

THE BEATLES CLASS » FAB FOUR LORE

HALF A CENTURY HAS PASSED SINCE THE BEATLES released their first album, *Please Please Me* (1963), but to Chris Freeman '16, a Bandier major in the College of Visual and Performing Arts, the legacy of the Liverpool lads is as vibrant as ever. "I just feel learning about things from the past is as important as things today," says Freeman, who was one of about 100 students enrolled in the course, *The Beatles*, offered this spring semester. "And the business of The Beatles applies to a lot of music nowadays."

For the past four years, Professor David Rezak, director of the Bandier Program for Music and the Entertainment Industries, has been teaching students about the relevance of The Beatles' business model, their cultural and sociopolitical effect on society, their recording techniques, and the musicians' personal stories. "The Beatles are the ultimate case study in the music business, not just because they became the most important rock or pop band in history—which they did—but because they had these blatant moments of brilliance from a business standpoint as well as tragic moments of lunacy and mismanagement," he says. "And we're a music business program."

A Beatles fan himself, Rezak attended John Lennon's reception when he visited the Everson Museum of Art in 1971 for the opening of Yoko Ono's first major exhibition, *This is Not Here*. The music icon was supposed to perform with Ringo Starr, George Harrison, and blues guitarist Eric Clapton, but the museum canceled the show due to lack of space. At the time, Rezak managed a band called Oats, which was scheduled to open for the rock stars. "We were heartbroken," he says. "My band was just crushed."



During a guest lecture on campus, British music executive and performer Peter Asher (below left) shares stories about his time working with The Beatles.



To enhance the class experience and give students a taste of The Beatles' era, Rezak brings to SU several guest speakers who worked closely with the Fab Four. One of the speakers was British performer, manager, and producer Peter Asher, who gave a guest lecture on St. Patrick's Day. Asher used to be head of artists and repertoire (A&R) at The Beatles' record company, Apple Records, until he moved to the United States in the early 1970s. "It was really interesting because you think that you know Asher, but there are so many other things that he's done," says Erin Singleton '17, a Bandier major.

The course also features experts like Newhouse professor Douglas Quin, a sound master who introduces students to The Beatles' recording technology and techniques. "They pushed the boundaries," he says. "They leveraged a lot of techniques that had come out of the European avant-garde tradition—using things like tape collage—and brought them into pop music." The Beatles' recording technology, however, was Jurassic compared with today's offerings, Quin says. Although he believes The

Beatles' music alone could be the focus of its own class, Quin says The Beatles course is effective because it analyzes the band's importance through many lenses. "The brilliance of this course is that Professor Rezak has really structured an experience where students can take a number of different viewpoints about The Beatles' cultural relevance over time and their enduring legacy," he says.

—Pablo Mayo Cerqueiro

RELAY FOR LIFE » HEALING WALK

ELIZABETH LAFONTAINE '14 KNOWS WHAT CANCER can do to a family. As a child, she lost her grandmother to lung cancer. And she has an uncle who's now in remission. "Cancer is not something that affects just the people who have it," says Lafontaine, a retail management major. "It affects the whole community around them."

To raise awareness of the disease, Lafontaine became involved as a first-year student with the Relay for Life of SU, a campus get-together aimed at raising funds for cancer research that's part of a nationwide effort coordinated by the American Cancer Society. As co-chair of the SU planning committee, Lafontaine helped organize one of the University's largest student-run events, which drew roughly 2,000 students and raised more than \$80,000 in its 12th edition this spring. "It's a great way to get everybody from Syracuse involved in one cause," she says.

At the overnight event, teams of students walked around the turf in the Carrier Dome for 12 straight hours—from 6 p.m. to 6 a.m.—as a symbol of their commitment to the fight against cancer. When they weren't walking, students mingled on the field and participated in numerous games and activities, such as water-pong contests or Zumba lessons. Some set up tents to spend the night. And until 2 in the morn-

ing, student music and theater groups took the stage at one end of the football field. Khari Walser '17, a fashion design major, performed with First Year Players, a musical theater organization for non-drama students, singing two songs from the rock musical *Rent*. But Relay for Life's most emblematic attraction was the lumina-ria ceremony, where paper-bag lanterns were lit in remembrance of those who died of cancer, creating a bond among participants and organizers.

