

University News

Our President in

OUR TOWN

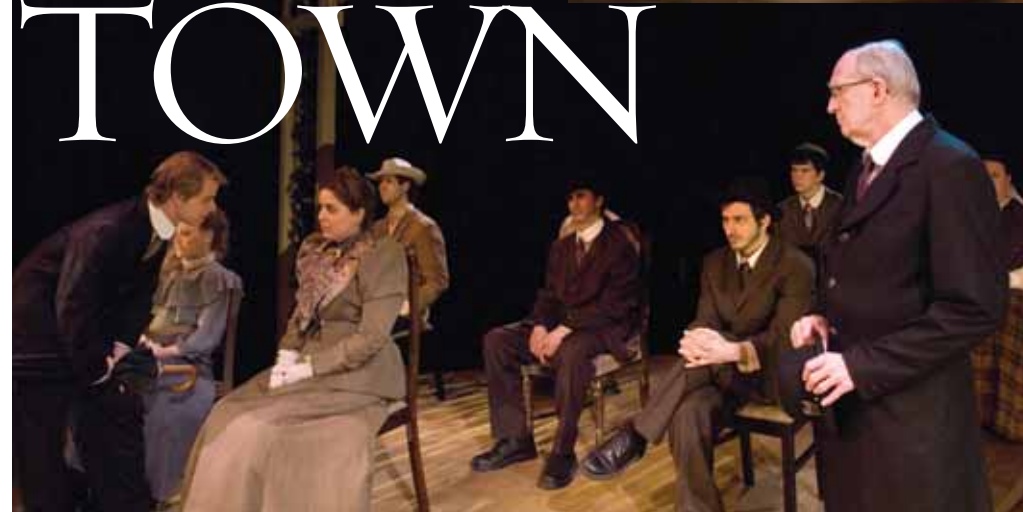
“A cornucopia of emotion and context backfilled by our past.”

– Nicholas Petron M.A. '70, on Thornton Wilder's *Our Town*

Nicholas Petron M.A. '70, chair of the Department of Performing Arts and director of Adelphi's spring production of *Our Town*, describes Thornton Wilder's work as “a cornucopia of emotion and context backfilled by our past.” In February, the Adelphi community witnessed a phenomenal expression of this emotion as Adelphi students, and a surprise guest actor, brought to life Mr. Wilder's story of small-town New Hampshire life at the turn of the last century.

The Adelphi students in the cast and crew were joined in this production by an unusual addition. Adelphi President Robert A. Scott took the stage in the third act as the undertaker Joe Stoddard.

Photo Below: Dr. Scott with cast members Samuel Adams '08, Tessa Hauptman '07, Laura Scully '08 (first row), Tegan Flanders '08, John Freeman '09, Nick Ruth '07 (second row), Phillip Sann '09, Mary Grace Keller '07 (third row).



Not only was he great on stage, according to Mr. Petron, but he also “fit right in” off stage and even hosted a cast party at his home. “He acted as if he really was one of the actors,” says Mr. Petron.

Dr. Scott was truly touched by the opportunity to flex his acting muscle. “Deans, provosts, and presidents rarely have such an opportunity,” he says. “I have come to know a group of our students—their backgrounds, their experiences here, their dreams—in ways I never would have imagined.”

– By Jennifer Wesp '10



Michael J. Driscoll M.B.A. '89

Michael J. Driscoll M.B.A. '89 Elected to the Board of Trustees

Adelphi welcomes Michael J. Driscoll M.B.A. '89 to its Board of Trustees. Mr. Driscoll was elected in December 2006, and serves on the Board's Advancement and Finance and Administration committees. Mr. Driscoll is a senior managing director on Bear, Stearns & Co. Inc.'s NYSE-listed trading desk and is primarily responsible for trading securities in the global energy and domestic aerospace and defense sectors. He brings with him more than 20 years of experience on Wall Street and recognition from *Institutional Investor* as one of the best on Wall Street. He consistently ranks in the top tier of Wall Street traders by Autex.

A dedicated alumnus, Mr. Driscoll helped the University raise a record \$165,000 for student athletic scholarships at the 18th Annual Golf Classic. He also helped kick off Adelphi's first-ever COACH (Count on Alumni for Career Help) event, Careers in Finance, at Bear, Stearns & Co. Inc. last winter.

Mr. Driscoll says he is honored to be elected by his fellow Trustees to serve on the Board of his *alma mater*.

“I look forward to working with them to carry out the bold vision and plans they and President Robert A. Scott have set for the University and cement Adelphi's role as a leader in the region,” he says.

Editor's Note



How Far We Have Come

Dear *Adelphi University Magazine* Readers:

Thank you to the hundreds of 2006 Reader Survey participants.

To date, we have received over 250 responses, and they are still flowing in. If you have not yet returned your form, you are welcome to do so.

