

iNews

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Distinguished Alumnus 2013

Mike Crandall's career spans the information field from the private to the public sector

By Clark Heideger



In naming Michael Crandall the recipient of the 2013 Distinguished Alumnus Award, the UW iSchool is getting something of a “twofer.” Typically, the award is given to an individual based on the overall impact of their career. In Crandall's case, however, we are effectively talking about the impact of two careers — the first taking place in private sector, and a second as iSchool senior lecturer and chair of the Masters of Science and Information Management Program (MSIM).

Despite Crandall's connection with MSIM, this is very much a library story. During the span of his two interconnected careers, information has undergone a remarkable transition: it's grown from a scarce resource that had to be cared for and parsed out by trained experts to an overabundant resource that must be filtered in order to be understood, utilized, and preserved.

For Crandall, it started in the early 1980s. The PC had just appeared on the horizon, and eight years of running a bicycle shop on San Juan Island had him craving intellectual stimulation. “I found myself thinking about how PCs would impact the way people used information,” recalls Crandall. “I ended up thinking the Library School could be a good place to dive into this.”

So, Crandall began to pursue his MLS at the UW Library School. At the time, Professor Raya Fidel had secured an NSF grant to look at the then-nascent concept of online search behaviors. Crandall joined that team and found himself traveling up and down the west coast, interviewing librarians in order to identify patterns in how the online systems were being utilized.

After receiving his degree in 1986, Crandall joined the Boeing technical library as a research librarian, working with internal electronic information. He developed a robust collection that was somewhat hampered by the then-obligatory email.

But that changed quickly. “The Web came along in the early '90s, and suddenly this huge repository of electronic information turned into a gold mine for Boeing,” says Crandall. “Now users could put their eyeballs on information quickly rather than request that it be located and sent to them.”

Crandall's next stop was Microsoft, a company that at the time was also coming to grips with the possibilities of the Web. “They wanted to redo their intranet, and they brought me in to basically manage the team,” says Crandall. He was charged with creating an infrastructure to manage content over a distributed environment.

“We built an XML framework that took content from about 17 portals and crammed it into one in a common access format, basically saving the cost they were spending on each of those portals,” says Crandall.

That's when the Bill and Melinda Gates Foundation called, looking for someone to help manage its first program. Next thing Crandall knew, he found himself working with public librarians across the country — this time as part of a team installing

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Celebrated storyteller shines light on children's librarians

By Mary Lynn Lyke



With fingertips clawing the air, eyes wide, and a body attuned to every word in her story, Margaret Read MacDonald reenacts the tale of a happy little mouse, swimming hard in a river current, ignoring the willow trees' warnings to avoid — she lowers her voice — the deep water. The heedless mouse swims right into it. Up jumps a big pike and, gulp, swallows the mouse. “The End,” she announces.

It's not a nice story: the mouse dies. No miracles or heroics to save him. But the one-minute tale, first told to MacDonald by an Alaskan elder whose father had repeated it to her every night as a child, serves as a warning to children to be cautious and alert, whether the dangers they face are prowling polar bears or zipping traffic on urban streets. “These old stories can show children ways to be in the world,” says the celebrated storyteller, this year's winner of the iSchool Notable Achievement Alumni Award. “Many of the stories have

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Dean's message



It is a great pleasure to talk with alumni about our school. It is among the most joyful of my tasks as dean. Whether a graduate of 1962 or 2012, each has benefitted from a shared and enriching experience, and can appreciate the bedrock principles inherent in our programs.

I realize, however, that these are very much insider views, the result of prolonged and intimate experiences. By contrast, the UW iSchool will soon

benefit from an outside perspective, when a team representing the American Library Association (ALA) makes its upcoming site visit. The visit is the culmination of the ALA's formal accreditation review — a procedure that takes place every seven years, on which the decision regarding the continued accreditation of our library program is based.

Of course, Master of Library and Information Science Program Chair Joseph Janes would stress that accreditation is actually an ongoing process. Our relationship with ALA is one of continuous improvement and engagement, including annual statistical reports and a narrative every other year.

But the seven-year review is nevertheless the Big Event. Having already received our carefully prepared documentation*, the site visit team will now review our program in action. Their report will be based on meetings with faculty, students, staff, alumni and university administrators. The final decision will be presented to us at the ALA Midwinter Meeting in Philadelphia.

We welcome their perspective and are eager to learn the outcome. It's a wonderful opportunity to showcase the program to an external and critical audience, and we expect good, constructive feedback.

Now admittedly, I am biased. But I expect them to be impressed. I think the visit will reveal excellence that is second to none.

The UW Library School was originally accredited by ALA in 1924. That was the first year of accreditations by ALA, and our school has been continuously accredited ever since — one of just six schools that can make that claim, and the only one west of the Mississippi.

When Mike Eisenberg became dean in 1998, he was immediately


immersed in the accreditation process. At that time, MLIS was the only degree offered by the School, although plans for a Ph.D. program were in the works. When I became dean in 2006, we again underwent the accreditation process. By that time, the School offered a full repertoire of programs in addition to the MLIS, including Bachelor of Science in Informatics, Ph.D. in Information Science, and Master of Science in Information Management.

So when you think about it, this is only the second cycle in which ALA is coming to look at a school with such a full compliment of programmatic offerings. And while it is the library program that is being accredited, I don't think it can be viewed in a vacuum. Our school's range of degree programs, combined with its diverse faculty, brings all manner of perspectives and orientations into the equation. The result is a synergistic experience that can only enrich libraries and librarians.

At the risk of being presumptuous, it is interesting to look ahead to what ALA might observe seven years from now at their next site visit. As I've said, our school prides itself on its diverse, interdisciplinary nature. Our faculty members come from an array of backgrounds in addition to librarianship, including health sciences, computer science, psychology and law. Even so, we continually strive for more. We recently acquired three new faculty members in Emma Spiro, David Stearns and Jevin West. We expect to bring in six more in the coming year.

These new hires will have a further transformational effect. The school will benefit from the interdisciplinary background of these new individuals, from interaction with their networks and colleagues, and most of all from their drive and energy. The iSchool that ALA comes to visit in 2020 will be very different from the one being visited today.

And yet, it will also be the same. As I noted at the outset, our bedrock principles remain a constant. We possess a clearly articulated mission and values, and faculty and staff dedicated to keeping the school on track — wherever that track should lead us. This is something alumni of all ages can relate to, and take pride in.

*All iSchool alumni are welcome to read our Program Presentation for the Committee on Accreditation for the American Library Association. You will find it at ischool.uw.edu/ALAAccreditation 

Eyeing the future of libraries

iSchool Associate Professor Joseph Janes talks about his provocative new book

Edited by Clark Heideger

School Associate Professor and MLIS Program Chair Joseph Janes has created something of a stir with his newly released book “Library 2020: Today's Leading Visionaries Describe Tomorrow's Library,” published earlier this year by Scarecrow Press. iNews sat down with Janes for a question-and-answer session on the work.

iNews: How did you get started on this project? What was the impetus for your book?

Janes: There's lots of discussion about the future of libraries these days from lots

of different perspectives, and that conversation has deepened over the last couple years. My publisher came to me last year and asked if I would do a book about the future of libraries.

The publisher gave me the title, “Library 2020,” which I think was meant to be a sort of play on 20/20 vision. I didn't take that bait, but I did like the date — it's just far enough out to be interesting, but not so far as to be science fiction. So I reached out to a variety of people from many different aspects of the profession in the library world, and I asked them to write a piece starting with “The library in 2020 will be [fill in blank].”

I didn't dictate the topics, just the starting point, and let them go from there.