Danielle Kiejdan '17, a television, radio, film major, attended Relay for Life with her Phi Sigma Sigma sorority sisters. Although it was her first relay at SU, Kiejdan says she'd participated in similar events before. "I did it at my high school," she says. Seeing one of his high school friends lose the battle to cancer inspired Nick Palmateer '15, a biotechnology major, to take a stand and join the Relay for Life planning committee. Jamie Goldfarb '15, a public health major, followed the path of her sister, who was part of the organization during her time at SU. "She graduated a year before I came, so I took over her role," she says.

For her part, Lafontaine describes Relay for Life as a joyful gathering that brings students together for a common purpose. "It's a really fun event," she says. "But it also has a great message."

—Pablo Mayo Cerqueiro

Cancer survivors, wearing white sashes, join together in a walk around the Carrier Dome as part of the Relay for Life of SU, an annual fundraising event for the American Cancer Society.



ARCHITECTURE »

TRANSFORMING DESIGN EDUCATION



Mobile furnishings and reconfigurable spaces are key aspects of the Einhorn 21st Century Studio.

FIRST CAME THE IDEA: DEVELOP AN INNOVATIVE, technology-rich creative environment for architecture education. Next came the process: embark on a careful and collaborative contemplation of the questions, “What is it we do as designers, and what kinds of spaces do we need for that?” Then came the splendid result: the Einhorn 21st Century Studio, a prototype for design education that opened its doors in Slocum Hall to School of Architecture students in fall 2013. “Our design process was a participatory one,” says Kathleen Brandt, a faculty member in the Department of Design at the College of Visual and Performing Arts, who co-designed the Einhorn Studio with architecture faculty member Brian Lonsway. The husband-and-wife team are principals of KBL Studio and co-directors of SU’s Thinklab, a collaborative research laboratory. “We spent a semester [spring 2013] working with students, faculty, and others—collecting data, doing workshops, inviting various thoughts and solutions, and making sure everyone’s voices were heard,” Brandt says. “We

took all of those different considerations to then pull together a design that would be flexible, changeable, and work for a lot of different stakeholders.”

Intended to accommodate varied teaching styles and rapidly changing technologies, the new space shifts away from the traditional studio model—a big room filled with drafting tables—to one that mirrors the flexibility of a theater stage. “Because stages are built to change, you can transform everything overnight, in a snap,” Brandt says. “That’s essentially what we did here.” The studio’s easily reconfigurable spaces and mobile furnishings support both independent work and team-based learning, while such technologies as a 3D printer and scanner encourage iterative design thinking, enabling students to create models quickly and refine their designs with each output. Additional state-of-the-art features allow the projection of images onto a 20-foot seamless video wall, the floor, or table tops for digital markup and design critiques. “It’s nice to have so much technology readily

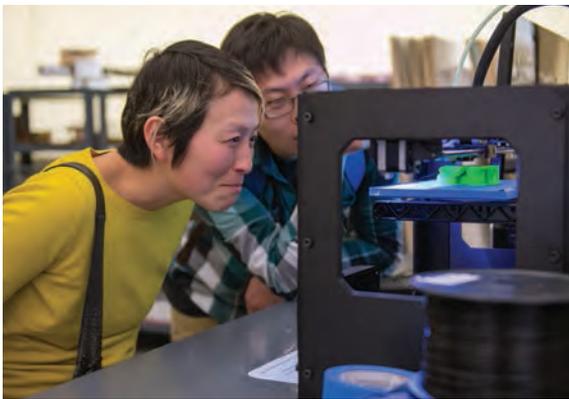
available,” says Rebecca Marsh, an architecture graduate student who participated in brainstorming sessions about the studio’s design. “And it is a much more open and collaborative environment than a traditional studio, which is about separate, individual spaces.”

The renovation was made possible by a gift from SU Trustee and School of Architecture advisory board member Steven Einhorn ’67 and his wife, Sherry Einhorn ’65, a School of Education alumna. Their gift also supports development of a new website for the school, and established the Einhorn Lecture, an annual event devoted to entrepreneurship in architecture. “We wanted to do something for the architecture school that would affect the teaching and learning process,”

says Steven Einhorn, a leader in developing professional service business enterprises and CEO of Stardog Consulting. “The studio is amazing and fascinating, and we’re both super proud of it.”

