

NEWS BRIEFS

EVENTS

NOTABLES

SEARCH

PRINT THIS ISSUE

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FEEDBACK

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UVM HOMEPAGE

Video: The Making of a Mandala



Tibetan Buddhist monks work on a mandala made from sand in the Fleming Museum's Marble Court. (Photo: Chris Dissinger)

On Oct. 15 two Tibetan Buddhist monks began the meticulous work of creating a sand mandala — an intricate, geometric design representing a Buddha's palace — in the Fleming Museum's Marble Court. For one week, Lobsang Tashi and Tenzin Thutop created the image, dedicated to Chenrezig, the Buddhist embodiment of compassion, by directing each grain of sand into place with handcrafted tools, as museum visitors looked on. When the piece was finished, the monks dismantled the work in a ceremony designed to convey their simple message: our existence here is brief and compassion for each other is imperative.

[FULL STORY ►](#)

CURRENT NEWS BRIEFS AND EVENTS

[Renowned Architect to Speak at Williams Hall](#)

[Music Makers: Department Presents Fall Concerts](#)

[The Trials of Truancy](#)

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[Learning by \(Universal\) Design](#)

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October 29, 2008

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THE WEEK IN VIEW

Oct. 31. 11:30 a.m. to 1 p.m. UVM/United Way Campaign Info Table. Vermont cider and donuts in recognition of the UVM/United Way Campaign. Olin Atrium, Davis Center.

Nov. 2. 12:30 p.m. Panel Discussion: "Origins and Evolution of the Design/Build Tradition in Vermont." Featuring several of the original architects and residents of an early, experimental, solar co-housing complex in Warren, Vt. 101 Fleming Museum.

Nov. 7. 7:30 p.m. Lane Series Concert: Alexander String Quartet. \$25 adult, \$20 student. A pre-concert talk with the artists begins at 6:30 p.m. Music Building Recital Hall. [Information](#), [tickets](#).

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EVENTS

NOTABLES

SEARCH

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By Megan Hack

Article published October 29, 2008

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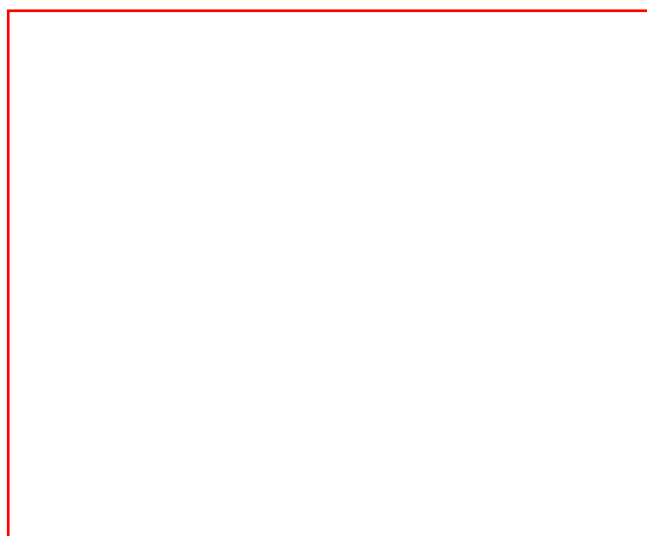


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Watch this video of the monks at work.



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EVENTS

NOTABLES

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UVM HOMEPAGE

The Trials of Truancy

By Jon Reidel

Article published October 29, 2008



A new bench book on truancy by Fayneese Miller, dean of the College of Education and Social Services, will be mailed to every family court judge and selected magistrates in America with the help of money from the U.S. Department of Justice.
(Photo: Sally McCay)

More than 25 years of academic research has earned Fayneese Miller, dean of the College of Education and Social Services, a reputation as an expert on the social, academic and political development of adolescents. It's her most recent project, however — a non-academic "bench

book" to be sent to every family court judge in America as a guide for sentencing truant students who often dropout out of high school — that she considers her most significant.

