

# University Place

## NEW MEDICAL SUPPORT UNIT HELPS SU AMBULANCE PREPARE TO HANDLE MAJOR EMERGENCIES

Last summer, Syracuse University students Matt Belzak '00 and Jesse Moore '99 put a lot of work into designing and developing a medical support unit that they hope will never be used. The two emergency medical technician (EMT) volunteers with SU Ambulance (SUA) created the

specialty equipped medical support trailer for use in the event of a large-scale medical emergency. SUA purchased the trailer, a minivan with which to pull it, and a variety of medical and emergency relief supplies for the unit with proceeds from the SU football team's 1999 Orange Bowl appearance. "A medical support unit is something most EMTs never see, because few communities have them and they are used only in unusual circumstances," says Belzak, a senior in the College of Nursing. "So it was a huge opportunity for us to put it together, and it will be a great experience for members of the SU Ambulance corps to have one and maintain it."

Medical support units enable EMTs, paramedics, and other emergency relief providers to treat many people at the site of a disaster, such as an airplane crash or a violent storm. Ambulances are equipped to effectively treat only one or two people at a time. The SUA medical support unit is equipped to treat about 30 people at once. "While you never want disasters to happen, you always have to be prepared for them," says Bob Audet '90, emergency medical services manager at the Health Center. "Having this equipment on hand better prepares the SU community to deal with an emergency situation. I know of no other college campus that has this kind of equipment."

Once the funds were secured to purchase the medical support unit, Belzak and Moore sought advice from emergency medical service leaders in Onondaga County and surrounding communities on how medical support units were prepared. "The more we talked with people in other communities, the more we realized we were on to a good idea," says Belzak.

After consulting with the experts, Belzak and Moore began pricing the necessary equipment to make a medical support unit a reality. SUA purchased the trailer and minivan, which is also used for medical assistance transport across campus. Those two expenses used about \$27,000 of the \$35,000 grant. After that, Belzak

and Moore began purchasing the supplies needed to equip the unit. "In addition to such standard medical supplies as bandages, gauze, and tape, we equipped the trailer with backboards, head blocks, collars, and blood pressure cuffs," Belzak says. "We also purchased flashlights, clipboards, tarps, blankets, cots, lights, and a generator—items that are essential to manage crisis situations or an emergency that lasts over a prolonged period of time." The carpentry shop at the University's Physical Plant built custom shelving in the trailer to secure all the equipment.

Belzak and Moore had the emergency medical unit ready just before the start of the school year. Since then, it has become a valuable resource not only for the University, but also for Onondaga County. "We have wanted to build a unit like this for a long time based on the high potential for multiple-patient incidents on campus, given the student gatherings, high-rise residence halls, and the Carrier Dome," Audet says. "In the past couple years, we've seen the Labor Day storm, the MTV Campus Invasion concert, and the Livingston Avenue disturbance.

Each of these incidents could have been better managed if we had the appropriate equipment."

Thankfully, the emergency medical unit has not yet been put to the test, but that does not diminish its long-term value. "On one hand, it's great for SU to have this equipment available in the event of a disaster, because we'll be better prepared to deal with it," Belzak says. "But more than that, students for years to come will have the opportunity to maintain this equipment and use it as a part of their EMT training."

—MARK OWCZARSKI



SU Ambulance volunteer Daniele Perrella '01, a student in the College of Nursing, examines supplies in the medical support unit.





school of  
**Architecture**

## ARCHITECTURE PROFESSOR EXPLORES INFLUENCE OF SPACE ON RELIGIOUS RITUALS

**W**hen he is not teaching Division of International Programs Abroad students at the Florence Center, Professor Alexander Fernandez '94, G'97 is exploring an ancient world.

For the past two years, Fernandez has conducted an in-depth study of Carthusian monasteries in Italy that grew out of a studio project he worked on as a graduate student. His research tracks the development of the Carthusians, a Catholic contemplative religious order, and how their use of architecture responds to their religious ideals by providing a balance between the individual and the communal. "I'm interested in the relationship between ritual and architecture and how one informs the other," Fernandez says. "The research draws attention to the monk's daily rituals and customs in relationship to his cell and his communal domains."

To better understand this relationship between routine and architecture, Fernandez conducted a translation of the order's statutes, originally written in French. He also spent a year analyzing two structures, San Lorenzo in Val Di Erma in Galluzzo, and the Certosa di Maria e San Giovanni Battista in Calci. "A textual reading of the statutes and an assessment of the building condition revealed a close relationship among building, space, and function," Fernandez says. "This suggests architecture was the primary framework for the rituals and customs of the Carthusian order."

The two well-preserved Italian monasteries, located about 20 miles from each other, provided a unique opportunity to examine this relationship. Both were designed within a 20-year span in the late 1300s, and are of similar scale and design.

