

# bridge

fall 2007

what is an *i*School?

an inside look at  
the importance of  
information studies  
and the ever-changing  
relationship between  
people, technology  
and knowledge



The *iSchool* has grown quite a bit in its 115 years: from one room to an entire building, from one program to eight, from 10 students to over 1,500. One thing that has stayed the same over all those years is our sense of community. I believe this feeling of unity is a great advantage — it makes the *iSchool* a better place to study, teach, research and work.

Our students have a lot in common. They are all earning degrees in sharing information, which means they are often personable and communicative, as well as having mutual interests. They spend plenty of time in the Rush Building and get to know each other by sight. They take classes, study and work on projects together. Even our online students become part of the *iSchool* community, building relationships by sharing thoughts and comments over the Web. Our Blackboard online learning system includes message boards that are always filled with students helping each other and interacting with professors.

We have many programs, events and policies that help keep the College tight-knit. The Peer Mentor program, growing to 11 Mentors in Fall 2007, makes successful upperclassmen into resources for current and prospective students. Representing a wide range of *iSchool* experiences, they can answer questions from the perspective of an equal. Our advisors have personal relationships with the students, meeting with them as they arrive and teaching the University 101 course that introduces them to Drexel University and life at college. A 10-to-1 student-faculty ratio gives undergraduates easy access to their professors. Monthly events for fun and edification, including bowling with the Dean, barbecues, Phillies games and informal networking sessions, allow students, faculty and staff to interact outside of everyday settings.

After graduation, many former students retain relationships with the College and fellow alumni. The Information Science and Technology Alumni (ISTA) Association holds regular events and fundraisers for the College, and our Career Services Office is available to help all alumni with job questions and placement. ISTA has just launched the Alumni Mentoring program, allowing prospective, current and former *iSchool* students to get advice from experienced College alumni.

Our interdisciplinary faculty are extraordinary in the extent of their collaboration; working together is the norm here, not the exception. Professors, PhD and MS students produce rigorous material by studying, researching and publishing with each other across fields and programs. Our regular research and discussion sessions, in which students and faculty present and discuss recent work, encourage tough and insightful questions from different vantage points. These presentations expose new research to the real-world experience many of our professors possess, as well as raising awareness of the various projects underway at the college.

At all levels of the *iSchool*, people are working together and sharing ideas. This community spirit is unique to The *iSchool* at Drexel, and it is one of our great assets. <<



FROM THE DEAN

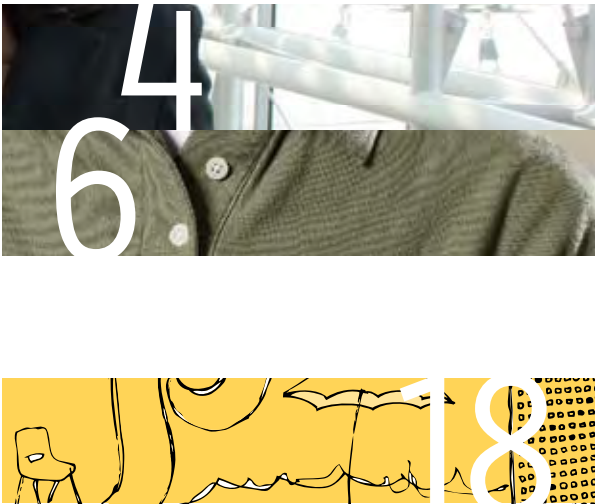
David E. Fenske, PhD  
Isaac L. Auerbach Professor and Dean

FALL 2007

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# Dr. Katherine W. McCain

## AWARD-WINNING CAREER

The Derek De Solla Price Medal is awarded biannually to “scientists with outstanding contributions to the fields of quantitative studies of science,” according to the International Society for Scientometrics and Informetrics website. The 2007 winner of this prestigious award is *iSchool* Professor Dr. Katherine W. McCain.

