

Place University

CAREER SERVICES EMPLOYMENT SURVEY OFFERS PLENTY OF GOOD NEWS FOR GRADUATES

The future looks bright for Syracuse University graduates, as job and career prospects improve in number and quality, according to a report issued by SU's Center for Career Services.

"The Survey of 1997 Graduates," compiled under the supervision of career services director Kelley Bishop and senior career consultant Michael Cahill, was conducted through mailings in August and December 1997. The mailings, which went to Syracuse graduates who received their degrees in December 1996, or May, June, or August 1997, garnered a 53 percent response rate. "This is a snapshot of what happens to our students right after they leave SU," Bishop says. "It is also a measure of how effective the University is in preparing its students for life after graduation."

According to the survey, 79 percent of the respondents reported being employed full time. That number is up from 74 percent in 1996 and 66 percent in 1995.

Not only are graduates seeing an increased rate of employment, they also are seeing improvement in the quality of employment. For 1997, 89 percent of those employed full time reported that their positions were related to their career goals. This figure is up from 83 percent in 1996 and 69 percent in 1995.

Salaries are also improving. The average salary for 1997 SU graduates was \$28,801, compared to \$27,305 in 1996 and \$25,300 in 1995. Graduates of the School of Information Studies, the College of Visual and Performing Arts, the School of Architecture, and the School of Management showed the greatest increases in average salaries.

The importance of on-campus recruiting is also on the rise. In the 1997 survey, 16 percent of respondents obtained their positions

through on-campus recruiting, as compared to 13 percent in 1996 and 9 percent in 1995. Graduates of the School of Information Studies, the School of Management, and the College for Human Development appear to have benefited most from on-campus recruiting.

The number of graduates who pursued further education declined slightly. In 1997, 13 percent of respondents continued their studies, down from 14 percent in 1996 and 16 percent in 1995. Of the

1997 graduates who pursued graduate studies, 43 percent stayed in New York State, and 20 percent moved to an adjoining state—Massachusetts, Connecticut, Pennsylvania, or New Jersey.

The majority of 1997 survey respondents employed full time also remained in the Northeast: 44 percent reported employment in New York State; 25 percent in an adjoining state.

Bishop says the 1997 survey is consistent with surveys from past years, but is especially noteworthy for its findings relating to on-campus recruiting. "A high percentage of respondents—especially those from the

School of Information Studies and the School of Management—reported on-campus recruiting as the method used to obtain their current positions," he says. "That's encouraging, because it tells us the systems we have in place are working."

In the future, Bishop hopes to use the survey to ascertain what happens to graduates 2, 5, and 10 years after they leave SU. "We'd like to learn how SU helps its graduates grow and become influential citizens," he says.

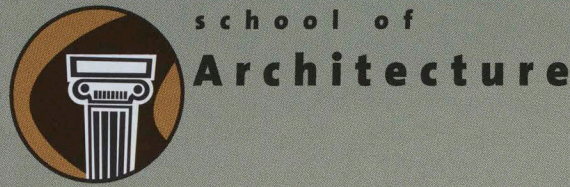
For now, he asserts the good news of the 1997 survey. "Syracuse University does a good job helping its students go out into the world," Bishop says. "Most of our graduates are achieving success."

—WENDY S. LOUGHLIN



Leslie Chappell, left, of Lockheed Martin and Emmanuel Rivera '00 discuss career opportunities at Career Fair '99 in February. The event introduces students to a variety of career options and business contacts.

tim o'shea



school of
Architecture

VISITING CRITICS BROADEN STUDENT KNOWLEDGE OF OTHER CULTURES

The challenge for fifth-year architecture students is to design an arts center for a community none of them has visited, in a culture and climate vastly different from their collective experiences. As the students sketch and build small scale models of their ideas, Soo Chan, principal architect of SCDA Architects, Singapore, moves among drafting tables offering suggestions and answering questions.

The students are working in one of several Visiting Critics studios offered in the School of

Architecture this academic year. Also running studios are Andrea Ponsi of Andrea Ponsi Design, Florence, Italy; and James Garrison of Garrison Siegal Architects, New York. The intensive eight-week program allows upper-division students to study with outstanding professionals from around the world without leaving campus.

The visiting critics, selected by Dean Bruce Abbey, represent a wide range of experience, backgrounds, and professional focus. Last semester, faculty members Brian Andrews and Timothy Swischuk also taught Visiting Critics studios.

Many students choose Chan's studio because it provides an opportunity to work on a design problem in Asia. "Asia is not discussed much during the course of our program," says fifth-year student Peter Kladias. "I thought the issues raised in this project would run parallel to things I would like to do with my senior thesis."

