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Building F Opening in 2006, Will House John D. O'Bryant African-American Institute

By Genevieve Haas



NU President Richard Freeland (fourth from right), joined members of the Northeastern community and William Rawn Associates in the groundbreaking celebration in December.

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Northeastern University officially commemorated the groundbreaking for the seven-story Building F on Friday, December 10 at 11 a.m. in the Amilcar Cabral Center at 40 Leon Street. The ceremony featured Boston Mayor Thomas Menino and NU President Richard Freeland.

The construction site currently surrounds the John D. O'Bryant African-American Institute, which will be torn down to make way for the new structure, designed by architect William Rawn Associates. Set to open in September 2006, the multi-use facility will house the Institute, by designer David Lee of Stull and Lee Inc. It will also include 230 beds for students, eight general-use classrooms, and a 270-seat lecture hall.

Although it is now widely anticipated, the building was a source of controversy when it was first proposed in 2000. The decision to tear down the free-standing Institute which currently occupies the site sparked protests by local leaders, community members and students that received national attention.

Freeland formed an ad hoc New Home Committee to address concerns about moving the Institute to other existing campus locations.

"They felt the African-American heritage was being threatened by this interest to move the institute into another building," said Joseph Warren, a special assistant to the vice president of community affairs, who co-chaired the New Home group. Ultimately, a compromise was reached whereby the new facility for the Institute was not to exceed 15,000 square feet, but would be housed close to its current location.

The university created a spot for the Institute in the new stone-and-glass structure while the ground where it currently stands will serve as a memorial to O'Bryant, the university's first African-American vice president and former Boston School Committee member. The institute was named for the late administrator in 1993.

"I think the end product is something everyone's proud of. It's a win-win situation and real tribute to a cooperative effort that students were at the base of," said Warren.



An architectural rendering of Building F.

CBA PRIDE Cultivates and Promotes Diversity in College of Business Administration

By Ann Comer



CBA PRIDE Coordinator Hui-Fei Yu speaks to business students about study abroad opportunities.

As part of a grass-roots effort to cultivate and promote diversity in the College of Business Administration (CBA), CBA PRIDE (PRograms in Diversity and Equality) was started last fall.

“The idea started about two or three years ago when [CBA Associate] Dean Peggy Fletcher approached me about finding ways to promote diversity in CBA,” explains Hui-Fei Yu, coordinator of CBA PRIDE.

In fall 2003, students of color comprised 21% of the CBA student population and international students represented 10% of the college’s students. In addition, 42% of CBA students were women.

Relying on information gathered from student focus groups and an email survey of CBA students, the concept for CBA PRIDE was born. “We established three goals,” Yu says. “First, to let everybody feel welcome and included. Second, to nurture future minority and women business leaders, and third, to develop leadership skills for future business leaders.”

She also notes that while other groups on campus focus on the needs of international students or students of color, CBA PRIDE is targeted specifically at students interested in business. “Eventually, these students will become leaders in business and in their community, and

we want to help them appreciate the importance of diversity.”

All first-year CBA students are required to participate in a diversity workshop as part of their Introduction to Business curriculum. Students from different countries talk about their experiences in the United States as part of a panel discussion. However, the focus groups revealed that students feel diversity is missing from the business curriculum. “We would like to work with the faculty to incorporate more multicultural topics into the course studies,” Yu says.

CBA PRIDE also encourages business students to study abroad. While the college has a strong Bachelor of Science in International Business (BSIB), business students outside the BSIB major must plan further in advance because they cannot take business classes abroad.

One of the first events hosted by CBA PRIDE was a breakfast reception for new international students at the beginning of the fall semester. The event gave students an opportunity to meet classmates who were also from outside the United States. “They each got up and talked about their goals and why they came to Northeastern,” says Diane Duchart, a CBA PRIDE staff member.

One of those students was Claire Williams, a 21-year-old first-year student from the United Kingdom, who now serves as president of the newly formed CBA PRIDE student group. The other officers are: Jeanine Mendez, vice president; Mana Rama Tirth, treasurer; Dana Mirabella, social events and programming chair; Min Erh Chen, secretary; and Melissa Davies, historian.

