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Dean's Message — Page 2 **Donor Honor Roll** — Pages 8 & 9 **Alumni Updates** — Page 10

Distinguished Alumnus Shaun Kane's career took a surprising turn

Shaun Kane didn't expect to devote his career to studying accessible technology for people with disabilities.

"I'm a person with a disability who works in technology and disability," he said. "I have to say that I never expected that I would be doing that. If you asked me as a teenager whether I would ever be working in this area, I would have said 'no way.'"

Now, Kane, who earned his Ph.D. at the UW Information School in 2011, is well-established in the field and he's the iSchool's Distinguished Alumnus for 2016.

Kane's interest in accessible design was first sparked while working on his master's in Computer Science at the University of Massachusetts. At a symposium, he saw several designs for low-tech toys to help a child with multiple disabilities. Kane had been reading about design a lot, and he was taken by the challenge of designing something for people with different abilities.

"I saw that this was not just a place to do good, but that there were really exciting design challenges there," he said.

In 2005, when he came to the iSchool, he found a way to merge his skills in computer science and his fascination with accessible design.

At the end of Kane's first year at the iSchool, Jacob Wobbrock joined the faculty. Kane's doctoral adviser had just left, leaving Kane in transition.

"That was lucky for me," Wobbrock said. "Our interests were both aligned around working on technology for people with disabilities."

Wobbrock and Kane collaborated on a number of projects as Kane worked on his Ph.D. Part of their focus was on Ability-Based Design, a concept that Wobbrock pioneered with Kane's help. The idea is to make systems that adapt to the user, rather than forcing the user to adapt. That concept is something Kane still uses in his work.

"I have nothing but positive things to say about my time working with Jake," Kane said. "I think he was a great mentor. He really spent a lot of time with me and gave me the freedom to explore ideas I was interested in, but was supportive in helping me refine and polish the work."

One of the projects they collaborated on, which turned out to have a big impact, focused on touch user interfaces for people who were blind or visually impaired.

Around that time, the iPhone was becoming really big, Kane said.

"That device was clearly just not accessible to someone who was visually impaired," he said. "At the time, the thought was that touchscreens just weren't going to be something that was accessible."

Kane and Wobbrock didn't accept that assumption. They began working on ways to make touchscreen devices more accessible for someone who was blind.

Later, Apple integrated an extremely similar design into its devices. Wobbrock said he's confident that their work had a major impact on Apple's VoiceOver technology, which is on a billion devices around the world.

After Kane completed his Ph.D., he took a position as an assistant professor in the Department of Information Systems at UMBC in Maryland. He now is an assistant professor at the University of Colorado Boulder, in the Department of Computer Science. He also directs the Superhuman Computing Lab.

Recently, Kane spent time as a visiting researcher at Microsoft, which is working on ways to help people with ALS, including using eye trackers to interact with technology. It's useful for ALS patients because eye movement usually is not affected until late in the disease. Kane is working on ways to improve communication for people using such tools.

"One of the challenges of communicating using these types of systems is, first of all, they are very slow," Kane said. "Also, when you're using synthesized speech, it can affect your ability to express yourself, to express sarcasm, to express emotions, in your speech."

> "This Maker Movement and DIY Movement is really exciting in terms of changing the way we think about where technology comes from and how technology gets customized for people who need it."

That work has the potential to help anyone who uses technology to communicate, he said.

Another area Kane is working on focuses on collaboration, which can be challenging for a person who uses specialized equipment.

Specifically, Kane said that blind people are often excluded from informal collaboration because the technical challenges make it easier to simply work alone. But collaboration is important in the workplace and in education. Over the last couple years, with support from the National Science Foundation, he was able to interview people who were visually impaired and lived and worked with sighted people. His next step is to look at how to design tools to allow more equitable collaboration. He just received a grant from the NSF to pursue that work.

Kane is fascinated with the increase in do-it-yourself assistive technology, including 3-D printing. He's spent the past several years looking at how people use the internet to share designs they've created for assistive devices.

Continued on page 3

Harry Bruce, Dean

Dean's Message

When you're immersed in a good book, you might imagine how the story will eventually play out. What you can't predict are the twists and turns and the heroic efforts of the characters you'll meet in every chapter. The joy of the story is in the journey.

This will be my final academic year as dean of the Information School, and I can't help but look back on the journey we've all taken together. The story of the iSchool is one of persistence, loyalty, trust, and heart. It's a story of tremendous creativity, determination, and ultimately of triumph.

I arrived in 1998 as an associate professor and associate dean for research to work with Michael Eisenberg on transforming the Graduate School of Library and Information Science into the modern iSchool. He envisioned a school that embraced technology and the internet, that collaborated with colleagues in computer science and engineering but carved out its own niche in organizing information and making it usable and accessible to people.

The scale of what we've accomplished since is nothing short of extraordinary. We've created the 16th independent school of the University of Washington, and an example for more than 70 schools around the world that have branded themselves as iSchools. We've become a high-impact, high-quality academic and research unit of international renown. And we've grown to serve more than 1,100 students who will become the next generation of leaders in the information professions.

Everyone reading these words should take pride in the success of the iSchool because it's a story that includes every member of our community. The magic that happens here is only possible thanks to our faculty, staff, students, alumni and supporters who so often demonstrate their commitment to the School and their determination to succeed.

And there's so much more story to tell.

In the coming years, the School's research will take a leading role in defining the future of libraries, in harnessing the power of data for social good, in fostering human-computer interaction that benefits society, and in understanding the role of technology in the lives of our youth. It will establish a new discipline exploring the nexus of native North American indigenous knowledge and technology.

The School will continue to grow both in influence and in number, allowing our highly competitive programs to serve more students. This fall, our faculty welcomed its first Distinguished Practitioner in Residence, Susan Hildreth, a leading thinker on the future of libraries. We're also thrilled to welcome Bill Howe, an expert in databases and data management; Clarita Lefthand-Begay, a key figure in our indigenous knowledge initiative; Michelle Martin, our new Beverly Cleary professor in children and youth services; and Nic Weber, a data curation expert. Eight more new faces will join the faculty in just the coming year, adding another infusion of talent in areas such as data ethics and human-computer interaction for the social good.

In 2018, the School will move to a highly visible place on the UW campus – Schmitz Hall, just across from Red Square. The move will raise the iSchool's profile by placing it at a bustling location at the center of campus. It will give us room to grow, and the opportunity to design additional learning spaces, better shared spaces and open spaces for students to call their own. The move to Schmitz Hall will be a dramatic milestone in the story of the iSchool.

And the School will play a role in the University's $5 billion philanthropic campaign, the most ambitious ever for a public university. The campaign, which was announced in October, will shape the UW and solidify its world-class status for the next decade and beyond. Thanks to the generosity of our supporters and alumni, the iSchool is well on its way to reaching its $35 million goal as part of the campaign. Your commitment is a fundamental part of the iSchool's success story, and this philanthropic effort sends a signal about what we, as a community, believe in.

I know these major initiatives are in capable hands, as is the search that is already under way for my successor. The next dean will inherit a school that has never been stronger, more influential or more highly respected. Its graduate programs in Library and Information Science and Information Management are flourishing; its Ph.D. program has more promising scholars than ever before; and its Informatics major attracts the best and brightest students the UW has to offer. With the School in a position of such strength, the time is right for me to step aside next summer and allow someone new to lead it on the next part of its journey.

Like you, I will always be a part of the iSchool. The story is only getting better, and I can't wait to see what the next chapter brings.

Harry Bruce
Professor and Dean
The UW Information School
Fall 2016

iSchool to move to a single, central location in 2018

For two decades, the Information School has been on what Dean Harry Bruce calls a "space odyssey." The end of that journey is finally in sight.

The iSchool recently announced it will move to a single, prime location on the University of Washington campus: Schmitz Hall, located just across from Red Square and the Henry Art Gallery at the corner of Campus Parkway and 15th Avenue Northeast. The move is expected to be completed by summer 2018, in time for the 2018-19 school year.

"Finding a distinctive space where we can consolidate the school and accommodate our needs for learning, research and administrative spaces as well as meet our goals for identity, engagement, and collaboration has been a long journey for us and a difficult challenge for the university," Bruce said. "I am deeply thankful for the commitment to a quality solution for the iSchool's space needs and unwavering support from our past provost and current president, Ana Mari Cauce, and our current provost, Jerry Baldasty."

