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connections

THE **i**SCHOOL @ SYRACUSE UNIVERSITY





From left to right: iSchool Dean Elizabeth D. Liddy, Syracuse University Provost Eric Spina, Princess Loulwah Al Faisial, Trustee Leader of Effat University, and Dr. Haifa Jamal Allaic, President of Effat University.

In March, 2013, a very large and very welcoming contingent of students, faculty, staff and officials from Syracuse University greeted Effat University leaders and guests, including members of the royal family of the Kingdom of Saudi Arabia, for a ceremony formalizing a new partnership between the academic institutions.

With joint interests in information education excellence, increasing the number of women in technology careers, and promoting information entrepreneurship as a means of growing economies, the officials of both institutions signed a cooperative agreement in which iSchool faculty and staff will work with Effat faculty and students to advance the Saudi institution's current information systems curriculum.



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ON THE COVER

Adjunct professors Kelly Lux (third from left) and Jenn Pedde (on the screen) conduct a session of their Community Manager Class via Google Hangout. Lux and Pedde talk about their experience offering the iSchool's first class covering online community management on page 26.

Dear Alumni and Friends,

Dean's Message



SUSAN KAHN

ELIZABETH D. LIDDY, DEAN

Welcome to another packed issue of *Connections* with some major emphases on our Online Programs, and an update on many exciting current iSchool happenings. First, we have been celebrating a milestone anniversary—20 years of Online Education as of 2013. We launched our first online program in the summer of 1993, one of the very first to offer full masters degrees online, with a trial class of 37 students, and the program has grown and evolved ever since then. In this issue of *Connections*, you'll learn about the start of our online program; hear from some current online students about their experiences; meet two online doctoral graduates who collaborated remotely; see how two faculty members are using the latest technologies to structure their classes, and; check out profiles of some of our online learners from the past 20 years. So do read on!

As we celebrate this important piece of our history, simultaneously our goal is to ensure that we are well positioned to meet the demands of current and future students. While we may have been quite unique in our early foray into online teaching, many library and information schools are now online and

there are many more iSchools today—in fact there are now 55 iSchools in 19 countries, on four continents. So what we need to do is to ensure that we continue to lead the field with the highest quality content in our degree programs, delivered by exceptional faculty, with the latest in instructional technologies, and that we will therefore be able to enroll the best students for our programs, from across the country and around the world.

Fortuitously, as you may have heard, in October, we received a generous gift of \$7 million from the estate of Estelle Wilhelm, who graduated from the iSchool with her library degree in 1939. As only one million dollars of this is designated (to technology renewal), we are currently in a very inclusive process of planning how to best utilize and invest this gift for the greatest benefit of our iSchool community. While the planning is still ongoing, we do know that a portion of the gift will be utilized to ensure that we continue to be leaders in our increasingly competitive field, and that includes both our online and in-person degrees.

We have established a process in the iSchool for all to bring suggestions forward, and all faculty and staff are being encouraged to share their ideas, why they are important, what is needed to accomplish them, what the deliverables will be, and how we will know if they are successful. The planning process has both short-term and long-term focuses, for while we need to ensure our current high-ranking status continues in today's highly competitive world, we are also seeking initiatives that will be transformational when we look back in another 40 years. If you have an idea for the betterment of the iSchool, I encourage you to share it with me directly (liddy@syr.edu). I'd be delighted to hear from you.

Finally, If you follow SU news, you are well aware that we have a new Chancellor — Kent Syverud, who with his wife, Dr. Ruth Chen, recently spent 90 minutes visiting and getting very familiar with the iSchool, students, faculty and staff. I am pleased to say that he has since raved to many others as to how impressed he was with the active, engaged, exciting student-focused initiatives he saw and experienced here, and the iSchool been recruited into leading a student event which will be a key element in his installation on April 11th. More info on this in our next issue! Stay tuned, or follow us on InfoSpace — our blog which had more than a million views last year. For a great way to stay informed, check out <http://infospace.ischool.syr.edu> every day. I do! ■



iSCHOOL NEWS

iSchool Ranked #5 for Online Programs by U.S. News

IN JANUARY OF 2014, the iSchool was ranked No. 5 in best online degree programs for graduate computer information technology by *U.S. News and World Report*.

“Online education is becoming an essential part of the higher education landscape,” the magazine said in a release on the methodology behind the rankings. “Students and employers are increasingly finding value in the way subjects can be mastered in a digital environment.”

At the iSchool, all masters degree programs can be completed either on-campus or online.

“The iSchool is proud to receive this recognition of our strong online programs,” said Dean Elizabeth D. Liddy. “We have been a leader in the field of online learning since 1993, and we continue to evolve and build our programs to best fit the needs of today’s digital learners.”

“We are excited that our legacy of online education has been recognized by *U.S. News*,” said Victoria Williams, director of online education at the iSchool. “Our online graduate programs enable us to attract working professionals who wouldn’t otherwise have access to this type of education, and also allows us to draw from a pool of high quality distance faculty members and instructors who can teach remotely.” ■



iSCHOOL NEWS

Project ENABLE launches training website for school librarians

Project ENABLE (Expanding Nondiscriminatory Access by Librarians Everywhere) launched a training website, made possible by a Laura Bush 21st Century Librarian grant from the Institute of Museum & Library Services.

Librarians and other educators can freely access the self-paced learning modules to improve the library and information services to students with disabilities in their schools and districts. The training website contains five learning modules, packed with information in a variety of formats. Each module includes content, activities, and assessments that simulate the project’s face-to-face workshops.

While the target audience is school librarians, the training website is a comprehensive resource

for public and academic librarians, general and special educators, administrators, parents, and their communities.

Project ENABLE is a collaborative endeavor of the Center for Digital Literacy at the iSchool and the Burton Blatt Institute (BBI) at Syracuse University. It is led by Ruth Small, Laura J. & L. Douglas Meredith Professor at the iSchool and director of the Center for Digital Literacy; Renee Franklin, assistant professor of information studies; and William Myhill, director of legal research and writing at BBI.

To access the training modules, visit <http://projectenable.syr.edu> and click on the “Login/Register” button on the top right of the screen. ■

iSCHOOL NEWS

iSchool Maintains Top Ranking in Information Systems

The iSchool remains ranked No. 1 in information systems in the *U.S. News and World Report 2014 Best Graduate Schools Rankings*, released in early March.

The iSchool also ranked third for school library media, third in digital librarianship, and fourth overall in the library and information science category.

“We’re very proud of these rankings – and across so many of our areas of specialization. We are now, and have always been known as the premier technical MLIS program, and this year’s rankings again confirm this as the top-ranked program for information systems,” said iSchool Dean Liz Liddy.

“I am proud of the education we provide in our iSchool, and appreciate the well-deserved recognition generated by these rankings,” Liddy continued. “In an era when the focus of many organizations is on data and information, graduates of our programs are recognized as professionals who have the insight and expertise to accomplish the goals of the organization in which they work – be it a library, an established company, an information-based start-up, a government agency, or a not-for-profit.” ■



Students on the field at Ralph Wilson Stadium, home of the Buffalo Bills NFL team.

STUDENT NOTE

Students Head to Buffalo for Tech Road Trip

ON A CHILLY FRIDAY in January, nearly 40 iSchool students headed down the Thruway to Buffalo, NY to learn about technology practices at Ralph Wilson Stadium, home of the Buffalo Bills, and First Niagara Center, home of the Buffalo Sabres.

At the Bills' stadium, students heard from their CEO Russ Brandon, Vice President for Communications Scott Berchtold, and a panel of digital media, IT, and media relations staffers. Students were able to get a first-hand account of what it was like to work on the technical side of a football franchise home office as the panel and speakers fielded questions and shared their work experiences with the group.

At the First Niagara Center, digital media staffers from the Buffalo Sabres

discussed the franchise's recent move to a centralized content management system, social media efforts, and how the recent lift of the lockout in the National Hockey League was affecting their day-to-day work.

Associate Professor of Practice Jeffrey Rubin, who accompanied the students on the trip, said, "For two years now, we have taken our students to the New York City area to experience various trips. With this trip, we gave them an opportunity to visit NFL and NHL teams right in our backyard to see for themselves how these organizations manage their IT infrastructure and assets." ■

ISCHOOL NEWS

CCENT Conducts Wireless Testing for Industry

The Center for Convergence and Emerging Networking Technologies (CCENT) at the iSchool conducted competitive wireless network testing in the fall of 2012 on hardware from leading wireless networking suppliers including Aruba, Aerohive, Cisco, Meraki, and Ruckus Wireless.

Comprehensive testing, performed in the lab by graduate students in the iSchool's Telecommunications and Network Management program and directed by Associate Professor of Practice David Molta, provided the first view into the real-world performance of emerging three-stream 802.11n enterprise Wi-Fi systems.

This new technology allows wireless access points to use multiple Wi-Fi radio chains to simultaneously transmit different streams to receiving devices. Three-stream capable receiving devices are able to combine these streams to achieve higher data rates.

Testing was conducted during a 7-month period in 2012, and included 1,500 test runs. Traditional campus Wi-Fi access was shut off in Hinds Hall during overnight testing periods, to ensure a test environment that was free from other radio interference.

"We set out to systematically evaluate how the throughput of leading wireless products maps to data rate claims made by their vendors," explained Molta. "We believe that these tests provide information about 3-stream wireless performance that will be valuable to network managers." ■



David Molta

J.D. ROSS

STEVE SARTORI

FACULTY BRIEF

Morarescu Speaks on Big Data Day Panel

Assistant Professor Paul C. Morarescu participated as a panelist at Big Data Day at an event co-hosted by a trio of Syracuse University Schools, the iSchool; the Maxwell School of Citizenship and Diplomacy; and the S.I. Newhouse School of Public Communications.

Paul C. Morarescu

The event focused on the use of big data in politics. As political campaigns are increasingly turning to large data sets to understand and analyze the electorate, they are allowing for more targeted messages that speak directly to individual voters. In 2012, the presidential campaign of Barack Obama, in particular, seemed to hinge on the use of this data.

"This was a breakthrough moment in American politics," explained Larry Elin, an associate professor in the Newhouse School and one of the organizers of the event. "It will certainly affect politics and our democracy moving forward. But its use also raises ques-

tions about privacy, ownership of our own information and other concerns."

Morarescu told the audience that as big data matures as a science, its use will become more prominent and will impact "every aspect of our lives, not only politics or university classes and curriculums, but every sector of every industry. The financial sector is impacted so much already and big data will impact other industries as well," he noted. Citing statistics showing that one-third of business executives currently make decisions using data that is missing or that they don't fully trust, he predicted that business and industry will make big investments in the future in order to expand data analytics as a resource.

In addition to Morarescu, the panelists included Ashley Bryant, the State Digital Director of Ohio for the Obama Campaign, and Grant Reeher, professor of political science and director of the Alan K. Campbell Public Affairs Institute at the Maxwell School. ■

SUSAN KAHN



Elizabeth Liddy

FACULTY BRIEF

Dean Liddy Co-Chairs Task Force to Study New Pedagogies

A NEW TASK FORCE composed of faculty and staff from all of the University's schools and colleges and several key academic support departments is working to understand how new technologies and diverse, innovative teaching methods are being utilized across campus.

Led by co-chairs Dean Liz Liddy of the iSchool and Lois Agnew, associate professor of writing and rhetoric in The College of Arts and Sciences, the task force has been charged with identifying, promoting and encouraging innovative pedagogies across disciplines.

The challenge of advancing any new pedagogy begins with an understanding of the student population. "Our students today are exciting, engaged and agile. They have keen interests and deep capabilities," says Dean Liddy. "My hope is that the work of the task force will lead to productive conversations among faculty that encourages and supports them to enhance their pedagogy more broadly, whether that's in a particular course or to make their scholarship more widely available." ■

STUDENT NOTE

Students Share Education Innovation at 2013 iConference

AS THE POPULARITY OF ISCHOOLS ACROSS THE NATION CONTINUES TO GROW, the iSchool at Syracuse looks to exchange knowledge while discovering new ways of educating students in the information technology field.

To increase these efforts, undergraduate students Andrew Bauer (Information Studies), Jared Mandel (Information Studies and Broadcast Journalism) and Chelsea Orcutt (Public Relations) attended the 2013 iConference in Fort Worth, Texas in February to learn more about the field and showcase the iSchool's efforts to innovate the fields of teaching and information technology.

The iConference, hosted this year by the College of Information at the University of North Texas, featured sessions concentrating on major areas of information studies, including social media, information security, digital librarianship and visualization.

"Syracuse University does a great job engaging students and faculty to connect and become a more close-

JLO ROSS



L-R Dean Liz Liddy, Chelsea Orcutt, Jared Mandel, Andrew Bauer, Chancellor Nancy Cantor

knit community, which is important during the college experience. I was excited to see what other iSchools were doing and how they are innovating the educational experience," said Mandel, who returned to the iSchool this fall as a graduate student, pursuing his master's in Information Management. ■

STUDENT NOTE

Doctoral Student Awarded “Best Paper” Honors at iConference

iSCHOOL DOCTORAL STUDENT NATHAN PRESTOPNIK took top honors among academic awards presented at the annual iConference.

Prestopnik was named winner of the *Lee Dirks Best Paper Award*, considered the highest honor at the annual conference. The award is sponsored by Microsoft’s research division.

The honor was unanticipated, but comprises a gratifying form of recognition, according to Prestopnik, who said he regards conference attendees as academic peers, mentors, and educational partners. Receiving the top award at the iConference “is quite an honor, quite surprising and very, very nice,” he said. “It’s an impressive venue in which to win something like this because there are so many people I know there within all the iSchools.” He reflected, “I knew it was a good paper; I was happy with it and I thought it was a relatively good piece of work and an interesting project to be writing about. But I didn’t submit it with any idea that it would win an award. I’m very grateful and honored of course, so I want to say thank you to the people involved.”

The paper, titled, “Cooperative Visualization: A Design Case,” describes results of a participatory approach to visualizing a complex computational pipeline, with the goal of exploring what benefits might be derived when groups of people visualize complex information for themselves. It demonstrates how cooperatively creating visualizations can enhance understanding and support group activities and goals, according to Prestopnik. ■

Tony Hey, Vice President of Microsoft Research (left) presents the Lee Dirks Best Paper Award to iSchool doctoral student Nathan Prestopnik.



STUDENT NOTE

MLIS Student Selected as ALA Emerging Leader

Graduate student Megan Threats was selected to participate in the 2013 class of the American Library Association’s (ALA) Emerging Leaders program.

The ALA offering is a leadership development program which enables newer library workers to participate in problem-solving work groups, network with peers, gain an inside look into the structure of ALA, and have an opportunity to serve the profession in a leadership capacity. It allows participants to be on the fast track to ALA committee volunteerism as well as serve in other professional library-related organizations.

“I was so thrilled when I learned that I was selected to be part of the 2013 class of ALA Emerging Leaders,” said Threats, a graduate student in the Library Science program. “I look forward to participating in one of the project planning workgroups, and I hope to gain a new network of peers and mentors that will help guide me through my career as an information professional, and potentially as a future leader within the Association.”

The leadership program began with a daylong session during the ALA Midwinter Meeting in Seattle. After Midwinter, the program continued to develop in an online learning and networking environment for six months. The program culminated with a poster session presentation to display the results of the project planning work of each group at the ALA Annual Conference in Chicago in June. ■



COURTESY OF MICROSOFT



STINE SARTORI

FACULTY BRIEF

Stripling Inaugurated as ALA President

iSchool Assistant Professor of Practice Barbara Stripling was inaugurated as the president of the American Library Association (ALA) at the group’s annual summer conference in Chicago.

As president of the ALA, Stripling is the chief elected officer for the world’s oldest and largest library organization. ALA’s membership ranks include more than 60,000 librarians, library trustees and library supporters. The organization’s mission is to promote the highest quality library and information services and public access to information.

Barbara Stripling

STUDENT NOTE

Fuel Campaign Concludes; 170 Gifts Raise \$29,800

THE RESULTS OF A UNIQUE AND HIGHLY successful fundraising initiative for the School of Information Studies “Fuel the Future” campaign are in.

