Syracuse University

SURFACE

iSchool Newsletter

Spring 2003

Spring 2003

School of Information Studies
Syracuse University

HOME|PAGE

School of Information Studies
THE ORIGINAL SCHOOL FOR THE INFORMATION AGE

School of Information Studies' researchers provide virtual bricks and mortar for the National Science Digital Library

JUDY HOLMES, EDITOR

When the National Science Digital Library (NSDL) opened its virtual doors last December, researchers from the School of Information Studies helped turn the key. Sponsored by the National Science

NSDL
THE NATIONAL SCIENCE DIGITAL LIBRARY
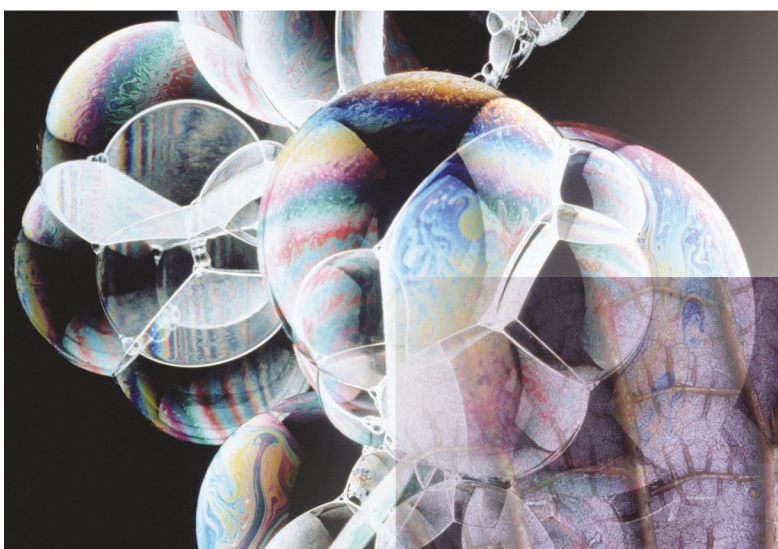
Foundation (NSF), the ambitious project aims to be the most comprehensive online source for science, technology, engineering, and mathematics education in the country and is emerging as a center of innovation in digital libraries as applied to education.

Researchers in the school's Information Institute of Syracuse (IIS) and the Center for Natural Language Processing (CNLP) have been leaders in providing ideas and innovative virtual bricks and mortar to build the NSDL (*www.nsdl.org*). Some of those bricks

and mortar were on display during the NSDL's official launch in Washington, D.C., on Dec. 3, 2002, and include the NSDL's GEM Subject Browser, AskNSDL, Bill Nye the Science Guy's Information Safari, and a direct link to the Virtual Reference Desk on the library's "Help" page.

"The role we are playing in the creation of the NSDL is a validation of the impact we are having on the lives of students, educators, and the research community," says R. David Lankes, executive director of the Information

Institute of Syracuse, who is chair of the NSDL technology committee. "We entered into this digital library community with no special advantage and have quickly assumed a central leadership role not just for our metadata work, our digital reference work, ERIC/IT, or AskERIC, but for our entire approach to education information. The recognition we have received from the NSF for our work is a significant honor for the entire institute."

Since the NSF issued its first "call for proposals" in 2000, researchers in the IIS and the CNLP, which is directed by Prof. Elizabeth Liddy, have garnered more than $2.2 million in NSDL research grants. The projects range from developing automatic metadata generating systems for the library's collections to developing the NSDL's digital reference gateway. All of the research grants build on the expertise and technology already developed by the IIS and the CNLP in the areas of digital reference, metadata tagging, and natural language processing.

"The NSF uses an analogy that refers to the NSDL as a 'national treasure' that anyone can access for math, science, and technology information," Lankes says. "Our researchers are among the primary architects who are building the crucial components of this national treasure."

The virtual bricks and mortar supplied by the SU research teams resulted from several grants:

● a $490,000 grant awarded to the CNLP in partnership with the University of Washington and solutions-united of Syracuse to use natural language processing technology to develop a faster method of tagging and cataloging NSDL materials; a $475,000 grant, in collaboration with the University of Washington, to extend that capability by developing a middleware tool that will automatically assign content standards and benchmarks to NSDL educational materials;

● The CNLP has also received a $375,000 grant to evaluate the benefits of metadata information to users within the search and resource selection process, and a $100,000 grant to integrate the center's automatic metadata generation capabilities into the NSDL for use by all collection providers

HO2ME PAGE

DEAN'S COLUMN

When your heritage spans 107 years, as does the heritage of the School of Information Studies, reflections on where you've been really help guide where you want to go. Our planned move to a fully renovated Hinds Hall, located on the Quad, has a pleasant irony to it.

I am temporarily located in the unrenovated space in Hinds, and I can look out my window and see the old Carnegie Library building. Almost a century ago (1907), our school was a resident of Carnegie, which is centrally located on the Quad, befitting both the central role of the library and the library field to the University. Since then, the school has moved around. Many of you may remember your experience in Beebe Cottage (1969-70), 113-119 Euclid Ave. (1970-1983), Huntington Hall (1983-1989), or in the Center for Science and Technology (1989 to present). Next year, we will return to the Quad—once again becoming physically and symbolically central to the University.

Aside from the excitement of a gleaming new home, the move will have tangible, positive effects on the quality of our teaching and research, and on the overall quality of our programs. The first and most important beneficiaries are the students. We have been limping along with just two classrooms and general laboratories while our enrollment has been skyrocketing. We need space for student teams and laboratories, and we need more technology classrooms and seminar space. The new building will provide all of this as well as attractive space for socializing and networking among our students and students from across the University.

Research will also benefit from the new facility. Over the past few years, sponsored research has grown substantially in the school. We now rank third in the University in sponsored research, and our faculty has the highest awards per capita at SU. When we benchmark ourselves with our peer institutions (Michigan, Illinois, Pittsburgh, Washington, and Indiana), we

clearly see that in 2003-04 we will be the undisputed front-runner. As our research has grown from less than $1 million per year in 1995 to more than $7 million projected for next year, so has our research and development staff, which now numbers more than 60. That's a lot of people, and they all need space.

As we've moved forward in research, we've also developed research centers, all of which require space. Our oldest project, the ERIC Clearinghouse on Information and Technology, now part of the Information Institute of Syracuse, has evolved into a number of spin-off projects and grown to include a staff of 30, all of which are housed in separate facilities on the University's South Campus. Other important and growing centers include the Center for Natural Language Processing, which is doing increasingly important work in the area of homeland security, and the Center for Emerging Network Technologies, which operates a real-world technology-testing laboratory and has a special strength in wireless security. The Center for Digital Commerce has its own state-supported laboratory, as well as an associated content management company—Syracuse Internet Services.

In addition, the school is a partner in three interdisciplinary centers at the University—the new Center for Digital Literacy, a partnership with the S.I. Newhouse School of Public Communications and the School of Education; the Systems Assurance Institute, a partnership with the L.C. Smith College of Engineering and Computer Science, the Maxwell School of Citizenship and Public Affairs, and the Newhouse School; and the Convergence Center, which last year was expanded to include a partnership with the Newhouse School. All of these facilities require lots of space to house staff, graduate students, and affiliated faculty.

What's perhaps most important about Hinds Hall is that it is our building. It is a clearly identifiable destination for the University; it says the School of Information Studies is here. It will also create an environment in which our community of faculty, staff, students, and research associates can collaborate, socialize, and play. We will have a 21st-century home for a 21st-century field. The interior materials, furnishings, and structure will evoke the fact that we began our odyssey in the 19th century and will continue to promote our core value of "extending human capability through information" into the centuries to come. We as a school and community are "The Original Information School," and our mission is to "envision the future." We will have a new home—and a place to come home to.

SYRACUSE UNIVERSITY

HOMEPAGE

School of Information Studies
THE ORIGINAL SCHOOL FOR THE INFORMATION AGE

Honoring Robert Benjamin: Teacher, mentor, friend

DEAN RAYMOND VON DRAN

I can remember my first meeting with Bob Benjamin in September 1995 as vividly as if it had occurred today. "Well, Boss," he said, in his wonderful New York City voice, which sounds like Mel Brooks with a sore throat. "Well, Boss," he said, "what kind of service assignment will you have for me this year? I want to be helpful." My instincts and years of experience as dean led me to say without reflection, "Bob, I'd like you to mentor our junior faculty."

I've used this encounter when I teach a seminar on leadership and change as an example of a stage in human development called the mentorship stage. According to Daniel Levinson's *The Seasons of a Man's Life* (Random House, 1979), the mentorship stage is achieved when a man has become fully aware and accepting of his success and is generous enough to focus on helping others achieve that success. It is a generosity of spirit, which few achieve.

Prof. Robert Benjamin

Bob is the embodiment of this generosity of spirit, to which junior faculty are drawn. During a recent luncheon, they requested that I increase the amount of time Bob spends in mentorship rather than teaching. His vision and insight enable our junior faculty to achieve their absolute best.

I am pleased to announce that in recognition of Bob's contributions to the information field and to faculty, the School of Information Studies has established the Robert Benjamin Junior Faculty Research Award. This award will be presented every other year to a junior faculty member who has demonstrated excellence and originality in research, and will be supported by donations from alumni and friends. The first award will be presented at the School of Information Studies' fall 2003 school Convocation, which will be attended by Chancellor Kenneth A. Shaw.

"A few years ago, I co-taught a change management course in the school's Washington, D.C., program with Bob," says Joanne Silverstein G'98 (Ph.D.), assistant professor and associate director of the Information Institute of Syracuse. "Using Bob's scenario planning methods, we theoretically fixed all the government's IT problems (and, with Bob's guidance, we found the best restaurants in D.C.). I learned a lot that

semester, not the least of which was that Bob's character, generosity, and insights made him a valuable friend and mentor. The next year, he agreed to be my Ph.D. dissertation chair. Over the next three years, he brilliantly guided me through my proposal and dissertation defense."

