



*The Best is
Yet to Come...*

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HONORS TODAY

A Fond Adieu

There is a scene in the movie, “The Sound of Music,” where the von Trapp family children are going off to bed and singing sweet good-nights to an audience of their father’s dinner guests. They reluctantly sing, “Good night, good bye, auf Wiedersehn to you. Adieu, adieu, to you and you and you...” They take their turns slipping away, one by one into the night. At the end, there is only the tiniest child singing her goodbye... So it is with us. We are saying adieu to a great friend and supporter.

President William R. Greiner is retiring. He is the 13th president of this University joining a long line of august presidents starting with our first in 1846—Millard Fillmore—who was shortly to become our genuine honest-to-God United States President (our 13th, to be exact). President Greiner adamantly denies that the number 13 is bad luck—instead, it is good fortune. In fact, he set as his goal to remain as president for 13 years. And he did it. He began his tenure as interim president in March 1991 and expects to remain in office until the 14th president steps in.

“Bill” has been at UB for much of his academic life. Armed with master’s and doctoral degrees from Yale, he joined the law faculty at UB in 1967. He became the school’s first provost in 1984 and President Steve Sample’s right hand for seven years. When Steve moved on to become president at the University of Southern California, Bill stepped into the presidential shoes.

The Honors Program has thrived under three unique UB presidents. The program was established in 1980 with 20 students because of the vision of Robert Ketter. Under Steve Sample’s guidance, the numbers climbed to 400. But it has been under the direction of Bill Greiner that the program soared. Today, we stand at 1,000 strong and this year’s entering class numbers 255. All of this takes money and a strong commitment to academic excellence. Bill Greiner has provided both of these, not just to the Honors Program but to the whole University. Over 2.5 million dollars

in academic scholarships have been awarded to incoming freshmen, with more than one in three enrolling students receiving some form of merit based award. As a result, the overall quality and diversity of the entire University is on the rise. The average SAT score for freshmen has jumped 30 points in the last five years, and this year there are 47 valedictorians or salutatorians in the freshman class, most of whom are Honors students. Retention rates are up, and the University now has students from 42 different states in the freshman class. International students from 97 different nations are represented at UB.

But money isn’t enough. To attract Honors students you must have an academic program that is excellent. And UB certainly has that. There are over 100 degree programs for students producing a spectacular array of choices. UB has an unparalleled advisement program for Honors students, giving career guidance and counseling that is superior to that touted in most small colleges. It has Honors courses, such as Peter Nickerson’s seminar called “What They Died From,” which we highlight in this magazine.

It has world-class research programs, which include undergraduates, and a provost in Betty Capaldi who wisely sets aside funds to support Honors students’ research. Bill Greiner is justifiably proud as he writes about UB’s research in this newsletter and you will read here how research figures in the lives of students, faculty, and alumni.

We are going to miss Bill Greiner enormously. He and his wife, Carol, have generously hosted dozens of Honors receptions, greeted thousands of our freshmen, blessed them as they strode across the stage at commencement convocations, only to visit them here again in the Honors alumni magazine. As we sit on the edge of the stairs wishing Bill and Carol adieu, we can’t help but agree that the number 13 hasn’t been unlucky at all.

KIPP HERREID & JOSIE CAPUANA
Academic Director and Administrative Director



HONORS TODAY

On the Inside...

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Karyn finishes her first (and last) marathon!

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Photograph by
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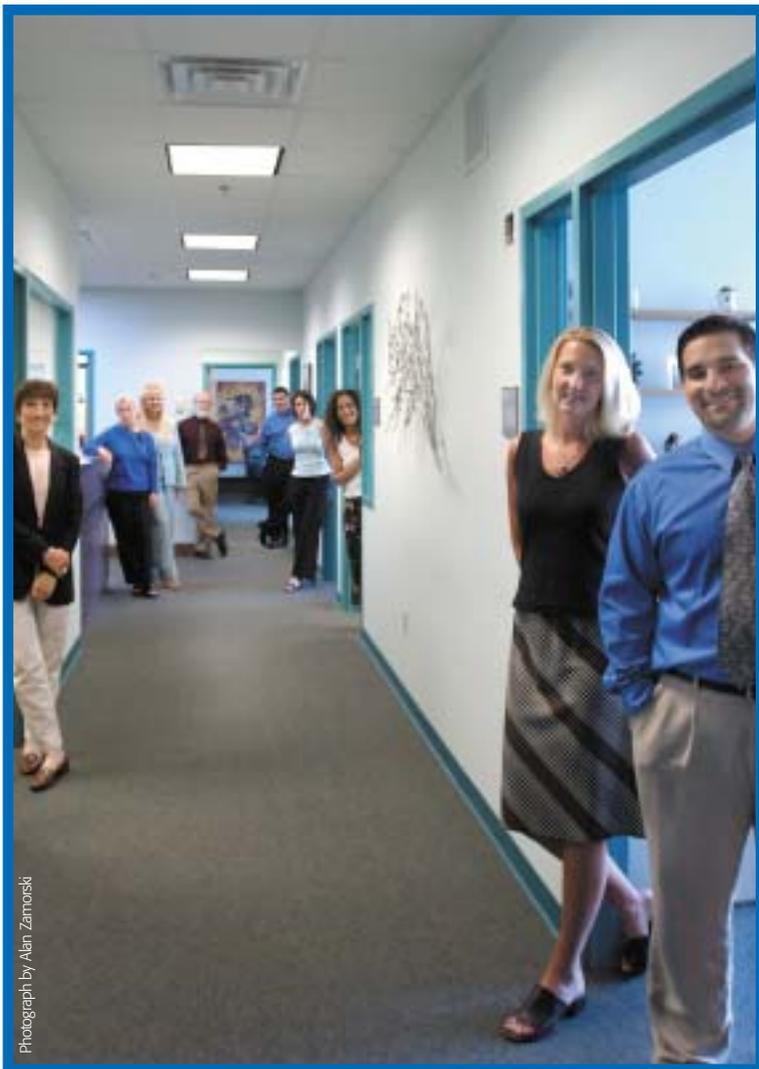
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JOSIE CAPUANA

Administrative Director, Honors Program



Photograph by Alan Zamorski

The staff feels right at home in their new space!

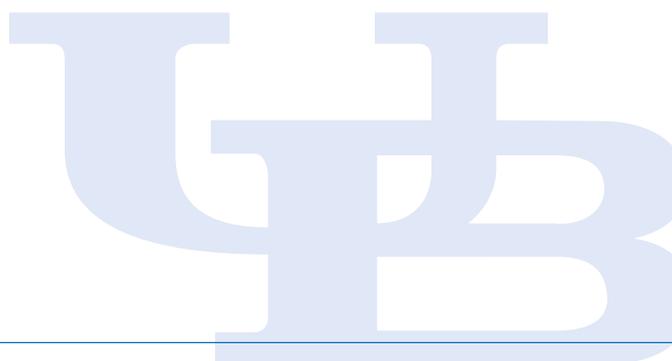
Well it's finally done. The Honors Program is at home now in its new office space! To say we are delighted is an understatement. It has been a long haul – from start to finish it took almost seven months for everything to be completed but it was well worth the wait AND the inconvenience. For 15 weeks, Chris, Jessica, Nigel, Karyn, Christine, Kipp and I (and the resident fruit flies) lived in the classroom next door to the construction site. That classroom ultimately became our Honors seminar room (minus the fruit flies) once we moved to our new offices. So Nigel, Jessica, and Kipp no longer have to share office space. There were some

moments of “separation anxiety” but for the most part, everyone adjusted to their new quarters within five minutes or less!

