

University Place

SU BRINGS TOGETHER STUDENT RESEARCHERS FROM ACROSS THE STATE AT ANNUAL CONFERENCE

Joielle Walter '97, a graduate student in the School of Information Studies, has won awards for each of her three research presentations at the annual statewide Collegiate Science and Technology Entry Program (CSTEP) conference. But to her, the competition is only a small part of the activities that spark her enthusiasm for the event, which Syracuse University has hosted for seven years at The Sagamore on Lake George in Bolton Landing, New York.

"There are many great contacts," she says. "One year I met and talked with the state teacher of the year. I've met educators from across the state. And I've made friends for life at those conferences. It's a network—you feel somebody cares about you. You are not alone."

The statewide CSTEP, which includes 37 colleges and universities, was formed in 1986 by the state education department's Bureau of Professional Career Opportunity Programs to support historically underrepresented and economically disadvantaged students enrolled in undergraduate and graduate programs in the sciences, health, and technology.

"The core of CSTEP is support services—counseling, tutorial work, study skills, time management, enrichment activities, and research and internship experiences," says James K. Duah-Agyeman, director of the Center for Academic Achievement, which administers the program at SU. "It ends up becoming a home away from home for many of these students. CSTEP seems to catch those who otherwise would have slipped through the cracks—the average students everybody thinks can make it on their own."

Duah-Agyeman says SU proposed the statewide conference as a forum for CSTEP students to share their research and internship experiences. Students make poster presentations in one of four categories: natural sciences, physical sciences, technology, and human services and social sciences. "As our students get involved with all this research, it really enhances their enthusiasm to continue their own learning and earn degrees in their programs of study," Duah-Agyeman says.

Annette Toms, associate director of the Center for Academic Achievement and conference coordinator, says each conference averages 66 poster presentations. Students present projects they worked on with faculty members from their schools or during internships. Posters are judged on such criteria as clarity, visual appearance, content, and how well they communicate what the students have done.

Emily Ching '00, a student in the College of Arts and Sciences and the S.I. Newhouse School of Public Communications, took third place this year in the social sciences and human services category for her project, "A Comparative Look at Race and Median House Values in Staten Island Neighborhoods." Walter won a third-place award in the technology category for her project, "Technological Pathways to Minority Children's Success in Math and Science."

The conference also includes workshops, cultural activities, and a keynote address centered around a different theme each year. The theme of this year's conference, held in April, was "Charting the Pathways to Success," with

workshops on academics, careers, life skills, and citizenship. More than 250 students participated.

Toms says students leave feeling so satisfied with the experience that many return at least once. "This is the first professional conference for most of them," she says. "It prepares them for other student conferences in their fields. They know what to expect, how to dress, how to act. They understand the etiquette behind attending a conference."

For Walter, who recently accepted a job with General Electric, the conference augmented support she received from CSTEP. "I've worked in companies where I was the only black person in the entire organization," she says. "I've been in classes at SU where I was the only black and only female in the entire room. At these conferences, seeing 400 people in business attire who have ideas and aspirations similar to yours is very impressive, especially when they are minority students."

—GARY PALLASSINO



Syracuse students gather at the statewide CSTEP conference on Lake George. From left: Joielle Walter '97, Tanya Howell '99, Bruce Torres '99, Nagaeda Jean '00, and Emily Ching '00.



school of
Architecture

SUMMER COLLEGE PROGRAM GIVES HIGH SCHOOL STUDENTS HANDS-ON EXPERIENCE

High school students who want to explore architecture can start building a solid foundation through the School of Architecture's summer college program. The hands-on experience introduces a select group of high school juniors and seniors to the rigors of the discipline. "We give students an opportunity to produce a body of work as the basis for their college application portfolio," says Richard Jensen, director of the program.



Summer college introduces high school students to campus life and studies.

The six-week program, offered each summer for nearly two decades, is designed to introduce prospective students to the SU architecture curriculum and give them a taste of campus life, says John Fiset, director of Syracuse University's Summer College programs. "These students actually are starting their college careers early," he says. "They earn six college credits for completing the program. They live in University residence halls and eat together in campus dining centers. In many ways, the experience mirrors that of an SU student's first year."

Between 25 and 30 students—recruited from among 30 states and 16 European countries—participate in the program, which has admissions criteria as selective as the school's. "Basically, we look at the same things in a potential student as the admissions office does," Fiset says.

Participants, who meet in the Slocum Hall design studios four times a week, are taught basic concepts and design principles by architecture faculty, and are assigned studio space to work on projects. In addition, faculty-led field trips and lectures by architecture alumni give participants firsthand experiences that help them decide if they want to pursue the study of architecture. "The program's primary goal is to introduce architecture education and practice to high school students to help them make an informed life decision," Jensen says.

About 25 percent of participants are accepted for admission into the school's undergraduate program, Fiset says. "Many of the students are already interested in SU's architecture program, so it's not like the summer program is a hard-sell recruitment tool," he says. "But the program does help the University identify talented students."

