

University Place

COMMUNITY CHILD PROJECT TURNS LOCAL KIDS ON TO THE POWER OF WORDS

On a weekday morning at St. Vincent DePaul School in Syracuse, a group of preschoolers gathers around English and women's studies professor Rosaria Champagne and students Kristen Guarente '99 and Sarah Smith '00. "We're going to read a story called *Community Child* that we wrote especially for you," Champagne tells the children. "Then we want you to draw pictures of yourself and your family and friends; people you love and who love you."

Moments later, markers and crayons in hand, the kids go to work creating an assortment of people, faces, and other images, including a "cat with fur between its toes," as one young artist describes her picture. A 4-year-old named Ashley draws a sun and says, "Kirsten (her friend) can reach up to it."

Champagne, Guarente, and Smith immerse themselves in the action, quickly befriending the youngsters, talking with them about their drawings, and offering encouragement. "I really enjoy watching the children create and seeing how they interpret things," Guarente says. "They come up with some amazing work."

St. Vincent DePaul was one of several city school sites and community centers where Champagne and students in her research program gave readings and collected artwork this spring as part of the Community Child Project, a children's literacy initiative. The project's ultimate goal is to publish *Community Child*, a children's book written by Champagne and her students that features the kids' illustrations. The book will be distributed locally to HeadStart, hospitals, schools, and children's centers, and its rights will be given to Success By 6, a local children's advocacy organization. "They can continue publishing it and have it as a renewable resource," says project member Laura Clay '01, "because the need for new books is tremendous."

According to Champagne, more than 40 percent of Syracuse schoolchildren enter first grade lacking the language skills needed to

succeed. For the SU students, producing *Community Child* became a way to confront this startling statistic head-on. They want to combat illiteracy and understand its underlying causes; turn kids on to the power of words, build their self-esteem, and create a sense of community. The two-semester project involved much more than the demanding work of publishing a book, however. The group, which also included Laura Deschaines '01, Danielle DeSiato '00, Sara Hopp '99, Margaret Kip '99, Alison Kwan '01, Pilar Reid '00, Kimberly Yonkers '99, and graduate student Tobi Jacobi, studied the link between illiteracy and poverty through readings and discussions, talked about such issues as state funding for education, and kept journals reflecting on the project. They visited schools and met with educa-

tors; did readings for books on tape; hosted a community art exhibition of the illustrations; and participated in last fall's Success By 6 book drive that netted 15,000 books, including close to 5,000 from campus. "Illiteracy is such an overwhelming problem," says DeSiato, a Success By 6 intern who organized the book drive. "As a team, we wanted to do the little things that make a difference."

Without the group's collective efforts, the project would have been an insurmountable task, Champagne says. The students cast aside ideological differences and

developed a community of trust and support among themselves. They drew on their academic skills and personal talents, community contacts, creative visions, energy, and determination to learn from each other, have fun together, and successfully contribute to enhancing children's literacy at the local level. "In our book we define community as 'the friends you have and the friends you haven't met yet,'" says Champagne, who hopes the project will become a permanent program at SU. "These students have created a community that shows us Generation X isn't bored, apathetic, cynical, or unmotivated. They are idealistic, savvy, enthusiastic, and not afraid to tackle big problems."

—JAY COX



Sarah Smith '00, center, shown here with students at Roberts Elementary School in Syracuse, is one of several SU students involved in the Community Child Project, a children's literacy initiative.

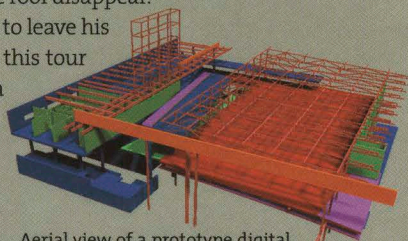


school of
Architecture

DIGITAL MODELS ALLOW VIRTUAL TOURS OF BUILDINGS AROUND THE WORLD

School of Architecture professor Terrance Goode is taking a tour of Rotterdam's Visual Arts Center. The innovative design by noted Dutch architect Rem Koolhaas is a perfect example for the Advanced Building Systems course Goode has taught at SU for three years. He wants a closer look at the building's complex system of air-conditioning ducts, but a portion of the roof blocks his view. No problem—he simply makes the roof disappear.

Goode didn't even have to leave his Slocum Hall office to take this tour—he's moving through a highly detailed computer model he created to depict the building in three-dimensional form. "These models can be seen from different angles," he says. "You can zoom in, zoom out. Because the different systems in the building



Aerial view of a prototype digital model of Koolhaas's Visual Arts Center in Rotterdam. The bright colors aid in refining modeling techniques, and will be more subdued in the finished model.

are on different drawing layers they can be made visible or invisible, so you can really understand how air-conditioning ducts might run in between a structural system."

