

The Two-Way Street of Scholarship in Action

Nancy Cantor
Chancellor and President
Syracuse University¹

I've spent the last month taking Scholarship in Action on the road during the public launch of our billion dollar fund-raising Campaign for Syracuse University. In New York City, Washington, and Los Angeles—three of our most vibrant sites for engagement—we've had the chance to highlight the remarkable work our faculty and students are doing.

In Washington, we shared videos of scholars debating such critical issues as national security and the independence of the judiciary.

In L.A., we showcased drama students on the sets of Aaron Sorkin's newest show. In New York, we presented the Newhouse Photojournalism students, who are recording the impact of world conflicts, and Coronat Scholars like Roslyn Esperon, who not only has traveled the world, but also seen first hand the world of Henninger High School students in Syracuse who photographed their community in the Warehouse exhibit—"The Day I Stole The Sun." All of them are testing their knowledge and developing their talents among communities of experts.

We also saw live performances where the energy was palpable, ranging from the Tepper Semester students in New York City to Samba L'Aranja and the First Year Players in Washington.

We are making vibrant connections between the work of the world and our own work of experimentation, reflection, learning, and discovery. And this was clear and compelling to all who gathered to support our great university.

Students are coming to SU from diverse corners of the world to become involved in scholarship that ranges across a vast intellectual territory, from quirks and quarks in physics to indigenous religions to transnational feminism. The voices we hear are rich and wide-ranging and so are the modalities in which we learn and discover, from Arthur Brooks, the public intellectual writing in the Wall Street Journal, to John Dau, who is learning policy studies at Maxwell and building health clinics in Southern Sudan, to pioneers such as Michael Schwartz, who directs the Disability Rights Clinic, and Margaret Himley, one of the architects of both our new LGBT Studies minor and the Writing Program's Diversity Initiative.

The links between us—who we are, how we think, what we're thinking about—and the world in which we live—now, long-ago, or in the future—are fundamental in higher education. They are also central to our vision of Scholarship in Action at Syracuse.

¹ Address to the University Community delivered at Syracuse University's Hendricks Chapel, March 18, 2008.

In fact, Scholarship in Action is a two-way street that affects both the scholarly disciplines and the world. And what is so clear for us, as well as for our peers in higher education, is that we can do really good scholarship, educate our students, and make a difference in the world by walking back and forth down the middle of that street, situating our work at the center of the most challenging questions in our disciplines, the most vexing questions of our past, and the urgent issues that will chart the future. This work is inclusive, and our scholars and students find themselves at many different places on that street. Some do Scholarship in Action in the laboratory and the library. Others approach the pressing issues of the day in venues that may be halfway around the world or right here in Central New York. Still others travel back and forth, from the bench and the library to the schools, hospitals and communities where ideas are tested, solutions tried, and dreams made real.

Indeed, in a world in which knowledge is paramount, colleges and universities like ours are superbly positioned—and may have a special responsibility—to nurture that two-way street. At our best,

- We educate fully informed and committed citizens.
- We provide access to opportunity.
- We strengthen democratic institutions.
- We interpret our past to renew our future.
- We create innovation that matters, and we share knowledge generously.
- We inform and engage public opinion and debate.
- We cultivate and sustain public intellectuals.

We are doing all those things (and very well) at Syracuse, joining the best of our peers, for example, as an anchor institution in our own community. We're playing a powerful role in the regeneration and rebirth of our city. In this, we are in great company that ranges from the University of Pennsylvania and Columbia in the East out to the University of Southern California on the West Coast.

- Penn has created a vast partnership over the past decade to restore and energize West Philadelphia, making it a safer and better place to live, investing in construction, employment, goods and services and fortifying public education.
- Southern Cal has undertaken a civic engagement initiative addressing issues that are critical for its region and neighborhoods: globalization, immigration, the decentralization of government, and technological innovation.

At Syracuse, our strategy draws on our distinctive academic strengths as they overlap with the needs of our community. We are pursuing collaborations that focus the talents and expertise of our faculty in: art, technology and design; neighborhood entrepreneurship; sustainable environments and green technology; and inclusive education. These are just some of the signature arenas of engagement that benefit all—making the city a better place to live and a more equitable community, while pushing our scholarship and our students' education many steps forward.

