

University Place



Corcoran High School student Neil Hueber (left) builds a rocket as engineering professor Peter Plumley looks on.

Igniting Interest

Engineering & Computer Science

» TO SPARK ENTHUSIASM FOR ENGINEERING, the L.C. Smith College of Engineering and Computer Science (ECS) Outreach Program invites students from elementary, middle, and high schools to campus for hands-on engineering events. This past June approximately 50 students built homemade rockets and watched them soar at the ECS design, build, and test competition. “Students may come to

launch rockets for the day, but they also learn some engineering, too,” says Peter Plumley, civil and environmental engineering professor and director of ECS’s Outreach Program. “Learning by participation is key. It makes a big difference for students to work in teams, share ideas, and understand what engineering is all about. Students need to see things roar and explode.”

From rocket- and bridge-building competitions to cement bursting and wind tunnel demonstrations, students experience the thrill of employing engineering concepts in real projects during their

visits to SU. Last year alone, more than 5,500 Syracuse-area students participated in the college’s Outreach Program. Schools are seeing increases in the number of science fair participants and greater interest in engineering careers. One Outreach Program event, Explore Engineering Day, introduces sixth-graders to ECS through building tours, demonstrations, mini-team projects, and competitions, and offers free T-shirts and pizza. Plumley says sixth-graders are ideal to bring to campus to explore engineering. “Girls and boys are equally enthusiastic about our events at that age,” Plumley says. “They don’t have any science or math ‘problems’ yet. You can get this whole group excited. So, we fill their minds—and their stomachs.”

Last year, approximately 90 sixth-graders from Roxboro Road Middle School in North Syracuse participated in one of the 10 Explore Engineering events. Bonnie Stevens ’71, G’72, a sixth-grade science teacher at Roxboro, wove engineering concepts into her lesson plans in preparation for the visit. She recalls the field trip as one of the best experiences she’s seen, and hopes the program continues. “The result was a high-interest day filled with activity for my students,” Stevens says. “They were engaged at every level. I think engineering is something these kids can do. They just never think of it.”

Few younger students understand that everything from hair gel to athletic shoes has an engineering foundation. When electrical engineering graduate Alison Ripple ’04 volunteered for the Outreach Program, she continually noticed kids expanding their definition of engineering and excitement about it. “The field of engineering doesn’t get much explaining, so the outreach events give these kids an understanding of what it is about,” Ripple says. “It’s fun to see the kids react and have a good time while learning to solve engineering problems. In addition, it gives engineering students and faculty a chance to relax and enjoy an entertaining side of our field.”

—Andrea Taylor

Stand-Out Scholars

Arts & Sciences » THOMAS HACKMAN '08 arrived on the Hill this fall as part of a new and elite breed of SU freshmen—the Coronat Scholars. “I got into every university I applied to, but the Coronat scholarship really made Syracuse stand out,” says Hackman. “This is a great opportunity to get

personal attention and to have more resources at my disposal so I can succeed as a student.”

The Coronat Scholars Program in the College of Arts and Sciences was born out of Vice Chancellor and Provost Deborah A. Freund’s vision of new academic standards for the University. Over the course of four years, a Coronat Scholar receives a financial package worth about \$160,000, including full tuition, room and board, transportation, textbooks, full funding for study

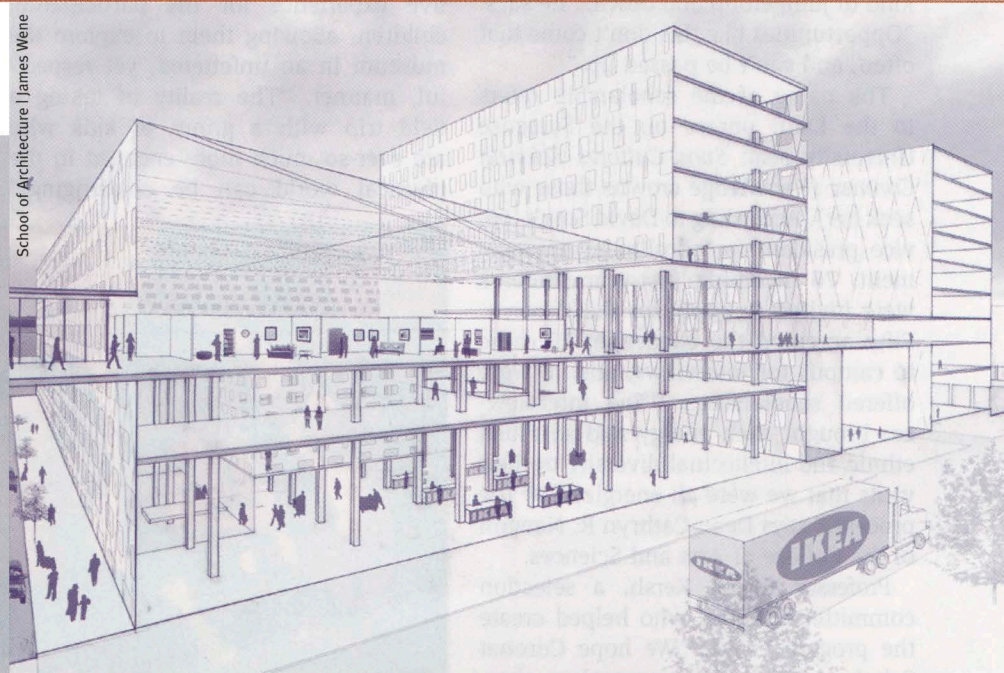
abroad, and summer funding for volunteer or research work. All are invited to join the University Honors Program and to receive special mentoring for the Fulbright, Rhodes, and Marshall fellowship applications. They also enjoy personal meetings with distinguished visitors to the University. “The program is primarily oriented toward increasing the quality of SU classes,” says Susan Wadley, associate dean and Ford Maxwell Professor of South Asian Studies, who organized a process for

From Studio to City Street

Architecture » JOANNA LO G’05 never imagined an architecture project would involve translating Swedish shopping catalogs into English. But that’s exactly how she began her work last fall in a graduate design studio in the School of Architecture. “It was a unique approach to architecture,” Lo says. Throughout fall 2003, Lo and her classmates collaborated on a variety of unconventional approaches to designing an IKEA store—a Sweden-based, contemporary home furnishings retailer known for its modern design standards. “Architecture should respond to the community or site,” Lo says. “But IKEA looks the same no matter where it’s located. That’s why it was important to imagine the project in a different way.”