We made many new friends along the way. Monday through Friday, I would walk into the construction site to get my “fix” for the day – progress was actually being made! It didn't take long for the construction crew to get used to us. They were as accommodating as they could be with regard to the noise factor. In return, we listened to their favorite radio stations (it varied from rock to country to Christmas music) and their vocal renditions of their favorite artists! Chris Mast did suggest at one point that they not quit their day jobs to begin a singing career but no offense was taken! When there was a problem with inches, the construction crew always consulted us. They came through and in the end, those inches proved to be very important in tight spaces.

We always knew what to expect. They kept us well informed of upcoming events, such as asbestos abatement or the deafening noise when they cut through the concrete roof and steel beams to install the solar tubes for several windowless areas. In return, we provided aspirin when needed, a phone to use in emergency situations and our own brand of humor. It turned out to be a great working relationship! We held a thank you party/Open House for all of the construction crew and gave each of them an Honors Mug in appreciation for their hard work. It was great fun and they were very impressed, as no one had ever thrown a party before in their honor!

So when you are on campus, be sure to come by and visit our new home. The address is still 214 Talbert but “the look” is really different! ☺



High Tech Meets Ancient Assyria

COLLEEN SNYDER
Honors Scholar, Class of 2004

I am a Classical Archaeology student intending to become an archaeological conservator. Yet, like most people, I have many different passions and interests, both in and out of school. Some of these other interests include art, art history, and photography. I also enjoy teaching others, especially children. The Research and Creative Activities Grant, through the University Honors Program, was a dream come true, providing me with an unparalleled opportunity to combine all of my passions. Even more exciting is the fact that I am able to share my passion for archaeology with others through my research.

My senior thesis is a project intended to utilize computers and 3-D technology in classrooms to help inspire children to take an interest in history and archaeology, bringing the past to life through interactive programs. I am creating an instructional workbook to correspond with a virtual reconstruction of an Ancient Assyrian palace from the 9th century BC. This virtual palace, designed by Classics professor, Dr. Samuel Paley and his colleagues, will allow a user to walk around the palace, view the art, talk to the ancient people,

and hopefully someday even “touch” the objects with a virtual glove. It is hoped that through this interactive learning style, children will be able to “experience” the past in a much more exciting manner than through every-day textbooks.

Last year, with the help of Dr. Paley, and through the Honors Research Grant, I was able to

travel to New York City, where I studied Assyrian art at the Metropolitan and Brooklyn Museums. I also met with middle school teachers in the New York area to determine the best methods for combining the computer and classroom material. Then, I traveled to the British Museum in London and the Ashmolean Museum in Oxford to study more artifacts from the Assyrian palaces and meet with Assyriologists. I was also privileged enough to study at the British Library, where I was able to read the original correspondence between Sir Austen Henry Layard and his colleagues and family during one of the first excavations in the 1800’s! Each of these experiences helped me to gain a better understanding of the material I was to present to children, as well as serving to enrich my education in Near Eastern art and archaeology.

This past January, I developed a small workbook and some interactive games, including the virtual palace, and presented my project at the Archaeological Institute of America’s Kids Fair in New Orleans. Here, children were able to do a virtual excavation, make jewelry fit for an Assyrian queen, and learn how to write in cuneiform. This year, I am continuing the project through the Research and Creative Activities Grant, visiting several schools to teach sixth grade students using the research gathered and methods developed over the past year. I will also be attending the Kids Fair once more, this time in San Francisco. It promises to be a successful year, as children have been responding well to the activities. Hopefully teachers will be encouraged to incorporate more technology into the classrooms to help make history and archaeology more real and exciting! I love that I am able to share my passion for cultural history with children, and perhaps, through my work with the Honors Research Grant, I will inspire future archaeologists!)

Colleen stands next to an Assyrian Lamassu at the Metropolitan Museum of Art.

Words from Research & Creative Activities Fund Recipients...

Colleen Snyder describes her experience, made possible through the Research and Creative Activities Fund, in the adjacent article. This fund is made possible by the generous support of Provost Capaldi. Here is what some other recipients have had to say:

“Despite all the class work I had completed for Engineering, I started to feel a little restless and I felt like I needed to participate in some kind of constructive project. I took advantage of the Research and Creative Activities Fund opportunity and soon found myself with over \$3,000 to cover all the expenses of building my own robot. My mentor, who had gotten to know me much better as I sought help in writing the grant proposal, offered me a job as a research assistant for the summer. I am still working that same job, and I have received even more scholarships from my employer for the services that I have provided toward research.”

Evan Halstead, Class of 2005

“This funding allowed me to collaborate with a professor in the computer science field I was considering exploring in graduate school. I was able to find out what this concentration entailed, and the type of work I would be doing, as well as exploring new ideas to solve a computer graphics problem. There is much value in participating in a research project within your own department as an undergraduate student – in building relations with faculty members to learning what research involves. This was a unique chance for me as an undergraduate student!”

Marina Dukhon, Class of 2003

“Why is it important to detail, graphically, the events of this story? Because, as the students have been told...they are members of the age group that is more likely to die of violence than any other cause... We have the superman mentality, we never think it could happen to us. It’s important to realize it can happen. You never really step back and think you could be a victim.”

What They Died From:

Honors Seminar Makes Violence Relevant

The scene: A small, well-kept home in a “nice” Buffalo neighborhood. A bright pink, inflatable elephant, a child’s toy, lies on its side on the kitchen floor and a small stuffed animal, a white puppy, rests on the living room couch. From the top row of shelves in the dining room, a photo of a woman, the tenant, beams a mega-watt smile. The kitchen and bathroom are small but scrubbed spotless, the Buffalo homicide detective points out, “She was a good housekeeper, a loving mother.”

Mark Stambach, the detective, narrates a set of slides that record each portion of the house, the scene of a double homicide. He describes three separate homicide cases, the first, detailed with the slides, chronicles the brutal slaying of a mother and her 7-year-old daughter.

Stambach is an invited speaker for an undergraduate honors class, “What They Died From,” taught by Peter Nickerson, professor of pathology.

During the semester, students studied the biographies and deaths of famous people, such as Eleanor Roosevelt (tuberculosis), President William McKinley (gunshot), Karen Carpenter (anorexia) and Arthur Ashe (AIDS), examining the attendant disease processes and disease as a reaction to injury, as well as human suffering.

Students also viewed the videotaped autopsy of a 49-year-old woman who smoked for 20 years, with the goal, in part, to understand why autopsies are performed, why they are important and their role in diagnosis of disease.

The last two sessions of the class focused on violence. “The two sessions on violence, the most common cause of death in people their age, were designed to be directly relevant to them,” says Nickerson. “They learned some of the factors influencing violent behavior by their study before the class and then they had the opportunity to interact with experts in the field and to have a discussion with them on issues related to violence,” he says.

In addition to the presentation by Stambach, Charles Ewing, professor of law, adjunct professor of psychology and an expert on why children kill, spoke to students about homicide, its legal definition and classifications, and the motive of people who kill.

The shoebox-sized classroom in O’Brian Hall is packed, especially for the Thursday afternoon before Passover and Easter. Students are jammed

against each other; their desks are in a tight circle against the wall. As the homicide detective describes the Buffalo home, he points to a collection of cleaning products strangely dumped in the bathroom sink and a green sponge stained red, the assailant thought he could wipe away the evidence, says Stambach. The child’s room is neat and colorful, with the requisite cartoon curtains and bedding. However, the sheets and pillowcase have been stripped from the bed. And because the two females lived alone the raised toilet seat in the bathroom catches Stambach’s attention, and for good reason. The assailant’s DNA was all over that toilet, he tells the class.

Stambach’s purpose in offering a glimpse into the lives and events leading up to the deaths of these four people? To restore a sense of humanity to death, to the dead, and to walk students, step-by-step, through the carefully reconstructed timeline of events and evidence-gathering process used to help solve the crime. “These victims belong to me — they become a part of my family until we solve the crime,” Stambach says. “Thirty-nine people (relatives) were affected by their deaths,” he tells the students.