"This book means more to me than any scholarly publication I've ever done because it will have a direct impact on young people going through our court system," says Miller. "A lot of judges will be making decisions based on this book that could turn around the lives of thousands of young people."

The *Bench Book for Family Court Judges* is a condensed version of a 200-page evaluation report produced by Miller while an associate professor of education and human development at Brown University based on two years of observing Rhode Island's Stop Truancy Outreach program. It provides practical information for judges designed to reduce truancy through behavioral contracts, creative sentencing, motivational suggestions, best practices and examples of successful truancy reduction programs.

The book, which also shows judges how their own biases might affect sentencing, was funded by a \$1.1 million grant from the U.S. Department of Justice's Office of Justice to the National Truancy Prevention Association. The purpose of the funding was to implement truancy prevention programs and develop a bench book

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on truancy-related issues to help jurisdictions in handling truancy problems. Miller is a member of the NTPA.

"It focuses on how to help students, not punish them," says Miller, who led Brown's Center for the Study of Race and Ethnicity and was its first coordinator and chair of ethnic studies. "Judges don't have a lot of time to read, so it's written very succinctly and is more of a guide book."

Truancy as a predictor of dropout rates

Miller's work on truancy is an outgrowth of earlier research that she says was focused on why some young people succeed and others don't. She worked from the premise that all young people are alienated regardless of their social class or racial background and that depending on certain social factors, the alienation is either temporary or stable. Those with stable alienation feel as though no matter what happens or what they do they will never get ahead.

Not surprisingly, truant students with stable alienation often don't think it matters whether they show up for school or not, which often results in their becoming part of America's 30 percent dropout rate. A recent national survey showed that 11 percent of 8th graders, 16 percent of 10th graders and 35 percent of 12th graders reported skipping one or more days of school during a 30-day period. Each student that drops out of high school costs the nation approximately \$260,000 over his or her lifetime. At the current rate, more than 12 million students will drop out by 2018, costing the country \$3 trillion, writes Miller.

"If truancy is not addressed during early childhood to elementary-aged years, during the early adolescent years it can have significant negative effects on the positive development of a young person and adversely impact schools, communities, and society in general," writes Miller in the bench book, adding that daytime crime, juvenile crime, and delinquency rates decline when truancy is addressed.

In an effort to draw more attention to the issue, Miller and other members of the National Truancy Prevention Association worked with U.S. Senators Patrick Leahy and Bernie Sanders to pass a resolution in the U.S. Senate in 2008 that made August National Truancy Prevention Month.

Pushing for school-based truancy courts

School-based truancy courts, which use magistrates instead of judges, are often more effective at reducing truancy than family courts. Miller found that when courtrooms (sometimes a classroom) are located in the school, it's easier to create a comprehensive plan with wraparound services because all of the key players (school counselors, teachers, resource officers, etc.) are present and will work together to ensure student success. While Miller advocates for

this model, she also encourages family courts to involve as many key players as possible so that the same comprehensive approach is employed.

“School-based truancy programs are important interventions for reducing absenteeism and increasing positive school and social behavior,” says Miller, who also found that students who experienced some form of loss (death, divorce, breakup, etc.) were far more truant than those who hadn’t. “It’s important for kids to be in school even if they might not be engaged in the way we’d like because it provides an important social context for them. When they aren’t in school they lose out on critical aspects of socialization.”

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EVENTS

NOTABLES

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Learning by (Universal) Design

\$1 million grant aids accessible learning program at UVM

By Jeffrey Wakefield

Article published October 29, 2008



Susan Edelman and Larry Shelton, co-principal investigators on a \$1 million grant from the U.S. Department of Education, say the program they'll help develop over the next three years will be a resource for faculty to improve the academic experience of students with disabilities, though the strategies they learn are likely to benefit all learners. (Photo: Sally McCay)

When an international student struggling to understand Larry Shelton's lectures met with the human development and family studies associate professor after class several years ago, Shelton asked if making recordings of his lectures available on his website would be helpful.

