and staff work using the established framework of the **Six Priority Areas**, a conceptual structure previously used to highlight accomplishments within the School of Education. Extending this framework to the nine departments newly incorporated from the School of Professions provided a consistent, meaningful way to describe the collective achievements of faculty, staff, and students during a year of transition and growth.

While quantitative measures—such as enrollment trends, graduation rates, and faculty productivity metrics—remain essential, they do not fully convey the qualitative richness of the work undertaken across SEAP. The *Six Priority Areas* offer a more holistic view, illustrating how curriculum innovation, collaboration across departmental borders, expecting faculty and staff participation in all of the essential activities of the academy, assessing our impact on and growing community partnerships, seeking to expand or develop new ways to reach students and encourage program vitality, and expecting faculty excellence in teaching shaped the year’s progress.

This Annual Report presents accomplishments organized into the following priority areas:

- 1. Curriculum Renewal**
- 2. Border Crossing**
- 3. A Shared Culture of Doing**
- 4. Impact and Partnerships**
- 5. Growth Mindset**
- 6. Exemplars of Teaching**

Together, these priorities reflect SEAP's commitment to preparing graduates who are adaptable, community-minded, and ready to meet the evolving needs of their professions. The report that follows highlights the initiatives, collaborations, and innovations that defined the 2025–26 academic year and set the stage for continued advancement in the years ahead.

Priority 1: Curriculum Renewal

In the School of Education and Applied Professions, creating engaging and distinctive academic programming begins with strong curriculum. Building on approved program revisions and investigating new programs will lead to two outcomes, 1) better options that will increase graduates' employability and distinctive program elements that set our graduates apart and 2) supporting excellence in pedagogy across the professional preparation majors. One of the most important ways that we can strengthen recruitment and support successful graduation for all is to offer information and opportunities for future employment. Program pathways will be explored to meet the needs of high shortage areas in each profession and to better assist candidates and advisors to plan their progress through majors toward graduation and beyond (3+2, 4 +1, Adv Certs). Curriculum planning will reflect a response to strengthen basic competencies while also branching out to offer options for distinctiveness beyond the majors (such as microcredentials and performance certificates).

Priority 2: Border Crossing

Departments in the School of Education and the Applied Professions are unified by our mission and goals stated in the affirmed commitments detailed on our websites:

<https://educationandprofessions.buffalostate.edu/professions>

<https://educationandprofessions.buffalostate.edu/education>

This priority speaks to our commitment to work collaboratively to ensure that graduates become inspired, reflective practitioners, regardless of their professional affiliations, certifications or accreditations. This goal acknowledges our common valuing of diversity and inclusion in working with our colleagues in higher education. Our common priority is to instill in our students the critical importance of all individuals and the rich cultural heritage they bring to our classrooms. Border crossing refers to two realms: 1) working across school boundaries, departmental assignments, pedagogical expertise and research interests 2) thinking globally to enhance work locally.

Priority 3: A Shared Culture of Doing

A shared culture of doing assumes that every member of the faculty contributes their particular talents, skills and abilities through teaching, scholarship and service. Full and part time faculty, tenure track and full time lecturers alike share in the work generated by their departments, the School of Education and Applied Professions and the university. Evidence of the shared culture of doing in the SEP includes public dissemination of this work and careful measuring of impact through publication, public relations, community service and consultancy for professional development in the community of scholars and in service to the many communities in which we and our candidates work and learn.

Priority 4: Impact and Partnerships

Clinical practice in educator preparation programs and many of the professions served in the SEP has always been an integral aspect of the programs in education and the professions (thus the word “applied”). Formal agreements between community partners and the university reflect the advantages for both partners. As members of the National Association for School University Partnerships (NASUP), Buffalo State has had more than 25 years of outstanding results from our participation in schools and community agencies. Faculty and students participate in collaborative research presented at campus, professional and national conferences. This national professional involvement affirms the professional standards incorporated into our courses, upheld by our candidates and exemplified by our faculty.

Service learning is a required aspect of a majority of our programs. Courses give credit for projects in the community. Each year we assess our students’ performance with accountability measures specific to each major that hold students accountable for reliability, performance, professionalism, quality and quantity of service. Far more than an academic grade, these assessments seek to define the professional impact of candidates in the areas they will serve post-graduation. Published works continue to catalogue the public value of this work as do letters of attestation from community partners.

Priority 5: Growth Mindset

Growth describes the work we do beyond the classroom. SEP values faculty's impact on recruiting and successful program completion for all majors. We work with the Office of Admissions and Marketing and Communications to institute programmatic and support strategies that focus on recruitment and retention of candidates from pre-major to major to graduation. Encouraging and maintaining diversity among the population of teachers and other professionals requires the following:

- 1) Deliberately recruiting and successfully employing faculty from ethnic and cultural groups representative of our communities locally, nationally and globally.
- 2) Promoting activities and focusing attention on the value of diverse experiences for teacher candidates and candidates in the applied professions including travel abroad.
- 3) Continuing and developing successful pipeline programs for working adults who seek higher education and advanced degrees.

Priority 6: Exemplars of Teaching

Faculty in the SEP are dedicated teachers. For the teacher and leader programs, this priority may be one of the strongest. However, a standard of excellence in teaching is requisite for excellence in learning regardless of the professional program. Buffalo State places high value on teaching along with the other responsibilities of faculty. Student evaluations are expected to be higher than the campus average. Faculty involvement in professional organizations is notable and necessary as are multiple accreditations from professional organizations connected to SEP programs. Faculty meetings share programs and opportunities to extend curriculum, reflect on teaching, and explore new avenues to excellence.

Format

What follows are the Annual Reports submitted by the chairs or directors of each of the component departments and units in the SEAP. Each area has determined which faculty/staff accomplishments to highlight in each of the Six Priorities. The variations among the reports are indicative of the disciplines. Whereas the chairs all followed the narrative framework, each chose to highlight their accomplishments and to give appropriate recognition to the faculty in ways that show pride in their energies and creativity. Each report provides a snapshot of the department's work in 2025-26 that will inform readers far beyond an aggregated table of statistics.

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Introduction

Six Priorities of the SEAP

Departmental Reports

I. Former School of Education

Elementary Education, Literacy and Educational Leadership: Julie Henry, Chair

Exceptional Education: Andrew Hashey, Chair

Higher Education and Adult Education: report from Andrea Nikischer, ADE

International Graduate Program for Educators: Brandon Kawa, Director

II. Former School of Professions

Business, Economics and Public Administration: Joelle Leclaire, Chair

Computer Information Systems: Stephen Gareau, Chair

Criminal Justice: Melissa Menasco, Chair

Creativity and Change Leadership: Gerard Puccio, Chair

Engineering Technology: Ilya Grinberg, Chair

Fashion Textiles Technology: Arlesa Shepherd, Chair

Health, Hospitality, Dietetics and Nutrition: Catherine Cardina, Chair

Speech Language Pathology: Kathleen McNerney, Chair

Social Work: Jessica Fitzpatrick, Chair

Elementary Education, Literacy and Educational Leadership (EELEL): submitted by Julie Henry, Chair

Priority 1: Curriculum Renewal

- **Educational Leadership:** *Professional Administrator* program approved by NYSED to replace the existing School Building Leader and School District Leader programs. Newly endowed “Christmann Scholars” program begins with 6 free credits of tuition for Scholars.
- **Keli Garas-York and Patty George**, working closely with a consultant from *The Reading League*, have updated all courses in the Graduate Literacy Program to more clearly align with the *Science of Reading* including new assignments and instructional resources.
- **Curriculum and Instruction Distance Educator** Format proposal submitted.
- **Course Renewal:** Faculty made substantial revisions to their courses based on current best practices, faculty collaboration and student feedback
- EELEL supported the recruitment of teachers and built graduate school enrollment through *Hometown Advantage* and 4+1: 90 students entering via these pathways Summer 2025-Summer 2026.

Priority 2: Border Crossing

- **Pixita del Prado Hill** was the invited keynote speaker for a school-university partnership conference at Universidad del Bío Bío in Chillán, Chile, April 2026. The talk was titled: "Trabajando en conjunto para fomentar la enseñanza y el aprendizaje efectivo a través de la Vinculación Escuela-Universidad" (Working together to support effective teaching and learning through school-university partnership)
- EELEL faculty, students and teacher partners actively participate in IPDP program including international student teaching at Siena, Italy (5), Medellín, Colombia (1), Stuttgart, Germany (2) and Basilia, Brazil (2).
- **Chris Shively** consulted on the School of Nations’ early years math program in Brazil.
- Collaborations with International Graduate Program for Educators (IGPE): **Global Book Hour (GBH)** extended its reach internationally. The librarians and third graders of South Buffalo Charter School and the School of Nations (in Brasilia, Brazil) collaborated to explore the topic of weather in the schools’ respective locations.
- A new “Experienced Educators” IPDP sent 3 mentor teaching partners in the PDP to Oviedo, Spain
- In spring 2026, a combined program in Santiago, Chile, sent 3 student teachers, 1 EDL candidate, and 3 administrator partners for the IPDP experience
- Other yearly IPDP travel programs: 1) PDP Maine: October 2025, 4 student participants 2) IPDP Costa Rica: 8 student participants; 3) IPDP Kenya: 12 student participants 4) AFP Rwanda: 9 student participants

Priority 3: A Shared Culture of Doing

Faculty research:

- **Alayla Ende, Liza Bair**
 - Impact of visiting a 5th grade exemplary math classroom on teacher candidates' anxieties about teaching math
- **Jennifer Reichenberg**
 - worked with the administration and teachers at South Buffalo School to form a Literacy Liaison Team to address the state's initiative regarding the Science of Reading (best practices in literacy). Submitted an article for review to *School University Partnerships*.

Publications this year:

- **Reichenberg, J. S.** (2025). Professional learning about and through schoolwide co-teaching: A path to develop adaptive expertise. *Excelsior: Leadership in Teaching and Learning*, 18(1), 67-88.
- Almasi, J. F., **Garas-York, K.**, Jaiyesimi, T., McClure, C., & Milford, Z. (2026). Constructing meaning through discussion. In S. E. Israel (Ed.) *Handbook of Reading Comprehension* (3rd ed.). Routledge.
- Barger, C.; del Prado Hill, P.; Dresden, J.; & Patti, A. (under review). Developing and sustaining School–UniversityPartnerships: A comparative study of foundational documents. *School-University Partnerships*. (invited to submit for a special issue on SUP sustainability)
- Doherty, E.; Hulsman, C.; & del Prado Hill, P. (under review). Expanding school-university partnerships to include school library media specialists and academic librarians: Stories from stakeholders. *PDS Partners*.
- Ende, A., Grandinetti, S., & Henry, J. (2025). Unpacking the science kits. *PDS Partners: Bridging Research to Practice*, 20(2), 71-77.
- Hashey, A. I., Foxworth, L. L., Heddy, E. B., Petroff, J. G., Walubita, G., Mkandawire, S. B., & Mukalula-Kalumbi, M. (2025). Strengthening Special Educator Preparation through Global Partnerships. *Journal of Special Education Preparation*, 5(2), 62-71.
- Scott, K.L. & Yoshisato Cavey, M. (2026). Book review of Garas-York's School-University Partnerships: The Professional Development Schools (PDS) approach. *Teachers College Record*.

Faculty and Student Awards

- 2025 Buffalo State **PDP Leadership Award** presented at the 2025 annual conference to IGPE Director Brandon Kawa
- 2026 **NASUP Emerging Leader Award** presented at the 2026 annual conference to PDP Graduate Assistant Hailee Cipollina

- 2026 **Buffalo State President's Award** for excellence in graduate study, presented to PDP Graduate Assistant Hailee Cipollina
- Miranda Shepard, **Buffalo State President's Award** for excellence as an undergraduate student
- 2026 **Leslie K. Day PDS Award** presented to PDP Undergraduate Student Representative Tajenai Alvarado
- 2026 **Helen Dobmeier PDS Award** presented to Graduate Assistants Joseph Cannizzaro and Jennifer Segura Lopez
- Bengals Passionate about Education was presented with the 2026 *USG Ray of Sunshine Award* "to celebrate the positivity, energy, and uplifting spirit the BPE organization brings to the Buffalo State community"

Journal reviews:

- **Keli Garas-York** is co-editor of a journal and reviews for 3 journals
- **Pixita del Prado Hill** reviews for 3 journals

Conference presentations:

- EEEL faculty and students presented at the National Association of School University Partnerships (NASUP) annual conference under the leadership of **Pixita del Prado Hill** and **Jennifer Reichenberg**
- See below in PDS Conference report

Student organizations:

- **Kappa Delta Pi:** EEEL faculty advisors include Jennifer Reichenberg and Sherri Weber
- **Bengals Passionate about Education:** Advisors include Kathy Doody and Pixita del Prado Hill

SOE Priority 4: Impact and Partnerships

- **PDP Consortium:** Strong partnerships continued at over 20 elementary schools (see annual report below).
- **Student Teaching: Rosemary Arioli** and supervisors worked together to place over 60 student teachers in fall 2025 and over 85 student teachers in spring 2026
- **Jennifer Reichenberg** facilitated the *Literacy Community of Practice* with our school partners across sections of EDU 311, *The Teaching of Reading and Other Language Arts*, focusing on the *Reading Ready* first grade tutoring and updates to the *Child Study* assignment in EDU 311.
- **Liza Bair** and her "Junior Participants" from EDU 316 lead STEM nights with Glendale Elementary each semester.
- **Master Teacher Program: David Henry** serves as co-director of this program which

includes close to 200 teachers from WNY and over 60 schools

- Service-learning continues to be embedded in many EELEL courses including:
 - EDU 211: *Introduction to Literacy* through Global Book Hour
 - EDU 310: *Teaching Social Studies in the Elementary School* with West Buffalo Charter and Buffalo Public Schools and History Museum
 - EDU 416: *Teaching Literacy in Middle and Secondary Schools* with PS 209 Lafayette International Community High School
 - EDU 380/580: *International Perspectives* through the IPDS programs
 - **Alayla Ende** and **Lisa Brosnick** (Science Education) developed the Buffalo Science Collaborative (BSC). The BSC is a professional learning community of K-5 teachers and leaders, across grade bands, schools, and districts who come together to design learning experiences, study them in real time, and reflect on how 3-dimensional (science practices, content, and cross cutting concepts) science learning engages students in the science practices using cognitively demanding tasks that feature equitable access and that foster student agency, ownership, and identity.

Professional Development Partnerships Consortium (formerly PDS): submitted by Pixita del Prado Hill and Jennifer Reichenberg

- The “Professional Development Schools” changed its name to the “Professional Development Partnerships” (PDP) to emphasize the importance of school-university collaboration and to align with the goals of our national professional organization, the National Association for School-University Partnership (NASUP). This new name was formally announced at the annual conference on October 3.
- **Jennifer Reichenberg** will lead PDP in 2026-27 as its Director upon the retirement from SUNY of Pixita del Prado Hill
- Employment Information along with the candidate’s photo are posted on these social media platforms:
 - Instagram: Buffalo_state_teacher_ed
 - Facebook: Buffalo State Teacher Education
- PDP now partners with the Career and Professional Education (CAPE) office to include the PDP Undergraduate Representative Program as part of the SUNY Internship initiative
- A Rural Convener Group was created to bring together stakeholders who share an interest in rural education to work toward the recruitment and retention of candidates interested in rural education settings, develop/expand partnerships with rural schools as part of undergraduate, graduate, and international programs, support the professional development of rural teachers and consider the recruitment, retention, and support of Native American teachers

PDP partnership agreements

Fall 2025

Location	Principal	Level	Amount	Instructor
Amherst High School	Eric Kapperman	Beginning	\$ 750	Hilary Lochte
BuffSci	Brianna Lanoye	Initial	\$ 200	Maria DeMartinis and Asma Syed
Buffalo History Museum	Melissa Brown	Initial	\$ 200	Melissa Leonard
EDGE Academy (E1BOCES)	Jacki Boss	Beginning	\$ 750	Wynnie Fisher
Forest Elementary School (Williamsville)	Keith Wing	Beginning	\$ 750	Julie Flanagan
Gi Gi's Playhouse	Emily Mondschein	Beginning	\$ 750	Kathy Doody
Glendale Elementary (Sweethome)	Karen DeLaPlante	At Std	\$ 1,250	Elizabeth Bair
Heritage Heights (Sweethome)	Antonio Perry	Beginning	\$ 750	Elizabeth Bair
Holmes Elementary (Ken-Ton)	Heather McCarthy	Developing	\$ 1,000	Katie McCabe/Kristen Witkowski
Niagara Wheatfield	Eleanor Payne	Beginning	\$ 750	Chris Shively
REACH Academy	Linda Marszalek	Developing	\$ 1,000	Dana Breidenstein/Jennifer Reichenberg/Sherrie Weber
St. Amelia School	Lori Jonas	Initial	\$ 200	Elizabth Eden
St. Gregory the Great School	Molly White	Initial	\$ 200	Elizabth Eden
South Buffalo Charter	David Ehrle	At Std	\$ 1,250	Jennifer Reichenberg
Tapestry Charter School	Jennifer Pangborn	Beginning	\$ 750	Laurie Naab
Thomas A. Edison Elementary (Ken-Tona Dist)	Joe Mitrovits	Beginning	\$ 750	Sandy Terrance
Union East Elementary (Cheektowaga)	Melissa Mitchell	Beginning	\$ 750	Kathleen Gramza
West Buffalo Charter	Andrea Todoro	Developing	\$ 1,000	Crystal Elias
West Elementary (West Seneca)	Kristen Frawley	Beginning	\$ 750	Jill Marinaro
William Kaegebein Elementary (Grand Island)	David Janicki-Howe	At Std	\$ 1,250	Sherrie Weber and Maura Rustowicz
West Seneca West High School (West Seneca)	John Brinker	Beginning	\$ 750	Kristen Pastore-Capuana/Jim Cercone

BPS 61 Arthur O. Eve	Chelsea Bush	Developing	\$ 1,000	Corinne Kindzierski
BPS 94 West Hertel Academy	LaFraya Wilson	Beginning	\$ 750	Jill Marinaro
BPS 198 I-Prep	Ella Dunne	Initial	\$ 200	Dave Wilson
BPS 207 Lafayette International	John Starkey	Developing	\$ 1,000	Pixita del Prado Hill/Asma Syed
BPS 309 East Community HS	Mirlene Dere	Initial	\$ 200	Dave Wilson
CTL Maine	Kathy Inman	At Std	\$ 1,250	Pixita del Prado Hill

Spring 2026

Location	Principal	Level	Amount	Instructor
Amherst High School	Eric Kapperman	Beginning	\$ 750	Hilary Lochte
Benjamin Franklin Elementary (Ken-Ton)	Kia Evans	Beginning	\$ 750	Alayla Ende
BuffSci	Brianna Lanoye	Initial	\$ 200	Jevon Hunter
Buffalo History Museum	Melissa Brown	Initial	\$ 200	Melissa Leonard
Buffalo State Child Care Center	Shae Herron	Beginning	\$ 750	Kathy Doody
EDGE Academy (E1BOCES)	Jacki Boss	Beginning	\$ 750	Wynnie Fisher
Gi Gi's Playhouse	Emily Mondschein	Beginning	\$ 750	Kathy Doody
Holmes Elementary (Ken-Ton)	Heather McCarthy	Developing	\$ 1,000	McCabe-Witkowski
Maple West (Williamsville)	Katherine Wendling	Beginning	\$ 750	Julie Flanagan
Niagara Wheatfield	Kelly Doherty	Beginning	\$ 750	Chris Shively
REACH Academy	Linda Marszalek	At Std	\$ 1,250	Breidenstein/Reichenberg/ Weber
South Buffalo Charter	David Ehrle	At Std	\$ 1,250	Jennifer Reichenberg
Thomas A. Edison Elementary (Ken-Ton)	Joe Mitrovits	Developing	\$ 1,000	Sandy Terrance
West Buffalo Charter	Andrea Todoro	Developing	\$ 1,000	Crystal Elias
West Elementary (West Seneca)	Kristen Frawley	Beginning	\$ 750	Jill Marinaro
West Seneca West High School (West Seneca)	John Brinker	Beginning	\$ 750	Pastore-Capuana/Jim Cercone
William Kaegerbein Elementary (Grand Island)	David Janicki-Howe	At Std	\$ 1,250	Weber-Maura Rustowicz

Windermere Blvd. (Amherst)	Marcie Pascual	At Std	\$ 1,250	Liza Bair
BPS 50 North Park	Carla Graves	Beginning	\$ 750	Corinne Kindzierski
BPS 61 Arthur O. Eve	Chelsea Bush	Developing	\$ 1,000	Corinne Kindzierski
BPS 94 West Hertel Academy	LaFraya Wilson	Beginning	\$ 750	Jill Marinaro
BPS 207 Lafayette International	John Starkey	Developing	\$ 1,000	Pixita del Prado Hill/Asma Syed
EDU 647, 1023	Rose Kowalski	Beginning	\$ 750	Keli Garas-York
EDU 380 580 Costa Rica		Beginning	\$ 750	Horstman-Riphahn & Schuetze

PDP Conference October 3; 153 guests

1. 22 Poster Sessions from faculty and students across the TEU.

2. Concurrent Sessions on the following topics:

- School Libraries as Sites of Global Literacy Engagement :Expanding School-University Partnerships to Include School Library Media Specialists and Academic Librarians to Promote Literacy; Chris Hulsman, Eve Doherty, and Pixita del Prado Hill
- AI-Powered Prep: Conquering the CST Math Challenge with Grok, Gemini, and ChatGPT; Chris Shively and Adrianna Michal
- Cell Phone Restrictions in two Brazilian Schools: Potential Lessons for U.S. Policies; Chris Shively and Benjamin Spiez
- Mentoring Student Teachers Through Practice, A Framework for Coaching with CARE; Rosemary Arioli, Scott Wolf, and Ann Laudisio
- Teacher-Driven Curricular and Pedagogical Renewal: Leveraging a School-University Partnership to Address the Science of Reading; Jennifer Reichenberg, Gina Dudkowski, and Dave Ehrle
- Project Based Assessments as an Alternative to Regents Exams for English Language; Asma Syed, Wilfredo García, and Jennifer Segura Lopez
- How art can play an important role in the P-12 classroom; Kathy Shiroki, Kristin Crosson, and Abigail Gammel

3. “Collaborative Conversations,” a new feature of the annual conference to provide space and time for open discussion about school-university partnership issues important to people in the same role/area of interest) (4 sessions)

- Teacher Candidates; facilitated by Janinna Farragher, Hailee Cipollina, Sarah Pratt
- Teacher Education Faculty & Student Teaching Supervisors; facilitated by Julie Henry and Kristen Pastore-Capuana
- School and Teacher Leaders; facilitated by Tom McCully, Bob Christmann, and Pixita del Prado Hill

- International Professional Development Schools (IPDP) Alumni; facilitated by Tamara Horstman-Riphahn, Nancy Chicola, and Brandon Kawa

Impact Through Scholarship, Professional Development and Publication:

1. *A Mentor Academy in a Professional Development School: Supporting Excellence in Mentoring Across the Career-Span*; Michelle Gallagher, Gina Dudkowski, Jennifer Reichenberg, and Robyn Kutchta
2. *Global Book Hour: Weather Around the World*; Jennifer Reichenberg, Patty George, Pixita del Prado Hill, Dana Breidenstein, Kathy Gramza, Laurie Naab, and Sherri Weber
3. *Developing Guides to Address Ableism through Disability Representation in Literacy Instruction*; Katie McCabe, Kristin Witkowski, and Kathy Doody
4. *Supporting English Language Development with Children and Youth in Costa Rica through Buffalo State University Student-Created Bilingual Books and Instructional Activities*; Tamara Horstman-Riphahn and Pamela Schuetze

NASUP Annual Conference presentations

Students

- a. *How facilitated dramatic play affects collaborative play skills in an early childhood self-contained setting*; Hailee Cipollina
 - b. *Looking back to move us forward: How Zen can improve the standardized curriculum*; Joseph Cannizarro
 - c. *Project-based assessments as an alternative to NYS Regents exams to better serve students*; Jennifer Segura-Lopez
- #### Faculty
- d. *Teacher-driven curricular and pedagogical renewal: Leveraging a School-University Partnership to address literacy*; Jennifer Reichenberg, Gina Dudkowski, and Rachel Puccio
 - e. *Leadership Symposium: Panelist*; Wendy Paterson
 - f. *University Faculty Collaborative Conversations: Facilitator*; Pixita del Prado Hill

2026 Student Showcase Experiential Learning Fair

1. *How facilitated dramatic play affects collaborative play skills in an early childhood self-contained setting*; Hailee Cipollina
2. *Looking back to move us forward: How Zen can improve the standardized curriculum*; Joseph Cannizarro
3. *Project-based assessments as an alternative to NYS Regents exams to better serve students*; Jennifer Segura-Lopez
4. *Zambia: Teaching and cultural immersion*; Jasmine Pena
5. *Teaching Beyond Borders: A Black Educator's Experience in Chile with IPDP*; Ciera Watson
6. *Bengals Passionate about Education*; Abbigail Gammel and Ella Miller

