49th Annual Millard Fillmore Commemoration Event at Forest Lawn Cemetery, Buffalo, NY. Memorial Address by Claude Welch, SUNY Distinguished Service Professor.

Photo: Doug Levere

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Crusader armor artwork from Diablo.
Story on page 4.

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I'm not what you would consider the adventurous type. Indoor pursuits are more my thing – reading, sitting comfortably, reaching for the occasional grape – and I generally believe it to be one of the great advantages of civilization that I'm rarely called upon to swing across a canyon or corner a moose with a spear. Tea and cakes are more my speed, and I lament the fact that there are not more job listings for “lounge lizard” or “drawing room wit,” lines of work to which I find myself preternaturally suited.

I did stare down death once in the parking lot of the Liberace museum. Liberace, you'll recall, was the flamboyant pianist who performed camped up renditions of Tin Pan Alley hits wrapped in mink and sable cloaks and stitched into a dazzling array of rhinestone pantsuits. Along with his candelabra, he was an ubiquitous presence on the variety shows of the sixties and seventies, and when he died in 1987, mourned by an army of pink-rinsed grandmothers and owners of dog grooming salons. The world was a sadder, less sparkly and less confusing place.

Ever the philanthropist, Liberace bequeathed to the world a museum in his name, filled with the fabulous artifacts of his celebrity. This was a two-part museum set in a Las Vegas strip mall. The first building featured a retrospective of his life, while the second housed his frocks. My friend and I had already thought nothing of visiting the Nevada desert in mid-August. “How bad can it be?” we asked ourselves, thinking how much Americans love to exaggerate. And so we marched into the noonday heat in search of Liberace.

The first building was great. Liberace was born Władziu Valentino Liberace to newly arrived immigrants who insisted that their son practice the piano every day. A child prodigy, he worked even harder at fashioning the identity that would be his greatest work of art, an oratorio to self-expression and the freedom afforded by the great American melting pot. I left fully moved by the transcendent power of art.

Getting to the second half of the museum required walking across the parking lot. It was hot. Probably close to 110 degrees, and I should mention that after three nights of enjoying the Vegas nightlife, I had started the day a little dehydrated. Walking past a Dollar Tree, a pawnshop, and a scrapbooking place, weaving in and out of Buicks with sun-crazed paint, and stepping over the bleached skulls of steer, I began to feel a little woozy, until at last the heat belting off the blacktop overwhelmed me. Never have I been so certain that I was about to die. “Go on without me,” I said to my companion from the floor. A couple of shoppers paused momentarily to wonder why a pale British guy was rolling around on the parking lot, and who the hell would think it was okay to wear black jeans in Nevada in the middle of August.

The big news in Honors this semester is that we have a new Administrative Director! Please join me in congratulating Karyn St. George, who was unanimously selected for the position after a national search chaired by Barbara Bono of the English Department. Many of you have known Karyn for years – as advisor, as teacher, and as editor of the multiple award-winning Honors Today – and will know her as an ardent advocate for UB and honors education. Welcome to your new job, Karyn! Please also join me in thanking the outgoing administrative director, Krista Hanypsiak for her years of wonderful service to Honors. Krista remains at UB, as the talents she deployed in the development and administration of innovative curriculum have been poached to oversee the implementation of the “UB Curriculum,” our ambitious new general education program (www.buffalo.edu/ubcurriculum).

In a final round up of comings and goings, I’m also delighted to welcome two new Honors Faculty Fellows to the college, professors from around the university who commit to teaching honors classes and working closely with honors students for the upcoming academic year. Both our new fellows, Pat McDevitt from History and Walt Hakala from English, are incredibly well traveled and adventurous people themselves, and I’m certain that our students will have great time working with them. You can find out more about them on page 6 of this issue.

By the way, if you’re wondering how I did in Vegas, I lived. But if you want to recreate my adventure, you’re out of luck. The Liberace Museum closed in 2010, no doubt because it was considered far too hazardous to visit.)
Ruby Anderson
Honors Scholar, Class of 2018

It’s your time, Ruby. Opportunity is knocking on this restroom door. Remember what you read in Forbes magazine -- Maintain eye contact during handshake. Unbutton blazer while sitting. Exude passion and potential while maintaining unflinching professionalism.

Sometimes the most motivational speeches originate in a bathroom stall. As I waited for the most respectably-early time to arrive at the office, I reflected on the path which led me here. An internship in my university’s Department of Communication was never a part of my freshman agenda. I assumed you needed a set career path (and, well, your life together) before you immersed yourself in the professional world. My major was Communication, but I liked to tell people that I was minoring in Lost and Confused.

My honors advisor, Tim Matthews, pointed me towards a social media and content marketing internship at UB. This internship involved handling our social media platforms and sharing campus life to our friends behind the screen. I drafted my first resume using eHow’s “How to Make a Resume”, which apparently provided sound advice, because I was scheduling my interview soon after.

Fast forward to the day of the interview—eHow could not help me now. I walked into the office with my chin as high as my anxieties. After a brief discussion with the office secretary, I learned that I was going to be interviewed by a team… A team? How could I maintain eye contact with the entire team at once? A very friendly woman named Tracey Eastman greeted me soon after. She and a few other employees led me into a room, asked questions about my love for writing and experience with technology, and challenged me with a few personal prompts. I could go into a long discussion about the interview ups and downs, but I’d much rather save the remainder of this story for what I consider most important; I was given the job… and the fun began.

As much as I would love to focus on purely successful experiences, both highs and lows played a crucial role in shaping me as an individual. My first major high was the day before John Oliver, a comedian who was part of our Distinguished Speaker Series, entertained the masses at our Alumni Arena. I had been joking around in the office about interviewing him before he spoke (as a huge fan and curious onlooker), until my boss said that my dream was a real possibility. A few days later, I found myself in another bathroom stall, devising a plan to execute the perfect interview and video... And I did it. John laughed at my jokes and the eye-contact was firmly maintained and the camera didn’t shake and the audio--- the audio was… terrible. I could not hear a thing when I played it back.

The rest of my internship experiences, while slightly less spontaneous, provided countless opportunities for growth. I worked in an office with dozens of creative individuals, all of whom shared stories through written work, photography, and graphic design. I learned the ins-and-outs of university branding and the importance of uniqueness when attracting viewers online. I was challenged by the introduction of new programs, such as Final Cut Pro (a video-making program), which eventually aided in the improvement of my “student life” video campaign. I had the privilege of meeting students during festivals and cultural performances, and these students illuminated each and every scene of my campus recaps. My favorite video to film was the Oozefest feature, which portrayed UB students playing volleyball in a giant puddle of mud. A few enthusiastic boys agreed to place my GoPro on their heads during the game, and insisted on jumping into Lake LaSalle afterwards for a “quality production”.

