On October 2, 2007 we became an Honors College – officially. For us it was a proverbial dream come true. We had worked hard toward this goal for years along with the help of the Honors Council and UB’s Administration. And now the moment was here.

On October 2, 2007, UB joined only a handful of elite universities that have an Honors College. Indeed, only 15% of the National Collegiate Honors Council has such a title. And even there we have a unique place, for we have been judged – not once, but twice – to have the Nation’s best Honors Magazine.

The change in the name to an Honors College reflects our evolution over 26 years of existence. Not only have the numbers of students in the Honors Program increased 50 times over the early days, but the academic requirements and opportunities have been greatly enhanced as well. In 1981 our first Honors students were required to take only one Honors seminar during their freshman year. (Old timers will remember that seminar was conducted by Gerry Reising covering the book Gödel, Escher, Bach: An Eternal Golden Braid.) One seminar. That’s it.

Today, we have a full service curriculum that covers four years including study abroad, research, internships, and public service. The new curriculum has a strong experiential emphasis: it is designed to give students greater global awareness of the world’s problems and encourages them to use UB’s intellectual resources to the fullest as they pursue their talents and aspirations.

The change from an Honors Program to an Honors College has other implications. 1) It is easier to recruit outstanding students to an Honors College rather than an Honors Program. To be blunt, the title Honors College has greater cachet and looks better on transcripts. The students know it. 2) And potential financial donors like it better too-which isn’t a bad thing. A College looks more permanent. More substantial. More durable.

It has been a long journey to get here. Thousands of students have passed through our doors and have gone on to careers that span the globe. We have had wonderful support along the way:

* Four University Presidents encouraged us.
* Six Provosts guided us.
* Dozens of staff, faculty, and students served on the Honors Council and helped chart our course to avoid the reefs that might sink our ship with its precious cargo.
* Hundreds of faculty taught seminar courses for us.
* Thousands of faculty served as faculty mentors.

Whatever we have done – for good or ill – we have never been alone. We both thank one and all for being partners in this adventure.

KIPP HERREID & JOSIE CAPUANA
Academic and Administrative Directors of the University Honors College

On the Cover:
Drawing by Michelle Im, UB class of 2008

What is education about? This is the question I ask myself as I wrap up my last year at the University at Buffalo. I am always fascinated and amazed at how each academic field, whether it be in the arts or sciences, has its own unique language and creative methods to best define what ‘life’ is. In completion of this artwork, I came to the conclusion that education is often not but should be about unity.

After all, both the artist and the scientist are curious about the same subject, the philosophy of life. This artwork represents how education is a complete and unified picture that is made up of the diverse variety of academic fields such as music, art, business, science, engineering, etc., and how each field provides a unique learning experience which allows new dimensions to form within the already complex and vibrant mind.
From the Editor:
My daughter Makena and I enjoyed another beautiful Buffalo winter!

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What They’re Doing Now
How is the global landscape of education changing? How is UB keeping up?

We live in what Thomas Friedman would call an increasingly "flat" world, one in which communication technologies and the Internet have enabled global interconnectedness, global communication, and a resulting increased global competition within every sphere. UB is firmly committed to educating students who are fully prepared to succeed in this flat, borderless world. And as a public research university, we are committed to contributing in meaningful ways to the global community we serve.

UB is very much an international academic community. This has been part of our institutional identity almost from the beginning of our history, and over the years, we have taken an active leadership role in addressing the issues I've just spoken of—both in a national higher education context and within the global academic community.

With a large international enrollment and approximately 60 international academic exchange programs, UB is truly a global university. Not only has the Institute of International Education ranked us #13 in the nation among 2,700 accredited U.S. universities and colleges in terms of our international enrollment, but we also rank first among the nation's public research universities in terms of the total percentage of our total enrollment that is international—more than 15%. Our alumni live in 122 nations around the world. And more than 10% of our undergraduate students participate in study abroad programs—over 5 times the national average.

All of these figures reflect the fact that international education is, and will continue to be, a critical strength of our mission as a public research university with a global impact.

Why is it important for UB to compete on a national/international level?

Competing nationally and internationally is critical to our ability to continue to attract more of the most talented students within and beyond our state, and to recruit the best and brightest faculty who will prepare these students for success in the 21st century. And the more prominent UB becomes in the national and international arena, the greater our ability to impact all the communities we serve—from the regional to the global.

I've already spoken to our prominence in the international higher education community. And as a member of the prestigious Association of American Universities—the select group of the 62 leading research universities in North America—UB already plays a prominent role within the national higher education community. We are SUNY's largest and most comprehensive institution, and New York State's premier public center for graduate and professional education.

Our research centers and programs are known internationally as leaders in their fields. And our faculty are quite simply among the best in the nation.

But we can't be complacent about our success—we need to commit to building on these achievements to ensure our continued growth and success. Realizing our full promise is the chief objective that drives UB2020, our university-wide plan for elevating UB into the uppermost ranks of the nation's public research universities. As part of this plan, we have committed to increasing significantly the size of our faculty and student body over the next fifteen years—an overall increase of about 40% by the year 2020 that will give us the size we need to compete with the nation's leading research universities. And to accommodate this growth, UB has launched an ambitious comprehensive physical planning process that will improve and expand our three campuses, and strengthen our ties to the Buffalo Niagara region.

What is the role of faculty, staff, and students in influencing UB's local, national, and international reputation?

Increasing our societal impact and relevance is essential to UB's mission as a public research university. UB 2020—our vision for achieving enduring academic excellence as a premier public research university of the 21st century—is our framework for pursuing this mission. UB 2020 is very much a university-wide endeavor—the input and involvement of every member of our university community is critical to its success.

A stronger UB will in turn strengthen our Western New York region and all of the communities we serve, from the local to the global. Building our reputation—locally, nationally and internationally—will be key to achieving this goal. This is the core principle that prompted the August 2007 launch of the "UB Believers" campaign. UB Believers is a new, broad-based advocacy group dedicated to raising awareness of UB's impact among elected officials and policy makers. Starting with a core group of more than 100 members, UB Believers has already grown to more than 4,000 members, including many members of our UB community.

I encourage all of our students, faculty, and staff members to participate actively in realizing UB's vision for the future by engaging in the UB 2020 process. For updates about UB 2020 progress, and to share your ideas about UB's future, I invite you to visit http://www.buffalo.edu/ub2020. And if you haven't already done so, I hope you'll join UB Believers by visiting http://www.buffalo.edu/community/.

