



# news

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## INFORMATION AND THE QUALITY OF LIFE



### Professor studies how technology pushes our lives out of balance

#### IS TECHNOLOGY MESSING UP YOUR LIFE?

Do you check your e-mail every minute, carry your cell phone with you during a weekend family hike, and freak out when the batteries fall out of your Palm Pilot?

If you answered yes to any of these questions, you may be suffering from technology overload — a nonscientific malady that is plaguing today's technology-driven society. Information School professor David Levy feels your pain. He too has had enough. Levy, a former researcher at the Xerox Palo Alto Research Center and acknowledged "technologist," says he fears that technology is taking over our lives to a point that in some cases it is harming, rather than helping society.

"Our information environment is out of balance," says Levy, who likens his quest to keep information technology in check to the early environmentalists. "Thirty years ago unchecked urbanization and industrialization were upsetting the earth's precious natural balance. We realize now that our information environ-

ment too is being polluted, thrown out of balance. Ultimately, I think we'll need to engage in the same kinds of activities as the environmentalists: understanding the causes, developing remedies and raising public awareness."

He plans to achieve this through research and social activism.

Rather than helping people do their jobs quicker so they have more leisure time, technology instead is increasing the pace of people's lives, so that their bosses, friends and even their children want everything faster. People find themselves with too much information and too little

time. Their attention is pulled in several directions at once, almost to the point of inattention. The *Wall Street Journal* recently quoted Levy in an article where it referred to "surfer's voice," a habit of half-heartedly talking to someone on the telephone with quiet utterances of "OK ... uh-hum ... right" while simultaneously surfing the Web, reading e-mails, or trading instant messages.

Levy sees it in his own life. He acknowledges he's "addicted" to e-mail, checking it constantly — even when he travels. "It feels tremendously important to be connected to it, even though little of it matters much," he says. His wife chides him when he checks his e-mail right after waking in the morning, even before getting coffee or the paper. Levy tries to counter that habit by personally unplugging for 24 hours every week from sundown Friday to sundown Saturday to observe the Jewish Sabbath.

As an academic, he says he finds that people's studies have become shallower at universities. "Students feel so maxed out that they feel they're just running over the surface of courses," he says. "I really feel it's of crisis proportions in our culture."

Faced with his own interests and the complaints from students and others who feel overwhelmed by the technology they use, Levy and the Information School on May 10-12 plan to host a conference in Seattle called "Information, Silence, and Sanctuary." The conference — which will begin with a public forum and continue as a closed conference for academics, business leaders, theologians and artists — will explore the problems of information overload, the fragmentation of attention and the general busyness and hastening of everyday life. Levy hopes the conference will not only look at the imbalance and begin to map its causes and conditions, but will also explore ways to use technology to enhance instead of simply to speed up the pace of our lives.

Levy is already finding outside support. He's secured funding from the MacArthur Foundation and has lined up speakers that include environmental writer Bill McKibben and religious leaders who will emphasize the need for contemplative practices to balance today's hectic technological world.

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▲ PROFESSOR DAVID LEVY finds a quiet spot to work in the sanctuary of the library. Levy is convening a conference called "Information, Silence, and Sanctuary" to explore the ways in which technology both enhances and diminishes the quality of our lives.

## LANDMARK CONFERENCE EXAMINES TECHNOLOGY AND JUSTICE

### Does technology in the justice system add to or reduce the digital divide?

THE INFORMATION SCHOOL IN JANUARY co-sponsored a landmark national conference on "Technology, Values and the Justice System" — the first conference ever on the subject of how to use information technology to help the justice system become more accessible, fair and equal to all.

Four Information School faculty members participated in the conference, offering their expertise in areas of technology design, content management, best practices in the use of technology, and ethical issues involving technology and access. They joined internationally recognized experts including Internet Society Founder Vinton Cerf and technology ethicist Helen Nissenbaum of New York University and Princeton to address the crowd of nearly 200 that met in the new William H. Gates Hall.

The conference culminated the work of the three-year effort by the Access to Justice Technology Bill of Rights initiative of the Washington State Access to Justice Board, a statewide effort to influence how technology is used in the justice system. The committee has recommended principles and ways technology can be used to ensure fair and



> LAWYER JEFF WILLIAMS reviews files at the King County Superior Courthouse. With this computerized system, many people are able to review the same documents at the same time and paper files are protected from theft and damage.

equal justice to all. The goal of the conference was to stimulate discussions so that as new technologies are introduced into the justice system those technologies increase, rather than decrease, access to and the quality of justice.

"This is the beginning of what will be a much larger discourse in society about what we're building with technology and what the justice system needs to do," says Batya Friedman, an associate professor with the Information School and Computer Science and Engineering

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## Students serve the community through "iServe"

**IT STARTED MORE THAN TWO YEARS AGO** as an Information School student volunteer project at a Seattle school for homeless youth. Those efforts have now broadened into a new student and alumni service organization committed to helping students serve the community.

The group, called iServe, is run by graduate students who want to connect other students to volunteer opportunities in the community. The group functions as a clearinghouse by making information about service opportunities available to Information School students and alumni. Members of iServe form partnerships with libraries and other organizations in the community through a Web site and Internet listserv.

iServe started in the spring of 2003 when several Master of Library and Information Science students met informally after working as volunteers for First Place School. These students — including leaders Tricia Kenealy, Sarah Zabel and Katie Fearer — had spent several months raising money for and working in the library of the independent school that serves homeless children in Seattle. Since summer 2001, various students, under the direction of Information School lecturer Lorraine Bruce, worked with First Place School. They helped First Place students develop electronic portfolios to showcase their work online so it would stay with them even when they moved.