The lessons I learned throughout the year were tremendously valuable, but the most valued result of the internship was an addition to my UB family. Much like the Honors College, this job introduced me to outstanding and film-worthy individuals across campus. I also developed close relationships with my co-workers, who supported and inspired me to be my best self and pursue a creative career path. As the eagle-eye on campus, life’s countless opportunities are now in clear sight.
Warcraft. StarCraft. Diablo. Hearthstone. Over the last twenty years, these series have become household names for many gamers worldwide and they all come from one development company: Blizzard Entertainment. Like most teenaged boys, I was fascinated by video games and how they could transplant you to a different universe; one day I could be slaying the demon lords of Sanctuary and the next day managing my football team to a championship. I had always envisioned working in the video game industry and here I find myself a part of one of the world’s top video game developers, dedicated to creating the most epic entertainment experiences… ever.

I chose the State University of New York at Buffalo (UB) over Cornell and Penn State because of an offer to be a part of the University Honors College; even for an introvert like me, the idea of being a part of a select group of bright students and the exclusive courses was too strong to pass up. With the goal of faster graphics processors for games in mind, I decided on Computer Engineering for my undergraduate degree. Along the way, I committed to software and decided to stay at UB for one more year to get a graduate degree in Computer Science.

My studies and success at UB, along with internships at Lockheed Martin and Veridian Engineering (now part of General Dynamics), led to a couple of incredible offers as I finished my degree: Microsoft and Electronic Arts. Despite the allure of being a software engineer working on my favorite video game series at the time, NCAA Football (GO BULLS!), I decided to accept Microsoft’s offer to join them as a software development engineer in test (SDET).

Off I went to Redmond, WA, to start my career in “test.” To an outsider, that might sound like I was going to run manual tests all day, but it is actually a full-on development role. As an SDET at Microsoft, I was responsible for working with the product designers and developers to ensure the product was testable via automation. I wrote code to test code (commonly known as “test automation”) and I wrote code to run the code that tests code (test frameworks and infrastructure). Developing good test automation and investigating the issues that it finds is challenging and rewarding and I really enjoyed it. I got to work on every part of the software development process; I designed my own test software, developed it, tested it, deployed it, and then had to “sell” it to others to use it.

In the summer of 2012, I received an email via LinkedIn asking if I would help build a new “Silver Spire.” As a fan of Diablo, I quickly got the reference—the Silver Spire is an important location at the end of Diablo 3—and the idea of working in gaming once again took hold. Some phone calls, an interview, an offer, and a few months later, my future wife and I left our jobs at Microsoft to move to Orange County in beautiful, sunny southern California, where I would begin a new career at Blizzard Entertainment.

Stepping onto the Blizzard campus for the first time is quite the experience. Greeting guests and new employees before they even make it to reception is a 12-foot bronze statue of an orc riding a wolf. An orc riding a wolf! There aren’t very many places you’ll see that. Enter into the reception area and to your left is a museum showcasing one of Blizzard’s incredible games (currently Heroes of the Storm). Walk into a neighboring building and you’ll encounter the employee library, sitting behind a medieval-style solid wood door, chock full of books (including many comics!) and games (physical and digital). There are literally thousands of gamers, passionate about making epic entertainment experiences, in one small campus in Orange County, and I was joining the flock.
It was fortunate that I didn’t leave the test discipline at Microsoft because that is exactly why I was hired at Blizzard. My experience in test automation made me a perfect fit to lead a team in their newly formed Automation and Test Engineering group. Until about five years ago, Blizzard’s testing process was all manual; a large team of Quality Assurance (QA) analysts were responsible for verifying all the changes a development team made and ensuring the game was still a great experience. As games have grown beyond a boxed product that a company can ship and forget about into “services” that require constant upkeep and change, the need for more advanced testing procedures has grown. I was hired to help develop that group at Blizzard, so I quickly learned what I could about the Blizzard development process, then started defining and hiring a team to work on Hearthstone, before later leading up an existing team working on Battle.net.

With the many franchises that Blizzard has, there are always multiple games in development. It can be difficult for those employees in a support organization like mine to engage with all the games in development without being smart about how we structure our team and work. While we do have teams working with each individual game, we have almost as many engineers in our group working on common infrastructure that can be used by any engineering team, from the other automation teams to the game teams themselves. I lead a team of common infrastructure software engineers responsible for continuous integration systems, static code analysis, and data reporting and analysis. While my associates are building systems to automate in-game actions and load test our game and other servers, my team is focused on being able to execute what they build and capture the data they output.

I have a number of jobs as an automation team lead at Blizzard: I am a manager, a product owner, an architect, and, of course, a software engineer. I’d like to believe that being a manager is as easy as hiring raw talent and then getting out of the way so they can succeed, but in actuality, I have to be responsible to them, providing them the best resources for them to be successful. At Blizzard, that could be hardware or software, but it could also be a meeting with a development lead on another team, or it could be hiring another software engineer to support development on their current project.

My job as a product owner requires that I have a vision for our products and to ensure that my team builds towards that vision. I have to be able to express what it is that I expect from my team and then motivate my team to not cut corners, to not under-deliver, but to meet my expectations completely. Painfully, this sometimes means that we deliver solutions later than we expected, but we have to do it right. “Commit to quality” is one of Blizzard’s eight core values, which for us, means taking the time to do things the right way.

As the software architect for my team, I define the technical standards for my team and have the final judgment when we have design choices to make. Despite all my experience, I know that I do not always know what’s best, so I typically negotiate designs with team members, rather than forcing a decision upon them. I expect my team to investigate options and present what they believe is best because this process helps them “learn and grow,” another one of Blizzard’s eight core values. Working with a group of the world’s top software engineers, I rarely find the need to reject one of their design proposals.

Last, but not least, I am still a software engineer. With all the other responsibilities I have, I find that working on smaller, contained stories works best, so that I do not interrupt the flow of my team by making them wait on a task that I might have to put off for a few days. I still love to crank out code and when I get sucked into a project, I can go “heads down” for days, at the expense of my other responsibilities. I have
to be diligent about what I work on and how much time to allocate to it. I also need to commit to quality in my work, because it can often be the basis for much larger efforts, as was the case with my (“hackathon”-winning) automatic continuous integration solution which has now become a fully supported project for my team with other organizations around the company relying on it to improve their development process.