The detective leads the students, slide by slide, down the hallway and into the mother’s bedroom. What the students see first is the body of a small girl who somehow managed, in spite of fatal stab wounds that penetrated her rib cage through to her backside, to die lying across her already dead mother’s feet. This child, the detective notes, tried to defend herself, she has deep lacerations on the undersides of her arms and her fingers are nearly severed where she grabbed the knife. Her small pink shoes are saturated in blood.

Why is it important to detail, graphically, the events of this story? Because, as the students have been told by Nickerson and Stambach, they are members of the age group that is more likely to die of violence than any other cause. Because, as freshman Tom Walsh says, “We have the superman mentality, we never think it could happen to us. It’s important to realize it can happen. You never really step back and think you could be a victim.” The news media only show part of the story, a static image of the home, the yard cordoned off with crime-scene tape. The reporter



DONNA LONGNECKER
Reporter, Assistant Editor

may give the victims' names, possible cause of death and potential motive, but that's all. Everything else about the victim is a statistic, student Zachary Kasperek points out, but this class reveals the opposite, "that the victim is a real person." Kasperek says the class has had a major impact on him. "I've never had a class all about us" until now, he says.

Students in the class are asked to critically examine the violence that permeates their culture, their music, the music videos they watch and the video games they play. In their class presentations on these topics, students were never reticent in telling the truth about their culture.

"We need to stand up to the forces that are wrecking our families," says one student at the end of a presentation that noted the goal of most recording companies was to maximize profits by aggressively marketing violent music and videos while hiding behind the First Amendment and subsidiary companies.

"Children who are bombarded with images become desensitized to violence (and won't have a normal emotional response to violence such as shock, fear or disgust," notes another student during a presentation, citing testimony before Congress by members of the American Academy of Pediatrics about the effects of violence on children. Ewing presents the facts in a more sobering light. "The people who kill are often the

people most likely to be killed," he tells the students. "Who are they? They're young, people your age, you are in that big category of people who statistically are more likely to be

killed. There aren't too many senior citizens who are victims of murder. The people who murder and the victims of homicide are younger people. Ninety percent of the victims of homicide are men, almost the same percentage of perpetrators are men," he says. Students explore, with Ewing's guidance, how murder and homicide are classified.

"Intimate killing homicide" is a category in which the victim knows the perpetrator well, it could be a sibling, girlfriend, wife or husband, or child. "One of the most common in that category is parents killing their kids," says Ewing, noting that kids are extremely vulnerable and the younger they are, the more likely they are to be victims of intimate killing homicide.

Another way to classify homicide, he says, is motive: why do people kill? "A lot of homicides that seem to be for economic purposes really aren't, with the exception of killing mom or dad for insurance money. Those are pretty rare," he points out. "More often, the motives are things like jealousy, anger, revenge. They are emotional conditions, and people under those circumstances generally haven't thought out what they're doing. The sort of stereotypical image of a murderer is of a cold-blooded, calculating, hit man who plans it outright, down to the 'nth,' and expects to get away with it."

A much more common kind of killing is an impulsive killing, someone who gets into

"The people who kill are often the people most likely to be killed. Who are they? They're young, people your age..."

an argument or confrontation and goes and gets a gun or a knife and comes back and suddenly someone is dead," Ewing says. "It's an emotional reaction that's fueling the situation, not cold-blooded calculation."

Nickerson has outlined in the course syllabus many of the questions he views as crucial for the class to answer: For what group of



Dr. Peter Nickerson engages students in his Honors seminar.

our population is violence the principal cause of death? How common is violence? What groups are especially prone to become victims of violence? How do we prove violence in a court of law? How do we prevent violence? Are there any well-known individuals who have died from violence? Question by question, the students create a statistical, factual picture of a society.

Nickerson, obviously well-liked by his class, is a warm and engaging taskmaster who keeps a close eye on his students, asking them how they are doing, how they are processing the crime scene photos and the information presented by the detective. He won't allow them to leave class unless he's sure they've had a chance to unload any leftover or unattended emotions related to the disturbing nature of

the subject matter. He brings lots of snacks for the students to share during breaktime. More than one student praised his teaching style and his ability to listen.

"Having bright students who are interested in the subject matter makes it especially interesting and stimulating for me. My goal is to facilitate discussion and to fill in or correct information without discouraging student participation," he says. But clearly, he has a greater goal — to examine life itself.)

The Best is



Honors Alumnus Martins Innus ('99) shows Professor Greiner a medical visualization done in collaboration with The Women & Children's Hospital of Buffalo and the Center for Computational Research. The Center also houses a Dell Cluster which is ranked as one of the fastest supercomputers in the world.

Yet to Come...

As alumni who keep in regular touch with the events and achievements of your alma mater, many of you may have already heard the good news—research at UB has had a record year. Research funding increased by more than 28 percent during the 2002 fiscal year, rising to \$239.7 million and representing a growth of \$52.9 million over the previous year. This is an all-time-high for UB, and included a 33 percent increase in funds received from the federal government, which jumped by \$32.2 million—from \$96.6 million in 2001 to \$128.8 million in 2002. Great news—but what is the impact of all these numbers on the day-to-day life of the university?

As New York State's largest and most comprehensive public research university, UB is guided by a tripartite mission: excellence in research, in teaching and in public service. Each part of that mission is taken very seriously, and each actively informs the others on a daily and ongoing basis. Indeed, UB's role as a major public institution is grounded in the university's reputation as an academic community where top-notch undergraduate and graduate education is enriched by a dynamic, world-class research program that is firmly in touch with the needs and concerns of our local, regional and global communities. With our strengths in engineering, bioinformatics, biomedicine and the life sciences, law, the pharmaceutical sciences and computing technology—as well as in the humanities, social sciences and related professional schools—UB is among the nation's very best research intensive universities.

In order to better serve our students, our faculty, alumni and other diverse constituencies, over the last dozen years, one of UB's highest priorities

PROFESSOR WILLIAM GREINER

has been to significantly revitalize our research mission. We have taken an innovative path in this regard, strategically refocusing our efforts, encouraging the development and growth of research centers that transcend departmental lines, attracting the best and brightest faculty to our campus, and ensuring that our students have every opportunity to actively participate in the cutting-edge research programs that will define the fields of inquiry of the future. As a result, UB is now home to more than eighty interdisciplinary centers of research, including the UB Center of Excellence in Bioinformatics, the Center for Computational Research, the Electronic Poetry Center, the Center for Applied Technologies in Education, the Multidisciplinary Center for Earthquake Engineering Research, and many others.

The outstanding progress made in funding research speaks directly to the outstanding efforts and ability of our faculty to secure both research dollars and increased national recognition for the important work done in our labs and classrooms on a daily basis. As funding for research continues to increase, UB's standing as a premier research university will continue to be enhanced. Yet, this is only one resulting benefit of our increased emphasis on research. Perhaps even more importantly, our success demonstrates the depth of UB's commitment to each element of our tripartite mission: we are dedicated to continually expanding the boundaries of our knowledge, to providing opportunities for new discovery, and to sharing the benefits of our discoveries with the people of our region, state, and around the world. The best is yet to come, and we look forward to continued progress in the years ahead.)

“As New York State's largest and most comprehensive public research university, UB is guided by a tripartite mission: *excellence* in research, *excellence* in teaching and *excellence* in public service.”