The audio files Shelton began posting helped not only the struggling student, it turned out, but many other students in the class, as well. Since making a habit of posting his lectures, Shelton has received a steady flow of emails from students saying, in essence, "thank you, thank you, thank you," he says.

Although he didn't know it, Shelton was experiencing first-hand a principal truth about universal design for learning, a pedagogical approach gaining traction in higher education. UDL, as the approach is known, emphasizes up-front planning, rather than after-the-fact retrofits, to make course material accessible to students with disabilities and other special needs. By meeting these needs in a systematic and strategic way, its advocates say, UDL helps all students learn more effectively.

A three-year, \$1 million U.S. Department of Education grant won by UVM's College of Education and Social Services and Center on Disability and Community Inclusion in September will speed UVM's ability to integrate UDL into its instructional ethos.

The grant is timely: the reauthorization of the Higher Education Opportunity Act by Congress this summer mandates that all


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colleges receiving federal funding adopt the principles of UDL.

New challenges

Thanks in large part to the impact of IDEA, the Individuals with Disabilities Education Act, which gave pre-K-12 special needs students access to specialized instruction beginning in the 1970s, many more students with disabilities are prepared to attend college today than in the past.

At UVM more than 600 students in over 1,300 course sections taught by 700 faculty identified themselves as having a disability in the spring 2007 semester, with many more, research would indicate, choosing not to self-identify.

The issue for higher ed, says CDCI faculty member Susan Edelman, the grant's project director and co-principal investigator, is that college faculty are often unprepared to meet this new teaching challenge — unlike K-12 teachers, whose schools are required to put supports in place.

"The difficulty is that many faculty are used to teaching their content areas in a specific way," Edelman says. "UDL requires us to think more proactively about how information is received, processed, and internalized by students" and to make the necessary adjustments as courses are planned.

Tried and true UDL tactics include posting lectures as Shelton did, creating organized syllabi that function as detailed course maps, making overhead materials available on faculty websites in advance of class, providing students with a range of testing options, and employing new technologies that help distractible students stay focused in class.

Support available — for those who want it

Year one of the grant will be devoted to research, information collection, and program design, with fall 2009 tentatively set as an implementation date.

But even before it takes final form, UVM's approach to UDL — as spelled out in the grant proposal — is clearly visible.

At its heart are two concepts: the program is meant to be a resource for faculty not a mandate, and its content will be delivered primarily via three consulting teams made up of a faculty member, a technical specialist, and a graduate assistant tailoring their support to individual faculty members' needs.

Consulting teams will first approach those faculty teaching the largest classes with the largest number of self-identified special needs students.

The program also aims to reach newly hired faculty and graduate fellows via a UDL sequence delivered during orientation and will fund the creation of a comprehensive library of UDL resources, which all UVM faculty, students, and staff can use.

Informing UVM's program are the lessons of an exploratory, three-year grant administered by the University of Massachusetts at Boston and led at UVM by Edelman and the directors of UVM's Center for Teaching and Learning and Access offices, among others.

Through the grant, a UDL team was formed that included eighteen faculty and teaching staff who voluntarily incorporated a UDL project into their teaching.

A strength of UVM's proposal is its adaptation of the nationally acclaimed consulting teacher model developed at UVM in the 1970s. UVM veterans like Edelman have a deep understanding of the model, which makes a team of specialists, including those with classroom experience, available to teachers for consulting, not training, based on individual challenges teachers are confronting.

"What I've done for a number of students is make changes so they can learn more effectively. And each time, I've improved my courses in ways that help everyone," says Shelton, also co-principal investigator on the grant. "What UDL does is guide us in designing our instruction more effectively from the beginning. I'm excited by the possibility of being able to make a difference for students at UVM, not by telling faculty what to do, but by showing them what the resources are."

