

iNews

Fall 2012

 we make *information* work

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Barbara Bintliff selected 2012 Distinguished Alumna

By Peggy Fine



The future of legal research will not be defined by typing a couple words in the Google search box, but by recreating the field of legal research as a substantive and integral part of the law school curriculum, according to this year's iSchool Distinguished Alumna, Barbara Bintliff ('79), the Joseph C. Hutcheson Professor of Law and Library Director of the University of Texas School of Law, Tarlton Law Library and Jamail Center for Research. Bintliff shared her perspective on the most pressing issues surrounding law librarianship and why she chose the field as a career, when she visited the iSchool earlier this year to receive the 2012 Distinguished Alumni Award.

"I think if people understood our role better — if we could articulate it better — than we would be much more highly valued by more people," explained Bintliff. "The people who know who we are and what we do think we're fabulous, but we have not been as effective at marketing ourselves, particularly in the law school where the legal writing faculty have taken over a lot of research instruction — an area where law librarians are the experts."

Bintliff sees legal research as one of the pillars of the law curriculum and notes that there are both legal and ethical requirements of research in which students are not receiving the best instruction. "We need to figure out a way to get legal research better incorporated into the curriculum and for it to have a more prominent role — because it underpins everything," she explained. "Everything a lawyer does has to be supported by some sort of authority. To find that authority, you have to do some sort of research — it may be as simple as pulling a book off a shelf, but someone had to tell you that that kind of information was found in that book or found in that database. I'm really worried that we're going to be irrelevant soon if we don't step up to this challenge. We need to figure out how to teach research as a substantive, intellectual topic, train librarians to do it, and get the message out that it's important that it be done."

Recently, Bintliff started the Conference on Legal Information: Scholarship and Teaching, a workshop for legal research professionals. In addition to reviewing professional papers by law librarians, the conference focuses on defining pedagogy of legal research instruction. The resulting Boulder Statement on Legal Research Education expresses a comprehensive approach to legal research instruction that will significantly improve the preparation of law students for their legal careers. As a result of her groundbreaking efforts, the conference meets every year in the summer to mentor and work with law librarians who seek to enhance legal research scholarship and instruction.

Having taught bibliographic legal research over the years, Bintliff realizes that many law students don't care about what she's teaching — that there is a fundamental difference in the way law students approach research and the way it is being taught. "Law students need to understand that legal research is more than just finding something, but is also analyzing it and creating a strategy," she said. "It's an iterative process where you have to go back and rethink and apply, and read, and think, and unfortunately we treat it — or

"We need to figure out how to teach research as a substantive, intellectual topic, train librarians to do it, and get the message out that it's important that it be done."

have for a long time — as 'here's a book, this is where you find this; here's the database, this is where you find this' and we've just ignored the strategy and the analysis side of it. We have got to come up with pedagogy, and some teaching methods, and a way to really make legal research as important to the students as it is to the law."

Her decision to pursue the field of law librarianship in 1978 was guided by encouragement from UW law professor Rob Aronson. "Originally I wanted to be a teacher, and then I decided to go to the UW Law School. It was Rob who put the law librarianship bug in my ear. He was my research and writing professor. He sent back one of my papers with a footnote that was about

a half-page long. I had done all this research on this obscure little point and he said to me, 'You're doing fine — you'll be a good lawyer — no problem. But ... have you thought about law librarianship?' "Aronson's mother was a librarian and he thought that she had the best job in the world. He explained that the research that Bintliff had done on the footnote was evidence that she would be really exceptional in the law librarianship field. 'And,' he said, 'we have the best program in the world right here at the UW!'"

Other mentors and role models in Bintliff's career include Marian Gould Gallagher, the former head librarian of the UW Law Library and in whose memory the Law Library is named. "Marian was a role model to me. She had a wicked sense of humor and always put everything in perspective. She was so together — well-respected, and so accomplished. The people who worked for her loved her. And I just thought, 'I want to be like that!'" Bintliff elaborates, "She didn't walk around with a clip board saying, 'Today, I have accomplished the following ... I'm so important.' But it would just come up in conversation, such as, 'I won't be here next week because I'm going to be in Timbuktu establishing libraries in Africa.' She was just a fabulous, fabulous, role model."

Prior to her University of Texas appointment Bintliff spent her law librarianship career in Colorado, first at the University of Denver and then at the University of Colorado, Boulder, where she served with distinction as the director from 1989 to 2010. She also served as Chair of the Academic Law Libraries Special Interest Section and as President of the American Association

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Dean's Message



It was recently my pleasure to welcome our students to the new academic year. The 2012 incoming class is the most competitive in the UW iSchool's 101-year history, and all of these students are embarking on a life-changing and life-enriching experience. They will be the leaders and innovators of the future.

The iSchool takes many different paths in preparing these future leaders. In this newsletter we profile MLIS alum Brian Bannon, commissioner of the Chicago Public Library System, the second-largest public library system in the nation and MLIS alum Jon Haupt, who recently joined the Sonoma County Wine Library in the heart of sunny California wine country, a location and a role that now sound quite delightful as the misty days of autumn take hold in Seattle.

In my previous dean's message, I also spoke of how our Informatics and MSIM programs are helping meet our state's needs in the technology and information arenas. The iSchool remains dedicated to training Science, Technology, Engineering and Math (STEM) graduates. Companies both local and national are well aware of the value we provide; it's why their leaders sit on our Founding Board, and why they are increasingly sponsoring our wonderful student capstone projects.

But sometimes, as I ponder the various career paths our students will take, I find myself reflecting on the other side of this equation. Just as we are preparing students to compete and lead in the workplace of the future, companies must be prepared to adapt their workspaces to the changing needs of these bright and creative individuals.

This is the impetus for our school's study of digital youth. We examine how young people today communicate, and how they engage with technology, learning, and creativity. In turn, the iSchool exposes these same young individuals to different ways of looking at, and working with, information access and uses. As a result, iSchool graduates have tremendous confidence in their own ideas, and their ability to build supportive and transformative information services and systems.

I made this point the other day in a meeting of the Washington Technology Industry Association (WTIA) with educational leaders.

The information and technology workspace is changing, I told them, and young people have challenging expectations. If you think a couple of beanbag chairs and a games room equates to an innovative workspace, you need to deepen your understanding of the next generation of creative thinkers.

Our recent experience with the UW's new Canvas learning management system helps illustrate how the iSchool essentially "walks the walk" in this regard. Most colleges/schools today have learning-management systems that students use to download information, upload their work, and generally interact with faculty and peers and our students expect to manage their learning in this web-based environment. But these systems are not universal; every college/school typically has its own, and students may interact with many different systems in the course of their studies.

University of Washington Information Technology (UW-IT) recently identified the laudable goal of developing Canvas, a single, campus-wide learning management system that would provide a consistent and universal user experience. They called on the iSchool to help pilot the program and demonstrate its value. The reason we were chosen for this role is clear: our students by their very nature embrace innovation and creative problem-solving.

Helping pioneer Canvas is an example of our school changing its learning environment to meet the expectations of students. In calling on companies to be prepared to transform the workplace, I am simply advising them to follow the same path that has been so successful for us. I return to what I told other education leaders at WTIA: the iSchool will provide you with graduates who are creative leaders and innovators. Employers must be prepared to enable them to excel in the workplace.