The iSchool will occupy about 41,000 square feet of space on three floors of Schmitz Hall, a gain of 9,000 square feet over the space it will leave behind, spread among Mary Gates Hall, Bloedel Hall and the Roosevelt Commons Building.

The school's odyssey began in 1998 when then-Dean Mike Eisenberg moved it from the basement of Suzzallo Library to the old Electrical Engineering building while the school awaited renovations at its next home.

"Mary Gates Hall wouldn't be ready until late 1999 or early 2000, but we really needed to get out of Suzzallo and establish ourselves with an identity," Eisenberg said. "The old Electrical Engineering Building was temporary 'surge' space, so I got some space allocated for us there.

"To publicize our location and that we existed, we put big letters in the windows of our main classroom that faced the HUB and left the lights on all night so it was a beacon on the campus. Lots of people on campus chuckled at this – our moxie and boldness – but they admired it too!"

The school moved to the third and fourth floor of Mary Gates Hall in 2000, the same year it added the Informatics major and Ph.D. in Information Science. In 2001, the Master of Science in Information Management program began, and the iSchool's research activities increased with the addition of Ph.D. students. Space once again was quickly becoming cramped, and in 2001 the school began leasing space off campus. In 2003 the school leased additional offices in the Roosevelt Commons Building on 11th Avenue Northeast, west of the main campus.

Bruce, who became dean in 2006, began working with university leadership to find a long-term home for the iSchool. In 2007, the UW assigned Lewis Hall to the iSchool as part of its "Restore the Core" program. The building northeast of the Quad on campus was to be renovated and prepared to house the school in time for its centennial in 2011. However, the project was delayed after the 2008 recession and eventually scuttled.

Over the years, the growing school obtained a larger share of Mary Gates Hall and kept some of its research and administrative offices at the Roosevelt Commons Building, but it still was strained to accommodate its growth. In 2013, the school was offered additional space in a third location, farther south on campus at Bloedel Hall. The solution alleviated the iSchool's immediate needs, but it was less than ideal. Teaching, research and support staff were spread among three locations.

Bruce likes to call the iSchool "a school of one," and the move to Schmitz Hall will finally make that a physical reality.

"Having a single building where all of the operations of the school can come together in a single location is a dramatic milestone for the school," he said.

As it moves in, the school will take steps to make the brutalist-style 1970s building feel like home.

"Renovating the building to reflect our iSchool space standards for 21st century design, technology, and quality will present some challenges," Bruce said. "However, our community has proven that we have the creativity, innovativeness and ingenuity to create active, engaging, collaborative and high-tech spaces anywhere.

"Schmitz Hall presents us with an opportunity to create and align the location and style of our spaces to match our vision for how we want to work, learn and engage together."

Distinguished Alumnus Shaun Kane (continued from page 1)

He'd like to understand what problems they're encountering, and then design tools to make the process easier.

"This Maker Movement and DIY Movement is really exciting in terms of changing the way we think about where technology comes from and how technology gets customized for people who need it," he said.

Kane maintains his ties to the iSchool. He returned in June as the keynote speaker at Convocation, and he assisted on the recent Smart Touch project with Martez Mott, a Ph.D. student at the iSchool, and Wobbrock. Smart Touch worked to create touchscreens that could respond to a wide range of gestures for people who don't have the manual dexterity or strength to precisely touch a screen with a single finger. The paper on Smart Touch won a 2016 Best Paper Award at CHI, the most prestigious annual conference on human-computer interaction.

Mott collaborated with Kane on the project, including on how to set up research methods that worked within the abilities of the users.

"Shaun is really good at thinking more broadly about bigger pictures," Mott said. "He was really good at broadening my view and looking at it holistically rather than looking at it as an individual part. He was also just a really good collaborator."

Wobbrock agreed with that sentiment, and said that Kane's quick, innovative brain makes him a talented researcher.

"He's also just a great person," Wobbrock said of Kane. "He's kind, he's compassionate, he's patient and he's a good person. Any adviser would be lucky to have a student like him and now a colleague like him. I consider him to be one of the highlights of my career."

Susan Hildreth joins iSchool as professor of practice

It was 2010, and Susan Hildreth had just put down roots. She was enjoying her second year directing the Seattle Public Library and was planning to stay for a long time.

Then the White House called. The Institute of Museum and Library Services – the main source of federal funding for museums and libraries in the United States – needed a director, and it was an opportunity she couldn't pass up. As hard as it was to leave Seattle, she was off to Washington, D.C.

Her term ended in 2015, and as fate would have it, Hildreth would soon welcome a chance to return to the Northwest. This fall, she will bring her professional expertise to the faculty of the University of Washington Information School as its first Distinguished Practitioner in Residence, focusing on the future of public libraries.

The position is funded by a 10-year, $1.4 million grant from the Bill & Melinda Gates Foundation. The grant will provide funding for up to five professors of practice, with each serving for two to three years and bringing a fresh perspective from the library world to the academic one.

"I think it's really exciting to be able to serve as the inaugural professor in this role," Hildreth said. "It shows such vision that the school is identifying this post, particularly with its efforts with the future of libraries. It's a chance to translate my work in the trenches into advice and guidance, to look at the curriculum and to work with students."

iSchool Dean Harry Bruce said the school couldn't ask for a better person to initiate the role than Hildreth, who has experience at the local, state and federal levels and recently was elected treasurer of the American Library Association.

"Susan is a high-impact, visible, distinguished visionary in the field," Bruce said. "She will be able to share with us where leading edge research is heading and where the profession is going."

Hildreth's appointment as a professor of practice is the first of its kind for the iSchool, which has made the future of libraries one of its key initiatives. Professors of practice typically come from outside academia to lend their experience and provide a practical perspective to scholarly pursuits.

"We are setting up a model for practitioner immersion in faculty life, and Susan will be a model for that," Bruce said. "Each individual will bring their interests to the role and a different point of view."

During her time at the iSchool, Hildreth will develop and shape curriculum, teach courses, and conduct a research project that focuses on the future of libraries. She will also serve on the Master of Library and Information Science program committee and the advisory committee for the iSchool's Technology and Social Change Group, a partner in the Gates Foundation's Global Libraries Initiative.

The iSchool is a key partner as the Global Libraries Initiative winds down, with continued funding over the next decade. The grant for the Distinguished Practitioner in Residence is a key part of the effort to leave the field strong, said Deborah Jacobs, director of the Global Libraries Initiative. The Gates Foundation hopes to see a ripple effect as other information schools follow the UW iSchool's lead by engaging public library professionals and educators.

The appointment comes at a key time for public libraries. As a leader in the field, Hildreth has seen libraries change dramatically in recent years, from serving in a gatekeeping role to one of facilitating, teaching, and promoting civic engagement.

> "The public library is becoming much more of an actor in civic engagement, in bringing different parties together who may not have the same points of view."

"This role of civic participation is critical," she said. "The public library is becoming much more of an actor in civic engagement, in bringing different parties together who may not have the same points of view."

She sees a future where libraries are flexible and nimble, where programming and even buildings can change with the needs of the people they serve.

"I think we need a mindset of being very close to your community and knowing that audience very well," she said. "We need to be proactive in providing new services and willing to iterate changes in designs quickly. We need to be able to address whatever the need might be."

Hildreth saw the changes and growing challenges first-hand as she led the San Francisco Public Library in the early 2000s, as California's state librarian from 2004 to 2009, and at the Seattle Public Library after that. As director of the Institute of Museum and Library Services, she oversaw a $250 million annual budget.

After several years in management roles, she's looking forward to her appointment at the University of Washington.

"In the jobs I've held, I've managed organizations of significant size in a CEO capacity," she said. "When you move from running a business to the world of the academy where it's much more about idea sharing and reflection and moving forward in a thoughtful manner, it's going to be a great opportunity and fascinating for me.

"This is a great opportunity for me. It's an honor to be joining the faculty at the iSchool."

Michelle Martin visits Beverly Cleary over the summer at Cleary's home in California.

Cleary Professor Michelle Martin a crusader for diversity in children's books

Endowed professorships in children's literature are rare — "10 may be a stretch," says scholar Michelle Martin. Holding one is a high honor. Now Martin — renowned author, essayist, lecturer, book critic, community literacy activist, and champion of diversity in children's literature — can put two on her resume. This fall Martin joins the iSchool as the Beverly Cleary Endowed Professor in Children and Youth Services.