SOE Priority 5: Growth Mindset

- Literacy Program Director **Keli Garas-York** is a member of NYS literacy committees and provides professional development to literacy colleagues at Buffalo State and through the PDP.
- **Jennifer Reichenberg and Julie Henry** supervised Advanced Undergraduate Research Award (AURA) projects related to literacy assessment and aligning coursework with research-based practices (Science of Reading).
- **Buffalo Urban Teacher Pipeline Residency Program** for Teacher Aides and Assistants: in collaboration with the Urban Teaching Center, EELEL faculty provide individualized advisement and support to candidates in the Pipeline programs
- **New Visions Education Pathways Academy** (a collaboration with BOCES): EELEL faculty present lessons or demonstrations to high school students who meet at BSC half days during the week. Specialized advisement is provided to those who are transitioning into the BSC undergraduate majors
- EELEL focus on advisement
 - Outreach to students as soon as they confirm they will be attending so they can be advised for appropriate registration
 - Orientation that includes current EELEL teacher candidates to encourage new majors to take advantage of all opportunities available to them including student clubs, PDP, and IPDP
 - Ongoing communication and partnership with SUNY Erie and SUNY Niagara to welcome transfer students
 - Personal faculty contacts with 30 admitted students to increase connections with them so that they would enroll at Buffalo State
- Teacher Certification Exam Support:
 1. Professional seminar to prepare for the NYSTCE, two sessions offered in the fall and two in the spring (all initial certification students in EELEL and EXE invited to attend)
 2. NYSTCE, Content Specialty Test Multisubject, Part 2 (math) Preparation Sessions offered four times per year (fall, January, spring, summer) by Tammy Giancola
 3. Alayla Ende and Liza Bair arranged a public lesson experience for EDU 316 students to visit a 5th grade math class and gathered pre- and post-data from teacher candidates regarding math anxiety

Recruitment Events

- 1) **Teacher Tailgate** on October 21; 115 guests; 34 organization tables
- 2) **“Art’scool” AKG event** on October 24, organized by Kathy Gramza and supported by the PDP Graduate Assistant, 1st year EELEL (all EDU 201 sections participated; n=90 students)
- 3) **Class visits** by the PDP Graduate Assistant to invite teacher candidates to participate in professional development activities: 17 class visits to 541 students

- 4) **Beyond and Back** April 23; 31 guests; 11 organizational tables, panel of five IPDP alums
- 5) **Be a Bengal, Be a Teacher** March 18; 135 high school juniors and seniors; 10 school districts; 16 organizational tables; panel of 4 alums moderated by Endowed Chair Jevon Hunter
- Monthly meetings of BSU and SUNY Erie representatives from Admissions, Early Childhood/Elementary, and Special Education programs
 1. Fall 2025: BSU representatives visit SUNY Erie education classes
 2. Spring 2026: SUNY Erie students were invited to BSU campus for a specially-designed orientation session

Student leadership development

A. *Graduate Assistants:*

1. Hailee Cipollina, PDP
2. Jennifer Segura Lopez, SEAP/EELEL
3. Joseph Cannizarro, English Education

B. *PDP Student Representatives*

1. Benjamin Spiesz, Childhood Education with English Extension (2025)
2. Zachary Ellis, Childhood Education (2025)
3. Tajenai Alvarado, Special Education and Childhood Education (2026-2027)
4. Katie Willson, Childhood Education (2026-2027)
5. Alyssa Darone, Childhood Education (2026-2027)

C. *Bengals Passionate about Education:*

1. Leadership
 - a. Abigail Gammel, President
 - b. Ella Miller, Vice President
 - c. Blair Kephart, Treasurer
 - d. Brooklyn Thielke, Secretary
 - e. Amirah Deonarinesingh, Organization Representative
2. List of 2025-2026 events:
 - a. Coffee and Convos, September 11/September 15
 - b. Thankful for Teachers, October 7
 - c. Teacher Tricks and Treats, October 28
 - d. First 4 Steps 4 Teacher Certification, November 5
 - e. Resume Workshop (collaboration with the Career Center), November 6
 - f. Food Drive, November 17-November 21
 - g. Story-based Learning Workshop, December 4
 - h. Polar Plunge: Special Olympics Fundraiser, December 6
 - i. Welcome Back With Love, February 10
 - j. Connecting with the IPDP Chile visitors from Universidad San Sebastián, February 13
 - k. Read Across America Day (collaboration with the Buffalo State Child Care Center), March 4
 - l. First 4 Steps 4 Teacher Certification, April 9

- m. Interview Workshop (in collaboration with the Buffalo State Career and Professional Education office), April 23
- n. Float Through Finals with Friends, May 7

SOE Priority 6: Exemplars of Teaching

- *SUNY Path Forward Grant* to support integration of the Science of Reading into teacher preparation (**Keli Garas-York and Wendy Paterson**)
- *Student Learning and Licensure Pilot*- **Keli Garas-York and Patty George with Dennis Mike** piloted a new Watermark product replacing TaskStream for the Teacher Education Unit in the coming year.
- **Crystal Elias, Alayla Ende, and Anne Marie Tryjankowski** sponsored 30 masters project students in the *Graduate Research Student Showcase* event.

Exceptional Education: Andrew Hashey, Chair

Priority 1: Curriculum Renewal

Curriculum development efforts reflected evolving workforce needs, certification requirements, and student demand. Faculty worked collaboratively to ensure programs remain responsive to changes in the profession while maintaining rigorous preparation aligned with state and national standards.

Major accomplishments included:

- NYSED approval of the revised Early Childhood Special Education M.S.Ed. program,
- CSCC approval of four new American Sign Language graduate courses and transition to a dedicated ASL prefix,
- BSU approval of the Graduate Microcredential in *Inclusive Communication Strategies for Deaf and Hard of Hearing Individuals and Individuals with Autism Spectrum Disorder or Other Developmental Disabilities*
- Expansion of Applied Behavior Analysis programming. EXE 678: *Supervised Practicum in Professional Practice and Dissemination in ABA* and EXE 683: *Personnel Supervision and Management*
- Social Work-to-ABA Combined Pathway designed to expand opportunities for professionals seeking advanced preparation in behavior analysis, building on the success of Psychology-to-ABA Combined Pathway developed last academic year

The department also continued assessment revision and standards-alignment activities designed to strengthen candidate evaluation systems and support ongoing accreditation and program review efforts. The Assessment Committee worked closely with the Curriculum Committee focusing on alignment with revised Council for Exceptional Children (CEC) standards, the New York State Culturally Responsive-Sustaining Education Framework, and updated program outcomes. Revisions included lesson plans, behavior change projects, master's projects, teacher performance assessments, individualized education plans, and evidence-based intervention projects, as well as development of new bilingual education assessment artifacts for TESOL and Bilingual Inclusive Education programs.

Priority 2: Border Crossing

Faculty collaborated across departments and disciplines within Buffalo State to strengthen connections among special education, bilingual education, TESOL, applied behavior analysis, disability advocacy, and educator preparation. These collaborations supported shared initiatives, cross-disciplinary learning opportunities, grant activities, and innovative approaches to candidate preparation.

International partnerships and study abroad experiences brought Buffalo State students and faculty together with educators, community organizations, and schools in host countries, creating opportunities for cultural exchange, professional learning, and comparative perspectives on education. These experiences encouraged candidates to consider disability, inclusion, multilingualism, and educational equity within broader global contexts.

Access Your Success Center

Replacing the College-based Transition Program, a collaboration with People Inc., EXE continued to make significant progress in developing the *Access Your Success Center* in collaboration with *Accessible Academics* and community partners. The initiative seeks to expand opportunities for individuals with intellectual and developmental disabilities to participate meaningfully in postsecondary experiences while strengthening pathways to education, employment, independence, and community engagement.

Priority 3: A Shared Culture of Doing

Collectively, faculty reported 12 refereed journal articles, 7 book chapters, 52 professional presentations. Faculty secured, administered, and advanced externally funded grants, legislative appropriations, internal awards, and foundation-supported initiatives that collectively strengthened educator preparation, faculty innovation, and student success. Scholarship from faculty addressed educator preparation, multilingual education, autism and developmental disabilities, disability studies, mixed-reality simulation, video-supported reflection, inclusive education, and community-engaged partnerships.

Refereed Publications, Book Chapters, and Scholarly Works (2025–2026)

Budin, S., Hashey, A., & Jasper, A. (2025). Heart and science of leadership. In M. Markelz & S. Elliott (Eds.), *The Heart and Science: Teaching Special Education*. Council for Exceptional Children.

Doody, K.R. (2025). Advocacy: Considering the Caregiver Perspective (Chapter 10). In Urso & Berlinghoff (editors). [*Writing a Legal, Robust and Useful IEP*](#), Slack Publishers.

Doody, K. R., & Raimondi, S. L. (2026). Stories that connect: A multiple-baseline examination of Social Stories™ for students with autism spectrum disorder. *International Journal of Teaching and Education*, 12(1), 12–34.

Doody, K. R., Schuetze, P., & Swirsky, J. M. (2025). The state of the field on popular culture themed courses: Introducing the Journal of Thematic Instruction. *Journal of Thematic Instruction*, 1(1), 1–18.

- Fast, D., **McCabe, K. M.**, Clinton, K., & Ulibarri, J. M. (2025). Amplifying voices: Preparing teachers with self-advocates' stories and strategies for inclusion. *Journal of Special Education Preparation*, 5(2), 50–61.
- Foxworth, L. L., **Hashey, A. I.**, & LaPointe, M. (2026). Utilizing technology-based self-regulated strategy instruction to bolster narratives of secondary students with disabilities. *Learning Disabilities Research & Practice*.
- Grobart, E., Shaheen, T., McCabe, K. M., & Mathews, H.** (Accepted). What is the role of special educators? In *Enduring Issues in Special Education: Personal Perspectives*.
- Hashey, A.**, Foxworth, L., Heddy, E., Petroff, J., Walubita, G., Mkandawire, S., Kalumbi, M., et al. (2025). Strengthening special educator preparation through global partnerships. *Journal of Special Education Preparation*, 5(2), 62–71.
- Loewer, G., McKeone, C., Owczarczak, J., Budin, S., Doody, K. R., Maheady, L., & Rafferty, L. A.** (2025). Writing Rockstar: An independent group contingency for improving classroom behavior during Writer's Workshop. In *Advances in Learning and Behavioral Disorders* (Vol. 34B).
- McGrath, M., Hornung, E., & Budin, S.** (2026). The use of video modeling to teach algebraic equations to secondary students with and at-risk for disabilities. *Journal of Special Education Apprenticeship*.
- McKenzie, J., **Doody, K. R.**, Montague, M. L., Mason, H., & Morgan, J. M. (2025). Implementation of community-based service learning in special education teacher preparation programs. *Journal of Special Education Preparation*, 5(2), 28–37.
- Patti, A. L., Rafferty, L. A., & Budin, S.** (In press). Teaching cognitive and metacognitive strategies to support learning and independence. In J. McLeskey, B. Billingsley, M. Brownell, & T. Lewis (Eds.), *High Leverage Practices for Inclusive Classrooms* (3rd ed.). Routledge.
- Schuetze, P., Counsil, T., & **Doody, K. R.** (2025). The impact of free-standing online, asynchronous modules on student child maltreatment knowledge and skills acquisition. *Child Protection and Practice*.
- Schuetze, P., & **Doody, K. R.** (2025). Using service-learning to promote an understanding of child development among undergraduate students. In Brakke & McIntyre (Eds.), *Engaging, Supporting, and Challenging Students in Developmental Psychology Courses*.

Swirsky, J. M., Belinsky, C., **Doody, K. R.**, Schuetze, P., Geffen, S., Coyle, E. F., & Crossfox, J. (2025). From Narnia to Neverland: Tips and tricks for developing and teaching popular culture themed courses. *Journal on Excellence in College Teaching*.

Swirsky, J. M., Geffen, S., **Doody, K. R.**, Schuetze, P., Coyle, E. F., Timmons, L., & Weisgram, E. (2025). Benefits and challenges of developing and teaching popular culture themed courses. *Journal on Excellence in College Teaching*, 36(2), 30–43.

Therrien, W. J., Wong, V. C., Chen, L., Taylor, C. M., Chiu, J. L., Gonçalves, B., Liu, Q., Cook, B. G., Doabler, C. T., Swanson, E., Brame, P. B., **Budin, S.**, et al. (2025). National survey of fourth- and fifth-grade science education teachers: Insights into instruction and inclusion of students with disabilities. *Science Education*, 109(5), 1406–1421.

Therrien, W. J., Wong, V. C., Chen, L., Taylor, C. M., Chiu, J. L., Gonçalves, B., Liu, Q., Cook, B. G., Doabler, C. T., Swanson, E., Brame, P. B., **Budin, S.**, et al. (2026). Science instruction for students with learning disabilities: A national survey of elementary special education teachers. *Learning Disabilities Research & Practice*.

Timmons, L., Geffen, S., Coyle, E. F., **Doody, K. R.**, Schuetze, P., Swirsky, J. M., & Weisgram, E. (2025). To theme or not to theme? Sesame Street as a pop culture theme for developmental psychology classes. In Brakke & McIntyre (Eds.), *Engaging, Supporting, and Challenging Students in Developmental Psychology Courses*.

Yang, R., **McCabe, K. M.**, Bubash, S., & Muller, C. (2025). Beyond community to collective care: Reimagining inclusion for rural students with disabilities. *The Rural Educator*, 46(4), 46–53.

***EXED faculty names bolded in black.**

****EXED students bolded in orange.**

Professional Leadership

Faculty contributed to local, state, national, and international professional organizations through leadership positions, conference presentations, grant activities, editorial service, peer review, accreditation-related work, and professional consultation.

Faculty also served in leadership capacities within the university through committee participation, governance activities, assessment initiatives, curriculum development, faculty development efforts, and strategic planning activities.

In January 2026, EXED faculty led faculty in the newly merged School of the a professional development "Refresh" session focused on relationships, classroom environment, and student engagement in higher education. The session generated substantial interest and discussion across the university and laid the groundwork for continued faculty development efforts focused on evidence-based instructional practices and student success.

Hank Mann Endowed Chair (HMEC): Shannon Budin

As the newly appointed HMEC, Shannon Budin has participated in and provided leadership for a number of academic, scholarly and service activities at Buffalo State, in New York State, and in professional organizations in addition to those included in the department report:

- **CEEDAR** (Collaboration for Effective Educator Development, Accountability, and Reform:” State Leadership Team
- **Council for Exceptional Children:** representative at national conference; 2027 Convention Program Advisor Committee; Standards Review Workgroup
- **TED** (Teacher Education Division of the CEC): elected to the National Board
- **International Dyslexia Association:** WNY Board and Conference reviewer
- **Buffalo State:** published research with colleagues and students (listed above)
- **Professional Conferences:** TED, NYACTE/NYSATE, CEC, Behavior Analysis Research Conference, ABAI, The Path Forward (Reading)
- **Editorial Service:** Associate Editor JOSEP, Journal reviews for *Action in Teacher Education*, *Excelsior: Leadership in Teaching and Learning*, *Journal of Special Education Preparation*, *Journal of Autism and Development Disorders*, *Journal of Special Education Preparation*
- **Service to Partner School Districts:** Wyoming, Lyndonville and Wilson SCALE-UP Math intervention; Williamsville on preparation pathways for SPED; Cardinal O’Hara on dual credit
- **Program Reviewer:** Cortland SPED online
- **Consulting for Penn State:** Evaluator for Penn State OSEP, invited speaker for Graduate SPED Research Collaborative; alumni panel for BARC conference
- **Teacher Education Unit:** provided leadership and participated in professional development activities for faculty; assisted with funding for students, international events and faculty development; submitted Title II report; assisted with CAEP requirements

Grants, Endowments, Scholarships, and Strategic Investments

	Amount
Bilingual Inclusive Education Clinically Rich Intensive Teacher Institute	\$135,000
Children's Guild Foundation ABA Scholarships	\$110,000

	Amount
Department Scholarships and Awards	\$121,536
Total Direct Student Support	\$366,536

The **BIE Clinically Rich Intensive Teacher Institute** supported recruitment, preparation, and retention of bilingual educators through scholarships, tuition assistance, fees, and related professional supports.

The **Children's Guild Foundation** continued its longstanding partnership with Buffalo State by providing scholarship support to graduate students enrolled in Applied Behavior Analysis. During 2025–2026, approximately \$110,000 in scholarship support was provided to graduate students enrolled in the Applied Behavior Analysis program.

Faculty and Program Innovation Investments

Initiative	Amount
SUNY IITG Project	\$30,000
Horace Mann Faculty Awards	\$13,551
Horace Mann Faculty Research	\$4,998
Total Faculty/Program Support	\$48,539

Future Strategic Investment \$250,000 NYSABE 2026-27*

*Buffalo State was selected as the pilot site for the NYSABE Bilingual Educator Pipeline Initiative, positioning the university to expand bilingual educator preparation and strengthen educator pipelines throughout Western New York and New York State.

The **Horace Mann Endowment** continued to support faculty innovation, scholarship, and professional development. During the year, \$13,551 in Horace Mann Faculty Award funding supported faculty projects focused on international partnerships, experiential learning, and professional development. An additional \$4,988 in Horace Mann Faculty Research funding supported faculty scholarship and research initiatives.

New Horace Mann-supported projects included *Voices in Motion*, *AuSome Experiences in Exceptional Education*, and *Teacher Candidates' Perceived Preparedness*. Continuing projects included *IPDP Administrators Abroad*, *ABA Summit Internships*, and interdisciplinary Open Educational Resource development.

Priority 4: Impact and Partnerships

Clinically Rich School and Community Partnerships

Partnerships with schools, districts, agencies, and community organizations remain central to the department's mission and educator preparation efforts. Throughout 2025–

2026, candidates completed field experiences, practica, student teaching placements, intervention projects, and residency experiences in collaboration with schools and agencies throughout Western New York. These partnerships provide candidates with opportunities to apply evidence-based practices in authentic settings while supporting schools in addressing the needs of students with disabilities, multilingual learners, and other diverse populations. The department remains deeply appreciative of the cooperating teachers, administrators, and district partners who contribute their expertise and mentorship to the preparation of future educators.

During 2025–2026, faculty supervised 27 practicum and student teaching sections serving 127 candidates. These experiences connected candidates with schools and agencies throughout Western New York and provided opportunities to apply evidence-based practices in authentic educational settings. The department's longstanding partnerships with schools, cooperating teachers, and administrators remain essential to the preparation of future educators and service providers, and we welcome Mr. James Maloney who will lead this essential work upon the August 31 retirement of outgoing field supervision coordinator, Mrs. Kathleen Palumbo.

Graduate Research and Practitioner Inquiry

The department hosted two Dr. Horace Mann Graduate Research Symposia during the academic year, providing opportunities for graduate candidates to disseminate year-long action research and practitioner inquiry projects. More than 50 graduate students presented research related to literacy, behavior, communication, self-regulation, independence, inclusive educational practices, and other topics directly connected to improving outcomes for children and youth.

The Winter Symposium featured keynote speaker Dr. Stephen Anderson, a nationally recognized leader in Applied Behavioral Analysis, while the Spring Symposium featured Dr. Michael Giangreco, internationally recognized scholar of inclusive education and Buffalo State alumnus. Together, the two events brought candidates, faculty, alumni, school partners, and community members together to engage with current research and evidence-based practice.

Student and Faculty Recognition

Department students and faculty continued to receive recognition for academic achievement, scholarship, leadership, service, and professional contributions.

Hailee Cipollina received Buffalo State University's **President's Medal for Outstanding Graduate Student**, recognizing exceptional achievement in scholarship, leadership, and service. **Micaela Nuñez** received the **SUNY Norman R. McConney, Jr. Award for EOP Student Excellence**, recognizing academic achievement, perseverance, and contributions to the university community.

Students also disseminated scholarship through the Graduate Research Fair, Student Research and Creativity Celebration, Experiential Learning Fair, departmental symposiums, and professional conferences.

Exceptional Education Awards Ceremony

The department hosted its annual Exceptional Education Awards Ceremony, recognizing undergraduate students, graduate students, alumni, cooperating teachers, and K–12 students with disabilities. During the reporting period, \$121,536 in departmental scholarship funding was awarded to students through endowed funds, donor-supported awards, and departmental scholarships.

The event celebrated academic achievement, professional promise, mentorship, advocacy, leadership, and community engagement, and provided an opportunity to recognize the contributions of cooperating teachers and school partners.

International Partnerships

Ongoing partnerships and collaborative initiatives supported study abroad experiences, professional exchanges, collaborative scholarship, virtual learning opportunities, and comparative examination of educational systems and inclusive practices in international schools. Faculty and students engaged with schools, universities, and community organizations to explore inclusive educational practices, multilingual education, disability supports, and teacher preparation within an international context. The following countries hosted education majors through the International Professional Development Partnership Consortium (IPDP): Zambia, Chile, Brazil, Germany and Kenya.

Priority 5: Growth Mindset

Enrollment growth continued through the department's portfolio of undergraduate, graduate, certificate, and microcredential offerings, with a 10% increase in number of students served across the past 4 academic years. Faculty maintained careful attention to recruitment, retention, advising, scheduling, and program development efforts designed to support student success while responding to workforce needs throughout the region and state. Faculty contributed to university-wide student success initiatives, including participation in the Buffalo State Advisement Task Force. This work focused on strengthening advising systems, improving communication with students, and identifying strategies that promote student persistence and degree completion.

The department's commitment to workforce development extended beyond traditional enrollment efforts. Through partnerships with school districts and educational agencies, the department supported **11 Buffalo Urban Teacher Fellowship participants, 10 Buffalo Public Schools residents, 5 Buffalo Public Schools apprentices, and one Erie 1 BOCES**

resident. These initiatives create pathways into the profession while helping school districts address educator shortages in high-need areas.

The department also strengthened future educator pipelines through bilingual educator preparation initiatives, collaboration with school partners, and successful advocacy efforts supporting the *New York State Association for Bilingual Education Bilingual Educator Pipeline Initiative*. This initiative positions Buffalo State to expand opportunities for multilingual and immigrant-origin students pursuing careers in education while addressing critical shortages of bilingual educators.

Academic Year Sections Enrollment

2022–2023	151	2,523
2023–2024	143	2,572
2024–2025	160	2,710
2025–2026	158	2,779

Spring 2026 Active Students = 339

Program	Active Students
Special Childhood Education (Undergraduate)	91
American Sign Language Microcredential	29
Bilingual Inclusive Education Certificate	25
TESOL Advanced Certificate	14
Early Childhood Special Education M.S.Ed.	30
SWD All Grades M.S.Ed. and predecessor Childhood SWD M.S.Ed.	39
SWD All Grades Initial M.S.Ed. and predecessor Generalist 7–12 SWD M.S.Ed.	74
SWD Post-Master's Certificate	36
Applied Behavior Analysis M.S.Ed.	34

Priority 6: Exemplars of Teaching

Faculty achieved an average course evaluation score of 4.77 out of 5.00, with a response rate of 39.89 percent. These results accompanied by student comments reflected student recognition of high-quality instruction, meaningful student engagement, and responsive teaching practices.

Uniquely, EXE faculty engaged in instructional innovation through simulation-based learning experiences, video-supported reflection, AI-assisted feedback systems, clinically

rich preparation practices, and evidence-based instructional approaches designed to strengthen candidate learning and professional growth.

The second iteration of a SUNY *Innovative Instruction Technology Grant* (IITG) received by Andrew Hashey and Shannon Budin continued their original research and documentation of implementing the effects of video-based coaching and reflection practices, and extended its use to faculty from multiple teacher preparation programs, giving teacher and leader candidates the chance to explore innovative approaches to candidate feedback, reflective practice, and instructional improvement.

Andrew Hashey was selected for the **SUNY Chancellor's Award for Excellence in Teaching**, recognizing his exceptional accomplishment in teaching excellence within the State University of New York system.

Higher Education and Adult Education:

Report for ADE submitted by Andrea Nikischer, Program Coordinator

Priority 1: Curriculum Renewal

1. New culminating assignment for all Adult Education M.S. students: the E-Portfolio and Video Defense, replaced the Comprehensive Exam to give students the opportunity to demonstrate professional competencies, synthesize learning, and showcase workforce-ready skills.
2. ADE 594: *Teaching with A.I.*, a Topics course designed to prepare adult educators to integrate generative AI into teaching, assessment, and workforce preparation. The course will be offered in Late Summer 2026 and submitted to the Senate Curriculum Committee in fall.
3. New microcredential and graduate certificate in *Teaching with A.I.*, : under review.
4. Submitted Lightcast form to seek workforce response to a change in the name of the Adult Education Program to include Adult Education and Digital Innovation and Adult, Professional and Workforce Education.
5. Program Coordinator completed two 9-week Lumen Circle Fellowships: Evidence-based Teaching Using Generative A.I. (Fall 2025); Advanced Generative A.I. for Teaching and Learning (spring 2026).

Priority 2: Border Crossing

1. Worked with Department of Health, Hospitality, Nutrition and Dietetics on development of a Health and Wellness to Adult Education UG/GR 3+2 pathway.

Priority 4: Impact and Partnerships

Presentations by Faculty:

- 1) Nikischer, A. (2025). Exploring the impact of Long Covid on faculty life and work. *American Association of Adult and Continuing Education (AAACE) 2025 Annual Meeting*. Virtual Day.
- 2) Nikischer, A. (2026). From philosophy to practice: Creating and implementing an A.I. teaching framework. *A.I. and Agency: Reshaping Learning and Work Conference*. Buffalo State University, Buffalo, NY.
- 3) Nikischer, A. (2026). Flexible course design for students with complex chronic conditions: Long Covid, ME/CFS, Chronic Lyme, and more. *2026 SUNY OTTER Institute*.
- 4) Andrea Nikischer is an active peer reviewer for the Journal of Academic Ethics.

Priority 5: Growth Mindset

1. Created a pathway for Adult Education M.S. students to participate in IPDP international education experiences as part of their Adult Education M.S.
2. Conducted an Adult Education Virtual Open House with the Graduate Admissions Office.
3. Participated in the creation of a Buffalo State Microcredentials marketing project.