The two-way street of Scholarship in Action benefits us as well as the community, as the history and rich cultural heritage of our city and region have inspired and driven scholarship at SU.

To give you some examples:

- The archaeologist Doug Armstrong, an expert on the African Diaspora in the Caribbean, discovered here at home, at first by chance and then in long hours of digging, analysis, and interpretation, a chapter in the life of the great freedom fighter Harriet Tubman. He has worked with scores of students—from those studying industrial design to anthropology—and in partnership with the AME Zion Church that inherited Tubman's home in Auburn. Armstrong has opened up a treasure trove of knowledge about Tubman's lifelong social activism. It turns out that when she was in her 70's, 80s, and 90s, Tubman founded and ran a care facility for the elderly on her farm, with a social infrastructure based in her networks in the African American community during times of dramatic change.
- Kendall Phillips, Chair of the Department of Communication and Rhetorical Studies, has been engaged for six years with his students in a public memory project focusing on how memories of the past impact our political and cultural lives in the present. The focus is Grace Episcopal Church, our neighbor down the Hill, of which Phillips is a member. Fifty years ago, as an all-white church, it took in the congregants of St. Philip's Church, the African American Episcopal Mission that formed the hub of Syracuse's 15th ward for 60 years before it was closed. The congregation remains integrated and is located near what is now the Connective Corridor. As we join forces to address the rebuilding—the rebirth—of Syracuse, we have opportunities to embrace our unique history.
- Julia Czerniak, the 2008 Seinfeld Faculty Fellow and Director of UPSTATE: A Center for Design, Research, and Real Estate in the School of Architecture, took architecture students to the Netherlands this semester to see some of the world's most progressive models of urban design and meet the architects, landscape architects and city officials who created them. They will translate this innovative work into the context of Syracuse, our older-industrial American city, working on the reinvigoration of the Near West Side neighborhood and the design of the western terminus of the signature urban strip—the Connective Corridor. This project is part of our "Enitiative"—the Syracuse Campus-Community Entrepreneurship Initiative sponsored by the Kauffman Foundation.

The architect Maya Lin once observed: “I see architecture not as a form that contains space, but as an experience, a passage.” Higher education has both experience and form. We remake it every single day.

Scholarship in Action: Tuned to the World

It's important to pause and reflect on what we mean by Scholarship in Action: its defining features, the gist of its message. Like most social categories, Scholarship in Action is not one thing, but a multi-faceted overarching construct. It isn't a “well-defined” category in the

sense that one can point to an example and say yes, it fits, because it has three defining and fully sufficient characteristics.

It's more akin to what those of us who study social categories label a "fuzzy set" (borrowing from philosophy), in which you know something belongs to the set because of a "family resemblance," a central tendency, even if there is great variety in the exemplars. I wrote my dissertation on personality categories like "extravert" or "intelligent," fuzzy sets with prototypical exemplars—the gregarious extravert or the discerning critic—in which the power of the category is a function of the great variety of exemplars sharing a family resemblance, but richly different one from another (just think how many different extraverts you know).

Our vision of Scholarship in Action is powerful because it includes a wide and rich variety of discovery and teaching that shares a central tendency of being attuned to the world, aware of connections—some direct and obvious and others quite indirect, emergent only in how they set a stage for understanding the world or can be used later in other work to make a difference in our world.

As with extraverts, there are powerful, prototypical examples of Scholarship in Action on our campus, from the inventiveness of Robert Doyle and his team who have designed, tested, and patented a new method of oral insulin delivery or Joseph Chaiken who has created non-invasive techniques to determine blood glucose levels for individuals with diabetes, to the compellingly beautiful travel memoirs of Latin American immigrant women on Syracuse's West Side, produced and published under the title, *West Side Stories: Memories of Immigrant Women*, in conjunction with Inmaculada Lara-Bonilla's graduate seminar in the Department of Languages, Literatures, and Linguistics.

