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Assistant Professor Jevin West teaches "Calling Bullshit in the Age of Big Data." (Photo courtesy of Columns magazine)

Calling BS, far and wide

iSchool class makes an impact across the country

When Jevin West and Carl Bergstrom quietly rolled out CallingBullshit.org in January, they hoped a few of their ideas would find their way into classrooms. At best, maybe the University of Washington would let them teach a class.

"We would have been happy if a couple of our colleagues and friends would have said, 'Cool idea, we should pass that along,' said West, an assistant professor at the Information School. "We would have never guessed that it would get this kind of a response."

They certainly got a reaction. The website went viral; their spring class filled up in one minute; dozens of local and national media outlets covered the story; the duo signed a book deal; and their curriculum spread to colleges and high schools across the country. Calling Bullshit became a force of nature, and West and Bergstrom were at the center of the storm.

"It's exciting to see this movement around data reasoning building on the class," West said. "It, for me, encapsulates what we do at an iSchool. It involves data processes, analytics, visualization, and design."

The provocative title undoubtedly helped raise Calling Bullshit's profile. It conveys people's frustration with a growing set of problems in the age of social media: the spread of misinformation and disinformation, the rise of "fake news," the manipulation of data to create misleading graphics, the misuse of science to draw conclusions that aren't supported by facts. "They're fed with so much BS in all aspects of their lives," West said. "Every time in history, everyone says there's more bullshit than in prior times, but I think now you could make an argument there really is, and I think people are sick and tired of it."

West and Bergstrom, a professor in the UW Biology department, wanted to teach students how to think critically about the data that's presented as evidence in the social and natural sciences. They designed their curriculum to show students not only how to identify falsehoods, but how to effectively and constructively call attention to them.

An evolutionary biologist, Bergstrom said his interest stems from problems he sees in how scientists convey their findings to one another and to the public.

"I think it's important for scientists to communicate with each other through rigorous and generally accessible work rather than through kind of overhyped press releases," he said. "I also think it's ethically imperative that we communicate with the public about what we're doing accurately and honestly so people can understand what science is about, rather than presenting science in a misleading light that casts us as 'discovering heroes.' "

Instant reaction

The morning after they put up their website,

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Distinguished Alumna has earned many accolades

Patricia Cutright, the iSchool 2017 Distinguished Alumna, has had a long and distinguished career in libraries. She is currently dean of libraries at Central Washington University and served as director of libraries at Pratt Institute in Brooklyn, New York, and Eastern Oregon University.

Patricia Cutright

Cutright has earned more than 25 honors, including the 2002 Oregon Librarian of the Year; 2003 LITA/Gaylord Award for Achievement in Library and Information Technology presented by the American Library Association and the Library Information and Technology Association; 2002 Jean McKenzie / Woman of the Year Award; Soroptimist International of La Grande; and the 2002 Excellence in Telecommunications – Applications, awarded to the Pioneer Library System by Oregon Connections, a statewide telecommunications consortium.

Recently, her efforts have earned Brooks Library at CWU the nomination for the 2016 National Medal for Museum and Library Service, and commendations from Senator Patty Murray, Senator Maria Cantwell, and Congressman Dave Reichert.

Cutright received her Master of Librarianship at the University of Washington in 1983 and her B.A. in Sociology at Idaho State University in 1980.

The Distinguished Alumni award, established in 1961, recognizes outstanding graduates of the Information School. Alumni are chosen for their distinguished service in community affairs, and/or specific meritorious service on behalf of the Information School and the UW.

Q&A with the iSchool's next dean, Anind Dey

Anind Dey will join the Information School in January as its next dean, succeeding Harry Bruce. Dey comes to the iSchool from Carnegie Mellon University, where he has been a professor since 2005 and has led CMU's Human-Computer Interaction Institute since 2014. We asked Dey a few questions to introduce him to the iSchool community.

Q: What about the UW iSchool sparked your interest in the job?

A: There were a number of things that excited me. I know several of the faculty in the iSchool (a couple who are graduates from my program at CMU), and have always been impressed with the quality of the faculty and students, and their research. As I did research for my job application and interviews, I became really excited about the breadth of backgrounds and research that exist in the iSchool, with its strong core in library science, information management, and informatics, but also its work in digital curation, data science, health and wellness, ontology construction, and indigenous studies. I was excited by the incredible amount of interdisciplinary work that happens in the iSchool, and the culture that focuses on doing work that has real-world impact. The opportunity to be a part of that was too good to let pass by.

Q: You're a Simon Fraser grad. Can you tell us a little about your background? Did you grow up in the Northwest?

A: I did! I grew up in a small town in British Columbia called Salmon Arm with my parents (public school teachers), an older brother and a younger sister. I left the small town for the big city for college and got my undergraduate degree in Computer Engineering at Simon Fraser. My wife gives me a hard time when I say I grew up near Vancouver, even though it was five hours away. We would often go to Vancouver for the weekend — my dad taught at the University of British Columbia for a while — so it was a home away from home. I'm so excited to be returning to the Pacific Northwest — mountains, lakes, oceans!

"I absolutely love mentoring students, staff and faculty. I love helping individuals find the best in themselves, and identifying opportunities for growth and success."

Q: You once were a rocket scientist and are now an expert in human-computer interaction. Can you tell us about your path as a scholar?

A: My path was nontraditional and has involved an amazing amount of being in the right place at the right time. I did my computer engineering degree at Simon Fraser and thought I would get a job in Vancouver as a practicing engineer. I was involved in student government and attended an engineering student leadership conference in Montreal about a year before graduating. One of the demonstrations at the conference was from an aerospace company that made full-motion, six-degrees-of-freedom flight simulation platforms. It was the most amazing "video game experience" I've ever had. I asked what it would take to get a job at their company, and they said to leave Canada and go get a Ph.D. in Aerospace Engineering. So I applied to the best aerospace programs in the U.S., and miraculously (because I had zero training) got into the country's best flight simulation Ph.D. program, Georgia Tech.

After a year, I was a little disheartened — I enjoyed the work, but much of it was military-oriented, which I was not particularly excited about. I decided to pursue computer science and got accepted into Georgia Tech's Computer Science Ph.D. program to work in virtual reality. That was great, but the technology really wasn't good enough to support the experiences I was excited about, so I started looking around again near the end of my first year. I had worked with a new professor, Gregory Abowd, on a short project, and he encouraged me to work on a few more short projects with him. He worked in the areas of software engineering, human-computer interaction, and ubiquitous computing, all of which were fascinating to me. Gregory quickly became my mentor, my friend, and has been the person with the most significant impact on my professional life. I was very fortunate to get my Ph.D. with him.

For me, the third time (attempting a Ph.D.) really was the charm. I met my wife in that research group, and she has also played a huge role in my professional life and is my closest research collaborator. We went to Berkeley, where I worked for Intel Research and was an adjunct professor. I quickly learned that my heart was in academia, not industry research, and after three years, we moved to the Human-Computer Interaction Institute at Carnegie Mellon University. I've been there for 13 years, the last three as department head.

Q: What gives you the biggest thrill as a scholar and educator?

A: Do I have to pick one? :-) I absolutely love mentoring students, staff and faculty. I love helping individuals find the best in themselves, and identifying opportunities for growth and success. I love teaching — being in a classroom with bright students, and engaging with them on a wide range of topics. I also identify very strongly as a researcher. I have a passion for tackling problems where I work with a great team to develop new technologies and create solutions that will positively impact the world.

Q: As a society, we're swimming in data and "fake news." What role do you see for the iSchool in facing such challenges?

A: I think the iSchool has an incredible mandate to help the world make sense of the growing amount of conflicting data and information that is out there. That has already taken many forms inside the iSchool, in approaches for categorizing and managing mass amounts of data, visualizing, analyzing and understanding complex data, using data to tell a compelling and honest narrative, and processes and approaches for determining when data is being used to spread fake news. The iSchool is already a place where these challenges are being addressed. There are opportunities now to help the rest of the world see the role that the iSchool is playing.

Q: What are some of your initial priorities when you arrive at the iSchool?

A: The iSchool is already an amazing place and there's lots to build from, and that makes my job much easier. My three priorities are to continue the efforts in making the iSchool 1) an intellectual leader in information science with world-class quality research and education, and help the world to see the iSchool as such; 2) a great place to work with work-life balance, opportunities for personal and professional growth, and increased diversity in perspectives; and 3) a financially healthy place, where both physical space for the iSchool is consolidated and high quality, and where funds are widely available for new student-, staff- and faculty-driven initiatives. My plan when I start is to meet alumni, board members, faculty, staff and students as part of a listening tour, where I can learn about additional needs of the iSchool and about the culture that makes the iSchool the unique institution that it is.

Being a first-generation grad stirs feelings of guilt and pride

When Christy Pham graduated from the iSchool with a degree in Informatics, her parents proudly cheered.

"My parents aren't native English speakers, so they didn't necessarily understand the whole ceremony," Pham said. "But I heard them cheering when my name was called. It was very special."