Although the students’ work was hypothetical, it was based on a proposed plan for an IKEA megastore in Red Hook, New York, a Brooklyn neighborhood. “When I first heard about the project, I thought it would be a great opportunity to address urban design issues in the public realm,” says Professor Ben Pell ’97, who co-taught the course with Professor Ted Brown. Students visited the site and met with consultants currently working with IKEA and Red Hook community members, who were divided between those supporting the megastore because of promised employment opportunities and those preferring to keep the neighborhood as it is. “The challenge was to design an IKEA that could accommodate the interests of the corporation and respond to the concerns of the Red Hook community,” Pell says.

For Nartano Lim G’06, the key to finding a solution was working with a team. “The experience was very much like the



Architecture students created “hypothetical” designs for an IKEA store. Their work is featured in the book *IKEAGRAMS*.

‘real world’ because architects always work collaboratively,” he says. “Compromise is an important skill to learn early on in the design process.” After students completed their designs, a 76-page book, *IKEAGRAMS*, was published, featuring the student work as well as guest-written critical essays about the studio. Copies are currently being circulated to other universities and are available at Urban Center Books in New York City, where the student design and research projects were exhibited from July to September. “The book and companion exhibition generate considerable exposure and recognition for the students and the School of Architecture, and communicate some of the many new ideas and issues that have become part of the expanding discourse of the school,” says Pell, who was awarded a Vision Fund grant to cover production and publication costs. “It’s a particularly useful vehicle to bring the student work into the public realm.”

—Kate Gaetano

identifying Coronat candidates. “Our goal is to bring in exceptionally qualified students.”

Hackman fits the bill. As a senior at Bethlehem Central High School in Delmar, New York, he served as president of the Model United Nations, an officer in the environmental club, a member of the speech and debate clubs, and a student government representative. He also was on the varsity tennis team and played French horn in the orchestra. He took three advanced placement classes, interned with the Albany County government, and was active in his church’s youth group.

Hackman was thrilled to learn he was one of nine students named a Coronat Scholar. “After I hung up the phone, I kind of jumped up and down,” he says. “Opportunities like this don’t come that often, and can’t be passed up.”

The name of the scholarship refers to the Latin phrase on the Syracuse University seal: *Suos Cultores Scientia Coronat* (Knowledge crowns those who seek her). According to David Smith ’66, vice president for enrollment management, 76 incoming first-year students were invited to apply for the Coronat. Fifty accepted the challenge; 15 came to campus for interviews; and 10 were offered scholarships. “The interviewees brought such energy and so much ethnic and intellectual diversity to their visits that we were all energized by the process,” says Dean Cathryn R. Newton of the College of Arts and Sciences.

Professor Rogan Kersh, a selection committee member who helped create the program, says, “We hope Coronat Scholars will become exemplary characters on campus and that the standards they set will create a ripple effect among their classmates. We believe they’re going to lead by example.”

—Sarah Khan

Art of the Field Trip

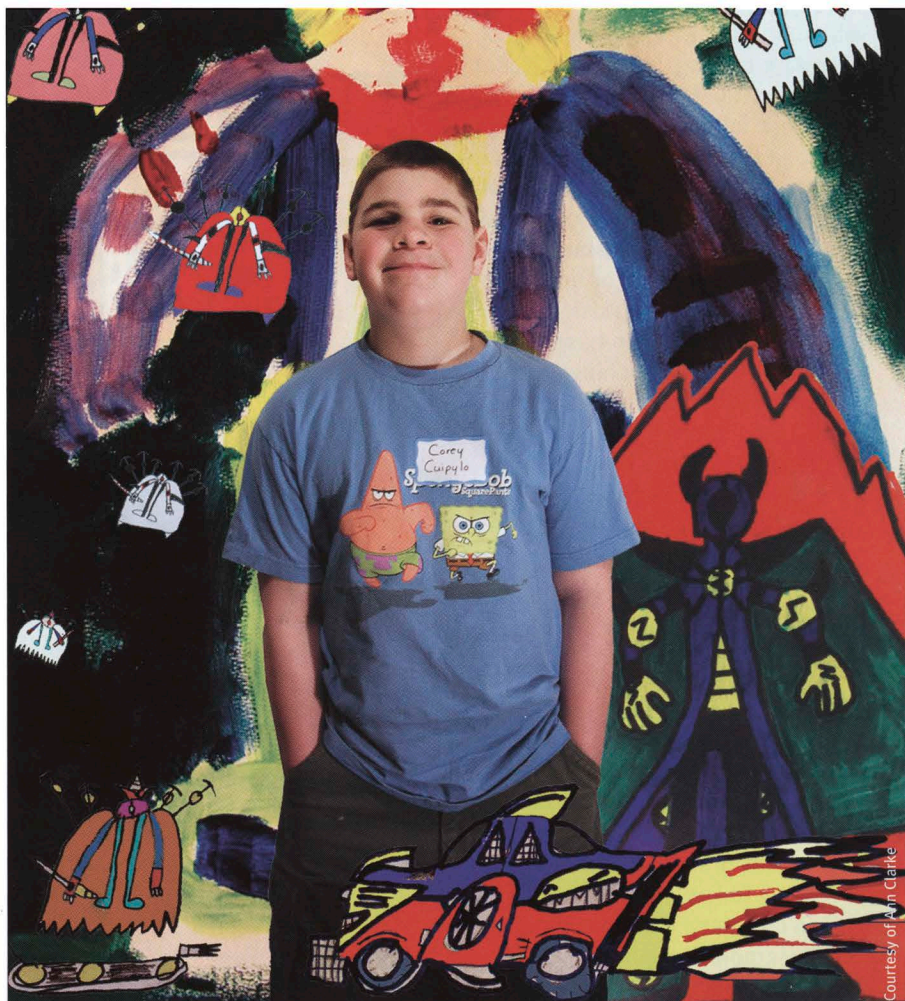
Visual & Performing Arts » A TWO-day field trip to Syracuse’s Everson Museum of Art with Professor Ann Clarke provided a hands-on art experience for eight children from the Central New York Learning Disabilities Association. The children, ages 10 to 15

years old, toured the museum and then created their own works of art from a variety of materials. On the project’s second day, the children collaborated with Clarke to take digital photos and produce individual postcards featuring them with their creations, as well as a composite postcard showcasing the work of the entire group. “My goal was to come up with a template that works in different contexts to celebrate children,” says Clarke, who facilitated the Vision Fund-sponsored project. “Their ability to engage in contemporary artwork just blows me away. They can lie down on the floor and look at a piece upside down and tell you why it should be looked at that way.”

