IN THE CONTINUUM OF HIGHER LEARNING, THERE FOLLOWS A NATURAL PROGRESSION IN pursuing the finest education. At Pace University, it begins with our commitment to *Opportunitas*: to provide the best possible private education to students of every ethnic and economic background. It carries on in a learning environment that is informed and supported by research and taught by experienced educators. Their teaching leads to accomplished students, who leave the University as confident and civic-minded graduates, ready to realize their goals of worthwhile and successful careers. Poised on the threshold of Pace University’s 100th anniversary, we have much of which to be proud. We are pleased to share the stories of some of our faculty, students, and alumni, who—through their personal and professional achievements—represent and reflect the very best of Pace, as well as initiatives that are helping to shape our future and enhance our stature as an academic leader in the regional, national, and international arenas.
WITH NEARLY A CENTURY OF PROVIDING OPPORTUNITY THROUGH education to a diverse student body, Pace University not only continues to set high academic standards, but also is expanding its role as an academic innovator. Today, serving 14,000 students across six schools and colleges, Pace is vibrant and well positioned for even greater accomplishments in the future.

The past year has seen a number of inroads made in the execution of our aggressive and critical five-year plan, *Reaching New Heights: Second Century Strategic Plan for 2003–2008*. Key objectives of the plan that map the future of our institution include strengthening Pace’s standing in the academic community; reinforcing our commitment to be a student-centered university; and improving the University's financial position. Underlying these objectives are several interrelated issues that Pace, and indeed, institutions of higher education nationwide, face now and in the years to come. Our continuing strategic efforts will target these key areas, which include facilitating access to a quality education; developing approaches, such as our Guaranteed Tuition Program, to keeping higher education affordable and to retaining students; and implementing a University-wide assessment plan to ensure ongoing progress in our academic programs and student-focused services. Faculty, students, graduates, our board of trustees, benefactors, and members of the community have all played important roles in helping to take the first steps to implement the goals of this critical and timely plan.
FOSTERING GOOD CITIZENSHIP

From environmental protection to participation in politics, from helping the homeless to promoting health and well-being, from rebuilding downtown Manhattan to rejuvenating interest in volunteerism, Pace is at the forefront of community advocacy and activism.

In September 2003, we were honored to host the "CNBC/Wall Street Journal Democratic Candidates Presidential Debate" before a live audience in the Michael Schimmel Center for the Arts at our downtown campus. Some 100 Pace students participated behind the scenes aiding producers and participants. In January 2004, 700 students from Pace and approximately 25 New York City and Westchester high schools came together to discuss election politics before and after the debate as part of Presidential Convention 2004, a mock convention. The program reflected Pace's role as a Periclean, one of 10 pilot colleges and universities of Project Pericles that are committed to encouraging student participation in civic concerns.

Heading into the 2004 presidential election, the Pace Poll—an independent center for survey research launched in 2003—partnered with Rock the Vote, a nonpartisan, nonprofit organization dedicated to empowering young people to change their world, to conduct three surveys of first-time voters. Results of their first survey, conducted between July 8 and July 20, were presented at a media conference held during the Democratic National Convention in Boston. Pace also had a visible role in the Republican National Convention when the University hosted 200 students from around the country at Pace's downtown campus. The first week, students attended lectures by prominent political leaders, and the following week they served as interns at the convention.

The Pace Poll continues to be one of the University's central initiatives to serve the community and beyond. This past year the Pace Poll, in conjunction with the University's Center for Downtown New York, conducted the Lower Manhattan Rebuilding Tracking Study—a benchmark tracking poll of downtown rebuilding efforts.

FRANK MCDONALD
Executive Director of Safety and Security

Among the thousands of Pace staff members who are making a difference on behalf of the Pace community is Frank McDonald, executive director of Safety and Security. Keeping Pace employees, students, and visitors safe and secure is a 24/7 operation, and for 11 years McDonald has made it his top priority. A former New York City detective with 37 years in law enforcement and private security, McDonald sees his role clearly: “I need to create a safe environment where people can go about their business of learning, teaching, and working.”

Overseeing a staff of security directors, an environmental health and safety coordinator, and a force of 100 security guards, McDonald continually looks for new and better ways to maintain security. "Following 9/11, President Caputo asked me to assess our security and submit recommendations for improvement," says McDonald. They included adding security staff, modifying patrols, adding barriers in front of Pace Plaza, and increasing the use of access control. While Pace has always followed emergency protocols, McDonald also developed an emergency response plan that includes a crisis management team.

“Our main focus is to proactively prevent things from happening," says McDonald. “Over the last three years, we’ve reduced minor crimes on campus by more than half. I’m proud of that, but we can always do better.”
since 9/11. Topics examined include unresolved doubts of health risks, public confidence in the environmental cleanup, and reactions to terror alerts and proposed rebuilding projects, among other issues.

Another survey conducted in January 2004 documented for the first time the civic activities and civic-mindedness of New Yorkers. According to its findings, more than a quarter of New Yorkers (26 percent) qualify as high-level civic participants, suggesting that New York City residents lead Los Angeles (20 percent) and Americans in general (24 percent). New York also takes the lead in social dissent activities with 38 percent of city residents often participating in protest politics, compared with 27 percent of U.S. residents. The results of the survey drew extensive media coverage.

Civic engagement is not only limited to the political world, as illustrated by the dedicated law students and attorneys at Pace University's Women's Justice Center. Each year they provide community service and aid around-the-clock to more than 1,000 women and their families who are survivors of domestic violence. On October 7, 2003, the center received the New York State Governor's 2003 Justice, Freedom, and Courage Award to End Domestic Violence, presented by Governor George E. Pataki at the Governor's Mansion in Albany.

We also proudly point to the opening of the new Pace High School in Chinatown. Pace University's School of Education (SOE), partnering with the New York City Department of Education, opened its doors to 100 students last fall in the new school located in a wing of Middle School 131 in Chinatown. Partly funded by a grant from the Bill and Melinda Gates Foundation, the school will also serve as a training center for SOE graduate, undergraduate, and administrative students.