My role in automation is just one of many responsible for ensuring your experience with Blizzard’s games is as epic as it should be. Software engineers, quality assurance analysts, designers, artists, producers, operations engineers, customer service representatives, business analysts, systems administrators, and many more excellent and eccentric people put their heart and soul into Blizzard’s games. Every Blizzard game includes our whole company in the credits because we all have a voice and impact on our games.

As gamers, engineers, and geeks (“embrace your inner geek,” another Blizzard core value), it is so incredibly easy to form a personal connection with each of your co-workers at Blizzard (“what are you playing tonight?”). I am thankful for the opportunity to work at a company that’s just like me and I am thankful for the offers that led me to Blizzard, starting with that offer nearly seventeen years ago from the University Honors College.

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**Honors College Faculty Fellows**

I am delighted to announce our two newest Faculty Fellows joining us this semester in the Honors College. Through this initiative, five of UB’s best professors have been seconded into the Honors College for a term of two years each, enabling them to work in close proximity with our students and provide academic mentorship and intellectual guidance that will help to secure the reputation of the College as a true laboratory for undergraduate innovation on campus.

As well as providing an office and space to teach, the Honors College provides its fellows with access to the resources to help them develop new teaching methods and modes of course delivery, including team taught courses, cross-disciplinary courses, and experiential learning opportunities. This initiative has been made possible through the generous collaboration of Bruce Pitman, Dean of the College of Arts and Sciences, and Scott Weber, Senior Vice Provost for Academic Affairs.

We are extremely grateful for this opportunity to expand the scope of the Honors family, and look forward to the many wonderful contributions our new Fellows will make.

– Andy Stott

**Dr. Patrick McDevitt**

*Associate Professor of History*

Patrick McDevitt is a cultural historian of Britain, Ireland, and the British empire with a particular interest in the history of everyday life, including gender, sport, fashion, religion, and popular culture. After graduating from NYU, McDevitt won a Fulbright to New Zealand and earned a First Class Honours degree from the University of Canterbury. He returned to the States and completed his MA and PhD at Rutgers in European history. His first book is entitled *May the Best Man Win: Sport, Masculinity, and Nationalism in Great Britain and the Empire 1880-1935.*

His current work is divided between a history of Catholicism in Ireland since Vatican II and the history of sport in the British military at home and in the empire. Since coming to UB, McDevitt has served as Fulbright program advisor and the Director of Graduate Studies for the history department. He is currently active as an officer of UB’s chapter of Phi Beta Kappa, America’s oldest honor society for the liberal arts and sciences, and as the faculty advisor to the UB Cricket Club. He is currently teaching an Honors Seminar called the “History of Fashion in the Modern West.”

**Dr. Walter Hakala**

*Assistant Professor of English and South Asian Languages and Literature*

Professor Hakala teaches courses on South Asian literature and culture, translation studies, and linguistic approaches to literature in conjunction with the Asian Studies Program at UB. He completed his PhD in South Asian Studies at the University of Pennsylvania, an MA in Urdu Literature from Jawaharlal Nehru University, and a BA in Asian Studies from the University of Virginia. He grew up in India, Pakistan, and Morocco before settling in the United States. He has published work on Afghan sociolinguistics, 18th-century coffee connoisseurs in Delhi, and the First Anglo-Afghan War (1837-42).

His book manuscript, “Negotiating Terms: Urdu Dictionaries and the Definition of Modern South Asia,” was recently awarded the Edward C. Dimock, Jr. Prize in the Indian Humanities by the American Institute of Indian Studies. He is currently teaching an Honors Seminar entitled “Walking Dictionaries.”
Hannah Griffith  
Honors Scholar,  
Class of 2017

I knew that Mexico was a really beautiful country full of amazing people, delicious food, and incredible history. What I didn’t know was that Mexico would be nothing like I imagined, that it would be the hardest semester of my life, or that I would learn exponentially more than just the Spanish (and Mayan) language.

I lived in a city called Merida, the capital of the state of Yucatan, which is one of three states that share the Yucatan Peninsula. The Yucatan Peninsula is believed to be the site of impact of the asteroid that killed the dinosaurs 65 million years ago; the Native Americans who lived there for millennia constructed civilizations which rivaled those of Ancient Egypt. Their greatness is still evident in the monumental ruins of Palenque, Uxmal, Chichen Itza, as well as countless others. Today, Merida is a thriving modern city that is a favorite destination for many international students and retirees. It boasts everything from malls with ice skating rinks in the middle of them, to VIP movie theaters with full menus and waiters that come to your seat to take your order, to air conditioned vans that will drive you from the city center to the beach for the equivalent of $2 USD. As for the food, I do not have adequate words to describe the deliciousness. By the end of the semester my entire diet consisted of Yucatecan-Mexican foods I had never heard of in my previous nineteen years of life – my favorites were tacos al pastor, panuchos, pollo pibil, kibis, paletas and cosettos.

I was also surprised by how the beauty of Mexico was juxtaposed with the current political, economic, and humanitarian problems plaguing the country. I didn’t know that Mexico is also a nation where over 105,000 people have vanished within the span of a year, headed by a corrupt government of narco-sponsored politicians; its top two industries are drug trafficking and human trafficking. I was living in the safest state – in the safest city – of the entire country, but that didn’t prevent me from seeing the news from the rest of the country. Every day I heard about the people in the southern and western parts of the country who form teams to go out into dangerous territory to try to find their loved ones in mass graves. I learned about the dozens of activists fighting for justice who are executed in broad daylight as their own government covers these events up from the rest of the world. It sounds unreal that this amount of corruption and impunity can exist in the 21st century – in a country neighboring the United States no less – but unfortunately it is a reality.

My entire semester consisted of this duality – doing awesome things and meeting awesome people all while watching the drama of corruption, impunity, and death still playing out across the country. It was four and a half months of beauty and hardship at the same time, but never once have I regretted experiencing it. That time in Mexico will remain one of the most important events of my life. Someday I’ll still be annoying my grandchildren with stories about it.)
Leading expert on the study of Africa. Aaron Krolikowski (Honors Scholar, Class of 2009) had heard all about the pedigree. It’s why he signed up to take a class with Claude Welch in the first place: To sit at the feet of one of the University at Buffalo’s most well-known and distinguished minds.

