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Northeastern

Northeastern University's diversity and academic access initiatives

Maya Angelou's Challenge

By Pat Neblett



Last July, a buzz of excitement permeated Blackman
Auditorium as a diverse audience of nearly eleven hundred
waited anxiously to see and hear the phenomenal Dr. Maya
Angelou. Amazingly, months later, the radiant spirit of this
author, dancer, poet, educator, actor, playwright and
humanitarian still resonates throughout the auditorium.

After greeting the audience in several languages including, French, Spanish, Italian and Fanti (a West African language), Dr. Angelou shared both painful and amusing stories of her life. Most poignant was of her being raped as a seven-year old child; of not speaking for years; and of being taught poetry by a caring elderly neighbor who refused to accept that Maya's silence was an indication of her inability to hear or of her inability to learn.

Although Dr. Angelou having received an honorary doctorate in fine arts in 1982 from Northeastern, she did not hesitate to reprimand her host [the University] for being remiss in not integrating African American literature into its curriculum. And boldly challenged all students, regardless of ethnicity, to go back to their classrooms and demand that poetry by African Americans be taught throughout the University, not just in African American Studies courses. While Dr. Angelou cited African American poet Paul Lawrence Dunbar and Langston Hughes among her favorite poets, she too is quite an accomplished poet who, at President

Clinton's Inaugural in 1993, was given the honor of being the first African American to write and deliver an Inaugural poem. Dr. Angelou's *Phenomenal Woman* cited below is an example of her humorous side.

The event, titled "An Evening with Dr. Maya Angelou," was cosponsored by the Northeastern Black Student Association, the Pan Hellenic Council, the Interfraternity Council, the Black Engineering Student Society, the Feminist Student Organization, the Haitian Student Unity, the Latin American Student Organization, and the Campus Activities Office.

"Phenomenal Woman"

Pretty women wonder where my secret lies I'm not cute or built to suit a model's fashion size But when I start to tell them They think I'm telling lies. I say,

It's in the reach of my arms
The span of my hips
The stride of my steps
The curl of my lips.
I'm a woman
Phenomenally
Phenomenal woman
That's me.

I walk into a room
Just as cool as you please
And to a man
The fellows stand or
Fall down on their knees
Then they swarm around me
A hive of honey bees.
I say

It's the fire in my eyes

And the flash of my teeth

The swing of my waist And the joy in my feet. I'm a woman Phenomenally Phenomenal woman That's me. What they see in me
They try so much
But they can't touch
My inner mystery.
When I try to show them
They say they still can't see.
I say
It's in the arch of my back
The sun of my smile
The ride of my breasts
The grace of my style.

Men themselves have wondered

I'm a woman Phenomenally Phenomenal woman That's me.

Now you understand
Just why my head's not bowed
I don't shout or jump about
Or have to talk real loud
When you see me passing
It ought to make you proud.
I say

I say
It's in the click of my heels
The bend of my hair
The palm of my hand
The need for my care.
'Cause I'm a woman
Phenomenally
Phenomenal woman

That's me.

Celebrating the World's Diversity:

ISSI Commemorates 10th Anniversary of International Carnevale

By Scott Quint Assistant Dean and Director, International Student & Scholar Institute

Awarded "Best of [New England] Region" by international educators, International Carnevale 2006, a two-month cultural festival featuring more than thirty events will be held throughout February and March. International Carnevale's calendar promises an intriguing and eclectic array of activities that include a dialogue series with diplomats from Botswana, El Salvador, and Nepal; an intercultural education program for Boston Public School students; and cross-cultural colloquia in honor of International Women's Day. These initiatives are complemented by an international film series, an Asian Lunar New Year celebration, Africa and Central America weeks, art exhibitions, diversity educa-

tion seminars, cultural cooking classes, multilingual poetry readings, an international fashion show, and musical and dance performances that span the continents. Annual favorites making an appearance once again on the International Carnevale roster include an international ice carving competition, International Marketplace, and an ISSI on the Go cultural excursion to the Netherlands and Belgium. The culmination of International Carnevale is the ISSI's ninth annual International Gala Night — a cavalcade of cultural performances drawing from the talent of student leaders/organizations,

staff, and community groups — to be held on March 19, 2006 at the Blackman Auditorium.

