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iSchool Newsletter

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Spring 2015

**Spring 2015 Vol. 14 No. 1**

School of Information Studies  
*Syracuse University*

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# connections

THE **i**SCHOOL @ SYRACUSE UNIVERSITY



## Remembering Marta Dosa (1923 - 2015)



**P**rofessor Emerita Marta Dosa passed away on Thursday, January 8, 2015. She joined the faculty in 1962, after receiving her master's degree in library science from Syracuse in 1957, and served on the faculty for 34 years.

She taught courses in international information policy, environmental information, gerontological information and government information. Her interdisciplinary approach to the field of library science appealed to a wide range of students, and helped to set the tone for the progressive spirit that endures at the iSchool today.

Marta was responsible for bringing the power of information studies to students across the globe, and took an active role in international relations by broadening the school's reach beyond the United States. Her travels to Central and South America, Indonesia, India, Malaysia, and Africa for student recruitment enabled her to garner an international reputation that secured federal grants for graduate research study.

Read more about Marta and share your memories of her on our website: [ischool.syr.edu/dosa](http://ischool.syr.edu/dosa).



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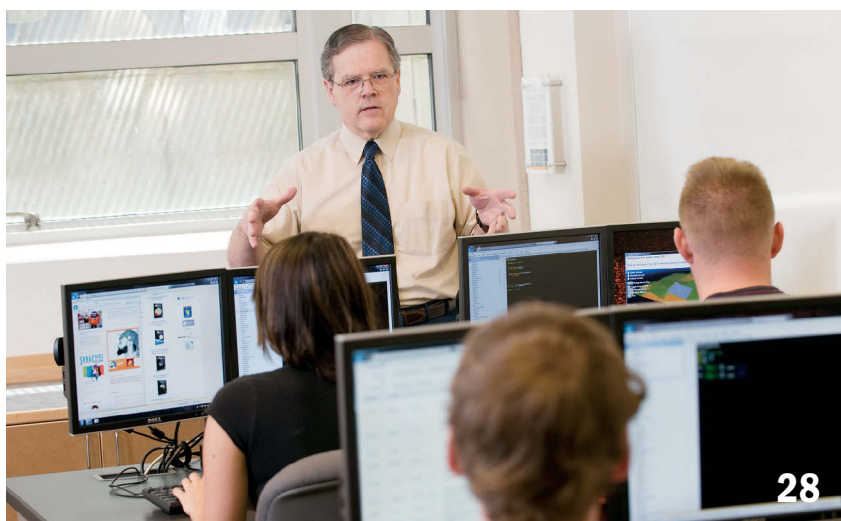
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### ON THE COVER

Former iSchool Dean Liz Liddy, now Interim Vice Chancellor and Provost of Syracuse University, in Crouse-Hinds Hall. Read about Liz and her career at Syracuse University on Page 39. Cover photo by Susan Kahn.



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# Dear Alumni and Friends,

## *Dean's Message*

STEVE SARONIN



**JEFF STANTON**, INTERIM DEAN

Thanks for reading this latest issue of *Connections*—we have a lot of news about the iSchool for you! First, in case you did not get the announcement back in December 2014, you can certainly tell from the picture that I am not Liz Liddy. Liz has risen to the number two spot in the University as Interim Provost and Vice Chancellor.

In this position, Liz is the chief academic officer of the University. The deans of all of Syracuse University's schools and colleges now

report to her. So whereas in 2014 I reported to Liz in my old role as Senior Associate Dean... in 2015 I *still* report to Liz in my new role as Interim Dean of the iSchool.

Liz was adamant as she handed me the keys to the Dean's Suite that I should not stand still or just be a caretaker. I have taken that advice to heart and have worked actively to enhance the many successes of the iSchool while planning thoughtfully for the future. As interim dean, I am emphasizing *experience quality*, a set of strategies and initiatives that focus on improving the quality and availability of experiential learning opportunities for our students.

One example of my approach is the *Expect More* scholarships. Thanks to the generosity of library science alumna Estelle Wilhelm '38 G'39, we can provide a new and special set of scholarships to the next cohort of library and information science students. In addition to their tuition awards, the *Expect More* students will benefit from a unique form of faculty mentoring modeled after our Ph.D. program. The *Expect More* students will also have travel support to attend professional librarianship conferences. Taken together, we expect that these and other features of the *Expect More* scholarship will provide a distinctive and powerful educational experience for these graduate students.

So please enjoy this issue of *Connections* and our update on all of the wonderful achievements of our faculty, staff, and students.

Perhaps more importantly, please reach out to me with your ideas and impressions about the school. The best way to get in touch with me is by email at [jmstanto@syr.edu](mailto:jmstanto@syr.edu) but if you prefer to hear the sound of my voice, feel free to call anytime at 315-443-2736. As a member of our alumni community we have a deep interest in maintaining our *Connections* to you!

## iSCHOOL NEWS

**iSchool Home to 10 Fulbright Scholars**

**THE iSCHOOL**, long a welcoming place for students from around the world, is currently hosting 10 students who have arrived at the University as Fulbright scholars.

Organized by the U.S. Department of State's Bureau of Educational and Cultural Affairs, the Fulbright program, named for founder the late Senator J. William Fulbright, uses partnerships with foreign governments to create exchanges in the sciences, business, academia, public service, government, and the arts to increase understanding between peoples. It was designed to develop post-WW II leadership and to engage with other nations, beginning in 1948. There have been more than 250,000 Fulbright students, scholars and teachers ever since.

The current group of iSchool "Fulbrighters" found homes here via University and iSchool international outreach efforts and were attracted by the specialized information technology and library studies programs. There are 7 masters students, and 3 students pursuing Ph.Ds. International students are drawn here by the scholarship support that Syracuse offers, the high

quality information programs they find at the iSchool, excellent professors, and the opportunity for personal challenge and growth that a Fulbright stay offers. The excellent services of the Slutzker Center for International Students and other internationalized focused aspects of the university add to the value of a Syracuse education.

"Having 10 Fulbright scholars studying at the iSchool concurrently is a tremendous opportunity not only for these intelligent and fortunate individuals, but also for the iSchool as a whole," noted Susan Corieri, assistant dean for enrollment management and special academic program initiatives at the iSchool.

She said the Fulbright program enables the iSchool "to attract students from countries that do not send many students to Syracuse University, and our students, faculty and staff all benefit from the exposure to more cultures. Today's information professional knows no geographic boundaries. The connectivity of the world makes virtual collaboration essential and enhanced awareness and sensitivity to varied global citizens and cultures make us better able to prepare our



*Telecommunication and Network Management student Jose Bejar (center), a Fulbright Scholar from South America, works in the iSchool's CCENT laboratory.*

students to be high-quality information professionals."

Jordanna Enrich, assistant director of the Fulbright U.S. Scholar Program, Council for International Exchange of Scholars, concurred about the opportunities the iSchool presents for international study. "The iSchool provides a wonderful academic environment for Fulbright students and it is wonderful to see so many thriving in the variety of programs that they offer," she added. ■

## iSCHOOL NEWS

**iSchool Hosts Workshop for NSF-Funded Social Computing Researchers**

**F**aculty members at the iSchool hosted a one-day workshop for New York researchers doing National Science Foundation-funded work in the area of social-computational systems in May.

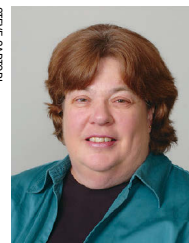
Research Associate Professor Nancy McCracken and Associate Professor Carsten Osterlund organized the event, in conjunction with participating faculty members Kevin Crowston, distinguished professor of information science; Jun Wang, research assistant professor; and Steven Sawyer, associate dean for research.

Goals for the workshop, according to Professor McCracken, were "to enable new and established

networks among research groups, give everyone the opportunity to provide an informal venue to learn about others' research, and provide graduate students exposure to related work."

Invited were principal investigators, co-principal investigators, and graduate students involved in 13 varied research projects. Participants were from Cornell University; New York University; Polytechnic University of New York; SUNY at Stony Brook; Rochester Institute of Technology; University of Rochester; and Syracuse University. ■

STEVE SARODI



STEVE SARODI



*Workshop organizers Nancy McCracken and Carsten Osterlund*

## iSCHOOL NEWS

**IBM's Enterprise Machine Loan Boosts Computer Capacity, Partnership**

**A LEVEL OF COMPUTING POWER COMPARABLE** to “a cloud in a box,” and typically accessible only from the inside of an enterprise-class computing work environment, is now available daily to students and faculty at Syracuse University’s School of Information Studies thanks to a major in-kind gift from the largest technology company in the world.

The gift is IBM’s loan of its z196 enterprise-class computer to the iSchool, a step which creates an unprecedented level of computing capacity for student and faculty use. The z196, noted Kevin Cleary, ’79, IBM Vice President and Partnership Executive, is “one of the industry’s fastest and most scalable enterprise systems.”

“Everyone involved at IBM with the Syracuse University projects does it out of passion for the students. We all are excited about the opportunities that a new mainframe on campus will enable. Just imagine processing 40,000 transactions per second from mobile to mainframe, with the highest level of security on the planet.”

DON RESNIK, OF IBM'S SYSTEM Z ACADEMIC INITIATIVE

“This machine creates a computing environment of the kind we have not had before, and the potential for lots of very interesting and exciting things we couldn’t do previously because of capacity limitations,” explained David Dischiave, associate professor of practice at the iSchool. “This really positions us to deal with big, interesting problems, and gives us computing resources that are unsurpassed, with a scale that supports thousands of students, each on a separate piece of the system.”

Coupled with the IBM-loaned z10 system already in place at the University’s Green Data Center, the iSchool now has pace-setting, large-scale teaching capacities akin to “hundreds of thousands of servers—expansive enough to run any state’s governmental agencies, and more,” Dischiave explained. “I don’t know of any other educational institution in the world that can say they have the kind of capacity we have. We are probably the leader of any institution around the world in this large-computing area. So it’s like, ‘pinch me now, I must be dreaming,’” the professor chuckled.

As an example of its practicality, iSchool students presently working with a student team in India determined they needed some additional computing capacity to continue their research. With the z196’s availability, “within minutes, we were able to carve out a piece of this computer for them. We didn’t have to worry about going out and buying computers, or where to find the money to do that,” Dischiave noted.

Cleary noted that the z196 will allow faculty at the iSchool and other Syracuse University schools to train “the next generation of information professionals on being able to solve really big problems using state-of-the-art computing.” The zEnterprise infrastructure “enables academic and industry partners to build and showcase end-to-end world-class security projects in a non-production and educational environment,” he said, training that is crucial to enterprise computing.

“Businesses need secure, proven solutions across a variety of workloads, including traditional transaction processing, mobile, social media, and big data, and they need the security engineered in, rather than cobbled together or bolted on.” Cleary said that is precisely what IBM’s zEnterprise infrastructure provides.

The years-long synergy between SU and IBM began modestly in 2006 and has grown significantly over eight years. When IBM and iSchool faculty members first began working together, it was on a level as basic as consultation on possible course curriculums that could be taught at the iSchool, Dischiave remembers. Both parties are extremely pleased with how the relationship has developed. “IBM is the largest technology company in the world, and we have a fantastic partnership with them,” Dischiave said. Added Don Resnik, of IBM’s System Z Academic Initiative, the IBM/Syracuse pairing is “one of the most incredible relationships between industry and academia that I’ve personally experienced in my years working with universities.”

Dischiave noted that the value of the relationship with IBM is significant well beyond the monetary aspects of obtaining loaned computers. “This partnership is more than just IBM giving us equipment. It’s really a long-term partnership where IBM has been hiring our students, they have been providing internships, course content, and expertise on problem-solving. The partnership cuts across many divisions aside from big computers. We are fully invested in data analytics with IBM and in their software division and Rational Software projects, so it’s broader than just the enterprise piece.”





JO ROSS

**Dave Dischiave poses with the new IBM hardware shortly after it was installed in the University's Green Data Center on the Skytop area of campus.**

"Everyone involved at IBM with the Syracuse University projects does it out of passion for the students," Resnik added. "We all are excited about the opportunities that a new mainframe on campus will enable. Just imagine processing 40,000 transactions per second from mobile to mainframe, with the highest level of security on the planet," he enthused.

From its start as an invitation to explore exchanges in curriculum ideas, free software, and some hardware and services, the initiative has grown significantly, said Alan Lincoln, SU's senior director of corporate relations. Aside from the obvious benefits of the loan of multi-million dollar computing equipment, the entities have an ongoing, active intellectual exchange, with iSchool and Syracuse faculty collaborating as contributors at IBM conferences and in the IBM operational sphere. Lincoln characterized the partnership as "unique in the academic world."

Mark Weldon, Syracuse's executive director of corporate relations, reiterated that view. "Our longstanding partnership with IBM continues to deepen and benefit Syracuse. Our faculty collaborate with them on front-edge projects, like our Green Data Center, and our students gain hands-on mainframe skills from IBM equipment loans like the z10 and z196. IBM is also expanding its hiring of SU grads across a spectrum of majors, widening our already-large alumni population in the company."

Many folks at Syracuse are part of building and maintaining that partnership, Dischiave noted. They include Lincoln and Weldon; College of Engineering and Computer Science colleagues and faculty member Roger Chen; and iSchool faculty member Susan Dischiave. She has played a significant role, such as making presentations at and serving as a judge at IBM and industry conferences, as well as contributing ideas about curriculum development and data and system testing.

Most importantly, Dischiave said, the IBM/Syracuse initiative has created unprecedented opportunities for students. "We've got an industry partner that is committed to us, and this is a major commitment. The training available to students attracts other employers that we wouldn't normally be able to get, like the Bank of America, Wells Fargo, Compuware, JP Morgan, and others that are coming here to hire for large enterprise-class computers—and for the problem-solvers and critical thinkers who look at problems in a different way because of the way this enterprise computing trains students to think."

IBM's academic initiative with the University has always been built on "a common goal to develop students with enterprise computing skills, our trust and confidence in each other, and the ease with which we communicate," Resnik noted. Most of all, he said, it is characterized by the quality that "everyone involved at IBM with the Syracuse University projects does it out of passion for the students." ■

STUDENT NOTE

**Zhi Quan Yang Selected as University Scholar**

**ZHI QUAN YANG '14** recognized early on in his Syracuse University career that his academic and geographic opportunities could be unlimited if he didn't place any limits on himself.

Yang, a dual Whitman School of Management (finance) and School of Information Studies (information science and technology) major, made a good early assessment. He has enjoyed broad campus, community, and world-wide experiences, and because of his achievements, is among 12 students selected as 2014 University Scholars—one of the highest academic honors Syracuse University bestows on its graduates.

Yang may seem like he's had a lot of luck along his path, but it's his hard work and focus that have created his successes. Born in China, he came to the United States at age nine with his father. The family left his mother behind in China for 12 years until they could afford to bring her to the United States. Yang's dad worked long hours in the food service industry in New York City to provide his son with an American education.

That work ethic and sense of sacrifice transferred to the younger Yang, who admits he exhibits a "workaholic" personality when it comes to filling his calendar. He has been able to pack many unique personal, professional and academic experiences into his four years at SU, making sure not to restrict his opportunities to a professional-only path. While his peers were engaged in college activities, Yang saw that their focus was narrow, and limited to their own school environment, so he chose a

"For me, you're not just an iSchool or a Whitman student, you're a Syracuse University student. What distinguished me... was working with other parts of the campus including working with high schools in the Syracuse community. I really diversified my network and what I was doing on campus, and that was really refreshing to me."

ZHI QUAN YANG '14

more expansive route. "For me, you're not just an iSchool or a Whitman student, you're a Syracuse University student," he said. "What distinguished me during my time here was working with other parts of the campus—including working with high schools in the Syracuse community. I really diversified my network and what I was doing on campus, and that was really refreshing to me."

After graduation, Yang secured a job with Ernst & Young as a consultant in the EY Quest program. His job will provide a taste of many different careers and industry environments within the company's technology track. Yang also envisions an MBA degree someday, and some sort of international nature to his career, but those goals are down the road a bit, he noted.

Clearly a high achiever, Yang has made his own luck through hard work and force of will, but he is modest about his successes, including his selection as a University Scholar. He wasn't sure he would even be in the



DANIE STIRLING

**Zhi Quan Yang '14**

running, he said, since he had assessed that most of the students selected have had Humanities and Arts and Sciences backgrounds. Yang also was named a recipient of the prestigious SU Remembrance Scholarship while at SU, so he has accumulated a highly distinguished record here.

"For me, there was a lot of sacrifice in my family for me to come to college," Yang acknowledged. "Coming from a background where I know I wasn't in the same position as some students [like those] who had families who were established here, or whose parents could afford to send their children here, I definitely worked a lot harder than some of my peers," he reflected.

That's why this University Scholar selection "was definitely a great honor," Yang said. "I feel like it put a final bow tie on my career here at Syracuse. It's something I will always remember and look back upon from my undergraduate career." ■

## FACULTY BRIEF

**Hurst-Wahl Garners WISE Accolades**

**JILL HURST-WAHL**, associate professor of practice at the iSchool, was recognized by the Web-based Information Science Education (WISE)



STEVE SARTORI

Consortium for excellence in teaching.

She was nominated for a WISE 2013 Instructor of the Year Award for her course, Copyright for Information Professionals (IST 735). She was also recognized for her teaching best practices on the WISE website.

One of the nomination statements provided in support of Hurst-Wahl's teaching read, "Jill Hurst-Wahl was an excellent instructor who provided a media-rich learning environment and assigned relevant lessons to help us grasp the complexities of copyright in the LIS community. She was responsive to students'

questions and needs, and I left her course feeling as if I had a solid understanding of the principles and parameters of copyright."

Hurst-Wahl serves as the director of the iSchool's MS in Library and Information Science and MS in Library and Information Science with School Media Specialization Programs.

The WISE Consortium uses advanced technology as a means to enrich library science education and foster relationships among students, faculty and universities, through course sharing and cooperative pedagogical training. The initiative provides a collaborative distance education model that increases quality, access and diversity of online education opportunities in library and information science. ■

## FACULTY BRIEF

**Research Examines Gender-Switching in Online Games**

When online gamers in the popular massively multiplayer online role-playing game (MMORPG) World of Warcraft (WoW) create a character to play, they have a choice between selecting a male or a female avatar. Sometimes, players will switch genders—selecting to play as a different gender in the game.

New research by iSchool faculty member Jenny Stromer-Galley examines how game play behaviors differ by gender and by men who did and did not use a female avatar to navigate the game.

What the research uncovered is that men are more likely than women to switch genders when selecting an avatar. And, despite a different gender avatar being displayed on the screen, gamers who choose to play this way still exhibit many traits of their true genders.

The study, which was recently published in the journal *Information, Communication and Society*, followed the behavior of 375 WoW participants as they played a custom-built quest.

It found that 23% of men and 7% of women recruited for the research played as opposite-gender avatars.

"What we found of our female players is that they select avatars that are more stereotypically attractive, select more traditional hairstyles, use more exclamation points, are more polite, emotionally expressive, verbally appreciative of others, and used smile emoticons," said Stromer-Galley. "So, female players tend to express themselves as they play in ways that we might think of as stereotypically female."

In addition to avatar customization and tracking of in-game chat, the movement patterns of avatars was also studied.

"Movement is less conscious than chat, so it can be an easier 'tell' for offline gender," explained Mia Consalvo, a faculty member at Concordia University, who was a co-author of the study.

"Although we tend to think of virtual world and online games as freeing us from normative expectations, we seem to carry those expectations online, too," noted Stromer-Galley. "Consciously or otherwise." ■



STEVE SARTORI

**Jenny Stromer-Galley**

## FACULTY BRIEF

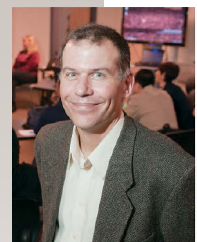
**Stanton Named Fellow of Leading Change Institute**

Jeffrey Stanton, professor and interim dean, was selected as a 2014 fellow for the Leading Change Institute, co-sponsored by EDUCAUSE and the Council on Library and Information Resources. The institute took place in June in Washington, D.C.

The Leading Change Institute explores higher education challenges, empowering librarians and information technologists to initiate conversations and take action on issues of importance not just to their individual institutions, but to the entire higher education community.

Fellows in the 2014 institute heard from speakers from a wide range of backgrounds who shared real-life problems from across the higher education landscape for which participants will be challenged to devise and propose solutions.

"Because of my involvement in developing and testing MOOCs here at Syracuse, I've been intrigued by the many ways in which technology is transforming higher education. The Leading Change Institute gave me the chance to work collaboratively with campus CIOs, library directors, and higher education administrators on some of the critical changes that are affecting our university." ■



STEVE SARTORI

**Jeffrey Stanton**



## FACULTY BRIEF

**Mueller, Thomas Honored with Meredith Awards**

**iSCHOOL PROFESSOR** Milton Mueller was named as one of the 2014-15 Laura and L. Douglas Meredith Professors of Teaching Excellence at a ceremony in April, and associate professor of practice Art Thomas also received a Meredith Teaching Recognition Award.

A substantial bequest from the estate of L. Douglas Meredith, a 1926 graduate of The College of Arts and Sciences, allowed for the creation of the Laura J. and L. Douglas Meredith Professorships in 1995 to recognize and reward outstanding teaching at the University. The awards recognize and reward excellence in teaching, encourage faculty members to look upon the many dimensions of teaching as manifold opportunities for constant improvement, emphasize the great importance the University places upon teaching, and improve the teaching and learning processes on campus.

Mueller's research and teaching explore the political economy of communication and information, and his passion for teaching is rooted in a desire to put knowledge about public policy, economics and technology to work in responding to and creating social change. "In the span of my career, the topic of information and communication policy has gone from being a tiny specialty to something that occupies space in the news every day, and has expanded academically into a dozen different subspecialties," Mueller says.

Information and communication policy includes some of the most well-known controversies of our time, including cybersecurity, Internet filtering, copyright protection, the economic battle between Google and Apple and National Security Agency

surveillance. "Teaching about these topics is fun, because almost everyone has opinions about them, but most people know very little about the underlying dynamics," says Mueller. "... They usually lack the analytical tools required to sort out propaganda or interest group demands from real analysis and understanding. A well-informed scholar can leverage passionate opinions and controversy and transform them into deeper knowledge grounded in social science theories about politics, economics and institutions."