Bruce Abbey, dean of the School of Architecture, says the program has introduced many topflight students to the school. The idea is to interest them in coming back in another year or two as SU students and logging many more hours in the design labs of Slocum Hall. "We hope to recruit the best students for Syracuse," he says. "The program has proven to be an excellent feeder system for us."

The students' dedication is inspiring, Jensen says. "For me, the program's most rewarding aspect is working with these students, seeing their genuine interest in architecture and willingness to work and study so hard during the summer." —**TAMMY DIDOMENICO**



college of
Arts & Sciences

NEW CENTER PROVIDES AN UMBRELLA FOR A VARIETY OF RESEARCH AND INNOVATIVE LEARNING PROJECTS

For College of Arts and Sciences students, innovative learning opportunities abound. Thanks to a new college initiative, the Center for Undergraduate Research and Innovative Learning (CURIL), students can explore a variety of research and learning options in one place. "The center provides a way to organize, facilitate, and combine these activities," says Assistant Dean Richard Pilgrim, CURIL director.

Students will be officially introduced to CURIL this fall. Initiatives now under way are the Undergraduate Research Program, the Soling Program, the Ruth Meyer Undergraduate Research Scholar Program, and the Allport Center Scholars Program. CURIL will also support various departmental research and innovative learning programs, and certain projects submitted by faculty and students. In addition, the program will serve as a catalyst for collaborative projects between arts and sciences students and those in other schools and colleges.

"CURIL makes more obvious to students the different opportunities available to them," says biology professor Larry Wolf, a CURIL advisory board member.

Wolf notes, for example, that the biology department has traditionally encouraged undergraduates to become involved with research projects. Through CURIL, biology students have opportunities to become involved with community-based learning projects that could challenge them in ways the laboratory would not.

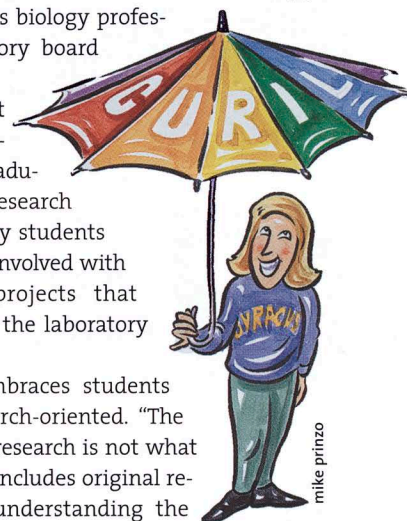
Pilgrim says CURIL also embraces students with majors that aren't research-oriented. "The stereotypical understanding of research is not what we are about," he says. "CURIL includes original research, but it also is about understanding the many kinds of hands-on, experiential learning opportunities available to our students."

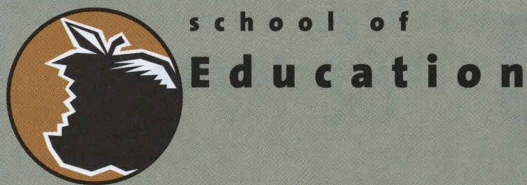
The CURIL Advisory Board is composed of faculty and staff members from various college departments and University programs. The center has a web site (www-hl.syr.edu/curil/) and a central office at 113 Euclid Ave.

Pilgrim hopes that by presenting the different programs as a cohesive package, innovative learning activities like the Mock Trial Program will be revived. The school did not support a mock trial team last year, but Pilgrim is confident a new team will be formed this fall.

In addition, CURIL will serve as a centralized funding agency for many of the college's non-classroom activities, providing an attractive option for the college's donors. "With CURIL, we can help donors coordinate their giving," Pilgrim says.

Faculty members have already begun to think about opportunities presented by the center. "We made a significant beginning," Pilgrim says, "and I think CURIL will eventually become a signature of the College of Arts and Sciences." —**TAMMY DIDOMENICO**

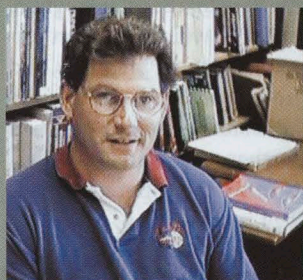




NEW CHAIR PLANS TO TAKE COMMUNICATION SCIENCES AND DISORDERS PROGRAM TO NEW HEIGHTS

It took School of Education administrators three years to bring Steven Barlow to Syracuse to chair the Communication Sciences and Disorders (CS&D) Program. According to Dean Steven Bossert, the speech and hearing specialist was worth the wait. Barlow, who assumed his new position in August, already has prompted exciting new collaborations with the L.C. Smith College of Engineering and Computer Science and the SUNY Health Science Center.