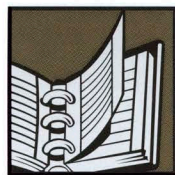
With support from SU's Vision Fund for innovation in teaching and learning, Goode plans to produce the models as teaching tools for Advanced Building Systems, which was created 15 years ago by colleagues Joel Bostick and Bruce Coleman. "The course is dedicated to the proposition that a building's technical systems—which include its structural system, mechanical air conditioning, and outside skin—are not just technical problems to be solved," Goode says. "They're elements to be orchestrated by an architectural vision. The course is organized primarily on case studies in which we literally take apart significant buildings of the 20th century."

Goode typically uses construction photos and published drawings to illustrate a building's various systems. "In photos, the angle sometimes isn't right to show exactly what you want to show," he says. "Crucial things are hidden. You can create drawings that show systems, but there might be too much information for them to be legible."

Goode chose three Koolhaas designs for his initial models: the Visual Arts Center, built in 1992; the Dance Theater of the Netherlands in The Hague, built in 1987; and the Educatorium multipurpose building at the University of Utrecht, built in 1997. "These buildings are very much informed by their own systemic and material conditions," Goode says. "Koolhaas uses the different building systems in a way that acknowledges their significance."

Part of the Vision Fund grant will pay for a 10-day trip to Holland this summer to tour and photograph the buildings. The photos will aid in detailing the models, Goode says, but will also be used alongside them as teaching tools. "Nothing beats the reality of actually visiting a building," he says. "Ultimately, we experience architecture visually and tactually."

—GARY PALLASSINO



college of
Arts & Sciences

STUDENTS EXPERIENCE THE WORLD OF INTERNATIONAL POLITICS AT MODEL NATO

Political science students from the College of Arts and Sciences represented the country of Belgium for a few days last semester. Kristina Rico '00, Kelley Saddlemire '02, Brian Snowdon '00, Justin Oswald '01, and Colleen Murray '02 were delegates at the 14th annual Model North Atlantic Treaty Organization (NATO) simulation in Washington, D.C.

Sixteen nations were represented by college teams during this simulated NATO meeting. "We were put into the kinds of situations we've only read about—like the war between Serbia and Kosovo," says Rico, who organized the Syracuse team. "The model delegations faced the same tough situations NATO does in debating and formulating communiqués. The majority of us needed to prepare a great deal to understand all of the issues surrounding the alliance."

The experience required using more extensive resources than those accessible on participants' home campuses. Students met with embassy officials and researched various aspects of their represented countries, including the economy, military, and political environment. In addition, the gathering featured a keynote address by John Jones, deputy director of political affairs for the U.S. Department of State, and a NATO briefing by U.S. Navy Commander Michael Lucarelli.

The teams were split into various special committees, mimicking the actual NATO structure. While "in committee," students formulated opinions on a variety of issues. "The delegates were very passionate about the issues we were discussing, which made the conference interesting," Saddlemire says.

Crisis simulations, for instance, required students to act on issues using the knowledge and skills they acquired through their research, and to draft a position. "My committee faced a number of mock situations like a breach of nuclear security in central Russia," Rico says. "As an alliance, committee members had to form a consensus and act upon it. This was the hardest part because new events occurred about every hour. Each team's reaction to the crisis had to reflect the way its represented country would react. In other words, SU team members approached the crisis simulation in the same manner that NATO delegates from Belgium would approach a real crisis."

SU delegation members found the experience academically rewarding. "This simulation had a great influence on me," Rico says. "This was truly a hands-on learning experience. We had to apply both what we had been taught in the classroom and what we researched on our own to properly represent Belgium, and to do a good job."

Murray was glad to participate in such an event so early in her college career. "It was an amazing opportunity to learn more about issues that our world is facing," she says. "Traveling to our nation's capital and talking to people who teach about and work in politics gave me some insight as to where I would like to be a few years from now. I hope to return to Model NATO next year."

—WENDY S. LOUGHLIN AND TAMMY DIDOMENICO



SCHOOL OF Education

VIOLENCE PREVENTION PROJECT SEEKS TO HELP STUDENTS OVERCOME AGGRESSION PROBLEMS

Numerous programs seek to curb violence in school-age students, but little evidence exists about what kinds of programs actually work. As principal investigator of the Syracuse University Violence Prevention Project, School of Education professor Joan Burstyn hopes to find that answer. "Many of the programs were introduced by activists who really believe their way of doing things is going to be significant," says Burstyn, professor of cultural foundations of education. "But there's not been an enormous amount of effort to learn how effective they are. So there haven't been the kinds of studies done nationally that provide reliable information at a substantive level."