With periodic assistance from visiting students, Fernandez conducted interviews with monks, pored over archival data, visited other Carthusian monasteries in Europe, and compiled sketches of the spaces. Translation of the statutes, known as the *Consuetudines Antiqua*, was supported by a grant from the University's Office of the Vice President for Research and Computing.

Fernandez's goal is to bring a new perspective to what is already known about the structures. "Publications on the development of most Carthusian monasteries in Europe are extensive," he says. "The purpose of this study is not to duplicate this printed information, but to use it as support for the various hypotheses and particular readings into the subject of ritual in architecture."

Since he approached the research from a visual rather than textual perspective, Fernandez placed great emphasis on graphic documentation. "Small spaces and details were drawn with a high degree of precision to represent materials with as much accuracy as possible," he says.

—TAMMY DIDOMENICO



college of  
**Arts & Sciences**

## STUDENTS FIND COMPUTERS DON'T MAKE THE GRADE LIKE PROFESSORS DO

**W**hen students in Professor Robert Van Gulick's Minds and Machines philosophy class were challenged to write bad essays for a good grade to test a computer grading system, they rose to the occasion. In a psychology essay on childhood attachment, William Campi '01 wrote: "The parent is the child's shepherd, and just as the shepherd's final intent is the slaughter of his brood, parents too intend to consume. The guardian must instill the infant with confidence and a sense of security by securely attaching the child to a radiator, although a ceiling fan might serve as well." Such silliness earned a grade of 9 points out of a possible 10 from an electronic rater.

The Bad Essay Contest was part of a hands-on research project for students in the course, which addresses philosophical issues concerning artificial intelligence. The students examined the question of whether machines can understand, learn, and think rationally. According to Van Gulick, the idea for the exercise developed from a class discussion about a *New York Times* article on the Education Testing Service's use of a computer, called an e-rater, to help grade the essay section of the Graduate Management Exam. The e-rater—which replaces one of two human reviewers grading each essay—is reportedly capable of assessing not only form and grammar, but also content. If there's a large discrepancy between the e-rater's grade and the reviewer's grade, the machine grade is discounted.

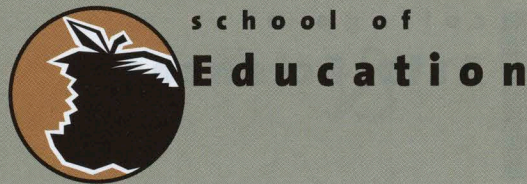
Interest in the subject grew when, at the next class meeting, a student presented a *Chronicle of Higher Education* article that questioned the e-rater's usefulness. The article also pointed to web sites where students could write sample essays to be graded by the e-rater, allowing them to judge its effectiveness for themselves. "I then designed a contest that rewarded the student who could earn the highest score for the worst essay," Van Gulick says. Once the students' essays were scored by the e-rater, Van Gulick presented those earning the highest scores to the class for a reverse rating system in which the worst essays received the highest scores.

While the students didn't rule out the future value of the e-rater, they did express what Van Gulick calls a "healthy skepticism" about the appropriate use of machines in roles traditionally held by humans. "Students came away from this project with what I would want them to come away with," Van Gulick says. "They determined machines aren't yet ready to grade their essays. There is still a lot of work to be done before electronic grading systems can be widely used."

Ironically, although in one sense the Bad Essay Contest reflected poorly on the intelligence of machines, the experiment itself could not have been executed without using technology. Students relied on the Internet to gather the original articles that sparked the idea for the contest, to receive instantaneous results from the e-rater, and to collect related information that contributed to their understanding of the exercise. "Machines not only helped make this active learning experience possible," Van Gulick says, "they also helped make the lesson an entertaining and interactive one."

—AMY SHIRES





school of  
**Education**

## OFFICE OF PROFESSIONAL DEVELOPMENT WORKS TO IMPROVE EDUCATION AT MANY LEVELS

**A**s a graduate assistant in the Office of Professional Development (OPD), Jane Greiner receives valuable experience in the world of higher education. Greiner, one of seven graduate assistants working in the office, is involved in a variety of activities, from helping plan conferences to evaluating school systems. "It's helped me clarify what higher education is," she says. "Working here has helped me focus on where I would like to work."

Exposing graduate students to the many sides of education is only one of OPD's functions. The office also works on projects with school districts, educational organizations, and SU faculty. "One of our major goals is the improvement of education," says the office's director, Assistant Dean Scott Shablak. "Primarily we go about this through professional, organizational, and leadership development."

By looking at education from different angles, OPD helps school systems, for example, benefit on many levels. "We like the communities we work with to see our office as the arm of Syracuse University out in the public sector," says Sandy Trento, OPD associate director. OPD activities range from conducting research and publishing education literature to designing and producing statewide professional development programs.

One organization OPD works with is the Study Council at Syracuse University, which, as one of its main functions, brings school superintendents from across the state together in an effort to exchange ideas, promote learning, and improve education. "Superintendents from rural and urban areas meet and collaborate on ideas about how successful schools can be run in New York State," Shablak says.