Clarke was careful to ensure a positive experience for the participating children, allowing them to explore the museum in an unfettered, yet respectful, manner. “The reality of taking a field trip with a group of kids who are ever-so much more engaged in the physical world can be challenging,”

she says. Before touring the museum, the children made “pocket pals” out of fuzzy pipe cleaners. “That gave them something to take their kinetic energy out on,” Clarke says. “They had something to touch, rather than the art.”

Jessica Spencer G’04, a VPA graduate who majored in fiber arts, was one of three student volunteers who helped Clarke with the project. “It was interesting to see how the kids related to the art,” she says. Throughout the process, the children were encouraged to be creative. One boy wanted to use his pocket pals on his postcard. Another was more interested in dressing up for the photographs than in creating art. “Everything they said was taken seriously,” Spencer says. “Things they may not have been able to do in the classroom, they were free to do there.” In addition to creating individual postcards, each child chose pieces of art to include in the composite card. “Creating the postcards was a pretty sophisticated process over two days,” Clarke says. “The Everson loved



Corey Cuiylo poses with art he created as part of a Vision Fund-sponsored project developed by College of Visual and Performing Arts professor Ann Clarke.

the project so much that it funded the reproduction of the composite postcards in oversized form.”

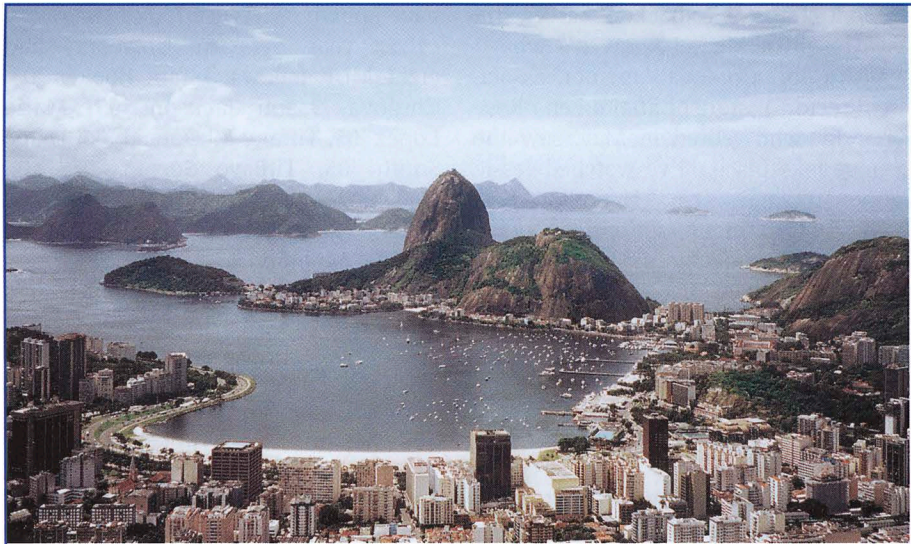
With support from a Vision Fund grant, Clarke currently teaches a course on using art skills as tools in serving the community. “If our students can learn how to be successful at service projects like this one, it’s a win-win situation,” says Clarke, whose past community art experiences include a garden project and the creation of a giant pinwheel. Spencer confirms the experience was valuable. “I learned how to interact with children with disabilities,” she says. “It’s not something you can learn from a textbook.” —**Tanya Fletcher**

Career Discovery

Student Affairs » JESSIE CORDOVA '05 knew she wanted to become involved in education since she was a child. But when she became a student in SU’s School of Education, the Minority Undergraduate Fellows (MUF) Program introduced her to a specialty in the field: student affairs. “I was considering a career in higher education when someone told me about the MUF Program,” Cordova says. “It offered me a perfect opportunity to discover what I really wanted to do.”

The program is an initiative of the National Association of Student Personnel Administrators (NASPA) and is administered at SU by the Division of Student Affairs. Its goal is to facilitate careers in student affairs and higher education among people of minority backgrounds, people with disabilities, and people who are members of the lesbian, gay, bisexual, or transgender community. Fellows engage in networking activities and mentoring relationships and gain experience by working in the field.

As a 2003-04 fellowship winner, Cordova spent the year interviewing administrators across campus to learn more about career options. “I talked to them to get an overview of what they do in their departments, what they’re in charge of, how they got to their positions, and what qualifications they needed,” she says. “It gave me a better idea of what I should be doing to prepare myself. I used to think of



Brazilian Musical Odyssey

Education » MUSIC EDUCATION PROFESSOR ELISA DEKANEY LOVES THE culture of her native Brazil so much that she wanted to share it with her students. She got that opportunity in March when she and her husband Joshua Dekaney, an affiliate artist in the College of Visual and Performing Arts, led a group of students to Brazil to study the country’s art and culture. “I wanted to open the students’ multicultural awareness and increase their ethnic tolerance,” says Dekaney, who founded SU’s Brazilian Ensemble with her husband. “I also wanted to give them an appreciation for what we have in the United States as well as what people have in other countries.”