The SU program, a five-year project started in summer 1997, should help researchers learn what methods are most influential in reducing teen violence. Through a partnership with the Syracuse City School District's VINTA (Violence is Not the Answer) School, the program focuses on such prevention and intervention strategies as enhancing community service experiences, and teaching communication skills, anger management, conflict resolution, appreciation of cultural diversity, and problem solving.

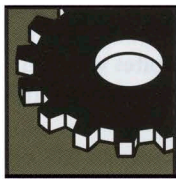
VINTA is a school to which 6th- through 12th-grade students are

sent for up to one academic year when found carrying weapons, other than guns, in their home schools. Eighty to 90 students are enrolled in the school at any given time.

Syracuse University became involved in the project as part of a consortium of seven institutions of higher education funded by the Hamilton Fish National Institute on School and Community Violence at The George Washington University through a contract with the U.S. Office of Juvenile Justice and Delinquency Prevention. The consortium focuses on assessing programs to determine the most effective practices. Its members are conducting two-part quantitative evaluations at their sites to see whether interventions led to any significant reductions in violence. SU's project also has a qualitative component. "No other consortium member is doing a qualitative piece at the level that we are," says project director Kim Williams G'92, G'97.

The research at VINTA includes in-depth interviews with students, faculty, administrators, and parents. "This allows us to describe the process of what goes on during intervention projects," Burstyn says. "It provides a different and more in-depth view than we might get from a quantitative study."

The program also provides community service and research opportunities for students. Graduate students Domingo Guerra, Roland Grimes, and Marlene St. Germain are assisting with aspects of the project like community service, parent outreach, and helping the VINTA students make the transition back to their regular schools. Several undergraduates from the Public Affairs Program in the College of Arts and Sciences have participated in the program as well. "We're trying to line up undergraduate volunteers to work with and tutor VINTA students to try to get as much help and involvement on this as we can," Williams says. —ZOLTAN BÉDY



I.C. SMITH COLLEGE OF Engineering & Computer Science

PROFESSOR AND STUDENTS IMMERSE THEMSELVES IN WATER-QUALITY PROJECTS

For civil and environmental engineering professor Ray Letterman and his students, improving the quality of drinking water is an ongoing concern. "A critical issue in drinking water treatment is whether to add more chlorine and other chemicals to kill microorganisms, or to increase the efficiency of filtration systems in removing them," he says. Inefficient filtration may result in water-borne diseases today, Letterman explains, but increased disinfectant use can heighten the risk of cancer over time.

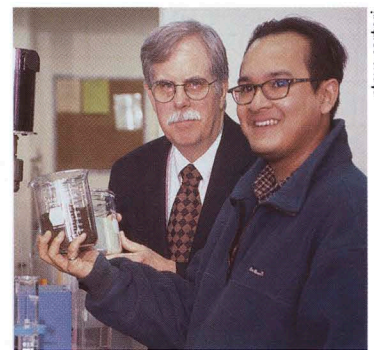
Environmental engineering student Amir A.Rahman '99 worked with Letterman this year on the Glass Sand Project, a research initiative that explores the effectiveness of using pulverized recycled glass in water filtration systems. The idea is that such a system can provide smaller communities with a more economical means of water treatment and, at the same time, help New York State use thousands of tons of waste recycled glass. "I gained experimental and analytical experience from my research, as well as insight on the logic and mechanics of water treatment," A.Rahman says. "Hopefully, our findings can be used by the community."

Letterman initiated the three-phase project about three years

ago. The first phase, carried out in a Hinds Hall lab, focused on the pulverization process—how to maximize the amount of appropriately sized glass for filtration use. In October 1998, Letterman and a team of students started a yearlong pilot plant study in Canajoharie, New York, using the glass sand system. In November, they began analyzing data from the project. "The results are very positive," Letterman says. "They helped Canajoharie officials obtain approval from the state health department to implement the system."

In addition to the Glass Sand Project, students are working with Letterman on two projects funded by the drinking water industry and the U.S. Environmental Protection Agency. One initiative, begun more than a year ago, will develop a method for the calibration of particles counters, instruments that treatment plants have begun to use to test the performance of filters. The second, initiated in January, focuses on the instruments used to measure the turbidity, or haziness, of water.