In addition to the impact Bob has had on students and faculty, he has played a major role in the field of information systems. He continues to impact the future of the field through his work with faculty and students on the University campus and through the school's Washington-based distance learning program, which attracts professionals from all sectors of the federal government, including the State Department, Internal Revenue Service, Department of Justice, Department of Defense, and Treasury Department, and from all branches of the military, including the U.S. Coast Guard.

Bob is a pioneer in the information systems field. From 1971 until his retirement in 1988, he worked at Xerox Corp., where he was a manager of strategic planning for the corporation's information systems. While there, he worked with Paul Strassman, who is internationally renowned in the area of the economics of information. In addition to his corporate career, Bob became editor of *Communications of the ACM*, developed a model for an innovative information systems curriculum with Gordon Davis of the University of Minnesota, and later became visiting research associate at the Massachusetts Institute of Technology Sloan School of Management, where he engaged in research activities at MIT's Center for Information Systems Research. He is often quoted for his 1982 work, "Information Technology in the 1990s: A Long Range Planning Scenario" *MIS Quarterly*, June 1982, in which he made bold predictions on end-user computing that have long since come to fruition.

SU researchers help chart federal agency's future

As host of one of the world's largest supercomputers and the world's largest oceanographic library, the Naval Oceanographic Office (NAVOCEANO) at the Stennis Space Center in Mississippi, provides critical information for the U.S. Navy and other Department of Defense organizations.

Last fall, Prof. Robert Benjamin and NAVOCEANO Chief Information Officer John Lever G'03 led the organization in a self-study to help the agency plan for its future using a scenario-planning model. The project was designed by Lever, who graduated in May from the School of Information Studies' Washington, D.C., master's program in information management, specialization in government.

Lever had previously participated in a scenario-planning exercise at SU and discussed the possibility of applying the technique to NAVOCEANO with his commanding officer and Benjamin. The project became an independent study credit for his degree requirements.

Scenario planning, developed during the late 1970s and made popular through such writings as *The Art of the Long View* by Peter Schwartz, is a process of looking at events, facts, and circumstances that could affect an organization's future, and writing several possible "stories of the future" without trying to predict it, Lever says.

The project culminated in a two-day workshop in October, at which Lever and Benjamin met with the NAVOCEANO Scenario Planning Team. The pair facilitated a series of discussions that resulted in the development of four scenarios and possible responses to those scenarios. The final document was presented to the NAVOCEANO commanding officer, Capt. Philip Renaud.

"We are enthusiastic about how the scenarios unfolded and the effect the results of the process have had on our strategic thinking," Renaud says. "We believe this valuable resource will become an important part of our strategic planning process." ●

John Lever G'03, chief information officer for the National Oceanographic Office at the Stennis Space Center in Mississippi

Faculty, Staff, Student NEWS

FACULTY NEWS & VIEWS

Geographic information systems and innovative approaches to e-government

JON GANT, ASSISTANT PROFESSOR WITH DUAL APPOINTMENTS IN THE SCHOOL OF INFORMATION STUDIES AND THE MAXWELL SCHOOL OF CITIZENSHIP AND PUBLIC AFFAIRS

Governments worldwide are taking varied approaches to improve the delivery of e-government services by using the Internet in highly innovative ways. In just a few short years, citizens, who once visited government Web sites that resembled online brochures, now commonly visit various feature-filled Web portals designed to publish enormous amounts of information, extend services online, and expand opportunities for democratic participation. Growing in broader use are e-government applications that integrate geographic information systems (GIS) to provide highly innovative mapping, data organizing, and decision-making capabilities.

GIS uses information and communication technology tools to store, analyze, query, manipulate, distribute, and display data that have been spatially referenced using addresses, political and administrative boundaries, or earth-bound coordinate systems. GIS is used in a broad range of public sector applications, including land use and urban growth planning, legislative redistricting, crime tracking and law enforcement, benchmarking human services, emergency management, environmental monitoring, and public information services (O'Looney, 2000).

GIS greatly enhances the business of government by making it easier to integrate data based on geographic location, particularly as GIS is increasingly embedded with decision support models, artificial intelligence tools, advanced database technologies, and Internet communication protocols. The convergence of communication, database, and GIS technologies is moving GIS applications far beyond basic map-making and opening opportunities for GIS-enabled e-government applications. Today's GIS applications have the capability to integrate easy-to-use software and hardware technologies that allow users to perform such complex tasks as modeling patterns and trends, forecasting the impact of planning, policy, or strategy initiatives, and streamlining internal business and operation processes.

Recently deployed GIS-enabled e-government applications include:

- a live accident map of the Tulsa region that allows users to view traffic and accident data distributed through the City of Tulsa's Computer Aided Dispatch system;

- a portal developed for the U.S. Department of Commerce's International Trade Administration that allows users to track worldwide export information on maps; and

- maps tracking cancer mortality for the National Institutes of Health's National Cancer Institute.

Integrating GIS functions with e-government applications should greatly improve the delivery of government services. For example, the City of Indianapolis uses GIS tools along with new operation processes to make better decisions and plans for clearing the city streets of snow and ice. Since 1996, the city's "Snow Fighter" advanced GIS application has helped the Department of Public Works manage snow removal during winter emergencies. "Snow Fighter" overlays information about snow removal activities on a detailed Indianapolis street map. The map enables public works' managers and supervisors at locations across the city to visualize, in real time, the amount of snow on the roads, the location of the snow trucks, and the amount of snow that has been removed from the routes. The information is used to plan the optimal route for each truck plowing snow.

Indianapolis is also on the forefront of deploying GIS for e-government through its Web portal, Indygov (*www.indygov. org/egov.htm*). Users of the site can view storm damage, zoning boundaries, law enforcement incidents, wells, bus routes, and polling place locations online.

Despite the promises of this advanced GIS technology, a number of management and technical issues may limit broader adoption of similar e-government services in the near future. These applications need to operate in a networked environment and enable access by users from all corners of society. This is further complicated by the fact that more advanced applications need to integrate data from disparate data sources and distribute the information to desktop computers as well as hand-held devices. Consequently, the GIS development projects require customized solutions to make various services accessible through one interface while tying together legacy systems, new and old business processes, and layers of complex institutional and organizational policies, practices, and norms (Kling, 2000). Resources and skills are needed to redesign or develop new government services and software applications, embed the GIS functions into the enterprise portal management schema, and integrate the GIS services with the database backend. And, finally, each e-government organization must address privacy concerns, overcome obstacles to information sharing, coordinate technology and data standards, and prepare for greater public scrutiny.

Citations:

Dangermond, J. (2002). "Web Services and GIS." *Geospatial Solutions*, 12(7): 56-57.

Kling. R. (2000). "Learning from Social Informatics: Information and Communication Technologies in Human Contexts." Center for Social Informatics. Indiana University.

O'Looney, J. (2000) *Beyond Maps: GIS and Decision Making in Local Government*, Environmental Systems Research Institute, Inc., Redlands, Calif.

JOHANNA R. BRADLEY, associate professor and director of the M.S.L.I.S. Program, was selected as a Fellow of the Medical Library Association. She was on research leave for the 2002-03 academic year, investigating the roles of librarians in the emerging content environment of the 21st century.

SCOTT A. BERNARD, assistant professor and director of the school's Washington, D.C., programs, served on a conference panel in Washington, D.C., that addressed e-government issues in the federal sector.

MARTHA GARCIA-MURILLO, assistant professor, was on research leave during the 2002-03 academic year. She spent half of the research leave at the Regulatory Reform Unit of the International Telecommunications Union (ITU) in Geneva, leading a project to help Central American countries harmonize its laws. The resulting document was presented at the ITU Forum Symposium for Regulators in Hong Kong. During the spring semester, she was a visiting scholar in the Massachusetts Institute of Technology's Internet and Telecommunications Convergence Center.

She published "Customer Knowledge Management," with H. Annabi, in the *Journal of the Operational Research Society*, Vol. 53, No. 8; and "Glenview Hospital Knowledge Base," with P. Maxwell, S. Boyce, R. St. Denis, S. Shetty, and J. Shroyer-Keno, in *Annals of Cases on Information Technology*, Vol. 5.

With J. Pick, Garcia-Murillo presented "Interconnection Regulation in Mexico" at the Telecommunications Policy Research Conference in Alexandria, Va., and "Interconnection Regulation in Mexico and the United States" at the Global Information Technology Management Conference in New York City.

She presented "Telecommunications Regulation and Technological Convergence in Latin America" at

the International Telecommunications Society Biennial Conference in Seoul; and with M. Welych, L. Brady, P. Gupta, M. Kumm, A. Tsumura, and A. Valia, she presented "The Virtual School at Liverpool—A Teaching Case" at the Bled Electronic Commerce Conference in Bled, Slovenia.

She also served her third year as co-chair of the IT in 21st Century Latin America mini-track at the Americas Conference on Information Systems in Dallas.

ABBY A. GOODRUM, assistant professor and interim director of the M.S.L.I.S. Program, published "An Exploratory Study Exploiting Image Features for Term Assignment in Medicine" in the *Proceedings of the 2003 Information Resources Management Association International Conference*. She also published "Visual Resource Reference: Collaboration Between Digital Museums and Digital Libraries" in *D-Lib Magazine*, vol. 9, no. 2.

She presented "Image Search Moves on the Web: An Exploratory Study" and "Current Research in Digital Image Management" at the Annual Meeting of the American Society for Information Science and Technology, and "The Cognitive Perspective in Image Retrieval: Understanding Video" at the University of North Carolina, Chapel Hill.

She was appointed to a three-year term on the editorial board of the *Annual Review of Information Science and Technology*.