Best wishes and warm regards,

Harry Bruce
Professor and Dean
The Information School

iSchool Distinguished & Notable Alumni of the last decade:

Arlene Cohen ('73)

Donald J Horowitz
(Honorary)

Tom Mayer ('74)

Rivkah Sass ('78)

Sharon Reeves ('69)

Sharyl Smith ('70)

William Ptacek (Honorary)

Earl Borgeson ('49)

Georgia Lomax ('84)

Cindy Cunningham ('87)

Barbara Bintliff selected 2012 Distinguished Alumna continued from page 1

of Law Libraries, the Colorado Association of Law Libraries and the Southwestern Association of Law Libraries. She is currently serving as Chair of the Association of American Law Schools Section on Law Libraries.

Awards for Bintliff's work include the 2005 Frederick Charles Hicks Award for Outstanding Contributions to Academic Law Librarianship and the 2008 Robert L. Stearns Award, for achievements in teaching, research and service, the University of Colorado's highest honor.

She also serves as the reporter for the National Conference of Commissioners on Uniform State Laws as they draft state legislation on Authentication and Preservation of Electronic State Legal Materials.

The iSchool Distinguished Alumni Award, established in 1961, recognizes outstanding achievements of graduates of the Information School.

What wine goes with that book?

Sonoma County Wine Librarian Jon Haupt serves a healthy pour of information to all comers

By Clark Heideger

You don't need to show your ID to get into the Sonoma County Wine Library. The public library located at the intersection of Piper and Center streets in peaceful downtown Healdsburg, CA, is open to all ages. But there's just something about the name that conjures an image of bottle-filled shelves.



Sonoma County Wine Librarian is tasked with moving the library into the 21st century while retaining its vintage feel.

“At first, everybody seems to think we have something to do with actual wine,” says UW iSchool MLIS alum Jon Haupt, the facility's newly hired wine librarian. “But it's easier to think of a wine library existing in an academic context, in which you're studying viticulture, which is the science of growing grapes, and enology, which is the chemistry of wine.”

“Besides,” he adds, “how would you return wine?”

So just to be clear, there are no bottles of wine in the wine library. Actually, that's not entirely true: There's an early 20th century Zinfandel split (meaning half-bottle) on display in a glass case alongside an acidometer, a cooper's mallet, and other artifacts of the region's extensive wine-making history. But the library itself is a more traditional-looking collection of material devoted to chemistry, horticulture, culinary subjects and the like, as well as photographs, maps, and quite a number of special collections.

The Sonoma County Wine Library was created in the early 1980s to give the area's then 150 wineries a local resource, so they wouldn't have to make the multi-hour drive to UC Davis or some other remote institution every time they needed to research, say, treatments for phylloxera. A collective of wineries pitched in on the project and convinced the public library system to house it. Of course, the advent of the Internet changed that equation somewhat, and like many libraries, the Wine Library needed to adapt to stay relevant. More on that in a moment.

Enter Jon Haupt, who six months ago was on the lookout for something new. Haupt had spent four years as a fine and performing arts librarian at Iowa State University before taking a job as music librarian at SMU in Dallas. After four more years and a promotion to acting director of the Hamon Arts Library, Haupt took stock of his situation: The acting director gig was not long term, as the institution was clearly looking to hire from outside. Meanwhile, he and his wife Laura felt it would be nice to return to the West Coast. And finally, he was just plain ready to do something different — the thought of attending culinary school even crossed his mind.

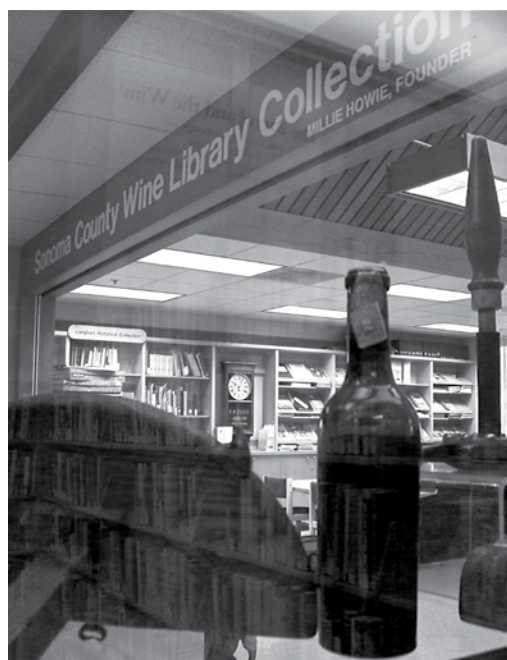
So when the listing for wine librarian turned up, it was something of a dream job. And not just for Haupt. “It was kind of a Twitter sensation in library circles,” says Haupt, who notes that to this day he receives humorous accusations of having “stolen my perfect job!”

But of course, as with any job, it's not all perfect. For starters, like many public libraries, there are funding challenges to be dealt with. The Wine Library relies on three sources of funding, principle among them the Sonoma County Library system itself. Then there's the Wine Library Associates of Sonoma County — this is essentially a friends group that supports the library through events and fund raisers. Lastly, and very importantly, there is also a group of subscriber wineries — hard-core users of the library who pay an annual fee for the privilege. “If one of the subscriber wineries calls with a difficult question, we'll go to the ends of the earth to figure out the answer,” says Haupt.

Another challenge, as mentioned earlier, is the changing information landscape brought on by the Internet. “To this point our users have been mostly industry people, and it's been kind of research oriented,” says Haupt. “But we've been talking about how, like everybody else, we have to morph into something different to stay relevant in the 21st century.”

One way in which the Wine Library has responded is with winefiles.org, an international index of wine periodicals, as well as the library's special collections materials — something like 36,000 items that range from articles and clippings to decades worth of independent winery newsletters. Haupt cites the winefiles.org database as a tremendous asset, but also a tremendous challenge. Its user interface dates from the late '90s and is in need of an update, and meanwhile, staffing cuts have left him scrambling to create an infrastructure that deals with the sheer volume of material in need of indexing.

“It's actually a pretty challenging position, and there's a lot of pressure involved,” says Haupt. “It's fun, but it's also hard. I have to bridge all of these relationships between the public library system and the industry, and the public and tourists, and wineries, and grape growers, and, well, everyone.”



The Sonoma County Wine Library collection spans everything from the latest technical reports to the classic tome “Meditations on Gout.”

But as for his professional transition from music to wine, Haupt says that part was relatively easy. “The concept of being a subject specialist librarian is kind of the same. You read about the subject, try to learn a lot, figure out who the key players and stakeholders are, and what their needs are. Then cross those user needs against the objectives of the library, and figure out what services and collections you need to support.” In addition, he notes, music and winemaking are both arts that tend to attract similar types of people.

Another issue for Haupt was the transition from academic to public librarian. His official title is twofold: he is both wine librarian and adult reference librarian, with the two roles split roughly 60/40. “I'd been in academic libraries for eight years, but I'd never been a public librarian before, so it's a bit different.”