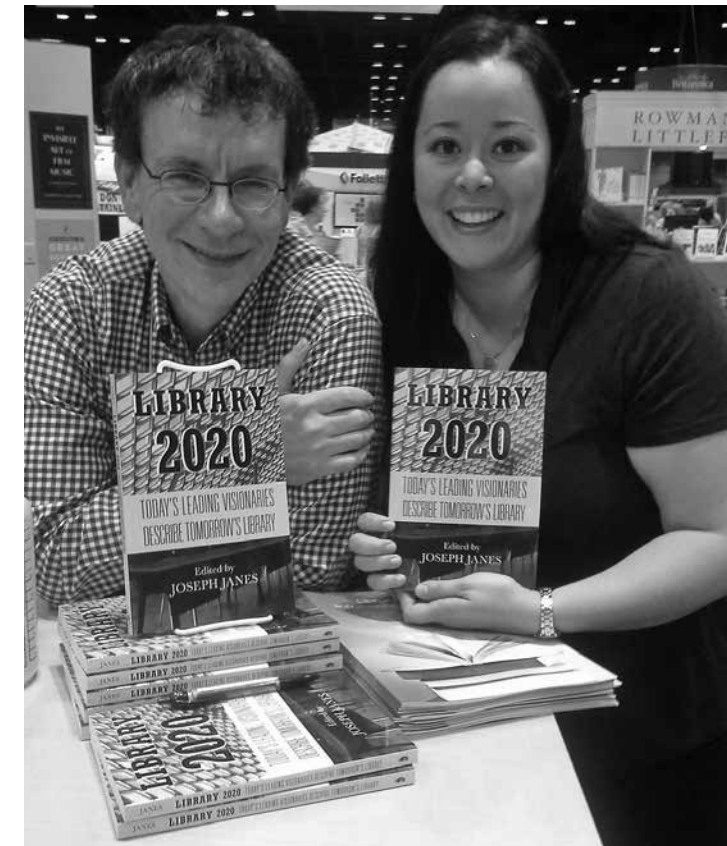
The result is a collection of 24 short pieces, each three to seven pages long, that are quite focused and quite varied. I put them in fairly broad categories of my own devising. Several authors wrote about materials, resources, collections and so on; that wound up in a section called “Stuff.” A number of people focused on the library as a building, a web presence, a community center, and they wound up in a section called “Place.” There's also “People,” “Community” and “Leadership and Vision.”

Combined, it makes for a diverse and interesting read. The response has certainly been positive, which is gratifying.

Who is the audience?

It's not written for any particular segment of the field. It's meant to be broad and accessible to anybody, from the head of a library that is thinking about where the profession is going to the new person who's trying to map out a strategy for their career. I did a book signing at ALA a while ago and one of the first people to talk with me was the head of a state library

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Author Joe Janes and MLIS program advisor Marie Potter at ALA 2013

Eyeing the future. . . continued from page 2

trustees association, saying they're going to use it as a training piece for trustees to help them understand what's happening in public libraries. And I know of at least two people who are going to use it as a supplementary textbook in classes this year.

How did you select your authors?

My approach was that I wanted it to be fun, but it must be professional. It's mainly people I've met along the way as I've made my way through the profession. I'm fortunate to have a good range of contacts within the community. I wanted to get a good mix: people from different types and sizes of libraries in U.S. and Canada. Also, I didn't want it to just be the old guard — I specifically sought out a few people who are new to the profession.

Can you tell us about some of the contributions?

I absolutely do not have a favorite, but several stand out as really provocative. A number wrote pieces about how the nature of resources is changing as we move from analog to digital to streaming to cloud-based. Cliff Lynch described how the marketplace for cultural objects seems to be migrating from sales to licensing. Meaning the objects aren't yours to do whatever you want with for eternity — you just have it for a while until the

publisher decides to change the license. That's a different way of thinking about what a library is — it isn't a repository so much as it is a switchboard, and the library model becomes one of rights management and finances.

Others talked about the public library as an agent for civil engagement. Susan Hildreth wrote that in a nation and communities that are very divided, the library is still one of the really neutral, trusted places, creating an opportunity for bringing communities together to talk about important issues — and just to interact in general.

Another one I really love is by James Rosenzweig, one of our alumni, in which he describes the library of the future as an information base camp. He uses the mountaineering metaphor of a basecamp as a place where people can get advice, share ideas, share the benefit of experience, and then strike out on their own in an information environment that is increasingly wild. He also has a great line: “. . .we need to recognize that our job isn't to convince people not to use the world of information we don't control or maintain.” Which to be honest, we kind of do! So it's the same paradigm: how much effort do we put in the traditional world, and how much in the new world?

This is contrasted by a piece by Ruth Faklis, who runs a suburban Chicago public library system. Ruth injects a little bit of day-to-day reality,

saying we'll still have gang kids and people sleeping in the stacks and you've got to keep the fire extinguishers charged and so on. As a librarian, you've just got to keep going.

I end with a piece by Dan Chudnov in which he fills in the blank by saying the library in 2020 will be a crumbling ruin. Then he looks back at the missed opportunities and things libraries could have or should have done over the years to prevent it. It's really depressing, but then he finishes by essentially saying that's why we've got to fight. We've got to fight for our communities, and for our right to determine our information future. That's what librarians do.

Actually, the book doesn't end there, does it?

That's true. My piece appears at the end in a section titled “My Turn.” In it, I talk about how much of librarianship going forward can legitimately be about access. If we just present ourselves as “come to us and get stuff,” well, that's not a game we're going to win, because in the future there's going to be way more ways to get stuff than there is currently. So where do we put our effort? How much time and money and effort do we dedicate to traditional media, typically high in quality and interest, with tons of restrictions, increasingly held by fewer companies which charge higher prices? And how much do we encourage and foster the freely available world of information, still emerging, where we can have a significant impact long-term? That's a powerful question for the long-term of the field and the institution.


From my own perspective, from what I've seen over the last year or two, there is a real sense of possibility. A feeling that all is not lost, we've come through the economic crisis — it's not fantastic for us right now, but we've come through it. I see lots of reasons to be optimistic and hopeful. So I wanted to end with something encouraging. I didn't want people to go through the journey of reading this book only to hear “we're all doomed!” Nobody wants to read that, plus, I don't believe it.

Earlier you said the response has been very positive. Can you elaborate?

Well, the first print run sold out before there were any reviews. When you consider how much the library market is tied to reviews, that's saying something.

It's also gotten some attention in social media and the blogosphere. I think my favorite was a tweet that said something like, “I'm simultaneously really irritated and intrigued by this.” I tweeted back, “Good, that's exactly what I had in mind.”

“If after reading this book you are a little mad and kind of incited to do something, then my work is done.”

NOTE: “Library 2020” is available in paperback and eBook from Scarecrow Press, an imprint of Rowman & Littlefield at rowman.com/ISBN/9780810887145 

Getting it done

The iSchool's U.S. Impact Study research group helps communities foster digital inclusion

By Clark Heideger

“What doesn’t get measured doesn’t get done.” That old saying is true as far as it goes. But while it can be relatively easy to know what you want to measure, it’s another thing entirely to know how to go about doing it. To that end, the iSchool’s U.S. Impact Study, a research group focused on public libraries and community technology centers, has helped community non-profits measure the effectiveness of their public technology programs.

At stake is digital inclusion — the ability of community members to access and utilize technology. A luxury as recently as ten years ago, digital access is now central to self-sufficiency in America, critical to such necessities as applying for a job, accessing health care, participating in a child’s school progress, and engaging in lifelong learning. Even something as seemingly mundane as comparison shopping now requires basic digital skills.

“You can’t be included in today’s society unless you are part of the digital world,” says Samantha Becker, the research manager working with iSchool faculty advisor Michael Crandall on the U.S. Impact Study. “It’s really not possible anymore.”

In the U.S., the nation’s 9,200 library systems have taken the lead in providing public access to technology, and the U.S. Impact Study’s work is primarily focusing on libraries. But libraries are not alone in this outreach. There are also many community technology providers. Mostly non-profits, they often focus on niche populations with special needs related to such factors as language, culture, and economics.