Chan asks students to design a building located in Singapore's museum district. Students use site maps and photos, and also have to understand climate and cultural conditions that affect design. "The students are encouraged to think differently about building enclosures, walls, and the way space is organized," Chan says.

This approach allows Nancy Cottone '99 to look at space in a new way. "The climate of Singapore is consistent year round," she says, "which means we have to incorporate into the design different types of screening from the sun and courtyards for light and ventilation."

Jae Woo Chung '99 says the challenges have helped to improve his design capabilities and research strategies as well as broaden his knowledge of other cultures. "The problems we have to deal with are completely different from those found in other projects," he says.

And that's exactly the point of the program. "The practice of architecture is actually quite global and international," Chan says. "The Syracuse program is special because it has an international outlook. The Visiting Critics program offers students a different point of view and totally different approaches to design problems."

—JUDY HOLMES



michael prinzo



college of
Arts & Sciences

ALLPORT PROJECT PREPARES PSYCHOLOGY STUDENTS FOR TOMORROW'S CHALLENGES

It's an ambitious time for the psychology department. As the links between psychological and physical health push the field in new directions, faculty members and students are implementing the Allport Project, a multifaceted endeavor designed to stretch the boundaries of the psychology curriculum.

"The Allport Project is being developed to create a central focus for undergraduate education in psychology," says Professor Craig Ewart, department chair. "It is a pilot program to facilitate innovative problem solving and active research projects for undergraduate psychology majors."

One of the project's main objectives is to involve students in research projects early in their college careers. Students like Anthony Acquaviva '99 had opportunities to participate in research projects, but he says many of his classmates did not. "There are a lot of research ideas we would like to explore, and the Allport Project is a great way to make that happen," he says.

Ewart says the initiative will include a new model for advising undergraduates while offering ongoing assistance and resources to students working on research projects. The project is named in honor of Floyd Allport, a pioneer in the field of social psychology who spent nearly three decades as an SU faculty member.

A pilot group of 5 faculty members and 10 students launched the project last fall; it will gradually be implemented during the next two years. The goal is to help students develop and nurture what faculty members have identified as the distinguishing characteristics of an SU psychology graduate. "We needed a clear set of goals for our graduates," Ewart says. "We just have to bring together what already exists at Huntington Hall."

Since the project is viewed as an experiment, Ewart says, participants can explore a variety of approaches and see which ones might be worth developing on a wider scale.

"The Allport Project is based on recent discoveries about the psychology of creativity and innovation," Ewart says. "Students will learn to apply thought processes and work habits used by highly innovative people. With a faculty advisor, they will develop 'learning contracts' to demonstrate improvements in key thinking skills. These student-learning projects will take advantage of faculty research programs."

This spring the project was given a home in a renovated suite at Huntington Hall. While the program initially targets the department's top students, Ewart says many more undergraduate psychology students will eventually be involved. The project will also provide opportunities for collaboration among departments. "For different projects, it makes sense to couple different disciplines," says psychology professor Michael Carey.

Robert Jensen, dean of the College of Arts and Sciences, predicts the project will have far-reaching benefits. "I hope it will become a focal point for the school," he says. "This is very important for the college and for SU—to develop a program that links classroom knowledge with practical, hands-on research."

—TAMMY CONKLIN



school of Education

LIVING SCHOOLBOOK PROJECT EXPLORES THE WILDLIFE AROUND ONONDAGA LAKE

One hand-drawn duck paddles toward another in an Onondaga Lake marsh. The lovebirds meet and swim off into a computer-screen horizon. The viewer then clicks on "main page" and finds an educational web page that reads: "Onondaga Lake. Imagine the possibilities...."

The animated ducks are just one of the creations developed by a Living SchoolBook (LSB) team, when it took on the Onondaga Lake Wildlife-Habitat Awareness Project (<http://lsb.syr.edu/projects/onondagalake>). The project includes a web site, a CD-ROM, and an informational touch-screen kiosk featuring authentic sound bites, photographs, and video. Its goal is to educate viewers—whether they're enthusiastic children, interested Syracusans, or teachers—about the topic as they move from one web page to the next. The Onondaga Lake initiative also has a real community purpose, says LSB project director Barbara Shelly. "After people see this CD, they want to know how to get to the lake," she says.

As a dynamic, collaborative, electronic learning community, LSB incorporates teamwork into projects that use the latest technological developments. Now in its fifth year, LSB uses digitized audio and video, research and inquiry, videoconferencing, and graphic design to

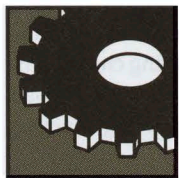
create collaborative projects with K-12 teachers and students. Most importantly, the program links K-12 schools with SU resources, and connects people with information through technology.