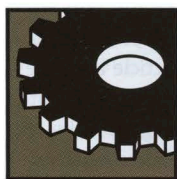
While OPD focuses a lot of energy on helping school districts, it also works closely with SU faculty. It draws from a talented pool of professors for assistance with projects, and helps faculty build research and development projects. As an example, Shablak points to three professors—one studying brain development in early childhood, one studying early literacy, and one studying early childhood development. Instead of writing three separate grant proposals, OPD helped combine their efforts to produce a comprehensive grant proposal about adults' understanding of early literacy challenges.

Familiarity and experience with talented Syracuse faculty allow OPD to know which professors can assist in different areas. "We are a small office with large responsibilities," Shablak says. "We need faculty, people in the field, and graduate students to succeed."

Through OPD, graduate students can participate in faculty research projects, or benefit from working in the office. "It's a great opportunity for students to be involved in research and development projects," Shablak says. "These experiences will make them attractive to employers in higher education."

Greiner agrees. "The working environment is outstanding," she says. "Everyone in the office is dedicated, and has a different background. I started working here because I knew it was a dynamic office that would complement my academic work. It's been a great learning experience."

—LISA DEL COLLE



l.c. smith college of  
**Engineering &  
Computer Science**

## CAREER OPPORTUNITIES CENTER GETS STUDENTS IN A WORKING STATE OF MIND

**T**here probably are few students in the L.C. Smith College of Engineering and Computer Science (ECS) who are not familiar with the name Karen Kenty. As director of the college's Career Opportunities Center, Kenty has made e-mail her strongest ally in alerting students to job opportunities and career development services. In short, she keeps in touch. "Our listserv is a good way to get this information out," Kenty says.

Established in 1998, the Career Opportunities Center has become a resource for job and career development information that the college's departments receive. Kenty posts this information or directly contacts students with news on job openings, resume preparation, and other career services. She says the most important task is getting students in the center's door, regardless of the method used.

While job skills and career planning are Kenty's primary concerns, she also provides information on professional societies, scholarships, and academic awards. Student participation in the

Division of International Programs Abroad and the college's Cooperative Education Program is coordinated through the center as well. "Our main goal is disseminating information about all these opportunities," Kenty says.

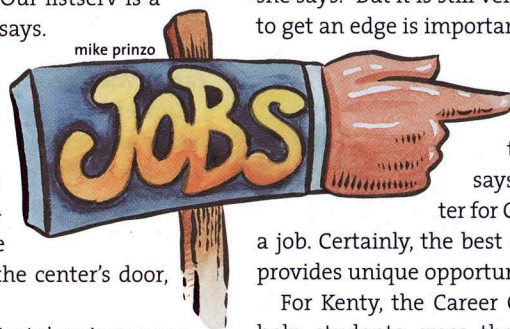
Kenty also encourages students to use the University's Center for Career Services and attend career fairs each semester. She says today's job market is especially good for engineers and computer scientists, but students still must assess their skills and weigh their options. "In most cases, our students have relevant work experience by the time they graduate," Kenty says.

Most of this experience is gained through the Cooperative Education Program or summer internships. Kenty has noticed an increase in the number of students who want to work in their field before they graduate. "The job market is very good for our students," she says. "But it is still very competitive. Anything students can do to get an edge is important."

Jon Myers '00, a frequent visitor to the center, encourages classmates to meet with Kenty. "It is my impression that the center is still under-used," he says. "Many students go directly to the Center for Career Services when it comes time to find a job. Certainly, the best approach is to visit both places, as each provides unique opportunities and services."

For Kenty, the Career Opportunities Center offers a chance to help students cross the bridge to their professional careers. "Sharing that process with them is great fun," she says.

—TAMMY DIDOMENICO



mike prinzo





## Graduate school

### GRADUATE STUDENTS PRODUCE BOOK THAT EXAMINES MEDIA BIAS

**M**any doctoral students emerge from seminars with publishable papers to start them on their careers. Professor Elizabeth Toth, associate dean for academic affairs at the S.I. Newhouse School of Public Communications, wanted more for the six students who participated in the doctoral seminar on race, class, and gender in mass communications she offered in spring 1997. Each was responsible for one of the seminar's three-hour sessions, producing about 100 pages of material to be distributed as advance readings for the session. "I thought this all might dovetail nicely if I challenged them to write a book," Toth says. "It was really to walk through the exercise of how you would produce a book, and I thought we'd come out of the class with a prospectus for one. But ambitious students that they were, they wanted to write the book."

