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Intersections

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Interim Dean: Allen H. Renear
Editor: Cindy Ashwill
Managing Editor: Kim Schmidt
Contributing Writers: Christy Glaze, Nicole Helregel, Kate Quealy-Gainer, Gina Tangorra
Photography: Christy Glaze, Koval family, Makerspace Urbana, and Thompson-McClellan Photography
Design: Pat Mayer

501 East Daniel Street
Champaign, Illinois 61820-6211
glis@illinois.edu
www.lis.illinois.edu
Phone: (217) 333-3280

People use information for analysis, inquiry, collaboration, and play—and in so doing, change the world. GSLIS is dedicated to shaping the future of information through research, education, and engagement, both public and professional. Intersections highlights our current work in these areas as well as achievements of our students, alumni, faculty, and staff.
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Documentary films are powerful storytelling vehicles. The best social justice films take us to places we’ve not been before, engaging our minds and our hearts as they explore some of the most significant issues of society: poverty, education, the environment, health, social equality. In ninety minutes or less, we are moved by these stories. But are we moved to action?

That is the question that Jana Diesner, assistant professor, set out to answer. “A great number of documentary films are made with the idea that by bringing an issue to the public in an artistically appealing, compelling, and dramatic way, they can have an impact by effecting change,” she said. “Often that means an incremental contribution towards some bigger goal.”

However, it has been difficult to tell whether watching a movie on climate change, for example, actually moves people to alter their perception or habits. In fact, the success of a social justice documentary is often measured either by quantitative metrics such as the number of screenings, or in a more qualitative fashion by conducting interviews with small focus groups before and after a screening.

Diesner took a different approach that brings these solutions closer together. She wanted to find out how people thought and felt about an issue before and after a movie was released, and to understand what those people say and feel about those issues. “Our computational solution helps a filmmaker find strategic opportunities for connection with the people or organizations that are most engaged with an issue, and to understand what those people say and feel about those issues.”

Diesner took a different approach that brings these solutions closer together. She wanted to find out how people thought and felt about an issue before and after a movie was released, and to identify how much the film’s content and its coverage in both traditional and social media contribute towards any change in the public discourse. She knew that by combining methods from natural language processing, social network analysis, and data visualization, she could get a more comprehensive, rigorous, and efficient grasp on the impact of a documentary.

With support from the JustFilms division of the Ford Foundation—a major funder of documentary films—Diesner put together a team of graduate students from a diverse set of backgrounds to design and build ConText, a publicly available tool that facilitates impact assessment. In addition to evaluating impact after a film has been released, they also bring this computational solution to filmmakers in earlier stages of work. Using ConText, Diesner and her team work in collaboration with various directors, producers, and funders to identify strategic opportunities that make the most of outreach and campaigning, ultimately increasing the impact of films that are about to be released.

This collaboration doesn’t only make the film’s impact more powerful, it also makes ConText work even better. “We gain a tremendous amount of valuable insights from working directly with filmmakers and those in the media. Their subject matter expertise is fundamental to our ability to improve our technology such that it becomes more useful and gets used to solve a specific real-world problem here and now,” said Diesner.

Putting ConText to work

After realizing she could apply a computational method to a seemingly abstract question, Diesner and her team had to decide what indicators they would use to measure impact. They then got to work identifying and developing methods and software that enable the measuring and analysis of these indicators.
Most documentary filmmakers want their film to make a difference in the world. So, when doing an assessment, Diesner and her team start by asking the film’s creators to identify the core issues on which their film is meant to have an impact. Using this information, Diesner’s team collects data about that issue in the form of text from social media sites such as Twitter, Facebook, and Sina Weibo as well as from traditional news outlets around the world. She also inputs text from the film’s transcript. ConText then uses this text to map, track, and analyze the social network of stakeholders and the public discourse around a film’s main issue prior to the film’s release. The result is a clear picture of current discussion and opinion around a topic, including key people and groups who are already engaged. Diesner also filters out players who have agency in creating change around a topic.

Once the film is released, Diesner continues to track any change in the established baseline over time. She then identifies the amount and quality of change that stems from the content of the film as represented in the film’s transcript as well as any coverage of the film on social and traditional media. The remainder of change in the baseline is due to other things going on in the world that relate to the issue.

Essentially, ConText provides filmmakers with a map of audiences and media outlets that can help them move the needle on an issue, as well as a picture of how their film has generated discussion and/or change. “Our computational solution helps a filmmaker find strategic opportunities for connection with the people or organizations that are most engaged with an issue, and to understand what those people say and feel about those issues,” said Diesner.
It isn’t only important, though, to find the right opportunities for connection. Diesner found that filmmakers must also be strategic in the way in which they communicate with journalists if they want to increase a film’s impact. “In our analyses we sometimes see a strong focus in the press on portraying a film as a high-quality art product, which is certainly a major goal and success for a filmmaker. However, if they more strongly present their film as a vehicle for raising public awareness around an issue when talking to reporters, the focus turns to the issue, not the art. We have observed this trend for classic media as well as social media. On social media, interestingly, it is often the user community who ties the art product to a lively debate on a broad range of aspects of the issue,” said Diesner.