Priority 6: Exemplars of Teaching

- 1) Adult Education Lecturer **Angela Thering** received a SUNY Online Effective Practices Honorable Mention Award for her practice, “Developing Students’ AI Fluency Through Custom Prompts and Persona-Based Instructional Design.” This practice is implemented in ADE 608.
- 2) Adult Education Lecturer **Angela Thering** received a SUNY OSCQR Honorable Mention — Individual Achievement for her work in her Buffalo State Adult Education courses, ADE 608 and ADE 610.

International Graduate Program for Educators (IGPE); Brandon Kawa, Director

Priority 1: Curriculum Renewal

This year, IGPE celebrated the first completers of its three newest micro-credentials: *Exceptional Education in Multicultural Settings*, *Leadership in Multicultural School Settings*, and *Educational Strategies in Multicultural Classrooms*. A total of 55 students successfully completed these three micro programs, demonstrating strong interest in focused, practice-oriented professional learning opportunities designed for educators working in diverse international settings.

These micro-credentials provided participants with specialized knowledge and skills that could be immediately applied in their schools while also enhancing their professional qualifications. Including the completers of these three new offerings, IGPE recognized 79 total micro-credential completers across all offerings, further advancing the School of Education and Applied Profession's commitment to innovative, responsive curriculum development and lifelong learning opportunities for educators.

Priority 2: Border Crossing

This year, IGPE and the *International Professional Development Partnerships (IPDP)* Consortium continued to strengthen international partnerships and expand global learning opportunities.

Another Buffalo State student teacher completed a placement at our IGPE partner site, *The Columbus School*, in Medellin, Colombia. We also welcomed a small group of experienced educators from the Columbus School to Buffalo as part of our IPDP/IGPE experienced educator exchange. During their visit, participants attended the annual PDP Conference, observed instruction in local schools, and took part in cultural activities throughout Western New York. Building on the success of this exchange, plans are already in place to welcome additional educators from Colombia and send three more Buffalo State student teachers to Medellin in 2026.

IPDP successfully launched its first cohort of student teachers at our IGPE partner site, *The School of the Nations*, in Brasilia, Brazil, creating yet another international option for future educators to gain classroom experience. In addition, IGPE assisted in renewing the *Global Book Hour* collaboration between *The School of the Nations* and *South Buffalo Charter School*. Through a shared focus on climate, students from both schools engaged in meaningful cross-cultural learning throughout the spring semester.

Priority 3: A Shared Culture of Doing

IGPE continues to actively participate in faculty-driven recruitment events such as *Beyond and Back*, *Teacher Tailgate*, and *Be a Bengal Be a Teacher*, where we highlight the unique international education opportunities available at Buffalo State to prospective students.

Again this year, IGPE alongside IPDP had the privilege of presenting to high school students in the BOCES *New Visions: Education Pathways* program at Buffalo State. These presentations focused on educational experiences available at Buffalo State and career opportunities in education abroad.

Faculty who offer courses in international schools often publish with IGPE candidates . This collaborative research is often published in Buffalo State's own refereed journal, *The Journal Inquiry and Action in Education* whose executive editors are Brandon Kawa, Director of IGPE and Dr. Christopher Shively, Assoc. Professor of Elementary Education, Literacy and Educational Leadership, who has been a frequent faculty liaison for IGPE.

[Journal of Inquiry and Action in Education | School of Education and Applied Professions | SUNY Buffalo State University](#)

Priority 4: Impact and Partnerships

IGPE, in collaboration with IPDP, presented at the annual PDP conference on the topic “*School Libraries as Sites of Global Literacy Engagement*”. The presentation highlighted a cross-cultural collaboration between librarians and students at *The School of the Nations* in Brasília, Brazil, and *South Buffalo Charter School*. The project used literature and storytelling as vehicles for global learning and cultural understanding. Students engaged with a read-aloud and creative process presentation by Brazilian author Danyella Proença, participated in video exchanges about their schools, ecosystems, and countries, and created multimedia projects to share their learning.

Priority 5: Growth Mindset

IGPE maintains a consistent number of international partner schools around the world, but adds new schools or places inactive schools on hiatus. This process has led to Buffalo State being recognized as one of the leading providers of graduate degrees and coursework in the international schools network.

Recruitment

- IGPE staff / Buffalo State faculty traveled to international conferences to promote master's program to prospective PK-12 school partners
- IGPE Director travels to currently active and dormant partners; essential as evidence of compliance to support future MSCHE reaccreditations.

- IGPE / Global Engagement staff to IGPE PK-12 partner sites to host information sessions and workshops for high school students and parents to enhance international student recruitment efforts.
- Buffalo State faculty travel to IGPE sites to offer professional development for teachers and BSU courses for students
- IGPE / IPDS staff and faculty travel to sites on 5 continents for student/alumni short-term study abroad trips. Such faculty supported trips have resulted in alumni seeking employment in international schools.

Memoranda of Understanding with Participating IGPE Schools

This year, IGPE successfully secured **fully executed MOAs** from **all 14** participating partner sites:

American School of Campinas (Escola Americana de Campinas)	Sept. 25, 2025
Colegio Americano de Turreon	Sept. 25, 2025
School of the Nations	Sept. 30, 2025
Pan American School of Bahia	Oct. 3, 2025
The American School of Tegucigalpa	Oct. 8, 2025
John F. Kennedy (The American School of Queretaro)	Oct. 8, 2025
English Modern School	Oct. 16, 2025
The Columbus School	Oct. 28, 2025
Santa Cruz Cooperative School	Nov. 13, 2025
San Roberto International School	Nov. 13, 2025
The Hisar School	Nov. 17, 2025
Escuela Americano de Tampico	Dec.10, 2025
Kyiv International School (QSI)	Dec. 19, 2025
American Community School	Mar. 5, 2026

Priority 6: Exemplars in Teaching

By definition, the International Graduate Program for Educators has always selected the faculty who are proven exemplars of teaching to offer our courses around the world. While priority is given to Buffalo State faculty who are willing to travel for an extended period of time, or can offer courses online where practical, IGPE maintains a database of the exemplary teachers of multiple subjects requested by our international school partners. These faculty must undergo an assessment of their qualifications from the Dean of the School of Education and Applied Professions who is the Head of the Teacher Education Unit. Faculty vitae are assessed for educational standing, experience in international settings, proven excellence in teaching and stature within their universities or schools.

These faculty are then approved for graduate status for specific courses in their pedagogical disciplines.

Workshops, special projects and conference credits are often awarded to IGPE candidates. The design of the workshop, the assessment of student learning and the credentials of the faculty presenting are evaluated by the Dean. Credits vary from 1-3 depending on the time allocated and the nature of the student activities engaged. A database of the titles and instructors for these workshops is kept by the Director of IGPE.

Business, Economics and Public Administration: Joelle Leclaire, Chair

Priority 1: Curriculum Renewal

- 1) Options that increase employability and distinctive program elements that set our graduates apart:

Through multiple community partnerships (see Priority 4, *Impact and Partnerships*), BEPA programs are focused on competencies and experiences that develop a pipeline of leaders, inform financial literacy and describe successful strategies for economic development. Graduates demonstrate theoretical understanding of the important content necessary for successful employees in business and government accompanied by on-the-job training. More than 50% of students placed in the Business Internship program are offered full-time employment after completing the internship with internships in Economics and Finance, at the Academy and the Center for Economic Education, and in Public Administration comprise about 30% of the total internships in BEPA.

- 2) New pathways for undergraduate and graduate programs:

- BEPA created the Social Work UG to Master's of Public Administration GR Pathway (approved), and the Economics BA to MPA pathway (under revision).
- OSCQR revision for BUS 430, *Strategic Management* (approved),
- Course revisions and development (BUS 201, 688, 212, 322, 334),
- Revised BUS roadmap and course sequencing
- UG program revisions to strengthen program relevance and provide time flexibility
- Updated a series of financial forecasting models for wide distribution and student and faculty use to insure that faculty and students are comfortable with existing financial data and can speak competently on economic and financial conditions.

Priority 2: Border Crossing

Faculty work in the following capacities in the global marketplace:

- Consultants for international television media,
- Peer Reviewer of Fullbright Specialist applications,
- Erasmus + Jean Monnet Chair (60,000E grant),
- Editing a major handbook with scholars from 19 countries,
- Co-authoring papers and making presentations with scholars from Greece, Japan, and China,
- Working with graduate students in Greece, and France.

Priority 3: A Shared Culture of Doing

In addition to the university faculty participation in Open Houses, new and transfer student orientations, major for a day, major/minor fairs, BEPA faculty have added the following off-campus recruitment efforts;

- Erie County Empire State Transfer Fair,
- SUNY Model European Union which we hosted at BSU this year,
- SUNY Model Senate (Albany),
- Public Sector Recognition Week (a one-day conference hosted here for public sector officials and BEPA students),
- Faculty participation in manuscript and journal article reviews in Economics and Finance and Public Administration,
- Leadership in the United University Professionals, Equity and Diversity Officer (UUP), and, AAUP Grievance Committee Chair (American Association of University Professors).

Faculty Publications and Presentations

Laurie Buonanno and others:

Buonanno, L., Parshall, L., Floss, F., & Brown, B. (2026). Introduction: Crisis Governing in New York State. In L. Buonanno, L. Parshall, F. Floss, & B. Brown (Eds.), *Governing New York State Through Crises* (pp. 1-37). SUNY Press.

Conrad III, W. C., Buonanno, L., & Floss, F. (2026). The New York State Legislature. In L. Buonanno, L. Parshall, F. Floss, & B. Brown (Eds.), *Governing New York State Through Crises* (pp. 69-84). SUNY Press.

Floss, F., Buonanno, L., & Parshall, L. (2026). Budgeting and Crisis. In L. Buonanno, L. Parshall, F. Floss, & B. Brown (Eds.), *Governing New York State Through Crises* (pp. 105-123). SUNY Press.

Jakubowski, C., Parshall, L., Floss, F., & Buonanno, L. (2026). Schools in Crisis: Providing a Sound Basic Education. In L. Buonanno, L. Parshall, F. Floss, & B. Brown (Eds.), *Governing New York State Through Crises* (pp. 201-222). SUNY Press.

Buonanno, L., Floss, F., & Rabb, G. (2026). New York's Climate Change Policy. In L. Buonanno, L. Parshall, F. Floss, & B. Brown (Eds.), *Governing New York State Through Crises* (pp. 225-247). SUNY Press.

Buonanno, L., Ciaccia, F. & Parshall, L. (2026). Counties Under Pressure: The Death of the County Nursing Homes. In L. Buonanno, L. Parshall, F. Floss, & B. Brown (Eds.), *Governing New York State Through Crises* (pp. 265-281). SUNY Press.

Buonanno, L., O'Bryan, T. & Parshall, L. (2026). New York's Approach to Migration. In L. Buonanno, L. Parshall, F. Floss, & B. Brown (Eds.), *Governing New York State Through Crises* (pp. 283-302). SUNY Press.

Brown, B., Buonanno, L., Floss, F., & Parshall, L. (2026). Learning from Crises in New York State. In L. Buonanno, L. Parshall, F. Floss, & B. Brown (Eds.), *Governing New York State Through Crises* (pp. 303-332). SUNY Press.

New York State Joins other Blue States in Banning 287(g) MOAs: The 2026-27 FY Budget Negotiations (2026) Blog: *Governing New York State Through Crises*
<https://governingnewyork.com/2026/05/22/new-york-state-joins-other-blue-states-in-banning-287g-moas-the-2026-27-fy-budget-negotiations/>

Ikhee Cho and others

Howard, J., & Cho, I. (2026). School Discipline: Assessing Cultural Misperception and Biased Perspective of Teachers. *Journal of Urban Learning, Teaching, and Research*.

Cho, I. (2026). Focus on Public Administration: Global Insight. The Second Trump Publications Administration, Brightness and Darkness in Government Reorganization with Executive Order. *The Korea Institute of Public Administration*, Seoul, Republic of Korea.

Cho, I articles under review:

- *Racial Congruence and Teacher Turnover: Evidence from New York City Public Progress Schools*
- *Administrative Discretion and School Discipline: Evidence from Short-term Suspensions in Buffalo Public Schools*
- *The Effect of Mayoral Election on Traffic Tickets: Evidence from Political Business Cycle*
- *From Assistant to Principal: How Internal Promotion Improves School Accountability*

Fred Floss:

Presentations

- Lipman-McCormick WNT economic conference for businesses and not for profits Fall.
- CUNY Higher Education conferences on Higher Education finances each year.
- Televised debates on economic issues and policy.
- Erie County Wage Commission: "Using economics to set public sector wages."

Professional Service

- Secretary and Director Buffalo Fiscal Stability Authority
- Board Member KENTON School Board
- VP SUMMIT Educational Operating Board
- Model Senate is a statewide SUNY/CUNY program where students debate a Bill in the NYS Senate Chambers. 6 SUNY campuses participate including BSU.

Curtis Haynes Jr.,
Financial literacy workshops at Merriweather Library
“Economics in the Digital Age.”

Tae-Hee Jo and others

[2025] *The Routledge Handbook of Heterodox Economics, Second Edition*, edited by Tae-Hee Jo, Lynne Chester, and Carlo D’ippoliti. London and New York: Routledge. Volume 1: Foundations, Theoretical Cores, and the Anatomy of Capitalism, ISBN 9781041169338 (hardback), 452 pages.

[2025] *The Routledge Handbook of Heterodox Economics, Second Edition*, edited by Tae-Hee Jo, Lynne Chester, and Carlo D’ippoliti. London and New York: Routledge. Volume 2: Dynamics and Alternatives, ISBN 9781041169277 (hardback), 414 pages.

[2025] “The state of the art and challenges for heterodox economics,” with Lynne Chester and Carlo D’ippoliti. In *The Routledge Handbook of Heterodox Economics, Volumes 1 and 2, Second edition*, edited by T.-H. Jo, L. Chester, and C. D’ippoliti. London: Routledge, pp. 3–38.

[2025] “The social provisioning process,” co-authored with Zdravka Todorova. In *The Routledge Handbook of Heterodox Economics, Volume 1, 2nd edition*, edited by T.-H. Jo, L. Chester, and C. D’ippoliti. London: Routledge, pp. 41–53.

[2025] “The business enterprise: a heterodox approach.” In *The Routledge Handbook of Heterodox Economics, Volume 1, Second edition*, edited by T.-H. Jo, L. Chester, and C. D’ippoliti. London: Routledge, pp. 331–343.

Victor Kasper and others

T. Apostolou, I. Lagoudis, I. Theotokas, and V. Kasper, V. (2026) “Capesize Iron Ore Freight Rates Equilibrium and Time Charter Equivalent earnings given Decarbonization Targets,” *Maritime Transport Research*.

Victor Kasper and Nikos Stravelakis. “Value rate of profit and Money rate of profit: Similarities and Differences: Continued discussion.” presented at the *International Initiative for Promoting Political Economy*, September 20, 2025, at Middle East Technical University, Ankara, TR.

Joelle Leclaire

Interview with Lian Bunny, “Regional malls collectively had over 1.7 million visits in December,” *Buffalo Business First*, 1/12/2026.

Interview with Alissa Clausell, “Drivers may see some relief at the pump amid new fuel rules,” WGRZ Channel 2, 3/26/2026.

Interview, National News, Canada (in French): “TVA Nouvelles: Le Canadien en series: Vivre son amour du CH et demeurer a Buffalo,” on the economic impact of the hockey playoff Sabres-Canadiens games on Buffalo and Montreal, 5/6/26.

Presentation “How to Fight Inflation to Make Basics Affordable for Working Families” at the Post Keynesian Conference, Lille, France, June 24-26.

Lorena Mathien,

Fulbright Specialist Peer Reviewer, September 2025 – Present

Xingwang (Kevin) Qian,

“Cyclicality of international reserves, exchange rate flexibility and output volatility,” joint with Eiji Fujii (Kwansei Gakuin University) accepted for Journal of International Money and Finance.

“High frequency Offshore RMB Exchange Rate, Macroeconomic Surprises, and Global Financial Conditions,” joint with Yin-Wong Cheung (UCSC) and Zhitao Lin (Jinan University, Guangzhou, China) (under review).

Invited presentations:

- HKIMR 15th Annual International Conference on Chinese Economy 14-15 OCT 2025;
- Seminar talk at School of Finance, Jinan University, Guangzhou, China July 7, 2025.
- Conferences presentation:
- NYSEA 78th Annual Meeting, November 7–8, 2025
- AEA annual meeting, Philadelphia, Jan 5, 2026.

Priority 4: Impact and Partnerships

Faculty and staff in the Department of Business, Economics and Public Administration (BEPA), actively create new partnerships and maintain existing partnerships with business, not-for-profit, government and educational sectors locally, nationally and globally with help from on-campus offices of Institutional Advancement, Continuing Education, the Career and Professional Education Center, and, the NYS Small Business Development Program and through the BEPA Economics Club, the BEPA Internship Programs, the Center for Economic Education and the work of the Academy. External partners include:

- Conscious Investment Group,

- Buffalo-Niagara Partnership (BNP)
- Buffalo Fiscal Stability Authority,
- Erie County Wage Commission,
- KenTon School Board,
- The Summit Center Operating Board,
- NYS Assembly,
- SUNY Model Senate,
- SUNY Model European Union,
- American Association for Public Administration(ASPA),
- Network of Schools of Public Policy (NASPAA),
- Université de Grenobles-Alpes, France,
- University of Piraeus, Greece,
- Middle East Technical University, Ankara, Turkey, K
- Wansei Gakuin University, Japan,
- Jinan University, Guangzhou, China.

Faculty are actively engaged in leadership within the WNY community:

- Attended *BNP Industry Leaders Forum* and hosted 1 scholar and 1 new Economics Club Guest Speaker in Insurance Sector as a direct result of our participation in the forums.
- Through the *Center for Economic Education*, the *Academy* and the *Conscious Investment Group*, our faculty, students and alumni provide financial literacy workshops and economic and financial development opportunities in Buffalo's African American community.
- Engaging a framework for a co-op/internship program with funding from M&T Bank. Institutional Advancement, the Economics Club, a BEPA Alumna, Internship programs, and CAPE assisted BEPA to establish 10 dedicated internships with M&T Bank, a major employer of our graduates

Priority 5: Growth Mindset

- New advisement and registration pop-ups where faculty and professional advisors worked together to advise and register students registered
- Daily Study Time for BEPA Students with peer tutor/helper on site,
- Weekly Bengal Entrepreneurship Program (NYS Small Business Development Center is host),
- Economics Club Guest Speakers and activities every month,
- Bengal Stock Challenge,
- Professional Skills Series for student success,
- Monthly Faculty Research seminar with community guests
- Renewed CITI Course on doing primary research,

- Professional certification as an Enrolled Agent of the US Treasury as a representative in Tax related accounting matters which includes individual, partnership corporation, fiduciary and gift tax, and, training in the pedagogical application of artificial intelligence tools, with an emphasis on incorporating emerging technologies to support student learning, engagement, and skill development.

Priority 6: Exemplars of Teaching

Teaching innovations this year included:

- Reflection journals and discussion boards,
- Peer reviews,
- Group projects,
- Ai literacy exercises
- Annotated bibliographies and literature matrices,
- Incremental research assignments
- Semester-long team projects with real world entrepreneurial activities: actualizing ideas for business, simulations of the NYS Budget and EU Council Summit, reading the morning news headlines, computer work using Excel, and SAS, worksheets to assess finances and budgets, problem sets to reinforce theory, policy briefs on budget topics, surveys of students and faculty on investment attitudes and behaviors regarding risk handling (100 students and 5 faculty members)

Computer Information Systems (CIS) Department: Stephen Gareau, Chair

Priority 1: Curriculum Renewal

During 2025-2026, the CIS program successfully completed a lengthy and detailed program self-study. The process involved (a) researching and writing a lengthy, multi-faceted self-study report, (2) obtaining the services of two qualified external reviewers who visited the department for one day in mid-March to review the program, and (3) obtaining and reviewing a self-study review report prepared and submitted by the two external reviewers. More specifically, the following resulted from this review:

Pedagogical & Structural Adaptations:

- **Stephen Gareau** revised course materials in *CIS 414* based on assessment data, implementing rigorous out-of-class assignments to supplement classroom learning. Program alignment across the department in high-demand areas like cybersecurity, data science, software development, and AI.
- **Guanqiu Qi** modified student assessments, materials, and feedback workflows based on in-class and evaluation data. *CIS 251 Computer-based Information Processing I*, aligned course content with industrial expectations and developed students explorations of trending topics.
- **Gary Hu** *CIS 410 Computer Operating Systems*, laboratory assignments were focused on low-level machine operations. *CIS 315 Computer Organization*, hands-on circuit gate implementation using IC chips and breadboards was deployed. *Data Structures* and *Introduction to AI*, implemented independent research projects paired with seminar-style oral presentations to foster problem-solving and technical communication.
- **Ramona Santa Maria** enhanced *CIS 101* by integrating practical out-of-class frameworks, including a specialized Internet scavenger hunt mapping out regional resources within Buffalo and Buffalo State
- **Ruth Guo** worked on the customization and updating of *CIS 380—Database Systems I* using updated curriculum and cutting-edge tools/technologies for database systems, including an AI module.
- **Self-study: Neal Mazur** and **Steve Gareau** contributed 70 hours to Program Accreditation, Self-Study compilation, and general program reviews.

Priority 2: Border Crossing

- Interdisciplinary Cross-Campus Collaboration: **Gary Hu** served as the Principal Investigator for a prestigious SUNY IITG Grant project titled "*Green Intelligence: Enhancing Solar Efficiency with AI-Driven Robotics*". This major initiative bridged school boundaries by uniting 4 CIS students with 8 Mechanical Engineering students to design and program an autonomous multi-agent robotic platform for solar panel maintenance.
- **Ruth Guo** and **Stephen Gareau** submitted a co-authored database case study applying AI to the 9th International STEM in Education Conference in Shanghai, China.
- **Steve Gareau's** paper analyzing global non-communicable diseases won the "Faculty Paper Winner" award from the Buffalo State Global Studies Institute.
- **Steve Gareau** constructed a display of Asian lacquer art pieces for the Spring Art and Design Student Exhibition at the Czurlies-Nelson Gallery.
- **Guanqiu Qi** authored and awaits final publication of globally collaborative papers for worldwide professional networks.

Priority 3: A Shared Culture of Doing

High-Impact Scholarly Service & Publications:

- **Guanqiu Qi** was appointed Associate Editor for Q1-ranked journal *IEEE Transactions on Neural Networks and Learning Systems (TNNLS)* starting January 2026
- **Gary Hu** co-edited the scholarly volume *Artificial Intelligence and Algorithms with their Applications*, published via MDPI in 2026.

Published or accepted:

Ruth Guo and others

Guo, Ruth X. (2026). *Human Intelligence Enhancement with AI: A Case Study of Database Systems Acquisition*. Presented at the 24th Annual Faculty/Staff Research and Creativity Fall Forum, November 13, 2025.

Guo, R., Guo, E., Mim, F., & Maracle, B. (2026). The paper 'A Case Study of Database Systems Acquisition with AI' was accepted for presentation at the 11th annual Learning with Innovative Technology Conference, hosted by the Empire State University, USA.

Guo, R., Guo, E., Gareau, S., Mim, F., & Maracle, B. (2026). The proposal 'A Case Study of Database Systems Acquisition using AI' was submitted to the Innovation and Technology in STEM Education—International STEM Conference, Shanghai Jiaotong University, China.

Stephen Gareau

Paper accepted by Buffalo State Global Studies Institute, April 23, 2026. Awarded 'Faculty Paper Winner'. Title of paper: *'How are we doing with global health & well-being? An analysis of the status of non-communicable diseases world-wide'*.