Q&A with UB President, John B. Simpson
I am always eager to share my excitement about UB and its rich tradition of scholarly excellence. And at the University at Buffalo, we remain steadfast in our pursuit to provide a transformative educational experience for all of our students. When discussing undergraduate education, it becomes apparent that the conversation must begin by reflecting on our values: What are the values that guide our thinking regarding undergraduate education?; What are the values that inform our curricular and extracurricular educational programming?; and What are the values we want our students to embrace as citizen leaders?

Today, the University at Buffalo provides our students with an educational experience that is distinctly expressed through opportunities to engage in inquiry and discovery, service learning, and leadership in a globalized world. As we ponder the challenges and opportunities that are present before us today and as we anticipate the world of tomorrow, we believe it is essential to seamlessly connect our students' formal educational experiences to the realities of the 21st century. From a pragmatic perspective, we must ensure curricula across the disciplines are relevant, rigorous, and progressive. From a philosophical perspective, we must acknowledge our moral responsibility to provide our students with an education that is inherently focused on understanding of the complexities and the vast potential of our world community. In traditional academic terms, we believe transformative educational experiences must begin with curricula built from rigorous research and scholarship.

Moreover, ensuring students acquire and synthesize disciplinary knowledge and discern among competing claims requires teaching practices to be relevant and meaningful. And, as such, we believe pedagogy (the art of teaching) must be grounded in civil discourse valuing multiple perspectives and ideas so decisions can be reached through informed and empathetic understanding. And, of course, we believe that enlightened citizenship must be cultivated through expanding our students intellectual and cultural understandings facilitated in part through experiences only an intellectually diverse campus community can provide.

The expression of intellectual diversity is apparent in the range of academic programs offered and the classrooms, studios, laboratories, and theaters in which our students discover and create. Our university’s intellectual diversity comes alive when our faculty and students from across the globe exchange their myriad social, political, and cultural experiences. And, this intellectual diversity is expressed further through our students’ active participation in the many cultural, environmental, and civic student organizations found throughout our university community.

In this globalized age, we believe it is our responsibility to cultivate our students’ ability to investigate and discover, and further, to connect theoretical learning to the broader world in which they are a member. With this objective in mind, UB has developed undergraduate academies. This unique experiential program is designed to foster learning in an environment that resonates with our undergraduates’ aspirations as student, scholar, and enlightened citizen.

The Research Exploration Academy and the Civic Engagement Academy afford participating students with the opportunity to be part of - through workshops, seminars, experiential projects, and lectures - a small intellectually dynamic academic and social community. Students in our Research Exploration Academy are actively engaged in faculty-mentored primary research. Participating students are working side-by-side with their faculty mentor formulating novel questions and seeking answers through their own laboratory research, humanities related scholarship, and original creative work. Through the Civic Engagement Academy, students are expanding their worldview by engaging in informed discussions regarding the critical culture, political, geo-political, and socio-economic issues of today - mutually informed through historical and contemporary lenses. With the benefit of their informed perspective, we believe our students are prepared to contribute thoughtfully to the betterment of our regional and global communities. Of course, becoming an enlightened and active citizen requires the ability to understand and appreciate the world beyond one’s own personal and cultural perspectives. Sharing their own experiences, our students tell us as they study, learn, and live in a cosmopolitan campus community, they develop an inherent respect and appreciation of our intellectually and internationally diverse student and faculty community. We believe these experiences contribute to our university’s incredible rate of study abroad participation - five times the national average.

The relevance, impact, and reach of a University at Buffalo education - in many ways - are evident with the success of our Honors College. This academic year, UB Honors College expanded its academic reach and welcomed the largest and most academically talented incoming class in its history. While already very accomplished upon their arrival to UB, I would venture to say that because of the enriching curricular and extra-curricular experiences our university provides, our students upon graduation have truly gained a world perspective, have pushed their own intellectual boundaries, and have embraced the value of active and enlightened citizenship. As a wonderful illustration of our exceptional students, this past year two UB students were awarded Fulbright Foundation grants; two students were recipients of the prestigious Morris K. Udall scholarship award; one student was awarded the highly competitive Barry M. Goldwater scholarship; 14 students received the 2007 SUNY Chancellor’s Award for Student Excellence; UB students won three out of the four 2007 SUNY Thayer Fellowships (these fellowships are awarded to graduating students throughout the SUNY system who demonstrate outstanding achievement and high professional potential in the arts); and 316 students were inducted into Phi Beta Kappa. Outstanding!

The relevance of a UB education is inherent upon our ability to connect curricula to the vast realities of a 21st century world. And, I believe through cultivating and harnessing the vast potential of our students, together we can fulfill the promise of our collective humanity.

SATISH TRIPATHI
Provost
An Archaeological Excavation:
ADVENTURE IN TURKEY

Catherine Nicastro
Honors Scholar, Class of 2009

The moment I arrived at Ataturk Airport in Istanbul, I knew that I was about to start off on an amazing adventure. As a senior in high school, if someone had told me that I would be spending a month in Turkey, I would have laughed. But here I was...in Turkey!

Last year, Dr. Samuel Paley from the Classics Department took a few minutes from Dr. Ezra Zubrow’s Introduction to Archaeology class where I was sitting, to describe an archaeological field school experience in Turkey. He was recruiting students to help in an excavation. The site was Seyitömer Höyük, an ancient habitation mound in the Turkish province of Kütahya in the town of Seyitömer. The mound’s extensive and historically significant background, site reports and photos are available on the website http://www.acsu.buffalo.edu/~clapaley/index.html. Allowed only limited time to research the site before demolition for the extensive coal reserves laying beneath it, Kütahya’s Dumlupınar University welcomed students to participate in their excavation efforts. Participating in research which had already yielded a wealth of information and represented so much history was a tantalizing prospect for an undergraduate like me. I applied.

The program and timing seemed right. It was just a matter of filing out the myriad of paperwork to determine program costs, apply for a passport, apply for a research visa and actually apply for the study abroad program. I also knew that financial assistance for such an undertaking would be a big help. I heard about the Research and Creative Activities Fund made available through the Honors College, and decided to write up a research grant. When I found out that my research would be fully funded, it was the defining moment in all my preparations. Turkey had become a reality.

As a student excavator, I was placed under the tutelage of Gabriella Micale, a graduate student from the University of Rome. Armed with my trowel and notebook, I learned the basics of excavation in a 10x10 square on the side of the mound; DD (M-N/10-11). With the help of workers hired by the coal mine company for the excavation, we were lucky enough to uncover an Early Iron Age plaster floor (1200-900 BC) with several pots. In the laboratory, I learned how to write a daily site report summarizing our work for the day and sketching our current excavation area. I also watched how the pottery shards were sketched to compare rims for dating, and tried drawing one myself.
This experience opened my mind up to possibilities for future study and research in my field. I had never before realized how much history Turkey holds and what a rich cultural heritage it proudly displays. This opportunity would never have become a reality without the help of friends and family and the generous support of the Honors College. Of course, Dr. Paley made this trip possible, and was instrumental in guiding both my research and learning. Students and staff from Dumlupınar University were likewise very hospitable and accommodating to all of us from UB. With such an enriching research experience behind me, I now have the background and confidence to explore different areas of research and expand my knowledge and understanding of the world, ancient and modern, even more.