“American students feel like they don’t come in contact with international students and vice-versa, which is a shame, because we can learn a lot from each other,” Williams says. “Also, international students whose first language is not English may not feel as comfortable speaking in English with American students. My goal with this group is to help build a bridge between U.S. and international students so we can learn from each other.”

LSAMP Faculty Mentor Program Pairs Professors with Undergraduate Researchers

By Anu Meacham, LSAMP Director

The Northeastern Louis Stokes Alliance Minority Program (LSAMP) Faculty Mentor program links faculty mentors and underrepresented students together to do independent research.

In conjunction with the Center for Subsurface Sensing and Imaging Systems (CenSSIS), LSAMP selects some undergraduate students to work at CenSSIS laboratories on research projects related to the emerging technology of subsurface sensing and imaging systems. Other students are paired with faculty within the Colleges of Health Sciences, Arts and Sciences, Engineering, and Computer and Information Science. The opportunity allows students to initiate and coordinate research projects that will further develop their skills in math, science, technology and engineering.

Students who participate in the school-year research component are required to conduct research while taking classes. Each student develops a discipline-specific research agenda under the supervision of a faculty mentor. By testing what is learned in the classroom and examining scientific theories in the laboratory, they gain a deeper understanding of real world applications.

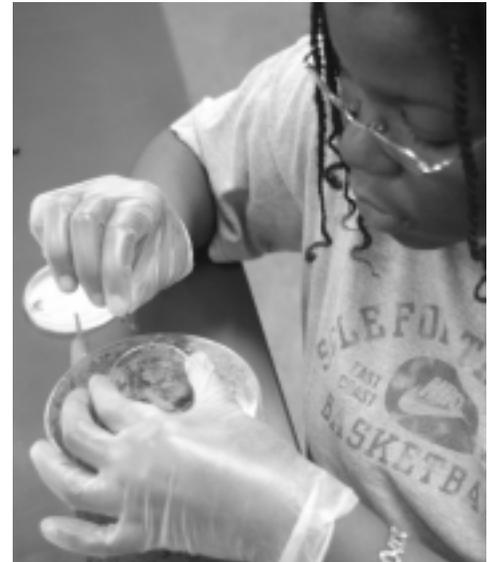
During the summer, students conduct original research in an 8-10 week program. Last summer marked Northeastern University's second year supporting LSAMP students. Many develop a project out of ongoing research and work in collaboration with faculty and graduate students. Others design independent study projects approved by their faculty mentor.

Additionally, students meet as a group for seminars led by active research scientists. The seminars enable students to grasp scientific concepts, learn how to work independently, and gain experience in presenting technical ideas orally and in writing. Other sessions include graduate school applications and colloquia in which graduate students share their experiences and provide mentoring.

The LSAMP program is working closely with Northeastern University Program in Multicultural Engineering (NUPRIME) and CenSSIS to offer

additional research opportunities. Recently, CenSSIS received funding from the National Science Foundation to provide research experiences for six NE-LSAMP students. Participants will conduct research projects at CenSSIS sites through the CenSSIS/NE-LSAMP REU Program starting summer 2005. The program will be open to LSAMP students from the other NE-LSAMP member institutions.

LSAMP is currently accepting applications for the spring semester. Please see the LSAMP website at www.lsamp.neu.edu or www.nelsamp.neu.edu for more info.



LSAMP student Jessica Dumas

Northeastern University LSAMP

Northeastern University is part of the Northeast LSAMP (NE-LSAMP); other members are University of Massachusetts Amherst, Worcester Polytechnic Institute, University of Connecticut, and University of Rhode Island. This regional alliance will increase the number of underrepresented students in the fields of science, technology, engineering and mathematics (STEM).

Northeastern University addresses matriculation and retention issues by enhancing programs that support students in STEM fields. Initiatives supported by LSAMP focus on preparing traditionally underrepresented students (African American, Hispanic and American Indian) for success by providing activities that will help them advance from pre-college to graduate school. LSAMP will have a direct impact on student advancement in the form of research opportunities and academic preparation.

Steven Shaw

Balfour Academy graduate Steven Shaw is a Northeastern University senior accounting and finance major with a 3.4 QPA. He is also working on a master's degree in taxation.

Shaw, who lives in Mattapan with his parents, Jean and Anthony, looks up to his older brother, a major in the United States Marine Corps who pushed him to work hard in school and stay focused.