"It was an incredible coup to attract Steven Barlow to the School of Education," Bossert says. "He brings tremendous energy and



Steven Barlow recently joined the School of Education faculty.

excitement to our teaching and research programs. As the new CS&D chair, he'll lead the department to even higher levels of accomplishment and recognition, especially in understanding the neural science of speech."

Nationally known for his neurophysiological research at Indiana University, Barlow was drawn to the diverse array of biomedical re-

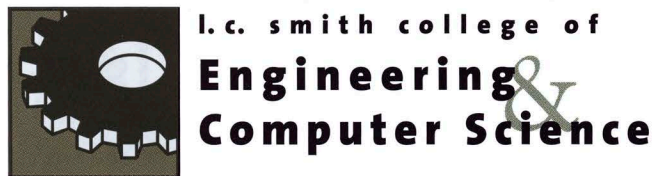
search resources in Syracuse. "The proximity of the health science center was of particular interest," he says. "My research program at Indiana concentrated almost exclusively on basic science, working with normally developing children and adults. For any clinical studies, we had to travel outside the university. There is a medical school in Indiana, but it's a 130-mile commute."

During his 10 years at Indiana, Barlow and his researchers developed a new line of investigative neurophysiology, studying how babies develop oral motor control for swallowing, sucking, and precursors to speech. The neonatal intensive care units at SUNY Health Science Center, Crouse Hospital, and other Syracuse area hospitals offer opportunities to study neural mechanisms of change in babies born up to three months early. Some of these premature babies may manifest residual and progressive impairments in coordinating the mouth and chest muscles for sucking and swallowing. Experiments during the next five years will focus on possible links between such impairments and delayed acquisition of speech and language.

Over the next few years, Barlow says, the program will create several new labs, including a neonatal research center shared by SU, the University of Arizona, and Indiana University Medical School at Indianapolis. The facility, located at Crouse Hospital, will be the only one of its kind in the world.

Students at all levels will be directly involved in the labs, Barlow says. Undergraduates will help operate them, while a new series of curricula will enhance graduate students' applied research. "These new ventures are going to give the CS&D program a decided twist on neuroscience and speech language communication that historically it's never had," Barlow says. "And it should position this program at the forefront nationally."

—GARY PALLASSINO



ENGINEERING STUDENTS PUT THEIR KNOWLEDGE TO THE TEST IN SENIOR DESIGN PROJECTS

Natalia Rivera's final presentation in Professor Fred Phelps's electrical and computer engineering senior design lab accounts for about half her grade. But considering this level of importance, she appears remarkably relaxed. Dressed in sneakers and workout pants, Rivera '99 explains how she and partner Serhend Arvas '99 designed, built, and tested a model for 900Mhz wireless headphones.

Her composure may have something to do with the audience. The senior engineering students in this lab form a collaborative relationship as they put their projects together. Each knows the frustrations and hard work that classmates endure to finish presentations. Rivera, for example, explains that her testing results were hampered by an antenna problem. Instead of offering criticism, classmates inquire further about the problem and offer solutions. "These are sophisticated projects," Phelps says. "It takes most of the semester for the students to finish them, but the class is very unstructured, so there is a lot of freedom."

For Rivera, the design experience was an opportunity to explore her specific area of interest—communication systems engineer-

ing. "It's about putting some of the theories you learn in class into practice," she says.

"The bottom line is to produce something that works—that means doing whatever it takes," says Sean Wallace '99. Wallace built a video effects device from scratch. He incorporated the device into a multimedia system that several classmates used for their presentations. "With this, we can integrate a student's computer presentation with a video presentation," Wallace says, nodding toward a tower of electronic equipment in the back of the presentation room. "This project was a good way for me to combine different concepts. It can be a real expression of your interests, and can enable you to concentrate on areas that need more work. It's all what you make of it."

Mike Leathem '99 worked on a University-sanctioned project—establishing a printed circuit board milling station that engineering students will use for years to come. He researched software suppliers, learned the software, used it to produce mill boards for other student projects, and instructed returning students on how to use the software. "This had to be completed," Leathem says. "We couldn't just say, 'Well, we tried' and walk away from it."

Such opportunities, especially when matched with specific engineering disciplines, help students establish career goals. Wallace says the projects also showcase individual skills for potential employers.

Phelps seems as invigorated and enlightened as his students when he sees them focus on projects and develop their skills to their full potential. "When it's right, what you want to do is make teachers learners and learners teachers," he says.

—TAMMY DIDOMENICO



Graduate school

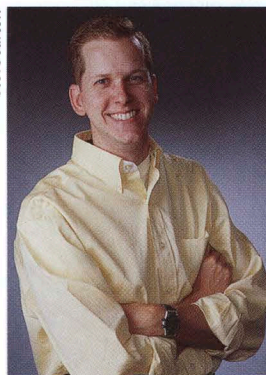
GRADUATE STUDENT ORGANIZATION PRESIDENT SHIFTS FOCUS TO ADMINISTRATIVE STRUCTURE

Eric Hunn came to SU to earn dual degrees in law and public administration, with plans to put what he's learning to use as a city manager in his native California. But the third-year graduate student isn't waiting to enter municipal government to put those skills to work—he's using his expertise now as president of the Graduate Student Organization (GSO).