The Onondaga Lake project began when the Onondaga County Health Department Division of Environmental Health approached LSB about creating an interactive CD-ROM that would provide positive information about Onondaga Lake, which is known as one of the country's most polluted. The purpose was to correct people's misperceptions about the lake. LSB teamed SU and SUNY Environmental Science and Forestry students with seventh- and eighth-graders from Syracuse's Grant Middle School, and county parks department and environmental health division employees. "I found it rewarding to participate in something that dealt both with new media and Onondaga Lake," says team member Karen O'Keefe G'98, who completed a master's degree in science education last December.

The Onondaga Lake project is one of several successful projects launched by LSB. The Cyberzoo web site (<http://lsb.syr.edu/projects/cyberzoo>) links animals to ecological communities such as grasslands and rain forests, and connects seventh-grade life science students to LSB technology. The Postcards of Central New York Project (<http://lsb.syr.edu/projects/postcards>) digitizes and organizes hundreds of historical postcards from the Onondaga County Public Library collection and puts them online for educational use.

To continue its efforts, LSB plans to build a robust consortium with other organizations, which will enable it to gain additional funding. "With a large consortium, we can expand into different cities and link these organizations with their own areas," Shelly says.

—MELISSA SPERL



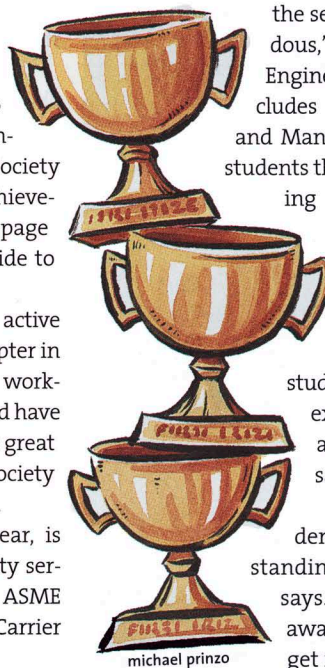
I.C. SMITH COLLEGE OF Engineering & Computer Science

ASME CHAPTER CARRIES ON PROUD TRADITION WITH AWARD-WINNING ACTIVITIES

A Link Hall trophy case teems with plaques awarded to one of Syracuse University's most successful professional societies—the SU student chapter of the American Society of Mechanical Engineers (ASME). The awards recognize its achievements in engineering design, research, and Internet home-page design competitions. But the honor that brings the most pride to ASME is the one its members are on a mission to protect.

For the past six years, the SU group, which has about 50 active members, has won the ASME Allied-Signal award for best chapter in the 43-school Northeastern region. This spring, members are working hard to add a seventh straight award to the trophy case, and have their sights set on the first-ever national title competition. "It's great to be part of something that's so highly recognized," says society chair Michelle Hurler, a senior mechanical engineering major.

Hurler, an active ASME member since her freshman year, is thrilled to be part of a group with a reputation for community service and professional development. Last fall, for example, ASME members helped the Salvation Army with its food drive at the Carrier Dome and assisted Habitat for Humanity with a fund-raiser.



To learn about developments in mechanical engineering, the chapter hosts lectures, and members go on field trips, and attend conferences. At chapter meetings, members plan service projects and activities with other campus organizations, and discuss ways to strengthen the group's identity on campus and within the profession. "The level of involvement by these students and the sense of pride they get from it is really tremendous," says Professor Eric Spina, who heads the Engineering and Computer Science Division that includes the Department of Mechanical, Aerospace, and Manufacturing Engineering. "We tell prospective students that the number-one reason to study engineering at SU is the outstanding students and their strong involvement in activities like this."

One way the department promotes involvement is by offering to pay for students' first-year membership in an engineering society of their choice. "This puts our students in contact with students at other schools, exposes them to other campuses and faculty, and introduces them to working engineers," says ASME advisor Frederick Carranti.

Such activities are important for the students. "They serve as a catalyst for the understanding and advancement of engineers," Spina says. "For me, the most beneficial part is not the award, but watching them do what they do to get it."

—MELISSA SPERL



Graduate school

STUDENTS VISIT EUROPE FOR A CLOSER LOOK AT DIFFERENCES IN HEALTH POLICY AND LAWS

Health policy and related laws vary considerably throughout the world. Presumed dissent law in the United States, for example, forbids the removal of citizens' organs upon death unless citizens declare themselves organ donors. In Belgium, however, presumed consent law permits the removal of citizens' organs upon death unless citizens specify a desire to preserve their organs.

Graduate and undergraduate students explore these issues through Comparative Health Policy and Law, a summer course offered through the Division of International Programs Abroad (DIPA). "Through this course, students develop a clearer understanding of health policies in our time and a clearer perception of the strengths and weaknesses of health policy in the United States," says course founder Samuel Gorovitz, professor of philosophy in the College of Arts and Sciences and professor of public administration in the Maxwell School of Citizenship and Public Affairs.