His enthusiasm is echoed by Dean Michael Speaks, who says the transformed studio provides an opportunity to “dramatically rethink how we teach” at the School of Architecture. “Using this studio as a test bed and expanding its results to our other locations, particularly at the Fisher Center in New York City, we have the opportunity to develop innovative models that will expand our education offerings domestically and abroad,” he says. “We’re deeply appreciative.”

—Amy Speech



The new studio's state-of-the-art technologies include a 3D printer and scanner, and a 20-foot seamless video wall.



FORENSIC SCIENCE » BLOOD SCHOOL

Forensic science students work together to determine the area of origin of the bloodstain pattern.

MOST COLLEGE STUDENTS RELEASE THEIR END-OF-SEMESTER STRESS BY playing a pickup game of basketball or partying with friends. But students in Professor Anita Zannin's bloodstain pattern analysis course take out their aggression on poor Spatter Head—a plaster-based, hollow human head reproduction filled with sheep blood that they beat with a variety of blunt instruments to analyze the size, shape, and distribution of the resulting blood stains to determine what kind of event occurred. "By analyzing bloodstain patterns you can determine whether it was a beating, a stomping, or a shooting," says Zannin '11, a faculty member in the Forensic and National Security Sciences Institute in the College of Arts and Sciences. "And you can establish the minimum number of blows that were struck and if the attacker was also injured."

Analyzing bloodstain patterns to solve crimes is nothing new. In fact, the technique was used informally in Europe in the 1800s. But it didn't become popular

in the Western Hemisphere until the 1970s when Herbert MacDonell from Corning, New York, applied the modern scientific principles of biology, chemistry, mathematics, and physics to boost it to a higher level, and it is now an accepted scientific discipline. "Bloodstain pattern analysis is an important law enforcement tool because it can help solve crimes by guiding the investigation in the early stages before other lab results are back," says Zannin, who earned undergraduate degrees in forensic science and criminal justice at Buffalo State College. "And later, once you have DNA evidence, it can help put specific people in specific places."

Unfortunately, not all bloodstain pattern analysts are created equal, and caution must be taken to ensure that an "expert witness" has the appropriate credentials and training. Syracuse University is one of only two institutions in the country—the other is Baylor University in Texas—approved by the International Association of Bloodstain Pattern Analysts (IABPA) to offer a sanctioned 40-hour course in the field. IABPA recognition is significant because it gives students the opportunity to apply for membership in the organization at a provisional level, and then after a year qualify for full membership. "When you go to court you are always asked to what professional associations you belong," says Zannin, who has a medical background and holds a graduate degree in forensic science from Syracuse University. "It shows you are keeping current with your field."

Students attending "Blood School," as Zannin's course is affectionately called, learn how to use microscopy and chemical tests to investigate crime scenes, conduct hands-on experiments to reconstruct incidents and criminal investigations, and evaluate statements from witnesses and suspects. Undergraduates taking the three-credit course come from a variety of academic disciplines. "My favorite part was being able to go over cases and see how to use the techniques we were learning in real-life scenarios," says Danielle Lindgren '14, a chemistry major and an integrated learning major in forensic science. "Overall, the course gave me a significantly better understanding of bloodstains and how they apply to other laws of science, such as physics."

—PROFESSOR ANITA ZANNIN

Graduate students enrolled in the course are studying for a forensic science degree, and there also is a non-credit option for mid-career professionals in forensic science, law, health, and medicine. Krystyna Rotella '10, a Madison County (N.Y.) deputy sheriff, completed the course as an undergraduate biology major and is now studying for her graduate degree in forensic science. "I gained a wealth of knowledge from Professor Zannin's course that I will use in law enforcement and, eventually, in criminal forensics," Rotella says. "It was a real blast."



In a fall 2011 class exercise, Michael Passalacqua '12 drips blood while walking, allowing students to examine the effect of horizontal motion on passively dripped blood.

“By analyzing bloodstain patterns you can determine whether it was a beating, a stomping, or a shooting.”