It was an exciting moment for Pham, made more so because she is one of the first in her family to attend college.

Pham's parents, who grew up in Vietnam, were only able to attend school through third grade. Her parents immigrated to the United States, her father in 1986 and her mother in 1993. Pham was born in the U.S. and grew up in Seattle, and her parents encouraged her to attend college.

Pham said that while college was exciting and fulfilling, it also brought up emotions she wasn't expecting, including guilt. She wrote about her experience for the Seattle Times Education Lab's Student Voices program.

"While I got to sit in classes all day, my parents had to stand at work doing manual labor," Pham wrote. "While I pursued a technology degree, my parents had to overcome their technological illiteracy. … No matter how often I reminded myself that my parents wanted me to go to college, I couldn't shake the feeling that I was nonetheless experiencing things they never would."

Pham said the experience of writing the column was powerful. She appreciated the chance to work with an editor and put into words the conflicted emotions she experienced as a first-generation college student. And she received a powerful response.

"I was blown away by the reaction I received," Pham said. "I had never spoken about my guilt with anyone. I received so many comments from friends and strangers alike about how they could relate. They appreciated my putting into words what they were also feeling."

Being a first-generation college student came with its own unique challenges, Pham said. The whole process, including navigating the application process for the university and applying for financial aid, was completely new to her and her family. Then, once she was at the university, she had to choose a degree, apply for internships and learn how to network. Support from the counselors with the Educational Opportunity Program, which supports underrepresented ethnic minority, economically disadvantaged, and first-generation college students, helped her make her way through the system.

Pham found it difficult to express her experiences to her family. Part of that was a language barrier. They don't speak English fluently, and she lost some of her Vietnamese skills when she was immersed in an English-based education system. She felt a distance growing between them. She found it hard to communicate her experiences at the university to them. Even explaining what she was studying, Informatics, was a challenge.

Pham chose the University of Washington, rather than an out-of-state college, to save money and stay closer to her family. When she made that choice, she wondered whether she'd be missing out on new experiences by not moving farther away. She soon learned, however, that she wasn't missing out.

"It was a completely different world at the university," she said. "There were so many amazing opportunities. I don't regret it at all."

Originally, Pham planned to study journalism at the UW and spent a quarter writing for The Daily. However, she took a programming class and was immediately intrigued. She went to an academic counselor and asked about tech programs at the university. That led her to the iSchool, where she fell in love with Informatics.

"I loved the focus on solving problems for real people using technology," she said.

She enjoyed the interdisciplinary elements of the iSchool, the chance to take tech, design, and ethics courses. She decided to study Informatics with a focus on human-computer interaction. She liked the focus on people in the courses she took and appreciated the time to really explore the different elements of how people and technology intersect.

She also found a welcoming environment.

"I think the iSchool is committed to making students from different backgrounds feel comfortable and succeed," she said.

Pham said that one of the highlights of her time at the iSchool was her Capstone project, which focused on people and the power of stories. Pham and her team created a storytelling platform for survivors of abuse or sexual assault for API Chaya, a nonprofit that serves Asian and Pacific Islander communities.

Now that she's graduated, Pham has had time to reconnect with her family. She recently returned from a three-week trip to Vietnam with her mother and sister. For her and her sister, it was their first visit to the country; for her mother, it was her first trip there in seven years.

"I received so many comments from friends and strangers alike about how they could relate. They appreciated my putting into words what they were also feeling."

"It was really humbling, being able to see where my parents grew up and meet my family," she said. "I got to see how my cousins live their lives. It highlighted the differences in privileges and opportunities I had in my life. At the same time, I came to appreciate my culture even more. They really value family and tradition and that was really beautiful to see."

Pham is continuing to spend time with her family and reconnect while she looks for the perfect job. She hopes to find a position as a UX writer or a content strategist. And in the future, she hopes to come back to the iSchool, this time as a mentor for other students who might be facing their own challenges as they enter a whole new world.

Alumna brings diverse books to remote schools

Angelina Buck was in first grade when her teacher at Mattawa Elementary School was reading a book about Native Americans just before Thanksgiving.

Angelina raised her hand. The story wasn't right, she said. It wasn't what she had learned while growing up with the Wanapum Tribe.

"She said that what she was hearing in the story was conflicting with what she had learned about first-hand, being Native American and growing up in a Native American culture," said Alyssa Buck, Angelina's mother.


Tiffany Coulson

Angelina's teacher invited her to visit the library to find a better book. When Angelina and the librarian couldn't find a book with accurate information about the Native Americans of the Northwest, Angelina selected a book about pumpkins instead.

"In her mind, it was better to share about pumpkins than to share mistruths about Native Americans," Alsyssa Buck said. "She didn't want her classmates misinformed."

That moment was part of the inspiration for an effort to get a more diverse set of books for the Wahluke School District, in rural central Washington.

Tiffany Coulson, a 2016 graduate of the iSchool's Master of Library and Information Science program, led an effort to get books that more accurately represented the community. With Coulson's help, the district received the Laura Bush Grant, which helps libraries get books that encourage kids to read. Coulson — who is the associate director of programming for Northwest Learning and Achievement, an after-school nonprofit that supports learners in rural areas — worked on the grant project on her own time as a volunteer.

Coulson's interest in the project was piqued while she was taking a Multicultural Literature for Youth course at the iSchool. For the class, students were asked to look in their community for a way to apply what they were learning.

"That got me looking at gaps in the elementary library, especially in diverse literature for students," Coulson said.

She learned that while a majority of students at Wahluke are Hispanic, less than 3 percent of the books in the library had diverse characters.

Coulson volunteered to help the library staff at Mattawa Elementary and helped write the grant, which earned the district $6,800 for new books.

Then it was time to find new books. Coulson used the skills she developed at the iSchool to identify books that featured diverse characters, by diverse authors and illustrators, and that would encourage kids to read.

"My iSchool experience helped me find the information needed to bring these books to the school," she said. "It really makes me happy to have cultivated a knowledge that is valuable to my community and that wasn't accessible to them before."

Even with those skills, finding books was a bigger job than she'd expected. She needed culturally relevant books, both fiction and non-fiction. Coulson found that most suppliers don't carry many books that fit her community's needs. Often when she identified a book that interested her, she'd find that it was out of print or only available in paperback, and unsuitable for a library.

Getting books to kids

Eventually, however, all of the books were selected and purchased. But the work wasn't done. The books needed to be coded and processed — another big job. Coulson didn't want to overwhelm the staff. But she also didn't want to wait. She felt it was imperative to get the books into the hands of students and their parents quickly.

Coulson asked the local Parent Teacher Organization if it could help prepare the books.

"Our PTO is very well organized and very community based. They grabbed the idea," Coulson said.

The PTO organized a family night. While the kids watched a movie, the parents began processing books for the library. The evening had an added benefit — the parents were able to get a first look at the books.

After that, the PTO continued to connect the community to the library. It organized several family reading nights to give families a chance to explore the offerings, including graphic novels, wordless picture books and bilingual selections. The final event even had a carnival, and everyone was able to go home with a book of their own, thanks to a private donation purchased through the non-profit First Book.

Continued on next page

MSIM alum rose quickly to director role at UWPD

Editor's Note: *The iSchool was heartbroken to hear of the unexpected passing of MSIM alumnus Del Hazeley on Oct. 16. Shortly before he died, he spoke with us for an alumni profile and viewed the story that follows. We are sharing it with the approval of his colleagues at the UW Police Department to honor Del's memory, as he had such a lasting impact on faculty, staff, students and alumni across campus.*

A Master of Science in Information Management degree can take you to unexpected places.

Del Hazeley did not expect to be fighting crime, but that's all in a day's work at the University of Washington Police Department, where he was recently promoted to director of strategy and organizational excellence.


Del Hazeley

While he's not a law enforcement officer, Hazeley works to promote public safety by analyzing the data and looking for patterns upon which the police can act. For example, knowing that thieves tend to feast on laptops and phones at the beginning of fall quarter, the UWPD ran an awareness campaign to encourage people to be on the lookout.

"We have the ability to really target what's going to come and preemptively mitigate it, rather than wait until it happens," he said. "That's a strategy part of it that I really love, is getting to determine the types of programs and tactics we need."

Making good use of data is just one aspect of a job that has Hazeley overseeing the UWPD's information technology department, communications and records department, and security services and risk mitigation department, along with the police's strategic initiatives and external relations.

Hazeley joined the UWPD as its assistant technical services manager in 2012 while he was still working on his master's in the Mid-Career MSIM program. He thought his next stop might be at one of the Puget Sound region's big tech employers, but a chance encounter with the police chief at a UW event changed his career trajectory. The two met again later, and Hazeley didn't realize at first that he was being recruited for a job.

"Like the third meeting, we went to lunch and he said, 'Why don't you send over your resume?' And it finally hit me that he was looking at me for this role," Hazeley said.