As with extraverts who sometimes look more like introverts, other important exemplars of Scholarship in Action may appear to only bear a slight family resemblance to these directly engaged or "worldly" projects, yet hold great promise as a foundation for work that will change our thinking and our lives. This may be the case for many of the research programs on cell signaling or biocomplexity that will fill the labs in the new Life Sciences Complex, or the micro-economics models filling the desktop computers in the offices in Eggers Hall.

Still, at heart, Scholarship in Action is attuned to the world—how it works or doesn't work—and how we as scholars, educators, students and citizens can make a difference, now and in the future. How we do Scholarship in Action—what we work on, what consumes our hearts and minds—will be varied and inclusive, not strictly defined by categories or guidelines. And that, I believe, is how it should be if we are to stay abreast of both our disciplines and our world – walking with energy and flexibility down that two-way street.

Scholarship in Action does and can include a broad range of scholarship. It may take the form of a center such as Imagining America, the Center for Public and Collaborative Humanities, the Center of Excellence in Environmental Systems and Energy, or the Institute for the Study of the Judiciary, Politics, and the Media. It may be an interdisciplinary cluster, such as the one we are establishing in the area of biomaterials, or it may grow out of the work of a single scholar such as Tazim Kassam, who chairs the Department of Religion and has researched ginans, the

devotional song tradition of Ismaili Muslims, while organizing SU Abroad's multidisciplinary Muslim Cultures Program in London.

Recently, I was struck by the power of such inclusivity—with many scholarly modalities, voices, and disciplines coming together—when I had the privilege of hearing our superb art historian, Gary Radke, speak to a room full of eager New York journalists and art critics. He presented a preview of *Michelangelo: The Man and The Myth*, an unprecedented exhibition of more than 25 original drawings and writings by Michelangelo and his contemporaries that we will have the honor of showing at the SUArt Gallery in August and at our Lubin House in New York City in the fall.

Radke, broadly supported by the Dean's Office in Arts and Sciences, and working collaboratively with the Director of the Casa Buonarroti in Florence and with Dominic Iacono here in Syracuse, is bringing us a rare look—in fact, eight of the Michelangelo works have never before been seen in the United States—at the many faces of this Renaissance master: artist, architect, engineer, military expert and patriot.

The effort by Radke and his colleagues to present this exhibit epitomizes the integration of three elements of our vision: leading scholars and enterprising students engaging with the world – through the lens of history and with a telescope on the future. That integration is as important today as it was for Michelangelo in the tumultuous times of the Medici.

We can see this powerfully in the exhibit that has just opened at the Community Folk Art Center, "Interrupted Life: Incarcerated Mothers in the United States," a riveting mixed-media look at the landscape of incarceration, in which mothers of young children are the fastest growing segment of our prison population. This traveling exhibition was brought to SU and our larger community at the urging of Janet Dodd of the Department of Women's and Gender Studies, Paula Johnson of the College of Law, and Kheli Willetts of the Department of African American Studies and the Community Folk Art Center.

Scholarship in Action: Collaborating with Communities of Experts

Scholarship in Action is about bringing the world to us. At the same time, it takes us off campus in important collaborations with communities of experts from many walks of life, across industry, government, not-for-profits, neighborhoods, schools, museums, and more. Each partner brings strengths to the table, and the results can be stunning for both the academy and the outside world.

Take the case of Sandra Lane of the College of Human Ecology. Her new book, *Why are our babies dying? Pregnancy, Birth and Death in America*² has arisen from her participation in a university/community collaboration that started a dozen years ago to take up the issue of infant mortality. The group has included faculty and students from SU, LeMoyne and SUNY-Upstate,

² Sandra D. Lane, *Why Are Our Babies Dying? Pregnancy, Birth, and Death in America* (Boulder, London: Paradigm Publishers, 2008).

and community colleagues from the Syracuse Model Neighborhood Facility and the Center for Community Alternatives.

Over the years, they have examined numerous factors contributing to infant mortality in Syracuse, from environmental risks such as lead poisoning, to neighborhoods without resources for healthy living, all accounting for much of the inequality in health and survival of people of color. Their collaboration led to the formation of a Coalition for Racial Justice that has met with a wide range of community groups, and they have shared their findings with the Mayor, the County Health Commissioner, and numerous county legislators. Some successful policy changes have resulted.