Mueller uses the theoretical tools of property rights analysis, institutional economics and historical and quantitative social science methods. For the past 15 years his research, teaching and public service have concentrated on problems related to global Internet governance.

His books, "Networks and States: The Global Politics of Internet Governance" (MIT Press, 2010), and "Ruling the Root: Internet Governance and the Taming of Cyberspace" (MIT Press, 2002) are acclaimed scholarly accounts of the global governance regime emerging around the Internet. He currently directs the iSchool's Internet Governance Project (IGP).

Mueller's Meredith project will focus on the area of cybersecurity and Internet governance, and combine curriculum design with outreach initiatives and experimentation with new teaching techniques. This includes designing an innovative program for a University-wide cybersecurity curriculum that draws on the strengths of several of the University's schools and colleges.

"The questions Milton Mueller addresses in his research and teaching are not trivial. Indeed, they are

complex and thorny," says Barbara Kwasnik, professor and associate dean for academic affairs in the iSchool. "Thinking through problems such as this is a university's mandate, but leading students to a place where they can think them through is the ultimate challenge, not easily attained in an era of quick returns and impatient consumption of information."

The Teaching Recognition Awards program was established in 2001 through an expansion of the Laura J. and L. Douglas Meredith Professorship Program. The Meredith Professors themselves proposed that the Teaching Recognition Award program recognize excellence in teaching by non-tenured faculty and adjunct and part-time instructors. Recipients are selected for teaching innovation, effectiveness in communicating with students and the lasting value of courses. To be eligible, candidates must have completed two years of service to the University and not yet received tenure. Each recipient is given \$3,000 to further his or her professional development.

Thomas specializes in project management, IT management and financial systems. As the director of the master's programs in information management and telecommunications and network management, he manages the content and sequence of these degree programs, including the master's program in information management-executive track and related certificate programs. He also collaborates with other iSchool administrators in the areas of admissions, advising and career services that are relevant to these specific degrees and certificates. ■



Milton Mueller



Art Thomas



J.D. ROSS

Associate professor of practice Jeff Rubin '95 G'98 explains his company, SIDEARM Sports, to visitors from the Young African Leaders Initiative.

iSCHOOL NEWS

**Young African Leaders Initiative Participants Visit the iSchool**

Two dozen participants in President Obama's Young African Leaders Initiative who were at Syracuse University's Maxwell School of Citizenship and Public Affairs last summer visited the School of Information Studies to learn about the school, its curriculum and facilities.

The African leaders were in Syracuse for six weeks as part of a public administration training institute at the Maxwell School. As young professionals, they come from across Africa, and are currently employed by both

government and non-government organizations and are building careers in public service.

After an introductory session held by then Dean Elizabeth D. Liddy, the professionals were treated to a tour of the iSchool's facilities, including stops in the Center for Digital Literacy, the ICE Box, the Center for Convergence and Emerging Network Technologies, the NEXIS lab, and professor Jeff Rubin's SIDEARM Sports. ■

STUDENT NOTE

**Student Startup Recognized by Inc. Magazine**

iSchool senior Daniel Goldberg and his startup, Golden Gear, were recognized by *Inc. Magazine* as one of America's Coolest College Startups for 2014.

In its sixth year of ranking college startup initiatives, *Inc.* selected 16 startups from a list of over 100 contenders.

"These 16 companies are the cream of the college entrepreneurship crop," reads the *Inc.* article. "Their ideas span a variety of industries, from mobile applications to subscription boxes and cosmetic-product makers."

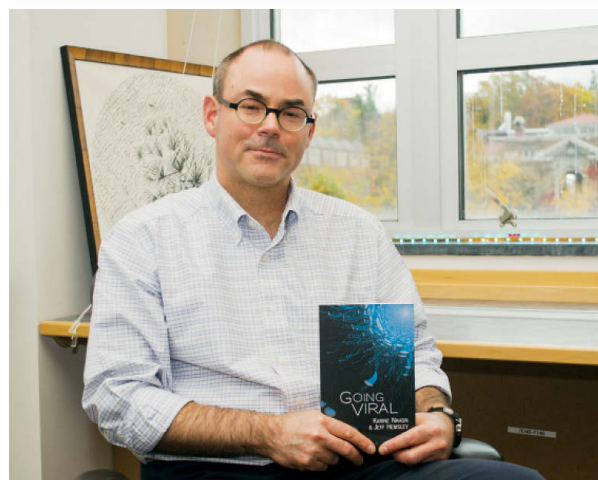
The winners were selected on the basis of factors that included originality, pitch, and growth potential.

Goldberg's Golden Gear produces a line of hand-crafted protective athletic gear for martial arts fighting. The company offers products like shin pads, head gear and gloves, and sells in more than 20 retail stores and gym pro shops; on eight online sites, as well as their own website; and direct to several gyms. ■



STEVE SAFIORI

Daniel Goldberg also won \$5000 for his startup at the 2014 Raymond von Dran IDEA Awards.



J.D. ROSS

Professor Jeff Hemsley has been recognized with two awards for his new book, *Going Viral*. In November 2014, he and co-author Karine Nahon of the University of Washington were presented with the Association of Information Science and Technology's (ASIS&T) Best Book Award. In January 2015, the Association of College & Research Libraries named the book as an Outstanding Academic Title.

## iSCHOOL NEWS



STEVE SARTORI

Jason Dedrick

## Faculty, Students Using Big Data to Analyze Energy-Use Patterns

A team from the iSchool is conducting research analysis using big data sets from the Pecan Street Research Consortium, a global collaboration working on utility system operations, climate change, integration of distributed energy and storage, and customer needs and preferences.

Consisting of graduate students under the guidance of Associate Professor Jason Dedrick, Professor and Interim Dean Jeffrey Stanton and Associate Professor Murali Venkatesh, the team has joined a number of other research universities also involved in analyzing how consumers use home energy and how their usage patterns impact the power grid. The research ultimately has the potential to launch industry-wide changes in the way consumers use and pay for energy, how utilities plan for peak-use issues, and how the electrical grid system can be optimized, according to Dedrick.

Using huge data sets provided as open-source information by the Consortium, the team is working with millions of time-stamped electricity records from the Pecan Street Research Institute's original field research. Researchers can analyze data taken from meters that have collected utility-use data on disaggregated electricity use from 50 households at 1 minute and 15 minute intervals daily, and from rooftop solar panel generation, electric vehicle charging, residential transformer loading, and original data from pricing trials and demand response and default setting behavioral trials.

The iSchool is able to participate in research and analysis of data sets that large because it has the capacity of on-site IBM System z mainframe computers, according to Dedrick. At present, iSchool students who are working on the project are converting the data to the z10 and z196 mainframes, and determining how to present it, he said. "The question is how to put it in a format that can be communicated and useful. We're working through that and thinking what kinds of analyses we can

work on. We've got a lot of ideas already; it's really kind of a gold mine for data," he explained. Among the kinds of studies that could be generated from the data sets are ones which may have potential for funding from the National Science Foundation or other funders, Dedrick added.

The kind of detailed analysis that is possible with huge data sets may one day contribute to the perspective of energy consumers as well as energy pricing and policy by illustrating patterns of use that can incentivize conservation, Dedrick noted. "One of the things where we'd really get a lot of value out of this is if electricity was priced at its actual cost. Because the true cost of producing electricity at different times is currently invisible to people, they have little incentive to save energy. But if you knew that the price is 50 cents now versus 5 cents later this evening, people would really think more carefully with how they use electricity," he explained. Ultimately, though, the findings may be more useful to utility companies themselves, Dedrick believes, since the information derived may inform and illuminate planning for capacity, peak use, and grid optimization.

"That's where the value of big data comes in," Dedrick said. "We've got the hardware, we've got the big data sets, we've got the tools we're developing, and that's going to give us a big selling point for the school," Dedrick noted. With the capacity for data analysis which the mainframes provide, Dedrick also envisions the iSchool becoming a place, "where if the utilities have a problem to solve or want to do some analysis, but don't have the time or resources to do it, we could be kind of an R&D shop to run some of that kind of data and develop models."

"As far as students go, this is a big career opportunity, since there's a large demand for science skills and the ability to work with large data sets. To have a place where they can get hands-on experience like this is going to be really good for a lot of students." ■

## iSCHOOL NEWS

## CCENT Student Team Wins Chancellor's Public Engagement Award

**WHAT'S A NON-PROFIT** organization with a lot of aging computer equipment, a smattering of information technology needs, and a limited budget for consulting and infrastructure to do about getting its computer hardware and software systems up to speed?

If you're Francis House of Syracuse, you seek out the expertise at the iSchool and the school's Center for Convergence and Emerging Network Technology (CCENT), where students are just hoping to find real-world situations where their skills and knowledge can make a real difference.

The latest connection between an organization having significant information technology needs and students having significant information technology expertise is one that has worked out well from many angles since Francis House asked for the help of iSchool students last summer. With the help of an innovative student team, Francis House has, in a short time, gone from being technologically disadvantaged to being empowered with a much more efficient IT plan to help carry out its mission. And for the organization and the four students involved in the assessment team, the professional consulting engagement and combination of interests and efforts provided great work experience while receiving excellent recognition, earning a Chancellor's Award for Public Engagement and Scholarship from Syracuse University.

The four-student CCENT team of Jose Bejar, Tejas Mapuskar, Ramear Faris, and Brittany Jones, guided by Assistant Professor of Practice and CCENT advisor Bahram Attaie, was announced as a recipient of one of the Chancellor's awards in 2014.



The team's project work took place over the summer, when students began to meet with Francis House's nine-member administrative staff to assess the organization's IT status, inventory existing hardware and software, and determine needs and optimal computerization goals.

Over several trips there to meet with staff, students identified the issues of aging hardware, operating systems that would no longer be supported by Microsoft, difficulty managing server configurations, lack of remote access to fundraising software, poorly connected wireless access points, incompatible file formats, and lack of office standardization.

With that assessment, and cognizant of the organization's financial limitations, the students constructed an IT plan and delivered their recommendations to the group's administration and board. Francis House relies entirely on donations to carry out its mission, which is to provide a home and extended family and care services to those with terminal illnesses. Consequently, the recommendations had to be realistic, affordable, and easy to undertake.

The students' plan was extremely well received by the Francis House administration and Board, and the work of the students received high praise. However, it wasn't just the computer savvy of the students that won them acclaim, according to Steve Block, assistant dean for administration at the iSchool, who serves on the board of Francis House. The respectful manner and professional demeanor of the students as they carried out their efforts was very noteworthy as well, he said.

"Nancy Light, the executive director, and Beth Hoey, advancement director, were so complimentary about the students and the way they behaved in the environment," Block noted. "The students knew where they were, what the mission was, and they were very respectful. The staff was very impressed with their sensitivity to the Francis House environment and their willingness to help staff members on the fly," he said.

The organization's leadership echoed that statement. "We feel very fortunate to have worked with the student team from the School of Information Studies," said Light,



**CCENT Students with faculty advisors Bahram Attale (second from left) and Carlos Caicedo (third from left).**

who explained how the students filled a truly pressing need. The consulting engagement, complete with hardware and operating systems inventory, software inventory, Wi-Fi connectivity assessment and recommendations for upgrades to make Francis House more efficient, she said "was invaluable, and their recommendations allowed us to prioritize our information systems needs and establish a working plan for the upgrades and changes necessary to make good decisions going forward." ■

## FACULTY BRIEF

### Professor Yu Awarded Grant to Build Citation Opinion Analysis Tool

A team at the iSchool will be able to start building a valuable new academic research citation tool with newly awarded grant funds from the Institute of Museum and Library Services (IMLS).

Assistant professor Bei Yu has been awarded a three-year grant from the IMLS Laura Bush 21st Century Librarians Program totaling \$386,030. The grant will fund the project, "Citation Opinion Retrieval and Analysis" (CORA). The work will consist of building of a plug-in tool for digital libraries that will help researchers obtain citation statements about published literature and analyze and classify citations to assist and

expedite research much more easily and quickly.

The grant will fund the building, testing, and assessment of an automated tool that can plug into a full-text bibliographic database. The tool will be able to extract citation statements toward a cited article, separate substantial citations from perfunctory ones, and categorize substantial citation opinions by their purposes, according to Yu. CORA would also sort and categorize citation opinions by their purposes (such as comparison or critique), subjects (methods, results) and tones (such as positive, negative, and neutral), Yu said.

Yu explained, "As a researcher, if you are looking into a theory, or an algorithm, or a treatment, you would naturally wonder what other researchers think of it. In scholarly communication, researchers express their opinions toward related work through citation statements. However, manually retrieving and summarizing citation opinions becomes an impossible task with the exponential growth of scientific publications and their citations." ■



STEVE SARNORI

Bei Yu

ISCHOOL NEWS



STEVE SARTORI

R. David Lankes

**IMLS Grant Funding Program to Boost Library Workers' Online Teaching Skills**

The iSchool, as a partner with the South Central Regional Library Council of Ithaca and The 3Rs Association, Inc., will be developing a program to strengthen the teaching and learning skills of library workers who provide outreach education using online learning environments.

A grant of \$336,665 was awarded in April to support the three-year project by the Institute of Museum and Library Services (IMLS) via its Laura Bush 21st Century Librarians Program. The monies will enable development of a program to guide transfer of in-person teaching skills and pedagogy to the online environment; help librarian-trainers evaluate and gain experience with various online delivery platforms; and teach library workers how people learn effectively in online education situations.

Project principal investigator is Mary-Carol Lindbloom, executive director of the South Central Regional Library Council. She conceived the skill-building program and invited the iSchool to participate. iSchool Professor R. David Lankes is Syracuse University's liaison to the project. He will provide input into course development and delivery and oversee graduate assistant and hourly students who will be hired to help implement the program. iSchool faculty members Marilyn Plavovos Arnone and Jill Hurst-Wahl, plus WISE distance-education

coordinator Alison Miller, also will help formulate program content.

The group plans to develop "train the trainer" materials for 120 librarians who are responsible for providing continuing education through their libraries. They also will develop an online learning segment, to deliver to 240 librarians from throughout New York State, that illustrates best practices to support online learning.

As more teaching changes from in-person classrooms to online platforms, there is a need for clear guidelines on what works and what doesn't in terms of the pedagogy, technologies, and devices used in the online environment, according to Professor Lankes. "What's happening is that people are saying, 'I've taught this in person for 10 years; I'll teach it online.' Yet, it's not like 'shazam', and you can teach it online. What we've learned at Syracuse since we began doing online education in 1993 is that there is no 'shazam' to this; there is a lot to think about when you make the transition to online teaching and learning. There are a lot of good instructors who do very interactive things when everyone's seated around the table. The question then is, how do you do something like that in the online environment?"

Professor Arnone said that librarians are experiencing situations where the outreach and education they do increasingly involves

online elements. The program will help develop skills for online teaching and unique aspects of learning via an online environment. The goal is to boost presentation and technology skills which library workers can use to conduct effective online sessions. "This is about being able to teach effectively and transfer what you know into an online environment, and understanding the differences in online learning, since not everyone likes it," Arnone noted.

Those who teach online need to understand how to gain attention, make content relevant and interesting, and build learners' confidence, while also setting clear expectations for the experience, she added. In addition to addressing those aspects, workers will learn how to offer "multiple means of representation—opportunities to present information in ways that learners can feel good about—so it's coming to them in the way that they prefer. Addressing disability issues and accessibility for online learners, and the adjustments that can be made for online learning, also will be incorporated, Professor Arnone said.

Materials and presentations created for the program's 10 informational modules will be available to the worldwide library community through the project's LibGuides website, via WebJunction, and as disseminated through library conferences and publications. ■



STEVE SARTORI

Marilyn Arnone

Associate professor Megan Oakleaf delivers her address after being honored with the Professor of the Year award at the iSchool's convocation ceremony.



J.D. ROSS

FACULTY BRIEF

**Oakleaf Named Recipient of Annual Teaching Award**

MEGAN OAKLEAF, associate professor and director of instructional design, was chosen as the Jeffrey Katzer Professor of the Year for 2014, an award that cites the outstanding teaching of a full-time faculty member.

Oakleaf teaches "Reference and Information Literacy Services" and "Planning, Marketing, and Assessing Library Services." Before coming to the iSchool, she was the librarian for instruction and undergraduate research at North Carolina State

University. She completed her doctorate at the School of Information and Library Science at the University of North Carolina at Chapel Hill, earned a master's degree in library science from Kent State University, and holds a BA in English and Spanish and a BS in English Education and Spanish Education from Miami University. Prior to a career in librarianship, she taught language arts and advanced composition in Ohio public schools for grades 8-12.



SSOH 01

Former iSchool Dean Elizabeth D. Liddy presents the Robert Benjamin Junior Faculty Achievement Award to Assistant Professor Yang Wang during the iSchool's opening convocation in September.

## iSCHOOL NEWS

### Wang Selected for Junior Faculty Achievement Award

Assistant Professor Yang Wang has been recognized with the Robert Benjamin Junior Faculty Achievement Award, an honor that showcases the demonstration of excellence and originality in research.

The honor has been given only three times: to Professor and Interim Dean Jeffrey Stanton in 2003, the year it was established; to Associate Professor Scott Nicholson (2005); and to Associate Professor Carsten Oesterlund (2008).

Dr. Wang said he was surprised, humbled and honored by his selection, noting, "I cannot express how grateful I am to my wonderful and supportive colleagues here at the iSchool. I am lucky to be part of this amazing school, let alone receive this honor." He expressed gratitude to those who nominated him and who support his research, listing his wife, Yun Huang; and former Dean Liddy; plus the many faculty, staff members, and students he has worked with: Eileen Allen, Jason Dedrick, Steve Sawyer, Jeff Stanton, Joon Park, Barbara Kwasnik, Kevin Crowston,

As she accepted the award at the iSchool's convocation ceremony in May, Oakleaf reflected on her own favorite teachers and urged graduates to emulate the conduct of their own "best teachers" in life. What those teachers had that was so valuable, Oakleaf said, was that, "They focused on the goal; they had a plan to get there to achieve the outcome. They had high expectations but they held themselves to those same high expectations. They shared the power. They were fair. They were enthusiastic. They

had energy. They had zest. They loved what they were doing. They cultivated a sense of humor and especially about themselves." In addition, her teachers "listened, and because they listened, they could explain, they could demonstrate and they could change course when the situation called for it. They cared. They focused on other people, not themselves. And finally, they never let things get too negative," Oakleaf recounted.

She urged the graduates that, "as you shift from being students to being

Carsten Oesterlund, Scott Nicholson, Milton Mueller, Huichuan Xia, Corey Jackson, Kevin Du, Kathy McDonald, Corey White, Meghan Macblane, Trish Lowney, and Gina Lee-Glauser. He also noted how much he appreciated receiving a "heartwarming award letter," which described the honor's significance to originator Benjamin and his wife. "I felt the same way," Dr. Wang said. "It means a lot to me and my family. Looking forward, I need to work harder to live up to the honor of this award."

Dr. Wang joined the School in Fall 2012 after spending two years as a research scientist at the CyLab at Carnegie Mellon University. He previously worked at several industry research labs, including Intel Labs, Fuji Xerox Palo Alto Lab (FXPAL), and CommerceNet zLab.

He currently is involved in two National Science Foundation-funded research projects. He is a principal investigator on a subcontract from Carnegie Mellon University, researching online privacy behavior and the effects of online "nudging" tools (Trustworthy Computing, 2013). He was named a co-principal investigator on Spreading SEEDS: Large-Scale Dissemination of SEED Labs for Security Education, with Professor Wenliang (Kevin) Du, of Syracuse University's School of Engineering and Computer Science. His role in that project is to evaluate the impact of efforts to bring Du's security education workshops to larger audiences. Dr. Wang also was awarded a U.S. Department of Education, five-year, \$3.7 million grant. The project, led by Carnegie Mellon University, is for developing methods for people with disabilities to take full advantage of Internet resources (Disability Rehabilitation Research Project on Inclusive Cloud and Web Computing). He also received an Alcatel-Lucent Bell Labs Collaboration Grant in 2010.

Professor Wang's co-authored paper on how online processes are fraught with privacy concerns "Smart, Useful, Scary, Creepy: Perceptions of Online Behavioral Advertising", was recognized by the Advisory Board of the Future of Privacy Forum. He has received ACM CHI 2012's Paper Honorable Mention award, given to only five percent of submissions. Additionally, Dr. Wang earned a Phi Beta Kappa International Scholarship in 2009 and a UCI Graduate Dean's Dissertation Fellowship in 2009. ■

teachers, too... you would do well to keep those special teachers you've encountered along the way as your touchstones. Do what they do and you'll have a guide at certain times, do what they do and you'll be all right." ■



ISCHOOL NEWS

**iSchool Ranked #1 for Online Computer Information Technology Programs for Veterans by U.S. News**

The iSchool was ranked No. 1 in best online graduate degree programs in computer information technology for veterans by U.S. News and World Report.

The full rankings, released in May, are available on the U.S. News and World Report website, along with an overview of the iSchool's graduate information technology program. This program was also ranked No. 5 overall for best online information technology programs in January.

This is the second year that U.S. News has released rankings for programs for veterans, and the first year that programs in computer information technology have been ranked.

Veterans "face their own challenges, such as dealing with deployments or grappling with mental or physical wounds that can make it hard to adjust to life on campus," notes the magazine's release on the methodology behind the rankings. "For some of these students, online programs provide an advantageous alternative to brick-and-mortar universities."

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

"We are proud to receive this recognition of our program with respect to higher education for veterans," said iSchool Interim Dean Jeffrey Stanton. "We have been a leader in the field of online learning since 1993, and we have been a strong supporter of education for our veterans. The iSchool has a long history of working with the military, in both veteran education initiatives as well as programs for members of the military who are currently serving our country."

Programs at the iSchool that provide services to the military include the School's agreement with the United States Army Signal Center Cyber Leader College (SIGCEN) at Fort Gordon. This program provides an opportunity for officers who have completed courses at SIGCEN in capacities as information systems managers or telecommunication

engineers to transfer credits that will count toward their M.S. in Information Management or M.S. in Telecommunications and Network Management degree at the iSchool.