This fact was not lost on the organizers of the \$7.2 billion Broadband Technology Opportunity Program (BTOP). According to the Department of Commerce’s National Telecommunications and Information Administration Website, a portion of this Recovery Act Program was aimed at supporting “Projects that focus on increasing broadband Internet usage and adoption, including vulnerable populations where broadband technology traditionally has been underutilized.”

The U.S. Impact Study worked with community technology providers across Washington state who received BTOP funding, helping them more effectively collect data about their activities and clients and better evaluate their programs. Their work became a national model for other BTOP recipients. The purpose of measurement was twofold: to help organizations make programmatic decisions, and to help justify future funding in the eyes of politicians and other stakeholders.

While adept at their core outreach capabilities, many technology providers lack measurement savvy. A typical report might simply indicate the

total number of participants, with success defined by self-reporting. This is flawed. “You can’t ask a non-user how confident they feel about their skills or whether they’ve learned something, because they don’t know enough yet to know whether they’ve mastered a new skill,” explains Becker. “So you have to figure out different ways of evaluating whether your programs are effective.”

To do this, the U.S. Impact Study established a monitoring and evaluation framework. “We laid out domains of impact on peoples lives, and then enumerated different high-value ways that technology could potentially help people accomplish important personal or family goals.” U.S. Impact Study identified roughly 160 indicators, and then helped organizations choose indicators that matched their mandate.

So for example, instead of asking a user to rate their class experience on a scale of 1-5, they might instead ask, “were you able to send an attachment with an email after taking this class?” or “were you able to apply for a job online after taking this class?”


Thanks to the U.S. Impact Study, the resulting hard numbers helped organizations better demonstrate return on investment, which is critical in an era of heightened budgetary scrutiny. To funders, there is a huge difference between “we offered 60 classes” and “we helped 60 people find jobs.” As Becker notes, “It creates a big difference in what you tell your stakeholders.”

The success of this measurement was recently underscored when four of the organizations Becker and her research group worked with went on to qualify for additional support from the City of Seattle’s 2013 Technology Matching Fund. The organizations include Asian Counseling and Referral Service; Jefferson Terrace (Seattle Housing Authority); Horn of Africa Services; and Neighborhood House.

“What the iSchool brings to this is an understanding of digital inclusion in a very broad, societal way,” says Becker, herself an iSchool alumna. “We understand how people seek and find information. We understand how they use technology, and the bigger issues of digital inclusion in terms of how people are really excluded, and what needs to be put into place to make them included.”

Now that the BTOP program has concluded, the U.S. Impact Study has moved on to other challenges. These include the Edge Initiative, a collaboration among many major public library stakeholder that seeks to help libraries evaluate their technology resources and services against a set of benchmarks, and also the Impact Survey, a tool to help public libraries survey their patrons on the ways they use library technology and the impact it has had on their libraries, once again for purposes of needs assessment and interaction with stakeholders — i.e. data that can be provided to city councils and city managers to justify funding.

Technology can have real and genuine impact on people’s lives. Sadly, however, it’s all too easy to undervalue these enriching benefits if you don’t know what to look for. But thanks to the iSchool’s U.S. Impact Study research group, things are getting measured, and things are getting done.

To read more about the U.S. Impact study, visit impact.ischool.uw.edu. 

Libraries and early literacy

Ground-breaking iSchool study helps fill the research gap

By Mary Lynn Lyke



In the age of accountability, all organizations need proof that what they do matters. Funders want facts, policymakers demand measurable progress. So when iSchool researcher Eliza Dresang, recipient of an Institute of Museum and Library Services (IMLS) National Leadership Planning grant, gathered a group of public librarians from across the state and asked them what they’d like to see on her research agenda, the reply was unanimous.

“They all said early literacy,” says the noted scholar, who holds the endowed Beverly Cleary Professorship in Children and Youth Services at the iSchool. “They really wanted to know if what they were doing at their libraries was making a difference or not.”

Dresang found that research connecting libraries’ early literacy efforts and children’s readiness to read was scarce to non-existent. She dug into the subject and, with state and national research partners, produced an authoritative white paper examining current research and practice and asking “Where do we go from here?”

That widely-publicized paper was a leading influence in the IMLS move to turn its own research lens on early literacy and, in June this year, publish the influential report “Growing Young Minds: How Museums and Libraries Create Lifelong Learners.” The report calls on policymakers to recognize museums and libraries as mainstream partners in the national conversation on early literacy. In too many communities, “museums and

libraries are not ‘at the table’ helping to craft the policies and practices that link children and their families to early learning resources,” the report states.

Dresang provided not only grist and inspiration for the IMLS report, she was a major behind-the-scenes player, serving as one of the key advisers and commenting on early drafts. “They wanted advice on how to develop it and what was important about it,” says the iSchool professor, author of the much-cited “Radical Change: Books for Youth in a Digital Age.”

The IMLS report points to the urgency of addressing the pressing issue of early literacy. Studies show too many American children — particularly children of poverty — enter kindergarten without reading-ready skills and once they fall behind, many never catch up. “Kindergarten is too late, children need to start earlier,” says Dresang. “Schools can’t do that, but other agencies can.”

Even in Washington state, nearly half of young children enter kindergarten with inadequate skills in language, communication, and literacy. But Washington-based organizations, including the Early Learning Public Library Partnership, the Foundation for Early Learning, and the Washington State Library, are aggressively tackling the problem. The IMLS report highlights their determined efforts in a section called “Success Spotlights,” which also describes how the iSchool answered state library leaders’ call for evidence-

based program evaluations by developing pioneering research on library storytimes.

“The IMLS report has many examples and case studies that show great programs going on in libraries and museums, but ours is the only research study,” says Dresang, who led the storytime study with funding from a three-year IMLS National Leadership Research grant.

Bringing hard-core research rigor to the corner of the library where children ages 0-5 wiggle and giggle and clap and gasp at storytime was no easy task. “It is very difficult to design research studies in informal learning situations, because you can’t count on who is going to be there,” says Dresang.

The study was a massive undertaking. Dresang needed a large, random sampling of libraries from every corner of the state. She also needed enough researchers

“Everyone thinks storytimes are good. They have lasted for over 100 years. But we are moving into an age where it’s not enough to say we know they are good, we have to know why they are good, how they are good, and if there is a way to make them better.” – Eliza Dresang, Beverly Cleary Professor in Children and Youth Services.

to collect data from those 40 libraries. Dresang invited her on-campus and on-line students to participate in her graduate research seminar class, and provided volunteers with measurement tools that allowed them to reliably and consistently code children’s interactions and reactions during storytime. “It’s not typical for masters students to be involved in actual research projects — not where you are actually going to use the data,” says Dresang.

In year two, the iSchool team observed 20 libraries in a control group and 20 in an experimental group that used evidence-based tools and training based on year-one data. The new techniques concentrated on children’s acquisition of letter knowledge and phonological awareness — the skills most important for beginning readers. “Librarians and children

in the experimental group showed statistically significant improvement in these two goals and their behavioral indicators while the control group did not,” says Dresang. “What that said to us is that you can purposefully focus on these early learning principles in storytime and it will impact the program and the children. There is no other study that has shown this.”

By the end of the data collection, her research team had logged 24,000 miles, and observed and coded 240 storytimes. That wouldn’t have been possible, Dresang says, without the cooperation of the librarians and the dedication of her volunteer iSchool students.

Dresang is now in her third year of the grant, with another ambitious agenda. Her research team, partnered with state library organizations, is building a website where tools developed in the research project can be posted for public

use. Dresang is also connecting the libraries in the study with the schools where the children will attend kindergarten. “We want to see if we can help schools and libraries work together and establish liaisons.”

Meanwhile, the state library system is making preparations to provide training for all libraries based on the planning and evaluation tools developed for the iSchool storytime research. Facts are finally in hand. “Everyone thinks storytimes are good. They have lasted for over 100 years,” says Dresang. “But we are moving into an age where it’s not enough to say we know they are good, we have to know why they are good, how they are good, and if there is a way to make them better. And I think, with this study, we have found that there is a way to make them even more effective.” 