The results so far have been informative and encouraging. As you will read on page 17, the vast majority of responses have come from alumni, with the largest representation from the classes of the 1960s, 1970s, and 1980s.

The responses received to date reveal how far Adelphi's communications have progressed in less than five years.

In a survey of 401 alumni in fall 2002, only 18 percent of participants mentioned *Adelphi University Magazine* as a primary source of news and information about the University. Two thirds could not list a single way in which Adelphi had changed for the better in the past few years.

By contrast, the latest survey showed that today the magazine is an important resource. In an increasingly wired world, 79 percent of participants described *Adelphi University Magazine* as a primary source of news about Adelphi. School newsletters are also important, serving as primary news sources for 43.5 percent of respondents.

In the 2002 survey, respondents said teaching, curriculum, and academic programs were areas of great interest. More than half of the 2006 reader survey participants indicated that they are at least “very interested” in information about academic programs.

Perhaps not surprisingly, Class Notes and alumni profiles rank among the most popular sections for 2006 respondents.

We will of course continue to include news about athletics and student life on campus, and we will look for innovative ways to share news that is of greatest appeal. With the launch and growth of Adelphi's online community, where alumni can post their own class notes, we anticipate that the Class Notes section of the magazine will get even more interesting.

Our goal is to convey the energy and excitement of life at Adelphi through the design, writing, and content of *Adelphi University Magazine*. Your feedback has been exceptionally helpful as we continue to hone the publication.

Please continue to share with us your thoughts and news.

Bonnie Eissner
Editor-in-Chief

“You Can Quote Me on That”

Leading news outlets are increasingly turning to Adelphi faculty and administrators for expert opinions, and reporters are taking note of developments on campus. Some excerpts from last fall's coverage:

Nestled Among the Trees, Shapes for All Seasons, October 29, 2006 by Benjamin Gnocchio

Reprinted from
The New York Times

“The show never feels sloppy, amateurish or rushed, mixing a range of conventional formal and abstract metal sculpture and more experimental contemporary artworks with an assuredness that is deceptively effortless. Much time and care has gone into selecting and placing these works.”

New York Times art critic Benjamin Gnocchio on Adelphi's fourth Outdoor Sculpture Biennial

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Generational Issue Cited for Brawl, October 20, 2006 by Kelly Whiteside

USA TODAY
usatoday.com

“I think we've long talked about this generation and the impact of video games and film and the media and even the war. I think you're looking at a generation of young men where violence is the norm. It's seen as a way of maintaining your masculine stature.”

Donald G. McPherson, executive director of the Sports Leadership Institute at Adelphi, commenting on a nationally televised brawl among University of Miami and Florida International University football players.

From USA TODAY, a division of Gannett Co., Inc. Reprinted with permission.

Chertoff: Emergency Communications Upgrade in NYC, Elsewhere, January 3, 2007 by Devlin Barrett

AP Associated Press

“The report was unclear about what standards the government planned to reach. They should have broken it all down more so you can understand where they are weak and strong. Instead, what you get is a very vague description of where things are and where they want to go.”


Richard A. Rotanz, special advisor to the provost for emergency management academic programs, commenting on a federal emergency communications study, which ranked New York 14th out of 75 cities nationwide for the quality of its emergency response training.

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Retirement Gifts with Staying Power: Endowments, Scholarships and Monuments that Can Cap a Career, February 10, 2007 by Paula Ganzi Licata

Newsday

“I felt it was very appropriate and a fitting tribute to Alice Brown, an early childhood educator here on Long Island and in a much wider circle, to name the (center) after her. I happen to be in the position to do this naming and it really is very satisfying to me.”

Amy Hagedorn '05 (Hon.) commenting on the \$1 million she and her late husband Horace Hagedorn '01 (Hon.) gave to Adelphi for the construction of the new Alice Brown Early Learning Center, named for its former longtime director. 

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Sun, Sand, & SCHOLARSHIP


While most of the Adelphi community endured gusty winds and dreary skies this past January, a group of students led by Assistant Professor of Environmental Studies Beth Christensen and Assistant Professor of Biology Katherine Flynn jetted off to sunny San Salvador in the Bahamas for an intensive eight-day environmental studies program, “Adelphi in the Bahamas: Coral Reefs and Tropical Shores.”

Donning swimwear and snorkel gear, students suited up for a scholarly excursion that included snorkeling a variety of reef types; walking on 125,000-year-old coral to compare it with modern coral; measuring the shape of the beach; assisting with classes at a local elementary school; clearing roughly 250 pounds of trash from the beach; visiting Dixon Hill Lighthouse, the last hand-operated kerosene lighthouse of its kind in the Bahamas; and

climbing into Lighthouse Cave to investigate cave formation and bat guano (droppings), according to Dr. Christensen.