The effort raised a total of 170 gifts—and nearly \$30,000—through the generous direct contributions of students, staff, faculty, alumni, and friends of the School.

The online crowdsourced campaign began on October 1, 2013, and ran for 60 days.

The challenge funds—\$5,000—were given by alumnus Sam Clarvit '10, to provide a little competition and excitement for the five student programs participating in the fundraising campaign. His first, second and third place awards boosted the total amount raised by direct contributions made to support programs that enhance student educational experiences and professional development.

Total number of contributions: **170**.

Total dollars raised by individual, direct contributions is **\$24,844.44**.

The total amount contributed with the \$5,000 challenge funding included is **\$29,844.44**.

Reaching first place, with the most number of contributions made, is the Student Immersion program.

That effort garnered a total of 41 separate gifts, amounting to \$5,214 contributed. As the top gift-earner, that program also benefits from \$3,000 in additional funds from Clarvit's challenge contribution, for a total of \$8,214 raised.

“I had a chance to meet with students on the EntreTechNYC student immersion trip this past May, and with Spring Break in Silicon Valley students last year, and I was very impressed by the experiences that they had,” remarked Clarvit. “I’m glad that the proceeds from the Fuel

challenge will provide support for student trips like these.”

“We are thrilled with the results from the iFuel Challenge. Our alumni, parents, friends, staff, faculty and students responded with extraordinary generosity and enthusiasm,” observed Scott Barrett, assistant dean for advancement for the School. He said that the unique nature of the campaign was reflected in the diverse range of contributors and in results that were significantly different from past fundraising efforts. “iFuel has allowed the iSchool to tell multiple, compelling stories to wide and diverse audiences,” he noted. ■



FACULTY BRIEF

Mueller Among International Thought Leaders at Internet Future Conference

Ideas regarding if and how the Internet might be recast—and whether changes of that nature are necessary and desired—were the focus of an international conference last March that featured dozens of renowned subject experts, including iSchool faculty member Milton Mueller.

Mueller was one of two lead discussants on the panel, “A New Internet Governance,” at the *Rethinking the Internet, The Way Forward* conference, participating with U.S. Assistant Secretary of Commerce Lawrence Strickling.

The panel addressed the latest developments in Internet governance policy-making; the

nature of changes that may be expected; how policy groups and organizations might work together to create a balanced and fair Internet governance model; limitations of the current recommendations; and what improvements may be needed, as well as the implications of such changes for the issues of privacy, online anonymity and data protection.

The conference was valuable, Mueller said, because, “as fears of a kind of ‘digital Cold War’ increase, events which bring together high-level decision makers and experts from government, industry, academia and civil society are important.” ■



Milton Mueller

She will serve a one-year term as president and a one-year term as immediate past president.

During her term, Stripling will focus on her “Libraries Change Lives” initiative. The initiative is framed around three areas of transformative practice that enable community members to change their lives: literacy, community engagement, and innovation.

“Libraries of all types across the country are on the move,” explains Stripling. “They are transforming their programs, collections, and services to provide equitable access to information and meet the priorities of the communities they serve.” ■

iSCHOOL NEWS

Initial MOOC Offering Results in Positive Participation Outcomes

THE FIRST OPEN ONLINE

course offered at Syracuse University has concluded with positive outcomes for its host, the iSchool, and for its hundreds of student participants. In addition, the excitement generated by last February's trial is spinning off plans for additional iSchool open online offerings and informing faculty teaching models.

The iSchool's first free course, "A Brief Introduction to Data Science with R," drew interest levels more than three times the number of slots initially reserved for student enrollment. While 500

slots were planned, 1,731 requests to participate were received. Because of its inaugural nature, the iSchool opened the course to everyone who expressed interest. Impressively, the opportunity provided an introduction to the iSchool and Syracuse University for hundreds. Approximately three-quarters of those who inquired about the course were brand new to Syracuse University, according to Peggy Brown, iSchool director of instructional design and an adjunct instructor.

Brown provided these enrollment, completion rates, and student outcome results:

- 1,731 students were invited to participate in the course
- 856 students (just under 50%) officially accepted that invitation
- Only 17 of that number formally dropped out

Of the 839 participating:

- 429 were actively engaged from start to finish (a rate of 51.7% of the official total participants)
- 410 others viewed and accessed course material intermittently
- 91 students (as of early April) are receiving certificates for completing all course requirements. (That is 21.2% of the 429 actively engaged students and 10.8% of the 839 who signed up).

"We're very pleased with this result. This is slightly higher than what some other MOOCs have experienced. But beyond the numbers, the students in the course had some very rich and exciting conversations," noted Professor and Senior Associate Dean Jeffrey Stanton. ■



NURRYN/INVESTIS

FACULTY BRIEF

Park Delivers Keynote at Pacific Area Special Operations Conference

About 200 special forces and military representatives, including high-ranking officers from more than two dozen nations, heard a keynote speech on cyber security by iSchool Associate Professor Joon S. Park in March at the 2013 Pacific Area Special Operations Conference (PASOC) in Honolulu, Hawaii.

His talk, entitled "Towards Cooperative Cyber Security," was part of an international forum intended to enable key leaders from military, interagency, academic and private-sector communities to collectively examine issues relevant to security in the Asian-Pacific region, Park said.

PASOC 2013 provided a unique opportunity for focused interaction between the many key players of the regional security community, according to conference organizers. "I was honored to be an invited speaker to this important international cooperation. I had a very productive and special time, presenting cyber security research and education to an audience of international influence. I think I was lucky to have such a great opportunity," Park said.

The Special Operations Command Pacific, known as SOCPAC, is a sub-unified command of the United States Department of Defense for special forces in the U.S. Pacific Command area of responsibility.

At the iSchool, Park is director of the certificate of advanced studies program in information security management. ■

"We're very pleased with this result. This is slightly higher than what some other MOOCs have experienced. But beyond the numbers, the students in the course had some very rich and exciting conversations."

— JEFFREY M. STANTON, PROFESSOR AND SENIOR ASSOCIATE DEAN

iSCHOOL NEWS

Faculty Members Garner Two 21st Century Library Grants

TWO iSCHOOL LIBRARY PROGRAM FACULTY members were awarded \$752,503 in grants from the 2013 Laura Bush 21st Century Librarian grants program administered by the Institute of Museum and Library Services (IMLS).



STEVE SARTORI

In April, a \$498,788 grant was awarded to Dr. Barbara Stripling, assistant professor of practice, to develop a new initiative, "PLUS-NY: Empowering Voices," through the iSchool's Master of Science-level Library and Information Science program.

Ruth V. Small

STEVE SARTORI

In addition, a \$253,715 grant was awarded to Dr. Ruth Small, Laura J. and L. Douglas Meredith Professor, to extend and enhance Project ENABLE, a program in the continuing education category.

Barbara Stripling

Professor Stripling will develop the PLUS-NY program in partnership with New York City's Department of Education, along with Dr. Small as co-principal investigator. The program will prepare 15 current New York City teachers to become school library media specialists.

As master's students at the iSchool, they will learn the special skills and knowledge needed to prepare them for instructional leadership and library service in high-needs schools in New York City. The program addresses a critical shortage of qualified and well-trained school library media specialists. PLUS-NY also will serve as a national model of instructional leadership and library service development by focusing on empowering professional and student voices through the library, according to the Institute.

"I am thrilled for us to have this opportunity to prepare 15 New York City teachers to serve as school librarians in high-needs New York City schools. The impact they will have on the lives of their students will be profound," Dr. Stripling commented.

The grant for Dr. Small's Project ENABLE (Expanding Nondiscriminatory Access By Libraries Everywhere) is the third time the project has been awarded funding through IMLS. The project was originally funded in 2010, and now will continue until 2015 with the newest additional funds. ■

FACULTY BRIEF

Dave Dischiave Selected for Meredith Teaching Excellence Award

Associate Professor of Practice David Dischiave, director of the iSchool's Global Enterprise Technology (GET) and Systems and Information Science (SIS) programs, has been named one of the 2013 faculty members selected for the Teaching Recognition Award sponsored by the Meredith Professorship at Syracuse University.

The award recognizes excellence in teaching and strives to encourage a culture of collegial mentoring among faculty members. Recipients are chosen by a committee of the Laura J. and L. Douglas Meredith Professors for Teaching Excellence. Each year, the Meredith program presents up to five non-tenured tenure-track faculty members and up to two non-tenure track, adjunct, or part-time faculty members awards of \$3,000, to be used for expenses related to personal professional development.

"Being selected for a Teaching Recognition Award is an especially significant honor, given the exceptional teachers who were nominated this year," stated the University's award letter. "We share your colleagues' and students' admiration for the contributions you have made to teaching and learning, and we encourage your continued pursuit of excellence in all aspects of your teaching at Syracuse University," it noted.

Speaking about the honor, an animated "Dave D," as he is known, said being recognized for teaching excellence has a huge significance.

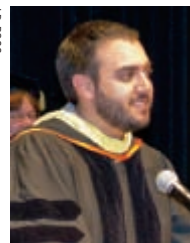
"I'm thrilled. I can't tell you how it makes me feel. You put so much of yourself in your courses, it's a huge investment. When I teach a class, I leave everything out on the table; when I'm done, I'm completely drained. And to have someone else recognize that is a big deal." ■



STEVE SARTORI

David Dischiave

J.A. ROSS

**Anthony Rotolo**

J.A. ROSS

**Michael Clarke**

FACULTY BRIEF

2013 'Professor of the Year' Katzer Awards Bestowed

ASSISTANT PROFESSOR of Practice Anthony J. Rotolo was chosen as the "Jeffrey Katzer Professor of the Year" among full-time faculty members. Michael Clarke was selected for the "Outstanding Part-Time Faculty of the Year" award among part-time and adjunct faculty members.

The awards, named in memory of Katzer, a beloved iSchool professor and interim dean, are presented each year at the iSchool's convocation to recognize faculty members based on students' perceptions of excellence in teaching, engagement and scholarship.

This year's honorees were chosen by the undergraduate students of the school. Each year the selection process alternates between graduate and undergraduate students. ■

FACULTY BRIEF



STEVE SHARON

Yang Wang

Online Nudging Behavior Research Wins CMU Project Award

Assistant Professor Yang Wang has been awarded a project subcontract to research online privacy behavior and the effects of online “nudging” tools. The project grant of \$17,316 continues his research relationship with the CyLab at Carnegie Mellon University (CMU), where Wang worked for two years before coming to Syracuse University. This is part of the CMU project titled “Nudging Users Toward Privacy,” funded by the National Science Foundation (NSF).

Two concepts from the field of behavioral economics underpin the study, Wang explained. “Nudging” holds that humans are sometimes not rational thinkers. Rather, they have systematic and predictable cognitive and behavioral biases in the way they make rational decisions, and those decisions can be influenced.

The grant will fund experiments expanding earlier studies. Adult volunteer subjects participating in these longitudinal field experiments will be shown nudging designs that remind, advise, and warn them of potential privacy concerns and consequences regarding the content they are about to post to Facebook—before they actually do so.

The nudging designs include, for example, a randomly-selected display of the photos of Facebook friends (contacts who could see the posted content), and a 10-second delay mechanism allowing writers to edit, cancel, or approve of their submission, in advance of its actual posting.

Their effects may work much the way electronic speed-detector signs placed along roadways impact drivers, creating more awareness of possible consequences, Wang explained.

The study then looks at the impact of the tools’ presence on decisions made and behaviors changed because of that awareness.

Wang said preliminary study results indicate that nudge cues don’t have the same impact on all users, although some people have undertaken positive behavioral changes because of the nudges. “In particular, the time delay does seem to give people a second chance to pause and rethink,” Wang said. In exit interviews, some posters admit that they cleaned out their friends list after being made aware of the range of people who could see their posts, he noted. ■

iSCHOOL NEWS

NASA Space Apps Challenge Lands at the iSchool

THE iSCHOOL AND ITS NEW Explorations in Information and Science (NEXIS) lab sponsored the NASA Space Apps Challenge in April, where students used their collaborative skills and passion for technology exploration to create open-source solutions that address issues both on Earth and in space.

During the 48-hour challenge, Syracuse University students, faculty members, and individuals from the community competed with developers from 82 other destinations across the globe to create solutions from open-source technology. Groups were highly encouraged to collaborate with participants and to use their skills to create the best solution possible in this hack-a-thon style event.

Student Chelsea Orcutt, local organizer and representative for NASA at the iSchool, cited the advantages the Space Apps Challenge presented for

students during the iSchool’s first time in the event. “The cornerstone of Space Apps is collaboration. It was exciting to see the projects that sites around the world were working on, and update them on our progress. The whole event gives ordinary citizens who are interested in space exploration and NASA an opportunity to be part of a global movement,” said Orcutt.

NASA presented eight challenges to the over 9000 participants around the world. The iSchool teams that participated in the event chose to work with LEAP Motion Technology, a device that picks up natural hand gestures to perform functions on the computer. Thanks to LEAP Motion employee and iSchool alumna Elizabeth Ruscitto G’12, the team was able to work with LEAP Motion and create a way for NASA to control an underwater remotely operated vehicle

(ROV). This open-source ROV can be controlled through simple hand movements and used to explore the ocean while being navigated by a computer.

“LEAP motion is a highly useful tool not just in space exploration, but also in other fields like healthcare and 3D graphics,” said student Ross Lazerowitz, one of the team members in the Space Apps Challenge group. “It’s amazing because you are able to manipulate objects with hands-on creativity and design since you can touch and mold the objects like clay.”

The group submitted a video demonstration of their work to NASA, which was judged against other products from around the world and eligible for prizes. The team also made their project available on GitHub for further modifications by other interested users. ■

iSCHOOL NEWS

Center for Digital Literacy Marks 10th Anniversary

The Center for Digital Literacy (CDL) at the iSchool celebrated its tenth anniversary in May, and the occasion signified a bit of a transition as well as many milestone moments in academic research achievements.

The anniversary also marked a slight adjustment in operations. Ruth V. Small, Laura J. and L. Douglas Meredith Professor and director of the LIS Program - School Media Specialization at the iSchool, who founded and has directed the Center's on-campus operations for the past decade, moved to Arizona after the end of the semester. She continues to direct the center virtually, making the transition to "distributed faculty," and using a variety of information technologies to continue "business as usual," returning to campus regularly to meet with graduate assistants and faculty collaborators.

Faculty member Dr. Marilyn Arnone,

research associate professor and professor of practice, will continue as a Center co-director, working virtually from North Carolina and maintaining her long-standing collaboration with Dr. Small on a variety of projects, as well as her own projects. Assistant Professor of Practice Barbara Stripling will assume new duties as on-campus co-director.

"It's a true iCenter," Dr. Small noted. "Marilyn and I have worked closely together for 20 years, regardless of the fact we have lived in two different states for most of that time, and now we look forward to adding Barb, as well as other faculty, to our team. We're a living example of what we're teaching our students about virtual collaboration and teams."

The CDL began as an interdisciplinary, collaborative research and development center to explore the need for and acquisition of multiple literacies, to develop tools to



Marilyn Arnone and Ruth Small (far left) pose with current and former CDL graduate assistants

foster those literacies in a variety of contexts, and to assess the consequences of having or not having such literacies on children, youth, and adults. Its advisory board continues to be interdisciplinary, including faculty from the University's S.I. Newhouse School of Public Communication and the School of Education, as well as the iSchool. CDL has brought in close to \$6 million in external funding and has fully or partially supported more than 70 graduate students from throughout the University in that time. ■



iSchool student Ross Lazerowitz demonstrates the hand gestures used to control an underwater ROV.

FACULTY BRIEF

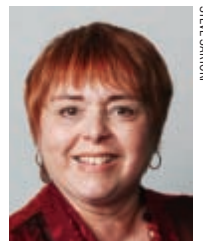
Small Named Co-Editor of School Library Research Journal

DR. RUTH SMALL, the Laura J. and L. Douglas Meredith Professor at the iSchool, has been named co-editor of the American Association of School Librarians' peer-reviewed online journal, *School Library Research* (SLR).

Small will share editing duties with Dr. Mega Subramaniam, an assistant professor in the College of Information Studies at the University of Maryland.