It also scared the hell out of him.

Nearly a decade ago, Krolikowski was just a sophomore when he signed up to take his first Welch class, the Honors seminar on African Politics through Film and Literature. And he was as much terrified as excited about what it would be like to learn from the great master.

“You walk in expecting this really intimidating person on the other side,” said Krolikowski, who would go on to become one of the UB’s most honored and distinguished graduates. “But you find this incredibly thoughtful and kind, patient person … who doesn’t scare the crap out of you.”

There is no quick and easy way to encapsulate Claude Welch’s 50-year teaching career at UB. Even his CV runs 19 pages long. He has written books, published scores of scholarly papers, won multiple teaching awards, served in senior administrative positions, and is believed to be the only UB faculty member to win on “Jeopardy.” To measure the impact of Welch merely through his achievements as an academic – as impressive as his credentials are – is to miss a defining characteristic of a UB institution that pre-dates the North Campus.

Another – and perhaps better – way to gauge his success lies in the thousands of students whose lives he touched as a teacher, mentor and advisor. He not only put them at ease, but in many cases he provided a classroom experience that was nothing short of life changing.

Krolikowski had intended to study engineering or perhaps succumb to his parent’s wishes to pursue medicine. Instead, he decided to major in political science and interdisciplinary social sciences with a concentration in environmental studies. He earned a number of prestigious accolades for his undergraduate work, including a Morris Udall Scholarship, a spot on the USA Today All-Academic First Team, and a Clarendon Scholarship to pursue his graduate studies at Oxford.

“When I think of my interactions with Dr. Welch, they’re very much geared toward my international experiences,” said Krolikowski, who now works for REACH, a global water security initiative. “After taking his seminar I started talking to Dr. Welch about potentially going somewhere in Africa. And he was just incredibly encouraging. He encouraged me and ended up being the faculty sponsor on my application to the Research and Creative Activities Fund. That summer I was on my way to Tanzania to work on agricultural development.

“As any good teacher or mentor would do, they take you by the hand – intellectually – and walk you through certain things to help you see the world from a very different perspective,” he said. “That was transformative for me. It set me on a different path.”

Jori Breslawski (Honors Scholar, Class of 2014) was already an international studies major – a junior focusing on intelligence and security concerns – but her specialization changed after taking Welch’s Human Rights course.

“That was one of the pivotal moments in my life,” she said. “It completely changed how I saw the world.

“He taught in such a way that you couldn’t ignore what he was talking about. I would leave class crying and wouldn’t be able to get it out of my mind the rest of the day.”

Breslawski was so affected by Welch’s Human Rights course she became a teaching assistant for the class the following year and is now pursuing a Ph.D. in political science at the University of Maryland, researching human rights among conflicts in the Middle East.

“I think he really inspired in me a love of learning and getting into topics that people don’t always want to hear about,” she said. “It’s tough to talk about, but it’s important to spread the word about things that people don’t hear about every day. I try to replicate that in my academic career. That class was such a turning point – it cuts so deep into your heart.”

Halfway around the world, you’ll find former Welch-inspired scholars who feel the same way.

This past spring, Welch and his wife, Associate Professor of Romance Languages and Literature Jeannette Ludwig, taught a semester in Singapore. During their time abroad, they made a trip to Taiwan to meet up with a small group of scholars who had earned their Ph.D. under Welch’s supervision and organized a 12-course dinner party in his honor.

“They knew that he had treated them right and that he had formed them, and they left UB feeling empowered and prepared,” Ludwig said. “They were overjoyed to see him and so appreciative of how he had contributed to their
After 50 years, Welch’s Retirement to Leave a Void at UB

understanding of the world. It was absolutely one of the most touching things I’ve ever seen.”

“I try to be a role model for how to live,” Welch said. “Have a relationship that is stable and loving. Be part of a community and help to make it a better community. Be generous with time and treasure. These are clichés, but you have to live them.”

Born in Boston in 1939, Welch had the values of hard work and respect for others instilled him from an early age. His father, Claude E. Welch Sr., had worked his way through world-famous Harvard Medical School before serving as a front-line surgeon in World War II. The elder Welch, a fixture at Massachusetts General Hospital for more than 40 years, was an innovative surgeon, a tireless worker, prolific researcher and an advocate of building strong ties with his patients, themes that would come to be synonymous with his older son.

Claude Jr. went to private school from fifth grade on, and excelled so well academically that he earned a spot in the Honors program at Harvard, where he got his first exposure to Africa and human rights. With African states fighting for independence, he wrote a thesis on the issue of self-determination in Namibia, which was then under the control of South Africa. Upon graduating Phi Beta Kappa in 1961, he went off to Oxford University to pursue his Ph.D. He did research for his dissertation in West Africa, wrote it on location, and literally mailed in his final draft.

Welch intended to begin a career doing foreign service work for the U.S. government, but already married with two children, he took a look at another opportunity presented to him: a chance to teach at a rising university on the verge of unprecedented growth.

UB’s political science department had debuted in 1963, and when Welch arrived in 1964, it doubled in size from six faculty to 12. It would later swell to more than 30 during the height of the Baby Boomer demographic bulge, one of many sweeping changes that Welch would witness during his five decades with the university.

Three years later, at age 28, Welch was named Dean of Undergraduate Studies, earning him the moniker “the boy dean.” He served in that role for three years and had advanced to full professor by the time he settled in for a second stint in administration in 1976. He served another four years as Associate Vice President for Academic Affairs, with time as acting vice president and acting dean. All the while he taught half time and continued to churn out papers and books. He considers his 1980 book *Anatomy of Rebellion* particularly poignant, for it was authored by him in England as his first wife was dying from cancer.

But even as an established researcher and administrator, Welch spent a great deal of time and effort on his classroom work. Courses such as World Civ, Human Rights and Civil-Military Relations, and African Politics became must-take classes for political science majors, and even non-majors, though it took years for Welch to develop the conversational and engaging style that many would associate with him.

“I started out really scared teaching,” he said. “I remember being dressed formally – because that was the way in 1964 – and I’d come back with chalk dust on my shoulders from rubbing up against the board. I was sort of backing away. I wasn’t relaxed in the classroom in the start, and I tended to be highly pedantic. I liked to speak and tended to spill facts a bit too much. So I would just go on and on and on.”
As he began teaching Honors Seminars in the late 1980s, he realized he could utilize some of the principles of those smaller classes – such as debate and classroom discussion – and apply them to what had typically been larger, lecture-based classes.