For Letterman, providing students with the chance to do research is rewarding. "When you talk to your former students and see how their involvement in these projects has influenced their careers and their lives," he says, "it makes it all worthwhile." —MELISSA SPERL



Professor Ray Letterman, left, and Amir A.Rahman compare clean and dirty glass particles taken from an experimental filter.

steve sartori



AFRICAN AMERICAN FELLOWSHIPS AID STUDENTS IN RESEARCH AND SCHOLARLY WORK

Henia Johnson had solid research experience when she came to SU last fall to work on a doctoral degree in sociology. What she needed was time to pursue her studies of African American families. As one of six 1998-99 African American Fellowship recipients, she has support to complete her research while fulfilling academic requirements for her degree. "The fellowship provided me with time that otherwise would not be available," she says. "I had the time to read and write critically, to become a good scholar and researcher."

The fellowships, most of which are for a single year, help graduate programs at SU recruit outstanding African American applicants. Fellows are granted a living stipend and full tuition for one year. In addition to their regular courses, fellows take a course each semester in the College of Arts and Sciences' Department of African American Studies, and present their research at a department forum in April. "We seek out individuals for whom African American studies will contribute to their career and career objectives, their total education," says Stewart Thau, associate dean of the College of Arts and Sciences.

Each year, graduate programs nominate prospective students

for African American Fellowships and similar Syracuse University Fellowships. The African American Fellowship Committee reviews nominations and passes on recommendations to Graduate School Dean Howard Johnson. The process focuses on quality, but is highly subjective, as the committee seeks students whose interests match those of the African American studies faculty, says Graduate School Assistant Dean Peter Englot G'88.

In Henia Johnson's case, the committee was impressed with the research on surviving families of African American homicide victims she conducted as an undergraduate at Cleveland State University and as a graduate student at Michigan State University. Johnson also founded VOICES (Voices Over Inner City Crime Exchanging Solutions), a support and advocacy group for these families. "For me, the fellowship says, "We respect the work you have done both as a scholar and an activist," Johnson says.

Johnson's current research study, "Drugs, Jail, and Women in Syracuse," grew out of a sociology course, Qualitative Research Methods. She conducted six one-hour interviews with a transitional counselor at the Onondaga County Correctional Facility and spent two days observing the counselor's activities, including trips to the welfare department, arraignment court, drug court, homeless shelters, and churches where meetings for recovering substance abusers were held. This summer she is expanding her study to transitional services available for women leaving state prisons. She also participated in women's issues forums at the county jail.

"I learned I am capable of doing doctoral work," she says of her fellowship year. "I'm writing well, I'm reading well, and I'm involved in the community. That's what scholarship is all about."

—ANN R. MEARSHEIMER



STUDENT STUDY ON TEENAGE AFRICAN AMERICAN FATHERS REVEALS NEED FOR SUPPORT NETWORK

When Latia Johnston '01, Duke Pettijohn '00, Renee Valerino '01, and Alia Howell '99 were asked to do a group project for their family development course last fall, they turned their attention to what they viewed as an important community issue.

The four students decided to study the involvement of single teenage African American fathers in the lives of their children. "This topic doesn't receive a lot of attention, yet it's an important issue in the community," says Johnston, a child and family studies (CFS) major and native of Syracuse. "The subject area was not only interesting to us, but relevant in society."

CFS professor Tracy Espy assigned the group projects to have her students gain practical experience. "I wanted them to turn book knowledge into applied knowledge," she says. "I wanted them to understand things in a real-world setting."

After creating a questionnaire for single teenage African American fathers, Johnston's group solicited participation at Syracuse's Southwest Community Center. "It wasn't that easy," recalls Johnston. "We had trouble finding men who would take part in our study."

Through perseverance and networking, group members managed to collect questionnaires from 25 young men. Their findings revealed some surprises. "There is a stereotype that most young African American fathers have little or nothing to do with their children, but we found otherwise," Johnston says. "The vast majority of men who answered our questionnaire had some sort of involvement in the lives of their children."

The finding that struck them most was a general lack of societal support for teenage fathers. This observation led the group to formulate the Teenage Father's Network, a hypothetical support group that would serve as a resource to help teenage fathers meet parenting challenges. "With a little more research, their idea for the Teenage Father's Network could actually be put in place in the community," says Espy, who is now working with the students to achieve this goal.

For Johnston, the project's most rewarding result is its real-world relevance. "The relationship between father and child is so important," she says. The group summed it up well on a flier created to advertise the network: "Men who change diapers change the world."