We have seen dramatic results from the scholarship of our College of Law students, under the supervision of Paula Johnson and Janis McDonald, who researched thousands of documents and worked with local investigative reporters to reopen an unsolved civil rights case, the 1964 murder of Frank Morris, the owner of a shoe shop in Ferriday, Louisiana. Forty-four years ago, suspected Ku Klux Klan members forced Morris into his shoe shop at gunpoint and set the store on fire. Morris died four days later of severe burns.

The work of the SU students led to witnesses providing new information, to the appointment of a special agent by the FBI, and to a pledge by the U.S. Attorney for full review of the case. And these efforts also ignited law enforcement investigation of additional deaths long suspected by the community to be racially motivated and committed by the Klan.

As a result, Johnson and McDonald developed an interdisciplinary course called "Investigating and Reopening Unsolved Civil Rights Era Murders," first offered this year. It is part of our new Cold Case Justice Initiative that will conduct investigations and research on unresolved cases, offer academic courses, public forums, and other special events, and will serve as a clearinghouse for sharing and receiving information on active cases.

Collaboration, discovery, discussion, preservation, education, reflection, design, change. Scholarship in Action is all of these—and more. Not every piece looks the same or is organized in the same way. Scholarship in Action combines knowing and doing, teaching and discovery, as well as engagement. Because the University's work is embedded in the work of the world, we must think about local-global resonances and take seriously the specificity of the local and the generality of the global.

Although not everyone undertakes—or even should—every facet of Scholarship in Action, some scholars do. One of them is the Department of Civil and Environmental Engineering's Charley Driscoll, a National Academy of Engineering member. For years, he has been doing basic research on acid rain, and the damage caused by the sulfur dioxide, nitrogen oxides, mercury, and ammonia that accumulate in the forests, streams, and lakes of eastern North America and parts of Europe and China. It is, indeed, critical. Since the 1960s, more than half of the large canopy trees in the Adirondacks of New York and the Green Mountains of Vermont and one-quarter of those in the White Mountains of New Hampshire have died. One survey of lakes in the Adirondacks showed that 346 lakes—24% of the total—did not contain fish.

Working collaboratively with scientists in a host of other institutions—as well as graduate and undergraduate students from SU and other universities—Driscoll has been developing theoretical environmental models and applying them to help citizens, policymakers, public officials, and the corporate world assess what will—or will not—clean up the contamination. Close to home, his work has guided the remediation of Onondaga Lake, where mercury from years of industrial activity has accumulated to turn a sacred site (of the Onondaga Nation and the Haudenosaunee) into a superfund site. The goal is to return the fishery to a condition that the Onondagas (and others) can consume.

This is work that includes extraordinary opportunities for enterprising undergraduates. Last summer, Stephanie Gindlesperger, a senior from Reading, Pa., gave an update on the condition of the lake to the Onondaga Lake Forum. This is how she described the experience: "There were people from the company that dumped the mercury, the public not happy with it, people trying to fix it, and people spending money to get results and wanting to see what was going on." What she most remembers is that "they asked good questions."

This scholarship has important implications for those at home, for the many states where atmospheric emissions of mercury are linked to fish-consumption advisories, and around the globe. Driscoll's questions are core to his discipline, and the answers are critical to our environment and our health.

Scholarship in Action allows students to interact and collaborate with community leaders—a form of educational practice much in demand today. The American Association of Colleges and Universities, in partnership with the Charles Englehard Foundation of New York City, is funding the project "Bringing Theory to Practice" to explore just this kind of educational experience, and more than 300 colleges and universities, including SU, are involved.

As part of this, John Burdick of the Department of Anthropology and Stephen J. Parks of The Writing Program, received a grant to award fellowships to six students this spring to undertake projects developed collaboratively with community leaders.