"School Library Research is a first-choice journal for research in the school library arena," says Gail Dickinson, president of the American Association of School Librarians. "SLR has the ability to immediately inform both scholars and practitioners on the latest developments in learning and libraries. With the appointment of Dr. Small and Dr. Subramaniam, we ensure our prestigious position in the rigorous and competitive world of scholarly peer-reviewed journals."

The American Association of School Librarians is a division of the American Library Association, and promotes the improvement and extension of library services in elementary and secondary schools as a means of strengthening overall education programs. ■



Ruth V. Small



J.D. ROSS

Bence Oliver '95 delivers the convocation address.

ISCHOOL NEWS

Oliver Tells Graduates: 'Create, Risk, Fly' in Life

Bence Oliver, who received his bachelor's degree from the iSchool in 1995, and who most recently has served as eBay's director of strategic sourcing, spoke at the iSchool's convocation in May, and told the audience that, from where the graduates sit now, living lives "according to boundaries set by ordinary people" would prove to be "a terrible waste."

With apologies to the parents in the audience, he advised the graduates to "resist the temptation to get a job" where they might end up "wasting the vast majority of your life doing something you hate, so you can spend the remaining sliver of your life doing what you want in modest comfort. If you aspire to simply work, your soul is being chipped away, until there's nothing left." Instead, Oliver suggested that since they each had graduated with an information degree, that talent reflects how "each of you has something special that positions you above the rest. Whatever makes you special, bring it on. Show the world what makes you special, and suddenly, what was once known as work becomes your purpose."

Eighteen years ago, Oliver said, he was seated at his own iSchool graduation, having the somewhat traditional expectations about starting a job, working some 40 hours a week, prospering at a career, and perhaps falling in love and starting a family. However, today's graduates face a vastly different world, he said. "We are not living in our parents' times. The world isn't orderly. What you should prepare for is a mess. Life is a mess; you are not entitled to expect any of it. Life is not fair, everything just happens. Good and bad happens to you day by day, hour by hour. That degree you just earned is a poor armor against fate. But that means you can choose whatever you want to do—you're free."

He encouraged graduates to consider a path of entrepreneurship, of doing what he called "one of the greatest things in life...to create something and present it to the world." He said that right now "is the best time in history to pursue an idea or become an entrepreneur," suggesting that the graduates develop their ideas without concern for how the world will respond. "Don't worry if everyone does not agree with you. It is far too easy to be liked—one merely has to be accommodating and hold no strong convictions to be liked, and that cannot be your role," he advised. Instead, "because you took the risk, and you put yourself out there, that's entrepreneurship, that's being alive, and if you do that, you get to fly for awhile." ■

ISCHOOL NEWS

National Consumer Health Website has iSchool Project Roots

GIVEN LIMITED ACCESS TO INFORMATION ON medical procedure costs and insurance company reimbursements, Americans have long had difficulty assessing the potential cost of their health care options. However, a complex team project administered by iSchool Assistant Professor of Practice Art Thomas has changed that, resulting in a website and new mobile app that make it easier and more convenient for consumers to get the information they need for those decisions.

Thomas has been at the fulcrum of a nearly four-year effort as the project manager for the data-intensive, research-driven, multi-partner, public-private effort to de-commercialize health care and insurance rate data and put it into the hands of consumers. He has worked with the New York State Attorney General's Office and project partner Fair Health, a national, independent, not-for-profit corporation in doing so.

The issue involved complex structuring of a proprietary dataset that Fair Health says is the most comprehensive



site of private health care claims in the nation. It currently includes more than 15 billion billed medical and dental procedures performed since 2002 in each of the 500 geographic regions nationwide. The effort's size and

scope, its requirement for front-to-back transparency, its multiple stakeholders and interests, and tight working timeframes created challenging administrative dimensions, Thomas noted, including the coordination of data research by as many as 60 academicians at up to nine leading research universities during the peak intensity of the project in 2011.

On the ground, the project involved reviewing sound statistical principles regarding health care information, recommending solutions, and creating procedural flows for each of the different product sets. Thomas had done a number of projects mixing corporate and academic worlds previously, but "not on this timeframe and not of this intensity," he said. ■

iSCHOOL NEWS

iSchool and IBM Host zEnterprise Summer Seminar

Syracuse University and IBM's System z Academic Initiative co-hosted the zEnterprise Summer Seminar at the iSchool last summer.

This three-day seminar, held in June, brought together IBM employees and college educators from across North America to review major trends in enterprise computing education. The seminar included a variety of sessions and lab exercises focused on improving enterprise systems curricula at schools across the nation. Topics included virtualization, mainframes, big data, and master data management.

In addition to learning key IT curriculum trends, educators also had the opportunity to meet with employers from various industries to understand what skills and demands their companies require of young enterprise computing professionals. Companies in

attendance included Bank of New York-Mellon, Fidelity, IBM, JP Morgan Chase, and Vanguard.

As Syracuse University's director of Global Enterprise Technology and Systems and Information Science, iSchool faculty member David Dischiave said the seminar as an opportunity to share the iSchool's knowledge and technology with others.

"The IBM Summer Seminar was a great opportunity to have educators and professionals take part in these essential exchanges and to show the efforts we are making at the iSchool to ensure students graduate prepared to solve large-scale commercial problems. We were happy to work with IBM and hope to continue this relationship for future seminars," said Dischiave. ■

FACULTY BRIEF

Stromer-Galley Elected VP of Association of Internet Researchers

JENNIFER STROMER-GALLEY, AN ASSOCIATE professor at the iSchool, has been elected as vice president of the Association of Internet Researchers for a two-year term.

As one of the organization's original members when it was founded in 1999, Stromer-Galley immediately found



STEVE SANFORD

Jennifer Stromer-Galley

a home with fellow Internet scholars, calling it "love at first cite" in her proposal while running for the position. "At a time when the Internet wasn't widely popular, here was an interesting and eclectic interdisciplinary place for people interested in the Internet. I immediately felt at home with this organization," said Stromer-Galley.

Stromer-Galley ran against two other candidates for the position that she will hold for two years. She will later serve as president from 2015 and 2017 and continue to serve as an advisory member following her term.

When first approached by the current president to apply for the position, she was hesitant to assume the role, as she was then working on publishing a book and is the lead investigator for a major research consortium with five universities and a game company. However, with the Internet's major prevalence in today's society, she hopes to strengthen the identity of the organization.

"It's an important time for the organization to reflect and think about what it means to be an Association of the Internet when the Internet is everywhere. I feel like this position will allow me to help establish a clear vision while building on my own skill sets as a leader," said Stromer-Galley. ■



SARI SIGNORELLI

Workshop participants learn about IBM technology.



STEW SANCORRI

The NEXIS laboratory in Hinds Hall

ISCHOOL NEWS

NEXIS Lab Receives Microsoft Research Grant

The New Explorations in Information and Science (NEXIS) laboratory at the School of Information Studies (iSchool) has received a \$24,000 grant from Microsoft's research division to support the lab's research and educational efforts.

Shelly Farnham, a researcher for FUSELabs / Microsoft Research explained the reasons for selecting NEXIS as a grant recipient.

"In my visit to the school," said Farnham, "I was particularly impressed by the NEXIS program, and want to support that kind of incubation-oriented R&D with the students."

The gift will directly support student work in NEXIS, exploring new and experimental technologies, such as social networking and 3D printing.

"I am very pleased to have received this generous support from our friends at Microsoft FUSE Labs," said Assistant Professor of Practice Anthony Rotolo, who leads the NEXIS initiatives. "It arrives at an important time in the growth of our center, and with the help of Microsoft, we can now make these opportunities available to more students at the iSchool and Syracuse University." ■

ISCHOOL NEWS

Creating Collaborative and Innovative Workspaces in Hinds Hall

ALTHOUGH THE iSCHOOL settled into Hinds Hall only five years ago, the rapid changes taking place during the Information Age have called for major transformations to the curriculum and the building. To continue this trend of innovation, the iSchool is creating the ICE Box, a collaborative open workspace for students.

The ICE Box – an acronym for innovation, collaboration, and entrepreneurship – is an interactive office space intended to allow students to meet and exchange ideas about projects both inside and outside of the classroom. "We heard from students and staff that they wanted an informal space to meet and exchange ideas," said Assistant Dean of Advancement Scott Barrett. "We have maxed out the space in the iSchool, so we wanted to make sure we are making the most of the building's available space."

The ICE Box's 3,700 square-foot space, located on the second floor, will feature six faculty offices and flexible spaces that allow students to transform the space for meetings. In order to utilize the space the iSchool offers, the ICE Box plans include eventual

expansion to a second-floor deck over the iCafe. Designed by Jen Hamilton, assistant professor at Syracuse University's College of Visual and Performing Arts, the ICE Box features modern and colorful decor with walls of whiteboards and translucent panels.

The first 2,100 square feet of space was renovated throughout the summer of 2013, concluding at the beginning of the fall semester. Depending on funding and construction timelines, the 1,600 square feet of additional space will be completed by fall 2014. The project will cost approximately \$1.2 million, supported by alumni and friends of the iSchool.

ICE Box will be based at the iSchool, but is available to students around campus to make the most of the renovated space. "We hope people will walk by and be inspired to see what students are doing in the ICE Box. The iSchool does a great job collaborating with other schools across the university, and we hope this space continues to build that relationship between colleges and with students," said Barrett. ■



J.D. ROSS

The ICE Box space is frequently used for informal class presentations, such as this one, by iSchool alumnus Jack Aboutboul.

FACULTY BRIEF

iSchool Professor, Syracuse Designer Author 3D Printing Guidebook

When an easy-to-understand guide to 3D printing technology wasn't readily available in the marketplace, Anthony Rotolo, assistant professor of practice at the School of Information Studies (iSchool) at Syracuse University, and Isaac Budmen '12, a Syracuse designer and artist, did what makers do: they created one to fill the bill.

That's how their *The Book on 3D Printing* came about. Filling a void between the too-technical publications in existence and the "dummies" type guides, the book provides an easy-to-understand, quick read on how 3D printing works.

Through their research and writing efforts over the past several years, Rotolo and Budmen look at the technology of 3D printing, or "additive manufacturing" as it is called. The process works by a machine, called a "3D printer," producing objects through the layering of plastic or another polymer in ultra-thin coats, ultimately forming the object according to specific digital directions.

Although it may sound like science fiction, the additive manufacturing process is already changing the way some of the products you buy at the store are designed, Rotolo and Budmen write in the book's introduction. They note

how recent advancements in the technology "have allowed these same processes to be scaled down for personal use, giving artists, inventors and hobbyists the ability to produce the same kinds of objects inexpensively at work or home." They also note, "Some even predict that 3D printing has the potential to spark a 'new industrial revolution' of sorts, where individuals as well as corporations can manufacture goods."

The book covers the basics of the 3D printing process, looks at the most well-known printing machines and products now available, and presents popular 3D modeling software and recommendations for the best software settings for printers. Sections on the history and evolution of the technology and the current state of the industry, and an assessment of what is possible and not possible to do with a 3D printer, also are included. In addition, the book examines the communities and resources that are emerging for hobbyists and pros to exchange ideas and information.

For more information about the book, visit: TheBookOn3DPrinting.com. ■

JD ROSS



Assistant professor of practice Anthony Rotolo (left) speaks with co-author Isaac Budmen '12 at a conference in Hutchinson, KS in 2012.

FACULTY BRIEF

Ping Zhang Accepts Role of Field Historian for AIS

WHILE THE ACADEMIC FIELD of Information Systems has been officially around for more than half a century, little had been done to systematically collect and preserve the field's evolution during that timeframe.

That's why the appointment as an official historian for the Association for Information Systems (AIS) is such an important development for the field, and why iSchool Professor Ping Zhang is especially pleased to fill it.

Named as the first AIS Historian earlier this year, Dr. Zhang spent much of her time—coinciding with her sabbatical leave—exploring the various aspects of the field's history. AIS had been looking to establish the role for some time, "owing to the importance of collection, preservation, interpretation, writing and dissemination of the

historical information in and about the IS field," and that "the field has started losing its pioneers who may take some historical information away with them," Dr. Zhang said.

AIS officers approached Dr. Zhang to ask her to take on the role after recognizing that she was both a long-time AIS member and a published authority on IS history. Her work already consisted of "evaluating and examining the historical perspective and the longitudinal pattern of how the IS and other related disciplines evolved," she noted.

That approach came to the right place at the right time for AIS and for Dr. Zhang, too. During part of her sabbatical leave, she was assessing what might be her next big professional challenge, she said. Instead, it found her.

After being asked to take on the

voluntary role, and contemplating what she might be able to contribute, Dr. Zhang decided to take on the task. Part of her enthusiasm, she explained, is that she had already attempted to start examining IS history informally, through fellow AIS members, but with little result. Additionally, the work attracted her because she likes "to do something new, something that no one else has done, something that has big and broad impact, and I like to organize things—conferences, special issues of journals. I also like seeing how people can work together to collaborate towards a common goal," she added. ■



STEVE SARDONI

FACULTY BRIEF

JPMC Contributes \$15,000 to Support It Girls Program

JP MORGAN CHASE & CO. has provided a \$15,000 sponsorship for this year's It Girls Overnight Retreat, an event created by the School of Information Studies (iSchool) to engage, inspire, and celebrate high school women and their potential in technology.

Last fall marked the third annual It Girls Overnight Retreat, which has attracted 150 junior and senior high school girls from 32 high schools and seven states to the iSchool for a two-day event akin to a "slumber party meets hack-a-thon" weekend.

According to Joan McGovern, of JPMorgan Chase & Co.'s Community Engagement initiative in the Office of the Chief Information Officer, the company was motivated to sponsor The It Girls Overnight Retreat

because the program aligns with the firm's community engagement objective to recruit, retain, and advance women in the STEM fields. JPMC's Technology-University Collaborations Community Engagement program was started in 2012 to encourage under-represented/female

students to pursue a STEM curriculum, McGovern said.

"After having conversations with the iSchool, with whom JPMC has a collaborative agreement, The It Girls Overnight Retreat was identified as an initiative that would provide deep community impact," she added. "The sustainability and growth of the initiative is also an attractive feature, as we consider these students a talent source for our technology positions," according to McGovern.

Julie Walas Hyunh, undergraduate programs manager for the iSchool, and co-creator of the event with Dori Farah, recruiting specialist at the iSchool, said the program was developed to "create an experience that we hope will inspire young women to consider an education and career in technology. Our country is experiencing a deficit of female talent and interest in the STEM disciplines and the It Girls Overnight Retreat is proving to be a positive response to that problem."

Of the 150 program participants thus far, 114 have graduated high school and have had a chance to apply to college, according to Farah. She said that of those 114 women, 80% chose to apply to Syracuse University, and almost half of that number applied to pursue a degree program in the iSchool. Altogether, the iSchool has welcomed 26 "It Girls" as matriculated students to date, she added. ■

"... the It Girls Overnight Retreat was identified as an initiative that would provide deep community impact. The sustainability and growth of the initiative is also an attractive feature, as we consider these students a talent source for our technology positions."

—JOAN MCGOVERN,
OFFICE OF THE CHIEF INFORMATION OFFICER

Participants in the It Girls retreat deliver a presentation as part of the program.



J.D. ROSS

iSCHOOL NEWS

iSchool Receives \$7 Million Gift from Alumna's Estate

The iSchool learned this fall that it is the recipient of a landmark gift of \$7 million—the largest single gift in the iSchool's history—from the estate of Estelle Wilhelm '38 (Arts and Sciences) and G '39 (iSchool). A professional librarian for most of her career, Wilhelm died in 2012 in Gillette, N.J., and had no surviving relatives.

Wilhelm worked as a children's librarian from 1939-1944 at the Endicott, N.Y., Public Library, the Philadelphia Public Library and the New York Public Library. She later worked for the military as a post librarian at the Battery General Hospital in Rome, Ga., the U.S. Navy Material Technical Library Catalog Office in New York City and the military base in Cape Lookout, N.C., where her monthly book allowance was said to be \$500.

Of the gift, \$1 million will be designated for the iSchool's Tech Endowment, which provides new and upgraded technology for classrooms and labs. How the remainder of the

gift will be allocated is yet to be determined.