Diversifying the Information Field

iSchool Ph.D. students lead the way

By Mary Lynn Lyke



Lassana Magassa

As an iSchool Information Diversity Ambassador, Ph.D. candidate Lassana Magassa gives prospective recruits a student's-eye view of the school's scholarly community — a community where multi-cultural, multi-ethnic voices increasingly enrich discussions and empower problem-solving in complex research arenas. “I show them the wide array of people from all walks of life at the school and encourage them that they belong here,” says Magassa, who researches computer literacy in marginalized populations.

The more alternative points of view brought to the academic table, the better the decision-making, says Magassa, who brings his own experiences as an African American raised in Harlem to that conversation. “In addressing any information problem, without that level of diversity, we tend to reinforce our own beliefs.”

“I believe excellence in information provision and practice is only available to those who embrace the tremendous diversity we have culturally and ethnically in this country.” – Dean Harry Bruce

The Information Diversity Ambassador program is one of multiple strategies the iSchool uses to increase its ranks of graduate students of color. The school also has its own Diversity Committee, composed of faculty, staff, and students, and a full-time diversity programs advisor, Cynthia del Rosario. “There is probably no other academic unit anywhere that has a position solely dedicated to diversity,” says del Rosario, who is deeply committed to bringing new, underrepresented voices to an information field still dominated by white males. “We are in an information economy, and when communities don't have people who understand cultural nuances to effectively work in their best interests, vulnerable communities will continue to go underserved and will get further and further behind, socially and economically. That puts it upon us to make the difference.”

Del Rosario actively recruits for all iSchool graduate and undergraduate programs, reaching out to underrepresented and underserved populations that include communities of color, immigrant communities, LGBTQ students, students from low socio-economic backgrounds, students who are the first in their family

to attend college or graduate school, and many others who can become information leaders lending new voices to top companies and academic institutions. “We need to do things that are proactive and deliberate. Inequities must be addressed,” says del Rosario, who is mixed race, Chinese American and White.

Aggressive diversification strategies at the iSchool have had a measurable impact on student demographics. In Magassa's group of 47 information science doctoral students, 21 come from diverse backgrounds, among them Native Americans, Latinos, African Americans, Asians, Pacific Islanders, and international students. That's almost half the Ph.D. candidates.



Jeff Huang

And among Ph.D. graduates in the 2013 class, a remarkable six out of eight were minorities. One of those was Jeff Huang. “It felt welcoming at the iSchool, like everyone in my cohort was from a different background or country. When we got together, everyone felt comfortable sharing their own experiences because everyone was so different,” says Huang, who is now the only Asian American in the computer science department at Brown University, where he teaches user interfaces and human computer interaction.

He is, says Huang, actively discussing diversity among new peers, organizing get-togethers, and sharing “a little of the iSchool culture.”

The welcoming culture at the interdisciplinary iSchool is no accident. Along with inviting a world of ideas, it invites a world of new scholars to continually expand them. “I believe excellence in information provision and practice is only available to those who embrace the tremendous diversity we have culturally and ethnically in this country,” says iSchool Dean Harry Bruce.

Diversity efforts at the iSchool include establishing a four-year Washington Doctoral Initiative (WDI) fellowship program, funded by an Institute of Museum and Library Services grant and aimed at diversification of the library and information science fields. The WDI program has financially supported four Ph.D. students at the iSchool, including Magassa, and provided them with an intensive doctoral mentoring program.

Another WDI fellow, doctoral candidate Beth Patin, has been instrumental in



Beth Patin

shaping the iSchool's iEracism student group. “The idea was to start a proactive group that really looked at curricula and policies affecting us as students that haven't been looked at through a critical race lens,” says Patin, who co-designed a course at the iSchool with Professor Eliza Dresang teaching cultural competencies using multicultural material for youth.

Patin and other graduate students agree that one area needing improvement at the iSchool is diversity in faculty hiring. “We have only a few U.S. ethnics on faculty, and every other person of color is from another country. That's not to say the international faculty don't bring diversity, but the experience of a professor from another country is very different from someone who has faced cultural pressures in the United States,” says Patin, whose father was the first African American in Alabama to go to a white school, escorted by National Guard troops.

The iSchool, which plans to add six new faculty members in the coming year, is tackling hiring diversity from multiple angles. “Every single faculty job description going out for new positions requires a diversity statement from applicants, similar to teaching and research statements,” says del Rosario. “We are working with faculty search committees to help them understand what that means and how it is weighed into the criteria when reading packages, doing phone interviews, and conducting interviews.”

Factored in that matrix is expertise working with diverse populations. “It's not only about your racial or ethnic background as a faculty member, it's about the experience you bring and how you integrate diversity into your research and course content and pedagogy,” says del Rosario.

Faculty members of color provide students important role models and mentorship, say iSchool students and alumni. “If you teach a subject matter from only one perspective, it gets boring and you lose different points of view,” says Parmit Chilana, born in New Delhi, raised in Canada, and part of the multi-ethnic '13 graduating Ph.D. class.



Parmit Chilana

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iSchool Ph.D's Duarte and Belarde-Lewis meet information needs in Indian country

By Mary Lynn Lyke

Two long-time friends, both Native American, both young professionals, had a bet: If they applied, would either of them be accepted into the University of Washington Information School Ph.D. program? Marisa Duarte, Pascua Yaqui, worked in library sciences; Miranda Belarde-Lewis, raised Tlingit and Zuni, worked in the museum field. “We both realized there was just not enough room for us to grow in those fields as Native women representing our community,” says Duarte.



Marisa Duarte and Miranda Belarde-Lewis at the 2013 graduation

The UW iSchool was the only place they even considered attending. The reason: iSchool Associate Dean for Research Cheryl Metoyer, Eastern Band Cherokee and one of the only Native American faculty members at any information school nationwide. Duarte and Belarde-Lewis had first met Metoyer at a Tribal Archives, Libraries, and Museums conference. “The moment I met Cheryl, I was struck by her diplomacy, her complete confidence,” says Duarte. “She has a real commitment to providing services to Indian country. Nothing gets in the way of that, and I like that a lot.”

To their surprise, both Duarte and Belarde-Lewis were accepted at the iSchool, becoming part of a Ph.D. cohort that grew to include six Native American and indigenous doctoral candidates. The scholars included Belarde-Lewis and Duarte, Sheryl A. Day (Chamorro), Allison B. Krebs (Anishinaabe), Juan Carlos Chavez (Yaqui), and Sandra Littletree (Navajo/Shoshone).

Gathering from different Native homelands and cultures, they formed the only concentration of indigenous students in any information science doctoral program. “We are the only information school that has critical mass. This is extraordinary,” says Metoyer, who was the second Native American Ph.D. in library and information science when she earned her doctoral degree from Indiana University in 1976.

Decades later, the field still cries for more Native American Ph.D.s — scholars who can bring their knowledge to bear on the complicated policy questions arising

as information systems impact Indian Country. “In the context of nation-rebuilding, we face enormous challenges,” says Metoyer. “All the challenges the U.S. government faces, we have that in a microcosm. Information is the underpinning of all that. Access to it and control of it are critically important.”

Within sovereign Native nations, where Indigenous people live under different systems, with different customs and philosophies and world views, new information challenges come from all directions, in all forms. What happens when outside policies stall tribal access to broadband internet? Do tribal leaders even want that access? Can new technologies properly document ancestral wisdom? Should they? What regulations cover uninvited intrusion of new technologies in Native homelands? “Think about drones flying over tribal lands, collecting data and transmitting as they go. What does that mean for the sovereignty of tribes? Can we have some ownership of the data? Can we keep them off tribal lands?” asks Duarte, who graduated with Belarde-Lewis in June.

In their dissertations for the iSchool, she and Belarde-Lewis, who first bonded as undergraduates at the University of Arizona, took a hard look at how information and technology sciences affect Native self-determination.