"The students move a lot and their parents don't keep a lot of their stuff — their papers, their projects, their pictures," explains Sam Harris, First Place School's former literacy and technology

goal. Some of the students also volunteered in the library automation process by downloading records from the Library of Congress to fulfill part of the service requirement needed to earn their degree.

In the process of helping First Place School they became so energized over their work that they decided to do more. "We did that and realized we wanted to do more with First Place and wanted to establish ourselves as a permanent group," Kenealy says. "There's a need for a student-coordinated group to help put people in charge of this type of service project. We started to think bigger."

Their initial attempt at the service organization focused only on First Place School, where various students volunteered with storytelling and worked on a new multicultural collection in the library. Eventually, they realized there were more volunteer opportunities for students in the community. But they needed a way to match students to those opportunities.

In spring 2003, they officially created "iServe," which included a mission statement, a slate of officers, 25 to 30 participants, and a plan to help another non-profit organization. In December, iServe partnered with the Informatics Undergraduate Association (IUGA) to support Page Ahead, a nonprofit organization in Seattle that

### ESTABLISHING A VISION OF PUBLIC ADVOCACY



Each fall, the full faculty and staff of the Information School meets for two intense days to review our progress, set priorities and discuss important issues. This year we came away from our meetings with ambitious goals to guide us in this

academic year and beyond. One of those goals was to "establish a vision of public advocacy."

This is the information age, and it is highly appropriate that the Information School weigh in on the central issues of the day. We feel that — as educators in a public institution and representatives of the information field — we have a responsibility to advocate for information-related values and initiatives that will benefit society as a whole. Our goal is to establish a vision to guide our involvement in such things as public conferences, editorial communications in the mass media, testimony, and the creation of position statements.

While our "vision of public advocacy" is still a work in progress, it is clear that the major topics of this issue of *iNews* — access to justice, information and the quality of life, and community service — will most assuredly be part of our vision.

The recent Technology, Values and the Justice System conference renewed my vigor for this topic. I was in turn fascinated, puzzled, and even angered as I listened to discussions on the issues of law, information and access. As I participated on a panel with distinguished members of the law community, I felt it my responsibility to remind the audience that it isn't about technology; it's about information and people.

I am equally passionate about David Levy's work on Information and the Quality of Life. I often refer to David as "our conscience" because he's always asking tough questions about what our work really means for improving lives and making the world a better place. Make no mistake, I am a strong proponent of the value of information technology, but I also recognize the importance of questioning its role and impact on our individual and collective lives.

As I look at this issue, however, I am most proud of community service rendered by our students through iServe. Through their compassionate work with the children at First Place School, these students found what I hope we all will discover: a passion for helping people that motivates us into meaningful action. ☺



Mike Eisenberg, Dean



▲ SARAH ZABEL (right), a founding member of iServe, speaks to a fellow student about membership in the service organization during the Information School's fall orientation.

**“Part of the vision of the School is to have students participating in the community.”**

SARAH ZABEL, MLIS STUDENT AND FOUNDING MEMBER OF ISERVE

specialist and director of education who is now an Information School MLIS student. "The idea was to have a way for kids to keep a portfolio of their work and the things they accomplished in a digital format that could be accessed anywhere."

When First Place School changed buildings and was able to create its first library, Information School students, with direction from Bruce and Dean Mike Eisenberg, helped set up that library. They logged and catalogued books, culled outdated materials from the collection, and implemented an electronic check out system.

Zabel, Kenealy and Fearer were part of a student group that came together in fall 2002 to figure out how they could help First Place School. They decided to hold a raffle to raise money for a barcode scanner to help the school automate its library. They and other students eventually raised \$900, which was \$300 more than their

provides books to underserved populations. Members of iServe and IUGA worked at the downtown Seattle Winter Carousel to raise money for Page Ahead.

Although iServe has done some fundraising work, the leaders are careful to point out that raising money is not its main mission. The mission is to give students a way to work as volunteers in the community so they can get real life experience that will help them in their careers. "Part of the vision of the School is to have students participating in the community," Zabel says.

A second year MLIS student who plans to graduate in June, Zabel is working on the group's Web site and listserv. Kenealy, who earned her MLIS in June 2003 and works on campus, is the group's alumni liaison. Students and alumni who want to become involved in iServe are encouraged to contact her at [tricia@u.washington.edu](mailto:tricia@u.washington.edu). ☺

# faculty spotlight

## JOSEPH JANES

### Digital reference — Keeping reference librarians relevant in an Internet world

**JOSEPH JANES IS ASSOCIATE PROFESSOR** and chair of Library and Information Science at the Information School and a founding director of the Internet Public Library. A frequent speaker in the United States and abroad, he has co-authored eight books on librarianship, technology, and their relationship, including *Introduction to Reference Work in the Digital Age*. He writes the "Internet Librarian" column for *American Libraries* magazine. As an expert in digital reference, his goal is to make sure reference librarians do not become obsolete in the world of the Internet and instead are valued for the resources and the expertise they can provide.

*Q: You're an expert in digital reference. What exactly does that mean?*

A: The use of digital technologies, primarily Internet-based technologies, to support what is typically called "reference work." In the last few years, people have been using e-mail and more recently chat technology and instant messaging to support that kind of work. The impetus here is largely technological, but the impacts aren't necessarily technological. It has helped us rethink why we do reference work, to what end, and the practice we've used in working with people to identify what their needs are and to help them understand these needs.