ELIZABETH LIDDY, professor and director of the Center for Natural Language Processing, was a participant in the National Science Foundation's Digital Government Division agenda-setting workshop on Information Technology and eRulemaking at the Kennedy School of Government, Harvard University, in Boston.

She presented "Scenario-Based Question-Answering" at ARDA Agenda-Setting Analytic Disciplines Day at the Mitre Corp. in Bedford, Mass.; "What Do You Mean? Finding Answers to Complex Questions" at the American Association for Artificial Intelligence (AAAI) Spring Symposium at Stanford University in Palo Alto, Calif.; "Automating and Evaluating Metadata Generation" at the Search Engine Conference in Boston; "Automatic Metadata Generation and Evaluation" at the National Online Meeting in New York City; and "Metadata: Generation and Evaluation" at Libraries in the Digital Age Conference in Dubrovnik, Croatia.

She was a participant in "E-Rulemaking: New Directions for Information Technology and Government Regulation" at the National Conference on Digital Government Research; and she led a week-long ARDA workshop on "Exploring a New Paradigm in Information Access: A Scenario Approach to Question Answering," both in Boston.

IAN MACINNES, assistant professor, spent the fall 2002 semester at the Strategy and Policy Unit of the International Telecommunications Union in Geneva, and the spring 2003 semester as a Fellow at Harvard University's Kennedy School of Government in Cambridge, Mass.

MacInnes published "Business Models for Mobile Content: The Case of M-Games" in *Electronic Markets* vol. 12 (4) with J. Moneta, J. Caraballo, and D. Sarni. MacInnes presented "Information Resource Transaction Layer: Middleware Design for P2P and Open GRID Services," with J. Hwang, P. Aravamudham, L. Liddy, and J. Stanton, at the Hawaii International Conference on System Sciences; "Business Models and the Mobile Games Value Chain," with J. Moneta, J. Caraballo, and D. Sarni, at the Workshop on Business Models for Innovative Mobile Services in Delft, Netherlands; and "Barriers to Digital Distribution in the Book and Software Industries," with K. Kongsmak and R. Heckman, at the International Conference on Electronic Commerce in Hong Kong.

MacInnes also presented "Software as a Service: Market Power Implications" and "Business Models for Interactive Entertainment Communities" at the International Telecommunications Society Biennial Conference in Seoul and "Pure Electronic Commerce and Disintermediation: The Case of Consumer Software" at the Global Information Technology Management Conference in New York City. With K. Kongsmak and R. Heckman, MacInnes presented "Implications of Pure Electronic Commerce for Vertical Integration" at the 15th Bled Electronic Commerce Conference in Bled, Slovenia.

LEE MCKNIGHT, associate professor, co-chaired the "Jamaica Internet Forum: Expanding Internet Access, Issues and Solutions" in Ocho Rios. He also organized "Broadband Divides" at Oxford University with colleagues from the Massachusetts Institute of Technology and Oxford University.

McKnight published "Mobile Regions: Entrepreneurship in Information and Communication Technologies in National Innovation System Models," with P. Vongpivat and A. Selian, in a special issue of *Trends in Communications* (10) 2003, pp. 9 –34, on Regional Clusters in ICT, edited by Willem Hulsink.

McKnight presented a lecture at the Instituto Superior Tecnico in Lisbon and co-chaired a session on "Globalization of Knowledge, Regionalization of Power" at the 44th Annual International Studies Association Convention in Portland. He co-authored two papers presented during the session, "Innovating Nations and Regions," with Vongpivat, Selian, and D. Anius, and "Globalization: Cosmopolitanism with Networks," with A. Babb.
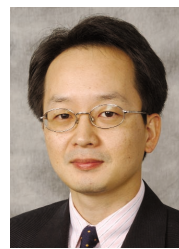
JOON PARK, assistant professor, presented a poster, "Comprehensive Trust Evaluation of Complex Systems" with J. Han, at the New York State Cyber Security Symposium in Utica. He presented "Role-Based Access Control for Collaborative Enterprise in Peer-to-Peer Computing Environment" with J. Hwang at the 8th ACM Symposium on Access Control Models and Technologies in Italy; and "A Middleware Approach for SAINT (Secure, Automatic, Interoperable, and Transparent) Peer-to-Peer Content Services" with Hwang at the 8th IEEE Symposium on Computers and Communications in Turkey.

JOANNE SILVERSTEIN, associate director of the Information Institute of Syracuse, presented "Scalability of Human Expertise in Digital Reference" and a poster, "Incorporating Expertise in NSDL: Putting a Human Face on AskNSDL," at an all-projects meeting of the National Science Digital Library in Washington, D.C. She also presented "Whose 'Live' is it Anyway? Training for Live Digital Reference" at a session of the JASIS&T in Philadelphia. Silverstein published "Question Negotiation and the Technological Environment," with Joseph James, in *D-Lib Magazine* vol. 9, no. 2.

RUTH V. SMALL, professor, presented "Classroom Teachers and Library Media Specialists: Collaborating for Success" to the faculty and graduate elementary education students from SU's School of Education, which was simulcast on the Web to the School of Information Studies' campus and distance learning communities and to teachers and library media specialists in New York City, Peekskill, and Mt. Vernon. Small also presented "S.O.S. for Information Literacy" at the Wayne-Finger Lakes BOCES School Library System Conference. ●

Benjamin *continued from page 3*

"My students loved listening as Bob conveyed his experiences at Xerox when he was a guest lecturer in one of my classes," says Assistant Prof. Martha Garcia-Murillo. "He has had a great influence in industry and academia, yet he remains humble, sweet, and approachable."

Former School of Information Studies Dean Donald Marchand persuaded Bob to join the faculty in 1992, after the two met during a conference. In addition to his current teaching and research, Bob owns his own consulting practice in strategic management of information technology. His areas of research include the management of information technology-enabled change, strategic application of information technology, the evolution of information infrastructures, and the societal implications of information technology.

"I don't think it is possible for me to find the words that describe what Bob means to me and to the school," says Jeffrey Rubin '95, G'98, an alumnus who now teaches Web design in the school and owns his own consulting firm. "To this day, I continue to apply the lessons I learned from Bob during a course on organizational change and leadership to both my business and teaching philosophies. Bob has a unique ability to convey his knowledge without forcing it upon you. He has a unique ability to facilitate meetings in which everyone may be in disagreement, yet he is able to find common ground."

Bob's other academic accolades include publication in the prestigious *Sloan Management Review*, *Communications of the ACM*, the *MIS Quarterly*, and the *Harvard Business Review*. Other publications include "Dilemmas for Managers: Unintended Consequences of Information Technology," with I. Eriksson, in *Information Technology and the Future Enterprise: New Models for Managers* (Prentice Hall, 2000), Dickson and Desanctis, editors; and *Control of Information System Development Cycle* (Wiley and Sons, 1971).

In the School of Information Studies, Bob is not just respected and revered by faculty and students—he is truly beloved. ●

6

Faculty, Staff, Student NEWS

School of Information Studies beefs up the "T" in "IT"

A wise man—perhaps it was Dean Raymond von Dran—once suggested that the biggest problem with most university information technology "IT" programs is that they provide too much "T" and not enough "I." And while it's true that the School of Information Studies views technology as a means to an end rather than an end itself, it's a compelling fact that in today's high-tech economy, one can't manage information without technology. Consistent with that reality, the school has been working hard to expand its educational efforts aimed at experiential learning of technology.

Experiential learning is all about teaching technology concepts using real-world technologies in a hands-on laboratory environment. Rather than teaching students the theory of network switching and routing, why not have them build a network on which they can experiment? Instead of using a Power Point presentation to teach students about scalable information systems, why not simulate system congestion using a classroom full of computers beating a server into submission? That's the general objective behind several recent technology lab initiatives in the school.

Last December, the school purchased 32 Dell Latitude notebook computers equipped with Ethernet and wireless networking capabilities. These notebooks are stored in a cabinet in the Eleanore and Marcus I. Breier Digital Learning Center, ready for faculty members to use for lab-related classroom exercises. During the spring 2003 semester, these notebook computers were used to support several classes, including classes on information access strategies, databases, and networks. The skills taught have varying degrees of technical focus. For example, a graduate librarianship course uses the laptops to teach students strategies for accessing information from OCLC, a proprietary database that many libraries subscribe to and offer on the World Wide Web. Another graduate course uses Microsoft ™ Visio technical diagramming software to design database systems. The software is available on campus exclusively at the School of Information Studies. Students use the diagrams they create to build databases using client software on the laptops that connect to the school's Sequel Server 2000 systems.

Undergraduate students conduct live experiments with the laptops to evaluate the performance degradation of Wi-Fi wireless LANs during periods of heavy network congestion. Not only do the new notebooks enrich the learning process, they also relieve congestion from the iLab, which is being used for many more courses.

Another example of hands-on technology is the new Information Technology Experiential Learning Laboratory (ITELL). In this new lab, up to 16 students work in two-person teams building various networks and systems using current-generation computer and network facilities. Thanks in part to generous equipment donations from Proxim Corporation, Cisco Systems, and Linksys, and a funding partnership with SU's Computing and Media Services, a vast array of technology has been installed in equipment racks at each student work center. But teaching students about technology requires much more than racks of equipment. Thanks to the collective efforts of several faculty members, including Dave Dischiave, Peter Morrissey, Bill Gibbons, and Dave Molta, together with a group of more than 20 graduate assistants, interns, and volunteers, the ITELL staff has developed almost 20 laboratory modules that teach key IT concepts in an experiential learning environment. The ITELL facility has also been used to support student-coordinated technical certification programs. Feedback from students and faculty using the facility has been very positive, and plans are already under way to double the lab's size in the newly renovated Hinds Hall.