When he began working at UWPD, he oversaw the police department's IT, communications and records departments. He completed his MSIM in 2013, and it wasn't long before the project management skills he built in the program proved to be useful at his workplace. The UWPD was constructing its new building, and Hazeley was tapped to work as a technical project manager in 2015. He spent a year leading the technical implementation for the new building and solving problems as they arose. He said his experience at the iSchool helped prepare him to wear many hats.

"The great thing about the MSIM degree is it prepares you for a lot of different roles, whether they're in technology or not," Hazeley said. "It boils down to information management, how you receive it, how you disseminate it, what you do with it when you have it."

In his current role, Hazeley juggles multiple roles, both behind the scenes and as one of the public faces of the police department. On a given day, he might strategize ways to prevent cyberattacks, gather feedback from custodians, or talk to student leaders. He might even be the one hitting "send" on a campus safety message through the UW Alert system.

"Because of the nature of it, where you're responding to crisis, you literally never know what you're going to have to deal with on any given day," he said. "That makes it a very interesting job – there's never a dull day."

Members of the 2013 MSIM cohort have set up a GoFundMe page to help support Del's family. To make a gift in Del's memory, go to tinyurl.com/delhazeley.

From previous page

Audra Leitz Eckenberg, a member of the Mattawa PTO, said the organization is looking forward to spreading the word about the books even further. She believes the exposure to a wider range of books gives children more chances to fall in love with reading.

Parents, library bond

According to Coulson, working to prepare the new books gave parents a strong connection to the library. Not long after the project, Coulson learned the district had discontinued the funding for the library position. She was disappointed to learn that, but also grateful for the community's interest in keeping the library going—particularly after hours when parents can visit as well. The partnership that Coulson helped cultivate between the school and the community, through the PTO, will help ensure that kids and parents continue to have access to the library.

"We had to pull from non-traditional resources outside the school to implement the grant, and we hope that will actually end up perpetuating the goals of the grant," Coulson said.

Coulson is excited for students to read books that more accurately reflect their community. In fact, students are already reading and enjoying the books, Leitz Eckenberg said.

And Angelina, who wanted books that were true to the Native American culture she knows, can now find such books.

One of the books Coulson selected is called "Jingle Dancer," by Cynthia Leitich Smith and Ying-Hwa Hu. Angelina's mother is a Jingle Dancer.

When Angelina saw the book, she asked the librarian, "Did you get this for me?"

Alyssa Buck is pleased that the new books feature diverse Native American cultures, including those from the Northwest. And she's happy her daughter spoke her mind.

"I think most kids would have just sat back and let the teacher read the story, but she was engaged enough and had enough self-awareness to see that things weren't adding up," Buck said. "She felt comfortable enough in her teacher's classroom to speak up and say, 'No, that's not really right.' … Her dad and I are really proud of her."

ALUMNI SPOTLIGHT: CINDY ALTICK ADEN

As the state librarian, she's always on the run

As Washington state librarian, Cindy Altick Aden might spend her day at her home base in Tumwater, figuring out how to stretch grant money to serve communities. She might be at a prison library, or she might be visiting a tiny library in one of the most remote parts of the state.

She is always on the move, and that's exactly how she likes it.

"There is nothing more satisfying than meeting people face to face and seeing those libraries and getting inspired by all the different resourceful and creative ways that libraries are serving their patrons," she said.

Secretary of State Kim Wyman appointed Aden as director of the state library in 2016. It's the latest stop in a career that's taken Aden to the Library of Congress, the University of Washington Libraries, and Kitsap Regional Library since earning her Master of Librarianship degree in 1987 at the iSchool, then known as the Graduate School of Library and Information Science. She has also worked at organizations such as Corbis, the Online Computer Library Center, and Amazon, where she became the company's first professional librarian in 1998.

Aden was working as a newspaper editor when she started graduate school. Her advisor, Raya Fidel, enlisted her to work on a project funded by the National Science Foundation to study artificial intelligence. Along with Fidel and fellow grad student Mike Crandall, now a principal research scientist with the iSchool's Technology and Social Change Group, she studied how people search databases and whether their decision-making processes could be emulated artificially. The work perfectly suited Aden, a self-professed "data geek."

"It was cool!" she said of the research. "It was hard back then – I think artificial intelligence is very sophisticated now – but we had to acknowledge that there are a ton of factors that go into a decision."

Retrieving data and trying to anticipate how people would want to narrow it down was an early window into the kind of thinking that companies like Google and Amazon would later turn into hugely successful enterprises. It also provided a glimpse of where librarianship and the information profession would be heading.

"The myriad number of things that a librarian might know about that dataset were hard to completely imagine AI ever picking up on," she said. "It's one of the things that I think distinguish us as information professionals. Not only do we know how people search and think, but we really understand some things about the data."

At the state library, Aden leads an organization that traces its roots to long before statehood. It came into existence with the establishment of the Washington Territory in 1853 and acquired its first 1,850 volumes later that year. The library now maintains more than 2.25 million items, including print and digital collections, genealogy resources, photo collections and historic newspapers.

In addition to its main location, the state library oversees nine prison libraries, two state hospital libraries, and the Washington Talking Book & Braille Library. It supports the work of researchers, policymakers, public librarians and school librarians, but it keeps a low profile – something Aden is working to change.

"One of my big challenges and opportunities is to raise the library's visibility and really make it relevant across the state," she said.

The state library often works in tandem with libraries as large as the King County system or the Seattle Public Library, and as small as the Odessa Public Library, which has $1,000 a year to spend on books and is open 10 hours a week. It works with the state's Native peoples, who often combine the library's functions with those of a museum or cultural heritage center. And it helps school libraries update their collections, some of which have fallen far out of date.

Aden is working to make the state library known as an essential community partner, a role she sees growing for public libraries and for librarians.

"I think they're going to continue to become more and more relevant because they are changing so much," she said, noting that today's libraries help people find jobs, find housing, learn English, and get an education. "There are going to be huge opportunities for us to use our broader toolbox, of amassing information and understanding how people learn, and understanding what communities need and how to be a real partner."

Scott Barker (left) chaired the Informatics program from 2007 until he handed the reins to Andy Ko (right) this past summer.

Change at the helm

Informatics thrived under Scott Barker; now it's Andy Ko's turn

When Scott Barker walks the UW campus, he'll often hear students chatting, and it amazes him how often he hears one word in particular.

That buzzword: Informatics.

Barker, who has chaired the iSchool's undergraduate program since 2007, recently stepped aside to allow another faculty member, Andy Ko, to take the reins. Under Barker's watch, Informatics grew from humble beginnings to become one of the hottest majors on the University of Washington campus.

When the program started with 35 students in 2000, Barker said, "I had no expectation that we'd be where we are today. We were kind of like a little secret that a special few would get to know."

The secret is out. Now the major, in which students explore the intersection of technology and human values, has become one of the most competitive at the UW. It has grown to admit 210 students each year, and it attracts hundreds more applicants.

"Now we look at the application numbers and the UW has an incoming class of 6,000 to 7,000 students, and we're getting over 800 of them to apply to our major," Barker pointed out. "It's an astounding number."

Students are attracted by the opportunity to learn about more than just code. Informatics draws upon fields such as computer science, information science, design, and ethics to produce well-rounded information and technology professionals. Students in the program tend to be problem-solvers looking to make a positive impact on their communities. Within three months after graduation, 95 percent of them land jobs such as user experience designer, software engineer, data scientist and cybersecurity specialist.

"Anything people want to do today can be enhanced by knowledge of technology," Barker said. "So whether they're in our major and do that as their primary degree, or they do our minor and supplement their knowledge and skills with what they're learning in their major, what we're teaching in our courses is directly applicable to every single field."

As program chair, Ko hopes to grow the program's capacity to admit larger classes in the coming years and accommodate many of the well-qualified students it currently must turn down. He also aims to broaden the Informatics curriculum to cover the range of expertise amongst the rapidly growing iSchool faculty.

"We have a core curriculum that was exciting to students and sufficient for getting them exciting jobs," said Ko, an associate professor at the school. "We have, in parallel, a larger faculty with a fascinating and deep expertise. We're just starting to infuse the program with all those diverse perspectives.

"We're going to see a full realization of all those ideas built into the classes. Not just in new classes, but in existing classes, too."

Informatics minor offered

The iSchool began offering a minor in Informatics in the fall. The minor complements a wide variety of majors on campus by offering students an opportunity to learn about data, design, policy and ethics, and code in order to solve information problems.

"The Informatics minor may be especially helpful to students in the humanities and social sciences who love their major, but also are looking for a way to stand out among their peers," said former program chair Scott Barker, who worked to establish the minor. "Whether you're a sociology, music, art, or communications major, knowing something about data, code, design, and policy can only make you stronger when it comes time to look for a job."

A broader focus will be the next stage in the evolution of a program that has benefited over the years from a combination of vision, timing and some key faculty hires.

The program was introduced during Mike Eisenberg's term as dean of the iSchool and got a boost from his determination to make sure it got noticed. He reached out to The Daily and other local media, and exposure from them helped attract a strong applicant pool for that first 35-person class. When Barker took over as chair, the program was still small but had survived a couple of lean years after the tech bubble of the early 2000s burst.