Belarde-Lewis, who holds a master's degree from the UW's Museology Graduate Program, turned a research lens on intellectual property and protection of indigenous knowledge, concentrating on her Zuni homeland. There, for generations upon generations, outsiders have written descriptions and taken photos of sacred Pueblo ceremonies and art forms, carrying them away and, too often, presenting them out of context and without full tribal permission. Now anyone with an iPhone can snap, upload, and post a photo of a sacred ritual despite policies in place to prevent it. “In Zuni, we have a law that lets any community member who sees someone recording take away that person's camera, film, or phone and delete those images,” says Belarde-Lewis, whose studies were supported by a GO-MAP scholarship aimed at bringing diversity to the academic community at the UW.

Duarte's dissertation explores the need for sovereign tribes to take ownership of their own broadband internet infrastructures and services. Commanding their own corner of the web, individual tribes can circulate information across Indian Country on protection of sovereign lands, waters, and peoples. “If you add these corners of invisible networks, and put on top of that ownership of the hardware, you have potential for tremendous innovation

on tribal lands,” says Duarte, funded in her studies by a Social Science Research Council grant and a Washington Doctoral Initiative fellowship promoting diversity in the library and information science field.

Duarte is continuing her research this fall in a post-doctoral fellowship at the American Indian Studies Program at the University of Illinois, Urbana Champaign, where she is writing a book on building new media in Indian Country. She hopes her research will inform national policy, including FCC decisions on regulations regarding tribal infrastructure build out. At the iSchool, Duarte and Belarde-Lewis helped establish the Indigenous Information Research Group, which advocates for social justice for Native populations. The group has helped the National Congress of American Indians evaluate its website to improve services; advised the Law Library of Congress on how to wrap tribal nations into the One World Law Library Project; and set up a long-term partnership to advise the National Indian Child Welfare Association.

The field still cries for more Native American Ph.D.s – scholars who can bring their knowledge to bear on the complicated policy questions arising as information systems impact Indian Country. “In the context of nation-rebuilding, we face enormous challenges. All the challenges the U.S. government faces, we have that in a microcosm. Information is the underpinning of all that. Access to it and control of it are critically important.” – Cheryl Metoyer, associate dean for research

A strong commitment to community is one of the core values shared by the iSchool's Indigenous doctoral cohort, which has become its own family, says Metoyer. It is a family that operates in its own Native ways. Trust is strong. Work is collaborative, not competitive. Practices are reflective, contemplative. Goals are shared. “We all have a fundamental respect for each other, for our people, and for our work,” says the associate professor.

And, like in any Indigenous community, family is, has been, and will forever be family. That includes two good friends who once took a bet on their future and applied at the iSchool. “Marisa and Miranda have gone through the formal process of graduating,” says Metoyer, “but they haven't really left us or our work. Their abiding presence remains.”

Thank you for your support

We thank the many alumni, friends and organization that supported the Information School through their gifts and grants during the 2012-13 fiscal year (July 1, 2012 - June 30, 2013). 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 Michele Norris, director for advancement, at 206-543-4458 or mnorris@uw.edu .

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Scholarship is a surprise birthday gift for alumna



From left to right: Peggy Fine, Priscilla (Pinky) Privat (MFA '59), John Privat (MBA '59), Jeannette Privat (MLIS '69), iSchool Dean Harry Bruce, Michele Norris

School alumna Jeannette Privat (MLIS '69) was familiar with the kind of practical jokes that her brother, John Privat (MBA '59), was famous for executing — car swapping and door-opening pranks. But Jeannette's surprise birthday gift was no joke — an endowed scholarship established in her honor.

The Jeannette Privat Endowment for Librarianship will provide financial assistance to MLIS students interested in pursuing careers in librarianship. The first recipient was selected this fall.

All of this came by complete surprise in a gift from John and his wife Pinky (MFA '59), a sorority sister of Jeannette's. (Jeanette introduced the two.) "I shouldn't be shocked by John's surprises by now, but I never expected anything like this! It's such a remarkable gift!" Privat said. "My mother and father instilled in John and me a mission of 'giving back.' This scholarship is a wonderful gift to me and a tribute to the legacy that my parents left for us."

Jeannette started and managed the library at Seattle First National Bank, the first bank library in the Northwest. As a corporate customer of Jeannette's, John witnessed firsthand the knowledge and expertise that she developed from her master's degree in librarianship. The Privats' parents had strongly encouraged their children to attend college and had helped fund their education. Through this gift, John and Pinky want to provide similar opportunities to MLIS students who show initiative and talent, but who need financial assistance to reach their career goals.

Jeannette plans to include the scholarship in her will. This year she also established a full-time paid internship at Mount Rainier National Park. Privat serves on the board of the Washington National Park Fund (WNPF) and it was during a tour of Mount Rainier National Park with the Park Superintendent that she realized the need for an Information School student.

"I could see what a difference an iSchool student would make for the Mount Rainier National Park as well as providing a great educational experience for a student," explained Privat, "and it has been exciting, and rewarding, to see it all come together." ☺

Lifelong friendship inspires creation of Mae Benne scholarship in public librarianship

By Peggy Fine



Mae Benne and Ursula Meyer in New Zealand

When retired iSchool professor Mae Benne accepted her first library position as children and youth services librarian at the Yakima Valley Regional Library, she was welcomed by an enthusiastic neighbor — the Yakima bookmobile librarian, Ursula Meyer. Benne never imagined that the same outgoing library colleague and friend who greeted her that day with an overwhelming “Welcome to Yakima!” would honor her more than 50 years later by creating the Mae Benne Endowed Scholarship through an estate gift. Meyer died on April 15, 2011 in Stockton, CA at the age of 83.

“Humbled and awed,” is how Benne describes her reaction when she learned of the scholarship that Meyer created in her name. “The friendships that you develop in library school, and in early-career jobs, can be long-lasting and cherished.”

Meyer and Benne shared a passion for public libraries, politics, and travel and both have been committed to the difference that one can make through librarianship. “A few extraordinary leaders in our profession helped me realize that librarianship could be anything that I wanted it to be,” Meyer stated in her retirement speech in 1994. “I chose the public library because I was convinced, and am still convinced, that the public library can give each individual, regardless of his or her background, educational level, or cultural heritage, an opportunity to reach the pinnacle of her or his ambition. I continue to be totally committed to the supposition that education in the broad sense is the answer to nearly all of our societal ills.”

Benne and Meyer benefited from some of the same exceptional leadership in the field. “Yakima Library Director

Helen Gilbert taught us both the practicalities of running a public library,” explained Benne. “It was also during this period that Ursula and I became lifelong friends. We were incredibly lucky to have sat at Helen Gilbert’s feet all those years ago.”

Meyer was born in the Free City of Danzing, now Gdansk, Poland, in 1927. According to a biography compiled by Benne, Meyers had a privileged early childhood as part of a prominent and well-educated Jewish banking family. In 1938 her family left Germany to escape the Holocaust and after living in England and Brazil, settled in Beverly Hills, CA.

Meyer spent most of her adult life in California where she received an undergraduate degree in international relations, did graduate work in history, and received a secondary teaching credential, all at the University of California, Los Angeles. She earned her master’s degree in library science at the University of Southern California and later was awarded a fellowship to continue her professional education at the University of Wisconsin under the direction of Professor Margaret Monroe. Monroe was also honored

by an estate gift to create a scholarship fund at the University of Wisconsin.

Her library career began in Olympia, WA and eventually she moved to Yakima, WA — where she met Benne. Meyer returned to her home state to become the coordinator of the Mountain Valley Cooperative Library System in Sacramento, and finally as the director of library services of the Stockton-San Joaquin County Library System.

Benne explained that serving under a city manager in Stockton brought Meyer into weekly contact with the heads of other city departments: police, fire, public works, parks and recreation, etc. some of whom became friends as well as colleagues. The other part of her job was working with library boards and librarians of small libraries in the county. “Small town life in America had captured her attention early in her career and she never lost her fascination with this way of life,” explained Benne. “Ursula used to tell me that I was the first real American that she had ever met. This intrigued me, as I think she must have been referring to my growing up on a farm in the Midwest.”