Plans don't stop there. The school is constantly looking at new technologies coming to market and those being accepted by the public sector. A number of these will find their way into new labs being developed in anticipation of the expansion into Hinds Hall. Some of the systems currently being evaluated are thin clients, virtual machines, multicast rapid imaging, and remote booting technology. ●

Courtesy of the faculty and IT services staff of the School of Information Studies

Students work in the new Information Technology Experiential Learning Laboratory (ITELL) in the School of Information Studies.

Graduates honored at spring Convocation

The faculty and staff of the School of Information Studies are proud to announce the recipients of the following awards and scholarships, which were presented during the school's 2003 Convocation ceremony in May.

Undergraduate honorees:
- **Senior Class Marshals:**
  John Frei, Baldwinsville, N.Y., and Chino Ovalles, Bronx, N.Y.
- **Syracuse University Scholar:**
  Eric Waldo, Herkimer, N.Y., and Young-Je Kim, Seoul.
- **Dean's Scholar:**
  Joseph Varani, Grosse Point, Mich.
- **Undergraduate Leadership Award:**
  Courtney Blum, Mohawk, N.Y.
- **Juliet Weiss Award for Cooperative Education:**
  Rachel Webb, Syracuse.
- **Donald A. and Joyce P. Marchand Award for Outstanding Academic Excellence:**
  Eric Waldo, Herkimer, N.Y.

Graduate honorees:
- **Graduate Leadership Award:**
  Dilip Advani, India.
- **Graduate School Master's Prize:**
  Matthew Bejune, Syracuse; Magalie Fontaine, Olivet, France; and Julio Caraballo, Arlington, Va.

- **Doctoral Prize:**
  Jeff Pomerantz, Syracuse.
- **John R. Weitzel Award for Information Systems Research:**
  Alireza Dehghanpur, India, and Jesse Lindeman, Washington, D.C.
- **Amy Everett Award:**
  Matthew Bejune, Syracuse.
- **Antje Lemke Book Award and Scholarship:**
  Cynthia Needham, Syracuse.

The following endowed scholarships were awarded to current graduate students to support their study at the School of Information Studies.

- **The Herbert R. Brinberg Scholarship:**
  Scott Mocklin-Dwiggins, Syracuse.
- **Joseph and Marta Dosa Scholarship:**
  Deborah Fink, Chittenango, N.Y., and Rachel Lewis, Syracuse.
- **The Ronnie Kasowitz Memorial Scholarship:**
  Michelle Rothenberger, Syracuse.
- **The Jeffrey Katzer Doctoral Scholarship:**
  Na Li, Beijing.
- **The Hazel Manville Endowed Scholarship:**
  Amarpreet Nanda, India.

The "techie guy" from suburban Philadelphia

JUDY HOLMES, EDITOR
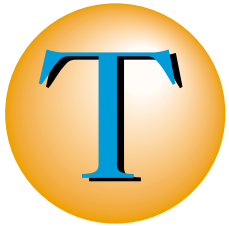
Take one computer wiz, add a group of students dedicated to sharing their time and talents with folks living beyond the SU campus borders, and mix with a local church that had a dream. The result—a computer lab built with love and a $7,000 federal grant.

Last fall, Robert Mervine, a sophomore in the School of Information Studies, led a group of students from SU's Lutheran Campus Ministry (LCM), for which Mervine was a peer minister for service, in a project to build a computer lab at First English Lutheran Church, located on Syracuse's north side.

The lab is a dream come true for Rev. Craig Herrick, pastor of First English, and Pastoral Associate Paula Hughson, who wanted to create a place where members of the inner-city congregation and people in the neighborhood could have access to computers and attend classes in basic computer skills. The project began literally on a "wing and a prayer" and with a few odd computers the church had collected over a couple of years. The dream took flight last fall, however, when the church was able to secure a $7,000 grant for the project from Weed and Seed, a U.S. Department of Justice-funded initiative for revitalizing neighborhoods and eliminating violence, gang activity, and drugs.

To make the dream a reality, Mervine—dubbed the LCM "techie guy"—worked with Hughson to purchase computer hardware and software and to design the lab's computer network. Then Mervine and seven of his LCM peers spent weeks cleaning and painting the room, moving equipment into it, and connecting wires, monitors, computers, and printers. The lab opened last December with a network of 17 computers, a scanner, and two printers.

For their efforts, Mervine and the students received the distinguished 2003 Unsung Hero Award from the University's Martin Luther King Jr. Celebration Committee. The students also received a 2003 Chancellor's Award for Public Service.

Phase II of the project was to establish the computer classes. Mervine spent winter break creating a curriculum, which he taught every other week throughout the spring 2003 semester to groups of AmeriCorps volunteers and people from the community.

Mervine, who plans to continue working at the computer lab "as long as there are people who want to learn," says that while technology might have created the so-called "Digital Divide," he really doesn't see the need for the divide to continue. "People talk about the 'Digital Divide,' but I look at computers and technology as a means to close the gaps between people," he says. "Computers are the perfect bridges across the divide. It's a skill that can take you anywhere, once you have it. We're trying to give these folks a jump start."

When he's not teaching computer classes or studying for his own classes, Mervine spends time with his hobby—creating digital videos using the latest computer technology. "I learned to really understand computers through using the technology to create my videos," Mervine says.

Mervine created his first video as part of a high school social studies project using a PC video editor and card that he had been "playing around with." The project hooked him on the power of and possibilities for this kind of creative outlet. His next project was a documentary-style Veteran's Day salute he created for his high school that was broadcast across the closed-circuit television system.

The next year, Mervine's hometown church pastor challenged him to create a video using the song "Bethlehem: A Prayer for Peace," written by the Rev. Rich Melheim, founder and executive director of the Faith Inkubtors Project. Sung to the tune of "Oh Little Town of Bethlehem," Melheim had written and posted the song on the Internet after visiting a colleague in the war-torn city. Mervine used the song as a backdrop for a powerful collage of news images shot during the 2000 siege of the town that are juxtaposed against idyllic images of the Holy Family, angels, and shepherds. The video was presented in his church on Christmas Eve.

"Video is a more powerful way to convey a message than any other media I know of," Mervine says. "My goal is to create videos with messages that may inspire people to pull together to solve problems."

Sophomore Robert Mervine (standing) teaches basic computer skills to adults at a computer lab he helped create for First English Lutheran Church in Syracuse.

McNair scholars learn research skills that help them excel in graduate school

TAMMY DiDOMENICO, CONTRIBUTING WRITER

Participants in the Ronald E. McNair Post-Baccalaureate Achievement Program at Syracuse University have an admirable legacy to emulate, and this year's participants from the School of Information Studies—Zhi Wu and Pawel Gorski—have eagerly accepted the challenges expected of this unique group of outstanding scholars.

The highly competitive McNair program, which is sponsored by the U.S. Department of Education, provides grants to higher education institutions to develop programs to guide students to academic success and entry into a graduate master's or doctoral program through mentoring and research projects. The mentoring process begins during the students' undergraduate careers and continues through graduate school.

Wu, a graduate student in information management, says he was impressed with how well the program sharpened his academic interests. "I became a McNair scholar after my junior year," Wu says. "I stayed in Syracuse during that summer to work on a project with Craig Watters, assistant dean for advancement, who was my McNair mentor. The program really prepared me to consider, apply for, and become a graduate student."

A native of China who grew up in New York City, Wu began his freshman year at SU as a computer science major, but found that the School of Information Studies' undergraduate Information Management and Technology Program best suited his interests and skills. He credits the school's faculty for helping him decipher his career options and goals, and for helping him develop the skills to attain those goals.

"I applied to numerous graduate programs across the country, but I decided to stay at the School of Information Studies for my master's degree because of the quality of education I received as an undergraduate," Wu says. "The faculty are top-notch and are always willing to help out."

Currently, Wu is working with Watters and other students on the Metronet community network project team. "The Metronet Project is a nonprofit organization that has many goals to help the Syracuse community, but it does not have the online presence it needs to improve community awareness of these goals," Wu says. "Our role is to enhance and create content for the project's Web site that will make it easy for people to learn about the organization and how they can get involved."

A native of Stalowa Wola, Poland, Gorski discovered SU while a senior in high school after visiting a friend. By that time, he had lived in New York City for several years and was planning a career in computer technology.

Faculty, Staff, Student NEWS

School co-sponsors international forum to spur Internet access in Caribbean nations

Prof. Lee McKnight (right) talks with Scott Marcus (center), Internet technology and policy advisor to the Federal Communications Commission, and Elaine Wallace, advisor to the Office of the Prime Minister in Jamaica, during the Internet forum held in Jamaica in February.

JUDY HOLMES, EDITOR

In a country such as the United States, where the vast majority of businesses, industry, schools, and households have access to the latest broadband technologies and the Internet, it's hard to imagine that in the Eastern Caribbean, only about 5 percent of the population can connect to the World Wide Web.

"We currently do not have the infrastructure that enables the steady growth of Internet access in our country," says Courtney Jackson, deputy director general in the Jamaican Office of Utilities Regulation. "Our goal is to do whatever is necessary to bring about a rapid increase in the number of households, schools, and businesses that have access to the Internet."

With that goal in mind, Jackson sought the expertise of Lee McKnight, associate professor in the School of Information Studies, to help organize a gathering of some of the foremost experts in telecommunications, information technology, and policy. The result was the first "Jamaican Internet Forum: Expanding Internet Access—Issues and Solutions" that was held in Ocho Rios in February. In addition to the School of Information Studies' Convergence Center, the conference was sponsored by the Jamaican Office of Utilities Regulation; the Jamaican Ministry of Commerce, Science and Technology; the Jamaican Broadcasting and Fair Trading Commissions; the United States Agency for International Development; and the U.S. Federal Communications Commission.

"One of the major developments that came out of the event was the formation of the Caribbean Internet Task Force," McKnight says. "The task force will consider ways to increase access to the Internet throughout the Caribbean by bringing down costs and increasing supply. We will remain active in these efforts."