This year, a humanitarian global outreach theme will be melded into International Carnevale 2006. In response to the numerous natural disasters that have occurred during the past year — from the mountains of Kashmir to the Mississippi Delta — the International Student & Scholar Institute (ISSI) has planned a unique series of



outreach efforts that will be paired with specific cultural events. For example, a symposium on Central America could benefit victims of the mudslides in Guatemala. Similarly, participants in the international poetry reading could bring books to be used for literacy programs in a designated region of the world. This type of global community-to-community connection aims to actively engage students and others at the local, regional, and international levels, while also heightening cross-cultural appreciation and understanding.

The International Student & Scholar Institute (ISSI) is pleased to serve as a primary resource to more than 2,300 international students and scholars from 127 countries and countless cultures.

Catch the Spirit of International Carnevale!

The ISSI welcomes the involvement and participation of all members of our diverse community – from both the United States and abroad – throughout the planning and implementation of International Carnevale. In years past, International Carnevale has attracted more than one hundred volunteers and thousands of participants from the University and surrounding communities. The ISSI International Carnevale 2006 Planning Committee is comprised of students, staff, faculty, and alumni who reflect a global mosaic. The ISSI encourages those who are interested in joining this group, and those interested in obtaining further information, to stop by 206 Ell Hall or call 617.373.2310.

Kejiro Tsuji, student from Japan, with students from Patrick O'Hearn School



Spring Break at the National Model African Union: Sacrifice or Invaluable Learning Experience?

By Emily Lovald, Model AU Participant and NU graduate, Spring, 2005

"Libya will strongly support this resolution, it represents everything that Libya stands for," stated the Libyan diplomat. This statement, one would expect to hear at a meeting of Heads of State or an assembly of governments, but a privileged group of Northeastern students recently got to hear it in a very different context.

Continuing an over fifteen-year tradition, a group of Northeastern students sacrificed a week on the beach or that spring skiing trip which characterizes the normal college spring break, and instead chose to participant in the National Model African Union (AU), in Washington DC. While there, students had the opportunity to act as delegates from Libya and as Mammar Gadhafi, the Libyan Head of State. They actively participated, presenting and debating resolutions they had written, and supporting or disagreeing with resolutions written by others. They sat on committees such as Peace and Security, Social Matters, and Human Rights and Economic Matters. Topics of discussion ran from recent events in Togo, to ongoing issues in Sudan, Somalia and the Ivory Coast, to how to most effectively deal with the AIDS pandemic. Students were challenged to seek new methods to combat these problems and to address issues from an African perspective, encouraging Africa to look for solutions within itself.

Led by graduate student Mbosonge Mwanchayna, African-American Studies Department Chair, Dr. Kwamina Panford, Lenox Small, Christina Pampoukidis, Caroline Gathembe, John Muganga, and Emily Lovald, began preparing for the Model in January by discussing current events of interest, as well as learning the history of the African Union and its member countries. Meeting twice weekly, the in-class time prepared students for the challenges they would face at the Model by providing them with the tools and facts necessary to best act as "Libyan" diplomats.

Upon arrival in Washington, DC, students were briefed by members of the Guinea Embassy which allowed them to ask questions and interact with African diplomats. This experience gave students firsthand knowledge to draw upon when they would later break into committees. The next two days student diplomats spent time in committees discussing and adjusting, passing and rejecting various resolutions. On the final day of the Model all students participated in the Assembly of Heads of State, where they once again reviewed resolutions passed in committee, and approved only those that were the most effective.

Over 40 countries were represented at the Model, and over 36 schools participated. Throughout the week, students had ample time to connect with the other student participants, and to share their thoughts and ideas, an opportunity that many students reported as being the highlight of the experience.

"The first thought that comes to mind when describing my experience as a returning Model AU student is anxiety-free," says Christina Pampoukidis, a second-time participant in the Model. "After all the stress and nervousness that I induced upon myself the first time around, I realized this pressure was unnecessary. I was well prepared in terms of both research and oral presentation skills. Almost every aspect of the Model experience was positive, such as the acceptance of my resolution, the people, and seeing famous political pundits such as George Stephanopoulous and others, on the streets of Washington, D.C."