After graduation, Shaw will work for Deloitte and Touche as a tax associate and hopes to one day open up his own business. He loves to travel, especially to the West Indies. He also enjoys music and hopes to learn how to play the piano.

Shaw, who has returned to Balfour Academy as a tutor, says that attending Balfour was life changing. It gave him a chance to be himself and express his opinions. He said that it felt like a second family to him. He also said receiving the scholarship opened up a great door for him that he never thought possible.

In gratitude, he has established a fund to raise money for the Balfour Academy.



Christian Morris

By Gail Whitehouse

West Roxbury High School senior Christian Morris became involved in the GEAR UP program five years ago when a representative of the program recruited her from her neighborhood in the Bromley/Heath Housing Development. She is now applying to five universities, including Northeastern University, which offers a five-year scholarship if she is accepted.

The Northeastern University Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) started in the spring of 1999. One of over 350 programs in the country, NU GEAR UP is unique because it recruits directly from four public housing developments (Alice Taylor, Whittier, Bromley/Heath Park and Camden/Lenox Park) and operates on the Northeastern University campus. NU GEAR UP targets the 150 eligible youth in the four housing developments. Over 100 have participated, with a consistent group of 45 that have been with the program since its inception.

Morris expresses gratitude for the program and the personnel, including GEAR UP leader Joe Warren, who have

encouraged and assisted her. She also says that the program helped her get ready to take the Massachusetts Comprehensive Assessment System and SAT tests. Morris took advantage of many areas of the program such as tutoring, squash and swim lessons and worked at Northeastern for the past four summers. She adds that if she had not been a part of this experience she would not have been as prepared and focused in her schoolwork and preparation for college.



Two Groups Awarded Diversity Grants

By Brian Lee

The Office of Affirmative Action and Diversity announced two winning collaborations for this year's Diversity Grant awards.

Administrators from Hillel House and the Latino/a Student Cultural Center teamed with faculty from the Jewish studies program and department of modern languages for one winning effort: an overview of cultural aspects of the widening intersection of Jewish and Latino cultures.

The other project joined African-American studies with university library archives for a permanent, online exhibit of Northeastern's black-student activism in the 1960s and 1970s.

Both projects offered events encompassing staff, faculty, and students. The Jewish-Latino group held a panel discussion on "Latino-Jewish Cultural Awareness" in October.

"Most people are unaware of how close those cultures may interact and intersect," Latino/a center director Elena Quiroz said. "The goal here is to open dialogue to attempt to meet the needs of the various combinations of cultures: Jews in Latin America, Latin Americans in Israel and Latino-Jews in the U.S."

A spring semester forum will draw discussion on the university's initial focus on programming for blacks, from 1968 to 1978. Presented with a list of requests by five students – ratified by about 200 more – former President Asa Knowles was said to have adopted many of those suggestions.

"That's what really struck us," said Snell Library Assistant Archivist Michelle Light, who worked on the exhibit with Archivist Joan Krizack and Associate Professor of African-American Studies Robert Hall. "The university responded to almost all of their demands, and many of those changes had a lasting effect, the creation of the African-American Institute and efforts to recruit and retain black students.

"It shows how those students' vision for a better society and a better university worked," Light said.

Other programs intended for black students included funding for the student-run *Onyx* magazine, black fraternities and engineering societies.

The forum/reception to open this exhibit invited a number of faculty, administrators and students for a discussion of Northeastern "then and now," Light said. Some of the former students are now employed by the university.

Collaborators for this project are also seeking to hire a student-researcher to select documents and photographs, and



Provost Ahmed Abdelal, Library Archivist Joan Krizack and Diversity and Affirmative Action Dean Donnie Perkins at the Diversity Awards Ceremony

write about this period of the university's history.

"We believe these projects are models that promote collaboration, understanding, learning and engagement of diversity," said Donnie Perkins, dean and director of affirmative action and diversity. "And we encourage the campus to come out and support these events – support, participate and learn."

Diversity Recognition Awards

Students and administrators were recognized for their efforts to foster a multicultural community that values and celebrates diversity at the 7th Annual President's Diversity Awards Ceremony last spring.