The creation by Pace and the City of Yonkers of a new business incubator for early-stage companies in February 2004 is another striking example of our commitment to the community. The new endeavor will assist in the economic development of the Hudson Valley region and beyond and provide practical experience for students.

Pace University continually promotes the cultural life of downtown and is aiding in the revitalization of lower Manhattan. Our Center for Downtown New York has instituted a number of initiatives, including the creation of downtown's first green space since 9/11; developing a visiting scholar program for the study of terrorist attacks and their aftermath; hosting the historic hearings of the Lower Manhattan Development Corporation on design recommendations for the rebuilding of the World Trade Center site; and sponsoring Project Rebirth, a historic film project that documents the day-to-day rebuilding of the site. For these many efforts, Pace was recently honored by the Lower Manhattan Cultural Council.

We also have established a civic fellowship program that will offer students, faculty, and staff a paid leave from the University to provide expertise and assistance to qualified nonprofit organizations.

**ACHIEVING ACADEMIC DISTINCTION**

Strong academic leadership is integral to the University's success and growth. In spring 2004 we were pleased to announce the appointments of Nira Herrmann, PhD, as dean of the Dyson College of Arts and Sciences, and Stephen J. Friedman, JD, as the new dean of Pace Law School. Dean Herrmann, formerly chair of the Mathematics Department at Drexel University in Philadelphia, played a key role in the development of teaching and research programs in emerging areas such as nanotechnology, software engineering, and human-computer interactions. She brings an exceptional record of academic distinction and management experience to Pace. Dean Friedman comes to us from one of the nation's preeminent international law firms, Debevoise & Plimpton LLP. With a distinguished career in law, business, and
David Watson, artistic director of the Michael Schimmel Center for the Arts, describes his job as "the business of cultural management."

“My mission is to find ways to raise the Michael Schimmel Center’s profile and make Pace a major cultural power in lower Manhattan. At the same time, I have to run the theater on budget and make sure it earns its keep financially!” says Watson.

A former actor, director, and producer with a MFA in theater as well as an MBA, Watson joined Pace in 2003. “Partnerships are our strength,” he says. “Pace’s relationships with the National Actors Theatre and the Tribeca Film Festival were in place when I arrived, and they served as my model.”

Under Watson’s leadership, beginning in July 2004, Pace presented a new series of concerts profiling young classical artists with the River-to-River Festival, a popular, free summertime event. Next the University partnered for the first time with the New York International Fringe Festival, attracting more than 12,000 people to four Pace venues in August. In the fall, the Tribeca Theater Festival produced a set of world premiere plays at Pace, followed by American premieres of two award-winning plays from the Edinburgh, Scotland Fringe Festival.

“We are also working to bring theater performances and other cultural events to our Westchester campuses,” says Watson.

“Pace students are terrific, inquisitive, and professionally focused,” says Watson. “They know that working alongside seasoned professionals is both inspiring and a learning experience of the highest order.”

DAVID WATSON
Director of Public Lectures and Cultural Events

Our faculty, in turn, nurture a student body that is engaged and inspiring. Our students are now recognized in the Fulbright and other competitive scholarship programs in unprecedented numbers. Pace students placed first in a New York student securities analysis competition, and they continue to do outstanding work in the Model UN Competition. This past July, Pace Law School’s competitive negotiation team led the United States to an impressive second-place finish in the International Negotiation Competition in Paris.

In the vision statement of our Second Century Strategic Plan, we have challenged ourselves to reach for even greater academic heights, and it is encouraging when we receive recognition by our peers and by public service, he brings outstanding experience and expertise in corporate law, securities, and mergers and acquisitions. We are confident he will provide the leadership necessary to continue our excellent law program and steer us toward increased national recognition. We thank David S. Cohen, LLM, who stepped down as dean after an exceptional five-year term, during which the school saw a 57 percent increase in applications and a 96 percent increase in scholarship aid.

At the heart of the Pace educational experience is an outstanding faculty and staff who are making impressive contributions to higher learning. Several Pace University faculty members have been awarded National Science Foundation grants totaling more than $1 million allowing them to pursue innovative research ideas and further reinforce our academic reputation. In 2004, eight professors have been awarded Pace’s Released Time grants, enabling them to pursue special interests and develop grant proposals. In the next several years they will be offering new knowledge into such wide-ranging subjects as the exploration of the corporate bond market, the prevention of diabetes, and psychoanalysis in Asian-American literature. Awardees were chosen by the University’s Research Advisory Council, as well as the chairs of the Scholarly Research Committee of Faculty Councils for Westchester and New York.

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In the vision statement of our Second Century Strategic Plan, we have challenged ourselves to reach for even greater academic heights, and it is encouraging when we receive recognition by our peers and by
external reviewers that we are achieving those goals. In 2004, the undergraduate program of the Lubin School of Business was again ranked among the top 50 private business programs nationwide and our part-time MBA program among the nation’s top 20 in U.S. News & World Report’s America’s Best Graduate Schools survey. Entrepreneur magazine ranked our entrepreneurship program among the nation’s top 100. Pace was also awarded the 2003 Institutional Service Award by the Council for Adult and Experiential Learning, recognizing the University’s commitment to providing innovative lifelong learning opportunities for adult learners.

BRINGING THE WORLD CLOSER
In a world dominated by war and unrest, Pace University recognizes the importance of providing leadership dedicated to encouraging civic responsibility and engagement, and will continue to fervently pursue this goal. Fostering diversity remains a priority. The cultural and socioeconomic diversity at Pace not only helps to enrich our students’ academic experience, it also promotes understanding and tolerance that will help serve them well in the greater community long after their college career is complete.

As we strive to become more international in focus and direction, the University is establishing a global centers committee to review and recommend possible sites for the first three global centers that will help to provide a unified and comprehensive education, not only for our international students, but also for students who seek an international experience.