The iSchool was also a driving force in establishing the technology track of the Veterans Career Transition Program at the University. Originally called the Veterans Technology Program, the curriculum, developed at the iSchool, prepares transitioning service members and spouses for new careers in operations information technology, or human resources. Syracuse's Institute for Veterans and Military Families currently administers this program. Syracuse University's Veterans Resource Center also provides student veterans with a personalized set of services from recruitment to degree completion.

"We are excited that our program has been recognized by U.S. News as a good opportunity for veterans," said Victoria Williams, director of online education at the iSchool. "Active military and retired veterans across the world have a strong presence in iSchool online graduate programs. Our online format provides access to the same high quality education as our campus programs, and allows military students the flexibility needed to accommodate changes in deployment and advancements in career."

"Additionally, our online programs have allowed the iSchool to attract experienced, high quality faculty, many of whom are veterans themselves," noted Williams. "We value having veterans in our programs and consider them to be a very important part of the iSchool community."

"When our new Chancellor, Kent Syverud, was inaugurated, he addressed the need to make Syracuse one of the best places for veterans to receive an education," said Stanton. "With this top ranking of our online program, I believe that affirms we are headed in the right direction." ■

School of Information Studies  
SYRACUSE UNIVERSITY

# RANKINGS

## U.S. NEWS AND WORLD REPORT

### LIBRARY AND INFORMATION SCHOOLS

- #1 Information Systems
- #3 School Library Media
- #3 Digital Librarianship
- #4 Library and Information Science Schools

### ONLINE COMPUTER INFORMATION TECHNOLOGY

- #1 Online Computer Information Technology for Veterans
- #9 Online Computer Information Technology Program

## FACULTY BRIEF

**Caicedo Receives Faculty Research Award from Google**

**WITH THE RAPID INCREASE OF WIRELESS** technology and services, more companies and devices are competing for a limited amount of available space across the wireless radio spectrum.

This is an issue that assistant professor Carlos Caicedo has been researching along with a working group from the Institute of Electrical and Electronics Engineers (IEEE).

Caicedo and the IEEE working group have been focusing their efforts on developing a standard method for modeling wireless spectrum consumption.

To support this work, Caicedo was recently awarded a grant from Google to explore and develop a tool to elaborate and evaluate wireless spectrum consumption models, and provide spectrum managers with the data they need to determine compatibility of spectrum use between different wireless systems and devices.

The project, titled, “Enabling Spectrum Sharing via Spectrum Consumption Models” was funded with a \$63,000 grant from Google’s Faculty Research Awards program. Google’s awards are designed mostly to support the research expenses of one graduate student to work on the project for one year.

Caicedo, along with a Ph.D. student researcher, will develop a software solution that helps to determine spectrum use compatibility between multiple systems, and methods to determine wireless spectrum use opportunities in a given area with the use of spectrum consumption models.

“Currently, it’s very hard to determine when two wireless systems might interfere with each other,” explained Caicedo. “The IEEE is working on developing a standard to help with this problem, and the point of this tool is to facilitate the use of that standard.”

The project would allow radio frequency managers to develop spectrum consumption models, and by exchanging these models with others, they can then determine how wireless use and interference would factor into the provision and/or use of wireless services in a given area.

“The mechanisms we have for managing the radio frequency spectrum now are inefficient,” said Caicedo. “Because of the high demand for wireless data services, we need new ways to convey spectrum use and manage the radio spectrum.”

With new uses for wireless technology emerging in the marketplace every year, wireless spectrum managers need to be able to adequately prepare for future services and capabilities. Caicedo believes that this tool will allow them to do that.

“Our hope is that the adoption of this standard, as well as the tool, will help to solve the artificial spectrum shortage caused by today’s management methods, and prepare for future technology,” noted Caicedo.

After the new tool is developed, Caicedo plans to release it under an Open Source license. ■



STEVE SARTORI

## FACULTY BRIEF

**Mueller’s Border Gateway Protocol Internet Research Funded by NSF**

**R**esearch on vulnerabilities in the Internet’s Border Gateway Protocol in a study planned by Professor Milton Mueller and postdoctoral researcher Dr. Brenden Kuerbis has received a National Science Foundation-funded award.

The \$338,664 grant is supporting the project, “Beyond Technical Solutions: Understanding The Role of Governance Structures in Internet Routing Security,” to be conducted over the next two years.

The research is unique because it examines the issue of protocol security from the social science aspects of how data moves around the Internet, rather than from a technical stance, as other researchers have done, according to Dr. Mueller. The study also bridges a gap between computer science knowledge

of Internet routing and social science theories of organization and networked governance.

The Border Gateway Protocol is a critically important technology for routing Internet data from its origins to its destinations, according to Dr. Mueller, and the researchers will examine the various kinds of filters or mechanisms internet service providers have used for “what were they doing, what they decide, who to trust, and who not to listen to among other internet service providers when they’re moving these packets around.” How those decisions are made “is not purely a technical process,” he said.

“People have looked in very technical ways at this problem, and have tried to set up various technical securities, but they haven’t looked at the organization-

al processes. That’s where the rubber hits the road. Even if you have the right technology, if you implement in an inefficient or flawed way, you may not be any better off than you are before,” he explained. “Vulnerabilities in the Border Gateway Protocol have caused and could continue to cause serious cybersecurity issues.”

The professor said the research team is expecting to have results fairly quickly “that will let us find out some interesting things about the role of internet service provider practices” and that “perhaps in a year or two, we might have some insights that may change the way people think about some of these problems.” ■



STEVE SARTORI

## ISCHOOL NEWS

**Master Librarianship Class Videos Going Worldwide Via Educational Firm****THE POPULAR VIDEO LECTURE**

series of iSchool Professor R. David Lankes on the topic of new librarianship is being made available to library professionals and other interested individuals and organizations around the world through an innovative partnership with Kanopy, a leading distributor of online educational videos.

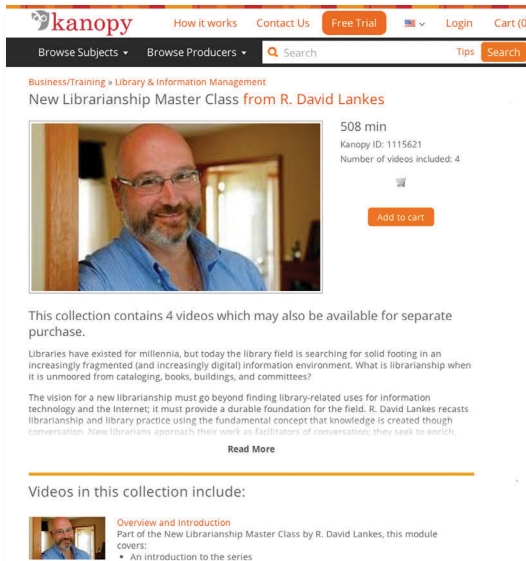
Lankes, known nationally and internationally for his unique way of looking at and talking about the current and future states of the library profession and librarianship practice, made his series of videotaped lectures available free of charge when contacted by the company about the possibility of distributing them through Kanopy's worldwide educational network. His Master Class librarianship series has been offered free via the School as a MOOC, as well.

**"I am of the firm belief that the future of librarianship is founded on open conversations, collaboration and connections, not only among each other, but among the communities [librarians] serve. Kanopy is playing a small role to facilitate this conversation . . ."**

— OLIVIA HUMPHREY, CHIEF EXECUTIVE OFFICER AT KANOPY

Kanopy is making its 60,000 worldwide library field customers aware of the availability of the video series. The videos are available at no charge to Kanopy customers, since Lankes has donated the works and Kanopy is covering associated delivery and marketing costs.

"Librarians from all over the world continue to request videos on



the art of librarianship and there was really nothing available," noted Olivia Humphrey, chief executive officer at Kanopy. She said that when she heard about Lankes' work, she approached him regarding the possibility of the company's distributing his content.

"David Lankes is a passionate advocate for librarians and their essential role in today's society. The overwhelming response Kanopy has received from librarians all over the world who have watched his 'New Librarianship Master Class' on Kanopy is testament to this," Humphrey said.

"I am of the firm belief that the future of librarianship is founded on open conversations, collaboration and connections, not only among each other, but among the communities [librarians] serve. Kanopy is playing a small role to facilitate this conversation by offering any academic library worldwide free access to David Lankes' 'New Librarianship Master Class,' she continued."

Lankes said when Kanopy approached him about the possibility of using the Master Class videos, he thought it was a great idea. "I've always done a lot of video and the concept of making it as widely available as possible, and at no cost, was appealing. [At the iSchool], we did that with the Master Class via a MOOC, and with many of the keynotes I've done. Kanopy provided another vehicle to get that content out into the world."

Lankes said the opportunity also was in line with the iSchool's library program mission. "One of the things I think the Syracuse library science program is well known for, now

and over time, is trying to make a real change in libraries all over the world, so the more we can get the message out about how libraries can ensure their future, the better," he explained.

The company also seemed to make a good partner for Lankes and the iSchool library program, the professor said. "There are lots of opportunities to partner, and I like to partner with folks who are trying not only to do well, but also to do good," Lankes added. "I definitely got that sense from the Kanopy folks, and they were a dream to work with," he said.

Kanopy is in discussions now with Professor Lankes on how to take the educational partnership another step, including ideas for creating additional content, and how the firm might also be able to enrich the video viewing experience by connecting librarians together so they can discuss and debate their issues. ■

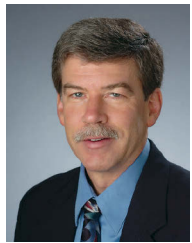


## FACULTY BRIEF

**Dedrick, Stanton Receive NSF Funding for Smart Meter Study**

**DO PEOPLE CARE HOW SMART meters collect data about the electricity they use?**

That's one of the questions a new National Science Foundation-funded grant will permit two iSchool faculty members to explore in their project, "Data Privacy for Smart Meter Data: A Scenario-Based Study."



STEVE SARJORI

Principal Investigator associate professor Jason Dedrick and Co-Principal Investigator professor and interim dean Jeffrey Stanton

have been awarded \$266,101 in NSF Early Concept Grants for Exploratory Research funds to study the issue over the next three years.

"Smart meters" capture data on household energy use at frequent (typically 15-minute) intervals. That helps utilities automate meter reading and billing, detect and respond to outages, and match supply and demand. However, such data collection appears to create some significant privacy concerns for some customers, Dedrick explained.

In order to assess consumers' perspectives of those concerns, Dedrick and Stanton will be creating realistic scenarios to test in focus groups and through questionnaires. Their goal is to gauge which issues consumers perceive as privacy risks, and to assess the degree of concern they have about various types of data-collection and data-breach situations. Their study also will examine how utilities currently protect consumer data and how well the practices and policies correspond to users' privacy concerns.

Professors Dedrick and Stanton have been studying smart grid electri-

cal use and adoption for the past three years, working to identify the motivating factors, obstacles, and challenges facing utilities and consumers regarding the technology's adoption. One of the issues inhibiting greater adoption, they have found, is that smart meter use permits others to view usage patterns, including signatures left by the household's varied devices and appliance. That added detail could present privacy issues based on how the collected data is used, stored, and shared, Dedrick explained.

While most consumers don't have a high degree of awareness about that data collection, the scenarios being tested will draw a clearer picture about the types of issues that do concern them, and to what degree, Dedrick said. He noted that some of the testing scenarios will be routine, and others will present more far-fetched potential outcomes of data-sharing. For instance, if one member of a divorcing couple engaged in a child-custody battle obtained meter data showing that the spouse's household's Xbox was in use 18 hours a day, that parent could form conclusions about the quality of parenting the other parent is providing, he illustrated. "That might be the extreme, but it illustrates how innocent-looking data, put into different contexts, can be of concern or can be misinterpreted, with people drawing inferences from the data that might not even be accurate."

Once the results of the study are known, the researchers will meet with utility company representatives to discuss how utilities can balance consumers' concerns with business objectives and regulatory constraints, the professors said.

Although there are 45-50 million smart meters in use among electric customers today, only a small seg-



STEVE SARJORI

"Smart meters" capture data on household energy use.... That helps utilities automate meter reading and billing, detect and respond to outages, and match supply and demand. However, such data collection appears to create some significant privacy concerns for some customers.

ment of that population is aware of the meter's presence, and even fewer take advantage of the meter's data to monitor their electricity use, according to Dedrick. Whether or not someone is interested enough to check their usage, the study is important to the average user, he said. "I think it matters that people know how their data is being collected and used and that the companies and government agencies who are collecting, using, and sharing it are conscious of consumer and individual concerns. There's a much broader debate going on about who owns data and what responsibilities companies and individuals have, and what rights to privacy we have." ■

## iSCHOOL NEWS

**IT'S TRADITION THAT COLLEGE COMMENCEMENT**

speakers will *impart their wisdom, describe the ladder to their successes, and detail the paths that led to greatness. More likely than not, their paths have been bumpy ones, anything but predictable, and have included an unconventional turn or two. They'll tell you that's been OK... and in fact, it is often life's unexpected twists and turns that have led them to greater satisfaction in career and in life.*

*That has been the case for the 2014 and 2015 iSchool Convocation speakers. Philip Kaplan and Krista Canfield, though taking divergent career paths, presented similar thoughts to guide graduates into the future. Here's some of their sage advice and a look at how they crafted their own successes.*

**Canfield Tells Graduates: Memorable Experiences, People Count Most in Life**

An enriching life isn't about things and stuff, or about being rich and famous. Instead, living life to the fullest is about having memorable experiences with the people who mean the most to you in this world.

That's the advice Krista Canfield, a Syracuse native and a 2003 Syracuse University graduate, offered to the Class of 2015 as Convocation keynote speaker.

Getting to an enriching life and career may require quitting the surety of where you are for an uncertain path that appears it may be more personally suited and satisfying, she suggested. That's a step not to be feared, she added, referencing the Dr. Seuss book, *"Oh, The Places You'll Go!"* that she was given upon her high school graduation. "You may have to step outside your comfort zone before the excitement begins," she explained.

She asked the graduates what they thought they wanted to do in life, and how

they might find fulfillment. "Once you get that first job, what's next? A promotion? More money? A house? More things?" She advised them to begin their careers by generating a mission - where they want to be in three to five years - and a vision, "where you want to be in the long run." A vision "gets you out of the daily grind and makes you think about the big picture, what your end goal might be," she described.

Being scared is good too, she said, because "like growing pains, the scary times stretch you into the person you are destined to become." She told the graduates that "to have adventure in life, you might have to "scare up" courage and strength." She herself has been scared, from the time she bungee jumped in New Zealand, to her descent of Mount Kilimanjaro during a blinding snowstorm, to her first job at a startup in a recession environment, where she feared co-workers could soon become empty seats, she said. "The things that scare you are what make life an adventure.

It's the unexpected twists and turns that yield the most surprise and delight...the nights you didn't think you'd stay out late, the trips you hadn't planned on taking. Sometimes it's the hike down from the top that's the hardest part, but that doesn't stop you from wanting to go after the next peak," she advised.

Canfield also told the graduates to have compassion for others in this world, exemplified by simple acts, such as helping someone who is struggling with their groceries; complimenting a co-worker when they least expect it; "sending your mom flowers when it isn't

Mother's Day; telling your kids you're proud of them when it isn't Graduation Day."

She concluded, "Begin your adventure, and enjoy the zigs and zags. Don't be scared; scare up [resources]. Do what you were going to do tomorrow, today. Stuff and things won't fit in the overhead compartment," the world-traveler reminded, "so travel light and pack your life full of memorable experiences."

Canfield began her college career at the Fashion Institute of Technology in New York, but before long, switched to Syracuse University. She is a graduate of the Newhouse School of Public Communications (broadcast journalism) and the Whitman School of Management (finance). She took a leap of faith by going to work in PR for then-startup company LinkedIn. She spent nearly seven years there working on corporate, consumer and trade communications and leading communications efforts worldwide related to LinkedIn's expansion into international markets, before transitioning to her current role as Vice President of Communications at GoGoBot, which she called her "dream job."

Canfield has been closely involved with the iSchool since 2012, when she joined the School's Board of Advisors. While at LinkedIn, Canfield worked with the iSchool to regularly host students on the School's Spring Break in Silicon Valley trip, where Syracuse University students are exposed to the startup and technology culture of California's Bay Area. That tradition continues at Gogobot.

**Philip Kaplan: Follow Your Gut; Regard Your Work as Art**

In a speech sprinkled with humor and humility, Philip Kaplan, '97, once a student at the School of Information Studies who has become a highly successful serial entrepreneur, provided Class of 2014 graduates with some interesting life lessons.

The gig as a graduation speaker was ironic, said Kaplan, an avid musician as well as a highly skilled information technologist and startup founder. As a high school student whose academic performance was sporadic, his parents worried that he might not even graduate high school, much less college, he



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**Krista Canfield delivers the address at the iSchool's 2015 Convocation ceremony.**



JD ROSS

**Philip Kaplan delivers the address at the iSchool's 2014 Convocation ceremony.**

said. Still, he has founded several highly successful companies, created a number of apps, and wrote a bestselling book about the dot.com boom and busts—all by working on his own terms.

Kaplan's start as an entrepreneur came while he was working as a project manager at a web design firm, yet recognizing that he really wanted to work for himself. So he quit his job without clients of his own, then hustled up business. He posted his resume on job boards, and when recruiters called, he told them he wanted to freelance the work instead. He told everyone he knew about the work he could do. Within six months, he had a firm with five full-time employees and "more business than I could handle." He's had astounding success since then, too, starting "many different kinds of companies and employing a lot more people." He still wakes up every day, "thankful that I get to do what I do. But it all started because I wanted to sleep in," he joked.

Kaplan advised the graduates to think about their work like art and to strive to be prolific. He has created about 100 different products, apps, websites, online services and companies, some that became big, some that were acquired, "and many that went nowhere," he said. Most of them started out as hobbies, activities he undertook "to avoid real work; so none of it feels like work, it feels like art," he quipped. He suggested that graduates regard their work much like a musician who is putting out an album. "You're going to have some hits and you're going to have some duds, and the duds aren't that big of a deal. If you decide midway through that it sucks, paint over it and start again."

Kaplan told the graduates that it's also OK to quit a job or a project. He once spent nearly a year building a product, then scrapped it because he felt it wasn't good enough. "You can start as many jobs or companies or products as you want. If anyone ever tells you that it's bad to jump around or that you need to focus on one thing, that's not true. Don't listen to their advice," he related.

His next piece of advice, he laughed, is not to take other peoples' advice. While mentors and experts are important to a budding career, listen to the stories those people tell about their work and successes, but act on your own instincts, he advised. "Every regret I have in business is because I took somebody else's advice rather than going with my gut," he advised.

Kaplan has cofounded and sold several Internet companies, including the largest privately-held ad network (AdBrite), TinyLetter,

an email newsletter service (acquired by Mail Chimp), and PKInteractive, a web consultancy. He also founded Blippy, a venture-backed social shopping company, and created several popular iPhone apps. He is working on two music-related ventures, Fandalism, a social network for musicians to share their work and interact with other artists, and DistroKid, a service that allows musicians to easily publish their tracks to online marketplaces. He also is a bestselling author of a book that chronicles some of the major disasters of the late 1990s and early 2000s tech boom.

Kaplan was a member of the iSchool's Board of Advisors from 2006-2012, and has hosted several groups of students who visit with him during the School's Spring Break in Silicon Valley trips. ■

#### ISCHOOL NEWS

### University Receives Dual Information Assurance/ Cyber Defense Education Designations

Syracuse University is among an elite group of academic institutions designated by federal agencies for research and education in information assurance and cyber security.

Affirmation of its status as a National Center of Academic Excellence (CAE) in Information Assurance/Cyber Defense (IA/CD) institution, a newly introduced status, has been provided by the National Security Agency and the federal Department of Homeland Security. In addition, the University was reaffirmed as an institution for CAE-R (research) programs, according to associate professor Joon S. Park, the CAE Point of Contact at the University. Both designations are effective through 2021.

The University received the maximum initial designation periods. Subsequent designation periods will revert to five years. The University originally received the CAE Education designation in 2001 and was redesignated in 2004, 2007, and 2012. The University received its first CAE-R designation in 2009.

Park noted, "although the preparation of the application packages required significant time and efforts, the application results were successful thanks

to the outstanding accomplishments in IA/CD education and research, which had been achieved by all the IA/CD-related faculty, students, and staff members at the university. It was my honor to serve the University and receive the designations on behalf of them all. Receiving the designations is prestigious, and also encourages us to recommit to continuously improve the quality of our IA/CD programs for the next redesignations."

Several dozen faculty and staff members from across the University were involved in preparing the applications, Park said. That number included more than 30 colleagues at the School of Information Studies and other security-related faculty, instructors, program directors, staff, and students across the campus at the College of Engineering and Computer Science; the College of Law; the Maxwell School of Citizenship and Public Affairs; and the S.I. Newhouse School of Public Communications. ■





## ISCHOOL NEWS



STEVE SHAFER

## Workflow and Data Management Research Project Funded by NSF

**A RESEARCH PROJECT TO** develop metadata models for managing heterogeneous workflows, and that involves Syracuse University experts in the fields of gravitational wave physics, information science, and computer science, has been funded by the National Science Foundation's Advanced Cyberinfrastructure Division.

The principal investigator for the project, Duncan Brown, associate professor in the Physics Department at the School of Arts and Sciences at Syracuse University, is joined in the effort by co-principal investigators Jian Qin, professor at the School of Information Studies; Peter Couvares, senior scientist in the Physics Department; and Ewa Deelman, research associate professor in the Computer Science Department at the University of Southern California.

The grant will fund work for the design, development, and deployment of metadata-aware workflows and data-mining tools to enable the management of large, heterogeneous data sets produced by scientific analysis.

The grant will fund work for the design, development, and deployment of metadata-aware workflows and data-mining tools to enable the management of large, heterogeneous data sets produced by scientific analysis. The pilot effort targets the cyber infrastructure used to search for gravitational waves by the Laser

Interferometer Gravitational Wave Observatory (LIGO). LIGO is part of a worldwide network of gravitational-wave observatories poised to probe black holes, neutron stars and supernovae by using gravitational waves as a tool to study physics and astronomy. The gravitational-wave physics community has an immediate need for improved data management and analysis tools to accomplish its scientific goals, Brown wrote in his funding proposal.

Dr. Qin explained that the diverse collaboration dates back to 2010, when she and iSchool Research Associate Professor Howard Turtle first began discussions with Brown regarding the possibility of a metadata and information retrieval project applied to this scientific area of research.