Haupt credits his experience at the UW iSchool as helping prepare him for this kind of transition. “When I started library school, everybody . . . *continued on page 9*

Chicago mayor taps iSchool alumnus

Brian Bannon answers call to head Chicago Public Library

By Clark Heideger

UW iSchool alumnus Brian Bannon wasn't in the market for a change when the opportunity to become commissioner of the nation's second-largest library system arose. But when newly minted Chicago mayor Rahm Emanuel came calling, Bannon figured the least he could do was listen.

"When I sat down and had my first meeting with him, I just felt his energy, and shared the excitement for what Chicago libraries could be in the context of where he is taking the city," recalls Bannon. "I couldn't say no."

From earning a Masters in Library and Information Science to becoming head of the Chicago Public Library in less than 13 years is a remarkable achievement. But Bannon's meteoric rise comes as no surprise to those that know the 37-year-old University of Washington iSchool graduate.

"It's rare to see that kind of dramatic rise in the library profession," says iSchool Associate Professor and MLIS Program Chair Joseph Janes. "So that's an indication of somebody really special — who's got great ideas, who works well with people, who's building a terrific track record, and now has one of the crown jewels of American librarianship."

Fast Track

Let's take a quick look at that track record. Bannon's interest in libraries was fostered during his undergraduate days at Pacific Lutheran University, where he recalls being influenced by a history professor who had been a librarian. "Part of my studies looked at the seminal role libraries play in pushing society forward, the concepts of access to information, information as the great connector, and the fuel that pushes individuals forward," says Bannon.

This is what led Bannon to the iSchool (then the Graduate School of Library and Information Science), where he took classes in archives and theory, and also did fieldwork and internships in what he describes as "just about every library type." This culminated in an internship at the Technology Resource Institute (TRI), which would later morph into the Bill & Melinda Gates Foundation. After graduation, Bannon was hired by the Gates Foundation, and spent a great deal of time visiting libraries around the U.S. "In addition to the work we were doing with technology, I saw firsthand the transformation role that libraries play in community. I decided then, public libraries were my calling."

Bannon left the Gates Foundation for the Seattle Public Library, where he started as head of technology instruction and was quickly promoted into a variety of management positions within the main library and branches. Here he was impressed with the collaborative and forward-thinking leadership style of Deborah Jacobs, whom he credits for taking him under her wing.



This management experience would serve him well six years later, when he was recruited to be the chief of branches for the San Francisco Library system. For five years it was his job to run the neighborhood libraries, and orchestrate the building design and the public process for a \$200 million capital program involving 24 San Francisco branches. From there, Bannon transitioned into the role of chief information officer, leading the library's web, digital services and IT teams.

At that point, a MacArthur Foundation grant for a one-year study around digital media learning put Chicago on Bannon's radar. "A lot of us in libraries began looking at this model of digital media learning, and Chicago was the epicenter," he explains. Shortly thereafter, the mayor came calling.

Fresh Perspectives

So, what specifically was the attraction? "If you look at what the mayor is doing in Chicago, he's doing a couple of really strategic things. One is, he's recruiting leadership from different generations and backgrounds. Another interesting thing is that he's the first mayor to really look at bringing people into Chicago from other cities with an eye for fresh ideas and leadership. So I think he was looking for someone who had a vision for where the libraries were going, someone who would bring a perspective that would be in alignment with where he's taking the city. But also someone who could take a fresh look at what Chicago libraries are and what they could be."

Also required, of course, was a person with strong organizational leadership skills — something Brannon honed through his experiences at the iSchool and subsequent work in Seattle and San Francisco. That experience was evident right away during his transition in Chicago. "The first four weeks were really about learning and understanding," he explains. "The next two months have been about building a strategy."

This quick yet deliberate start was important; in Chicago, Bannon was replacing a beloved predecessor, Mary Dempsey, who had retired after 18 years at the helm. Given his high profile, first impressions were important. "Any time a person transitions in these types of leadership roles, it's really important to go in first to learn and understand, and then pretty quickly accelerate to having a plan. Because people want to know your vision, and what their place is within it, so they can get back to work."

As to what exactly that vision is, Bannon sums it up in straightforward terms. "Number one, articulating why we exist; what we do at our core as libraries. And here we're talking about libraries really being a place that connect people with information and ideas for the purpose of bettering their lives and ultimately our society.

"After that, the question is 'who do we serve?' I think this is where libraries struggle a bit, to be honest. They'll say 'well, we serve everyone, we serve all people, no matter who they are.' I don't agree with that mindset. I think that mission-driven organizations must have clarity about who they serve and why. The marker I use is to think about the people whose lives are changed fundamentally by the work we do.

"Then, it's a matter of aligning with what those people need and value — what's their life experience and what programmatic interventions can we provide that are going to align with what they need and value. This requires understanding our results against those interventions. Here again, this is an area where libraries and mission-driven organizations in general don't do a great job. I'll also say my iSchool experience in data-driven decision-making is of value here: I maintain belief in using data to check your gut reactions."

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Probing a Protest

New lab examines social media in action

By Mary Lynn Lyke



When police cleared Occupy Wall Street camps and a mainstream news headline pronounced the movement dead, the Internet roared back. By the next day, iSchool researchers collecting data on the protest had tallied a million Occupy-related tweets. Another two million flooded in over the next few days.

The leaderless protest targeting the wealthy “One percent” was, in fact, very much alive, thriving in the buzzing cyber world that has built, fueled, fed, and sustained it. “The Occupy movement is like an iceberg: you only see the top of it,” says iSchool doctoral student Shawn Walker, a co-founder of the iSchool’s new Social Media Lab (SoMe, pronounced “some”), which was recently awarded a prestigious \$997,118 three-year National Science Foundation grant.

The goal of the SoMe Lab is to build new Internet tools that will allow researchers to study how social media operates across geography and time. How do social media networks enable community building? Can they affect the way we connect with the government? How do mainstream news and social media interact? How does one political movement link to another?

“Social media is not just a slight twitch in how we communicate. It’s a revolution,” says the lab’s director, iSchool professor Robert Mason. “It changes our face-to-face contact with each other, and it changes the speed and reach of communication. It is transforming how we are going to work, play, and relate to each other in the future.”

The SoMe research originated with three UW doctoral students who share interests in both social justice and social science. The trio includes Walker and Jeff Hemsley from the iSchool, and Josef Eckert from the department of Geography. Walker’s focus is political participation and social media, Hemsley’s is information flow, Eckert’s is geographical information science.

Their cross-department partnership was fostered by the iSchool’s support for outside coursework and collaboration, says Walker. “I don’t think this would have happened at many other places. The variety of concepts and research accepted here is really unique.”

Work began last September as Walker and Hemsley were watching the number of Meetup.com groups in the Occupy protest

spiral upward online. They quickly began collecting data. Within weeks, a single New York City camp-in had sparked protests in more than 95 cities across 82 countries. “We said this is important and hot and we need to do something with it,” says Walker.

Hemsley introduced Walker to Eckert, who had been posting on the Occupy movement, and the three were soon discussing how to use the protest’s social media data for their doctoral research and dissertations. It was Mason who pushed the three to expand their thinking, create a lab, and apply for the INSPIRE grant from NSF. “Instead of asking them what they would do, I asked them how they might be the core group that could link a lot of other people together, leveraging the impact of their efforts” says Mason.