*Q: You co-authored "The Internet Public Library Handbook" and stated "The biggest lesson we have learned during the project is that no matter how the world of information changes, skilled librarians are more necessary than ever." Yet some people find they no longer need to go to the library or use library services because they have the Internet at work and at home. Do you still stand by your statement? Why?*

A: The library isn't just the building. What I said was that *librarians* are still valuable. The library is still an important piece of this emerging information world, and the most important resource in that library is its trained and experienced staff. We know things that other people don't about information and about how it's stored, how to find it, and whether it's any good or not. It's very easy to go into Google and get an answer, but it's fairly easy to get a bad answer or a mythological answer. It's also easy to get a good answer, but it's harder than it looks. Google represents an illusion of ease of search. It's easy to use, it's quick and it's free, but it's not the whole picture. I can't tell you the number of times people said 'I looked at Google and I couldn't find this, or that it's not enough or not sufficient or incorrect.' The Google slice of the information world is relatively small. There are a lot of things it can't do and won't do.

*Q: Where is search going in the future?*

A: I would have said a while ago that it was going to be dumbed down and pathetic and at the mercy of the little search box. But in the last few months, more stuff has started to appear, more sophisticated tools behind the little box. It's still not to the level we were at 15 years ago with very sophisticated tools, such as DIALOG or Lexis/Nexis. Searching a bibliographic database was for professionals using sophisticated and powerful — but hard to learn — search languages. That got swept away in large part by search engines. Search engine technology doesn't work well on those kinds of bibliographic databases.



PHOTO: FRANK ROSENSTEIN

**„ In general,  
it's easier to search today,  
but harder to search well. „**

Joseph Janes, associate professor and chair of  
Library and Information Science.

In general, it's easier to search today, but harder to search well. More people are likely to find more things, which is a great boon. However, that has come at the cost of precision and power in searching. I see that returning in some of the special features that search engines and web-based bibliographic database interfaces are adding. I'm encouraged.

*Q: This quarter you're teaching a one-credit course on the Google search engine. Can you tell me about it?*

A: Well, it's not just a searching class. There's a lot going on beyond what you type in the box. There's a lot of technology behind it. There's Google the search engine and Google the business plan and Google the cultural phenomenon — like "googling" people before you date them and "googling" yourself. It isn't just about Google; it's about the nature of the information universe. When it's over, I'd like people to be able to think about Google in particular — and any information tool by extension — in a more thoughtful way. For their final paper, I'm asking students to decide whether Google is "good" or not and why.

*Q: What is the role of libraries in the future with regard to the Internet? How does the Internet affect libraries?*

A: We have a chance to be central and relevant to the information lives of our communities. If we can help people to understand what they need and where to go to satisfy those needs, assist them and most importantly be in their minds when they think of information, then libraries will be more vital than they are today. If we don't do that, we could easily be bypassed. There's already evidence today of people asking why do we need a library, a building, when we have the Internet. We have to have an answer for that question. ☺

#### PROFESSOR JANES' TIPS FOR SEARCHING THE INTERNET:

1. Think whether you're going to find what you're searching for on the Internet. Try to imagine what the Web site answer or response would look like. If you think it's going to be on the Internet, go there. You may want to go somewhere else, or ask a librarian for help.
2. Search for your most specific word or phrase first. If you're looking for something with an unambiguous word or phrase, search on that. Search any word or phrase that's unusual.
3. If you're looking for generic pages about something or an overview, go to a directory like Yahoo or the "Librarians' Index to the Internet" (<http://lii.org>) and try to find a good category.
4. There are times you don't want to be searching. Is there an organization or person who can help you? If you're looking for information about Diabetes, go to American Diabetes Association ([www.diabetes.org](http://www.diabetes.org)).
5. Use special features of search tools where they help. Google, Yahoo and others have added lots of intriguing goodies in the last year or two that can assist in searching. Play around with them and see where they might be able to help. ☺

## ...TECHNOLOGY AND JUSTICE continued from page 1

Department, who discussed the impact of information system design on the justice system.

The justice system in Washington state — and elsewhere — has widely used computers and computer systems for more than a decade. But as courts adopted technology for file storage, public access and the notification process, they didn't necessarily consider the impact that technology would have on those who need to use the justice system, explains Donald Horowitz, a retired King County Superior Court judge, chair of the Access to Justice Technology Bill of Rights Committee and a member of the Information School's Advisory Board.

"Historically, vulnerable people of various sorts — economic, cultural, racial, age or disability — have not had the kind of access to the justice system or response by the justice system that they should have," he says. "Barriers have built up over hundreds of years. Our view is technology is coming into the justice system, and if we just let it happen without guiding it, all it will do is perpetuate what has been happening in the past and may create more barriers because of the digital divide."

Information School lecturer Bob Boiko, an expert in content management, highlighted at the conference a "justice system of the future" that he helped develop. The system uses technology to address the issue of equal and quality access. As part of a team that studied technology

to shoot, but laws regulate when and where they can be used. Buildings are designed for access, but laws determine how they should be built to be accessible to everyone.