The project entails a holistic approach to scientific data management, Dr. Qin said, which is focused on scientists' needs regarding the management of their data input and output, pipelines and workflows at each stage of a research lifecycle. "Because it is computational intensive, we have to understand how data flows from one point to another and the provenance information generated along the way, and then the whole workflow of the research," she explained.

Dr. Qin's portion of the work will entail responsibility for studying the data flow, data structures, and the research lifecycle, as well as understanding the needs for data retrieval, data discovery, data tracking, and

long-term data preservation for future access, she said. Metadata models will be developed that describe the data sets and other data artifacts, such as who created them, who ran the analysis job, where the data originates, where the output goes, and tracking every data set generated. This will assure that the data source, output location, and algorithms and parameters used in the science are available to other researchers in the future, she added.

"It's a good collaboration," Qin remarked. "You can imagine I don't understand astrophysics, but along the way, I've learned a lot about astrophysics research, as well as the field's data structure and data management needs, so I can relate those issues and needs back to my field, and think about how metadata and ontologies can help meet those needs."

Dr. Qin said the majority of her focus will occur in the first two years of the study, when she will work with the principal investigators to design metadata models and implement and test them. The third year is expected to consist of evaluating the effectiveness and usefulness of the models developed. ■

## iSCHOOL NEWS

**iSchool Welcomes Three New Faculty Members**

The School of Information Studies welcomed three new faculty members in the fall of 2014. Two tenure-track assistant professors, and one University Professor of Practice joined the ranks at the iSchool.



STEVE SARFIORI

**Assistant professor**

**Jeff Hemsley** has spent the last five years at the University of Washington Information School in Seattle, earning his doctorate, working as a research assistant and teaching assistant, and guest lecturing on topics such as social media, viral events, big data research and quantitative research methods.

"There's just so much going on here, and it's all so different, and that's a great place to be if you're interested in visualizing data because there are so many different kinds of data that might be available to look at," he noted.

Dr. Hemsley will be teaching the iSchool's classes in information

visualization this fall. He plans to continue new questions in his existing research, looking at information flows in social media networks, how the structure of networks influences the flow of information, and how those flows in turn alter the networks. With a focus on social movements and political events, he builds tools that collect, curate, visualize and analyze big data sets, and employs social network analysis, econometrics techniques, and computational simulation methods. It took just one visit to Syracuse University for new faculty member **Bryan Semaan**



STEVE SARFIORI

to recognize that the School of Information Studies was his rightful new home.

"After interviewing with several schools I considered good ones for the field, I came here and instantly felt like this was the place for me," the new iSchool faculty member confided. "First and foremost, it started with the

people. Everyone was so welcoming and friendly. I already knew that fantastic research is being done here, and then they [the people here] embody the faculty-of-one mentality."

The School's strong reputation and abilities in natural language processing were additional factors in the decision, the assistant professor said. "It's nice to be able to say I can use various NLP tools for my research, but I can't create the dictionary, or the machine to constantly modify a dictionary. But here, you have all these people who can do that sort of thing, so I felt the synergy when I got here."

Dr. Semaan studies computer-supported cooperative work, human-computer interaction, and social computing/social media. He plans to expand on his theoretical contributions by examining the role of technology during disruptions, and the intersection between technology, politics, and disruption via social movements. He looks at social phenomenon "with the intention of building new socio-technical capabilities," he said, "examining how citizens deliberate and make political decisions through

social media and use social media to gather and disseminate opinions and have discussions."

Semaan attended the University of California, Irvine for his bachelor's, master's, and doctoral degrees, then did post-doctoral work at the University of Hawaii-Manoa.



STEVE SARFIORI

**Jeff Saltz** became a University professor of practice with a joint appointment at the School of Information Studies and the College of Engineering and Computer Science.

His move from industry to academia is something he considered years ago, when he earned his doctorate from the New Jersey Institute of Technology with the idea of joining a university someday, he said. "Change is constant, but that's what makes it interesting and keeps it interesting. It's why I'm excited to be in academia. What we'll be teaching in five years is different from

what we're teaching this year," Dr. Saltz said. "We can guess what the future will be, but part of that is watching it evolve and taking advantage of technology advances as they are happening."

"In working with people in the iSchool for the last six years, I'm really excited to be part of the team; in part because I think all the faculty and all the students I interacted with have made it a very collegial environment." Saltz has worked with Syracuse University on behalf of JPMorgan Chase since 2008, and those efforts have resulted in several significant academic programs, including creating the Global Enterprise Technology minor, updating the Systems and Information Science major, and establishing a technology center in Lyman Hall.

Saltz obtained his bachelor's degree in computer science from Cornell University and an MBA from The Wharton School at the University of Pennsylvania. ■



# Life Beyond





# Hinds Hall

## iSchool Immersion Programs Provide Experiential Learning for Students J.D. ROSS

Learning at the iSchool isn't confined to classrooms on the campus of Syracuse University. iSchool students as well as students from across the University benefit from a number of signature experiential learning programs that the School offers.

These programs, with both domestic and global destinations, offer students an opportunity to learn outside of the classroom from professionals in industry, from established global corporations to startups in incubator spaces.

In addition, a new global experience requirement for undergraduate iSchool students ensures that they will leave Syracuse with the background and knowledge they'll need to function in today's global economy.

"Today's workforce needs to have global awareness, and we're committed to preparing our students to work this way," says Kathy Allen, the iSchool's executive director of special academic program initiatives. "Information, products, and individuals now collaborate across national borders with ever increasing frequency and speed, and our graduates play a key role in this global economy."



### Road Trips

More informal in nature, and usually only a night or two, the iSchool has offered a series of road trip excursions to several northeastern cities. On these trips, students have the opportunity to learn about various industries, with past trip themes including retail, entertainment, and sports. Destinations have included Buffalo, Boston, New York City, and Washington D.C.

### Global Immersion Programs

Each summer, students have an opportunity to take a two-week trip through Asia or Europe to learn how global corporations are using information technology to address business challenges. Part of the iSchool's Global Enterprise Technology curriculum, these trips merge coursework with travel abroad.

The **AsiaTech** program starts in Hong Kong and goes through Singapore, Malaysia and Thailand.

In Europe, the **EuroTech** trip starts in London and goes through Bruges, Amsterdam, Brussels, Paris, Lyon, Geneva, Munich, Venice, and Rome.

### Domestic Immersion Programs

In March, the iSchool brings about 15 students on **Spring Break in Silicon Valley**, an immersion trip that provides students with a first-hand look at the companies, entrepreneurs, venture capitalists, and way of life in California's Silicon Valley. 2015 marks the fifth year of this program.

This May will mark the third year that students trek to New York City for the **EntreTech NYC** immersion program. Student immerse themselves in the city's digital landscape for a week, and visit and interact with companies, alumni and investors across Manhattan.

This year, the iSchool brought students and faculty to Chicago for a data science course dubbed **Data by the Lake**. A key component of this face-to-face semester-long class is that students worked in teams on real data problems posed by organizations. During Spring Break, students traveled to the Windy City to meet with the assigned organizations, as well as visit some partner companies to learn about real-world data science challenges and initiatives.

All of these domestic experiences also include coursework prior to the trip, where students learn about the companies, people, and technology that they will be exposed to while in their destination cities.

### Get Involved

Would you like more information about these immersion programs, or to have your company or organization host the iSchool on a trip to your city? Contact Barbara Settel, (basettel@syr.edu) the iSchool's executive director of alumni relations, for more information on how you can get involved.

These programs are supported by generous charitable gifts to the iSchool. Visit [ischool.syr.edu/giving](http://ischool.syr.edu/giving) to help with our 2015-2016 efforts.

**STUDENT PROFILE****DINA MEKY**

# A Mix of Skills and Cultures Makes An MLIS Assistantship Fit

**DIANE STIRLING**

**C**areer breaks happen for many people because they are in the right place, at the right time, with the right stuff. That was the case for Dina Meky, whose MLIS graduate assistantship meant returning to America, enrolling in the School of Information Studies, pursuing new library educational and career tracks, and helping Syracuse University's Bird Library organize a unique Arabic- and Persian-language book collection.

With an American mother and an Egyptian father, Dina is a dual citizen who lived in Egypt until she graduated college. She completed her high school years and undergraduate journalism degree there, returning to the U.S. in the summers.

She was working as a library assistant at the American University of Cairo, contemplating graduate programs, when a unique opportunity intervened. A co-worker and SU alumnus urged Dina to explore the iSchool's MLIS program, and it happened that Bird Library then needed someone with a unique set of skills to catalogue hundreds of donated Arabic and Persian language books.

Dina decided to apply to the program, almost on a whim. Soon thereafter, though, Syracuse University responded, inviting her to enroll in the MLIS program on a graduate assistantship. So Dina came to the U.S. last July, and began organizing stacks and studying in MLIS classes. The decision was a given, she said, because she had worked in libraries since her freshman year of college, and the more she did it, the more she found out how much she loved reference work and digging up answers for people. "I wasn't one of those people who struggled about what I wanted to do with my life. I wanted to go into writing and media, and I did. And in my junior year, I realized I loved being surrounded by databases and reference questions—and the more bizarre the questions, the better," she acknowledged.

**THE COLLECTION**

The books Dina has catalogued on "are gems from all over the Middle East," she explains, "from medieval travel accounts, to government surveys, to conference papers. It's an excellent resource for anyone interested in the Middle East. A lot of it

JO ROSS







is academic writing, but there also are literature books, with a lot of folklore and poetry thrown in.”

Fluent in both English and Arabic, Dina can fully enjoy the materials, but there’s a technical side to the work, too. “It’s all in Arabic, so there is the translation/transliteration aspect. Adding it all into the online database and maintaining cataloging standards was something I had to learn. It didn’t help that Arabic is not a really widely understood or used language in the U.S., so, for example, not only are the characters completely different, but Arabic reads from right to left, which is the opposite of English. But whoever is learning it, it’s a difficult language, but a very deep and beautiful one,” she said.

### BALANCING WORLDS

Balancing contrasting worlds, lifestyles, and viewpoints is something Dina seems to have a natural capacity for accepting, and she has illustrated that characteristic repeatedly. Growing up in an Americanized home, she noted, “American culture is not unfamiliar to me—it’s the same with the Egyptian culture; the transition is seamless. I have two personalities—one for here, and one for there,” she joked, given the polarity of the societies.

Likewise, Dina endured very different paces and perspectives between her jobs as news reporter and library assistant early in her career. As a reporter intern while in journalism school, she covered a number of governmental and social issues. That timing meant she was in that role during the 18-day Egyptian Revolution of 2011. Much of the time, she and her family had little information and didn’t know from one day to the next the state of their government or the country’s leadership.

Based on that background, Dina has been telling her younger siblings about how unique her opportunities are here. “I haven’t even been here a year yet, but I appreciate the opportunities so much [they] are not readily available anywhere in the world. Growing up where I grew up, and knowing how things worked in places other than the States, it makes you

appreciate things in a way that I think most people don’t do,” she explained. “When you come from a place, wherever it may be, where culture is so strong and religion has a strong presence in your life, whether you are religious or not, it makes you into a very different person. American culture is great because there is no [single] culture—because America is just a mix of all these different beliefs and peoples. People can come here and be whatever they want. Here, you can do whatever you want to do, more or less without government intervention.”

### LOVES HER STUDIES

Dina is happy with her change of course. “I love what I’m studying. I think I enjoy this more than what I studied as an undergrad. This is my first time studying in America, and the people couldn’t have been more sweet and welcoming. I could not ask for a better program; the support and attention my professors give us is amazing. They want us to succeed and they are constantly sending us emails about jobs, internships, funding opportunities, conferences. It’s something I haven’t experienced before, so I do appreciate it,” she added.

### BRANCHING OUT

Dina’s assistantship will continue through 2015. Since she is almost done with the cataloging project, she’s begun to work with bibliographers at Bird library. They are looking at buying books now to potentially build an Arabic collection for Syracuse’s Middle Eastern Studies Program, and she is helping on that initiative. She’s also working in another aspect of library science, fulfilling a position as a student assistant at the health sciences library at SUNY-Upstate Medical School—as usual, taking a double-sided approach to the physical and academic aspects of her life. ■



Professors of Practice, from left to right,  
Scott Bernard, Jill Hurst-Wahl, Jeff Rubin.





# Paired Professions:

## *Bringing Real World Work Experiences to iSchool Students*

DIANE STIRLING

**I**n the classroom, they preach what they've practiced.

While they teach, these non-tenured, practice-based faculty provide students the straight scoop about workplace realities, implementation practicalities, and the myriad ins and outs, ups and downs, and sideways issues that will impact students' future workflow plans, best-practice goals, career trajectories, and ultimately, their long-term professional progress, satisfaction, and success.

Professors of practice, an anomaly at some schools, are prevalent here. Their charge is to instruct, and to do so with detail that goes above and beyond the standard subject matter. The contexts of their experience adds a depth of pertinence regarding workplace complexities and real-world situations that comes only from the crux of personal experiences.

For students, the advantage of a work-hardened professor is the ability to gain valuable inside-the-tent insights while they're still at the School of Information Studies, before they face their own "teachable moments" via the School of Hard Knocks.

"To have someone who has been out in the field and who knows what work life is like outside of academia, I think that is what we bring to the classroom," suggests Jill Hurst-Wahl, a School of Information Studies associate professor of practice and director of the master's degree programs in Library and Information Science and MS LIS with School Media Specialization. "We talk about bringing in practice and professional connections, the way things really happen, with an emphasis on practice rather than on theory," she continues. "In a way, some of us are



walking case books. We can bring these little snippets from our practice into the classroom, not quite as a case study, but as examples that we've lived through."



**Associate Professor of Practice Art Thomas teaches a class in one of the Hinds Hall computer labs.**

## Theory, In Context

Having the practitioner's perspective puts a whole different spin on theory, says Professor Hurst-Wahl, whose background is as a corporate librarian and computer skills trainer, and who maintains an active consultancy. "You can read about [library] marketing, for example, and then really look to see how people have done it, and what things have worked and where missteps have been made, which is very different than just the theory itself."

Associate Professor of Practice Jeffrey Rubin '95 G'98, who teaches a freshman introductory course, operates SIDEARM Sports, the company he built from scratch (a highly successful web design and development firm) from an office he leases from the school in Hinds Hall, working his executive tasks around class schedules. Students appreciate how his active-practitioner status adds to their learning, he says. "All my lectures, in some way, shape or form, relate to the practice; not just the

technologies, but how they are being used on a daily basis. I could probably hardly spell the word theory; it doesn't resonate in my brain. I'm practical; I have to touch something to understand it. I think that's what's so great about the iSchool. Students get the courses in theory and the practice of technology—both of which I think will help them in their endeavors."

Executive Professor of Practice Scott Bernard sees the side-by-side teaching environment of having both research professors and practice professors as teachers as offering very different, but very complimentary, forms of education. Research professors are evaluated on contributions to research and impact on community, he noted, while "We're (practice professors) evaluated on our contributions to practice and impact on community. The actual activities are very different. Our students are going out getting fabulous jobs at great salaries. We've got to be strong on the professor of practice side

to make sure those methods are properly represented and correctly taught. It's a super strength of the iSchool—we can go deep on their theory or practice, and not a lot of the iSchools can do that," he noted.

As Associate Professor of Practice David Dischiave frames it, students can learn about real-world problems from professors of practice in their classes before they are faced with those situations at a critical job moment.

"Much of the content we teach comes from us, the things that we've learned on the job, the things that are tried and true. We use the examples and the systems we built and the problems we solved, and we can talk about all the shortcomings of things that didn't work. I tell students at the beginning of the semester, 'Everything you do here is to get you ready for your first day on the job so there will be no surprises.' Those things really change the dynamics in the classroom; you're no longer talking about just the hypothetical or the possible."





**“There’s this belief that somehow academics aren’t of the world, and people of the world aren’t academics... I think the professor of practice is a really nice attempt to blur that state, to allow people who have professional practice but academic interests to bridge the gap and be of both worlds.”**

—PROFESSOR STEVEN SAWYER, ASSOCIATE DEAN OF RESEARCH AND DIRECTOR OF THE ISCHOOL’S PH.D. PROGRAM.

Professor Bernard sees distinct advantages for students, as well as professors, in the side-by-side teaching approach, because the key activities of research and practice professors as very different but complimentary pillars of education. “We’re an applied field. Our students are going out getting fabulous jobs at great salaries. We’ve got to be strong on the professor of practice side to make sure those methods are properly represented and correctly taught. It’s a super strength of the iSchool—we can go deep on their theory or practice, and not a lot of the iSchools can do that,” he emphasized.

### ‘Hybrid’ Culture

Marrying research-based academicians with experience-laced practitioners has made the iSchool’s faculty a highly differentiated one with a robust breadth of knowledge and expertise. Its members collegially interface and frequently collaborate on projects, but also feel free to debate, disagree, and hash out views on various subjects, according to Sawyer. “It’s a dynamic that works really well, based a lot on the quality of the people we hire,” he explains.

That concept is reinforced by Bernard, who is also the U.S. federal chief enterprise architect in the Office of Management and Budget, Executive Office of the President. “I live it on the inside, at the top of the federal government, and I talk to my state and local counterparts all the time, so I’ve got the drumbeat of what’s going on, what’s working and what’s not working. And I can and do bring that to the table without giving away any confidences—and that’s a differentiator” [for students], he notes.

### Never the Twain?

The notion remains in some quarters that faculty who are practitioners-turned instructors and those who are traditional tenure-track academicians comprise a “Men Are From Mars, Women Are From Venus” set-up. That concept doesn’t hold stock at a place like the iSchool, which is known for pushing the envelope in many directions.

“There’s this belief that somehow academics aren’t of the world, and people of the world aren’t academics; that you have to have this separation of ivy and non-ivy,” observes Professor Steven Sawyer, director of the iSchool’s Ph.D. program. “I think the professor of practice is a really nice attempt to blur that state, to allow people who have professional practice but academic interests to bridge the gap and be of both worlds.”

Professor Rubin sees many advantages in the iSchool’s hosting of this blended faculty family, too. “I think that’s what is so great about the iSchool. Students get the courses in theory and the practice of technology—both of which I think will help them in their endeavors. There’s no doubt that theory’s important—as is practice. One is not more important than the other. That’s what makes us so unique—we’ve found a way to mix these together in an academic setting.”

## Who Are the Professors of Practice?

**T**hey’re all types of information-field practitioners, and their assorted fields and expertise enhance the school’s overall offerings:

- The programmer who wrote code in high school, then held 18 different IT jobs in various large and small organizations for the last 30 years;
- The project manager who leads non-profit initiatives, leveraging collected data to boost successes in fundraising;
- The web developer/designer who created one web site, then another, and who has parlayed those skills into a business that now develops sites for more than 775 clients across the college sports world;
- An idea-collaborator who coaches startup founders and teams towards success with the same philosophy and tools he used in Olympic crew coaching;
- The librarian-teacher who led curriculum design for 1700 city schools, then who led a new librarianship initiative for the national librarian’s organization
- And many more... all with interesting backgrounds and varied expertise, honed through a decade, or two or three, “in the trenches” in the businesses, organizations, industries, communities, and all the other work worlds of IT—and united in the common purpose of teaching.

On the following pages, you’ll find many of the iSchool’s current professor-of-practice group.

An academic culture often referred to as a ‘Faculty of One,’ the iSchool’s collaborative faculty environment is something that “you see it in action,” commented Professor Bernard. “On most issues, very rarely do you see single-threaded problems. It’s a dynamic, evolving way that otherwise disparate groups work together. It makes it more fun to be there, it makes collaboration easier, and it makes the contributions more rich,” Bernard added.

Although professors of practice focus on the “doing” as well as the instructing, they have teaching experience and credentials besides their practice-arena expertise. Most have been in instructing roles for years as part of their job responsibilities. Some worked as adjunct faculty for a time before joining the full-time academic staff. Some, desiring formal schooling in education, returned for degrees in instructional design, curriculum development, and adult education to round out their portfolios. Many conduct various types of research or serve their industries in leadership positions.

However they’ve come to the role, iSchool faculty “have a common purpose, and that is teaching,” according



to David Dischiave, Associate Professor of Practice. As an instructor whose three decades-plus of IT work in 18 companies provides ample tools for his teaching, he is “impressed that the iSchool has embraced professors of practice. I think they are ahead of their time, and the leadership of the school has recognized that. I think most universities will eventually go this way. It’s a nice balance between the research activity that takes place here.”

### Why Teach, Too?

Working with students is a way many professors of practice find they can give back to their professions or pay forward the benefits they have reaped. Others

“The question I always think about is, ‘Is the teaching helping my practice, or does the practice help my teaching? It’s both ways, but students are coming in with more knowledge every year. They force me to stay on top of technology and trends. They ask some great questions. Because of that I can take what I hear in the classroom and take it back to the company with a strategic approach.’”

– JEFFREY RUBIN, ASSOCIATE PROFESSOR OF PRACTICE

have enjoyed the teaching aspects of their jobs so much that that have sought out ways to continue it. Some have experienced a still-present tug to teach, as a route to added professional fulfillment despite their active practices. Many have planned on teaching as a capstone to managerial careers. The professors of practice of the iSchool seem aligned by the common thread that they want to help students enter the workforce more prepared, more industry-aware, more relevant, more immediately employable, and more quickly productive in new positions.

### Continuing Engagement

In a both-worlds way, professors of practice retain their network of connections and their industry relationships with company heads, facilitating entrée for student introductions, internships, and job opportunities. Continuing consulting and active-practice roles keep them engaged in emerging issues and the latest techniques in their industries. But a classroom presence, and the rich interaction with students, also provides an ongoing learning experience, they say.

“The question I always think about is, ‘Is the teaching helping my practice, or does the practice help my teaching?’” says Professor Rubin. “It’s both ways, but students are coming in with more knowledge every year. They force me to

stay on top of technology and trends. They ask some great questions. Because of that I can take what I hear in the classroom and take it back to the company with a strategic approach.”

### Balancing Work, Life

On an individual level, though, “the special balance of the professor of practice is that you essentially have two careers that are equally demanding,” asserts Assistant Professor of Practice Deborah Nosky, a project manager, database management, and information presentation specialist. She teaches those skills in class, plus applies her expertise helping non-profit organizations fulfill their missions by leveraging information. Encapsulating the teaching role’s unique capacity, as well as her enthusiasm for dual careers, she asks, “What two better jobs could I have?”