Upon their return to Northeastern, student participants continued their learning through class discussions which turned to sharing thoughts and reflections about the Model, and even more in-depth conversations about the issues and problems facing Africa today, including possible ways to combat these issues and problems. The class attended a presentation by the Director of Communications of the African Union, Mr. Desmond Orjiako, from Addis Ababa in Ethiopia. Students were actively engaged with this presentation, and it further enriched their experience as "Libyan" diplomats.

Northeastern's participants at the 2005 Model African Union would not have traded their spring break experience for anything different.

African/International Relations

Do you want to learn more about African/International Relations?

Do you want to know what's happening in Africa and the rest of the World? Do you want to be an African diplomat for a week and do you want to gain hands on experience in political and economic development issues? If yes, we have a course just for you: Spring 2006 Model African Union AFR U645/POL U919. This is a simulation of African International Relations and diplomacy focusing on the new African Union. Students travel to Washington, DC, for briefings at African Embassies and immerse themselves in international diplomacy by defending the interests of countries that they represent.

For details and information, please contact Professor Kwamina Panford at 617.373.4333 or k.panford@neu.edu or Ms. Leslye Smith at 617.373. 3148 or les.smith@neu.edu

College of Computer and Information Science

Andrea Grimes

Congratulations to Andrea Grimes, '05, who received top honors in the Computing Research Association (CRA) 2005 Outstanding Undergraduate Award competition. The annual competition, which draws hundreds of applicants from the United States and Canada, awards top male and female entrants a \$1,000 cash prize.

Grimes' research in the area of information retrieval, focused on identification and visualization of language patterns in biology papers, and the use of support vector machines for classifying diagrams. Grimes' work resulted in three published papers, including one as first author that she presented at the IEEE Bioinformatics Conference at Stanford University in 2003. In the area of human-computer interaction, Grimes investigated the display of information on mobile devices in order to maintain privacy. In addition, she served as a mentor for computer science students at Northeastern, a mentor for high-school students, and as a computer-technology instructor for a local inner-city community center.



2005 RC/NEU Summer Academic Enrichment Program Michelle Fuller

NU welcomes Michelle Fuller, a participant in the 2004 RC/NEU Summer Academic Enrichment Program. Michelle is the proud recipient of a NEU/SAEP scholarship, valued at \$10,000, that is given annually to a Roxbury Community College (RCC) graduate who successfully completed the program, and who has matriculated into Northeastern University. Michelle began her studies in Management at Northeastern in the fall of 2005.

An honor student at RCC, Michelle qualified for the Dean's list every semester and received the Woodbine Associates Scholarship presented by Roxbury Community College Foundation.

Michelle, a resident of Dorchester, has been active in her community as a board member at the Anthony D. Perkins Community Center, where she was instrumental in developing programs for children.

"Sometimes, I feel discriminated against, but it does not make me angry.

It merely astonishes me. How can any deny themselves the pleasure of my company?

L's beyond me." – Zora Neale Hurston (1901-1960), writer, novelist, folklorist, cultural anthropologist

Recent Diversity Grants and Awards

Boston African American and Latino History Project

By Joan Krizack, Head Archivist - Special Collections, University Libraries

With funding from the National Historical Publications and Records Commission, the Northeastern University Libraries, Archives and Special Collections Department has begun a two-year project to organize and provide access to the historical records of six organizations; Poychury Multi Somica Contor

six organizations: Roxbury Multi-Service Center, Inquilinos Boricuas en Accion, United South End Settlements, Sociedad Latina, Urban League of Eastern Massachusetts and The Citywide Educational Coalition.

In August, **Kimberly Reynolds**, who holds the Master of Science in Library and Information Science from Simmons College, was hired as processing archivist, and two Simmons graduate students, Susan Martin and Zachary Enright, were hired as her assistants. By the end of November, they will have completed work on the historical records of Roxbury Multi-Service Center, and a guide to the collection will be available at http://www.lib.neu.edu/archives/collect/mcoll.htm. For further information, contact Joan Krizack at x8318 or j.krizack@neu.edu.