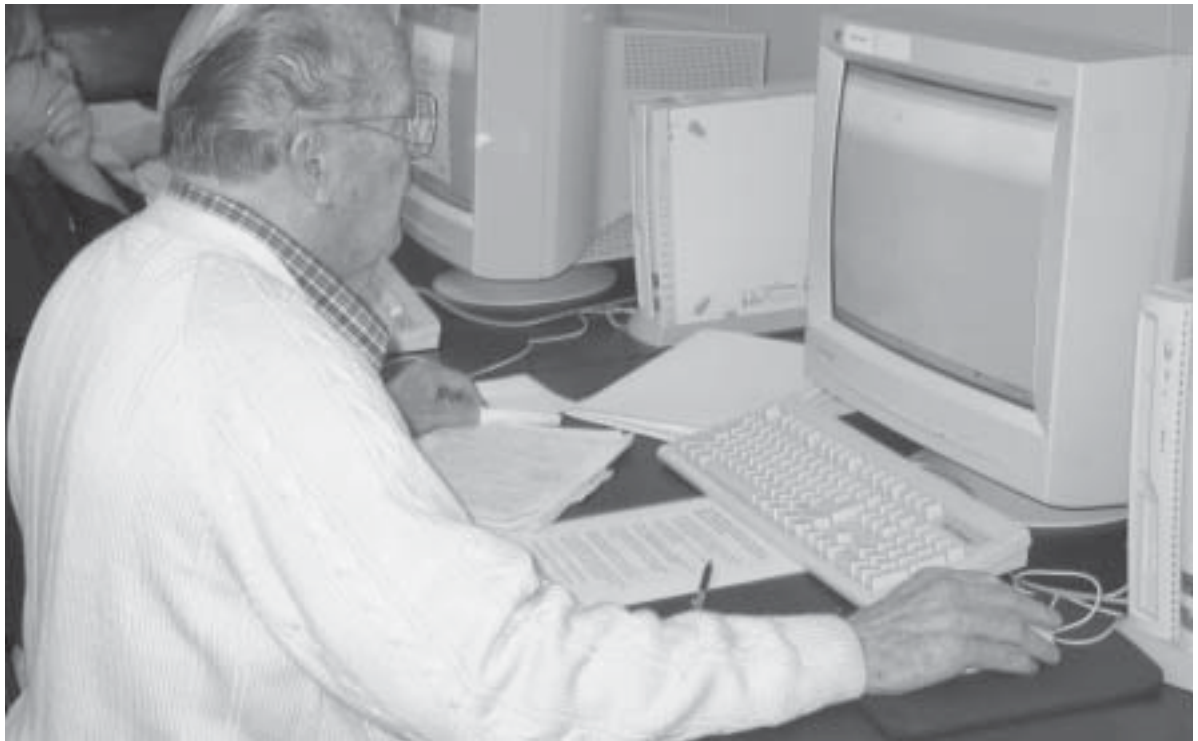
The same is true for the justice system. While technology is a tool in the justice system, the system must determine the parameters in which it is used. This not only applies to questions of access — but to certain rights like privacy, Friedman says.

Historically, privacy protections were built in because it was too costly or difficult to collect and aggregate information. But technologies are making it easier and cheaper to compile data. "Now we have to ask (about) the right balance and potentially there are solutions from the justice system to reestablish those values," she says.

Friedman says she hopes that as a result of the conference, the courts will be more proactive in looking at how technology impacts the justice system instead of implementing a new technology first, then considering its impact later.

While it's clear that technology is becoming more pervasive within the justice system, not everyone agrees that is a good thing.

Without oversight, technology will further erode the notion of fairness within the justice system, Kenneth Himma, a lecturer in the Information School and Philosophy Department, argued at the conference.



> **DARYL DEEDE REVIEWS LEGAL FILES** at the King County Superior Courthouse. Deede, who spends one to two days a week reviewing court files, praises the state of Washington for its advanced computerized court file system.

access, opportunities and barriers, Boiko helped create a technology system that delivers an array of legal options to a sample family involved in a divorce — a family in which not all members speak and/or read English. The technology is used to convey all legal options to the participants to help them resolve their dispute on their own. Advocates relay information to participants who can't access the information because of language difficulties. The goal is to give individuals more legal information in a way that is easier for them to understand and access — and to provide a support network to help them.

This is just one example of how technology can be used to increase — rather than decrease — access to justice. "Because there's technology, it has allowed us to envision this sort of process worked through on a grand scale," Boiko says.

The next step for Boiko and his committee would be to explore similar scenarios involving business or criminal law and to examine in detail how to build a database that would provide even more legal information for participants to use.

Another Information School professor, Batya Friedman, used her expertise in information system design to explain to the conference how the design of a system impacts its use. She explains that people design systems or entities to have certain capabilities, and laws help regulate how they are actually used. For example, guns are designed

"Left unchecked, the incorporation of technology into the legal system can produce tremendous injustice. For this reason, we have to be very careful about the way in which these technologies are incorporated into the legal system," he says. It can be as simple as acknowledging that not everyone is computer literate. Because of that, it would be wrong to make essential legal information available only through the Internet, he says.

Himma also questions what legal information should be made available on the Internet. Should debt histories and criminal records be online? While people have legitimate reasons to want to see such records, Himma says, such information could be misused to deny individuals housing or employment even if they have paid for their past mistakes. "If you could access this information from home any time of the day, it's more likely people will access it. But is that good or bad? It's precisely because these issues are uncertain that we need to have conferences like this one," he says.

All are questions that need further discussion. "Technology is a tool, but it's no more than that. How do we make this tool enhance the basic values that we all profess? How do we make it serve proper human values?" asks conference co-chair Horowitz. "It's a powerful tool and we can make it happen, but we have to think about it." ☺




< **THE NATIONWIDE INITIATIVE** "Take Back Your Time Day" encourages Americans to reclaim their time from overwork and over-scheduling. Professor David Levy's work, which he calls *Information and the Quality of Life*, shares much in common with the Take Back Your Time movement.