### High Aspirations

The iSchool’s academic/practice formula and dense professor-of-practice faculty ratio is characteristic of the School’s “aspirational view,” Sawyer explains.

“We aspire to make this work, and we see the future as having the balance of academic and professional views that gives students the best of both. If we’re just academics, we’re not a professional school, and if it’s just professionals, that makes us a trade school. That’s what makes us so cool. We have that professional orientation and that academic orientation, and the urge to bring it all together.”

## Marilyn Plavocas Arnone



STEVE SARTORI

**Professor of Practice**  
**Teaches: Youth Services in Libraries, Information Technologies in Educational Organizations, Storytelling**

Along with her high energy style and enthusiastic approach, Marilyn Plavocas Arnone brings wide-ranging capabilities to the classroom. Her dual appointment at the iSchool as a research professor and as a professor of practice might explain how she seamlessly mixes the theory with the hands-on, the traditional perspective with the creative one, and the pedagogy and the practice.

Dr. Arnone is professor of record for IST 612, Youth Services in Libraries; IST 611, Information Technologies in Educational Organizations, and IST 646, Storytelling. She's taught a number of other courses, too.

She started teaching college-age students in 1992, when she took a class with Professor Ruth V. Small, and Dr. Small asked her to co-teach. Teaching soon "became a habit," Dr. Arnone says. "I was working as an adjunct faculty member and really started loving teaching. "But I always knew I wanted to be a learning facilitator for children, except I wasn't thinking I'd be doing it in front of a classroom, or any other way except through media, because that was my specialty," she noted.

In addition to teaching as an adjunct faculty member, Dr. Arnone co-owned a creative media production company. The shop worked on a number of national-level children's educational initiatives, including the syndicated program, Pappyland. "That was great; [we were] doing a lot of media work, but I still had the concept I wanted to do for kids, to do more educational work," she said. She purposefully veered towards educational

TV, but felt the pull to take things a step further.

"I really loved teaching graduate students.

I love, love, love teaching. I love sharing," she enthuses.

"But I knew that if I wanted to have a say in children's television and learning that I really needed to get my doctorate." So after earning a communications degree from Emerson College and a master's degree from the Harvard Graduate School of Education, the Boston native set about completing her doctorate in instructional design and development and evaluation at Syracuse, with the plan of becoming a research professor.

Once she achieved her degree, Dr. Arnone did research grant work related to libraries and schools for a time. She had decided she wanted to do more teaching just as she was given an opportunity to become an iSchool professor of practice.

"What I think I bring to this is that I also have a research background, and I think it's good, because I've got a little bit of street credibility from the media part, and the courses I teach have a heavy media component. But because I also have a research background, I can bring in the why. Sometimes I validate what [students] feel intuitively, [because] the research actually supports some of the things they may be doing. So I think I bring a very interactive phase to it, I bring in some of my confidence levels in media, and try to have them come out with those skills, so they can be leaders in digital technology and other areas."

**"Now what I'm doing, I'm taking what I think a professor brings to a class, what they need to as far as the criteria for meeting objectives—but also what they are really good at."**

MARILYN ARNONE

## Bahram Attaie



STEVE SARTORI

**Assistant Professor of Practice**  
**Teaches: Advanced Network Engineering, Enterprise Network Management**

The computer programmer in Bahram Attaie enjoys the magic moments when a new program first starts to work, and he's found similar satisfaction helping students learn applied skills in programming, networking, information security, and project management. He's spent the last two decades intertwining, and enjoying, those dual professions.

"I'm a programmer, and most programmers, as soon as they write a program and get it working, they get instant gratification. If you get it to work, you don't need anyone to praise you; it's such a feeling of accomplishment," he explained. "Working with the students, I got the same thing. When a student was certified, got a job, and really was able to excel, that was a tremendous source of pride. That was the lure of the teaching."

Attaie was recruited for Syracuse University's University College in 1995 at its Center for Business Information Technologies to teach a series of certification classes in Novell networking technology. Demand for certification in that then-dominant area was high, in part fueled by the Y2K preparedness. University College soon asked him to teach full-time to help eager professionals upgrade their skills, earn certifications, and make career transitions. When the University moved CBIT's functions to the School of Information Studies, Attaie became an assistant professor of practice, finding a new home with the Center for Convergence and Emerging Network Technologies here.

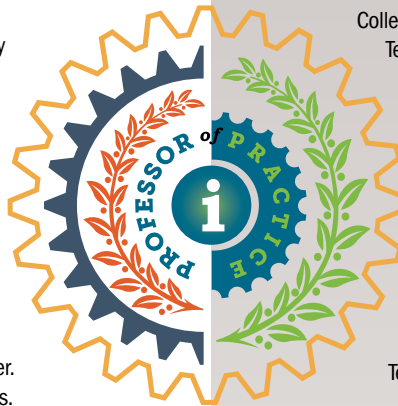
Attaie began writing code and programming at 16.

His earliest career path was as an electrical engineer, where he also wrote processor chip microcode before switching into IT. After moving from England to the United States, his first job was converting WANG mini-computer systems to PCs. His networking expertise developed from there, and he's been self-employed as a consultant since 1990.

Working as an active practitioner is essential to bringing real-world scenarios into the classroom, Attaie believes. His consulting work lets him infuse lessons with what's happening in the field, and that sometimes means discussions, site visits, and collaborative problem-solving. For instance, his fall course, Introduction to Information Security, is a perfect dovetailing of classroom and consulting experiences, he said, since he is currently engaged in business projects doing penetration testing. "Being in practice forces you to change with the times," he acknowledges. "You have to stay current; nobody wants to hire old technology."

While Attaie didn't plan to teach, it's a career path he truly has enjoyed. "At CBIT, we really changed lives. Right now there isn't a computer IT department in the area that I go to that doesn't have former CBIT students. Now, almost 20 years later, they are all in senior management, but they got their career start by taking my classes," he added with pride.

Attaie sees the iSchool's educational strength in an impressive mix of researchers and professors of practice. "It's a very happy mix of practitioners and researchers, and I think we need both. Students need to be able to go out and be productive day one at their job, and without researchers, where would we be?"





## Scott Bernard

### Executive Professor of Practice

Teaches: Advanced Project Management, e-Government, Enterprise Architecture, Information Technology Capital Planning Information Security Policy

Students in Scott Bernard's classes don't get to learn exactly how he spent his workday, but they are advantaged by learning from someone who addresses critical technology issues at the highest levels of U.S. government. A professor of practice at the iSchool since 1998, Dr. Bernard also is the U.S. federal chief architect at the Office of



STEVE SARTORI

Management and Budget within the Executive Office of the President.

His federal career spans 30 years—Navy aviator; second chief information officer-equivalent on a Navy nuclear aircraft carrier; work with the Joint Chiefs of Staff. In his private-sector career, he consulted with Fortune 500 clients. He wrote the first textbook on enterprise architecture featuring the EA3 Cube framework, in use at universities and in training programs

around the world. He also teaches at Carnegie Mellon University's School of Computer Science, where he developed an executive education program in enterprise architecture.

Over three decades, Bernard says he's recognized that "any large, complex organization needs a way to understand itself from a business and technology perspective, and that's really what the enterprise architecture discipline is all about. It can't be just IT, and my current job just really reinforces that."

His office has addressed the healthcare.gov rollout, veterans benefits backlog, and Immigration Service preparation for potential reform legislation. It now is reviewing all federal touch points to the private sector and to state, local and international partners. Most of the time, his office functions in a consulting role providing monitoring and support to other government IT staffs. Bernard's current assignment, though, is unique: along with architecture experts from Google, Amazon, Facebook, and other top firms, plus senior engineers and cyber-liability engineers, he is planning the next generation of communications and computing services for the President.

His position makes it "easier to get hold of people and to get and keep their attention," but when it comes to the work, "there are no silver bullets; there are no magic potions. It's largely the same set of cultural and organizational resource problems no matter what technology issue or business goal comes up," he says. His experiences have convinced him that a holistic approach is a necessity.

Bernard knew he wanted to teach, but didn't expect to start two months out of his own master's program. As one of the School's earliest professors of practice, he has taught several courses, started the doctorate in professional studies program and the certificate of advanced studies program in e-government, and co-founded a center for cybersecurity studies.

Though he has degrees and certificates from many schools (Virginia Tech; Central Michigan University; the University of Southern California; United States Naval War College; and the National Defense University), he acknowledges that the iSchool is dear to his heart. Bernard relishes its "Faculty of One" culture and believes that teaching at "one of Syracuse University's three marquee programs" has been "a fantastic experience. We were one of the founding universities in the whole iSchool movement. The Faculty of One makes it more fun to be there, it makes collaboration easier, and it makes the contributions more rich."

## Michael D'Eredita



STEVE SARTORI

### Assistant Professor of Practice

Teaches: Idea2Startup; What's The Big Idea

Michael D'Eredita has a lot of oars in the water, and that's just what you'd expect from an iSchool assistant professor of practice

who's a serial entrepreneur and who has coached championship international rowing teams.

D'Eredita teaches "Idea2Startup" and "What's the Big Idea." Both are structured as realistic experiences designed to prepare students to innovate and to prepare their business ideas for a startup immersion. He also helps sustain Upstate New York and SU's startup communities via involvement in the RvD IDEA initiative, participates in iSchool trips, and is an innovator in his own right.

In the past several years, D'Eredita has started Mozzo Analytics

(an email and content sorting, clustering, and filtering technology); has created Veda Sport (a rowing machine product that simulates a water experience); maintains D'Eredita D'sign and D'velopment Ltd. (a mechanical design company); and conducts executive coaching through his The Leading Element consulting firm. Clients include the national rowing teams of Finland and Portugal. His work as head coach of elite athletes, restructuring teams and reversing lackluster performances, has created stunning turnarounds and multiple medal wins.

When students encounter D'Eredita at the head of their class, they discover a semester that's apt to be unstructured and anything but typical. That's because the professor is purposefully creating an environment he knows students will face when they enter the world of work, with its muddled areas and undefined issues and problems. His philosophy is that learning is facilitated in

a realistic and applied context. "I think you've got to be in the space to teach in that space. You don't teach them how to row in a classroom, you teach them how to row in a boat. What I do is throw them into contexts where it's real," he relates.

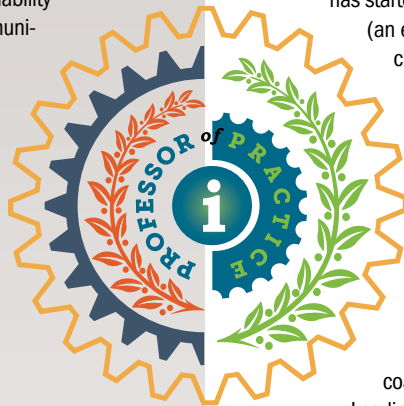
I say, 'This isn't a class, it's a business; there are conflicts; there may not be very clear tests and study guides. You're going to have to figure some things out that are a little bit gray, including yourself.' Some students are more comfortable and ready for that and some are just not there yet." Both outcomes are okay, he says, because both create more self-awareness, as well as more awareness of the reactions of others.

They may seem wholly separate, but the way D'Eredita sees it, teaching entrepreneurship to students is not too far adrift from coaching championship athletes. Startup groups, just like the rowing teams he coached, need to learn that they can perform at high levels, can build trajectories, and need to believe in themselves and each other, he says.

"Entrepreneurs need to be hell-bent focused on what they are doing, the same as high-performing athletes. The entrepreneur starting a business has to have some of the same attributes as a coach, putting people in the right places and making sure they're getting good coaching themselves. To me, it's the same thing, the same requirements, in a different venue. The theme on all these things is building something from nothing with a small team that's ready to do it."

"What I try to do is throw [students] into contexts... there may not be very clear tests and study guides. You're going to have to figure out that some things are a little bit gray."

MICHAEL D'EREDITA



## David Dischiave



STEVE SARTORI

### Associate Professor of Practice

**Teaches: Global Computing Challenges, Enterprise Technologies, Large IT Projects; Enterprise, Info Analysis of Organizational Systems, Information Systems Analysis**

The issue of relevancy in information technology education spurred David Dischiave's start in education as an adjunct instructor, departure from his corporate IT career, and eventual shift to being a full-time professor of practice.

Industry relevancy was lacking in the just-graduated candidates he wanted to hire at many of 18 companies he has worked at in his 30-plus-year IT career; and new professionals' skills didn't align with their job functions. "The types of problems students were expected to solve in college were not the same problem sets we had in industry. Students couldn't wrap their heads around a complex problem and translate that into making a computer do the problem solving," he illustrated.

That disconnect got Dischiave thinking about how to better align student learning with industry expectations, so when an opportunity arose to do adjunct instructing, he took it. Before long, he migrated to full-time teaching while maintaining his consulting firm, but found those industry years weren't really left behind. "Everything I've ever learned in business and as an executive—and I've had every job you can imagine in IT—I can apply in the classroom. Nothing I ever did or learned is wasted; I can apply it in my teaching. So that makes it really exciting," Dischiave enthused.

There's another side to the work professors of practice do—the "invisible" time spent in continuing professional engagement. It's an element of expertise that's "paramount... it's what keeps us current. We pride ourselves on being able to stay engaged because it's very challenging to do. The more we're engaged in practice, the more we're engaged with students."

In the classroom, "Dave D" connects lesson to workplace with what he calls relevant-space learning. "The problems we assign come from the real world. We use the examples and the systems we built, and the

problems we solved. We can talk about all the shortcomings of things that didn't work. We say, 'The author [of this textbook] said this, and I tried that, and it didn't work under these conditions, so let me tell you what does work.'

He also spends time interfacing with executives and training leaders at IBM, the Linux Foundation, and other major firms; with academic institutions and iSchool consortiums nationally; as a speaker and panelist at trade association conferences; and advising corporate leaders on how curriculums can meet emerging industry needs. He maintains an active consultancy; leads the Eurotech global IT immersion experience; and has directed the iSchool's information management, global enterprise technology, and systems and information science programs; and helped develop an enterprise computing strategy MOOC, in addition to his teaching load.

**"Being a professor of practice is really a lot of fun, because you can apply all the things you've learned on the job. I draw from everything I've ever done. I don't know any other jobs where you can say that."** DAVID DISCHIAVE

After a long career that began as a high schooler writing code, Dischiave is satisfied now that he's accomplishing what he intended: "helping students become better prepared for their careers, and to be more successful in them." And what better testament could there be, he notes, than former students telling him on a fairly regular basis now, "What I'm doing on the job is exactly what I learned in Dave's class."



## Susan A. Dischiave



STEVE SARTORI

### Associate Professor of Practice

**Teaches: Introduction to Database Management Systems; Data Administration Concepts and Database Management; Database Security; Advanced Database Management**

Susan Dischiave has been cutting edge in computer science since she was a teenager.

In high school in the late 1960s, she took computer classes, learned four programming languages, wrote code, developed software, and had an after-school job as a computer programmer.

Those feats weren't easy or common then, and her pioneering spirit and proficiency carried her through an undergraduate degree in computer science and math, and on to highly successful careers as an IT executive and in consulting.

She has maintained a forward-looking stance throughout her career, working as a telecommuter "before people were even allowed to telecommute," returning to college for a master's degree in business administration, rising to top corporate positions in IT, and becoming a database management and big data expert.

In those capacities, she noticed students leaving college without IT skills that matched workforce needs; that they "weren't being taught the basics. They were coming out of school without a good foundation of knowledge," she said.

A chance to be an adjunct instructor sparked latent teaching interests and the desire to teach others what for her was a natural affinity. She soon began teaching full-time, "to give back and do something where I thought I could make a difference." That included hoping to influence more young women to enter the field, she relates. "I'm especially thrilled when I have a female student that takes the material and really finds it more exciting than she thought it would be, because the field offers so many opportunities for female students."

The shift to academia was a satisfying one, Dischiave says. "One of the things I find most gratifying is when students come back after the fact and tell me how useful and helpful what they learned from me was. It was always gratifying to put a [computer] system in

place, but having students and watching them grow, and seeing the lightbulb go on is the ultimate! That to me is the most important part of the job."

As a professor of practice, Dischiave believes one of the most important lessons she teaches is an awareness "that this is an ever-changing field, and students need to be able to understand that if they are going to stay in this field, they will be required to be good problem-solvers and to continue to hone their skills. You can't let technology pass you by."

True to her philosophy, the professor is still learning as she works with leading corporations and hosts seminars for professional associations. "Professors of practice actually do a lot of research as we stay in practice. As we take a look at what organizations are doing, the type of research is very applied. I'm engaged with these institutions doing consulting for them, speaking engagements for them, and helping them solve problems."

## Jill Hurst-Wahl



STEVE SARTORI

**Associate Professor of Practice**  
**Teaches: Creating Digital Assets,**  
**Copyright for Information**  
**Professionals, Business Information**  
**Resources and Strategic Intelligence**

Corporate work life is vastly different from academic work life, just as the worlds of libraries differ based on their individual settings. Because Associate Professor of Practice Jill Hurst-Wahl knows that firsthand, she brings a heightened aware-

ness of those impacts to the subject matter she addresses in her library and information science classes.

A former corporate librarian and computer skills trainer, as well as a private digitization processes consultant, Hurst-Wahl believes that practitioners provide lessons about “the way things really happen,” emphasizing the practicalities to the subject matter they teach. “I try to bring to the classroom what I know from my corporate background and from my consulting background. And it’s really interesting to think of all the work experiences I’ve had and how I’ve seen organizations succeed and organizations fail, and then pieces of that I can bring into the classroom. In a way, some of us are walking case books. We can bring these little snippets from our practice into the classroom, not quite as a case study, but as examples that we’ve lived through.”

With performance and accountability aspects more pressing as libraries experience funding and operating changes and challenges, the professor believes students see the value in practice perspectives. “It balances the theory; it puts the theory in a different context,” Hurst-Wahl explains. “You can read about marketing, for example, and then really look to see how people have done it and talk about in practice what things have worked and where missteps have been made, which is very different than just the theory itself.”

Practitioners provide value to students outside of the classroom, too, particularly because they lend their professional connections and association memberships and activities to connect students to others “who can help them as they are thinking about their careers,” Hurst-Wahl says. “Sometimes it is introducing students to someone they’ll have a good conversation with, or who can provide a different perspective. One of the questions I sometimes ask students is, ‘Who do you want to meet?’ And then, I’ll try to make that happen.”

Hurst-Wahl joined the iSchool in 2001 as a visiting instructor. Until then, she had been providing programming training and worked as a programmer/analyst in a corporate setting, and had managed two corporate libraries. She came to academia for a change of pace, and to Syracuse University looking for a change of geographic place and work focus. She joined the faculty at the iSchool full-time in 2009.

Hurst-Wahl is active in the Special Libraries Association locally and has served on the Board of Directors and as a liaison to several units and committees. She is also a member of the New York Library Association and the Association for Library and Information Science Education. She spent a term on the New York State Regents Advisory Council on Libraries, which advised the Regents on policy and other matters concerning libraries across the state; and held an appointment to the USNY Technology Policy and Practice Council.



**“It’s really interesting to think of all the work experiences I’ve had and how I’ve seen organizations succeed and organizations fail, then pieces of that I can bring into the classroom. It balances the theory. It puts the theory in a different context.”**

JILL HURST-WAHL

**“What I did is to transplant the practical into the classroom by making it a lab situation. It was sort of where the practice met the professor.”**

KENNETH LAVENDER

## Kenneth Lavender



STEVE SARTORI

**Assistant Professor of Practice**  
**Teaches: Cultural Heritage**  
**Preservation, Library/Archival**  
**Collections, Organizational**  
**Management of Archival Collections**

“Hands-on” might be a redundant description for an academic professor of practice, but Kenneth Lavender takes the term to literal levels.

The assistant professor of practice has connected with books on a tactical level, as well as an informational one, throughout his library and information science career. He’s worked as a librarian, library curator, rare-book restorer, author of a how-to manual on book repair, curriculum developer, and creator of an innovative cultural heritage preservation certificate program at the iSchool.

The California native graduated from the University of California, Santa Barbara as an English major, then undertook a fellowship at the University of Illinois, “one of the great rare book library schools.” Next, at the University of North Texas, he taught, was chief conservator at the university library, founded the rare book and Texana collections, and developed a book restoration and conservation studio (his first). Upon moving to Syracuse University, he was a curator at Bird Library for a time, then began teaching, and joined the iSchool faculty full-time in 2009.

Professor Lavender views the iSchool’s certificate of advanced studies in cultural heritage preservation as his legacy. He patched the program together at its start with support from the school’s leadership. “We commandeered the faculty lounge—I took the room that had a sink,” he chuckled. Eventually, a studio lab was built with tabletops, rolls for paper “and from there, I segued it into being a lab course,” transplanting “the practical into the classroom by making it a lab situation,” he said. “It was sort of where the practice met the professor.” A camera system later enhanced the lab, projecting benchwork to screens placed around the classroom so students could view the processes in detail. Lavender credits the School’s visionary leadership for supporting his academic direction. “There are not many places that would outfit a lab for you,” he says proudly.

On a broader scale, Lavender’s creation was a unique offering for an information science school, and the program has gained notoriety as well as built bridges to Syracuse University’s Maxwell School of Citizenship and Public Affairs and the School of Visual and Performing Arts. Nearly half the students each semester are majors in anthropology and museum studies at those schools, he says, and the program provides a funnel to jobs at the National Parks Service and regional historic venues that are eager for those graduates.

Books have been the stuff of Lavender’s professional roles as librarian, curator, restoration expert, and curriculum developer all this time. He expects to retire in June after many decades of teaching, he said. Still, he’s thinking ahead to the next course he might teach, online, as he works to transition new overseers to the program he innovated.



# David J. Molta

## Associate Professor of Practice

Teaches: Intro to Computer Networking, Info Tech Management and Administration, Enterprise Wireless Networking



STEVE SANDORI

Whether building out networks or helping others decipher what goes on behind and between them, David Molta has been driven by a central question throughout his varied careers: how can computing help

people learn better and foster new knowledge?

Molta's classes on computer networking, information technology, and information systems tackle that question from both his IT engineer and IT executive perspectives.

He initially joined the iSchool as an adjunct faculty member while serving as an IT director for Syracuse University. "I always enjoyed mentoring employees as an aspect of the job. I liked bringing people along and mentoring them," he noted.