Grant Received from Greater Boston East Pipeline

Robert Case, Associate Professor of Mathematics, has obtained a grant from The Greater Boston East Pipeline Fund. The Fund's goal is to increase the number of public school students entering science, technology, engineering and mathematics fields.

A \$4.5 Million Dollar Grant for ASL

NU's American Sign Language Program was recently awarded two grants totaling \$4.5 million dollars. The University plans to establish a Northeastern University Regional Interpreter Education Center, and to create a National Interpreter Education Center. This is the first time in the history of the thirty-year competition that one five-year national award was made. "These grants," says James Stellar, Dean of Arts and Sciences at Northeastern, "raise the stature of an already prestigious program that has been a beacon to students and faculty alike, in both the hearing and the deaf communities."

CBA's Pride: Programs in Diversity and Equality

Preparing Business Majors to meet the Challenge of our Diverse World

By Hui-Fei Anita Yu, Academic Adviser Director, CBA Pride

CBA PRIDE and the First Year Experience Committee launched "Valuing Diversity and Appreciating Other Cultures," a new diversity workshop for business freshmen. The aim of the workshop is to provide the first opportunity for freshmen to explore the meaning of diversity, discover personal biases and to gain an appreciation of cultural differences. The two-session, highly interactive, fast-paced workshop is a required segment of the Introduction to Business Course.

CBA PRIDE provides students an opportunity to learn the advantages of networking through joining a professional association, and meeting representatives from professional businesses such as: the Young Professionals Network, the National Black MBA Association, the Association of Latino Professionals in Finance and Accounting, and the National Association of Asian American Professionals.

Inaugurated in 2004, CBA PRIDE is committed to cultivating and promoting a consistently welcoming, supportive, and inclusive climate for NU's CBA community. Its primary objectives are to nurture future minority leaders in the business world, and to prepare all CBA students to develop the necessary capacity to contribute to and succeed in a global community.

With advances in technology and the globalization of business, universities face the challenge of educating students within the world economy. In order to prepare students for entry into the global workforce, the College of Business Administration rises to the challenge by providing their students with insight, understanding and whenever possible, first-hand knowledge of other cultures.

CBA PRIDE invites you to get involved, to participate as much or as little as you choose, and encourages you to join the CBA PRIDE Student Group, and attend workshops and social events.

Not sure of the role you can play? Any ideas or suggestions? Please contact Kathleen Cameron at k.cameron@neu.edu.

The DuBois Program in the Humanities: Intermission or the End?

By Stuart Peterfreund Former Director, DuBois Program in the Humanities

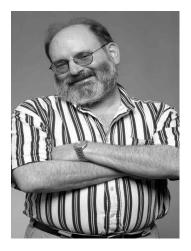
The W. E. B. DuBois Program in the Humanities, which ran for the past three years as a joint program between Northeastern and Roxbury Community College (RCC), suspended operations in June, 2005.

Funded by a three-year cost-sharing grant from the Fund for the Improvement of Postsecondary Education (FIPSE), the DuBois Program offered six college credits in the humanities to the students who completed the program. Every benefit related to the program—tuition, books, child care (for ages six to twelve), and either public transportation or parking—was included free of charge. The students were inner-city adult learners with a high school diploma or GED who met strict income guidelines: an annual income at or less than 150% of the annual Federal Poverty Line, adjusted for household size.

The immediate cause for suspension of operations was lack of funding. Northeastern decided against assuming the full cost of the program, and restructuring at RCC left it unable to contribute more than the in-kind funding that it

had contributed in the past. An attempt to secure foundation funding as at least a transitional measure for this year effectively failed when a local area funding source decided, on the basis of Northeastern's preapplication, not to invite an application.

At this writing, discussions between The Provost's Office and Action for Boston Community Development (ABCD) about forming a new partnership for next year are ongoing. Vice President Hopey of the School for Professional and Continuing Studies (SPCS) has also expressed an interest in the possibility of SPCS assuming responsibility for the program, provided that SPCS can solve the problem of providing on-campus child care.



Stuart Peterfreund, NU English Professor

Unfortunately, Northeastern's was not the only area program of its kind to suspend operation this year. A sister program operated by the Codman Square Health Center was also forced to close for lack of funding, although it does continue to offer some program-related courses.