In addition to spending my days in square DD, I studied the Hellenistic architecture uncovered at the top of the mound, representing occupation between 330-30 BC. I joined site photographer Tarik Güçlütürk to assist with the digital photography of the architecture for eventual virtual reconstruction. While Tarik took the pictures, I helped mark the stones within the view of the lens, to keep track of the sections photographed, and steady the ladder which Tarik used to photograph the tops of the walls. More information on these virtual reconstructions can be found on the website: http://www.learningsites.com.

After excavating all week, our Sunday off was spent traveling to places in and around the city. What was wonderful about staying in Kütahya was that we could stay away from the tourist shops and displays of the big city, and actually glimpse true Turkish life – the delicious baklava and Turkish delight, enjoying çay (tea) with sugar, listening to popular Turkish music imbued with distinct traditional elements, the bus rides into town filled with music and dancing, learning to play the game “okey” in the dormitory kitchen, and the nighttime bonfires in the driveway where we would dance and take turns singing. Most importantly, I would never have believed how such wonderful friendships developed with the Turkish students we lived with for that month. Despite the language barrier, we found other ways to communicate. Leaving was very hard the morning we headed to the bus station. It was one of my most difficult goodbyes.

“This experience opened my mind up to possibilities for future study and research in my field. I had never before realized how much history Turkey holds and what a rich cultural heritage it proudly displays. This opportunity would never have become a reality without the help of friends and family and the generous support of the Honors College.”
Working for Michael Moore:
An Interview with George Zornick

George Zornick, a former Honors student at UB, worked with famed filmmaker Michael Moore as a researcher for the film Sicko. This devastating yet humorous documentary reveals the inaccessibility of health care in America even for people who have health insurance. One of George’s former professors in the University Honors College, Dr. Enid Bloch, interviews him here about his work on the film.

ENID BLOCH: George, as you know, Michael Moore appeared as a Distinguished Speaker at UB last September, only a few months after Sicko hit the theaters. I thought Moore’s talk was terrific, so intelligent and funny. I was surprised by the depth of his humanity.

GEORGE ZORNICK: A lot of times the image of Michael that people have is deceptive, but when people meet him they see how approachable he is, how easy it is to talk with him.

EB: When did you graduate from UB, and what did you do after graduation?
GZ: I graduated in the spring of 2005, and I interned at The Nation the following summer. An article I researched and wrote, called “The Porn of War” was published in The Nation at the end of the summer. After the internship I moved back to Buffalo and worked at the Olmstead Parks Conservancy, trying to figure out my next step.

EB: How did you end up with Michael Moore?
GZ: At first, I was a freelancer. They asked me to find patients and propose them for the film. They already had selected a number of patients for the movie, but they were looking for a few more, and my assignment was to find them. After that, I moved on to being an all-purpose researcher, and my work grew.

EB: When did you graduate from UB, and what did you do after graduation?
GZ: I decided to move back to New York and to reconnect with people at The Nation. They told me that Michael Moore was looking for a researcher for Sicko.

EB: What was the interview like?
GZ: There was no interview. One of Moore’s producers called me, and they were desperate for people. The producer spoke to me on a Monday afternoon, and I started working for them that same night.

EB: What did you do for them?
GZ: It was a small office, maybe twenty people at most. It was a very friendly and low-pressure place. You didn’t have the conception of a movie about to be released to the world.

EB: What did you do after your work on Sicko ended?
GZ: It was very late at night, and I was deep in the bowels of the internet, looking into the history of Kaiser Permanente, the largest managed health care organization in the US. I wasn’t told, look for x, y, or z. We were given free reign. We could research on our own and propose things. And then I ended up spending a lot of last summer defending the statistics in the movie against nit-picking!

EB: Yes, I saw what CNN did when they interviewed Moore after the movie came out. Instead of addressing the important points about health care in Sicko, Wolf Blitzer and Sanjay Gupta went after some of the film’s statistics, claiming they were inaccurate. And not only that, but CNN’s figures turned out to be the ones that were wrong, while the statistics in the film had been correct.

EB: That’s right!
GZ: It was a small office, maybe twenty people at most. It was a very friendly and low-pressure place. You didn’t have the conception of a movie about to be released to the world.

EB: What did you do after your work on Sicko ended?
GZ: Working on the movie was a 24/7 job. I have had more free time to myself since then, and have been able to write my own things again. Eric Alterman, a columnist at The Nation, wrote a book called, What Liberal Media? I have been doing research for him, helping him write a new book. And he and I have co-authored a number of articles.

EB: You were a student in some of the Honors seminars that I taught at UB. Which ones were they?
GZ: I was able to study at UB. I don’t think as a journalist you should study journalism. You should study literature, history, whatever else interests you.

EB: I wish other journalists had studied in that way. I find that reporters these days don’t know how to recognize what is happening to our nation’s constitutional principles, because they never learned about the principles in the first place.

GZ: That’s right. They don’t have a frame of reference. They’re good at communicating, but they don’t have a lot to communicate.

EB: What did you end up majoring in at UB?
GZ: English.

EB: You were editor-in-chief of The Spectrum, the student newspaper at UB, weren’t you? How did that experience prepare you for the career you have now?
GZ: I got involved in The Spectrum early on, in my sophomore year. To tell you the truth, it was something to do, more than anything else. But that’s what got me interested in journalism. At the same time I was becoming more politically interested, so the two went together. And then The Spectrum led to The Nation and that led to Michael Moore.

EB: Can you tell me what you have been writing about recently?
GZ: It has mostly been either media criticisms or ways that American history has led to what’s going on today.

EB: Thanks, George. Good luck with all your future projects.
As I sat in the front row of seats in the University Archives, looking around at the invited guests, I realized that over the past 26 years, the soon-to-be Honors College had acquired many wonderful friends and supporters. Close to 100 faculty members and administrators came at 10am on October 2, 2007 to celebrate this milestone with the Honors staff as we moved from program to college status. Many of the faculty present had taught Honors seminars for us, mentored Honors Scholars, provided research opportunities, and in doing so, created academic partnerships that have lasted over these many years. They have worked tirelessly to help us build this Honors College. It was a wonderful feeling.