—WENDY S. LOUGHLIN





school of
**Information
Studies**

COMPUTER LITERACY/HARDWARE REQUIREMENTS LEVEL THE FIELD FOR DISTANCE LEARNING

Staying current with technology has always been important to college students, and nowhere is this more evident than in the School of Information Studies professional master's degree programs. With a growing number of Independent Study Degree Program (ISDP) students taking classes via the World Wide Web, the school is setting down some minimum requirements for computer hardware and software. The students will also have to meet requirements for basic computer literacy and electronic communication skills.

Amy Merrill, director of distance education at the school, says many ISDP students have been out of school for some time and often lack experience with newer computer systems and the web. "We were spending too much time training them in basic skills they should already have, especially going into the information field," she says. "We had students coming in at all different levels, so it was frustrating for everybody."

Beginning this summer, the school's information technology literacy requirements for graduate students include the ability to format disks, save files, copy and paste text, install and remove applications, upload and download files, search the web, and use e-mail, listservs, bulletin boards, and chat rooms.

The school is also trying to level the hardware playing field, Merrill says, so it can implement more advanced web technologies in its online courses. Information studies graduate students must have access to an IBM-compatible Pentium or equivalent Macintosh with multimedia and Internet capabilities. Students will need daily Internet access, programs for e-mail and file transfer, and current versions of the Netscape or Internet Explorer web browsers. Other requirements include Microsoft Word or a compatible word-processing program, and spreadsheet, presentation, and anti-virus software.

Professor Stuart Sutton, director of the Master of Library Science (MLS) program, says similar requirements have been in place for some time for that program's ISDP students. "When you consider that 66 percent of the MLS students are studying through ISDP, having access to equipment with the necessary capabilities is fundamental to success," he says.

Sutton notes that WebCT, the school's online course management software, requires more powerful hardware for its wealth of multimedia capabilities. "If a student in Barrow, Alaska, is going to be fully engaged," he says, "he or she will at least need to be able to handle audio streamed over the Internet, as well as have a CD-ROM drive for multimedia resources prepared for specific courses."

He is confident that most students will have little trouble meeting the requirements and that all will benefit in the end. "The nature of these students' professional work will have them constantly interacting with information technologies, communicating with colleagues, and engaging in collaborative computer-based work," he says. "The foundations behind these requirements are part and parcel of the world they are entering and in which they must communicate and compete."

—GARY PALLASSINO



college of
Law

LAW, TECHNOLOGY, AND MANAGEMENT CENTER TACKLES INTELLECTUAL PROPERTY ISSUES

Inventors who want to develop their designs commercially face a daunting task. From patenting the invention to developing a prototype, determining market feasibility, and developing a business plan for producing the product, the complex process calls for expertise in many areas.

At the Center for Law, Technology, and Management (LTM), students study the commercial development of new technology and help companies determine the best way to bring their products from the laboratory to the marketplace. The



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Theodore M. Hagelin directs the LTM center.

center, which is celebrating its 10th year, offers certificates to students who take a 24-credit concentration of courses. Theodore M. Hagelin, LTM director, says the core of the program is a six-credit course that examines a range of legal and business aspects of commercial technology development. "We think about it in terms of intellectual property transactions," Hagelin says. "Just as you have real estate transactions, today people do technology transactions."

At the program's Technology Transfer Research Center, student teams take on projects for such clients as Eastman Kodak, Welch Allyn Corporation, the Center for Advanced Technology in Computer Applications and Software Engineering (CASE) at SU, the Air Force Research Laboratory in Rome, New York, and the New York State Technology Enterprise Corporation. The center does four projects per semester, with teams of four or five students working on each.

Students first assess a technology. "We want to know where the state of the art is in this area, and how this particular technology compares to what else is out there," says Hagelin. After learning a technology's strengths and weaknesses, Hagelin says, the students look at market applications where it will be of value, then analyze those markets to determine their size, structure, age, growth, customers, and competitors. The team then decides how best to move the technology toward market introduction.

Results are presented in bound 100-page reports that rival those done by professional marketing firms. "Our students get a unique learning opportunity," Hagelin says. "They work with cutting-edge technologies and, very often, senior management people and researchers at places like Eastman Kodak."

Jennifer Walters worked closely last year with two local companies at the research center to develop possible market-entry strategies for their new products. This spring she was one of eight teaching assistants at LTM, supervising a team of five students. A 1994 graduate of Le Moyne College in Syracuse with a bachelor's degree in chemistry and biology, Walters chose to study at SU in part because LTM allowed her to apply her science background to work in the legal field. "I have been able to work with clients and apply what I have learned to real-life situations," she says.