The DuBois Program was numbered among dozens of programs operating in the United States and elsewhere (e.g., in Guadalajara, Mexico) as local disseminations of the Clemente Course in the 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.

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 of 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 Medal, awarded to him in 1998 by President Clinton.

The DuBois Program had a powerful impact during its three years of operation. It received a Northeastern Aspiration Award for academics 2002-03. And its graduates have begun making their way in the world, enrolling at Northeastern, the Harvard Extension Program, and other local two- and four-year colleges. A 2004 graduate, who subsequently enrolled in the Executive Bachelor's Degree Program at Boston University, is currently enrolled and doing well in the MBA program at the International Islamic University in Kuala Lumpur, Malaysia.

For all the good it has done, the program cost surprisingly little to run—approximately \$60K per year, plus \$18K of in-kind contributions provided by RCC—and it was viewed very positively by Northeastern's urban neighbors, as witnessed by a flurry of callers over the summer, who were disappointed to learn that the program would not be running this year. Somehow, at a university that prides itself on being "urban"—i.e., having an urban mission—closing down the DuBois Program just doesn't seem right.

Six months ago, Northeastern opened the Asian American Center, the product of a five year dialogue between President Richard Freeland and the Asian American Advisory Group.

The Center is a multi-faceted unit that addresses the University's mission of providing greater visibility of the Asian American community at Northeastern. A unit of Enrollment Management & Student Affairs, the Center complements, and works closely with, the University's other cultural centers, which include the John D. O'Bryant African American Institute, the Latino/a Student Cultural Center, and the International Student & Scholar Institute.

The establishment of the Asian American Center comes at a time when the Asian American community is experiencing significant changes at both the local and national level. The largest growing ethnic minority group in Massachusetts, the Asian American population in metro Boston expanded by a rate of over 70% during the 1990s, compared to an overall growth rate of less than 6% for the Boston area. Similar to the surrounding Boston community, Northeastern's Asian American student population has risen steadily over the past ten years. At present, the Asian American undergraduate student population is the largest of the racial minority groups, at approximately 8%, or roughly 1100 full time undergraduates.

Central to its portfolio, the Center contributes to student-centered programs, university-wide strategic planning, and community outreach. To be sure, the Center seeks to provide specific services and programs that are of use to Asian American students, faculty and staff, and serve as a clearinghouse for programs relevant to the needs and experiences of the Asian American population.

Nevertheless, the larger mission is to provide learning opportunities about the Asian American experience, and dispel the myth that Asian Americans are a monolithic group with little variation in experiences, opportunities, and values. To that end, the Center holds itself accountable to everyone at Northeastern, and intends to serve as a resource and advocate for all members of the Northeastern community, and not just those of Asian extraction.

With hopes for a steady rate of expansion over the next few years, the Center began this academic year with a Director and part-time Program Coordinator. Andrew Shen was selected to serve as the Center's founding Director, and his arrival this past February also served as the opening of the Center. Dr. MiNa Chung, a clinical psychologist, currently serves as the Center's Program Coordinator, and directs the Center's flagship student program, AASIA, a peer mentoring program for undergraduates.

On September 29th, the University formally opened the Asian American Center with a ceremony that included a keynote address by pre-eminent scholar of ethnic studies Dr. Ronald Takaki, professor emeritus at UC-Berkeley. President Freeland participated in the opening ceremonies and later that evening, opened his home to a number of guests for a dinner reception. At the ceremony, it was also announced that the Center, temporarily housed in the Student Affairs Office in 104 Ell, would find a more permanent home at 109 Hemenway, in a brownstone that the University has recently purchased. The Center has spent the past six months developing programs that currently provide students, faculty, and staff with a number of educational opportunities and services. In addition to the AASIA peer mentoring program, the Center currently runs the Asian American Literature Book Club, and the Pan Asian American Council for Asian American student groups. In June, 2005, the Center partnered with the Asian American Lawyers' Association of Massachusetts to facilitate a community discussion on Asian Americans in local politics.

The Center hopes to encourage the University community to continue its discussion about the development of Asian American studies courses with the ultimate goal of developing an academic minor in Asian American studies. Additionally, the formation of various support groups for students, faculty, and staff is a priority on the Center's agenda. Ultimately, the Asian American Center hopes that all its programs and services will contribute to a more comprehensive and meaningful exchange of ideas on campus about issues of diversity and racial and ethnic identity.

