

University Place

STUDENTS OFFERING SERVICE VOLUNTEERS CONNECT WITH THE COMMUNITY

Syracuse University students looking for an alternative to the standard social scene find it in Students Offering Service (SOS). The volunteer organization, headquartered in Hendricks Chapel, provides many opportunities to help those in need.

SOS began in fall 1989 when Hendricks Chapel Dean Richard Phillips recognized the need for a greater level of altruism on campus, and invited students to create a culture of volunteerism. Nearly a decade later, more than 1,000 students and Central New York residents volunteer time through SOS to an array of projects. They tutor refugee students in Onondaga County through the International Children's Project, sew crib quilts for seriously ill children at The Ronald McDonald House of Central New York and The Hale House in New York City, beautify neighborhoods through community cleanups, blanket the impoverished through Share the Warmth, build houses for working-class families through Habitat for Humanity, coordinate CROP Walk activities, and help out at local community centers.

Program director Francis McMillan Parks creates a channel for students to participate in activities tailored to their time constraints and interests. "We recognize that what appeals to some students may not appeal to others," she says. "We like to think that, depending on their inclination, students can choose from an extensive range of volunteer opportunities. The process is delightfully simple."

At the start of every fall and spring semester, Parks organizes a "volunteer summit," inviting about 30 people from various social organizations to talk with students about volunteer opportunities. Following the summit, interested students fill out forms choosing the groups to which they would like to donate their time. Students are then put in touch with the selected agency and receive training in appropriate skills.

Kim Wilcox '97, G'98, last winter's Share the Warmth chair, attests to the unique activities Parks leads. "She brings people together from all walks of life and pulls service projects together," Wilcox

says. "When anyone says they'd like to do something, Francis finds a way to make it happen."

Share the Warmth began with the simple desire to donate a few blankets to Syracuse's homeless people. The project eventually collected more than 100 blankets and raised \$1,000 from the Alibrandi Catholic Center, Alpha Chi Omega sorority, the Circle K Corp., and Delta Delta Delta sorority to buy blankets from Church World Service, a relief organization. The blankets were distributed to Vera House, a shelter for battered women; The Living Room, a sanctuary for people with AIDS; and other area facilities. The project's success prompted Le Moyne College and Onondaga

Community College to join SU in Share the Warmth. St. Lawrence University, Colgate University, and the State University of New York College of Agriculture and Technology at Morrisville are considering creating similar programs.

"Everyone has worked so well together and been completely committed to and passionate about this project," Wilcox says. "It's the best feeling in the world."

Senior Amy Hitchcock has a similar feeling of satisfaction from her work with Habitat for Humanity. Hitchcock spent her last three spring breaks building houses in Florida, Kansas, and Mississippi. Volun-

teers raise funds for the trips through bake sales, benefit concerts, plant sales, and raffles, bringing the cost down to a mere \$120 a student. "Experiences attained through Habitat are infinite," she says. "It's completely humbling to help people you don't even know. The whole spirit passes from one person to another. You don't have to give anything, but you end up giving everything."

More schools are expected to take a close look at the way SOS seeks to empower the University and the Syracuse community, Parks says. Students Offering Service is expected to grow as students become increasingly interested in volunteering. "We learn so much when we continually cross the boundaries that separate us politically and economically from our townfolk," Parks says.

—LAURA GROSS



Students Offering Service volunteers gather at a playhouse they built and auctioned off, with the proceeds benefiting Habitat for Humanity.



school of
Architecture

STUDENT CREATION ENHANCES LIFE FOR HAITIAN COMMUNITY

Heidi Christianson '99 chose to study architecture because she wanted to combine her love of math, science, and drawing. Now, as a fifth-year senior in the School of Architecture, she's blending in yet another interest—helping others. “Cultural identity is represented in architecture, and I am interested in expanding on the identities of Third World and other nations by helping to build and create shelters and other structures,” Christianson says.

The Long Island, New York, resident inherited her giving spirit from her parents. Five years ago, Christianson's father began visiting Haiti on mission programs with the Mattituck Presbyterian Church on Long Island, and last summer she joined the group's annual trip. Now her goals are coming to fruition through her involvement with the Haitian culture.

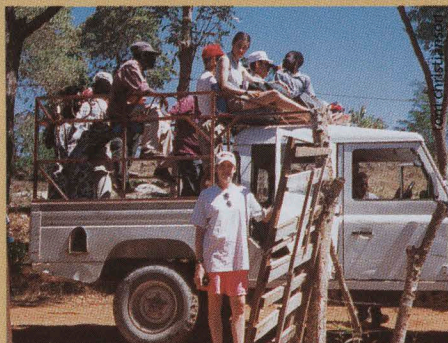
Specifically, Christianson is designing a village that includes a church, medical clinic, school, and guest house through her work with the religious organization Service Christian of Haiti and the people of Nan St. Marre, a newly established community in the Haitian mountains. The town plan is Christianson's senior design thesis.