Guanqiu Qi and others

Qi, G. (2026). "Artificial Intelligence, Digital Twin, and P-HBIM: Digitalization and Automation Technologies for Built Heritage Conservation", Archives of Computational Methods in Engineering

Qi, G. (2026). "LSF-Mamba: A Lightweight Skin Lesion Segmentation Network with Local Structural Compensation and Frequency-Domain Residual Supplementation", Algorithms (MDPI)

Z. Zhu, H. Wang, G. Qi, Y. Li, N. Mazur, Y. Liu, H. Li, B. Cong, and L. Bai, "A Survey on Lightweight Technology of Neural Networks for Medical Image Segmentation", Pattern Recognition, 113870, 2026

Y. Xu, W. Liang, G. Qi*, Y. Li, P. Wang, Q. Liu, H. Xu, and Z. Zhu, "DRCNet: A Dual-Stream Multi-Scale Information Retention Network for Crack Segmentation", Expert Systems with Applications, 132575, 2026

Y. Ma, Y. Liu, J. Cheng, H. Zhan, G. Qi, X. Zhang, and Z. Zhu, "CIHM: Context-Insight Hybrid Mamba for Efficient Medical Image Segmentation", Visual Intelligence, 4(1):12, 2026

Y. Ding, S. Li, H. Li, G. Qi, B. Cong, Y. Gong, and Z. Zhu, "Physical Regularization Loss: Integrating Physical Knowledge to Image Segmentation ", International Journal of Computer Vision, 134 (3):137, 2026

H. Xue, H. Zhu, Z. Ran, X. Tang, G. Qi, Z. Zhu, S. Kuok, and H. Leung, "Feature Fusion and Enhancement for Lightweight Visible-Thermal Infrared Tracking via Multiple Adapters", IEEE Transactions on Circuits and Systems for Video Technology, 36(1):959-970, 2026

Z. Zhu, Y. Yang, G. Qi, S. Li, H. Li, and Y. Liu, "Seeing Clearly, Detecting Precisely: Perceptual Enhancement and Focus Calibration for Small Object Detection", IEEE Transactions on Neural Networks and Learning Systems, in press, 2025

Z. Zhu, Z. Zhang, G. Qi, Y. Li, P. Yang, and Y. Liu, "Probability Map-Guided Network for 3D Volumetric Medical Image Segmentation", IEEE Transactions on Image Processing, 34:7222-7234, 2025

Y. Li, Y. Duan, G. Qi*, B. Cong, L. Zhang, and Z. Zhu, "A Lightweight Vision Mamba Coding UNet for medical image segmentation", Engineering Applications of Artificial Intelligence, 162(D):112676, 2025

P. Han, H. Xiao, S. Zheng, Y. Li, G. Qi, and Z. Zhu, "FedMKD: Hybrid Feature Guided Multilayer Fusion Knowledge Distillation in Heterogeneous Federated Learning", IEEE Transactions on Neural Networks and Learning Systems, 2025, doi:10.1109/TNNLS.2025.3615230

Q. Ngo, V. Duong, G. Qi, and Z. Zhu, "Applying Image Processing Technology to Improve the Effectiveness of Intelligent Robotic Gloves in the Rehabilitation Treatment", Journal of Artificial Intelligence and Technology, 6:108–117, 2025

L. Jia, J. Xu, J. Ding, S. Ray, Y. Chen, and G. Qi, "Efficient Lookup Table Based Z-Order Curve Encoding and Decoding: Algorithms, Parallelization, and Applications", Tsinghua Science and Technology, 2025, doi:10.26599/TST.2025.901071

D. Chen, Z. Tang, Z. Zhu, and G. Qi, "Snapshot Compressive Imaging and ADSs: Concepts and Learning-based Trends", in Proceedings of the 17th IEEE International Symposium on Autonomous Decentralized Systems (ISADS 2025), pp.119-126, Jul.21-24, 2025, Tucson, AZ, USA

Gary Hu and others

Hu, G., Cheng, L., & Qi, G. (Eds.). (2026). Artificial intelligence and algorithms with their applications. MDPI. <https://doi.org/10.3390/books978-3-7258-6875-9>

Hu, G., Cheng, L., & Qi, G. (2026). Preface for "Artificial Intelligence and Algorithms with Their Applications". Mathematics, 14(2), 277. <https://doi.org/10.3390/math14020277>

Hu, G. (2025). A Mathematical Survey of Image Deep Edge Detection Algorithms: From Convolution to Attention. Mathematics, 13(15), 2464. <https://doi.org/10.3390/math13152464>

Yu, Bo; Vahidov, Rustam; and Hu, Gang, "A Review of Decision-Making Models in Automated Negotiations" (2025). AMCIS 2025 TREOs. 137. https://aisel.aisnet.org/treos_amcis2025/137

Priority 4: Impact and Partnerships

CIS program regularly offers two courses which involve students working for community schools and/or businesses: CIS 388 (Service Learning in Computing) and CIS 488 (Internship). CIS students showcased recent research projects in two regional conferences at SUNY Fredonia University and SUNY Stony Brook University. More specifically, the following took place:

- **Grant and Applied Learning Initiatives:** Dr. Gary Hu's solar robotics prototype transformed classroom concepts into functional real-world solutions, using his IITG grant to give students opportunities for live system demonstrations and multiple poster/oral presentations at professional conferences.

- **Undergraduate Research Partnerships:** Faculty collaborated with students on research presented at the Fall Forum (Ruth Guo with students Farhana Mim and Brennan Maracle).
- **Corporate & Professional Bridges:** Ramona Santa Maria structured key career exploration experiences for internship students, coordinating visits to the CAPE "Headshot Happy Hour" for professional networking and a corporate site visit to M&T Bank at Seneca 1 to explore tech-focused career paths.
- **Community & Civic Engagement:** Steve Gareau conducted field-specific solar energy calculation and options research for the *Sisters of the Good Shepherd* community in Jeremie, Haiti.

Priority 5: Growth Mindset

Faculty Professional Development:

Steve Gareau completed 90 hours in 3 different professional development experiences including the online professional course CALS 151: Plant-based Medicine from Cornell University, and an undergraduate course in People-Environment Geography from SUNY New Paltz.

Student Recruitment and Orientation Pipelines:

In total, faculty in CIS contributed 93 hours to recruitment and orientation activities and focused on building the graduate student pipeline.

Priority 6: Exemplars of Teaching

CIS faculty focus on course improvements based on student feedback. Positive student comments specific to teaching effectiveness are sampled below:

Ruth Guo (CIS 151 / CIS 380): "One of the best professors ever"; "I had one of the best semesters with her because she taught really well"; "explains course material in a clear and structured way. She is well-prepared for class and presents topics in an organized manner. Overall, she creates a supportive and effective learning environment."; "she helps us a lot getting better at Excel and Access."; "The course was very well planned and designed to be a nice pace for students to understand and then have time to study the topics in class and on their own."; "She is a good teacher and very understanding. Her grading system is easy to understand and well communicated."

Gary Hu (CIS 315 / CIS410 / CIS451): Students highlighted his clear, highly organized delivery of complex low-level hardware and programming concepts, describing his assignments as perfectly aligned with lectures; an exceptionally helpful, patient mentor who genuinely prioritizes student success, "He is definitely one of the best computer science professors I've ever had. He is always willing to help and explain things very clearly."

Stephen Gareau (CIS 414 / CIS 472): Student commentary: "awesome professor who is

very knowledgeable, patient, highly approachable, and maintains a well-structured course format.”

Guanqiu Qi (CIS 251):. Students praised his patient teaching style and clear, accessible breakdowns of complex Python concepts.

Ramona Santa Maria (CIS 101): Consistent student comments on the practical utility of the course, with comments that the course was the "Most helpful class in my college career."

Criminal Justice: Melissa Menasco, Chair

Priority 1: Curriculum Renewal

1) A major accomplishment during the 2025–2026 academic year was the development of a **fully online Master of Science in Criminal Justice** program. Meticulous course development, full program planning, and online program design ensure that the online program maintains the academic rigor and quality of the existing traditional graduate program while increasing accessibility for working professionals, practitioners, military personnel, and students outside Western New York. The program will launch in Fall 2026.

2) The department reviewed existing course offerings and initiated discussions regarding **new courses, curricular pathways, and microcredentials**. Faculty revised courses based on student feedback and industry input, suggested online course development where appropriate, and took measures to reinvigorate the Criminal Justice Internship Program.

3) The department reviewed **articulation agreements** with local community colleges and examined associate-to-baccalaureate pathways to facilitate student transfer and degree completion. This work was considerably difficult as the SUNY seamless transfer policy does not account for significant differences in the professional goals of candidates who complete associates degrees for careers in law enforcement compared with the diversity of pathways available to graduates of four year and graduate programs. Content differences among two and four year courses had to be examined carefully to assure compliance with SUNY transfer policy and to appropriately advise incoming majors.

4) **Assessment** remains a cornerstone of curriculum renewal. Undergraduate assessment across five key courses demonstrated that 79 percent of students met or exceeded expectations on the CRJ program's learning outcome related to evaluating the effects of crime control efforts. Graduate assessment findings demonstrated a 100 percent success rate on the portfolio exit requirement and affirmed the value of authentic assessment practices within the graduate program.

Priority 2: Border Crossing

Faculty annual reports provide strong evidence that the CRJ faculty are actively involved in interdisciplinary collaboration and the integration of diverse perspectives into teaching and learning. **Faculty presentations and programming** addressed topics including wrongful convictions, ethics and terrorism, conflict resolution, and global perspectives in criminal justice, all topics of relevance to multiple program candidates including those in Social Work, Child Advocacy Studies, the Teacher Education Unit, Psychology and others.

Interdisciplinary initiatives included the *Criminal Justice Brown Bag Series*, *Southeast Asia Week*, and presentations to the *Law/Policy Review Club*. The department also reviewed the *Spanish for Legal Professions Microcredential* proposal and continued to investigate the potential of new or existing electives that broaden students' educational experiences outside their core courses.

Priority 3: A Shared Culture of Doing

The Department of Criminal Justice continues to embrace a collaborative culture in which faculty contribute through teaching, scholarship, service, and shared governance. Faculty participated in university events, including Open Houses, New Student and Transfer Orientations, Graduate Student Orientations, Major for a Day, and the Faculty and Staff Research and Creativity Forum.

The department also remained committed to faculty advancement and shared governance through support of the promotion process and active committee engagement. This included an elected faculty member to the Buffalo State Senate as well as faculty participation on Senate subcommittees.

High priority with CRJ faculty is **recognition** of the accomplishments of students, faculty, staff, and community partners. The Criminal Justice Department celebrated the achievements of its student award recipients during an end-of-year banquet that brought together students and faculty to recognize academic excellence, leadership, and contributions to the department community. Through student awards, recognition of faculty scholarship and service, and public acknowledgment of departmental achievements and partnerships, the department sought to foster a culture that values **excellence, collegiality, and shared success**.

Priority 4: Impact and Partnerships

Criminal Justice faculty developed the **Corrections: Myths vs. Reality** speaker series, a six-part program co-sponsored by the Criminal Justice Department and campus partners. The series brought together criminal justice practitioners, nonprofit organizations, and community leaders to examine contemporary issues and challenge common misconceptions surrounding corrections. Beyond enriching the educational experiences of Criminal Justice students, the series served as an important forum for community engagement, fostering informed dialogue and extending its impact to the broader community.

One of the department's most significant accomplishments during the year was the development of the framework for a **Criminal Justice Advisory Board**. Faculty drafted bylaws, established the board's mission and purpose, and identified prospective members representing criminal justice agencies, nonprofit organizations, and community leadership. The advisory board is envisioned as an important resource for professional expertise, community engagement, student mentoring, networking, and strategic growth.

The department's community partnerships and outreach initiatives directly supports **recruitment outreach** by increasing program visibility and creating new pathways for prospective students to engage with Buffalo State University.

Priority 5: Growth Mindset

The Department of Criminal Justice provided the following evidence of active student recruitment, retention, and program growth.

- *Online MS in Criminal Justice*

The development of the fully online Master of Science in Criminal Justice program represents our boldest recruitment initiative. The online format will allow the department to reach new student populations, including criminal justice practitioners, military personnel, adult learners, and individuals seeking graduate education who may not otherwise have access to an on-campus program. The launch of the program in Fall 2026 positions the department to expand its graduate enrollment and increase its regional and international visibility. This program eliminates physical boundaries.

- *High School Outreach and Educational Partnerships*

During the 2025–2026 academic year, the Department of Criminal Justice launched a new **High School Outreach and Recruitment Initiative** designed to foster educational access, civic understanding, and career awareness among secondary school students throughout the region.

The goal of this initiative is to introduce high school students to the academic study of criminal justice, support informed postsecondary decision-making, and strengthen relationships between local schools and Buffalo State University. Faculty presented to approximately 80 Hamburg High School forensic science students, introducing them to the study of criminal justice, college expectations, and career pathways within the field. The presentation generated significant interest and resulted in a planned campus visit during the Fall 2026 semester.

In addition, the presentation generated interest among high school faculty and administrators regarding the possibility of students earning college credit for coursework related to criminal justice. These discussions present the opportunity to explore future dual-credit partnerships that would strengthen the transition from high school to higher education and create an additional recruitment pipeline for the department.

The outreach initiative emphasized:

- Understanding what the study of criminal justice in college entails;
- Differences between high school and college learning environments;
- Career opportunities within and beyond traditional law enforcement professions;
- Skills necessary for success in higher education and professional settings;
- Opportunities available at Buffalo State University.

The Hamburg visit represents CRJ faculty focus on building sustainable recruitment pipelines and strengthening partnerships with area schools. The department will expand these programs to other partner schools throughout Western New York.

Annual recruitment initiatives include presentations and participation in recruitment events at community colleges, veteran organizations, community organizations focused on adult learners, former students, and prospective graduate students.

CRJ faculty are equally focused on **retention**. Initiatives such as the *Advisement Pizza Party*, graduate student orientations, assessment-informed discussions regarding tutoring and student support, and efforts to reconnect with former students who did not complete their degrees or who did not matriculate to graduate study were undertaken this year to improve student engagement, persistence, and degree completion.

Regular reviews of comprehensive program assessments identified opportunities to strengthen tutoring and academic support services and reaffirmed the value of the graduate portfolio process as a meaningful and professionally relevant pathway to degree completion.

The department demonstrates a continual commitment to maintaining and growing a diverse and inclusive faculty. 50% of department faculty are women and 50% represent racial or ethnic minority groups. Faculty members bring international perspectives and experiences to the department, detailed on Individual Faculty Annual Reports.

Goals for 2026-27:

- Successfully launch the online Master of Science in Criminal Justice program and implement recruitment and marketing strategies to support enrollment growth.
- Expand our outreach to Western New York high schools.
- Formally establish the Criminal Justice Advisory Board.
- Development new academic pathways and microcredentials.
- Implement targeted, data-informed recruitment and enrollment strategies to expand access to veterans and post-traditional students.
- Expand partnerships with criminal justice agencies and community organizations.
- Enhance student support services and tutoring.
- Continue to connect assessments to curriculum modifications.
- Expand experiential learning and internship opportunities.
- Strengthen alumni engagement and external partnerships.

Priority 6: Exemplars of Teaching

Faculty demonstrated an ongoing commitment to teaching excellence through experiential learning opportunities, community-engaged learning experiences, accessibility initiatives, enhanced advising practices, and exploration of emerging technologies that enhance student learning. An essential component of this work involves analyzing data to better understand how our teaching practices and program requirements influence student success. Throughout the year, faculty devoted considerable time to identifying barriers to student achievement and examining ways in which the program can more effectively respond to student needs and promote academic success.

Creativity and Change Leadership (CCL): Gerard J. Puccio, Chair

Priority 1: Curriculum Renewal

Initiative #1: Launching Buffalo State's First Doctoral Program

The Creativity and Change Leadership Department (Center for Applied Imagination) achieved a historic milestone with the successful approval and subsequent launch of the ***Doctor of Professional Studies (DPS) in Creativity and Change Leadership***, extending Buffalo State's internationally recognized leadership in creativity studies and applied creativity education to candidates who seek to advance their studies in creativity to the doctoral level.

The DPS in Creativity and Change Leadership was developed in response to growing demand for leaders who can effectively navigate complexity, uncertainty, and rapid change through the application of creativity, innovation, and change leadership. The 72 credit-hour curriculum integrates advanced study in creativity theory, creative problem solving, innovation, organizational change, leadership, and applied inquiry. Through a combination of doctoral coursework, professional practice, and dissertation research, students are prepared to address real-world challenges while contributing new knowledge to the field.

Students progress through carefully sequenced courses and fieldwork that deepens their understanding of creativity theory and practice, strengthens their ability to design and lead organizational interventions, and develops their capacity to conduct impactful applied research. The dissertation is designed to address a significant challenge or opportunity within the student's professional context, enabling graduates to invest in practical solutions and contribute new knowledge to the field.

During the 2025–2026 academic year, the department successfully recruited, admitted, and conducted orientation for thirteen doctoral students who will begin their studies in Fall 2026. The cohort includes accomplished professionals from a wide range of sectors, including healthcare, education, corporate leadership, innovation consulting, organizational development, marketing research, entrepreneurship, human resources, nonprofit leadership, and sales enablement. Members of the cohort include senior executives, physicians, educators, consultants, innovation leaders, researchers, and community advocates from the United States, Canada, Denmark, and the Netherlands.

Initiative #2: New Micro-Credential on the "Portrait of a New York State Graduate"

A graduate-level micro-credential of 9-12 credits focused on creativity and creative thinking reflects both evolving workforce demands and growing recognition within educational policy that creativity is an essential competency for success in the twenty-first century. The initiative aligns closely with New York State's recently adopted *Portrait of a Graduate* framework, which identifies creativity and innovation among the core competencies that students must develop to thrive in higher education, the workforce, and

civic life. At the same time, the micro-credential responds to broader national and international calls for creativity as a foundational future-ready skill, as reflected in reports from organizations such as the World Economic Forum, which identifies creative thinking among the most important competencies for the future of work.

The proposed micro-credential is under development through a collaborative partnership between the Creativity and Change Leadership Department and the Continuing and Professional Studies (CPS) unit. The primary audience for the micro-credential will be New York State educators, including classroom teachers, instructional leaders, curriculum specialists, and school administrators. However, the credential is also expected to appeal to professionals from nonprofit, business, healthcare, and governmental sectors who seek to strengthen their ability to foster creativity, innovation, and adaptive problem solving within their organizations.

Priority 2 Border Crossing

Initiative #1: The Palgrave Handbook of Applied Creativity in Global Higher Education

Edited by Dr. Gerard J. Puccio, SUNY Distinguished Professor and Chair of the Creativity and Change Leadership Department, this landmark volume represents the first comprehensive international examination of applied creativity programs and creativity education initiatives within higher education. The handbook reflects Buffalo State University's longstanding leadership in the field while simultaneously advancing global scholarly dialogue concerning the role of creativity in teaching, learning, leadership, innovation, and institutional transformation.

As the first publication of its kind, the handbook establishes an important benchmark for the field and reinforces Buffalo State University's position as a global leader in creativity education and applied creativity scholarship. Beyond its scholarly significance, the handbook illustrates the department's commitment to transcending traditional disciplinary and geographic boundaries.

The handbook integrates perspectives from education, business, leadership, organizational development, innovation studies, and the arts, reflecting the inherently interdisciplinary nature of applied creativity and serves as an important resource for educators, researchers, administrators, and policymakers seeking to better understand the growing significance of creativity as an educational and societal imperative. Contributors represent universities and educational institutions from around the world plus BSU alumni who have gone on to establish, lead, and support creativity-focused programs and initiatives throughout the world. Featuring more than 30 international case studies spanning six continents, the handbook documents the remarkable breadth and diversity of creativity-focused programs operating within higher education worldwide.

Initiative #2: Memorandum of Agreement with the University of the Virgin Islands

A longstanding example of the CCL's commitment to border crossing is its collaborative partnership with the University of the Virgin Islands (UVI), a federally designated Historically Black College and University (HBCU). The University of the Virgin Islands plays a critical role in expanding access to advanced education and leadership development throughout the Caribbean region and beyond. Entering its tenth year, this relationship represents a sustained and impactful cross-institutional collaboration dedicated to advancing graduate education, leadership development, and applied creativity scholarship. Through this partnership, Buffalo State University and UVI have created opportunities for doctoral students to engage with the theory and practice of creativity and change leadership while benefiting from the distinctive strengths and missions of both institutions.

A distinguishing feature of this collaboration is the integration of Buffalo State University's Graduate Certificate in Creativity and Change Leadership into UVI's doctoral curriculum. The certificate serves as one of three concentration options available to students enrolled in UVI's PhD in Creative Leadership for Innovation and Change. Students who elect the Creativity Track apply for admission to Buffalo State University and, upon acceptance, enroll in graduate courses offered through the Creativity and Change Leadership Department. Through this arrangement, students complete both the doctoral requirements established by UVI and the certificate requirements established by Buffalo State, allowing them to earn dual credentials as part of their doctoral journey.

The partnership extends beyond course delivery to include opportunities for faculty collaboration, dissertation supervision, scholarly exchange, and research engagement.

Initiative #3: Creative Problem Solving Institute – Buffalo State Day

Building upon the publication of *The Palgrave Handbook of Applied Creativity in Global Higher Education*, the Creativity and Change Leadership Department hosted a special evening program and dedication reception during the 2026 Creative Problem Solving Institute (CPSI). The event served as a living extension of the themes explored in the handbook, bringing together nearly 100 participants, including current students, alumni, international scholars, contributors to the volume, creativity practitioners, and CPSI attendees.

The program recognized contributors to the handbook and emphasized the handbook's role in documenting the international creativity education movement through more than 30 case studies spanning six continents. The event also challenged participants to consider a pressing contemporary question: what is the future of creativity education in an era increasingly shaped by artificial intelligence?

The event featured a keynote presentation by Sarah Thurber, award-winning author, business leader, and managing partner of *FourSight*. This was followed by an expert panel discussion featuring contributors to the *Palgrave Handbook*: Dr. Camille McKayle, former

Provost of the University of the Virgin Islands and incoming Executive Director of the Mathematical Association of America; Dr. Michael Lehman of Lehigh University, an internationally recognized leader in entrepreneurship and innovation education; and Dr. Margaret Mangion, Director of the Edward de Bono Institute for Creative Thinking and Innovation at the University of Malta. Together, the panel explored the evolving role of creativity education, the transformative impact of creativity-focused academic programs on students, and the competencies required to navigate an increasingly complex and uncertain world. Attendees were scholars and leaders representing institutions across the United States, the Caribbean, and Europe who exemplify the international and interdisciplinary collaboration that defines the field of applied creativity.

Initiative #4: Collaboration with Buffalo State's Educational Leadership Program

A longstanding and impactful example of border crossing within Buffalo State University is the CCL's ongoing collaboration with the Educational Leadership program. This partnership reflects the School of Education's commitment to the critical role of creativity and creative problem solving in preparing educational leaders. Today's educational leaders must be equipped to navigate increasingly complex challenges, foster innovation, engage diverse stakeholders, and guide organizations through continuous change. To address these demands, the CCL courses focused on creative thinking, creative problem solving, facilitation, collaboration, and change leadership provide aspiring educational leaders with practical tools for addressing persistent educational challenges, engaging faculty and community stakeholders, developing innovative solutions, and creating organizational cultures that support learning and improvement.

Faculty from both EDL and CCL co-authored a publication published in the *Oxford Handbook of Creativity and Education*:

Holinger, M., Puccio, G. J., & Loehr, P. (2025). The intersection of creativity and leadership in education. In J. Katz-Bounincontro & T. Kettler (Eds.), *The Oxford handbook of creativity and education* (pp. 337-352). Oxford University Press.

Priority 3: A Shared Culture of Doing

Initiative #1: Basic and Applied Scholarship

The following list provides a representative set of scholarly works for 2025-2026.

Holinger, M., Holt, N., & Kaufman, J. C. (2025). Unpacking the creativity advantage: Lessons from psychology on the benefits of the arts. In N. Holt, V. Tischler, E. Corvo, & S. Vougioukalou (Eds.), *Routledge handbook of arts and health* (pp. 32-44). Routledge. <https://doi.org/10.4324/9781003429814>

Holinger, M., Keller-Mathers, S., & Puccio, G. J. (2025). Igniting creativity around the world: Academic programs and initiatives at the Center for Applied Imagination. In G. J.

Puccio, A. Lohiser, C. A. McKayle, & F. Hertel (Eds.), *The Palgrave handbook of applied creativity in global higher education* (pp. 207–226). Palgrave Macmillan.

Holinger, M., Puccio, G. J., & Loehr, P. (2025). The intersection of creativity and leadership in education. In J. Katz-Buonincontro & T. Kettler (Eds.), *The Oxford handbook of creativity and education* (pp. 337–352). Oxford University Press.
<https://doi.org/10.1093/oxfordhb/9780197698181.013.0019>

Little, C., Kaufman, J. C., & Siegle, D. (2025). Pathways to creativity for students, teachers, and scholars at the University of Connecticut. In G. J. Puccio, A. Lohiser, C. A. McKayle, & F. Hertel (Eds.), *The Palgrave handbook of applied creativity in global higher education* (pp. 395–412). Palgrave Macmillan.

Puccio, G. J., Lohiser, A., McKayle, C. A., & Hertel, F. (Eds.). (2025). *The Palgrave handbook of applied creativity in global higher education*. Palgrave Macmillan.

Puccio, G. J., & Lohiser, A. (2025). Expanding creativity education: Recommendations for future growth in higher education. In G. J. Puccio, A. Lohiser, C. A. McKayle, & F. Hertel (Eds.), *The Palgrave handbook of applied creativity in global higher education* (pp. 629–636). Palgrave Macmillan.

Puccio, G. J., Lohiser, A., McKayle, C. A., & Hertel, F. (2025). Applied creativity in higher education: Preparing students for work and life in the 21st century. In G. J. Puccio, A. Lohiser, C. A. McKayle, & F. Hertel (Eds.), *The Palgrave handbook of applied creativity in global higher education* (pp. 3–32). Palgrave Macmillan.

Puccio, G. J., Lohiser, A., McKayle, C. A., & Hertel, F. (2025). Applied creativity programs and initiatives around the globe: Introduction and overview. In G. J. Puccio, A. Lohiser, C. A. McKayle, & F. Hertel (Eds.), *The Palgrave handbook of applied creativity in global higher education* (pp. 71–84). Palgrave Macmillan.

In Press

Holinger, M., & Sithambaram, L. (2025). The creativity and mental health debate through the lens of the creative person. In Z. Ivcevic (Ed.), *Creators: What makes individuals creative*. Palgrave Macmillan.

Holinger, M., Ruch, W., Tay, L., Özyaprak, M., & Kaufman, J. C. (Eds.). (in press). *The Cambridge handbook of creativity and well-being*. Cambridge University Press.

Keller-Mathers, S. (in press) Creative education and the development of talent: Calvin W. Taylor. In G. J. Puccio, V. P. Glăveanu, J. A. Yudess, & M. Schwartz (Eds.), *The mid-century creativity reader*. Oxford University Press.