Provost Ahmed Abdelal and Dean of Diversity and Affirmative Action Donnie Perkins presented the awards on April 8 in the Raytheon Amphitheater to the following:

- A group of four students and four staff members who coordinated "The Writing on the Wall" project in October 2003.
- Joan Krizack, Head Archivist of Special Collections for University Libraries, who has collected and preserved records of Boston's diversity.
- Danielle Kline, a student who worked on a performance of "The Laramie Project."
- Latin American Student Organization, with special acknowledgement to Finessa Slater, for her work on the "Working on the Wall" project.

The ceremony also included a keynote speech by Gail Snowden, executive vice president and director of strategic national relationships for Bank of America, and a performance by the Variasians, a nine-member a capella group whose members' cultural backgrounds are from Vietnam, China, the Philippines, Japan and Korea.

Brown vs. Board Of Education: 50 Years Later

By Kwamina Panford

Associate Vice Provost for Academic Opportunity and Diversity



Kwamina Panford (right) oversees academic opportunity and diversity programs in the Provost's Office

Contrary to what we expected, there was not much celebration or remembrance of what may be a turning point in U.S. race relations in general and especially public education. We are referring to the 50th anniversary of the *Brown v. Board of Education* decision. The U.S. Supreme Court, in what was expected to be a landmark ruling, determined that separate and inferior education for African-Americans was unconstitutional. This ruling contributed to some desegregation of publicly funded schools.

Here at NU, we sought to recognize the important *Brown* decision. The African-American Studies Department was the host of a panel presentation that featured Professor Charles Ogletree of the Harvard Law School as keynote speaker. The Law School also organized a panel on the "Desegregation of Boston Public Schools and Its Aftermath." Some of the high-profile panelists were Professor Hubie Jones, former dean at Boston University, and Superintendent of Boston Public Schools Thomas Payzant.

Why did we commemorate the *Brown* decision of 1954 in relatively low-key fashion? We did because although the decision *per se* was revolutionary, that is, the education of African-Americans was not only inferior but also illegal, we are still living with the legacy of an inferior education and the disparate socio-economic impact it created. Without stripping the society of the adverse vestiges of past discrimination, new challenges have been thrust upon us.

In 2003, just a year shy of the *Brown* decision's 50th anniversary, the U.S. Supreme Court ruled that the University of Michigan had to limit its consideration of race in college admissions decisions. This decision seems to be having a chilling effect across the country on not only admission processes affecting underrepresented populations, especially African-Americans and Latino/as, but on most programs designed to enhance their prospects for success on college campuses.

Recent efforts to dismantle the so-called set-aside programs for underrepresented people, which aim to ensure some racial balance and diversity in U.S. higher education, raise numerous sobering issues that require careful analysis and solutions. Both national and NU data point to the delicate nature of the dilemma we face in higher education. Nationally, Teach America states that a student with a poor socio-economic background is seven times less likely to finish college. The *Boston Globe* (November 28, 2004) revealed some additionally stunning statistics: while less than 2,000 African-American high school students scored 1300 or more on SAT, almost 150,000 students got such scores nationally.

NSF Awards \$12.5M Grant to Enhance Science and Math Education in Boston Schools

By Brylee Maxfield

Northeastern University and the Boston Science Partnership (BSP) have received a \$12.5 million boost in a grant from the National Science Foundation aimed at making the Boston Public Schools a model for science and math education.

“Northeastern works with the Boston Public Schools and the City of Boston on a variety of initiatives to improve the quality of education in Boston schools,” Northeastern President Richard Freeland said. “The Boston Science Partnership is the latest such initiative, and I am extremely pleased and confident that Northeastern and our partners will significantly improve the quality of science teaching and learning in Boston schools.”

As a core partner, Northeastern will receive \$2.3 million over five years. Much of the money will go to BSP and a portion of the funds will go to support the Retirees Enhancing Science Education through Experiments and Demonstrations (RE-SEED) operating out of the university. Northeastern professor of engineering and director of the RE-SEED program Christos Zahopoulos will also direct the BSP project.

“We can all learn from each other,” said Zahopoulos. “Mutual respect will bring substantial changes in the way science is taught at the high school and university levels.”