Seven Adelphi students joined Dr. Christensen and Dr. Flynn on this inaugural Adelphi-sponsored academic program in the Bahamas. While in the Bahamas, they worked closely with faculty and students from New Jersey City University, and a faculty member from Georgia College and State University.

The trip gave students the rare opportunity to apply their classroom studies to the natural environment they are actually learning about, says Dr. Christensen.

“What better way to learn about environmental issues than to see the impact of even minimal development on a tropical island through the lens of a snorkel?” she says. 

- By Erin Walsh

1 Michael Quinlan '09 and Emanuel Adar '07 receive a lesson from Dr. Melanie Devore, a researcher from Georgia College and State University, in locating the elusive octopus (in a conch shell).

2 Allison Hawkins '09 holds up her prized sea star.

3 First graders at the San Salvador primary school inspect the recycling bin.

4 A pulchritudinous iguana poses for the group at Green Cay, a small island off of San Salvador, and accessible only by boat.

5 Students and faculty pose around a coral head, part of the 125,000-year-old reef that underlies much of San Salvador island. This reef was left behind when sea level fell, says Dr. Christensen. Standing (from left): Emanuel Adar '07, Kimberly Weber '09, Dr. Christensen, Allison Hawkins '09, Kristin Martin '09, and Michael Quinlan '09. Seated (from left): Meghan Bunnenberg '09, Amanda Aniboli '08, and Dr. Flynn.

6 Dr. Flynn takes a self-portrait.

Beyond BORDERS

"I wanted the students to connect with people on the move and have role models both intellectually and in terms of action." – Associate Professor Melanie Bush

Two new programs, Levermore Global Scholars and Freshman Community Action Program (FCAP), are designed to expand students' awareness beyond campus borders. In keeping with Adelphi founder and renowned internationalist Charles Levermore's dedication to civic engagement and global awareness, these programs ensure that Adelphi students get a world of experience both inside and outside the classroom.

While many incoming freshmen spent the final days of August soaking up the last rays of summer poolside or shopping for dorm décor, a group of upcoming Adelphi freshmen volunteered at various sites around Long Island for three days.

FCAP, a new initiative coordinated by the Division of Student Affairs, offers freshmen a comprehensive community service experience before the semester's start. This year's participants lent a helping hand at the Interfaith Nutrition Network (The INN), the A. Holly Patterson Extended Care Facility, and the Planting Fields Arboretum during the program.

"The most rewarding experience was working at The INN, where they feed, clothe, and house dozens of homeless people in Long Island," says English major and California native Laura Grodin '10. "I wasn't aware that homelessness was even a problem on Long Island, but this experience opened my eyes to the large community that many people ignore."

Associate Dean of Student Affairs Della Hudson-Tomlin says FCAP was born from a desire to give students the opportunity to participate in community service early on. Applications to the program were sent to all incoming freshmen.

Emmanuel Hector '10, a political science major, pounced on the opportunity to participate in FCAP the summer before matriculation to get acquainted with the University and to enhance the community he would soon be a part of.

"I thank God that it turned out to be a life-changing experience," he says, "an experience that opened many doors for me on and off campus."



Associate Dean of Student Affairs Della Hudson-Tomlin with Donna Truong '10

Donna Truong '10 expresses similar sentiments about FCAP. Having been a member of her school band, student council, and various clubs during her high school years, she was eager to be just as involved at Adelphi.

Overall, Dean Hudson-Tomlin deems the initial FCAP a success.

"It exceeded even my expectations," she says. "I think it was the intimacy that was created."

The bonds formed during the FCAP experience continue to strengthen for students such as Mr. Hector, Ms. Grodin, and Ms. Truong, who are also members of the inaugural class of the Levermore Global Scholars program, an innovative learning community focused on small classes and specialized seminars, which emphasize global learning, interdisciplinary study, and civic engagement.



College of Arts and Sciences Associate Dean Steven J. Rubin with Laura Grodin '10

"We hope that students will find the program enriching, that they will grow academically and personally, and they will become global citizens," says Associate Dean of the College of Arts and Sciences Steven J. Rubin, who is currently serving as director of the Levermore Global Scholars program.

Throughout the program, students attend a number of discussion-based seminars, which also fulfill their general education requirements, led by professors from a wide range of disciplines.

During Assistant Professor of Anthropology and Sociology Melanie Bush's seminar, "Democracy, Diversity, and Dreams of a Better Tomorrow," students participated in a civic engagement project that required them to research charitable causes before spending 10 hours volunteering at the site of their choice. Her students also heard from speakers currently working to make a difference in the world.

"I wanted the students to connect with people on the move and have role models both intellectually and in terms of action," she says.