More information about the Center's current initiatives and projects can be found at http://www.aac.neu.edu or by contacting Andrew Shen at a.shen@neu.edu, or visiting the Center at the Student Affairs office in 104 Ell.



Partnerships in Education

Innovative BPS Middle School Program Kicks Off at the Dudley Branch Library

By Marshall D. Dury, School of Education Graduate Assistant and candidate for MAT in Secondary Education and English



Whether through co-op, volunteer activities or internships, at the heart of Northeastern University is the interaction between its students, faculty and staff, and the surrounding community.

Jose Correia and Simoa Barros, middle school students with NU School of Education senior Katie Schmaling

Nowhere is there a better example of this relationship than the School of Education's *Partnerships In Education* (PIE) program. With over 30,000 hours of student service-learning hours under its belt, it is no wonder that PIE continues to educate students at Northeastern while reaching over 400 Boston Public School students each year.

One example of this program's far-reaching effect is the after-school program Investing in Human Potential: Enhancing Middle School Programming at the Dudley Branch of the Boston Public Library, a collaboration

among Northeastern University, Cape Verdean Community's UNIDO, Dearborn School After School Academy (DASA) and the Dudley Branch of the Boston Public Library. Through personal narratives and recordings of oral histories of community leaders, the program seeks to introduce middle school students to the rich cultural history in the surrounding communities of Roxbury and Dorchester.

As a program assistant and weekly-implementer, I have seen the profound effects PIE and the Investing in Human Potential Program have on kids at an early age. Each week during programming at the Dudley Branch Library, the kids' faces light up with excitement as they learn something new. Instruction never falls on deaf ears, and the students have a genuine desire to learn and succeed.

On the flipside of that coin, there is the infrastructure of the program: its designers and overseers. Not a week goes by that there isn't a word of encouragement about the coming day's session, and not a day goes by that students or faculty aren't planning something for the future of this partnership. Program designers and facilitators have ambitious goals and a dedication that is unmatched in my experience as an undergraduate from the University of Maine (Orono) and my time here at Northeastern University. The growth and learning of students from the surrounding Boston communities are the aims of all School of Education community-based partnerships. There is no deeper commitment to the educational advancement and personal growth of these students than through the innovative and exciting work of the Investing in Human Potential program.



(left to right) BPL President and CEO Bernard Margolis, Moriah Davis, Ivanessa Nunez, Simoa Barros, Vanessa DaRosa, Denise Caban, Erickson Monteiro, Steve Prinston and Yamira Serret

Raising the Bar for Student Achievement

By Richard Harris, Director, Multicultural Engineering and Director, NUPRIME

NUPRIME Director, Richard Harris, was a presenter at the Boston Science Partnership Conference at the University of Massachusetts-Boston in October. Harris' presentation entitled High Stakes Beyond MCAS: Planning for Success in Science and Engineering

Majors and Careers was



Richard Harris

presented to an audience comprised mostly of Boston Public School (BPS) science teachers and administrators. Harris provided data that focused on the shifting demographics of the high school age population between 2000-2010, and stated that Massachusetts was numbered among the eight fastest growing states that will see growth of over 21% in high school age population. Harris also provided data that showed the disparity

between underrepresented students and others taking science (biology, chemistry, physics), and math (pre-calculus, calculus, AP Calculus) as a gateway into science and engineering related majors and careers.

The conference, supported by a \$12.4 million National Science Foundation grant awarded to Northeastern University and the Boston Science Partnership, is an effort to make the BPS, which are in dire need of improvement in science and achievement, a model for science and math education. Boston, with 61,000 students in BPS, 86% from underrepresented groups, provides an excellent opportunity to study institutional change towards a goal of high student achievement in science for all students.

Conference participants included Dr. Thomas Payzant, Superintendent of Boston Public Schools and Dr. David Driscoll, Massachusetts Commissioner of Education.

COE Summer Bridge Program

Northeastern University's Program In Multicultural Engineering (NUPRIME) has been busy seeking to encourage under-represented students to enter and stay in the field of Engineering.