From there, the program has seen steady growth. Barker credits a couple of key additions to the faculty: Jacob Wobbrock, who made the school a strong player in the emerging field of human-computer interaction; and Dave Stearns, who frequently teaches the introductory INFO 200 course and brings an infectious passion for Informatics to the classroom.

"If we hadn't found someone like Dave who has an equal amount of passion and can communicate what this major is all about, I'm not sure we would have been as successful as we have been," Barker said.

Barker is getting his chance to teach INFO 200 this fall. He remains as the school's director of IT and a senior lecturer. Ko, the incoming program chair, credited Barker for handing off the leadership of a thriving program.

"Most of the things that make the Informatics program great are because Scott and the faculty created a community that students wanted to be part of." he said. "To me, that's the exciting thing – the understanding, the awareness, and the excitement among students about joining an inclusive, encouraging learning community."

TASCHA: Libraries aid global development

Put the whole world online and freedom and equality are bound to rise, right?

Not necessarily. While access to information is key, access alone isn't enough to ensure progress around the world. People also need the social and economic wherewithal to make information usable and meaningful, iSchool researchers say in a report presented to the United Nations.


Maria Garrido

The report, a partnership between the iSchool's Technology & Social Change Group (TASCHA) and the International Federation of Library Associations and Institutions (IFLA), traces access to information and communication technologies around the world, and whether that access is improving people's lives. It points to libraries as key to making information a tool for development.

"We tried to come up with a model that goes beyond mere physical access, to get at whether people can actually use the information, and whether they are doing this in an environment that empowers them and enables them to use information meaningfully," TASCHA Director Chris Coward said.

Access to information is embedded within a set of goals adopted by the United Nations in 2015 intended to improve the lives of people everywhere, including the United States. The 17 Sustainable Development Goals include aims such as ending poverty and hunger, protecting the planet, and ensuring gender equality around the world. Each goal includes specific targets that are to be achieved by 2030, and many of those targets revolve around increased access to information.

In many countries, the infrastructure to bring people online has quickly gone into place. However, the report notes that gender inequality, poverty and a lack of opportunity for youth are among the obstacles that prevent people from making full use of the tools. Meanwhile, even in more developed countries, political restrictions can prevent people from participating freely.

"The ability for information to contribute to sustainable development rests on all these other factors as well, beyond just the mere presence of the internet," Coward said.

For lead researcher Maria Garrido, looking at information access in the context of human rights, not just technological reach, "opened up a fruitful space for us to engage in a much larger conversation around issues of rights of access to information."

"The space is immense and includes studying economic, social, political, civil and information rights – all as a package," said Garrido, principal research scientist with TASCHA.

The report sees a central role for public libraries. Along with their long-held roles as knowledge providers, libraries promote civic engagement and help people build their information literacy skills. However, TASCHA Research Analyst Michelle Fellows said, policymakers often fail to recognize how essential libraries are in their communities.

"So many people around the world see libraries as a static, uniform institution with a fixed purpose of putting books in people's hands. But the role of public libraries can be very dynamic and localized," Fellows said. "Given the way the nature of access to information varies country-to-country or town-to-town, we are seeing libraries stepping up to address those access gaps in myriad ways. It's exciting, as this report demonstrates."

The Development and Access to Information (DA2I) report is the first of what will be annual assessments of the state of information access around the world. It establishes a set of indicators that TASCHA will track over more than a dozen years, using data compiled from numerous sources such as the International Telecommunication Union, the U.N. Development Programme and the World Bank.

Teachers across the country borrow from Calling BS

Continued from page 1

West and Bergstrom knew they had struck a nerve. Their email inboxes were overflowing, their social media mentions were through the roof, and their website was attracting visitors from nearly every country in the world.

Media attention soon followed, first from websites such as Inc. and Boing Boing, then from local newspapers and television and radio stations. NPR ran a report on its national broadcast; *The New Yorker*, Lifehacker, Daily Kos and dozens of other outlets reported the story of the college professors who were taking a stand against BS.

All of the attention caught West and Bergstrom off-guard. Overnight, they became the "Calling Bullshit guys," fielding requests for speaking engagements all over the country.

Most promisingly for the duo, the media attention sparked educators at dozens of colleges and high schools to reach out as they developed their own versions of the course. At last count, some 60 colleges and universities had contacted West and Bergstrom, and they know of many high schools – both locally and across the country – that are using the materials from CallingBullshit.org in their classrooms. The professors secured a $50,000 grant from the Knight Foundation to help equip high school students, journalists and the general public to call BS.

"Probably the most exciting thing of all has been all the conversations with universities and high schools around the country," West said. "Three big areas that I'm starting to focus on are educators at high schools and colleges, the librarian community, and the journalism community. They're on the front lines of this battle against misinformation."

One of those in the trenches is Christina Serkowski, an English teacher at University Prep in Seattle. She began teaching a class this fall called "An Intentional Media Diet" that focuses on how people are interacting with media and digital technologies. She reached out to the UW professors over the summer as she developed her class and has adapted some of their curriculum for her high school students.

Serkowski, who also credits iSchool Assistant Professor Katie Davis and her book "The App Generation" for informing the class, said students sorely need to know how to navigate media and think critically about the information at their fingertips. With even middle schoolers carrying smartphones, "they are seeing it all," she said, and their most trusted sources often are their peers – or Snapchat.

"The people who are using these technologies need to understand the way they affect us as individuals and societies," she said. "We endlessly adopt the newest devices and platforms without careful consideration of the very real hazards as well as the latent potential each presents."

'Exactly what we were looking for'

At the McGehee School in New Orleans, history and government teacher Carolyn Thompson Tapp and chemistry teacher Catherine Cresson are co-instructing a monthlong unit for high school juniors that borrows much of the Calling Bullshit curriculum and even its somewhat profane name.

"We were searching for things that would help us address the whole idea of how you help kids to evaluate information," Thompson Tapp said. "It's a regular topic of conversation, how to deal with the changing information environment. We came across the Calling Bullshit curriculum and it was exactly what we were looking for."

Over the summer, the teachers watched all of the lectures from the spring course on the iSchool YouTube channel and studied the materials on the course website. They returned ready to train students to become more savvy information consumers.

After just a few weeks in the class, students had become detectives of sorts, questioning information, tracing it to its sources and weighing whether those sources were trustworthy, Cresson said.

"It's pretty awesome how it's really inspired them to tackle some really difficult sources and information," she said. "They feel much more empowered to deal with the information they are receiving on a daily basis."

Here at home, West and Bergstrom followed last spring's 1-credit seminar with a 3-credit course this fall, and they plan to continue offering it once each year. They hope to develop a MOOC – a massive open online course – to reach a wider audience; and their book, which they are writing for a general audience, not just for academics, is due out in a year or so.

Calling Bullshit isn't just a curiosity. It has staying power.

"If it went away because we solved the problem, I'd be like, 'Great, we're done. Move on to the next thing,' " West said. "But it's going to be a problem for some time. There's just a lot of BS, and the more that we can teach the public how to think critically, the better off we all are."

We thank the many alumni, friends and organizations that supported the Information School through their gifts during the 2016-2017 fiscal year (July 1, 2016 to June 30, 2017). Your support helps build a dynamic community where we educate the next generation of information leaders and find innovative solutions to information challenges.

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

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Eugene (‘50, ‘51) and Nadine (‘48) Wu

Bonnie (‘76) and Thomas Yee

ALUMNI UPDATES

Informatics

Dylan Babbs (2017) is working as a product manager at HERE Technologies.

Ian Burns (2014) works at Slalom Consulting as a Senior Engineer.

Braxton Ehle (2010) has been at Tableau since late 2014. After spending 2 1/2 years as a security engineer on the Information Security team, he moved over to the Product Security team in August 2017.

Daniel Huie (2016) is currently a Web Developer at Nike in Portland, Oregon. He is on the SNKRS Web Launch team, which builds the front-end experience for high heat sneaker releases.

Blake Levy (2013) is working with Google BigQuery, Nodejs, PHP, Eloqua, Docker, Google Analytics, Eloqua, and various vendor APIs. Blake is currently focused on architecting big data pipelines, automating workloads, and mining billions of records of user engagement and user activity related to Tableau's websites and online products.

David Lowe (2004) is now an associate director at Intentional Futures, a progressive consultancy that works on projects for clients such as Bill Gates's private office, the Bill & Melinda Gates Foundation, GE and Viacom.

Thomas Ng (2010) works as a program manager at Google, where they recently launched Google Clips. He is moving to a product management role in the Research and Machine Intelligence team. He is working on an MBA through the Technology Management MBA program at the UW.

Litthideth Phansiri (2017) was attending The Basic School in Quantico, Virginia after commissioning as a 2nd Lieutenant in the United States Marine Corps.