During the conference, McKnight and Jon P. Gant, assistant professor in the School of Information Studies and in the Maxwell School of Citizenship and Public Affairs, led a team of experts in a two-day discussion that focused on such topics as Caribbean Internet business and policy, Internet-traffic aggregation strategies, international trends in wireless communications, Internet usage in the Caribbean, and models and programs for improving access.

Forum presenters included McKnight, Gant and experts from Tufts and Harvard universities, and the Massachusetts Institute of Technology as well as representatives from industry, the U.S. and Caribbean governments, and the nonprofit sector.

"It is widely recognized that our governments need to take significant action to remove impediments and promote greater access to information technology," Jackson says. "We need a coherent plan and consistent policies that will help ensure a significant increase in access across the entire Eastern Caribbean. The conference enabled us to look at new approaches and solutions to the problems we face." ●

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so that the collections can grow more quickly by automating the metadata assignment task;

● a $350,000 grant awarded to the IIS in collaboration with researchers from Ohio State University and the University of Illinois to build the NSDL's virtual reference gateway; and

● a $450,000 grant awarded to the IIS in partnership with the University of Massachusetts, Amherst, and the Maryland-based Wondir Foundation, to merge the information retrieval and digital reference components of the NSDL so that users can find answers to questions regardless of whether the answers come from the documents in the NSDL collection or experts accessible through the NSDL's virtual reference desk.

Significant progress has been made in all the research areas. "The CNLP is continuing its research to automatically assign metadata and educational content standards to educational activities and lesson plans within the NSDL collection," Liddy says. "In addition, the center is using a new $100,000 grant to incorporate its metadata generating technology directly into the NSDL for use by collection providers who do not have the means to produce metadata information."

The CNLP is also working jointly with Cornell University's Human Computer Interaction laboratory on an evaluation project called "MetaTest." The results of the evaluation research will enable the NSF to understand the value, effectiveness, and efficiency of metadata, whether manually or automatically assigned, Liddy says. "The research will also enable the NSF to understand, for the first time, how NSDL patrons actually use metadata in their information seeking." MetaTest is supported by a $375,000 grant to the CNLP.

Under its initial $350,000 grant, the IIS significantly improved and enhanced its digital reference software tool and built the NSDL's virtual reference service called AskNSDL, says Joanne Silverstein, IIS associate director. AskNSDL went live in December when the initial NSDL portal was launched.

"AskNSDL provides students, teachers, parents, and other users with a simple, user-friendly way to connect with the researchers, scientists, and librarians who are building the portal and organizing the content that it provides access to," Silverstein says. "In addition, AskNSDL can capture the answers that are provided and make the answers available to other users who ask similar questions."

Work is continuing on the $450,000 project that is designed to scale up AskNSDL so that it can serve more and more users. In cooperation with the Center for Intelligent Information Retrieval (CIIR) at the University of Massachusetts, Amherst, and the Wondir Foundation, the IIS is investigating ways to automatically identify and separate out questions submitted by users that could potentially be answered by an automated system, rather than needing human intermediation.

"Researchers are currently analyzing thousands of previously submitted digital reference questions," Silverstein says. "The plan is to combine machine-learning techniques developed by the CIIR, digital reference expertise from the IIS, and current work on faceted classification schemes for digital reference questions to build an automated system that could be implemented with AskNSDL." ●

The role of school libraries in promoting a free and informed society

Editor's Note: *Michele Sipley, a student in the school's library and information science program, is the first recipient of the Miriam Braverman Prize presented by the Progressive Librarians Guild. The prize will be awarded annually to a graduate student enrolled in a library and information science program for an essay that addresses social responsibilities and librarianship. The essay, an excerpt of which is printed below, will be published in the Spring 2003 issue of Progressive Librarian, and Sipley will receive $300 to attend the 2003 annual conference of the American Library Association in Toronto.*

The Progressive Librarians Guild was formed in 1990 by a group of librarians concerned with the profession's rapid drift into dubious alliances with the business and information industries, and into complacent acceptance of service to the political, economic, and cultural status quo. For more information about the guild, visit the Web at http://libr.org/PLG/index.html.

Sipley is a graduate of Angelo State University in San Angelo, Texas, where she earned a bachelor's degree in accounting. She is currently the associate director of financial aid at Syracuse University.

MICHELE SIPLEY

"Why do we need to know all this stuff? My dad knows all this stuff, and he's mad all the time. I'd rather be happy and ignorant." So said a ninth-grade student during an English class in which the teacher was trying to initiate a discussion about recent elections. As my husband (the English teacher) told the story to me later, he was dismayed to hear the student's reason for her apathy, yet comforted to hear that at least her father held some passion for current events.

Many of us take our democratic rights for granted, growing fat and lazy on our ancestors' efforts. And for those who have been subjected to generations of disenfranchisement and oppression, democracy seems like a farce. A popular notion of patriotism today is to accept our government's decisions without question. However, based upon this country's founding ideals, the most basic right and duty of a true patriot is to question every decision our government makes. We must ensure that our representatives are upholding our rights, and to do that, we must remain informed on issues that affect society.

As librarians, we have a mission to promote a free and informed citizenry. Since a large percentage of the adult population seems to have surrendered to a life of aggressive apathy, the most effective place for librarians to act, sometimes subversively, is in the schools. This type of infiltration into the psyche of our youth takes an organized plan. Some call it curriculum; I call it "Operation Patriot."

The most fundamental goal in this mission is to imbed information literacy tools into young people beginning at an early age and help them develop and refine these skills as they grow older. Researchers have shown that those who cannot think independently as children have much less chance of thinking independently as adults. Elementary school librarians can use children's natural curiosity to instill a sense of information entitlement. Even young students can learn to appreciate how information can empower them.

School librarians teach students how to fish for information, yet they must also teach them the importance of comparing the quality of the "fish" caught with a pole to the ones skimmed off the top with a net. School librarians must arm students with a healthy sense of skepticism regarding the sources of their material in order to help them understand that not everything they read, see, or hear is true or accurate. Learning these skills early will help reinforce their ability to become information literate adults.

Promoting an informed citizenry also means protecting the rights of intellectual freedom and privacy. Maintaining students' intellectual freedom can be a difficult task for school media specialists, who as 'en loco parentis' are often involved in protecting students from information seen as inappropriate for them. However, helping students develop critical thinking skills provides them with greater long-term

Michele Sipley, associate director of financial aid at Syracuse University and a graduate student in the school's library and information science program.

independence and intellectual freedom than attempts to control the books and Web sites to which they have access.

To combat stereotypes and encourage independent thinking, school librarians need to ensure their school's materials collection and resources are broad enough to reflect perspectives beyond the mainstream. Rather than worry that too much information is available to our students, we should be concerned with the lack of it. Likewise, filtering software removes vital decision-making and learning opportunities from students by not presenting them with situations in which to make judgments and decisions based on their personal moral tools. Teachers of information literacy also miss opportunities for "teaching moments" with their students. Students will be dealing with these issues as adults. Rather than restricting their access to the Web, we should arm them with information-seeking tools they can use under the supervision and mentoring of a skilled professional.

There are no guarantees that all the information and skills students learn in school will carry over into their adult lives. Research has shown that students are less likely to retain information they do not view as useful in daily life. However, school librarians are in a position to nurture students' interests by helping them connect with outside organizations that will have a positive impact on their learning. Librarians are also in a position to teach students to explore different points of view and to use this information to benefit themselves and society. Learning to retrieve, analyze, and use information will empower students to grow into informed citizens who are able to recognize when freedoms are being taken away and care enough to do something about it. ●

Faculty, Staff, Student NEWS

University's new Center for Digital Literacy will promote skills for 21st-century society

The center results from a partnership among the School of Information Studies, the School of Education, and the S.I. Newhouse School of Public Communications

JUDY HOLMES, EDITOR

F A C U L T Y   R E S E A R C H

Prof. Ruth Small

Gutenberg's moveable type printing press is credited with sparking the Reformation in 16th-century Europe by enabling information to move at what was then seen as lightning speeds. Today, 21st-century technologies can move millions of gigabytes of information around the world in a matter of minutes. Often, the result is information overload.

Syracuse University's new multidisciplinary Center for Digital Literacy aims to combat information overload by helping people make better use of the information technologies that pervade every aspect of modern life, and to educate children and adults to use the technology to more effectively access information.

The center is a partnership among the School of Information Studies, the School of Education, and the S.I. Newhouse School of Public Communications. Other University programs that have expressed an interest in participating in the center include the Writing Program in The College of Arts and Sciences, the Center for the Support of Teaching and Learning, the Syracuse University Library, Faculty Computing and Media Services, the Information Institute of Syracuse, and SU Continuing Education/University College.

"The explosion of information resources on the Internet and in other digital forms has made it increasingly difficult for people to find, evaluate, and make use of information," says School of Information Studies Prof. Ruth Small, director of the Center for Digital Literacy. "The center will research and develop ways to help people acquire information, technology, and media literacy skills."

School of Education Prof. J. Michael Spector and Newhouse School Associate Prof. Fiona Chew are the center's associate directors. The center will be administered through the School of Information Studies, located in Hinds Hall, and will include an advisory board of prominent leaders and innovators in digital literacy.

Among the center's research missions will be the exploration of the instructional methods used to promote digital literacy in schools, colleges, and the workplace. "People have tried a lot of different ideas, but there has been virtually no research to determine how effective the methods are in promoting digital literacy and in representing ideas, concepts, and problems," Spector says.

Adds Chew, "When millions of information sources are available through the Internet at the click of our fingertips, there is a need to understand how various publics seek digital information and how they assess source credibility in relation to traditional mainstream mass media."