But that is just the beginning. For her honors thesis Christianson developed a special concrete block for use in Haitian buildings that will better withstand the region's severe tropical storms. After completing a course in masonry structures in 1997, she contacted a Syracuse concrete block manufacturer to analyze a sample of Haitian concrete. The results revealed that there was not enough cement in the blocks to hold the structure together. As she developed the new concrete block, Christianson also considered the high cost of such building materials as mortar, which is used to join the blocks. “Resources are expensive and not readily available to these people,” she says. “So I designed a block that doesn't need mortar and allows for more cement.” Before Christianson applies for a patent, she wants to reshape the block to create an interlocking system. “If the blocks are cast with precision it will be easier to lay out a straight wall and ultimately easier for them to interlock,” she says.

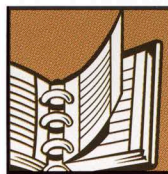
Christianson will design the church this year so its construction can begin next year. Since the head of Service Christian of Haiti is an architect, the group can pursue the project after Christianson's design is finished. “I am not trying to impose myself on the Haitian culture,” she says. “Their community will represent their way of life.”

After Haiti, Christianson hopes to continue doing this kind of work in the United States and Africa. “This is a real-world application of my interests,” she says. “The experience encouraged me to think about what architecture really is.”

—NATALIE A. VALENTINE



Heidi Christianson (standing) with a Haitian work team.



college of
Arts & Sciences

COLLABORATIVE BIOCHEMISTRY PROGRAM GUIDES STUDENTS IN A NEW SCIENTIFIC ADVENTURE

The revolution that has swept biotechnology in the past 25 years introduced advances in everything from cancer treatments and anti-AIDS drugs to DNA replication and cloning. Naturally, SU students want to be part of this adventure.

In response to student interest and to keep pace with the biotechnology field, Syracuse University created a bachelor of science degree program in biochemistry. Last academic year, there were 28 students majoring in biochemistry. “The program is new and exciting here at SU, but it's not a novelty,” says H. Richard Levy, chair of the biology department in The College of Arts and Sciences. “Biochemistry is very old and established at several other universities.” In fact, Levy developed SU's first biochemistry course lab in the biology department 35 years ago.

Biochemistry, the chemistry of living organisms, is concerned with the basic materials and processes of life itself. Biochemical scientists are in great demand for research and teaching at universities, and for research and development work in the chemical and pharmaceutical industries, medical laboratories, and state and federal governments. “Biochemistry prepares students for careers in biotechnology,” says Philip Borer, professor of chemistry and biophysics in The College of Arts and Sciences. “It's also a preparation for medical school and for students interested in studying molecular biology at the graduate level.”

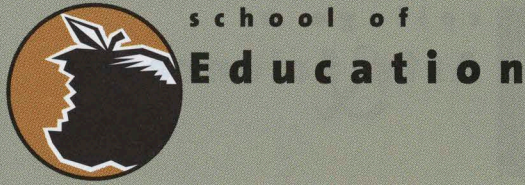
The new program, a joint venture of the college's biology and chemistry departments, features 20 faculty members whose intellect and research center on biochemistry. The two departments work closely to develop new curriculum choices to satisfy students with different interests and backgrounds. “The collaboration between the two departments has been built over the last five years,” Borer says. “It will continue to grow and be beneficial for students.”

One of those students is Candice Dowell, a junior biochemistry major. “In so many ways it combines the two sciences, but it covers such a wide range that it is difficult to draw a neat border around biochemistry,” Dowell says. “I have so many more options studying biochemistry because it provides the foundations for pathology, pharmacology, physiology, genetics, zoology, and even surgery and anatomy.”

While 300 to 400 other schools have biochemistry programs, Borer cites SU's program as unique for its “emphasis on biochemical structures and computer modeling at the undergraduate level.” He notes that the facilities and computer technology available to SU undergraduates are offered only at the graduate level of most universities.

“I think students in the biochemistry program have a great advantage,” says Adetola Odunbaku '98, who received a bachelor's degree in biology. “If the program was offered earlier, it may have influenced me to concentrate on chemical and cellular components rather than the counseling aspect of science.”

This fall, the department introduces a molecular biology track to the B.S. in biochemistry, and plans are under way to offer a graduate degree program in the next few years. “We anticipate much more interest and growth in the years to come,” Levy says. —BRIANNA WILLIAMS



FIRST YEAR FORUM INTRODUCES STUDENTS TO THE UNIVERSITY AND SYRACUSE COMMUNITY

When School of Education first-year students arrive in the fall, they receive much more than a hearty welcome and a campus map. They participate in the semester-long First Year Forum, a one-credit course designed to help them adjust to the school, the campus community, and the city. The new students are also matched with peer advisors.

Amie Redmond, the school's recruiting specialist and coordinator of the First Year Forum and peer advisor program, sees this as an opportunity for students to learn about their new home and its resources, as well as get to know administrators, staff, faculty, and each other. Transfer students enroll in a similar program, University Transition. "After the first semester of being here, our students really have a good understanding of what Syracuse University is all about," she says. "They share ideas and experiences."