Megan Rawley (2015) was promoted to Senior Program Manager at a small software company called DatStat, and recently hired a current iSchool student to be her Junior Program Manager.

Andre Stackhouse (2014) began working at Microsoft as an SDE II (Software Engineer) on the Bing User Growth & Engagement team.

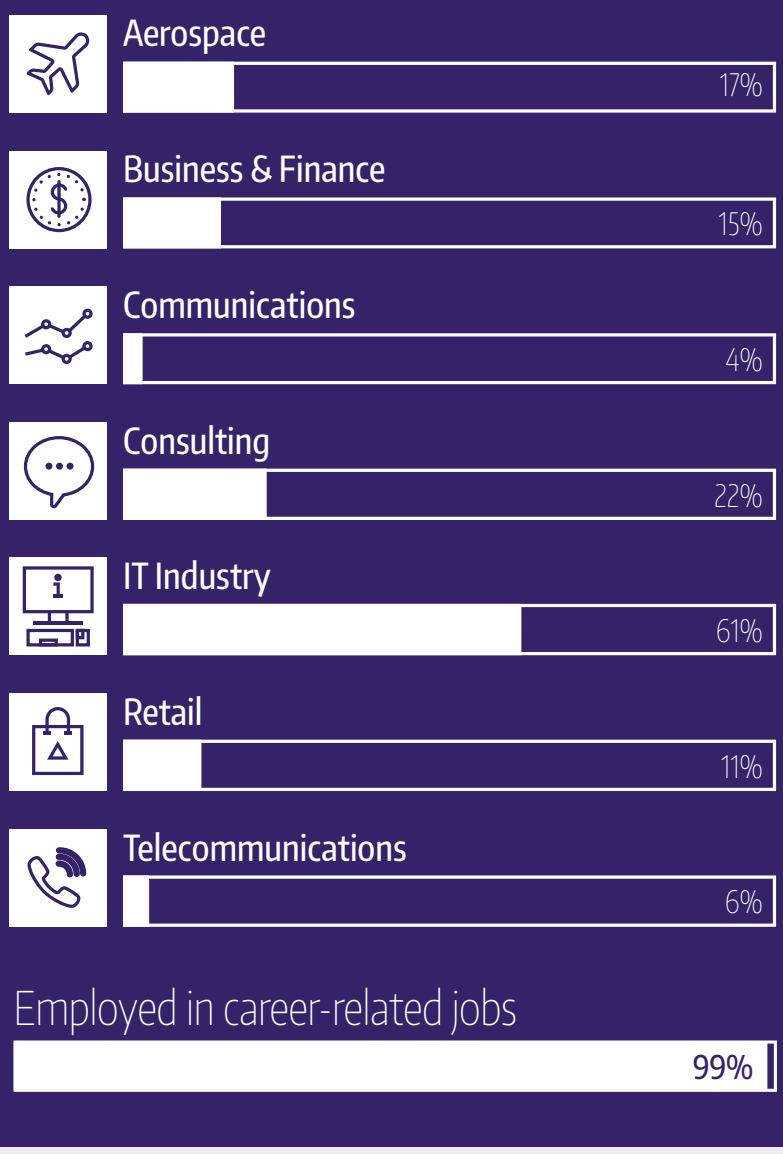
John Wulff (2008) is the Senior Vice President of Software Development at a financial services company. His team builds financial advisory tools for financial planners and their clients.

Fan Yang (2017) is working as a software engineer at Nordstrom.

INFO: Where are they now?

70% of our **141** 2016 Graduates

Let us know where they are and what they're doing



Employed in career-related jobs

99%

Antony Zhong (2016) is a security consulting analyst at Adventure, traveling the world and solving security problems one at a time.

MLIS

Jessica Anderson (2010) has been working as a librarian at the University of Washington Botanic Gardens' Miller Library. At the library, she answers horticulture and gardening reference questions, maintains the serials collections, works with volunteers, and orders supplies.

Nicola Andrews (2017) began working as an NCSU Libraries Fellow at North Carolina State University. As a fellow, she will be providing reference and instruction services as part of the Learning Spaces & Services department, and also working on an initiative to research and increase diversity within academic libraries. Nicola has also been awarded a DLF HBCU Fellowship by the Digital Library Federation.

Nicole Arnold (2017) accepted a job offer from the University of California, Irvine, where she is the Research Librarian for Student Success and Instruction.

Heather Barnum (2013) is working as the supervising librarian at the Mary D. Pretlow Anchor Branch of Norfolk Public Library, Norfolk, Virginia.

Scott Beveridge (2003) is a software engineer, doing remote consulting in .NET. He is currently developing a SaaS product for insurance carrier loss control management.

Frank Branch (2016) had an article on ontology in transmedia fiction published in JASIST, along with fellow MLIS graduates Jolene Kennah, Theresa Aries, and Rebekah Phillips.

Greg Careaga (1996) is Head of Assessment and Planning for the University Library at UC Santa Cruz. This summer, he contributed a chapter to Assessing Library Space for Learning and presented a paper at the 12th International Conference on Performance Measurement in Libraries.

Chelsea Cooper (2016) is working for Sno-Isle Libraries. In February 2017, she helped to open the Mariner Library in south Everett.

Erin Conor (2008) has recently begun work as the Head of the Music Library at the University of Washington and is thrilled to have returned to her alma mater.

Kari Costello (1999) works as a case aide for a foster care agency.

Scott Dalessandro (2009) works as a program officer on the Postsecondary Success team at the Bill & Melinda Gates Foundation.

Diane Doctor (2013) is the Academic Advisor and Internship Coordinator for 175 students in the graduate program in Biomedical Informatics at Oregon Health & Science University. She co-authored an article that was published in Applied Clinical Informatics, "Collaboration Leads to Enhanced Curriculum."

Sarah Evans (2007) earned her Ph.D. in Learning Sciences at the UW College of Education in June 2017 and recently started working as an assistant professor in the School of Library & Information Studies at Texas Woman's University.

Ashley Farley (2017) has transitioned from an internship to a staff position at the Bill & Melinda Gates Foundation. She is an Associate Officer of Knowledge & Research services, focusing on open access initiatives and advocacy at the foundation. She is also keeping her Capstone project, FlourishOA.org, alive. It provides scholarly authors comparable data on journals' article processing charges, coupled with impact data.

Erin Gordenier (2016) started a new job as Outreach Librarian and Volunteer Coordinator at the Siuslaw Public Library in Florence, Oregon.

Katrina Henderson (2002) was hired as the Youth Services Librarian for Chatham County Public Libraries in Chatham County, NC.

Bonnie Hood (2011) is working as an archive technician at the Yakima Valley Libraries.

Alison Horner (2016) is working as a reference librarian at a public library in Massachusetts.

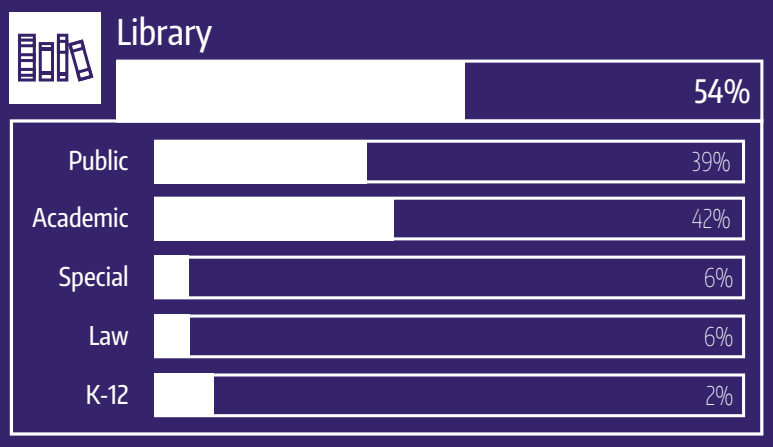
Becky Ramsey Leporati (2016) is in the second year of her fellowship with the University of Cincinnati as a Digital Literacy Fellow. She has been presenting at conferences, including LOEX and EduLearn in Barcelona, on eLearning issues such as accessibility and design.

Stacey Morrison (2013) is a project manager of the Healthier Washington Practice Transformation Support Hub Resource Portal, a website of curated resources serving small to medium medical practices in the state of Washington.

MLIS: Where are they now?