“Social media is not just a slight twitch in how we communicate. It’s a revolution.”

Robert Mason, iSchool professor and SoMe Lab director

Social media networks make it “ridiculously easy” to organize collective action with tweets and blogs, likes and videos, say the SoMe collaborators. The networks helped rev the engines of an Arab Spring uprising that toppled repressive regimes. Occupiers borrowed from that model to raise international awareness of economic inequities. “People might say Occupy has not been successful because it did not change the world. But it has. It has changed what politicians talk about. They’re talking about economic equality,” says Hemsley.

The SoMe Lab, which now includes iSchool associate professor Karine Nahon, is concentrating solely on Occupy in its initial research. Already the team has collected more than 120 million tweets from the movement, as well as data from Facebook, Meetup, and other networks. Some 300,000 more tweets come in daily. “If you tweeted about the Occupy movement in the last year, we probably have that tweet,” says Hemsley. “We know your user name, your profile, how many people you followed, how many followed you when you tweeted, what platform you tweeted from, the urls and hashtags you created, and the time and date of creation.”

If you use opt-in location-based services on Twitter, Eckert can also track and map where you are in space when you make an observation. “My goal is to bring a new awareness of locality to what is traditionally thought of as a global technology,” he says.

Weeding through the data is a herculean task. The team has to screen out all irrelevant tweets, and there are tons of them, from “I need a goldfish to occupy my time” to tweets with the hashtag #00, which stands for

both Occupy Oakland and the word “or” in Portuguese. “The largest retweet group in our dataset is a tweet from Justin Bieber where he uses the word strike,” says Walker.

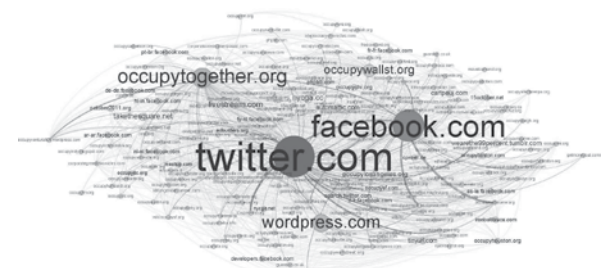
The team’s task is to capture, curate, categorize, store, visualize and make accessible all that processed information in ways that people — even non-techies — can understand. “Our data is stored in a mongo database,” says Hemsley. “On top of that sit tools that allow us to visualize the data and do simple queries in real time. And on top of that are web tools that allow people to interact with the data. It’s all very beta.”

The team’s work reveals the powerful role social media can play in a tech-fired grassroots protest like Occupy. When protesters want something, they tweet it with the hashtag #needs of the occupiers, asking for generators, megaphones, tents, sleeping bags, frying pans. If they post “We need socks,” twenty minutes later they might be posting “Stop! We have enough socks.”

When camps have been raided by police or protesters pepper-sprayed, Occupiers have used mobile phones to record the actions, and posted videos online. If a single post is not only tweeted but retweeted, it can move from one person to 35 million in 24 hours, says Walker.

That can put a new spin on news spin. “If Fox News does an interview on Occupy Wall Street and it’s this highly edited, terrible version, the tweets come out and show that the story is a misrepresentation of what is going on. Social media gives us access to both sides of the story,” says Hemsley.

The inspiration to make the tools accessible, free, and user-friendly grew out of early contact with a company that collects and sells social media data. The base fee for company services was a prohibitive \$3,000 a month. “That didn’t include being able to download raw data, which would cost much more,” says Hemsley.



The team struck out on their own and began creating open-source tools that anyone with a browser — whether it is a political scientist or sociologist — will be able to use to collect and analyze social media data. “Our goal is to stumble through this for everyone else and create a platform that we can give to people,” says Hemsley. “We want to publish papers to tell people how we did this. We’re hoping that we can start a conversation.”

The three collaborators look at each other and smile. “And we also want to graduate some day,” he adds. ☺

Thank you for your support

We thank the many alumni, friends and organizations that supported the Information School through their gifts and grants during the 2011-12 academic year (July 1, 2011 - June 30, 2012). Your support helps build a dynamic and innovative community where we educate the next generation of information leaders and find solutions to information problems.

iSociety members — our most consistent and loyal donors in the past two decades — have been recognized with an asterisk. We celebrate and appreciate their dedicated, and continued, generosity.

For questions about this list, please contact Peggy Fine, Assistant Director for Advancement, at 206-543-6833 or peggyo@uw.edu.

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Mae Benne

Karen Bianchi ('85)

Dana Bostrom ('99)

Bonnie Brown ('74)

Lorraine & Harry Bruce

Josh Campbell ('09)

James Carpenter & Martha Clarkson

Carlos Munoz Castro

Arlene ('73) & Stephen Cohen

Kevin Cushman ('05)

MaryKay Dahlgreen ('84)

Edward Lazowska & Lyndsay Downs

Jeanne Eagleson ('69) & John Gray

Woods ('06) & Izumi Fairbanks

Lucille Friedman ('66)*

Jana ('01) & Sean Fullerton

Margaret ('67) & Howard Gardner

Agnes Grady ('70)

Julia Gray

Pamela ('01) & Charles Green

Susanne Haffner ('65)*

Holly Hanna

Richard Harrison ('01)

Suzanne Hughes ('72)*

Steven Ip ('11)

Robert ('65) & Katherine Johnson*

Shirley & Henry Johnson

William ('91) & Barbara Jordan

Jacquelyn Jurkins

Lane Larue ('08)

Madalene Lickey ('71)*

Christine ('98) & Kevin Mackie

Nancy Milligan ('68)*

Sara & Paul Mockett

Karl ('03) & Rebecca Nelson

James O'Halloran

Alice Spitzer ('70) & Michael Owen*

Linda Pierce ('78) & Carl Hein

Kimberly ('04) & Jeffrey Piira

Qwen Pinckney

Ryan ('05) & Jamie Prins ('05)

Fred & Nancy Reich ('77)

Rivkah Sass ('78)

The Seattle Foundation

William & Kathy Schrier

Leinaala Seeger

Emily Smith

Sharyl Smith ('70)

Elaine & David Smyth

Ralph & Jeanette Teague Jr. ('73)

Daniel ('78) & Joanna Trefethen III ('78)*

Hiroshi Tsukahara

Carla Wale

Margaret ('84) & Robert Walther

Mary Williams ('05) & Matthew Hayes

Mary Whisner*

Patricia Wood ('73)*

Eugene ('51) & Nadine Wu*

Bonnie ('76) & Thomas Yee

Zero Alpha Group

\$100 - \$199

Susan Ace

Kevin Anderson

Murray & Jill Andrews ('71)

Alyce ('70) & Michael Archuleta

Kenneth Gollersrud ('99) & Anita Artis

Tina Aure ('87)

Robert Bale ('10)

Alisha Bannerman & Christopher LaPlante

Jerome & Barbara Bosley ('70)

William & Theresa Barr

Andrew Bates ('01)

Jerene & Jerry Battisti

Raymond Baum

Carolyn Beard ('08)