- Margaret McWeeney and Jennifer McCafferty, both seniors, will conduct research with the Neighbors of the Onondaga Nation, aimed at improving advocacy around the Onondagas' current land claims cases.
- Diego Medrano, a senior, and Elizabeth Bachman, a junior, will work on a project with the Center for New Americans on the mental health care needs of refugee populations; and
- Lucille Murphy, a junior, and Mary Gallagher, a senior, will conduct a project on workers' lives with the workforce development council of UNITE-HERE, a labor union comprised largely of immigrants, minorities, and women.

Once the projects are completed, they will be assembled into a publication by New City Community Press, of which Parks is the executive director, with the hope that these projects will provide a framework for future collaborations.

Scholarship in Action: Then and Now

Another signature feature of Scholarship in Action is that when one's own work is attuned to the world, it can energize that world. This has often been true in the history of our University and in the life histories of alumni like the renowned illustrator Tracy Sugarman, whose illustrations—just published in a beautiful memoir by SU Press—drew him into the lives of others. As he told Mike Cuthbert, host of the widely syndicated show “Prime Time Radio”:

“I think drawing is a contemplation. I want to think about it. I want to think about the person I’m drawing and I want to think about the milieu that I find him in...and that’s the joy of reportage. And when you do that you start empathizing with the people you are drawing. You spend time with them, you are getting to know them and they are not just images you know, they are folks.”³

His art became a window into a larger world and, ultimately, a vehicle for changing that world. In the 1950s, he included African American children in his full color illustrations for a health textbook and prevailed over the objections of his publishers, who at first feared that the presence of black children in the drawings would keep the textbooks from being adopted in schools in the South. It was an important victory. He joined the civil rights movement, and in 1965, in the midst of a long hot summer in the South, the great civil rights leader, Mrs. Fannie Lou Hamer, said to him: “You know, you’ve done some good work in the movement. But the best thing you ever did was put black children in a textbook.” Sugarman says he treasures this remark as a badge of honor.⁴

Our best moments as an institution have been characterized by a vision that has been both expansive and inclusive, and so we see many parallels between the signature moments that mark our history and the groundbreaking programs on campus today.

In 1931, Eva Mae Bonham was admitted to the university's engineering program when few other universities allowed women to pursue such studies. Today, as co-chairs Marina Artuso and Shobha Bhatia expand the Women in Science and Engineering Program started in 1999 by Bhatia and Dean Cathryn Newton, we can look to many more SU students following in the footsteps of SU alumna and pioneering astronaut Eileen Collins—breaking new ground, on the ground and in space.

Another groundbreaking moment of the past that lives in the present occurred after World War II, when few private universities were willing to admit soldiers under the G.I. Bill. SU opened its doors to almost 10,000 veterans, tripling our enrollment overnight. Marty Whitman, for whom our School of Management is named, was one of those veterans, and it seems particularly fitting that one of the Whitman School's many new ventures into Scholarship in Action includes the Entrepreneurship Bootcamp for Veterans with Disabilities. This program

³ Tracy Sugarman, in an interview with Mike Cuthbert on Prime Time Radio; see also, Tracy Sugarman, *Drawing Conclusions; An Artist Discovers His America* (Syracuse, NY: Syracuse University Press, 2007).

⁴ Sugarman interview on Prime Time Radio.

offers outstanding experiential training in entrepreneurship and small business management to post-9/11 veterans disabled as a result of their service.

First introduced here last year, the Bootcamp has now become a consortium of schools, a national partnership with UCLA, Florida State University, and Texas A&M. Beginning this summer, all four business schools will offer the Entrepreneurship Bootcamp on their campuses.

Illustrating that the past lives in the present, our Center of Excellence's new headquarters is going up next to the former Erie Canal, on the site of the Smith-Corona factory opened by L.C. Smith, for whom our College of Engineering is named. During his lifetime—from 1850 to 1910—there were no schools to train inventors and tycoons, no disciplinary boundaries as Smith moved from commerce to transportation to manufacturing, finally switching from making firearms to manufacturing a device that would transform commerce—the typewriter. Today, the site of the factory is a product of its times, dreadfully polluted and in need of a huge cleanup. But on such a foundation we hope to transform what we know about healthy lived environments, and we will do it with the leadership of Center Director, Ed Bogucz, in the collaborative, interdisciplinary way that would have made sense to Smith.