Then-Dean Ray von Dran soon drafted Molta as one of the school's earliest full-time professors of practice. Besides teaching, he continued as editor of *Network Computing* magazine, and founded and directed Syracuse University's Center for Convergence and

Emerging Network Technologies. CCENT became Network Computing's dominant real-world test lab, and the professor and his student teams ran a thousand or more projects through the lab, performing "bake-off comparative reviews" on products from dozens of vendors over 15 years.

Aside from providing students with a base of real-world experience, direct vendor connections, and publication stature for their test processes, the magazine-lab partnership produced uncommon industry entrée. "The magazine relationship allowed me to have inroads into technology startups of the day that a faculty member normally does not have," Molta said. "It was very routine for me to be talking to the CEOs of all the technology startups of the day. It's hard to get through to those people today, but we brought a lot of those people to campus, and learned a lot about how the industry works."

As a network engineer during some of IT's grittiest days, Molta had his share of "war stories for every class," he says. They stemmed from his mid-1980s work developing the State of Texas' internet backbone, to network engineering at the University of Texas, where he implemented new LAN technologies. After joining Syracuse

in 1991, Molta's team moved the campus from mainframes to distributed computing, expanding the PC network from 500 nodes to 18,000, and later prepared systems against anticipated Y2K interruptions. Molta's applied research these days focuses on wireless network hardware, software, and services.

"It was tough to switch from being in management to being a faculty member," David remembers, however he experienced a supportive and welcoming environment. "I feel very grateful for how people embraced me. The deans were great and people really gave me the sense that they valued my contributions." His cohort "encouraged me to pursue what I was interested in for the benefit of our program; and I was not only accepted but encouraged to become a member of the leadership team," Molta said. "Most of them just looked at what I was able to bring to the table, and they encouraged me to pursue what I was interested in for the benefit of our program."



# Deborah L. Nosky

## Assistant Professor of Practice

Teaches: Information Presentation, Database Management



STEVE SANDORI

Years ago, undergraduate math major Deborah Nosky inadvertently was assigned to a college job in a computer lab, instead of a mathematics one.

So she simply did what was

expected. That work turned out to be COBOL; she found it easy and enjoyable. That twist began a 30-year information field career for the highly skilled technologist and technology instructor, a path Deborah calls "two really great gigs."

Now an assistant professor of practice here as well as an active IT consultant, Nosky finished school with a computer science degree. She's had a long career in industry IT, and for many years, was an analyst, help desk/call center manager, and ERP development manager for Syracuse University.

A passion for teaching remained a constant, and Nosky helped others learn new technologies, from the time she guided office workers' conversion from typewriters to PCs, and

through many types of emerging tech. Deciding she could do more for those she was training if she obtained more schooling herself, Deborah obtained a master's degree in adult education from Syracuse University's School of Education.

She continued to "marry teaching skills with technology skills" over the next two decades. Just when she was looking to freshen up her IT career, someone at the iSchool suggested she become an adjunct professor. In what she calls "a well thought-out move based on an old passion," she did just that, while also turning her consulting practice towards non-profit organizations.

"I appreciate all the other careers that are out there, but I really want to try to do good work at what I consider the micro or grassroots level, and I saw IT as a way to do that. I think if you don't close your eyes and ears, your passion will continue to haunt you," Nosky observed.

Her consulting practice focuses on helping organizations become better skilled at technology and leveraging their data to more successfully implement their missions. In one of those roles, she serves as race director for the largest annual single-day fundraiser in Central New York (the Susan G. Komen Race for the

Cure), responsible for overall planning and implementation of an event that sustains \$750,000 in annual funds, 8,000 participants, and 400 volunteers, a heavily IT-based project.

The kind of big data sets, interesting problems to solve, and hit-the-ground running scenarios comprise great learning opportunities for students in her Information Presentation and Database Management classes, and show them the realities of IT use in practice.

While Deborah admits that having a teaching position and an active consulting practice "is extremely challenging" from a time and family-life balance perspective, there couldn't be a better professional situation, she believes. "The special balance of the professor of practice is that you essentially have two careers that are equally demanding. I try not to separate the two because then you don't get the benefit of the professor of practice," she observes.

Is that extra amount of effort worth it?

"Oh my God, sure," Nosky enthuses.

"I love my work because I feel like I'm making a difference. What two better jobs could I have?"

## Jeffrey Rubín



STEVE SARTORI

### Associate Professor of Practice

**Teaches: Information Technologies, Web Design & Management, Leveraging Emerging Technology**

When first year students entering the School of Information Studies take IST 195, the gateway course, Information Technologies, they're learning not only from a professor of practice, but from someone who also has walked in their shoes.

Their professor is Jeff Rubín. He was an iSchool freshman in 1991 and earned bachelor's and master's degree here, graduating in 1996. He began teaching at the iSchool right after that and concurrently started what he considered a "lifestyle business."

That firm, SIDEARM Sports, has become phenomenally successful, and founder Rubín oversees 21 full-time staff and 60 total employees, including many students who work part-time.

"There was an opportunity in front of me and I took advantage of that opportunity," Rubín explains of that startup, which provides the software and technology that powers the websites, livestats, and video streaming for nearly 800 universities and high schools across

North America. Syracuse was its first client, and the company works with NCAA Division I, II, III and NAIA, NJCAA, NCCAA and CIS programs. It recently was acquired by Learfield Sports, and Rubín remains as president and CEO, focused on strategic initiatives.

**"Being a professor of practice is really a lot of fun, because you can apply all the things you've learned on the job. I draw from everything I've ever done. I don't know any other jobs where you can say that."**

JEFFREY RUBÍN

SIDEARM started in the University's CASE Center incubator and moved to the iSchool when the former dean asked Rubín to co-locate his offices. The business rents the workspace. Being in two places at once and fulfilling the demands of twin jobs is a little easier that way, Rubín adds, though "there's no such thing as an eight-hour workday." He works the business around his class schedule and the time he dedicates to students, "shifting back and forth all the time between roles. That's where my schedule is important," he half-jokingly relates. "It tells me who I am at any given moment. But it's just what I've always done, so it works." The associate professor also admits to waking up at 3 or 4 a.m. most nights to gain an undisturbed hour or two, a routine that helps balance work with family life, and which he says has produced "some of my best work."

As a teacher for 17 years, Rubín is gratified to see how many former students have become leaders in their industries. When they connect with him to chat about their progress, "I don't think they realize what a smile that puts on my face. How exciting it is to see these [people] that I once had as 18-year-old students connect with me on LinkedIn, or see me at an alumni event, or to see that one thing I told them or taught them helped them succeed in their career. There's no money to exchange for the value of that moment, and I really mean that. That's what makes teaching so great."

With the insight of a former iSchooler, Rubín describes what professors really do for students, and why he feels so strongly about assisting others in their careers. "They may not see it now, the same way I didn't see it when I was 18, but your teachers are your mentors, and they are preparing you for the rest of your life."

## Jeffrey Saltz



STEVE SARTORI

### University Professor of Practice

**Teaches: Professional Experience in Global Enterprise Technology, Contemporary Issues in Global Enterprise Technology, Applied Data Science**

As a University professor of practice, Jeffrey Saltz brings his penchant for solving new and interesting problems to his Syracuse University classrooms.

He's done just that for some of the largest financial services and information technology companies on a global scale, spending three decades in innovative executive roles at several of the world's leading banks, investment firms, and digital resource companies.

Since 2008, Saltz has balanced innovation, education, and business objectives as the liaison to Syracuse University for JP Morgan Chase, where he worked on behalf of the company creating SU's Global Enterprise Technology minor, updating the Systems and information Science major, and establishing a Chase technology center.

Saltz was named to his University professor-of-practice role in the fall, with a joint appointment to the School of Information Studies and the College of Engineering faculties. Transitioning to teaching is a goal he planned for years ago, when he earned a Ph.D. with the idea that he'd join a college faculty someday.

"Change is constant, but that's what makes it interesting and keeps it interesting. It's why I'm excited to be

in academia; what we'll be teaching in five years is different from what we're teaching this year. We can guess what the future will be, but part of that is watching it evolve and taking advantage of technology advances as they are happening," he observed.

Saltz expects plenty of opportunity for innovation and looks forward to pursuing it in an environment unencumbered by corporate responsibilities. "I think that the concept around innovation is when it's corporate funded, there's a balance between freedom to innovate, freedom to fail, and the desire to get successful results. In a corporate environment, the struggle to make sure you get positive results sometimes stifles innovation to the point where you only do incremental improvements, as opposed to riskier and more impactful innovation. Teaching will provide "the freedom to try to innovate with more risk in the equation than I would if [remaining] in industry," he said.

Dr. Saltz teaches an applied data science course, conducts research on the exploration of visual analytics and assessing entrepreneurial ecosystems that encourage improved startup success, and looks forward to more student interaction. "I like working with students for a couple of reasons. I get great ideas from them because they come with fresh perspectives, and I like the



dialogue that occurs when I share my knowledge and insight," he said.

The professor started his career at Hewlett-Packard (Digital) as a programmer then became a project leader and consulting engineer, focusing on technology transfer at the company's Paris Research Lab. He next was head of eBusiness technology and computational and emerging technology within the investment banking division at JP Morgan. He later moved to Goldman Sachs, where he was chief technology officer/Investor, and the senior technologist within the venture capital group in financial services. Saltz later returned to JPMorgan Chase to lead technology research and academic initiatives within the office of the chief information officer.



## Marcene Sonneborn



**Assistant Professor of Practice**  
**Teaches: What's the Big Idea?**

Is it possible to teach creativity and innovation?

Marcene Sonneborn says it is, and she's been doing just that for

20 years, helping students and clients use creativity and strategy to guide their learning, innovation, and technology progressions.

An assistant professor of practice, Sonneborn joined the iSchool in 2012, but has been an adjunct professor for the Whitman School of Management and University College for two decades. She taught her staple course, "Creativity," 17 times over many years.

She's also the Regional Innovation and Small Business Innovation Research Specialist for the Central New York Technology Development organization, plus is president of her firm, Innovation Management Consulting, Inc. In both roles, she provides technical assistance in the areas of new product development, research, commercialization, new concept marketing, and new ventures. She's a highly regarded emerging-technologies presenter and a well-known future thinker, too.

Her penchant for tech began as a college senior, taking her through earlier careers in healthcare administration, non-profit services, grant writing, data and evaluation, and hospital project management. An "intense curiosity about the future" began with her work on AT&T's Plan 2000, where alongside Fortune 500 executives and strategists, she helped predict how to adapt services and develop products for use a decade to the future.

That initiative "is what really got me into innovation," Sonneborn said. Though she "didn't have a product, and I didn't have a specific something out there, I wanted to empower other people, because I had seen the process of innovation and what it was able to do."

"What will people want to do, how do they want to derive benefit from technology in the future context? How do you solve the problem of getting from point zero to 10 years from now? That's frequently what I'm thinking about and what I do in my practice, as well as my teaching," she illustrated. It's also why she includes "something in my course where the students need to be creative, or have some provocative thoughts about how to do what they can do, and how that might be different than what is already out there."

Pursuing three active, concurrent professional roles has its time-management challenges, especially because she enjoys the time chatting with students about course topics or their learning when they stop in to visit. It's the role Sonneborn believes is her most important one as an instructor: "being a facilitator and a coach for students, and for their careers and their futures."

Sonneborn has spent many years working across a range of technological advance—manufacturing, nanotechnology, biotechnology—but says she has "come back around full circle to IT—because IT is changing everything and empowering everything."

"What drives me is being a facilitator and a coach for students, and for their careers and their futures and the topics they have to grapple with while they're here... probably that's my most important role in my teaching and my career."

MARCENE SONNEBORN

## Barbara Stripling



**Assistant Professor of Practice**  
**Teaches: Managing a School Library, Literacy Through School Libraries**

Theory is the basis of all practice in the library professions, as well as the core for the future of new librarianship, Assistant Professor of Practice Barbara Stripling believes.

Theoretical teachings are "your starting point for developing effective library programs. Theory is the foundation, and it needs to remain the guiding light, so you're not reactive in what you do, but you can focus on achieving higher goals that are a piece of that foundation and you figure out the best way to get there. It's really important not to lose sight of those big ideas," Dr. Stripling, a teacher, school media librarian, and library program administrator for 40 years contends.

When she reached a point in her career "where I felt like I needed to give back in terms of building the next generation of librarians," Stripling enrolled in the iSchool to earn her Ph.D. with the idea of teaching at the college level. She completed her doctorate at the end of 2011, and joined the School faculty as an associate professor of practice shortly after. She soon took the skills gained from many years on the job, plus her fresh information studies perspectives, to national and international levels with her ensuing election as president of the American Library Association. That leadership role added further insights into how libraries of all sizes and types can face today's challenges and still deliver quality services for future learners, she said.

A positive approach to problem-solving is something she works to impart to students, and it results from her long career as a teacher, school media librarian, and administrator, including oversight of the 1.1 million-student library programs for New York City's public schools. Those "in-the-trenches" years formed Dr. Stripling's positive approach to problem-solving. "I've learned that you could admire the problem and get mired in it, or you could figure out a way around, out, over, or through a barrier, and always find a positive way to go forward. That's an essential management and librarian-type capacity... needing to not look for the barriers, but to look for the opportunities." With the library profession and the future of libraries tenuous in many communities, Dr. Stripling's teaching also focuses on the assessment of programs and services in real-world terms. "I try to make sure every assignment has a real-world value in applied learning. That comes from my background in authentic assessment."

The iSchool's model of combining theory and applied skills in the teaching mix is something Stripling sees as "absolutely brilliant," and a real advantage for the library students who study here. For students, having professors of practice and research professors teach side-by-side "adds a real depth to the type of education we can provide our students. It almost ensures that we remain grounded in the real world and keep a focus on the future, and on investigating where we need to go. It's a really wonderful balance of pushing the envelope through research and yet being grounded in how are we going to make that work in the real world."



## Arthur P. Thomas



STEVE SARTORI

### Associate Professor of Practice

Teaches: Project management, IT management, financial systems

As far back as his college years, Art Thomas always saw himself as a change agent. Even so, he didn't necessarily envision that his own career eventually would turn away from corporate IT and take him back to the college campus.

In roles as programmer, corporate trainer, and chief learning officer in manufacturing, banking, insurance, education, and government organizations throughout the United States, Europe, and the Middle East Art was continually involved in teaching and training, and finding reasons to give people opportunities to learn.

**“This is the ideal mix. It allows me to bring everything I have to the table and in a context where people appreciate all of the dimensions, and that is definitely a unique opportunity.”** ART THOMAS

He discovered that he really enjoyed the teaching aspects of his work, whatever role he was in. So when an opportunity arose to guest lecture at the School of Information Studies, he took it. Before long came a chance to become an adjunct faculty member. Soon, “the more I taught here as an adjunct, the more comfortable I became,” Art said. Eventually, he decided to leave corporate ranks and position his consulting practice towards management projects, allowing him to take a full-time teaching position. “This gave me the chance to not only do what I had been doing over the course of my career, but to do it all at once,” he laughs. “I had no idea it was literally going to be that way.”

“Change has always appealed to me as a process,” Art confides, noting that change can occur as a personal, individualized process, as well as a wider, organizational one. “I found that being able to help people transform themselves was something that’s really ultimately satisfying to me.”

Known for his straight-shooter style, Thomas decided early on in his teaching days that “I couldn’t teach something I hadn’t had experience in. I believe you can’t just focus on the standard; you have to focus on what really goes on out there and why things happen as they do.”

Accordingly, while he believes the learning environment “should be a safe place to experiment and make mistakes,” Thomas also

cautions students of the complexities of the workplace, with his signature caveat: “Be Careful Out There.” It’s intended to remind students that jobs come with production experiences, decisions, budgets, accountability, and sometimes, intense consequences, he says.

That real-world orientation is also why he appreciates the culture of the School of Information Studies. “I have respected the iSchool all along for the fact that its view of professors of practice is a unique one in the university, and that’s really what drew me here. I don’t think I would have become a faculty member anywhere that didn’t support this kind of role.”



# Liz Liddy's Rise

DIANE STIRLING

**F**rom the beginning of her graduate studies in 1975, to her newest charge this year as Interim Vice Chancellor and Provost of Syracuse University, Elizabeth D. Liddy has spent the past four decades in fast-forward mode as part of the University's academic momentum—and most of that time as a mold-breaker, risk-taker, and change-maker.

She's pivoted from graduate student to faculty member, to academic entrepreneur, to research scholar, to college administrator. Among her duties now as chief academic officer for the entire University is actualizing a new strategic academic plan. It is one of three prongs of University-wide excellence identified for implementation by Chancellor Kent Syverud and the Board of Trustees.

Being at the fulcrum of change is characteristic for 'Liz' Liddy, and there's probably little she likes better from a professional perspective.

"I'm uncomfortable with no change; that I don't like," Liz admits. "I realize how fortunate I am not to be risk averse. I've seen people frozen by not being willing to take a risk, and every time I'm surprised by that." That ease comes from her family's entrepreneurial ways and her own calm practicality. For Liz, change simply means that "things are just going to be new and different. You're not falling off a cliff."

## English/Linguistics

Liz started her college career traditionally enough. She attended an all-girls school (now Daemen College) for a bachelor's degree in English language and literature. The place was a perfect fit, she said, "because the nun who founded it was very entrepreneurial and was determined to bring it to a level of excellence. It fit the family I'd grown up in, in terms of let's take risks, let's try things, let's do something new."

She had a graduate fellowship to study Victorian literature, but instead chose to marry. Before long, she was a young mother at home with three children. When her oldest was in kindergarten, Liz made what seemed like a casual choice—volunteering to sort books for the school library. Instead, it was the impetus that established her professional direction for the next 40 years.

Immersed again in that environment, Liz recognized how much she loved it. In the kind of gut decision-making that has served her well her whole career, she enrolled in the master's program in library science at Syracuse the very next day.

Even as a mom working part-time as a school and public librarian, Liz obtained her MLIS in two years. After graduating, she became a faculty librarian at Onondaga Community College, where she enjoyed helping students with their term papers. Still, questions from her master's thesis remained on her mind.

In another career-affirming choice, Liz decided to take a statistics graduate course at Syracuse so she could prove out her thesis theory. Then, she took a second one. They were among the iSchool's toughest classes, and Liz had top marks. The iSchool didn't admit part-time Ph.D. students then, but it recognized her promise and decided to make an exception. She was offered admission to the doctoral program, and in 1982, Liz became the iSchool's first part-time Ph.D. student.

## 'Let Me Try'

Some of the faculty wondered how she would be able to work full-time, raise three kids, and complete her degree, and they asked her how she planned to do it, Liz recalls. Her response was true to form: "Let me try."

Former iSchool Interim Dean and Professor Jeff Katzer, Liz's adviser and "a big supporter," helped her obtain a fellowship. With those funds replacing her work income, Liz was able to quit her job to focus full-time on her doctoral path.

## A Mold-Breaker

Liz soon broke the mold again. Even before finishing her Ph.D. in Information Transfer (awarded in 1988), she had progressed so deeply in her research into natural language processing that the School hired her to teach. It was a new field at the time, and among her first students, she chuckles, were four iSchool faculty members. They were eager to learn what she could teach them about the subject.

Always skilled at juggling concurrent demands on her time, Liz also was working on a National Science Foundation grant both before and after completing her dissertation, recalls colleague Barbara Kwasnik. Now Professor and Associate Dean for Academic Affairs at the iSchool, Kwasnik remembers how Liz "always burned the candle at both ends." That was the difference between Liz and others, Kwasnik says. "She persists. She's tireless, really, and one of the things that's interesting is that she does this by sheer will—she cranks—and just keeps going with it."

## A Trailblazer

John Liddy, Liz's son, entrepreneur-in-residence at the Syracuse Tech Garden running the Syracuse Student Sandbox there, sees his mother as a serial trailblazer.

"If you take a look at her career, there's never been a part-time Ph.D. student. Colleges didn't hire graduates [directly] from their [academic] programs at the time. She broke the mold. She always said 'why not,' instead of 'I can't.'"

## Scholar, Teacher

Liz always was viewed as an excellent applied scholar, and those qualities helped her students excel, said Associate Dean Kwasnik. "So many of her doctoral students have won national awards. It's more than anyone else I know, thus our school has won a larger proportion of those awards than other schools," Kwasnik assessed. "Many talk about what an outstanding teacher she is. I don't know what the special sauce was there, but part of it was that she pushed students to do things that I don't think anyone does any more—and it came out of her own training. She would make students almost always take on a real live project in her classes, and they'd shine. She'd want real clients, real stuff, real deadlines, and all of that; and it led to incredible stress in the class. And you'd think the students weren't up to it, but then they'd pull it off," Kwasnik observed.

## An Overachiever

Associate Professor Robert Heckman says Liz's reputation as an achiever was embedded at the iSchool. He interviewed for his faculty position the same day Liz received word that the faculty had voted her to have tenure. At dinner that night, he recalls how Liz made a joke about her new status, saying that because she had received tenure, 'I guess now I'm dead wood.' In response, other faculty at the table "laughed so hard, because everyone knew the opposite, that she'd never be dead wood," Heckman says. "She was at the top of her game very early on, and that translated to her students."

## Mining Language

Liz's natural language processing research generated huge amounts of scholarship, on topics of information extraction search, data mining, question-answering, and cross-language retrieval and summarization. She holds eight patents for technology. They have been applied to security, crisis management, business, banking, patent, travel, public health, government statistics, aerospace engineering, education, and public utility domains. Her research work spanned 65 projects, received continual funding, and produced 110 professional papers and hundreds of presentations.

## Business Beckons

In part challenged by her entrepreneur siblings to do it, Liz formed a startup, TextWise, and grew it to 50 employees in five years. Though she eventually left her company behind to establish the Center for Natural Language Processing at the iSchool and expand her arch of research, the firm was a success. It operates today under a president who was once one of Liz's doctoral advisees.

## Moving into Administration

When then-Dean Ray von Dran made plans to retire, Eric Spina, Provost at Syracuse, asked Liz to become interim dean. The School conducted two national searches for von Dran's replacement. While Liz hadn't considered filling that role before, she began to see how she could make an impact, she said, so finally tossed her hat in the ring.