In August, 22 underrepresented minority engineering students participated in the fourth-annual **Summer Bridge Program** sponsored by the College of Engineering (COE). Students were addressed by distinguished alumnus Winslow Sargeant (Electrical Engineering, 1986, chairman of Xcelis Communications LLC in Silver Spring, Md.), and Joseph D. Feaster, Jr.

(Political Science, 1972, JD, 1975); member of NU's board of overseers. Over the past two years, Sargeant has donated \$25,000 to the Summer Bridge program. "Summer Bridge is not a mandatory program," says NUPRIME Director Richard Harris. "But statistically, those students who have participated in the past three years have gone on to outperform those who did not, despite having lower SAT scores."

Excerpted from The Voice, Aug. 26, 2005, by Brian Lee

"Mankind will endure when the world appreciates the logic of diversity."

- Indira Gandhi (1917-1984), Prime Minister of India

Noteworthy Information:

Events and News within the Northeastern Community

African Union Spokesperson Keynote Speaker

Mr. Desmond Orjiako, Director of Communications, the African Union (AU), was the keynote speaker at a public lecture at NU on March 24, 2005. Mr. Orjiako was invited to the campus as part of NU's efforts to bring international dignitaries and experts to campus and the Boston area to address national and international issues.

Mr. Orjiako spoke on issues ranging from the conflict in Darfur, Sudan, to the 2005 Togolese Presidential succession disputes, and the role of the AU and Africa's future. (The Ethiopia-based AU is Africa's equivalent to the UN and has 53 member states.) The audience included NU students, faculty and staff, as well as, representatives of Boston-area African Diasporial communities. Major sponsors of Mr. Orjiako's visit were NU's African-American Studies Department, The International Student and Scholar Institute, and the Office of the Provost. The events were coordinated by Associate Vice Provost Kwamina Panford and NU graduate students, Mbosonge Mwanchayna and Robert Birichi.

A World-class Art Gallery at an Inner-city School's Playground

The playground at the Pauline A. Shaw School in Dorchester, Massachusetts has been enhanced by a visual work of art, thanks in part to **Transcultural Exchange's Tile Project**, *Destination: The World*. The art work and playground graphics at this inner-city school were designed by NU Lecturer, Mary Sherman, who with students Solange Mason, '08; Melissa Allen, '08; Dave Knudson, '06; and others, helped to paint the playground's new installation. This new public art work includes tiles generously donated by over 100 world-renowned artists, and is the first and only U.S. project sponsored by UNESCO.

Marine Science Center Outreach

The Marine Science Center's Outreach Program held its second annual **MYSIS** this summer. The Academy is a three-week intensive marine science program for 20 ninth-graders from Boston Latin Academy, and the John D. O'Bryant School of Math and Science.

Students spend three weeks between the Center and the Northeastern Campus, studying such topics as local coastal environments, physical biological and chemical oceanography, scientific writing, and GIS/GPS. This summer, 10 students from last year returned and completed a one-week intensive program which built upon the knowledge and skills they had learned.

The program is free, and is sponsored by a three-year grant from the FleetBoston Foundation.

NU Diversity Grant

Each spring, the Office of Affirmative Action and Diversity invites faculty and staff to compete for an **NU Diversity Grant**, as a way of supporting a project in which they are interested. Since its inception three years ago, nearly 1,600 people have participated. Projects, according to the Office of Affirmative Action and Diversity's, Cheryl Clark, are selected, "because they accept the challenge to encourage collaboration between different campus communities and constituencies, promote mutual respect, and enhance understanding of diversity and social justice."

GEM Consortium

This past summer, Northeastern University was officially inducted into the National Consortium for Graduate Degrees for Minorities in Engineering and Science, Inc. GEM has more than 70 academic institutions nationwide, that provide fellowship and research opportunities for underrepresented students seeking to pursue a masters and/or PhD in the physical sciences or engineering.

NUPRIME Sponsored Events

In February, part of the National Engineers Week activities, NUPRIME will host the **2006 Model Bridge Competition and Future City Competition.**

Co-sponsored by the Boston Society Civil Engineering Section and the Massachusetts Pre-Engineering Program (MassPrep), the competitions are a way for middle and high school students school students to develop an interest in Engineering.