Some of our best new scholarship arises from remarkable work done here in the past. Burton Blatt was a pioneering thinker and leader of the disability rights movement. He established SU as a premier institution of higher education for the study of special education and for the evolution of public understanding and support for community inclusion and self-determination.⁵ Blatt's legacy is so rich and multi-faceted that it provides the motivation for work all across our campus today.

- In the Center on Human Policy, Law, and Disability Studies, affiliated with the School of Education, College of Law, and School of Social work, co-directors Steve Taylor and Arlene Kanter, among many others, carry forth Blatt's legacy. Their research, teaching, and advocacy are facilitating a broad-based dialogue on disability as an important aspect of diversity in society. This dialogue is complemented by many specific projects, such as the efforts of School of Education faculty members Julie Causton-Theoharis and George Theoharis, to create three inclusive Schools of Promise in the Syracuse City School District.
- Similarly, Blatt's imprint is the cornerstone of the Burton Blatt Institute, chaired by Peter Blanck, where Scholarship in Action spans the world in a collaboration with the World Bank to reduce poverty for an estimated 400 million people with disabilities living in countries with developing economies. At the same time, the Institute is engaged in a unique collaboration in our region to provide business planning, training, and supportive services that will enable entrepreneurs with diverse disabilities to grow and sustain their businesses.

⁵ For a full discussion, see Peter Blanck, "The Burton Blatt Institute: Centers of Innovation on Disability at Syracuse University," *Syracuse Law Review*, 56:201, 223.

Scholarship in Action, in the tradition of Burton Blatt, continues to make a significant difference, forging new intellectual territory and changing people's lives. The vibrant synergy between our disciplines and the world is producing changes that promise to keep SU at the forefront as a progressive institution, and to keep alive the best traditions of our region and our university as a hotbed of new ideas and social opportunity.

Consider, for example, the leadership role that our interdisciplinary scholars, Linda Alcoff, Chandra Mohanty, Minnie Bruce Pratt, Margaret Himley, Linda Carty, and Silvio Torres-Saillant are playing in directing Syracuse's participation in the national project, The Future of Minority Studies (FMS). Participating with their colleagues from Cornell, Stanford, Michigan, Spellman, Oregon and other great institutions, these Syracuse scholars are at the forefront of their disciplines.

At the same time, they are placing Syracuse at the center of a vital dialogue about the role of ethnic studies in our increasingly diverse and often contested democracy. They are rightly being recognized for their scholarship and leadership. In 2006, Linda Alcoff, author of the highly acclaimed book, *Visible Identities: Race, Gender, and the Self*, was named the Distinguished Woman in Philosophy by the Society of Women in Philosophy, and this May, Chandra Mohanty will receive an honorary degree from Lunds Universitet in Sweden in recognition of the global impact of her work on transnational feminism.

Scholarship in Action: Supporting our Best Voices

Much of the energy of Scholarship in Action comes from the diversity of voices—scholars, students, collaborators—and the many places—on campus, in the City, at SUAbroad—where they're engaging together. This mix is so dynamic that it is hard to capture in a speech, but consider the Fall 2007 issue of *SU Latina*, the newsletter published by the Latino-Latin American Studies Program, “connecting...” in their own words, “the Latino(a) community with life on campus, in the city, and in the rest of society.”

The Fall issue features, among other pieces, coverage of:

- the former Mexican President Vicente Fox's visit to the Landmark Theater downtown,
- the show, Tango, organized by Pedro Cuperman at the Point of Contact Gallery on the Connective Corridor,
- a performance by the Cuban drumming group, Rumba Cubana , in Hendricks Chapel,
- a collaboration with human rights activists in Syracuse that promotes protection of immigrant workers,
- new opportunities in SU Abroad to study in Chile,
- plans for a new interdisciplinary Ph.D. Program in Latino, Latin American, and Caribbean Studies, and
- a literature course offered in Languages, Literatures, and Linguistics in which SU students produced remarkable theater with a troupe of children and adults in the West Side of Syracuse.