—PROFESSOR ANITA ZANNIN

—Christine Yackel

RESEARCHSNAPSHOT

PROJECT: Works of Late Chosŏn Dynasty Korea

INVESTIGATOR:

George Kallander

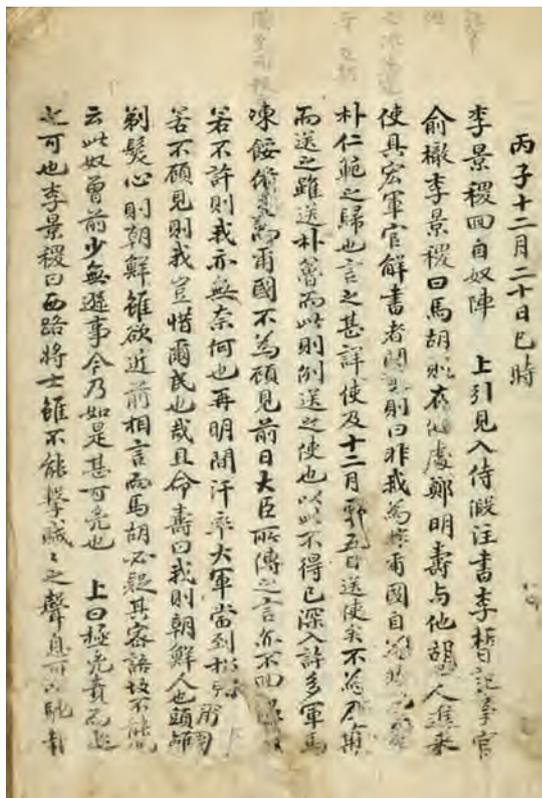
DEPARTMENT: History

SPONSOR: Academy of
Korean StudiesAMOUNT AWARDED:
\$290,000 (2013-16)

BACKGROUND:

This project introduces English-language readers to Korea's early modern era through the translation and annotation of important works from the 17th to the 19th centuries. As project director, Professor Kallander oversees three other North American scholars. Each will translate, annotate, and write a scholarly introduction for a primary source written in literary Chinese, the script of the educated elite during Korea's premodern era, resulting in four books in this series.

Professor Kallander is working on *Pyŏngjarok*, or Record of the Year 1636, a diary by Na Man'gap (1592-1642), an elite scholar and government official, which records the second Manchu attack on Korea. The Manchu invasion of 1636 was a key date in Korean history, as it served as the dividing line for the Chosŏn dynasty (1392-1910). While many scholars identify the Japanese invasion (1592-1598) as the break between early and late Chosŏn, it can also be argued that the Manchu attacks and their aftermath resulted in major developments that marked the start of Korea's early modern era. During the 1592 invasion, Korea was unified in the face of Japanese aggression and did not experience the same political dissension or reconsideration of its identity that followed the Manchu period. Upon the Manchu attack of 1636, Korean



leaders were divided on the issue of accepting the Manchu or continuing their support of Ming dynasty China. While the invasion and its aftermath was an extremely difficult time when many Koreans suffered tremendously, the dynasty recovered and began to rebuild following the Manchu defeat of the Chinese a decade later.

IMPACT:

The project will result in four books that undermine stereotypes of Korea that persist today. Each work challenges the misunderstanding that Korea's Chosŏn dynasty was "stagnant," an imitator of China, or served merely as transmitter of Chinese culture to Japan. Indeed, the texts reflect the complex and vibrant nature of Korean society, a time of realignment of Korean identity in the aftermath of the Manchu conquests of Northeast Asia in 1644, followed by economic, social, bureaucratic, and artistic developments over two centuries of growth and steady change. In particular, *Pyŏngjarok*,



the diary of the 1636 invasion, provides insight into the threat the nation faced, the challenges that the royal court addressed, and the decisions political and military leaders struggled to make in times of national crisis. *Pyŏngjarok* offers insight into the complex debates over such issues as loyalty, Confucian statecraft, military decision-making, and identity politics in 17th-century Korea. These annotated translations, and the scholarly studies that will accompany them, will allow the English-language world access to historical and artistic developments in Korea long before the country became familiar to the West. They will provide readers with insight into late Chosŏn dynasty thought, politics, society, and culture, while making available compelling translations of important source materials, translated here into English for the first time, that can be taught in a wide variety of courses on Korean, East Asian, and world history.

Photos, clockwise
from top left:

Pyŏngjarok, the diary
by Na Man'gap (1592-
1642) of the 1636
Manchu invasion.

Namhan sans ōng, or
Mountain Fortress
South of the Capital,
is located a little
more than 20 miles
southeast of Seoul.
The Korean king
and his supporters
retreated to this
well-defended fortress
during the 1636
Manchu invasion, as
narrated in *Pyŏngjarok*
and other sources.