Dean Steven Bossert, who teaches a forum section, believes it builds a strong community among students and gives them a sense of belonging to the school. "I create many opportunities for my students to work together and socialize. Getting to know one another lessens apprehension about being in a new environment, especially when they openly share similar fears, concerns, and

reactions," he says. "I routinely include activities that involve group problem-solving, and the students help each other adjust to campus life. This is important."

Such topics as registration, counseling, and time and stress management are inte-

grated with informal activities like bowling, apple picking, going out to dinner, and attending Syracuse Stage productions. Professors Patricia Tinto G'90 and Vincent Tinto, who co-teach a forum section, often invite students to their home for dinner. One of their assignments is for students to read the works of faculty and interview them. "We want students to see people's professional and personal sides," Patricia Tinto says. "It allows students to see the institution as a community. In college, you really need to be part of a learning community, and we try to help them make that transition."

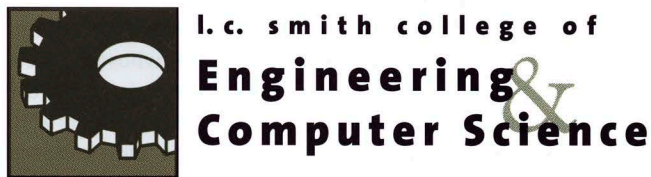
Loren Kirschner '99 is part of the school's peer advisor board, whose seven members co-teach forum sections, providing a student perspective on issues. The forum serves as a great way to get to know fellow students, including those in other majors, and faculty, Kirschner says. "It really shows students that these are people who care about us and are here to help."

—JAY COX



Dean Steven Bossert with students from a fall 1996 First Year Forum section.

amie redmond



I.C. SMITH COLLEGE OF Engineering & Computer Science

THE WONDERFUL WORLD OF GEOFOAM

The glass-enclosed suite of offices on the third floor of Hinds Hall sports a new sign: Geofoam Research Center. The center is led by Professor Dawit Negussey of the college's Division of Mechanical, Civil, and Chemical Systems.

"This center is so necessary because the needs for infrastructure construction and rehabilitation are urgent and expanding," Negussey says. "Geofoam has many roles to play in construction."

"Geofoam" is the generic term for large blocks or boards of polystyrene foam—the same material used to make office coffee cups and molded electronics packaging.

For engineers, geofoam's value is twofold: It is a great insulator, and blocks of the material weigh little for their volume—40 to 100 times less than an equal volume of soil. Geofoam's low mass has already landed it a role as lightweight fill in two major U.S. construction projects: the I-15 highway around Salt Lake City, Utah; and the new Palisades Center shopping mall in West Nyack, New York. Here in the Syracuse area, the material surrounds the foundation of the Carousel Center shopping mall, where it helps to relieve lateral stress.

Negussey has made numerous presentations across the United

States on the material, and taught the first course on geofoam in the country. In addition, his lab work has provided data to builders and geofoam producers, leading ultimately to corporate support for the new center.

Negussey's promotion of geofoam led to a successful reconstruction along Route 23A in Greene County, New York, where an unstable embankment slope threatened a protected stream. To prevent a possible collapse, geofoam blocks were substituted for soil within the roadway embankment, decreasing the force that caused the movement of the embankment.

Before and during reconstruction of the embankment, sensors were installed to measure pressure and displacement. Engineering graduate student Michael Sheeley is analyzing the data collected through the use of the sensors. "I have an opportunity to study a material that is relatively new to the world of civil and geotechnical engineering," says Sheeley, who worked in Negussey's lab during the past two summers. "It is exciting to be part of this investigation that will be valuable for public and private engineering organizations."

As a consequence of the project, Negussey is working on a study—which is jointly funded by the Federal Highway Administration and the Society of Plastics Industry—of geofoam for slope stabilization.

"Students who learn about geofoam properties and applications have an edge getting work in their field," the engineering professor says. "This is a good example of how research and innovation benefit our collective effort toward excellence as a student-centered research university."

—WILLIAM PRESTON



Graduate school

EXAMINING CAREER PATHS FOR DOCTORAL STUDENTS REVEALS A WIDE RANGE OF OPTIONS

Recent national discussions about growing numbers of doctoral students vs. dwindling numbers of academic jobs seem to have missed an important point: Opportunities for doctoral students exist in a variety of fields outside academia.

"People within higher education tend to focus too much on the outcome of doctoral programs in terms of whether students are successfully placed in academic jobs," says Peter Englot, assistant dean of the Graduate School. "There are graduate programs that have always sent a fair percentage of their students out into non-academic jobs. There are departments and programs that are considering how to adapt their curriculum to better prepare people for non-academic jobs."

Chemistry doctoral students, for example, find work in the chemical and pharmaceutical industries. Students in the biology department often enter non-academic fields as well. "Particularly in the pharmaceutical industry, there are excellent opportunities in drug research and development," says Professor H. Richard Levy, chair of the biology department. Jobs also exist in government laboratories and state institutions, he says. "People who are interested in environmental biology can find jobs in national parks and aquariums and Sea World, those sorts of places."