—GARY PALLASSINO



school of Management

BETA ALPHA PSI ACCOUNTING FRATERNITY BUILDS CHARACTER WHILE ENHANCING CAREERS

Accounting professor Jake Cohen applies the precision and concentration of his profession to all his activities, including his work as advisor to accounting fraternity Beta Alpha Psi. "I don't believe in doing anything unless I do it perfectly," he says.

This past academic year, Cohen mapped out a step-by-step plan of action for the 40-member society. His goal: to turn Beta Alpha Psi into an activities-planning, student-motivating, career-enhancing machine. Along the way, he intended to garner local and national recognition for Beta Alpha Psi.

Presidents and advisors from Beta Alpha Psi chapters across the country gather annually for the fraternity's awards convention. At this August's meeting in San Diego, SU's Beta Alpha Psi is seeking the national organization's highest honor—being named a Superior Chapter, a recognition the SU group has never before earned. "We're shooting for the stars," Cohen says.

The award is based on accumulated points earned by organizing social events, workshops, community volunteer work, field trips, and other activities. By participating in these initiatives, chapter members gain practical experience. Through the Volunteer Income Tax Assistance (VITA) program, for instance, members helped local residents prepare their taxes by applying what they learned in class. The group also donated more than 300 sandwiches to the Syracuse Rescue Mission. Such efforts didn't go unnoticed on campus. The chapter was nominated for a Chancellor's Award for Public Service.

Beta Alpha Psi President Phillip J. Kaputa '99 believes in the organization's offerings. He was one of several members hired by PricewaterhouseCoopers, one of the nation's Big Five accounting firms. Such activities as VITA are important for developing professional skills and providing interaction with the community, Kaputa says. Beta Alpha Psi members learn what the accounting profession



Beta Alpha Psi members gathered at the organization's fall initiation banquet with faculty members, alumni, and local business owners.

truly entails. "We basically try to prepare our members for entry into the field of accounting, showing them the activities of an accountant," he says.

The fraternity not only prepares members for employment, but also helps them line up summer internships and later land jobs with top accounting firms.

"Beta Alpha Psi maintains strong relationships with many firms, including the Big Five," Kaputa says.

Maintaining relationships with good accounting firms is one benefit that Cohen wants to see continue. "Recruiters want to recruit from schools with strong accounting programs," he says. "And extracurricular involvement through a group like Beta Alpha Psi is a good indicator of a strong program."

—MELISSA SPERL



Maxwell school of citizenship & public affairs

PROFESSOR SEES STUDENTS' SELF-ASSESSMENTS AS A WAY TO IMPROVE THEIR PERFORMANCE

Maxwell School professor Jerry Evensky G'82, G'84 uses homework, papers, and exams to evaluate students' progress in the Economic Ideas and Issues (ECN 203) course he teaches for the College of Arts and Sciences. But it is outside class that the students face their toughest critics—themselves.

Each of the 150 students fills out a weekly self-assessment form at the ECN 203 web page, answering questions on attendance, class participation, hours of study, completion of assignments, and whether help was sought when needed. When the system is fully developed it will compile data from students and calculate the average response to each item. Each week when a student submits a report, the screen will display a graph with three indicators: the student's self-assessed performance, the class average, and Evensky's performance expectations.

"It's supposed to make them reflect personally every week on how they think their performance is going, both relative to what I think they ought to be doing and to what other students are doing," says Evensky, who received a Meredith Professorship for Teaching Excellence in 1996. "The logic here is to constantly make the students accountable for their own behavior. Most of these kids want to be successful, and most of them are willing to do what needs to be done to achieve that—but there's a huge gap between those two realities because they don't keep track of their own behavior."

With the help of some talented graduate students from the School of Information Studies, Evensky created the system as part of his three-year Meredith Professorship. He developed the idea while serving as a faculty advisor to students in the College of Arts and Sciences' Freshman Forum, a seminar designed to help first-year students acclimate to college life.

"It came out of a growing sense that many students don't think about the implications of their behavior patterns," Evensky says. "They fall behind, and then suddenly it's too late for them to catch up. The kinds of assessment tools I use, such as homework, give me some early sense of how students are performing, but by the time they get to the midterm and I see somebody flunked, it's pretty late."

Part of the problem is that students typically haven't been taught how to stay abreast of what they're supposed to be doing. "In high school, people manage your time for you," Evensky says. "There are passes to go down the hall and bells to tell you to move. Then suddenly you're in a world where there are no bells, no passes, and very few people take the roll. You are supposed to keep track of yourself."