Continued on page 13

Syracuse iSchool receives record \$7M gift

The School of Information Studies at Syracuse University recently received a landmark gift of \$7 million from the estate of Mrs. Estelle Wilhelm, a 1939 graduate of the school. A professional librarian for most of her career, Wilhelm died in 2012 in Gillette, New Jersey, and had no surviving relatives.

Wilhelm worked as a children’s librarian from 1939 to 1944 at the Endicott, N.Y. Public Library, the Philadelphia Public Library and the New York Public Library. She later worked for the military as a post librarian at the Battery General Hospital in Rome, Ga., the U.S.

Navy Material Technical Library Catalog Office in New York City and the military base in Cape Lookout, N.C., where her monthly book allowance was said to be \$500.

The estate gift was made in memory of Wilhelm’s mother, Katherine Katchmar, and is the largest single gift in the history of the iSchool. Of the \$7 million gift, \$1 million will be designated for the Syracuse iSchool’s Tech Endowment that provides new and upgraded technology for classrooms and labs.

“We are most appreciative of this generous gift from

our loyal alum, Mrs. Estelle Wilhelm, a graduate of our Masters in Library Science Program and a dedicated and happy librarian for many years,” said Dean of the iSchool and Trustee Professor Elizabeth D. Liddy. “As we plan how to best put her gracious gift to good use for the betterment of our school and the support of our students, we will frequently think back at how much she valued her education with us, her many years in a career she loved, and the great smile on her face when she visited us in 2006 to celebrate her previous gift to the school.”

Mike Eisenberg, dean emeritus and professor of the UW Information School, was excited to hear the news from his alma mater and the iSchool he helped to grow. “This is a momentous occasion not only for the Syracuse iSchool, but for all iSchools as a gift of this magnitude will help solidify its standing on the Syracuse campus. We have long known library and information science alumni are passionate about their field and giving back to the profession. This gift clearly demonstrates that.”

Alumni updates

Adonis Acuario
Informatics, 2004

Adonis is a Senior User Experience Researcher at Amazon.

Michael Bergeson
MLIS, 1991

Michael is currently working as the Seattle Public Library’s archivist within the special collections department. He enjoys the materials with which he works. His last two positions were in the downtown arts department and business department.

Smritilekha Das
MSIM, 2012

Smriti is working as a risk assurance consultant for PricewaterhouseCoopers Seattle.

Jack Falk
MLIS, 2012

Jack is a technical writing consultant in Portland, OR and also recently completed a busy schedule as an itinerant cantor during the Jewish High Holy Day season. He traveled across-the-country in September to perform Rosh Hashana and Yom Kippur services for congregations without a full-time cantor.

Katherine Hagen
MSIM, 2013

Kate has been utilizing her content strategy and project management skills to provide enlightened marketing solutions to online clients.

Jonathan King
MLIS, 2012

Jonathan currently holds the position of archivist I for the Texas State Library and Archives Commission in Austin, TX.

Grove Koger
M.Lib, 1974

Grove has been named associate editor of *Deus Loci*, a journal devoted to the works of novelist and travel writer Lawrence Durrell. Koger’s essay about the Greek mastic trade, “The Tears of Chios,” appeared in the special Greek issue (Summer 2013) of *Illuminations: An International Magazine of Contemporary Writing*.

Mark Linneman
MLib, 1976

Mark will be retiring in October after fourteen years as California State Law Librarian. Over the last forty years he has held a number of positions including director at the University of Kentucky and Melbourne University (Australia).

Shawn McGaff
Informatics, 2010

Earlier this year, Shawn quit his full-time job at Hearst Corp. to run his own digital marketing firm. He makes websites, does search engine optimization (SEO), runs search pay per click (PPC) campaigns and a lot more. He is also working on a tool that aggregates and filters uniform resource locators (URLs) shared in Twitter streams. Follow him on Twitter @designmunchies

Thomas Ng
Informatics, 2010

Thomas is currently a software developer at Microsoft.

Justin Otto
MLIS, 2003

Justin is now the chair of the library faculty at Eastern Washington University.

Linda Pierce
MLIS, 1978

Linda was elected by the faculty to a three-year term as Faculty Regent at Gonzaga University. She is honored to be the first librarian elected to that position.

Annie Searle

Affiliate instructor Annie Searle has just been appointed to a project panel for the Transportation Research Board, a unit of the National Research Council of the National Academies. The panel will provide overall counsel and technical guidance for the National Cooperative Highway Research Program. Searle, who teaches two courses on operational risk in the MSIM program as well as IMT550, has been an affiliate instructor since 2009 in the iSchool. Last month, she chaired the final session of the 2013 Department of Homeland Security (DHS) conference in Washington DC, focused on public-private partnerships in the areas of emergency management, campus resilience, and cybersecurity.

Anne Turner
MLIS, 2001

Anne is a faculty member in the department of health services, School of Public Health with a joint appointment in the department of biomedical informatics and medical education, School of Medicine. Her research focus is public health informatics. She is currently working on a National Library of Medicine funded research project to investigate the use of statistical machine translation for improving access to multilingual health materials in public health. The five-year project is a collaboration with Katrin Kirchoff, Ph.D. in the UW College of Engineering.

Genevieve Williams
MLIS, 2005

Genevieve is currently on a nine-month sabbatical from Pacific Lutheran University while finishing an M.F.A. in popular fiction from the University of Southern Maine. Her current project is an audio drama podcast based on Greek mythology, called “The Hermes & Hekate Road Show,” which can be found on iTunes.

Stephanie Zimmerman
MLIS, 2012

Stephanie is currently director of instructional technology at Seattle University School of Law. She has also been admitted as full member into the Society of Broadcast Engineers. She has presented at the following conferences: Computer-Aided Legal Education in San Diego, CA and NW Managers of Educational Technology in Bellingham, WA. She recently spoke about crowdsourcing for science at the Pacific Science Center. @

To see all alumni updates and submit one of your own, visit ischool.uw.edu/alumni/updates

Making connections . . . continued from page 1

computer systems and network connections donated by the Foundation.

During this time — 2003, to be precise — Crandall also became a lecturer at his alma mater, thereby sowing the seeds of that “second” career in academia. Now rebranded, the iSchool had expanded since Crandall’s time to include a number of programmatic offerings beyond MLIS, including a Bachelor of Science in Informatics, Ph.D. in Information Science, and MSIM.

Given Crandall’s background in industry, it should come as no surprise that one of his first acts would be to establish the Capstone, an iSchool program designed to help students understand and work with the needs of business. “Capstone was designed as a way to put a student in a real-life situation, with ownership of a particular project under the guidance of a faculty member and the supervision of an institutional partner,” explains Crandall. “It’s a two-quarter cycle of doing the work and then presenting it in public so people can see the results.”

Two years later, just as the initial U.S. library program was winding down at the Gates Foundation, iSchool Dean Mike Eisenberg suggested Crandall expand his role at the iSchool. “Mike asked me to chair and grow the MSIM program, essentially take it from the ground up,” recalls Crandall. “That was eight years ago —

we’re now double the size, and under new Chair Hazel Taylor, we’re going through a major curriculum revamp, taking advantage of added resources.”

The development of these additional resources is another area where Crandall deserves credit. “During the time I was building the MSIM program, one of the key things we needed to do was build relationships with external partners,” says Crandall. “We needed partners for Capstone projects and places for students to do internships, which meant going out and meeting people and bringing them to the school as a potential partner.”

So, how to foster this level of engagement? A first effort was the Institute for Information Management (I3M), a collaboration with three significant partners. That had some success, but was also somewhat limiting. For his next effort, Crandall would take the successful aspects of I3M and expand the reach. This resulted in the highly successful iAffiliates program, which seeks to nurture and grow relationships that already exist within the iSchool’s large footprint.