Emmanuel Hector '10 with Levermore Global Scholars coordinator Kristin Pepper

Ms. Truong, who attended Dr. Bush's seminar, says the professor "challenged us at every class with questions that were worth thinking about and got the wheels turning."

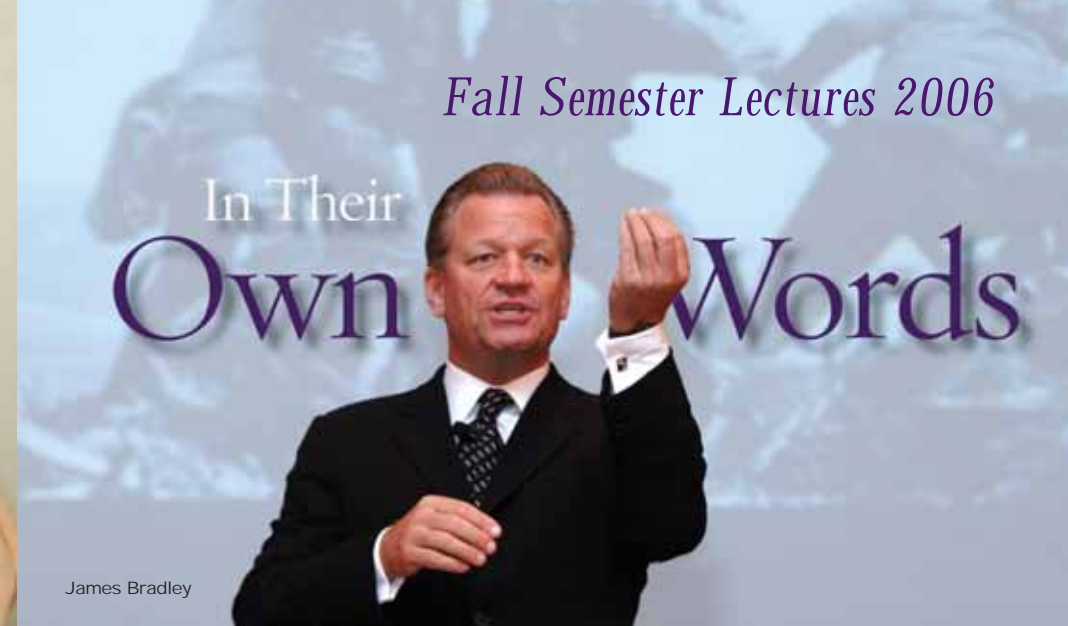
Mr. Hector, who immigrated to the United States from Haiti when he was nine years old, loves that the Levermore Global Scholars Program has given him the opportunity to learn about other cultures.

Seminars in the Levermore Global Scholars program are supplemented with involvement in various cultural activities, including a performance at Lincoln Center, a field trip to the United Nations, and a tour of Manhattan art galleries, providing students ample opportunities to experience the culture available a short train ride away from Garden City.

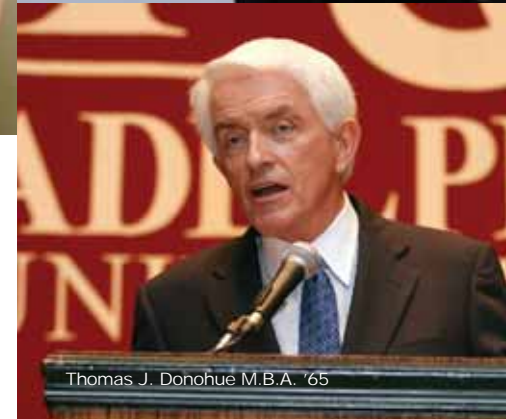
Though still in their infancy, FCAP and the Levermore Global Scholars program have made a noticeable impact.

"I think the students like it and by the end of this, they'll have a handle on how to fulfill their dreams and make a difference in the world," says Kristin Pepper, Levermore Global Scholars coordinator. "They're learning about themselves more than the average student. They came with passion, and they're just beginning to see how to harness that passion." 

– **By Rachel Rohrs '07**
Erin Walsh contributed to this article.



James Bradley



Thomas J. Donohue M.B.A. '65

Thomas J. Donohue M.B.A. '65
September 15, 2006

Challenges for the Ethical Business

Sponsored by the Hagedorn Lectureship on Corporate Social Responsibility

As president and CEO of the U.S. Chamber of Commerce, Thomas J. Donohue M.B.A. '65 oversees the world's largest business federation representing three million companies, associations, state and local chambers, and American Chambers of Commerce abroad. Since Mr. Donohue assumed his position in 1997, the Chamber has become a lobbying and political force.

"The wealth created by successful businesses and businesspeople foots the bill for the pursuit of worthy social goals, and provides opportunities for individuals to succeed and improve their lives. And so it is imperative that we maintain an economic system in which businesses are encouraged and rewarded for doing what they do best—creating jobs, wealth, and opportunity."