The estate gift was made in memory of Wilhelm's mother, Katherine Katchmar. In 2006, Wilhelm made a \$1 million gift to the iSchool that named the Katherine Katchmar Learning Center in Hinds Hall.

"Mrs. Wilhelm's precedent-setting gift is all the more stunning in light of the story behind it," said SU Interim Chancellor Eric F. Spina. "She made the most of her SU education through a career that she not only found personally fulfilling, but through which she was able to touch the lives of so many with humility and cheer. Ultimately, it actually is a beautiful and towering legacy that she leaves, enabling the iSchool to transmit her impact forward for generations to come."

"We are most appreciative of this generous gift from our loyal alum, Mrs. Estelle Wilhelm,



Estelle Wilhelm, during a 2006 visit to the iSchool.

a graduate of our master of library science program and a dedicated and happy librarian for many years," says Dean of the iSchool and Trustee Professor Elizabeth D. Liddy. "As we plan how to best put her gracious gift to good use for the betterment of our school and the support of our students, we will frequently think back at how much she valued her education with us, her many years in a career she loved and the great smile on her face when she visited us in 2006 to celebrate her previous gift to the school." ■

FACULTY BRIEF

Research Professor Awarded \$100,000 NAFKI Grant

RESEARCH ASSISTANT Professor Jun Wang is continuing his work on how drawing scientific concepts can help promote learning for students in Massive Open Online Course (MOOC) studies with a distinguished grant from the National Academies Keck Futures Initiatives (NAFKI).

The NAFKI \$100,000 competitive grant, with Wang as principal investigator, and Felice Frankel, of the Massachusetts Institute of Technology, as the project's co-principal investigator, was awarded last summer. It will permit Wang and Frankel's research to carry into 2014. The funding was part of a highly competitive round of proposals for funds to conduct research regarding the informed brain in a digital world. The topic was the focus of the 10th annual *Futures* conference which NAFKI held in November 2012.

Wang's study includes a look at the issue of how heavy media multi-taskers lack attention focus and in-depth learning. His research focus is on showing how the act of drawing out a scientific concept helps engage students in deep learning. At present, he and Frankel are in the process of proof-of-concept testing a social learning tool for MOOC students which permits them to create and share online drawings of scientific concepts.

The physical-plus-mental actions involved in drawing abstract scientific concepts in easy-to-interpret pictures helps to cement ideas for those who are trying to learn the concepts, Wang noted. The act of drawing puts constructive learning strategy and visual thinking skills to use, as differentiated from learning by rote memorization. "Every line or mark you make in a drawing gives you immediate visual feedback" in how the expression of the concept is progressing, he said. Even if the idea is incorrectly expressed, the drawings still provide value as concept comparisons, and thus present good opportunities to learn, he added.

"If the online drawing-to-learn tool proves successful, hundreds of thousands of MOOC students could benefit from it," Wang said. "We also expect the tool has the potential to spread science knowledge to a huge number of people worldwide. You can imagine this in use with the latest medical discovery or a commonly misunderstood health issue. The concepts could be interpreted in high-quality and impressive drawings created by MOOC students and citizens who join in that effort, and then those drawings, expressing aspects of new knowledge, could be tweeted to millions of people all over the world." ■



Jun Wang

STEVE SARCIONI

iSchool Distance Learning:

It Began With Distant

DIANE STIRLING

Taking in the Swiss countryside as she traveled the country by train, Ruth Small's thoughts turned to the big picture in library education.

It was just following her first year as a faculty member at the School of Information Studies. She was headed to a consulting assignment at a university graduate management program along with two other iSchool professors. The question on her mind was this: how could motivated students access a quality professional library education, even if they faced barriers to their goals from their geographical locations and life situations?

Dr. Small was thinking specifically about three issues then: people who live in locations where physically attending

an LIS-program is impossible; those who reside close to a university, but one that doesn't offer library education; and those who want an LIS degree, but whose life circumstances prohibit their attending a standard college program and require

them to be part-time students. How might all of those circumstances be overcome, Dr. Small wondered?

That's when the big idea of delivering library science via distance education first struck her.

Feeling comfortable with traveling companions (senior iSchool Professors Michael Eisenberg and Jeffrey Katzer, both of whom would later become information school deans), she revealed what had been on her mind. "What do you think about this? I want to start a summer institute and let that be the kickoff point for a distance learning program," she told them. Ruth's concept was that students would come to campus for some learning time in the summer, then return

to their homes and continue to learn at a distance thereafter for the year, with occasional brief residencies during the academic year.

Both Eisenberg and Katzer liked the idea and encouraged her to pursue it. Dr. Small next spoke to then-Dean Donald Marchand, who also gave the concept a green light. He directed her to the appropriate resource at the time, the Syracuse University independent study degree program, which had been conducting traditional "correspondence"-type schooling through SU's University College.

Customized Programs History

It has been 22 years since Dr. Small had that seminal idea, and this summer and fall, the iSchool marked the 20th anniversary of its initial distance-learning library education offering.

Even prior to the program's start, the iSchool was a leader in the distance education concept, and its programming illustrated an awareness of the educational challenges of its constituency, a large portion of whom were working adults and part-time students. In fact, before 1987, the school enrolled only graduate students; and more than half of them attended part-time. The evening, weekend, and short, intensive summer classes offered by the school even then enabled iSchool students to complete their degrees while maintaining full-time jobs.

At one time, the iSchool also developed regional extension site programs to serve students in other parts of New York State and beyond. For a few years, it offered one course a semester at an extension-site in Ithaca after being approached by group of prospective MLS students there. Some 10 to 20 students took those classes, mostly taught by adjunct faculty. A Washington, D.C. program also was initiated, which is still in effect, and taught via distance learning.

**"What do you think about this?
I want to start a summer institute and
let that be the kickoff point for a
distance learning program."**

—RUTH SMALL

Thoughts

Starting the Institute

With administrative approvals in place for the summer institute, Dr. Small and Barbara Settel, then an assistant dean on the iSchool staff, began to flesh out the initiative. In 1991, they formed the first Summer Institute on Leadership and Change in an Information Society. “Barbara and I really worked hard on it; our hearts were in it,” Dr. Small remembered. “It was a labor of love and we were both so overjoyed by the idea of being able to offer our program to those who had not previously had access, it was just great.”

Originally targeted to the school media community, Ruth said the institute’s enrollment “quickly soared, quadrupling in the first two years,” resulting in a broadening of the program. By 1993, the Summer Institute offered an array of two-day workshops, plus five- or seven-day intensive courses over a three-week period. These brief courses allowed distance students who were required to begin their programs in the summer to be able to maximize their time on campus by taking two or three courses. By 1999, the institute had grown to offer 29 distinct courses. Very quickly, with the stunning success of the Summer Institute, the iSchool had established “a vital and necessary cornerstone for the establishment of its innovative, Internet-based limited residency distance learning program,” Professor Small noted.

Distance Innovation

Although no one suspected it at the time, Dr. Small’s concept of delivering distance education ended up being the first web-based limited residency graduate program in library education in the United States—and possibly the first of its kind in distance-learning library education programs altogether, she acknowledges. Writing about the innovative offering then, Dr. Small described it as a “student-centered, one-on-one, many-to-many model of distance education for LIS, using mainly distributed networked communications (Internet, Web) to deliver instruction.”

Twenty years ago, however, distance education was a somewhat daunting task. In 1993, digital and electronic technology was just beginning to take hold. In ensuing years, it would expand exponentially to boost the ease, speed, and variety of ways students could learn across distances. “In 1993, we were ahead of our time,” Dr. Small explained. “Email was just starting to get recognized as a communications medium. Outside of academia, people weren’t using it that much. We used everything we could think of that was available to us at the time. Now, there is so much more.”

The program was purposefully structured in a “no excuses” way, Ruth recalled. “We made sure that curriculum, faculty, course content and assignments were all exactly the

same as they were on campus, so there was no watering down of anything, no lowered expectation. Everything was of the same rigor and quality as the classes on campus and most of our full-time faculty participated,” she explained.

The First Summer

In that initial trial, 37 students arrived on campus as the first master’s in library science distance-learning cohort. They lived in a university residence hall; took a one-week course that introduced them to the faculty, campus and curriculum; and addressed issues and literature of the library field. They had the option of staying for added time to take courses in the Summer Institute.

The first cohort was distinctive. “It wasn’t the number but the very high quality of the students that we attracted and that we continue to attract to our distance programs, as well as the hard work of our outstanding faculty, that allow us to

maintain the high quality of our distance education offerings,” Professor Small reflected.

Jump-starting the distance program “was just like this passion in me, that this was so important to do, because I knew people who wanted to get this

degree and just couldn’t, so it was like a mission. The wonderful thing about the iSchool was that the dean, the faculty, and everybody all voted to support this. The program worked for all kinds of people, and for all types of hardships,” Dr. Small recognized. “It didn’t have to be someone living in Wisconsin, Alabama or California; it could be someone who had a school in their own backyard, but who, for whatever reason, found it extremely difficult to get to campus,” she relayed.

From faxing and mailing assignments at the beginning to offering a full array of online and real-time technologies available for distance education today, the iSchool was a leader, the concept was ahead of its time, and it was a first for many of the enrolled students. “It went from revolutionary to routine in 20 years,” Dr. Small reflected. “So many students have been able to get an education in library and information science that they wouldn’t have been able to get at the time. They were using technology in ways that no one else had done before, certainly not in the library field,” Dr. Small said.

The program was so innovative that it quickly was replicated. According to Dr. Small, a number of other institutions contacted her to look into what she had started, to see how they might do the same thing. Among them was the University of Illinois, whose administrators told her they planned to implement her program whole-cloth, the professor remembered.

Loving Online Teaching

Dr. Small remains active as a full-time iSchool faculty member, although she has changed her status to that of “distributed” faculty. She continues teaching courses, conducting research, and participating on committees and other service commitments—fully online—from Arizona, where she moved to be closer to her family.

The online teaching style suits Ruth well, she says. “I love it; I have always loved it, because it frees up the faculty and the students. I’m online every morning and every night with my students five days a week—more time than they would have if it was an on-campus course. I find it so liberating. I can be anywhere and be with my class.”

Assessing Impact

Looking back at the phenomenon she initiated in 1993, Dr. Small assessed the impact of those efforts and how the program has affected library education. “It was looked at as sort of primitive [then], but it was anything but primitive at the time,” she said, confiding, “It is much bigger than what I thought it would be. You can’t anticipate the kind of technologies that are going to be available to you five, ten, twenty years later. We’ve come so far, and I know we’re going to go farther. What we have now is just incredible compared to what we had then. Between all kinds of video and audio files, chat, there is just so much more to make the teaching better and the learning better for both faculty and students now.”

“Caring about the students is what it’s all about, whether in the classroom or online, making sure they have the best quality education and the best possible experience. And with faculty, that goes beyond just learning. It’s a full experience that I think is just extraordinary.”

“So many students have been able to get an education in library and information science that they wouldn’t have been able to get at the time.”

—RUTH SMALL

Ruth V. Small



STEVE SARTORI

Dr. Small has been on the faculty of the School of Information Studies since 1989, and has enjoyed a distinguished career highlighted by dozens of special achievements. Among them, are:

- Her selection for the highest faculty honor Syracuse University bestows: naming in 2006 as a Laura J. & L. Douglas Meredith Professor.
- Two national research awards for her scholarly work: the 1997 Highsmith Research Award from the American Association of School Librarians; and the 2001 Carroll Preston Baber Research Award from the American Library Association.
- She was recently named co-editor of *Library Research*, the leading research the school library field.
- Awards for teaching, including the School Information Studies “Professor of the Year” in 1996, and “Teacher of the Year” in 1999 by the Syracuse University Alumni Association.
- Her status as Founding Director of the Center for Digital Literacy, an interdisciplinary, collaborative research and development center based at the iSchool, which just celebrated its 10th anniversary and is approaching \$7 million in funding awards.
- Her record serving for 23 years as director of the LIS-School Media Program, which moved from #10 when she began to #3 in the country this past year (U.S. News & World Report). She also served as director of the LIS program from 1993-1996.
- Before coming to the iSchool, “Dr. Ruth” worked as a college administrator, high school principal, librarian, teacher, and instructional design and evaluation consultant. She is president of SMALL Packages, a consulting business specializing in motivational design and evaluation. She received her Ph.D. in Instructional Design, Development and Evaluation; her MS in Library and Information Science, and her B.S. in elementary education, all from Syracuse University. Dr. Small also received an MS in Education from Hunter College in New York.



STUDENT PROFILES

Today's Distance Learning Path: How, Why, And What It's Like

Three Current (2013) Distance Students tell what it's like today

The tools available online and the ease and availability of multiple technologies and platforms make today's distance learning a completely different experience from that of the type students experienced two decades ago.

Three recent School of Information Studies graduates tell why they chose the iSchool for distance studies, the different paths they took to earn their degrees, what their distance-learning programs were like, and how they look back on the experience.



DOROTEA SZKOLAR

MLIS, May 2013

Digital Universe Manager, Group M

New Rochelle, N.Y.

A campus student the first year, she moved to Utah and completed her program via distance learning the second year.

On the distance learning experience at the iSchool:

[It] was extremely convenient and flexible, and allowed me to work and engage in other activities while earning my degree. This was a huge plus for me, especially after completing the first year as a campus student and then moving to another state to complete my graduate internship.

I found work as a researcher at a local magazine. Doing the second half distance allowed me to keep a job I really enjoyed, while continuing my education and relationships at the iSchool.

On interacting with faculty online:

Generally, the professors were very supportive and quick to respond to questions, and they always included valuable feedback in assignments. I found faculty were always willing to help.

Jill Hurst-Wahl was one of my favorite lecturers as she actually recorded video of her lectures, as well as provide links to relevant resources and professional websites. She was just as good as she was on campus and very approachable in both formats!

On recommending a distance education path to others:

For someone that is working, has many obligations or cannot move to Syracuse, but wants to continue with a quality education and earn a great degree, the online format is perfect.

In order to succeed online, you have to be very self-organized and disciplined in order to keep you on track. If you are a person who likes to wait to the last minute to hand in materials, online may not be ideal as there is no physical professor to "motivate" the completion of assignments or set time to attend lectures.

LEO DESOUSA

MS, Information Management
Director of Information Technology

American University of Sharjah, United Arab Emirates
...This mid-career executive undertook distance studies from Vancouver, B.C.

On the distance learning experience at the iSchool:

I really enjoyed the program and loved being a student again. It had been over 25 years since my last formal higher education credential. The investment of time and effort really paid off for me. I have now progressed my career to the senior-most level of IT leadership, and I would not have been able to achieve that without my MS from Syracuse.

I did nine of my 10 courses online and took the final capstone course on campus. I liked the flexibility of the online program, which allowed me to keep working fulltime, make time to exercise and to spend time with my family. For a senior-level individual, it was the best option for me.



On interacting with faculty online:

There were some very mechanical courses and I think the credit goes to certain faculty members who took the time to leverage the full suite of technology at their disposal. People like Scott Bernard, Paul Gandel, Anthony Rotolo, Carsten Osterlund, Ruth Small and Joanna

Birkland were stellar in their use of video, audio, group assignments and interactive team projects. The key with this mode of learning is the faculty member, and I was very fortunate to have great ones!

On how the distance program affected his career:

I was the manager, Business Application Services and Enterprise Architecture, at the British Columbia Institute of Technology at the start of my program in Sept 2010. I spent over 20 years working in IT and building my skills from a deep technical perspective as an Oracle DBA to an Enterprise Architect and then moved into management. I led a team of 24 Systems Analysts that were responsible for the Application Services at a large higher education institution.

I graduated in June 2012 and moved to the United Arab Emirates to become the Director of Information Technology at the American University of Sharjah. I would not have gotten the Director's position if I did not have my MS from the iSchool at Syracuse University.

JAENA RAE CABRERA

MLIS, May 2013
Web Producer, Center of Investigative Reporting
Berkley, CA

...This young professional worked full time and studied full time.