University Archives was the ideal room to hold this ceremony. In its recesses are documents that provide the history of Honors Programs at UB. The Honors College can trace its beginning to 1923 when Samuel Capen, then Chancellor of the private University at Buffalo, and Julian Park, Dean of the College of Arts and Sciences, began the first Honors Program at UB. They were two visionaries who firmly believed in the importance of a liberal arts education, and saw the national movement to Honors Programs as a way to re-energize and redirect undergraduate education.

Yet what makes Honors successful? As I thought about what made all of this possible, several things came to mind. First would be presidential vision. Robert Ketter, Steven B. Sample, William R. Greiner and John B. Simpson, each recognized the strengths of UB and wanted to bring the best undergraduates to campus to take advantage of the opportunities that exist within a research university. They provided additional scholarship support to Honors to help attract the best and the brightest to UB. While the Honors Program established in 1981 may have been a recruitment tool, over the years it has developed into university-wide academic program—providing the faculty and Honors Scholars with the ideal teaching/learning experience.

The second factor has been the administrative support from the Provosts and Vice Provosts for Undergraduate Education. They provided budgetary support enabling the Honors Program to grow in size and in staffing. Support for the Research and Creative Activities Fund which allows Honors Scholars the opportunity to obtain funding comes from the Provost. Equally as important, they gave the Honors Directors and staff the freedom to chart the course they felt best for developing the fledgling program, and have continued to encourage and support our evolution toward an Honors College. Provost Tripathi believed in our goal and made the Honors College a reality.

From the beginning, the Honors Council has been there, providing ideas and encouragement as we worked through every aspect of “honors.” The Honors Council represents the best example of collegiality—faculty and students from diverse academic backgrounds, working together through intense discussions laced with good humor to create a variety of honors experiences all geared toward making the Honors College stronger. The Performing and Creative Arts Scholarship Program, the admission of current and transfer students to honors, the resurgence of Departmental Honors Programs, the Research and Creative Activities Fund, the establishment of study abroad scholarships, the creation of the Advanced Honors Program, the move to an Honors College—all were made possible by the hard work of the Honors Council.

Yet all of this would not have been possible without the students—our alumni. Early in the program’s existence, they took a chance on us—they were the pioneers who decided to come to UB instead of attending liberal arts colleges or universities with a more prestigious cachet attached to them. They believed in us and we believed in them. From the Honors seminars to colloquium with its many curriculum revisions, to the theme dinners with Chinese dragons, whirling dervishes and student entertainment, Halloween parties with costumes and magic shows, the Miss Buffalo and Niagara Clipper boat rides—all have added up to 26 years of great fun for me.

Now 84 years later, UB has recommitted itself to Honors with the designation of University Honors College. This time UB 2020 serves as the vision to make the Honors College a leader in undergraduate education both here and beyond. Several months ago I did an interview with Gabe DiMaio of WBFO for UB Edition on NPR. It was an opportunity to talk about the history of “honors” at UB and the new Honors College. His last question was very simple—what have the past 26 years meant to me?

It did not take me long to answer. It has meant having the privilege and responsibility of being a part of something new and exciting, of building a program from its infancy, seeing your ideas work (or not), working with bright and excited faculty and staff willing to dedicate their time and efforts to make honors the success that it is today. To be part of a team committed to excellence is a great feeling. But the most important and fulfilling experience has been my work with the students. Seeing them grow from teenagers to young adults, watching them meet and grow from the academic and personal challenges that came their way, seeing friendships develop among them (including marriages) and us, sharing in their successes and disappointments, seeing their careers launched and changed, and meeting their children—the next generation of Honors Scholars! They have done us proud!

 Truly their success has been our success.
My life as an Honors Scholar at UB is framed by two pictures. The first was taken on a fall day in 1989 on the Early Childhood Research Center playground outside of Baldy Hall. My fellow freshmen and I are arrayed around and inside the wooden bridges, turrets, and beams that comprise the structure, frozen in time as the Honors Program Class of 1993. Dr. Capuana is stationed primly at the bottom of a slide, while Dr. Herreid, casually leaning against the railing, looks jaunty in his wool cap. I am front and center—intentionally or not I can’t remember—head tilted and smiling into the camera and wearing an extremely dated plaid jumper with a red purse. In this picture my Governors suitemate and soon to be life-long friend Karen Hoffman (now Brandau) is at the top of Dr. Capuana’s slide. The photo was taken early in the semester before I had gotten to know Karen, so we weren’t sitting together that day; instead I am next to Denise Juron (now Juron-Borgese) a classmate from high school. Since our UB Honors days Karen and I have remained close: her husband Bill sang at my wedding ceremony, and my husband and I stood up in their wedding two years later. She and I have made multiple trips to New York City, Chicago, and Virginia to visit college friends and our children exchange gifts each Christmas.

The second picture was taken after the May 1994 Convocation ceremony in Slee Hall. I, like many other Honors Scholars, chose the five year plan—in my case so that I could complete a major in English, a minor in Economics, and an undergraduate thesis in preparation for graduate school. Standing behind that year’s Honors graduates are Dr. Capuana and English professor Dr. Daly (Dr. Herreid was on sabbatical that year) and then UB President Greiner. I don’t know as many people in this photo, since most of these honors scholars had entered UB the year after I did. I do recognize a smiling Rob Busch at the end of the third row, who is now a popular lecturer with the Mathematics department. I met Rob for the first time last year when I profiled him for the Fall 2007 edition of Honors Today. And there I am, at the center of the front row—on purpose this time—again next to Denise, who was also on the five year plan.

Bookmarked between these two seminal moments are many mental snapshots of my time as student in the Honors Program—visits to the President’s house with other Honors Scholars, dorm life in 211B Roosevelt, Freshman Honors Colloquium in the green Kiva Room on Friday afternoons, Evenings with Faculty at Professor Newton Garver’s house, walking past a long line of students clutching registration bubble sheets (remember those?) to drop mine off to Dr. Capuana on the posh 5th floor of Capen, taking an Honors seminar taught by Professor Fred See from English and President Greiner.

Those memories were still fresh in my mind when I became Assistant Administrative Director of the Honors Program just two years after graduating and at the ripe old age of 25. At that
point not much had changed since my freshman year seven years before. The 100 freshman Honors Scholars still assembled for a class picture at the beginning of the semester, although that year for weather reasons the picture was taken indoors in Talbert 107. The 1996 entering class will always hold a special place in my heart because they were my first freshman class. Even now, looking at the picture, I can remember many of the students’ names. I recognize two sets of students who met through UB Honors and later married, students that went on recruiting trips with me, as well as students who later became Colloquium TAs and Governors Fellows and worked closely with me. That fall was the first time I experienced the thrill and privilege of advising and talking to the talented and ambitious students that make up the Honors College.