Hunn was executive officer of the Maxwell Public Administration Student Government last year when he decided to run for the GSO presidency. Because his studies focus on government administration, he feels his management skills will be a great asset to the organization. "It fits in nicely with my program of study at the Maxwell School," he says. "I don't have any direct experience with the GSO, other than having representatives from the Maxwell student government to the GSO. But I felt I did a good job as executive officer at Maxwell, and managed with integrity. I think that same model can apply to the GSO, even though the GSO is a larger organization. The principles of management still apply."

The GSO represents and promotes the interests of the graduate student community. "The nature of graduate study is such that graduate students tend to be a forgotten voice," says Michael Elmore,

steve sartori



Eric Hunn heads the Graduate Student Organization.

director of the Student Activities Office and GSO advisor. "People in master's and doctoral programs have a number of things in common—financial issues, delay in careers to pursue graduate education—but there's no real forum to talk about that. The GSO at its best can serve as that forum."

Hunn and his officers have outlined their plans for the GSO. "I'm trying to change the focus of the GSO from dealing with programmatic issues," Hunn says. "Rather than focus on implementing programs and put the cart before the horse when we don't have our administrative structure in order, I'm going to focus on administrative reform—and that means our financial affairs."

Except for those in the College of Law and the SUNY College of Environmental Science and Forestry, all graduate students pay a \$36 graduate student fee. The GSO disburses those funds to student organizations. "We're really the caretakers of a good deal of money," Hunn says. "So our number-one responsibility is to deal with that money with integrity. We sponsor a good portion of the student legal services on campus. We also sponsor the Inn Complete—a graduate student pub on South Campus—and various student organizations. We have quite a bit of money in reserve for special programming, so we need to allocate it in a way that will benefit the University community as a whole."

—GARY PALLASSINO



college for Human Development

STUDENT DESIGNERS MAKE THEIR FASHION STATEMENTS IN ANNUAL SHOW

The lights went down as the first strains of Tina Turner's *Goldeneye* began to play. Smoke rolled silently across the catwalk as models glided into view. In the audience, menswear designer Henry Grethel '54 was watching—as were Joel Shapiro of Mr. Shop and Jet Black, and Howard Silver of JASCO Fabrics.

The setting was not Paris, not Milan—but Syracuse. Namely, it was the Schine Student Center's Goldstein Auditorium, and the audience was packed with students, parents, faculty, and staff. The event was the College for Human Development Fashion Show, an annual, student-run production that showcases the creativity, education, and hard work of students in the college's Fashion Design Program.

Last spring's show, titled "Profiles," featured some 250 original student designs. A green-and-blue tiered bustier gown; a draped lavender chiffon dress; a beaded-silk painted halter dress; a velvet embroidered cocoon; an "ice princess dress"; a coat, hat, and muff made entirely of bubble wrap—these were just a few of the designs exhibited in such categories as evening wear, art-to-wear, and carnival. The eclectic gathering of garments was presented during the first half of the show, known as the "juried portion"

because each piece had first been judged by a jury of fashion design faculty and professionals.

The heart of the show came after intermission, when each of the program's 21 seniors debuted an original, six-piece collection. For many senior designers, these collections represent not just a year of intense work and four years' worth of education, but also a life's dream realized.

One of those seniors was Sondra Mastrelli, who had worked since last summer on her collection of women's career wear. She has aspired to fashion design since her early teens. "This sounds funny," she says, "but it all started with *House of Style* on MTV. That show—the way I was drawn to it—made me realize what a passion I had for fashion," she says. "I began to see that I could use that passion to guide my academic and career goals."

Mastrelli came to SU because she liked the balance between fashion design and liberal arts. She believes the show, and all the planning it requires, is excellent preparation for the post-graduation world. "Students are responsible for every imaginable detail of the show," she says. "The experience gives us a real understanding of the design field. When we leave the University and get out there, we will know what to do."

—WENDY S. LOUGHLIN



steve sartori

The annual fashion show gives seniors the opportunity to create a range of designs.



school of Information Studies

THANKS TO PROFESSORS' CREATION, CHILDREN CAN NAVIGATE AND EVALUATE WEB SITES

Attention, web masters: If you want to know how effective a children's web site is, ask the children. So say two School of Information Studies faculty members who have created WebMAC, a tool children can use to evaluate sites.

WebMAC was designed by information studies professor Ruth Small '64, G'77, G'85 and Marilyn Amone G'92, president of Creative



Media Solutions and adjunct faculty member. It comes in several formats, each targeting a different age group, and can be downloaded free from the

Internet (www.motivationmining.com). WebMAC Junior, which is designed for children in first through fourth grades, uses smiley faces and simple questions to help children navigate and evaluate a web site, while WebMAC Middle features a "thumbs up," "thumbs down" component. WebMAC Senior nixes the smiley faces and thumbs and includes a more sophisticated series of questions to help students evaluate a site.