Dr. McCain joins College of Information Science and Technology legends and colleagues Howard D. White and the late Belver C. Griffith in receiving the Price Medal, which is awarded by the Editorial Board of the journal of record in the field, *Scientometrics*. Bibliometrics, a subcategory of scientometrics, is the quantitative study of the production and use of scholarly literatures and the fields that produce them; helping researchers, practitioners and

“Her world-class scholarship and work as Associate Dean the last few years has helped make the College the respected institution we are today.”

scholars in all disciplines organize and analyze data.

This recognition of Dr. McCain as an important contributor to the field comes as she returns from the position of Associate Dean to full-time teaching and research. Since 2002, The *iSchool* at Drexel has benefited from her focused administrative efforts to help the College grow. Dr. McCain oversaw the conversion of most Library and Information Science master's degree courses to online availability, resulting in several new concentration possibilities for distance learners. She also worked with adjunct faculty and the head of Drexel's new law school library to develop a new online specialization in Law Librarianship. The position was rewarding, she says, “I really enjoyed developing programs, mentoring new faculty and working with students to solve their problems.”

As evidenced by her receipt of the award, Dr. McCain has built a reputation as an internationally known researcher in bibliometrics. She is one of only seven American winners of the Price Medal. She has authored or co-authored 38 journal articles, 14 papers in peer-reviewed conference proceedings, 3 reviews of the literature, one book

chapter, and served as guest editor/co-editor of two special memorial issues of *Scientometrics*. Dr. McCain has been Principal Investigator (PI) or co-PI on five successful grant proposals in support of PhD student funding and one for library and information science research. Over 500 academic articles cite papers for which Dr. McCain is first or co-author. Her 1990 article in the *Journal of the American Society for Information Science* (JASIS), “Mapping Authors in Intellectual Space: A Technical Overview,” is one of the most frequently cited papers by authors using these types of techniques to study the structure of scholarly literature.

Surprisingly, given her affinity for bibliometrics, Dr. McCain only began working in information science shortly before she came to the *iSchool* in 1980. Her BS is in Zoology, her MS in Biology, and she was an Adjunct Lecturer in the Department of Biological Sciences at the College of Staten Island before she came to Philadelphia. “When I was a



biologist I was primarily interested in natural history, evolutionary theory, taxonomy and systematics, and that's kind of what I do now. I still basically turn over rocks and see what's underneath them.”

Her move into bibliometrics began at Temple University where she was a paraprofessional managing the Biology

Department's library. All four paraprofessionals who managed the science libraries were asked to use citation analysis to evaluate their collections. Some interestingly skewed numbers in Dr. McCain's analysis prompted her supervisor, Science Librarian James E. Bobick (who was then an adjunct at the *iSchool*) to suggest a joint visit to the *iSchool*'s Dr. Belver Griffith to discuss the results. The study, co-authored with Jim Bobick, appeared in JASIS in 1981; this was her first published paper in the field of bibliometrics. She joined the PhD program at the *iSchool* shortly thereafter.

“Kate is incredibly valuable to our College,” says Dean David E. Fenske. “Her world-class scholarship and work as Associate Dean the last few years has helped make the College the respected institution we are today.” As her receipt of the Price Medal signifies her importance to the field of bibliometrics, the success of the College itself is a testament to her importance to the *iSchool*. <<

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## irina dymarsky the keys to success

As technology continues to advance and spread, the question facing organizations and even individuals is changing from “Do we need new technologies?” to “How do we best use new technologies?” The people who ensure that technology is contributing to their organization must have more than technical knowledge. They must know how to make technology work for them, not just how it works.

At The *iSchool* at Drexel, in-depth, theoretical classroom education is balanced by Co-ops that provide students with practical, real-world business skills like project management and corporate communications. Irina Dymarsky, who completed her accelerated Bachelor’s/Master’s in Information Systems in 2006, is one of many versatile *iSchool* alumni in the growing class of technology workers who have both technical knowledge and business savvy.

“I wasn’t that technical in high school,” she says, “The Governor’s School is really what opened me up to all the different possibilities of technology.” Irina was one of the few girls in the Pennsylvania Governor’s School for Information, Society and Technology program held at the College of Information Science and Technology in the summer of 2000, before her senior year of high school. “I loved it so much that when it came time to apply to college, Drexel was the only school to which I applied.”