It is noteworthy that in that photo I am no longer with the students, but standing in the back, aligned with the Directors, Drs. Herreid and Capuana, now known as Kipp and Josie to me. Although both of them were extremely supportive in helping me make the transition from student to administrator, I remember that for a few months I felt awkward calling them by their first names. But after almost 12 years of working with and for them, they have become like family: Josie has even changed my children’s diapers and Kipp has regaled both of my boys with his famous magic tricks.

Much like my own metamorphosis, the Honors Program has undergone significant changes since I arrived on staff in 1996. The entering freshmen class is now 320 students strong, and Colloquium has been divided into four sections. Our offices in 214 Talbert were renovated in 2003 to include a larger reception area, more offices for our growing staff (we now have four Assistant Directors as well as a Coordinator of Recruitment, a receptionist and a graduate assistant) and a beautiful new seminar room. The last few years have seen the most pivotal changes in the philosophy of the Program, as the requirements were expanded and in October 2007 we became the University Honors College.

These are exciting times to be a part of the both UB and the Honors College community. With President Simpson’s planning initiative, UB 2020, leading the way, the university has been making great strides in achieving its long range goals of growing our faculty and student population, emphasizing academic excellence, improving the physical plan of our campuses and transforming the way that we do business. The creation of the Honors College this past fall is just one snapshot in a series of pivotal moments for the university’s future. And, while I may not be front and center in many of these snapshots, it is a great honor to be in the UB picture.
ELIZABETH (HAREMZA) SCALISE  
Assistant to the Chair  
Department of Microbiology  
Honors Scholar, Class of 2004

After several years working as the Finance and General Operations Manager for the UB Art Galleries, Beth recently accepted a new position in the Department of Microbiology. Beth manages the departmental office by directing budgets and finances, reconciling accounts, and filing personnel transactions. One of her favorite things about her new job is working with both complex funding sources and with a group of faculty committed to their research. She supports UB’s new initiatives (UB 2020) and is excited to be part of an organization that is responsible for changing the way Buffalo lives, acts, and thinks.

JOANNE M. CROFTS  
Designer & Electronic Content Manager  
Center for the Arts  
Honors Scholar, Class of 2003

After three years as a student assistant in the Center for the Arts, Joanne assumed her current position as Designer and Electronic Content Manager and has been working there full-time for four years. She designs advertisements, posters and brochures; manages the new digital signage system, and works to find creative ways to market the Center’s events. Her position also involves maintaining the Center’s blog and MySpace page and photographing events and outreach activities. As a student assistant in the Center for the Arts, Joanne found a warm and supportive community in the staff. The Center for the Arts culture values excellence and a “can-do” attitude in what would otherwise be stressful situations. Not least, she had an opportunity to practice the design and photography skills that were cultivated with her education at UB.

ROBERT WILDER  
Designer  
Marketing and Creative Services  
Honors Scholar, Class of 2002

Bob has been a full-time employee since October 2004. He designs printed pieces for various schools, departments, and special events associated with the university. Through his experience as a design intern with Creative Services as an undergraduate, Bob met several talented designers and worked on a wide spectrum of interesting and challenging projects for UB. Bob was thrilled to continue his relationship with the office after graduating, assuming his current position.

MATTHEW WEIGAND, Ph.D.  
Director  
New Student Programs  
Honors Scholar, Class of 1997

Matt has worked in Student Affairs at UB for eight years. His current position involves providing new undergraduate students a strong foundation for academic and personal development and success at UB through programs such as orientation, UB101, and parent services.

Matt chose to work at UB for the opportunity to be part of a dynamic university that contributes so much to our collective future - through education, service, and research. He feels fortunate to be able to collaborate with UB staff and faculty, and feels especially privileged to work with such amazing students who he learns a lot from through their diverse perspectives.

ANN BISANTZ, PH.D.  
Associate Professor, Director of  
Undergraduate Studies  
Industrial Engineering  
Honors Scholar, Class of 1989

Ann has been working at UB for 10 years. She teaches and conducts research in the areas of human factors, decision making, and information display. She is also the Industrial Engineering Department’s Director of Undergraduate Studies and is responsible for issues regarding advisement, curriculum, and implementing processes associated with program accreditation. Ann returned to UB because of its strong department in her area of research; it is in an area of the country she wanted to live; it allowed her and her husband (Albert Titus, Honors Scholar, class of 1989, UB Associate Professor, Electrical Engineering) to work in the same location; and because it is home.

SARA MESKILL  
Admissions Advisor  
Office of Admissions  
Honors Scholar, Class of 2003

Sara has been employed at UB in various capacities since she was an undergraduate. This is her fourth year working as a mem-
After graduation, many of our alums choose to continue their lives at UB, this time as employees. While some never left, others have returned home to UB after some time away. We discovered over 20 such examples, and here we highlight a few of them…

Sara recruits students from the Metro New York area (including the five boroughs and Long Island) and reviews applications for students from Queens and Suffolk counties. She also supervises the UB TeleTeam: a group of undergraduate students who contact prospective students via phone, IM, email, and chat sessions to help them find out more about UB events and the college application process. Sara loved UB from the first time she visited as a prospective student. She has worked in the Office of Admissions since she was a undergraduate and it has become “home” to her. Her attachment to the university and the Buffalo area made her want to stay here to live and work.

MEGAN PENDERGAST
Career Development Assistant
Office of Career Services
Honors Scholar, Class of 2005

In addition to a Bachelor’s Degree, Megan earned a Master’s Degree from UB in September 2006 and began working in Career Services shortly afterwards. On any given day you might find Megan meeting with students for career counseling appointments, working on editing office publications, critiquing resumes in their library, or assisting employers who recruit UB students. She loves both the variety of her job and the fact that she is able to work in an educational setting while interacting with the corporate world. Working at UB is an excellent fit for Megan. She really enjoys being able to help students and the excitement of being on a college campus!

DANIEL (OCHS) GAILE, Ph.D.
Assistant Professor
Department of Biostatistics, School of Public Health and Health Professions
Honors Scholar, Class of 1992

Dan has been employed at UB for a little over four years and in addition to his position in the Department of Biostatistics, he also serves as an Assistant Professor of Oncology at Roswell Park Cancer Institute. His work involves the development and application of statistical methodologies relevant to the design and analysis of experiments and studies involving advanced biotechnologies such as comparative genomic hybridization microarrays. Dan spends most of his time at The New York State Center of Excellence in Bioinformatics and Life Sciences. Dan fell in love with the region and the University during his time as an undergraduate and feels very fortunate to have had the opportunity to play a role in the development of a new Department of Biostatistics; a department which didn’t exist five years ago but now has more than 40 graduate students and spans the University at Buffalo, Roswell Park Cancer Institute, and the Center of Excellence in Bioinformatics and Life Sciences.