REACHING FOR NEW HEIGHTS
Pace University has formed a solid foundation for its second centennial. It is a foundation built from the development of new community and cultural partnerships; the creation of innovative teaching and learning programs; the planning for new student residences and state-of-the-art educational and recreational facilities; efforts that are increasing graduate and undergraduate applications from high-achieving students; and through initiatives put in place to help these students complete their degrees.

The course ahead—particularly in these times of economic challenges—will not be easy. Our Second Century Strategic Plan calls for objectives that will strengthen Pace’s financial position so that the University will be better able to flourish in the years ahead. As part of this plan, we are currently in the quiet phase of a capital campaign that seeks to raise significant funds for scholarship and program endowment, faculty support, and building and renovation projects.

We understand the importance of supporting access to higher education, and through our representation on national associations and commissions, we will continue to raise concerns as well as to strive for the recognition of higher education as a force for social and economic change.

Implementing and reaching the goals we have set for Pace University will require hard work and determination. We are grateful for the support and leadership of our Board of Trustees; the ongoing dedication and resolve of our administration and faculty; the steadfast efforts and commitment of our staff; and the ongoing friendship of our alumni and donors to achieve our goals. As we prepare for our centennial in 2006, we will look for the continued participation of every member of the Pace community in helping to make it a meaningful celebration of our past accomplishments and future endeavors.

Aniello A. Bianco ’61
Chairman, Board of Trustees

David A. Caputo, PhD
President
### The Year at a Glance

#### 2003

**July**

1. Findings of the first Pace Poll, an interdisciplinary center for survey research on social, political, and economic issues, show that lower Manhattan residents closely follow the downtown rebuilding process. Replacing commercial space is among the most important priorities for residents, and most are strongly supportive of having the area’s businesses and private interests play an influential role in redevelopment.

**August**

1. Pace University Law School announces the establishment of a Dean’s Task Force on Diversity to review the school’s institutional commitment to diversity and make recommendations to the faculty.


3. Pace President David A. Caputo appears in a live panel discussion on C-SPAN’s *Washington Journal* with anchor Brian Lamb to discuss financial pressures on higher education.

4. Students in the master’s program of the School of Computer Science and Information Systems create a prototype Web site for the 1,100-acre Rockefeller State Park Preserve on the Hudson in Sleepy Hollow.

5. Pace Law students win the ABA National Negotiation Competition, defeating 24 teams in the national competition in which more than 122 law school teams participate at the regional level. In July, the team leads the United States to an impressive second-place finish in the International Negotiation Competition held in Paris.

**September**

1. Pace hosts the "CNBC/Wall Street Journal Democratic Presidential Candidates Debate" at the Michael Schimmel Center for the Arts. Nearly 100 students serve as volunteer aides assisting candidates, and hundreds of students, faculty, staff, and alumni participate in panel discussions in Westchester and New York City.

2. Pace launches its Guaranteed Tuition Program for full-time, matriculated students, reinforcing its commitment to retain students and to keeping higher education affordable.

3. At solemn ceremonies, the 9/11 Book of Remembrance monuments are unveiled at the New York City, White Plains, and Pleasantville campuses, commemorating the four Pace Students and 43 alumni who were victims of the terrorist attacks on the World Trade Center in 2001.

4. Pace announces the collaboration between its School of Education and New York City’s School Region 9 to open the new Pace High School in Chinatown in the fall. Starting with 100 students and building to 400, the school is located in a separate wing of MS 131 on Hester Street. President David A. Caputo accepts the Junior Achievement’s Spirit of Achievement Award on behalf of the University.

5. Seven Pace students receive final-stage recommendations for Fulbright Fellowships, joining seven Pace students who won the awards in the past two years.

6. In partnership with Habitat for Humanity of Westchester, Pace Law School and a number of law firms collaborate to build the first house by lawyers and members of the judiciary.

#### 2004

**January**

1. More than 650 high school students and nearly 50 Pace students participate in a three-day mock presidential convention as part of Professor of Political Science Christopher Malone’s *Road to the White House* course.

2. Pace celebrates its 20th annual Chinese New Year festivities and others in the Year of the Monkey at the Michael Schimmel Center for the Arts.

3. Pace University and the City of Yonkers announce the creation of a new business incubator — Second Century Innovation and Ideas Corp — for early-stage companies.

**February**

1. Distinguished Professor Emerita Jean Fagan Yellin, PhD and her staff are awarded a Ford Foundation grant of $100,000 to complete her two-volume edition of Harriet Jacobs’s papers.

2. The School of Computer Science and Information Systems hosts the sixth annual FIRST LEGO League Tournament at the Ann & Alfred Goldstein Health, Fitness, and Recreation Center in Pleasantville.

3. Pace law students win the ABA National Negotiation Competition, defeating 24 teams in the national competition in which more than 122 law school teams participate at the regional level. In July, the team leads the United States to an impressive second-place finish in the International Negotiation Competition held in Paris.

**March**

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6. In partnership with Habitat for Humanity of Westchester, Pace Law School and a number of law firms collaborate to build the first house by lawyers and members of the judiciary.
### October 2003
1. Governor George Pataki presents the New York State Governor’s 2003 Justice, Freedom, and Courage Award to End Domestic Violence to the Pace Law School’s Women’s Justice Center.
2. Professor Martha W. Driver, author of more than 30 articles and essays about medieval books and manuscripts, is recognized as a Distinguished Professor of Pace University.
3. Pace announces its first Project Pericles Fellowship Grants, which are awarded to faculty members interested in developing a civic engagement course for the new core curriculum.
4. Eight Pace professors receive Released Time Grants enabling them to pursue special interests and develop grant proposals to study wide-ranging subjects from the corporate bond market to prevention of diabetes.

### November 2003
2. Key objectives include strengthening Pace’s academic excellence and reputation; reinforcing its commitment to be a student-centered university; and improving Pace’s financial position.
3. Luigi Pirandello’s Right You Are, a philosophical comedy, is performed by Tony Randall’s National Actors Theatre at the Michael Schimmel Center for the Arts.
4. The Council for Adult and Experimental Learning (CAEL) awards Pace the 2003 Institutional Service Award for innovations in lifelong learning for adults.