She has ambitious goals for her new post, but her first job, she says, is simply to listen. "I want to meet with librarians and find out what is going on, what are their needs, how my skill set might map onto this habitat," says Martin, relaxing inside her still-bare office at Mary Gates Hall, where warm greetings from iSchool staff scrawl across her whiteboard: "Welcome, Michelle!," "I can't wait to connect."

The iSchool's Beverly Cleary Endowed Professorship, last held by the late Eliza Dresang, was one of the first of its kind when it launched in 2005. Cleary, a 1939 graduate of what was then the UW School of Librarianship, was a children's librarian who saw kids struggling to read books that had no characters they could relate to. Cleary set out to create those funny, everyday, everykid characters in books such as "Ramona the Pest" and "Dear Mr. Henshaw." She became one of the nation's most beloved, best-selling children's authors.

iSchool dean Harry Bruce, who convinced Martin to accept the iSchool professorship, says she exemplifies the spirit of Cleary. "Mrs. Cleary's impressive body of work was motivated by her commitment to produce stories in which generations of children can see themselves. Professor Martin's research and her service work in the community are in perfect alignment. She is committed to literacy development, access, and identity confirmation for black youth in children's literature."

Martin shares Cleary's vision. "She has spent her life writing books for children who had been left out of the literary record, and, in many ways, I have spent my academic career writing about the books left out of the literary canon," says the engaging professor, who has argued passionately for inclusion of books about children of color on library shelves and in school reading lists.

"Why just keep giving kids 'The Secret Garden' when there are all these other great books out there," says Martin, citing examples such as "What a Truly Cool World," which stars God as a bald-headed black man with a wife, Irene God, and a personal assistant, Shaniqua, determined to add some color to the boring green, brown, and blue world he has created.

Such books remain a rarity in children's publishing. Of approximately 3,200 children's books published in 2015, 243 were about African Americans, less than 8 percent. Only 105 of the books were written by African Americans. "It's exceedingly difficult for minorities to break into the industry," says Martin, who is pushing to make changes. "The whole industry is largely controlled by whites."

A prolific, clear-eyed writer, Martin has produced a multitude of national book reviews and critical essays, including a soon-to-be-published co-authored article on the politics of hair in African-American children's picture books. She covers books such as "Cornrows" and "Happy to be Nappy" that celebrate natural black beauty and defuse the pressure on girls to conform to white beauty standards, straightening hair with flat irons, hot combs, chemical relaxers, pomades, and sprays. "There has not been a lot written about this in children's literature," says Martin, who wears her own hair in a close-to-the-scalp barbershop buzz, a 'do she finds "freeing."

Martin has pioneered scholarship in her field with such seminal books as "Brown Gold: Milestones of African American Children's Picture Books, 1845-2002." It explores a literary evolution that begins with such brazenly racist works such as the "Coontown" series and the nursery ditty "Ten Little Niggers," written by and for whites, and moves toward the 1960s, when a revolutionized literature explored the civil rights movement and the black arts movement. In some ways, the genre got stuck there. "If you write a children's book about African-American culture and it's not about civil rights or slavery or a famous black person, the likelihood of it getting published is very low," says Martin. "Where are the books about the daily-ness of the lives of children of color?"

> "Why just keep giving kids 'The Secret Garden' when there are all these other great books out there?"

She is at work now on a book about the two "fathers of African-American children's literature," Langston Hughes and Arna Bontemps, writers in the 1920s Harlem Renaissance who created a large body of work for children celebrating African-American life, much of it still unpublished and unexplored. "This will be the first critical book on their work for children," says Martin.

She comes to the iSchool from the University of South Carolina, where she held the Augusta Baker Endowed Chair in Childhood Literacy, a position

Cleary Professor Michelle Martin (continued from page 5)

created to address high illiteracy rates in the state and named for the first African-American in the New York Public Library System administration.

South Carolina colleagues have described Martin as a "dynamic leader" and someone with a "deep understanding of what it takes to produce a reader." Along with her Ph.D. in Children's Literature and Composition, the high-energy outdoorswoman holds a master's degree in Outdoor Teacher Education. She has taught swimming and bicycle spinning, and is a Gold Award Girl Scout, the top achievement in the organization, focused on community service. Her 13-year-old daughter is already a Bronze Girl Scout, and both her parents were Scout leaders in South Carolina.

Her combined love of the outdoors and children's literature led her to spearhead a literacy immersion program in 2001 called "Read-a-Rama," a summer day camp for 4- to 11-year-olds that moves among churches, libraries, and community centers with high populations of low-income children, who often suffer significant academic "slide" during summer months, and among schools with low reading proficiency levels.

Read-a-Rama, staffed largely by Martin's university students, centers fun activities like fishing and insect investigations around a book's theme. If the book is "Wet Dog," about an overheated dog looking for water, camp may be a "splash week" that includes swimming, visits to a water park, lessons on the properties of water, and splatter art projects with watercolors. Songs, chants, movement, and games also revolve around the theme. Children learn to "live" books.

"Our mantra is '100 percent engagement, 100 percent of the time,"' she says. "And 'Dead time will kill your program."'

Martin plans to expand the program to the Northwest, and eventually take it national. "I can see it doing well everywhere from Native American reservations to the Broadview public library in my neighborhood," she says.

Martin is a strong believer in the power of the book, even in an age of glowing screens and binging distractions. Nothing, she maintains, can captivate an audience like a well-told story. Not TV. Not computer games. How do you convince kids of that? "You read to them," says the professor.

And in a country where more than 40 percent of children are non-white, the more diverse the books you read, the more powerful the impact. Martin cites an analogy coined by African-American children's literature scholar Rudine Sims Bishop. "Children need mirrors, windows, and sliding-glass doors. Mirrors to see themselves. Windows to see how other people live. Sliding doors to have vicarious experiences that will make them think more broadly about the world."

Adds Martin: "If you only read about people who look like you and live like you, what a small world you live in."

Bill Howe brings his data expertise to the iSchool

Bill Howe is a database wonk, adept at finding meaning in a mountain of data and building systems to help others do the same.

But he's also concerned about using and sharing data responsibly, working to ensure that new technology has the broadest possible social impact. That's what attracted him to the University of Washington's eScience Institute, which applies data science techniques to real-world problems across all fields of science and engineering.

Colleagues across the UW campus kept telling him the same thing: His people-centered approach to technology and data made him a perfect fit for the Information School. Eventually, he took the hint.

Howe joins the iSchool this fall as an associate professor. His expertise in databases, data management, and scalable algorithms will reinforce and complement the school's strengths in data curation, data science and human-computer interaction.

Howe's impact is evident in the numerous hats he wears at the UW. He'll continue to serve as associate director of the eScience Institute; meanwhile, he's an adjunct professor with the Computer Science & Engineering department and chair of the university's new Master of Science in Data Science program.

> "I'm interested in shifting more toward applications, impact, and harder social problems. That's where I was headed, and there's already a place doing that kind of work, and it's right here on campus at the iSchool."

The common thread to all of his work: applicability. "The idea that you're going to go out there and use this stuff to actually do something," he said.

After earning his Ph.D. in 2007, Howe spent his next few years working to wrangle data associated with the hard sciences – traditionally data-heavy fields such as astronomy, microbiology and oceanography. The social sciences, however, seemed to present slightly different challenges around managing sensitive data, empowering non-experts to participate in the data conversation, and collaborating with urban planners and public policy makers to translate results into impact.

Howe turned his attention to these problems, organizing programs and projects to use data to address issues in transportation, housing, and using technology to achieve more livable and efficient cities – things that affect everyone on a daily basis.

"In Seattle there's a lot of excitement around how we can use data science and open data to help make cities more livable and equitable," he said. "The solutions that are needed build on the work I was doing in the physical and life sciences, so it was a natural area to move into."

Howe said he is looking forward to working with iSchool students who share his passion for using data for social good. He will teach data science and database courses in the 2016-17 academic year and help shape the school's database curriculum. It's an emerging field with a host of challenges for students to consider.

"There are technical problems around managing sensitive data. There's a lot of attention on privacy, but there are also issues of fairness and accountability and transparency," Howe said.

A native of Atlanta, Howe earned his bachelor's degree at Georgia Tech before moving west to pursue his Ph.D. at Portland State University. He has been at the UW since 2009, when he joined the eScience Institute as a senior research scientist and the Computer Science & Engineering department as an affiliate professor.