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EVENTS

NOTABLES

SEARCH

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UVM HOMEPAGE

Renowned Architect to Speak at Williams Hall

By View Staff

Article published October 29, 2008

Michael Cadwell, professor of architecture at The Ohio State University, will speak about the ways modern and contemporary architecture reconfigure nature in a lecture titled "Faxes from the Future" on Oct. 30 at 5 p.m. in 301 Williams Hall.

Cadwell, a well known architect, educator and writer, has designed and built a series of small wooden buildings on remote New England sites and public sculpture parks including ArtPark, Socrates Sculpture Park and the DeCordova Museum. Winner of American Institute of Architecture Awards in 1998 and 2006, Caldwell has been a fellow at the Woodstock Arts Colony, the McDowell Arts Colony and the American Academy in Rome. He detailed his interest in construction as a transformative cultural act in his book *Strange Details*, (MIT Press, 2007), which was nominated by the Royal Institute of British Architects for two awards.

The event is the ninth installment of the Roland Batten Memorial Architecture and Design Lecture Series and is free and open to the public.

Information: 656-2014, artdept@uvm.edu.

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UVM HOMEPAGE

Music Makers: Department Presents Fall Concerts

By The View Staff

Article published October 29, 2008

The Music Department will present a number of concerts, performances and recitals in the coming weeks, beginning with the annual Halloween Organ Concert featuring spooky pieces performed on the Ira Allen Chapel organ by David Neiweem, professor of music, on Friday, Oct. 31. A "tolling of the bells" begins at 7:15, and the concert begins at 7:30 p.m. The organ music will be accompanied by lighting artist Rachael Bischoff and by the University Concert Choir and Catamount Singers.

November performances, which all take place in the Music Building Recital Hall, include:

- Student Recital: Zachary Cooper, Composition.** Saturday, Nov. 1, 4 p.m.
 This recital will feature music for a variety of instruments, most of which has been written/conceptualized within the past two years while studying under Thomas Read.
- Student Choreography Showcase: An Evening of Solos.** Sunday, Nov. 2, 7 p.m.
 Join UVM student choreographers in the first public showing of their original solo dances. This event will help raise funds for the UVM Dance Program activities. \$5 donation suggested. Tickets sold at the door. Cash/check only.
- Choral Concert: Music of Bernstein** Wednesday, Nov. 5, 7:30 p.m.
 The University of Vermont Concert Choir and Catamount Singers, under the direction of David Neiweem, will celebrate what would have been Bernstein's 90th birthday year with a performance of works by this beloved American composer. The program will include excerpts from his shows *West Side Story*, *Peter Pan*, and *Candide*, as well as music from the *Chichester Psalms*, among others.
- Vermont Winds Concert.** Sunday, Nov. 9, 7:30 p.m.
 Featuring "Grant Them Eternal Rest" by Andrew Boysen, a musical reaction to the events of Sept. 11, and the last movement of Karel Husa's Pulitzer Prize-winning "Music for

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Prague 1968" written 40 years ago as a musical reaction to the Soviet invasion of Czechoslovakia, the composer's homeland. Also featured: Leonard Bernstein's "Candide," "An Original Suite" by Gordon Jacob and "Lux Aurumque" by Eric Whitacre. D. Thomas Toner, conductor.

recordings of his lectures available online would help. The audio files Shelton began posting helped not only the struggling student, it turned out, but many other students in the class, as well.