Dr. T & His Chemistry With

When Kenneth Takeuchi became assistant professor at UB in 1983, he held a Ph.D. in Chemistry, had published several journal articles, and had just completed post-doctoral research at the University of North Carolina. But, he had never set foot in front of a classroom. The night before classes started, he stood in a large lecture hall on UB's South Campus preparing for Chemistry 101 with a test audience of one—his wife, Esther Takeuchi. As he began his practice session, he inscribed his name on the oversized chalkboard. Esther, a fellow chemistry Ph.D., stopped him immediately and motioned him to come to the back of the room. When he reached the last row and turned around, he was shocked to see how minuscule his name appeared. He dolefully thought, "I'm in for a long semester!"

Now in his twentieth year at UB, Professor of Chemistry Takeuchi is one of UB's premier teachers and has earned numerous accolades, including four Student Association Milton Plesur Memorial Teaching Awards and the Chancellor's Award for Excellence in Teaching. He ironically describes teaching as "the real revelation" in a career initially founded on scholarly research. "As I went along I found that interacting with students, even in a large lecture hall, was great! It was like a piece that was missing finally fell into place. Teaching students was the part of my career that I had not anticipated would be as fulfilling as it is."

Stephen Turkovich (B.A., 1999), now a first year medical resident, was a student in Takeuchi's honors chemistry. Turkovich puts it this way: "What makes Dr. T so unique is his ability to incorporate everyday stories, such as the origins of the ice cream sundae, into explanations of complex chemistry concepts. He is a Renaissance man who knows a lot about many things far beyond chemistry. He demonstrated the art of teaching beautifully by consistently taking complex and difficult concepts and explaining them in an easy to understand way. And above all that, he is a great mentor and friend."

Takeuchi was born and raised in Cincinnati, Ohio, an unusual hometown for a Japanese-American. Originally from the West Coast, Takeuchi's parents migrated to the Midwest after their separate internment in World War II

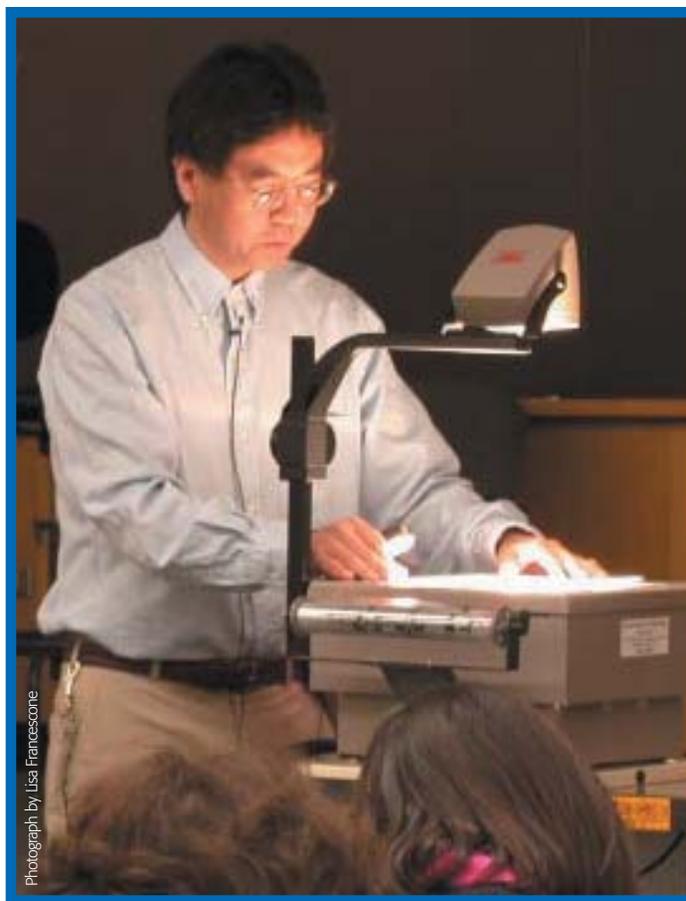
camps for Japanese-Americans. Quakers aided Takeuchi's father, allowing him to leave the camp and start a new life in Cincinnati, while his mother relocated there to be with her brother. As Takeuchi points out, his parents grew up in cities miles apart, and they never would have met and married if the war had not forced them to relocate.

His students describe him as dynamic and inspirational, but Takeuchi recalls that as an undergraduate at the University of Cincinnati he was shy. He had difficulty interacting with professors and did not pursue academic opportunities outside of the classroom. He considered Engineering and Education

as majors before finally settling on Chemistry, in his words, "primarily because I was pretty successful at it." A year of medical school followed, but he realized that medicine, while a great profession, did not suit his ultimate ambitions. "I wanted to make a contribution, but I wanted to make it in such a way that it was like leaving a legacy or leaving a mark. I wanted to write articles and leave my thoughts on paper, so it was important for me to choose an area where I could express myself and where the articles would remain a part of a library." He withdrew from medical school and enrolled in a chemistry graduate program at the Ohio State University "to be known as someone who is in the scientific enterprise." He clearly remembers the satisfaction of publishing his first article; that accomplishment motivated him to complete his Ph.D. in Chemistry in 1981.

In his research and teaching Takeuchi interacts with both graduates and undergraduates. He explains that while supervising a graduate student is

a more long-term relationship, in mentoring an undergraduate, "the effects can be really much more profound." He advises his undergraduates to seek experiences that will cultivate self-expression, and says that undergraduate research is one of the best vehicles for achieving this goal. Research allows a student to go beyond the prescribed structure of a particular course and think more creatively. This can be especially valuable for students in the sciences, where such self-expression is not inherent in the curriculum. Research facilitates an ongoing dialogue with a professor and enriches the student's education. Takeuchi encourages his students to learn from one another. He finds that the



Photograph by Lisa Francescone

Students

JESSICA (SEABURY) DUDEK
*Assistant Administrative Director, Honors Program
Honors Scholar, Class of 1994*

camaraderie amongst Honors students, who often form study groups or stay late in lab to teach their peers, is one of the program's biggest benefits. "If you wish to have an undergraduate education that is pretty much limited to the classroom, you will certainly learn a lot, but you may not necessarily discover some of the important things—things about yourself—that are not contained in the classroom."

Outside of the classroom, Takeuchi's own career embodies this sense of discovery as he continues to pursue his passion for scholarship. He is an author of over 70 refereed articles and 140 presentations at scientific meetings. His research specialty is inorganic chemistry, particularly in the area of coordination chemistry, which examines metal atoms encased within a molecule. Since graduate school he has been intrigued by chemical synthesis, noting that he enjoys the preparation of new things. More recently, Takeuchi has become interested in materials science, shifting his focus from soluble molecules to solids such as transition metal oxides. He finds this provides fresh challenges because totally different techniques are used to study them. Currently, as a consultant with Wilson Greatbatch Technologies, Takeuchi's research also includes electrochemistry and battery-related chemistry.

The students working in his lab, much like those in his classroom, are encouraged to make connections—to place their experience within a larger context. "As a researcher, it is important for me to

holistic approach to learning: "As a mentor and teacher, Dr. Takeuchi encourages students to engage in sincere and insightful inquiry. Only after completing my studies at the University at Buffalo did I really have a sense of what he was fostering in us: perspectives that were not just about solving chemistry problems, not just about surviving in the world of academics, rather perspectives from which one should approach and reflect upon life in general. I admire the efforts he makes to help his students develop as scholars, professionals, and, most importantly, as individuals."

Colleague Joseph Gardella Jr., Professor of Chemistry and Associate Dean of the College of Arts and Sciences, voices a similar estimation of Takeuchi's strengths: "He inspires extraordinary enthusiasm and loyalty among undergraduates who have him as a classroom instructor and as a research mentor. Professor Takeuchi is driven to demand intellectual quality from students, but in a way that convinces them what I know to be true: that he genuinely cares for each and every student and is willing to put in the time with them to help develop them as scientists and citizens."