RE-SEED is a Northeastern University program that prepares engineers, scientists, and other individuals with science backgrounds to assist middle school teachers with teaching science and math. After their training, RE-SEED participants volunteer, on the average, one day a week for at least one academic year. Close to 500 RE-SEED volunteers have impacted more than 100,000 students in 11 states offering approximately 400,000 hours of their time.

With 61,000 students in BSP, 86% from under-represented groups, the city of Boston provides an excellent opportunity to study institutional change with a goal of high student achievement in science for all students.

The BSP has laid out clear goals for itself. First it aims to raise student achievement in science to meet or exceed state-mandated benchmarks for progress, improve the quality of the BPS science teachers through education, increase the number of students who succeed in higher-

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The data we have referred to indicate one national and local quagmire: what we prefer to call the persistent preparation gap between underrepresented populations and the rest of the society. We call it a “preparation gap” to draw more attention to the fact that underrepresented students do not typically score high on tests, take many Advanced Placement courses or have other qualifications that skew admissions processes and outcomes in their favor.

We at NU are seeing the visible outcomes of resource poor and ill-equipped urban schools, which tend to impact African-American and Latino/a students more than their white counterparts. From a low of approximately 7.5 % of the freshman class of 2003, African-Americans in the fall of 2004 now comprise only 5.1% of the entering class. There are also fewer Latino/a students: 5% last fall, compared to 6.9% in 2003.

These data call for sober reflection. With the decline of big companies, educational institutions including NU should assume more responsibility for the moral leadership of the society. This is especially crucial because education is still the key means to overcoming low socio-economic status. If universities do not grasp leadership in this area, who will?

Second, as an institution that has its eyes on the prize of a top 100 research university, NU cannot afford to continue sliding on the diversity front. For a university that is hitching its future to a leadership role in urban issues, we need to accelerate our efforts. We cannot fulfill our urban mission if we do not have a truly diverse student body, faculty and staff. It will also mean that we do not practice what we preach to the rest of society.

The declining numbers of African-American and Latino/a students and faculty, if not checked, will adversely affect our core mission and efforts to be a national leader in co-op and practice-oriented education (POE). This may happen if we are not able to educate and train substantial numbers of minorities for our co-op and permanent employers. In addition, we will fail to create classroom and other learning opportunities for our students to be properly skilled in living in a society that is changing rapidly in terms of racial make-up.

As an institution that takes pride in its urban location and co-op/POE message, all hands and minds are needed to increase diversity. This is especially the time for our top administrative leaders to renew their commitment to genuine diversity across the campus by creating a substantial presence of underrepresented students. The Universities of Maryland and Virginia are proving it can be done even after the *Michigan* decision by the U.S. Supreme Court.

W.E.B. Du Bois Program Offers Humanities Courses To Adult Learners at RCC

By Stuart Peterfreund, W.E.B. Du Bois Program Director

Every Monday night and Wednesday night, from October to May, except for holidays and a holiday break, thirty-three dedicated adult learners between the ages of eighteen and sixty-five take their seats in room 451 of the Academics Building at Roxbury Community College (RCC) as students in the W.E.B. Du Bois Program in the Humanities.



Sally Solomon, associate director of the School of General Studies, instructs students enrolled in the Du Bois program.

Over the course of the year, these students will study writing, literature, world civilization, philosophy, and art history, taught by a rainbow of faculty who teach either as adjunct or tenured faculty at Northeastern and other area colleges, and those students who complete the program successfully will receive six semester hours of humanities credit from Northeastern University. For some, the program will be the motivation to enroll in a two- or four-year degree program. For others, the program will give them a stronger voice in community affairs. And the best thing about the program is that it is free: tuition, textbooks, public transportation and child care are all paid for under the auspices of the grant.

Qualifying for the Program

To qualify for the program, the students must have a high school diploma or a GED certificate, must meet low-income guidelines, and must emerge successfully from an interviewing process in which they discuss the fit of the program with their long-term academic goals and show evidence of commitment to seeing the program through to completion. The competition is extremely keen. This year, for example, there were eighty-five applications for thirty-odd places, and the

program could very easily have run at twice its size, had resources been available.