Fifteen students participated in the 10-day spring break trip through the one-credit course, the Culture and Art of Brazil. The trip was coordinated by the Division of International Programs Abroad and supported by the College of Visual and Performing Arts. Most participants were music education majors, but students from the College of Arts and Sciences and the Whitman School of Management were involved as well. The group toured the city of Salvador, which is on the country’s Atlantic coast and is noted for its African-influenced culture; and Rio de Janeiro, where they visited churches, museums, monuments, and other attractions. “It was more of an art and cultural course than it was a sight-seeing trip, with an emphasis on music, art, history, and architecture,” says Dekaney, who hopes to lead similar trips in the future.

In both cities, students toured music schools, where they attended concerts and talked with children and teachers about the instruments they used and the schools’ teaching methods. They also participated in several workshops with Brazilian music groups, including a dance workshop and one with an a cappella group. “The musicians would come to our hotel and spend about two hours with us, giving an informal lecture about their different approaches to music, performing, and answering students’ questions,” says Dekaney, who grew up in Brazil and taught there for three years before coming to the United States for graduate studies.

To meet the trip’s academic requirements, students kept journals and researched and reported on Brazilian culture. Topics included African slavery in Brazil, Brazilian poetry, *capoeira* (a Brazilian martial art), traditional Brazilian foods, and *bossa nova* (Brazilian music). “The whole trip was a learning experience I’ll always value,” says music education graduate Corinne Toenniessen '03, G'04, who reported on African influences in Brazilian music. “It helped get me even more excited about being a music teacher and gave me new ideas about how to teach.”

—**Cynthia Moritz and Amy Speach Shires**

student affairs as a ‘backup’ career. But as a result of MUF, I know it’s what I want to do.” Cordova’s mentor, associate director of student affairs Lena Rose Orlando, who retired in May, saw the change take place. “I’ve watched Jessie bloom,” Orlando says. “The fellowships have allowed many minority students to see what career possibilities exist in higher education that they might not

have known otherwise.”

Last year, Syracuse University had eight MUF fellows: Imani Booker ’05, Cordova, Jason Jackson ’05, Maria Lopez ’05, Tiffany McDonald ’04, Diana Smith ’05, Titilayo Soetan ’05, and Angela Woods ’05. All enjoyed a paid summer internship, participation in the NASPA Summer Leadership Institute, and special access to SU student affairs

administrators, as well as other networking opportunities. James K. Duah-Agyeman G’99, director of student support and multicultural education, believes the MUF Program is a helpful step in redressing the nationwide lack of minority representation in student affairs. “We need to recruit, mentor, and channel more students into the area,” he says. According to Duah-

Investing in Children

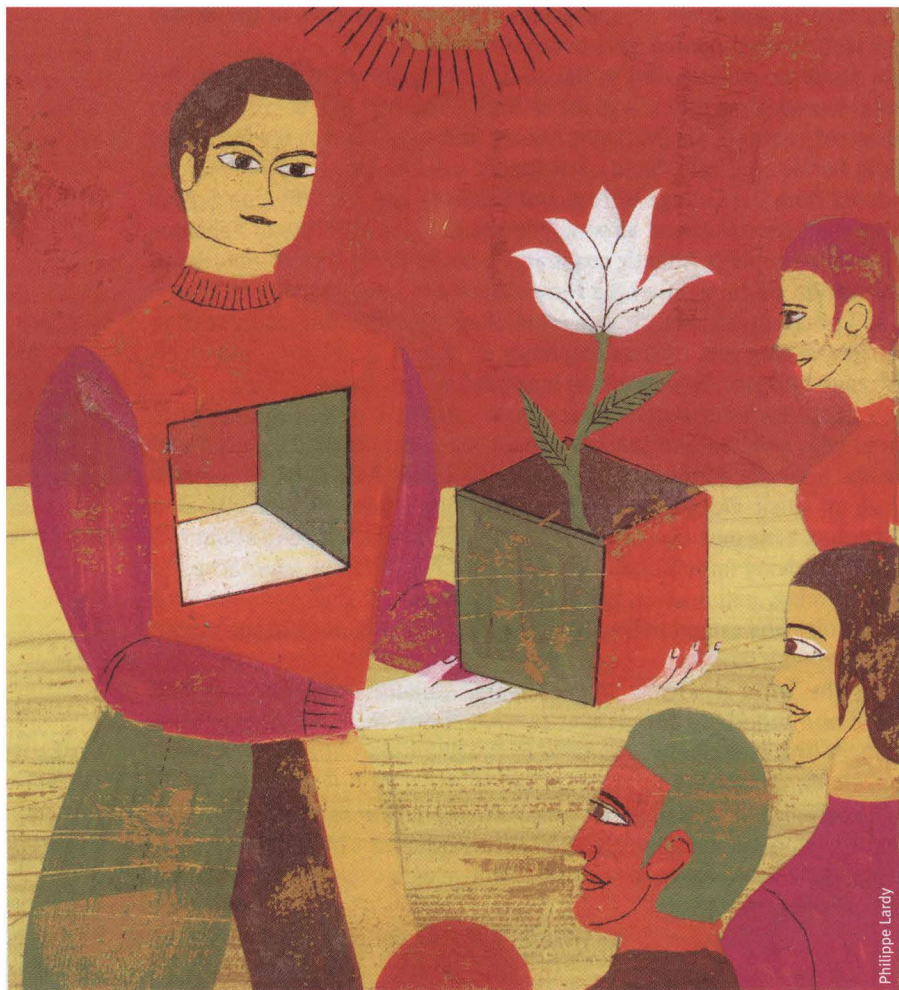
Human Services & Health Professions » THE founding of the College of Human Services and Health Professions in 2001 created an environment in which interdisciplinary education and research could flourish, helping to strengthen the professional practice in health and human services. One manifestation of that mission is a five-year, \$852,000 grant from the U.S. Department of Health and Human Services, Administration for Children and Families. The grant, awarded to an interdisciplinary team of college faculty for “Promoting Child Welfare: Training Professionals to Support Healthy Marriages, Relationships, and Families,” allows faculty to train graduate students and conduct workshops with child welfare professionals on these issues. “The

interdisciplinary nature of the team—which includes faculty from child and family studies, marriage and family therapy, and social work—greatly contributes to its strength,” says social work professor Keith Alford, the project’s principal investigator. “We each bring expertise from our various disciplines to the table as we unite around the common theme of child welfare.”