There is also a misconception among doctoral students who think they can do only one thing, says Michael Wasylenko, associate dean for academic administration in the Maxwell School of Citizenship and Public Affairs. "If you open up your own thinking to other professions, even with graduate degrees, you can pursue virtually anything you want."

Doctoral students in the Maxwell School's economics department, for example, land in privately sponsored foundations, think tanks, nonprofit organizations, and the private sector to do economic forecasting. "The overwhelming majority of economists do not work in academia," says Wasylenko, noting the roles economists play in government, banking, and on Wall Street. "Most people at the International Monetary Fund and World Bank have Ph.D.s in economics," he says. "So this is not a foreign concept."

Barbara Butricia, who recently earned a doctoral degree in economics, works as an economist with the Social Security Administration. "I never wanted to go into an academic position," she says. "When I started graduate school I was pretty sure I would go into a non-academic position."

Among other examples of doctoral students pursuing careers outside academia are a history student serving as the director of a historical museum, and geography graduates who work at consulting and environmental firms, and in government. The School of Management places a good percentage of its doctoral students in non-academic jobs as well, says Englot.

"In an era like this when, in some fields, there are growing questions about how many doctoral students should be produced in a particular discipline, we need to examine the assumption about where these students go when they graduate," he says. —DAISY SAPOLSKY



college for Human Development

SENIORS SERVE UP FINE DINING AS A FINAL COURSE

For one delicious spring evening, the Nutrition Dining Room in Slocum Hall was transformed through warm candlelight, soothing piano music, and delectable food into an Italian bistro, Ricordati la Mia Cucina. As students and faculty socialized and savored a lively menu, the James Beards and Julia Childs of tomorrow scurried about in the pressure-cooker environment of the kitchen.

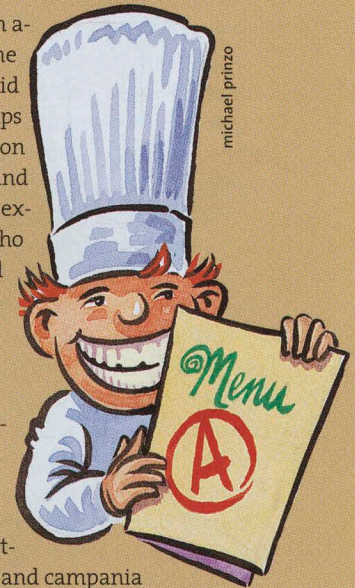
For the graduating seniors from the College for Human Development's Restaurant and Foodservice Management (RFM) Program responsible for the transformation, the evening represented the climax of four years of study and an opportunity to showcase their skills. The senior dinner, now in its third year, is the presentation segment of a semester-long class. The 17 seniors split into three groups—each one creating its own hypothetical restaurant with a business plan, advertising strategy, individualized menu, and specialized clientele. "The dinner is part of our overall assessment activities," says Professor Norman Faiola, chair of the RFM Program. "The goal is to have students in their final semester bring together all their coursework to organize something very real."

The groups also pitch their plans to a panel of hypothetical investors composed of faculty and local restaurateurs who serve

on the RFM advisory board. Competition among the groups is fierce, since only one receives an "A" and wins the panel's bid for the investment. Additionally, the groups are graded by their peers every week on the quantity and quality of their work and on their overall attitude. "It was really exhausting," says Kimberly Matthews '98, who majored in nutrition. "Because we did most of our work outside of class, we needed to coordinate our schedules, learn time management, and learn how to communicate well with each other."

Group member Jon Thering '98 was largely responsible for selecting and preparing a tasting menu that included bruschetta, tomato and mozzarella, tortellini insalata, essence of rosemary lamb, fettucine romano, broccoli bianco, cannoli, and campania pie. Thering and his peers sampled recipes several weeks in advance, chose the most delicious ones, and began preparing the most labor-intensive selections, such as the desserts, several days before the dinner. "We felt a lot of pressure to live up to expectations of the past and expectations that we had for ourselves," he says. "We just tried to make everything run as smoothly as possible."

Says nutrition professor Jean Bowering: "The creativity shows through. The dishes they came up with are amazing—and where else do you get a meal like this for \$12?" —LAURA GROSS



michael prinzo



school of Information Studies

GRADUATE STUDENTS ENGAGE IN COMMERCE DISCOURSE ON THE WORLD WIDE WEB

Last fall Scott Bernard G'98 took Professor Rolf Wigand's Electronic Commerce course. He enjoyed Wigand's weekly lectures and learned much from the other students' comments during class discussions and group projects. Oh, and he took part in all of this while at sea on the aircraft carrier U.S.S. Enterprise.

A Navy commander serving as the Enterprise's chief information officer, Bernard used his ship's satellite Internet connection to participate in the class, offered via the World Wide Web. "This was my first Internet-based class," says Bernard, who graduated last spring with a master's degree in information resources management (IRM) and recently took a job as information systems project officer for the Joint Chiefs of Staff at the Pentagon.