Takeuchi describes his role this way: "The most important thing a professor can do is to put a student in a position to do the best that they can." His own life illustrates that a person's talents and passions may merge in unexpected and often fortuitous

ways. What began as a desire to create a single legacy of scholarship has evolved into multiple legacies, as Takeuchi

imprints each of his students with the quest to make a mark: "If you can inspire a student that they feel that they should personally know something because they are unique—that is a great feeling as a teacher. That is what I aspire to do. I try to get students to walk out of my classroom feeling as though they know something and that it is important that they contribute.")

help the students draw those relationships and then process them on an intellectual and an emotional basis: They say—"Is this what excites me; is this what encourages me to keep going?" That is as important a question as, "Do I understand it?" Phillip Edwards, a Chemistry undergraduate (B.S., 2001) and now a Ph.D. student at the University of Washington's Information School, appreciated this



"If you wish to have an undergraduate education that is pretty much limited to the classroom, you will certainly learn a lot, but you may not necessarily discover some of the important things — things about yourself — that are not contained in the classroom."

"The most important thing a professor can do is to put a student in a position to do the best that they can."



Finding Bodies that Matter: Investigating Disability in American Drama

ANN FOX
Honors Scholar, Class of 1990

The first thing people say when they hear I am writing a book on representations of disability in American drama is often: “Okaaaay... but where exactly is there disability in theater?” My answer? Everywhere, once you begin to look for it: for a start, think Laura Wingfield in Tennessee Williams’ *The Glass Menagerie*, Helen Keller in William Gibson’s *The Miracle Worker*, Prior Walter in Tony Kushner’s *Angels in America* or Vivian Bearing in *Margaret Edson’s Wit*. It’s not just American theater, either; from Sophocles’ *Philoctetes* to Shakespeare’s *Richard III*, there’s a long history of representations of physical and cognitive disability on the world stage. American literature (think Flannery O’Connor’s short stories, Toni Morrison’s *Sula*, or Katharine Dunn’s *Geek Love*) and our film and television (think *Unbreakable*, *Monk*, or *Forrest Gump*) are similarly disability-obsessed. As a modern drama specialist and an Americanist, I’m particularly interested in exploring how stage representations in particular have shaped, and been shaped by, cultural ideas about “normalcy” in the United States over the last century.

My work on this book is an outgrowth of an academic field called disability studies in which I’ve been involved for about the last five years. I became aware of disability as an identity and an issue when I was teaching theater history at Washington University in St. Louis in the late 1990s; there, I got involved with a local political theater company called The DisAbility Project. As a feminist scholar, it made sense to me to regard disability as not an affliction but rather, as an identity category that was as much subject to social construction as our ideas about gender, class, race, and sexuality. I love how disability studies interweaves activism and academics, and the way in which disability culture challenges and invigorates what all of us might traditionally think of as “normal” ways to consider the body, history, space, and movement. When I participated in a National Endowment for the Humanities Summer Institute on Disability Studies three years ago, I was eager to know how our conversations about disability in literature could be applied to interpreting canonical drama from a disability studies perspective. Now, since I am on sabbatical for the year from my current job as an Assistant Professor in the English Department at Davidson College, I’m excited to be finally get-

ting the chance to start exploring some of the answers to that big question.

To that end, I have been granted an American Postdoctoral Fellowship from the American Association of University Women to support the project, a book entitled *Scripting Disability on the American Stage: From Melodrama to the Millennium*, which will explore the implications of physical disability’s heavily scripted presence on the 20th-century American stage. I will argue that disability was integral to drama’s role reflecting anxiety and excitement over cultural shifts involving gender, sexuality, and race. Furthermore, this presence goes beyond using disability only as a metaphor for moral fortitude or failure. These representations prefigured today’s playwriting by members of disability culture, and established a nascent “disability aesthetic” of drama. As part of my writing process, I’ll explore everything from how archetypes of disability populated 19th-century melodrama, to how disability was used in the 1940s as part of wartime preparation and a post-war presence, to how more contemporary feminist and multicultural playwrights invoked disability as an expression for both oppression and cultural experience. Ultimately, the answers to the questions I’m seeking will feed back into my teaching here at Davidson, in courses from Modern Drama to Disability and Literature, and I eagerly anticipate sharing what I find with my own students. My models are many of the great professors I had during my time in the UB Honors Program who sparked my own love of literary scholarship! ☺



Ann enjoys teaching her “Disability and Literature” class at Davidson College.

“As a modern drama specialist and an Americanist, I’m particularly interested in exploring how stage representations in particular have shaped, and been shaped by, cultural ideas about “normalcy” in the United States over the last century.”

The Road(s) *Less Traveled...*



My First (and Last) Marathon

KARYN C. PECKEY

Assistant Administrative Director of the Honors Program

On February 1, 2003 I embarked on a grueling 16-week endeavor that culminated on May 25th in a 26.2 mile run through the streets of my hometown of Buffalo, New York in the Nissan Buffalo Marathon. This four-month journey consisted of running (religiously) four days a week and logging over 400 miles on my Nike Air Max's. When asked why I wanted to run a marathon, my answer was simple, "To see if I can."

I didn't make the exhausting journey alone. Along with 500 plus other runners who also accepted the 26.2 mile challenge, I had my family and friends cheering for me along the way (plus a few "guest runners" – friends who jumped in and ran a few miles with me to keep me going). Every time I would feel tired, hungry or thirsty my fiancé and his two kids would appear (as they did like clockwork every 2-3 miles) with water, Gatorade, and most importantly love and encouragement. I could not have made it without my mobile cheering section.

As I ran through what seemed to be a documentary of my life (the route ran past the park I once played in, the grade school, high school and graduate school I attended, the church I would be married in, even the house where I grew up) I was energized by the other runners and spectators, but most of all by the visions I had of what it would be like to cross the finish line, completing a milestone I had only admired others for even attempting. That previously implausible vision was realized after 4 hours, 15 minutes and 44 seconds of what seemed (and felt) like endless running. As I crossed the finish line and they announced my name and time, wrapped me in a blanket to keep warm, and placed a medal around my neck, I realized for the first time that I had run the marathon for many more reasons than simply to see if I could.

The Alferd Packer Trail Challenge

KIPP HERREID

Academic Director of the University Honors Program

Alferd Packer was a cannibal. He was tried and convicted for murdering and eating five of his clients who hired him to guide them through the San Juan Mountains of Colorado in the winter of 1873. The legend was that Judge Melville B. Gerry, on pronouncing sentence, said... "There was siven Dimmycrats in Hinsdale County! But, you, yah voracious, main-eatin son of a bitch, yah et five of them, therefor I sentence ye T' be hanged by the neck until y're dead, dead, dead!" However, that was not to be, for Packer was eventually pardoned and finished out of his life in Denver plagued by the accusations.

Jump forward in time to the present. For the past few years, a group of runners whose sanity has been questioned by many of their friends and spouses run along a trail carved out of Chatfield State Park in Littleton, Colorado, at the foothills of the Rocky Mountains. The endurance trail is ruefully named the Alferd Packer Trail Challenge because, as the run organizers proudly acknowledge, the trail eats runners for breakfast. And this is true, as I found out when I decided to use my Spring Break to run their half marathon.

Two hundred intrepid souls began the morning run by dashing up what seemed to be a vertical hill. I, being the oldest runner, decided to lag behind the galloping herd, listening to my aged body, which simply wanted to survive. Afterwards, we traversed the cross-country route through brambles, cacti, a mud-sucking marsh, eight crossings of frigid creeks, and the "sand dunes of despair." Mile after mile went by without water stations or even a raccoon in evidence; if you didn't take your own along (water that is, not the raccoon), you were headed for serious dehydration problems, as the high altitude quickly encouraged sweat and rapid evaporation.