Partnership with RCC

Northeastern runs the Du Bois program in conjunction with RCC as its urban partner. In fact, it was Randolph Bromery, a distinguished figure in Massachusetts higher education and at the time the interim president of RCC, who gave the program its name, in honor of the great intellectual who was the first African American to earn a PhD from Harvard. But despite the distinctive name, the Du Bois program is one of a number of similar programs operating in the continental forty-eight states, as well as in areas of Alaska populated by indigenous peoples and in the Yucatan. All of these are variants of the Clemente Course in Humanities, so named because it was first offered at the Roberto Clemente Family Guidance Center on New York's Lower East Side by the journalist, social critic, lecturer, and novelist Earl Shorris.

Program's Beginnings

Educated in the Great Books Program at the University of Chicago, Shorris wondered what would happen if he were able to offer a similar, albeit less ambitious, program to the urban poor – those who, as he argues in *New Urban Blues* (1997), experience their circumstances as a “surround of force” compounded by the poor quality of life and services all too often associated with poverty. Such a “surround” at once keeps people in a state of abjection and provides neither the motives nor the resources to overcome it. What would happen if people suddenly had the intellectual resources to embark on an education, while at the same time gaining a powerful voice to speak out against the forces holding them down?

What happened was, for all concerned, enormously liberating, and Shorris himself tells the story of his early results in *Riches for the Poor* (2000). Even before the publication of the book, however, Shorris received recognition in the form of the National Humanities

Luncheon Honors Schrafft Foundation's Commitment to Balfour Academy

Staff and fourteen former students of the Balfour Academy participated in the Schrafft Charitable Foundation luncheon on September 22. The students had received scholarships from the foundation, which was represented at the luncheon by Executive Director Karen Faulkner and Trustee Arthur H. Parker.

The event opened with a brief welcome from Associate Director of Student Services Michael Wildeman, followed by remarks from Parker. Balfour Academy Director Carla Oblas then introduced the students, who talked about what their scholarships meant to them.

The Balfour Academy/Schrafft partnership began in 1993 with a \$20,000 foundation grant. Since then, Schrafft has supported Balfour Academy and its graduates with a total of \$160,000, including \$100,000 in endowment funds to the University's Schrafft Scholars Fund.

Medal, awarded to him in 1998 by President Clinton.

The Clemente Course attracted the attention of Bard College, in New York, which undertook to serve as a clearinghouse for all colleges interested in setting up such a program. It is through communication with this clearinghouse that Northeastern ended up partnering with Reed College/Oregon Council for Humanities, Trinity College (Connecticut), Bloomfield College (New Jersey), and the University of Wisconsin-Milwaukee on a grant proposal to the Department of Education's Fund for the Improvements of Postsecondary Education (FIPSE). The proposal, "Disseminating a Humanities Course for Underserved Students," was funded for \$544,000 in aggregate, providing each of the five partner schools with three years of operating funds on a cost-sharing basis. Two Clemente Course Programs are currently running in Massachusetts — one in Holyoke and one in Dorchester — under the auspices of the Massachusetts Foundation for the Humanities, but Northeastern stands alone in being grant funded and completely locally administered.

Seeking Long-Term Support

Now in its third and last year of operation under the FIPSE grant, the Du Bois Program must take steps to establish a stable, long-term support base, especially since interest in the program appears to be growing with time. Working with RCC officials, as well as with Vice Provost Malcolm Hill, Vice President for Public Affairs Robert Gittens and the Institutional Advancement Office, program director Stuart Peterfreund hopes to establish a support base that combines long-term commitments of in-kind resources and some funding from each of the two cooperating schools with funding from sources outside the University.

The chief justification for continuing the program is that it works. Several graduates from last year's class are currently pursuing degrees in either two- or four-year colleges — some students doing the former may in fact avail themselves of existing articulation agreements between NU and RCC. One student is finishing his bachelor's degree in Boston University's Executive Bachelor's Program while he works at John Hancock Financial Services. And virtually all of the students who finished last year declared the program a life-changing experience. In the words of one of those students, the "Du Bois Program gave me back my future."

RCC Students Spend Summer at NU

By Brian Lee

Northeastern hosted 18 students last summer from nearby Roxbury Community College (RCC) who plan to move on to four-year institutions.

The summer enrichment program, now in its sixth year and held at the African-American Institute for the fifth straight year, enhances the students' abilities in integrated language skills for research and critical reading and assists with planning academic and career pursuits.