It is this mix of people and ideas and places, the integration of scholarship, teaching, and engagement with the world, that marks our energy, and that we must continue to nurture and support in every way possible. Here are some of the ways we—and I mean that term in its most inclusive sense—are doing just that:

The Academic Affairs Committee of the University Senate is working with the Provost's Office to consider the many forms of scholarship we should support to ensure our faculty can do their most creative work. For example, how do we give the bench scientist enough time to pursue intensive grant-funded research before tenure? And how do we reward our most engaged public scholars for work done in collaboration with communities of experts, students, and scholars in other disciplines?

These efforts fit well with the national Tenure Team Analysis of Public Scholarship lead by Imagining America, which is now located right here in the Tolley Building, with the Center for Collaborative and Public Humanities.

Our schools and colleges, in collaboration with Vice Chancellor and Provost Eric Spina and Vice President for Research and Dean of the Graduate School Ben Ware, are seeding interdisciplinary clusters of faculty—many that have been long in the making. One example is the work on environmental science and policy that began as part of the ENSPIRE, has been complemented by work being done at the Center of Excellence, and now forms the basis of a joint Ph.D. Program being developed with SUNY-ESF.

Some have a newer signature. These include the new Master of Public Health Degree Program between Maxwell, the College of Human Ecology, and SUNY-Upstate. There is a burgeoning cluster in biomaterials that crosses three departments in Arts and Sciences (Biology, Chemistry, and Physics) and two in Engineering, and is led by Pat Mather, Cristina Marchetti, and Jeremy Gilbert. We have even newer plans for an interdisciplinary Design Center to be located downtown at the Warehouse. It will encompass all of the design programs in VPA and have meaningful connections to faculty and students in most of the schools/colleges, including Engineering, The iSchool, Whitman, Architecture, and Arts and Sciences.

While many of these clusters get their intellectual diversity by crossing departmental lines, others capture the diversity within one discipline itself, such as the cluster being formed in Physics called MultiMessenger Cosmology. In an innovative way, this cluster is drawing together the cosmology, particle physics, and astrophysics groups, and is enabling us to attract outstanding new faculty to join Mark Trodden, Peter Saulson, and other leaders in the Department.

Another cluster—on Health and Behavior—led by the Department of Psychology's Mike Carey and centered in that department, increasingly includes colleagues from across the University and SUNY-Upstate. Each of these clusters of faculty excellence presents unique opportunities for students to see problems pursued from different disciplinary perspectives and to witness the difference that innovative work can make in the world.

As faculty members engage across disciplines and with communities of experts, our students' grasp of the world stretches immeasurably. This will be the case, for example, as JPMorgan Chase builds its six-story Technology Center on campus and opens up their data centers, collaboratories, and technology help desks to students for a first-hand look at technology and infrastructure in the global financial services industry. This will also happen as Welch Allyn, a world leader in biomedical technology, locates its Newman Innovation Center at our CASE Center, and invites research and product development collaborations with SU faculty and students.

To support our exceptional leaders as they tackle the toughest discovery work and engage with communities of experts, we have embarked on an ambitious campaign to increase the number of endowed chairs and professorships. In fact, our Board of Trustees places such value on the transformative impact of this kind of faculty support, that they are putting aside \$30 million from our endowment as a matching incentive to donors who contribute to the establishment of new chairs and professorships in our current fundraising campaign. We hope to add at least 75 new chairs, some of which will be used to reward our best faculty already on our campus.