The team is working with an interprofessional coalition of child welfare professionals to review current “best practices” in relationship and family intervention and to draw on local professional knowledge in identifying common barriers to forming healthy relationships. With this information as a foundation, the team will develop a new intervention course that exposes students to healthy relationship formation in racially, ethnically, and economically diverse populations. Students will combine this with other relevant courses to build clinical expertise that promotes families’ abilities to provide a healthy environment in which to raise their children. Most students will be placed concurrently in field placements where they can gain practical experience and where the curriculum can be field-tested and refined. “We will train students not only to identify the needs of families, but also to capitalize on the strengths and resources that families—in all their forms—possess,” says child and family studies professor Robert Moreno, a member of the team (see profile, page 16). In addition, the team plans to train child welfare professionals, map existing community resources, identify service and skill gaps, and develop a support network for agency providers.

Alford notes that the social work faculty has strong ties to local agencies and experience with the child welfare system, while the marriage and family therapy faculty has extensive clinical experience with couples and families, and the child and family studies faculty adds strength in theory and research. “The intersection of our disciplines will enable us to draw upon family life education, therapeutic models, and grassroots interventions that will support the development of healthy marriages, relationships, and families and, ultimately, help children,” Alford says. “They are our most vulnerable population, and any investment in their well-being is essential.”

—Wendy S. Loughlin and Amy Speech Shires



Agyeman, the relationships the fellows build with mentors and the time they spend with high-level administrators open their eyes to the possibilities of work in student affairs. “The experience challenges them to begin clarifying their thinking about career goals much earlier than they might have,” he says. “It gives them a sense of awareness and self-discovery regarding their futures.” Duah-Agyeman enjoys his work as a mentor and sees value in the program for the University, as well as students and staff. “My personal hope is that when these students go out into the broader world of higher education, they will spread the messages they have learned here at Syracuse,” he says. “We’ll be a force in the field.”

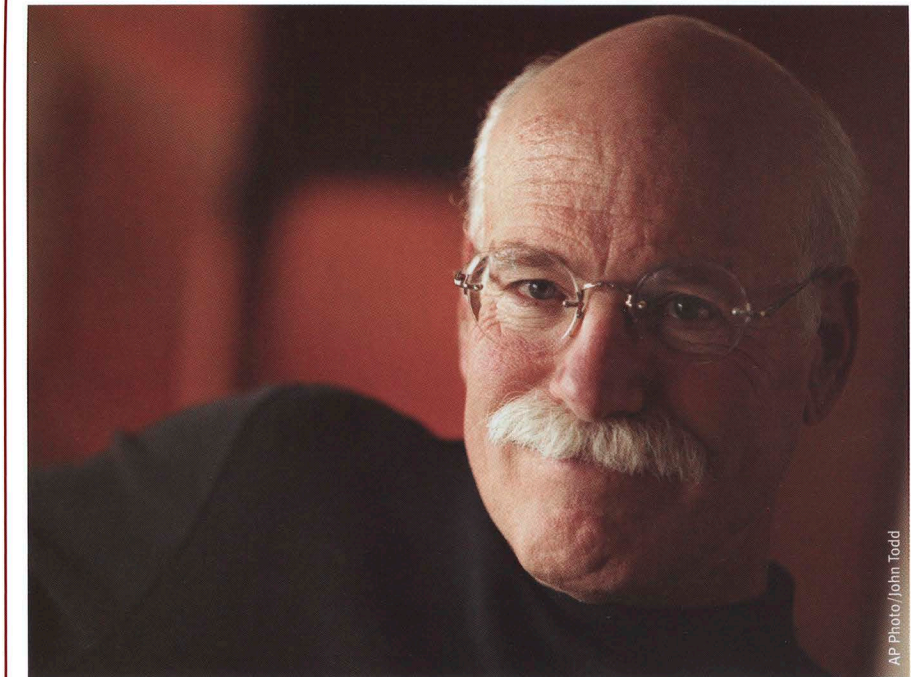
—Sarah Khan

Coming to Terms with Well-Being

Information Studies » GIVEN THE high-tech image of American medicine, most people would be shocked to learn that 90 percent of U.S. medical records are still kept on paper. Professor Catherine Arnott Smith of the School of Information Studies is helping the medical field enter the computer age. Smith is a specialist in medical informatics, the study of techniques for circulating medical information. In December, she was awarded \$15,000 by IBM’s Center for the Business of Government to study the language of medical record narratives to identify key words, or “meta-data,” which will be used by health professionals for searching clinical documents. In May 2003, she received a \$25,000 research stipend from the Medical Library Association (MLA) to investigate the terms that health consumers use when they are surfing for information on the Internet.

With the IBM grant, Smith will produce a monograph on medical documentation that will help bridge one of the gaps between the computerized future and the paper past. “I’m wading through records—actual paper records—looking for terms that are affected by new legal requirements regarding the privacy of health records,” she says.

Smith’s grant from the MLA marks



Novelist Tobias Wolff opened the 2004-05 University Lectures on October 7. The former Syracuse University professor, who now teaches at Stanford, most recently authored *Old School*. Among the guest lecturers are political satirist P.J. O’Rourke, architect and sculptor Maya Lin, who designed the Vietnam Veterans’ Memorial in Washington, D.C., and journalist Bill Moyers. For a complete listing of this year’s speakers, go to provost.syr.edu/lectures/current.asp.

the first academic research award ever by the organization, which is the oldest special subject library association in the country. The aim of this project is to identify and index the terms people commonly use to describe illnesses, procedures, and treatments. The data she finds will help make consumer health web sites easier to search. “I’m harvesting text from health-oriented web sites by monitoring health-oriented Internet bulletin boards,” she says. “Do people say, ‘cancer?’ These days, yes, they do. But do they use a term such as ‘neoplasm?’” Smith suspects they might, but only if they hear their doctors use it.