Fall Semester Lectures 2006


In Their Own Words

James Bradley
September 20, 2006

Flags of Our Fathers

The son of Iwo Jima flag raiser John Bradley, James Bradley chronicled the famous World War II moment in his *New York Times* best-selling book, *Flags of our Fathers*, which was released in fall 2006 as a major motion picture directed by Steven Spielberg.

His second book, *Flyboys*, was also a *New York Times* bestseller. A corporate film producer, he is president of the James Bradley Peace Foundation.

"So there's my dad in the middle of the most reproduced photo in the history of photography... That's John Bradley; my name is James Bradley, and if I stop right now and say, 'Goodbye, nice to meet you, I'm all done,' and I walk off this stage, you now know everything I knew about my dad in that photo growing up with the guy, because he wouldn't talk about it. He would always change the subject. After my dad died in 1994, I telephoned my mom and I said, 'Mom, my fingers are at my computer keyboard, my telephone headsets are on, I'd like to take down everything that dad told you about the flag raising at Iwo Jima.' And she said, 'This won't take very long; he only talked about it once, on our first date, for seven or eight disinterested minutes and never again in a 47-year marriage did he say the words Iwo Jima.'" 



Yankees General Manager
Brian Cashman



Mets General Manager Omar Minaya

Baseball in the BIG APPLE

AN EVENING WITH
BRIAN CASHMAN
AND OMAR MINAYA

More than 700 Big Apple baseball fans still riled up over the contentious post-season playoffs packed the University Center ballroom last November for a lively moderated discussion with Yankees General Manager Brian Cashman and Mets General Manager Omar Minaya. Mr. Cashman is the youngest general manager to win a World Series, and Mr. Minaya is the first Hispanic general manager in baseball history. Murray Chass of the *New York Times* served as moderator.

Right off the bat, Mr. Chass asked the big question: why neither team made it to the World Series that year.


"I think the St. Louis Cardinals executed much better than we did," says Mr. Minaya. "They had a plan and they stuck to the plan."

"They played on top of their game, and we didn't," says Mr. Cashman, commenting that the Cardinals had phenomenal pitching.

Both men agreed, however, that qualifying for the playoffs and losing beats not making it at all.

"You gotta be in it to win it," says Mr. Cashman. "This playoff season especially proved this is history in the making. Anything can happen when you get to the post-season; you gotta play your best baseball."

Audience members waited expectantly when Mr. Chass asked Mr. Minaya how he feels about the Mets being seen by many as "the second team in town." But like every answer uttered by both general managers that evening, Mr. Minaya's response reverberated with a love for baseball and pride in his team.

"The goal is that someday Brian's going to be the second team, and we're going to be the first team...But Brian keeps on doing such a great job, we have a lot of work to do," says Mr. Minaya. 

- By Rachel Rohrs '07

Taking Comedy ^{ahem} Seriously

Like comic heavyweights Dave Chapelle and Colin Quinn before them, students in "Stand-Up Comedy," a class taught by Adjunct Professor Kelley Lynn B.F.A. '94, took to the stage of Manhattan's famed Gotham Comedy Club last December, to regale the house with their jokes and observations.

Armed with nothing but their comic timing and material they painstakingly honed during the semester in preparation for their stand-up debut, the students relied on a variety of methods to coax laughter from the audience. The six students dug deep

into their personal arsenals to find amusing anecdotes, some using props or exaggerated physical gestures to convey their point.

Although the performances lasted a mere seven minutes, it takes much longer to fine-tune the art of comedy, says Ms. Lynn, a stand-up comedian herself who performed at Gotham Comedy Club the same night as her students.

"Comics are the same as everybody else," she says. "They just know how to twist it and exaggerate it."

"I didn't want to go up there and run a bunch of impersonations or tired jokes," he says. "So, I developed a persona, a small, exaggerated part of who I am, taking control of an audience in an intimate way."

To develop their comic material, Ms. Lynn instructed her students to carry a small notebook with them at all times to collect their observations during the semester. She also told them to wake up 10 minutes earlier than they normally would, and record all of their uncensored thoughts.

The students, under Ms. Lynn's direction, worked on developing comedy personas that draw upon their distinctive personality traits throughout the course.


"Are they angry? Are they physical? If the audience doesn't believe you, then it doesn't resonate with the audience," Ms. Lynn says.

And how did the students fare in their comedic endeavors?

"I thought they did a fantastic job," Professor Lynn says. "I think that, (with) most of them, if not all of them, I couldn't tell it was their first time doing it."

Besides learning how to deliver amusing witticisms, Ms. Lynn's students gained valuable insights about themselves during the course of the "Stand-Up Comedy" class.