On choosing Syracuse University for her distance schooling:

Aside from the iSchool program's reputation, I selected SU over the other universities I applied to because they were much more engaging, and to me, that came across as very caring.

I knew that as a distance student, I might have problems really feeling like a part of the program, but as soon as I was accepted, I received emails from instructors and I was invited to connect with other potential students in a FB group. It felt like SU was more invested in my education and my experience with the iSchool. I have also been fortunate to connect with other potential students in a FB group. I have also been fortunate for my cohort, who are always willing to give advice and share information via our FB group.

On how she juggled online studies and full-time work:

Having the option to work full time was very important to me, particularly financially. Distance learning, especially asynchronous distance learning, gave me a lot of flexibility in terms of scheduling, too. As much as I enjoy some aspects of the traditional classroom, distance learning also placed me at the forefront of international collaboration. It was healthy to experience group work with people from other parts of the country, and even in Canada or France. I also had to become more personally accountable for my education, so I greatly improved my flexibility and time management skills. Of course, it also helps to be aware of what type of learner you are. I have always been able to work fairly independently, but I know many others who need a different type of interaction to fully grasp their education.

In terms of class interaction, it isn't quite the same experience as being in a classroom with others. But all of my classes required group work, and that really cemented my respect and admiration for students in my cohort.



On being able to customize her distance MLIS program:

The MLIS program was wonderful for helping me create a core set of library skills, as well as flexible enough to allow me to sculpt a specialization because of the variety of electives. I ended up adding the CAS in Digital Libraries because it suited my particular interests.

Switching from journalism [her earlier degree] to library science may seem like a huge step, but there is a definite link between the two. Journalists preserve stories, moments in history, and librarians do as well.

Both professions are steeped in public service as well, with the aim of providing people with the information they need and seek. I hope to continue working in both fields, although I could easily see myself working in a public library, a goal which I'm continuing to work for.



Learning Peers, 2500 Miles Apart, Complete Distance Doctorates Together

DIANE STIRLING

Though the distance of the American continent separated Sarah Chauncey and Patricia McKenna geographically while they were iSchool doctoral students, their distance-learning program—along with a range of technologies and the unique character of their curriculum—kept them linked to the school and connected as learning peers throughout the three-and-a-half years of their studies.

Sarah, who lives in Rockland County, outside of New York City, and Pat, who resides in Victoria, British Columbia, were members of the second Doctorate of Professional Studies (DPS) cohort—and self-described “cohort buddies.” They first got to know one another during their initial residency week in 2009. As established professionals pursuing doctorates well into their careers, they became quick academic partners and fast professional friends. Both defended their dissertations in the fall of 2012 after three-plus years of

study, and they worked on revisions through the spring. Their doctoral efforts culminated when they walked the stage at the May 2013 commencement.

The iSchool’s distance DPS was just what each needed to fulfill their research interests and professional goals, Sarah and Pat agreed. The practitioner-oriented, limited-residency program’s high degree of flexibility, its focus on peer learning, and the close interaction and research opportunities to work with iSchool faculty and other information-field Ph.D.s. was a perfect fit, they said.

iSchool Repeater

The DPS program was Sarah’s second time at the iSchool; she earned an MLIS there in 1979. “I had a really strong love of the iSchool for many, many years. It’s interesting how a school can hold you, even if you go to other schools,” noted the MBA graduate of New York University’s Stern School of Business. “The iSchool has been a place where you don’t ever feel boxed in to any one curriculum; you

can really design your own program when you’re there. That’s why I was drawn to the doctoral program,” she said.

Originally, Sarah planned to earn an MLIS and stay in education. After being introduced to the impact of technology through then-Dean Robert Taylor, she chose to work in New York as a computer consultant, analyst and programmer instead. She eventually formed a company and developed an educational product, Digital Pencil. When she had children, a rekindled interest in library education eventually led her back to the iSchool. She was attracted by its “very multifaceted and innovative view of things” and professors who are “very broad in the way they think and approach problems, and very diverse in what they are studying.” She decided that “for the final educational event in my life, I wanted to be somewhere that would give me that kind of experience and be with the kinds of people who would let me be that way.”

Going The Distance

Sarah found the DPS program “rigorous,” but “being self-regulated, being able to set my own goals, being purposeful with how you approach things, and being personally motivated” was instrumental to her program completion.

She also attributes some of her stick-to-it qualities to having a peer learning partner. She and Pat McKenna “formed a really strong bond, and we supported each other, bounced our papers off each other. I have a lot to say about the importance of cohort buddies going through this program; that’s critical,” Sarah emphasized.

Lab Attractions

The ability to visualize, create, and apply a variety of open-ended explorations in her interest area—as well as a shared emphasis on creativity and innovation—is what led Pat to the DPS program.

Her research and practice interests are on the transformative potentials of information and intelligent systems for learning, work, and everyday life, and on human-centered computing emphasizing creativity, innovation, and embedded awareness in tech environments. “I had a research interest in ambient information and ambient intelligence. I thought the School of Information Studies, with its wide variety of research labs, would be an interesting place to explore that research, and it turned out to be so,” she noted. “I just found the iSchool to be really supportive of the creative impulse, the innovative impulse, and it seemed to be really attentive to the notion that the information landscape around us is very dynamic and changing, so the programs that the iSchool designs accommodate that kind of dynamic need for change.” She also appreciated the “engaged, really nice, and very supportive and collaborative

environment.” She surmised: “When everything is challenging, it’s really nice to have that kind of environment to be in.”

Pat soon became interested in the iSchool’s Wireless Grid Innovation Testbed (WiGiT) and found it was “the space to start thinking about my research.” She was buoyed to be able to invite faculty and students to participate in her ideas about embedded intelligence. “That’s a new research space, and at the same time we were able to engage in research and learning about wireless technologies of the future.”

Although she lived nearly 2,500 miles away, Pat visited campus twice a year for one-week residencies in May and September. “That was a very rich experience because we were able to meet the other cohorts, and meet and interact with faculty, and there were always mixers arranged so we could mix and meet more widely with students and faculty.”

Current Careers

Pat has operated PHM Information Consultants since 1995, and, motivated by her doctoral experience, recently rebranded her company to AmbientEase (Emergent Adaptive Solutions Everywhere). She provides information science/information technology services to many different sectors (academic, government, non-profit) and geographic areas. Involved in the setup of information services for organizations such as University Canada West (UCW), the Canadian Centre on Substance Abuse (CCSA) and the Canadian Council for International Cooperation (CCIC), Pat is now incorporating research and development into her business operations.

Sarah is now director of digital product development and training for Benchmark Education, where she is bringing her own product, along with others, to the marketplace. She also maintains her consulting role with the

Rockland County BOCES, where she did her dissertation research introducing high school students to the iSchool Wireless Grid Innovation Testbed (WiGiT) Lab WeJay Social Radio application. She hopes to continue that focus by writing papers on what she calls “frictionless learning environments that provide optimal space, time, resources, and community interaction to support achievement of individual and group learning goals.”

Although they have finished their programs, Sarah and Pat envision future research possibilities with iSchool faculty, and a continuing status as active alumni. That includes an idea they hatched during their DPS days: enhancing the connections between iSchool-educated practicing professionals and DPS and Ph.D. program students.



Q & A

Online Education With Kelly Lux and Jenn Pedde

DIANE STIRLING

In the Spring 2013 semester, the iSchool offered its first class covering social media and community management. It was taught online by two veteran community managers, Kelly Lux and Jenn Pedde. Here, they discuss the issues surrounding online education, and what made their first class offering a success.

KIMBERLY COOK



KELLY LUX

- **Adjunct Faculty Member**, School of Information Studies (IST 620: Innovation in Advanced Topics: Social Media & Community Management)
- **Director of Social Media for the iSchool**
- **Executive Editor of Information Space**, official blog of the iSchool
- **Co-Host (with Jenn Pedde) of #CMGRChat, Wednesdays, 2 – 3 p.m. EST** (a weekly Twitter chat of 100-200 of the world's most talented Community Managers)
- **Part of the original team creating Syracuse University's social media initiatives**
- **Previously worked in SU Student Affairs and SU Career Services**
- **Undergraduate degree:** SUNY Oswego, psychology; **Master's teaching certification:** SUNY-Oswego

Q. What got you interested in teaching? What do you like about teaching at the college level?

A. I wanted to be a teacher from the time I was a little kid, but never thought I could do it because of a discomfort about standing in front of an audience. I worked in various jobs that weren't really fulfilling, so ended up going back to school for my teach-

ing certificate. I realized that I loved it and that I was good at it. The next best thing was coming to Syracuse University, because I could still use my education and work with students at a college level. I'm a lot older than the students but I really feel like I can relate to them. I like this age bracket, where everything is up in the air and there are so many options for them to pursue. I enjoy helping them figure out what they want to do with their lives. If I can be helpful to them at all, I really like that.

Q. How does online teaching differ from in-person or in-classroom teaching?

A. In the classroom, one of the main issues is keeping students' attention. In online teaching, you have to figure out how to engage students when you're not even in the same room with them. That's why Jenn and I designed the class so we'd have a variety of touch points with our students, whether it was on Twitter, blogging, the online community, face-to-face, or holding online office hours. It was really important to build a community with our students, that they knew each other, knew who we were, and that as instructors we were accessible to them.



Q. What challenges does online teaching present?

A. The challenge is to stay motivated for the class when you're not meeting in person on a regular basis. It's also a challenge trying to gauge whether or not what you're doing is working for the students, if they are getting out of it what they wanted, if they're having a good experience, and gauging their expectations for an online class.

Q. How have your students said they value the online class experience?

A. Actually, our students said that [the Community Manager class] was the most engaging online class they had ever taken. I think students valued it because of the course flexibility and the ability to fit it into their lives. With the varying amounts of and types of technology available to us to keep in touch, online education has become more of a real option rather than a substitute type of course—more quality and less like a second-class type experience.

Q. How have recent technology advances enhanced and changed online education?

A. It's all about the availability of multiple social networks, where you can be in contact all the time with students, as opposed to what must have been the case in the past—one environment for all your interactions within one forum. From what I'm told, those are limited in the ability to engage students, promote discussion, and build community.

Q. Since so much of your workday is spent in the online environment, has online teaching been a natural progression for you?

A. Yes. In fact, I feel much more comfortable teaching online than I think I would have been in front of a classroom. I like the flexibility it gives me and the flexibility it gives the students.

I had been asked to teach this course for some time, but was reluctant since I wasn't sure how to fit it in with the demands of my job. When it was suggested that it be an online course, and that I could co-teach, that's when I agreed. It's worked out so well that I'm happy to continue doing it again in future semesters, and possibly to teach additional courses in this way.

Q. From your experiences, what tips would you offer other instructors who teach online courses?

A. My biggest tip is to think about the coursework from the student's perspective.

I also suggest getting familiar with the social networking platforms that your students utilize regularly, because that is where you should be interacting with them. I recommend learning some of the newer technologies that are phenomenal tools for online classes. And don't disappear from your students. Students tell me that the professor's engagement with the class is crucial, and there are now many ways to be accessible and available online.

Q. What suggestions do you have for students who take online courses?

A. Treat it as you would a face-to-face course. Set aside time during the week to interact with your classmates, your professor, to do your studying. It might be easy to ignore because it's an online course, but if the professor is trying to engage students, students need to reciprocate. And if your professor isn't creat-

ing the spaces for your class to engage, then take it upon yourself to create a community for your class where the students can interact.

Q. What do you think the future holds for both online learning and on-campus education?

A. There will always be a demand for on-campus, in person classes because a college education is more than sitting in a classroom—it's the whole experience you get in a diverse community of learners. But I think that online education will become more the norm for a lot of people, especially since in our knowledge economy, people are going to need to continually update their skills throughout their working life. Not everyone is going to be able to go to campus. So I believe online education in whatever form will be a lot more prevalent in the future, and I think the quality of it will improve by leaps and bounds.

JENN PEDDE

- **Adjunct Faculty Member**, School of Information Studies (IST 620: Innovation in Advanced Topics: Social Media & Community Management)
- **Alumna**, Syracuse University, Communications major
- **Taught English as a Second Language** for three years in Seoul, South Korea
- **Booked the world's A-level talent** in the William Morris Agency's music department
- **Co-hosts #CMGRChat**, Wednesdays, 2-3pm EST (a weekly twitter chat of 100-200 of the world's most talented Community Managers)
- **Founded #CmgrChat in 2010** and blogs for the site, TheCommunityManager.com.

Q. What got you interested in teaching? What do you like about teaching at the college level?

A. I was a teacher in Korea for a couple years as an English as a second language teacher. When the opportunity came to teach at the iSchool, I jumped on it because I want to teach long-term. And the subject of community management is something I'm passionate about, so it was a very good fit.

Q. How does online teaching differ from in-person or in-classroom teaching?

A. When you're in the classroom, you can improvise a little more, but when it comes to online teaching, preparation really is key because you have to make sure you fill all the minutes, especially if you're doing an online session.

Q. What do you like about online teaching? What are its benefits?



A. I live in the New York metro area, so if I'm teaching a course at Syracuse University, I don't have to live in Syracuse, so the ease and flexibility of teaching online is beneficial. There is no added cost, no difficulties in commuting; I just turn on the computer and there's my class. With a real life class, there is a lot of set up, but with online courses it's pretty much, sign in, have the class, then it's done. So it's very organized.

Q. What are the challenges for you of online teaching?

A. I have grown up with technology, and as it has come along, I've been an early adopter.

I've learned how to use it and it makes everything easier. I'd rather adopt it and learn than be afraid of it and not learn. I always want to be able to learn new technology and keep relevant.

Q. Have your students said they value the online class experience?

A. The overwhelming feedback we got [for the Community Manager Class] is that students feel it's the most engaging class they've taken online in their tenure at Syracuse. To hear that feedback was surprising, and it's exciting that we're being thought of this way and that we're leading the way in doing it. That's especially so in light of the fact that Blackboard has been around for 10 years and people have been able to teach online for many years.

Q. How have recent technology advances enhanced and changed online education?

A. For our particular class, we use Google Plus as our preferred platform, and Google Hangout. The video quality of that has been pretty great. We can have ten people in a discussion and the technology is fairly flawless. Twitter is used a lot for conversation. Vsnap is something new which we used as tool in the beginning of the course to help members of the class build a community.

Q. Since so much of your workday is spent in the online environment, has online teaching been a natural progression for you?

A. I have worked in online education and I see the benefits of teaching online. So I take a lot of what I do in my workday and incorporate it in the Syracuse online course; the online engagement model, small classes.

Q. From your experiences, what tips would you offer other instructors who teach online courses?

A. Thinking about the coursework from the student's perspective is the biggest tip I could give. Think about ways that are clear and that elicit engagement from the students. [Consider] what mediums they are using or should be using to learn the course.

Q. What suggestions do you have for students who take online courses?

A. For this course: I'd tell them, there's no sitting in the back; you can't just slide through. [The course content] is something you're going to learn about from a first-hand perspective and we're going to expect you to talk, and to be challenged, and to rise to that challenge.

Q. What do you think the future holds for both online learning and on-campus education?

A. I think you'll see that blended learning, both online and offline, will be huge in the future.

I don't think that traditional on-campus learning is going anywhere, especially for undergrads. That college experience is important and it's an integral part of growing up. But I think with increasingly better education happening online, that will enable more flexibility for students, and maybe not just on campus, but on different campuses, for instance. Even at Syracuse, students may be able to learn on different campuses (NY, LA), and maybe experience more of the world. As long as online education continues to focus on student outcomes and student learning, it will only continue to make things better.