“He’s absolutely one of the most hard-working people I’ve ever seen,” said Ludwig.

“He obviously wants to teach the principles of the subject, but he also wants to be sure that the students can do the stuff and think about the deeper implications and might even have some practical knowledge when they’re done. That’s kind of a hallmark of his teaching. He really wants it to be experiential as possible, not just me talking about the stuff.”

One of the biggest changes he’s incorporated is in the use of TA’s. Just in the past decade or so, he’s opened up his syllabi and PowerPoints to students like Breslawski, who supplement his research with photos, video and other interactive multimedia works.

“That’s contemporary learning. That’s how advances occur,” he said. “It’s not now the image of the lone scholar locked in a garret somewhere. Yes, you can have brilliant thought experiments. You can be like Einstein in the patent office, totally bored and a failure in math in high school. But for the overwhelming bulk of us that are a couple of standard deviations below in terms of intelligence, you’ve got to work collaboratively.”

“That’s just the way he is. He’s curious to make things better,” Ludwig said. “He’s so proud when the students do a good job revising. They find clips or illustrations or problem sets or something. I’ve seen that over and over again. He has enormous respect for their judgment and their contributions.”

And that may be what sets Welch apart from others. Like his father, who felt that a key component of a patient’s health included genuine care from his physician, Welch has a seemingly endless well of curiosity and interest in the well-being of his students.

“To me he’s always been the model of somebody who’s on the search – on a quest – for knowledge, on a quest for meaning and he doesn’t discount you as the 19-year old,” Krolikowski said. “When you engage with him there’s none of those power dynamics. He embraces everybody as an equal.

“That streak of ‘Yeah, I’m here to learn about you, what you want out of life and help you achieve it.’ I think that’s the mark of a truly amazing teacher, a truly amazing human being in general.”

“I think people are prepared to be maybe put off by somebody who’s had that much experience and is known in the discipline as he is, but he’s every bit as interested in the freshmen coming in as he is in the graduate students that he’s working with,” Ludwig said.

Welch himself describes his teaching philosophy as: “Let each become what they are capable of being.”

“I try to build up a sense that, yes, individuals have made a difference, and you can do so, too,” he said. “One of the objectives I see in my teaching is empowerment of students through knowledge, but also through a sense that they can be inspired by learning about others.”

At age 76, Welch continues to inspire. He’ll step down from full-time teaching at the end of the fall semester, though he will continue to advise students and may teach an occasional course.

“It’s always difficult to step away from something that you love and that you’re good at. But there’s also a time that you realize that there’s some other stuff that you want to be doing,” Ludwig said.

For Welch that means more time to travel, host dinner parties, spend time with his four children and seven grandchildren, or perhaps just camp in the wilderness. Wherever his retirement takes him, the void will be felt at UB.

“You know, I had Human Rights at 8 a.m. on Mondays, Wednesdays and Fridays,” said Krolikowski. “I don’t know that everyone loved getting up that early, but once you got to the classroom, you knew you would be enraptured by what he was talking about. He was able to infuse his classes with so much reality.

“He’s played a huge role in my life, and I’m eternally grateful for that.”
I can say without hesitation that teaching is the hardest thing I’ve ever done. I began as a music teacher at Park Avenue School in Orange, New Jersey for my first year. In my second year I taught first grade at Roseville Community Charter School in Newark. The hours are long; each day is unpredictable. I, like all new teachers, had my fair share of struggles and frustrations.

It’s now been almost three years since I originally applied for Teach For America, when I was then a senior at UB. It’s no secret that our K-12 education system isn’t preparing students for the workforce and the world the way it should, and this is particularly true in poor communities. I wanted to take a personal role in addressing this problem. And so I graduated from UB in 2013, dewy-eyed and optimistic, to begin my two years of teaching in and around Newark, New Jersey.

But through these difficult experiences I learned a lot - the most important lesson has been a dose of humility. Teach For America and organizations like it style their work as “service.” We are sent to underserved communities, and we go to serve in those areas. While the idea of service was appealing at the outset, it quickly lost its glow as I started my work as a teacher. In my first year, I was the only Teach For America teacher at my school. Everyone else was a full-time, traditional-route teacher; teaching was their career. I was walking into a community that had existed for decades. One teacher there had taught in that same school since the 1970s. Some of the parents had gone to the school where they now sent their children. I asked myself in what sense was I really serving this community – a community that had carried on and would continue to carry on without me just as it had before?

I had basically no idea what I was doing. (This isn’t an indictment of TFA’s training program. Though TFA doesn’t adequately prepare incoming teachers, neither do some of our nation’s traditional education programs.) I did my best to plan lessons and units, to deliver engaging content, to teach my young students not just about the content but about how to be a citizen in the world. And all these high hopes and lofty goals were daily weighed down by reality – the reality that I was no expert on pedagogy, and the reality that there’s a reason why Teach For America exists in the first place.

It is very easy to become jaded by the stress and frustration of entering the classroom. Perhaps my biggest source of pride is that through those two difficult years, I didn’t. Of course there were times I felt discouraged, and times when I dreaded the next part of the day. But I remain optimistic that, in the words of the organization, one day all children in this nation will have the opportunity to attain an excellent education.

If anything, my two years at Teach For America made me critically aware of just how complicated education can be. There are plenty of people and organizations out there who peddle the notion that we could fix urban education if only there were more charter schools, or if only we paid teachers more, or if only every student had an iPad. I quickly learned that education policy is never that simple.

As one example – at the end of my first year, I spoke to the teacher who had been teaching since 1978. She told me that, if she were my age today, she wouldn’t choose education as a career. It simply wasn’t the same job as when she had started almost 40 years before. She felt bogged down by all the assessments, evaluations and mandates that she was now expected to meet, and that had sucked the joy out of her beloved profession. I think of her every time I hear someone argue that what we really need in our schools is more requirements (which inevitably fall on teachers’ backs). This is, of course, not to bemoan the implementation of Common Core or some of the data-driven instruction that has refined and focused education. But it does remind me that the issues surrounding education lack quick fixes. In this sense I’m incredibly grateful that I’ve had the chance to see first-hand what it means to be a teacher, and to witness all the complexity that surrounds the educational process.