### December 2003
1. A Pace Fall exit survey conducted via paper ballot among people as they view the World Trade Center site memorial competition finalists finds significant satisfaction with the selection process up to now.
2. Michael P. Cangemi ’70, president and CEO of Aigner Group, Inc., receives the Alumni Achievement Award from the Lubin School of Business. The annual event honors professional leadership and contributions in community service and social responsibility.
3. The Pace University (Pleasantville) Model United Nations team wins its eighth consecutive title at the Southern Regional Model UN Conference in Atlanta.

### 2004 April
1. In the 2005 U.S. News & World Report’s “America’s Best Graduate Schools” survey, Pace Law School’s environmental law program ranks third nationwide. The health law program is ranked among the top 25; and the clinical training program in the top 50.
2. Lubin School of Business Professor Matthew R. Morey, PhD testifies at a U.S. House of Representatives Committee on Government Reform hearing held at the downtown campus. The hearing examines strategic planning and resource allocation at the Securities and Exchange Commission.

### May 2004
1. Dyson College of Arts and Sciences honors alumnus David Pecker ’72 at its annual Distinguished Achievement Awards Benefit Dinner. Donald Trump presents the award at the event, which raises a record $138,500 in support of the Dyson College scholarship fund.
2. Entrepreneur magazine ranks Pace among the Top 100 U.S. Entrepreneurial Colleges and Universities.
3. At commencement ceremonies, Pace awards honorary degrees to New York Sen. Charles Schumer, Westchester County Executive, Andrew Spano, nursing leaders, Mary Elizabeth Carnegie and Carol Raphael, New York City Police Commissioner Raymond Kelly, playwright Tony Kushner, Teach for America Founder Wendy Kopp, and Nobel Prize Winner Joseph E. Stiglitz.

### June 2004
1. Iranian lawyer and human rights activist Shirin Ebadi, winner of the 2003 Nobel Peace Prize, speaks at the Michael Schimmel Center for the Arts.
2. Milton Schiffenbauer, PhD, a microbiologist and professor in the Department of Biology at the Dyson College of Arts and Sciences, is the primary author of research that indicates that white tea extract may have prophylactic applications in retarding growth of bacteria that cause e. coli, streptococcus, streptococcus pneumoniae, and dental caries.
3. The Ninth Annual Leadership and Service in Technology Award Reception hosted by the School of Computer Science and Information Systems honors American Express CIO Glen Salow with its Leadership and Service in Technology Award.
SINCE 1906, THE YEAR THAT CHARLES AND HOMER PACE FOUNDED PACE INSTITUTE, OUR University has remained true to its motto of Opportunitas—providing opportunity through education to all who seek it. Opening doors to advancement for a diverse and gifted student body has never been more of a priority. Today Opportunitas has taken on even greater meaning, as Pace University continues to grow and respond to the economic and social challenges of an increasingly competitive world.

We are proud of all of the thousands of students who have passed through our halls and gone on to live responsible lives, pursuing successful and worthwhile careers. As we prepare to celebrate 100 years of providing the finest educational opportunities, we rededicate our efforts to continuing and strengthening that tradition for years to come.
In 1980, Yvonne Ramirez-Lesce, then a junior in the Lubin School of Business, seized an opportunity that set her on the path of a successful and rewarding career. That opportunity—to participate in a grant-funded co-op internship—allowed her to work in the Human Resources department at Pace and, at the same time, continue her business studies. Today she is still part of the Pace family, and for the past five years has served as vice president of Human Resources.

Ramirez-Lesce credits a departmental chair for suggesting she pursue the intern program that would expose her to a field she might eventually pursue. “I was actually interested in other areas of business,” she recalls, “but I thought that the experience might be very worthwhile.”

In addition to the convenience of working on campus, Ramirez-Lesce also appreciated the chance to learn all facets of the busy department. “I worked for the chief human resources officer and was allowed to meet and work with people at all levels of the University—including President Ed Mortola, the provost, and various deans,” she says. “From the very beginning, I was involved in some very interesting and high-profile projects, gaining experiences I could never have gotten anywhere else.”

Following graduation, Ramirez-Lesce was offered an administrative assistant position in the department, and within a year she became manager of compensation. After that, her role expanded and she became responsible for the New York human resources office. In time she administered the centralized benefits program for staff at all campuses, and eventually served as university director of Human Resources. Upon the retirement of the vice president, Ramirez-Lesce was offered the position.

“I literally worked my way up the ranks,” she says. “From the time I started as an intern, I was given the support and the opportunity to grow—and I worked hard!” Working hard is a trait Ramirez-Lesce’s parents instilled in their family. Growing up in Astoria, Queens, she was the first in her family to go to college. Her mother, who earned her GED while Ramirez-Lesce was enrolled at Pace, and her father, both stressed the importance of studying hard.

“While my parents wanted me to go to college, they could not envision me going away,” says Ramirez-Lesce. “Without question, I would have to go to college in the greater New York City area.”

She considered several New York universities, but says she fell in love with Pace. “Pace was warm, it was familiar, it had small classes, and the people were great,” she notes. “Everything felt just right.”

In looking back on her long association with Pace, Ramirez-Lesce notes that Pace’s pledge of *Opportunitas* for all students is just one of the reasons that she has remained committed to and enthusiastic about being a part of the University. “Certainly, the mission of *Opportunitas* is much broader today than it was in 1906 when the Pace brothers were determined to ensure that all students had the opportunity to discover their talents and realize their dreams,” she says. “Over the years, the University has remained true to its earliest mission—we still have students from all walks of life getting the best education possible.”

In addition to Pace’s offering of challenging programs and a supportive environment, Ramirez-Lesce also points with pride to the increased diversity among students and faculty. “At commencement, you get a real sense of how global our University has become,” she says.

While Pace still attracts first-generation students, Ramirez-Lesce says that more and more second and third generations of students are enrolling. In her own family, a second-generation Pace graduate is also a distinct possibility.