I am glad to report that I survived the race, coming in far to the rear of the exuberant pack, but not the last runner to make it to the finish line three hours after starting. I was later able to visit the Dinosaur National Park tucked away in the Northwest corner of the state. It is the richest dinosaur fossil bed in the U.S., where visitors gape and wonder over what was the cause of their demise. Looking at the bones embedded in the rocks, I began to suspect that they too had their own version of the Alferd Packer Trail Challenge.





As a token of our appreciation for Professor Greiner and his wife Carol for their dedicated support, the Honors Program presented them with a print of the above illustration by Lisa Haney, Honors Scholar, class of 1988.

The following is an excerpt from a letter to the Honors Program:

Many, many thanks to you, your dedicated colleagues, and the exceptional students in our Honors Program for the wonderful painting! Carol and I have always admired the Honors Program logo and its representation of the diverse group of students it serves—it will be a wonderful memento of your extraordinary program, and of your terrific faculty, staff, and students who accomplish so much through the superb opportunities that the Honors Program offers.

I've been very honored and proud to have the opportunity to work with such a talented group of faculty, staff and students. The Honors program is crucial for our university's mission, providing our best and brightest students a curriculum that allows them to achieve their own great potential.

Please extend our most heartfelt thanks to all the staff and students of the Honors Program for the wonderful gift.

Sincerely,
William R. Greiner
President

Research, Research,

As you can see from the following project descriptions, Honors Alumni research experiences span a myriad of disciplines and are as diverse as the alumni who are conducting them.

KATHLEEN BETHIN

Honors Scholar '87

I am currently an Assistant Professor of Pediatrics in the division of endocrinology at Indiana University School of Medicine conducting research on preterm labor. Despite advances in modern medicine, preterm labor continues to complicate 10-12% of all pregnancies. Infants delivered prematurely account for 85% of all perinatal mortality and morbidity. Infants that survive to be discharged home often have long-term sequelae including retinopathy of prematurity, hearing loss, bronchopulmonary dysplasia, hydrocephaly, short-gut and cerebral palsy. Clearly, an intervention designed to delay or prevent premature labor would be of great benefit. We have used microarray analysis to identify genes that significantly change near the end of pregnancy in the uterus of mice and humans. In order to study factors that effect parturition, we are developing a system which allows manipulation of uterine myometrial genes in the mouse. Specifically, we are using the reverse tetracycline trans-activator system to selectively express specific genes, some of which were identified by microarray analysis, in the presence of doxycycline at chosen times during pregnancy.

HOLLY GURBACKI

Honors Scholar '96

I am now in graduate school at the University of Illinois at Urbana-Champaign, finishing my doctorate in Aerospace Engineering. My research pertains to aircraft safety in icing conditions. Icing is a problem not only on the ground during

cold weather situations, but also in flight due to the water droplets in low-temperature cloud formations. The presence of ice on a wing or tail alters the shape and thus the aerodynamic characteristics of these sections. I have performed wind tunnel experiments on an iced airfoil in order to determine the effects of ice on the flowfield and on the airfoil aerodynamic properties. The unique aspect of my research is the acquisition of time-dependent measurements, allowing me to consider changes over very short time periods. My work will lead to the improvement of current numerical models that are used to predict airfoil flowfields at much lower costs than large-scale wind-tunnel tests.

BRIAN TSE

Honors Scholar '02

Currently, I am pursuing a Ph.D. in organic chemistry at Harvard in the research group of David Liu. The focus of the Liu Group's research is the application of the principles of molecular evolution towards discovering novel non-natural small molecules, macromolecules, and chemical reactions.

The particular area I am involved in is the creation of small molecule libraries using a technique called DNA-templated synthesis. By taking advantage of DNA's ability to encode the structure of a molecule into a "genetic code" and segregate reactive partners by sequence, our group can generate large-scale diverse libraries of molecules by attaching reactive components to complementary strands of DNA. Surprisingly, DNA-templated synthesis is tolerant to a wide variety of syn-

Calling All Honors Alumni...

Do you enjoy talking about your days as a UB student? If so, we could use your help! In our efforts to bring more bright minds like yours to the university, the Honors Program uses its alumni during recruitment events to share with prospective students their personal experiences, both as honors scholars and members of the UB community. Each year, we take our show on the road as we hold receptions throughout New York State and several neighboring states (Pennsylvania, Ohio, New Jersey, and Connecticut). If you would like to assist us, please e-mail Karyn Peckey at kpeckey@buffalo.edu.

Research

thetic organic reactions.

These libraries can then be subjected to biological selections to identify those with desired properties. The attached DNA molecule serves to identify the small molecule through PCR and DNA sequencing.

More information can be found at <http://evolve.harvard.edu>.

JOHN NEUMANN

Honors Scholar '90

My research is in microelectromechanical systems (MEMS). This is mainly a field of electrical engineering, but there are also physicists, chemists, biologists and mechanical engineers. At Carnegie Mellon, we make most of our MEMS out of CMOS chips, the same kind of chip used for most electronic devices. I started out making microphones (which spun off into akustica.com) and microspeakers. Now I'm trying to make biochemical sensors based on the CMOS membranes I invented, and I am talking to a heart surgeon about developing an implantable MEMS sensor for monitoring blood pressure. I am also developing an ultrasonic imaging chip. It is very hard to get jobs in theoretical physics (my Ph.D. is in nuclear theory), so I tried MEMS engineering. A physics background is very useful for MEMS, because a MEMS designer needs to understand all the physical laws that make their devices work, in addition to the electronics.

DANA LUKIN

Honors Scholar '99

As an M.D./Ph.D. student at Mount Sinai School of Medicine, I am working in the cancer center in the laboratory of James Manfredi. Our work focuses on p53, a tumor suppressor protein which functions in cells to prevent abnormal growth and to promote the repair of damage to DNA, the cell's genetic material, guarding the organism from cancer. Many cells contain errors in the p53 protein, which prevent its proper function, allowing damaged cells to grow, often leading to cancer. Proteins are made from simple building blocks, called amino acids, which may be modified in cells by the addition of chemical groups in response to various stimuli. Following DNA damage (chemotherapy or radiation), the p53 protein becomes modified at specific amino acids, and the protein becomes activated, allowing it to perform its protective functions. My research involves identification of these modifications and

the investigation of how they correlate with p53's ability to function properly to prevent cancer.

JOSEPH SZUSTAKOWSKI

Honors Scholar '95

My research is in bioinformatics, an interdisciplinary field that includes elements of biology, computer science, physics, and statistics. One major thread of my research focuses on the analysis of three-dimensional protein structures. I've developed a number of algorithms for comparing protein structures and have identified a library of protein building blocks that will assist researchers in the prediction and design of novel protein structures.

I also served as a member of the International Human Genome Sequencing Consortium's computational analysis group while interning at Compaq. Our task was to interpret the raw human genome sequence - a string of 3 billion letters A, C, G, and T. We identified the approximately 30,000 genes it contains and traced its evolution by comparing it to the genomes of yeast, fruit fly, and nematode. Our results offered the first glimpse into the 'book-of-life' and were described in a special issue of the journal *Nature* in 2001.

MARY JO KIRISITS

Honors Scholar '95

Currently I am a post-doctoral research fellow at Northern University where my research focuses on bacteria. Traditionally, bacteria have been viewed as individual entities, unable to coordinate group behavior. However, we now know that many bacteria communicate via intercellular signaling molecules to coordinate gene expression. This process, called quorum sensing, is a cell density-dependent phenomenon. A quorum has been reached when the cell density is high enough to yield the critical signal concentration required for transcriptional regulation. Bacteria use quorum sensing for a variety of reasons: formation of surface-associated populations (biofilms), release of virulence factors in a host organism, and secretion of surfactants. The objective of my work is to determine how flow velocity affects quorum size in a continuous-culture biofilm of *Pseudomonas aeruginosa*, an opportunistic human pathogen. In the course of this research, I have discovered a novel colony morphology of *Pseudomonas aeruginosa*, which increases the persistence of this bacterium in a biofilm.