- **Orchestra Concert.** Tuesday, Nov. 11, 7:30 p.m.
The University Symphony Orchestra, under the direction of Michael Hopkins, will perform Rossini's Overture to *Barber of Seville*, the Mozart clarinet concerto, featuring artist/teacher Steve Klimowski, and selections from the *Carmen* suites by Bizet. Free and open to the public.
- **Student Performance Recital.** Thursday, Nov. 13, 7:30 p.m.
Music students perform on their various applied instruments. Music ranges from classical to jazz.
- **Senior Recital: Sasha Mariña, mezzo-soprano.** Saturday, Nov. 15, 4 p.m.
Sasha Mariña, mezzo-soprano, performs her senior recital accompanied by Shirley Smith on the piano.
- **University Concert Band.** Sunday, Nov. 16, 7:30 p.m.
Featuring guest artist, Vermont folk singer Jon Gailmor singing his Vermont ballad "Long Ago Lady." Also includes "Slava" by Leonard Bernstein, an arrangement of the American folk song "Shenandoah," Holst's classic "First Suite for Band," and "Armenian Dances" by Alfred Reed. D. Thomas Toner, conductor.
- **Student Performance Recital** Monday, Nov. 17, 7:30 p.m.
Music students perform on their various applied instruments. Music ranges from classical to jazz.
- **University Jazz Ensemble Concert** Thursday, Nov. 20, 7:30 p.m. An evening of Latin music and big band jazz featuring Professor Ray Vega, trumpet.

All concerts are free and open to the public, unless otherwise indicated.

Information: 656-3040.

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EVENTS

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UVM HOMEPAGE

'Cabaret' at Royall Tyler, Nov. 5-16

By The View Staff

Article published October 29, 2008

The UVM Department of Theatre presents the Tony Award-Winning musical *Cabaret* on the Royall Tyler Stage from Nov. 5 - 8 and Nov. 13 - 16. All performances are at 7:30 p.m. with exception of the Sunday, Nov. 16 matinee at 2 p.m. only. The show is directed and choreographed by Gregory Ramos, and Tom Cleary is music director.

The landmark musical turns Weimar Berlin of 1931 into a dark and sexually charged haven of decadence. Its extraordinary inhabitants are determined to keep up appearances as the real world outside their cabaret faces economic crisis and the growing power of Hitler and the Nazi Party.

A post-show discussion by Frank Nicosia and Jonathan Huener, professors of history, titled, "*Cabaret* in Context: Berlin in the Weimar Era" will follow the Nov. 15 performance.

The cast of *Cabaret* features UVM students, staff and local talent with Taryn Noell in the role of Sally Bowles, Matthew Trollinger as the Emcee and Sam Durant Hunter as Clifford Bradshaw. Leandra Brixey, Rachel Bruce, Kari Buckley, Alex Castleton, Andy Freidland, Nick Hapshe, Stefan Kostolitz, Jen Kramer, Emily Lahteine, Edward C. Nagel, Ian Oliver, Katie Owens, Dirk Rodricks, Hannah Rundlett, Stephen Skibicki, Hayley Smith, Andrea Underhill, and Craig Wells as Herr Schultz complete the cast. Craig Wells appears courtesy of Actors Equity Association and has performed on Broadway in *Les Miserables* and *Chess*, both directed by Trevor Nunn, as well as *Forbidden Broadway*. Scenic design is by Jeff Modereger, lighting design by John B. Forbes and costume design by Martin A. Thaler.

Tickets (\$9 students, \$16 faculty, staff and seniors, \$19 general public) are selling quickly and can be purchased online at www.uvmtheatre.org, by walk-up, or by calling the UVM Theatre Box Office, (802) 656-2094. Group discounts are available by calling Molly Kurent, director of marketing, (802) 656-0094.

ASL interpretation for the deaf and hard of hearing and audio description for the blind and sight impaired are available at the Sunday, Nov. 16 matinee at 2pm. *Cabaret* contains mature material.

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UVM HOMEPAGE

Arts and Sciences Dean's Lecture to Address 'Rings and Precious Things'

By The View Staff

Article published October 29, 2008

Dennis Mahoney, professor of German and director of the Living/Learning Center's Global Village Residential Learning Community, will deliver his College of Arts and Sciences Dean's Lecture — one of the highest honors for faculty in the college — on Thursday, Nov. 6 in Memorial Lounge, Waterman at 5 p.m.

Mahoney, an expert of on literature from the Age of Goethe and German Romanticism, will speak on "Rings and Precious Things in German Literary and Musical Culture."