Betty & Peter Bengtson

John Fossett ('02) & Berit Bergquist

Robert Berring

Birdsong Research

Jasper Bleijs

Margaret ('59) & Richard Blue

Dennis Bolton & Avonelle Hamilton

Ellen Bowman & Gary Morse	James Foti ('03)	Bobette Lee ('71)	Christine & Brian Peck	Anne Turner
Theresa ('74) & Arthur Brooks	Barbara Fritschel ('92)	Esther Lee ('66)	Eric Palo & Kathy Petersen*	Edith Uthmann ('67)*
Janet Bruman ('72)	Howard ('74) & Joan Fox*	Patricia Legg ('67)	Ranae Pierce ('67)	Ruth Van Dyke ('77)
Scott Burson & Wendy Liebow	James Gaylord	Chan Leung	Mary Kay ('65) & John Pietris	Phyllis Van Orden
Christina Byrne	Jean Gillmer ('73)	Jie Li ('92)	Ann Pittman	Frederick & Jane Van Sickle ('70)
Charity Cantey (D)	Harriet ('66) & Herman Gold	Jeani Littrell-Kwik ('92) & Herman Kwik	Mary Plyler	Manfred Vogel
Sylvia Cameron ('72)	Mary ('81) & Alan Goldberg	Joel Larson ('08)	Julia Pond	Elizabeth ('78) & Mark Waddington
Steven ('74) & Carol Campbell ('74)	Victoria Graham ('95)	Carol Lissance ('75)	Marie Potter	Jaclyn Walters
Greg Careaga	Andrew Gravano	Christine Livingston ('78)	Nancy & Oliver Press	Theresa Webster
Dennis & Gayle Carlisle	Agnes Griffen ('65)	Faye Lucke ('63)	Jeannette Privat ('69)	Arvella Weir ('70)
Cecile Carpenter ('64)	Betha Gutsche	Kathleen Luger	Patricia ('77) & Robert Raichle Jr.*	James & Karen Werner
Dorothy & John Cervinsky	Mary Haggard	Nancy Lundeen	Cathy ('79) & William Rathbone*	Debra Westwood
Hsi-Jen Chang ('10)	Joanne & John Halgren	Nancy Magnuson ('78)	Cherie Ravagni	Tomi & Patrick Whalen
Mary Chatman ('70)	Patricia ('79) & Gary Hamilton	Mary Mahoney	M. Gayle Richardson	Heather Wilder
Chia-Hsiu Chen	Donna ('71) & Robert Hanson*	Priscilla ('79) & Darrell Matthews*	Marilyn Ring-Nelson ('76)	Sally Wise ('77)
Teruko Chin	Judy ('71) & Bruce Hanson	Bret Masterson	Gary Robinson	Linda Wood ('65)
Paushou Chuang & Daniel Chaung	Katherine ('72) & Richard Harkness	Stuart Maxwell	M. Margaret Rogers	Patricia Wright-Manassee ('94)
William Clintworth ('74) & David Arriola	Kathleen ('84) & Duston Harvey	Roy & Betty Mayfield	Patricia ('82) & David Ross	
Mary ('09) & Mark Comstock	Gregory Hatch	Walter ('69) & Joy McCormick	Michael & Edith Ruby ('79)	
Melinda Coslor	L. Sumi Hayashi & Carlos Smith	Peter McCracken & Jennifer Germann	Patrice Salas ('05)	
Edna Crane	Kyle & Ann Hendrickson ('03)	Susan McDonald ('70)*	Ann Samuelson	
Virginia & Ernest Crook	Marshall ('72) & Joyce Hesla	Justin McFadden ('05)	Stephen & Linda Saunto ('70)	
Ellen Crosby ('74)	Susan Hildreth	Margaret McGrath	Mary Schroeder	
Patricia Cutright ('83)	Mark & Mary Hillman ('85)*	Michael McKay	Gwen Scott-Miller	
Bridget Dacres ('76)	Tammy ('04) & Christian Hinderman	Lois McMahan	Leslie Moore ('93)	
Helane Davis ('04)	Clarence & Kimi Hisatsune	Nancy & James McMurrer Jr.	John & Shawn Sheller	
Sandra ('96) & Paul Dehmer	Susan & Claude Hislop	Thomas Miller ('93)	Linda Shultz & Lawrence Chazen	
Lynn ('73) & Gregory Detweiler	Rayna ('74) & Jay Holtz*	Anne Wolf Mendoza	Deborah & Thomas Schadt	
DIRECTV Sports Net Northwest, LLC	Brian Huddleston	Lisa Nathan & Eric Meyers ('11)	Ariel Serim ('06)	
Michael ('05) & Rhonda Doane	Glenn McCauley & Ellin Huttel ('61)	Nancy Messenger ('76) & Paul Symons	Richard Shurman ('74)	
Jean ('59) & Sam Dote*	Margaret ('83) & Michael Hughes	Donald & Laura Meyer ('69)	Eva & Corey Smith	
Daniel & Marjorie Doyle ('83)	In-House Information Management	Richard & Lotte Meyer ('72)	Justin & Heather Smith	
Kathleen ('83) & Peter Dratch	Melanie Ito & Charles Wilkinson	Lois Meyers ('61)	John Backes & Patricia Smith	
Lori Dugdale	Michael Visaya ('10) & Jennifer Jones	Deirdre ('98) & Christopher Miller	Sally Smith	
Khoi Duong ('02)	Anna James	Sharon Miltenberger ('96)	Cathleen Snow	
Rita Dursi	Carolyn Karis	Thomas Moak ('79)	Mary Somerville	
Gail Dykstra ('69)	Timothy ('77) & Jamie Kearley	Leslie Moore ('93)	Tad & Jeanne Sommerville	
Karen & Neil Erickson	Aldean & David Kilbourn	Barbara Morgan ('68)	Mary Soper*	
Mary Ettel ('79)*	Robert & Prudence Kluckhohn Jr.	Timothy Morgan	Polly Soules	
Clara Eustis ('06)	Karol Koon ('73)	Ann & John Nez	Lisa Spagnolo	
Elizabeth Evans ('76)	Rheba Krohn ('95)	David & Jane Niven ('81)	Debra Spidal	
Thomas Evans (D)	Sonja Kromann	Greta Nuse	Paul & Muoi Steere	
Kay & Thomas Ewing Jr.	Rita Krueger ('67)*	Oren Ogle ('69)	Monte Steiger	
Edith Farrar ('94)	Kathleen Kugler ('72)*	Jill & Steven Olson	Sunny & Mike Strong*	
Leslie ('93) & Michael Faxon	Vikram Kulkarni	Pamela & Jeffrey Osborne	Judith Stumpff ('80)	
Vicenc Feliu ('05)	Christina Kulp	Marian Osterby*	Esther Sunde	
Geoffrey & Joan Ferguson ('73)	Alan ('81) & Nenifa Langville	Justin Otto	Dorothy ('69) & R. J. Tallent	
Raya Fidel	Michele ('69) & T. T. Leber*	Emily Oxenford	Janice & Curt Tausky	
Bruce & Pat Finlayson		Daniel ('85) & Anna Paquette	Laila & James Tedford	
Ruth Flanders ('76)*		William ('81) & Ellen Parton	Brandon Tengan	
Byron Ford			Daniel Toader ('08)	
			Linda Tsang ('67)	

Alumni Updates

Joelle Lyons Everett ('62) is a network facilitator for Plexus Institute where she finds speakers and facilitates conference calls and webinars with the goal of sharing good ideas that improve health quality and the patient experience. She has also written and published a book of poetry titled *Strange and Wonderful Things*.