The result, *The Gender Challenge to Media: Diverse Voices From the Field*, is being published by Hampton Press of Cresskill, New Jersey. Chapters reflect the diversity of the group that wrote them: B. Carol Eaton G'99 takes a look at sexism, racism, and class elitism in mass communications; Lisa M. Weidman G'94, G'99 relates "Tales from the Testosterone Zone"; Linda Aldoory G'99 documents the experiences of "The Standard White Woman in Public

Relations"; James McQuivey talks about "The Digital Locker Room: The Young White Male as Center of the Video Gaming Universe"; Nate Clory Sr. '96 gives a personal reflection on television's messages and images; and Brenda J. Wrigley G'96, G'99 discusses portrayals of gays and lesbians in American mass media. Toth says all six students had worked as communications professionals prior to attending SU, and their firsthand experiences with issues of diversity and discrimination give the book significant credibility.

Wrigley, now an assistant professor of public relations at Michigan State University, considers the seminar one of the best classes she took at SU. "There were times when we became angry, upset, inspired, and challenged. It was never dull," she says. "It was a lesson in communicating our differences and listening to others. It helped me to have the courage to self-identify as a gay woman to my colleagues in the class, to my faculty colleagues at Newhouse, and to others in the University community. Now I am an openly gay professor and able to speak freely about these issues in classes I teach that deal with these topics."

Clory, the seminar's lone master's degree student, hopes the book will foster a heightened sense of responsibility among communications practitioners dealing with gender issues. "I know we're supposed to try to attain a certain degree of objectivity in the creation of images and messages and the way we report goings-on in the world, but I don't believe this is realistic or even the best course," he says. "We must acknowledge that we are subjective creatures—we know what we know and like what we like. Once we realize that these biases and prejudices exist and take steps to address them, we'll be better prepared to fairly create communications images and messages that portray everyone equitably."

—GARY PALLASSINO



## college for Human Development

### ENVIRONMENTAL DESIGN/INTERIORS STUDENTS MAKE TIMELESS CONNECTIONS IN FLORENCE

**L**ara Turney G'94 didn't have to be asked twice to lead a summer program in Florence for the Division of International Programs Abroad (DIPA). She spent time there years ago on a European backpacking trek, then studied in Florence as a graduate student in the School of Architecture. Those experiences made her eager to return to the city with environmental design/interiors students last summer. "This was my first DIPA program, so I came into it fresh," Turney says. "Having lived and studied in Italy, I was familiar with the country and the language, but teaching abroad is a much different experience. You are literally teaching history in its place."

During Turney's eight-week course, which will be offered again this summer, students study buildings, rooms, and spaces within the context of a historic yet completely modern city. "They see how interiors connect to exteriors—really analyze the buildings," she says.

Students have no shortage of examples to observe, as the buildings in Florence represent architectural styles of timeless beauty and functionality. "There is so much to see—so much art history and architecture," Turney says. "You could spend a lifetime there and

not see everything."

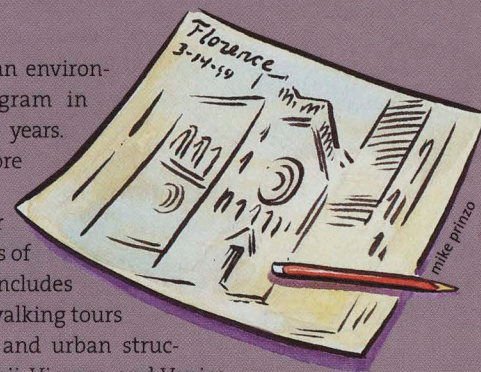
DIPA has offered an environmental design program in Florence for about 20 years. Turney built on the core elements of the program, tailoring her course to fit the needs of today's students. It includes a series of vigorous walking tours of gardens, palaces, and urban structures in Rome, Pompeii, Vicenza, and Venice.

Last summer, Turney, colleague Jennifer Aldred, and 12 students spent three weeks on the road. "We made the most of the time we had," Turney says. As they traveled and visited architectural and design landmarks, students kept detailed sketchbooks—a requirement that encourages them to develop a sense of visual discipline and sharpens their sketching and analytical skills, Turney says.

Students must also complete a design project that requires them to apply knowledge they acquired about the city during the tour. Last summer, students designed a temporary exhibit for the Mercato Nuovo—an outdoor market in Florence—that would fit into a theoretical millennium celebration.

In addition to the academic challenges, Turney enjoys seeing students partake in the cultural immersion that DIPA programs offer. "Last year, I encouraged some of my environmental design/interiors majors to go," she says. "It was remarkable to see the transformation in them."

—TAMMY DIDOMENICO







## School of Information Studies

### CITI PROJECT WORKS TO IMPROVE UNITED WAY INFORMATION SYSTEM

The Community and Information Technology Institute (CITI) at the School of Information Studies and United Way of Central New York are piloting a unique web-based information system that will enable the agency and community organizations to better meet the needs of people living in Central New York.

The new system is being tested by several United Way agencies working in partnership with teams of students from the School of Information Studies and United Way staff. The goal is to have the system available to all United Way member agencies sometime this year, says Valerie F. Williams, United Way senior associate.