His lecture will explore Wagner's tetralogy as inspiration for a number of works that followed it — including Tolkien, Peter Jackson and Howard Shore's takes on *The Lord of the Rings*. He will also explore why German writers and composers from the Enlightenment through literary and musical Romanticism pay such close attention to "the economic, political, religious, and erotic value that human beings invest in material objects."

The College of Arts and Sciences Dean's Lecture Series honors faculty members who are both excellent teachers and highly respected professionals in their own disciplines.

Information: 656-1297.



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EVENTS

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UVM HOMEPAGE

Students, Faculty and Staff to Sort 500 Pounds of Trash

By Amanda Waite

Article published October 29, 2008

Passers-by beware on Thursday, Oct. 30: The walkway between the Davis Center and Bailey/Howe Library has not been an unfortunate, early victim of "cabbage night," or the toilet-papering, pumpkin-smashing shenanigans known to take place on the eve of Halloween.

The pile of trash you see is the second annual Davis Center Waste Sort, a joint effort of the University of Vermont Eco-Reps and the Recycling and Waste Management Program to take stock of how well the university community is doing recycling, composting, and reducing overall waste produced.

Members of these programs, along with faculty, student and staff volunteers — and even curious, brave, and exceptionally helpful passers-by — will sort through approximately 500 pounds of waste, with the aid of protective suits and gloves.

Information: recycle@uvm.edu.



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[Video: The Making of a Mandala](#)

On Oct. 15 two Tibetan Buddhist monks began the meticulous work of creating a sand mandala — an intricate, geometric design representing a Buddha's palace — in the Fleming Museum's Marble Court. For one week, Lobsang Tashi and Tenzin Thutop created the image, dedicated to Chenrezig, the Buddhist embodiment of compassion, by directing each grain of sand into place with handcrafted tools, as museum visitors looked on. When the piece was finished, the monks dismantled the work in a ceremony designed to convey their simple message: our existence here is brief and compassion for each other is imperative.

[The Trials of Truancy](#)

More than 25 years of academic research has earned Fayneese Miller, dean of the College of Education and Social Services, a reputation as an expert on the social, academic and political development of adolescents. It's her most recent project, however — a non-academic "bench book" to be sent to every family court judge in America as a guide for sentencing truant students who often dropout out of high school — that she considers her most significant.

[Learning by \(Universal\) Design](#)

When an international student struggling to understand Larry Shelton's lectures met with the associate professor after class several years ago, Shelton asked if making

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*October 29, 2008***Awards and Honors**

The Sister Elizabeth Candon Distinguished Service Award was presented to **Gayle Wright Bress** at the annual meeting of the Vermont Women in Higher Education on Friday October 24, 2008 at Lake Morey. This award is presented to a woman who has shown evidence of promoting and working toward the advancement of women in higher education and involvement at the national, regional, state, and local levels in related activities. Wright Bress was recognized for her commitment to the advancement of women and underrepresented minorities in sciences and higher education evident in her work as UVM's Hughes Endeavor for Life Science Excellence program coordinator. She was also credited for nurturing the careers of future scientists and engineers by administering programs such as Association for Women in science (AWIS), Society for the Advancement in Science (SACNAS), and Vermont Experimental Program to Stimulate Competitive Research (VT EPSCoR).

*October 22, 2008***Publications and Presentations**

Jeff Layne, a postdoctoral associate in the department of pharmacology, is lead author of a September 2008 article in the *American Journal of Physiology - Cell Physiology* titled "NFATc3 regulates BK channel function in murine urinary bladder smooth muscle." Co-authors on the article include David Hill-Eubanks, research assistant professor of pharmacology, and Mark Nelson, professor and chair of pharmacology.

*October 15, 2008***Publications and Presentations**

Cathy Beaudoin, assistant professor of business administration, presented a co-authored paper at the annual meeting of the American Accounting Association in Anaheim, Cal. in August 2008. The paper, "An Empirical Investigation of the Defined Benefit Pension Plan Freeze Decision," investigates key motivations underlying firms' decisions to freeze their defined benefit (DB)