Hundreds of children's web sites are popping up all over the Internet, Small says, but few people have bothered to find out what children think of the sites. Existing web site evaluation tools, designed for adult use, focus on content, design, and technical capabilities of the site. WebMAC is the only tool that considers the user's motivation for visiting the site, remaining on the site, and returning to the site. "We need to teach children how to become consumers of information," Small says. "To help accomplish that, children must be able to evaluate the resources they use, including web sites."

Last summer a group of 8- and 9-year-olds used a modified version of WebMAC Junior to evaluate the web site for *Pappyland*, a popular children's television show produced in Syracuse and distributed to public broadcasting stations across the country. WebMAC Junior was modified to include items of interest for television producers, such as whether the site "looks like the show and whether enough of the characters are represented," says Amone, a co-producer of *Pappyland*.

The children were recruited by Jean VanDoren, a librarian at H.W. Smith Elementary School in Syracuse. VanDoren helped the children use WebMac Junior and later wrote a report about its effectiveness and children's reactions to the *Pappyland* web site. "WebMAC is a valuable tool for educators and for people who design web sites," VanDoren says. "A lot of people who design sites are out of touch with the children who use them."

The experiment provided valuable information that Small and Amone used to fine-tune some of the questions used in the tool. *Pappyland* producers modified their web site. "If you're a television producer, you really need to listen to what children are saying about your web site," Amone says.

—JUDY HOLMES



college of Law

TOP LEGAL SCHOLAR PRAISES APPLIED LEARNING PROGRAM FOR INSTILLING SKILLS AND VALUES

In 1992, an American Bar Association task force headed by Robert MacCrate issued a report, *Legal Education and Professional Development: An Educational Continuum*, that helped shape the College of Law's applied learning program. So when MacCrate came to SU last spring as the inaugural speaker of the Sherman F. Levey Distinguished Lawyer Lecture Series, faculty and administrators were particularly interested in what he had to say about the school's efforts. They were not disappointed.

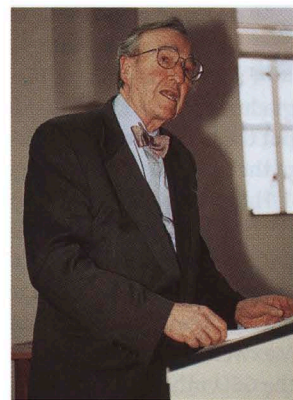
MacCrate, former president of the ABA, the New York State Bar Association, and the American Judicature Society, praised the law school as one of the best at putting *The MacCrate Report*, as it is commonly known, into practice. The report set forth a model for law school curricula that emphasized practical skills training in 10 areas, from legal research to resolving ethical dilemmas. Task force members felt that teaching these skills, along with four fundamental professional values, would strengthen the law profession in the 21st century.

"From what I have seen, students at Syracuse...have the opportunity through hands-on experience to become acquainted with each of the 10 lawyering skills that we analyzed," MacCrate told the audience in the law school's Kossar Lecture Hall. "Furthermore, while such skills are essential to a lawyer's mastery of the craft, Syracuse students today are introduced in a variety of ways to each of the four professional values that we suggested distinguish and identify what a lawyer is and should be." MacCrate noted that these skills and values "lie at the heart of the first-year Law Firm course that Syracuse faculty pioneered in the 1980s, as well as in the more recently developed Program of Applied Learning for second- and third-year students."

The school's four applied learning centers offer simulation courses in different areas: law, technology, and management; law and business enterprise; global law and practice; and family law and social policy. The school also has four in-house clinics—children's rights and family law; housing and finance; public interest law firm; and criminal law.

Faculty and staff members were obviously pleased with MacCrate's assessment, says Dean Daan Braveman. "The applied learning program is the distinguishing factor of education at this law school," he says, noting it was developed in direct response to *The MacCrate Report*. "Students are given opportunities to apply their learning in a variety of ways. Some of it is through our clinical program, where the students actually represent clients. Some of it is done through simulation courses, in which students work to find solutions to legal problems that are likely to come up in the course of practice."

—GARY PALLASSINO



Robert MacCrate addresses students at the College of Law.

steve sartori



school of Management

STUDENTS ENJOY A WEALTH OF RESOURCES AT THE CAREER CENTER

During the summer, the School of Management Career Center was a quiet place. But this wasn't exactly down time for center director Nic Wegman G'87, who was busy improving the services that hundreds of students will use this fall. A well-spring of resume manuals, job reference guides, databases, and personal advice, the center provides students with the tools they need to make the most of their education once they graduate.