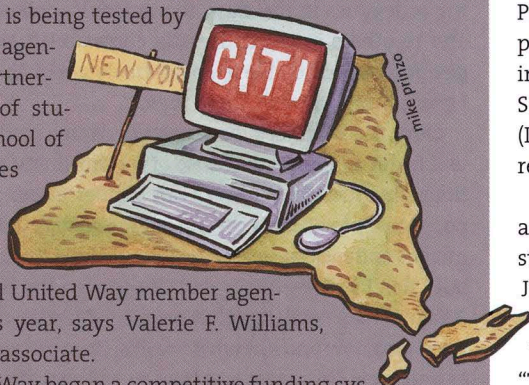
Last July, United Way began a competitive funding system that awards funds to social and human services programs that best address community needs. This shift in focus requires agencies to provide United Way with more information than previously required about the programs' effects on target populations, Williams says. The new computerized system is designed to streamline this reporting. It will provide an integrated, community-wide database to be used by United Way and member agencies to help identify the most successful programs, as well as community needs that are not being met.

Work to develop the system began more than a year ago when a team of graduate students from the School of Information Studies and CITI staff met with United Way staff to identify the type of system needed, the reporting processes involved, and the technology required to meet the agency's needs. Last spring, a second team of students used the information to begin working on a prototype. A third team of students, led by Shahzad Kahn, a telecommunications and network management graduate student, is implementing the system and training staff to use it. "Technology is a wonderful tool," Kahn says. "If you put the right information technology solution in place, you can help a lot of people."

The solution CITI developed will connect community organizations and United Way through a web server. The software selected for the project is being provided by Microsoft, free of charge. Agencies will be able to access reporting tools and the resulting database via the Internet. "Clients need only a computer and a web browser to work with the system," says Wayne Miner, associate director of CITI. "We're trying to make the process as easy as possible for community agencies."

Katie O'Brien, director of administrative services for the Salvation Army, says information gathered with the new system will be invaluable. "We will be able to clearly track the people we are serving through our programs on both an agency level and a community-wide level," she says.

—JUDY HOLMES



## College of Law

### STUDENTS TAKE ON SOCIAL JUSTICE CASES THROUGH PUBLIC INTEREST LAW FIRM CLINIC

A state prison inmate suffers from a serious disease while officials deny him appropriate medical care. Native Americans are prevented from practicing their traditional spirituality in prison. A Vietnamese refugee fights deportation.

College of Law students are taking on such cases through the Public Interest Law Firm II clinic, learning their profession while providing valuable public service. "We see what problems there are in the community and try to get a legal handle on them," says Sarah B. Fuller, the New York Interest On Lawyer Accounts Fund (IOLA) Senior Social Justice Fellow, who heads the clinic. "We use real experiences to teach the practice of law."

Up to 10 law students per semester enroll in the clinic, and are admitted to practice under the state's student practice law. The students handle cases under the supervision of Fuller and IOLA Junior Social Justice Fellow Rob Geyer. They meet once a week in class to discuss what they are learning from their experiences. "The students learn all kinds of lawyering skills," Fuller says. "They interview and counsel clients, draft pleadings, negotiate settlements, conduct discovery and investigation, conduct trials, write and argue appeals, argue motions, and so on."

Fuller says the cases also provide students with an opportunity to reflect on questions of professional responsibility, ethics, and personal morality that arise when representing a client, and give them a good look at the institutions in which they will litigate. A number of cases deal with prison conditions; a lawsuit the clinic brought several years ago against Onondaga County, New York, alleging overcrowding and poor conditions at the county jail ultimately resulted in construction of a new facility. In a current case, an inmate was put on a disciplinary diet of bread and water for violating prison rules. He was kept on the diet for three years, periodically taken off only long enough to regain weight so that he could be put back on. The man also had a painful shoulder injury that was aggravated by guards' insistence that he be handcuffed behind his back whenever he was transported. The clinic amended a suit the man had already filed, alleging violations of the Americans With Disabilities Act (ADA) as well as cruel and unusual punishment. "We're claiming that his shoulder injury was a disability that should have been accommodated," Fuller explains. "They could have controlled him just as easily with a front-cuff order, and we agree that the ADA requires them to accommodate his disability."

Social justice fellows are funded at four law schools throughout the state by IOLA. In recent years, after Congress prohibited federally funded legal services programs from representing class-action suits, welfare cases, immigrants, and prisoners, IOLA began funding alternative programs to provide such services. Fuller notes some obvious advantages for both IOLA and the law schools with which it partners to provide legal services. "Law schools have many resources," she says. "At the same time we hope the students will come away with a commitment to practice public interest law when they graduate."