Students complete readings on topics the class will address, then spend three weeks or more traveling through Europe. Upon returning home, they write research papers on topics developed during their travels. Topics have ranged from a comparison of smoking reduction programs for children in India and the United States to an

examination of responses to malpractice and patient injury. "The course has always been successful because it deals with issues that are relevant," says Daisy Fried, DIPA's director of summer programs.

At each destination, students listen to speakers, visit assigned locations, and conduct interviews. The professor selects different issues to be covered each semester. "What makes the course so good is the quality of speakers at each place the class visits," Fried says. "You're dealing with individuals who are at the forefront."

"I was amazed by how much we did in three weeks," says Kathleen Kurtz, who took the class last summer. "You must have connections to line up that many speakers in such a short time frame."

Law professor Richard A. Ellison will teach this summer's course. The first week, students will attend classes at the Syracuse University London Centre. The next stop will be Amsterdam, where they will examine death-related issues like physician-assisted suicide, euthanasia, and elder care. The third week will be spent at the World Health Organization in Geneva, where the class will focus on international health care issues.

—ANN R. MEARSHEIMER



The Comparative Health Policy and Law class poses for a group photo during last year's trip to Europe.

courtesy of kathleen kurtz



college for Human Development

AMERICORPS AWARDS EXPAND FIELD-WORK OPPORTUNITIES FOR MFT GRADUATE STUDENTS

Graduate students in the Marriage and Family Therapy Program (MFT) are broadening their practical experience thanks to the 1993 National and Community Service Act. The act expanded volunteer opportunities in the United States through such initiatives as AmeriCorps, a national service program that provides volunteers with educational awards in exchange for a year of service in fields like education, public safety, or the environment.

Anne Gosling, MFT director of clinical training, brought AmeriCorps and the MFT master's program together at SU through a grant proposal. She saw an AmeriCorps grant as a way to expand the program, providing graduate students with financial assistance along with increased practical experience.

Students in the MFT master's degree program must complete 500 hours of clinical practice—known as a practicum—as part of their requirements. Much of this service is carried out on campus at the Goldberg Marriage and Family Therapy Center, or at local organizations like Catholic Charities, the Onondaga Pastoral Counseling Center, St. Joseph's Hospital, and the SUNY Health Science Center.

Four graduate students—Dawn Bedford, Loree Johnson, Theresa Nolan, and Laura Schmidt—have each received a \$1,444 educational award for tuition reimbursement from AmeriCorps. In exchange, AmeriCorps requires the students to complete 550 hours of clinical work—50 more than the MFT program. "AmeriCorps definitely provides more experience and will help me concentrate on what I want to specialize in," says Bedford, a second-year MFT graduate student.

As part of her yearlong internship, Bedford counsels individuals and families at Catholic Charities and Family Medicine. The additional hours allow her to focus on her specialty—counseling victims of sexual abuse. "The grant inspired our supervisors to provide us with more opportunities," says Bedford. "Instead of just working at a clinic, we work with other outreach programs in the community. The grant has really broadened our options."

Gosling sees AmeriCorps' extra hours as a key part of the program. "Traditionally we have considered only face-to-face counseling when we tally hours," Gosling says. "But the hours required by AmeriCorps take a broader range of tasks into account."

The grant helps MFT students expand their view of field work through duties like record keeping, case management, and group meetings. It also allows participants to more fully integrate service learning into the academic experience, Gosling says.

She predicts long-range benefits for students, including expanded career options and an increased sense of professional identity. "AmeriCorps will help us restructure the program, encouraging students to take a more holistic approach to clinical practice," Gosling says.

—WENDY S. LOUGHLIN



school of Information Studies

SOFTWARE INTERFACE ALLOWS PROFESSORS AND STUDENTS TO CONNECT IN THE ONLINE ARENA

Professor Stuart Sutton left Syracuse for a few weeks in mid-October, but that didn't prevent him from conducting classes. Sutton simply plugged in his laptop and pointed his web browser at a site. Within seconds he was in the classroom. Using a software interface called WebCT, he read through students' assignments, checked their progress on various projects, and posted any new information they needed. He read through transcripts of online discussions the students had in "chat" areas. If necessary, he could have administered exams and graded them online as well.

"All my classes have a heavy WebCT element," Sutton says. "It handles everything relatively automatically, creating complete communications space for students and faculty involved in the class. It's extremely simple to upload any kind of file—point and click—so it makes the students' and the professors' lives easier."