#### ...QUALITY OF LIFE continued from page 1

"There are a number of people in the field out there who would agree with David," says John De Graaf, national coordinator for "Take Back Your Time Day," an effort to raise consciousness and urge people to slow down and enjoy the lives they have. "We've certainly heard from other people with similar views who are in the academic world or in the communication technologies business."

Levy supported the local effort and helped organize "Take Back Your Time Day" campus activities in October. De Graaf says that Levy gets it. "I think his sense that we've allowed these new information technologies to control us rather than vice versa is something that most of us who are connected to the Take Back Your Time movement really

feel. These things aren't really bad in themselves, but they need to be used carefully and we need a philosophy of why we need these technologies, not that it's just to make life go faster and faster. They're tools that are helpful, but if misused, they can be harmful."

Levy acknowledges the arguments of critics, who say that unless we keep up with the pace of technology we will lose our competitive edge. That may be true in the immediate future, he says. But in the long run, it will only harm us. "Part of what's wrong with our society is we're so caught up with quarterly results that we're lacking a larger vision that could sustain us for a longer period of time. We have to find a deeper vision of what life's about." 

#### INFORMATION, SILENCE, AND SANCTUARY CONFERENCE

May 10-12, Seattle


May 10 Public forum to feature keynote address by Bill McKibben, author of *Enough: Staying Human in an Engineered Age*. Town Hall, Seattle

May 11-12 Conference for 50 invited participants from the arts and humanities, technology, library and information sciences, economics, education and religion. University of Washington

## ALUMNI ASSOCIATION EXTENDS THANKS TO LISA SPAGNOLO


After two and a half years of leadership in the Information School Alumni Association, Lisa Spagnolo (MLIS '01) has relinquished her role as acting co-president of the organization. Spagnolo, who had been working at UW's Suzzallo Library, accepted a new position in December with the University of California at Davis. With her young son, new home and new job to fill her time, Spagnolo decided it was time to give up her leadership position in the alumni organization.

The School and the Alumni Association would like to thank Spagnolo for her incredible dedication to the organization and wish her the best of luck in her new position.

Spagnolo served as co-president of the Alumni Association with Dana Bostrom (MLIS '99) in 2001-02. She then stayed involved in the organization in 2002-03 as past president, heading up the Project Network program. For the past several months, Spagnolo and Bostrom returned to serve as acting co-presidents while the School considered reorganizing its alumni organization. Bostrom will now serve alone as acting president to help establish a new format for the alumni group. 

## CALL FOR VOLUNTEERS

The Information School Alumni Association is reorganizing and will no longer be filling traditional, year-long officer positions such as treasurer and secretary. We are instead looking for alumni volunteers for brief commitments to work on specific events (e.g. assisting with reunions held during professional conferences) or projects (e.g. sitting on awards committees). We plan to continue Project Network and are especially looking for volunteers to help organize the task of matching students and mentors.

If you are interested in volunteering, please contact Information School staff member Corinne Kator at [ckator@u.washington.edu](mailto:ckator@u.washington.edu). Kator will keep volunteers apprised of specific opportunities. Another way to stay informed of these opportunities is to subscribe to the School's alumni listserv. The subscription page is linked from the Information School Alumni Association Web site: <http://alumni.ischool.washington.edu> 

## LAW LIBRARIANSHIP ALUMNI PROFILE: PATRICK E. KEHOE

By Penny Hazelton (MLS '76), Director, Law Librarianship Program

Patrick E. Kehoe spent 44 years in the field of law librarianship — 35 years in his professional career, and nine years at the University of Washington Law Library before his professional career began. That's probably some kind of record!

In summer 2003, UW alumnus Kehoe retired from his career in law librarianship and his position as professor of law and director of library services at the Washington College of Law at American University in Washington, D.C.


President of the American Association of Law Libraries in 1995-96, Kehoe worked at the University of Houston and Yale Law School libraries before joining the faculty at American in 1973. During his tenure there, Kehoe created and developed several special research collections, including the unique archives of the former Administrative Conference of the United States and the National Bankruptcy Review Commission.

In addition to his duties as director of library services, Kehoe served as associate dean for management and budget at American University's law school for several years. He was the law faculty's elected representative to the University Senate for 20 years and in 2002 became its chairman.

Kehoe earned his Masters in Law Librarianship from the University of Washington in 1968 during Professor Marian Gould Gallagher's tenure as Law Librarian and as director of the law librarianship program. Mrs. G (as she was affectionately known) held law librarianship classes in her office and was able to challenge even Kehoe, who had worked in the law library for nine years!

In looking back over his career, Kehoe gives this advice to future librarians: "One thing about 'our watch in the profession' that comes to mind is how exciting it was to be part of the digital revolution as libraries went from all books to the entire array of current book and non-book media. The key to success for our generation of library information professionals is the willingness to move with the times."

Kehoe and his wife, Carole, returned to Washington state over the summer. Although vague about what he planned to do in retirement, Kehoe did raise the prospect of practicing admiralty law again.

Little did Kehoe know that working at the UW Law School Library in high school would lead to a satisfying and full professional career! 

## NOTED FOR THE ALUMNI

From the Information School Alumni Association



▲ "THE KEY TO SUCCESS for our generation is the willingness to move with the times." Patrick Kehoe (MLS '68), retired professor of law, American University.

# program notes

## INFORMATICS (BS)

### INFORMATICS GRADUATES— WHERE ARE THEY NOW?

When the first class of Informatics students entered the program in fall 2000, many of them wondered, "What does one *do* with a degree in Informatics?" Now that two classes of Informatics students have graduated and entered "the real world," they finally have an answer to their question.