As vital as faculty support is, Scholarship in Action will not achieve its potential at Syracuse without a wonderful mix of enterprising students. It makes total sense for us to stretch to get better, to expand our geographic reach, as we are doing now with offices and programs in Los Angeles, and to continue to enhance the racial, ethnic, and economic diversity of our classes. We must be true to our mission to expand access to those whose backgrounds put them at a disadvantage in pursuing a college education. At the moment, talented low income students in the United States earn bachelor's degrees at one-third the rate of high-income students.⁶

We are expanding our reach, and we intend to continue. Last fall, 29 percent of the members of our entering class were students of color, compared to 18.5 percent of the entering class in fall 2004. Over the past three years, we have increased our institutionally funded financial aid to low- and middle-income students by 44%. At the moment, 20 percent of our undergraduates are Pell Grant eligible, a share that places SU fifth in the nation among private institutions with endowments of 500 million dollars or more.⁷

A significant part of our \$1 billion Campaign for Syracuse University will raise money for scholarships so our commitment to access can go beyond our current commitments for financial aid. We intend to recruit in urban and rural areas, increase our number of students who are the first generation in their family to go to college, and assure financial aid support to students who need it the most. This support includes a focus not only on undergraduates but also on graduate and professional students, and not only for support on campus, but also for study abroad and for participation in our terrific immersion programs in New York, Washington, and L.A.

⁶ Roger Lehecka and Andrew Delbanco, "Ivy-League Letdown," op-ed in *The New York Times*, 22 January 2008.

⁷ Karin Fischer, "Elite Colleges Lag in Serving the Needy," *The Chronicle of Higher Education*, May 12, 2006.

For example, one recent grant from the National Science Foundation to seven upstate New York colleges and universities—\$3 million over 5 years—will be administered by SU and used to enroll and graduate more students from African American, Latino American and Native American populations into science, technology, engineering, and mathematics degree programs. Another recent gift, this one anonymous, has established a \$2 million SU Study Abroad Endowment Fund to support students who may not otherwise be able to afford to participate.

And speaking of study abroad, at the heart of Scholarship in Action are new opportunities to engage with the world, whether in “Transatlantic Encounters: Spain and the Americas,” or at home on the South Side, where faculty and students from the Newhouse School are working with the South Side Community Coalition to create and produce a newspaper, where members of the iSchool faculty are building an electronic strip of wireless capacity, and where Whitman students are building business plans with residents through the South Side Entrepreneurial Connect Project.

We're also sharing our opportunities to engage with the world. Just a few weeks ago, 10 dance students from the Kuumba urban arts education program performed at an international dance conference in Dallas, on the same stage as the Ailey II, Dayton Contemporary Dance Company, and the Dallas Black Dance Company. Kuumba, a collaboration between the South Side Initiative and the Community Folk Art Center, is a free, after-school, pre-professional arts education program for children between the ages of 11 and 14.

The entrepreneurial spirit that moves the work on the South Side or the adventures abroad, thrives on our ability to mix it up, to meet others more than half way, whether it is in one of our learning communities, or in an inter-group dialogue course or a CARE Dialogue in the Residence Hall, or at the Honors Café in Bowne Hall or the new Pages Café in Bird Library or downtown at the Warehouse Café. We know that Scholarship in Action must move around, cross boundaries, even clash with others' differing views, as our faculty sometimes do over food and drink in meetings downtown of Café Scientifique.

Hard problems can be solved by smart people willing to stretch beyond the comforts of the university on the hill. When faculty from Architecture's Upstate Design Center and Engineering's Center of Excellence and Whitman's Falcone Center roll up their sleeves with the neighborhood coalition rebuilding the Near West Side, sparks fly, full of challenge and promise. The same is true in the complex world of bioethics, as the philosophy department's Sam Gorovitz, a member of the ethics committee of the Empire State Stem Cell Board, has found. He argued for public education on these issues and successfully pushed to create undergraduate programs that will take up the ethical, societal, and legal issues involved. Hard problems solved by smart people. That is one of the ways that Scholarship in Action makes a difference.

Building upon all that is excellent at Syracuse University—our location, our traditions, our scholarly strengths—and looking to serve our students, our society, and the larger world in which we live, Scholarship in Action is helping us meet the challenge of the times that are to come. In doing so, I believe we can keep the promise made by the rock that wanted to be a cornerstone in the poetry of Robinson Jeffers:

Lend me the stone strength of the past and I will
lend you
The wings of the future, for I have them.⁸

⁸ Robinson Jeffers, "To the Rock That Will be a Cornerstone," *The Wild God of the World* (Palo Alto: Stanford University Press, 2003), 26.