The School of Information Studies (IST) has used the web-based course management software, created by researchers at the University of British Columbia, since fall 1997. Amy Merrill, IST director of distance education, says the school uses WebCT primarily for courses offered through independent study degree programs (ISDP). These flexible, limited residency programs attract students who, for various reasons, cannot stay on campus to pursue degrees in traditional classrooms. "We started doing ISDP in 1993 with our library science program," Merrill says. "At that time we were using e-mail and listservs and sending a lot of paper through the mail."

In 1996, after the Internet had become more user-friendly, instructors began using web pages to conduct classes. "We found it more effective," Merrill says. "It gave students a more engaging platform for their courses, but also caused a lot of problems because every instructor was using different technology. We needed standardization, and that's why we looked into WebCT."

Sutton says students walk into a traditional classroom and immediately recognize how it works—a circle of chairs means discussion, rows mean lectures. "But when they're out there," he says, indicating ISDP students, "they have no idea how a class is going to function. We decided we needed to have a baseline technology for online courses that students could use in a predictable way."

In addition to library science, IST now offers distance programs for master's degrees in telecommunications and network management, and information resources management. Merrill says 20 courses used WebCT last fall, and not all were ISDP. "Many campus courses use WebCT to supplement regular class sessions," she says. "It's a good way to carry on discussion after class is over, or for the instructor to post materials to the web site for students who might have missed class."

Sutton says Internet classes require a teaching style far different from that of traditional classes. Instructors must tailor the program's interface, load the site with information students need, and spend hours sifting through written material that takes the place of classroom discussions. "It takes more time, but not high-quality time," he says. "I can get up on Saturday morning and do this in my bathrobe."

—GARY PALLASSINO



college of Law

LIBRARY BOOSTS ITS HIGH-TECH OFFERINGS TO IMPROVE INFORMATION GATHERING

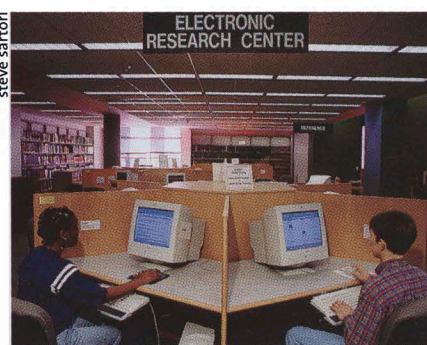
With the rising popularity of electronic media, traditional information-gathering processes are being revamped. The H. Douglas Barclay Law Library is no exception. The library's recently reorganized physical layout and additional computing facilities allow students to make better use of available technology for research, while improved electronic access makes materials available beyond the library's walls. "This model brings together librarian, patron, resources, and technology through integration of the formats that one uses to access information," explains M. Louise Lantzy, director of the law library.

The library's new Electronic Research Center (ERC) is part of this move toward integrated access. The center, which consists of three circular clusters of six computers, integrates CD-ROMs, web-based indexes, and full-text electronic collections. "The goal is to acquaint students with all of the research possibilities and educate them about their use," says Wendy Scott, associate librarian for public services. "Librarians work in close proximity to the ERC so they can help students integrate electronic resources into their research." Students requiring additional support can visit the new Online Reference Laboratory, where librarians work with small groups or individuals in intensive training sessions.

The library's newly redesigned web site (<http://www.law.syr.edu/library>) identifies and describes key resources for faculty members, students, and other users. Scott says information is placed on the site after careful review, analysis, and annotation by library staff. "We select and link to resources that are most valuable to our user groups," she says. Students can access these resources from home or from the college's new 24-hour computer cluster.

Scott says the library also offers new ways for students to locate course information. "We've replaced our closed reserve system with an open system," she says. "Students can help themselves to the reserves, read them in our new reading room, or photocopy them. Many can be charged out at the circulation desk."

Second-year law student Jennifer Coon welcomes the improvements, saying she now gets information quickly. "I walk in here and find what I need," she says. "I don't have to waste my time or anyone else's."



Law students Tonya Younis, left, and Chris Brown work in the H. Douglas Barclay Law Library's new Electronic Research Center.

Lantzy says the library is committed to providing technology that enhances research. "To do complete research you need access to a variety of information resources," she says. "All the answers are not on the net, in print, or on video. These resources work in tandem."

—ANN R. MEARSHEIMER



**school of
Management**

M.B.A. PROGRAM HITS THE HALF-CENTURY MARK WITH AN EYE TO THE FUTURE

The M.B.A. program turns 50 this year, but for faculty members, 47 may be the magic number. This year, the program ranked 47th out of the 800 M.B.A. programs in the United States, according to *U.S. News & World Report*.

Instead of touting this accomplishment, Associate Dean Peter Koveos and other faculty members are looking to the future. "We have to keep getting better," says Koveos, the M.B.A. program director. "I am not a person who counts anniversaries by the number of years. You have to look at accomplishments."