Jane Siow, a doctoral student in information transfer, is Smith’s research assistant. She reads about 400 messages a week and hopes to be involved in the project’s later analytic stages. “I can see the value of understanding consumer health vocabulary,” she says. “It’s also interesting to observe the dynamics between people discussing health. They range from sincere exchanges of advice to people accusing each other of being quacks.”

Formerly a medical librarian, Smith earned a doctoral degree in medical informatics at the University of Pittsburgh.

Since joining the SU faculty in 2002, she has taught courses in the library and information science program and offered medically related courses at the School of Information Studies Summer Institute. “Last summer, I taught a consumer health course that attracted students from the Maxwell School’s health affairs certificate program, which gave me a lot of interdisciplinary input,” she says. “I try to emphasize the consumer angle in my classes because everybody is a health care consumer.”

—David Marc

International Service

Housing Maintenance » AS FIXIT maintenance workers Ron Broughton and Paul Longchamps approached an Indian student’s apartment, they knew to greet the woman at the door with the Hindi words for “good day” and “refrigerator,” bow from the waist with their hands in prayer form, and take off their shoes when entering her home. “We take it upon ourselves to help international residents understand us as much as we want to understand them,”



Litigation Alternatives

Law » WHEN CHRISTINE HICKEY G'84 entered the College of Law, she planned on becoming a courtroom lawyer and advocate for seniors. Upon graduation, she did just that, but the experience was not what she expected. "After litigating a number of cases on behalf of clients who were financially exploited by relatives, and seeing the distress it caused them and the destruction it added to the already strained relationships between my clients and their relatives, I resigned from the practice," she says. "I now practice family and divorce mediation exclusively."

Hickey, who now runs her own practice, CNY Mediation Services in Syracuse, is one of a growing number of lawyers helping families resolve their conflicts in a less contentious manner. The adjunct law professor teaches Mediation in Family Law, which provides future lawyers with an alternative to heated courtroom dramas that can tear apart families, especially those with children. "Four alumni spoke on collaborative law practice, and I was pleased to see that other alumni offer families a range of services that can help preserve parenting relationships, even though the spousal relationship is ending," she says. "Both mediation and collaborative law offer parents the opportunity to divorce well, which minimizes any negative impact on children."

In mediation, clients negotiate on their own behalf without attorneys

present, and a neutral mediator helps both parties draft an agreement that is then reviewed by each person's attorney. Collaborative law involves the clients and their respective attorneys reaching an agreement without going to court. Sarah Ramsey, a Laura J. and L. Douglas Meredith Professor for Teaching Excellence and director of the law school's Family Law and Social Policy Center, says alternative dispute resolutions are an attempt by the bar to create new options for families to restructure their lives. "In high conflict cases, the clients burn out their attorneys and mental health professionals, take up a lot of court time, and usually don't resolve their conflicts," Ramsey says. "Mediation and collaborative law try to move away from that model."

Ramsey says interdisciplinary research needs to be done to determine the effectiveness of the alternative models. "We believe they reduce the level of conflict, but we need empirical data," she says. "Will parties who engage in mediation honor their agreements more, or be more likely to pay their child support without having to go through court? To determine that, we call on the expertise of mental health professionals, physicians, and social workers. It's important that law students recognize the need to communicate with these people to work out the best resolution for their clients."

—Margaret Costello

Broughton says. "We want them to feel comfortable about having service people come into their homes."

Last year the Fixit team created its first visual apartment manual to improve communications between international residents and staff members. In each international apartment, residents are provided with the manual, which contains simple floor diagrams, phonetically labeled household items, and a commonly used word list. The first manual is in Korean, the most prominent language among South Campus international residents. Manuals in Chinese, Arabic, and Spanish will be published in the near future, with other languages expected to follow. The Fixit group also created an online, full-color version of the manual that depicts a South Campus apartment (auxiliary.services.syr.edu/fixit/). When a visitor to the site pulls the computer mouse over a picture of a sink, for example, it is highlighted, the written word "sink" appears, and a voice gives the English pronunciation. "It gives international students and their families more confidence to call, and serves as a symbol of our commitment to them," says Rusty Tassini, manager of the Fixit team. "Our goal is to have a guide and know key phrases for every language spoken here at SU."

In addition to the manual, the Housing and Food Services Maintenance Zone staff implemented other measures to ensure international campus residents are comfortable in their new surroundings. Group members meet with residents once a month on "International Wednesdays" to discuss issues and work on establishing a sense of community. With more than 100 countries represented and no less than 10 languages being spoken on campus at any given time, Fixit staff members find that their understanding of cultures and languages is key to successful service. "Now the international residents know us when we come to the door," Longchamps says. "They feel comfortable coming to us with problems."

Last spring, the Fixit group received an Exemplary Achievement Award from the University for creating the manual. The group credits the University for fostering service and diversity, without which their work would not be possible. The group prides itself on making a home away from home for interna-

tional students who return to University housing year after year. "This is a very comfortable place to live," Broughton says. "People come back and thank us personally for our service."

—Andrea Taylor

Video Pursuits

Whitman >> IN 2002, MATTHEW DACEY G'04 saw a clear need for a movie rental store on campus. The closest video store was several miles away, leaving students with limited options for quick and easy video rentals. Partnering with his longtime friend Matthew Duffley, Dacey set out to establish a rental service different from any other: One Click

Video, an online video rental store that delivers movies within 10 minutes of an order. Two years later, their business is thriving—and they now have \$25,000 to invest in it after their first-place finish in the Syracuse Business Plan Competition, an annual campus-wide competition hosted by the Whitman School's Entrepreneurship and Emerging Enterprises Program. "Winning showed us that we had a good business model," Dacey says. "It indicated that we really developed something that was needed in the market."