- Khan, N., Puccio, G. J., Jergel, A. N., Holinger, M. L., & Morris, C. R. (in press). Evaluating creative cognition as a risk and resilience factor for burnout in pediatric emergency medicine. *Pediatric Emergency Care*.
- Ozyaprak, M., & Holinger, M. (in press). Psychological aspects of creativity: Commentary on the views of Gardner Murphy. In G. J. Puccio, V. P. Glăveanu, J. A. Yudess, & M. Schwartz (Eds.), *The mid-century creativity reader*. Oxford University Press.
- Puccio, G. J. (in press). Alex F. Osborn: Catalyst for deliberate creativity and proponent of creativity research. In G. J. Puccio, V. P. Glăveanu, J. A. Yudess, & M. Schwartz (Eds.), *The mid-century creativity reader*. Oxford University Press.
- Puccio, G. J., Glăveanu, V. P., Yudess, J. A., & Schwartz, M. (in press). Creativity as a field of study: A mid-century story. In *The mid-century creativity reader*. Oxford University Press.
- Puccio, G. J., Glăveanu, V. P., Yudess, J. A., & Schwartz, M. (in press). Closing the mid-century creativity reader: Lessons from the past and recommendations for the future. In *The mid-century creativity reader*. Oxford University Press.
- Puccio, G. J., Szalay, P., & Miller, B. J. (in press). Understanding creative leadership and empowering creative leaders. In S. Kreitler (Ed.), *Innovations for promoting creativity: In theory and practice*. Nova Publishing.
- Teng, M., Holinger, M., & Kaufman, J. C. (in press). A new way to improve the happiness of elementary school students: A diary study of creative experience, creative behavior, and daily emotions. *Psychology of Creativity, Aesthetics, and the Arts*.
- Zheng, M., Xie, L., Holinger, M., & Kaufman, J. C. (in press). Personal benefits of creativity. In R. Reiter-Palmon & J. Katz-Buonincontro (Eds.), *APA handbook of creativity*. American Psychological Association.

Initiative #2: SUNY Innovative Instruction in Technology Grant (IITG)

During the 2025–2026 academic year, CCL secured a SUNY Innovative Instruction in Technology Grant (IITG) totaling \$49,266 to support the development of artificial intelligence-enhanced tools designed to advance creative problem solving in higher education and professional settings. Led by Dr. David Yates, with collaboration from faculty within the department, the project represented an important step in exploring the intersection of creativity studies and emerging artificial intelligence technologies.

The project focused on the creation of a series of specialized AI-powered agents, or “CPS Bots,” grounded in the principles and processes of Creative Problem Solving (CPS). Rather than treating artificial intelligence as a substitute for human creativity, the project explored

how AI could be leveraged to strengthen creative thinking and support users as they engage in deliberate creativity processes. The bots were designed to guide individuals through key stages of Creative Problem Solving, including clarifying challenges, generating novel ideas, developing promising solutions, and planning for implementation. The project sought to make proven creativity methodologies more accessible, scalable, and responsive to diverse learners and practitioners.

Beyond the development of the AI tools themselves, the grant provided opportunities to examine the effectiveness of AI-assisted creativity instruction and problem solving. The project generated new insights into how emerging technologies can support creativity development, leadership, innovation, and workforce readiness.

Priority 4: Impact and Partnerships

Initiative #1: Innovation Suite Project –Alex F. Osborn Brainstorming Room

A major accomplishment during the 2025–2026 academic year was the completion and launch of Phase I of the Innovation Suite initiative within E. H. Butler Library: the Alex F. Osborn Brainstorming Room. Named in honor of Alex F. Osborn, the inventor of brainstorming and co-developer of the Creative Problem Solving process, the room represents a significant investment in Buffalo State University's longstanding commitment to creativity, innovation, and collaborative problem solving. The room is a highly visible resource that serves students, faculty, staff, community organizations, and regional businesses.

The design of the room provides a flexible, purpose-built environment to support collaborative thinking, innovation, and creative problem solving through the intentional application of proven creativity methods. Located within Butler Library, the room functions as a learning laboratory where individuals and groups can engage in facilitated ideation, strategic planning, innovation initiatives, project development, and complex problem-solving activities.

The broader purpose of the Brainstorming Room is as a *community-facing asset* that allows organizations to access Buffalo State's internationally recognized expertise in creativity, innovation, and change leadership.

Priority 5: Growth Mindset

Recruitment Activities

- *Doctor of Professional Studies Virtual Information Session - February 19, 2026:* Virtual session providing an overview of the Creativity and Change Leadership DPS. 95 individuals registered for this event with over 50 who joined the live session. A

recording of the session was posted in the Department's YouTube channel to allow interested candidates to view the program.

- *Creativity Expert Exchange - March 19 and 20, 2026*: An annual professional conference hosted by the Creativity and Change Leadership Department, provided to creativity professionals around the globe. The 2026 Exchange had more than 325 registrants with more than 150 participating in day 1 of the conference and nearly 100 in day 2. Creativity certificates and degrees provided by CCL are described and participants are invited to the virtual information session scheduled shortly after the conference.
- *Graduate Program Virtual Information Session - April 9, 2026*: An annual virtual information session highlighting the distance education options available to prospective students. 30 individuals registered for this event.
- *The Creative Problem Solving Institute – June 14-18, 2026*: One of the most visible and impactful vehicles for extending the influence of CCL and Buffalo State University. Established in 1955 by the Creative Education Foundation, CPSI is the world's longest-running international conference dedicated to creativity, innovation, and Creative Problem Solving. Each year, the conference brings together educators, consultants, business leaders, non-profit professionals, researchers, students, and creativity practitioners from around the world to engage in professional development, knowledge sharing, and collaborative learning focused on advancing creativity and innovation. Full-time and adjunct faculty, alumni, and current students participated as presenters, facilitators, panelists, workshop leaders, exhibitors, and attendees. Beyond its educational value, CPSI serves as an important strategic platform for outreach, partnership development, and student recruitment. The conference enables faculty and alumni to engage directly with prospective students, organizational leaders, educators, and creativity practitioners who may have an interest in the department's graduate programs, professional development offerings, and research initiatives.

Priority 6: Exemplars of Teaching

Initiative #1: Transformative Learning Through Creativity and Change Leadership

A defining characteristic of the CCL is its commitment to providing transformative educational experiences that extend beyond the acquisition of knowledge and skills to influence how students think, lead, collaborate, and engage with the world. CCL's courses and programs are designed to develop students' capacity for creative thinking, innovation, leadership, problem solving, and positive change. Student feedback collected throughout the 2025–2026 academic year provides substantial evidence that learners appreciate and acknowledge the value of these courses on personal and professional development.

The transformative impact of the department's educational programs is perhaps best reflected in the words students use to describe their experiences. Course evaluations, alumni testimonials, and program feedback repeatedly reference personal growth,

expanded perspectives, renewed professional purpose, increased confidence, and meaningful changes in how students view themselves and their potential to influence others.

- Students consistently provide commentary such as “intellectually challenging,” “professionally relevant,” “personally transformative.” A common theme in student feedback is that their studies in creativity fundamentally changed how they approach problems, opportunities, leadership challenges, and decision-making. Rather than viewing creativity as an innate talent possessed by a select few, students come to understand creativity as a deliberate and developable skill that can be cultivated through research-based methods and intentional practice. This shift in perspective often leads to increased confidence, greater willingness to embrace ambiguity and complexity, and an enhanced ability to generate innovative solutions within their professional contexts.
- Students frequently highlight the practical nature of the department's curriculum. Coursework emphasizes the application of creativity theories, facilitation methods, and Creative Problem Solving processes to authentic organizational and societal challenges. Students regularly report that they are able to immediately transfer concepts and tools learned in class into their workplaces, educational settings, and communities. Alumni surveyed describe their experiences as “career-changing,” noting that the knowledge and skills developed through the program have enhanced their effectiveness as leaders, educators, consultants, entrepreneurs, healthcare professionals, and change agents.
- Students routinely comment on the supportive, collaborative, and engaging culture created by faculty and peers. Courses are delivered following the principles of creativity and collaboration. Assignments and activities create learning experiences that are both rigorous and deeply human. Students frequently describe feeling “challenged to grow” while also feeling “supported, respected, and valued” as contributors to the learning process.

Initiative #2: SUNY Online Innovative Program Award

For the 2025–2026 academic year, Creativity and Change Leadership received the **SUNY Online OSCQR Program Innovation Award**, a distinction recognizing innovative and exemplary practices in online program design and delivery across the State University of New York system. The award specifically honored the department’s program-wide implementation of the Open SUNY Course Quality Review (OSCQR) framework, which was used to create a consistent, high-quality learning experience across all courses in the graduate curriculum.

Faculty worked together to align course design standards, improve navigation and accessibility, strengthen student engagement, and establish a culture of continuous improvement throughout the curriculum. This effort ensured that students, regardless of

the course or instructor, experienced a coherent and supportive online learning environment.

The award reflects the department's long-standing leadership in distance education, having delivered the CCL graduate programs to working professionals around the world for more than two decades and highlights its role as a model for innovative graduate education within the SUNY system.

Engineering Technology: Ilya Grinberg, Chair

Priority 1: Curriculum Renewal

The Department of Engineering Technology is committed to developing engaging, innovative, and distinctive academic programs built upon a strong and continuously evolving curriculum. Ongoing course and program revisions, together with the development of new courses, support four primary objectives:

- Enhance graduates' employability through distinctive program features and expanded career opportunities.
- Promote excellence in teaching and learning across all professional preparation programs.
- Strengthen assessment practices and maintain the highest standards of accreditation.
- Ensure programs continuous improvement.

A key component of student success is preparing graduates for meaningful careers. The department actively engages industry partners through project advising, guest presentations on professional licensure, instruction by experienced practitioners, and evaluations of senior capstone projects by industrial advisory panels. Our Industrial Advisory Committees continue to provide valuable guidance for curriculum development and program improvement.

The department has strengthened academic pathways for Electrical Engineering Technology and Mechanical Engineering Technology students by creating seamless and accelerated admission opportunities into graduate programs in Electrical Engineering and Mechanical Engineering at the University at Buffalo. The Electrical Engineering Technology pathway has proven highly successful and together with Mechanical Engineering Technology will be expanded to include students during their senior year.

The Technology Management program is undergoing a comprehensive curriculum revision following its recent name change from Industrial Technology. The program also successfully completed its ATMAE accreditation review, positioning it for continued growth and future accreditation initiatives.

Following assessment of student outcomes and feedback, several courses were strengthened:

- Added DC-DC Converter circuits topics in ENT 452 Analog Electronic Systems Design and Analysis (Stephanie Goldberg).
- Added stepper motor control project to ENT 446 Digital Systems Design and Analysis (Dr. Goldberg).

- Revised the course content in ENT 213 Computer Methods in Engineering Technology and ENT 314 Applied Solid Modeling (Jikai Du).
- Revised the course content of ENT 420 Professional Experience in Mechanical Engineering Technology and ENT 422 Machine Design II to better align with professional practice (Dr. Du).

Priority 2: Border Crossing

The Engineering Technology Department's programs are united by common Program Educational Objectives and Student Outcomes aligned with the Engineering Technology Accreditation Commission (ETAC) of ABET accreditation criteria. While the Technology Management program is currently accredited by ATMAE, preparations are underway to pursue initial ABET accreditation in 2029.

"Border Crossing" encompasses two complementary dimensions:

1. Collaborating across departmental boundaries, teaching assignments, disciplinary expertise, and research interests.
2. Applying global perspectives to strengthen local educational practices and community partnerships.

This year, Engineering Technology reported the following activities to meet this priority:

- Debates on global energy issues in ENT 340 *Renewable Distributed Generation and Storage* and field trips to local manufacturing companies (Brian Murphy).
- Tour of high-voltage substation of National Grid (Dr. Grinberg).
- Collaboration between Engineering Technology and Technology Education departments in optimizing and streamlining manufacturing laboratories (Dr. Murphy and Elizabeth O'Neill).
- One faculty member taught courses in across the technology disciplines (Mechanical Engineering Technology, Electrical Engineering Technology, Industrial Technology) (Dr. Murphy).
- Research projects at the intersection of emerging clean energy and sustainability involved students in Political Science as well as research projects at the intersection of clean energy and sustainability with an emphasis on food security (Saquib Ahmed).
- Research at the intersection of Artificial Intelligence and Clean Energy (headed by students in the Data Science and Analytics Institute, Computer Information Systems and Engineering Technology), probed impactful questions such as delineating parameters to guide the Clean Energy industry (Dr. Ahmed).
- Electrical Advisor on a Multi-disciplinary Electro-mechanical Project called the *Crack Detection Device* for turbines among three Universities: UB, Buffalo State University, and Alfred University (Mariam Nasri).
- SUNY Innovative Instruction Technology Grant (IITG) of \$30,000 for the project "Integrating Interdisciplinary Robotics and Smart Grid Modules to Enhance Student

Learning” bridged electrical engineering, computer science, and mechanical engineering with faculty and students from each area collaborating on the project (Dr. Nasri).

Priority 3: A Shared Culture of Doing

The department values the public dissemination of scholarly and professional work through publications, conference presentations, community engagement, professional service, and ongoing professional development. These activities demonstrate the department's collective commitment to serving both the academic community and the diverse communities in which our students learn and ultimately practice their professions.

Faculty Publications

Saquib Ahmed and others:

- Ankit Choudhary, Abdul Hamid Rumman, Miah Abdullah Sahriar, Md Tohidul Islam, Saquib Ahmed, Harry Efstathiadis*, Solar Energy, JUST ACCEPTED
- M Bakhtiar Azim, Ahsiur Rahman Nirjhar, Kaushik Barua, and Saquib Ahmed*, ACS Applied Nano Materials 2026 9 (4), 2025-2036, DOI: 10.1021/acsanm.5c05304
- Kamal Nikhil Gokavarapu, Nidhish Abhijit Gore, Chirag Ohri, Joaquin Carbonara, Saquib Ahmed*, “Machine learning analysis of New York clean energy trends”, Energy Economics, 2025, 152, 109039, <https://doi.org/10.1016/j.eneco.2025.109039>.
- Ahsiur Rahman Nirjhar, Saquib Ahmed*, “Magnetic Proximity-Induced Colossal Valley Splitting in WTe₂ for Room Temperature Valleytronics”, ACS Appl. Electron. Mater., 2025, 7, 5, 2012–2021, <https://doi.org/10.1021/acsaelm.4c02276>
- Kevin Ochoa1, 3, Leanna Tse2, 3, Saquib Ahmed1, 3, *, Perovskite and Cadmium Telluride in Next-generation Photovoltaic Technologies, American Journal of Energy Engineering 2026, Vol. 14, No. 2, pp. 71–82 <https://doi.org/10.11648/j.ajee.20261402.14>.

Ilya Grinberg and others:

- Jill Singer and Ilya Grinberg. *Expanding the EvaluateUR Method and Aligning its Outcomes to ABET Student Outcomes with Support from the NSF ATE Program*. In the Proceedings of 2026 Annual Conference of the American Society for Engineering Education, Charlotte, NC, June 21 – 24, 2026.

- Maryam Nasri, Ilya Grinberg, Ethan Jablonski, and Michael Calabrese. *An Integrated Electrical–Mechanical Capstone Platform for Solar Panel Maintenance with Automated Cleaning and Inspection*. Proceedings of 2026 Annual Conference of the American Society for Engineering Education, Charlotte, NC, June 21 – 24, 2026.
- Valerii Romanenko and Ilya Grinberg, (2025) *Lend-Lease Aircraft on the Soviet-German Front: The Test Case of the Air Battles Over Ukraine in 1944*. Chapter in edited volume *The German-Soviet War: Combat, Occupation, and Legacies*. Cornell University Press.

Mariam Nasri and others:

- Maryam Nasri, Ilya Grinberg, Ethan Jablonski, and Michael Calabrese. *An Integrated Electrical–Mechanical Capstone Platform for Solar Panel Maintenance with Automated Cleaning and Inspection*. Proceedings of 2026 Annual Conference of the American Society for Engineering Education, Charlotte, NC, June 21 – 24, 2026.

Elizabeth O’Neil and others:

- O'Neill, E. A., McDade, K. T. & Fuzak, T. D., (2025) "Eliminating Lower Back Injuries to Instructors by Using Self-Loaded Adaptive Ski Equipment", *The Journal of Technology, Management, and Applied Engineering*.
- O'Neill, E., Fuzak, T., McDade, K., (2025) Mugale, M., Karki, S., Choudhari, A., Digole, S., Garg, M., Walunj, G., Borkar, T. (2025) High strength–ductility combination in low-density dual-phase high entropy alloys. *Journal of Alloys and Compounds* 1010, 177762
- Mugale, M., Choudhari, A., Karki, S., Desai, J., Walunj, G., Vukkum, V. B., Borkar, T. (2025) Investigation of protective coatings for reducing high-temperature oxidation of steels. on in low-density dual-phase high entropy alloys. *Journal of Alloys and Compounds* 77(2), 653–664
- Kusekar, S., Elder, J., Desai, J., Ahsan, S., Young, D., Walunj, G., Borkar, T. (2025) Laser Powder Bed Fusion and Hot Forging of 316L Stainless Steel: A Hybrid Additive Manufacturing Approach for Enhanced Performance. *Materials* 18(21), 4909 — 2025
- Mugale, M., Garg, M., Walunj, G., Kandadai, V. A. S., Jasthi, B. K., Borkar, T. (2025) Tweaking AlNi atomic fraction to enhance the mechanical properties of low-density AlCuFeNiTi-based high entropy alloys. *Journal of Alloys and Compounds* 1024, 180109

Brian Murphy:

- Murphy, B. P. (2025), *Clean Energy Education Research Methodology: Curriculum to Change Lives and Address Climate Change*. Paper presented at 2025 ASEE Annual

Conference & Exposition, Montreal, Quebec, Canada . 10.18260/1-2—56096 – received *Best Paper Award*

- Murphy, B. P. (2025), *Clean Energy Education Study Results and Recommendations: Curriculum to Change Lives and Address Climate Change*. Paper presented at 2025 ASEE Annual Conference and Exposition , Montreal, Quebec, Canada . 10.18260/1-2--56097

Patents

- US Pat. No.: 64/004,504. “Machine Learning-Guided and Experimentally Validated Methodology for Predictive Fabrication and Optimization of Photovoltaic Devices” (Dr. Ahmed)

Professional Service

Ilya Grinberg: ETAC ABET Commissioner and ETAC ExCom Member at Large; Team Chair on accreditation visits; Buffalo Section of IEEE Immediate Past Chair and faculty adviser of IEEE Buffalo State University Student Branch.

Stephanie Goldberg: faculty adviser for BSU branch of the National Society of Black Engineers (NSBE).

Jikai Du: faculty adviser for the Mechanical Contractors Association of America (MCAA) Student Chapter at BSU. The chapter supported one student to attend the “MCAA 2025 Great Futures Forum” at Salt Lake City, UT on October 9, 2025 – October 11, 2025.

Elizabeth O’Neill: faculty adviser of Industrial Engineering and Operations Management (IEOM) student branch.

Priority 4: Impact and Partnerships

Students regularly present undergraduate research and senior capstone projects at the *Student Research and Creativity Celebration (SRCC)*, *ASEE St. Lawrence Section Conferences*, the *ASEE Annual Conference*, and other professional venues. These experiences reinforce the professional standards embedded throughout our curriculum while providing valuable opportunities for professional networking and career development.

Undergraduate research and senior capstone projects are required components of every program within the department. Student performance is evaluated using discipline-specific assessment measures that emphasize technical competence, reliability, professionalism, quality, and service. Beyond traditional academic grading, these assessments evaluate students' readiness for professional practice.

Assessment processes are aligned with ETAC/ABET Student Outcomes and incorporate performance indicators derived from the National Society of Professional Engineers (NSPE) *Body of Knowledge*.

Faculty publications, scholarly presentations, and letters of support from community and industry partners were described in Priority 3 above. Faculty growth is manifested through leadership roles in their professional societies at the local and national levels:

- Dr. Ahmed: Program Chair for Energy Conversion and Conservation and Nuclear Engineering Division of American Society for Engineering Education (ASEE) in 2025- 26.
- Dr. Murphy: Newsletter Editor for the same Division of ASEE.
- Dr. Nasri: chair of IEEE Buffalo Section Women in Engineering affinity group.
- Dr. O'Neill: Dual Credit Liaison for Engineering Technology
- Erie County Chapter of the *National Society of Professional Engineers (NSPE)* held their meeting at the department and engaged with students to emphasize the value of professional licensing.
- *IEEE Buffalo Section* held joint chapters meeting with a full day of technical presentations, *Women in Engineering and Technology* session, and student poster presentations.
- Dr. Grinberg: Founding Chair of Data Science and Artificial Intelligence Division of ASEE.
- Dr. Grinberg was inducted into the **ASEE Academy of Fellows**, one of the Society's highest honors. Election to *Fellow* status recognizes exceptional and sustained contributions to engineering education, the profession, and ASEE itself, advancing ASEE's mission to promote excellence in engineering education worldwide.

Priority 5: Growth Mindset

Growth extends beyond the classroom and reflects the department's documented results from continuous improvement and a focus on student success.

The Electrical Engineering Technology and Mechanical Engineering Technology programs have been identified as distinctive academic programs and continue to receive focused marketing efforts that highlight their unique strengths and strong career outcomes:

- Brochure for prospective students explaining benefits of engineering technology education
- Department participated in *Future Innovators in Engineering and Technology (FITE)* summer camp providing hands-on activities in robotics and solar energy for a number of local schools' students (Dr. Grinberg and Mr. Rosten)
- *Innovator for a Day* one-day activity with over 70 students from three local schools. Student members of Buffalo State IEEE student branch ran activities.

- Department hosted tours of students from Brooklyn STEAM as well as students from St. Joseph Academy.

Priority 6: Exemplars of Teaching

Buffalo State University places exceptional value on teaching, and department faculty consistently receive student evaluations that exceed university averages. Faculty maintain active involvement in professional organizations (IEEE, ASME, ASEE, MCAA, IEOM), contribute to their disciplines through scholarship and service, and support the department's accreditation efforts through ABET and ATMAE.

At department meetings faculty share innovative instructional practices, discuss curriculum improvements, reflect on assessment results, and explore new approaches to effective teaching.

Some of the pedagogical changes made to Engineering Technology courses this year were focused on better student engagement, including but not limited to:

- Students take noise readings for safety management purposes and use them as input for their assignments (Dr. O'Neill).
- Students debate how to handle energy generation in today's geopolitical environment and take field trips to manufacturers in the energy sector (Dr. Murphy).
- Tour of National Grid substation (Dr. Grinberg).
- Improved laboratory experience in machining, welding, and melting so each student may safely perform these tasks (Dr. Murphy).
- Group project where students have to research industry and industrial products/components that are manufactured and apply them to concepts taught in class (Dr. Ahmed).
- Students photograph a bridge of their choice and develop free-body diagram to study mathematical statistics on support forces on the bridge (Dr. Mayrose).
- EvaluateUR (ECURE) to enhance students' metacognitive capabilities (Dr. Grinberg).

Fashion Textile Technology (FTT): Arlesa Shephard, Chair

Priority 1: Curriculum Renewal

Curriculum enhancements were informed by industry partnerships, alumni feedback, the Industry Advisory Board, and initiatives such as the New Era Design-A-Thon, Bengala + RUNWAY, and internship feedback to suggest course and internship improvements that will better prepare students for careers in fashion, retail, entrepreneurship, and creative industries.

Fashion Merchandising and Fashion Design faculty reviewed recently implemented department curriculum and revised 4 courses: FTT451 *Senior Project*, FTT452 *Fashion Show Production*, FTT455 *Issues in Merchandising and Fashion Retailing*, and FTT488 *Internship*. (FTT451, FTT452, and FTT488 are experiential learning courses). Faculty are in the final round of revisions in anticipation of submission.

FTT implemented a new assessment plan approved at the end of 2024-25, collecting data on four SLOs implemented in 6 courses. The FTT faculty will review and discuss the assessment data in fall 2026.

In their Individual Faculty Reports, FTT faculty provide evidence of continuously updating content and activities within their courses based on the latest industry information, relevant technology, and new experiential learning opportunities. For example:

- **Mamta Saharan** explores and integrates new technology such as Wacom tablets in FTT308 *Fashion Illustration II* to enhance students' digital illustration skills and workflow; Inkscape into FTT304 *Textile Surface Design I* for vector-based textile design development, and Adobe Substance 3D Designer, Sampler, and Stager in FTT413 *Textile Surface Design II*, expanding student exposure to emerging digital textile and surface design technologies.
- **Erin Habes**, internship coordinator and instructor for FTT461 *Fashion Portfolio and Personal Branding*, refined coursework in portfolio development, professional branding, design thinking, internships, and experiential learning.

Curriculum Strengthening with Student Learning Supports

Emine Ercan worked with a student assistant who successfully completed FTT224 *Technical Apparel Design I*. **Avery Mengay** provided support during class in addition to offering tutoring two hours a week to students experiencing learning difficulties and assistance with mathematics.

Mamta Saharan recorded and edited instructional videos for FTT304 *Textile Surface Design I*, FTT308 *Fashion Illustration II*, and FTT413 *Textile Surface Design II* (in addition to a FTT499 independent study course taught in the spring) to enhance student learning and offer multiple means of content delivery and reinforcement.

Shantell Reid regularly identifies students who will be enrolling in FTT451 *Senior Design* and begins mentoring them during the Fall semester to better prepare students for production of their collections. This continuous monitoring and assistance begins with a group meeting followed by individual meetings with each student two to three times throughout the fall to review their progress, provide feedback on collection sketches, and guide concept development. In the spring semester, Dr. Reid conducts two supplemental three-hour work sessions each week in addition to the scheduled meeting times for the course.

Erin Habes integrates experiential learning, industry partnerships, and applied projects throughout her courses (FTT110 *Fashion and Creativity*, FTT252 *Fashion Styling*, FTT452 *Fashion Show Production*, FTT461 *Fashion Portfolio and Personal Branding*, and FTT488 *Internship*). Students engage with alumni, industry professionals, nonprofit organizations, and community partners through portfolio reviews, internships, guest speakers, the New Era Design-A-Thon, Bengala + RUNWAY, and other career-focused learning experiences. Alumni participated in portfolio reviews, providing students with valuable industry feedback, networking opportunities, and professional guidance.