Daniel Mineo '07, a communications major, was able to confront his lifelong fear of public speaking by performing onstage at Gotham Comedy Club.

"Taking this class and performing at Gotham was really going outside myself," he says. "It's important to push yourself to confront your fears; if you can't, you will never grow as a person. I wish I took this class earlier!" 

- By Erin Walsh



Make Em' Laugh. From left: Juan Leon '08, Torie Broadhurst '08, Tegan Flanders '08, Daniel Mineo '07, Justin Kirck '09, Adjunct Professor Kelley Lynn B.F.A. '94, and Joseph Nir '07 at Manhattan's Gotham Comedy Club



Tegan Flanders '08 works the crowd.

For acting major Juan Leon '08, finding his own voice was the hardest part of performing live comedy.

"The three seconds before I went up there, I was screaming in my head, but as a performer, you have to learn to channel that energy and use it for whatever you are doing on stage," he says.

Tegan Flanders '08, an acting major, says the most formidable challenge was keeping the comedy honest.

It's BEEEP BEEEP BEEEP For the Home Team

In a unique variation of America's favorite pastime, Adelphi faculty and students squared off against the Long Island Bombers, a baseball team composed of blind and visually-impaired players, for an intense game of "beep baseball" during Homecoming.

In beep baseball, named for the beeping of the grapefruit-sized ball that is used, mental acuteness counts as much as athletic prowess. The Adelphi faculty members, including co-facilitators Ellen Kowalski and Daniel Bedard, and students who participated in this year's game, can attest that beep baseball isn't all fun and games.

"The experience really opens our students' eyes to the awareness that we all can enjoy physical activity and recreation in a variety of ways," says Dr. Kowalski, associate professor of physical education at Adelphi.

Beep baseball is modified from traditional baseball in several ways, says Ted Fass, beep baseball player and co-founder and executive director of the Long Island Bombers. The field is divided into various playing zones, with two four-foot tall padded bases, located where first and third base normally would be, situated 100 feet away from home plate. There are two sighted players on the field; a pitcher and a catcher. A third sighted person, known as the field spotter, is responsible for calling out what zone the ball is hit in, says Mr. Fass.

The pitcher, who is entrusted with making sure the ball connects with the bat, stands 20 feet from the batter, and calls out "ready," then "pitch." The batter swings a level, steady swing, perfected through repeated practice,

to connect with the beeping ball, says Mr. Fass. Once the ball is in motion, a base buzzes at random. The batter must then run to the appropriate base before someone fields the ball to score a run.

In the sighted-blind scenario, developed by the Bombers for playing sighted teams, the sighted players are blindfolded for the first three pitches to simulate the experience of a blind player. They are allowed to lift the blindfold during the fourth pitch, but must pull the blindfold down to run to the base, after hitting the ball. The sighted team has full vision in the field, he says.

When the beep baseball team is in the field, the players must gain possession of the ball, whereas the sighted team must throw the ball to home plate before the runner gets there, says Mr. Fass.

Concentration is crucial, as players must listen for the beeping of the ball and the buzzing of the bases.

"The very interesting thing is that we try to educate people not to cheer and yell," says Mr. Fass. "If they cheer and yell, then we can't hear the bases buzzing. Cars that might go by, a slight wind, a bird chirping, they all become distractions. The sighted people don't realize how difficult it is to focus on the sound."

Playing baseball as a visually impaired person helps the sighted players to view their own lives with greater clarity.

"People realign their priorities and think about themselves and things they complain



Long Island Bomber Nick Esposito prepares to bat.




Bounding to glory: A player rounds the bases during Adelphi's beep baseball game against the Long Island Bombers.

about," says Stephen Guerra, beep baseball player, co-founder of the Long Island Bombers, and secretary of the National Beep Baseball Association.

"These people are being productive members of society not only by playing the sport, but (also) by educating the people around them that life doesn't end when someone loses their sight," he says.

Dr. Kowalski, an expert in the field of adaptive physical education, says playing against the Bombers serves as an important tool in preparing future physical educators.

"When students are sensitized to a variety of experiences, they develop a respect for individual differences," she says. "That is one of the goals not only of our program at Adelphi, but (also of) the New York State and national teaching standards. How do we instill a respect for individual differences through physical activity? One of the ways that we do that is to teach our future professionals how to facilitate the enjoyment of lifetime physical activity, no matter their limitations." 

- By Erin Walsh



Gold MarCom Creative Award from the Association of Marketing and Communications Professionals

Did You KNOW?


Your First College Year survey, administered by the Higher Education Research Institute at the University of California, Los Angeles to Adelphi freshmen in spring 2006, reveals that Adelphi's campus environment encourages and promotes diversity. According to the report, **78 percent of Adelphi freshmen interact with members of other ethnic groups, 16 percent more than students nationwide**, and 81 percent of freshmen feel diverse beliefs are respected at Adelphi.