—GARY PALLASSINO



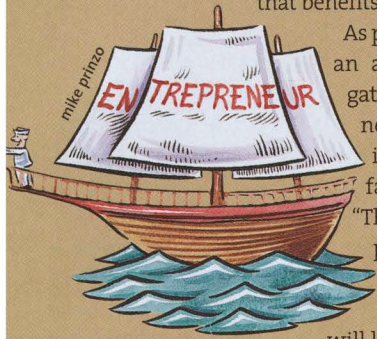


## school of Management

### ENTREPRENEURSHIP PROGRAM BUILDS ONGOING RELATIONSHIP WITH LOCAL BUSINESS COMMUNITY

**G**ary Lim, managing director of the Entrepreneurship and Emerging Enterprises (EEE) program, knows that some of the best educational experiences occur outside the classroom. So when he joined the School of Management in 1998, he began reaching out to the local business community in an effort that benefits both businesses and students.

As part of that initiative, Lim organizes an annual entrepreneurship forum, gathering members of the local business community for a day of sharing ideas and networking. Last fall's forum drew 80 participants. "The forum is part of the outreach portion of the EEE curriculum," Lim says. "It is a day we put on for local businesses that we hope will lead to an ongoing exchange."



Lim was motivated to organize the forum after meeting local entrepreneurs when he moved to Syracuse from the San Francisco area two years ago. "I talked to people about the struggles they faced starting a business in this area, and they seemed to think they were the only ones experiencing those problems," he says. "I used those start-up issues as topics for the forum."

The second annual forum, *Creating Growth in Privately Held Companies*, featured a keynote address by Phil Gross, founder and co-CEO of *AtYourBusiness.com*, a start-up in Rockville, Maryland. A series of panel discussions focused on such issues as venture capital and running a family-owned business.

Lim also invites local business professionals to campus to share their knowledge with EEE students. "Students have given a lot of positive feedback about the guest lecturers," Lim says. "They always think the opportunity to get real-world input is valuable."

While the forum is not specifically designed for students, several—like marketing major Ben Grubbs '01—help organize the event and attend the sessions. "Hearing from people who are out there working to get their own ideas going gave me information I might never get from a class," he says.

Grubbs has already put his education and the professional advice he gained at the forum into practice. He has devised, financed, produced, and marketed a television pilot based in the Bay Area. He is also a partner with a new magazine, *Young Performer Journal*.

Strengthening the connection with the business community is just one way Lim encourages entrepreneurial interest among management students. He also established *Entrepreneur's Corner*, a series of web pages dedicated to the EEE program, and advises the student organization *Future Business Leaders and Entrepreneurs*. Sponsored by the School of Management, the organization welcomes all University students and has about 40 members this year. "Entrepreneurship is something that students from many different disciplines are interested in today," Lim says.

—TAMMY DIDOMENICO



## Maxwell school of citizenship & public affairs

### PROFESSOR WORKS WITH CHINESE OFFICIALS TO IMPROVE PUBLIC SERVICE AND REFORM GOVERNMENT

**T**he People's Republic of China has undergone a slow but steady transformation in recent years, opening its economy to foreign investors and its collective mind to government reform. Professor William Sullivan, director of executive education programs in the Maxwell School, has long worked with Chinese government officials to promote public administration. His efforts were recognized with the 1999 Friendship Award, given annually by China's State Administration of Foreign Experts Affairs to 30 of the 80,000 foreigners working in China to further develop its economy and infrastructure.

"The Chinese understand quite well that they can't have economic success unless they have a well-run, efficient governmental structure," says Sullivan, who has been part of Maxwell's ongoing partnership with the China National School of Public Administration since it began in April 1993. "They want to get the best and brightest interested in public service as a career. A lot of people there are focusing on the economic side of things—this is an effort to say, 'You can't have everyone involved in business. We need people to help run government, and if they're competent people, they'll also help promote economic growth.'"

Maxwell was the China National School's first international partner, focusing at first solely on public administration training and civil service reform. "We shared with them the kind of reform going on in the United States and spent a lot of time helping them develop training curricula, showing them how to train adult learners," Sullivan says. "Now, because we've developed closer ties over time, our relationship has greatly expanded to include helping the Chinese think about how they should train and develop leaders, senior officials within government."

This is a radical change for a system that focuses more on party loyalty than individual ability when placing government officials, he says.

Of particular interest is a trial agreement with the Communist Party to exempt 10 percent of the highest government positions from party review and approval. "They're establishing a competitive process in which people are evaluated based on their competency and ability to manage," Sullivan says.

He has also aided SU College of Law professors William Banks and Richard Goldsmith in their project to develop administrative procedures that will eventually govern the roles and responsibilities of bureaucrats and public agencies in China.

During the past year, the State Education Commission of China permitted seven Chinese institutions to create educational programs in public administration. Maxwell Assistant Dean Astrid Merget has been working with Tsinghua University in Beijing—one of China's most prominent universities—to create a graduate program in public administration and establish a school of public affairs. "A few years from now China will have programs across the country training people in public service," Sullivan says. "They'll be good at managing organizations and people. It will be very different, and it's all part of this rapid reform."