Hyŏnjŏlsa, or Shrine
to Conspicuous Loyalty,
at Namhan sans ōng,
is a temple dedicated
in 1688 to patriots who
opposed surrender to
the Manchu during
the 1636 invasion.

STUDENT ENTREPRENEURSHIP » SET TO SAIL

ANTHONY DIMARE '14 WAS REVVED UP to get out on the water. For months he had been anxiously waiting for the local waters to thaw and open up, so he could set sail for the first time in a prototype of the catamaran sailboat that he and a team of student entrepreneurs had been painstakingly developing for more than a year. On a Sunday afternoon in early April, DiMare pushed off the shore of Jamesville Reservoir, several miles south of campus, and took a ride, sail aloft and twin hulls cutting through the water. "It went marvelous," he says.

For DiMare, it was an epic step in the unfolding entrepreneurial quest of Regattable, a startup he founded to create a portable, performance catamaran—one that can be packed and stored in two suitcases and conveniently hauled to water, where it can be easily assembled and set sail. "The three major problems with boating are transportation, storage, and general cost," he says. "Our goal is to eventually eliminate all three and get to the point where we make sailing accessible, especially for people in highly urbanized areas. The idea is that no longer are you shaping your lifestyle around the boat—your boat can adapt to whatever your lifestyle is."

DiMare took to sailing as a teenager and worked during his high school years at the state park boathouse in his hometown of Hopkinton, Massachusetts. The concept for the Regattable catamaran first materialized on a summer 2012 trip to New York City. He wanted to rent a sailboat and take a friend out on the Hudson River, but the rentals were "absurdly expensive," he says. No luck that day, but the incident inspired him to think about building his own portable sailboat. One day in November 2012, the mechanical engineering major had his Eureka moment. He grabbed some paper, tinkered with fold patterns, transferred them to sheets of cardboard and, with assistance from duct tape, came up with a folding model that opened into a sturdy hull. "At that point, it was me just talking to everyone about this crazy idea and everyone thought, 'This guy's nuts,'" he says.

Feeding his obsession, DiMare became fully engaged in the University's entrepreneur community, taking courses, participating in events, and adding a minor in information technology, design, and startups. He wrestled with computer-assisted design software to create the prototype, and pulled together a team that now includes marketing and business specialist Sebastian Benkert G'13, G'14, graphic designer and front-end developer Chelsea Lorenz '14, and co-founder Nicholas Poorman. With a business plan in place, Regattable won \$7,000 in seed funding in SU's Raymond von Dran IDEA Award competition, landed a space last summer in the Student Sandbox at the Technology Garden downtown, and was a finalist in the \$150,000 Syracuse Startup Labs competition. John Liddy G'03, entrepreneur-in-residence at the Tech Garden and director of the Student Sandbox, considers DiMare's commitment to the idea a strong asset. "With



Anthony DiMare '14 (above) stands with the cardboard hull models he used to design the Regattable performance catamaran.

Facing page: a computer-generated image of the beta prototype version of the catamaran; the alpha prototype generates buzz on the Shaw Quad; DiMare sails on the Jamesville Reservoir for the first time; Sebastian Benkert G'13, G'14, Chelsea Lorenz '14, and DiMare display the alpha prototype.



FC-13 PERFORMANCE CATAMARAN



For more information, visit regattable.com.



Anthony, while there is a good market there, it was really quite personal for him," Liddy says. "He has a love for the sport and a real desire that he leveraged to make this happen."