After months of excavation, Adelphi's **new centers for recreation, sports, and performing arts are on their way up.** Between January and March 2007, a thousand tons of steel beams were placed in the site. The construction is on schedule for the buildings to open in 2008. For live shots of the action, visit the Adelphi WebCam at WWW.ADELPHI.EDU/BUILD.AU.



Upward Bound: Steel beams are now in place for Adelphi's historic campus enhancement project.

New York State Commissioner of Education Richard P. Mills joined expert panelists, including Marguerite Izzo M.S. '84, New York State 2007 Teacher of the Year; Dean of the Ruth S. Ammon School of Education Ronald S. Feingold; and Trustee Carol A. Ammon M.B.A. '79 to discuss "The Future of Schools, Schooling, and Community Partnerships," at the **inaugural Ammon Symposium** hosted by the Ruth S. Ammon School of Education this past October.

Adelphi was **cited for excellence in online and print communications**, winning top industry awards for *e-News from AU*, *Adelphi University Magazine*, the 2006-2007 New Student Handbook, and the Web site, among other initiatives. Adelphi was honored with three Gold MarCom Creative Awards from the Association of Marketing and Communications Professionals and two Accolades Awards from the Council for the Advancement and Support of Education. Adelphi was also recognized with awards from the International Academy of the Visual Arts and the Web Marketing Association. 


- By Jennifer Wesp '10



New York State Commissioner of Education Richard P. Mills at the inaugural Ammon Symposium

Christian P. Vaupel '96, M.S. '03 Elected Vice President for University Advancement

Christian P. Vaupel '96, M.S. '03 was elected by the Adelphi Board of Trustees in March 2007 as a vice president for University Advancement. Mr. Vaupel previously served as deputy vice president for University Advancement. Under Mr. Vaupel's leadership, Adelphi's annual

fundraising results tripled to \$9.5 million for fiscal 2005-2006. Volunteer involvement in fundraising has also grown as has participation in the Annual Fund. Mr. Vaupel now oversees a fifteen-member advancement team. 





Clinical Adjunct Professor Clara Goldberg chats with Adelphi teacher-candidates Meaghan Joyce '06, Heather Kempter '06, Claudia Lestingi '06, and Joanna Comerico '06 at Mineola's Jackson Avenue School.

Adelphi Model Program participant Laura DiMeglio '06 celebrates the 100th day of school with second graders at the Jackson Avenue School.

A Model Education

In Mary LoCascio's second grade classroom at Jackson Avenue School in Mineola, New York, a group of students listen with rapt attention as Heather Kempter '06 reads aloud from *Run, Hare, Run! The Story of a Drawing* by John Winch.

Across the hall in Elizabeth Burke's second grade classroom, Laura DiMeglio '06 joins a chain of second graders bounding around the room and counting to 100, in celebration of the 100th day of school.

In addition to teaching others, Ms. Kempter and Ms. DiMeglio, both graduate students in childhood education, are receiving an education that can't be learned merely from reading books or taking exams. As participants in the Model Program, a collaborative effort between Adelphi and 13 school districts in the New York metropolitan area, these Adelphi students and their peers get a firsthand glimpse of what teaching is really like.

"I personally was very nervous about student teaching," says Ms. Kempter, adding that nothing prepares you for teaching like actually being in a classroom with the kids.

The Model Program, run by the Ruth S. Ammon School of Education, is an innovative program that grants Adelphi's teacher-candidates the opportunity to work within one of the partner school districts for a full academic year, as opposed to completing only one semester of student teaching. The roughly 75 participants in the Model Program are paired with two experienced teacher-mentors at their

school site, as well as a field supervisor from Adelphi to help them develop the skills, knowledge, and dispositions necessary to be effective teachers, says JoAnn Cosentino, director of the Office of School and Community Partnerships for the Ruth S. Ammon School of Education.

The partner school districts were chosen because they share Adelphi's philosophy that all children can learn, that learning is a holistic process, and that diversity should be embraced and celebrated. Matthew Gaven, principal of the Jackson Avenue School in Mineola, one of the Model Program sites, says both Adelphi and the Jackson Avenue School believe the needs of the students come first.

"We also emphasize the creation of a learning community where adults model for students the commitment to life-time learning," he says, adding that both recognize the importance of incorporating research and best practices in the classroom.

The Adelphi teacher-candidates are involved with every facet of the teaching process, from meeting school district superintendents and attending new teacher workshops to setting up classrooms, during their year in the Model Program.

Having a full year to get acclimated to teaching gives students more confidence with less stress, says Ruth S. Ammon School of Education Dean Ronald S. Feingold.

"It really eases them into the student-teaching experience," he says.

- By Erin Walsh

ADELPHI SURVEY

Readers Write In...