Complementing her stellar grades at the *iSchool* (Irina graduated Summa Cum Laude and with distinction from the Pennoni Honors College) is the list of Drexel activities as long as your arm, including: Drexel Writing Intensive Tutor, founding President of the Drexel Chapter of Kappa Theta Epsilon (the National Cooperative Education Honor Society), Student Ambassador and Mario the Dragon. (She was the one inside the mascot from 2001 to 2006.)

Irina managed to fit two Co-ops and a summer of independent employment into what is normally a five year/one Co-op program at the *iSchool*. Her first Co-op was at Independence Blue Cross (IBC), helping to organize company-wide compliance with the Health Insurance Portability and Accountability Act (HIPAA). “I met with people who didn’t know I was a Co-op, because I was presented as a project manager. I created a prototype of a database that would track all of the employees of IBC, all of the jobs that they were in and the systems access they had for HIPAA compliance.” Nominated by her second Co-op, Comcast, for a Drexel Senior Co-op Award, she won for developing an automatic password system for pilot programs, cutting the time spent on a process that had taken a week down to two hours.

Months before she was finished with her degree, Johnson & Johnson (J&J) had already hired her for their “fast-track to management”—the Information Technology Leadership Development Program. The program rotates exceptional new graduates through three eight-month postings in different functional aspects of the company — business, technology and project management — to help prepare prospective corporate leaders for management positions.

“I met with people who didn’t know I was a Co-op, because I was presented as a project manager.”

Her first rotation was the “business” aspect, as a liaison at the corporate offices in New Brunswick, New Jersey. There she compiled regulatory compliance practices from the over 250 operating companies that comprise J&J and began the process of setting up an efficient, corporation-wide set of practices. Currently, she’s on her “technology” rotation, providing IT support for Independence Technology, L.L.C., one of the smallest J&J Operating Companies in North America. The company markets the INDEPENDENCE® iBOT® 4000 Mobility System, a surprising improvement on the wheelchair that can climb steps and stairs, cross uneven terrain such as grass, gravel and sand, and raise the rider to standing eye level by balancing on two wheels.

From the Governor’s School to J&J, Irina is proof that the keys to success in the growing field of information are commitment, versatility and the ability to solve problems, just like any other field. Today in the technology industry, these traits are needed just as urgently as technical skill. <<





“you join the team, they see you as an integral part of the team, and you’re asked to deliver just like everyone else.”



# Lasting impressions

Eight *iSchool* students spent their 2006/2007 Fall/Winter Co-ops at Microsoft, gaining valuable work experience and earning a competitive salary. Before they left, Microsoft made formal job offers to take effect upon graduation to all seven eligible students, illustrating a corollary benefit of Co-op — the valuable relationships students build with topflight organizations.

Smith Codio, one of the seven students offered a job and a senior Information Systems major, never stopped working for Microsoft after his Co-op. He’s telecommuting part-time, and plans on moving to Seattle for a full-time position when he completes his degree from the *iSchool*.

Smith is 30, older than the typical undergraduate, and wasn’t sure Co-op would be beneficial since he already had extensive work experience. To help pay for college, he’d worked his way up from package handler to industrial engineer at UPS, and was hesitant to leave a good job for a six-month position on the other side of the country.

“What would help me attain my objectives and long-term goals?” he asked himself. Smith had come to the College of Information Science and Technology for a higher ceiling on his career, to learn from professors with decades of experience and earn a degree that would open doors for him. “Co-op really helped me focus in terms of what I want to do next.”

Microsoft’s emphasis on treating Co-ops as full-time employees gives students like Smith the opportunity to make a lasting

when his co-op  
was over, microsoft  
decided his work  
was too valuable  
to wait for.

impression. “You join the team, they see you as an integral part of the team, and you’re asked to deliver just like everyone else,” he says. He was immediately handed a high-level project—fixing a program called Biztalk, which is currently used by companies like Hewlett Packard, Siemens, Citigroup and Microsoft itself to handle external and internal transactions. After isolating the problems and delivering a solution in just four months, he had enough time left in his Co-op to oversee the rebranding of his department.