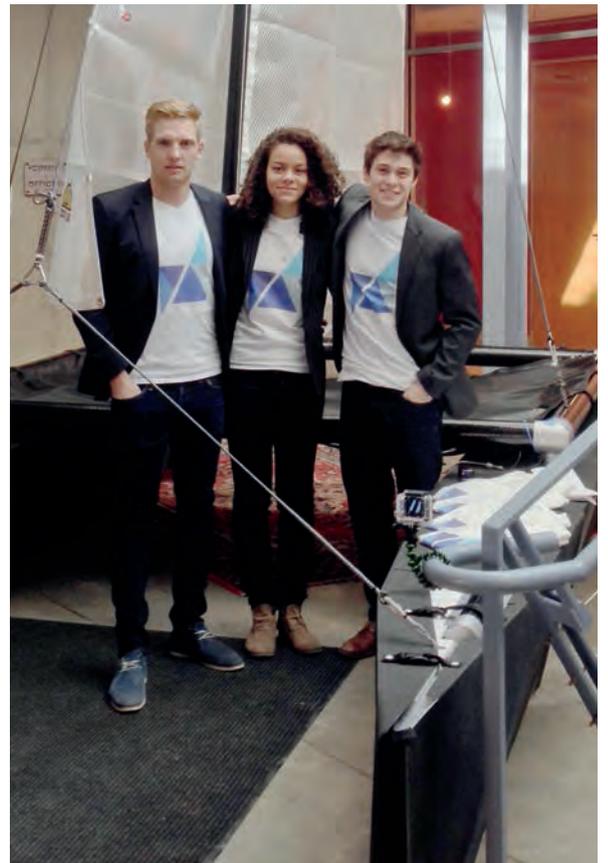
Call it contagious enthusiasm—after all, that's what sold Benkert on the concept. A German Fulbright Scholar who earned dual master's degrees from the Whitman (M.B.A.) and Newhouse (new media management) schools, Benkert first met DiMare at a startup event and later joined him after a student venture he was working with closed up shop. Benkert had never been sailing, but was drawn to DiMare's vision. "Anthony is probably the most inspiring and passionate person I've ever met," he says. "From hearing him pitch the idea for the first time to actually playing a part in helping him realize his dream is the reason I wanted to join the team and why I enjoy working with him so much. He makes you as excited about it as he is and that is one of the biggest key factors when you do something like this, because it's not always easy—you hit a lot of roadblocks and have to climb a lot of walls. If you can't be 100 percent passionate about what you think this is going to be, then you won't have the strength to follow through."

Liddy believes that passion drives the Regattable team, keeping it buoyant and moving forward. "A lot of other people would have quit," he says. "They didn't, and I think that was based on their desire to see this through."

Along with market research, polishing the idea, networking, and developing an Internet presence, the Regattable team raised enough funding to get its alpha prototype built in collaboration with Persak & Wurmfeld (www.persakwurmfeld.com), a naval architecture firm in Brooklyn. But that seems to be just the beginning. Since then, Regattable has made vast improvements in the concept and has a revised beta prototype in development. "We added a whole new layer of excitement to the product and have included hydrofoiling into the portability concept," DiMare says. "Together with an innovative stabilization system, we will democratize foiling, making this otherwise very difficult feat easy even for beginners. Our boat will allow you to literally fly across the water."

This summer, the company moved to New York City to be closer to its R&D partners and is on the hunt for investors looking to be part of a new movement. "We need additional capital for the beta development and are working on a Kickstarter campaign through our website [regattable.com] to win first customers and grow our community," DiMare says.

For DiMare and the Regattable team, it's a challenging adventure, but one they hope catches wind and leads to a modern sailing community. In fact, they believe "community" is a key aspect of the business and vision, creating excitement through a shared experience. "Sailing can be so much more for everyone," DiMare says. "On a beautiful summer day when the wind is kicking, there is nothing like going out with a friend in a small sailboat."
—Jay Cox



NEWSMAKERS



College of Visual and Performing Arts alumna **Jessie Mueller '05** was honored with a 2014 Tony Award for Best Performance by an Actress in a Leading Role in a Musical for her work in *Beautiful—The Carole King Musical*. Other alumni who received Tonys included **Stacey Mindich '86**, producer, *Hedwig and the Angry Inch* (Best Revival of a Musical); and **Daryl Roth '66**, and The Araca Group (**Mike Rego '90** and **Hank Unger '90**), producers, *A Raisin in the Sun* (Best Revival of a Play).

English professor **George Saunders G'88** and **M. Cristina Marchetti**, the William R. Kenan Professor of Physics, were elected to the American Academy of Arts and Sciences.

Art history professor **Wayne Franits** was awarded a Franklin Research Grant from the American Philosophical Society. Franits is an expert on 17th-century Dutch and Flemish art.

Chemistry professor **James Dabrowiak** was presented with the International Precious Metals Institute Henry J. Albert Award, a lifetime achievement honor for his contributions to the science and technology of precious metals. His work has helped bring precious-metal compounds and their medical applications to the attention of the scientific and medical communities.

Pramod Varshney, Distinguished Professor of Electrical Engineering and Computer Science, received an honorary Doctor of Engineering degree from Drexel University. He was recognized for his pioneering research on distributed detection theory and data fusion methods that have fostered advancement of sensor networks and sensing.