61% of our **144** 2016 Graduates

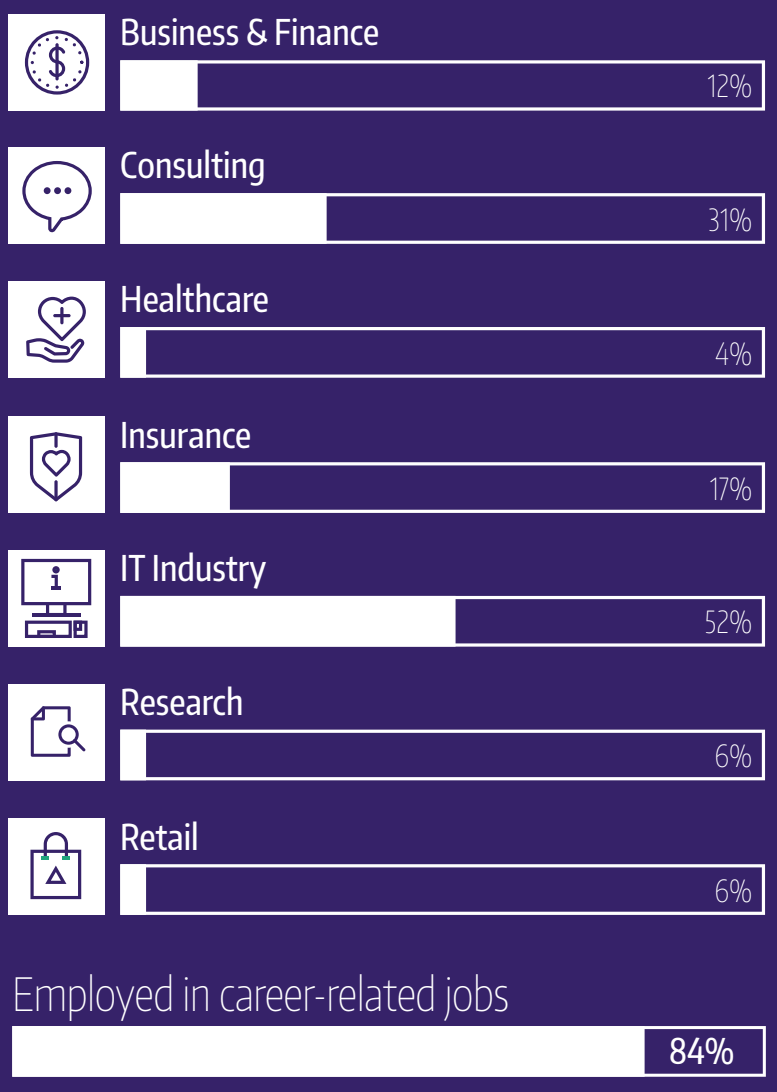
Let us know where they are and what they're doing



MSIM: Where are they now?

67% of our **92** 2016 Graduates

Let us know where they are and what they're doing



Bree Norlander (2017) co-authored a paper about the current state of Open Access publishing.

Emily Thompson (2016) is the Events and Outreach Manager for Jewish Studies at the University of Washington.

Anne Turner (2000) is Operations Director and Senior Project Advisor for a Northwest-based advisory firm that focuses on clinical informatics and provides services to regional and national health-care organizations and hospitals.

Jen Waller (2009) is working as the Open Educational Resources and Scholarly Communication Coordinator at the University of Oklahoma in Norman, Oklahoma.

Megan Willan (2012) began working in a new position with the King County Library System as Adult Services Librarian in the South Central region, serving the Woodmont Library.

Leigh Wilkinson (2016) recently celebrated a one-year anniversary as a children's librarian with the Brooklyn Public Library.

Jeffrey Winter (2007) is a research literature analyst at the Washington State Transportation Center at the UW.

M.Lib

Lynne De Merritt (1973) recently began volunteering in the Digital Collections of the UW Libraries

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Special Collections and reports that it's an interesting place to volunteer and has a great staff.

Patricia Devine (1979): Patricia is the Outreach & Communications Coordinator at the National Network of Libraries of Medicine — a program of the National Library of Medicine — for the Pacific Northwest region. She teaches about online health information to health-care professionals, librarians, and health-care consumers.

Jim Gaylord (1968) retired in 2002 after spending 18 years with Pierce County Library, most of it as a reference librarian at the Lakewood branch. He currently spends time fighting with his computer, reading, taking care of his house and yard, and listening to an ever-growing collection of records, discs, and tapes. He volunteers at a thrift shop and as a "librarian" at Rainbow Center, Tacoma's gay and lesbian community organization.

Beth Smith Hammond (1969) is now a substitute at Siuslaw Public Library in Florence, Oregon; a member of the Upper Siuslaw Library Committee; treasurer of Lane Library League; and chair of Rolling Readers at Mapleton Elementary.

Thurston Miller (1989) has worked at the University of Notre Dame since 1992 as the Physical Sciences Librarian. In 2017, he received the Foik Award, given to a library faculty member who has contributed significantly to library service to the Notre Dame community and/or to the library profession through personal scholarship or substantive engagement in professional associations.

Lethene Parks (1963) is Library Director for the Clark County Genealogical Society in Vancouver, Washington, and teaches one or two genealogy classes a year for the society. She is also Chair of the Collections Committee for the Oregon-California Trails Association.

Maryruth Storer (Law Librarianship, 1978) received the American Association of Law Libraries Hall of Fame Award at the AALL Annual Meeting in July 2017. The Hall of Fame Award recognizes members whose contributions to the profession and service to the Association have been significant, substantial and long-standing.

MSIM

Kate Hagan (2013) recently joined the team at Delightful Communications as the Digital Marketing Program Manager.

Harsh Keswani (2017) joined Splunk Inc. in Seattle after interning there for almost a year, and is now working as a product manager for machine learning.

Patrick (Meng-Chi) Lee (2011) is working as a software engineer at Microsoft.

Susan Michl (2007) has been a Senior Associate with Point B since 2012. Point B is an employee-owned management consulting firm.

Oktavianus Sinaga (2011) is working as a business analyst with the Department of Information System Management at the Central Bank of Indonesia.

Anikate Singh (2014) is the Development Manager of the Big Data Platform at Concur Technologies, leading a 10-member team.

Zhi Sun (2015) accepted a position at Facebook as a software engineer.

Phillip Wood (2013) is at Google in Venice Beach, California, responsible for the contracting tools that will soon process $100 billion per year in revenue.

Shuyi Xiong (2017) is working as a software engineer in Seattle.

Ph.D.

Bryce Newell (2015) is now an Assistant Professor at the University of Kentucky School of Information Science.

Studying our online habits, good and bad

Almost 80 percent of Americans have smartphones. On average, they check them more than 140 times a day. Many are not happy about it, expressing feelings of dissatisfaction with the waste of time, the meaninglessness of the experience, and their seeming inability to break their onscreen habits, reports new iSchool faculty member Alexis Hiniker.

"People are often dissatisfied with the way they choose to use technology, yet struggle to change their behavior," says the human-computer interaction researcher, who is studying emotions surrounding people's engagement with technology and the factors that pull them into it, capture their attention and hold them there. "I'm looking at how people's behaviors around engagement differ from what they would like and why."

Based on user input, she has helped build intervention tools for both adults and children that allow them to approach technology use with what she describes as "intentionality" and "mindfulness." One experimental innovation, an Android app called MyTime, let smartphone users set goals on how long they wanted to spend on specific apps and notified them when they veered off-course. "Time's up!" screens read.

The result: Participants cut the time with apps they felt were a poor use of time by 21 percent, while continuing to engage as usual with the apps they felt good about.

"Intentionality is a really important part of my work. I want users of these systems to feel total autonomy and a sense of self-determination in the way they use technology. It should be user-driven, not technology-driven," says Hiniker, whose work has been featured in such national publications as The New York Times and Time Magazine. "I'd like to see users engage, disengage, and re-engage of their own volition and feel good about doing so."

That's not easy in today's "attention economy," where tech companies design devices and apps to be irresistibly alluring, leaving us vulnerable to those flashing clickbait headlines, pop-up ads, and other monetized look-over-here distractions. "The longer they hold us, the more money they make," says Hiniker. "I have no shortage of study participants who express frustration and resentment toward companies designing these experiences."

People-first approach

Can companies do better? What's their incentive to do so? Those are topics she'll visit in her spring iSchool course tentatively titled "Designing for Evil." "We'll be wrestling with some hard questions about the responsibility of designers. How do you know if you're designing for the greater good? What, if anything, should you do about it if you aren't?" she says. "It would serve the industry well if tomorrow's developers and designers think about those questions when creating new systems for real people."

Hiniker, who earned her Ph.D. in Human Centered Design and Engineering at the UW, was convinced to join the iSchool by a mission statement in the job call. "The statement said they wanted someone doing work in design and technology in the service of social good," she says. "I hadn't seen that anywhere else: the values-first approach to technology and technology design."

The new assistant professor, who worked as a Microsoft software engineer before doctoral studies, holds a master's degree from Stanford University in education and a bachelor's in computer science from Harvard University. Bringing the computational and human side of technology together at the iSchool is exciting, she says. "Human-computer interaction is such a fun space to be in because the problems are so complex."

She comes to the new job as a full-stack developer – someone knowledgeable in all stages of software development, back-end to front-end. "Sometimes exploring these questions means building a system-level tool to track a user's device activity, and sometimes it means creating an easy, compelling interface. It's useful to be able to do both."

That deep expertise proves invaluable. "Alexis has very strong technical, design, quantitative, qualitative, writing, and communication research skills that are the perfect combination for researching innovative technologies that can make an impact in our lives," says Julie Kientz, associate professor in the department of Human Centered Design and Engineering, with adjunct appointments in the iSchool and Computer Science and Engineering.