STEVEN G. HALL

Honors Scholar '87

Our work focuses on instrumentation and control with aquatic ecosystems. As a biological engineer, this requires understanding of relevant biological phenomena, and engineering knowledge and creativity in solving problems. Our research involves commercial species such as catfish, crawfish and oysters, as well as work on reducing environmental impacts, especially in aquatic ecosystems such as the swamp and estuarine environments of the Gulf Coast. One project of interest is the use of autonomous vehicles for managing aquaculture ponds, as well as for use in measuring environmental parameters in natural and engineered ecosystems. These "scarebots" have received media attention and we are patenting two different versions. Some successes have included bird predation reduction devices, mobile environmental monitoring equipment and remote photography systems.

See also www.bae.lsu.edu or www.bae.lsu.edu/research/scarebot.htm.

Back to Buffalo

ANN (AMY) BISANTZ
Honors Scholar, Class of 1989



**Ann [Amy]
Bisantz**

“As a UB faculty member, I’ve been excited to be part of the Honors Program from the “other” point of view – I’ve been able to serve as an Honors mentor, hosted an Evening with Faculty, had an honors student work on research with me, and hope to offer an Honors seminar in the next year. I teach courses and do research in the area of Human Factors engineering.”

After starting out at UB in the Honors Program in 1985, I am happy to find myself back “home” at UB, as a professor in the Industrial Engineering Department. I earned a B.S. and then an M.S. degree in Industrial Engineering at UB, and went on to do a Ph.D. at Georgia Tech in Industrial and Systems Engineering, with a concentration in Human Machine Systems and minor in Cognitive Science. My husband, Albert Titus, also a UB Honors Program graduate, received his Ph.D. from

Georgia Tech as well (in Electrical Engineering). While we were sad to leave many of the people we had grown close to in Atlanta, we were sure upon graduation that life in the Southeast was not for us – while the spring flowers there are beautiful, the rest of the seasons don’t compare to those in the Northeast. We were thrilled when we were able to move back to Western New York (close to home for both of us), with faculty positions at UB and RIT. For several years, we commuted to work (in opposite directions) from Batavia, but life got a bit more complicated after our daughter Sara was born in 2000. Albert moved to the Electrical Engineering department at UB, and this spring we sold our Batavia house and moved to Buffalo. Hopefully, by the time this is in print, we will be settled in our new (old) house near the Buffalo Zoo.

As a UB faculty member, I’ve been excited to be part of the Honors Program from the “other” point of view – I’ve been able to serve as an Honors mentor, hosted an Evening with Faculty, had an Honors student work on research with me, and hope to offer an Honors seminar in the next

year. I teach courses and do research in the area of Human Factors engineering – a discipline that combines aspects of industrial engineering, psychology, cognitive science, computer science (and many others) – to analyze and design aspects of workplaces and technology that humans use, in order to make it possible for people to use these systems effectively. For instance, in one course that I teach, students learn principles and methods for designing computer interfaces, such as web sites, so that people can easily find information that they need and navigate through the site. While at UB, I’ve worked on research projects funded through a number of sources, including the National Science Foundation, the U.S. Air Force Research Laboratory, and the U.S. Navy. One research area involved studying visualizations and displays which represent the amount of uncertainty associated with data – we’ve done experiments which have tested different display forms, such as using blurred or fuzzy images, vibrations, and sound, to convey levels of uncertainty or probability to people.

Other current research projects include the development of an interface to a database containing anthropometric (body size) information of people who use wheelchairs or other mobility devices to aid in the universally designed spaces (in collaboration with UB’s Universal Design research center in the Department of Architecture); developing models of post-disaster management decision making which can be used to support display design (in collaboration with UB’s Center for Multi-source Information Fusion); and investigating methods to model and provide visual feedback to people about the quality of their decisions, to help them learn to make decisions in a changing environment.)

Alumni Updates

What they're doing now...

1987

KATHLEEN BETHIN

Kathy recently joined the faculty at Indiana University School of Medicine as an Assistant Professor of Pediatrics in the division of endocrinology.

AILEEN CHANG

Aileen has been living in Portland, Oregon the past year and a half and loves it! She is a Gastroenterologist physician working full time at Kaiser Permanente. She and her husband also have a nine-year-old Boston terrier and a 3-year-old Eclectus parrot that is expanding his vocabulary quite a bit these days.

JULIA COZZARELLI

Julia recently earned her Ph.D. at Yale in Italian Literature and is now an assistant professor of Italian at Ithaca College.

1988

TIMOTHY UMLAND

Tim has returned to Buffalo to conduct crystallographic research as a Research Scientist at the Hauptman-Woodward Medical Research Institute. He is also an Assistant Professor in the newly formed Department of Structural Biology within UB's School of Medicine and Biomedical Sciences.

1991

MICHAEL DELSIGNORE

Michael is a Latin teacher at Clarence High School in Clarence, New York.

STEVEN FINKELSTEIN

Steven is happily married to Marie Cinti (UB class of '90). They live in Fairport, New York with their two kids, Daniel, 4 yrs., and Julia, 2 yrs. He is a pediatric anesthesiologist at the University of Rochester Medical Center and Strong Memorial Hospital.

1992

JAMES CALAMITA

Jim is married with three children and works for Xerox Corporation as a Mechatronics Engineer for Xerox Innovation Group (corporate R&D).

JAMES FEIGENBAUM

Jim is finishing his second Ph.D., in economics, at the University of Iowa (the first is in physics), and is now an Assistant Professor in Economics at the University of Pittsburgh.

STACI LOEWY

Staci lives in Austin, Texas with fellow UB grad, Patrick Mickler, and their two dogs, Tasha and Millie. She just completed her Ph.D. (Dec 2002) in geology at the University of Texas at Austin where she is currently working as a post doc. Her research uses isotopic compositions of rocks and minerals to decipher the tectonic history of continental crust. She enjoys her work and it has taken her to exciting places like Peru, Chile, Scotland and north-eastern Canada.



LYNN (REISER) PETRO

Lynn is a Co-owner and Director of Austin English Academy, a small private ESL school that teaches English to foreign adults.

JONATHAN UNGERLEIDER

Jonathan has recently started a new managerial job with the U.S. Postal Service in New Jersey.

MARK R. ZAMBRON

Mark is working as a UB faculty physician with the Division of Internal Medicine and Pediatrics. He and his wife Lisa and are expecting their first child in December 2003.

1993

DENISE JURON-BORGESE

Denise is a registered Architect working in Washington D.C.

RENÉ NILSSON

René recently received her Master's of Library Studies at UB!

ROBYN (STEINER) ROGERS

Robin is starting a post master's certification program at Manhattanville college this fall for certification to teach social studies for grades 5-12.

1996

KAREN SCHUPP

Karen is currently a Visiting Assistant Professor in Arizona State University's Department of Dance. She is also touring nationally with Victoria Marks and Company and will be traveling to Germany to work at ZKM on their multimedia performance piece, *Scanned V*.

1997

JASON BELLOWS

Jason is currently a third year resident at George Washington University in emergency medicine. He has been back to Buffalo to compete in Oozfest every year (10 years running) with the same group of guys and they are two time champions (1998, 2003)!

Alumni Updates (continued)



RUSTIE (HILL) DIMITRIADIS (1997)
STEVEN DIMITRIADIS (1998)

Rustie works as an administrative assistant at a weekly newspaper publisher, Niagara Frontier Publications, on Grand Island. Steve is a mechanical engineer at Buffalo Pumps in North Tonawanda. They live in Lockport, New York and are very active at their church.