Mandy Gonnson ('03) is the new youth services librarian at the Washington Talking Book & Braille Library, where she works with fellow iSchool alumna Danielle Miller ('03) who says, "Mandy is absolutely fantastic and I feel so lucky to have her working here. She has done so much in her first few months and I'm excited for more (iSchool alumni) to come." According to Danielle, Mandy is the fifth iSchool alum, out of 17 staff people, to join the WTBBBL staff.

Deborah Hamilton ('11) is the newly hired learning technologies librarian at the Austin, TX Presbyterian Theological Seminary. Deborah was recently interviewed for the on-line webpage/journal *I Need a Library Job (INALJ)* where she shared the story of her successful job search.

Ralph Hayden ('87) is the director of educational technology, libraries, and online learning in the Bellingham School District.

Zoe Holbrooks ('98) was recently accepted into the UW's Nonprofit Management Certificate program and plans to establish a non-profit organization based on a project that she and her iSchool alumni colleagues developed in 1998. *The Talking Leaves Book Giveaway Project* collects and distributes books and other materials to Native communities throughout the nation.



Regina Kays ('02) was just appointed the library director of the Palm Springs Library Center. Kays has worked for Library Services and Systems, Inc. for the last 10 years — first as a branch manager of the Cathedral City, CA Library, then most recently as the city librarian for the Palm Desert Library. She lives in Coachella Valley with her husband, Mike, and is an avid reader and technology buff.



Ava Lee, daughter of Jonell Lee ('02), sporting her iSchool onesie.

Louise Lindsey ('71) retired from the Mabee Legal Information Center in Tulsa, OK at the end of September. Her retirement plans include travel and volunteering at her church, a local residence for disabled adults, and a local hospice. She also plans to take photography classes.

Aaron Louie ('03) has left his position as creative director at ZAAZ/POSSIBLE to start his own user experience consultancy called UX Ninja. His new situation enables him to work from home and spend more time with family.

Margaret Read MacDonald ('64) is the artistic director of the PowellsWood Storytelling Festival, July 26-27 — which takes place in Federal Way, WA.

Jonell Lee ('02) gave birth to Ava Lee in July. Jonell, and her husband Christopher, also a UW alumnus, are thrilled about the recent addition to their family and shared a lovely photo of Ava in her new iSchool attire.

Lucas Reber ('12) was part of a team that competed in the 8th Annual BUB Motorcycle Land Speed Trials in the Bonneville Salt Flats of Utah. BUB organizes an event that concentrates on motorcycle land speed records. Reber was the crew chief for a team called Sodium Distortion, comprised of seven riders and bikes, and has been helping campaign the world's fastest 500cc motorcycle. Reber's team won the 7th Annual Fritz Kott Enthusiast award, given to a team that best exemplifies the spirit of motorcycle land speed racing.

Karen Semyan ('05) is a senior project manager at SEOmoz, an inbound marketing SaaS (software as a service) company.

John Sheller ('91) has been appointed to a three-year term as federal relations coordinator for the Washington Library Association.

Veronica Tabares ('00) just completed a M.F.A. in Creative Writing from Full Sail University and wrote a feature-length screenplay for her thesis titled *Stone Woman*, an adventure set in the jungle of Belize.

Julie Tanaka ('12) is the Western European History librarian and curator, Special Collections, of the Hesburgh Library at the University of Notre Dame, South Bend, IN.

Rachel Woodbrook ('12) was recently hired as a part-time reference librarian at Edmonds and Green River Community Colleges.

Michelle Young ('08) started a new position as the branch manager of the Princeville branch of the Hawaii State Public Library System. She is also serving a second year term on the ALA RUSA CODES Reading List Committee that selects the best adult genre fiction of the year.

Zeyu Zhang ('12) has been hired by Deloitte Consulting as a business technology analyst.

UW alumni join Informatics and MSIM advisory boards

Five iSchool alumni were recently appointed to the iSchool's Informatics and MSIM advisory boards. The Informatics and MSIM advisory boards foster closer ties among the iSchool, its alumni, the information technology community and industry. Advisory board members advise the Informatics and MSIM program chairs on matters vital to the relevance and growth of both programs.

Informatics Advisory Board:

Jenny Abdo ('02) is an account director at a TV advertising and analytics agency, PrecisionDemand (Lucid Commerce). She has been an integral part of building the agency from the ground up, while managing the company's key accounts.



Jaime Prins ('05) is a Kindle marketing manager at Amazon where she directs the enterprise marketing strategy for Amazon Kindle, focusing on the use of Kindle in schools, businesses, government agencies, and non-profit organizations.

MSIM Advisory Board:

Jason Phelps ('11) is the North American production control manager for Fluke Corporation responsible for the materials organization, acquisition integration and the production control business analyst group.



Ann Samuelson ('06) joined The Everett Clinic in January 2012 as the senior project and strategic planning manager. The clinic made a bold commitment to reduce the cost of care by 25 percent. Samuelson works with

the executive team to develop strategy maps and balanced scorecards that make this key strategic focus tangible and visible.

Cyndi Mitchell ('06) is director of strategic execution at Alaska Airlines where she facilitates the translation of strategy into action plans including review of project proposals, goal definition, time frame allocation funding limitations, and approaches for accomplishing business objectives, staffing requirements, and allotment resources.



Passages:




Lee Dirks, iSchool adjunct faculty member

Lee Dirks, along with his wife Judy Lew and their Peruvian driver, were tragically killed August 28 while on vacation in Peru. The local media reported that the SUV they were riding in went off a highway and into a ravine while on their way to visit some pre-Columbian ruins in Calca, a province in the Cuzco region. Dirks, who served on various iSchool boards, was the director for portfolio strategy in Microsoft Research Connections, the team within Microsoft Research responsible for working closely with academia and research organizations to help solve some of the world's most challenging scientific and social problems via collaborative research projects. He also served on the advisory board for the University of Washington Libraries and the Digital Futures Alliance.

Dirks grew up in Texas, attended Trinity University, and earned a master's degree in Information and Library Sciences at the University of North Carolina-Chapel Hill as well as a post-master's degree in Preservation Administration from Columbia University. He met his wife Judy in New York City and they moved to Seattle in 1996 where they both began working for Microsoft.

For his first decade at Microsoft, he worked in a variety of areas, including the corporate archives and library before joining Microsoft Research Connections. According to his Microsoft colleagues, he was a bit of an outlier — a librarian in a group of computer scientists — but he was “as an important and influential member as there ever was,” said Tony Hey, vice president of Microsoft Research Connections, in a recent blog post.


“Lee was a great friend and supporter of our school and of the iSchool movement worldwide,” said iSchool dean Harry Bruce. “He served as an advisor on the UW iSchool boards, taught classes in the school and coauthored papers with our faculty. He was a generous donor to the school and a very close friend to many in our community.”