JONATHAN BONEBRAKE
Senior Academic Advisor
Honors Scholar, Class of 2001

Jon has been working at UB for a total of eight years. He worked as both a student assistant and graduate assistant before accepting a position as a Senior Academic Advisor where he has been for four years. As an Academic Advisor, Jon helps students in selecting courses, majors, and career paths; he specializes in advising students who are interested in attending law school. As an Honors Scholar, Jon learned first-hand the wonderful opportunities that UB offers to both students and academic professionals. He loves the research-rich environment full of interesting things to do and learn about, and truly appreciates the individual attention his professors gave him as a student. As both an undergraduate and graduate student, Jon had many discussions with his professors, and their enthusiasm was infectious. In fact, it was during one such conversation that led him to realize his own goal of remaining at the university and helping students succeed.
As an aspiring lawyer, Honors Scholar Daniel Soleimani was offered the experience of a lifetime - to work side by side with prominent Buffalo City Court Housing Judge, Henry J. Nowak. What makes this experience even more special is that Nowak is an Honors Scholar as well - he graduated from the Honors College 18 years ago.

Nowak was born, raised, and educated right here in Buffalo, New York. After graduating from the Honors College in 1990, he continued to the Law School and worked as an attorney in Buffalo for the next nine years. In 2003, he was elected as a Buffalo City Court Judge and was immediately assigned to the Housing Court, as he requested. Since that time, he converted the Housing Court from a forum that prosecuted minor criminal infractions into a full-service, problem-solving court, focused on improving the City’s neighborhoods and housing.

In addition to his position as judge, Nowak wanted to remain connected to his roots in the Honors College. From 2004 to 2006 he taught an Honors seminar entitled “Individual Rights and Social Conflicts.” Upon the completion of the 2006 seminar, Nowak expressed an interest in working with a highly motivated Honors Scholar who would be willing to serve as an intern in Housing Court.

Enter: Dan Soleimani.

Soleimani is a political science major who completed his required coursework early and went looking for an internship that could provide experience in the field of law. Excited by the prospect of learning more about the legal profession from a judge, Soleimani contacted Nowak in November 2006, and soon he was working as a Housing Court Intern.

In the following months, Soleimani worked closely with Nowak compiling data on incomplete foreclosures in the City and helping to identify the banks participating in this debilitating practice. In turn, Nowak taught him to use title searching and other types of investigation to find out information on the history of Housing Court properties and their owners. Soleimani remarked, “The opportunity to work so closely with a distinguished alumnus of the Honors College, exposing me to such a variety of legal issues, gives me a tremendous amount of real world experience to take with me to law school”.

Nowak was enthused as well saying, "Danny’s been a breath of fresh air in Housing Court – we’ve been fortunate to gain his perspective and creative, energetic attitude towards housing issues in Buffalo. As a result of the high quality work Soleimani displayed during his time as an intern, Nowak acquired funding from the John R. Oishei Foundation to focus on a new Vacant Property Initiative, the first of its kind in the nation. Once funded, he hired Soleimani to work closely with him over the summer and into the fall on this project. Together, they designed a comprehensive plan to utilize Housing Court’s creative programs to address the vacant properties and bring them up to code.

An unexpected collaboration – an Honors connection, enriching both Nowak and Soleimani professionally and personally as well as the Buffalo Community at large. What could be better?"
BRAD CHEETHAM  
Honors Scholar, Class of 2009

Exploring and developing space is a daunting challenge. It is my personal goal to work for a future where technology and resources from space can continue to make life better here on earth. As a first step to this future it is important to understand and learn from the people who are currently working in this field. Thus, when a recent grant from the University Honors College gave me the opportunity to travel to the Massachusetts Institute of Technology in Cambridge, Massachusetts to attend a student based conference I felt fortunate to say the least. The Spacevisions 2007 conference was hosted at MIT by their chapter of Students for the Exploration and Development of Space (SEDS). This organization is 100% student run and focuses on promoting the future of space. Recently, I have worked closely with fellow students to start a chapter of this organization at UB which is why this conference was extremely important for both educational and professional reasons.

The conference was set up to allow students to interact with industry leaders. We were able to hear from and converse with industry leaders from NASA as well as the emerging private space industry. I learned many things not taught in lecture halls or in text books. Discussions of realistic challenges and ways future leaders must work to solve them inspired me. I was also very lucky to be able to talk one-on-one with a few speakers - conversations that will undoubtedly guide me in my future academic pursuits.

Professionally this conference was extremely valuable to me. I was honored to accept the SEDS-USA Local Executive Board Member of the Year Award. This award brought recognition not only to me, but to the active participation and excitement of our club membership. This yearly conference also served as an opportunity for student representatives from throughout the country to assemble and discuss organizational issues. My attendance resulted in representation and voting privileges that specifically contributed to major organizational decisions. It was also an opportunity to network with other involved and motivated students, many of which I will undoubtedly remain in contact with throughout my career. I am grateful to those that financially contributed to the grant that made this valuable experience possible.

In my case, the contribution I recently made is being used to send students to conferences and seminars. There they will gain exposure to professional practitioners in their fields of interest. Some will even have the opportunity to present the findings of their own independent research work at UB (yet another important element of the Honors College). I know from my own experience, this is an invaluable opportunity for so many Honors students. The stepped-up goals of the Honors College will not necessarily be achieved quickly or easily. Few worthwhile endeavors are. Resource constraints are a real issue faced by every organization. As alumni, our gifts back to the Honors College can help students achieve their goals when their own hard work and dedication are insufficient. The ability to contribute to the future success of the very special students in the College is truly a privilege and an honor and I encourage you to join me in my commitment by making a gift today.

Contributions can be sent to: Honors College c/o UB Foundation, Inc. Box 900, Buffalo, NY 14226. Please contact Don Elick at (716) 645-2814 ext 460 or donelick@buffalo.edu with any questions.

DAN SPERRAZZA  
Honors Scholar, Class of 1994

Now that the Honors Program is the Honors College, an important transformation beyond a simple name change has taken place. All of us with a connection to the College, including alumni, have a stake in its future success. The “College” designation means the University has dedicated resources, infrastructure and intellectual capital to develop a sense of community among undergraduate students who are striving for the highest levels of academic achievement. It is a meaningful upgrade to the commitment to undergraduate education that made our time at UB so successful. I can think of no better way to enhance the value of my undergraduate experiences at UB than to invest in the future success of the College through a charitable gift.