The Information School recently conducted a survey of its 2002 and 2003 Informatics graduates and found them working in a range of industries. As might be expected, many of them hold positions in technology-oriented companies, ranging from large corporations like T-Mobile and Microsoft to smaller, private companies like PAR3 Communications.

Joseph Goldberg, a 2002 alumnus, works as a Web developer at Amazon.com. He is part of Amazon's personalization team, which designs and maintains the online retailer's personalized features like "Your Recommendations," "Your Store," and "New for You."

"The Informatics program," says Goldberg, "focused on user-centered design — not just blindly developing products, but thinking first about who will use them and how they'll be used. We have a similar focus here at Amazon, but we call it 'customer-focus.'"

Goldberg, whose coworkers have backgrounds in technology and computer science, says he appreciates his more diverse education. "I see a definite advantage to multidisciplinary programs like Informatics, which is a hybrid of traditional computer science and a more well-rounded approach to problem solving."

Several of Goldberg's classmates chose to remain in academic settings, accepting research positions at the UW or pursuing master's degrees in such places as Berkeley's School of Information and Management Sciences and Ohio State University's Business School. Others are working in information and technology-related positions at architectural and law firms and at government agencies, like the Air Force and U.S. Department of State.

Faculty and staff have always described the Informatics program as one that prepares students for careers working with both people and technology. They now can illustrate this claim by sharing with potential students a list of jobs that Informatics graduates hold. These include Web developer, product developer, software developer, interface designer, security analyst, technical recruiter, network administrator, technical salesperson, research assistant and information management specialist. ☺

## INFORMATION MANAGEMENT (MSIM)

### NEW FULL-TIME PROGRAM WILL REACH MORE STUDENTS

In fall 2005, the Information School will begin offering a full-time, day version of the Master of Science in Information Management program. The degree program is currently offered only in a part-time "executive" format with classes on Fridays and Saturdays, and the addition of the full-time format will allow the program to double in size by fall 2006.

"Our executive MSIM has been very successful, but it's not open to individuals without significant professional experience," says faculty member Bob Boiko, the associate chair of the MSIM program. "Our new full-time program will allow us to offer the unique MSIM curriculum to a new audience of less experienced students who come to us from around the country and around the world."

The current executive MSIM students have an average of seven years of experience in information technology or management positions and have a median age of 35. The new program is expected to attract younger students with little or no professional experience, or students who are looking to shift their focus and pursue a new career track.

"Both programs — the executive and the full-time — will attract what I call the 'MSIM type,'" says Boiko. "MSIM type people recognize that to be successful you have to focus on people, information and technology. They are smart, innovative entrepreneurs who will lead many of the information intensive organizations of the future."

The new MSIM curriculum will be built on the same model as the current curriculum, but with a more substantial set of core courses and considerably more electives. These electives will allow day MSIM students to select one or more areas of specialization, such as knowledge management, business intelligence, information architecture, or content management.

The Information School will begin accepting applications for the new full-time MSIM program in February 2005. Contact Bridget Warbington, Student Services Administrator, at 206-616-2544 or [badw@u.washington.edu](mailto:badw@u.washington.edu) for more information. ☺

## LIBRARY AND INFORMATION SCIENCE (MLIS)

### DISTANCE FORMAT A RESOUNDING SUCCESS

Just because students in the Distance Master of Library and Information Science program don't regularly meet face to face, doesn't mean they don't engage in heated and fiery discussions with each other.

Just ask Information School professor Stuart Sutton. He has taught several courses in the Information School's dMLIS program since it was introduced in fall 2002, and he has become an enthusiastic advocate of the online format.

"The level and quality of online discussions among everyone involved in the class is higher than anything I have ever experienced in a conventional classroom," says Sutton. "There's a brief period in the beginning when the student has to adjust to the new asynchronous discussion medium, but once that's done, the contributions to the discussion are usually more thoughtful and thorough than you'd hear in a face-to-face class."

Student Sarah Bosarge, a dMLIS student from Idaho, is also impressed with the online format. "The thing I appreciate most about the program is that the technology doesn't get in the way of a quality learning experience," Bosarge says. "The online tools we use are a cinch to figure out — there is hardly any learning curve at all."

Classmate Laura Zeigen, who lives in Portland and works for the Oregon Health and Science University library, says the online tools succeed in fostering more than good class discussion. They help students build strong classmate relationships as well.

"This program does an amazing job of creating a learning community," Zeigen says. "When I came back to classes after winter break, I was so happy to be able to reconnect with my cohort. Believe it or not, I missed them, and it felt great to be 'together' again!"

The dMLIS program has been such a success, and demand for the program has been so high that the Information School plans to double dMLIS enrollment. The School will begin admitting 70 students — up from 35 — in fall 2004, and by the 2006-07 academic year, 200 students will be enrolled in the distance learning program. ☺



▲ SARAH BOSARGE (far right) and her classmates in the distance MLIS program enjoy a light moment during an on-campus class. Distance students visit the Seattle campus for three- to five-day residency sessions at the beginning of each academic quarter.

## INFORMATION SCIENCE (PhD)

### DOCTORAL STUDENTS RECRUIT OTHERS

Research has shown that personal contact with doctoral students is an effective means to recruit new doctoral students to the field of library and information science. With this in mind, three universities — the University of Washington, the University of Illinois at Urbana-Champaign and Florida State University — applied for and received a grant from the Institute of Museum and Library Services for a project to improve the way they recruit and educate doctoral students in library and information science.



▲ DOCTORAL STUDENT LYDIA HARRIS describes Project Athena, a PhD recruitment program, to new students at the Information School's fall open house.