Recruitment Through Course and Program Pathways

The College Access Program (CAP) provides high school students with the opportunity to earn college credits equivalent to FTT109 *Garment Construction I* and FTT110 *Fashion and Creativity* while in high school. Currently, the FTT Department has affiliations with 6 high schools within New York State: Erie I BOCES (both campuses), Orleans-Niagara BOCES, Capital Region BOCES, Eastern Suffolk BOCES, the High School of Fashion Industries, and the High School of Art and Design. Both **Arlesa Shephard** and **Shantell Reid** served as CAP liaisons this year, meeting with each high school level instructor twice each semester to exchange ideas, address questions and concerns, and recruit students. Dr. Shephard approved renewal materials for selected affiliations, reviewed a new instructor at the Capital Region BOCES, and participated in program reviews for Erie 1 BOCES, Capital Region BOCES, and the High School of Fashion Industries.

The department continues to see a high level of success with its 3+1 agreement with New York City's *Fashion Institute of Technology (FIT)*, a pathway for students enrolled in a major in the FTT Department to complete both a bachelor's degree from Buffalo State and an Associate's Degree from FIT. As part of the agreement, students enrolled in a fashion

program at Buffalo State can apply to spend their senior year at FIT to complete a 1-year associate program, thus completing their bachelor's and associate degree within 4 years.

Curricular Relevance Through Career Advice and Support

Fashion & Textile Technology faculty offer career advice and support within courses as well as through advisement and other mentoring opportunities. By inviting industry guests into the classroom, faculty help students better understand real-world applications within our discipline and provide networking opportunities. For example:

Erin Habes supports student career preparation through industry networking opportunities, guest speakers, portfolio reviews, internship supervision, and experiential learning initiatives. She re-established the New York City industry trip (October 2025), providing students with access to leading fashion and retail companies including Valentino, Coach, Madewell, S2 Sportswear, WPP Media, and Kith, and visited the MET where students saw the acclaimed exhibit *Superfine: Tailoring Black Style*. As part of this trip, she organized an alumni networking event that connected current students with more than 10 Fashion & Textile Technology alumni, creating opportunities for mentorship, career exploration, and professional relationship building. Additionally, she invited alumni and industry professionals into classes throughout the year to provide portfolio reviews, industry feedback, and career guidance. She invited professionals to engage in a portfolio review for FTT461 *Fashion Portfolio and Personal Branding*.

Mamta Saharan invited representatives from the New Era Cap Foundation to speak with students in FTT308 *Fashion Illustration II* about nonprofit partnerships, professional networking, and career pathways in the fashion industry.

Ji Young Lee invited a professional business advisor, Ms. Olivia Harbor, from the Buffalo State Small Business Development Center to speak with FTT students in Fall 2025 to provide a guest lecture on business strategies for small fashion businesses, specifically focusing on how to launch a new fashion business, including legal steps, marketing strategies, and long-term business planning.

Kym Mathis took her FTT359 *Fashion Retail Environment Design* class to visit the gift shop in the AKG to explore different visual merchandising techniques. At least one FTT student is now employed in the AKG gift shop.

Arlesa Shephard takes her students on field trips each fall and spring as part of FTT348 *Fashion, Society, and History* where students visit the ancient Peruvian textile collection held in the Art and Design Department on Campus as well as the Buffalo History Museum Resource center. One student will be a summer 2026 volunteer in the FTT Historic Costume and Textile Collection working directly with Dr. Shephard.

Priority 2: Border Crossing

The Fashion & Textile Technology Department encourages the SEP initiative of border crossing through: 1) cross-disciplinary collaboration, 2) experiential learning in the classroom, and 3) research and scholarly partnerships.

Cross-disciplinary collaboration

Seven FTT courses are cross-disciplinary included in the Family and Consumer Science Education major, the Women and Gender Studies minor, and the Fibers concentration in Art and Design: FTT109 *Garment Construction I*, FTT206 *Survey of Fashion Textiles*, FTT348 *Fashion Society, and History*, FTT304 *Textile Surface Design I*, and FTT413 *Textiles Surface Design II*. FTT349 *History of Textiles* is a general education course in World History and Global Awareness.

Erin Habes, internship coordinator and faculty producer of RUNWAY, collaborated extensively across campus especially this year on the new collaboration of Bengala + RUNWAY 2026. She worked with the Buffalo State Foundation, Institutional Advancement, Marketing and Communications, Women in Technology, Africana Studies, alumni networks, and community partners.

Additional interdisciplinary collaborations included a Buffalo Art Studio panel discussion, a Women in Technology speaker event, and partnerships with nonprofit organizations integrated into the AMPLIFY framework.

Experiential and Applied Professional Learning Beyond the Classroom

Erin Habes integrates experiential learning through internships, portfolio reviews, industry-sponsored challenges, nonprofit partnerships, community-engaged learning, entrepreneurship initiatives, and experiential production management. Students in her courses participated in Bengala + RUNWAY, the New Era Design-A-Thon, Bengal Bodega, and direct engagement with community and industry partners.

Fashion design students enrolled in **FTT451 Senior Project** demonstrate their ability to complete a cohesive and marketable collection through trend research, ideation, concept development and presentation, pattern development, critique and revision, production, and specification development. Completing these steps and presenting their collection in a public setting, prepare them for industry expectations and provide public exposure for their work.

Fashion merchandising students enrolled in **FTT488 Internship** work directly with a supervisor/mentor in a fashion business to learn specific skills related to management, visual merchandising, assortment planning, marketing and communication, and/or other

career skills. The experiential learning in these courses provides students with preparation experience that crosses borders with business, finance, communications and career management.

Research and Cross-disciplinary Teams

Erin Habes maintained and expanded scholarly, industry, and community partnerships with New Era Cap, New Era Cap Foundation, Buffalo Spree, Buffalo Art Studio, Women in Technology, Spicy Creative, Legacy House Studio, BuffaloveBus, alumni networks, nonprofit organizations, and community partners. Her additional partnerships with local businesses and creative entrepreneurs—including Via Princessa, Save the Rags, Cyber Bae, Second Chic, and Half & Half—provided opportunities for fashion styling, editorial photo shoots, applied creative research, and public-facing scholarship. She also advanced interdisciplinary "border crossing" initiatives through both curricular and co-curricular experiences, including the New Era Design-A-Thon, which brought together Fashion & Textile Technology and Graphic Design students in cross-disciplinary teams that reflected real-world industry practice. In **FTT452 Fashion Show Production**, Ms. Habes expanded enrollment by recruiting students from Jewelry Design, Graphic Design, Africana Studies, and Marketing Communication. These collaborations enriched student learning while demonstrating the intersections between fashion, design, marketing, communication, culture, and community engagement.

Fashion design student **Amaya Blatner** worked with **Emine Ercan** in fashion and **Bridget Chesterton** in History and Social Studies Education to develop Latin dance fashions using Clo3D fashion design software. Her work was presented at the student showcase in spring 2026.

Fashion design student **Grace Maldonado** continued the research she began with **Mamta Saharan** in 2025 as part of the EURO program, where she explored creating textile fibers from algae. To expand her research, she worked with **Olga Novikova** from Biology and presented her research, which focused on adding dyes/color to the algae yarn, at the student showcase this spring.

Ji Young Lee collaborates with other researchers to develop and submit journal articles, conference presentations, and published abstracts. This past year conference abstracts were published and presented as posters at the 2025 International Textile and Apparel Association (ITAA) annual conference, and two additional conference abstracts were accepted for a poster presentation at the 2026 ITAA annual conference. Research collaborators represent the University of Hawai'i at Mānoa, Old Dominion University, University of Minnesota, and Yonsei University in South Korea.

Priority 3: A Shared Culture of Doing

The Fashion & Textile Technology Department engages in the SEP initiative of a shared culture of doing through: 1) undergraduate research and mentorship, 2) service beyond the department, 3) presentations and invited speaking engagements, 4) publications and grants, and 5) consultations

1. Undergraduate research and mentorship

All Fashion & Textile Technology faculty engage in undergraduate research and mentorship. As a product of their research and mentorship, 32 fashion students presented at the Student Showcase, 14 students presented their senior collections at RUNWAY, successfully earned undergraduate fellowships and/or awards, and successfully submitted their work to external competitions

Together, the FTT faculty spent a total of 534 hours engaging with students in undergraduate research and mentorship throughout the 2025-26 academic year:

- **Ji Young Lee** mentored a team of three students for the 2026 *American Association of Textile Chemists and Colorists* (AATCC) “Concept 2 Consumer (C2C) Student Design & Merchandising Competition,” a national-level undergraduate competition. Under the theme of “Multipurpose Performance,” the team developed an adaptive and versatile campus wear line designed to support college students’ transitions throughout the day, from studying to relaxing on campus. The team presented their poster at the 2026 Buffalo State *Student Research and Creativity Conference* (SRCC).
- **Ji Young Lee** serves as advisor for **T’Keyah McCrea** who was accepted for the Buffalo State 2026 Summer Undergraduate Research Fellowship (SURF). Her research project examines Gen Z consumers’ responses to virtual fashion retail.
- **Emine Ercan** mentored **Amaya Blatner**, enrolled in FTT326 *Digital Fashion Design I* who presented at the SRCC.
- **Shantell Reid** mentored **Jaylene Perez** enrolled in FTT451 *Senior Project*, who received a small grant for the collection she designed for RUNWAY and presented her outcomes at the SRCC.
- **Arlesa Shephard** mentored students in her FTT348 *Fashion, Society, and History* class to work in groups on undergraduate research topics. Eight groups presented posters at the SRCC.
- **Mamta Saharan** mentored student researcher, **Mayleen Hernandez**, who received third place in the SRCC three-minute pitch competition.
- The student team that won first place at the New Era Design-A-Thon was invited to participate in an evening performance at the Burchfield Penney Art Center (BPAC)

on the evening of the Student Showcase. Student designs from the event were displayed for visitors to view at the BPAC reception prior to evening performances.

- **Mamta Saharan** mentored 8 students who were preparing fashion illustrations and technical flats related to their senior collection
- **Erin Habes** mentored RUNWAY Student Co-Directors **Jada Ivey** and **Trayvel Patterson**

2. Service (University, community, professional)

- **Mamta Saharan** participated on the President's Award Committees for Excellence in Service, Teaching, and Academic Advisement. She served as Vice President of Publications for the Costume Society of America and participated in the ITAA Undergraduate Curriculum Committee.
- **Erin Habes** served as Chair of the Fashion & Textile Technology Industry Advisory Board and hosted the Fall 2025 Industry Advisory Board meeting. She served as Faculty Advisor for the Fashion Club, is a member of the Bengal Bodega Committee, and serves the department as Internship Coordinator.
- **Shantell Reid** served on the President's Council for Equity and Diversity, Commencement Advisory Board, is an affiliate disciplinary member of Africana Studies, and Faculty Liaison for three CAP programs. At the community level, she served on the board of WUFO for the Black Radio Collective of History.
- **Ji Young Lee** participated on the President's Award Committees for Excellence in Service.
- **Arlesa Shephard** served as a liaison with the CAP program. She was elected to the Costume Society of America (CSA) Board of Directors, serves on CSA Creative Works Honors, and led the annual Member-to-Member program which facilitates networking. She serves on the International Textile and Apparel Association (ITAA) Curatorial Exhibition Scholarship Award Committee and the ITAA Scholarship Committee, was elected to the board for Goodwill of WNY and is a website manager for the Kenmore Quilt Guild.
- **Keunyoung Oh** serves on the AFP Advisory Board, and takes part in the Natural Fiber Textile Development Workgroup.

3. Presentations and invited speaking engagements

FTT faculty achieved 9 conference presentations, 8 invited presentations, and 11 creative scholarships or performance endeavors.

- **Mamta Saharan** presented "Digitization of Extant Textiles: Using Adobe" at the 2026 CSA Conference, "Substance 3D Sampler to Capture, Reinterpret, and Recycle Historic Silk Fabrics." She has a presentation accepted for the 2026 ITAA conference

titled “Virtual Bodies, Real Impact: Utilizing CLO3D Parametric Avatars in the Fashion Illustration Classroom.” This submission is also under consideration for the 2026 ITAA Paper of Distinction Award.

- **Ji Young Lee** presented two posters at the 2025 ITAA annual conference: (1) Kang, J-Y., Lee, J. Y., Choi, D., Bahng, Y., Koo, S. H., & Song, J. (2025) *How Artificial Intelligence is Revolutionizing Virtual TryOns? A Means-End Chain Model Perspective*. (2) Kang, J-Y., Koo, S. H., Lee, J. Y., Reilly, A., Choi, D., & Song, J. (2025) *Proximity of Digital Clothing to Self and the Tendency for Virtual Appearance Comparison in Digital Ecosystems: The Digital Twin Like-Me vs. Another-Me Perspective*. She has two presentations accepted for the 2026 ITAA annual conference: (1) Lee, J. Y., Park, K. H., Kang, J-Y., & Choi, D. (2026). *Click, Walk, Shop: Consumer Responses to Virtual Pop-Up Retail in Fashion Brands’ E-Commerce Platforms*. (2) Kang, J. Y. M., Koo, S. H., Lee, J. Y., & Cho, Y. *From Digital Twin-Driven Situational Aesthetic Awareness to Metaverse-Induced Real-World Consumption Loyalty: A Sequential Mediation Analysis*. Both submissions are currently under consideration for the 2026 ITAA Paper of Distinction Award.
- **Keunyoung Oh** gave a poster presentation at the 2025 Society of Fashion & Textile Industry – Chiang Mai University International Conference: Lee, K-H, Yoh, E., Lee, H-H., & Oh, K. (2025, July). *The global appeal of K-culture contents: Insights from brand coolness and the WOW factor*. Chiang Mai University International Conference. It earned a Best Paper Award at the 2025 SFTI-CMU Annual Conference, Chiang Mai, Thailand.
- **Shantell Reid** presented a creative scholarship at the 2026 CSA conference titled *Textile Mirage-A Vision of What Could Be*. She also presented research at the 2026 ITAA annual conference (in conjunction with **Arlesa Shephard**) titled *Developing a Social Justice Pedagogical Framework for Fashion Courses Using Participatory Action Research*. Dr. Reid and Dr. Shephard also presented their research at the 24th Annual Faculty/Staff Research and Creativity Fall form in 2025. In the fall, Dr. Reid also gave a special presentation and exhibition of her five-piece collection of mulberry paper dresses at Thomas Jefferson University in Philadelphia, PA, to help educate students about textile waste and sustainable design exploration.
- **Mamta Saharan** gave an online guest lecture titled “CAD and Textiles: Innovations for Way Forward” to the G. B. Pant University of Agriculture and Technology, Pantnagar, India (Dec 13, 2025). She also served as a guest speaker in her role of Vice President of Publications for the Costume Society of America (CSA) for the webinar, “How to Submit an Article to Dress” as part of the Conversations on Dress series (Jan 14, 2026).

- **Erin Habes** spoke at Women in Technology: "Innovation Behind Buffalo State's Biggest Events (March 31, 2026).
- **Erin Habes** and **Shantell Reid** were invited panelists at the Buffalo Art Studio, "Blue Jeans and Black Hair: Decolonizing Standards of Fashion" (October 24, 2025).
- **Keunyoung Oh** was invited to speak at the Global Retail Fashion-Tech Seminar, Keimyung University RISE Project Group (January 7, 2026) Daegu, Korea.

4. Publications and grants

- **Mamta Saharan** submitted the article "Digitization of Historic Bar Jacket Using CLO3D" to the *International Journal of Fashion Design, Technology and Education* (under review). She served as the principal investigator for a grant proposal to Cotton Incorporated titled "The Cotton Continuum: Tracing the Journey from Fiber to 3D Product Design" (\$40,000 – not funded).
- **Ji Young Lee** submitted "The AI revolution in virtual try-ons: A means-end chain model perspective" to *Behavioral Sciences* (2nd review after revision).
- **Shantell Reid** and **Arlesa Shephard** submitted "Developing a social justice pedagogical framework for course development using Participatory Action Research" to *Educational Studies*.
- **Arlesa Shephard** submitted "Applied learning and case studies: Preparing students for the 21st century" to *International Journal of Fashion Design, Technology, and Education* (2nd review after revision) and "Student choice in a textiles class: Using self-determination theory" to the *Clothing and Textiles Research Journal*. She is under contract with Fairchild Publishing to revise *Survey of Historic Costume*, the leading textbook on the history of dress.
- **Erin Habes** published three articles in *Buffalo Spree* focused on fashion, entrepreneurship, retail, and community engagement. The articles highlighted the impact of creative industries, local businesses, and fashion-related storytelling within Western New York. Ms. Habes helped to secure \$20,000 in sponsorship to produce RUNWAY, \$7,925 in sponsorships for student awards given at RUNWAY, and \$21,700 of in-kind sponsorship donations to the production of RUNWAY.

5. Consultations

As part of a shared culture of doing, FTT faculty have offered their expertise through consultation to benefit the local community.

Arlesa Shephard (in her capacity as the curator of the FTT Historic Costume and Textile Collection) was asked to consult on conservation efforts regarding historical 1920s vestments held in the collection of the St. Louis Church in downtown Buffalo, demonstrating how to properly vacuum and store the vestments to prevent future damage.

Priority 4: Impact and Partnerships

Faculty serve as leaders/mentors for multiple student organizations and programs including RUNWAY, Bengal Bodega, the New Era Design-A-Thon, Fashion Club, the National Retail Federation, and the Fashion Scholarship Fund.

The Fashion & Textile Technology Department played an important role in the combination of **Bengala + RUNWAY** this year, which served to raise money and awareness of student achievements, resulted in the largest campus-wide event for the year. Ms. Erin Habes served as Faculty Director and Producer of RUNWAY and worked very closely with Elizabeth Grady, the producer of Bengala, to successfully develop, market, and execute this important merged event. In her role with Bengala + RUNWAY 2026, she mentored student leaders and oversaw one of Buffalo State's largest experiential learning initiatives. Ms. Habes also helped to coordinate partnerships between students enrolled in FTT451 Senior Project with non-profits in the community as part of their collection development for the event. The fundraising goals for Bengala + RUNWAY were exceeded, which is evidence of the success of this event. Furthermore, sponsorships for RUNWAY resulted in awards totaling \$7,460 given to students participating in the event and \$3000 offered to students enrolled in FTT451.

Bengal Bodega, developed by the Fashion & Textile Technology Department in 2024, is a popup marketplace event where student fashion business owners at Buffalo State University sell products such as jewelry, accessories, and apparel. The event is held in conjunction with the RUNWAY show and the Student Art Sale held at Burchfield Penny Art Center. As a Bengal Bodega faculty director, **Ji Young Lee** led and managed multiple aspects of the event. This year, she also managed the newly established Dr. Keunyoung Oh Bengal Bodega Fashion Startup Fund (\$2,500) for student entrepreneurs participating in Bengal Bodega.

Another initiative that provided students with industry networking opportunities and experiential learning was the **New Era Design-A-Thon**. Erin Habes served as Co-Creator of the New Era Design-A-Thon for the third year in spring 2026, providing students with industry-sponsored learning, mentorship, networking, and career development opportunities. FTT faculty volunteers served as mentors and other supports throughout the intensive three-day event. FTT alumni were also invited to attend one afternoon of the event, which served as a great opportunity to connect with alumni and provide further networking opportunities.

The Fashion Club provides programing for students interested in fashion, runs an affiliated Instagram page to promote their and the department's activities, and supports the FTT department's educational initiatives. Fashion Club connects students with external fashion

opportunities in the community, such as volunteering for community-produced fashion shows.

The FTT Department is a member of the **National Retail Federation (NRF) Foundation**. NRF scholarships include the Next Generation Scholarship, the NRF Foundation x CVS Health Foundation® Retail Management Scholarship, and the Rising Star Scholarship. The NRF holds competitions (e.g., the University Challenge), and provides internship opportunities. FTT major **Alex Imperi**, received the NRF Foundation x CVS Health Foundation® Retail Management Scholarship. Each semester, one student is nominated to serve as the NRF Student Ambassador who's primary responsibility is promoting NRF scholarship opportunities to students in related disciplines, including Business and Art & Design majors. This year, a group of five FTT students, including the NRF Student Ambassador and several scholarship recipients, attended the NRF Student Program, a premier retail conference for college students held annually in New York City each January.

Arlesa Shephard is the campus liaison for the **Fashion Scholarship Fund**, which offers an annual case study competition for students every October. Students who participate in this scholarship competition can be awarded \$10,000 and industry mentoring and networking opportunities.

Service Learning and Experiential Learning

The Fashion & Textile Technology Department embeds experiential and service learning in required coursework and through multiple external initiatives previously discussed. The role of applied learning and partnerships is particularly relevant to the following courses: 1) FTT488 Internship, 2) FTT451 Senior Project, 3) FTT461 Portfolio and Personal Branding, and 4) FTT252 Fashion Aesthetics and Styling.

1. FTT 488 Internships: 15 students completed internships with industry partners.

- Summer 2025 internship placements included Cecilia Aceves Minakata (Rove Boutique), Chelsea Bruno (Buckle), Catherine Campbell (Trend Up), Dominique Dinkins (Professional Development Project), Michelle Fields (Burlington), Krishivardhani Gangadharan (Pearl Global USA), Kennedy Hernandez (Marc Eram Styling), and Gia Slaughter (Half & Half Clothing).
- Fall 2025 internship placements included Kennedy Goremusandu (Professional Development Project), Ghadeer Alwaisi (Tom and Luigi's Tailor Shop), and Gabrielle Williams (MMW Style).

- Spring 2026 internship placements included Shaniya Barber (That Dream Girl Shop), Ethan Hathaway (DSW), Celina Muller (Bengala), Trayvel Patterson (RUNWAY), Shannon Stack (Extension), Naylani Stokes (Legacy House), and Gabrielle Williams (Trend Up).

2. FTT 451 Senior Project taught by Shantell Reid: 14 students completed fashion collections presented at RUNWAY Each student worked with a non-profit community partner aligned with their personal interests and values.

Students engaged in service-learning experiences that connected fashion design, storytelling, advocacy, and community impact. These partnerships encouraged students to explore how creative practice can be used to support social causes while developing leadership, collaboration, and professional skills. Community partners included Compeer Buffalo, The Summit Center, Dumas RISE, African American Cultural Center, Buffalo Niagara Waterkeeper, VOICE Buffalo, Erie County Bar Association Volunteer Lawyers Project, Journey's End Refugee Services, Mental Health Advocates of Western New York, Stitch Buffalo, Habitat for Humanity Buffalo, Upward Design for Life, Rachel's Warrior Foundation, Homespace, Hispanic Heritage Council of Western New York, and HEAL Buffalo.

3. FTT 461 Portfolio & Personal Branding taught by Erin Habes

Industry professionals conducted portfolio reviews and helped students strengthen their professional presentation. Alumni reviewers included Jason Dolenowski, Vanessa Miller, Zoi Mastoras, Maddy McDaniel, Chris Nelson, and Austin Guyett, all of whom are employed by New Era Cap. Ashley Lairmore, Human Resources Manager at New Era Cap, visited the class to discuss career pathways, recruitment, and professional expectations within the industry. Additional professional development opportunities were supported through partnerships with New Era Cap Foundation, Buffalo Spree, Buffalo Art Studio, Women in Technology, Spicy Creative, Legacy House Studio, BuffaloveBus others.

4. FTT 252 Fashion Aesthetics & Styling taught by Erin Habes

Students partnered with local brands, boutiques, and entrepreneurs—including Via Princessa, Save the Rags, Cyber Bae, Second Chic, and Half & Half, many of which are owned or operated by Fashion & Textile Technology alumni—to develop and execute professionally styled brand campaign photo shoots.

SOE Priority 5: Growth Mindset

The Fashion & Textile Technology Department engages in the SEP initiative of a growth mindset through 1) enrollment management and advisement, 2) recruitment and retention efforts, 3) social media engagement and activity, and 4) student organizations.

1. FTT has shown enrollment growth since 2022 as follows (figures are fall 25, spring 26)

FAD/APD Concentration 137,130

FMD Concentration 50, 44

Undecided Concentration 11, 4

Total FTT/FST Majors 198, 178

FAH Minor 26, 30

Department chair, Arlesa Shephard works closely with professional advisor, Hilary Andelora-Lease. FTT faculty advisors reach out to their advisees each semester and encourage in-person meetings to discuss course registration, offer career advice and provide content support. The average number of advisees assigned per FTT faculty is 25.

2. FTT major shows higher than average retention rates compared with the broader university with fall 2024 to spring 2025 retention rate of 86%.

The department adopted a new tri-fold brochure that was printed and used for recruitment of new students. Faculty visited selected high schools and hosted high school group visitations to the Fashion & Textile Technology Department.

As part of the **College Access Program (CAP)**, **Shantell Reid and Arlesa Shephard** conducted virtual and in-person visits to high schools in the region and across the state to encourage students to participate in this pathway program.

Faculty participate in Career Days for local BOCES, field trips to NYC, and invite potential students to attend RUNWAY for free.

To recognize student achievement and encourage rapport, the FTT Department held their 3rd annual FTT Recognition Reception. All students are welcome at this event, where student achievements are highlighted, and graduating seniors are recognized.

3. Social media engagement and activity: Fashion & Textile Technology maintains an active social media presence through Facebook, LinkedIn, and Instagram. Social platforms generated an estimated 850,000–1,000,000 post and reel views. The @buffalostaterunway account alone generated approximately 453,500 views between January and May 2026, including a peak of 300,000 views in April during the Bengala + RUNWAY campaign.