David Bennett '56, professor emeritus of history, wrote *Bill Clinton: Building a Bridge to the New Millennium* (Routledge), a new biography of the 42nd U.S. president. The book traces Clinton's life from his Arkansas roots to his becoming one of the master politicians of his time.

Biology professor **Katharine Lewis** is part of an intercontinental research team that was awarded a 2014 program grant from the International Human Frontier Science Program Organization. Lewis was also awarded a \$1.6 million research grant from the National Institutes of Health. Her research interests include the specification and patterning of spinal cord interneurons, the formation of functional neuronal circuitry, and the evolution of spinal cord patterning and function.

The **School of Information Studies** was ranked No. 1 among best online graduate degree programs in computer information technology for military veterans by *U.S. News & World Report*.

SPORTS NOTES

Orange point guard **Tyler Ennis '17** was a first-round selection in the 2014 NBA Draft, going 18th overall to the Phoenix Suns. Forward **Jerami Grant '16** was chosen in the second round (39th pick) by the Philadelphia 76ers.

Former Orange basketball star **Michael Carter-Williams** was named the NBA's Rookie of the Year. Carter-Williams is a point guard for the Philadelphia 76ers.

The U.S. Intercollegiate Lacrosse Association (USILA) recognized five

members of the SU men's lacrosse team with 2014 All-America honors. Attackman **Kevin Rice '15** and defenseman **Brandon Mullins '15** were named to the second team, while the trio of attackman **Dylan Donahue '15**, defenseman **Matt Harris '14**, and midfielder **Billy Ward '14** earned honorable mention status. Ward, a co-captain who majored in health and exercise science, was also named to the 2014 USILA Scholar All-America Team. He is the fifth player in school history to receive the honor.

Younes Limam, a former assistant coach at Rice University, has been

named head coach of the Orange women's tennis program.

Syracuse distance runner **Sarah Pagano '14** earned All-America status after finishing seventh in the women's 10,000-meter run at the NCAA Division I Outdoor Track and Field Championships in Eugene, Oregon. Pagano clocked a personal best of 33.00.06.

SU rower **Georgia Hamilton '15** was named to the 2014 Pocock All-America Second Team by the Collegiate Rowing Coaches Association (CRCA). She was also named a CRCA National Scholar Athlete.



WOMEN'S LACROSSE » TITLE SHOT

THE SYRACUSE UNIVERSITY WOMEN'S lacrosse team advanced to the NCAA tournament final for the second time in three years, but missed its shot at the national title, falling to top-ranked Maryland, 15-12, on May 25 at Johnny Unitas Stadium in Towson, Maryland, before a record crowd of 10,311. "Unfortunately, we came up short today," Syracuse head coach Gary Gait '90 said in the post-game press conference. "[We] played hard to the end. We'll go back to the drawing board next year."

In a game marked by scoring swings, the second-ranked Orange battled back from a 5-0 opening deficit and a seven-point one in the second half, but was never able to take command from the Terrapins. "It's a game of runs and unfortunately their runs were a little too large and too many at once—made it tough for us," Gait said.

Trailing 15-8 with just over 11 minutes remaining in the game, the Orange unleashed its potent offense with four unanswered goals—just as it had in the first half to erase Maryland's 5-0 lead. Attack Alyssa Murray '14 scored on an unassisted shot with 4:21 left to pull Syracuse within three, 15-12. "We were just going and going hard and I think we caught Maryland on their heels a little, not expecting us to go at them like we did," Murray said. "But, unfortunately, we ran out of time."

The Orange women moved into the championship game with tourney victories over Stony Brook (13-6), Boston College (11-9), and Virginia (16-8), which marked their third straight NCAA Final Four appearance and fifth since 2008. Murray, attack Kayla Treanor '16, and defender Natalie Glanell '14 were named to the NCAA All-



All-Americans
Kayla Treanor '16 (above) and Alyssa Murray '14 (left) helped lead the SU women's lacrosse team to the NCAA championship game in May.

Tournament Team. Gait's squad completed the season with a 21-3 record, with Maryland accounting for all three Orange losses, including one in the Atlantic Coast Conference (ACC) tournament title game. "It's kind of frustrating that we just lost to Maryland three times," said midfielder Katie Webster '14, who, along with Murray, netted three goals in the NCAA final. "But just the fact that we beat everybody else is great and I'm proud of everyone."