The economics professor says he'll eventually have enough data to see how the process affects both overachievers and average students. "Seeing data like this each week may create an internal feedback dynamic," he says. "The overachievers will always run from the average—try to jack up their performance—and anybody seeking the average will pursue it. And that pattern will drive the average up."

—GARY PALLASSINO



S.I. Newhouse school of public communications

BLACK COMMUNICATIONS SOCIETY REGROUPS WITH PROACTIVE APPROACH

Not long ago, the Black Communications Society (BCS) was on the verge of vanishing at the S.I. Newhouse School of Public Communications. But BCS avoided such a fate when students took a proactive approach last fall toward reviving the organization, founded in 1976 by African American Newhouse students. "We want to make sure BCS remains active," says BCS events coordinator Shontay Robinson '01, a television-radio-film management major.

Newhouse professor Roosevelt Wright Jr., who has been BCS's faculty advisor since its inception, is pleased with the students' work to rebuild the organization. "BCS is important to Newhouse," Wright says. "It allows students to interact and explore issues of the African American experience in mass communications."

As part of the students' efforts, Yolanda Arrington '00, a broadcast journalism major and vice president of BCS, processed the paperwork to register a National Association of Black Journalists chapter at SU. Latonya Chenault '99, a television-radio-film major, developed a BCS web site. BCS president Christopher Rose '99, a television-radio-film management major, began compiling an alumni directory for organization members to use as a networking resource.

In honor of Black History Month, the group organized a commu-

nications roundtable in February. "We talked about what it's like to work as black professionals in the media," Rose says. The panelists, culled from several local media outlets, shared professional perspectives and addressed issues such as racism in the workplace, the positive and negative images of African Americans in the media, and being a minority manager of professional mass media.

Wright says it's crucial for Newhouse students to have the chance to meet African American leaders in the communications industry, and BCS can offer those opportunities. To keep the momentum going, Wright encourages the group to think innovatively and pursue such events as two-day media seminars, which were organized by BCS in the seventies and eighties. Those events featured high-profile African Americans in the media like Bob Johnson, CEO of Black Entertainment Television; and SU trustee Ragan Henry, the first African American to own a VHF television station.

Members also realize the potential impact BCS can have on their own lives as they prepare for careers in the media industry. "We know as communicators and as African Americans that we have a responsibility to the media," says BCS member Antoinette Carr '01. "We're striving to be better communicators." —KIMBERLY BURGESS



Professor Roosevelt Wright Jr., left, meets with society members Nicole Saunders, Chris Rose, Antoinette Carr, and Yolanda Arrington.



college of Nursing

SUMMER ENRICHMENT PROGRAM PROVIDES A HEAD START ON FIRST-YEAR STUDIES

Many first-year students feel isolated and out of place when they begin attending a major university like SU. Those feelings are magnified for students from low-income families, who may lag behind their peers in social and academic skills. The Empowering Students to Learn, Care, and Succeed in Nursing (ESL-CS) Summer Enrichment Program gives such students a head start on their college careers, offering seminars that foster personal and academic growth, and for-credit classes.

Now in its third year, the six-week program is run in conjunction with the Summer Start Program sponsored by the Division for Student Support and Retention. The latter program introduces students to various aspects of campus and academic life.

Nicole Braun '02, who participated last summer, says the experience made for an excellent start at SU. "I got a chance to get my math and writing skills to the level SU demands," she says. "I also met most of the staff people I now deal with on a regular basis. As a commuter student, I don't have as many chances as residents to get close to other students. The program helped me develop good relationships with the nursing students who were there."

Another of last year's students, Megan Montgomery '02, says she settled into campus life much faster than she would have without the program. Weekly seminars helped give her a boost over other incoming nursing students. "I took classes that others are now struggling through," she says. "It was hard at times, but it brought me into my freshman year with a high GPA to build on."

Nursing professor Bobbie Jean Perdue, who directs the program, says activities focus on three areas: an introduction to anatomy and physiology skills; personal health and health promotion; and making connections with people in the College of Nursing and throughout the University. Some of those connections are made during a retreat with the college's Community Advisory Board in the third week of the program. "These are primarily human resources people and advance practice nurses, minority nurses in the community," Perdue says of the board members. "They spend time sharing tricks of the trade with the students, what kinds of things will be good for them, and also forming a bond with them so they can be their mentors."

The program is part of a three-year, \$650,000 grant Perdue received to work on retaining low-income students in nursing. "It focuses on helping students to not just survive, but thrive," Perdue says, "so they can become nurse leaders who improve health care." With the grant ending this year, Perdue is trying to secure additional funding to continue the program.