The FTT Department instituted a Microsoft Teams chat to communicate directly with FTT/FST majors about upcoming opportunities and events.

4. Student Organizations: Students gained valuable experiences by engaging with the Fashion Club and the National Retail Federation (NRF). Throughout the 2025–2026

academic year, the Fashion Club organized activities including vision board workshops, styling workshops, model bootcamps, fashion games, *Fashionpreneurship* Week, student pop-up markets, community clothing drives, and collaborative creative events.

SOE Priority 6: Exemplars of Teaching

The Fashion & Textile Technology Department demonstrates the SEP initiative Exemplars of Teaching through 1) professional development, 2) building rapport in the classroom, and 3) engaging with organizations that promote excellence in our field.

1. Professional Development: On their Individual Faculty Annual Reports, the FTT faculty listed completing 40 professional development activities, committing a total of 109 hours to these activities. Faculty led 12 professional development experiences.

- **Mamta Saharan** joined the Women in Technology (WIT) Committee, participated in the SUNY Online Summit 2026, attended the CottonWorks webinars “Is The Digital Materials Supply Chain Ready To Scale?” (October 23, 2025) and “Artisanal Aesthetic: Translating Trends into Embroidered Denim” (Nov 13, 2025)
- **Shantell Reid** engaged in three professional development experiences focused on pedagogical practice, including a workshop hosted by Instructional Design and Distance learning titled “Accessibility as Pedagogical Practice” to learn how to make Brightspace content more accessible, a second on how to develop engaging online content for students and a third on how to make documents and PowerPoints accessible when posting them online.
- **Erin Habes** focused on teaching excellence, experiential learning, industry engagement, and student success. Her activities included participation in BOF (Business of Fashion) Voices programming, completion of the WGSN podcast series, attendance at the New Era Cap Foundation Women’s Event, Women in Technology events, Drupal training, and the WNY Venture Association Forum.
- **Ji Young Lee** attended a guest speaker lecture series titled “Bengal Entrepreneurship Program – Local Leaders” hosted by the Buffalo State Small Business Development Center to supports her work with the Bengal Bodega.
- **Arlesa Shephard** received training on Tableau navigation, Drupal training for editing the department website, and participated in the “Refresh Symposium” hosted by the School of Education and Applied Professions in January. She attended three workshops through the International Textile and Apparel Association (ITAA) conference to stay up to date on accreditation requirements and the digital design certification, she served as a department representative at the TAPAC Accreditation and Affiliates meeting. She attended interactive presentations which explored the

use of new digital technologies, such as AI and their applications in the fashion classroom.

- **Drs. Lee, and Shephard, and Ms. Habes** led professional development sessions.

2. Building rapport in the classroom: FTT Faculty continually review student feedback and make updates to their pedagogy to help build and maintain rapport with students and improve their sense of belonging. Faculty receive positive feedback from students that includes student comments that courses exhibit strong organization, clear communication, and supportive instruction. Efforts to include experiential, industry-connected, and community-based activities designed to deepen student learning, strengthen workforce readiness, and create opportunities for real-world application is also deeply appreciated with, one typical student comment: “The classroom environment is very comfortable and makes everything feel like a community effort,” and a second, “Creates fun in-class activities and demonstrates her knowledge in a way that helps prepare us for the real world.”

Field experiences and tours help students gain a better understanding of clothing and culture, an aspect of extra-curricular activity that students comment on positively.

Online student comments included: “The balance between hands-on learning/lab in addition to complementing lectures helped students better understand concepts and allowed students to access the lessons with more flexibility.”

3. Engaging with organizations that promote excellence in our field: the FTT Department and its faculty are affiliated with the following professional organizations and memberships: AATCC, CSA, FSF, ITAA, NRF, and TAPAC. Such professional affiliations keep FTT programs stay updated on the latest information, technology, and trends related to the fashion industry.

Department and faculty affiliations with these professional groups provides advantages to our students such as:

- Students do not have to pay additional membership to engage with NRF, participate in programing, and apply for scholarships and competitions.
- Students have access to the FSF competition, a case study competition where students can be awarded \$10,000 scholarships and earn industry internships and mentorship.
- The Textile and Apparel Programs Accreditation Commission (TAPAC), gives students access to the latest information on accreditation and certificate programs in the field of fashion education.

- By serving on review committees for professional organizations as well as respected journals in our field, faculty provide state-of-the-art content in courses and programming designed to make graduates highly marketable
- Faculty membership with the American Association of Textile Chemists and Colorists (AATCC), Costume Society of America (CSA), and the International Textile and Apparel Association (ITAA) allows students to have access to scholarships and competitions and the latest industry information.

Health, Hospitality, Nutrition and Dietetics: Catherine Cardina, Chair

Programs in HHND

1. Health and Wellness (B.S.)
2. Minor in Coaching and Physical Education
3. Certificate in Exercise Science
4. Certificate in Health Promotion Sciences
5. Micro-Credential in Intro to Food Literacy
6. Micro-Credential Community Nutrition and Food Literacy
7. Combined Pathway (B.S./M.S.) Dietetics
8. Nutrition and Dietetics (B.S.)
9. Hospitality Administration (B.S.)
10. Minor in Hospitality Administration

Priority 1: Curriculum Revision

Health and Wellness Program updates and revisions

1. *Health and Wellness B.S.*
 - a. Updated title of HEW 305 course to *Community Health and Wellness*.
 - b. Course Revision of HEW225: *Introduction to Public Health* approved.
 - c. Revised prerequisites for HPR/HEW 335: *Prevention and Care of Athletic Injuries*, HEW 331 *Principles of Strength and Conditioning*
 - d. Added elective to the HWP Program: HEW 330: *Principles of Personal Training*.
 - e. Updated the HEW Programs website.
2. *Minor in Coaching and Physical Education*
 - a. Added electives, HEW 330 Principles Of Personal Training and HEW 331. *Principles of Strength and Conditioning*
 - b. Removed elective HPR 319/SOC 324.
 - c. Revised prerequisites for all HPR *Techniques and Theories* courses.
3. *Certificate in Exercise Science*
 - a. Program revision: HEW 345 Wellness, Fitness, and Aging (3 credits) replaced HEW 306 *Exercise Physiology II* (3 credits) as a required core course.
 - b. Removed an elective course (SOC 324).

Nutrition and Dietetics Programs

1. New procedure for Combined Pathway (B.S./M.S.) Dietetics immunization and health data- collaboration with Weigel Health Center.
2. [Dietetics Handbook](#) Revisions- new policies on remediation and midterm grade entry for graduate courses.
3. Updated Combined Pathway (B.S./M.S.) Dietetics [program roadmap](#) (pre-requisite and pre-graduate semesters are now specified).

4. Updated [catalog](#).
5. Streamlined NAD major; moved KRDNs from NFS420 and NFS495.
6. SP26- Stacked Micro-Credentials in Intro to Food Literacy and Community Nutrition and Food Literacy approved.
7. Updated the Nutrition and Dietetics Programs website.

Hospitality Administration

1. Completed **20** HTR course revisions
2. Updated Minor, Hospitality Administration Program
3. Updated HTR curriculum roadmap
4. In progress – update Hospitality Administration program, concentrations, minor
5. 7 HTR courses are no longer taught, during program update fall 2026, deactivation of these courses will take place.
6. HTR-340 *Industry Experience* course offered in all 3 concentrations during fall, spring and summer.
7. Cross-list BUS-212 with Hospitality Administration core major courses

Priority 2: Border Crossing

1. Global research interests:
 - a. George C. et al. Factors associated with contraceptive use among reproductive-age women during a pandemic: Evidence from a small developing state. *PLOS Global Public Health* (accepted for publication May 11, 2026)
 - b. George C. et al. *Equity in Action: PrEP Access and HIV Prevention in Caribbean Small States. Conversations in and out of the Disciplines* series continues, Friday, December 5, 2025
 - c. “Stopping HIV Before It Starts: PrEP-Centered Strategies for High-Risk Populations in The Bahamas,” Biology Department and the Great Lakes Center e-seminar, February 23, 2026.
2. Working across school boundaries:
 - a. Continued coordination with professional advisors, ACE, and EOP to ensure students are being academically supported and to stay on track for graduation.
 - b. Hospitality and Tourism faculty actively worked with International Global Engagement Office Director International Student and Scholar Services, Maurene Callahan Bouras Center

- c. Health and Wellness interns had placements at Weigel Health Center, Athletics, and BSG.
- d. **Clemon George** served on the BSU Student Welfare Committee and Pre-Health Professions Committee
- e. **Kate Cardina** served on the Faculty Senate Research and Instruction Committee.
- f. **Danielle King** arranged SAS training for the HHND faculty.
- g. **Danielle King** served as the Graduate Advisory Council Chair.

Nutrition and Dietetics Faculty Campus Engagement and Inter-Departmental Activities

Date	Event/Activity	Initiating Faculty
8/1/25-12/10/25	Nutrition Education and Counseling Center provided nutrition counseling to 40+ university members through RDN supervised students.	Michele Georgen
8/11-15/25	Kitchen Confidence Camp	Elizabeth Hartz
8/22/25	1 st Year Orientation	Elizabeth
10/24/25	Phi Upsilon Omicron Honor's Society re-established and initiation ceremony held	Danielle King
9/29/25	Interdisciplinary Iron Chef	Elizabeth
11/18/25	Awarded GAC grant for event: Truth, Trust & Trends in the Age of Generative A.I.	Tina Colaizzo-Anas
3/11/26	National Nutrition Month Event with Great Lakes Region Academy of Nutrition and Dietetics	Danielle Katie Manis Michele
4/23/26	Awarded GAC grant for event: Pantry to Plate Cookoff Challenge	Danielle Michele
5/6/26	2 nd Annual Taste the World Event with Journey's End	Michele

2. HTR On-Campus Partnerships for Collaboration and Curriculum Sharing

- a. ACE
- b. Alumni Center
- c. Biology Department
- d. Butler Library; and First Year Experience Librarian
- e. Canisius Young Adult Transition Program, People, Inc.
- f. Career and Professional Education Center
- g. Chartwell's
- h. College Based Transition Program, People, Inc.
- i. Design and Print

- j. EOP
- k. Weigel Health Center
- l. Milligan's Food Pantry collaboration- GAC Grant Event- From Pantry to Plate Cookoff Challenge.
- m. Great Lakes Region Academy of Nutrition and Dietetics collaboration- National Nutrition Month Event at BSU
- 3. Across School Boundaries Teaching Assignments:
 - a. Elizabeth Hartz taught one section of UNC 100 during the FL25 semester.
- 4. Campus Engagement and Inter-Departmental Activities
 - a. Campus House, Inc. Membership Event & HTR Course Alignments:
 - i. Artist's Lunch, Campus House members, fall 2025 & spring 2026
 - ii. Bengala+Runway, HR-375
 - iii. Beer vs Wine, fall 2025 HTR-480 & spring 2026, HTR-335
 - iv. Career and Professional Education Job and Internship Fair, HTR-375
 - v. Complimentary Coffee Bar Service, Campus House members – fall 2025 & spring 2025
 - vi. Cinco de Mayo, Campus House member event
 - vii. Fish Fry on Fridays, spring 2026
 - viii. Harry Potter Halloween Party, Campus House member event, HTR-480
 - ix. Jazz Renaissance Event, Campus House member event, spring 2026
 - x. Member Picnic, fall 2025
 - xi. Mocktail Event, spring 2026, HTR-375
 - xii. Networking, Campus House members, fall 2025 & spring 2026
 - xiii. St. Partick's Day Pop-up event, HR-375
 - xiv. Semester Welcome Back Event, Campus House members, fall 2025 & spring 2026
 - xv. Wednesday's on the Grill, summer 2025
- 5. Invited Consultations:
 - a. Katie Manis offers nutritional health presentations.
 - b. Elizabeth Hartz works with athletics to provide athletes with nutrition consultations.
- 6. Social Media
 - a. HND and HTR have active Instagram accounts.
 - b. Campus House associated with the Hospitality Administration program - Instagram and Facebook is active with posts and stories.

Priority 3: A Shared Culture of Doing

Publications and Presentations:

- a. George C. et al. Factors associated with contraceptive use among reproductive-age women during a pandemic: Evidence from a small developing state. *PLOS Global Public Health* (accepted for publication May 11, 2026)

- b. Roberson, L., Patel, A. (2026). Food & Supplement Medication Interactions. *Nutrition and Dietetic Educators and Preceptors of the Academy of Nutrition and Dietetics*. Release date May 29, 2026 – Elizabeth Hartz – Contributor and reviewer.
- c. King, D., Lojek, L., Faro, S., Keens, A., Suhr, A. Examination of Food and Nutrition Security Amongst Food Pantry Clients with Type 2 Diabetes, Hypertension, and Cardiovascular Disease in Buffalo, NY: A Mixed Methods Study. (2025). *Journal of the Academy of Nutrition and Dietetics*. 125(10): A-107.
- d. Published Abstract: King, D., Lojek, L., Faro, S., Keens, A., Suhr, A. Examination of Food and Nutrition Security Amongst Food Pantry Clients with Type 2 Diabetes, Hypertension, and Cardiovascular Disease in Buffalo, NY: A Mixed Methods Study. (2025). *Journal of the Academy of Nutrition and Dietetics*. 125(10): A-107.
- e. Poster Presentations:
 - 1) King, D., Haines, N., Abdellatif, T., et al. *Methods For Evaluating Food Pantry Nutritional Quality: Approaches to Assessing Chronic Disease Risk*. Poster presentation at New York State Academy of Nutrition and Dietetics Annual Conference and Expo. April 2026. Westchester, NY.
 - 2) Abdellatif, T., King, D. *Maximizing Treatment Outcomes Through Early and Ongoing Nutrition for Chemotherapy: The Case for Preventative Nutrition Care in Oncology*. Poster presentation at New York State Academy of Nutrition and Dietetics Annual Conference and Expo. April 2026. Westchester, NY.
 - 3) King, D., Lojek, L., Faro, S., Keens, A., Suhr, A. *Examination of Food and Nutrition Security Amongst Food Pantry Clients with Type 2 Diabetes, Hypertension, and Cardiovascular Disease in Buffalo, NY: A Mixed Methods Study*. Poster presentation at the Academy of Nutrition and Dietetics Food and Nutrition Conference and Expo (FNCE). October 2025. Nashville, TN.
 - 4) Faro, S. & King, D. (2025). *Food Pantry Barriers: A Mixed Methods Study of Perceptions and Practices*. Presented at SUNY Buffalo State University's Student Research and Creativity Conference. May 2025. Buffalo, NY.
 - 5) Madera, F. & King, D. (2025). *Beyond the Grocery Isle: Cultural Food Access and Acculturation in Buffalo, NY*. Poster presentation at New York State Academy of Nutrition and Dietetics Annual Conference and Expo. March 2025. Schenectady, NY.
 - 6) Lojek, L. & King, D. (2025). *Examination of Food and Nutrition Security Amongst Food Pantry Clients with Type 2 Diabetes, Hypertension, and Cardiovascular Disease in Buffalo, NY: A Mixed Methods Study*. Poster presentation at New York State Academy of Nutrition and Dietetics Annual Conference and Expo. March 2025. Schenectady, NY.
- f. Student Presentations:

- Dana Hart and Jon Lindner poster presentation from NYSAND
- Dana Hart, Annie Benson, Robert Stabler, Hanna Schmidt, Lindsey Parisse SRCC poster presentations
- Haley Mazgaj and Evelyn Grapes oral presentations for the BSU Graduate Research Fair.
- Joshua D'Angelo and Nicholas Marrara poster presentations from the Graduate Research Fair.

Community Service:

- f. **Kate Cardina** was member of the NYS AHPERD subcommittee for equity, diversity, and inclusion (EDI) and the NYS AHPERD Excellence in Higher Education Award
- g. **Clemon George** was a member of the Western New York Service-Learning group working to support researchers in developing CB scholarship

Priority 4: Impact and Partnerships

HTR Off- Campus Community Partnerships:

- AAA Western New York
- AKG
- Amazon
- American Culinary Federation, Buffal Chapter
- Buffalo Historical Society
- Buffalo Lodging Associates, LLC
- Buffalo/Niagara Marriott
- Buffalo Niagara Sports Commission
- Buffalo School of Culinary Arts & Hospitality Management
- Burchfield Penny Art Center – Roux
- Cake Crazy Bakery
 - Support the United Way through a sweet collaboration between Campus House and Buffalo State's SEFA campaign!
- Canisius Young Adult Transition Program, People, Inc.
- College Based Transition Program, People, Inc.
- Consumer's Pub at the Park, Sahlen's Field
- Country Club of Buffalo
- Crisis Services
- Cutze
- Delaware North Company
- Ellicott Development Corporation
- Empire Merchants North

- Erie County Department of Health, NARCAN
- Flying Bison, Inc.
- Gordon Food Service
- Hampton Inn, by Hilton
- Hilton Garden Inn
- Homeland Security Investigations, Buffalo, New York
- HRI Commercial Food Service
- Hyatt Regency Buffalo
- Irish Carbonics
- James Desiderio, Inc.
- Kids Escaping Drugs
- Kindred Fare
- Lake Effect Foodservice Solutions
- Lexington Co-op
- Merani Hotel Group
- Morgan Linen
- Moriarity Meats
- M.S.Walker
- Personal Touch Food Service
- Popularity
- Richardson Hotel
- Rich Products Corporation
- Rudra Management
- Souther Wine and Spirits
- The Plating Society
- The Terrace @ Delaware Park
- The Saturn Club
- Visit Buffalo Wegmans
- WIVB TV
- 20th Century Club

Nutrition and Dietetics Clinical Practice sites with service hours

1. Buffalo General – 322 hours
2. Golisano Children's – 36 hours
3. ECMC – 36 hours
4. Community (Head Start, WIC, variety of sites) – 32 hours
5. Food Service (Ellicott Center, VA, ECMC, +variety of sites) – 135 hours
6. Long-term Care (Terrace View, Ellicott Center, VA, + variety sites (135 hours)
7. Graduate Practicum (Roswell Park, Kaleida Weight Management Center, Personal Touch Food Service, +variety of sites) – 135 hours
8. Buffalo State University Nutrition Education and Counseling Center (NECC). – 65 hours

Health and Wellness Interns placements

1. Journey's End
2. Sisters of Charity Hospital.

Hospitality and Tourism Practica

1. International Global Engagement Office Maurene Callahan Bouras Center for Global Engagement: Student study abroad, international student employment opportunities
2. All students have supervised practicum experiences at Campus House.
3. Designated Service Learning Courses:
 - HTR-380 Advanced Training in Hospitality (*Inclusive Hospitality Trainings & Certifications* – new name)
 - HTR-400 *Catering Management (Catering Operations* – new name)
4. Student Applied Research and Events:
 1. HTR-375 Events Management - 5 events
 - i. Bengala/Runway
 - ii. Job and Internship Fair – CAPE Student Internship
 - iii. St. Patrick's Day Pop-Up Event @ Campus House
 - iv. Spring 2026 Mocktail Pop-Up Event @ Campus House
 - v. "Oh The Places You Will Go", End of the year graduation celebration and student awards ceremony.
 2. HTR-480 Practicum in Hospitality Operations
 - i. Welcome Back Event, fall 2025
 - ii. Welcome Back Event, spring 2026
 - iii. Beer vs Wine, fall 2025
 - iv. Campus House Picnic
 - v. Harry Potter Halloween Party – Campus House member event
 - vi. Artist's Lunch
 3. HTR-335 Wine Essentials
 - i. Beer vs Wine, Spring 2026
 4. HTR-499 & HTR-495 – Campus House Club Assistant or Culinary Assistant
 - i. Faculty sponsored student research - fall/spring
 - ii. Campus House Culinary Assistant - students are assignment - fall/spring
 - iii. Campus Club Assistant – students are assigned - fall/spring

Nutrition and Dietetics Student Achievement and Research

1. Achievements:
 - a. DIE- 100% retention and graduation rates
 - b. NAD- 80% retention and graduation rates
2. Awards:
 - a. SP26: Carol Write Henry Award- Abby Suhr
3. Research Presentations:

- a. Keens, A. *Understanding the Nutritional Quality of Food Pantry Items Selected by Individuals with Type 2 Diabetes, Hypertension, and Cardiovascular Disease Using the Healthy Eating Research (HER) Nutrition Ranking System*. Poster presentation at the 28th Annual Student Research and Creativity Conference. SUNY Buffalo State University. May, 2026. SUNY Buffalo State University.
- b. D'Angelo, J. *The Effect of Breakfast Skipping on Mental Health and Academic Performance in College Students*. Poster presentation at the Graduate Research Fair. May, 2026. SUNY Buffalo State University.
- c. Marrara, N. *Examining the Relationship Between Dietary Intake and Mental Health*. Poster presentation at the Graduate Research Fair. May, 2026. SUNY Buffalo State University.
- d. Mazgaj, J. *Collegiate Athletes' Perceptions of Caffeine Usage and Its Use for Athletic Performance*. Oral presentation at the Graduate Research Fair. May, 2026. SUNY Buffalo State University.
- e. Grapes, E. *Assessing the Effects of Sodium and Potassium on Athletic Performance in Collegiate Basketball*. Oral presentation at the Graduate Research Fair. May, 2026. SUNY Buffalo State University.
- f. King, D., Haines, N., Abdellatif, T., et al. *Methods for Evaluating Food Pantry Nutritional Quality: Approaches to Assessing Chronic Disease Risk*. Poster presentation at New York State Academy of Nutrition and Dietetics Annual Conference and Expo. April 2026. Westchester, NY.
- g. King, Danielle Abdellatif, T., King, D. *Maximizing Treatment Outcomes Through Early and Ongoing Nutrition for Chemotherapy: The Case for Preventative Nutrition Care in Oncology*. Poster presentation at New York State Academy of Nutrition and Dietetics Annual Conference and Expo. April 2026. Westchester, NY.
- h. King, D., Lojek, L., Faro, S., Keens, A., Suhr, A. *Examination of Food and Nutrition Security Amongst Food Pantry Clients with Type 2 Diabetes, Hypertension, and Cardiovascular Disease in Buffalo, NY: A Mixed Methods Study*. Poster presentation at the Academy of Nutrition and Dietetics Food and Nutrition Conference and Expo

Priority 5: Growth Mindset Program Growth

1. Nutrition and Dietetics Program
 - a. A 69% increase in admitted applications from previous years.
 - b. A 22% increase in enrollment projected for FA26 based on increase in deposits
2. SP26- M.S., Dietetics awarded SUNY Online+ recognition.

Continuing and developing successful pipeline programs for working adults who seek higher education and advanced degrees:

1. The Nutrition and Dietetics Program (B.S.) completed MCC Articulation Agreement.
2. MOA between Health and Wellness Programs and Canisius University on Physical Education and Coaching.
3. With Continuing Professional Studies, MOU renewed year dual credit courses

High School Course Name	High School	Teacher	BSU Equivalency	Attachment File Name
CAHM - Full Pathway	Brooklyn STEAM Center	Aletha Heggie	Students earn credit for HTR100 after completing all 4 courses in pathway	Brooklyn STEAM_CAHM (folder)
CAHM - Progressions I (Course 3)	Brooklyn STEAM Center	Aletha Heggie	HTR110	Course 3 FALL CA+HM Course Syllabus
Certified Personal Trainer	Eastern Suffolk BOCES	Jonathan Audiino	HEW330	ES BOCES_HEW330_Audiino
Exercise Medicine and Personal Trainer	Nassau BOCES	Vincent Carvelli	HEW330	Nassau BOCES_HEW330_Carvelli

Programs Achievements and Recognition

1. Nutrition and Dietetics Programs (NAD and DIE)
 - a. Class of 2024 Combined Pathway (B.S./M.S.) 100% one-year pass rate Commission on Dietetics credentialing exam for Registered Dietitian Nutritionists.
 - b. Class of 2025 Nutrition and Dietetics (NAD) NDTR exam pass rate (first attempt; 100%; 1 of 1).
 - c. FA25- Combined Pathway (B.S./M.S.) Dietetics Program awarded full ACEND accreditation for 7-years.
 - d. SP26- M.S., Dietetics awarded SUNY Online+ recognition.
 - e. SP26- Monroe Community College Program Articulation Agreement established
 - f. SP26- All faculty completed Student Accessibility Services accessibility training

Faculty's impact on recruiting and successful program completion for all majors

1. Nutrition and Dietetics Recruitment and Retention Efforts.
 - a. *Kitchen Confidential* Program, exposed high school students to our kitchen lab and facilities.
 - b. Met with representative from Monroe Community College to establish an articulation agreement for the Nutrition and Dietetics Program.
 - c. Participated in Ormsby High School Open House on 10/9/25.
 - d. Tabled at FNCE (largest food and nutrition conference/expo) in Nashville, TN
 - e. Mu Chapter of Phi Upsilon Omicron was reinstated and two students were initiated, highlighting incentives for student retention, on 10/24/25
 - f. Hosted Lancaster High School student on 11/5/25.
 - g. King emailed a personal email to 173 accepted students.
2. Health and Wellness Recruitment and Retention Efforts
 - a. Established dual credit courses with BOCES.
 - b. Updated program website

- c. Updated marketing materials.
- d. Attended BOCES Open house at Ormsby Educational Center, October 9, 2025.
- 3. Hospitality and Tourism Recruitment efforts:
 - a. Career & Technical Education, W.D. Ormsby Education Center, 10/9/25
 - b. SUNY Erie Community College North Campus - presentation and ECC campus visit, 10/23/25
 - c. Lancaster High School: Academy of Hospitality and Tourism - coordinated BSU campus visit, 11/5/25
 - d. Buffalo Public Schools - the Buffalo School of Culinary Arts & Hospitality and Emerson School of Hospitality (work with alumni who are faculty @ these schools), ongoing activity
 - e. Niagara Falls Culinary Institute (NFCI), serve on advisory board, ongoing activity
- 4. Hospitality and Tourism Retention efforts:
 - a. Connect Hospitality Administration majors with HA alumni, ongoing (email & LinkedIn)
 - b. Off Campus @ Community Colleges:
 - i. ECC North – visit and tabled
 - ii. Hospitality Management Department, Monroe Community College
 - iii. Niagara Falls Culinary Institute, SUNY Niagara
 - iv. Tourism, Hospitality & Event Management Program, SUNY Genesee Community College
 - c. On Campus Presentations & Tours for High Schools
 - i. Brooklyn STEAM
 - ii. Buffalo School of Culinary & Hospitality Management;
 - iii. Career & Technical Education, W. D. Ormsby Educational Center, Erie 2-Chautauqua-Cattaraugus BOCES – Open House
 - iv. Lancaster School of Hospitality

Priority 6: Exemplars of Teaching

1. Professional Development

- a. Recertified Advanced Practitioner Certification in Clinical Nutrition Examination- Tina Colaizzo-Anas
- b. Certificate of Advanced Training on Obesity and Metabolic Adaptations- Tina Colaizzo- Anas; Danielle King

2. Excellence in teaching

- a. HHND faculty completed Student Accessibility Services accessibility training.
- b. Hospitality Administration, Certifications and Trainings for Students:
 - 1. Advanced Culinary Training
 - 2. Exceptional Service Training “Unreasonable Hospitality”
 - 3. Fire Safety Training
 - 4. Human Trafficking and Slavery

5. NARCAN Certification
6. Micros Oracle Symphony Training
7. Mixology Training
8. Special Events Training
9. TIPS Training for Intervention Procedures
10. QPR, Suicide Prevention Training
11. ServSafe, National Restaurant Association Educational Foundation

3. Accreditations from professional organizations

- a. Combined Pathway (B.S./M.S.) Dietetics Program awarded full ACEND accreditation for 7-years.
- b. Nutrition and Dietetics Program (B.S.) has full ACEND accreditation.
- c. Accreditation Commissions for Programs in Hospitality Administration
- d. B.S. in Health and Wellness Program allows students to take the Certified Health Education Specialist (CHES®) examination.