Along with his work focusing on responsible uses of data, he co-founded Urban@UW, which seeks to make Seattle a model for inclusive innovation. With iSchool Assistant Professor Jevin West, he also leads the Viziometrics project, which aims to build better tools for navigating the visual information in scholarly publications in order to get more value out of scientific data.

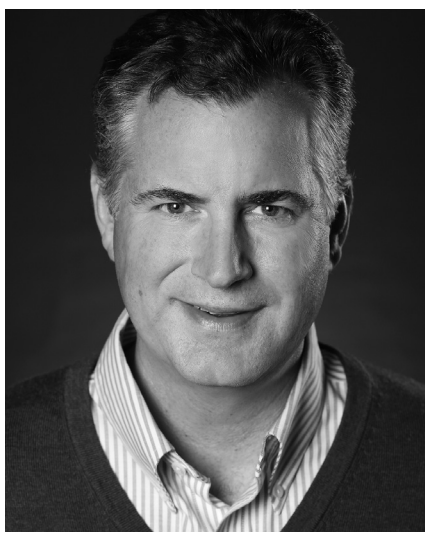
Howe's strengths in databases and data management make him a great fit for the iSchool, Dean Harry Bruce said.

"I am excited to have Bill join the iSchool," Bruce said. "There is great alignment between his scholarship and the iSchool's areas of strategic visibility. His core expertise will amplify the iSchool's strengths across the field of information."

Howe said he's excited about the prospect of collaborating with his new colleagues, particularly working with the iSchool's DataLab, which studies large-scale datasets in an effort to use them for the public good.

"I'm interested in shifting more toward applications, impact, and harder social problems," Howe said. "That's where I was headed, and there's already a place doing that kind of work, and it's right here on campus at the iSchool."

Supporting the iSchool is a great investment



Bob Davis

"Be Boundless: for Washington, for the world."

Sounds kind of dramatic, doesn't it? Yet that slogan, which defines the $5 billion philanthropic campaign announced by the University of Washington in October, really does describe the work I see at the Information School.

Information changes lives in boundless ways. It drives economic development, builds community, equalizes opportunity and sparks innovation.

At Microsoft, I see the power of information every day. In a world where electronic devices outnumber people and the amount of data we generate is growing exponentially, we're at constant risk of information overload. More than ever, we need professionals who can work with information, make it relevant, and make it personal.

When I walk the halls of the iSchool, I can feel a palpable sense of energy. It's a vibrant community with the nimbleness and ambition of a booming startup, which helps its programs attract the brightest, most creative students. They emerge from the school ready-made for the workforce – able to work in teams and collaborate to solve big challenges. Technology is constantly changing, but the skills students acquire at the iSchool serve them throughout their careers.

I firmly believe in the iSchool's vision of a world where more effective use of information helps everyone discover, learn, innovate, solve problems, have fun and make a better world. That's why I, along with Marcie Stone, have signed on to co-chair the iSchool's part of the UW's fundraising campaign, which seeks to raise $35 million for the school.

The most recent major fundraising campaign, which ended in 2008, raised nearly $9 million for the school and enabled it to establish the Technology and Social Change research group and the Beverly Cleary Endowed Professorship in Children and Youth Services. The goal is nearly four times as large this time, which speaks to the growth of the iSchool, both in size and in ambition.

This campaign will focus on key strategic areas that will help define the UW iSchool in the years to come. Among them:

- **Data for Social Good:** The iSchool is pioneering a new type of Data Science that focuses intensely on the human, social side of data. It intends to be the world's leader in using data to support discovery, learning, innovation, problem solving and decision making.
- **Digital Youth:** Faculty and students in the Digital Youth Lab explore the transformative potential of new and future technologies in the lives of young people in order to understand the role of technology in youth development, identity, and behavior. Their work encompasses topics such as youth learning to code, producing digital art, co-designing new technologies, and learning in formal and informal settings. These diverse research areas address the role of digital media and information technologies in relation to access and equity for youth and their communities.
- **Human-Computer Interaction for the Social Good:** HCI sits at the nexus of people, technology and information, making it a key part of the human experience in the Information Age. iSchool researchers are developing ethical, humanistic approaches to HCI that ensure everyone has an equal chance to participate.
- **Women Leaders in Technology:** The iSchool is helping to narrow the gender gap in the technology field and fill a dire shortage of skilled STEM workers that threatens our nation's ability to fill essential jobs today and to innovate for the future. The school is particularly focused on increasing the number of female graduates, who are still woefully underrepresented in STEM fields. We believe diversity will fuel innovation and serve as a catalyst for change.
- **The Future of Libraries:** Libraries have long been the cataloguers, stewards and user guides of information, as well as the vital center of community life. As libraries evolve, the iSchool is playing a central role in the strategic thought, applied research and preparation of future leaders needed to shape and secure their future.
- **Native North American Indigenous Knowledge:** The iSchool has committed faculty and resources to broadening our understanding of Native American information, knowledge, technology, ethics and policy. It's the first information school in the world to study and celebrate the intersection of information, technology and Native communities.

Thanks to the generosity and vision of the iSchool's partners, donors and alumni, we've already raised more than $30 million, putting us 85 percent of the way to our goal. Now, we're asking you to join us in investing in the future of the iSchool, its students, faculty and programs. Supporting the iSchool during the campaign is one of the best investments you can make — one that will make a positive contribution to our students, the Information School, the University, the Pacific Northwest, and the world. Your donation funds scholarships that help the school attract top young scholars and develop a diverse generation of leaders in the information professions. It fuels research and innovation, shapes the future of libraries, and makes big data work in ways that benefit society.

Join me in supporting the iSchool by going to ischool.uw.edu/boundless or calling Michele Norris, Director for Advancement, at 206-543-4458. Together, we will ensure a truly boundless future for the school.

Bob Davis is vice president for Office 365 at Microsoft Corp. and serves on the Information School's Founding Board and the University of Washington's Foundation Board.

We thank the many alumni, friends and organizations that supported the Information School through their gifts during the 2015-2016 fiscal year (July 1, 2015 to June 30, 2016). Your support helps build a dynamic community where we educate the next generation of information leaders and find innovative solutions to information challenges.

For questions about this list or your contribution to the iSchool, please contact Michele Norris, Director for Advancement: 206-543-4458 or mnorris@uw.edu

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Osman Surkatty (‘11)

Dorothy Tallent (‘69)

Daniel (‘78) & Joanna Trefethen III (‘78)

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Janet (‘74) & Leland Besel

Tsara Borsting (‘13)

Barbara (‘70) & Jerome Bosley (‘51)

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Agnes Griffen (‘65)

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Donna (‘71) & Robert Hanson

Judy (‘71) & Bruce Hanson

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Patricia Legg (‘67)

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William Logan (‘02)

Kathleen (‘69) & George Luger

Michael MacGregor (‘12)

Sandra MacKe (‘03)

Cheryl McCulloch (‘95)

Susan McDonald (‘70)

Judith (‘79) & Samuel McQuerry

Lotte (‘72) & Richard Meyer (‘69)

Susan Miller (‘84)

Nancy Milligan (‘68)

Thomas Mirkovich (‘88)

Leslie Moore (‘93)

Ahmed Musa (‘10)

Lisa Nathan (‘09) & Eric Meyers (‘11)

Darcy Nebergall (‘03)

Karl (‘03) & Rebecca Nelson

Andrew Nichols (‘12)

Mary (‘68) & John Nickum

Greta Nuse (‘03)

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Cheshta Saluja (‘13)

Mary Alice Sanguinetti (‘76)

Mary Seher (‘73)

Richard Shurman (‘74)

Sharyl Smith (‘70)

Sally Smith (‘77)

Shirley (‘92) & Ronald Smith

Debra Spidal (‘97)

Paul (‘69) & Muoi Steere

Mike & Sunny Strong

Judith Stumpff (‘80)

Danielle Surkatty

Dorcas (‘72) & Paul Szeto

Laila & James Tedford

Lisa Tegethoff (‘13)

Daniel Toader (‘08)

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Anne Turner (‘01)

Jessica Van Buren (‘92)

Ruth Van Dyke (‘77)

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Margaret (‘75) & John Williams (‘78)

Linda Wood (‘65)

Patricia Wright-Manassee (‘94)

Alumni Updates

Informatics

Laila Almounaier (2005) spent nine years working in Product and Technology at Nordstrom, most recently as Senior Manager of Mobile Apps. In September, she accepted a position in Product Management for Amazon Restaurants.