When his Co-op was over, Microsoft decided his work was too valuable to wait for. They made him a part-time, long-distance Program Manager while he finished his degree. Currently, he’s working on Microsoft’s SharePoint 2007 from about 3000 miles and three time zones away, implementing a new project status reporting tool and a deployment plan for project collaboration sites. After he graduates in Summer 2008, he’ll move to Redmond to assume his full-time position.

Co-ops can provide more than a resume boost and competitive salary; they can be a six-month interview with a world-class company. Northeastern University’s 2002 study “Cooperative Education as a Source of Labor Supply to Firms in the College Labor Market” showed that students hired by their Co-ops have an average starting salary \$10,000 higher than those hired via other sources. The Co-op advantage brings real-world experience, a competitive salary, a head start on a career and, sometimes, a great job before graduation. <<



# FROM THE iSCHOOL TO MUNICH

There are many different Co-op opportunities at The *iSchool* at Drexel, and many different Co-op experiences. There are program managers in Seattle, IT support positions in Houston, and healthcare federal regulation compliance positions in Philadelphia. Pietro Devine had one of the more remarkable Co-ops in 2006/2007 — working for Siemens with the German Ministry of Justice in Munich, Germany.

Pietro’s journey to the College of Information Science and Technology and Munich started in his sophomore year of high school in Camp Hill, Pa, when he participated in a Cisco Networking Academy. His mind made up to pursue a career in technology, the Information Systems major and the benefits of Co-op convinced him the *iSchool* was his best choice for college. It was the only school to which he applied.

Four years of German in high school, some German ancestors and the desire

for a complete undergraduate experience led him to Daniela Ascarelli, Director, Study Abroad, soon after his arrival at Drexel. She explained his various options, pointing to the German Academic Exchange Service (DAAD) and their monthlong “High Tech in Old Munich” program as a good place to start. The summer after his freshman year found him exploring Munich, meeting new people, and attending seminars and talks. The Siemens presentation particularly impressed him, and he returned to the U.S. determined to work for them in Germany as well as study there.

Since Siemens as an organization has a policy requiring all employees to work at a branch in their home country before working at a global position, Pietro’s first Co-op was at the Siemens in Malvern, Pa. There he remotely installed fixes and worked closely with developers on SOARIAN, a data management solution for hospitals that replaces the old mainframes that supplanted traditional paper

filing systems. At first, he only worked on the system for hospitals which harbored the software in test environments. Eventually, though, his assignment was expanded to include hospitals that depended on the system to function. “They really gained a lot of trust in me,” he says.

The next term, he was back in Munich for study abroad, the beginning of nearly a year spent entirely in Europe. He took six classes at the elite Technical University of Munich, covering topics like human-computer interaction, computer networking and German patent law. College classes are structured differently in Germany, with no homework, midterms or papers, just weekly lectures and a final.

Pietro began his Co-op soon after the academic phase of his year was complete, and got an inside view of the German technology industry. He worked at the Siemens global office in Munich on a program called FORUMStar, a justice management system currently

used in Germany to track judicial proceedings for all different types of legal processes, ranging from arrests to child care cases. His job was running the third-party quality assurance software — writing scripts and monitoring the results of mock trials conducted with German Ministry of Justice officials.

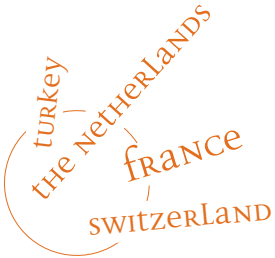
During his time in Germany, Pietro made friends from Brazil, Russia, Germany and the Netherlands, in fields like music, art, pre-med and engineering. He went to Oktoberfest. He traveled to Turkey, England, France, Austria and Switzerland. “It was amazing,” he says. “I’m glad to be back and see my friends and family, but I have to say that I really grew into the life there. I became so fluent in the language that they didn’t even know I was a foreigner.”