The competition evolves over four months, beginning with 60 to 70 teams from around campus and culminating in two days of finals that award the top three teams with prize money and free

legal services to help start their businesses. An independent panel, composed of successful entrepreneurs and venture capitalists, oversees the final rounds of the competition. Each entrant is judged on the potential demonstrated by the business for growth and attraction of outside investment, as well as for the quality of the written and oral presentation. "A lot of people have ideas and innovative concepts they want to pursue," says Michael Morris, Witting Chair in Entrepreneurship and director of the Entrepreneurship and Emerging Enterprises Program. "The business plan competition is a tremendous learning opportunity for thinking through how to actually bring an idea to fruition." Dacey and Duffley had

Fashion Sense

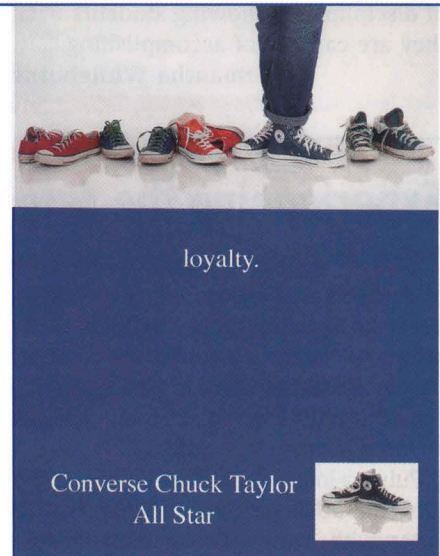
Newhouse >> ANYONE WHO FLIPS through the pages of women's magazines, watches television, or surfs the Internet is bombarded with fashion advertisements, seducing consumers with the flash and fantasy of a high-style world. It is one of the most lucrative and controversial forms of advertisement, and Newhouse School professor Carla Lloyd G'94 wants students to know more about it. So last semester, Lloyd introduced a new course, Fashion Advertising and Promotion, in which students do everything from research gender issues and identify gaps in the marketplace to create and direct their own fashion ad campaigns and photo shoots. "Fashion advertising is image driven," says Lloyd, whose doctoral dissertation at the Maxwell School focused on women's appearance and dress code in the workplace. "Fashion is about illusions and a visual world that may not exist except in the mind of the artist who creates it. Yet, clothing plays a functional, but still powerful, social role. It's a subject our students are very interested in."

Lloyd built the course around several projects, which were mixed with discussions of such controversial ad campaigns as Calvin Klein Jeans' use of young models in suggestive poses and United Colors of Benetton's use

of death-row inmates as models. One project required students to create a direct mail campaign targeting "metrosexuals, the hip male city-dwellers who are converting to advanced grooming rituals once reserved for women," Lloyd says. For another project, students collaborated with a Fashion Illustration class taught by visual and interactive communications professor Larry Mason G'79, G'85, teaming up to generate magazine advertisements for such fashion masters as CK, L'Oreal Fera hair color, and Ralph Lauren. "Working with the photography class to produce fashion ads was a great learning experience that will carry over into the workplace," says advertising major Kristen Barnes '05. "It allowed us to create our exact ideas. We see fashion ads every day, and in my career I will likely face the task of advertising some kind of fashion product."

Lloyd was happy the class provided her students with such practical skills, because she knows firsthand how important they are in advertising. "I was completely unfamiliar with working with a photographer until my second or third advertising job," she says. "But now my students have that experience before their first job. The class was a great success, and I will definitely offer it again."

—Margaret Costello



Jacquelyn Adams



Laura Shillitoe

entered the 2003 competition and spent a year incorporating judges' suggestions into their business model. "The judges were impressed by their thoroughness in handling any question thrown at them this year and their eagerness to improve their idea," Morris says.

Dacey and Duffley plan to use the money to expand their business to such nearby colleges as Cornell University and Ithaca College this fall, and they eventually hope to reach campuses across the nation. According to Morris, the experiential learning component of the competition is a great benefit to students because it exposes them directly to the business world. "The amount of support and infrastructure we give to the teams distinguishes our competition from others nationwide," Morris says. "The competition provides a kind of discipline for showing students what they are capable of accomplishing."

—Samantha Whitehorne

Mapping Hunger

Maxwell » THANKS TO THE WORK of Professor Jane Read and the students in her Geography Information Systems (GIS) class, agencies involved in feeding the hungry now know that while there are sufficient food pantries serving Syracuse's downtown area, an unmet need exists on the city's North Side. Last spring, Read and her students used GIS software to produce more than a dozen maps illustrating how the hungry are faring in various parts of the city. "It was a way for the University and the geography department to be players in the local community," says Professor Don Mitchell, chair of the geography department. "Students have picked up on what a multidimensional problem hunger is."

The maps constitute part of the Syracuse Hunger Project, a collabora-

tion among 10 city, county, and state agencies and more than a dozen social services agencies in Syracuse, including the United Way, the Interreligious Food Consortium, and the Food Bank to examine local food needs. "Mapping is best done as a community-wide, collaborative effort," says Pete Yurkosky G'04, who served as a teaching assistant in the class. "Our greatest accomplishment was bringing people together from across the city in a common effort." Students used information gathered from the project partners to construct the map series, which illustrates information ranging from the location of food pantries and school lunch programs to the rates of participation in food stamp programs. "It can take pages upon pages of text to explain something that can be expressed in an instant with the graphic representation of a map," Stephan Rice '04 says.

Even though the maps are complet-

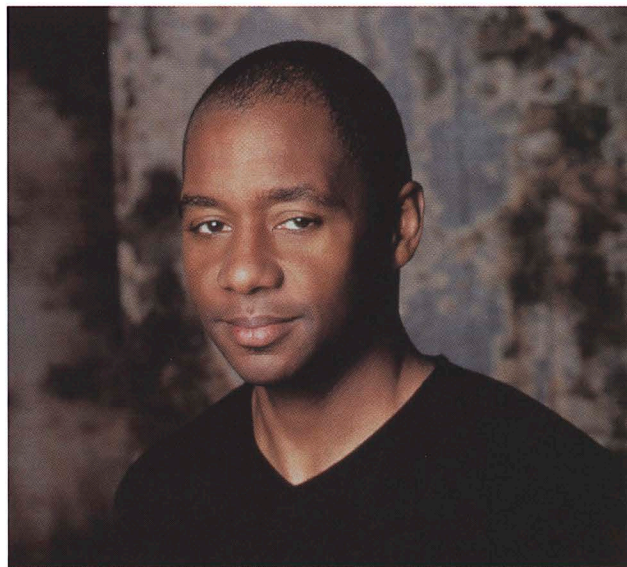
Experiencing the Arts

Pulse » COLIN KEATING '04 WAS ONE OF THOUSANDS of students who enjoyed music, theater, and other cultural events in Syracuse thanks to Pulse, SU's award-winning arts program. "Pulse is a comfort to students who hope to take part in artistic expression through song, dance, acting, and comedy," says Keating, a School of Education graduate who majored in music education.