Dylan Bussone (2013) works as a software engineer at Socrata.

Courtney (Dutton) Cundiff (2014) is working as a User Experience Architect/Interaction Designer for Accenture Digital.

Braxton Ehle (2010) is currently with the security program at Tableau Software, approaching his work from a data-driven perspective and using that data to visually demonstrate its effectiveness at reducing risk. He and Informatics alum (2011) Osman Surkatty host the information security podcast "Sound Security Podcast."

Alexis Gregerson (2016) is working in the Sales & Marketing Rotation Program at Intel Corp. in Hillsboro, Oregon.

Zachary Hall (2014) is working at Tyemill as a Developer Coach.

Elliot Keder (2015) is working at Epic, one of the world's leading health-care software companies. He is currently working on a project to design social care demographic modules for one of its newest customers, Finland.

Alex King (2010) has been part of many different businesses at Google, including Ads, Google Fiber, and Google[x]. He is currently a Product Manager on the Google Wifi team, working to build a wireless router that people love.

Howard Lin (2015) is working as an Associate Software Developer at Liberty Mutual.

Kevin Ly (2016) headed to Intel after graduation to work as a Systems Analyst in Supply Chain IT.

Ansel Santosa (2013) left ExtraHop in 2016 after 4 years to work for Pioneer Square Labs as a Senior Software Engineer.

Andrew Smirnov (2011) is currently a Technical Solutions Engineer at Catchpoint, a web performance analytics startup based out of New York.

Natalie Wittenbrook (2014) was recently promoted to the role of Web Developer to pioneer a new front-end web team at Catalysis LLC in Seattle. She's been promoted twice since starting there two years ago.

MLIS

Jack Baur (2008) was promoted to Supervising Librarian of the Berkeley Public Library North Branch in March 2016.

Frederick Brown (1999) is an independent historian based in Seattle and has written histories for the National Park Service. His new book, "The City is More Than Human: An Animal History of Seattle," was recently published by the University of Washington Press.

Kaijsa Calkins (2004) is now Head of Research & Instruction Services and Coordinator of Liaisons at University of Wyoming Libraries.

Travis Clark (2014) is a Management and Program Analyst with primary duties as Command Librarian for the Puget Sound Naval Shipyard in Bremerton, Washington. The Command Library is a small Special Library dedicated to Engineering, technology, and workforce development for the Navy's ship repair and upgrade facility in the Pacific Northwest. Travis acts as library administrator and performs paraprofessional tasks while offering reference services and fulfilling the role of Systems Librarian.

Tiffany Coulson (2016) was promoted to Associate Director of Programming at Northwest Learning and Achievement in Wapato, Washington, serving more than 10 school districts in rural Washington. As a volunteer on the Innovation Team of the American Society of Engineering Educators, her proposal of digital badges for professional development was accepted at the Board of Directors' Annual Meeting in New Orleans.

Laura Dushkes (2002) serves on the Library Council of Washington, representing special libraries.

Anna Endter (2012) has been promoted to Head of Research Services at the Gallagher Law Library. She is also the President of the Law Librarians of Puget Sound, the local chapter of the American Association of Law Libraries. She wrote the cover article for the September issue of NWLawyer (the WSBA's magazine).

Christopher Erdmann (2006) joined the North Carolina State University Libraries as their Chief Strategist for Research Collaboration.

Lola Estelle (2000) became Head of Information and Digital Services at the Bellingham Public Library in April 2016.

Jennifer Gonzalez (2013) is a Librarian / Legal Information Analyst with the Law Library of Congress and successfully coordinated a remote metadata internship over the summer with 70 law and library students, including several UW iSchool students.

Jenny Hannibal (2012) is a youth/teen librarian in Ypsilanti, Michigan, where she leads hands-on preschool programs, messy tween art projects, and other fun library activities. She even dressed up as Elsa for the library's Frozen party.

Greg Hatch (2002) was appointed in 2015 to head the J. Willard Marriott Library's new Creativity & Innovation Services department, which supports University of Utah students, staff, and faculty in their interdisciplinary research and productivity, with an emphasis on arts and design, multimedia production, 3D and prototyping hnologies, multimodal communication, and experiential learning. In July 2016, after 13 years on the faculty, he was promoted to the highest rank, Full Librarian.

Twanna Hodge (2015) recently started a job as the Information Literacy and Collection Development Librarian at the University of the Virgin Islands, St. Thomas campus.

MJ Loaiza (2014) was recently promoted to Assistant Manager/Adult Services Librarian of another new San Antonio Public Library branch opening in November 2016, after helping open a new San Antonio Public Library branch in May 2015 and working there as a Teen Services Librarian.

James Logan (2016) is working as a library assistant at Kitsap Regional Library.

Christine Malinowski (2013) in April 2016 became the Research Data Librarian at MIT Libraries, where she was previously the Fellow for Research Data Management. She is the current Editor of the Special Libraries Association's SciTech News and the ACRL-STS Liaison to SLA's SciTech Division.

Joe Marquez (2015) works as the Web Services Librarian at Reed College in Portland, Oregon. He completed his MBA from Portland State University in 2014, where he has an appointment as an adjunct teaching in the School of Business. Joe's book "Library Service Design: A LITA Guide to Holistic Assessment, Insight, and Improvement" was published in June 2016. The book details how to use a service design methodology in a library setting.

Joan Maybank (2004) has been working with the Edmonds School District as an Elementary Library Information Specialist since 2004, and now works at Lynnwood High School.

Amy Mikel (2012) was hired as an Outreach Librarian at Brooklyn Public Library in 2012. Last October she was promoted to Coordinator of School Outreach, overseeing a team of three full-time outreach librarians and coordinating library outreach services to the more than 400 public and private schools in Brooklyn, New York. Recently one of Amy's projects, the Teacher Lab, was awarded a $25,000 IMLS Sparks! Innovation grant.

Crystal Miles (2016) landed her dream job as a branch manager/librarian for the Grass Valley Branch of the Nevada County Libraries in Nevada County, California. It's a rural library in the heart of historic Gold Country.

Chelsea Nesvig (2014) became the global and policy studies librarian at UW Bothell/Cascadia College in April 2016.

Nicholas Netzel (2004) moved from the Baltimore area to Portland, Oregon, just over a year ago. He got a job as the Librarian at Central Catholic High School in Portland.

Blynne Olivieri (2009) was one of 17 top managers in academic libraries to be appointed a Senior Fellow at UCLA's Graduate School of Education & Information Studies following an international competition in 2016. Blynne currently serves as Head of Special Collections at the University of West Georgia's Ingram Library, where she has created a student-centered learning, teaching, and research unit through refocusing exhibits, programming, space, and collections; and has responsibilities for fundraising and employee engagement in the broader library.

Neal Parker (2016) was hired at Renton Technical College as an Institutional Research Analyst.

Danielle Rowland (2004) was promoted to Associate Librarian at the UW Bothell & Cascadia Campus Library in 2016. She is currently the American & Ethnic Studies Librarian, coordinating librarian instruction in the library's First Year & Pre-major Program, and also serves as the Assistant Head of Teaching & Learning.

Elizabeth Russell (2011) became Associate Archivist at Providence Archives (for Providence Health and Services) in summer 2016.

Anna Sgarlato (2014) is now the Records Analyst in Records Management Services at UW.

Reed Strege (2007) is the Director of Library Services at Braille Institute of America, headquartered in Los Angeles. The Institute's mission is to eliminate barriers to a fulfilling life caused by blindness and severe sight loss.

Julie Tanaka (2012) took a new position as Curator for Rare Books in Special Collections at Hesburgh Libraries, University of Notre Dame.

Bob Thomas (1997) retired from the library profession in August 2016. He spent the last 10 years as Head of Cataloging at Western Washington University, following periods at the University of Virginia and WLN/OCLC. He and his wife, Gail, will begin full-time cruising around North America on their boat, with plans to eventually end up back in Puget Sound.

Ceradwen Tokheim (nee Bacon) (2014) works as an Instructional Designer at the College of Education at Seattle University, helping faculty build and teach online classes with the goal of creating engaging and accessible classes of high quality that promote reflection and deep learning.