The House I Live In

One documentary that aimed to increase awareness and education concerning an issue is the award-winning film, The House I Live In. Written and directed by renowned filmmaker Eugene Jarecki, the documentary investigates drug use in America, acknowledging the devastating effects drug use has on families while also challenging the notion that the war on drugs, as it has played out in the political arena as well as the criminal justice system for the last forty years, is having any positive effect. In fact, the movie asserts that it is the war on drugs and the social issues that surround drug use in America, acknowledging the dev - asting effects drug use has on families while also challenging the notion that the war on drugs, as it has played out in the political arena as well as the criminal justice system for the last forty years, is having any positive effect. In fact, the movie asserts that it is the war on drugs and the social issues that surround this. Eventually, the commenters on these posts not only tied the film to the issues at hand, but also included themes not addressed in the original posts, such as the workings of the prison system, the experiences of people’s lives. The film’s social media accounts continued the dialogue, and ultimately it is this engagement that has kept the issue—and the movie—in active discussion.

The movie was released in 2012 and, among its many honors, received the Grand Jury Prize at the Sundance Film Festival. Two years later, the front page of the film’s website is devoted to educating readers and providing ways to act on the issue. Similarly, the documentary’s Facebook page remains active, notifying its nearly 20,000 fans about legislative developments as well as coverage of the drug war in the media.

Beyond the screen

ConText was developed to further investigate social justice documentaries, but the tool functions across a wide set of uses and users. From the very beginning, Diesner built ConText with a bigger goal in mind: to create a tool that conducted text analysis and network analysis in an integrated and efficient fashion, and to make this tool available across disciplines. Diesner and her team are currently expanding the reach of ConText by branching out into the assessment of other types of media, such as feature stories and campaigns. “We have begun to think about impact assessment in a more generalized way as it also applies to other domains, including academia, politics, and business. We also continue to develop, apply, and evaluate methods and algorithms for constructing different types of network data based on natural language text data and jointly analyzing text data and network data. ConText is our sandbox for providing these novel solutions.”

In order to bring ConText to the end user, Diesner and her team are continuously running hands-on training workshops to participants from academia, the private sector, and governmental units. Diesner has conducted training workshops for this open-source tool with scholars in South Korea, Denmark, South Africa, Peru, Russia, and the U.S. “Seeing how people interact with the tool helps us to continuously improve the usability and routines offered in ConText. Users come to us with projects in mind and suggestions for new features that we might never think of, and we greatly appreciate that feedback.”

Meet the ConText team:
Amirhossein Aleyasen, master’s student, Computer Science
Jinseok Kim, doctoral student, GSLS
Andrew Higgins, doctoral student, Philosophy
Shubhanshu Mishra, doctoral student, GSLS
Kiumars Soltani, doctoral student, Informatics
Liang Tao, master’s student, Agricultural Engineering
Sean Wilner, doctoral student, Informatics
Anna Mae Koval loved to read, especially to her six grandchildren, and her love of words, books, and ideas has left a cherished legacy to the next generation. It is in this spirit that Edward Koval and his family have established the Anna Mae Koval Scholarship Fund at GSLIS. Income from his bequest of $1 million will provide need-based scholarships to students who work with the Center for Children’s Books (CCB) and have research interests in youth services and literature. This is the largest single bequest GSLIS has received to date.

Growing up on Chicago’s South Side, a young Anna Mae Carney traveled the world and explored her own imagination through books. Later, she shared her love of reading and learning with young people as a librarian at Chicago’s Mercy High School as well as the Avalon Park Branch and the South Shores Branch of the Chicago Public Library.

Anna Mae and Edward married in 1953 and moved to Maryland when Edward was drafted into the army. They later returned to Illinois, where Edward attended graduate school at the University of Illinois, earning master’s and doctoral degrees in chemical engineering and a master’s in business administration. The Kovals raised their three boys—James, Paul, and David—in Decatur, Illinois, where Ed worked as a vice president with the A. E. Staley Manufacturing Company.

Anna Mae continued to work with young readers as a volunteer, and she instilled a love of reading in her own children and later her six grandchildren. Paul and David also attended Illinois and earned degrees in English and history, respectively. David’s wife, Jenni Taylor Koval, earned her bachelor’s and master’s degrees in advertising from Illinois as well.

When Anna Mae passed away in March 2012, her family wanted to find a way to honor her memory. Anna Mae and Edward had always been passionate about supporting education, so when Edward learned about GSLIS and the Center for Children’s Books, he knew that this was the right fit.

“We always believed that education is the most significant part of a person’s life and a love of reading makes future success possible,” said Koval.

The scholarship recipients will be supported in their love of learning, their academic careers, and their commitment to the vital work that libraries do for their communities.