The center has already embarked on two funded research projects. The first, "S.O.S. for Information Literacy," funded by a three-year, $483,507 grant from the Institute of Museum and Library Studies, will develop a Web-based, multimedia teaching support system for instructors of K-12 information literacy skills. The award was one of 15 made through the institute's prestigious National Leadership Grants for Libraries.

The second is a grant from the Jon Ben Snow Foundation to evaluate the impact of the School of Information Studies' Preparing Librarians for Urban Schools program (PLUS) on the participants, the schools within which the librarians work, and the surrounding communities.

Other proposed areas of research include:

- identifying optimal sources of information for physicians that will enable them to quickly deliver important clinical information, update their knowledge, and serve as information resources for patients;

- investigating the effect of various technologies and combinations of technologies on the quality of distance teaching and learning; and

- promoting digital literacy skill instruction in high-risk urban schools.

The center is also planning to sponsor a distinguished lecture series and an international conference on digital literacy.

"Everything we do at the center will be interdisciplinary," Small says. "We believe that when people with different perspectives work together on a common problem, the resulting solution is richer and more robust than those that result from looking through a single lens." ●

The Information Institute of Syracuse announces Research Scientist Program

The Information Institute of Syracuse in the School of Information Studies announces the establishment of the Research Scientist Program. The program was developed to cement and celebrate the institute's relationship with collaborating researchers and faculty at Syracuse University and other universities.

Founding participants in the program are Senior Research Scientist Stuart Sutton of the University of Washington, who was also recently appointed director of the institute's Education Digital Library Initiative; Distinguished Research Scientist Charles McClure of Florida State University; and research scientists Abby Goodrum, Scott Nicholson, and Ryan Laundry '98. Goodrum and Nicholson are faculty members in the School of Information Studies. Laundry works on the institute's Gateway to Educational Materials (GEM) project with Sutton at the University of Washington.

Sutton, a former faculty member in the School of Information Studies, has been serving as a senior research scientist at the institute since the 1996 inception of the GEM project, which he co-founded. In his new role as director of the Education Digital Library Initiative, he will more directly manage the project's direction and staff.

"Stuart brings his leadership and a wealth of experience in digital libraries to the institute," says R. David Lankes, executive director of the Information Institute of Syracuse. "His background as director of San Jose's library school program and his knowledge of information organization make him an ideal leader in the institute." ●

Faculty Research

Catherine Arnott Smith receives fellowship to extend her research in medical informatics

Assistant Prof. Catherine Arnott Smith is the first recipient of the Lindberg Research Fellowship presented by the Medical Library Association (MLA). The five-year, $25,000 grant will support Arnott Smith's research into terminologies used by consumers to express their information needs in the domain of health care. The award was presented during the annual MLA meeting in San Diego in May.

The Lindberg Research Fellowship was established by the MLA in honor of Dr. Donald A.B. Lindberg, director of the National Library of Medicine, to extend the knowledge base of health sciences librarianship and informatics and improve the practice of the profession.

Jeffrey Stanton receives grant in pioneering field of behavioral information security

Assistant Prof. Jeffrey Stanton received a grant from the Society for Industrial and Organizational Psychology (SIOP) Foundation for a preliminary project in the field of behavioral information security, a relatively new area of research and practice. Stanton's research team includes Kathryn Stam, a postdoctoral research associate; Slav Marcinkowski, a Ph.D. student; and Paul Mastrangelo of Genesee Survey Services in Rochester, New York.

"Behavioral information security is defined as complexes of human action within work organizations that influence the availability, confidentiality, and integrity of information systems and resources," Stanton says. "The goal of the research project is to lay the groundwork for social science research and applications that will improve information security in work organizations."

Abby Goodrum receives grant to demystify digital image retrieval systems for users

Assistant Prof. Abby Goodrum received a $15,000 Library and Information Science Research Grant from the Association for Library and Information Science Education (ALISE) and the OCLC for "Image Intermediation: Visual Resource Reference Services for Digital Libraries." The grant will be used to explore how human expertise mediates between image needs and image resources in the digital environment. The researchers plan to develop a model and metrics for examining image needs, the sufficiency of image resource description, triage, and intermediation, and make recommendations for improvement.

"Many libraries, museums, and other cultural heritage institutions have developed digital image collections with the goal of making these materials accessible to the widest possible audience over the Web," Goodrum says. "But for many people, online tools and resources for locating images and other non-textual materials may be unfamiliar, difficult to learn, or insufficient to answer their information needs. As digital libraries and museums serve larger, more diverse groups of people, this presents a challenge to emerging digital reference services in their provision of image intermediation."

Areas of digital reference that will be investigated in the project include image metadata, the provision of visual resource reference services in a networked environment, and quality determinations of networked visual resources. ●

$2.5 million federal grant will help school train next generation of systems assurance experts

KELLY HOMAN RODOSKI, CONTRIBUTING WRITER

The School of Information Studies is a partner with the L.C. Smith College of Engineering and Computer Science (ECS) and the Maxwell School of Citizenship and Public Affairs in a new program that will prepare graduate students for federal government positions in the critical areas of information assurance, cybersecurity, infrastructure protection, and public policy.

The program, funded by a four-year, $2.5 million grant awarded by the National Science Foundation's Scholarship for Service program, will offer 30 prestigious, two-year scholarships to support students enrolled in a master's or doctoral degree program at SU and admitted to one of three corresponding certificates of advanced study programs available in the participating schools: Systems Assurance (offered by ECS), Information Security Management (a new program that will be offered by the School of Information Studies beginning in the fall 2003 semester), or Information Technology, Policy, and Management (a new program offered jointly by the Maxwell School, the School of Information Studies, and ECS). The students will also work at an approved federal internship site during the summer after their first year of study.

The scholarships include tuition, room and board, books, and a stipend of $12,000. For each year they receive the scholarship, graduates are required to give one year of paid service to a U.S. federal agency as designated by the federal Office of Personnel Management and the National Science Foundation.

"Organizational behavior and risk management in combination with secure technologies are the keys to information security," says Bruce Kingma, associate dean of academic affairs in the School of Information Studies. "More than 95 percent of security problems are the result of bad management and policies, not inadequate software or technology. The new program in information security management provides this human-centered approach to security with a focus on managing the people, the technology, and the information."

The scholarship program will be administered through the nationally recognized Systems Assurance Institute (SAI), a partnership of ECS, the School of Information Studies, the Maxwell School, and the S.I. Newhouse School of Public Communications. The mission of the SAI is to promote improvement in systems and information assurance through research, education, and technology transfer. Through the efforts of the SAI, SU has been designated by the National Security Agency as a Center of Academic Excellence in information assurance education.

"This award brings with it national recognition of our efforts to develop and deliver multidisciplinary academic programs in an area of global importance," says ECS Associate Prof. Susan Older, SAI's education director and the grant's principal investigator. "It also provides an opportunity to enrich the academic experiences of our students, as scholarship recipients will serve summer internships at government agencies and bring these experiences back into the classroom."

Co-principal investigators of the grant are Elizabeth Liddy, professor and director of the Center for Natural Language Processing in the School of Information Studies; Steve Chapin, ECS associate professor and SAI director; Shui-Kai Chin, ECS professor and director of the CASE Center; and Stuart Thorson, professor and director of the Center for Information Technology in the Maxwell School. Ten students are scheduled to begin the scholarship program in fall 2003, followed by 10 students each in the fall 2004 and fall 2005 semesters.

The new Information Security Management Certificate of Advanced Study in the School of Information Studies is a comprehensive framework that enables students to take a lead role in this area within their organizations. It provides students with the flexibility, depending on their background, to take coursework that does not overlap their current expertise but gives them tools in information security technology, policy, and management. The certificate will be offered in both on-campus and distance learning formats.

More information about the certificate programs and the scholarship can be found on the Web at *www.ist.syr.edu*. ●

ALUMNI NEWS

ALUMNI VOICES

Alumni Web site provides crossroad for networking and collaboration

BARBARA SETTEL, DIRECTOR OF ALUMNI RELATIONS AND ANNUAL GIVING

The School of Information Studies has always prided itself on having a close-knit community of faculty, staff, and students. We promote an environment where faculty and staff are accessible, and we enjoy hearing our students say they feel like we're a family. We also stress the importance of networking, as students and as graduates.

It is my goal to foster a strong alumni network that mirrors the relationships our alumni had as students. There is no doubt in my mind that our alumni are anxious to participate in forging this network. Last October, we launched the new alumni Web site (*www.ist.syr.edu/alumni*) with an alumni database of 5,000 graduates. In less than six months, more than 500 alumni had registered on the site, sharing current job information, addresses, and e-mails. This demonstrates that alumni clearly want to stay in touch with us and with each other. The information about job titles and organizations that alumni provide on the site will help us better describe our alumni's multitude of career paths to prospective students, donors, and funding organizations.

The directory and the information on the Web site are also tools we can use to bring people together through e-mail, campus visits, and alumni events. One graduate, who recently contacted us about some positions in his company, wrote: "I have high regard for the talent of people that come out of the School of Information Studies, and I am wondering how I can get this information to past and recent graduates of the program." He also volunteered to speak to a class about his experience as a student and how it shaped his current career as an information technology director, where he supervises a team of 50 people. I can think of many other alumni who have also visited our classes while recruiting on campus. The real-world perspective you provide is invaluable for students.

Last fall, we held an alumni panel in New York City, which attracted about 40 area alumni. Our panelists stimulated a lively discussion about career paths and job opportunities for the school's information management and technology graduates. While we didn't find any quick solutions to the dismal job market, the program piqued the interest of a master's of library and information science graduate who is working at a financial services organization. Upon learning that we had a talented pool of unemployed graduates of our bachelor's degree program, she eventually hired one of them. This is testimony to the success of our school's holistic approach to educating information professionals as a "faculty of one," without segmenting the school into departments. Departmentalizing programs can lead to artificial divisions within schools and prevent graduates from connecting with each other across disciplines.