There is also a writing practicum in line with Northeastern's undergraduate requirements. "Transferring into a four-year institution will require increased critical thinking, reasoning, study skills and orientation," said David Coleman, who coordinates the program for RCC.

Upon completion of the program, four top students will earn renewable \$10,000 scholarships to attend Northeastern, after a review from Northeastern and RCC administrators.

New this year were three high school students of Northeastern's Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP), who shadowed the group for exposure to a collegiate academic environment.

Conference Focused on International Issues in Urban Health

Northeastern University hosted the Third Annual International Conference on Urban Health in October 2004, attracting over 800 researchers, health care professionals, and public health officials from around the world.

The conference focused on international and domestic agendas in urban health – such as the impact of cross-national pressures, environmental and climate change, intense political conflict, and disparities in health status and health care. The conference also addressed how to build local and regional public health infrastructure – by strengthening community-based research partnerships, developing new urban health indicators and research methods, assessing the impact of disinvestment and new demands on public health, and establishing a new urban health research framework.



Dr. Fariyal Fikree, director of the Population Council in Cairo, speaks at the Urban Health Conference

urban populations, particularly those of the urban poor, African-American and Latino communities, promotes excellence in interdisciplinary community-based and basic research that leads to strategies to improve health in urban areas. ISUH facilitates the exchange of perspectives, research methods, and data on the study of disease in urban areas, as well as the effects of urbanization on health.

The conference was sponsored by Northeastern's Institute on Urban Health Research (IUHR) and the International Society for Urban Health (ISUH). IUHR, which was founded in response to serious and largely unmitigated disparities in the level of health and health care in

NU Compiling Information About Its Urban Programs

In an effort to establish and promote Northeastern as a premier urban university, President Richard Freeland has asked Vice President for Public Affairs Bob Gittens, Executive Assistant Jean Fleischman and Vice President for Marketing and Communications Brian Kenny to collect the most current information about Northeastern's urban related activities and programs.

Information gathered from across the University will be used for a comprehensive communications program that will target a diverse group of constituents, including local community members, government officials and the media. A University website will also be developed that puts the urban outreach information in context and links to the various programs' websites.

In a letter to the NU community, Freeland writes: "Faculty, staff and students are actively engaged in numerous research and outreach projects that directly benefit the city, such as community based learning, volunteer activities and public policy initiatives. Most often these activities are undertaken away from the public spotlight with little external media attention and relatively little awareness on campus. Although we are not engaged in these activities for the sake of publicity, they are critically important proof points of the responsible role that Northeastern University assumes in the community. I want to be sure that across campus we are all aware of the range of programs and their express purpose within the Boston community. We have an impressive story to tell and I want to be sure that we tell it accurately."

NU at Hispanic Congress

Physical therapy majors Melissa Buffer, Adele De Angelis, Sarah Duch, Kanella Karatasakis, Brendan O'Boyle, and Bryna Solon attended the 4th Hispanic Congress of Health Related Professions in December 2004 to present a paper entitled: "The Role of the Physical Therapist as a Consultant in Community Obesity Programs." They were accompanied by their mentor, Meredith H. Harris, associate professor and chair of the Department of Physical Therapy. Harris also presented a poster: "Fall Prevention in Older Adults Using Exercise and Technology" at the conference. Sue Lowe, Ena Vasquez Nuttall and Denise Frankoff, also from the Physical Therapy Department, presented a paper, "Using A Web-Based Clinical Case Simulation to Develop Cultural & Interdisciplinary Clinical Competences – Part II."

Six NU Students Participate in African Union Model

By Trina Reney Bryant
Class of 2004

Jasmina Delic gives you a Colgate smile when you ask her about her first time as a delegate at the African Union Model.

“It was the best experience. I mean I was a little intimidated at first but everyone makes you feel really welcomed and that it’s a learning process,” said Delic, who is now enrolled in graduate school studying international relations.

Delic is just one out of six students who chose Washington DC, last spring, over sunshine and beaches, a common past time for spring breakers. But she’s not complaining, well at least not about missing out on being a beach bunny. Delic’s only gripe is that a week just wasn’t enough.

“I’m really happy I went, but I would have loved to have had more time to interact with delegates from other schools,” said Delic.