20 years

OF DISTANCE EDUCATION:

Profiles of Distance Learners

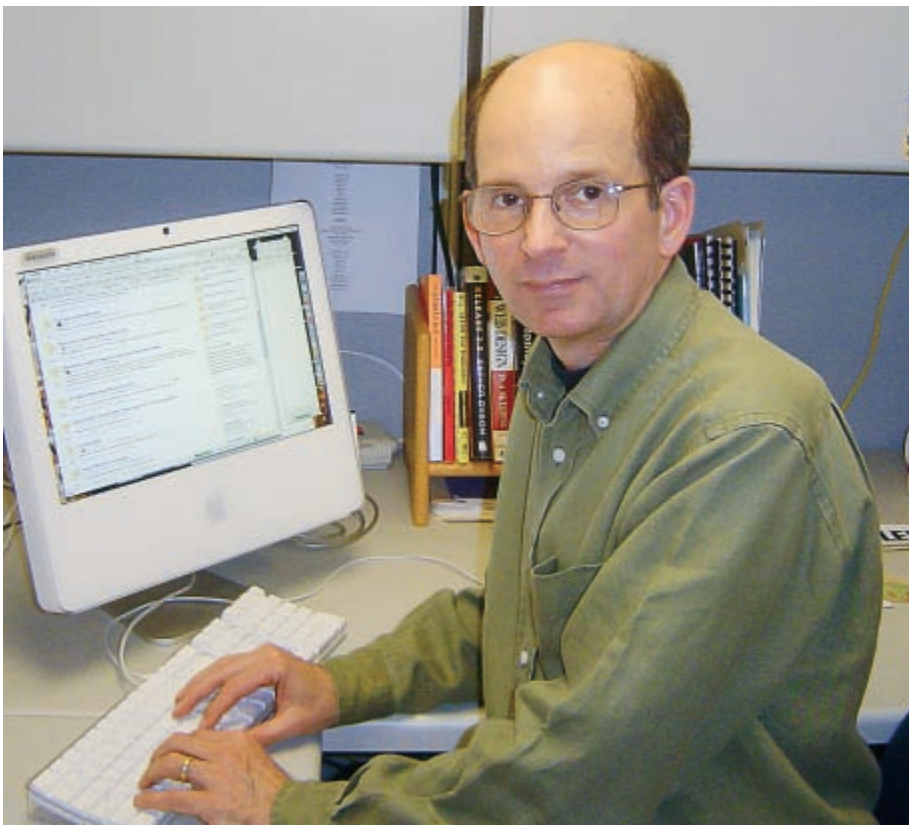
David Fulton '96

He was living in the Albany, N.Y. area, had been a TV news photographer for 20 years, and was looking for a career change when David Fulton learned of the iSchool's MLS independent study degree program. Although he lacked a library background, he was interested in computers, and it so happened that the iSchool wanted students with diverse backgrounds for its first distance-learning class.

With an erratic work schedule that prohibited him from attending traditional on-campus programs, David enrolled, embarking on a three-year study plan. He used vacation time for residencies and completed coursework in his spare time.

At the first summer residency, David was thrown in with classmates who were mostly working in libraries. "I was overwhelmed," he recalls. "The coursework was daunting – two papers, a journal, and two full weeks of day-long classes. But with [Ruth Small's] encouragement, I stuck with it and did well in the course." At the time, distance learning wasn't easy, either. "I was still learning how to open a Word doc. This was before web browsers, when everything was done with gopher menus and Internet searches took a week to return results," David recounts.

Just before graduation, David's librarian wife lost her job, but found new work as a school librarian, so the couple moved to Liverpool. Though unsure of his future, David was soon hired to help former iSchool professor and Dean Michael Eisenberg



David Fulton '96

and current faculty member R. David Lankes start a service for AT&T's Learning Network which was similar to the AskERIC online question and answer service. He got the effort up and running, and a year later, moved over to the AskERIC program. He also worked as a substitute librarian at the Liverpool Public Library to gain in-library experience.

Eventually, David was hired full-time to work the library's reference desk and to do computer-related training for the public and staff. He stayed there until 2009, when he moved to Polaris Library Systems, also in Liverpool. There, until his retirement, he fulfilled a "very challenging" support role working with customers to solve their technical problems.

David is grateful for the decisions he made 20 years ago and the availability of the ISDP educational initiative. "The program changed my life," he says. "Library work is valuable and tremendously rewarding. I made friends in the school that I still have contact with. I've been asked to speak several times at IST classes and open houses. I'm always glad to do this. It gives me chance to pay back the school for the opportunities it has given me."

Laurie Kutner '98

As a busy professional in 1996, Laurie Kutner set her sights on obtaining the academic credentials that would fully qualify her for her dream job.

When she discovered that no schools in her home state of Vermont offered a master's degree in library science, the new independent study distance program in library science at Syracuse University's Information School won her serious consideration. Laurie had attended SU for three years previously for her master's degree in anthropology, and had enjoyed her SU experience. She also had positive recommendations about the ISDP program from two Vermont associates who had already completed the distance MLIS.

So she began the iSchool program in 1996 as a member of the fourth cohort, finishing in December of 1998. At the time, Laurie worked in the University of Vermont's "Reference Department" as "the sole staff-level person among a robust library faculty," she recalled. "The work I

was doing was really similar to what library faculty was doing. I was really interested in taking it to the next level. I really wanted to be a full-fledged reference library faculty member, enabling me to really engage with the profession at another level," Laurie said.

The ISDP program provided Laurie, who now is a library associate professor at UVM, with just what she needed in a way that was manageable for her at the time. "I was at a point in my life where I couldn't drop my full-time job, couldn't drop all my family responsibilities to do a residential program, so I really needed to do something at a distance. The Syracuse program really turned out to wildly surpass my expectations," she enthused.

"I'm not sure what I was expecting. I was thinking I was just doing it because I needed to have the degree, so I could have the job I wanted, so I could pursue the profession as I wanted to," Laurie recalled. "I wasn't really thinking that I was going to get as much out of it as I ended up getting. It was



Laurie Kutner '98

a fabulous program for me, and I was really inspired by a number of the faculty. I learned quite a bit, and it was a serious, high-quality program.”

Laurie particularly liked the way her professors understood the life situations of their students. “The faculty members understood that we were a really non-traditional group of students. We got a lot of support to explore what we were interested in. Many of us really appreciated the hybrid nature of the program. Even though it was a distance program, we still knew each other, we were in Summer Institute, we were in classes for a weekend together at the beginning of the semester, and it really allowed us to make the human connections.”

Laurie now continues her connections with SU’s iSchool through an innovative international program which she and current MLIS students operate in Costa Rica each summer, where they help that community build information resources and reference libraries. The Monteverde Institute is now in its sixth year and the non-profit association is dedicated to education, applied research, and community engagement. It has developed a significant collection of Internet-accessible materials about Monteverde research, and takes on new resource and information-collection efforts in different topic areas each year.



Reesa Cohen '95

Reesa Cohen '95

“Distance” was the operable word for Reesa Cohen. Her ability to take part in the new master’s in library science independent study degree program being offered then by the School of Information Studies in 1993 simply wouldn’t have been possible any other way.

Although the Winnipeg, Province of Manitoba resident, a member of the first distance-learning library master’s cohort, has experienced three diverse and successful library careers, she still feels the program “was an enormously exciting and rewarding experience on many levels.”

The chance to obtain a master’s degree from afar, leaving her family for only brief periods (three weeks in the summers) while retaining her job as an elementary school teacher-librarian “made this opportunity seem ideal,” she recounted. She got to meet participants from across the U.S., Europe and Canada “who all brought unique backgrounds

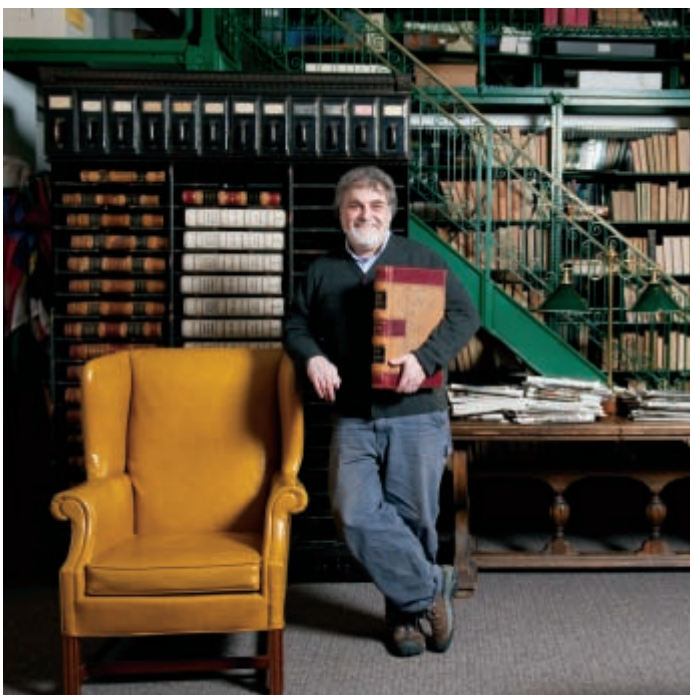
and perspectives to the program.” Another plus was “a dynamic and inspiring faculty who had great energy and enthusiasm for what they were teaching.”

The realist in Reesa remembers that the times and the technologies available for distance learning were wholly different then. “As the first group to be enrolled in this new continuing education degree, we were all, both students and instructors, new recruits to this 1993 pilot program. It is important to note that the experience was also highly stressful and even frustrating,” said Reesa, recounting the exploratory, trial-and-error aspects related to the initial offering’s distance processes.

That first summer, students bonded during what they termed “Library Boot Camp,” and in addition to long hours, many assignments, little sleep and a diverse cohort, they were dealing with technological change. “Many of us were being introduced to the beginnings of the Internet, e-mail, online searches, listservs, etc. for the first time, and the process involved a steep, intense learning curve,” she pointed out. There also was “no graphic interface until the second or third semester, when Netscape came into being.” Despite the challenges and insecurities of being part of something so distant and so different, the program imparted “an exhilarating feeling; to be on the cusp of something so new and important,” Reesa added.

Her goals in entering the program were two-fold. After a summer as an adjunct instructor for the University of Manitoba’s Education School, Reesa wanted to teach at the academic level and to join that School’s faculty. She also hoped to increase her professional profile and to gain further credibility as a private school library consultant.

In ensuing years, Reesa achieved both goals. She retired from her public school job in 1997, then became instructor of information literacy skills and children’s literature specialist at Manitoba University’s Faculty of Education. She also expanded her consulting practice, providing dozens of professional development workshops and in-service programs, and evaluating school library collections and programs for numerous school divisions throughout the Province. Reesa has been retired from both professions since 2008.



Robert Resnik '96

Robert Resnik '96

The foot-in-the-door to Robert Resnik's long and successful library career started out as a cold call.

As a compact disc salesman in the early 1990s, Resnik pitched the technology to the Burlington, Vermont library one day. He didn't make the sale, but discovered an opening as an outreach librarian. Robert took the job, delivered books all over the city for 30 hours each workweek, and after a certification course to work the reference desk, picked up another 10 hours a week at the city's Fletcher Free Library.

He loved library work, but realized that each year's budget crisis carried the specter of losing his livelihood. His University of Vermont bachelor's degree in English was an asset, but Resnik knew, "If I ever lost the job, I wouldn't get a job as a librarian again because I didn't have the master's degree."

After hearing about Syracuse University's Chuck McClure and the innovative distance program, he joined the second class in 1994, feeling quickly at home among folks in similar life circumstances. "For many of us, it had been 20 years since we had been in school. We were stuck together with 36 other students all overjoyed to talk about the same stuff that would probably bore your average person on the street to tears. But we just loved it. We were surrounded by people that really wanted to discuss library questions. It was spectacular; it was just the best."

Resnik says he knew that the two years of learning would be challenging, especially since he and his wife were raising a five-year-old and a two-year-old at the time. "I remember telling my wife that if I don't take it and don't go, there'll be a horrible budget crisis and I'll lose my job and have to find something else. And if I do take it, I'll never have a problem; I'll survive my way through it."

Robert also recognized that everything he would learn would directly benefit the library. "Thank goodness [the program] became available when it did. It was a time when technology started to launch into the stratosphere. It was a very forward-looking program. All this stuff that we knew nothing about was stuff that we ended up having to use later on." Had Robert not pursued the program, "the reality is, I'd probably still be working here, but as the outreach librarian and not as a director," he conceded. "The program added such a quality to my librarianship in so many ways. I love that about Syracuse—it gave me the big picture view—and that's especially important when you've spent so much time in the trenches."

The program also showed him the power of advocacy, Resnik said. "We were ready to go out there slugging for our organizations if we needed to, and that was a really important lesson." Another key take-away was learning "when to throw up my hands and say 'I'm done; I've done as much as I possibly can.' That was probably the most valuable lesson I've learned about how to manage things in libraries...to be able to realize that you've done everything that you can, and it's time to declare victory."

As hoped, Robert progressed to become a library co-director, a post he held for several years until he chose to return to reference and public services librarian work. "I'm so grateful to SU, because having my MLS essentially has made my life; the kind of forward-looking program that I experienced at SU really set me up for the whole rest of my life," he reflected.

And as for those CDs? About the time he graduated from Syracuse, Robert picked up a part-time job as a show host with Vermont Public Radio, something that helped pay his SU tuition. Since then, he's organized and catalogued a library of folk music that started at 40 CDs and has climbed to 19,000.

Susan Winch '95

Residing on the coast in southern Maine, Susan Winch knew there would be challenges undertaking a distance-based library master's program at Syracuse University in 1993.

For one thing, her community (and many other places) had no regular Internet service. (She found an ISP in Boston and used a dial-up connection.) For another, there was that daunting GRE requirement. (She randomly filled in answer circles on the math section and was admitted regardless.)

Looking back, though, Susan says that decision was wholly career- and perspective-changing to her work then as a children's librarian.

It was a twist of fate that Susan even learned of the offering. An SU program flyer, addressed to "the equivalent of occupant," was delivered to her work mailbox, she said. Looking it over, she "decided almost immediately that I wanted to be

in the program. I really liked the idea of being part of a new program that was forward-looking and not the same old MLS curriculum. It seemed to me that I might be able to craft a course of study that leveraged my experience in a library, and would not require me to cover ground I had already covered as children's librarian. Honestly, I was also looking for another specialty," Susan added.

While online education is fairly seamless today, 20 years ago, it meant concocting a mashup of resources and fledgling technologies, and many of the students overcame the difficulties of interacting online at that time. "It was a huge challenge, and I have to admit, I had no idea what would be required technology-wise. We all understood that because we were the first class, the SU online infrastructure to support us needed to grow along with the program. We all had @syr.edu accounts. We used email and listservs to participate in class discussions and receive assignments. We used FAX, USPS, FedEx, UPS to send our completed assignments and projects."

Then-faculty members Charles McClure and Michael Eisenberg, having national library reputations, attracted her to the program initially, and gave her confidence in its credibility, she said. However, her teachers Sari Feldman, Barbara Kwasnik, and David Lankes were the ones "who had the biggest influence on my career path," Susan recognized.

Before long, her focus shifted from children's services to administration, and she took special interest in network administration. Susan continues in that vein today as the assistant director and network administrator at her library, where she employs the network to enhance and support public services. "Over the past few years, I have introduced virtual servers, self-checkout service for patrons, a public wireless network, IP phone service, eNewsletters, RFID technology for materials management, eBooks, and most recently we were one of the early adopters of 3M's Cloud Library eBooks service," she said. Migrating from a Novell server to a virtualized Windows is next on the list.

Her coursework and her cohort provided fun times, Susan reminisced. "We were a tight-knit group of students, and a challenge, I think, for some of the faculty. We were never shy about expressing what we needed from the program. The glue that held us together was that we relished a challenge, we were articulate about our expectations, and felt like we were partners with the iSchool in wanting to see the program improve and continue."

Summing up the intervening years, Susan concluded, "Twenty years later, I can say that I wouldn't change a thing about my SU experience. My coursework still informs my approach to librarianship."



Susan Winch '95

Terry Buford '95

The circumstances of discovering and enrolling in the early distance master's library program at Syracuse University was akin to having the planets line up for him, Terry Buford confided.

"I was working in a public library in Rochester wondering how I was going to get an MLS and move up the ladder. On a whim, a colleague showed me an ad for the program that ran in the NYLA journal. I later learned that there was very little budget for advertising that first year and that was the only ad they could afford to run. Call it fate. A distance learning program was exactly what I needed. To find it so serendipitously was really amazing. I jumped at the opportunity."