Our alumni events are often organized in conjunction with national professional conferences that attract large groups of graduates. For example, when we host receptions at the Special Libraries Association meeting in New York City, we look forward to visiting with graduates from all of our programs. The receptions provide alumni with updates about the school, the curriculum, and the faculty as well as with networking opportunities. It's not unusual to find graduates of the Telecommunications and Network Management Program sharing similar interests with library science graduates who are working as information brokers in the telecommunications industry.

The dictionary defines network as "an openwork fabric or structure in which cords, threads, or wires cross at regular intervals" and "an extended group of people with similar interests or concerns who interact and remain in informal contact for mutual assistance or support." For networks to succeed, there have to be opportunities to intersect and exchange information. Our Web site can provide a perfect crossroad for our alumni. I hope you will use this tool to foster exchanges of information and collaboration. Visit us soon, online or in person.

Take care and stay in touch. ●

Bachelor of Science in Information Management and Technology

Michael Bartoletti '93 is director of information services at the Research Foundation of the State University of New York where he directs a team of 50 people.

Bence Oliver '95 has taken a position with Intrawest, managing ski resorts around North America.

Justin Luzier '97 is a senior software engineer with Neiman Marcus in Dallas. His team is architecting an intranet application framework.

Billy Devletoglu '01 is a LAN manager for Verizon Communications on Long Island, N.Y.

Darren Dublet '02 is a help desk coordinator for the Related Companies, a major real estate firm in New York City.

Steven Gaglione '02 is a network systems administrator for T.A.M. Equities, a mortgage and banking firm, on Long Island, N.Y.

Shenea Hunt '02 works in a training program for Global Loan Trading at Citigroup/ Salomon Smith Barney in New York City.

Master of Science in Library and Information Science

Judith Jerome '72 is an information services manager for the Association for Geographic Information in London. She manages a metadata service for the delivery of geospatial information.

Beth Oddy '76 is acquisitions editor for New Readers Press, part of ProLiteracy Worldwide in Syracuse.

Will Jarvis '79 is a faculty librarian and knowledge manager at Washington State University Libraries in Pullman, Wash. He recently published *Time Capsules: A Cultural History* (McFarland Press, 2003).

Doug Cornwell '80 received the 2002 Vista Award from the Southeast Florida Library Information Network (SELFIN). He is an associate professor in the library instruction program at Palm Beach Community College in Lake Worth, Fla.

Patience Frederiksen '86 is a grants administrator for the Alaska State Library in Anchorage. She was elected to the Steering Committee for the Federal State Cooperative System (FSCS) for Public Library Data Committee, and she works as a part-time reference librarian at the University of Alaska Southeast Egan Library and at the University of Alaska Anchorage Consortium Library.

Christie Frost-Wendlowsky '87 is a principal at Severn Elementary School in Corning, N.Y.

Kimberly (Bolan) Taney '95 recently published her first book, *Teen Spaces: The Step by Step Library Makeover* (American Library Association, 2002). She is a network administrator and patron services librarian at the Webster (N.Y.) Public Library. She is also an independent consultant on young adult services and teen space design.

Catherine E. Kellogg, '99 is a librarian with North Regional/Broward County College Library, where she works with pre-teen children.

Lori Fielding '01 works for the Ottawa Public Library as a children's and public services librarian.

Chris Kaleta '01 is the library media specialist at Carthage (N.Y.) High School.

Denise Marshall '01 is a reference librarian at Fairleigh Dickinson University in Florham, N.J.

Cindy Sheffield '01 was promoted to education librarian at Welch Medical Library, Johns Hopkins University, in Baltimore.

Anelia Boshnakova '02 is the electronic information officer at the Research Council for Complementary Medicine in London.

Peggy Burge '02 is a humanities liaison librarian at the University of Puget Sound in Tacoma, Wash.

Andrew Cherbas '02 works as the extensions librarian at the Corvallis-Benton County Public Library in Corvallis, Ore.

Takashi Koga '02 is a doctoral student in library and information science at the University of Tokyo. He recently published "Access to Government Information in Japan: a Long Way Toward Electronic Government" in *Government Information Quarterly*, vol. 20 no. 1 (2003).

Master of Science in Information Management

Jan Fleckenstein '86, associate director of the H. Douglas Barclay Law Library in Syracuse University's College of Law, was appointed to the American Association of Law Libraries' ABA Standards for Academic Law Libraries Task Force.

Jill Rajunas '99 works in program development for the Women's Housing and Economic Development Corporation, a not-for-profit organization in Bronx, N.Y.

Tina Chugani '01 relocated to Florence, Italy, where she is working on a project to launch a new help desk service for GE Power Systems.

Maria Clara Pabon '02 is a specialized engineer and leader of the international exchange operations information system for the Banco de la Republica in Bogotá.

Master of Science in Telecommunications and Network Management

Alicja Turner '98 is senior manager at the Bank of Montreal in Toronto.

Alfred Sette '01 is a professional services engineer at Nortel Networks in Billerica, Mass.

Andrew Crawford '02 is a technology coordinator in the Wolcott (Conn.) School District.

Fall alumni events

Alumni events for fall 2003 are still being developed. Updates and complete details can be found on the Web at *www.ist.syr.edu/alumni.*

Oct. 17: Syracuse University Homecoming reception with faculty 3:30 to 5 p.m.

Oct. 20: American Society for Information Science and Technology conference, Long Beach, Calif., alumni reception 6 to 7:30 p.m.

Nov. 4: Internet Librarian conference, Monterey Calif., alumni reception 5:30 to 7 p.m.

Nov. 5: Educause conference, Anaheim, Calif., cocktails with Dean Raymond von Dran 5:30 to 6:30 p.m.

Nov. 6: New York Library Association, Saratoga Springs, N.Y., alumni social hour 5:30 to 7 p.m.

Dec. 9 to 11: Internet World, New York City. Visit our booth and attend an alumni gathering Dec. 10 from 5 to 7 p.m.

Dec. 14 to 17: International Conference on Information Systems, Seattle, Wash., alumni reception. Gathering date to be determined.

December holiday parties in New York City and Washington, D.C. Dates to be determined.

Your news

Please keep in touch and let us know about your professional and personal accomplishments so we may include them as news items in future issues of *Home Page*. Also, let us know about any address changes.

Please return this form to:

Barbara Settel
Director of Alumni Relations and Annual Giving
School of Information Studies
Syracuse University
4-206 Center for Science and Technology
Syracuse, NY 13244-4100.

Phone: 315-443-5604
Fax: 315-443-6886
E-mail: *istalum@syr.edu*

Visit the alumni web site www.ist.syr.edu/alumni to update your address, make a gift to the school, or join the online alumni community. You can now also submit class notes online.

Your gift

Your gift will help us maintain the highest quality of education for our students. Gifts can be designated to specific scholarships or to the general Dean's fund which supports student development, laboratories, teaching resources, etc.

Enclosed is my gift of $_____ erererererererer
Please use my gift towards:
○ Dean's Discretionary Fund
○ Jeffrey Katzer Doctoral Scholarship
○ Antje Lemke Book Award and Scholarship
○ Joseph and Marta Dosa Scholarship
○ Ronnie Kasowitz Memorial Scholarship
○ Robert Benjamin Junior Faculty Research Award
○ 21st-Century Librarian Award

Planned giving can provide you and the school with financial benefits.
○ Yes, I've remembered SU in my will.
○ Please send me information on remembering SU in my will.

Name: _____ Grad Year: _____ Program: _____

Home Address: _____

City: _____ State: _____ Zip: _____

Home Phone: _____ Home E-mail: _____

Work Address (or attach business card): _____

City: _____ State: _____ Zip: _____

Title: _____ Work Phone: _____

Work E-mail: _____ Work Fax: _____

Internet Address: _____

Updated News (attach another sheet if necessary): _____

_____

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H⓮ME PAGE

A L U M N I NEWS

D E V E L O P M E N T   F O R U M

Participation matters

PAUL BRENNER, EXECUTIVE DIRECTOR OF DEVELOPMENT

As a kid, *Horton Hears A Who!* was my favorite Dr. Seuss book. Since then, the book's theme, "a person's a person, no matter how small," has continued to provide meaning for me. Now, as the School of Information Studies seeks to maintain a leadership position in the information field, I think about how critical the support of our alumni is to the future of the school. While our alumni base has broadened to include people in a multitude of careers earning much higher salaries than previously, we have not yet realized our potential in alumni giving. Have you ever felt a bit envious of the prestige and advantages our Ivy League counterparts seem to enjoy?

According to a *U.S. News and World Report* survey, the Ivy League—Massachusetts Institute of Technology, Stanford University group—enjoy alumni giving rates that varied between a low of 32 percent and a high of 64 percent. Compare that to the alumni participation rate in the School of Information Studies, which was at 4 percent last year, and to the overall University rate of 22 percent. Why are alumni giving rates in our school so low? Does this reflect alumni dissatisfaction toward the school? I think not.

In November 2002, we distributed the first annual School of Information Studies Processes and Culture Survey to recent alumni, faculty, adjunct faculty, staff, and students in all of our degree programs, both on campus and distance learning. Overall, faculty, staff, students, and recent alumni were very satisfied with the culture, community, processes, and performance of the school. Collegiality, high-quality faculty, attentiveness to needs, and technology support received high levels of satisfaction. The phrase, "I like IST," was used often by all of the respondent groups. The survey confirmed that the School of Information Studies is the place to be. The survey also identified several areas the school will be working on to improve the community, culture, processes, and satisfaction levels during the 2003-04 academic year.