Contributions can be sent to: Honors College c/o UB Foundation, Inc. Box 900, Buffalo, NY 14226. Please contact Don Elick at (716) 645-2814 ext 460 or donelick@buffalo.edu with any questions.
In the last few years, I’ve graduated college, married my wife, bought a home, adopted a dog, completed my Ph.D., seen hundreds of patients in the clinic, published a few research papers, and interviewed for faculty positions. With the birth of my first child, I’ve been spending more time than ever thinking about how I got here. Of course I think of my parents and my brother. I think of my lifelong friends, and people I admired and wanted to emulate. I think about my wife and her family, and all of the people who influenced her. I am fascinated by the intersections of people and events that serve to influence and shape a person’s life. Some of those events are trivial; some of those events are inconsequential. Some of those events define you; some of those people become family. For me, one of the defining events was the decision to enter UB through the Honors Program in the fall of 1995. I would like to think my career would have been fine with or without the Honors Program and that my undergraduate education was not marked by any experience that was particularly unique. That was not the case. The Honors Program allowed me to meet five other guys who’ve become like a second family to me. It was that unique Honors Program experience that changed my life in ways that I’ll never be able to fully appreciate.

UB is a big school. North Campus is sprawling, and you can walk around for hours without seeing a familiar face. Chemistry 101 took place in the largest classroom I’d ever been in, with hundreds of unfamiliar faces. I’m not an outgoing person, and that sea of unfamiliar faces could have swallowed me up. Without the Honors Program, I would likely have commuted to campus and gone several days or weeks without speaking to people or trying to make friends. The Honors Program made UB a small school for me, something I quickly came to value. Seeing the same faces in the Governors dorms made it a lot easier for an introvert like me to make friends.

In Roosevelt Hall, I roomed with Rob Bernel (now an M.D. in Neurology at the Cleveland Clinic). Across the hall, we met Guy Cappuccino (now an M.D. in plastic surgery in New Jersey). Guy introduced me to Chris Reynolds (now an M.D. in family medicine in Rochester), Martins Innus (now a computer engineer in UB’s Center for Computational Research) and Marc Fleming (now a history teacher in Greece Athena High School in Rochester). As different as we were in a lot of ways, we were six guys with similar backgrounds, priorities, and dreams. My relationships with them became that which defined my college experience. We lived together and spent every day at school with one another. We took classes together, studied together and in between semesters, we traveled together. Together for our four years at UB - we lived like a family.

Since our graduation in 1999, we have remained close. Rob, Chris, and Guy went to UB Medical School together. Martins and I started graduate school in the Engineering and Communicative Disorders and Sciences departments, respectively. We’ve stood up in each other’s weddings, been honored to be asked to be Godparents for each other’s children; every wedding and birth has provided another opportunity for our lives to intersect. We’ve been together, and will continue to be together, for all of the important events in our lives.

Our careers have begun to spread us away from the Western New York area. Marc and Lisa have a home in Rochester, as do Chris and Jodi. Martins and Cara have settled in Lockport. Rob and Val have been moved to the Cleveland area, and Guy and Rachel are temporarily in New Jersey. Dava and I live in Buffalo, but are preparing for a move at some point in the future. Wherever we end up, a top priority will always be to keep in touch with our UB family. Like many families, we have reunions as often as possible. It’s always tough to pin everyone down, but at least once or twice a year, all of us can get into the same room, at the same time. Pictured above is our group from Thanksgiving 2007. There are now sixteen, with more on the way. The Honors College brought all of us together, and in doing so, helped shape our lives and allowed us to become a big family.

Looking back on how I got to this point in my life, I can say with the utmost certainty that studying at UB was one of the best decisions I’ll ever make, and it was the opportunity to study and live in the Honors dorms that made the experience so special. It enabled me to make friends that I love like family and who have shaped my life. For that I’ll be forever thankful to them – and to the Honors College.

There have been a number of times in my life when I’ve stopped to think about all of the different things that had to happen to get me there, times when I stopped to take stock of my life.
Alumni Updates

What they’re doing now…

1987

JOHN LOWERY
John lives in Wheatfield, NY with his partner Sean and continues to work for Invitrogen Corporation in Grand Island as Senior IT Manager, Business Analysis.

SUZANNE (KRAJNIK) TOCZYSKI
Suzanne was recently promoted to full Professor of French in the Department of Modern Languages & Literatures at Sonoma State University. She continues to publish “French 17” and articles on 17th-century French literature; however, teaching remains her principal professional passion.

1988

JOSEPH DELVECCHIO
Joe currently lives in East Aurora, NY with his wife Catherine and three daughters, Mary (9yrs), Grace (7yrs) and Elizabeth (6yrs). He was recently promoted to Vice President of National Fuel Resources, Inc.

1989

PETER BREEN
Peter is managing director of content for the In-Store Marketing Institute.

1990

JOHN NEUMANN
John has put out a CD under the band name “Tea With Warriors”, titled “Quiet Revolution”. One song features fellow Honors College alumnus John Szing (1990) on saxophone. It is available at CDBaby.com and on iTunes.

1991

STEVEN FINKELSTEIN
Steven is married to Marie Cinti (Honors Scholar, 1990) and they have two children: Daniel (8yrs) and Julia (6yrs). He is a pediatric anesthesiologist at the University of Rochester.

KIMBERLY (THOMSEN) SHULTS
Kimberly returned to New York after hurricane Katrina with her husband and two children William (8yrs) and Carter (5yrs) and will be taking the New York State bar exam.

1993

KEVIN KURTZ
Kevin recently released his first published children’s book, A Day in the Salt Marsh. The book was a 2007 Green Earth Book Award short-list finalist! Kevin currently resides in Eugene, OR, where he is pursuing a Ph.D. at the University of Oregon. A Day in the Salt Marsh is available on his publisher’s Web site, www.SylvanDellPublishing.com.

JOSEPH LACKIE
Joseph and his wife Cynthia’s children, Brian 4yrs. and Will 20mos.
Alumni Updates continued

1995
KAREN ADELMAN
Karen is working at the National Institute of Health. Her lab is in the National Institute for Environmental Health Sciences in the research triangle area of North Carolina.

LENORE MANUELE
Lenore is a Senior Financial Analyst at The Neurologic & Orthopedic Hospital of Chicago.