I hope I haven’t scared anyone away, because over my two years I’ve been reminded over and over again the importance of education. My kids love Barack Obama;
while they know nothing of his policies or how his administration works, they are inspired because someone who looks like them could reach our country’s highest office. For them, the future is boundless, and opportunity extends as far as they are willing to reach. It’s our obligation as adults to work to make their aspirations possible.

With that idea in mind, I would encourage anyone who cares deeply about race, poverty, or education to apply to TFA. If you’re willing to work harder than you ever have before, in a noble and storied profession, then you will find the organization to be clarifying and strengthening.

It slowly became clear to me over time that my biggest opportunity to impact children’s lives is not necessarily in the classroom. For this reason I chose to attend the University of Pennsylvania Law School this fall.

Through public policy I hope to help push urban education in the right direction. I encourage you, in whatever part of life you may find yourself, to join me in working to address the inequalities we see around us.)

As I walk backstage at Disney’s Hollywood Studios, I’m thinking through the topics I get to explore for the remainder of my workday: a new restaurant coming to one of our theme parks, another revolutionary idea for a flagship restaurant – “Be Our Guest” at Magic Kingdom Park, a review of one of our most popular entertainment packages and a discussion on how to operationalize a “meet & greet” location for one of our newest and most popular characters. It may sound hectic, but it is also exciting and extremely rewarding. This is a normal day in my life at The Walt Disney Company.

I currently work as a Manager of Food & Beverage (F&B) Pricing at Walt Disney World Resort, but the title I have the privilege of holding only shares a sliver of what I get to do on a daily basis. I lead a team that is responsible for the price point (today, tomorrow, and a year from now) of all food or beverage offerings within the walls of the theme parks, water parks, and ESPN Wide World of Sports Complex. Our team also serves as a strategic “think tank” – we work with partners throughout the company to cook up new ideas for menu items, restaurant concepts, and special events that include world-class cuisine and entertainment. We work to develop the best venues for guests to experience and interact with new or favorite Disney stories. We help to create, execute, and fund the magic in existing and new F&B experiences at Walt Disney World Resort.

Getting to this point in my career has been a whirlwind, but in hindsight it is incredibly clear that I would not have been able to begin this journey without the educational experience I had at UB. I forged a somewhat unconventional path during my four undergrad years – simultaneously pursuing a BFA in Dance and
a BA in Economics. These experiences, along with the service and leadership opportunities granted through the Honors College, helped me to develop into the leader I am today (and aspire to be in the future) at one of the greatest entertainment companies on the planet.

I had the privilege of speaking at my Honors College graduation ceremony about how I found out just days earlier that I landed an internship with Disney. I’d dreamed of this opportunity for years. I was equipped with 18 years of performing experience; four years of technical, artistic, and backstage training as a UB dancer; and four years of economics and finance education that opened my eyes to the possibility of pursuing a career in the “business of entertainment.” I had no idea what to do with any of this when I first stepped foot in the “House of the Mouse.”

In my first couple years as an intern and then an analyst in F&B, I was focused on learning and absorbing as much as I possibly could. I worked alongside industry experts in management, leadership, entertainment, and the culinary arts. I developed a new passion for the food and beverage industry – a more dynamic, exciting, and universally relatable product and business than you’ll find almost anywhere. I furthered my business and leadership skills by completing my MBA at Stetson University (Go Hatters!), and through this was able to expand my personal and professional network at Disney.

Considering that my team determines pricing and profitability every day, the connection to my economics and business education is pretty easy to draw. But I often get asked the question, “What did you do with your dance degree?” This question makes me smile, because I draw on my dance education in more ways than I can count.

As I closed in on graduation from UB with future possibilities of performing, teaching, and beyond, I began to realize that my true passion for entertainment lies “backstage.” I love creating the forum and the means to tell a story to the right audience through the right medium. I welcome the challenge to adjust someone’s perspective on the world, even if only temporarily. I yearn to provide enrichment, inspiration, fuel for the imagination, or even comedic relief in this exponentially changing and overwhelming world we live in.

My UB dance education combined with an analytical and business background has empowered me to do just that with Disney. I work with show directors and producers to develop new dining experiences and special events that combine entertainment with food & beverage, and I can speak the language of both worlds. I can dream along with the best to develop the most creative entertainment ideas, and can translate that into a business opportunity that is sustainable. I work with artists– entertainers or chefs – who are incredibly talented and passionate about their art form. Thanks to my dance degree I know how to work with them, help them grow in their art, lead them in a team, and maintain the integrity of their pieces while operationalizing them in a business environment.

Since much of the work I am involved in is highly confidential until it is unveiled to the public, my sister often asks me to describe my workday by what “vocabulary” I used. On any given day I can respond with a number of highly scientific business terms such as “Tinker Bell cupcakes,” “Santa Goofy,” “Turkey Legs,” “Princesses,” or “Baymax.” As I reflect on this vocab, I can’t help but smile. I have one of the greatest jobs in the world. I’m a part of a team that brings unique concepts and beloved characters to life, putting smiles on the faces of thousands of people from all over the world.

So as I sit down in a conference room called “Hakuna Matata” or step out onto Main Street U.S.A. at Magic Kingdom Park, I often take a moment to reflect on my journey to this point and how lucky I am to be able to combine my passion for entertainment and business in my work every day. Educational and professional experiences can manifest themselves in many unexpected outcomes, and I’m thrilled to be able to use mine to make magic at Walt Disney World Resort.
Luke Hammill
Honors Scholar, Class of 2011

The newspaper industry lost 3,800 journalists between 2013 and 2014. The number of jobs decreased by a whopping 10 percent in one year. There are only 32,900 people left working at American dailies. That’s down from 56,900 in 1990.

Newspaper reporters recently displaced lumberjacks on the bottom of a list ranking occupations based on criteria such as income, outlook, environmental factors, stress and physical demands.

“The data is the data,” the publisher of the rankings told a blogger. (How ironic.) “We didn’t manipulate it in any way. I can walk you through why newspaper reporter ended up at the bottom. … We take a very analytical approach.”

The same rankings said an average newspaper reporter makes $36,267 annually. I don’t even want to know the median. Seems like a sinking ship, right? It probably is. But I’m content to stay on board until I have to swim ashore. Or until I drown. (Nobody lives forever.)

I’m privileged to be one of the 32,900 reporters who remain. The top job on that list of rankings was “actuary” – a person who “uses mathematics, statistics and financial theory to assess the risk that an event will occur.” In other words, a person who’d likely be quite good at counting his or her average annual salary of $94,209. Sounds boring.