Those accomplishments include establishing an Army Comptrollership M.B.A. program in 1952, an independent study program in 1977, and the executive M.B.A. program in 1985. During the past five years, a new curriculum has evolved emphasizing real-world experience. Each semester, students team up in diverse groups for classes. "This reflects the business model, which is a team approach," says Joshua McKeown '92, director of Master's Student Services and Programs. "We teach teamwork and we build it in."

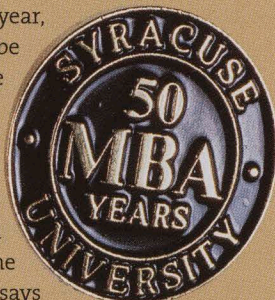
The curriculum changes reflect an evolving office environment and competitive corporate world. Courses in globalization, ethics, critical thinking, the natural environment, conflict resolution, and diversity were added to the core requirements of accounting, marketing, and finance. Paula A. Charland G'89, assistant dean for M.B.A. and graduate enrollment and an M.B.A. alumna, says graduates are receiving job offers with higher salaries. McKeown attributes this to their ability to deal with the complexities of business.

When Charland was a student, her classmates came directly from undergraduate study, courses were loosely structured, and there weren't many international students. Today, a stroll to Charland's office is anything but a walk down memory lane. The typical M.B.A. student has four years of work experience. There are more international students, and female enrollment is 34 percent. "Like most M.B.A. programs, we are interested in bringing in more women and more minority students," she says.

Koveos says the faculty will continue to build on the program's accomplishments. They are developing a strategy for the years ahead and have pinpointed four areas of emphasis: entrepreneurial management, integrating global competition, leadership, and technology management. Last fall, the Office of Supportive Services conducted a survey of students and faculty members and found that most students were pleased with the program. "What we are doing to mark the anniversary is enhancing programs," McKeown says. "There is a sense of history in that we are building on success."

Koveos believes the program is now ready to take the next step and move up in the national rankings. "We have done extremely well with what we have," he says, "but we still need to get a lot of work done."

—KIMBERLY BURGESS



Maxwell
school of
citizenship & public affairs

LECTURE SERIES BRINGS INTERNATIONAL DEMOCRACY ISSUES TO CAMPUS

Democracy encompasses a vast range of issues, from race relations and economic disparity to sociology, politics, and education. Students and faculty members at the Maxwell School of Citizenship and Public Affairs get an in-depth look at multiple facets of democracy around the world at the State of Democracy Lecture Series, cosponsored by Maxwell's Alan K. Campbell Public Affairs Institute and Global Affairs Institute.

"Democracy is a subject of interest to everyone," says Professor Goodwin Cooke, director of undergraduate studies in international relations. "Citizenship involves knowing what democracy is about and where we're at."

As organizers of the lecture series, Cooke and Stephen Macedo, Michael O. Sawyer Professor of Constitutional Law and Politics, invite several lecturers to Syracuse each semester. Macedo recruits numerous presenters from across the United States. Cooke, who has worked in Asia, Europe, Canada, and Africa as a U.S. Foreign Service officer and is a former U.S. ambassador to the Central African Republic, brings in speakers from the United States and abroad. Students and faculty members often recommend guest speakers as well.

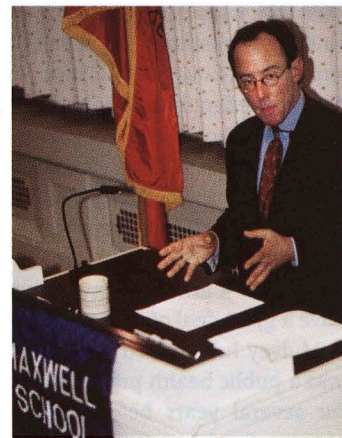
In February, Mark Lilla, professor of politics at New York University, addressed "The Revolution of 1968." Martha Nussbaum, a law professor at the University of Chicago, will address "Feminist Internationalism" in April.

The series is regarded as an academic exercise. "Listening to the speakers and discussing their views provides valuable ongoing academic communication," Cooke says. Following each speaker's presentation, a faculty panel responds to the arguments presented. Participants are then invited to talk informally with the guest speaker at a reception. A dinner concludes the event. "This series has broadened the horizons of many who attend," Cooke says. "That's what scholarly communities are supposed to do."

Philosophy professor Tamar Gendler, who helped organize lectures in the past, says the series brings together people from different areas of expertise and promotes an exchange of ideas. "People present perspectives from different disciplines on subjects that I've never even thought about across disciplines," she says.