“Our oldest son is just starting to look at colleges,” says Ramirez-Lesce, whose husband, Stephen Lesce, is also a Pace alumnus. “We’ll do the campus tours—but who knows—he just may follow us.”
INFORMED BY RESEARCH

FACULTY RESEARCH CAN HAVE A DRAMATIC IMPACT ON THE LIVES NOT ONLY OF PACE STUDENTS, BUT also on the community at large. At Pace, teaching and learning informed by research is paramount, and the University’s educational mission is further enhanced by the encouragement of students to delve deeply into subjects of interest and carry their investigations across disciplines. Following are just some of the students and faculty who are pursuing new knowledge on many fronts—supported by both internal and external sources of funding.

RICHARD E. OTTOO, PhD
Assistant Professor of Finance
Lubin School of Business

During his doctoral training, Professor Richard E. Ottoo studied firm and business valuation, an interest that led to his current research, “Impact of Investment on Firm Value.” Ottoo seeks to determine the value of startup companies—particularly those in the biotech industry—that are not yet publicly traded.

“Companies, especially those that pursue the development of new drugs or ways to treat disease, engage in research and development for years and may receive a patent from the government that would lead to a commercial product,” he says. “Based on that, I am exploring ways to value that technology goal and those intangible assets of a company.”

To that end, Ottoo has developed a model using five variables, including estimating the potential value of the market for which the companies are competing, and also capturing a valuation for the high risk involved in developing products. “As we move forward in the coming years, I believe we are going to have greater collaboration among technology, finance, and the sciences,” he says.

P.V. VISWANATH, PhD
Professor of Finance and Economics
Lubin School of Business

As an economist, the research of Professor P.V. Viswanath spans mainline corporate finance, investments, insurance, and law and economics. As an Orthodox Jew, he studies the Jewish texts—the Jerusalem Talmud and the Babylonian Talmud—which look at case law and legal prescriptions for all types of situations.

His current research brings together both areas of expertise, focusing specifically on the use of land of different qualities to settle monetary obligations in Jewish communities, perhaps dating back to the first century. “Talmudic law seems to indicate that land of different qualities was used to pay claimants in different situations,” he says. “For example, claimants pursuant to a tort case had the right to have their claim paid with land of the best quality. Women who were owed money in their divorce settlement, on the other hand, may have had to be satisfied with land of lower quality. But whatever the quality of the land, the dollar value paid was not affected. If so, why should land quality matter?” Viswanath is looking at the costs of buying and selling land to explain the rationale behind these laws.

Ultimately, his work will be part of a larger agenda that will examine economic and financial institutions in pre-Islamic Iraq. “This will contribute to research in Jewish and Middle Eastern history, and also help us understand issues of market microstructure and the development of economic institutions,” notes Viswanath.
Professor Jaimelee Cohen’s philosophy of teaching emphasizes the importance of mentoring, and encouraging students to think and work independently. For the past three years, Cohen has researched and developed chemical procedures to render the surfaces of various materials, such as cloth, silk, wool, and gauze, resistant to fungal and bacterial infections.

Inviting her lab students to work with her on contractual projects with private industry, Cohen encouraged student Jasmine Escalera to apply for the Eugene M. Lang Student-Faculty Research Fellowship to pursue a related project entitled, “The Preparation and Investigation of Antimicrobial Alginate Wound Dressings.”

“Everything about chemistry is incredibly interesting to me,” says Escalera, who is a member of Alpha Phi Chi and the Golden Key Honor Society and a recipient of the American Chemical Society Scholarship. “Working with Dr. Cohen has opened up my eyes to so many different areas of science. Because of her, I plan to pursue medical research.”

“Students like Jasmine are motivated and really want to learn,” says Cohen. “It gives me great satisfaction to see them flourish.”
After helping to establish the Pace School of Law in 1976, Professor Nicholas A. Robinson founded the environmental law program, which today has achieved national and international preeminence. “I began practicing environmental law before the field existed,” says Robinson, who is codirector of Pace’s Center for Environmental Legal Studies and completing his second term as chairman of the Commission on Environmental Law of the International Union for the Conservation of Nature and Natural Resources.

“Environmental law is the fastest growing field of law because, as social economic development reaches a certain point, people want clean water and air, and they want to maintain ecosystems,” he says. “We can’t escape what’s happening to the environment; we must cope with it.”

Under Robinson’s tutelage, Pace’s environmental law program collaborates with other faculties and universities around the world. “What we do in our own communities accumulates incrementally at regional, national, and international levels,” he says. “We have an obligation to protect our world, not just for ourselves, but for our children and our grandchildren. Universities must be at the forefront of helping society understand how to do a better job, and environmental stewardship is really what our Pace program is all about.”

As computer security becomes a grave concern in society today, are we providing the appropriate education in this field for our students? With funding from the School of Computer Science and Information Systems, Professor James Lawler seeks to answer that question in “A Study of Security Education in the Era of Cyber-Terrorism.”

“Since the post-Gulf War period, cyber-terrorism has posed a continued threat to the information systems critical to our country,” says Lawler, who is surveying 50 northeast universities regarding their computer security education and how it conforms to curricula recommended by the National Security Agency. “Many universities have not adapted their curricula to post 2001. Given the events of 9/11 and other acts of terrorism with hackers and such, there is a whole range of courses that are needed in computer and information systems.”

Lawler expects that study results will benefit industry, as well as academia. “Hopefully businesses will partner with universities to strengthen their computer security education, and graduating students may find positions in firms seeking personnel with these specialized computer skills.”
In 2003, Professor Joshua Schwartz, assisted by Ken Huth, a biology major, spent many a spring and summer evening exploring ponds in Westchester's Blue Mountain Reservation researching the communication system of the gray tree frog. Schwartz's study, “The Impact of Acoustic Interference on Mate Choice in Tree Frogs,” required them to collect female frogs at night and then test them in acoustical experiments in their lab during the day. “Among other things, we are trying to determine how well the female frogs hear important features of the mating call of a male amongst all the other noises around them,” says Schwartz.