She was selected Dean in February 2008. Provost Spina told the *Daily Orange* then that she "was the right person" for the job. She had impressed him with her experience, he said, but more so with her "dedication and love for the iSchool's faculty, staff, and students." He cited her success as a scholar and entrepreneur and her qualities as "a very good listener" and "the kind of person who is not afraid to learn" as well.

## 100% Believer

Having one of their own lead the school was a change that sat well with the faculty, Bob Heckman remembers. "She sort of brought to the school the idea [that] things are never good enough. She 100% believed we could be better than we were. She didn't make a lot of speeches about it; it's the way she just pushes forward and up, forward and up. If anybody else had tried to grow the school, expand into all these things, the faculty would have pushed back really hard. She was able to get us into an entrepreneurial mindset without making a big to-do about it."

## Many Changes, Much Growth

During nearly seven years as Dean, Liz brought about significant growth, innovation and expansion. She moved rapidly to add academic programs in emerging fields such as social media and data science; led several initiatives that provide unique entrepreneurial immersion experiences for students; and boosted enrollment, revenues, course offerings, and the School's national profile and international reach.

Liz characterized her objectives in a May 2013 *Syracuse Post-Standard* article, saying, "I like it when things are hot. I like knowing we're doing things that are cool and needed," including assuring that the school stayed "agile" and "on the bleeding edge." She noted how the School was "the first to go with social media. The first to go with information entrepreneurship. The first to go with data science. I think that is one of the defining characteristics of the iSchool—how willing and able we are to capture new areas of interest, which turn out to be extremely productive on the research side and for jobs for our students."



Student interests and outcomes have always been central to Liz's vision. "I think the initiatives we've done with the students, watching them and getting to know them firsthand, the immersion experiences, Spring Break in Silicon Valley, EntreTech, that's what I really love, seeing and observing students firsthand and in person," she said. "That is what I think is the product of what we're doing."

### Administrative Style

Known for an informal administrative style, Liz has displayed a transparent nature and an open-door culture. "She finds time for anybody who wants to talk her. Her door was always open, no matter what," Barbara Kwasnik notes.

Being an "open book" in terms of her opinions and emotions has been a spirit that translated to Board of Advisors meetings, too, Kwasnik adds, and Liz's "enthusiasm for students and programs was catching, and I think she believed in fun too, the value of social interactions, informality, the open door to her office."

Heckman adds that while Liz presented a casual demeanor, she always focused on her goals. Even her walks through the building were designed for meaningful interactions, he illustrates. "She wouldn't go in the most direct way. She maximized her route just so she could encounter people and have those interactions. She did it with parents, donors, anybody."

### Chance-taker

John Liddy cites his mother's "Get Out of Jail Free Cards," which she often handed out, as an indicator of how Liz "allows people the opportunity to succeed on their own, and [she] does not beat you up if you fail. She is a big believer in saying, 'Let's see how this works out... from 'let's try this new course', to 'let's put a café in the basement,' to 'let's create a space, the ICE Box, that allows students to interact and be collaborative,'" John noted.

### Expanded Scope

Though her next professional path originates from a familiar vantage, Liz's scope of duties has widened considerably. Nevertheless, the switch "feels very natural. I think that's probably because I know the University well. I feel as much allegiance to the University as to the iSchool," Liz says.

The iSchoolers and associates who have worked with her—faculty, staff, students, alumni, Board members, business leaders, and others—already know the drill, though.

They believe the whole University is moved forward—literally and figuratively—by the drive, determination, creativity, and intelligence of the woman they've been admiring for many years as a great student, teacher, innovator, and leader.

"She moves on to the next challenge, and she'll grab it and go 100%," Heckman asserts.



SUSAN MAHN

Chuck Clarvit, chief executive officer of Vinci Partners, and a former member of the iSchool's Board of Advisors, agrees. "Her talents will benefit a larger universe now, but she leaves the iSchool in fantastic financial shape, with a clear direction, and a status as a "must look at" for students who want to be in cutting-edge disciplines that lead to real-economy jobs," he said.

Christine Larsen, an iSchool alumna who now serves as chief operating officer of First Data, and who also is a member of the iSchool Board of Advisors, concurred.

"Liz has, over her career, reinvented herself many times. It will be my privilege to watch this next chapter, which is hugely important for our university. Liz is a leader with great vision who truly sees around the corner. She leaves the iSchool well positioned!"

Board of Advisors Chair Craig B. Cornelius cited Liz's "enthusiasm, accessibility, and deep caring for students, matched with her ability to foster a culture of innovation and entrepreneurial spirit" as significant factors in the school's success during her tenure as dean. "The iSchool and the University have, and will continue to benefit from her exceptional leadership," he added.

For Liz Liddy, who grew up surrounded by a family of entrepreneurs, became one herself, then led an academic institution innovatively, she's likely to stay true to form in the next phase: breaking molds, taking risks, and making change.

*From graduate student to faculty member, to academic entrepreneur, to research scholar, to college administrator, Liz Liddy has spent the past four decades in fast-forward mode as part of Syracuse University's academic momentum.*

# Meet Interim Dean **Jeff Stanton:**

## *The Importance of Connection, Collaboration, Stewardship*



**Interim Dean Jeffrey Stanton works at a standing desk in his office in Hinds Hall.**

### **DIANE STIRLING**

As a software engineer and manager at several Boston-area startups, Jeff Stanton became increasingly intrigued by the ways software development teams functioned. Some teams meshed well and were nimble and highly productive. Other teams worked poorly, produced buggy code, and failed to meet their project deadlines. Eventually, Jeff's interest in how teams work, and the organizational environments that promote or prevent their success, pulled him away from computer science and towards organizational science. After being out of college for nearly a decade, he went back to graduate school to earn master's and doctoral degrees in organizational psychology. Throughout his graduate studies, his interest remained strong in how organizations create technology and how technology changes organizations.

Jeff's comfort level with organizational change prepared him well for his subsequent path in academia as an information science researcher, faculty member, academic leader, and most recently, Interim Dean of Syracuse University's School of Information Studies. Named to that position by Syracuse University Chancellor Kent Syverud, Stanton began the role on January 1, succeeding Dean Elizabeth Liddy when Syverud named Liddy as interim vice chancellor and provost for Syracuse University.

PHOTO: KIM SISK

As Stanton leads the iSchool into the next era, he has stated that it will be from the vantage point that the School's existing base of excellence is both highly distinctive and deeply treasured.

### **In Service of Users**

"There are always fast moving trends in technology, and of course we will respond to those and adapt our curriculum and programs to take those trends into account. But the strength of the iSchool has always been in not just chasing the latest technology trends, but in understanding the connection of the user to what's happening with information and technology and appreciating that technology is always a tool that's in service of users," he explained.

The iSchool's vitality stems from its "Faculty of One" culture, Stanton believes, an ideal he would "like to strengthen, and to the greatest extent possible, like to help us to develop into an "iSchool of One." This process would include "thinking about our faculty as the heart of a whole community that includes our staff and students, our alumni, and our board. That sense of unity and people working together for a common mission, that's a cultural advantage that we have over many, many other places," he emphasized.

### **The Strength of Unity**

The benefit of thinking and acting with unified interests, "makes an organization that's agile. You can make room to innovate and create quality experiences. While there's no situation where everyone will agree on everything, a strong culture allows a diversity of opinions while it continues to work together harmoniously," Stanton suggested.

Effective collaboration and harmony are concepts that Stanton understands from personal experience, as well as from his own academic research. He attends a monthly musician's gathering, an informal social circle he says is an "institution" that iSchool faculty colleague Michael Nilan has nurtured for decades. On one level, Stanton explained, the musicians are each there for their personal love of the music. But at a deeper level, the interactions between people who are creating songs together, "goes very deeply to the heart of emotional interaction between people; it's a way

of connecting. Many faculty and staff members from all over the University attend... and on the best nights, it's airborne," the longtime guitarist and songwriter enthused. Stanton is also a member and the bass player for the iBand, a cover band started by iSchool faculty colleague Dave Dischiave to play for student events and other functions around campus.

### **A Link in Stewardship**

Since joining the iSchool in 2001, Stanton has worked with Deans von Dran and Liddy, and now sees his role as another stage in the School's stewardship. "Whoever is on the leadership team of a school or a college or a university, they're a link in a chain, and they have a responsibility to the past and history and tradition, but they also have a responsibility to the future. In addition to innovation, there also has to be continuity, so being a steward means being well prepared for the success of the next generation," he said.

Interim Dean Stanton joined the iSchool as an assistant professor, earning tenure in 2004. He was promoted to full professor in 2011 based on research work that includes books, journal articles, book chapters, and conference papers. He has obtained more than \$5.5 million in outside funding, including the National Science Foundation's CAREER award. Stanton was named a fellow of the American Council on Education in its emerging leaders program. This program gave him the opportunity to serve an apprenticeship in the Office of the President at SUNY Cortland, where he worked on projects in student services and advancement. During his fellowship year, Stanton was also certified as a campus planner by the Society for College and University Planning.

In 2014, he was selected as a fellow of the Leading Change Institute, co-sponsored by EDUCAUSE and CLIR. Formerly known as the Frye Institute, Leading Change provides leadership training for individuals involved in higher education librarianship and information technology professions. Stanton has previously served Syracuse University in campus-wide roles as Associate Vice President for Research and as chair of both the Institutional Review Board and the Senate Administrative Operations Committee.



# Connecting with alumni around the globe



**BARBARA SETTEL**, EXECUTIVE DIRECTOR, ALUMNI RELATIONS

**W**alk through the halls of Hinds Hall and you will encounter a very diverse population of students who have come to Syracuse University from many different countries. Perhaps the largest percentage of international students comes from India, followed by China, Saudi Arabia, Japan, Korea and Taiwan. Our classes are richer because of the different experiences and perspectives shared by our international students. We even have an iSchool student organization, Nanhi Kali, dedicated to supporting the education of underprivileged girls in India.

So where do our international students go when they graduate? Many students seek work in the US, especially to gain experience with US companies. Students in the more “technical” fields, including information management and telecommunications, are eligible to extend their visas and work here for 29 months, sharpening the skills they acquired in their studies. Employers like Ernst and Young, Deloitte, Fidelity, Cisco, Cognizant and Accenture recruit interns and hire students for permanent positions. And, because many of these companies have offices around the world, after a few years, our international students can return home and keep their positions as consultants, risk advisors, and project managers.

In September I was fortunate to be able to travel to India and meet with iSchool alumni in Mumbai, Bangalore and Chennai. We brought alumni together who hadn’t been connected since leaving the US,

and they uncovered many areas of common interest. Several are now entrepreneurs and a few are in family-owned real estate ventures. Many of them work for financial consulting firms like JPMorgan Chase, Deloitte and Ernst & Young. Two alumni discovered they are both parents of two year olds living in the same residential complex! While there is no formal network for alumni in India yet (give me a few months to work on this!), Syracuse alums from different schools and colleges are in touch and their Orange spirit is still strong.

Our international alumni are providing support to future iSchool and Syracuse University students, and we hope to grow this even more. Prospective students can connect with alumni through Facebook and other social media to get the inside scoop on admissions, housing, and employment opportunities. Speaking with a fellow countryman before coming to school in the US can make all the difference in making that leap across the ocean. Entrepreneurs can serve as mentors to our Sandbox students, and students can intern with our international alumni, either virtually, or in person. Where appropriate, alumni can engage virtually with faculty on research projects.

We hope to provide more ways that our international students can stay engaged with the iSchool, faculty and programs. If you are located outside the US, keep us up to date on your employment and let us know of opportunities to partner with you and your organization. ■

**Mumbai alumni event. From left to right: Rushabh Shah G’05, Niti Jain Shah, Abhishek Sadekar G’08, Barbara Settel G’73 G’76, Sameer Hande G’10, Murtha Hande, Hiral Pandit G’11, Mihir Nerurkar G’00, Professor Paul Gandel, Monil Sundesha ’08 G’09.**







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](mailto:istalum@syr.edu).

**Barbara Settel**

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**BS in Information Management and Technology**

**Colin Timbers '08** is a systems engineer at Lockheed Martin in Washington D.C.

**Joseph Abankwa '14** is a systems integration analyst with Accenture in New York City.

**Afua Ansah '14** is a quality engineering & assurance analyst at Cognizant Technology Solutions in Teaneck, N.J.

**Emily Banas '14** is an application developer with JPMorgan Chase in Wilmington, Del.

**Stephani Billovits '14** is a web developer with Commercial Software in Midland, Minn.

**Molly Blodgett '14** is an IT security management analyst at Polo/Ralph Lauren in New York City.

**Kwaku Opoku Bosomprah Bonsu '14** is an analyst with KPMG in New York City.

**Trent Burgess '14** is a junior database developer with Sigma Marketing Group in Rochester, N.Y.

**Antonio Busa '14** is a developer at BNY Mellon in New York City.

**Wen Tai Chang '14** is a system engineer at JPMorgan Chase in New York City.

**Maggie Chen '14** is a business technology analyst at Deloitte Consulting in New York City.

**Eva Choi '14** is a systems integration analyst with Accenture in Florham Park, N.J.

**Nicholas Chou '14** is a business analyst at JPMorgan Chase in New York City.

**Mone Clarke '14** is a business analyst at The Hartford Financial in Hartford, Conn.

**Edward Cogan II '14** is an engineering specialist with Anaren Microwave in East Syracuse, N.Y.

**Jessica Collington '14** is a systems analyst with Fidelity Investments in Raleigh, N.C.

**Peter Costa '14** is a business analyst at JPMorgan Chase in New York City.

**Kyle Cote '14** is employed with General Electric in the Information Technology Leadership Program in Fairfield, Conn.

**Shawn Cregg '14** is an industrial engineer with United Parcel Service in Syracuse, N.Y.

**Celestine Currie '14** is a relationship manager with Talener in New York City.

**Ryan Devendorf '14** is a programmer analyst with Cognizant Technology Solutions in Teaneck, N.J.

**James Dollbaum '14** is an information technology resident with Google, Inc. in Mountain View, Calif.

**Christa Farmer '14** is a technical solutions analyst with Cognizant Technology Solutions in Teaneck, N.J.

**Robert Fink '14** is a basketball program assistant at Temple University in Philadelphia, Pa.

**Shelby Flick '14** is a news producer at Hearst Television in Des Moines, Iowa.

**Samuel Gerdano '14** is an AV production assistant with Vision Creative in Alexandria, Va.

**Jessica Giloley '14** is a location planning assistant at Ross Stores in New York City.

**Paul Goldsmith '14** is an analyst at JPMorgan Chase in New York City.

**Matteson Grossman '14** works in financial services tax at Rothstein, Kass & Company in New York City.

**Bradley Gunner '14** is a cyber security analyst at JPMorgan Chase in New York City.

**Jose Guzman '14** is technology solutions analyst with Cognizant Technology Solutions in Teaneck, N.J.

**Laura Harmon '14** is an IT specialist at Naval Air Systems Command in Patuxent River, Md.

**Oscar Hernandez '14** is a business analyst with JPMorgan Chase in New York City.

**Ryan Hilla '14** is a business analyst with JPMorgan Chase in New York City.

**Warren Huynh '14** is a quality assurance analyst with Fidelity Investments in Boston, Mass.

**Dinah Jean '14** is a business management associate at AT&T in Dallas, Texas.

**Jack Jesset '14** is employed in the Operations Leadership Development Program at BAE systems in Nashua, N.H.

**Kevin Kettell '14** is an analyst at Ernst and Young in New York City.

**Kenny Kim '14** is a technical solutions analyst with Cognizant Technology Solutions in Teaneck, N.J.

**Ackeeem Kipp '14** is a business analyst with EMC in Hopkinton, Mass.

**Kevin Lee '14** is a SAPA Oracle consultant at IBM in Philadelphia, Pa.

**Nara Lee '14** is a technical analyst at JPMorgan Chase in New York City.

**Chia-Yi Liaw '14** is a quality engineer and assurance analyst at Cognizant Technology Solutions in Teaneck, N.J.

**Luca Logan '14** is an information security analyst with Wells Fargo in Charlotte, N.C.

**Chelsea Lorenz '14** is a software engineer at IBM in Austin Texas.

**Brandon Martin '14** is with the Mansfield Sales Academy at Mansfield Oil in Atlanta, Ga.

**Nicholas Mastrogiacomo '14** is a business technology analyst at Deloitte Consulting in Boston, Mass.

**Eric McLee '14** is an IT analyst with Cisco Systems, Inc. in Morrisville, N.C.

**Brandon Medina '14** is a business analyst at JPMorgan Chase in Wilmington, Del.

**Laura Miceli '14** is an analyst with Accenture in New York City.

# Italy Immersion Experience Takes In Great Libraries of Florence

DIANE STIRLING

A new School of Information Studies immersion experience taking in the unique old libraries of Florence, Italy may provide a model for other types of innovative experiential learning for alumni and current students.

That was the assessment of Barbara Settel G'73 G'76, the iSchool's executive director of alumni relations, who described the trip as a sort of "EntreTech for the library profession."

The program was hosted for the first time this year, and was open to alumni of the iSchool as well as all alumni of Syracuse University, library professionals, and current and incoming iSchool library science students. (EntreTech is the week-long immersion program that involves visits to numerous New York City tech startups, and offers a taste of entrepreneurial culture.)

The Florence trip consisted of a one-week immersion in Italian culture and a unique tour of a variety of the classic libraries in Florence, coupled with sights and experiences of the city. For current and incoming students, the one-week library tour was a component of a three-week, three-credit course in Global Librarianship.

Those students also spent a week before traveling to Italy in a learning group on campus, then a week in Pistoia (in the Tuscany region of Italy) before joining the alumni group in Florence. In Pistoia, the students helped the American Embassy work with local librarians, and attended a conference along with librarians from throughout Europe.

The trip offered the opportunity to visit some of the most unique libraries in the world, including some for which visitation is restricted or uncommon, according to Settel.

Activities included a guided walking tour of Florence; tours of the National Library, the Siena Public Library, Berenson Library (Villa Itatti—of Harvard University); and the

Uffizi and Galileo Libraries. The visit also included tours of the Galileo Museum; Uffizi Museum; Dante Historical Society and Accademia Galleria; and sightseeing at Pitti Palace.

The itinerary was developed to provide a private view of some of the most amazing collections of Renaissance art and libraries in the world, and it offered unique access to some facilities not typically available. For instance, at the Galileo museum, the librarian arranged for the museum's long-time curator to provide a private tour for the iSchool group, and he offered unique insights into the artifact collections and how they came to be located there, Settel noted.

This was the first time the iSchool has conducted an alumni tour, Settel said. Given the positive reaction, a repeat of the Florence library trip, or a new one of a somewhat different nature, geared to alumni, is likely in the future, she added.

One of the students taking the trip, Alexandra Heidler is a second-year MLIS student. She viewed the most valuable part of the trip as the opportunity to interact with librarians from other countries who were providing their patrons with "American Corner" cultural interpretations.

"What was so interesting was the way American culture was interpreted in other countries," she said. "It gave me a lot of cool ideas if I was ever to work in a public library and have the opportunity to do that kind of programming." Alexandra said she also found the trip helped her decide where she wants to focus in the library education career field. "There are so many different directions I saw that I can go in. The experience of the conference "made me realize how specialized you can really can be in the field," she said. ■

*For more information about future experiential learning programs for alumni, contact Barbara Settel at [basettel@syr.edu](mailto:basettel@syr.edu).*



**Robert O'Brien '14** is an associate producer at Rosetta in San Jose, Calif.

**Sarah Ostman '14** is a business technology analyst at Deloitte Consulting in Chicago, Ill.

**Andrew Parke '14** is a business technology analyst with Fidelity Investments in Boston, Mass.

**Courtney Perdiue '14** is employed in the junior rotational program at the National Football League in New York City.

**Evan Price '14** is a risk consultant at Crowe Horwath LLP in New York City.

**Joseph Pugliese '14** is a programmer at Bank of America Merrill Lynch in Jersey City, N.Y.

**Alissa Pulver '14** is an application developer at BNY Mellon in Syracuse, N.Y.

**Heather Pyle '14** is a technical advisory analyst at Ernst and Young in New York City.

**Yosselyn Ramos '14** is a business analyst at Eaton Corporation in Pittsburgh, Pa.

**Nicholas Raven '14** is an IT attestation associate at KPMG in New York City.

**Manuel Rivera '14** is a network operations center tech at Time Warner Cable in Syracuse, N.Y.

**Johnny Rodriguez '14** is employed with the information technology communication team at Success Academy Charter Schools in New York City.