For good reason. En route to being the nation's highest scoring team in 2014, the Orange set a school record for victories and collected a share of the ACC regular-season title. Treanor and Murray led the nation in individual scoring, collecting 117 and 110 points, respectively. The duo was also named finalists for the Tewaaron Award—which recognizes the nation's most outstanding player—and received All-America First-Team honors from the Intercollegiate Women's Lacrosse Coaches Association (IWLCA). Murray is the second player in school history to earn IWLCA first-team recognition three times in a career, while Treanor,

the ACC Offensive Player of the Year, earned All-America First-Team honors for the second straight season. Defender Kasey Mock '14, who anchored the Syracuse defense, earned a spot on the All-America Second Team. *WomensLax.com* also named the trio to its All-America team, with Treanor receiving Player of the Year honors.

"This was a heck of a season," Murray said. "We made history at Syracuse. We definitely left our mark as a class. We definitely showed the underclassmen the Syracuse way."

—Jay Cox





STUDENT SUPPORT »

STRENGTHENING THE FIRST-GENERATION COMMUNITY

Gathered at semester's end are SU First members (from left) Jesse Avalos '15, Colette Montgomery (advisor), Libere Ndacayisaba '15, Wendy Feng '14, and Loumia Mesilas '16.

LIBERE NDACAYISABA '15 LIKENS his experience as a first-generation college student to that of someone attempting to build a complex engineering system without a model. "You don't have a foundation," says Ndacayisaba, a biotechnology major who grew up in Burundi and has lived in the San Francisco Bay Area since 2008. "You don't have something to look at and compare with. You have nothing to mirror. And that's hard."

For Ndacayisaba, those challenges have been eased by his participation in SU First—a mentoring, leadership, and peer connection program for students who are the first in their families to attend college. Offered by the Office of First-Year and Transfer Programs (FYTP), the initiative provides a supportive, close-knit environment for students and connects them to a wealth of resources and relationships to ensure their success at SU. "To me, this is very important," Ndacayisaba says. "When you're doing something you don't know how to do, it is like being on uncharted waters, and sometimes you need support. You need someone to be there for you."

Originally called the Story Project, SU First was launched four years ago to

provide a space for dialogue and community building among first-generation students, encouraging members to share their stories with each other and to chronicle their SU experiences through journal writing. The group's story has also been told in video form as a means of inviting other students to join in. (See orientation.syr.edu/first-generation/StoryProject.html.) "SU First is a unique initiative," says FYTP director Carrie Grogan Abbott. "Along with our pre-orientation program, it is part of a broader effort to partner with departments across campus to provide support and advocacy for first-generation students—generally 11 percent of each year's incoming class—and make sure they have the resources they need to succeed."

Throughout the academic year, SU First members meet weekly with the group's advisor, Colette Montgomery. Conversations often begin with students sharing a high and low point from their week, with ideas for upcoming sessions arising out of the specific needs and interests they articulate. "One Friday they spoke about having trouble with time management skills," says Montgomery, a second-year graduate student in the School of

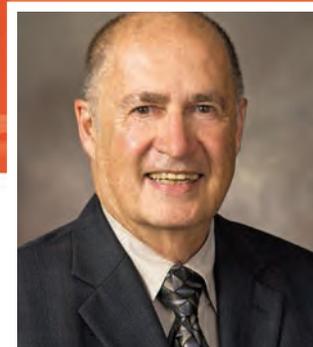
Education. "So the following week we had someone from the higher education program come in and do a time management workshop with them." Other sessions included a Career Services workshop on social media and networking skills, one focused on graduate school as an option for first-generation students, and a group activity and buddy system to keep students inspired and motivated during the stressful weeks leading up to finals and graduation.

According to Ndacayisaba, who will serve as the group's chair in the upcoming academic year, plans are in the works to expand the reach of SU First. For example, during Syracuse Welcome, members will join the Goon Squad, helping with move-in as a way to meet new first-generation students as soon as they arrive on campus. "We're trying to make it more active and get more people involved," says Ndacayisaba, who also hopes to introduce the group to such informal social activities as dinner get-togethers or a movie night. "I want to have all possible people come and join us, because I know from personal experience it's very helpful. This group has become like my family here." —Amy Speech



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