Lia Vella (2009) works for the National Park Service's Library Information Management program, as its first Metadata Coordinator. She's training field personnel at hundreds of park libraries to enter holdings and other information into NPS's enterprise-level catalog as well as doing marketing and outreach to NPS and other federal and public stakeholders.

Albert Ybarra (2014) is now the Director of the Learning Resource Center for Los Angeles Mission College.

M.Lib

John Ashford (1971) has written a book about traveling in the Kalahari Desert and making connections with the Kalahari Bushmen after a two-year stint in the Peace Corps. The book, "Meeting the Mantis," is available from Amazon. Recently, it won a 2016 writing award from Peace Corps Worldwide.

Arlene (Kairoff) Cohen (1973) volunteers at the Historical Visual Materials Collections, a part of the University of Washington Libraries Special Collections describing and preserving historical photographs relating to the Pacific Northwest.

Marjorie Coots Doyle (1983) retired from Missoula Public Library, where she was an adult reference and senior outreach librarian. She has been accepted to the Fulbright Specialist roster in Library Science and remains active in the Montana State Library Association.

Irene Haines (1989) moved to her favorite position, Adult Services Librarian at the Broadview Branch of the Seattle Public Library. She started at Broadview in 1983 and worked in 10 different locations before ending up full circle.

Robin Haun-Mohamed (1988) is Chief of Library Services Content and Management, Outreach and Support with the U.S. Government Publishing Office. She recently visited several libraries participating in the Federal Depository Library Program in Oregon, Wyoming, and Vancouver, Washington.

Thurston Miller (1989) has been the Chemistry-Physics Librarian at the University of Notre Dame for the past 25 years. He is a member of the library advisory boards for the Institute of Physics and the American Chemical Society.

Michael Moffitt (1972) died on May 5, 2016. He was a reference librarian at Seattle Public Library for 31 years before his retirement in 2000.

Lawrence Onsager (1972) has served as Dean of Libraries at Andrews University since 2003.

David Ticen (1975) retired from the Victoria College/University of Houston Victoria library in Victoria, Texas, in 2014 after a 20-year career as bibliographic instruction librarian and part-time English instructor. He now spends his time traveling and playing bridge.

MSIM

Norah Abokhodair (2011) is finishing her Ph.D. at the iSchool, studying cross-cultural privacy and security for information systems design.

Jin Ahn (2009) works at SK Global, searching for new business opportunities in finance and insurance as a senior manager.

Luis Centurion (2016) works as a project manager at Adobe Systems Inc.

Danni Hu (2014) is working as a UX/UI Designer with Samsung's Artik Cloud team.

Rachel Hungerford (2010) has been working as a UX Researcher for Amazon in Seattle since January 2015.

Zhuang (John) Jiang (2009) has worked as a senior analytical manager in the banking/financial industry for five years, managing high-profile projects in areas such as mortgages, risk portfolios and virtual channel fraud. Jiang lives in the Bay Area in California.

Kenny Lu (2006) received his MBA from the UW Foster School of Business in 2014. He currently works for Avvo as a DevOps Engineer.

Ted Maroutsos (2014) started working in Boeing's IT department after graduation. In 2016, he left Boeing to join Microsoft, where works as a technical writer for the Windows and Devices group.

Vatsal Mehta (2015) has been working with Bank of America in New York as a Data Analyst.

Yaxing Yao (2014) is a second-year Ph.D. student in the School of Information Studies at Syracuse University.

Ph.D.

Rachel Clarke (2016) is now an assistant professor at the School of Information Studies at Syracuse University.

Joseph T. Tennis (2005) is Associate Professor and Associate Dean for Faculty Affairs at the University of Washington Information School. This year, he served as Chair of the Governing Board of the Dublin Core Metadata Initiative. He also serves as President for the International Society for Knowledge Organization.

Meliha Yetisgen (2007) is an Associate Professor in the department of Biomedical Informatics and Medical Education at the University of Washington.

Submit your alumni update online at:

ischool.uw.edu/alumni/submit-update

Clarita Lefthand-Begay focuses on indigenous knowledge

Clarita Lefthand-Begay is an environmental health scientist who cares deeply about upholding tribal sovereignty and self-determination. She has spent her career working on water-security issues facing tribes.

Now, she's bringing her talent as a researcher and expertise in indigenous knowledge systems to the iSchool as an assistant professor. Lefthand-Begay was hired as part of the school's Native North American Indigenous Knowledge initiative, which intends to raise the level of discourse about Native American communities' knowledge while maintaining the highest respect for tribal rights.

Lefthand-Begay, who was previously an acting assistant professor in the UW Department of American Indian Studies and earned her doctorate from UW's School of Public Health, adds a powerful set of skills to the school, said Dean Harry Bruce.

"The iSchool has faculty that represent a broad range of disciplinary backgrounds," Bruce said. "Clarita's background in the health and environmental sciences is a unique but tremendously important addition to the repertoire and expertise of the iSchool."

Bruce said he appreciates Lefthand-Begay's expertise in both indigenous research methods and Western scientific research methods, and that she has a commitment to drawing those two ways of knowing about the world closer together.

She's looking forward to collaborating with other researchers at the iSchool to find new ways to use those tools and move her own research forward.

Throughout her work, Lefthand-Begay maintains a strong focus on supporting communities' efforts to strengthen their culture, enhance well-being and protect their homelands.

Lefthand-Begay is interested these communities' ongoing research overlaps with information science. She has specific interest in three areas. First, she'd like to study how communities access scientific information and how these data are communicated to Native community members. Second, she wants to look at how they use policies to protect and share their cultural and intellectual properties. Finally, she'd like to work on effective ways to communicate data using information visualization tools.

As a scholar in the Native community, she is impressed with the work that Cheryl Metoyer, an iSchool associate professor emerita, has done throughout her career. Lefthand-Begay hopes to build on that work and investigate how data, knowledge and information are considered and perceived in tribal communities.

Ultimately, she hopes to use information science tools to empower her own work and to collaborate with communities and tribal nations.

Lefthand-Begay, who is a citizen of the Diné Nation in Arizona, has a strong foundation working with tribes, said Bruce.

"She has a record of commitment and advocacy in the area of tribal sovereignty, which aligns terrifically with our initiative on Native North American indigenous knowledge," Bruce said. "She is already a trusted presence and trusted ally to tribal communities in the Northwest and she has had a background of research and teaching on tribal lands. Her presence in the iSchool speaks to our commitment to strengthen relationships with the Native communities in the Northwest and across North America."

Lefthand-Begay will teach Indigenous Systems of Knowledge at the iSchool, adapting the class to make use of her own expertise and interests as a researcher and professor. She is also developing a class that will examine federal and tribal policies around the use and protection of Indigenous Knowledge Systems, and cultural and intellectual property.

Bruce emphasized that it's extremely important for native students to feel welcome and comfortable and the iSchool and UW.

"Clarita is a scholar and researcher of Native background. And that is tremendously powerful," Bruce said. "There are very few native faculty on the University of Washington campus.

Lefthand-Begay said she appreciates that the iSchool is being strategic in how it grows, and is encouraging new students and faculty who bring in new ideas.

"I appreciate the iSchool community's commitment to addressing the needs and interests of the indigenous peoples in the United States," she said. "Native communities are in a dynamic space of healing from centuries of institutional abuse. And they are doing so with beauty and grace. I am delighted to be here to support the iSchool's commitment by helping to create a space where Native systems of knowledge are valued and not seen as inferior to other knowledge systems. I look forward to working collaboratively with my colleagues, students and community partners."

iSchool faculty, students help expose Native girls to tech

In difficult conversations about diversity within the tech industry, one group is often left out of the discussion: American Indians. In most company demographic breakdowns, they are relegated to the category "Other." When they are listed, the numbers are a blip. Intel's diversity report released earlier this year showed American Indians representing 0.5 percent of its more than 100,000-member workforce.

Combined with the overall imbalance of women in the industry – men still hold 75 percent of all computing workforce jobs in the country – it's no surprise that the few American Indian women who venture into this white male-dominated field find the experience, as one female Native commentator wrote, "lonely."

"If you look at how many indigenous women are in the field, it is minuscule and invariably unwelcoming," says iSchool Assistant Professor Negin Dahya, a specialist in digital youth. She is helping coordinate a new iSchool partnership with the Na'ah Illahee Fund, a local community-based organization that is working hard to link indigenous girls to 21st-century tech skills through its group Native Girls Code.