For his research in animal communication, Schwartz has received funding from the Smithsonian Institution, National Institutes of Health, and National Science Foundation. Together, he and Huth applied for further funding from the Eugene M. Lang Student-Faculty Research Fellowship program. “The Lang grant provides an important opportunity for closer faculty/student interaction,” says Schwartz.

Huth found the field experience invaluable and, having graduated in May 2004, now plans to pursue graduate study in zoology. “But first I want to get my feet wet in the field,” says Huth, who recently accepted a position as a keeper in the Bronx Zoo.
THE EXPERIENCED EDUCATOR

AT THE CORE OF PACE UNIVERSITY’S ACADEMIC STRENGTH ARE 1,000 FULL- AND PART-TIME FACULTY; all are experienced and gifted men and women dedicated to advancing higher learning to a new level. Across the disciplines—business, law, arts and sciences, computer and information systems, education, and nursing—these teachers share a desire to motivate, mentor, and inspire their students. Here are just three of the countless educators who daily demonstrate Pace’s commitment to helping students realize their potential and achieve the finest education possible.

ENCOURAGING A GLOBAL PERSPECTIVE

GREG JULIAN, PhD
Professor of Political Science
Dyson College of Arts and Sciences

Through mentoring students pursuing Fulbright scholarships, as well as serving as faculty advisor for the highly successful Model United Nations program, Professor Greg Julian views his work as reinforcing Pace’s mission to foster global understanding.

“Particularly following 9/11,” says Julian, “it has never been more important to expose students to the importance of intercultural relationships in order to generate world peace and understanding.”

Julian sees mentoring as endemic to Pace, and notes that it is especially intense for students applying for Fulbright scholarships—the U.S. government’s international educational exchange program. “At Pace, we bring all the Fulbright candidates together and stress that we are in this work as a team,” he says. “These students need a lot of encouragement as the application and selection processes are rigorous.” Some 6,500 students apply annually for 1,100 Fulbright positions. According to Julian, a successful candidate must have more than just a grade point average of 3.5 or higher.

“The Fulbright commission looks for qualities in a person beyond maintaining academic excellence; they must also be multidimensional and display a willingness to advance peace in the world and have already demonstrated service to other people. At Pace University, the opportunities for service learning, civic engagement, and advocacy abound.”

Each year at Pace, some 15 to 20 seniors start the application process. “We work diligently helping them to understand and clarify their proposals, and then
hone them to two pages, along with a one-page intellectual biography,” he says.

Following that, Julian says, is a lengthy gathering of letters of recommendation and acceptance that will be sent all over the world. “A Fulbright scholar becomes a member of a world society that enables the student to appreciate differences, as well as similarities, among other people.”

The award-winning national Model United Nations program at Pace also provides high school and college students with an opportunity to learn about other countries as they play the role of UN delegates. “Through the model UN team we’re helping to educate people on how to become effective leaders and to understand the political process,” says Julian. “It truly is a magical experience to see students identifying with the strengths, weaknesses, and diversity of another country.”

In another example of attempting to bridge the gap between cultures, Julian and Professor Christopher Malone, PhD conducted two seminars—in June 2002 and June 2003—in response to the attack on the World Trade Center. “We invited college students from Israel and Palestine, along with American students and faculty from Pace and throughout the country and the world to discuss 9/11,” he says. “By the end of the seminars, we were making breakthroughs. If we look at somebody as a person and try to understand his or her problems, we can make this world a little better.”

BRINGING HISTORY ALIVE
SISTER ST. JOHN DELANY, PhD
Associate Professor of Education and
Director of the Center for Literacy
School of Education

Walking through Chinatown, taking pictures of the Brooklyn Bridge, and enjoying a ride on the Circle Line could easily be on a list to see for any visitor to New York. They are also the requirements of a unique course developed by Sr. St. John Delany for Pace School of Education students and 56 seventh graders attending Intermediate School 131 in Chinatown.

“Students walk to school every day and don’t have a clue about the history of their neighborhoods,” says Sr. Delany, who together with Marianne Gavin, a seventh grade teacher at IS-131, created the course with funding by Pace’s Center for Downtown New York. “It’s important for children to learn history in a way that is interesting and yet one they will never forget.”

The course calls for three IS-131 students, working with a Pace student majoring in education, to select an area to study, for example, City Hall or Battery Park.

Students research their topic and then explore it on a field trip accompanied by the Pace student assigned to that project. “They take pictures and notes, read young adult literature, and then develop a presentation to be given in the spring,” says Sr. Delany, a member of the Sisters of Divine Compassion, who has taught at Pace since 1971. “The children, who are primarily Chinese, are very excited to learn about their community. After all, this is their heritage, and it is rich in history.”

In December, the Pace students presented their projects to the IS-131 student body. “Our students, who are all going to be teachers, are always working with and coaching youngsters in the community,” says Sr. Delany.

Looking back on her years at Pace, Sr. Delany says she is constantly impressed by how much the students appreciate their education. “They want the best education they can get, and they work for it,” she says. “Recently several seniors told me that they felt everything was finally coming together. I told them it’s because they are more mature—they’ve had the course work and now they are seeing the connection in the classroom.”
“My whole life has been devoted to literacy, and helping students become good teachers,” she adds. “It gives me tremendous satisfaction to see that happen.”

**PURSUITING SCHOLARLY RESEARCH**

JEAN FAGAN YELLIN, PhD  
Distinguished Professor Emerita  
Dyson College of Arts and Sciences

Nearing the completion of The Harriet Jacobs Papers Project, a two-volume documentary edition of papers by and about the 19th century African-American author, abolitionist, and reformer Harriet Jacobs, Professor Jean Fagan Yellin reflects on what prompted her to begin a 20-year scholarly pursuit of Jacobs and her extraordinary life.