KATHERINE (SOSCIA) MYERS
Katherine is on the faculty of the College of Music at the University of Colorado at Boulder as the Producing Artistic Director for Colorado Light Opera, a summer musical theater/ opera program for emerging professional musicians. She also directed a production of the operetta "Die Fledermaus" for the CU Opera Dept. this March. Katherine and her husband, John, are expecting their third child in April.

1996
KRISTEN (TRIPP) KELLEY
Kristen is currently the Arts Department Chair and theatre teacher at Nichols School in Buffalo, NY. She is also an actress in Buffalo’s theatre community and has performed with companies including the Irish Classical Theatre Company, the Kavinoky Theatre, The Jewish Repertory Theatre of WNY, Shakespeare in Delaware Park, and Studio Arena.

1997
RUSTIE (HILL) DIMITRIADIS
Rustie has become a full-time staff member at the International House of Prayer in Kansas City, Missouri. She was recently hired as Administrator of the IHOP-KC Commission, a new program for emerging professional musicians. She also directed a production of the operetta "Die Fledermaus" for the CU Opera Dept. this March. Katherine and her husband, John, are expecting their third child in April.

1999
SANDESH SINGH
Sandy is working as an emergency medicine physician at several hospitals in the Las Vegas region.

1999
SARA FLEISSNER
Sara and her husband live in Portland, OR. She works in management & marketing at a veterinary hospital, while her husband is a design engineer at Intel.

2000
ANAND VAIDYA
After graduating from Harvard Medical School in 2005 Anand completed his residency in Internal Medicine at Brigham and Women’s Hospital, Harvard Medical School. He was also a Visiting Scholar in HIV medicine in South Africa and is currently a Fellow in Endocrinology and Hypertension, Brigham and Women’s Hospital, Harvard Medical School.

2001
MELISSA (KNAPP) WHITFORD
Melissa is a RN in NICU/Nursery at Strong Memorial Hospital and is currently in Master’s Program at University at Rochester for PNP. She resides in Brighton, NY with her husband Mark (UB Grad 2002).

2002
JEREMY C泽RZ
Jeremy received a Master’s Degree in Library and Information Science from Queens College, City University of New York in 2005. He works as a teen services librarian at the New York Public Library and lives in New York City.

2003
CARRIE BETH WICKS
Carrie is finishing a Master’s Degree in Arts Management from the UB and just bought her first home!

2003
TAMMY LU
Tammy earned her Master’s of Public Administration in 2005 from Cornell University. She is currently a Business Analyst for Nomura Holding Inc. New York, NY.

2004
JORDAN BERRY
Jordan is continuing in the University of Chicago’s Urban Teacher Education Program.

2004
LARISSA BUSCH
Larissa received her Master’s Degree in Museology from the University of Washington in June 2007 and has recently begun a new position as Collections Technician at the Sam Noble Oklahoma Museum of Natural History.

2005
CARLY (PEARSON) JACQUES
Carly is a Ph.D. student in Developmental Psychology at Boston College.

2005
DANIELLE INGBER
Danielle is currently enrolled at Ohio University as Collections Technician at the Sam Noble Oklahoma Museum of Natural History.

2006
JENNIFER DRAKE
Jennifer is a Ph.D. student in Developmental Psychology at Boston College.

2007
JASON (JAVO) BURCH
Jason is currently pursuing his Ph.D. in Marine Biology at the University of Virginia.

2008
JASON (JAVO) BURCH
Jason is currently pursuing his Ph.D. in Marine Biology at the University of Virginia.
2005

MICHAEL ARISOHN
Michael is lighting and shooting films in New York City.

KATHLEEN HENNESSEY
Kathleen currently works as a Government Affairs Associate for Tew Cardenas LLP.

JENNIFER INTERNICOLA
Jennifer is a Special Assistant to the Under Secretary for Intelligence and Analysis at the Department of Homeland Security.

AMANDA LOHISER
Amanda will finish her Master’s Degree in Public Relations Management from Buffalo State College in June of 2008 and plans to pursue a Ph.D. in Communication. She is currently working as a communications specialist at an Amherst-based public relations and marketing firm and is a private tutor for international families in the Western New York Area.

DOUGLAS MUTH
Doug is currently employed as a senior associate at KPMG LLP in Buffalo, NY and recently passed the CPA exam to become licensed.

SUJATA SOFAT
Sujata will be graduating from UB Medical School in May 2009.

2006

CAROLINE LESNIAK
Caroline relocated to the United Kingdom in 2006 and recently finished a Master’s Degree in Medieval Literature at University College London. She now works for a financial software company in London.

JEFFREY NISBET
Jeffrey is currently working in publicity at Prometheus Books publishers in Amherst, NY. In fall 2008, he will begin classes at the University of Chicago Law School.

KRISTIE STRUZIK
Kristie is currently working at Moog in East Aurora as an Associate Product Engineer. She has been very involved in the development of new designs for Lockheed Martin’s Joint Strike Fighter (F-35 Lightning II) airplane.

BRIAN URBANCZYK
Brian is working as a Senior Software Quality Assurance Engineer and Program Manager at Fisher-Price.

2007

ZAC LOCHNER
Zac is enrolled in the Ph.D. Program in Electrical and Computer Engineering at Georgia Tech.

Marriages


ANDREW ROSS (2001) was married this summer to Nicole Pachla.


BRYAN WEINSTEIN (2005) was married on June 29, 2007 to Jennifer Redino.

In Memoriam

We are saddened to report the death of DR. TIMOTHY P. DENNIE (Biological Sciences and German, 2000) on Nov. 20, 2007 from a cancerous brain tumor (CNS Lymphoma). He was 29 years old. This was a recurrence of a tumor which was first diagnosed in April, 2000, just a few weeks before graduating from UB. At that time, he was treated successfully and had been well since. Unfortunately, during the summer of 2007, another tumor was discovered.

The Honors alumni in the photo are: Kevin and Cindy Lawrence, Dr. Brian Pirotrowski, Laurie Patenaude, Amy Pong Kennedy, Susan Chute, and Dr. Aileen Chang; spouses/significant others are: Dawn Duff and Dr. Matthew Kennedy; and kids are David, Rachel, and Hannah Lawrence, Breana and Sarah Kennedy, Andrew and Jonathan Patenaude, Kris and Stu Skogsholm, and Bridget, Maureen, and Jack O’Hearn.

Births

KAREN ADELMAN (1995) and her husband Jim Morrison welcomed their son, Alexander Patrick, on December 21, 2007.

ANGELA (FRAAS) AHISKAL (2001) and her husband Orhan welcomed a son, Kemal Alexander on April 15, 2007.

GUY CAPPUCCINO (1999) and his wife Rachel welcomed their first child, Dante Guy, on July 31, 2007.


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Photos were taken at the Honors College celebration in October.