Drexel Co-ops provide many opportunities to *iSchool* students. Pietro took advantage of his. “Coming to Drexel can really set students apart,” he says. <<



siemens

siemens






# what is an *i*SCHOOL?

From iPod to iGoogle to iVillage, the “i” prefix has rapidly come to symbolize the connection of information and technology. “iSchool” is a new term created by the iSchools Caucus, a group of 19 North American information colleges and universities dedicated to understanding the ever-changing relationship between people, technology and information. The College’s new identity, The *iSchool* at Drexel, College of Information Science and Technology, succinctly aligns the College with the new use of the “i,” helping to spread awareness of the field of information studies.

CONTINUED



In 2006, the amount of space required to store in digital form all information ever created was more than 3 million times the information contained in all the books ever written.

The massive task of managing all this information has created many new fields, and invigorated venerable ones.

#### CONTINUED

In 1892, soon after Anthony J. Drexel's new educational endeavor first opened its doors to students, the Drexel Institute introduced Alice B. Kroeger's Library Science Certification Program, only the third of its kind in the United States. One hundred and fifteen years later, both Drexel and Mrs. Kroeger's creation have grown considerably. Drexel University is the 14th largest private university in the country, with three campuses and 13 colleges and schools, including the new College of Law and the recently acquired College of Medicine. The Library Program has evolved to encompass new technologies and disciplines as the *iSchool*, filling the Rush Building and educating over 1,500 students, many via the Internet.

When the information college deans from Drexel, Syracuse University, Rutgers and the University of Pittsburgh first met in 1988 about forming what would become the *iSchools* Caucus, the sudden increase in data that accompanied the computer age was still on the horizon. The PC revolution and a user-friendly Internet were not yet a reality, but information systems and computers were becoming an increasingly independent and important part of information science. Seventeen years later, the original four colleges as well as 13 additional information schools formally voted to approve the *iSchools* Charter, all joining the cooperative effort to advance and understand the rapidly changing field.

The flood of digital data in the 1990s validated the mission of the *iSchools* Caucus (today consisting of 19 members) and reintroduced the importance of information management to the public eye. Businesses, individuals and even the government depend on technology to function on a day-to-day basis. Internet use has grown from 16 million people in 1995 to around 1.1 billion in 2006 ([www.internetworldstats.com](http://www.internetworldstats.com)). Eighty percent of the world's population, according to a report commissioned by the GSM (Global System for Mobile communications) trade association, has access to cell phone service, double the level of 2000. In 2006, the amount of space required to store in digital form all information ever created was 161 quintillion bytes (exabytes), which is more than three million times the amount of information contained in all the books ever written.

The massive task of managing all this information has created many new fields, and invigorated venerable ones. Software engineering, a field whose members probably numbered in the hundreds 25 years ago, was named CNN/Money.com's Best Job in America in 2006. According to the U.S. Bureau of Labor Statistics, five of the six fastest-growing careers in the United States requiring a bachelor's degree are in computer systems design and related fields. *U.S. News & World Report* dubbed Librarian one of the 25 Best Careers for 2007, due in part to the broad range of corporate, public and non-profit

The *iSchool* is focused on the increasingly vital task of educating students in the best methods for getting information to the right place at the right time.

positions becoming available to librarians. The versatile 2006/2007 class of *iSchool* graduates have reported working in positions like Business Analyst at Microsoft, Operations & Technology Management Associate at Citigroup, and Reference Librarian & Legal Research Instructor at Villanova Law School.

Resourceful information professionals can have profound impact in this information age. Google, now a business powerhouse, based its early success on a single, well-designed algorithm for sifting through the masses of online data. The *iSchool* is focused on the increasingly vital task of educating students in the best methods for getting information to the right place at the right time.

Connecting people, technology and knowledge at the *iSchool* now includes educating students in software engineering, information technology and information systems as well as library and information science. Three computer-based bachelor's degrees prepare undergraduates to be modern information professionals. Three master's degrees, including a top-ranked library program, are all available entirely online. The new Executive Master of Science in Information Technology Leadership will train executives to surmount the 21st century challenge of efficiently integrating business and technology. More than 70 students populate the *iSchool's* research-intensive PhD program, over half of whom are full-time students.