Dirks and his wife are survived by their two young children. 

What wine goes with that book? continued from page 3

said, ‘you’re going to take some classes, you’ll like some better than others, and this will help you determine if you’re a public services person, a technical services person, academic, public, whatever.’ But it turned out, I liked all of my classes, and I felt like I just wanted to do a little of everything.”

And thanks to that dream job listing, Haupt gets to do a little of everything in one of the most delightful areas of the country. “I love Sonoma County so much,” he says. “I mean, the weather is perfect all of the time and everybody’s super-friendly. It’s 40 minutes to the Coast and we’re near the Redwoods. And of course, you can go out to the wineries. It’s kind of idyllic.”

Plus, every so often he gets a smile as he watches tourists do a double-take. “‘They’re like, ‘Whoa, this is all about wine?’ ” says Haupt. “It kind of blows their mind.” 

Chicago Mayor Taps iSchool Alumnus continued from page 4

Obviously we’re looking at the kind of progressive thinking that appealed to Chicago’s mayor. But this computer-savvy commissioner also has a clear sense of how this thinking is connected to the past. “Look at where libraries started. Ben Franklin was an early influence on the modern understanding of the American library. His reading rooms created spaces where people, no matter what their background, could connect with the

words on the shelves, and with one another. It happened that books were the format of the day. And while reading remains a critical element of success in life, and books are still the predominant way in which we communicate information, we also know that’s changing. There are so many other ways that people are taking in information, so many different formats.”

To illustrate, Bannon uses the example of a teen interested in gaming. “We’re engaging them. We’ll say, ‘Let’s have you blog about gaming. Let’s have you talk about gaming.’ So they’re learning digital journalism, and they’re learning how to express themselves. You don’t have to do it through the typical ways we’ve done it in the past.


“In institutions like libraries, up until really the last 10 years, our business model was relatively stable. But it isn’t any more, and it won’t be. There’s a lot of ways we can do it, and that’s how I think we’re going to focus in Chicago. That’s the part that makes it exciting, and that’s why I’ve stayed in libraries.”

An irony to all of this is that there was a point early in Bannon’s library education when he was decidedly not excited, and actually contemplated leaving. This was after his first year of graduate school. Fortunately for Bannon, this was also the point at which Mike Eisenberg was hired as dean. “Mike was so inspirational,” recalls Bannon. “He told me, ‘Brian, don’t leave. We’ll find a way to keep you engaged.’ ” Eisenberg made good on the promise. “I had one of the first graduate

assistantships — at that point they weren’t very common, and he figured out a way to get me into it.”

Perhaps this explains why Bannon is now such an avid promoter of the school. “I’m so proud of graduating from the Information School at the University of Washington,” he says. “The school has really earned its reputation. Particularly the reputation it has built for being an innovator.

“I stayed engaged with the school after I graduated. People like [Dean] Harry Bruce and Joe Janes came in, and created a crazy-cool dynamic place. When I look at the public librarianship field, that’s the kind of energy we really need. We need people who are forward-thinking, people who are interested in collaborating, people who are looking outside the industry, to figure out how we can keep pace, and accelerate the way we serve our patrons.”

Thanks to that unexpected call, it’s safe to say the library patrons in Bannon’s new home city can also look forward to some crazy-cool thinking in the near future. Or, as the iSchool’s Joe Janes puts it: “I can’t wait to see what he’s going to do in a place as special as Chicago.” 

Joshua Blumenstock mines big data in a world gone mobile

By Mary Lynn Lyke



Nearly 5 billion people now subscribe to mobile technology services in developing countries, even in places with no electricity or running water. This global explosion has generated huge repositories of hard data — fresh, quantitative data ripe for analysis by a self-described “science geek” like new iSchool assistant professor Joshua Blumenstock.

“Until recently, it has been really hard for social scientists to get reliable data on people’s behavior in developing countries. With the new sources of ‘big data’ that are appearing, you can get a really fabulous perspective. You can

observe millions of interactions each day,” says Blumenstock, who will bring his expertise in data science and international development to the iSchool starting winter quarter.

Big data is difficult to define: “Anyone will give you a different definition,” he says.

It is also difficult to manage. “You can’t handle these big datasets with the standard statistical packages traditionally used in social science research. But there are techniques of information management that

“You can’t handle these big datasets with the standard statistical packages traditionally used in social science research.”

help you structure and process otherwise unruly datasets,” says Blumenstock, who previously worked with massive databases at Microsoft Research and the Harvard Institutes of Medicine.

He is now using big-data methods to explore how new technologies are affecting behavior and well-being in developing countries, where mobile-cellular penetration is estimated at 79 percent. That

connectivity is transforming lives — and personal finances. In countries with little formal banking infrastructure, where “savings” often mean stuffing money under a mattress or investing in livestock, “mobile money” is providing people with new options to pay bills, send and remit money, and withdraw funds.

Blumenstock turned a mega lens on this phenomenon in Rwanda where, working with the dominant telecommunications operator, he analyzed the mobile phone records of 1.4 million Rwandans over four years. He built, organized, and analyzed datasets drawn from terabytes

of raw data — phone calls, texts, mobile money transfers. Combining this with more than 2,000 field interviews, he could see who owned mobile phones and how they used them. Most owners, he found, were better-off, more educated, and more likely to be male than non-owners.

He was also able to see patterns of “risk sharing” after an earthquake struck the impoverished nation in 2008 and people used mobile money transfers to help afflicted friends and family. The motive, he found, wasn’t simple altruism; the money came with the expectation of reciprocity — I help you now, you help me later. “People are using mobile money to do something that has been done for thousands of years: to provide support through informal, reciprocal relationships. The difference is that they now can now do it more efficiently and over longer distances — which is great. What is less encouraging is that not everyone is equally benefitting. The people with the greatest need are less likely to have the technology and are not the ones reaping the benefits.”

Blumenstock is a man of wide-ranging intellect. He holds bachelor’s degrees in Physics and Computer Science, a master’s in Economics, and a Ph.D. from the iSchool at University of California, Berkeley. He was a founding engineer for the match-up site HotorNot.com and has produced scholarly articles on everything from cancer diagnostic testing to word count as a measure of quality on Wikipedia.

He started traveling the world as a teenager, and after college spent a year as a Thomas J. Watson fellow exploring cultures in developing countries, where he developed his passion for finding solutions to global inequities.

He is currently working on a set of projects in the war-torn nation of Afghanistan, where more than 13 million people subscribe to mobile services but only 3 percent have a formal bank account. Rampant corruption and high crime rates make simple service provision — like delivering paychecks and paying bills — extremely challenging. Road travel is so risky some companies have resorted to airlifting cash payments to workers via helicopter.

Blumenstock — partnering with other researchers, a big development organization, and the largest Afghan phone company — is helping to develop a new electronic payment system based on mobile phone technology. “We’re looking at how employees and managers respond to this new form of payment, whether it can reduce corruption and fraud and help employees get paid on time.”