"For anyone interested in democracy, the series effectively demonstrates both sides of what the speakers advocate," says Konrad Batog '99, a political science and philosophy major. "The experience gave me a broader perspective of what democracy involves."

—ANN R. MEARSHEIMER



Professor Mark Lilla of New York University speaks at the Maxwell School about "The Revolution of 1968."

steve sartori



S.I. Newhouse school of public communications

STUDENT GROUP FINDS NATIONAL RECOGNITION AS PUBLISHER OF TRADE NEWSPAPER

Members of the Syracuse University chapter of the Public Relations Student Society of America (PRSSA) were not exactly shoo-ins to win a bid for the honor of publishing *Forum*, the national organization's newspaper. But their skills and professionalism made quite an impression at last year's national convention.

With the support of Professor Pattijeon Hooper, their faculty advisor, PRSSA members put together a strong presentation and won the bid. "We looked at things we wanted to do to make *Forum* better, and we just went with it," Hooper says.

At the national convention each spring, PRSSA chapters vie for publishing rights the following academic year. *Forum* is published thrice annually and has a circulation of about 6,000. The PRSSA chapter from Brigham Young University, which has a long-standing association with *Forum*, was heavily favored to win. "They are a wonderfully active and strong chapter. Then along comes Syracuse," Hooper says, savoring the accomplishment.

While Hooper may have provided the necessary encouragement, it was the students who put together the successful presentation. Gina Pesko '00 says the goals of the chapter were

to make slight improvements to the design, and to run more stories that addressed the current interests of public relations students nationwide.

Hooper says seeing her students win the *Forum* competition was the kind of accomplishment that reinforces her enthusiasm for teaching. "As a professor, it is exciting to see people reach another level professionally," she says.

For Pesko, that presentation was just the beginning. She is editor-in-chief of *Forum* this year, and is flourishing in her affiliation with PRSSA.

Pesko says her first issue as editor demonstrated how well her Newhouse classes had prepared her for the role. "I had one graphics class and I had to lay out a whole 12-page paper by myself—and I'm no computer expert," she says. "I found out how good that one class really was."

Hooper's strategy, as PRSSA chapter advisor and in the classroom, is to let the students take the initiative. Indeed, Pesko says she learned a great deal about publishing in putting together that first issue.

Pesko's experience with *Forum* and the national contacts she has made in the process have built her confidence. As *Forum* editor, she is a member of the PRSSA national executive committee. A former broadcasting major, Pesko now looks forward to a career in public relations and plans to join the professional version of the public relations society in the future.

"With *Forum*, you get hands-on technical experience, and help shape how other students view the organization," Pesko says. "It's an important one and a great networking tool. Because you are in contact with people across the country, it puts you on a different level."

—TAMMY CONKLIN



college of Nursing

INTERIM DEAN MULVEY SEES HERSELF AS A CATALYST FOR MEETING NEW CHALLENGES

When College of Nursing professor Cecilia Mulvey retired in 1996, she looked forward to devoting more time to professional organizations. She serves on the boards of the American Nurses Association and the American Nurses Credentialing Center, and is president of the American Nurses Foundation.

But when Vice Chancellor Gershon Vincow asked her last fall to be interim dean of the College of Nursing, she didn't think twice before accepting. "This college is very important to me," Mulvey says. "I've spent a lot of my professional life here, and I have a great deal of commitment to our students."

Mulvey has worked in nursing for 42 years. She was a public health practitioner and administrator for several years before joining the College of Nursing faculty in 1970. Mulvey was also the college's associate dean for six years.

The college has had a strong influence on nursing

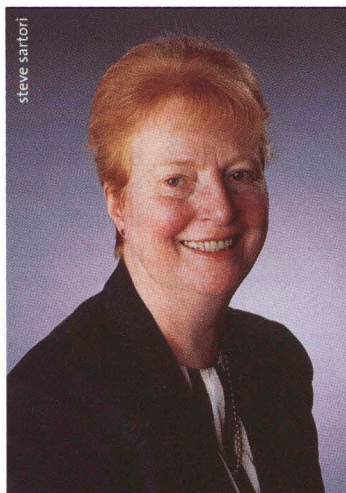
in Central New York and beyond, she says. "Every place I go I run into graduates who are making contributions in all kinds of health care systems. It's important to me that students and graduates feel the college gives them values and skills that really enable them to have successful and productive careers in nursing."

During her tenure as dean, Mulvey wants to work with faculty members to continue developing state-of-the-art curricula that prepare students for the changing health care environment. "Our practice is science based, so our faculty members need to be increasingly involved in research," she says. "At the same time, because we are a practice profession, they need to be involved in practice settings to show students what expert nursing is."