Last month, I strapped into a stunt plane and tried not to puke as an Air National Guard pilot performed loop-the-loops and barrel rolls above Oregon’s beautiful Tualatin Valley, between Portland and the Coast Range mountains.

It was for a preview of the Oregon International Air Show, which I was to cover the following weekend. Though it felt a little like public relations, the experience was amazing and much better than sitting in a cubicle. Another day on the job, a job mostly designed to allow me to ask questions of Important People.

Week by week, I knew with greater certainty that I really did want to be a reporter. I am still proud of some of the stories I wrote that year. A series about a student who felt pressured to resign as treasurer from an evangelical Christian club because of his sexual orientation went viral. I realized that journalism gave my words the potential to reach people across the globe.

I enrolled at the Columbia University Graduate School of Journalism. After receiving my master’s degree in 2013, I returned to Buffalo to work a summer reporting internship at The Buffalo News. What an incredible experience to write for the newspaper I grew up reading. My big Sunday front-page story can be reduced to the following sentence: “Holy cow, there are cranes in downtown Buffalo!”

Then, I came here. To Portland, Oregon. I’d never been to the Pacific Northwest before. There are a whole lot of cranes here. And everything you see on “Portlandia” is true, which is both good and bad. I am very privileged to live here.

I work at The Oregonian, an institution older than The New York Times and the state of Oregon itself. It’s an honor. I spent two years in a suburban bureau, mainly covering local government, business and education in the state’s fifth-largest city, Hillsboro. Now, I’m beginning on a new beat with the business team in downtown...
Portland, reporting on real estate, housing, growth and development.

Which is appropriate, because my landlord just raised the rent.

Even if this ship continues to sink, I will keep going. For the folks who are less privileged than me who are affected by the actions of well-connected players in government and business.

For the many talented, amazing journalists — with mortgages and kids to put through college — who were laid off to make room for me in this industry. For the dwindling amount of people who still read the newspaper and write emails to the reporters or call them on the phone. For the trolls who comment on the online versions of my stories. For the increasing amount of public relations flacks who might overpower but never replace us.

(In 2004, there were three public relations professionals for every reporter. In 2014, there were five.)

No two days at my job are the same. I get to routinely meet, speak to and write about women and men who are far more interesting than me. It’s far easier to tell their stories than to blab about my own. I actually don’t like when journalists write corny, self-important, sanctimonious pieces like this.

I will keep going, until I can’t anymore. Then, maybe I’ll go back to school and hope to become an actuary, so I can retire.

Alumni Updates

What they’re doing now…

1984
HELEN (HESS) CAPPuccino
Helen works at Roswell Park Cancer Institute as a surgical oncologist and recently published a book entitled Being a Woman Surgeon: Sixty Women Share Their Stories. Helen is pictured with her husband and five of her six children (Jackie, Andy, Helen, Jake, Elizabeth, Nicholas, and Mac).

1988
KAREN (SHUTE) KRAEGER
Karen recently earned an EdD in Early Childhood Education from Kennesaw State University.

1990
CAROL ANN (BEZIO) DIACHUn
Nathan (Honors Scholar, Class of 1990) and Carol recently moved with their three boys to St. Johns, FL. Carol is the Associate Chair for Education for the Anesthesiology Department University of Florida College of Medicine - Jacksonville. She runs the anesthesiology residency program, oversees the fellowships and provides departmental faculty development.

1992
RICHARD FILIPINK JR
Richard published a book, Dwight Eisenhower and American Foreign Policy during the 1960s, in January. He was also promoted to Professor in the History department at Western Illinois University.

1993
MARILYN DE MEYER
Marilyn has a son and a daughter (19 yrs. and 21 yrs.) and works as a physical therapist at Unity Hospital of Rochester Regional Health System. She also runs a family farm with her children, and has a company named Therapy Innovations.

DIANA (PRATT) KOCH
Diana has a private practice for counseling services specializing in assisting trauma survivors. She also owns an art gallery with her spouse, William, and works as a field liaison and educator for the UB School of Social Work.

1997
HELEN (BLAMIRE) RUTTER
Helen is a mixed animal veterinarian in Ohio, working at a small animal clinic and also owns a large animal practice with her husband, who is also a veterinarian. They just welcomed their first child, a daughter, in June.

2000
KIMBERLY BOYD-BOWMAN
Kimberly is completing a doctoral degree in Counseling Psychology.

2002
THOMAS BETJEMAN
Having completed the Peace Corps in Mali, West Africa and work in international development for a number of years, Thomas decided to pursue his medical degree at the Medical School for International Health in Collaboration with Columbia University Medical Center. He finished four years of medical school in Beer Sheva (southern Israel) and is now finishing his intern year of residency in the 1+2 rural family medicine track in Santa Fe, New Mexico.

2003
JENNIFER DRAKE
Jennifer is an Assistant Professor of Psychology at Brooklyn College, CUNY.

TURNER GUTMANN
Turner works in Marketing Analytics for Nordstrom. He is married to Sara (Center) Gutmann (Honors Scholar, Class of 2003) and together they have two children, Henry (3 yrs. old) and Violet (1 yr. old).

2004
KELLY (SAYLE) CURRIE
Kelly finished her General Surgery Residency at Bassett Medical Center in Cooperstown, NY. She will begin a Hand Surgery Fellowship at Southern Illinois University in July 2016.

2005
COLLEEN BRONNER
Colleen is working at UC Davis as a faculty member in the department of Civil and Environmental Engineering.

2006
CHRISTOPHER BIONDOLILLO
Christopher finished residency in family medicine in Louisiana and has returned to Buffalo, NY to practice family medicine.

2007
ANDY PEER
Andy is working as a Senior Manager at PricewaterhouseCoopers LLP within their Banking and Capital Markets Assurance Practice. He is also currently serving as the President of the UB School of Management Alumni Association Board of Directors. He resides in East Amherst, NY with his wife and two children.

2008
PETER RIZZO
Peter is now the national program manager for the Construction Quality Assurance Program of the U.S. Department of Veterans Affairs in Washington, DC.
Alumni Updates

What they’re doing now…

2008
MONICA ZUGRAVU
Monica currently works as a technician at Ethis in Munich, Germany. Her project is to deliver mRNA orally.

2009
ANITA BOEY
After graduating from UB, Anita moved to Scandinavia (Finland and Sweden) for her Master’s degrees and is now in Toronto, Canada as a Ph.D. Candidate in Human Resource Management.