In the new partnership, iSchool volunteers will host Native Girls Code participants from across the state, helping them develop long-term projects and teaching them some of the basics of the school's Informatics program – a program that provides a big-picture view of how mobile technologies, social media, web design, and other information systems fit together.

"A crucial part of this program will be an indigenous knowledge component developed in close collaboration with Na'ah Illahee. We want to create opportunities for indigenous histories, knowledge, and issues to be present in teaching, in learning, and in the work girls in the program complete," says Dahya.

The Na'ah Illahee Fund, which is dedicated to empowering Native women as community leaders, launched Native Girls Code last summer. The group currently includes 10 Puget Sound-area girls, ages 12-18, representing tribes from all over the country. "That's reflective of our indigenous community in Seattle," says Program Coordinator Shawn Peterson, of Tlaoquiaht First Nations descent. "It's very diverse. We are not a homogenous people."

Leaders hope Native Girls Code will enrich both the girls and their communities. "I see the girls using technology to really look at our indigenous communities and think about the concerns those communities may be having and how to address them," says Peterson.

For the girls, friendship is one of the perks of participation. "The best part of Native Girls Code for me is being able to bond with all the other girls, and experience things with girls just like me, and grow as an indigenous person," says one participant.

Na'ah Illahee is a Native Chinook term for Mother Earth, and the earth is very much a part of the holistic approach program leaders are taking. The curriculum is called STEAM and it's a creative departure from STEM-as-usual. The "S" incorporates both indigenous and Western science learning. The "T" includes coding, applications, websites, filmmaking, and media arts. The "E" is an inspired-by-nature youth curriculum, and the "M" is the study of mathematics concepts through both coding and art design. The all-important added "A" is for the cultural arts, traditional storytelling, and cultural exchanges.

"We never want to leave out the cultural work. That is embedded in everything we do," says Executive Director Susan Balbas, of Cherokee and Yaqui Nations descent.

The Na'ah Illahee leaders point out that indigenous youth almost always rank at the bottom of standardized tests statewide, especially in STEM subjects. "Our goal is to increase those numbers, get kids to engage with their education, help them broaden their horizons and see more possibilities for their lives," says Balbas, who holds a Bachelor of Business Administration and a Master of Science in Teaching.

This year, Native Girls Code participants are deep into the study of traditional plants, learning their historic uses, how plants relate to one another, how they relate to humans, and how they fit into the ecosystem. The girls have made teas and medicine and healing salves from plants they discover in the wild. "We made a movie about how plants have reciprocal relationships and how that relates to other kinds of relationships. If you take something, you always have to give back," says Siquoy Johnson, 18, a Haida and Tlingit descendant.

Putting new coding skills to work, the group also created a voice-recognition app where users can identify plants and learn to correctly pronounce the plant names in the Native Lushootseed language.

The girls see coding opening avenues to the future. "There aren't that many coders that are women or are Native. There might be good jobs out there," says Jayd Valenzuela, 16, a Blackfeet descendant.

Their ventures into the tech world have provoked deep conversations about what, exactly, to share and how to share it. Frustrated by the lack of good information on traditional plants, the girls suggested building a website with the knowledge they're gaining in class and field studies. "Then we started talking about how do we feel as an indigenous people putting that information on the web for everyone to use?" says Peterson. "Their feelings were mixed. They said maybe it would be better to limit it to an internal site, with internal access."

The Native Girls Code group has visited a number of tech firms, including Facebook, which donated laptops and filming equipment, and Google, which has been a major funder of the program and has provided the girls much-needed female role models.

In January, the iSchool welcomed the group to the UW for a daylong session. First stop was the planetarium, where the girls learned about the solar system and the stars, and how they link to Native traditions and histories and mythologies. "They asked nonstop questions after that, about the stars, about physics, about why things rotated the way they did. The questions were so in-depth. The girls were fascinated," says Balbas.

Second stop was the iSchool computer lab, where the girls teamed up to work on coding exercises and create video games. "That was a wake-up call, to see 12- and 13-year-old girls breezing through code," says Peterson, who received her bachelor's degree from the UW in community psychology.

> "We want to create opportunities for indigenous histories, knowledge, and issues to be present in teaching, in learning, and in the work girls in the program complete."
> - Assistant Professor Negin Dahya

ISchool Ph.D. candidate Sandy Littletree (Diné/Eastern Shoshone) helped facilitate the day's activities. "Native Girls Code is an important project for our young women to imagine the possibilities of working in an environment like the iSchool or tech jobs. For many Native women, these kinds of careers are unthinkable and out of reach," says Littletree, who specializes in American Indian knowledge systems and is part of the school's Indigenous Information Research Group of Ph.D. scholars.

The iSchool is increasingly focused on indigenous studies. "Native North American Indigenous Knowledge is one of our main areas of focus for all our strategic planning," says Dahya. The school recently hired Clarita Lefthand-Begay as an assistant professor focusing on indigenous knowledge and is seeking to fill a second faculty position in that area.

The iSchool's partnership with the Na'ah Illahee Fund will kick into gear in the fall, with the Native Girls Code group at the school once a month, October to May. Just being on campus and interacting with professors can have a positive effect on the girls, says Peterson. "Universities can be intimidating and scary for some indigenous folks. So it's empowering for these kids to be there, to find a voice for themselves and their communities, to put that indigenous perspective in the classroom and feel that it is really valid and important.

"I always say to the girls: 'Do you want someone else to speak for you or do you want to do it yourself?'"

Data curation expert Nic Weber joins iSchool faculty

Nic Weber doesn't have all the answers. But he certainly has the tools to help find the answers to some big, important questions.

How do public institutions preserve information? How do they make it open and easy for the public to access? How do they ensure the information is accurate?

Weber, until recently a research associate at the Information School, wants to help answer those questions in his new role as an assistant professor. Weber will work on the iSchool's Future of Libraries initiative.

"The future of libraries is a hard, complex, big problem, but also a lot of fun for me," Weber said.

Harry Bruce, dean of the iSchool, said Weber's skills will benefit the iSchool and all of the UW.

"Nic brings an expertise in data curation that is not being offered anywhere else on campus," Bruce said. "It's an area of expertise that is exclusive to the iSchool and it's absolutely fundamental. You cannot organize, simplify, visualize, interpret or predict from data that has not been curated."

Bruce said he also appreciates Weber's interest in using urban data and open data for social change.

"This work with public data, and how that will find its way into the professional practice of librarians is tremendously exciting," Bruce said. "It aligns very closely to how we want our students to be thinking about future leadership roles in libraries."

Weber took a circuitous route to the iSchool. As an undergraduate, he studied history and English. He wanted to ask questions, however, that didn't line up with the traditional style of diving deeply into a single text and producing a thick thesis.

He was more interested in bigger pictures. Could he ask questions across a wide range of literature? Across an entire genre?

Those questions led him to the University of Illinois' Library and Information Science Department. What he learned focused his interest in preserving information resources and making them open to the public.

For his Ph.D. dissertation, Weber studied a group of climate scientists and software engineers who had created comprehensive climate records, using data collected on ships. The group was doing important work that provided a basis for research in climate science. However, the scientists had trouble with funding. That made them reconsider how to maintain their records, which were digital, of course, but also have a physical aspect in that they sit on computer servers that cost money for upkeep.

That raised interesting questions for Weber. How are collaborative projects evaluated for research funding? How do institutions create policies that preserve information and keep it open?

"My vision is to make the case for things like open accessibility of data and free and open-source software being sustainably funded because it creates a spillover effect," Weber said. "It increases the impact of these resources that are publicly funded in the first place."

After completing his doctorate, Weber worked as a post-doc at the UW iSchool, where his research included designing a metadata schema and conceptual data model for the Qualitative Data Repository, a research archive hosted at Syracuse University. His ongoing work with the repository focused on facilitating transparency in qualitative research. So, when scholars build arguments based on data such as archival documents, images or maps, the public can easily access those same resources.

Weber's work on the Future of Libraries initiative will include two projects to help the general population better understand emerging technologies. One aims to help young people critically evaluate resources on the internet. The second will have iSchool students work on open data initiatives with agencies such as the Washington state Department of Transportation and the city of Seattle.