Perdue says the program levels the playing field for low-income students so they can receive the full benefits of an SU education. "Our program allows the students to come to the University and feel a part of it to begin with," she says. —GARY PALLASSINO



school of Social Work

PROFESSOR AND STUDENTS EMPOWER FAMILIES LIVING WITH HIV/AIDS

Professor Susan Taylor-Brown reaches out to people living with HIV/AIDS, rather than dying from it. The School of Social Work faculty member is involved in several research projects as well as a unique family camping experience for families affected by the disease.

"In 1986 I read a newspaper article about a judge who was deciding whether he should return a child who was HIV-positive to his family or keep him in foster care," Taylor-Brown says. "The judge felt the parents shouldn't have him because they were both HIV-positive. I became an advocate for returning the boy to his family and have been involved in the HIV field ever since."

Taylor-Brown focuses her research on the impact of HIV/AIDS on women and children, including helping families with affected parents make appropriate guardianship arrangements for their children. Two years ago her commitment grew even stronger when she became involved with actor Paul Newman's Double "H" Camp on Lake Luzerne, New York, after hearing about the camp from one of her students, Robyn Jones '97. The camp is one of



several facilities serving children whose medical conditions prevent them from attending conventional camps.

Jones, now a graduate student at the University of Maryland, spent two summers at Camp Double "H", and thought Taylor-Brown's leadership and teaching skills would be assets to the program. In 1997, Jones helped Taylor-Brown organize a family camp weekend called Family Unity, during which family members affected by HIV/AIDS could be together. "We accommodate 75 people, with children ranging from newborns to teenagers," Taylor-Brown says. "It's an opportunity to not worry about anything for a weekend."

Taylor-Brown recruits social work alumni as well as undergraduate and graduate students to volunteer with Family Unity. "They are central to my doing this," she says. "They serve as staff and counselors, and get as much out of it as the families."

Elsbeth Ruder '00 also played an important role in getting Family Unity established—doing everything from coordinating student volunteers to writing the Family Unity newsletter. Her involvement proved to be a tremendous learning experience. "You learn facts and statistics in the classroom, but you don't fully comprehend those things until you come face to face with the issues," she says.

The impact Family Unity has on the families and on students motivates Taylor-Brown. "What keeps me going forward is seeing the potential people have and helping create environments in which they can blossom," she says. "I can't think of anything more rewarding."

—CAROL NORTH SCHMUCKLER AND WENDY S. LOUGHLIN



college of Visual & Performing Arts

OUTGOING DIRECTOR WILL DEVOTE MORE TIME TO COMPOSITION AND THE CLASSROOM

Visitors to Dan Godfrey's office may notice the black piano by the door. But they would probably be surprised to learn that, as director of the School of Music, Godfrey rarely has a chance to tinkle those ivories.

This year, Godfrey has commissions to write three new compositions in addition to his administrative and teaching responsibilities at Crouse College. Months of juggling a full-time administrative schedule with the creative demands of writing music have taken their toll. "I often write into the wee hours of the morning, then get up at 6," Godfrey says. "It wears one out over time."

Reluctantly, Godfrey decided to step down as director this summer, so he can devote more time to composition. "For me, as a composer, this has been a banner year," he says. "But it takes time and mental space to take advantage of those opportunities."

Godfrey will resume a full teaching schedule this fall while completing his compositions. In October, the St. Paul Chamber Orchestra will premiere a work he finished earlier this year, commissioned by the Barlow Endowment for Music Composition. By December, Godfrey will complete his String Quartet No. 3, commissioned by the Kous-

sevitzy Music Foundation at the Library of Congress. He will also wrap up a wind ensemble piece for the "Big Ten" University Band Directors Association. Godfrey says these commissions are particularly auspicious, because each one offers different challenges. "I wouldn't dream of



School of Music professor Dan Godfrey enjoys sharing his composing experiences with students.

not following through on any of these," he says.

Godfrey came to SU in 1983, first teaching and also chairing the composition department. He assumed directorship of the School of Music in 1997. He has a deep affection for the school and the close-knit music community it serves. "The school offers students a small, intensely focused program with the resources of a broadly varied university environment," Godfrey explains.

He says it is as important for music professors to be thoroughly involved in the performance and composition of music as in teaching. At the School of Music, recently renamed the Setnor School of Music, that spirit is shared by the faculty.

Godfrey looks forward to spending more time in class this fall and sharing his experiences as a composer with more students. "When I enter the classroom, I'm a musician again," he says with a gentle, if tired, smile.

—TAMMY DIDOMENICO