School of Management Dean George Burman says the center is an essential resource for students and a priority of the school. "The center prepares our students for the rigors of the career planning and search processes," he says. "The staff does exceptional work in student preparation and in building relations with alumni and corporations."

Wegman, a former Eastman Kodak executive and a School of Management M.B.A. graduate, and assistant director Ed Pulaski encourage students to familiarize themselves with the center early in their college careers. Management students also take a required course that includes an orientation to the center.

The staff prepares students for career placement by acquainting them with the interview process, helping them create polished resumes and cover letters, and offering pointers on business etiquette. The center works on the premise of serving two groups of clients—students and employers. Wegman and Pulaski become familiar enough with the students to know their personal qualities, and Wegman visits companies to learn what they're looking for in new employees. Students can find thousands of contacts for various companies through an industry-wide database.

"We teach students that in approaching a company, you need to have a strategy," Wegman says. "Sometimes that means reaching out to several different contacts. Or, it could mean limiting your contact to one specific department."

Students also use the center to find professional internships. The members of this year's freshman class will be the first required to complete at least one internship before graduation.

While undergraduates have many incentives to use the center's resources, Wegman says M.B.A. candidates need even less coaxing. "They are here because they want to improve something relative to their careers," he says. "They are economically motivated, so typically our M.B.A. students stop in early during the first year of their program."

Second-year M.B.A. candidate Robert Zapletal says the center's resources and the staff's dedication helped him sharpen his job search strategies. Since he is familiar with the center's resources, Zapletal plans to hit the ground running with his job search this fall. "I've been using the center as an easier way to establish professional contacts," he says. "Everything is set up to be accessible."

Many business students also use the resources available through the Syracuse University Internship Program and the Center for Career Services. "We have a cooperative relationship with the campus-wide programs that further benefits our students," says Wegman.

—TAMMY DIDOMENICO



Maxwell school of citizenship & public affairs

INTERNATIONAL RELATIONS STUDENTS TAKE A FIRSTHAND LOOK AT THE PEACEMAKING PROCESS

A group of international relations students got a close-up look at European peacemaking last spring, when Maxwell professor Peter Marsh took them to London to meet with experts on historic and recent peace initiatives.

The 26 students met with such prominent figures as Lord David Owen, who with Cyrus Vance negotiated the first bid for peace in the former Yugoslavia in 1993. Having read Owen's account, *Balkan Odyssey*, the students were ready with numerous questions that Owen enthusiastically answered and discussed.

Marsh, who spends part of the year as a professor in England's University of Birmingham School of History, says his British connections helped him to arrange the meetings, as did the reputation that the Maxwell School enjoys in England. "And I guaranteed the people I was asking that the students would read their books," he adds with a smile. "If you could have a roomful of people certain to have read what you've written on the subject, that's quite a come-on."

The weeklong trip in March capped Marsh's seminar, European Peacemaking 1938/1998, which ranged from Neville Chamberlain's efforts to appease Hitler at Munich in 1938 to attempts to stave off the war in Kosovo. Among the experts who participated in the seminar: historian John Charmley, the leading British defender of Chamberlain's appeasement efforts; R.A.C. Parker of Oxford, author of what Marsh says is considered the most judicious assessment of Chamberlain's foreign policy; Sir Michael Rose, the British general



who commanded UN troops in Bosnia; Lawrence Freedman, defense correspondent for *The Times* and professor and former head of the War Studies Department at King's College, London; and Richard Caplan, an American research fellow studying European peacemaking at Jesus College, Oxford.

Second-year international relations student Svetlana Issaeva enjoyed hearing European points of view on peacemaking. Issaeva, who is from Russia, noted the group included students from Ukraine, Norway, Spain, Ireland, Guyana, Japan, and Pakistan. Each brought different perspectives to discussions in Syracuse before the trip. "But still, the American point of view was there," she says. "Then we went to London, and suddenly people were being critical of American foreign policy. It was good to hear those perspectives too."

Marsh says the recent war in Kosovo, which broke out a week after the group returned from London, created a strong demand for another seminar next year. "It's a model of the difficulties and challenges in peacemaking," he says. "In many ways, this is the first war of the 21st century—here are the world's problems in capsule form. It really sets the stage."

—GARY PALLASSINO



S.I. Newhouse school of public communications

PROFESSOR'S BOOKS ON ADVERTISING INDUSTRY FEATURE ALUMNI AND FACULTY CONTRIBUTIONS

When Newhouse advertising professor John Philip Jones decided to create a detailed, up-to-date advertising reference, he turned to some of the most recognized names in the business—including several Syracuse University alumni—to contribute articles. “I made sure everything I was publishing came from people who knew what they were talking about,” he says. “I tried to assemble knowledge from practitioners who normally don’t have time to write.”

The result: Jones compiled a series of five handbooks for advertising professionals featuring insights from some of the industry’s top experts. Although he originally planned to produce an advertising encyclopedia, Jones took a more practical approach, making it a useful reference.