The new faculty member hopes to make the iSchool one of the preeminent institutions for big data research in the country. “This is an area where the iSchool is hoping to grow,” he says. “It is exciting to be here in the beginning and help build a vibrant community.”

iCareers job database now open to iSchool alumni

Alumni and students can now have access to job announcements posted through the iSchool student services office. iCareers is the iSchool’s new way for students and alumni to search jobs, internships, capstones, directed fieldwork, practicum projects, and volunteer opportunities. This system now replaces the istujobs and iprojobs listservs. Also available on the new system is a calendar of career-related events, workshops, and employer information sessions hosted by the iSchool.

To access iCareers, go to: icareers.ischool.uw.edu. You will need to request an account using your UWNNetID (your UW email address without the extension) and student ID number.

After logging in you will be directed to the iCareers site. Complete the individual profile and upload your resume if you want to be included in resume books that go out to employers. If you are having trouble logging in or navigating the site, please send an email to icareers@uw.edu.

Katie Davis examines coming of age in the digital age

By Mary Lynn Lyke



How do adolescents protect their privacy online? How do they reconcile their online and offline identities? Does constant connectivity — texting and tweeting, blogging and posting, IM-ing and emailing — affect their development as autonomous beings? What happens to intimacy in the onslaught?

“It’s so easy for young people to stay in touch with friends and communicate any time of day, but how deep are those relationships? If you don’t see someone face-to-face, it takes the messiness out of your personal interactions. And it’s through that discomfort that you figure

out who you are and what your relationships are all about,” says new iSchool faculty member Katie Davis, who has spent years conducting surveys and in-depth interviews with tech-gen youth and raising important questions about how the digital world is shaping their lives.

Her research exposes the risks of immersion in the 24/7 digital world: cyberbullying, privacy invasion, the distractions of multi-tasking, information overload, hate speech. And, oh yeah, ugh, Mom and Dad scrutinizing your Facebook site.

It also shows the rewards. Teens find creative avenues for self-expression and a comfortable context for self-disclosure in new media. At a critical time in youth development, social media sites can build online relationships and communities and instill a sense of belonging. That can be especially poignant for marginalized youth.

“They may have interests few share at their high school, but they can reach out to others and suddenly they have a community of like-minded people. They don’t feel so outcast,” says the iSchool assistant professor, who received her Ed.D. in Human Development and Education from the Harvard Graduate School of Education, where she worked as a manager for Project Zero, investigating the intersection of child development and new digital media. She also holds an Ed.M. from Harvard in Mind, Brain, and Education, and another in Risk and Prevention.

Davis is a native of Bermuda, where she conducted the bulk of her research, surveying more than 80 percent (just over 2,000) of all secondary students on the affluent, bi-racial island. Tech-savvy Bermudian students are a prime population for study: more than 80 percent own a desktop or laptop and 94 percent own a cell phone, says Davis, who comes from a long line of educators on the island.

She taught elementary school there herself before turning to doctoral studies, and that boots-on-the-ground classroom experience makes her adamant about putting her research to work in the real world. At Harvard, she teaches at two summer institutes that bring research to teachers and school leaders and illustrate how to put it in action. “As an education scholar, you always have one eye on practice: How is your research going to be applied in a useful way?”

Davis also worked with the Harvard GoodPlay Project and Common Sense Media on developing a digital literacy and citizenship curriculum that is free to educators online. Lessons cover everything from avoiding risky relationships to respecting copyrighted material online.

She serves as an adviser on MTV’s digital abuse campaign, “A Thin Line,” a provocative program that poses such questions as “Is it possible to practice safe sexting?”

Davis is now working with Harvard colleagues to design a research project focusing on cyberbullying. The team hopes to explore the types of interventions public schools are using to defuse these online attacks and see how students are responding to those initiatives. “We want to create an inventory of approaches in an effort to figure out what the best practices are for combating this problem,” she says.

Davis, co-author on an upcoming book comparing 21st century youth with their unplugged counterparts two decades ago, says she was excited to join the iSchool because of its growing emphasis on digital youth and its interdisciplinary focus. “My primary expertise is human development in education, so I feel like I am always learning about the digital media part and the iSchool is the perfect place to do that. It offers a whole new opportunity for interesting collaborations.”

“It’s so easy for young people to stay in touch with friends and communicate any time of day, but how deep are those relationships?”

First iMentor event features Serials Solutions

Serials Solutions hosted the first of several iMentorship events planned this year to connect iSchool students with mentors in the information and technology fields. These events serve to help students build their professional networks and also provide companies the opportunity to connect with students they might want to hire.

Led by Serial Solutions staff members Shari Fox, Chanell Ortiz and Susan Presley, this inaugural event was a success on an unexpected level. “The librarians here loved it,” said Presley, senior manager of content operations, who also serves on the iSchool’s MLIS advisory board. “It was possibly more professionally energizing for them than the students. They were all so excited to get to talk about what they do with their degrees.”

At the event, students heard from executives in the company, including keynote speaker Andy Szydlowski, content engineer at Serials Solutions and a 2008 MLIS graduate. Twenty other Serials Solutions staff members participated, representing different areas of the company from metadata librarians to account managers.

In breakout sessions, Serials Solutions staff spoke about their roles within the company and shared their insights into pursuing a career in the information field. At the end of the event, students were given coffee cards, provided by Starbucks, to take the next step in forming mentor relationships by asking their potential mentors to coffee to continue the conversations begun at the event.

Fremont-based Serials Solutions creates, implements, and manages products to help libraries with their e-resource data, access, management and assessment needs.



iSchool students networking at Serials Solutions iMentorship event

Think creatively about retirement income



By planning ahead, you can support the iSchool and increase your retirement income. One way is to establish a charitable remainder unitrust, which provides you income for life and helps the UW fulfill its educational mission. You can fund it with many types of assets, including cash, securities and real estate. You'll receive an immediate income tax deduction, provide yourself or someone else with an annual income, and support the iSchool in a meaningful way.

Learn More

Contact Amy Scott
206-685-3289 or amyscott@uw.edu
Or visit the UW Planned Giving website at giving.uw.edu/plannedgiving

Upcoming iSchool Events

iSchool Research Fair
Nov. 15, 6:30-8:00 pm
Burke Museum of Natural History and Culture

**ALA Midwinter 2013
Alumni & Friends Reception**
Jan. 27, 5:30-7:30 pm
Seattle Public Library

Employer Connections Fair
Jan. 30, 1:30-4:30 pm
Husky Union Building

iAffiliates Day
Apr. 11, 8:00 am-2:00 pm
Husky Union Building

Mobile UX Camp
May 18, 9:00 am-5:00 pm
Mary Gates Hall Commons

Capstone
June 6, 6:00-9:00 pm
Husky Union Building

!On the Future
that explores the research being conducted at the iSchool and how it can help shape our future. The program airs on UWTV (Channel 27 in the Puget Sound area) on the dates and times noted below. Thank you to Intel, Microsoft Research, and Arnie and Sue Buerk for providing financial support to help make this documentary possible.

Nov. 17, 6:00 pm

Nov. 18, 12:30 pm

Nov. 24, 6:00 pm

Nov. 25, 12:30 pm

Dec. 1, 6:00 pm

Dec. 2, 12:30 pm

Dec. 8, 6:00 pm

Dec. 13, 4:00 pm