CHRISTOPHER HOWARD
Christopher is the Swing/Assistant dance captain on the US tour of “The Phantom of the Opera.”

THOMAS PIWTORAK
Thomas recently moved back to Western New York with his wife, daughter (3yrs.), and son (1 yr.).

2010
ERINN (BERNSTEIN) DUPREY
Erinn married Brian Duprey last summer and moved to Athens, GA, where she will be pursuing her Ph.D. in Human Development and Family Science.

LISA PETRONIO
Lisa has joined Walsh Duffield Companies, Inc. as Vice President of Retirement Plan Solutions. In this new position, she will be responsible for growing and managing the retirement plan division.

2011
ELIZABETH GOHDRINGER
Elizabeth is working on her Master’s Degree in Urban & Environmental Policy & Planning at Tufts University.

LAURA HABBERFIELD
Laura was recently promoted to Manager, Omnichannel Order Fulfillment at Toys”R”Us where she has been working since 2011.

JUSTIN KARTER
Justin was recently engaged to Hannah Steere (Honors Scholar, Class of 2011) and they currently reside in Boston, MA.

ANGELICA MAIER
Angelica has been awarded the College of Liberal Arts Graduate Fellowship at the University of Minnesota and is pursuing a Ph.D. in Art History.

DEVIN WILSON
Devin is pursuing a Ph.D. in Digital Media at Georgia Tech after completing his MFA in Media Study at UB.

2012
NATHANIEL CARBREY
Nathaniel was promoted to Senior Associate at PricewaterhouseCoopers (PwC) in July.

SHEREE CHEN
Sheree is currently a fourth year medical student at Stony Brook University SOM.

KERRIE MARTIN
Kerrie earned her MSW from the Silberman School of Social Work at Hunter College and is currently living in NYC. She is the Alumni Coordinator of a Geriatric Career Development program for disadvantaged high school youths of NYC.

GREGORY MARTINEZ
Gregory is in his final year of medical school and is applying to train as an Anesthesiologist. He is a 2d Lt of the United States Air Force Reserve, has a 10 month old daughter and another baby on the way.

MELANIE STEIN
Melanie is an Environmental Engineer at the New York State Department of Environmental Conservation.

SHANTE WHITE
Shante is in her second year of medical school at UB.

2013
EMILY CHAN
Emily recently started as Assistant Professor at Touro University California College of Pharmacy.

KELSEY CLARK
Kelsey is a special education teacher in Rochester, NY.

KAYLA HARDESTY
Kayla will be graduating from St. John’s University School of Law this spring.

ELIZABETH HENNESSY
Elizabeth received her Master’s degree in Civil Engineering at UB and is working as an Environmental Engineer at AECOM in Buffalo, NY.

MEGAN KLYCZEK-LAWN
Megan was married in August and is currently working as a nurse in a surgical ICU in Florida.

MICHELLE MEKKER
Michelle received her Master’s in Civil Engineering from Purdue University and is currently working towards her Ph.D.

LAUREN STRICOS
Lauren recently relocated to the Albany, NY area and is an Account Executive with Time Warner Cable Media.

AMANDA WACH
Amanda is working at the Hospital for Special Surgery in New York, NY as a research engineer in the hospital’s Biomechanics department.

2014
TIMOTHY ADOWSKI
Timothy is currently studying at UB in the MAE graduate program pursuing Ph.D. in Aerospace Engineering.

ANDREW CORTONEA
Andrew successfully completed his MBA at Canisius College.

ALLISON EDWARDS
Allison recently started her first year at UB’s School of Medicine.

KEVIN ISIDRO
Kevin recently started his first year at UB’s School of Medicine.

ARIEL JUDSON
Ariel is a working actor and is currently performing in a touring educational production that addresses sexual assault prevention on college campuses called “Speak About It.”

KELLY (MROZ) MARCO
Kelly is attending law school at The George Washington University and will be representing clients of the law school’s Vaccine Injury Clinic as a student attorney this year.

STEPHEN RABENT
Stephen is completing his second year in the Master of Public Policy program at the University of Maryland.

MARISA VARGAS
Marisa is working from home for Lionbridge in Finland doing computational linguistics development of an English grammar.

2015
JOCELIN THOMAS
Jocelin is working at Ernst & Young in Assurance in Boston, MA.

DONNA (MENARD) WOOD (2004)
became a first time mother to Xavier Wood on September 30, 2013 and moved to Phoenix City, AL.

TIMOTHY SILVERSTEIN (2005)
and his wife welcomed a son, Graham, on September 26, 2014.

NATHANIEL CARBREY (2012)
and his wife welcomed their first child, Ella Joy, on March 16, 2015.

Births

SEANA (O’MARA) ROZO (2005) was married on February 17, 2015 in Puerto Rico.


Marriages

In the Honors College we teach our students to turn their energy and ambition into a better world for all of us.

But many of our students would not have been able to attend UB or experience life-changing opportunities like study abroad, independent research projects or invaluable internships without financial aid in the form of scholarships and awards. Thanks to donor support, Honors students are able to thrive and become the leaders of tomorrow.

We have plans to make the Honors College experience even more inspiring for our students. To do this, we need support from alumni and friends. By creating or supporting scholarships and awards you can not only leave an indelible mark on the future of the Honors College, but on a student’s life.

We welcome the opportunity to meet with you to discuss how you can make a difference through philanthropy.

To make a gift or learn more, please contact: Tyler Harding, Director of Development Telephone: (716) 645-1618 Email: th45@buffalo.edu
Justin Imiola traveled 5,500 miles to Buenos Aires, Argentina, where he learned how the city handles water treatment, landfills and his favorite topic, recycling. “They don’t have formalized recycling there; instead, they have a formal labor union of trash pickers because the workers need the money,” says Justin, a dual major in economics and environmental geosciences. He volunteers with UB’s Environmental Network and hopes to work as a sustainability consultant in the future. Justin said he couldn’t have studied abroad without an Honors College scholarship. “I’m grateful. The travel was expensive and the scholarship helped me afford the trip.”
Honors College Alumni gathered at the HarborCenter in downtown Buffalo for the all UB Alumni event on September 17, 2015.

Attention UB Honors Alumni!

To update our records please log onto honors.buffalo.edu/alumni and complete the alumni update form.

*We would also like to include a photo of you (and/or your children) with your update! Photos can be e-mailed to Jessica Seabury at jseabury@buffalo.edu.

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