An important component of the project — called Project Athena — is a fellowship program that supports six doctoral students (two from each participating university) who will develop recruiting relationships with masters-level programs at "sponsor schools."

"Sponsor schools were chosen because they provide a high quality educational program in librarianship at the masters level but do not currently offer a Ph.D.," says professor Harry Bruce, the Information School's primary contact for Project Athena. "The schools were also chosen because they have a diverse student population."

The Athena fellows will work with faculty members at their sponsor schools to encourage current masters students and recent graduates to consider pursuing doctoral degrees. As an added benefit, a student recruited by an Athena fellow who is then accepted into a doctoral program will be eligible for a one-time scholarship.

Doctoral students Lydia Harris and Danielle Miller were chosen as the UW's two Athena fellows.

"Project Athena is a wonderful opportunity for all the fellows," says Harris. "Danielle and I will work with faculty and students from other universities, as well as with the other four Athena fellows on recruitment and education projects."

Harris is building a recruiting relationship with her sponsor school — the University of Southern Connecticut; and Miller is working with the University of Oklahoma. Athena fellows from the other two partner universities will work with the University of Southern Mississippi, the University of South Florida, Wayne State University and the University of South Carolina. ☺

# FACULTY UPDATE

## BOOKS



**Melody Ivory-Ndiaye** published *Automated Web Site Evaluation: Researchers' and Practitioners' Perspectives* (Norwell, MA: Kluwer, 2003). Her book is the fourth volume in a series on human-computer interaction.

**Joe Janes** published *Introduction to Reference Work in the Digital Age* (New York: Neal-Schuman Publishers, 2003).

## AWARDS AND APPOINTMENTS

**Raya Fidel** won the 2003 American Society for Information Science & Technology (ASIS&T) Award for Outstanding Information Science Teacher.

**Betty Marcoux** received the Washington Library Media Association President's Award.

**Allyson Carlyle** was invited to join the International Federation of Library Association's "Functional Requirements of Bibliographic Records" model / International Council of Museums "Conceptual Reference Model" harmonization meetings in Paris, November 2003, and Crete, March 2004.

**Jochen Scholl** was invited to join the Information and Information Systems in Public Administration working group of the International Federation for Information Processing (IFIP).

## RESEARCH GRANTS

The Information School received a \$25,000 grant from the Bill & Melinda Gates Foundation to support student fellowships.

**Terry Brooks** is part of a research team, led by Timothy Nyerges of the UW Department of Geography, that received a \$380,000 grant from the National Science Foundation (NSF) for a project titled, "An Internet Platform to Support Public Participation in Transportation Decision Making."

**Harry Bruce**, in partnership with researchers from Florida State University, secured \$75,000 of funding from the Institute of Museum and Library Services (IMLS) to extend Project Athena, a program for recruiting doctoral students in library and information studies.

**Batya Friedman** and **Peter Kahn** received additional funding — approximately \$2.5 million over five years — from the NSF to extend five projects within their Value Sensitive Design research program. Friedman and Kahn are working in direct collaboration with the UW Department of Psychology.

**Maurice Green**, in collaboration with UW colleagues in Psychology, Social Work, American Ethnic Studies and English, will be co-organizing a research cluster on "Understanding Stereotypes, Prejudice and Discrimination." The cluster received \$6,000 from the UW's Simpson Center for the Humanities to support a speaker and seminar series.

**Joe Janes**, in partnership with Syracuse University, will be working on the IMLS-funded grant project, the Digital Reference Education Initiative.

**Betty Marcoux** secured contracts totaling \$45,000 from the Washington State Library to continue her work with the K-12 Library Initiative.

## SELECTED PUBLICATIONS

**Terry Brooks**. "Web Search: How the Web Has Changed Information Retrieval." *Information Research*, v. 8, no. 3 (2003).

**Batya Friedman** and **Peter Kahn**. "Human Values, Ethics and Design." In J. Jacko and A. Sears (Eds.), *Handbook on Human-computer Interaction*. Mahwah, NJ: Lawrence Erlbaum Associates, 2003.

**Kenneth Himma**. "Legal, Social, and Ethical Issues (of the Internet and E-commerce)." In H. Bidgoli, *The Internet Encyclopedia*. Hoboken, NJ: John Wiley & Sons, Inc., 2004.

**Kenneth Himma**. "The Relationship between the Uniqueness of Computer Ethics and Its Independence as

a Discipline in Applied Ethics," *Proceedings for CEPE 2003 and the Sixth Annual Ethics and Technology Conference* (Boston College, June 2003). (Selected by the Conference Program Committee as one of the six best papers of the conference.)

**Melody Ivory-Ndiaye**. "Web Site Usability Engineering." In M. P. Singh, *Practical Handbook of Internet Computing*. Boca Raton, FL: CRC Press, 2003.

**Jens-Erik Mai**. "Organization of Knowledge in a Networked Environment: A Report on the 6th Networked Knowledge Organization Systems (NKOS) Workshop." *Knowledge Organization*, v. 30, no. 1 (2003).

**David McDonald**. "Ubiquitous Recommendation Systems." *IEEE Computer*, v. 36, no. 10 (2003).

**David McDonald** and **Wanda Pratt** (with M. Reddy and M.M. Shabot). "Challenges to Physicians' Use of a Wireless Alert Pager." *Proceedings of the American Medical Informatics Association Fall Symposium* (Washington, DC, Nov. 2003). (Nominated for the Diana Forsythe Best Paper of the Year Award.)