"I was curious as to how it would work. Writing papers about 'cybercash' while an F-18 jet warms up one deck above is not the typical classroom environment."

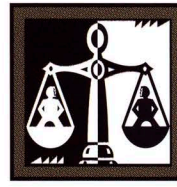
The class was also a first for Wigand, director of the IRM graduate program. "The World Wide Web lends itself beautifully to this learning purpose," he says. "Television and the web both combine sight and sound, but in addition, the web can be truly interactive."

The School of Information Studies began offering an Independent Study Degree Program (ISDP) within its IRM master's program two years ago. Students come to campus twice a year for intensive one-week courses, completing their remaining courses via the web. "A good number of the students are from abroad, and recognize that IRM is a unique program they cannot get any other way," Wigand says. "Then there are professionals, typically in mid-career, located in smaller cities across the country that don't have a local university offering degrees like this."

Wigand had 50 students from six countries in his class. Time differences made live web discussion impractical, so Wigand posted a weekly "lecture" each Monday morning on the class web site. By Wednesday the class was discussing the material and assigned readings through messages posted to the site. "You can't slack off," says John R. Ghidui, a Syracuse resident who took the class while working on a project for Bristol-Myers Squibb Co. in Indiana. "As threads of the discussion develop, it's easy to see who's participating and when, and the quality of the discussion." Students also submitted papers and participated in group projects via the web.

Nothing beats a face-to-face classroom setting, but web-based courses do give quality programs like IRM a wider audience, Wigand says. "Syracuse is not like Chicago or New York—if you come to Syracuse, you definitely want to come to Syracuse. We may have found a niche to make our program available to people who would not otherwise come here."

—GARY PALLASSINO



college of Law

LAW, TECHNOLOGY, AND MANAGEMENT CENTER HELPS STUDENTS MASTER TECHNOLOGY TRANSFER

SU's Law, Technology, and Management Center (LTM) is the only initiative of its kind in the country.

A component of the college's Applied Learning Program, LTM teaches the ins and outs of technology transfer. Each semester, teams of six second-year students are assigned to research a problem for a business. Presented with new technology, they investigate whether patents for such technology exist, what competing companies may be planning, and what promise the marketplace holds for the product. In their third year, the LTM students serve as TAs.

Last spring, students conducted research for Sonnet Software, an electromagnetics firm in Liverpool run by James Rautio '86. The firm provides software that allows businesses to analyze integrated circuits in a virtual environment, thus cutting down on research-and-development time and expensive circuit fabrication.

Going into the project, Rautio asked, "What can our high-powered competitors find out about us, what can we find out about them, and what can we learn about this industry niche?"

Todd Polanowicz G'98 worked on the Sonnet project in the last semester of his law degree and his MBA. "This particular project had a great many business aspects," said Polanowicz. "We were to come up with strategies that would position Sonnet well into the future, and our report pointed to two strategies to consider."

The project gave students "actual, living technology to consider," says Polanowicz.

"Our students provide about 1,000 hours of research, distilled into reports," says law professor Ted Hagelin, who oversees the program along with assistant professor Lisa Dulak. "We've done about 75 of these and, as with any business, you can judge your success by your repeat customers."

A significant repeat customer is Welch Allyn Inc., the Skaneateles-based technology firm. "We were looking for a second opinion on various subjects," says Richard Newman, vice president for advanced technologies in Welch Allyn's medical division. "It's turned out very well. The students are really good at the online literature searches, looking up articles, and doing the patent research."

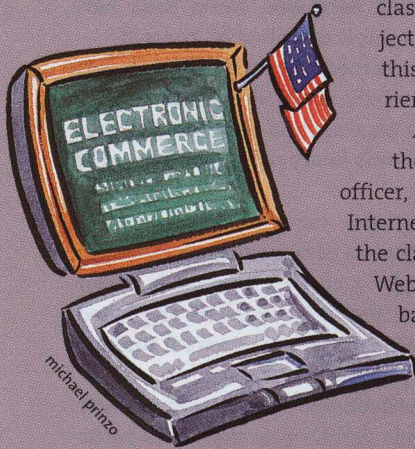
Hagelin sells the students not as experts, but as experts of the future. "I tell the clients, 'You are helping to train the next generation of technology transfer lawyers, people who will be sensitive to the mandates of the market and the evolution of technology.'"

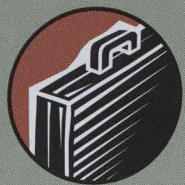
Patent professional Tiffany Townsend G'96 now works for IBM, but she cut her eyeteeth in the LTM program. She praises Hagelin as the kind of mentor students need. And as for the program: "It made me what I am today. I left SU feeling that there was nothing I'd encounter that they hadn't prepared me for," she says. "I worked on cutting-edge technology, and the program exposed me to levels of experience that I wouldn't have encountered on entering the field."