Every year universities across the country send students to participate in the Model AU. Much like the Model UN, Model AU is about bringing global perspectives to future leaders. Students who attend represent one country in Africa by serving on a committee and presenting proposals and resolutions to address concerns, ranging from economic to social matters.

Over the past few years, Northeastern University has had a strong showing at Model AU and last year was no different. On March 2, Northeastern University delegates flew to Washington DC to represent Zambia.

Northeastern University is gearing up for the 2005 Model AU and would like for students to take advantage of this wonderful opportunity. For those students interested in attending the Model AU, March 2-5, contact Professor Kwamina Panford at x4333 or x2170.

Student Focuses on More Accessible Technology for Low-Income Populations

By Genevieve Haas

Andrea Grimes, a senior computer science major, discovered her passion for human computer interaction while teaching low-income adults computer literacy as a step toward higher pay. Her outstanding research, achievement and commitment to “bridging the digital divide” earned her top honors from the prestigious Computing Research Association (CRA).

The CRA is an association of more than 200 North American academic departments of computer science and engineering, government laboratories and industry leaders. Its mission is to strengthen research and advanced education in the computing fields, expand opportunities for women and minorities, and improve public and policymaker understanding of the importance of computing and computing research in society. Each year, the CRA honors two undergraduates with the CRA Outstanding Undergraduate Awards, sponsored this year by Microsoft Research.

Grimes, in addition to a stellar academic record and a deep commitment to helping low-income adults become tech savvy, was honored for her research. She designed software which identified language patterns in biology texts. This is a first step toward creating better computer programs to aid in biology research.

Honored with Grimes was this year’s male winner, Mihai Patrascu of MIT. Grimes was chosen over hundreds of nominees from the nation’s top universities. When asked what set her apart in the eyes of the committee, she enthusiastically described her passion for integrating technology and culture in a way that makes technology easier for low-income people to use and access.

“When I started my degree, I wasn’t really that passionate about computer science,” said Grimes. “But I got really interested in how people reacted to computers and then I discovered that there’s a whole field dedicated to human computer interaction.” Grimes criticized what she sees as a tendency in the computer science field to develop technology without putting enough thought into how that new technology will be integrated into the cultural landscape. Currently, she’s applying to grad school with hopes of changing the status quo. Grimes praised the Northeastern College of Computer and Information Sciences, saying, “I’ve received so much support for my research here.”

The award includes a cash prize of \$1,000 and will be presented at a computing research conference sponsored by CRA.



Andrea Grimes

Twelve Students Receive Presidential Scholarships

In recognition of students' outstanding academic achievement and performance in cooperative education, twelve undergraduates are awarded Presidential Scholarships each year. Middlers with a cumulative 3.5 QPA who have demonstrated excellence in their major, liberal arts courses and cooperative education placement are eligible to apply for the award. Qualifying applicants are required to write an essay that demonstrates an understanding of, and appreciation for, the connections among the three components of their education.

This year's recipients are:

- Elizabeth Brown
- Christopher Burns
- Kara Forgues
- Christina Hilgendorf
- Mariko Howe
- Heather Milton
- Andrea Mutz-Mercier
- Alou Priest
- Elizabeth Ridge
- Thomas Shuster
- Lindsey Tessier
- Emily Volkert

For more information on the application deadline and eligibility criteria for the Presidential Scholarship, please visit www.president.neu.edu/scholars.html.

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level courses in science, and who are admitted to and retained in university science and engineering programs, improve science teaching both in BPS and at the universities, and institutionalize changes so that Boston Science Partnership and its work will be sustained.

Three aspects of the proposed project make it unique and innovative:

- The combination of the College Board's successful vertical teaming approach for urban school districts with Boston's own collaborative coaching and learning (CCL) model, which requires teachers to inquire into their own and each other's teaching practices in an effort to improve student achievement.
- Science professors and Boston science teachers work together to develop graduate courses in science appropriate for teachers to contextualize content to the specific curriculum materials teachers use in the classroom.
- Engineering faculty and science teachers work together to interpret the technology/engineering strand of the Massachusetts science frameworks in light of the national technology frameworks, and create a graduate course in engineering that prepares teachers to teach this material as part of the science curriculum.



ACCESS PROGRAMS

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