Mulvey is inspired by the words of Edith H. Smith, founding dean of the College of Nursing, who said in 1963: "The future lies ahead with all its opportunities for adventurous growth. There will always be conflicting issues to be resolved, arresting problems to be met, and seldom will there be peace or time for complacency. Such is the nature of nursing education."

"We will always have challenges ahead of us," Mulvey says. "We will always need to look into ourselves for energy, commitment, and vision to grow and develop. I am committed to being a catalyst for that. And I have full faith the faculty and students have that commitment too."

—GARY PALLASSINO



Interim College of Nursing Dean Cecilia Mulvey says faculty and students are committed to meeting challenges.



school of
Social Work

VIVIAN TEAL HOWARD SCHOLARS WORK TO IMPROVE LIFE FOR OTHERS IN THE COMMUNITY

One morning, Loretta McBride picked up a newspaper and found herself disheartened by the grim accounts of poverty and injustice. From that day on, her life changed. "I couldn't accept how bad things were," McBride recalls. "I had an overwhelming urge to help people."

McBride took a job with the Onondaga County Health Department and worked part time on an undergraduate degree in social work. A single mother of two, she juggled the courseload around an already busy schedule. Looking back, McBride laughs at her ambition. "I can't even tell you how I got this far," she says. "It was difficult to find a balance at first. I just made a decision that this is a time for working."

McBride and Tanya Howell, both graduate students, are the 1998-99 recipients of the School of Social Work's Vivian Teal Howard Scholarships. The scholarships, established in 1994 in memory of the late associate dean, are awarded annually to two of the school's students. Often they are students who return to school after a long break, are changing careers, or willingly share their talents with the greater community.

Like McBride, Howell came to SU with a desire to change the

world around her. That motivation grew from experiences in her Bronx neighborhood. "I saw a lot of injustice growing up," Howell says. "Studying social work seemed like a good way to give back to the community. The faculty challenged us to question what is unjust."

Both women say field work augmented their classroom studies. McBride interned at the Veterans Administration Hospital in Syracuse. In working with the primary care outpatient team, she saw how her work fit in with the hospital's other services.

Howell volunteered at the Southwest Community Center and Planned Parenthood in Syracuse, and interned with SU's Center for Community Alternatives. "I want to open a holistic community center—that's my long-term goal," she explains. "I would like to go back to the Bronx, but wherever the need is, that's where I'll be."

Howard's husband, the Rev. Larry Howard G'93, says the scholarships are a fitting tribute to his wife and those who knew her. "It's a part of us, and it is a way of tying the University and the School of Social Work, in particular, to the immediate community."

—TAMMY CONKLIN



Tanya Howell is one of this year's Vivian Teal Howard Scholars. Recipients are selected, in part, for their interest in working with the community.

steve sartori



college of
Visual & Performing Arts

SYRACUSE UNIVERSITY WOMEN'S CHOIR OFFERS A HOME TO VOCALISTS

At 4 p.m. on a Tuesday, young women trickle into a Crouse College rehearsal room. They form a semi-circle and focus their attention on the petite, dark-haired woman at the center, Barbara Tagg. Instantly, whatever they were doing before they arrived is forgotten.

Tagg, conductor of the Syracuse University Women's Choir, leads the women through a myriad of vocal exercises. A consummate professional, she takes her work with the choir seriously and expects the singers to do the same. The approach works. "She wants us to be proud of our singing," says sophomore Alison Potoma. "We always start rehearsal with a warm-up that unifies the group. We listen to each other to find just the right blend of voices and volume."

Tagg says the first documented existence of a women's group on campus was the Lady's Glee Club, a photo of which appears in the 1893 *Onondagan*. By 1922, it was one of the largest ensembles on the Hill. In the decades that followed, participation was sporadic. In the early 1990s, the Women's Glee Club was combined with the men's. The experiment was short-lived, and the two clubs were separated in 1993. Tagg assumed conducting duties in 1996

and dropped the glee club moniker.

While the choir is open to all SU women and there are no auditions, freshman voice major Julie Viscardi, the group's treasurer, says the women's choir has no shortage of experienced singers. "Many of these people have been in choirs before, so they know what they are doing," she says. Splinter groups challenge the more accomplished voices. Viscardi, a member of the select a cappella group, the Mandarins, says that outlet balances her efforts with the larger choir.

Potoma and junior Laura Santilli were selected to participate in this year's National Honors Women's Choir, which performed at the American Choral Directors Association convention in Chicago. "For two of our women to be selected is an amazing accomplishment," says Tagg.

Potoma bases her participation in the women's choir on simpler pleasures. "It's an excellent chance to meet new people, learn great music, and have a lot of fun," she says.

—TAMMY CONKLIN



The Syracuse University Women's Choir, decked in formal recital attire, performs at Crouse College.

steve sartori