Alexis Hiniker

Hands-on work with kids

Much of Hiniker's work focuses on children. She won a prestigious Parent's Choice Gold Award for a startup she co-founded called Go Go Games Studios. The startup created iPad games to help children with Autism Spectrum Disorders learn to recognize various features of objects around them.

She's currently studying how to better incorporate children's abilities and ideas into the technology they use, based on comprehension at various stages of development. Too often technology design for children is adult-centric, she points out. "Children don't always interpret what I build in the same way that adults do. As a designer, I need to be able to take a step back from my own assumptions. Hands-on work with kids can really help."

That hands-on work can be surprising, as she discovered last year in a participatory design workshop with 4- to 6-year-olds. "I thought I'd define the topic and we'd stay on that topic," she says, laughing. "Then I asked what tool should we build, and they said, 'Let's make a hurricane.'"

Children of all ages have become avid users of technology, Hiniker points out. A study looking at low-income communities in America reported 75 percent of children had their own dedicated device by age 4. "Managing our media consumption and choosing how and when to engage with technology has become an important life skill," says Hiniker. "We want to support kids in developing these healthy habits early. But the way we have dealt with this as designers so far is to create parental controls with lock-out mechanisms – you can't access this content or you can only use this thing for this amount of time. That approach doesn't do anything to help children develop the ability to self-regulate their use of technology, which is what they will need as they grow."

One "intentionality" tool for kids she's helping engineer is called Plan and Play. It helps preschoolers set up and stick to self-defined goals for entertainment consumption on their different devices. "It's an app about planning ahead, which can be hard for a 4-year-old to think through," she says. "We're worried about getting that piece right and building an interface they understand."

Hiniker also focuses her research lens on families. In a study that garnered national attention, she and colleagues explored how parents and offspring increasingly struggle over the rules of technology use. The joint survey with the University of Michigan found children ages 10-17 agreed that while it was important to set and follow expectations, they were frustrated when the rules weren't applied equally to parents. If they couldn't bring their phone to the table, why could their parents? They also wished their parents wouldn't text while driving. And they wanted their parents to please stop posting about them on Facebook without their permission. "That was top of their minds," says Hiniker.

As for her own home, Hiniker says she and her family – two small boys and a husband who's a Google engineer – have little time for technology. In fact, she doesn't even own a smartphone, she admits, pulling out a tiny, old-school Qualcomm 3G that fits inside her palm. It's good for texting and talking and little else.

Hiniker looks at it and smiles. "This doesn't mean I'm not distracted by technology," she admits. "No matter how many studies I run on this topic, I still seem to spend plenty of time checking Facebook."

An ally for indigenous scholars

Museumgoers look at a Native American basket and see a beautiful object. What many don't see are the layers of knowledge it contains, says new iSchool faculty member Miranda Belarde-Lewis. There is the knowledge of what plants to gather for weaving, at what time of year, and how to prepare them. The chemistry of which dyes to use and how to make them. The history behind each design and what it represents. The knowledge of how to construct something that holds water or clams. The rituals involved in different stages of production.

Miranda Belarde-Lewis

"There is so much knowledge encoded in each basket. That goes for textiles, jewelry, everything we create as a Native community. It is not just art," says Belarde-Lewis, who earned her Ph.D. at the iSchool in 2013 and brings to her job challenging new ideas, including perceptions of the term "information."

"Native American communities don't really talk about information. They talk about knowledge. It's more than information," says the new faculty member, who is a member of both the Corn Clan in Zuni Pueblo and the Takdeintaan Clan of the Tlingit Nation.

Belarde-Lewis's new title at the iSchool is Assistant Professor of Native American Indigenous Knowledge. "That is the longest title ever," she says. She shares the title with iSchool colleague Clarita Lefthand-Begay, a citizen of the Navajo Nation. "These are the only two positions like this in any information school in the world," says Belarde-Lewis.

The positions reflect a strategic plan to expand the field of indigenous knowledge at the iSchool, one of the first information schools to bring Native American faculty onboard. "We aim to establish the indigenous knowledge field as a core domain of study at the school," says outgoing Dean Harry Bruce. "Our vision is that researchers around the world will follow our example by honoring and exploring indigenous forms of information creation, collection, representation, and sharing."

Belarde-Lewis grew up in New Mexico's Zuni Pueblo surrounded by legacy jewelry makers, potters, painters, fetish carvers, and weavers. Art was her culture. It became her vocation. After earning a B.A. in cultural anthropology at the University of Arizona, a master's degree from the UW's Museology Graduate Program, and another master's and Ph.D. at the iSchool, she became a highly regarded freelance curator at such prestigious institutions as the Frye Art Museum in Seattle and the Bill Reid Gallery in Vancouver, B.C. She is currently guest curating an exhibit called "Raven and the Box of Daylight" opening at Tacoma's Museum of Glass in 2018; it features the work of renowned Tlingit glass artist Preston Singletary.

Belarde-Lewis also contracts with the Suquamish Museum on the Port Madison Indian Reservation, helping with development and curating the public programming of the museum. And she is an artist herself, working in pen-and-ink and flat beadwork, finely patterned.

She'll be hanging up her curatorial hat – during the school year, at least – to concentrate on her teaching and research at the iSchool. She was first recruited to the school by iSchool Associate Professor Emerita Cheryl Metoyer, an Eastern Band Cherokee and one of the first Native American Ph.D. graduates in library and information science in the country. "When Cheryl explained the interdisciplinary nature of the iSchool, that made a lot of sense to me. I realized everything could be discussed through an information lens," says Belarde-Lewis, who, during her studies at the iSchool, helped found the Indigenous Information Research Group, a group fighting for social justice for Native populations.

'Now it's time to write'

The iSchool faculty job will be a big switch for the museum professional, who has enjoyed a schedule that allows both immersion in the art world and treasured time at home on Suquamish tribal lands with her husband and 10-year-old son. But she is ready. "As a researcher, you go through waves where you intensely collect data, then do the writing, based on data analysis, process, and outcomes," she says. "What I've been doing the last four years is collecting data as I work with artists and museums. I've been on a giant data sweep. Now it's time to write."

In her Ph.D. work, Belarde-Lewis developed the concept of Indigenous Knowledge Visualization, a way to study how objects reflect the ecological, spiritual, political, and genealogical connections of one particular Native community and how that layered knowledge passes from generation to generation. She wants to share that lens with iSchool students and help them learn about the incredible diversity among the nation's 560-plus federally recognized tribes, as well as tribes that are not recognized. "It's one thing to say, Native people do this, but to generalize this way takes away from the beauty and complexity of every individual Native community," says Belarde-Lewis.

She also wants to develop courses on tribal museums and tribal representation in mainstream museums. "In tribal museums," she says, "Native artists get to be the heroes of their own stories."

She intends to explore with students proper research protocols for working in Native communities – protocols that respect and protect the intellectual property of sovereign groups whose private information is too often made public with the snap of an iPhone and a posting on Facebook. "People say information science is about the democracy of information. That's not always the case," she says. "It's something Native communities really challenge."

Overcoming distrust

In her graduate work, she examined how, over hundreds of years, anthropologists, reporters, ethnographers, academics and others came into her Zuni homeland with cameras and notebooks and carried away sacred knowledge, presenting it out of context in their publications and exhibits. "They extracted Native knowledge about ceremonies, art, gender roles, plant medicines, and have used that to advance their own careers," says Belarde-Lewis. "I want to show students that this extractive research is still an ongoing problem and it's why Native communities have a really hard time with researchers. There's an innate distrust."

It's a distrust she herself experienced as an undergraduate working at Arizona State Museum. Representatives of various tribal nations had come to the museum one day for a consultation on the 1990 Native Graves Protection and Repatriation Act, a federal law that requires human remains, burial goods, and other sacred objects be returned to descendant tribes upon request, often to be reburied or used in ceremonial practices, as intended.

"When Cheryl (Metoyer) explained the interdisciplinary nature of the iSchool, that made a lot of sense to me. I realized everything could be discussed through an information lens."

As the tribal representatives toured the museum that day – asked to put on gloves before handling artifacts – one kept saying "You people, you people." That's when it hit her. "He was talking about the museum people, and he was saying it to me," says Belarde-Lewis. "And I realized then that I had crossed over, that I wasn't seen as a tribal representative but as part of the museum establishment. That was my first realization of how deep the split was. I didn't like it, didn't like being placed on the establishment side."

She has never forgotten that encounter. It helped shape her role as a strong advocate and voice for Native communities. "I have worked really, really hard to maintain the relationships with the tribal folks represented in collections and exhibitions," she says. "I want them to know they have a trusted ally within the system."

She'll carry that role into the university system, where indigenous knowledge is too often disrespected as being less than science, she says. "Part of my goal in being on the iSchool faculty is to create a safe space for indigenous scholars to come to the school and get a certificate or degree, or partner with us knowing they are protected and respected."