Students feel good about their work in the program, Hagelin says, because "it matters."

"If I had done nothing else here but LTM," Polanowicz says, "I'd have been happy."

—WILLIAM PRESTON





school of Management

SHANGHAI SCHOOL PROVIDES CHINESE STUDENTS WITH AN AMERICAN BUSINESS PERSPECTIVE

In a higher education version of East meets West, Chinese management students have a unique opportunity to study American business practices under the guidance of Syracuse University professors at the thriving Shanghai-Syracuse International School of Business, located in Shanghai, China.



A view of the University of Shanghai for Science and Technology, home of the Shanghai-Syracuse International School of Business.

The school was forged out of a partnership between the School of Management and the University of Shanghai for Science and Technology. The partnership developed several years ago when Zhang Yimin, professor and dean of the College of Commerce at the University of Shanghai for Science and Technology, taught at the School of Management. While here, he and finance professor Peter Koveos, director of SU's Kiebach Center for International Business Studies, organized a conference attended by Chinese business and academic leaders.

Following further exchanges between Koveos and leaders of the Shanghai university, the two schools launched a pilot master's program in 1994. Drawing on resources and faculty of both universities, the school provides programs that give managers a global perspective and training in business fundamentals, communication, leadership, and entrepreneurial skills. Its first master's class graduated in 1996. Now the school has a dedicated building on the University of Shanghai campus and about 450 students enrolled in its bachelor's and master's degree programs.

Yan Xie '96, is studying finance at the School of Management, broadening her knowledge of American business perspectives and expertise in finance. "The United States is the most advanced country in the world in the field of finance," Xie says. "I can use this knowledge to study Chinese finance problems."

She finds the free exchange between SU faculty and students a unique aspect of the American culture. "It is easier to have a good relationship with the professors from SU," Xie says. "Communication is open between students and SU professors. In China it is not an equal relationship. I can't imagine establishing a close faculty-student relationship with a Chinese professor."

Dean George Burman, a member of the Shanghai-Syracuse school's board of directors, feels the cooperative program offers great benefits. "SSI is a wonderful opportunity for the School of Management and our faculty members to be involved in training Chinese men and women to be actively immersed in one of the fastest growing economies in the world," he says.

—JUDY HOLMES



Maxwell school of citizenship & public affairs

PEOPLE OF THE LONGHOUSE ROOM TAKES STUDENTS BACK THROUGH TIME TO EARLY IROQUOIS HISTORY

Within the Longhouse of the Onondaga, Tadodaho calls the Grand Council of the Six Nations to order. As principal sachem of the Haudenosaunee, it is his job to keep order and pass discussion across the council fire from representatives of the "elder brothers," the Mohawk and Seneca; to sachems of the "younger brothers," the Oneida, Cayuga, and later, Tuscarora. Seated along two tiers of benches on three sides of the fire and surrounded by wampum belts, the Six Nations try to reach consensus on the business at hand.

It is as it was centuries ago, save for a few details: The benches are really tables made of modern composites, the fire and belts are ceramic, and Tadodaho's wearing sneakers.

Welcome to the People of the Longhouse Seminar Room in Maxwell's Eggers Hall, where students play the roles of Tadodaho and other council members in Professor Stephen Saunders Webb's History 330 class. "It was so different from any other class I've ever taken," says Paul Carr, a third-year student in The College of Arts and Sciences, who took the role of Tadodaho.

One of two special seminar spaces installed when Eggers was built in 1993, the People of the Longhouse Room honors the Haudenosaunee, also known as Iroquois. The room, which was recently dedicated thanks to the support of Maxwell alumnus John F. Cota '59, centers on a mosaic council fire designed by Freida Jacques '80, the Onondaga Turtle Clan clanmother. Mosaic wampum belts adorn the walls. "The room is wonderful for role-playing, partly because of the symbolism," Webb says. "With its decorations and seating, the room suggests to people they're dealing with a reality that's utterly different from their own. This is intellectual space travel."

After reading accounts of each of the Six Nations, students take on the identity of a historic council member. On class discussion days, which are conducted according to council protocol, students in character discuss issues the Haudenosaunee faced hundreds of years ago. "The students love the role-playing," Webb says. "Most build a real sense of themselves as a representative of a part of the Iroquois past and they get deeply involved in it. They take a clan identification, master whatever that clan's traditional policy was, and begin to speak of themselves in terms of their council name."

Mohawk Daniel N. Honyoust '77, '88, G'94, a doctoral candidate in the humanities in The College of Arts and Sciences, took the course several years ago. He designed the room's mosaic wampum belts. Hoping one day to teach a similar course, he regularly sits in on classes. "Each of the nations has a different perspective on Iroquois history," he says. "That's perhaps one of the most valuable things about this class—each student realizes there's diversity even among the Iroquois."

Webb's approach goes beyond names and dates, getting the students more personally involved in the history, Honyoust says. "The students bring a post-modernist approach to it. He brings them back into the 18th, 17th, and 16th centuries. That's a heck of a trick."