A new identity and an integral role in the *iSchools* Caucus are two steps Dean David E. Fenske has taken to keep the College in the vanguard of information school modernization. The name *iSchool* is the most visible aspect of an evolution that includes facilities, course content, student services, marketing and forward-thinking programs.

The ways we process information will continue to evolve, but the necessity of getting the right information in a timely manner will always remain constant. The *iSchool* at Drexel has been educating exemplary information professionals for the last 115 years. The College's evolution will ensure it continues to do so well into the future. <<



# online/ on campus

The material is the same. The professors are the same. The syllabi are the same. The curriculum is the same. The diploma is the same. Just replace the classroom with the Internet and the class time with whenever.

Since 1995, when the Master of Science in Information Systems first became available entirely over the Internet, the College of Information Science and Technology has been a leader in online education. Each *iSchool* master's degree — Information Systems (MSIS), Software Engineering (MSSE) and Library and Information Science (MS) — combines the prestige of a Drexel education with the flexibility of a class-by-class choice between online and on-campus learning. The asynchronous learning model means students can log on anytime to view class material and interact with professors and fellow students.

The *iSchool* at Drexel's online classes are part of the traditional programs, not separate entities. *U.S. News & World Report* ranks the College's MS concentration in Management of Digital Information sixth-best in the country, a ranking that applies whether classes are taken online or on campus. The program's American Library Association accreditation also doesn't distinguish between the two types of classes.

Some students never come to campus, like Ann Coster, a Library and Information Science master's student expecting to graduate in 2009. She lives in Egypt. "I can participate any time of the day or night... from any country in the world," she says. The *iSchool* now has students from 48 states and 29 different countries, some of whom would not be able to earn their degree without the flexibility of online classes.

For others, online classes are just more convenient. Joan Beaudoin, MS '05, and current *iSchool* PhD student, lives just 30 minutes from campus. But with a young daughter and a full-time job, she found master's classes online easier to fit into her schedule. "It would have been hard to make it to classes on campus, but I could work on my online classes whenever I had time."

Cathay Crosby, MS '06, Assistant Director of User Services for the Internet Public Library, tried both kinds of classes while earning her degree. "On-campus classes have the advantage of spontaneous discussion, but a good online class has a similar outcome, with faculty and students frequently contributing to the conversation and helping each other."

As the world grows more virtual, more and more formerly real-world activities will take place online. The College's degrees are a natural fit for online learning — most were dependent on computers before Web-based learning was even possible. And when the professors, material and outcome are the same, taking classes in the comfort of your living room is an easy choice. <<

Some students never come to campus, like Ann Coster.

She lives in Egypt.

# MAJOR DECISIONS

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SIONS

INFOR  
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INFOR  
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When you're a teenager, deciding on a career can be difficult. High school students are making earlier choices about their future, and there are more options than ever before. In the past, a student interested in computers had few options. Today, there are many choices for a computer-related degree. High school students who spend their free time building websites and helping other people with computers are perfect candidates for Information Technology. Teenagers who enjoy using computers to not only do things better, but more

efficiently should consider Information Systems. If they're always the leader of their study group, Software Engineering is a natural match. Computer Science attracts students who are interested in what makes a computer run, while Computer Engineering draws those who are constantly taking apart electronics to see how they work. At Drexel, the *iSchool* hosts bachelor's degrees in Information Technology, Information Systems and Software Engineering. The College of Engineering has Computer Science, Computer Engineering and

Every year, a few freshmen transfer to the *iSchool* from other Drexel computing programs because their original choice wasn't quite what they wanted.