“The genesis of the iAffiliates program was to recognize the large number of partners we already had in the field,” says Crandall. “Every internship, every directed fieldwork, every capstone engagement was essentially a partner we were already working with.”

Another contribution in which Crandall takes pride is his role in helping improve

overall measurement for the Broadband Technology Opportunity Program (BTOP), a \$7.2 billion Recovery Act program designed to expand access to broadband services in the United States. Crandall and his research team worked with libraries and other non-profit technology centers in Washington state, helping them understand how to better collect data on how their patrons were using services. (Learn more about this in the U.S. Impact study story on page three.)

The 2013 Distinguished Alumnus Award comes at time when the 65-year-old Crandall is beginning to scale back. Last year he stepped down as MSIM chair, although he continues to work with the iAffiliates program, which he sees as a key element of the iSchool’s future growth.

But even as he jokes about “wandering off into the sunset,” Crandall continues to take on new challenges. For several years he has chaired Taxonomy Boot Camp, a Washington DC-based industry conference. Having served on the board of the Dublin Core Metadata Initiative since its inception in 2000, he was recently elected the organization’s chair.

Despite our early lighthearted reference to his having two separate careers, the fact is Crandall has had only one. One long, distinguished career with a single constant throughout: “I was always in libraries,” he insists. “Even in the private sector.” ☺

Celebrated storyteller . . . continued from page 1

great morals. Many teach children how to succeed — how to slay demons and dragons and survive. And many are just plain fun.”

The little mouse story is one of hundreds the iSchool alumna (MLIS, ’64) has collected from around the world over her long career as a folklorist, children’s librarian, and storyteller. The iSchool’s Alumni Award Selection Committee selected MacDonald to receive the Notable Achievement Alumni Award to spotlight the contributions that children’s librarians have made to the field.

“Children’s librarians are the bastion of storytelling, and they have helped keep this art alive in the world. They are out there day-by-day, nose to the grindstone, making connections in the community, and creating good will for libraries. But they rarely get any recognition,” said Macdonald. “I am very pleased to accept this award not for me, but for children’s librarians in general.”

The award was presented Nov. 7 at the iSchool’s annual Spencer G. Shaw Endowed Lecture series focused on literature and library service for children and young adults. Spencer Shaw, an iSchool professor and world-renowned expert on storytelling who died in 2010, took MacDonald under his wing when she was teaching at the UW. “He was a wonderful mentor and friend,” says MacDonald, who developed a collection called “Twenty Tellable Tales” for her students, while teaching at the iSchool.

Though she entered what was then the School of Librarianship to become an anthropological librarian, MacDonald switched directions during a course on children’s literature and storytelling, where, as she told her first 10-minute tale, her teacher exclaimed, “Ms. Read, you have got to become a children’s librarian!” She did, serving many decades in the King County Library System, entertaining young audiences and introducing them to new cultures with lively tales steeped in seductive musicality and rhythm. “As children listen, they fall into a story, they become totally engaged, and everything else in their life goes away. It’s a moment of sheer entrancement, sheer joy,” says MacDonald.

Even as she spun tales for young audiences, MacDonald was busy compiling “The Storyteller’s Sourcebook: A Subject, Title, and Motif Index to Folklore Collections for Children.” The 818-page, 4.6 pound reference guide to global folklore, first organized on index cards filed in shoeboxes, was 11 years in the making. It has become an essential tool for story-telling educators and librarians everywhere. “An invaluable book,” one reviewer described it.

Cleary Professor Eliza Dresang also notes, “Almost as soon as I became a children’s librarian many years ago, I encountered

Margaret Read MacDonald’s books and her reputation as a storyteller. She is certainly one of our most distinguished alums in the area of children’s services and storytelling and she has contributed a great deal to the field. Many children and children’s librarians have been inspired by her work.”

“I think of stories as being like a rock in a river, rolling and rolling — and the more it rolls, the rounder it gets, until it has a perfect form.”
Margaret Mead Macdonald, the iSchool’s 2013 Notable Achievement Alumni Award recipient

MacDonald’s work has taken her around the globe, beginning with northeastern Thailand in 1995, where she served as a Fulbright Scholar giving storytelling workshops and collaborating with other Southeast Asian tellers on world folktale collections. She has since taken her storytelling workshop to dozens more countries, from Jamaica and Saudi Arabia to Uganda and Cuba. From her global partners, she learns new tales passed down along generations — tales she often polishes and publishes for publication. “Someone says, ‘My grandma has this great story.’ They tell it to me. If I love it, it fits my style, I’ll use it.”

Even if stories are in fragments, she blows life into them, adding rhythms that will engage young listeners. “I think of stories as being like a rock in a river, rolling and rolling — and the more it rolls, the rounder it gets, until it has a perfect form.”

MacDonald has never regretted her career change. “This is the most fun job in the world.” And, even though she officially retired from the King County Library System in 2002, she has hardly slowed down. She recently returned from Colombia, where she told tales in Spanish. She has just finished a book for elementary teachers, co-authored with her daughter and son-in-law, both storytellers. She is working on a new collection of South American tales called “Pacha Mama.” And she is headed back to the islands of Indonesia in February to enchant more audiences with her storytelling prowess.

Her only concession to retirement is that, after a lifetime of reading children’s books ‘til all hours, she can finally settle into a chair and read some adult literature. She is midway through “The Sound and the Fury” by William Faulkner. “I finally have time to catch up on the classics,” says MacDonald. ☺

Linelong friendship... continued from page 10

Politics was another area of shared interest and involvement for Benne and Meyer — especially small town politics — and neither of them backed down from an information or censorship challenge. “We shared a common way of looking at things because history was a major focus for us,” explained Benne, who taught history and worked as a high-school librarian in Kansas.

Nate Halsan, iSchool MLIS student, is the first beneficiary of the Mae Benne Scholarship. His goal is to work in a public library within the realm of youth and child services. “The Mae Benne Scholarship has allowed me the privilege of pursuing the field that I find most rewarding without the financial burden of student loans,” says Halsan, who is looking forward to meeting Benne.

Benne notes that she is “gratified that someone will benefit from this funding and not have to take on a full-time job while pursuing their graduate degree. I worked my way through my undergraduate years, then my father died and my mother could not afford to put me through college. When I attended library school, it was the first time I didn’t work while going to school — I can’t imagine trying to do both.” ☺

Study abroad programs offer global perspective

Since 2008, the iSchool has partnered with the UW’s Study Abroad Office to offer Exploration Seminars that send groups of students abroad to explore information topics in a global setting.

Exploration Seminars are short-term study abroad programs (3-4 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. The iSchool has sent 156 students on these study abroad programs, and in 2013 alone, 33 students went to the following locations: Ghana, Tahiti, Denmark, and South Korea. ☺



iSchool in Korea



iSchool in Ghana



iSchool in Denmark

Happy campers

Forget canoeing and macramé – this summer camp is about giving anyone and everyone more confidence in their computer programming capabilities

By Clark Heideger



Ph.D. candidate Michael Lee and students

Here's a paradox: Despite the enormous popularity of computer-related activities such as social media and computer gaming, most users assume the activity of actually programming a computer to be enormously difficult and beyond their reach. So, how can programming be made accessible? The answer may lie in summer camp. More specifically, a week-long camp for high-school girls titled, "Computers Demystified: Your Chance to Learn Everything You Wanted to Know About Computers But Were Afraid to Ask!"

We'll get to the camp in a moment. But first, in talking about making programming more accessible, we need to talk about accessible to whom.

When iSchool Assistant Professor Andrew Ko discusses the need for programming skills, he isn't talking about professional coders and systems architects. Ko, whose expertise includes end-user programming, Human-Computer Interaction (HCI) and software engineering, notes that myriad classes and instructional programs exist to fill those needs.

Instead, when citing an example of where training tools

are needed, Ko talks about his retired mother. "She was a school teacher, and spent all kinds of time in Microsoft Excel, writing spreadsheets with all kinds of formulas to calculate grades," he says. "There's a lot of people in the world that need to know just a little about programming — not to create giant systems, but to streamline processes and make computations."