—GARY PALLASSINO



S.I. Newhouse

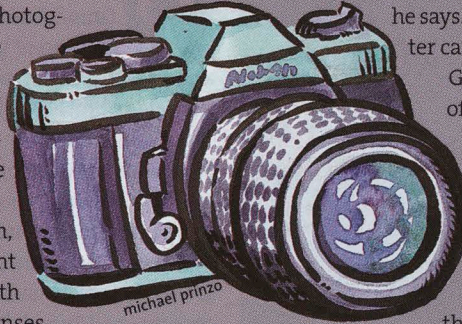
school of
public communications

TEAMWORK CLICKS WITH DEPARTMENT OF VISUAL AND INTERACTIVE COMMUNICATIONS AND NIKON

For student photographers who fantasize about shooting assignments with state-of-the-art photography equipment, the dream has come true. Thanks to the collaborative efforts of the Department of Visual and Interactive Communications and Nikon, Newhouse students can now focus on their subjects with the highest quality photo gear.

According to Professor Anthony Golden, chair of the department, the arrangement allows for students to use equipment worth about \$68,000, including camera kits and lenses from ultra-wide angle to extreme telephoto. Nikon, in turn, depends on students to provide feedback. "Nikon is aware that Newhouse offers a unique perspective on photography in this program. It is deeply rooted in the latest technology and mass communications," Golden says. "This equipment is specifically for our students, since they are the most important feature of our program."

Golden believes the equipment allows for greater possibilities in photography, giving students the ability to perform more challeng-



ing assignments. "This major depends on good equipment," he says. "The project with Nikon enables faculty members to give assignments they would be reluctant to give without it."

The equipment, for example, is a valuable asset for covering sports events. "The images in sports photography are greatly enhanced," Golden says. "Sports images from the Dome will be better than ever."

Photography graduate student Todd Whalen appreciates the initiative, believing access to the high-caliber photo gear, which students must sign out, will improve student work and put everyone on equal ground. "Everybody can finally use the same equipment," he says. "It doesn't depend on who can afford to buy better cameras anymore."

Golden established the project with the assistance of Richard LoPinto, vice president of marketing for Nikon. The two met through a Kodak- and Nikon-sponsored, nationally televised video-conference at Newhouse that dealt with business processes in professional photography. LoPinto visited Newhouse in the spring to get students' opinions on the project. "To us,

this collaboration is a support program conducted for future photojournalists," says LoPinto. The company is involved in similar programs with two other schools.

For Golden, the partnership is a perfect match. "We chose Nikon because its products are the best and most appropriate for our students. And this school is the right place for Nikon to make this investment because only top students come here," he says. "Everyone in the department is pleased with this project; it's important for us to do everything we can for our students." —YVONNE GEORGI



college of Nursing

STUDENTS SHARE LEARNING EXPERIENCE WITH ONE ANOTHER IN PEER-TUTORING PROGRAM

When students in the College of Nursing struggle to understand what's going on in class, they have people to turn to for help—their classmates, who are ready and willing to lend a hand. The college offers an academic-support program called Empowering Students to Learn, Care, and Succeed in Nursing (ESL-CS). One element is peer tutoring, now in its second year.

"The peer-tutoring component is essential for the academic and developmental success of students," says Mariama Boney, counselor for academic services in the College of Nursing. Research shows peer tutoring is one of the most effective ways for students to learn, Boney says. The reason? Peers can break down information on individual levels and present it in a way that students grasp it better than they do in the classroom. "Peers are excellent facilitators of student learning—much better many times than an instructor," says nursing professor Bobbie Perdue, who coordinates and trains tutors.

"I love to teach," says peer tutor Melody Attah, who graduated last spring from the College of Nursing. Attah found tutoring a rewarding experience because she witnessed student improve-

ment through her contributions. "Some students were actually failing courses and they didn't fail because of the tutoring help they received from the ESL-CS program," she says.

Student participants in ESL-CS, which is funded through a federal grant, are required to go for tutoring. Other students can receive assistance on a walk-in basis. Last academic year, the program tutored 120 students. "Students who go to tutoring improve," says Boney, noting some have improved two letter grades from one exam to the next. "Then they either maintain or keep going up from there."

Tutors are expected to be fully involved in their roles and truly dedicated to student development and success, Boney says. To tutor, they must have a 3.5 GPA and be recommended by a faculty member. They also participate in monthly training sessions that focus on how to work with different learning styles and develop an empowering relationship to make students feel comfortable with the tutor. "We try to put tutoring in the light that it's something for you, an activity that's going to help you enrich yourself," Boney says. "It's an accomplishment if you come and get the extra support."

Attah looked forward to working with two students in particular. "They were the best," she says. "They were always prepared. They would bring questions and we'd go over important concepts for the class. I made sure they understood the concepts, and they made sure they did, too."

Natacha Simon, a peer tutor and senior in the College of Nursing, enjoys the rewards of tutoring as well. "Students come in the day before a test, and I feel they know a little bit more when they leave," she says.