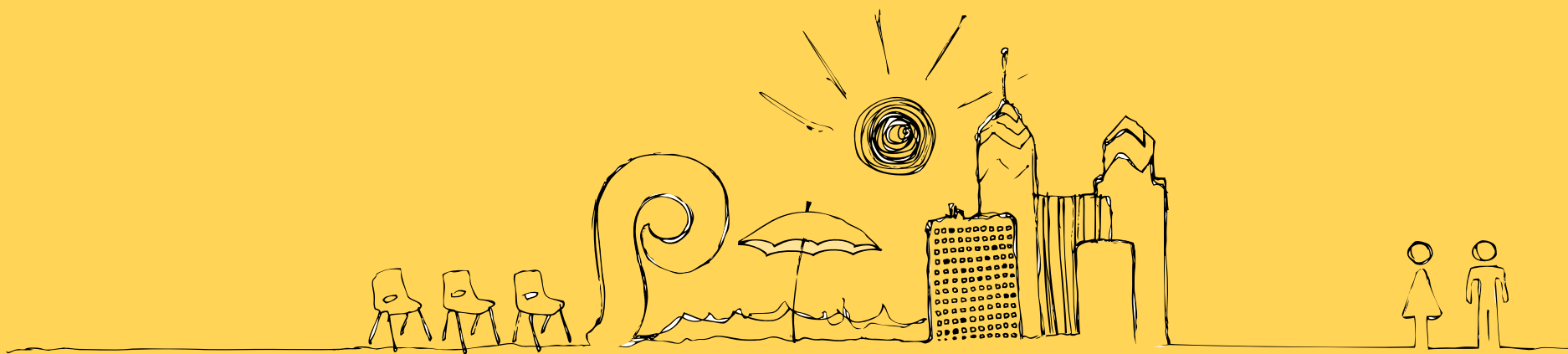
Software Engineering. The Web page [www.ischool.drexel.edu/majors](http://www.ischool.drexel.edu/majors) provides in-depth information on computing at Drexel, helping students pick the program that's right for them. The College of Information Science and Technology focuses on using computers to make sure information is in the right place at the right time. *iSchool* students are multitasked — they are technically savvy, but like working with other people. They manage projects, design systems and always consider how their work can help their organization succeed.

Every year, a few freshmen transfer to the *iSchool* from other Drexel computing programs because their original choice wasn't quite what they wanted. Andrew Stagliano transferred to Information Technology from the Computer Science program after his first term. "I kind of felt computer science wasn't a good fit for me," Andrew says, "IT is more interacting with people." Computing is a young and rapidly growing industry; the U.S. Bureau of Labor Statistics predicts between 38 and 56 percent growth in new positions by 2014. Five of the six fastest growing U.S. careers requiring a bachelor's degree are in computers. For students thinking about college, choosing the right part of this promising industry is an important first step toward a rewarding career. <<

Andrew Stagliano: transfer to Information Technology







Pennsylvania Governor's School for  
Information, Society and Technology

**Pennsylvania's brightest develop the critical thinking,  
collaborative and leadership skills that will help them  
connect people and information in the future.**

“They’re a sharp group,” he says, “They’ve grown up with these technologies, so they pick things up very quickly.”

*iSchool* Auxiliary Assistant Professor T.J. Smith

“It’s incredibly fun,” says Maximillian Esmus, a high school junior from Towanda, Pa. “I get to meet new people, learn new things, and see what life is like beyond high school.”

The Pennsylvania Governor's School for Information, Society and Technology (PGSIST), one of eight Pennsylvania Governor's Schools of Excellence, is a five-week, full scholarship residential summer program for talented high school juniors and seniors hosted by the *iSchool* since 1999. Fifty-five gifted students from around the state live in Drexel dorms, take classes taught by Drexel professors, bond with fellow students and preview the college experience. At PGSIST, Pennsylvania's brightest develop the critical thinking, collaborative and leadership skills that will help them connect people and information in the future.

Students gain much more than the impressive skills they learn in class. Five weeks with their peers allows them to explore shared interests and different backgrounds. Planned activities like the introductory team-building session, a Philadelphia Phillies game, a beach party and a tour of historic Philadelphia help students build friendships. Living in dorms and eating together in the cafeteria simulates the college experience; free time for working on team projects, attending informal seminars and just hanging out encourages the exchange of ideas.