Pulse, a joint effort of the College of Visual and Performing Arts and the Division of Student Affairs, provides undergraduates with extracurricular experiences in the performing arts. "Pulse connects students to the arts," says Ellen King, director of student events. "It's a great opportunity for students to see and experience things they might not otherwise get a chance to see."

The program brings local and nationally recognized artists to campus to perform and offers students discounted tickets and free transportation to such events as *Hedwig and the Angry Inch* and *Hamlet* at Syracuse Stage, and *Pirates of Penzance* and *The Magic Flute* at Syracuse Opera. Last semester, Pulse's on-campus offerings featured a performance by Grammy Award-winning singer Bobby McFerrin and a show by Ailey II, a modern dance company from New York City. Among the scheduled performers for the 2004-05 academic year are jazz saxophonist Branford Marsalis and actress-singer Audra McDonald. "I cannot think of a better way to acclimate our students than to give them access to cultural events on and off campus," says Carole Brzozowski '81, dean of the College of Visual and Performing Arts. "Pulse exposes all SU students to the valuable, intrinsic link between the culture and the soul of the University and Syracuse's creative community."

Pulse began in 1994 under the name Arts Adventure as



Courtesy of Pulse

Jazz saxophonist Branford Marsalis performed at Goldstein Auditorium on September 7 as part of Pulse's 2004-05 season.

a fee-based program required for first-year and transfer students. When the Division of Student Affairs initiated a co-curricular fee for all students in 2002, the program became available to all undergraduates. In 1997, the program was recognized for its diverse array of performances with a New York State Governor's Arts Award for outstanding contributions to the arts. At the start of the 2003 academic year, Arts Adventure was renamed Pulse in hopes of attracting more students. "At the program's inception, we felt it was unique," says Barry L. Wells, senior vice president and dean of student affairs. "Now, 10 years later, Pulse serves as a model for other colleges and universities seeking to provide learning opportunities outside of the classroom."

—Rachel Boll

ed, the work is far from over. Mitchell believes a number of research initiatives will stem from the project. A follow-up course is being planned that would use the map to address policy issues. "There is every intention to continue the hunger project," Mitchell says. "It's drawn us all into the community in new ways." Read agrees. "Seeing how hard the students worked and how seriously they took their responsibilities was really gratifying," she says. For Lawrence S. Peters Jr. '04, applying his knowledge of geography and GIS to the public realm was the project's most rewarding aspect. "It wasn't just an academic exercise," Peters says. "Our work will be used by policymakers and the entire Syracuse community. That gives me great pride and satisfaction."

—Samantha Whitehorne

Certifying Advancement

University College » UNIVERSITY College (SUCE), SU's pioneering continuing education division, has won approval from the New York State Department of Education to offer 15-credit certificate programs in organizational leadership and in professional communication. The nod from Albany brings the number of pre-baccalaureate certificates offered by SUCE to four. Programs in legal studies and in applied computer technology for network professionals were launched in 2002. "Our certificate programs are designed to provide adult students with the skills and knowledge necessary for success in 21st-century organizations," says Carol Heil, senior administrator of the organizational leadership program. "Earning these certificates will be particularly helpful to our students as they move forward into career positions that require these skills."

Higher education certificates often serve to assure employers that workers are prepared to break through vocational boundaries and take on greater responsibilities. "The road to a bachelor's degree is a long one for many part-time students, and it's helpful for them to get something along the way as a mark of personal progress as well as a credential to present to employers," Heil says.



Byodo-In Temple, Oahu, Hawaii (2003), by Gayle Lynn Nelson G'04, was among the artwork featured in the *Independent Study Degree Program Master of Arts Illustration Thesis Exhibition 2004* at the Joe and Emily Lowe Art Gallery this summer. Nelson, an Alabama resident, was one of the professional illustrators who spent time on campus this summer as part of the program's residency requirement. Her 15.5- by 18.5-inch print was engraved on Arches Rives paper and hand-colored. The temple, a replica of the 900-year-old Byodo-In located in Uji, Japan, is situated against a backdrop of tall cliffs landscaped with traditional lush Japanese gardens and koi ponds. Inside the temple is a nine-foot, wooden Lotus Buddha, which is covered in gold and lacquer and considered the largest wooden Buddha carved in more than 900 years. "It is difficult to capture the majesty and grandeur of this regal temple," Nelson says. "It is the most beautiful, serene, and spiritual place I have ever visited."

To be eligible for admission to either of the programs, students must have completed 60 credits or hold an associate of arts degree. Certification requires five courses, and each of the five can be selected from a broader list of SUCE offerings (www.suce.syr.edu/Programs/Courses/BPS). Candidates in organizational leadership choose one course in each of five competency areas: leadership principles and skills; resource leadership; organizational behavior; communication with diverse audiences; and negotiation, conflict resolution, and creative problem-solving. To earn a professional communication certificate, a student must take two courses in written communication, and one course each in oral communication, group dynamics, and diversity. Kay Fiset, senior administrator of the professional communication certificate program, points out the enhanced communication skills that students gain through

the program are likely to be useful in almost any workplace. "Anyone who has ever worked with others knows the importance of on-the-job communication," she says. "Workplace problems are often the results of communication failures of various kinds."

The new certificates are likely to be valuable to the many kinds of non-traditional students who make up University College's student body. "Certificate programs create options not only for undergraduates, but also for people who already have their baccalaureate degrees and are interested in brushing up and augmenting their skills to return to the workplace," says Geraldine de Berly, SUCE's associate dean of academic affairs. "A certificate program may also be the right choice for someone who has an associate of arts degree and wants to master certain skills for career advancement."

—David Marc