At the time, distance-learning technology was in its infancy, so the foray was "exciting but also a little bewildering," Terry recalled. "A lot of the technical issues still had to be worked out, and we sometimes had to do that on the fly." He remembers "everybody working with dial-up modems and racking up huge phone bills while trying to stay connected and get assignments completed."

One time, the term "distance" learning had literal meaning for the Rochester resident.

After working all weekend to complete a paper that was due on Monday, he was unable to connect via modem to hand it in. So he drove to SU, and arriving before the department office opened, had to "hang around, sitting on the floor in the hallway until the first person showed up for work [to] hand it

in.” He then promptly turned his car around and drove back to Rochester to report to work.

There was some lively give-and-take between the adult learners taking the course and the faculty members teaching it back then, Terry said. “Most of the folks I was in school with were adults already working in the field who, like me, needed that MLS. When things weren’t working out smoothly enough, we had no qualms about speaking up and letting the bosses know we weren’t pleased. I don’t think the iSchool administration was used to dealing with such vocal and forthright critics,” Buford said. “I think they had to make some adjustments to their style of operating, just as we, as new distance-learning students, had to make adjustments to a new style of learning. In the long run, I think everybody learned some new moves as a result of this program.”

Adding those credentials was a big help, and Buford ‘became a very valuable employee and was the go-to guy for technology at my library’ at a time “when every library in the country was scrambling to get connected and embrace networked information. I got that MLS degree and because of the iSchool’s concentration on technology and management,



I was way ahead of the competition.” Buford moved up in administration, and has been serving as the director of the Irondequoit Public Library, a town of 52,000 residents outside of Rochester, NY, working his “dream job” every day.

The lessons of those distance learning days are still with him. He regularly recalls

advice from the “truly impressive collection of experts” (citing Ruth Small, Mike Eisenberg, Chuck McClure and Liz Liddy as “all instrumental in shaping the way I think about things today”), along with adjunct faculty members Sari Feldman and Bob Benjamin.

The iSchool came through for Buford then, and it has again recently, too. With his community working to build a new library structure, Terry called on work done by David Lankes on the future of libraries. It has been “instrumental to us in building support and rallying the community behind this project. After showing our town board and library board one of webinars on what a library can be in the community, they were fired up like never before and committed to the success of our plan.”



BARBARA SETTEL, EXECUTIVE DIRECTOR, ALUMNI RELATIONS

I am excited to tell you about the School's first travel tour. Like many other colleges and universities, we want to bring alumni together for unique learning experiences, and traveling the world certainly takes your learning to another level. Our tour of libraries in Florence, Italy, surpasses other alumni tours because you will explore the library world of one of Europe's richest cultural settings and share your experience along with graduate library students.

Together we will visit the great libraries of Florence, including the Galileo Museum, the Uffizi, and the National Library of Florence. iSchool faculty and staff will lead the group and national library leaders and scholars will give personalized tours and lead discussions about the history of Florence, The Renaissance period as it played out in the city

and country, and that era's immense impact on libraries. This is an academic and cultural experience extraordinaire; we encourage discussion and interaction among our students and alumni. Each of you will contribute a valuable perspective on how libraries have been transformed throughout history.

We'll also tour some of Florence's art and architecture, including Michaelangelo's *David* and the Uffizi museum. You will stay in a former Benedictine monastery, a historic villa set in the hills of East Florence, with gardens and walking trails. Early registration is advised as our group size is limited to 15 to ensure a quality learning experience. I look forward to joining you on this journey!

For more information and to register, visit: ischool.syr.edu/italy



BS in Information Management and Technology

Jeff Weitzel '95 is a software engineer with Zite, Inc. in San Francisco, CA

Patricia MacKenzie '99 is digital project manager at Digitas in Boston, M.A.

Tonya Frankli '05 is a senior IT project and training analyst with True Religion Brand Jeans in Vernon, C.A.

David Kell '10 is relocating to San Diego, C.A. and working as an advertising consultant.

Amanda Abbott '12 is an IT business analyst at Liberty Mutual in Portsmouth, NH.

Sylvia Dziedzic '12 is pursuing a masters degree in information management at Syracuse University iSchool.

George Fu '12 is a front end developer at Health Guru Media in NYC.

Briana Lemon '12 is pursuing a masters degree in information management at Syracuse University iSchool.

Zuoran Ma '12 is an associate software engineer at Fidelity in Durham, N.C.

Nick Marini '12 is a consultant at Zanett in Carmel, IN.

Simon Segal '12 is a technology program analyst at JPMorgan Chase in Syracuse.

Georgina Biascochea '13 is a technology analyst development program intern at JPMorgan Chase in Syracuse.

William Bater '13 is founder at Tricky in Syracuse, NY.

Jacob Borden '13 is an analyst at JPMorgan Chase in NYC.

Koby Brandstein '13 is pursuing a masters degree in information management at the iSchool.

Lauren Brady '13 is a database administrator intern at Tiffany & Co. in NYC.

Cristian Calo '13 is a business analyst at JPMorgan Chase in NYC.

I-An Chen '13 is a technology analyst at Goldman Sachs in Singapore, Malaysia.

Kevin Chik '13 is a software testing analyst at Cognizant in Teaneck, N.J.

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Kathryn Colon '13 is a technology advisory consultant at Ernst & Young in NYC.

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Harmony Dashut '13 is a technology analyst at JPMorgan Chase in NYC.

Julie Deutsch '13 is a business technology analyst at Deloitte Consulting in NYC.

Charlotte Diamond is a business development interns with MSLGROUP in NYC.

Jillian D'Onfro '13 is a post-graduate intern at Business Insider in NYC.

Hannah Dorfman '13 is a technology analyst at JPMorgan Chase in NYC.

Eugene Dvorochkin '13 is a security project consultant at Deloitte in NYC

Martin Enis '13 is a tech consultant at Accenture in Los Angeles.

Amaury Guzman '13 is an IT analyst at Accenture in NYC.

Kristina Herb '13 is a business analyst/project manager at JPMorgan Chase in NYC.

William Holland '13 is pursuing a masters degree in information management at Syracuse University iSchool.

Bobby Huang '13 is a consultant with Accenture in NYC.

Cassandra Johnson '13 is an IT audit consultant at Crowe Horwath in Sherman Oaks, C.A.

Rikki Kneeskern '13 is a specialist at Apple in Syracuse.

Amanda Krichman '13 is an operations analyst at Goldman Sachs in Jersey City.

Lisa Krystofik '13 is an IT consultant at Cognizant in Basking Ridge, N.J.

Barret Laplante '13 is on the web staff with Maxwell Executive Education at Syracuse University.

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Ching In Grace Ng '13 is a systems integration consultant with Accenture in Washington, D.C.

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Altan Senaydin '13 is pursuing graduate studies at Syracuse University Newhouse School of Public Communications.

Keegan Slattery '13 is a campaign planner at LinkedIn in NYC

Meenakshi Sharma '13 is a technology analyst at JPMorgan Chase in NYC.

Joseph P. Lucia, '82

Alumnus Chosen to Lead Temple University Libraries

DIANE STIRLING

Joseph P. Lucia, '82, recently was named by Temple University President Neil Theobald to lead Temple's library system as dean of university libraries, a position that promises to include several bold new library and community initiatives.

Lucia will be overseeing Temple University's nine libraries, including those at Temple University Japan and Temple University Rome, as well as Temple University Press. He also will be leading a major program of library development, including the construction of a new signature building at Temple's Main Campus, which will connect the university with the greater Philadelphia community.

In announcing Lucia's appointment, Theobald noted that Temple and its library system are at a critical moment, having "renewed momentum and the prospect for a bold new library." He called Lucia "a deep thinker who has spearheaded the refurbishment of an award-winning library at a world-class institution," and someone who "has the right experience to lead and grow our library system."

Lucia had been university librarian and director of Falvey Memorial Library at Villanova University since 2002, where he spearheaded several initiatives that drew national attention. They included establishing a campus-wide community reading program, developing open source discovery software; creating a substantial digital library (hosted on locally built open source digital library software); and establishing open access publishing initiatives featuring university-sponsored journals supported by library development teams. He



also led creation of a multi-disciplinary Learning Commons as part of a series of and developed an active program of cultural and intellectual events, according to Temple University.

Prior to his time at Villanova, Lucia served as director for library technology and access services within Information Resources at Lehigh University in Bethlehem, PA. He also served from 2009 to 2012 as a member of the board of trustees of Lyrasis, the nation's largest non-profit regional membership organization serving libraries and information professionals. He was Lyrasis' founding president from 2009 to 2010. He currently serves on the boards of Pennsylvania Academic Library Consortium, Inc. and the Catholic

Research Resources Alliance. Also a published poet, Lucia taught creative writing for seven years at Lehigh, where he also published an independent small-press literary magazine. In addition to his master's degree in and library science from Syracuse, Lucia holds an MA in English from the University of Toronto and a BA in English from McGill University in Montreal.

Of the appointment, Lucia stated, "I'm grateful for the opportunity to be part of a university and a library system that are in such a dynamic moment in their institutional development. Libraries stand for how culture is created, how culture is shared. That has symbolic power and practical force, especially as we engage what a library is in the digital age. We need to 'future-proof' libraries. We need to articulate that the library's mission goes beyond collections of physical stuff. The prospect of building a new library resting on these principles — especially at an urban university with Temple's mission of civic engagement — is hugely exciting."

According to the University, Temple's library system has an aggregate budget of \$24 million (including \$13 million for collections) and employs approximately 50 professional staff, 70 support staff and 40 full-time-equivalent student assistants. From 2004 to 2011, Temple University Libraries rose from No. 83 to No. 57 in the Association of College and Research Libraries rankings.

Ashlei Smith '13 is a programmer analyst at Cognizant in Cleveland, O.H.

Megan Snyder '13 is an IT risk assurance consultant at Ernst & Young in NYC.

Taylor-Marie Strachan '13 is a software developer at Click Base in Bedford, N.Y.

Anne Marie Suchanek '13 is pursuing a masters degree in information management at the iSchool.

Puthavy Uch '13 is a staff technology advisor at Ernst & Young in NYC.

Jung Yoon '13 is employed at Samsung in Seoul, Korea.

M.S. in Library and Information Science

Kihm Winship '74, copywriter at ChaseDesign, is a devoted writer. In 2010 he published *Skaneateles: The Character and Characters of a Lakeside Village* and in 2011 he wrote a novel, *Having a Wonderful Time* (available on Kindle for \$.99). Kihm also maintains a website of his writings which can be found at faithfulreaders.com.

Fred Stoss '82, associate librarian at the SUNY University at Buffalo, was selected as a mentor by former Vice President Al Gore and The Climate Reality Project to assist international students in the training of more 950 individuals from 47 U.S. states and 56 countries. Fred also developed the role of iCoach (information coach), as the personal librarian for the University at Buffalo's NCAA Division I student-athletes.

Cara Burton '86 (BS); '87 is executive director of the Danville Museum of Fine Arts and History, Danville, V.A.

Robert Resnik '96, recently published a book, *Legendary Locals of Burlington* (Arcadia Publishing, 2013), which captures the essence of Burlington, V.T., told through the lives of 100 past and present residents. Robert, a local legend himself, works as a reference librarian at Fletcher Free Library, when he is not hosting his weekly radio show on Vermont Public Radio, playing one of thirty musical instruments, leading tours of Ireland, or tracking down wild mushrooms.

Beth Stahr '99 was promoted to Professor at Southeastern Louisiana University and she was named Outstanding Academic Librarian for 2012 by the Louisiana Library Association.

Glen Wiley '02 is head of cataloging & meta-data services at University of Miami Libraries in Coral Gables, FL.

Ana Guimaraes '07 is information commons/ collection development librarian and assistant professor of library science at the Horace W. Sturgis Library of Kennesaw State University near Atlanta, G.A.

Heidi Webb '11 is an instructional support technician at SUNY College of Environmental Science and Forestry in Syracuse.

Rachael Altman '12 is a reference and instruction librarian at Rockford University in Rockford, IL.

Jessica Parij '12 is a librarian at Anne Arundel County Public Library in Laurel, M.D.

Allison Kowalski '12 is a library media specialist with Fulton (N.Y.) City School District.

Rachel Lee '12 is an office manager at the Acupuncture Center in Binghamton, NY.

Stephanie Stewart '12 'G (VPA) is a museum technician at Fort Stanwix National Monument in Rome, N.Y.

Serena Waldron '12 is a long-term substitute librarian at LaFayette (N.Y.) Central Schools.

Jane Appiah-Okyere '13 is a functional system specialist at Syracuse University.

Bonita Archer '13 is a senior library assistant at the University of Rochester (N.Y.) library.

Daina Bouquin '13 is a data and metadata services librarian at Weill Cornell Medical College in NYC.

Morgan Bond '13 is employed with Polarix Library Systems in Syracuse.

Jenna Cabrera '13 is a web producer at the Center for Investigative Reporting in Berkeley, CA.

Alison Churchill '13 is pursuing graduate studies at Upstate Medical University.

Brenda Cummings '13 is a public service librarian at Brandeis University in Waltham, MA.

Shannon DeSantis '13 is a library media specialist at People's Academy in Morrisville, V.T.

Lisa Doyle '13 is an access services librarian at LeMoyne College in Syracuse.

Shannon Forbes '13 is a library media specialist at Stamford (N.Y.) Central School.

Jason Hallahan '13 is a program manager with the US Government in Rome, NY.

Stephanie Helsher '13 is a clerical assistant at Central Library Resources Council in Syracuse.

Ann Horan '13 is an acquisitions technician at SU College of Law Library.

Sarah Lawler '13 is director of instruction and outreach at Fayetteville (N.Y.) Free Library.

Meredith Levine '13 is a family engagement coordinator at Fayetteville (N.Y.) Free Library.

Kathleen MacFarlane '13 is a copy editor/page designer at the Telegraph in Hudson, NH.

Aaron Neslin '13 is a circulation clerk at Syracuse University Libraries.

Alyssa Newton '13 is assistant director of the Onondaga (N.Y.) Free Library.

Jessica Stewart '13 is a teacher/librarian at The Meadows School in Las Vegas, N.V.

Dorotea Szkolar '13 is the Digital Universe Manager for Group M in NYC. Dorotea also completed the CAS in Digital Libraries.

CAS in Cultural Heritage Preservation

Adrienne Stroup '13 'G (VPA) is a museum intern at Ashfall Fossil Beds State Historical Park in Royal, N.E.

Stephanie Stewart '12 'G (VPA) is a museum technician at Fort Stanwix National Monument in Rome, N.Y.

M.S. in Information Management

Sharon Akkoul '13 is director of NYC Metro Fiber Services at NYSERNET in Syracuse.

Adnan Ali '13 is an access administrator at JPMorgan Chase in Syracuse.



Use the enclosed envelope to let us know about your professional and personal accomplishments so that we can include them in a future issue of Connections. Also, please keep us informed of any address or employment changes. You may also visit the alumni section of our website at: <http://ischool.syr.edu/alumni> to update your address, make a gift to the school, or participate in the online alumni community. Class notes can also be submitted to istalum@syr.edu.

Barbara Settel

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Richard Cruz Jr. '13 is employed in network assurance at the Defense Information Systems Agency in Fort Meade, M.D.

Mohit Desai '13 is a staff consultant at Ernst & Young in NYC.

Jake Dolezal '13 is senior director, tribal research with the Choctaw Nation of Oklahoma in Durant, O.K.

Kevin Dong '13 is an organizational effectiveness intern with Jet Blue Airways in Long Island City, NY.

Ke Feng '13 is an intern with BBC Worldwide in NYC.

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Daniel Greenblatt '13 is an intern at Tavant Technologies in Santa Clara, C.A.

Maren Guse '13 is associate director, digital and social media at Syracuse University.

Yan Huang '13 is an instructional design specialist at Community College of Rhodes Island in Warwick, R.I.

Prathmesh Jadhav '13 is a business technology analyst at Deloitte Consulting in NYC.

Arun Jayachandiran '13 is staff, improvement advisory team, at Ernst & Young in Cleveland, OH.

Manan Kakkar '13 is a consultant at Deloitte Consulting in NYC.

Akhilesh Kale '13 is a business technology analyst at Deloitte Consulting in NYC.