In other words, don't think high-tech and mega corporations. Think mid-level employees, small business, sole proprietorships, and emerging economies. The global need for rudimentary programming skills in our increasingly information-driven world is vast. "The challenge is, how can we teach all these people in an engaging way, and at scale, rather than one classroom at a time?" says Ko.

If Ko and his colleagues are correct, the answer could lie in leveraging the popular activity of online computer gaming. "Our idea is, what if we turn the activity of programming into an online game?" says Ko. "Where we take all the activities that are involved in programming, and in finding and fixing bugs in programs, and put them into game mechanics that make those activities more engaging.

"So in the end, instead of learning game mechanics that are only really relevant in the game, you learn game mechanics that are relevant to all kinds of other programming activities."

Ko says he spent four years thinking about this solution, in conjunction with iSchool Ph.D. candidate Michael Lee. Eventually, the vision of game-based computing education grew into a National Science Foundation Grant. Ko was Principal Investigator, along Co-PIs Margaret Burnett of Oregon State University and Katherine Law of Oregon State.

And this is where the summer camp enters the picture.

"The camps come into play as a test bed for the game," says Ko. "It's partly a way for us to get feedback about what's working in the game and what's not, and partly a way to impact our local community."

The summer camp was held over the course of the week of July 29 through August 2 in the iSchool computer lab. It was attended by a group of 15 high-school aged girls divided into teams. For three hours each day, they played a beta version of the game Ko and his colleagues are developing. They were also given presentations and career

advice from college and early career women.

"The protagonist of the game is Gidget, a robot that was damaged on its way to save animals at a chemical spill," explains Lee, who served as the camp's principal instructor. "The players team up with Gidget to solve puzzles for each level. The robot provides code that isn't entirely correct, and it's the job of the player to look at the code and modify it in a way that satisfies the goals." Like any good computer game, the challenges become increasingly complex; as players advance, so does the level of creativity, with players eventually programming their own levels and creating stories around them.

The iSchool camp was actually the second in a series that will be held over a three-year span. The first was conducted in Corvallis by Co-PI Burnett. That camp was a mix of ten boys and eight girls. For the second camp at the iSchool, Ko and his team went with the exclusively girl format in order to focus on interactions from a different user group.

"We're trying to design learning technologies that are just as successful for girls as they are for boys," Ko explains. "Again, we want to make this usable by a large audience. A lot of learning technologies for computing education are focused on features and environments that are primarily attractive to boys.

"It's not that the game is designed for girls. It's that it's designed in such a way that it will hopefully be more effective for everyone, not just boys that already have an interest in programming. We try to design an environment that provides a lot more direct instruction and gives them a path to follow. It provides a lot of explicit explanation of concepts and computing while still giving them a chance to be creative throughout the process."

Lee notes that the level-creating phase is where the

Continued on page 15

Faculty updates

Josh Blumenstock receives Intel Early Career Faculty Honor



Assistant Professor Joshua Blumenstock was one of nine faculty chosen from select schools in the US, European Union, China and Taiwan to receive Intel Lab's 2013 Early Career Faculty Honor (ECFH). His research centers on understanding the social and economic impacts of technology.

The ECFH was created to help Intel connect with the best and brightest early career faculty members at top universities around the world. Intel Labs looks for faculty nominees who have less than five years of academic experience and who focus their research in areas of interest to Intel. The selection is highly competitive and rigorous.

"It's an honor to receive this recognition," states Blumenstock. "The people in the places where I work face real social and economic hardship. New forms of technology, and the data produced by such technology, can lead to insights and policy that can have a lasting, positive impact."

Blumenstock will receive a \$40,000 cash gift to be used in support of his academic research and is paired with an Intel peer collaborator to build closer relationships with Intel researchers. ☺

A world of voices. . . continued from page 6

Chilana is herself now a role model at Canada's University of Waterloo, where she is an assistant professor in management sciences at the school of engineering and part of a faculty that is about 13 percent female. "As a female and person of color, you automatically become a mentor to many students," she says. "I want my students to know that they can succeed regardless of who they are — that they should aim high, invent things, and work on research that will make a difference in the world."

This openness to alternative thinking is deeply embedded in diversification efforts at the iSchool. "There are many ways of knowing and of thinking and of exploring, many different orientations and perspectives and research methods that we can apply to discovery," says Dean Harry Bruce, who is quick to put the school's diversification efforts in perspective.

"I won't say we have done everything right or achieved all our diversity goals," he says. "We fall short of that. But we are making a very visible effort and making very visible progress." ☺

Katie Davis receives 2013 Yahoo! ACE Award



Katie Davis, assistant professor at the University of Washington Information School, was selected to receive the 2013 Yahoo! ACE (Academic Career Enhancement) Award.

Under the ACE program, 'future superstar' faculty members at top U.S. universities are nominated by Yahoo! Lab scientists and campus relationship managers to receive the honor and a \$10,000 unrestricted gift. The goal is to establish key relationships between Yahoo! and newly hired faculty.

"I'm honored to receive this award from Yahoo!," said Davis. "The funds will support my current work investigating the potential for digital badges to transform the way we recognize and assess learning across the lifespan."

Established in 2011, there are five ACE awards given annually. The gift is designed to help newly hired faculty launch research programs in areas of relevance to Yahoo!

Davis, who joined the iSchool in September 2012, has her doctorate from Harvard University and is an expert in Digital Youth.

Her new book, with Harvard Professor Howard Gardner, "The App Generation," was recently published by Yale University Press. ☺

Happy campers. . . continued from page 14

creativity really comes out, with participants making suggestions for characters, objects and environments that should be added. Working with an artist, the team was able to incorporate many of these suggestions during the course of the camp. This was very exciting for participants, who suddenly found themselves in the role of game designers.

Interestingly, the experience parallels what Lee says he has observed in computer science courses. "A lot of students come in with the idea they're not smart enough to do computer science," he explains. "But once you show that computer science just requires a different way of thinking, people are more willing to accept that they can do it."

Burnett echoes this sentiment in describing the experience at the first camp in Corvallis. "By the end of the camp, they figure out that picking up this kind of skill is a 'brain-as-muscle' sort of thing," she explains. "Nobody really knows how to do anything when they're born, and the thing that makes them better is practice. So they come to realize that if there are people in the room that are better than them, it's because those people have been working out that part of their brain for a while.

"By the end of the camp at OSU, a lot of the students were really interested in various ways you can pursue computing-related careers."

The hope of Ko and his fellow researchers is that this project can deliver that level of self-confidence to millions of people worldwide. And as anyone in the iSchool can tell you, this is precisely the kind of empowerment that HCI seeks to foster.

"From an information perspective, HCI is really a question of how you present and deliver information and content and experience in a way that people can actually understand and comprehend and consume," Ko concludes. "It's about figuring out effective ways of structuring, configuring, presenting and explaining information for people." ☺

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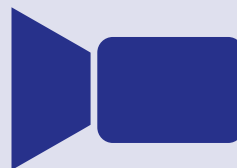
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More than 1,500 entries from 40 countries were adjudicated in 96 industry categories during this year's competition. Entries were judged on design, copy writing, innovation, content, interactivity, navigation, and use of technology. The Information School's website won Standard of Excellence in the university category.



Information School website wins Web Marketing Association Award

A new video series features 10 Information School alumni at their work places, each describing their job and how their degree helped them in their career. Produced by UWTV, these short, 2-minute videos can be viewed at school.uw.edu/AtWork



Information School at Work

- ### Upcoming Information School events
- Employer Connections Fair**
Tuesday, February 4, 2014
1:30 - 4:30 p.m.
Husky Union Building, North Ballroom
 - !Affiliates Day**
Thursday, April 10, 2014
8 a.m. - 2 p.m.
Husky Union Building Ballroom
 - Capstone**
Thursday, June 5, 2014
6 - 9 p.m.
Husky Union Building Ballroom

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