**Wanda Pratt** (with M. Yetisgen-Yildiz). "LitLinker: Capturing Connections across the Biomedical Literature." *Proceedings of the International Conference on Knowledge Capture* (Florida, Oct. 2003).

## COMINGS AND GOINGS

**Cheryl Metoyer** has joined the faculty of the Information School and is teaching a special topics course, "Information Seeking Behavior in Ethnolinguistic Communities," during winter quarter. Metoyer holds a Ph.D. in Library and Information Science from Indiana University and is the chief academic affairs officer for the Mashantucket Pequot Tribal Nation.

**Louis Fox** and **William Jones** have been appointed as research associate professors in the Information School. Fox is vice provost for Educational Partnerships & Learning Technology at the UW and Jones has most recently served as a senior lecturer and an affiliate associate professor with the School. ☺

# ALUMNI UPDATE

**Nicholas Belkin** (MLS '70) received the 2003 Award of Merit from the American Society for Information Science & Technology and was elected president of the organization for 2005. Belkin is a professor and the head of the Department of Library and Information Science at Rutgers University in New Jersey.

**Daniel Walters** (MLS '76) is executive director of the Las Vegas-Clark County Library District, which was named *Library Journal's* 2003 Library of the Year.

**Nancy Ottman Press** (MLS '77) left her job at the Pacific Northwest Regional Medical Library after 20 years to become the director of library services at Mars Hill Graduate School, a seminary in Bothell, Wash., with a counseling program specializing in domestic violence issues.

**Timothy J. Blake** (MLS '86) was elected chair of the Library Advisory Board for the City of Phoenix, Ariz., for the 2003-04 fiscal year. He was appointed a member of the board in 2002 by the Phoenix City Council.

**Stephanie E. Carter** (MLS '90), associate dean for library services at Centralia College, in Centralia, Wash., recently received the college's Exceptional Faculty Award. She also earned a Masters of Public Administration from The Evergreen State College in Olympia, Wash.

**Michael E. Bergeson** (MLS '91) is a librarian for Seattle Public Library and is also in charge of design research for Seattle-based Design for Wine and Food.

**Patricia G. Metcalf** (MLS '91) is a reference librarian for the Linebaugh Public Library in Murfreesboro, Tenn.

**Lorrie L. Kovell** (MLS '94) is the collection development manager for Jackson County Library Services in Oregon. She and her partner recently adopted a 2-year-old boy, Colton Thomas.

**Daniel M. Bell** (MLS '95) has been the research director for the Amateur Athletic Foundation's Sports Library in Los Angeles since April 2000. He spent the fall of 2001 in Lausanne, Switzerland, on a work exchange with the International Olympic Committee museum and library. In April 2003 he published the *Encyclopedia of International Games*.

**Jennifer D. Grenfell** (MLIS '01) is a librarian at the North Mason Timberland Library in Belfair, Wash.

**Elizabeth S. Knight** (MLIS '01) has been working as the science liaison librarian at the University of Puget Sound in Tacoma, Wash., since June 2002.

**Renee M. Remlinger** (MLIS '02) started a new position as a librarian at the Federal Home Loan Bank of Seattle.

**Kawanna M. Bright** (MLIS '03) was selected to participate in the University of Tennessee Libraries Minority Librarian Residency Program. During her two years in the program she will work in several areas of the library and take part in a variety of initiatives and projects.

**Andrew T. Everett** (MSIM '03) has a new job as the data catalog administrator for the Washington State Department of Transportation in Olympia, Wash. ☺

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## UPCOMING EVENTS

### 90<sup>TH</sup> ANNIVERSARY CELEBRATIONS

The Information School is hosting several alumni events this winter to celebrate its 90th anniversary of granting library and information science degrees. We had a wonderful time in Tacoma and in Spokane. Please join us for the next event in your neighborhood!

✓ Tacoma Celebration  
January 15  
UW Tacoma Campus

✓ Spokane Celebration  
February 11  
Spokane Public Library

Seattle Celebration  
Wednesday, February 25  
UW Seattle Campus, Kane Hall  
8 p.m. (reception following the Chisholm Lecture)

Clark County Celebration  
Tuesday, April 27  
Camas Public Library  
5:30 p.m. (prior to Camas Library Service Award Dinner)

### MARGARET CHISHOLM LECTURE

**Wednesday, February 25**  
UW Seattle Campus, Kane Hall, 7 p.m.

Guest lecturer Chuck McClure, from Florida State University, will offer an address titled, "Mapping the Future: The Pitfalls and Promise for Library and Information Services."

### PUBLIC FORUM ON INFORMATION AND THE QUALITY OF LIFE

**Monday, May 10**  
Seattle's Town Hall, 1119 Eighth Avenue (at Seneca Street), 7 p.m.

Author Bill McKibben will give an address, "More, Faster — Better?" followed by responses from a panel of experts and a general discussion among the speaker, panelists, and the audience. The forum is associated with Information School Professor David Levy's Conference on Information, Silence, and Sanctuary.

### PROFESSIONAL CONFERENCE RECEPTIONS

Participants in the following professional conferences should plan to attend an alumni reunion during the conference.

- **February 24-28** Public Library Assoc. (Seattle, Wash.) (See announcements for the Margaret Chisholm Lecture and the 90<sup>th</sup> Anniversary Celebration in Seattle)
- **April 14-16** Oregon Library Assoc. (Eugene, Ore.)
- **June 5-10** Special Libraries Assoc. (Nashville, Tenn.)
- **June 26-29** American Library Association (Orlando, Fla.)

# what's new?

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The Information School is working to keep its alumni records up to date and to improve its publications. Your feedback is appreciated!