Alumni can signal their support and vote of confidence in the school through their contributions to SU's annual fund, called the Fund for Syracuse. Many of you have realized this because pledges are up 40 percent over last year. I ask you to consider making an annual gift at whatever level you can afford and to ask that the gift be directed to the School of Information Studies. Each and every gift matters. "A gift is a gift, no matter how small" and will build the foundation for larger transformational gifts that will ensure our future success. Foundations frequently require a minimum alumni participation rate for schools or colleges to qualify for a grant.

Your gift to the annual fund can also be leveraged in a number of ways, such as designating a program or scholarship to support. If your employer has a matching gift program, you may be able to double, or even triple your gift at no additional cost to you. Information about matching gift programs is available through a company's human resources department. If you can't afford to contribute financially, perhaps your intervention can facilitate internships or job opportunities for our students and graduates. I urge you to get involved. Each of you can play an important role in the school's efforts to become the next signature school at Syracuse University. At the very least, stay in touch and continue to update your contact information with us so we don't lose track of you. We have a bright future together. ●

Planned gift secures scholarship for future students

A pioneer in the information management industry, Herbert Brinberg H'89, founder and president of the New York City-based Parnassus Associates International consulting firm, recognizes the importance of supporting quality schools and colleges that educate tomorrow's information professionals. A generous supporter of the School of Information Studies, Brinberg and his wife, the former Blanche Leiman, established a scholarship for information management graduate students that the couple has supported for a number of years through annual giving. The Brinbergs subsequently added a bequest to their will that will fully endow the scholarship and ensure its continued support for students into the future.

"SU's School of Information Studies is the premier school for training our future developers and leaders in the critical and fast-evolving information industries," Brinberg says. "The dominant field of the future will require well-rounded, disciplined, creative, and dedicated professionals. My experience with the School of Information Studies has convinced me that its programs and graduates will assure our country's leadership in this field."

Brinberg has held executive posts with American Can Company, Aspen Systems Corporation, and Wolters Kluwer U.S. Corporation. He was a founding member and chairman of Associated Information Managers and was instrumental in establishing the Information Industry Association. He serves on the boards of directors of several multinational corporations and holds degrees from Cornell and Columbia universities, a Ph.D. in economics from New York University, and an honorary Doctor of Science degree from SU.

Herbert Brinberg H'89 (center) works with graduate students from Baruch College of the City University of New York.

In addition to his professional accomplishments, Brinberg is widely recognized for his leadership roles in academia. He is currently on the management faculty of Baruch College of the City University of New York, and he writes and lectures widely on business strategy, economic development, and organizational structure and policy. He is chair of the School of Information Studies' Board of Visitors and is a member of the University Council of Cornell University.

Brinberg says he strongly believes that alumni and friends of the School of Information Studies should consider supporting the school through the annual and planned giving programs to help secure the school's leadership role in the information field.

Past alumni gifts to the University and the School of Information Studies have provided resources for students to receive a first-rate education and a solid foundation in the information field. Much of that support has come through planned gifts. The University's founders demonstrated their commitment to the future of the institution by making the first charitable gifts to SU through their financial and estate plans. Their actions and enthusiasm influenced others to do likewise. Today, the vision continues to be realized through alumni support.

ALUMNI PROFILES

Women alumni lead high-powered lives in the corporate world

BY TAMMY DIDOMENICO, CONTRIBUTING WRITER

As the School of Information Studies continues to recruit talented female students and prepare them for the challenges they face in the largely male-dominated fields of information technology, many female alumni have made their mark on these professions and now serve as outstanding role models for current students and recent graduates.

Among the graduates who fit the description are Christine Larsen G'84 and Christine Parker-Johnson G'93. Both credit their course work in the School of Information Studies with providing the foundation that helped launch their rewarding, lucrative careers. And, Larsen and Parker-Johnson are happy to share their experiences and advice with those who are just entering the job market.

The word diverse does not begin to cover the full range of Larsen's interests or her many accomplishments. She graduated with a bachelor's degree in English and chemistry from Cornell College in Mt. Vernon, Iowa, and chose SU for her graduate work because of the interdisciplinary nature of the School of Information Studies' library and information science program.

Today, Larsen co-heads operations for Citigroup's Global Corporate and Investment Bank (GCIB) in New York City, where she oversees operations for Smith Barney and the GCIB's global markets, including sales, trading, and emerging markets local finance, which span 76 countries worldwide. Looking back, Larsen says she came to the school on the cusp of a new wave of technological influence in business, and the school's progressive, interdisciplinary approach prepared her well for the challenges she has faced in global business.

"As a manager of 1,500 people, my job is all about figuring out the best way to help clients, figuring out what the organizational structure should be, and putting the right people in places where they can get the best results," she says. "When you are dealing with 300,000 people in an international organization, it can take a long time to even get your message heard."

Larsen is particularly active in supporting programs for women's development at Citigroup. She helped establish the company's Global Transactions Services Women's Council, an organization that nurtures the skills of female employees. The council, Larsen says, is a network enabling Citigroup women to connect and share ideas. Having traveled the road to upper management, Larsen is eager to share ideas on how women can use their unique qualities to better navigate the business climate. Her efforts earned her an induction into the YWCA-NYC's Academy of Women Achievers in 2002.

Larsen, who lives in Montclair, New Jersey, with her husband Vincent Dopulos and their two daughters, recently re-established ties with the School of Information Studies. She is particularly interested in the Women in Technology student group that was launched last year under the guidance of Prof. Elizabeth Liddy, who was Larsen's classmate.

Larsen says such groups help young women explore issues that may later hold them back in their careers. She believes such mentoring programs and corporate internships are good ways for students and young graduates to expand their career potential. "There are so many opportunities in business for School of Information Studies' grads," she says. "Anything that encourages students to think about how they communicate and express their ideas will help them. Students have no idea how much they will grow and change in 15 years."

Syracuse native Parker-Johnson enrolled in the School of Information Studies to hone her interests in information technology consulting. She found just what she was looking for in the school's graduate Information Management Program. "I knew I wanted to get into consulting," says Parker-Johnson, who has worked for BearingPoint in Boston for the past three years. "The program enabled me to look at the client side where I learned a lot about working with people, processes, and technology."

PHOTO BY PAULA WITKOWSKI, COURTESY OF CITIGROUP

Christine Parker-Johnson G'93, senior manager at BearingPoint, Boston.

As a senior manager responsible for various aspects of client relations on several global consumer product, manufacturing, and retail engagements, she often logs frequent flyer miles. But the mental and physical demands of the executive lifestyle have done little to diminish Parker-Johnson's passion for consulting. "In the past several months, I have limited my client serving role to take on a practice directorship role that focuses on managing a global consulting practice," she says, explaining that she handles all operational aspects of BearingPoint's $200 million global consulting practice. "I love my job."

Despite her hectic schedule, she enjoys keeping up with what is happening at the School of Information Studies and tries to participate in Boston and New York City-based alumni events whenever possible. With friends and family in Central New York, she has many eyes and ears to keep her abreast of what's happening on campus. Like Larsen, Johnson-Parker has also returned to campus to address the Women in Technology student group.

Both women plan to become more active in the school and in alumni activities in the future through mentoring students, recruiting for their companies, or taking advantage of opportunities to network with other alumni. "I have very fond memories of the school, so it is great to know that through networking and mentoring, I can give something back," Parker-Johnson says.

The women are also confident the school will continue to offer students, particularly women, educational opportunities that encourage them to explore their full potential. "There is an openness to the school's curriculum that allows you to explore your interests and find out what you really want to do," Larsen says. "People do their best when they are in that kind of supportive environment." ●

Christine Larsen G'84, co-head of operations for Citigroup's Global Corporate and Investment Bank (GCIB) in New York City.

Planned Gift *continued from page 14*

One example of a planned gift is a bequest through a new will or an addition to an existing will. Benefactors can bequest a specific amount, an asset, or a percentage of the estate. Other planned giving options can provide income to the benefactor or other beneficiaries for life and help save on taxes.

"The School of Information Studies is a vital institution that is committed to achieving the best in our information society," Brinberg says. "Supporting the school's faculty, research, and student body will make a meaningful contribution to the goals of the school and therefore, to society as a whole."

For more information about planned or annual giving programs, contact Paul Brenner, executive director of development, at 315-443-6139 or e-mail at *pbrenner@syr.edu*. ●

McNair *continued from page 7*

Gorski was impressed by the diversity of opportunities offered at SU and decided to major in computer engineering. "However, after three semesters, I decided I would not want to be a chip programmer," he recalls. "I looked for other programs that relate to computers and found the School of Information Studies. I knew right away that it was something I would want to pursue."

Now a senior, with a dual major in information management and technology in the School of Information Studies and economics in The College of Arts and Sciences, Gorski has learned about career opportunities in networking, database development, Web development and management, as well as programming.

Like Wu, Gorski's entry into the McNair program began after he took Watters' class. "I became involved with the Madison County Connected project, in which we were responsible for mapping cable infrastructure, fiber optics, and wireless facilities throughout Madison County," Gorski says. "The mapping of access points is crucial for rural areas in order to entice new businesses. Because of this experience, I want to continue researching ways to bring more business to smaller

cities. My goal is to apply the theory and knowledge I have gained so far in a hands-on, research experience."

Gorski's academic adviser told him about the McNair program. "I was excited about the opportunity to pursue a graduate degree while also being able to work in my field of interest," Gorski says.

Watters is mentoring Gorski as he juggles his undergraduate work with a smattering of graduate-level courses and his McNair research project. "My research is based on the question, 'What do the people in rural areas think about information technology and its transfer to their communities?'" Gorski says. ●

From left: McNair scholar Pawel Gorski, a senior dual major in information management and technology and economics; Craig Watters, assistant dean for advancement; and McNair scholar Zhi Wu, an information management graduate student.

SYRACUSE UNIVERSITY

HOMEPAGE

School of Information Studies
THE ORIGINAL SCHOOL FOR THE INFORMATION AGE

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