The series, published by Sage Publishing, addresses myriad advertising issues. The first volume, *How Advertising Works: The Role of Research*, stresses the importance of research in developing effective ad campaigns. Book two, *The Advertising Business: Operations, Creativity, Media Planning, Integrated Communications*, covers how to advertise effectively. Book three, *How to Use Advertising to Build Strong Brands*, describes how to develop a brand name in a large

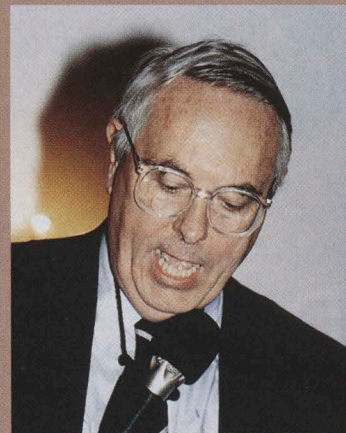
market. Book four, due out this fall, explores new developments in international advertising, particularly in China and Russia. Book five, due out in December, includes details about marketing and advertising organizations and publications.

The series features contributions by many Newhouse graduate degree recipients, including SU Trustee Eric Mower '66, G'68, Nujchayada Pangsapa G'96, Aileen (Shih-I) Ku G'95, and Abhilasha Mehta G'90. Doctoral students Ian Bruce and Rana Said G'94 also contributed, as did faculty members John Sellers, Carla Lloyd, Beth Barnes, and Jay Wright. “I selected these contributions on the basis of their quality,” Jones says. “The strong Syracuse University connection is a bonus.”

Compiling the series did little to slow Jones’s busy pace. He consults for a local affiliate of the Procter & Gamble Company, travels to Europe on weekends to consult with ad companies, and conducts seminars on advertising. Yet after 19 years at Newhouse, teaching remains a passion. “I intend to teach until I drop,” he says.

That’s good news for students, who have benefited from his diverse off-campus pursuits. “He is very traditional in his teaching,” says Alejandra Torres '99. “But his experience is priceless.”

—KIMBERLY BURGESS AND TAMMY DIDOMENICO



Professor John Philip Jones compiled a comprehensive resource on advertising.



college of Nursing

FULD FELLOWSHIP WINNER DISTINGUISHES HERSELF INSIDE AND OUTSIDE THE CLASSROOM

Terrian Smith '01 is a dedicated nursing student who hopes to one day contribute to the health care field. If her most recent achievement is any indication, she’s well on her way. The College of Nursing junior was among 20 nursing students from the United States to receive a 1999 Fuld Fellowship for emerging nurse leaders. The prestigious fellowship program offers outstanding nursing students an opportunity to develop their leadership skills, strengthen their appreciation for the broader health care system, and better understand the effects of public policy on health care and nursing practice.

As a Fuld Fellow, Smith looks forward to working with nursing students from other programs and some of the top leaders in the field. In June she and the other Fuld Fellows participated in a five-day leadership retreat in New York City and a weeklong International Council of Nurses conference in London. In October the fellows will gather for a three-day capstone retreat in New York City. Fellowship educational programs are provided by New York University’s Robert F. Wagner Graduate School of Public Service in partnership with the Division of Nursing in NYU’s School of Education.

The Jamaica native has aspired to a career in health care since her high school days, when she was a member of Medical Explorer Post 152 in New York City, where she has lived for the past 10 years. While her long-term goal is to become a family nurse practitioner, for now she is focused on her studies. “Between my honors courses, the faculty research project I’m working on, and my clinicals, there isn’t time for much else,” says Smith, who worked this past summer in a hospital near her home.

Smith is an active member of the college’s African Latino Hispanic Native American Student Nurses Organization (ALHANA), and she was a leader in the Empowering Students to Learn, Care, and Succeed in Nursing journal club.

“During her career at SU, Terrian has distinguished herself clinically as a scholar and a practice innovator,” says Interim Dean Cecilia Mulvey. “She has emerged as a leader, respected by her student peers and by her teachers.”

Smith says her experiences at SU both inside and outside of class have helped her realize the many possibilities open to her in health care. One of her more memorable experiences was volunteering during her freshman year in the geriatrics care unit of the Loretto facility, where she learned to interact in meaningful ways with elderly people.

“My grandfather died during my transition to college,” Smith says. “I had always hoped to return to the West Indies to care for him. Working at Loretto helped me heal because I extended my caring to others. It helped me realize that nursing isn’t just about grades. It’s about health promotion and people.”

—JUDY HOLMES



school of Social Work

\$100,000 GIFT IN HONOR OF ARENTS AWARD WINNER WILL SUPPORT INTERNSHIP PROGRAM

Bernie Wohl '51, a 1999 Arents Pioneer Medal recipient, and Barbara Richman Mirken '51 grew up in the same New York City neighborhood, attended SU together, and then lost touch for more than 40 years. They met again in 1991, discovered a shared commitment to social service, and revived their friendship.