Matthew Leonhardt '13 is a software engineer at Time Warner Cable in Herndon, V.A.

Jin Liu '13 is a staff consultant at Ernst & Young in NYC.

Zhiheng Mai '13 is a quality engineer at Alarm.com in Vienna, V.A.

Tedra Mitchell '13 is an advising coordinator at Onondaga (N.Y.) Community College.

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Neha Raina '13 is a business analyst at BlackRock in NYC.

David Rosen '13 is associate campaign manager at Responsys in NYC.

Jessica Santana '13 is a technology risk consultant at Deloitte & Touche LLP in NYC.

Presha Shah '13 is a business technology analyst at Deloitte Consulting in NYC.

Shekhar Shah '13 is a consultant with Deloitte & Touche LLP in NYC.

Robert Sherman '13 is consultant with Deloitte Consulting in NYC.

Shakira Smith '13 is a testing analyst at Cognizant in Teaneck, N.J.

Peiyuan Sun '13 is a junior web developer at Fox New Digital in NYC.

Daniel Tripepi '13 is a project coordinator at JPMorgan Chase in NYC.

Venkatalakshmi Venkatesan '13 is pursuing graduate studies in data science at Syracuse University.

Graham Warner '13 is director - global head of client access trade finance at Deutsche Bank in NYC.

Michael Weir '13 is senior architect at Quanterion Solutions in Utica, N.Y.

William Wu '13 is a business analyst at Cablevision Systems Corporation In Bethpage, N.Y.

Liqi Xie '13 is a programmer analyst at Cogent Infotech in Pittsburgh, P.A.

Xiao Xie '13 is a web development intern at the United Nations in NYC.

Xiaoye Xu '13 is IT advisory staff at Ernst & Young in Cleveland, O.H.

Zizhao Yan '13 is a quality engineer at Alarm.com in Vienna, Va.

Jane Zamarripa '13 is a business technology analyst at Deloitte Consulting in Atlanta, G.A.

Shengnan Zhao '13 is a software engineer at Cisco Systems in San Jose, C.A.

M.S. in Telecommunications and Network Management

Mark Cavanaugh '12 is a technician with Verizon in Syracuse.

Stephen Lem '12 is director of IT at Colbalt Pharmaceuticals Co in Mississauga, Ontario Canada.

Celestine Sin '12 is a systems administrator with New Era Tickets in Exton, P.A.

Quan Zhou '12 works in cloud support for Amazon Web Services in Seattle, W.A.

Cameron Dixon '13 is an IT/Security analyst with the Department of Homeland Security in Arlington, V.A.

Hirve Nilesh '13 is a technical support engineer with Cisco Meraki in San Francisco.

Amish Shah '13 is a technical marketing engineer with Aruba Networks in Sunnyvale, C.A.

Ph.D. in Information Science and Technology

Heshan Sun '07 received tenure and was promoted to assistant professor, at the University of Arizona School of Information Resources and Library Science in Tuscon, A.Z.

Miao Chen '13 is a visiting scholar at Indiana University Pervasive Technology Institute in Bloomington, I.N.

Mary Grace Flaherty '13 is an assistant professor at University of North Carolina, Chapel Hill.

Mohammad Jarrahi '13 is an assistant professor at University of North Carolina, Chapel Hill.

Younseek Kim '13 is an assistant professor at University of Kentucky School of Library and Information Science.

Nathan Prestopnik '13 is an assistant professor at Ithaca College.

Dennis Crowley

Crowley, Receiving Arents Award, Recalls Undergrad Days

DIANE STIRLING

The caveat often conveyed to rising stars, “Never forget where you came from,” is a lesson not lost on world-famous tech and social media entrepreneur and Syracuse University alumnus Dennis Crowley.

During formal ceremonies at Goldstein auditorium, waiting with three other 2012 Arents Award honorees to receive the University’s ultimate alumni recognition, Crowley’s thoughts became fluid. They were partly focused on the significance of the honor being bestowed, but also on his undergrad days at SU, he confided.

The 1998 Newhouse advertising major also took classes in the iSchool then, plus had a job as a student computer technician. This was many years before his first company, *dodgeball.com* (one of the first social media services in the United States) was sold to Google; and well prior to his co-founding of one of the world’s most popular and highly-used social media applications: *foursquare*, a company with 16 million users now valued at over \$600 million.

Crowley confided what was going on inside his head. “It wasn’t that long ago, I was here as a student,” he said. “And to be on stage at Schine getting an award, when 15 years ago I was a few hundred yards away fixing the computer clusters, that’s what I was thinking about,” he revealed. “The [computer] kiosks were right in Schine then, and I was working for Orange Source. I spent many nights trying to get the computers in the kiosks, with their webcams and track balls, working.”

That work was valuable experience, too, Crowley explained.

“That’s how we got our start. A lot of stuff that’s inspired me was hacking things together here, before we knew we were technically hacking things together.”

The concept of simply building core products at the base level is what drives Crowley’s company and his leadership style. Despite *foursquare*’s phenomenal acceptance and the company’s significant growth, Crowley still leads the now-100-person staff by personally investing employees with many of the lessons he himself absorbed as a student. “To succeed, you have to be super scrappy and super quick; you can’t get hung up on the problems you haven’t solved. It’s like, ‘build and move it,’” Crowley advised.

That philosophy is one he espoused to his own students at New York University (NYU). Having graduated from NYU with a master’s degree following his days at Syracuse, Crowley later became an adjunct instructor in the interactive telecommunications program. Though he hasn’t taught in a couple of years due to time constraints, Crowley said he counseled students that,

“It’s never about building companies, it’s about building products. If I tried to stress anything, it was this: don’t make something fancy and perfect. Make the scrappiest and least common denominator version you can make. Build something that just barely gets the point across, and then tinker with it later.”

He offered much the same advice to two SU students, Isaac Budmen and Christopher Azar, when they sought Crowley’s advice a while back. After fruitlessly working the official company channels to connect with him, the pair decided to tweet Crowley directly to ask if he would be willing to chat about their ideas. To their surprise, Crowley met the pair over coffee and advised them: “build, build, build.”

It’s a story the pair now recalls when they talk about their startup’s earliest days. During his November 2012 SU visit, Crowley remembered meeting those students, and was pleased to connect with them again. In a twist, he ended up checking into the iSchool’s NEXIS (New Explorations in Information and Science) data and social media center, via his own company’s *foursquare* app using a gumball-dispensing machine that those students built for NEXIS.

PAYING IT FOWARD

“That kind of interaction kind of sums up why I try to spend time with student entrepreneurs,” Crowley revealed, noting that his own company had a “really hard time getting a mentor’s advice when we did this the first time. So I make myself accessible to people. I feel like if I have the knowledge, I should make it available to others. That’s how the ecosystem starts; it’s kind of the ‘Pay It Forward’ method,” he observed.

A visit back to the iSchool was on the agenda for Crowley following an afternoon at IdeaJam, a student pitch session the day after the Arents Awards event. Gracious with his time, Crowley spent more than an hour at NEXIS, chatting with a steady stream of students and fans and posing for souvenir pictures.

He expressed amazement at what he found there, a starkly different comparison to his undergrad days 15 years prior.

“The iSchool is totally different than was when I was here, and I’m really impressed,” he said. “Facilities like this, I’ve never seen in any other school. It’s awesome. Just that there are screens on the walls for people to play with and interact with; that people can come in here and put things up and experiment, that is awesome,” the entrepreneur observed. “I love seeing it.” The only thing that comes even close, Crowley said, is the activity he conducted in his NYU tech program classes.



CEO CHALLENGES

As the head of a vital and still-building business, Crowley has a realistic and practical handle on not only where he came from, but where he and his company are headed.

One of the biggest challenges during rapid growth, he said, is to make sure all employees “are on same page, and to be doing that consistently.” That’s why he still personally shares the story of *foursquare*’s founding, startup, cultural orientation and goals with new hires, even though he could delegate that repetitive task. “I tell that story every single day, even though it’s the same story. I get tired of telling it, but it’s important. If I get lazy about it, that shows,” the CEO noted. New employees especially need to hear the story, he said, since they need to know “how what [they’re] working on contributes to the greater mission.”

ADVICE FROM MENTORS

Managing the duties of a chief executive officer with demands for talks and appearances is something Crowley works to balance. He recalled how a company investor once gave him this advice: ‘The calendar doesn’t lie about your priorities.’ Crowley, ever the student, absorbed the lesson. “If my priorities are full of meetings, interviews, giving talks, that proves that my priorities are not in the product. So every day, I block out a couple of hours or so that is just product time,” he conveyed.

It’s a discipline thing, the entrepreneur acknowledged. “Specifically making that time has become a priority. You have to force yourself to make time for things that are important, and sometimes, the best way is to put it on the calendar.”

FOURSQUARE’S FUTURE

Despite *foursquare*’s overwhelming success and acceptance, Crowley is still cognizant of his role as a leader as well as the vast potential of the *foursquare* brand. “We built a great company, we built a great team, and a lot has to do with the product,” he said. But there is a reality check, too, he recognizes. The company “is now competing with the best companies that ever have been built. It’s crazy,” he said. “So we’re just building products, building things for hundreds of millions of people to use.” The goal is to build products that “for hundreds of millions of people, it changes things; it changes the way they interact with the world.”

For the time being, Crowley is content taking things one step at a time; there is no grand plan, he advised, although he

Arents Awards

Syracuse University’s highest alumni honors, the Arents Awards, are presented annually to alumni who have made outstanding contributions to their chosen fields. The award is named for George Arents, a successful manufacturer who served on Syracuse University’s Board of Trustees from 1930 until his death in 1960. Among his many legacies to the University is a fund he endowed in 1939 to provide the annual honor recognizing SU alumni for their extraordinary achievements.

HONORED IN 2012 ALONG WITH CROWLEY WERE:

Thom Filicia ’93 VPA, one of today’s most influential and respected interior designers, who gained fame on the Emmy Award-winning *Queer Eye*, Style Network, and HGTV.

Art Monk ’80 VPA, a four-year SU letter winner in football who still ranks in the top 10 on several school career record lists. He enjoyed a 16-year career in the National Football League and is a Pro Football Hall of Famer.

Jane Werner Present ’56 A&S, noted for her philanthropy and community involvement, presently is executive director of the Foundation for Clinical Research in Inflammatory Bowel Disease. She has been national president and chair of the board of the Crohn’s & Colitis Foundation of America.

believes, “We could work on *foursquare* another five or ten years and not build half the stuff we want to build.”

And *foursquare* is far from finished. In fact, its initial iteration appears to be the proverbial ‘tip of the iceberg.’

“We’re building things to change the way people interact with the world. *foursquare* is a way that people can interact with the world, a vehicle to take those ideas and get them into the world. So we’ll get just keep innovating there until we run out of stuff to innovate—and I think that’s going to be a long time,” Crowley smiled. ■

Getting Involved with the iSchool

SCOTT A. BARRETT ASSISTANT DEAN FOR ADVANCEMENT



Engagement. That is the word that leaps to mind when I think about the iSchool over the past year. The iSchool is a place that values and benefits from deep and intense engagements.

This fall we debuted a new space within the school, the ICE Box—an acronym that stands for Innovation, Collaboration and Entrepreneurship. It is a sleek, bright, colorful, innovative space, unlike any other on campus that is provided as an open space for students, faculty and staff to gather...

to engage...and to work on projects together. Filled with technology, touch screens, iPads, projectors, coffee (!), mini conference rooms and with “writable” glass walls and whiteboards galore, the ICE Box invites groups and individuals from across campus to join us in Hinds Hall and do cool things. Many mornings there are notes left on the white boards that greet faculty and staff when we arrive. Notes like: “The top 10 reasons I love the iSchool:” or “I love this Room” or “I love entrepreneurship” or “Why doesn’t ___ college have this space?!?”

The initial launch of the ICE Box, essentially phase I, has been a great success, and has confirmed the school’s commitment to providing students with inviting, innovative space. With successful fundraising in the coming year, we will double the size of the ICE Box (phase II) to 2,000 sq ft in order to accommodate more and more students who want to engage with the iSchool and to support the activities and events they want to bring into Hinds Hall.

We’ve had some great engagement examples in the past year. Certainly Estelle Wilhelm ’38, G’39, was an engaged and proud graduate of our school and the University. Mrs. Wilhem’s historic estate gift, which we learned about this fall, will transform our school and the opportunities available to our faculty and students for years and generations to come.

Michael Loiero ’11, G’12, is an engaged iSchool alum. Michael, the son of a member of the SU staff, appreciative for his SU and iSchool education, established the Applied Learning and Leadership Award which recognizes students who excel inside and outside the classroom. Michael personally spoke with more than a dozen classmates and together they established this generous award by raising more than \$3,000 in their first year. Two exceptional iSchool students—exceptionally engaged iSchool students—benefitted from ALL Awards in 2013.

The It Girls Overnight Retreat engaged 100 young women and had a major impact on their consideration to pursue future academic and professional careers in Tech. The proven success over the past three years of this life-changing program at the iSchool has led to extraordinary support from JP Morgan Chase and Co., and dozens and dozens of iSchool alumni, parents and friends.

Philip Kaplan’s engagement is exceptional. A 1997 iSchool graduate, former member of our Board of Advisors, and a key connector for us in Silicon Valley, Philip not only extends his personal and

professional network to benefit the iSchool, he personally meets with and advises our student entrepreneurs. His enthusiasm for innovation and for the iSchool is remarkable and we were delighted that he accepted the invitation of this year’s senior class and Dean Liddy to serve as our 2014 Convocation speaker in May.

Sam Clarvit ’10, a dedicated leader for the iSchool and SU, challenged us to extend this philosophy of engagement to our alumni, parents, and friends as we encourage annual charitable support for the iSchool. That led us to design and launch the iFuel Challenge in October. Five signature iSchool Programs competed in the School’s (and the University’s) first crowdfunding effort to secure the greatest number of gifts throughout October and November. The top three programs (based on the number of gifts received) were awarded a total of \$5,000 in challenge support from Sam. Results were extraordinary, with 125 donors making 170 gifts totaling nearly \$30,000. More than 50% of gifts made via the iFuel Challenge were made by first time donors. Gifts arrived from around the world and from all generations of alumni, parents and friends. Gifts came from individuals who only learned about the iSchool through social media and the iFuel web site—a site designed and built entirely by iSchool students, alumni, and staff.

Student, faculty and staff champions told their stories in their own words on video on the site and donors and visitors were encouraged to share the site and news of their support among their social networks.

Gifts were acknowledged personally and immediately by email, on the website and with a thank you video from Dean Liddy. Gifts continued to arrive through the iFuel web site even after the challenge concluded, and at the end of December the total number of gifts received by the iSchool for all purposes was up 124% over the previous year.

And there is EntreTech, Spring Break in Silicon Valley, EuroTech and AsiaTech, a variety of mini-immersion roadtrips, the school’s Information Space blog, the Student Sandbox and RvD Awards, CCENT, the Game Lab, NEXIS and many, many other initiatives inside and outside the classroom that our faculty, staff and students invent, work on and enjoy.

Members of the iSchool’s Board of Advisors are exceptionally engaged as they support and advise us and our programs on campus and around the world. They host iSchool events in their regions. They connect us with individuals and companies that can help advance our programs. They help fund the iSchool’s startup and ongoing initiatives like Spring Break in Silicon Valley, RvD Awards, Students of Promise, It Girls, scholarships, funds that support student research, and much, much more.

Opportunities for our students, alumni, parents and friends to engage with the programs and initiatives within the iSchool abound. You can attend, meet, advise, connect, blog, host, visit, support, grow, join, tweet, promote and celebrate. Have you? Do you want to? How can we help? Let us know—I suspect we’ll jump at the chance. ■



In the fall semester, the iSchool opened the ICE Box space in Hinds Hall. ICE stands for Innovation, Collaboration, and Entrepreneurship. The open floor plan of the space provides an area for students to gather and work together on projects, both for classes and for their entrepreneurial ventures.

connections

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J.D. ROSS

Students on the EntreTech NYC trip pose for a picture in the lounge of their hotel. In May, 2013, the iSchool took a group of students to New York to experience the startup ecosystem in the city.