Thank you to the hundreds of readers who have responded to date to the survey in the fall 2006 issue of *Adelphi University Magazine*. The feedback, summarized here, will guide us

as we continue to refine the publication and seek new and better ways to bring you Adelphi news and stories.

QUESTION	%
WHAT IS YOUR RELATIONSHIP TO ADELPHI?*	
Alumni (Undergraduate degree)	59.6
Alumni (Graduate degree)	46.0
Undergraduate Student	3.4
Graduate Student	6.0
Faculty	2.6
Administrator	1.3
Other (Respondents specified: family of alumni, former employees, public safety)	1.3
YEAR OF GRADUATION	
1930s	0.9
1940s	2.3
1950s	9.1
1960s	17.7
1970s	25.5
1980s	21.4
1990s	10.9
2000s	12.3
YOUR AGE	
Under 35	6.5
35-44	11.0
45-54	19.9
55-64	24.8
65+	37.8
HOW DO YOU READ ADELPHI UNIVERSITY MAGAZINE?	
I read the entire issue	35.1
I read select articles	38.4
I skim through the pages	26.5
PLEASE RATE THE MAGAZINE IN THE FOLLOWING CATEGORIES:	
CONTENT/TOPICS COVERED	
Excellent	50.6
Good	45.3
Fair	3.2
Poor	0.8
QUALITY OF WRITING	
Excellent	56.1
Good	41.4
Fair	2.0
Poor	0.4
LAYOUT/DESIGN	
Excellent	61.9
Good	34.4
Fair	2.8
Poor	0.8
HOW MUCH TIME DO YOU TYPICALLY SPEND READING EACH ISSUE OF THE MAGAZINE?	
Less than 15 minutes	11.6
15-30 minutes	43.4
30 minutes-1 hour	33.3
More than 1 hour	11.6

PLEASE RATE YOUR INTEREST IN THE FOLLOWING AREAS:	%
ACADEMIC PROGRAMS	
Very interested	52.5
Somewhat interested	40.3
Not interested	7.1
FACULTY RESEARCH/SCHOLARSHIP	
Very interested	33.9
Somewhat interested	53.8
Not interested	12.3
PROFILES OF CURRENT STUDENTS	
Very interested	22.9
Somewhat interested	58.9
Not interested	18.2
PROFILES OF ALUMNI	
Very interested	64.9
Somewhat interested	30.1
Not interested	5.0
PROFILES OF FACULTY	
Very interested	47.5
Somewhat interested	44.5
Not interested	8.1
PROFILES OF DONORS	
Very interested	21.3
Somewhat interested	45.2
Not interested	33.5
PRESIDENT SCOTT'S GOALS AND PRIORITIES	
Very interested	48.3
Somewhat interested	39.7
Not interested	12.0
LECTURES, CONFERENCES, AND EVENTS	
Very interested	45.3
Somewhat interested	43.5
Not interested	11.2
CAMPUS LIFE	
Very interested	29.1
Somewhat interested	50.4
Not interested	20.4
ATHLETICS NEWS	
Very interested	22.8
Somewhat interested	43.9
Not interested	33.3
FACULTY HIGHLIGHTS	
Very interested	42.7
Somewhat interested	48.5
Not interested	8.8
ALUMNI "CLASS NOTES"	
Very interested	65.7
Somewhat interested	28.3
Not interested	6.0

ADELPHI HISTORY AND TRADITIONS	
Very interested	60.6
Somewhat interested	31.2
Not interested	8.2
OTHER	
(Respondents specified: alumni with family member graduates, women's athletics)	
WHERE DO YOU GET MOST OF YOUR NEWS ABOUT ADELPHI UNIVERSITY? PLEASE RATE THE FOLLOWING SOURCES:	
SCHOOL NEWSLETTER(S)	
Primary source	43.5
Secondary source	28.8
Not a source	27.7
ADELPHI UNIVERSITY MAGAZINE	
Primary source	79.0
Secondary source	18.0
Not a source	3.0
ADELPHI UNIVERSITY WEB SITE	
Primary source	15.2
Secondary source	31.6
Not a source	53.2
E-NEWS FROM AU	
Primary source	11.0
Secondary source	21.9
Not a source	67.1
NEWSPAPERS/TV/RADIO/OTHER MEDIA	
Primary source	12.0
Secondary source	32.3
Not a source	55.7
WORD OF MOUTH	
Primary source	11.0
Secondary source	27.9
Not a source	61.0
ADELPHI UNIVERSITY MAGAZINE IS PUBLISHED TWICE A YEAR. WOULD YOU LIKE TO RECEIVE IT:	
More frequently	19.4
Less frequently	2.9
Twice a year is about right	77.7

*Since respondents were able to select more than one category, results may exceed 100%.