KIMBERLY WILKINSON

Kimberly is in her third year of the Ph.D. program in Occupational Science at the University of Southern California and has been hired to teach a professional entry-level class in the department of Occupational Therapy in the fall. She also works as a pediatric occupational therapist at a local clinic and has been involved in creating a role for occupational therapy on the Early Childhood Mental Health Assessment Team at the University Center for Excellence at Children's Hospital Los Angeles.



1998

ANNE (WOLPIUK) BANAS

In 2002, Anne received her M.D. from the University at Buffalo School of Medicine and Biomedical Sciences. She recently finished her preliminary year in Internal Medicine, and started work as a second-year resident in Neurology.

PAUL FEIGENBAUM

Paul is currently in Uzbekistan spending two years in the Peace Corps where he is teaching English at a university to education majors.

JASON HAMMOND

Jason and his wife live just outside of Las Vegas, and is starting his fifth year of teaching 10th grade world history at Valley High School. He team-teaches with an English, science, and math teacher in a "smaller learning community" of 120 students that the four teachers had previously designed and implemented.

JENNIFER (DiCIOCCIO) HURLEY

After graduating from UB Law School, Jennifer formed a partnership for the practice of law. Her firm, Hollenbeck & Hurley, is engaged in the general practice of law, and her areas of concentration are commercial litigation, collections, corporate transactions, and real estate.

JIAN LIN

Jian graduated from UB medical school and is currently an intern in internal medicine.

KEVIN NUSZ

Kevin received his M.D. from Johns Hopkins University School of Medicine. He recently started his Ophthalmology Residency at the Mayo Clinic in Rochester, Minnesota.

1999

GUY CAPPUCCINO

Guy is doing his residency in plastic surgery in New Jersey along with his wife Rachel.

SCOTT DARLING

Scott just graduated from UB Medical School and is pursuing his career in sports/family medicine in his UB residency program!



DANIELLE DAURIA

Danielle recently started her residency in plastic and reconstructive surgery and currently lives in Missouri.



DANA GOLDSTEIN

Dana just finished her first year as a choral music teacher on Long Island. She has also been singing with an entertainment company and working on her own singing career. She is recording a dance track with a popular New York DJ, has performed in New York City's famous China Club and is still working on writing and producing her own songs.

DAVID PALAME

David is currently concluding his yearlong clerkship for the Honorable U.S. District Judge William J. Rea, in the Central District of California at Los Angeles. Upon completion of his clerkship he will begin work as an attorney in New York City for the law firm of Sullivan & Cromwell.

2001

JANICE DEKOFF

Jan is working with GMT Productions in Rome, Georgia. They are a touring theatre company that produces theatre for young audiences. She will be touring with them from September to May this year as the Stage Manager and Technical Director of five productions. She toured for 18 weeks this past year with National Theatre for the Performing Arts bilingual production of *Las Aventuras de Don Quixote*.

LINDSEY GROBER

Lindsey is about to start her second year at NYCOM.

DANIEL MORRISON

Dan is still with Lockheed Martin, but transferred to Albuquerque, New Mexico. He is working at the TACCSF Simulation Facility.

SEAN NEALON

Since graduating from Columbia University in May 2002 with a Master's in journalism Sean has been working as a reporter at the Watertown Daily Times.

CRAIG PATTISON

Craig is living in Manhattan pursuing his career in acting, directing, and producing. He recently formed Hammermirror Theatre Company, Inc., which is planning its third production for February 2004.



ANAND VAIDYA

Anand is living in Boston and is beginning his third year at Harvard Medical School.



2002

ERIK ANSPACH

Erik spent last year as an English teaching assistant in Montpellier, France, and will continue as a teaching assistant at the

Universite de Paris VII this coming year while applying for a Ph.D. in Comparative Literature in the U.S.

ROBERT ATKINS

Rob recently completed a Master of Engineering Degree from Princeton University and works with IBM Poughkeepsie in the eServer division. He works primarily with fiber optic components used on the servers. On a more personal note, he and his fiancé Nicole are getting married on September 12, 2003!

EMILY DALTON SMITH

Emily is a marketing associate for a company called Bluefly, Inc., which sells discount designer clothes on the internet (www.bluefly.com.) She coordinates their e-mail program and works on writing and editing for the marketing group, including external communication, marketing pieces, and PR special events. She lives in New York City and is also a tutor through a program that pulls promising NYC high school students from low-performing schools and gives them intensive support in the form of tutoring and college preparation.

CARRIE BETH WICKS

Carrie just finished playing Zaneeta Shinn in the 2002-2003 Broadway National Tour of Meredith Willson's *The Music Man* and is out again on the 2003-2004 tour.



SAMUELA FRANCESCHINI

Samuela was awarded a National Science Foundation Graduate Research Fellowship, which she will be using to complete her Ph.D. in Environmental Engineering in the Civil, Structural and Environmental Engineering Department at UB. The objective of her research is to probabilistically model the transport of contaminants in the Niagara River.

KATHLEEN RACCULIA

Kate is attending Emerson College in Boston.

CARA (DEROSIE) REYNOLDS

Cara is currently working at a CPA firm in Long Island.

MARA SOMMER

In January Mara started her Master's of Forensic Science with a concentration in forensic molecular biology at George Washington University. She expects to graduate in December 2004.

2003

GRETTA BAILEY

For a graduation gift, Gretta traveled to Arras, France to stay with friends. Excursions to Normandy and Paris highlighted the trip. Upon her return to Buffalo, her boyfriend met her with an engagement ring! A fall 2004 wedding is planned. Gretta also began working at the Buffalo office of the public accounting firm of Deloitte and Touche in June.



KATHERINA BENDZ

Katherina is attending graduate school in Binghamton, New York in the Ecology, Evolution and Behavior Program in the Biology Department.

BROOKS BOHALL

Brooks spent this spring doing some neurochemistry for Pfizer Global Research and Development in Connecticut and began graduate school in the Department of Chemistry and Chemical Biology at Harvard this fall.

RACHEL BRODY

Rachel is attending graduate school at Queen Margaret's University College in Edinburgh, Scotland.

BRYNA BURRELL

Bryna has been accepted into the University of Michigan Program in Biological Sciences to pursue graduate studies starting in the fall.

MONIKA CHATRATH

Monika is attending Upstate Med in Syracuse.

MONICA KARWAN

Monica is heading to Lesley University in Cambridge, Massachusetts, for an Expressive Therapies Program with a dance/movement concentration.



ADITHYA SURESH

Adithya is attending UB Medical School.

JONATHAN WEINBERG

Jonathan is attending the Master of Science in Electronic Commerce Program at Carnegie Mellon University, and he received a scholarship award from them as well!

Marriages

DENISE JURON (1993) married Antonio Borgese on August 30, 2003.



ABHILASHA SINGH (1996) married Michael Jones this spring!



ANNE CAROLINE WOLPIUK (1998) married Michael Donald Banas, M.D. this summer!

GUY CAPPUCCINO (1999) married his wife Rachel on May, 31, 2003.

DANIEL MORRISON (2001) married Bianca Genco June 1, 2003!

CARA DEROSIE (2002) recently married UB student, Kieran Reynolds.

Births

AILEEN CHANG

Aileen and her husband are busy with their seven-month-old daughter born on November 20, 2002!

We would like to include a photo of you with your update in the next magazine! Photos will be returned after printing. They can be mailed to: The Honors Program, c/o Karyn Peckey or e-mailed to: kpeckey@buffalo.edu

Home Sweet Home

Some more photos of us in our new home...



Photographs by
Alan Zamorski



HONORS TODAY

UNIVERSITY HONORS PROGRAM

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