—DAISY SAPOLSKY



school of Social Work

ATTACKING THE ROOT OF THE PROBLEM

G.P. Zurenda's concerns extend beyond his responsibilities as chief executive officer of Elmira (New York) Stamping and Manufacturing. Some days, Zurenda '91 travels from his Elmira home to nearby Ithaca, where he operates a private practice as a psychiatric social worker. Needless to say, he has a full plate, but the journey to Ithaca is worth it to help others combat a serious illness.

Zurenda focuses on alcohol- and other drug-related issues because he believes substance abuse is an underlying factor in such crimes as rape, child molestation, and robbery. "What's worse," Zurenda says, "is that patients are undertreated or treated for the wrong things because the abuse is not detected."

To prepare social workers to identify these issues, Zurenda and the School of Social Work developed the Zurenda Fund for Alcohol and Other Drug Education and Research. "Regardless of the discipline, social workers come across abusers all the time and it is apparent that students don't get the proper education in this area," says Zurenda, who named the fund after his parents. "We need to increase the number of people in the field who can identify the problem, because alcohol- and drug-related abuse is too often missed."

The program, which was introduced in 1995, primarily increases exposure of social work students to alcohol and drug issues in a variety of ways. It also educates social workers and other human services professionals on substance-abuse issues they encounter regularly in their work, and cultivates research activities to promote the program.

Professor Paul Caldwell, coordinator of Zurenda Fund activities, wants to help social workers become more effective. Caldwell says that although Zurenda Fund training can help students become alcohol and drug counselors, the field is much broader than that. The goal is for social work students to explore the many facets of the industry. "Social workers deal with clients for many reasons and, whatever the problem, it is often complicated by alcohol or drugs. The Zurenda Fund heightens students' awareness and ability to respond in different settings."

The Zurenda Fund has already made possible the development of a noontime seminar series featuring local practitioners speaking about their roles; a student scholarship, awarded for the first time during the 1997-98 academic year; support for faculty travel; dialogue with area human service providers about substance-abuse issues; and support for student assistance with faculty research.

Future plans include faculty-developed courses, conferences, and visits by nationally known speakers. "I eventually want New York State to require all social work students to have alcohol and drug training so that when dealing with patients, they can identify the problem and make the appropriate intervention suggestions," Zurenda says.

—NATALIE A. VALENTINE



college of Visual & Performing Arts

SPEECH COMMUNICATION PROMOTES GREATER FLEXIBILITY IN A RHETORICAL WORLD

If Julius Caesar, the Rev. Dr. Martin Luther King Jr., or former Congresswoman Barbara Jordan had been speech communication majors in the College of Visual and Performing Arts, they would have learned a lot more than just how to make influential speeches. "As a society we tend to devalue communication skills, but in fact we live in a rhetorical world and communication matters a great deal," says Arthur Jensen, chair and director of the Department of Speech Communication. "Our program rehabilitates communication and helps students understand how it comes into play in their personal lives, the workplace, and community."

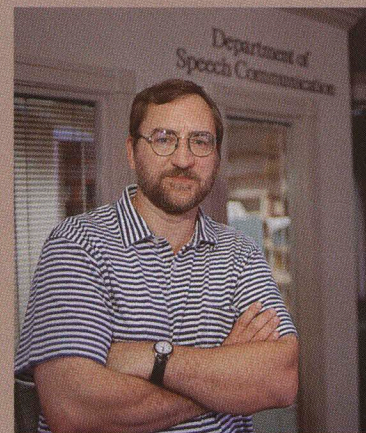
According to Jensen, a speech course of 30 to 40 years ago would include oral interpretation of British-American literature, for example. "Now we examine everyday communication in a variety of contexts," he says. Students are exposed to many aspects of communication, whether it's studying the history of rhetoric or running an organization for a semester to experience the dynamics of leadership. Even with the shift in focus, the Department of Speech Communication offers a performance-oriented degree on the doctoral level, as well as undergraduate and master's level classes in

speech writing, public speaking, and oral interpretation of literature.

Jensen also heavily promotes internships because "students need to observe communication patterns and test out particular industries to find what best suits their interests." Extracurricular activities are also a must, he says, and students can join the debate team to showcase their speech talents.

Graduates succeed in the fields of public relations, law, media, entertainment, education, and speech pathology, among others. As a student, Leote Blacknore '93 was interested in television and radio, but she stumbled into the music industry after graduation. Starting out as executive assistant to Sean "Puff Daddy" Combs at Bad Boy Entertainment, Blacknore is now general manager of Entertainment Records—an R&B, hip-hop, and jazz label under SONY Entertainment. She attributes her success to her speech communication background. "Daily, I deal with creative and business people," says Blacknore, who oversees five departments. "It's actually an aspect of psychology because I have to draw out of them what I need to make this a successful organization. Speech communication offers choices."

—NATALIE A. VALENTINE



Arthur Jensen promotes flexibility with a speech communication major.

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