“I was inspired in the late 1960s and early ‘70s by a group of women in New York who were really at the forefront of what is now called ‘second-wave feminism,’” says Yellin, who was teaching at Pace at the time, and raising a family with her husband in the suburbs. “They were asking questions about gender that nobody had formulated before. It led me to take another look, from the point of view of women, at the writings of the women I had studied and presented in my dissertation.”

Examining closely the writings of Lydia Maria Child, an early abolitionist, Yellin determined through various investigative means that the book Child edited, *Incidents in the Life of a Slave Girl, Written by Herself* (Boston, 1861, London, 1862) was actually written by Harriet Jacobs, a slave who was born in Edenton, N.C., in 1813. There followed years of painstaking research that led Yellin from North Carolina to New York, Philadelphia, Boston, London, and Cambridge as she uncovered the details of Harriet Jacobs’ life as a slave of a physician, her escape and refuge in her grandmother’s tiny attic for six years, and her years as an activist who participated in reform movements before, during, and after the Civil War.

In January 2004, Yellin published *Harriet Jacobs: A Life* (Basic Books) to critical acclaim, and publicity concerning Jacobs included an article in the January/February publication of the National Endowment for the Humanities, as well as being featured in *Slavery and the Making of America*, a PBS documentary which aired in February 2005. In addition, the biography has also been awarded the prestigious Frederick Douglass Prize for the year’s best nonfiction book on slavery; Yellin received the award in February.

“While working on her biography, which took years, a colleague suggested I also collect and present the papers,” says Yellin. “There was no edition of papers of a woman held in slavery. Literacy was outlawed. I knew Harriet’s voice would become the voice of literally millions of women held in slavery.”

With major funding from a number of sources, including Pace University, the Ford Foundation, and the National Archives, Yellin, assisted by Kate Calkin, PhD and Joseph Thomas, PhD has cataloged some 1,000 documents by and about Harriet Jacobs, housed in various archives in the U.S. and England.

“All along I have seen this as a three-part project,” says Yellin. “First to legitimize her book, then to tell the story of her life, and now, with the papers, to imbed her in American history and culture.

“We know very little about the infrastructure of black activism, and it was present everywhere there was a struggle against slavery and racism,” she adds. “I think the papers will be enormously helpful as we continue to uncover more of our history.”
THE ACCOMPLISHED STUDENT

THROUGH HARD WORK, DETERMINATION AND A STRONG DESIRE TO EXCEL, A SELECT NUMBER OF PACE University students in 2003–04 distinguished themselves by receiving major, nationally competitive scholarships. Among them are four students who have been awarded the prestigious J. William Fulbright Scholarship for a year of research, study or teaching abroad following graduation, the Benjamin A. Gilman International Scholarship, the Rockefeller Brothers Fund Fellowship for Students of Color Entering the Teaching Profession, the Freeman-Asia Award, and the Jeannette K. Watson Fellowship.

As one of her first initiatives after joining Pace in 2001, Beverly Kahn, PhD, associate provost, helped launch the Fulbright program at the University. “That first year, five students received the Fulbright, and since 2001 we’ve had 11 winners,” says Kahn. “That tells me how great Pace students are, and that they’re really pre-disposed to be global citizens.” To date, Pace student Fulbright winners have worked and researched in Albania, Canada, the Czech Republic, France, Germany, Israel, the Philippines, South Korea (two), Taiwan, and Tunisia. The award generously supports all travel and living expenses.

In 2003–04, two students pursued studies through the Benjamin A. Gilman International Scholarship, which provides awards for U.S. undergraduate students who are receiving federal Pell Grant funding to participate in study abroad programs worldwide, and the Freeman-Asia Award Program, which supports American undergraduates with demonstrated financial need who plan to study in East or Southeast Asia.

Another Pace student received the 2004 Rockefeller Brothers Fund Fellowship for Students of Color Entering the Teaching Profession; five students have received this honor since 2002.

“The Rockefeller Brothers Fund philosophy is very much in tune with Pace’s mission of Opportunitas,” says Enrico Mayuga, EdM, director of Student Support Services. “There is a lack of students of color entering the teaching profession for a number of reasons, not least of which is that there are few awards given at the graduate level. The Rockefeller Brothers award encourages these students to continue their education by alleviating some of the financial burden.”

“We are honored by the fact that Pace is one of only 25 colleges and universities nationally that can nominate students for the Rockefeller Brothers Fund award,” says Kahn.

Two students also received the Jeannette K. Watson Fellowship, which offers undergraduates paid internships for three consecutive summers in at least two of three sectors: nonprofit organizations, government service, and private enterprise. Seven Pace students have received this fellowship since 2000. “The very careful mentoring and expertise of our faculty in involving students in ongoing research and study projects allow our students to compete with the best of the best,” adds Kahn.
“If you start working early with a youngster—just when the little wheels are starting to turn—you have the best chance of preventing problems from developing,” says Omar Granillo, a senior majoring in childhood education.

Granillo, who will graduate from Pace in May, grew up in the South Bronx, and he considers that a factor in his desire to return there one day to teach. “It was hard on the family growing up,” he says. “Money was an issue, and there were safety issues, as well. I look back at friends who got caught up in crime and drugs, and I think, ‘That could have been me.’ Luckily, I made it.”

Granillo is grateful to his parents, who emigrated from El Salvador, for urging him to study hard. “They also created a balance inside the home from the chaotic life that was outside,” he says. “I’m so glad that they pushed me as much as they did.”

As a sophomore at Pace, Granillo also received support from Patricia Brock, PhD, assistant director of the Teacher Opportunity Corps, who encouraged him to apply for the Rockefeller Brothers Fund fellowship for students of color. “Dr. Brock has been key to the whole process, giving me information and guiding me all the way,” he says. Despite the competition—only 25 candidates are selected from some 3,000 applicants yearly—Granillo decided to “give it a go.”

As part of the interview process, he shared his motivation for wanting to become a teacher. “There are so many kids out there like myself growing up in neighborhoods with few resources,” he says. “They need a positive role model…somebody who looks and sounds like them.”