Now, those ties link them to the School of Social Work as Mirken and her husband, Alan, have pledged a \$100,000 gift to the school to honor Wohl for his numerous contributions to the field of human services.

School of Social Work Dean William Pollard, who nominated Wohl for the Arents award, says the gift will support a new summer internship program geared toward social advocacy and policy work. The program will provide stipends and living expenses for at least one student intern each summer. "The idea is to give students an opportunity to participate in internships that focus more on the social policy issues of social work," Pollard says. "That is an aspect of the curriculum that we will be placing greater emphasis on, and Bernie spent many years devoting himself to that kind of work."

Wohl's devotion to the field of human services spans nearly 50

years. As a psychology major at Syracuse, he was a group leader with the Huntington Neighborhood Association. After earning a master's degree at the University of Buffalo in 1953, he served as a social worker for the U.S. Army, and directed community centers in New York City and Columbus, Ohio. He was executive director of the Goddard Riverside Community Center, a multifaceted community service agency, for 26 years before retiring in 1998. A founder of the New York State Association of Settlements and Community Centers, Wohl remains active in the settlement house movement at the national and international levels.

Pollard also plans to tap Wohl's expertise as a new member of the school's Board of Visitors. "I hope to help the school reach new heights. There is a lot of potential," says Wohl, who looks forward to renewing his relationship with the University. "I would like to stay involved with the internship program once it is in place. Certainly, I may be able to help them establish contacts for internships here in New York City. Also, by serving on the Board of Visitors, I will have an opportunity to spend more time on campus. That is something I will enjoy. It's been a long time."

Nearly as long, perhaps, as it was between visits for Wohl and Mirken. But after meeting in 1991, Mirken took a strong interest in Wohl's work at the Goddard center and later served on its board of directors. The two, along with their respective spouses, now get together quite frequently. Still, Wohl says his friend's gift caught him by surprise at the Arents Award dinner in June. "I was in shock when Chancellor Shaw announced that the Mirkens had given such a generous gift in my honor," Wohl says. "There were no words to express my gratitude. I simply said, 'Thank you.'"

—TAMMY DIDOMENICO

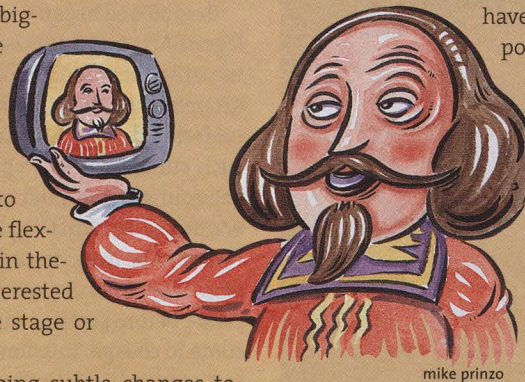


college of Visual & Performing Arts

BIG SCREEN SUCCESSES AND NEW OPPORTUNITIES BRING SUBTLE REVISION TO THE DRAMA DEPARTMENT

In recent years, Department of Drama alumni have starred in a steady stream of feature films. These big-screen success stories have not gone unnoticed by drama department professors and students. Department director James Clark says today's actors have more options than ever before for building a successful career. For him, the challenge is to offer students opportunities to develop the flexibility they will need to apply their craft in theater, film, or television. "Students seem interested in all three media, as opposed to just the stage or movies," Clark says.

The drama program has been undergoing subtle changes to reflect the needs of today's actors, but faculty members remain committed to a classical approach. "Our goal is still to give students the tools that enable them to communicate characters from the stage," Clark says. "If you can act for the stage, you are well prepared for television or film."



mike prinzo

Demographics plays a role in shaping the curriculum. Many students who come to the University plan to launch careers from the theatrical stages of New York City, not the sound stages of Los Angeles. Students enjoy following the careers of well-known alumni like film actors Tye (Scott) Diggs '93 (*How Stella Got Her Groove Back*), and Tom Everett Scott '92 (*That Thing You Do*), but they also meet alumni who have succeeded on stage or behind the cameras.

Lauren Ruggiero '99 says most students still see feature films as a career pinnacle to aspire to. But when a recent graduate lands a starring role, students take notice. "It gives us hope that it doesn't have to take 20 years to reach that point. It's possible to do it in five years," Ruggiero says.

While actors employ many of the same techniques regardless of medium, Clark says they must adjust to the technical aspects of film and television. Faculty members keep up with the latest technology and how it affects the actor. One of last year's most popular classes, for instance, was Malcolm Ingram's film lab. The class allowed students to get a feel for how their expressions and movements translated to different kinds of film. "As more students start their careers in television or film, the program will have to include more classes like this," Ruggiero says.

One way or another, new information is incorporated into the curriculum. "It is a well-rounded program," Clark says. "And for us, the fine-tuning continues."

—TAMMY DIDOMENICO