"Teaching is a huge part of what I do. I love working with students in ways that I see them learn and grow and articulate important research questions. That's something that's deeply, deeply rewarding to me."

Weber said that working with students really helps him as a researcher. His students raise important, fundamental questions that he can then consider in his own research. He will also teach two classes, Digital Preservation and Data Curation.

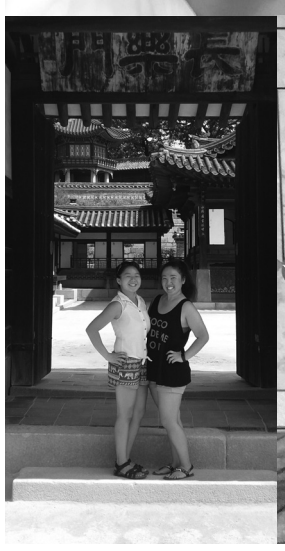
"Teaching is a huge part of what I do," Weber said. "I love working with students in ways that I see them learn and grow and articulate important research questions. That's something that's deeply, deeply rewarding to me."

The diverse faculty is another reason Weber decided to keep his talents at the iSchool. The scholars have a wide range of backgrounds, which is intellectually rewarding and helps tackle complicated problems in a way that makes a positive difference.

"What appealed to me about the University of Washington, and the iSchool in particular, was that the mission of the university is very driven by service around social justice issues," Weber said. "That is deeply important to me as a person but also to the type of scholarship I want to do."





iSchool Summer Abroad: Denmark, Guam, South Korea

Since 2008, the iSchool has partnered with the UW's Study Abroad Office to offer Exploration Seminars, short-term study abroad programs (3 to 4 weeks) led by UW faculty that take place during the gap period between the end of the UW summer quarter and beginning of the autumn quarter. This year's programs took students to Denmark, Guam and South Korea.

Informational Literacies and Instructional Design. Students headed to Copenhagen, Denmark, to work in collaboration with the Royal School of Library and Information Science (RSLIS). RSLIS has strengths in specific areas of information literacy research – such as the use of persuasive design, physical architecture, cultural contexts of information use and systems and multimedia literacies – that complements the work we do at the iSchool.

Oral Traditions, Knowledge, & Science Early Exploration Seminar. In partnership with the University of Guam, students explored the concept of information within oral traditions and the relationship to contemporary notions of knowledge and science. They heard presentations by scholars, oral historians and "manamko" (elders) who spoke on Chamoru oral traditions and cultural practices such as traditional art, dance and music; fishing; canoeing; food and medicinal plants; genealogy; agriculture; navigation; religion and spirituality; and history.

Information, Technology, and Society in Modern Korea. In collaboration with Sunkyunkwan University (SKKU) and Seoul National University (SNU), students studied and worked with Korean university students to learn how culture and technology affects the use and sharing of information in modern networked environments. Students studied topics in urban informatics, data-driven storytelling, infographics, and information behavior.

New $691K grant will support open data literacy

The University of Washington Information School announced a 3-year grant for $690,858 to fund the proposal Open Data for Public Good (ODPG): Data Literacy Education for Public Information Professionals, led by Professor Carole Palmer. The grant was awarded through the Laura Bush 21st Century Librarian Program of the Institute of Museum and Library Services.

The project, to be called Open Data Literacy (ODL), aims to close the technical gap between what libraries currently provide their communities and what is available to them through public data and information resources.

The new grant will fund the development of an educational program to prepare both new students and practicing professionals to "curate collections of open data of value to local communities, build infrastructure and preservation environments needed to sustain open data collections, and collaborate with open data providers on advocacy and outreach activities."

Expected outcomes include innovations to Library Science curriculum, practice-based classroom work and cultivating data literacy in students and library staff.

The project is a collaboration between the iSchool's Technology and Social Change group and DataLab, plus the Seattle Public Library, Washington State Historical Society, Washington State Department of Transportation, and the Washington State Office of Technology. It will build on the Future of Libraries strategic initiative in the Information School.

The project will benefit over 100 Library and Information Science students, through new course creation and practical field experience, and approximately 60 professionals, through webinars and open educational resources.

Talking to your smartphone is 3X faster than typing

For those talking to Siri instead of typing in your question on your mobile, it turns out you've made the right choice. Smartphone speech recognition software is not only three times faster than human typists, it's also more accurate.

A new study conducted by iSchool Associate Professor Jacob Wobbrock and colleagues at Stanford University and Baidu Inc. put the speech vs. typing competition to the test. They devised an experiment that pitted Baidu's Deep Speech 2 cloud-based speech recognition software against 32 texters, ages 19 to 32, working the built-in keyboard on an Apple iPhone.

The subjects took turns typing or speaking about 100 phrases sourced from a standard library of everyday phrases used in text-based research – phrases such as "physics and chemistry are hard," "have a good weekend" and "go out for some pizza and beer" – while the testing app recorded their times and accuracy rates. Half the subjects performed the task in English using the QWERTY keyboard; the other half conducted the test in their native Mandarin using iOS' Pinyin keyboard.

The results were clear no matter the language. For English, speech recognition was three times faster than typing, and the error rate was 20.4 percent lower. In Mandarin Chinese, speech was 2.8 times faster, with an error rate 63.4 percent lower than typing.

New book "Supercharged Storytimes" aims to impact early literacy

Storytime may be fun for kids, but it's also a chance to put their developing brains to work. Using the right techniques, providers can promote early literacy without turning storytime into a chore.

But how do you know which techniques are effective? Information School Ph.D. candidates Kathleen Campana and J. Elizabeth Mills have teamed up with early literacy consultant Saroj Nadkarni Ghoting to answer that question. Their new book, "Supercharged Storytimes: An Early Literacy Planning and Assessment Guide," offers research-based effective practices to storytime providers. The book recommends simple interactive ways to emphasize early literacy techniques and encourage children to use and practice their pre-reading skills.

"We wanted to bring these research findings to the practitioner community in an accessible, hands-on way," Campana said.

The book grew from work begun by the late Eliza Dresang, Beverly Cleary Professor of Children's and Youth Services. Dresang and her research team designed Project VIEWS2, a study at the UW iSchool funded by the Institute for Museum and Library Services. Campana and Mills were researchers on the study. The study sought to develop tools and methods for measuring early literacy behaviors in public library storytimes. The data demonstrated a correlation between the content offered at storytimes and the early literacy behavior of children in attendance. The study also showed that providers can make a difference in early literacy development by taking an intentional, interactive, community-based approach. Published by ALA Editions, "Supercharged Storytimes" is aimed at those who are planning and delivering storytimes to young children – new providers who are just beginning to plan their programs as well as seasoned veterans who are looking for new ways to make a difference in their communities.

"So often research findings don't reach the practitioner community until many years later. With this book, we have the incredible opportunity to impact practice immediately and hopefully contribute to the growth of the field," Mills added.

These effective practices have already been incorporated into the MLIS program at the iSchool in a course originally designed by Dresang, called "Libraries as Learning Labs in a Digital Age," taught in part by Campana and Mills. It was Dresang's plan to publish a book for practitioners based on the VIEWS2 research.

"We are pleased and honored to have been given an opportunity to fulfill this wish and bring pertinent research findings to the field to make a positive impact on practice," Mills said.

Campana's research at the iSchool focuses on the information behavior of children, as it relates to their learning in informal environments, and the adults and technology that support their learning. She has served as a research assistant on the VIEWS2 research grant for all four years.

Mills, who earned her MLIS degree at the iSchool, has a background in children's literature as an editor and author. She studies assessment practices of multicultural storytimes using design research methods. She was a research assistant on the grant for three years and a student researcher prior to that.

"YOU DON'T HAVE TO BE WEALTHY TO LEAVE A LEGACY."

Although our planned gift to the UW may seem modest to some, it allows us to support things that mean the most to us – creating an information culture and sharing the joys of the performing arts with children.

As proud alumni, we've seen how the iSchool prepares students to understand the relationship between people, information and technology – putting students ahead of the curve as they enter the workforce. And we're firm believers that the whole community benefits when schoolchildren are introduced to world-class artists through innovative programs like the UW World Series' Music in Schools residencies.

Whether it's information or the arts, we like the idea of having a say in the type of society we and the UW can create with programs like these. Our future gift to the UW is going to make that happen.

— iSchool Campaign Co-Chair Marcie Stone ('69, '76) and David Stone ('68)

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