After learning of his award, Granillo attended a workshop in Virginia this past summer, alongside other Rockefeller Brothers Fund fellows and their mentors. Now he is considering applying to several graduate schools in Manhattan.

Describing his years at Pace, Granillo says, “I’ve learned so much about myself, and so much about education. I’m certainly going to pass that on to others.”

In the spring of her junior year, Eriola Pira fulfilled a dream to study abroad, made possible by a $5,000 Gilman International Scholarship—a national award given each semester to some 150 students selected from 1,500 applicants. For five months, Pira, a communications major with a minor in art history, attended Middlesex University in London, studying new media and taking a visual arts writing course.

“My experience was a bit nontraditional, because I didn’t stay on campus,” says Pira. “I wanted to live as a Londoner, and as a commuter student at Pace, I also wanted to try living alone. So I rented an apartment, and it allowed me to really get to know the people and the city.”

Highlights of her semester included visiting art galleries and museums. “In some ways London is much

Eriola Pira
like New York, but it also has a very international feel,”
says Pira, who moved to the United States with her family
in 1995 from Albania. Calling her time abroad a journey
of self-knowledge, she encourages other Pace students to
follow suit and “push the limits of their abilities.”

“Studying abroad is generally life-changing,” agrees
Kraig Walkup, study abroad coordinator, Academic Affairs.
“The world is much smaller and more interdependent
than it was 20 or 30 years ago. By breaking out of their
‘bubble’ here in the U.S., students become citizens of the
world. The experience opens their minds to so many
different opportunities.”

“I proved to myself that I was more than capable of
going into a new city and participating in a different
culture and educational system,” adds Pira. “I can’t wait
to go back.”

THE FULBRIGHT EXPERIENCE:
TIME TO THINK AND TO LEARN

NICOLE HARKIN, CLASS OF 2005
School of Law
J. William Fulbright Scholarship Winner

In her first year of law school, Nicole Harkin applied for
a Fulbright scholarship to study abroad, but did not
make it past the first round of cuts. Undeterred, Harkin
reconsidered her project and the next year submitted a
new proposal to research German urban sprawl control
techniques. This time Pace professors recommended her,
and ultimately the Fulbright commission in Germany
accepted her proposal.

Harkin arrived in Bonn in September 2003 to begin
working at the World Conservation Union. “I started out
studying the comparative analysis of German urban laws,”
she says, “but then my project went in other directions.
The Fulbright commission encourages you to take full
advantage of your experiences, and it is happy to see
your project grow.”

Harkin’s study led her to analyze the effect of
personal responsibility and government legislation on
environmentalism. She concluded that Germany serves
as a model country demonstrating environmental
awareness and conscience decision making.

In January, Harkin traveled to Berlin to explore the
capital with other Fulbright scholars. “I fell in love with
the city, and decided to move there and pursue a special
project of photographing stencil graffiti,” she says.

With the help of a German artist, she produced 500
sets of 30 postcards, selling 15,000 postcards. “I sold a
lot at flea markets, which really helped improve my
ability to speak German,” says Harkin.

For the last three months, she returned to Bonn and
worked for the Ministry of Justice, helping to extradite
criminals, to and from Germany.

Now in her final year of law school, Harkin sums
up her somewhat eclectic Fulbright experience: “The
biggest gift of my Fulbright year was the opportunity to
think. For so long, I was just learning and learning. I’ve
always had a myriad of interests, and this was an
opportunity to actually develop some of them.”
“Pace University prepared me to pursue a career that I love, and have been doing for 24 years,” says Cathy Hopkins, a family nurse practitioner, who graduated from the Lienhard School of Nursing in 1979. Completing her undergraduate degree at Iona College, Hopkins entered a two-year master’s program at Pace that enabled her to receive a RN degree and nurse practitioner certificate.

Coming from a “Pace family,” it was only natural that Hopkins chose the University for her nursing education. “My mother worked in financial aid at the White Plains campus, and my dad was University Director of Counseling and Career Planning,” says Hopkins, who is director of Community Outreach and School Health at St. Joseph’s Medical Center in Yonkers.

After graduating from Pace, Hopkins provided primary health care for the developmentally disabled at Albert Einstein College of Medicine, and then took a position at Columbia Presbyterian Hospital in a private group practice. Following that, she returned to Pace as director of the Pleasantville University Health Care Unit, but soon after, her mentor and friend Dr. Lillie Shortridge-Baggett asked Hopkins to help her develop a grant to operate a storefront clinic for the homeless. Willing to provide the information, Hopkins was less interested in actually writing the grant. Dr. Shortridge-Baggett, who today is professor of nursing and director of International Affairs, had other ideas. “The song ‘Wind Beneath My Wings’ is how I think of Lillie—only she was more like a tornado!” laughs Hopkins. “She pushed and encouraged me, but was always by my side to help.”

They received the grant, and Hopkins worked in the clinic for five years, a position that she says was emotionally difficult, but very rewarding. “I cared for families in crisis, and children who were abused,” she says. “However, I learned that situations aren’t always what they seem to be, and anyone could find themselves in that position.”

After the grant ended in 1991, Hopkins took “a two-year paid vacation” in a private group practice. Needing a more fulfilling position, she came to St. Joseph’s, where she has worked ever since. Managing four school-based clinics in underserved neighborhoods, Hopkins and five part-time nurse practitioners provide primary health care for children from pre-K through fifth grade.

“They children do not have easy access to primary health care services, and if I can help to keep them from going to the emergency room, I’ve done my job,” says Hopkins.

Since the late 1980s, Hopkins has also taught at Pace through the Lienhard School of Nursing Continuing Education program and currently lectures and teaches such topics as adult physical assessment and contagious diseases in the school-age child.

Hopkins and her husband John have three daughters and make their home in Yorktown, N.Y. As she reflects on her life, she says she is grateful to Pace for instilling in her a desire to continue learning every day.

“Pace gave me a firm foundation,” she says. “I am proud of my ties with Pace, and I never want them to end.”