Calculus As A Catalyst

Professor Bob Case, co-authored with Dr. Rachel Deyette Werkema an article entitled, "Calculus as a Catalyst: The Transformation of an Inner-City High School in Boston." The article, published in the September 2005 issue of Urban Education, focuses on Jeremiah Burke High, an inner-city school in Boston's Dorchester section, at which the introduction of calculus was instrumental to the school's renewal.

The DRC's New Services

The **Disability Resource Center (DRC)** announces their new **Tiger Braille Embosser**, which allows print-disabled users to transfer print text into Braille. Additionally, Tiger now provides the capability to translate charts, graphs and other images to Braille, not previously possible. The Center has also instituted a system to convert text books to alternate formats, such as Braille text and voice capable.

The **DRC's Notetaker Service** is now fully electronic. Notetakers can now scan and then e-mail notes to their students who are using notetaker accommodations. Also available is **Mimeo Board**, a state-of-the-art digital whiteboard which allows up to 10 hours of class notes to be recorded in memory. The Board is designed to allow professors, instructors, and others, to instantly print out notes which have been written during the course of the class period.

For more information, please contact the DRC by phone: 617-373-2675, TTY: 617-373-2730 or visit our web site at www.disabilityresourcecenter.neu.edu

The James Nolan Scholarship

The **Disability Research Center (DRC)** announces the establishment of the **James Nolan Scholarship** for students with Attention Deficit Disorder (ADD) or a Learning Disability (LD). However, should no students with ADD or LD be identified, students with Cerebral Palsy will be considered. If no students meet the criteria, students pursuing the Jewish Studies program will be considered.

The Presidential Scholarship

The **Presidential Scholarship**, a highly competitive merit-based award is open to all students who are in their middler year, have a GPA of 3.5 or higher; and who intend to fully participate in co-op.

For detailed information, please see the President's web site at: http://www.president.neu.edu/scholars.html.

Any questions regarding your eligibility may be directed to Pat Neblett, at the Office of the Provost at p.neblett@neu.edu or by phone at 617-373-2842.

NU's Sacred Space

Looking for a place to sit, meditate, pray, attend a service, do yoga, go to a program, or just relax? Shelli Jankowski-Smith, Director, NU Spiritual Life, welcomes all, regardless of religious persuasion or beliefs, to visit The Sacred Space located on the 2nd floor of Ell Hall. Web site: www.neu.edu/spirituallife, phone 617-373-2728.

An Appreciation

Our sincere thanks to Ms. Ann Comer for her editorial services during the past two years.

Dialogues on Diversity

Dialogues on Diversity is an opportunity for democratic and participatory discussion on the various dimensions of diversity. The purpose of the program is to bring people from diverse backgrounds together to engage in open, honest discussion and to provide an out of class activity to increase overall cultural literacy.

The pilot program which ended in December, consisted of 44 faculty, staff and students who met over a five-week period to develop programs towards fostering diversity such as:

- film and book discussions focused on diversity issues
- a mandatory diversity experience for first-year students
- development of a new course for the diversity requirement
- a general "bridge" program for underrepresented high school students to assist with transition into college
- multi-ethnic potluck meals.

Malaika Edwards, Diversity Coordinator in the Office of Affirmative Action and Diversity and coordinator of the Dialogues on Diversity forums, was pleased that the pilot program went well, and that participants agreed to continue meeting beyond their month-long obligation.

Excerpted from Voice 12/20/05 by Brian Lee

For More Information on the Series

The Dialogues on Diversity-Spring 2006 series will focus on Race and Race Relations. To participate in the Dialogue Circles, or for more information, please contact: Malaika Edwards at: m.edwards@neu.edu or call: 617-373-2132.

The Access Newsletter is published by the Associate Vice Provost for Academic Opportunity & Diversity to collate and disseminate Access/Diversity-related information at NU. Please send information and inquiries by email to Ms. Pat Neblett (p.neblett@neu.edu/617-373-2842) or Ms. Gail Whitehouse (ga.whitehouse@neu.edu/617-373-4160).

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112 Hayden Hall Northeastern University Boston, MA 02115

ACCESS PROGRAMS