**Rosany Ruiz '14** is a technology analyst at JPMorgan Chase in New York City.

**Sean Ryan '14** is an associate project manager at Vaynermedia in New York City.

**Taylor Sablowsky '14** is a quality assurance analyst at Cognizant Technology Solutions in Teaneck, N.J.

**Joshua Sanchez '14** is a business analyst at MRM Worldwide in New York City.

**David Sansevere '14** is an auditor at Crowe Horwath LLP in New York City.

**Christine Signy '14** is a registration coordinator at Syracuse University.

**Marlee Silberman '14** is assistant web manager at Frankie's on the Park in Chicago, Ill.

**Carter Sims '14** is a model with Linda Townsend in Washington, D.C.

**Sara Skerpon '14** is a data analyst at Universal Media, Inc. in Mechanicsburg, Pa.

**Isaac Spinler works** in MTS computer operations at Verizon in Tampa, Fla.

**Robert Stefan '14** is an infrastructure engineer at JPMorgan Chase in New York City.

**Marcus Williams '14** is employed in the information technology leadership program at GE in Erie, Pa.

**Jonathan Winks '14** is an application developer at BNY Mellon in Syracuse, N.Y.

**Neil Winston '14** is a technology analyst at Cognizant Technology Solutions in Teaneck, N.J.

**Asha Wright '14** is a business analyst at JPMorgan Chase in New York City.

**Zhi Yang '14** is staff advisory at Ernst and Young in New York City.

**Kaida Yissirou '14** is a business analyst at Cognizant Technology Solutions in New York City.

**Guo Jing Zeng '14** is an infrastructure engineer at JPMorgan Chase in New York City.

## CAS in Data Science

**Ken Brenner '14** is a senior IT security specialist with the US Senate in Washington, D.C.

**Joseph Crimmer '14** is a systems integration analyst with Accenture in Washington, D.C.

**Kusturie Moodley '14** is an e-resources librarian at Durban University of Technology in Durban, South Africa.

## CAS in Information Security Management

**Jose Bejar '14** is a technical support engineer at Cisco in San Francisco, Calif.

## CAS in Information Systems and Telecommunications Management

**Weiru Li '14** is FSO assurance Staff at Ernst and Young in New York City.

**Kshitij Modi '14** is a technology advisor at Ernst and Young in Chicago, Ill.

**Kavisha Raina '14** works as FIDS staff at Ernst and Young in New York City.

## Doctorate of Professional Studies

**Gregory Brierly '14** is an enterprise architect at NASA's Armstrong Flight Research Center in Calif.

## M.S. in Information Management

**Perna Ahuja '14** is a technology advisory associate at Ernst and Young in New York City.

**Komal Mukund Atre '14** is a technical implementation consultant at EtQ in Farmingdale, N.Y.

**Bhoosham Ambedkar '14** is a technical analyst with Argus in White Plains, N.Y.

**Nivedita Belsar '14** is a PI advisory associate at Ernst and Young in New York City.

**Vanessa Carlone '14** is a business systems analyst at JPMorgan Chase in New York City.

**Uma Bhat '14** is a business analyst at Goldman Sachs in New York City.

**Patrick Bresnahan '14** is an OnBase specialist at Hagermeyer North America in Alpharetta, Ga.

**Oscar Chan '14** is an infrastructure engineer at JPMorgan Chase in Syracuse, N.Y.

**Hrishikesh Deshkar '14** is a technical implementation consultant at EtQ in Farmingdale, N.Y.

**Daiman Feese '14** is a technical implementation consultant at EtQ in Farmingdale, N.Y.

**Nithin Gubbala '14** is a technical consultant at Argus Information & Advisory Services in New York City.



*Patricia H. Mautino '64, G'66*

# Alumna Patricia Mautino Elected to Board of Trustees

**ERIN MARTIN KANE**

Syracuse University is pleased to announce the election of Patricia H. Mautino '64, G'66 to the University's Board of Trustees. She was elected to her position at the annual Board of Trustees meeting held on campus in May 2014 and participated in her first meeting of the board in November 2014.

Mautino earned a bachelor's degree from the College of Arts and Sciences in 1964 and a master of library science degree from the iSchool in 1966.

"Pat's election to the Board of Trustees is good news for the University and for all of us who love it," says Chancellor and President Kent Syverud. "A dedicated educator and proven innovator, she will be a wonderful asset as we continue to build on our institutional strengths and enhance our capacity to give students a great education."

Her career in education administration (K-12), also including a broad range of professional and volunteer associations in library and information services, started in 1966, when she became a librarian for Onondaga Community College after earning her M.L.S. She went on to serve over 25 years with the Oswego County BOCES in Mexico, N.Y., leaving as assistant superintendent in 1996. She joined the Central Square Central School District and worked as an assistant superintendent and administrative consultant for the next 10 years.

Mautino's wide range of professional and civic leadership roles, across local, regional, state and national levels, has included president of the New York Library Association; vice chair of the New York Governor's Conference

on Library & Information Services; trustee of the Liverpool Public Library; trustee of the Onondaga County Public Library (past president, OCPL Foundation); and delegate/New York State co-chair of the White House Conference on Information Services.

"Pat's extraordinary leadership experience at every level and her bedrock commitment to Syracuse University will be of tremendous value to the board," says Richard L. Thompson G'67, chairman of the University Board of Trustees. "Her skills as a strategic thinker will be invaluable as the University continues to refine its mission and focus in today's evolving higher education climate. I am delighted to welcome her to the board and look forward to her contributions."

For Syracuse University, Mautino served two terms on the Syracuse University Alumni Association Board, where she was a vice president and led the creation of its Student and Young Alumni Advisory Board. She also provided the leadership for the Alumni Board bylaws revision and the strategic plan for alumni philanthropy.

Mautino has been a longtime member of the iSchool Board of Advisors. She and her husband, Louis A. Mautino '61, G'62, a retired real estate builder and developer, met at Syracuse. He was a football letter winner. Members of the Benefactor, Visionary and Pathfinder Gift Clubs, the couple's primary support is designated for scholarships in football, the School of Education, the iSchool and for the general student population with preference to students of Italian descent.



*Christopher Hertz, '97*

# Alum's Firm Honored as Microsoft Partner of the Year

DIANE STIRLING



**O**f almost 19,000 Microsoft partners in the United States, one stood out this year for its excellence in innovation and implementation. Started 11 years ago by a graduate of the iSchool, that firm has been recognized as the 2014 Microsoft Partner of the Year.

New Signature, co-founded by alumnus Christopher Hertz, '97, is a Microsoft National Services integrator providing IT solutions analysis, planning and implementation, technical training, and creative services. The firm was selected for Microsoft's highest partner system honor, which was awarded at the mid-July Microsoft Worldwide Partner Conference in Washington, D.C., where the firm is headquartered.

In making the announcement, Microsoft's Worldwide Partner Group Vice President Phil Sogen said the designation "represents the best technology professionals our partner ecosystem has to offer."

Over the last four years that the Partner of the Year award has been presented, two winners have been systems integra-

tors, and both were large, 2,000-employee firms, CEO Hertz pointed out. With 90 employees, his firm is only about 5% of that size, so the recognition is especially significant, he said. It means that "you don't have to be an enormous business to have a big impact; in the new model of cloud computing, even a small company can have a big impact."

The award also represents Microsoft's recognition that adopting a business model which drives customers to cloud computing for IT solutions is "demonstrating operational excellence in a way that will be successful not just for today, but in the future as well," Hertz believes.

The firm, which has attained an average annual growth rate of 50%, also has offices in 11 states, and it has been recognized with more than 100 IT industry and business awards since its founding.

## CUSTOMER EXPERIENCE FOCUS

Delivering an amazing experience to customers, partners, colleagues, vendors, and the greater community is the company's founding mandate, Hertz explained. While the company has always enjoyed building "an amazing system," it also understands that "building an amazing user experience is

probably the most important part of any project. But you can't just deploy a technology; you also have to deploy and wrap an amazing user experience and a user adoption experience around it."

*"... you don't have to be an enormous business to have a big impact; in the new model of cloud computing, even a small company can have a big impact."*

## MODEL CULTURE

New Signature is known for its innovative company culture as well as its ability to deliver customer-centric integrated services and solutions. A core belief is ongoing learning for employees. Each staff member is asked to spend at least two hours each week in educational activities. That orientation is not necessarily typical of firms like his, but it's a good investment, Hertz explained. It assures that clients receive the best possible services from an up-to-date company which professionally advances its employees by providing a culture of employee well-being, empowerment, and continual education.

"When you have that culture of learning, you can pivot as a consulting business much more rapidly," Hertz said. "The way you're agile is to keep your people agile. When you can

adapt to business shifts, you don't have to fire people and hire new ones. The investment in employee education is more important today in an era of cloud computing, where shifts are happening every week, Hertz emphasized. "We've really been able to be successful as a business and beat the competition because of that investment in education, and the passion our staff has for that culture."

The firm integrates social responsibility as a core culture, too, serving disadvantaged groups in its communities, including urban youth at risk, those experiencing homelessness, and individuals with disabilities. It also is committed to environmental protection in all business practices.

## AFTER SYRACUSE

The days at Syracuse were "transformative," recalled Hertz, who graduated in 1997 with a bachelor's degree in information science and technology and a dual major in anthropology. He came to Syracuse originally as an Arts & Sciences student, "not really knowing what I wanted to do with my life. I was lucky enough to room with a student, Jason Senich '98, who was in the iSchool. I never thought of computers as a career until I talked to my roommate," he laughed. Now, he is a cloud industry expert who has presented in the U.S. and Europe and who holds 14 technical certifications from Microsoft.

Hertz remembers how his professors "taught an approach to business in a way that was really very successful and healthy," and how he was inspired by then-Dean Ray von Dran. "His demeanor and approach had tremendous impact on me as a business leader, when thinking of how I could be someone to look up to in terms of how to act and deliver a great experience."

Hertz later went on to earn an MBA from MIT's Sloan School of Management in 2005. He co-founded the firm in 2003 with company President David Geevaratne, who holds four Microsoft Certified IT Professional and 11 Microsoft Certified Technology Specialist certifications and is a member of Microsoft's coveted Microsoft Virtual Technical Solutions Professional corp. ■

**Amit Gupta '14** is a business technology analyst at Deloitte Consulting in New York City.

**William Holland II '14** is a consultant with PricewaterhouseCoopers in Tysons, Va.

**Sneha Iyer '14** is an analyst at BlackRock in New York City.

**Punit Jain '14** is an analyst at Bank of America Merrill Lynch in Pennington, N.J.

**Hemant Jawale '14** is a technical developer support associate engineer at Salesforce.com in Hillsboro, Ore.

**Aditya Kalmegh '14** is a strategic analyst at Hewlett-Packard in Houston, Texas.

**Anurag Karuparti '14** is a forensic technology analyst at Ernst and Young in New York City.

**Charu Kothari '14** is an officer with Bank of America Merrill Lynch in New York City.

**Katherine Lemancyzk '14** is an enrollment and recruiting assistant at the School of Information Studies in Syracuse.

**Ryan Lewis '14** is a systems analyst at Excellus BlueCross BlueShield in Syracuse, N.Y.

**Ying Lu '14** is a reporting analyst at Citi in New York City.

**Manoj Madhava '14** is an associate at PricewaterhouseCoopers in New York City.

**Abhilash Muduvathi '14** is advisory staff at Ernst and Young in New York City.

**Tanuja Phadke '14** is a business technology analyst at Deloitte Consulting in New York City.

**Twisha Rege '14** is a technical implementation consultant at EtQ in Farmingdale, N.Y.

**Rudy Rusli '14** is a software engineer at TrafficCast in Madison, Wis.

**Pritika Sawant '14** is a consultant at Deloitte Consulting in New York City.

**Neha Sebastian '14** is a technology advisor at Ernst and Young in New York City.

**Vidhan Shah '14** is a business technology analyst at Deloitte Consulting in New York City.

**Kriti Sharma '14** is advisory quest program staff at Ernst and Young in New York City.

**Rohit Singh '14** is a senior consultant at Ernst and Young in New York City.

**David St. John '14** is an information systems coordinator at Cayuga-Onondaga BOCES in Syracuse, N.Y.

**Arunkumar Sunderraj '14** is a technical solutions analyst at Bank of America Merrill Lynch in Princeton, N.J.

**Ashish Suri '14** is an analyst with Accenture in New York City.

**Yogeshree Tawde '14** is a business technology consultant with Deloitte Consulting in New York City.

**Nitin Tooteja '14** is a business analyst at Chespoair.com in New York City.

**Rebecca Wessell '14** is technology advisory program staff at Ernst and Young in New York City.

**Martha West '14** is a security analyst with the Federal Reserve Board in Washington, D.C.

**Jing Zhu '14** is a network engineer with Bloomberg in New York City.

## M.S. in Telecommunications and Network Management

**Sruji Dioneshan '14** is a technical marketing engineer with Aruba Networks in Sunnyvale, Calif.

## M.S. in Library and Information Science

**Suzy Szasz Palmer '78**, Dean, Greenwood Library, Longwood University, is Vice President/President Elect of the Virginia Library Association.

**Shawna Sadler '06** is Director, Digital Library & Innovation at Deakin University, Geelong, Australia.

**Michelle Brown '14** is a resource center manager at SUNY Upstate Medical University in Syracuse, N.Y.

**Erin Eldermire '14** is a research and assessment analyst at Cornell University in Ithaca, N.Y.



*Stephen Marsh '97*

# Smarsh Becomes a Smash Via Continual Customer-Focused Strategy

## DIANE STIRLING

A dedicated focus on customer needs and on finding innovative ways to fulfill them has taken alumnus Stephen Marsh '97 from consulting on single projects to leading a worldwide firm whose accolades include being one of *Inc.* magazine's fastest-growing companies in the U.S.

Marsh was back on campus for the first time in more than a dozen years recently to speak with students about entrepreneurship. As a dual major (information technology at the School of Information Studies and economics at the Martin J. Whitman School of Management), he graduated from Syracuse University in 1997.

After graduation, Marsh worked for firms that were hybrids of his financial services and IT interests: two years at Fidelity Investments; two more at CCBN. He founded Smarsh in 2001 as a consultancy after doing some project work for individual clients.

## THE START

One of those customers helped spark Smarsh's phenomenal growth. The company asked for an IT system to meet regulatory requirements for archiving digital materials, a relatively new need at the time. Marsh thought a software-sourcing and implementation plan would do the trick, but found no appropriate software or technology existed, so eventually compounded a system. Before long, another customer had the same request. Soon, a woman who heard of his work called him from the floor of the New York Stock Exchange, saying there were 15 companies like hers there who all needed the exact same requirements, Marsh recalled. "That's when the light bulb went off."

An undeniable reinforcement of that trend came on Marsh's Hawaiian honeymoon. With rare spare time to read the *Wall Street Journal* each day, he kept seeing stories about email as evidence in courts and in investigations, and "that's when it became clear this was a real opportunity."

## FAST GROWTH

Smarsh now has 20,000 clients all over the globe as the premier cloud-based archiving and compliance solution for electronic communications, helping an array of companies manage and enforce compliance and records retention strategies.

In 2008 and 2009, the firm was named to the "Inc. 500," the magazine's annual analysis of fastest-growing U.S. companies. It has been on the "Inc. 5000" for six consecutive years and was honored by Deloitte with a spot on the Technology Fast 500 list for four years straight. The *Portland Business Journal* ranked the company among its top 100 fastest-growing companies in Oregon



each of the last six years (No. 1 in 2009)—among numerous regional tech and business accolades.

While Marsh never expected to be on the West Coast, Portland's tech community was startup supportive. The fast growth Smarsh experienced was unanticipated, he noted, because "I went into the business with no expectations. I was worried about the next 12 months." Marsh was "always focused on the next customer, the next 10 customers, the trends we were observing, and addressing them. I never expected to get to three times the size over 18 months. It was just, 'Let's just focus on one customer at a time, provide good service and innovative products, and the recurring nature of business will allow us to grow.'"

The company now provides a full suite of content types and file types that we capture—"and not just capture and store and put away in a digital filing cabinet," Marsh explained. "Much more interesting is the question, 'What you do with data once you've compiled it?' We can do analytics across content types, looking for business trends, gaining intelligence about what customers think, doing sentiment analysis, reproducing all the communications about a business project that occurred, integrating with other applications." Besides the original client base in the financial services and government sectors, the firm now serves online retailers, large computer companies, and other industries.



## ADVICE FOR OTHERS

On his iSchool tour, Marsh talked to students about his experiences and offered them some business advice.

On business challenges: “One thing I would do the same is to be as naive as I was about starting the business. There are a lot of challenges that if I knew I was going to face them, I might not have started the business—financial, technological, some of them at the time [were] enormous. When you deal with them because you have to, you find a way to overcome them.”

On funding: “We never had any outside funding for the first six to seven years. So for that reason, every single customer mattered, every single deal mattered, we couldn’t afford to throw money at problems, and because we couldn’t, we had to throw smart solutions at them.”

On hiring a team: “Get a flexible and versatile team... people who like learning and who have a diverse skill set; people who are smart and can figure out problems. Needs change and the kind of people you need change along the way; the team that is curious, that wants to learn and solve problems is critical.”

On starting a business while in college: “There’s probably no better time or place to try than in college. It’s much easier to take the risks typically associated with being an entrepreneur when you don’t have to worry about making rent, feeding a family, quitting a lucrative or more secure job to go pursue your dream. The iSchool offers a wealth of resources that you might struggle to assemble for a startup elsewhere.”

## THE ISCHOOL NOW

Though the iSchool looked much different during this visit, the CEO was pleased at how it has strengthened a teaching focus based on business strategy and application.

“It’s clear that the iSchool is increasingly connected to the outside business world. It’s always been able to help students develop themselves for the workplace. When I was enrolled, the program offered what was then a unique combination of business and technology subject matter. Today, the immersion programs offer students the chance to see companies firsthand and there are multiple projects with employers that aim to prepare students for roles in enterprise technology, based off of real workplace needs.” ■

**Pamela Gardner '14** is a marketing librarian at Wilmington Memorial Library in Wilmington, Mass.

**Marykate Kroyer '14** is a library consultant at Hunter, N.Y. Public Library

**Aaron Phelps '14** is a reference collection archivist at Broome Community College in Binghamton, N.Y.

**Stephanie Prato '14** is a librarian at Fayetteville, N.Y. Free Library

**Marianne Reddin Aldrich '14** is a circulation team coordinator at Colorado College in Colorado Springs, Colo.

**Katrina Schell '14** is a circulation and interlibrary loan assistant at Hamilton College in Clinton, N.Y.

## M.S. in Library and Information Science—School Media

**Megan Ashley '14** is assistant librarian at the Catherine Cook School in Chicago, Ill.

**Penny Feeney '14** is a library media specialist at the Westhill School District in Syracuse, N.Y.

**Mildred Stephenson '14** is a teacher librarian with the Ithaca, N.Y. City School District.

# Supporting Learning Outside of the Classroom



**SCOTT A. BARRETT** ASSISTANT DEAN FOR ADVANCEMENT

**B**efore I arrived at the iSchool, I thought that learning outside of the classroom meant running into a faculty member in the Café and chatting about the most recent class, or attending a community-wide lecture series. It is all of those things—Papiya Gupta '01 and Luk Boral '06 recently returned to campus and met with students to discuss their careers in consulting and banking, and every day I see faculty and students chatting

over a cup of coffee in the Parker Café.

But at the iSchool it happens everywhere, all the time—in moments that are both informal and structured, and in dozens and dozens of opportunities each year. The options and opportunities are astounding.

For instance, there are iSchool Road Trips—though perhaps not the road trips that you and I might remember from college. These involve 44 students meeting Professor Rubin on South Campus to catch a bus at 4:45 am, “suited up” with resumes in hand, and prepared to engage with leaders of companies in New York City, Boston, Buffalo or Philadelphia, in industries that rely on technology like sports, media, entertainment, and retail. Students gain incredible experience, and in some cases internships, and jobs from the connections they make on these trips. Jeff has led these trips for a number of years and they are made possible, in part, by generous charitable support.

As I look at this edition of *Connections* taking shape, I see Steve Marsh '97, whom we met a few years ago when he volunteered to participate in our EntreTech NYC trip, meeting with students over breakfast as part of that whirlwind week-long immersion. Steve has since returned to campus and spent two full days engaging students in the classroom, over meals and in the Sandbox.

I see Zhi Yang '14, a participant in the EuroTech immersion class and the first recipient of the Applied Leadership and Learning Award, established by Michael Loiero '11, G'12 and his fellow iTell Lab alumni. This award recognizes students with substantial participation in leadership activities outside of the classroom in addition to exceptional academic performance.

There's Dan Goldberg '15, a top iSchool entrepreneur who has won multiple start-up awards on campus, regionally and nationally. Dan has taken full advantage of the Sandbox and the opportunities

to engage with alumni entrepreneurs in our immersion programs. So much of this is possible thanks to extraordinary support in memory of our former Dean, Raymond von Dran, and the tireless work of his wife and Advisory Board member, Gisela.

I think of Henry Mensch G'15 who received the Huang Scholarship that provided funding for a trip to the national ALA Conference as a learning experience—an invaluable opportunity to learn about librarianship as Henry prepares to enter the profession.

And there is our highly touted Spring Break in Silicon Valley (SBinSV) immersion. This experience relies on our great contacts and generous supporters in the Bay Area like Krista Canfield '03 and Philip Kaplan '97. Every year students describe it as life-changing, and each year it seems that more and more student participants are securing internships and jobs in the region. SBinSV was joined by our applied data science immersion in Chicago—Data By the Lake—earlier this year.

In this edition you will see Professor Jill-Hurst Wahl, who has helped organize and secure support to take students to the Computers and Libraries Conference in Washington D.C. And Professor Dave Molta, who has personally worked to help secure corporate funding from top technology firms to support hands on network testing in CCENT—work that happens at all hours of the nights and weekends.

These immersions and dozens more that happen every semester—hands-on work that generates infectious enthusiasm by our faculty, staff and students—are a signature of the iSchool. And in almost every case, there is a donor, and more often multiple donors, who make each of these opportunities possible.

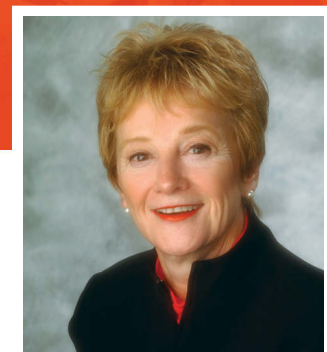
With so many compelling opportunities, it is not surprising that over the past few years the iSchool has enjoyed record giving from our alumni, parents and friends. Many donors are choosing one or more of these opportunities to support—or in some cases, coming up with new ones for us to consider! Please join us in your support and in your volunteerism. You can be certain it will be time and money well spent! ■





You plan your day.  
You plan your vacation  
Now plan to change a life.

New companies get their start in the iSchool's Syracuse Student Sandbox business incubator.



Inspired by her husband's entrepreneurial spirit and passion to make a difference, Gisela von Dran has created new possibilities and changed lives for students. You, too, can help aspiring student entrepreneurs make their visions a reality—whether building new companies in the Syracuse Student Sandbox or exploring the start-up scene in Silicon Valley.

**Anyone can plan an iSchool legacy.**

A planned gift—no matter its size—has endless potential to support students' educational and entrepreneurial dreams. Whether your gift is one of cash, securities, real estate, business partnership interests, retirement plans, or life insurance—it can truly make all the difference in someone's life.

"A gift to the iSchool will help innovative students achieve their goals of becoming successful entrepreneurs."

**Gisela von Dran**

Established the RvD Fund in memory of her husband, former iSchool Dean Raymond von Dran.

To create your personal iSchool gift plan, call **315.443.6139** or email **sabarr02@syr.edu**. It's sure to be one of the most meaningful plans you'll ever make.

# connections

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**W**ith heads down in deep concentration, members of the iSchool's Information Security Club compete in the 2015 Northeast Collegiate Cyber Defense Competition. Hosted this year in Syracuse, the contest brought students from ten schools around the region to Hinds Hall for a weekend in March. Learn more at <http://neccdc.net>.