—GARY PALLASSINO





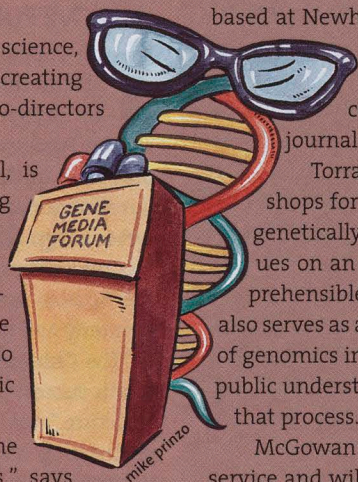
## S.I. Newhouse school of public communications

### FORUM ESTABLISHED TO SERVE AS CLEARINGHOUSE FOR GENETIC RESEARCH INFORMATION

**G**enetic research is leading to a revolution in science, and the complexity of the issues involved is creating a challenge for reporters, according to the co-directors of Syracuse University's new Gene Media Forum.

The forum, created by the Newhouse School, is funded by a grant from JGS Inc. (The Joy of Giving Something) to improve public understanding of genetic science. The Gene Media Forum, launched last fall, provides access to national experts on genetic science and develops workshops for science reporters. It also maintains and makes available to journalists digitized videos to accompany genetic research stories.

"It is clear that genetic research, especially gene sequencing, is revolutionizing the life sciences," says forum co-director Donald Torrance, a professor in the broadcast journalism and television-radio-film programs. "It has implications for everything else done on Earth—ethics, finance, family planning, race relations, the arts. But as science becomes more complicated, science reporting becomes more challenging."



The forum's president and co-director is Alan McGowan, an expert in science communications and former director of the Scientists Institute for Public Information (SIPI). According to McGowan, another aim of the forum is to facilitate debate of issues arising from genetic research. "We want to ensure that a fully informed public participates in decisions that must be made about this exciting science," he says.

Torrance and an assistant, along with student workers, are based at Newhouse and work mainly with broadcast journalists, while McGowan works out of SU's Lubin House in Manhattan with print journalists. Fred Jerome, a consultant who works with scientists and science journalists, aids McGowan.

Torrance and McGowan are currently developing workshops for journalists. In January, the forum held sessions on genetically modified foods and genetic testing. Work continues on an interactive web page that provides accurate, comprehensible information about genetic research. The forum also serves as a focal point for lobbying efforts to expand coverage of genomics in the media, and fostering SU-based research about public understanding of genomics and the role of news media in that process.

McGowan says the forum has solicited experts for a referral service and will have thousands of names collected in a database this year. To help acquaint journalists and genetic experts with the different aspects of the forum, a monthly open house will be held at Lubin House. "We want to become the central place to which journalists of all kinds turn for news and information on the genetics issue," McGowan says. —**CYNTHIA MORITZ AND TAMMY DIDOMENICO**



## college of Nursing

### EXPLORER PROGRAM INTRODUCES HIGH SCHOOL STUDENTS TO THE NURSING PROFESSION

**C**ollege of Nursing student Lisa Maronic '99 stands confidently in front of an audience of high school students and tells the group about her clinical practice experiences in a neonatal intensive care unit. Through a hands-on exercise led by nursing professor Linda Webster G'92 and maternity nurse Maryann Dwyer, the group also learns about assessing the health of a mother and her newborn following the birthing process. As participants in the College of Nursing's Explorer Post, the high school students listen intently because one day they may be assisting in a delivery room or caring for premature infants. "It's good to get new people involved in nursing," Maronic says. "It's a great career."

Last fall, the College of Nursing launched the Explorer Post—part of a nationwide program sponsored by the Boy Scouts of America—as a community outreach initiative to teach local high school students about nursing and cultivate their interest in the profession. Program director Joseph Sexton (the college's director of admissions), faculty, alumni, local nursing professionals, and student assistants like Maronic meet regularly with the Explorers to talk about the nursing field, provide career counseling, promote good

health practices, and engage them in learning activities and observational experiences. In a session on emergency nursing, for instance, Crouse Hospital emergency room nurse Michele Lewis taught the group how to assess a patient's chest pains, and the Syracuse Fire Department Rescue Company discussed pre-hospital trauma care and involved the Explorers in an emergency care scenario. "We want these young adults to develop a better sense of nursing," Sexton says, "to understand the variety of roles nurses play and how to achieve optimal health."

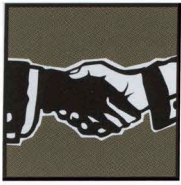
The first part of the program focuses on the breadth of nursing career options and the nurse's role. The second half covers disease and wellness issues, such as diet and nutrition, that affect the participants' daily lives. Another goal of the program is to dispel myths about nursing careers, Sexton says. "We want to show these students that nurses are autonomous health care providers."

With both a nursing shortage and a decline in enrollment at nursing schools across the country, Sexton hopes programs like this will inspire young people to study nursing and enter the profession. To reach students, Sexton works with career planners at Syracuse-area high schools to identify students interested in nursing and other health professions.