College of Information Science and Technology Auxillary

Assistant Professor T.J. Smith has been running the PGSIST since 2006. “They’re a sharp group,” he says, “They’ve grown up with these technologies, so they pick things up very quickly.”

This year's core courses include Object-Oriented System Analysis and Design, Information Ethics, Project Management, and Networking and Distributed Computing. In the second half of the program, students can focus on specific interests with electives like Digital Media, Advanced Software Development, Managing Semi-structured Data: XML and Related Technologies, and Information and Society: Security, Privacy, Access and Freedom.

During the first week, students choose a team project — the goal is to simplify a current process or solve a real-world problem in an area of need — to work on over the course of the program. The projects and the final presentations help students learn to work together, manage projects and speak in public effectively. One group is working on a donation-tracking system for charitable organizations. Another is helping with the development of a robotic food server for hospitals.

The high school students who participate in PGSIST come from all over the state — the cities, rural communities and suburbs. When they arrive, they have an interest in computers in common. When they return to their hometowns, they share knowledge, friendships and experiences. <<

# EXECUTIVE EDUCATION

## transforming IT LEADERS

The Executive Education - EMSITL emphasizes leadership and business value with lifelong career and networking opportunities. Led by world-class faculty and industry experts in a dynamic environment, the inaugural class begins January 4, 2008. More information is available at [www.ischool.drexel.edu/itleadership](http://www.ischool.drexel.edu/itleadership)

Organizations in the 21st century can effectively execute their strategies through the collaboration

of the business functions and information systems. This demands that the information technology organization vigorously pursue this course of action with steadfast leadership, adherence to strategic alignment, and quantifiable business value. The inaugural class of The iSchool at Drexel's Executive Master of Science in Information Technology Leadership (Executive MSITL) program will be prepared to help information technology organizations meet these challenges.

Workforce education is not a new concept, and Executive MBAs (Master's degrees in Business Administration) have been around since 1943. Executive master's degrees in general have only recently been recognized as an effective form of improving corporate management and advancing careers in all fields. "Executive degrees provide businesses with a high-quality, efficient method of workforce improvement without compromising production in the short term," says Dean David E. Fenske.

The College of Information Science and Technology's Executive MSITL uses case-based analysis, real-world examples and professors who work in the fields they teach to provide students with practical, applicable knowledge for immediate use. Students should have at least six years of experience in the industry. Each class or "cohort" remains together throughout the program. The value of the experiences they share and the connections they make with other students are potentially lifelong. The executive format, with classes all day Friday and Saturday, allows completion of the degree in just eighteen months without interrupting their careers.

Located in The HUB<sup>SM</sup> Cira Centre, a dynamic new building just across the street from Philadelphia's 30th Street Station, the program's classrooms and offices are a short skyway walk from Amtrak trains, regional rails and local transportation. The main classroom features a corner-room view of the Schuylkill, floor-to-ceiling whiteboards and a drop-down LCD projector.

Professors Thomas Dugan and Earl Furfine are the minds behind the program's two introductory classes, Emerging Trends in Information Technology and Program Management and Planning.

As is the case with all Executive MSITL faculty, Mr. Dugan's industry experience provides the real-world knowledge base of the course. He is Chief Technology Officer of Recovery Networks, Inc., a Philadelphia-based company that provides the complete spectrum of disaster data recovery services — from the loss of a single server to an entire facility. His Emerging Trends class will introduce concepts and techniques for assessing emerging trends and how best to justify and introduce them into the organization.

Mr. Furfine is President and Founder of the IT consulting firm Cardinal Technologies, Inc., a former Chief Executive, Financial, Technology and Information Officer, and a serial entrepreneur. In Program Management, he and his students will explore the pros and cons of the Program Office. Best practices will be explored as well as key financial issues.

These foundational classes, taught by today's successful IT businessmen, will only begin the process of molding tomorrow's IT business leaders. When Executive MSITL students complete the program, their new industry connections and distinctive education will make them exceptionally well-prepared to lead their companies through the ever changing profession of information technology. <<





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## Our Vision

Empowering society by uniting people, technology, and knowledge through innovative education and research.