4. Grants, Scholarships, Awards

- a. Nutrition and Dietetics Awarded GAC grant for event: *Truth, Trust & Trends in the Age of Generative A.I.*
- b. Hospitality and Tourism - Statler Foundation:
 - i. Scholarship of Excellence: \$25,000 for one student each year
 - ii. Small Scholarships: Hospitality Administration students
 1. \$30,000/year 15 students
 - iii. Research Grant partnership with Richardsson Hotel - \$30,000
 - iv. William P. Hart Scholarship Award, \$4,500/1 student spring 2026
 - v. Campus House Members Scholarships. \$500/per student; 2 spring 2026

Speech Language Pathology (SLP): Kathleen McNerney, Chair

Priority 1: Curriculum Renewal

SLP 607/SLP 609 course revisions have been submitted/approved for fall 2026 to update the number of credits between the courses so that the SLP master's program will remain a 60-credit program. The change made in response to student feedback will enable additional topical explorations with realignment of concepts based on student feedback and changes in the field.

To reduce the number of adjunct faculty required to teach courses for the majors in SLP, and to be consistent with other undergraduate programs, a course revision proposal is in process to combine SLP 305 (*Communication Disorders I*)/405 (*Communication Disorders II*) into one course.

EDU 211, *Introduction to Literacy*, will replace SLP 305 to be consistent with the SUNY focus on the Science of Reading and to recognize that SLP professionals located in schools work closely with both general education and special education professionals on student literacy.

SLP 411 *Introduction to Language Disorders in Children* course revision is in progress to update resources and to reflect recent scholarship in the field.

SLP 405 and SLP 411 will be designated with the new GE23 categories "Civic Discourse" and Information Literacy."

SLP has developed a 5-year roadmap for undergraduate to graduate option for SLP, given that there are currently no other SUNY institutions that offer a 5-year program now offered only at private institutions. This plan will be fully investigated in the coming year for implementation.

Priority 2: Border Crossing

The third annual *Iron Chef Competition* was held again as an interprofessional experience with Dietetics.

The SLP department cohosted an event on March 11, 2026 with the Social Work Department; "Working with People with Visual Impairments: Simulation & Workshop."

The SpeechLanguage-Hearing Clinic completed voice screenings in collaboration with the Music Department.

Sara Mann Kahris and Anita Senthinathan launched an SLP career night in collaboration with CAPE giving SLP graduate students in the final semester of their program an

opportunity to meet community employers who were hiring. Through this collaboration, additional connections were also made to support additional externship placements.

The SLP chair worked with Exceptional Education faculty Andrew Hashey, Kathy Doody, and Amy Crockford, on a proposal for a Teachers of the Deaf master's program. This included a meeting with faculty from St. Mary's School for the Deaf and Gallaudet University, as well as two additional meetings with TODs who currently practice in the WNY community.

The SLP department collaborated with the EXE department to list American Sign Language courses under the ASL prefix rather than the SLP prefix to be consistent with established practice and mark ASL's status as a natural language.

The Speech Language Hearing Clinic Director and Kathy Shiroki from the Burchfield Penny conducted a tour and discussion for SLP candidates on March 30, 2026, to explore Art and Wellness activities held at the Burchfield that may benefit some of our SLHC clients (e.g. *Art Moves Me* for clients with Parkinson's or the Memory Cafe). Follow-up with Burchfield may result in SLHC utilizing their studio space to conduct our clinic sessions where they may also create art.

Priority 3: A Shared Culture of Doing

Recent graduates of our SLP program **Kwadwo Agyekum and Micah Stanton** were showcased at ASHA and NBASLH conventions. In addition to the time required to review the alumni's writing, efforts to

Camilo Maldonado served as editor for ASHA's *Perspectives for Cultural and Linguistic Diversity*

Senthinathan, G., **Senthinathan, A.**, Phillips, S., Gayadeen, M., Sobol, J., Capote, H. (2025). DecisionMaking in Officer Involved Shooting Simulations: Using Electroencephalography (EEG) to Explore the Effect of Dispatch Information and Suspect Weapon-Type. *The New York State Journal of Applied Research in Criminal Justice*, 1(2), 1-30.

Senthinathan, A., Tudorovsky, S. Hemihypomimia and lingual tremor in Parkinson's Disease: A Case Report (2025). *Brain Disorders*, 19.

Anita Senthinathan: Guest Editor, *Frontiers in Behavioral Neuroscience*, 2026; Reviewer, *Neurology*, 2026; Reviewer, *Perceptual and Motor Skills*, 2025

Awards:

2026-2031 *Parkinson's Voice Project Therapy and Research Center Grant*, **Mule, C, Senthinathan, A.** \$280,000 (5 years)

This grant designated the Buffalo State University Speech-Language-Hearing Clinic as the **NYS Parkinson's Therapy and Research Center: Buffalo State University - Parkinson Voice Project**

2026 Undergraduate Summer Research Fellowship, **Senthinathan, A., Williams, A.** \$5600.

2026 Advanced Undergraduate Research Award, **Senthinathan, A., Mucciolo, L.** \$600.

2025 Undergraduate Summer Research Fellowship, **Senthinathan, A., Mucciolo, L.** \$5600.

2025, the SLP department submitted a grant application for the 2026 *Health Equity Innovation Awards* program.

Priority 4: Impact and Partnerships

Expanded impact: Spring 2025, the students were placed with 2 new SLP 505 external supervisors. Fall 2025, students were placed with 3 new SLP 611 external supervisors and 2 new SLP 505 supervisors.

Summer 2025, a pilot program allowed 18 SLP students to be placed for 4 – 5 weeks at community externship sites resulting in student placements with 16 external supervisors at 7 community organizations, expanding clinical experiences to 3-5 year-olds, persons on the autism spectrum and adults with intellectual challenges.

New Partnerships: New SUNY affiliation agreements were signed with Ken-Ton UPK, St. Joseph University School, Holy Cross Head Start, Orchard Park Cooperative Preschool,

Aspire of WNY Center for Learning, Hearing and Speech of Western New York (HSWNY), OLV Human Services and The Summit Center. In addition, two affiliation agreements were renewed and once again students were placed at Aspire (services for adults) and Bornhava.

Clinical Screening:

Students completed 829 screenings, 19 preliteracy assessments, and 15 voice screenings, Holy Cross Head Start was added to external screening sites.

SLHC did 10 days of speech/language and/or hearing screenings in the community, also available to all faculty, staff, and students at Buffalo State; included 2 days of post-testing to determine improvement from therapy

2025: SLHC began offering gender affirming communication services, which include specialized, client-centered services for transgender individuals

Dr. Kandel, a neurologist at UB/ECMC, and the Center for Excellence in Alzheimer's disease presented information on stroke patients and what would be important for SLP to know when working with these patients in SLP 623 this past spring.

The department has begun to collaborate with Daemen University on an interprofessional education event spring of 2026 where students evaluated a simulated case with students from various professions, including PT, social work, and nursing, then presented their findings from each professional perspective to their team (<https://voice.daemen.edu/may-6-2026/interprofessional-event-brings-health-profession-studentstogether/>)

National Black Association for Speech-Language-Hearing (NBASLH), invited guest SLP presenters from the field to speak at their meetings.

Anita Senthinathan includes a Collaborative Online International Learning (COIL) project in her SLP 608 *Neuromotor Speech Disorders Across the Life Span*, giving students the opportunity to participate in an exciting cross-cultural learning experience. Students work in small interdisciplinary groups, and consult with students at a partner international university on a clinical case

Christina Mule' and Christoher Heximer attended the Aphasia Health Fair on Saturday, June 6th, 2026. A flyer for the *Stroke and Hope Aphasia Group* was created and disseminated to participants at the event,

Christina Mule' supervises the *Aphasia Stroke and Hope Group*. Invited Community members included:

- Ronald Rambally: Pharmacist-D'Youville/WNY Blood Center
- Sue Mann Dolce: OT/UB-Universal Design Yoga and Carriage House Collective
- Kristin Closson: Art Therapist/Art and Design Department BSU
- Gehan Senthinathan: Neuropsychologist/BSU
- Kevin Williams: Whitworth Ferguson Planetarium at BSU
- Katherine B. Manis: RD/ Health, Nutrition, and Dietetics Dept. BSU
- Andrea Koch: Director, Community Engagement/ WNY Chapter Alzheimer's Association
- Sarah Adwe: SLP/SPEECHFLIX Streaming Speech Therapy Videos (speechflix.net)

Priority 5: Growth Mindset

Department website was renovated to include:

- Student testimonials-2 videos
- Student research opportunities
- SLP Department Highlights

- Addition of “About the Profession”
- Revised student resources and funding link
- Virtual Graduate Informational Sessions

In Person:

- Participation in all UG/Graduate Open Houses
- Fall 2024/Fall 2025 - Major/Minor Fair

Undergraduate Recruitment:

- 10/24/24 – Major for a Day through the CPS Office;
- 3/19/25; 3/18/26: Be a Bengal Event
- Open invitation to potential/prospective students to attend UG classes
- 7/29/25: Summer Explore Program – Hosted by SAS
- Summer 2025 – Clinical observation sessions developed for a high school senior following a request from the college counselor
- 9/3/25 – Sara Mann Kahris and Kathleen McNerney presented information on SLP to the Admissions Office staff
- 10/21/25 - Teacher Tailgate
- 10/1/25 - Presentation to the Honors Students
- 11/11/25 – Shadow Day for high school and transfer students (6 students)
- 3/11/26 – Sara Mann Kahris and Kathleen McNerney presented at Mount Mercy Academy Career Day (30 students)
- 4/17/26 – Urban Teacher Academy Visit (25 students)
- Katy Budin host SLP 429 clinical observations for UG seniors in the Speech-Language-Hearing Clinic

Graduate Recruitment:

- Created a new “Provisionally Accepted Pathway” into the SLP Graduate Program for the 2026-2027 application cycle. Offered three applicants this pathway for fall 2026
- Department Open House for Accepted Students held virtually and in person in spring 2024;
- Present Info on Grad Program to Canadian UG students – Anita Senthinathan
- Graduate Informational Sessions: 4 sessions fall 2025 (11 participants)
- Fall 2025/Fall 2026 – Participated in the Graduate School Fair through CAPE
- 2/19/26 Virtual Information Session for Provisionally Accepted Students
- 3/20-3/31/26: GA called Accepted/Undecided Students (30 students)
- 4/1/26: emails were sent to 28 applicants who have not yet replied

- Campus Tours/Virtual or In-Person Meetings/Phone Meetings/Interested Applicant Interactions in summer and fall

Priority 6: Exemplars of Teaching

Many of the activities cited above are indicative of the SLP faculty's significant reputation for excellence in the community and in the profession. Other indicators of achievement on this priority include feedback from students and clinical supervisors as well as positive responses from partners served by both SLP candidates and their faculty supervisors. The following are such indicators:

According to assessments of students' and supervisors' surveys, feedback on placement and classroom experiences was positive. Community supervisors state that they were impressed by the students' knowledge, skills, and professionalism, and 100% of supervisors expressed interest in working with our students in future placements.

2025-26 Social Work (SWK): Jessica Fitzpatrick, Chair

Priority 1: Curriculum Renewal

One of the most significant areas of growth for the Social Work Department this Academic Year is the expansion of our curricular offerings.

1. This Academic Year we completed our roll out of our **revised curricular program**. In 2024-2025, half of the revised program was implemented. In 2025-2026, we completed this implementation, with positive feedback from students and community partners. The updated curriculum was built around the current needs of bachelor's in social work (BSW) students entering the field. It is centered in social justice, integrates the 3 levels of social work: micro (individuals & families), mezzo (communities), and macro (policy), and is rooted in applied learning.
2. The **Online BSW program**, one of 6 in NYS and the 3rd SUNY program, was approved by NYSED and SUNY. The program was approved by the Council on Social Work Education (CSWE), who accredits all social work programs in the US. The program has *already admitted over 60 students* to its' inaugural cohort this Fall 2026.
3. The Social Work Department is the *first and only undergraduate program* to partner with The Association for Community Organization and Social Action (ACOSA) to offer students a **Community Practice Certificate**. Students majoring in Social Work and completing an advanced course (SWK429) in community organizing, community planning, community development, and community change are eligible to apply for the Certificate, which includes a one-year membership to ACOSA.
4. In response to community demand, the Social Work Department created a **Case Management Microcredential (MC)**. This MC provides social work students with an additional designation upon completion of the 3 required courses and is open to all students interested in translating what they are learning in their major into working with people in the human services sector. The Case Management MC is an opportunity to attract direct service providers and civil service workers to Buffalo State, providing additional training, skills, and professional development without the commitment of a degree program.
5. Social Work collaborated with the Department of Psychology to expand an existing microcredential, **Spanish for Mental Health Professionals**, adding Social Work courses to the microcredential, giving social work students the chance to participate. Social workers are the leading providers of mental health care across the country and the local need for culturally informed service providers is extensive.
6. Students interested in working with persons with disabilities now have the option of the **Bachelor's in Social Work (BSW) and Master's in Applied Behavior Analysis (ABA) Combined Pathway**. This Pathway allows BSW students to complete their undergraduate SWK degree and earn a graduate degree from the Exceptional Education Department in one additional year.
7. The Social Work Department worked with the Business Department to propose a **Bachelor's in Social Work (BSW) and Master's in Public Administration (MPA) Combined Pathway**. This provides an additional opportunity to entice students to

stay at Buffalo State for graduate school. This is currently on hold pending workforce decisions at SUNY.

8. Social Work collaborated with the Health, Nutrition and Dietetics (HND) Department, to be included in the **Community Nutrition and Food Literacy Microcredential**. SWK 301 *Poverty and Economic Justice* includes content on food insecurity in Buffalo. The nutrition courses required for the microcredential supplement the social work's foundational biopsychosocial-spiritual framework by demonstrating how nutrition impacts not only physical health, but also mental wellness.
9. Approximately 80% of BSU students graduating with a bachelor's degree in social work go on to get their graduate degree in social work at another institution. Students in related undergraduate majors here at Buffalo State, including Psychology, choose to obtain a master's degree in social work. Creating a **Master of Science in Social Work (MSSW)** will allow BSU to retain a majority of these students for graduate school. A program proposal has been developed for submission this fall. The CSCC has approved the following **new courses** for the MSSW program:
 - a. SWK 500: Evidence Based Practice
 - b. SWK 501: Social Systems & Service Delivery
 - c. SWK 502: Social Justice Advocacy
 - d. SWK 503: Foundations of Social Work
 - e. SWK 504: Social Work Theory and Assessment
 - f. SWK 505: Social Work in Action
 - g. SWK 529: Community Organizing and Advanced Policy Practice
 - h. SWK 593: Field Practice (6cr)
 - i. SWK 605: Psychopathology & Therapeutic Approaches

Priority 2: Border Crossing

Workshops

In addition to the curricular collaborations with the departments of Exceptional Education, HHND, BEPA and Psychology described in Priority 1, the Social Work Department collaborated with other campus offices and departments on self-care initiatives, and professional development opportunities for students and the campus community as a whole:

- October: Psychology was invited to table at the *Halloween Eve Mental Health Trick or Treat & Shine the Light on Mental Health Walk*
- October: The SWK 302 class facilitated a session at the Anne Frank Project's Social Justice Festival
- November: SWK facilitated a *Thanks-giving Gratitude* event with the Anne Frank Project
- December: SWK facilitated *Self-Care with the Stars* with Whitworth Ferguson Planetarium
- February: SWK partnered with Burchfield Penney & art student club for self-care event

- March: SWK hosted an experiential workshop on effective practice working with persons with visual impairment, co-sponsored by SAS, Exceptional Education, and Psychology departments.

New field placements were established across campus:

- Career and Professional Education (CAPE)
- Continuing Professional Studies Office, Middle Early College High School (MECHS) - planned for Fall 2026
- Dean of Student's Office
- Student Accessibility Services

Priority 3: A Shared Culture of Doing

Student Scholarship

Social Work continued its' commitment to student research with 4 social work classes presenting at the SRCC in May (research: 301, 485; applied: 340, 494).

Faculty Scholarship

- **Jessica Fitzpatrick** presented her research at the CSWE Annual Conference in October, "Forgetting our roots: DV shelters prioritization of micro-level interventions at policy advocacy's expense."
- **Jennifer Elliott** presented two posters at the Society for Social Work Research Annual Conference this January: "Code of the Street and the Perpetration of Intimate Partner Violence Among African Americans" and "Perceptions and Knowledge of High-Risk Intimate Partner Violence Among African Americans."
- **Amy Manning** published a book review, "Vulnerable Minds: The Harm of Childhood Trauma and the Hope of Resilience. Marc D. Hauser" in *Health & Social Work's* May issue.

Community Service.

- SWK students and faculty walked in the PRIDE Parade in June with Buffalo State.
- SWK participated in NAMI Walks in August to raise awareness about mental health.
- Social Work faculty hold positions as Board members in at community agencies and institutions.
 - **Kimberly Zittel-Barr** is the WNY Perinatal Mood and Anxiety Disorders Task Force, Team Leader and a Board member of the Postpartum Resource Center of New York, Inc.
 - **Steven Maisonet**, LMSW is a Board member of the UB Alumni Association.
 - **Jessica Fitzpatrick** is the Board Chair of the Rohingya Empowerment Community, Inc.

- **Jennifer Elliott** is a founding member of Building Black Relationships by Initiating Growth, Development, and Empowerment (Bbridge) and is continuously engaged in community presentations and discussions to raise awareness about domestic violence and healthy relationships.
- **Jessica Hernandez** is the Coordinator of the WNY Refugees with Disabilities Task Force who actively educates our community on the needs of this population, advocating for social change.
- **Steven Maisonet** was featured in *Buffalo Rising*, “Decolonizing Care: A Conversation with Buffalo’s Own Steven Maisonet.” Steven is also a member of the 2025–2026 Workforce Academy for Policy & Advocacy Fellows cohort, wherein the New York Association of Training & Employment Professionals (NYATEP) creates an informed, coordinated base of advocates to educate policymakers about the role of workforce development in communities and the critical importance of federal, state, and local policy that reflects and supports local organizational needs and best practices.
- **Nicolalita Rodriguez de Melgar** is the Founder and Director of *Little People’s Victory* that provides workshops and consultation on decolonizing mental health, trauma informed practices, antiracism & racial justice, restorative practices, somatic healing, conflict resolution, dance/movement integration & trauma, and social justice to the community.

SOE Priority 4: Impact and Partnerships

Advisory Board

The Social Work department holds 2 Advisory Board meetings annually in August and May. The Advisory Board includes alumni, representatives from community agencies and field practicum agencies, and community colleges.

NASW-NYS

SWK is actively engaged in the National Association of Social Workers NYS Chapter. In the Fall, the new NASW-NYS Executive Director came to Buffalo State campus to hold an open forum with students. In the Spring, the Social Work department brought students to Albany for NASW-NYS Capitol Action Day, where students were engaged in policy advocacy.

Community Events

The Social Work department partners annually with the *Erie County Coalition Against Family Violence* to host its annual domestic violence awareness event in October on campus. This event draws community agencies and advocates, survivors of domestic violence, community members, and Buffalo State students.

This October, SWK partnered with UB Law School to host a DV Summit on campus. The event had over 100 attendees from WNY community agencies.

Professional Development & Training

Every Fall, Social Work invites the Erie Niagara Area Health Education Center (AHEC) to SWK 201 to recruit for the *NYS AHEC Scholars Program*, a two-year externship program that provides a yearly stipend.

SWK partners with NAMI and BestSelf to provide Mental Health First Aid Training on campus. The training is required for all social work juniors and is open to the campus community.

SWK partnered with a new agency, *WNY Compassion Connection*, who facilitated grief literacy training for all social work juniors and seniors. We awarded the agency the *Outstanding Community Partner Award* this April.

This Spring, VIA facilitated an experiential workshop on working with persons with visual impairment. This was open to the entire campus community and required for some social work classes.

The Social Work department is an active member of the **Council on Social Work Education** (CSWE) and are accredited by CSWE.

New Community Partnerships:

1. *Alcoholics Anonymous.*
2. *Buffalo and Erie County Public Library system*
3. *Buffalo Prenatal Perinatal Network*
4. *Center for Elder Law and Justice*
5. *Community Mediation Center- Child and Family Services Community Mediation Center (CMC)*
6. *Child and Family Services, Youth Trafficking Prevention Program*
7. *Community Health Center of Buffalo*
8. *Compass House*
9. *Delaware Pediatric Associates, LLP*
10. *Erie County Commission on the Status of Women*
11. *Erie County District Attorney's Office, BE SAFE*
12. *Growing LGBTQ+ Youth Support (GLYS)*
13. *The Karen Society of Buffalo (KSB)*
14. *Legal Aid Bureau*
15. *NAMI Buffalo & Western New York (NAMI)*
16. *Niagara Falls Memorial Medical Center*
17. *Osborne Association*
18. *OSHEI Children's Hospital*
19. *PRIDE Center*
20. *RAHAMA (Resources And Help Against Marital Abuse)*
21. *SPCA Serving Erie County,*
22. *Tuscarora Health Center*

23. *University Pediatric Dentistry Dental Associates*

24. *WNY Compassion Connection*

25. Schools:

- *Orchard Park School District*
- *Lockport School District*
- *South Park High School, Buffalo Public School District*

SOE Priority 5: Growth Mindset

Recruitment

- Every semester, the faculty attend Human Services classes at SUNY Erie and SUNY Niagara to discuss the opportunity to transfer to Buffalo State into the Social Work program, This year SWK presented to related departments (Addiction & Mental Health, Sociology, and Psychology) at both schools.
- Social Work partnered with MarCom to create a recruitment video for SUNY Erie & SUNY Niagara online students
- Social Work hosts a Shadow Day (3 each semester), which is facilitated in collaboration with Admissions and Financial Aid.
- Social Work participated in the Student Accessibility Services (SAS) high school student career day and Major for a Day with Continuing Professional Studies.
- Social Work partnered with MarCom on stories (eg: ACOSA collaboration and the Community Practice Certificate) and creating a recruitment video for SUNY Erie & SUNY Niagara online students.
- Every semester, Social Work faculty attend Erie County Department of Social Services (ECDSS) staff meetings (2 each semester) regarding the EEP program, which funds employees education.
- Student Lounge, where students can study, get homework help, or relax.
- Social Work department hosts a Welcome Back each semester to reconnect students and faculty outside of the classroom.

Diversity in the Faculty

This past year, given constraints on hiring over the past several years, SWK makes deliberate efforts to engage persons of color and gender diverse as adjunct faculty.

SOE Priority 6: Exemplars of Teaching

The completion of the roll out of the new Social Work curriculum allowed the department to emphasize applied learning in the classroom. Students are engaged in role plays, simulations, and small group activities where they have the opportunity to practice their skills and receive feedback from their peers and the faculty. This hands-on approach to

learning is further supported through volunteer and required internship experiences.

Student course evaluations from Spring 2026 in 23 areas included the lowest mean score of 4.47, with 5 areas scoring between 4.47-4.49. All other areas scored above 4.5. This is an improvement from Fall 2025, where 18 scores were below 4.5 (the lowest was 4.40); Student comments support that Fall scores were impacted by last minute schedule changes and inconsistent communication, due to a key faculty resignation at the beginning of the semester. Overall, student comments spoke to the competency and compassion of the social work faculty.