Melissa Lopez, a Henninger High School freshman, joined the Explorer Post to increase her knowledge of nursing careers. "I plan on going to college here, so this is a good opportunity," Lopez says.

As the meeting ends and the Explorers crowd around Maronic to ask questions, it's apparent she has generated enthusiasm. "It's great to see them so interested in nursing," Maronic says. "This program really benefits nursing as a whole." —**DANIELLE K. JOHNSON**





## school of Social Work

### GRADUATE STUDENTS LEARN TO APPLY CLINICAL SKILLS TO NONTRADITIONAL CAREERS

**A**s an undergraduate, Jessica Weller '98, G'99 assumed that a social work degree would lead to a career as a clinical social worker. "I always thought I'd do something with direct service," Weller says. "But through my coursework I developed an interest in policy."

Weller, like many social work students today, discovered she could use her skills as a social worker in a variety of ways. She combined social work training with her interest in policy and earned a master's degree in public administration from the Maxwell School of Citizenship and Public Affairs. Now a social work graduate student, she's putting her background to practical use as an intern at the University's Office of Human Resources. After completing this degree, she hopes to work on compensation and diversity issues affecting the workplace.

Social work students have more nontraditional career opportunities available to them now than in the past, and realize the valuable role their training plays in such career choices, says Peg Miller, director of field placement. For Miller, the challenge is to help students acquire the basic skills they'll need, and later assist them in applying those clinical skills to more nontraditional settings, de-

pending on their career goals. "I may help students tailor their unique interests or encourage them to combine their strengths," she says.

Before exploring nontraditional career opportunities, however, Miller says all social work undergraduates are required to complete field placements in traditional, service-oriented positions. This allows them to apply the skills they've learned in class. After putting their clinical skills to the test as undergraduates, Miller says more and more graduate students seek specialized field placements. "When the students come in, we talk about what they have done and what they hope to do," Miller says. "We try to develop a placement that will benefit them and the employer."

In her current field assignment, Weller assists the human resources staff with a wage and placement project and is involved in revamping SU's staff grievance policy. Her first field assignment was with Vera House, a local agency that provides assistance for victims of domestic violence. "You need hands-on experience before you really understand how policies affect people," she says.

Through her placement with the Niagara Mohawk Diversity Management Office in Syracuse, Carmen Young G'00 discovered that the skills and field experience she acquired as an undergraduate are useful in a corporate setting. "Having experience enables you to see how the individual fits into the bigger picture," she says.

Young spent last semester at Niagara Mohawk and learned how the company is working to improve affirmative action policies. She helped staff members with issues related to the company's Equal Employer Opportunity program. "With this placement, I experienced something different," Young says. "Now I know that the clinical path isn't the only one."

—TAMMY DIDOMENICO



## college of Visual & Performing Arts

### AD DESIGN AND ILLUSTRATION PROFESSIONALS POLISH SKILLS THROUGH INDEPENDENT STUDY

**F**or more than a quarter century, professional illustrators and advertising designers have returned to graduate school at Syracuse University without sacrificing their jobs and moving to Syracuse. The College of Visual and Performing Arts, in cooperation with University College's Independent Study Degree Program, gives these professionals an opportunity to enhance their skills and earn master's degrees in illustration or advertising design. "The two most important things this program offers," says ad design graduate student Marie Thornton, "are access to professionals who are willing to help students, and the open, flexible format that allows you to work on your own schedule."

Director John L. Sellers, who joined the advertising design faculty in 1970, initiated the program in 1974 as a way for working professionals to do graduate study in illustration or advertising design while spending only a limited amount of time on campus. "I wanted to set up an independent study program with a faculty of top professionals and students who could work full time while getting a master's degree," says Sellers.

In creating the highly competitive two-year program, which

includes three two-week summer residencies on campus, Sellers recruited some of the best ad design and illustration professionals in the business. Since then, classes have been consistently filled and the courses continue to be taught by leading professionals. "I was elated to be one of the students admitted to the first class," says Dave Wilkinson G'76. "The people I met were some of the best in the business, and that is still a trademark of the program."

Throughout the year, students submit projects to the faculty and receive instruction via phone conferences. They also take weekend trips to agencies and studios in cities like Chicago and Toronto, where they meet with professionals. During the first two summer residencies, students undergo an intensive period of instruction and complete assignments. In the third and final summer, they present the major research thesis required for graduation. Sellers says the program is rigorous, but he believes the students should be challenged. "It's demanding work," Sellers says. "We don't focus on the basics; we concentrate on content and strategy."

After completing the program, students usually advance professionally because of what they have learned about the business and themselves. "They find out how truly good they are and what is really important in design," Sellers says.

—DANIELLE K. JOHNSON

*Shortly before this issue went to press, Professor John L. Sellers passed away. The article appears here as it was written prior to his death, as a tribute to his memory and contributions to the program.*