Data ethics expert joins the academy

Anna Lauren Hoffmann

How do the data-driven systems that sort us, classify us, and categorize us shape our lives? When are the changes they engender good for us and when are they bad? These are questions central to the writing and research of new iSchool faculty member Anna Lauren Hoffmann, whose work digs into the social, political, and ethical implications of big data and algorithms.

"I am looking forward to working with the exceptional faculty, graduate students, and staff at the iSchool in thinking seriously about how data, data-intensive processes, and statistical knowledge impact people's lives," says the data ethics specialist. "What role does this kind of information play in determining people's opportunity for well-being, for social and economic success, or for happiness? What does it mean to maintain one's dignity or a sense of self-respect in the face of systems that are trying to put you in boxes, the better to throw advertisements at you, push news at you, or exploit you for financial gain?"

Hoffmann – a prolific, eloquent writer not only in academia but in popular media – comes to the iSchool from the University of California, Berkeley, where she was a lecturer and postdoctoral researcher exploring the moral and ethical dimensions of data, online life, and information technology. Her experiences living and working with people in the Bay Area and Silicon Valley had a significant impact on her trajectory as a scholar and writer.

"As someone whose work predominantly exists in areas of social theory and applied ethics, I had to think very hard about how I could best contribute to conversations around ethics, justice, and equality in technology," says the assistant professor, who has a Ph.D. in Information Science from the University of Wisconsin-Milwaukee. "The way I think about making an impact is through writing, drawing attention to overlooked or underappreciated issues or perspectives."

A well-known voice

Hoffmann takes writing for audiences well beyond the academy, contributing to such major media outlets as Slate and The Guardian about issues around diversity, inclusivity, and ethics in technology. Her background in theory and philosophy adds depth to the writing. "She is a critical reader of the philosophical tradition. She uses it in unexpected ways to argue that the current discussion around data ethics has not been taking questions of respect seriously enough," says Solon Barocas, an assistant professor at Cornell University's Department of Information Science who also studies data ethics.

Colleagues describe her as one of the nation's emerging thought leaders in the data ethics field. "She is becoming the go-to person for newspapers, conferences, and industry workshops," says longtime mentor Elizabeth Buchanan, Endowed Chair in Ethics at the University of Wisconsin-Stout. "The UW iSchool students, faculty, and staff are very fortunate to have her and the amazing perspectives she brings."

Facebook is a frequent topic in Hoffmann's articles. "The company makes a lot of assumptions about people and about how the world works that are wrong and have caused problems," says Hoffmann, who nonetheless counts herself among the platform's 2 billion users. "It's the responsibility of everybody, including scholars, to challenge those assumptions."

Her list of lapses by the company is long. Facebook policy banning people from using pseudonyms has hurt vulnerable populations such as domestic abuse survivors and transgender users – an issue she has explored in her research. And a decade of working to maximize the site's value for advertisers, brands, and media companies has continued to compromise the privacy and security of individuals, leaving them vulnerable to commercial and political exploitation, she argues.

Facebook is not the only tech giant making ethics blunders. Two years ago, Google, using facial recognition software, tagged black people in photos as "gorillas" in a newly introduced photo app. Pre-testing the program with diverse subjects could have red-lighted the problem.

And, as with Facebook, social applications like dating apps often struggle to account for gender diversity or the safety of vulnerable and marginalized populations.

Ignorance is 'no excuse'

What makes these problems so difficult to address, Hoffmann says, is the fact that they are rarely deliberate or malicious – instead, they are the result of thoughtlessness and the narrow experiences and perspectives available in an industry that is too often dominated by white men at the expense of others. "As an educator, I'm interested in how this kind of thoughtlessness gets perpetuated. Many people don't realize that every choice they make may have ethical considerations," says Hoffmann. "But ignorance or shortsightedness is no excuse when these systems and platforms cause real harm in the world."

Next spring, she will teach an undergraduate class on gender and technology, encouraging undergraduates at the UW to confront these problems head-on. One area students will explore is the problem of "lean-in feminism." "It's this idea that women are underrepresented in technology fields and all they need to do is 'lean in' and emulate the processes that have allowed white men to succeed," she says. "I want to dive into that conversation and help students think of alternatives to that vision. Rather than reshaping women for industry, what would it mean to reshape industry for women? And what does it mean to do work outside of a presumed white, binary women-and-men model?"

Hoffmann is excited about the opportunities Seattle presents for engaging with both industry and community. She and her wife grew up in the upper Midwest, and both find the "north" feel of Seattle familiar. "We like it here. It's beautiful. And it's our speed," says Hoffmann, whose family is of Norwegian heritage. She has already scouted out the best salted and smoked fish in Seattle's Scandinavian shops.

Hoffmann calls the opportunity to work at the UW iSchool in her complex field "phenomenal – a dream."

"Information schools in general are well-positioned to tackle the problem of ethics in data science and in data-intensive cultures of research," she says. "It's because they have always been concerned with the human in technology, the human in information. And as a top information school globally, the UW could not be better positioned to tackle these key social and ethical issues."

Joe Janes's 'Documents' podcast now a page-turner

A popular podcast by iSchool Associate Professor Joe Janes is now a book. "Documents that Changed the Way We Live" was published over the summer by Rowman & Littlefield.

Since 2012, Janes has written and produced episodes of a podcast about the origin and often evolving meaning of documents. The podcast, "Documents that Changed the World," has prompted about 350,000 iTunes downloads.

Joe Janes

In the podcasts, Janes explored documents as disparate as the Rosetta Stone, the AIDS Quilt, Florida's hanging ballot chads, Webster's first dictionary, Alfred Nobel's last will and testament and President Barack Obama's only birth certificate. His inquiries go back to 2300 BCE and are as recent as Pope Benedict XVI's resignation, in 2013.

In the book, readers will discover, as Janes did in his research: why we use Roman numerals for Super Bowls, royalty and Olympiads; why every kitchen store sells measuring cups and spoons; and why an attempt to help people vote more easily in one community may have altered the entire history of a nation.

Janes is clear that he approaches his topics as an educator, librarian and information scientist — but not as a trained historian or journalist.

"I know about documents. I swim in them daily," Janes writes in the introduction. "I look at the world through information-colored glasses.

"So while most people would see the Rosetta Stone as a monumental object that has survived the centuries to represent its culture, I want to know what it says, how it got written and what happened to it."

A main motivation for the book, he writes, is "to help people understand the breadth and reach of what documents are and can be and are becoming, and the power they have in our lives individually and as communities and societies."

SUMMER ABROAD

iSchoolers studied in England, Ghana, the Netherlands, South Korea, Tahiti

Since 2008, the iSchool has collaborated with the UW's Study Abroad Office to offer exploration seminars – short-term study abroad programs (3-4 weeks) led by UW faculty that take place during the gap period between the end of summer quarter and the beginning of fall quarter. Over the years, the iSchool has sent more than 150 students on these study abroad programs, providing graduate and undergraduate students learning opportunities that extend beyond the classroom and allow them to explore the world.

iSchool Tahiti – Place, Identity, and Traditional Knowledge (top left)

Students explored key issues around identity and place, cultural diffusion, and notions of community in the context of Tahiti, French Polynesia through understanding different systems of knowledge. Students attended local festivals and dance competitions; participated in local athletic events; visited ancient places of worship; and interacted directly with a variety of Tahitian residents to broaden their understanding of the Polynesian culture and world history.

iSchool Ghana – Experience Research: Communication Technologies & Development in Southern Ghana (right)

Students had the opportunity to learn a local language; participate in seminar discussions about the field research process and notions of development; engage in conversations with guest speakers; visit information and communication technologies organizations; develop research questions and practice fieldwork in an area of interest.

iSchool South Korea – Information, Technology and Society in Modern Korea (top right)

Students studied and worked with Korean university students to learn how culture and technology affects the use and sharing of information in modern networked environments. Topics included urban informatics, data-driven storytelling, infographics, and information behavior. The seminar was held in collaboration with Sunkyunkwan University (SKKU) and Seoul National University (SNU).

iSchool Netherlands – Dutch Designs: Innovation in Library, Museum, and Information Services (second row)

The program was held in collaboration with faculty and professionals from several Dutch academic, research, and cultural organizations, including the Huygens Institute, the Dutch national eHumanities platform, the Delft Public Library (DOK), and the Royal Netherlands Academy of Arts and Sciences. Students learned how libraries, museums, and information services engage with diverse populations both in their everyday functioning and in their attempts at creating innovative programs and resources.

iSchool England – Wizards, Whangdoodles & Whizzpoppers: Children's Literature in the U.K.

Students learned about the Children's and Young Adult Literature of the UK through hands-on and interactive experiences. This included visiting museums, with repositories of some of the best and most extensive children's literature collections in the world, and through face-to-face professional development time with librarians, scholars, writers and professionals of children's literature.

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

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

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

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

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

WHAT WILL YOUR LEGACY BE?

Learn more about the options for giving at **www.foundation.org/plannedgiving** or call **800.284.3679**.

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