This spring, Koval hosted CCB Director Deborah Stevenson and Assistant Dean for Advancement Diana Stroud at his Arizona retirement community home, where Stevenson gave a presentation to a group of Koval’s fellow residents. She gave an overview of the CCB and discussed current trends in youth literature. Alumna Julie Yen (MS ’07), library supervisor at Mesa Community College, also visited and entertained the group by telling two stories.

“I know Anna Mae loved the University of Illinois, and I can’t think of a better way to honor my wife of fifty-nine years than with this scholarship in her name, in an area that she loved,” said Koval.

Koval was so eager to begin honoring his wife that he has also agreed to develop a current use fund so scholarships can begin to be awarded in 2014.

“It has been such a pleasure to work with the Koval family on this gift. Their love for Anna Mae and their desire to honor her legacy of working with young people is inspiring and infectious. I know that this very significant gift will benefit generations of students, and in turn, countless children across the country,” said Stroud.

Ed Koval, David Koval and his daughter Lauren, Paul Koval
How making makes a difference.
Assistant Professor Emily Knox (MS ’03) knows her way around a reference desk. She is a scholar working in intellectual freedom and censorship. She holds multiple degrees from prestigious universities. And now, thanks to Makerspace Urbana, she has added even more talents to her toolbox. She can work a soldering iron. And sew a flapper dress.

When Knox moved to Champaign to begin teaching at GSLIS, she joined Makerspace Urbana as a way to meet new people in the community. She quickly became a core member of the group, even working to help organize last fall’s Urbana-Champaign Mini Maker Faire.

“Being a part of Makerspace Urbana has increased my confidence in making and fixing all sorts of things. I’ve learned how to solder and greatly improved my sewing skills. For example, I recently broke the screen on my smartphone and rather than pay for it to be fixed, I bought all the supplies and I repaired it at Makerspace,” Knox said.

Makerspaces are popping up all over the country, and their purpose is to bring production into the hands of everyone—literally. By providing access to tools and technology in a welcoming group environment, makerspaces allow for tinkering, collaboration, exploration, making, and ultimately, confidence building.

Many public libraries are making space for makerspaces either by providing space and equipment, or in conducting shared programming with independent area groups.

“Makerspaces are the next step in making resources available to the community. If a library has funding, it can provide access to all sorts of resources—not just books,” said Knox. “And you can choose to include in your makerspace anything your patrons might use, from tech to power tools.”

For the 2013 Teen Tech Week, librarian Joel Spencer (MS ’10), partnered with Makerspace Urbana and the Champaign-Urbana Community Fab Lab to create a series of workshops and open lab times at the Urbana Free Library. Teens were invited to learn how to solder by making a “blinky robot badge,” build a simple synthesizer, and make a didgeridoo, as well as use musical instruments, a 3D printer, and media production software.

Spencer was so pleased with the success of these events, that he now holds an open lab three times a week. This teen-only space attracts twenty to thirty teens each day it is open, and they are working on projects such as writing and recording music and designing game pieces that are printed on the 3D printer. Many GSLIS students volunteer during these open labs to help the teens.

“The atmosphere I’m trying to create is open—that is why I called it an open lab,” said Spencer. “There tends to be a built-in fear about technology, and that can build up a barrier. I wanted to make the space available to everybody, so it was more of a hangout, but at the same time great stuff is also going on in the same room. Our makerspace blends naturally into what is already occurring, and I try to make it very approachable. Then the teens can ask, ‘How did you do that?’” said Spencer.

In setting up his space, Spencer worked closely with fellow librarian Amber Castens (MS ’11) and GSLIS doctoral candidate Jeff Ginger, who works with the operations and community engagement aspects of the local Fab Lab. While the Fab Lab is physically located on the Illinois campus, Ginger and his colleagues have created partnerships with a number of institutions to bring the Fab Lab off campus and into the community.

“Historically, fabrication and production facilities have been open only to highly privileged individuals—professional designers, engineers, and people in university and corporate settings,” he said. “That’s a problem in two ways: one, it keeps the access to just the highly privileged individuals; and two, it continues the privatization of information production and information processing.”

Erin Fisher (MS ’08) is the library program manager at Grand Valley State University in Allendale, Michigan. She is working with colleague Kyle Felker to develop a makerspace for students. “At the heart of academic libraries lies a commitment to growth, learning, and exploration,” she said. “By bringing makerspaces into libraries, we can provide more options for self-directed, innovative learning; we can provide a space that acts as an incubator for ideas; and we can provide tools for the rapid prototyping of those ideas.”

Spencer has seen the difference programming like this can make for teens. “The effect of the programming has been phenomenal, especially in kids who normally had behavioral issues in the library,” he said. “Now we are working on something together. Now we are learning together. It really has had wonderful ripple effects. You get to know each other on a different level.”
Every day, we make decisions based on data. If selected for a trial, jurors would hear testimony from expert witnesses before deciding guilt or innocence. Parents choose medical treatments for their children based on scientific research. Democracy relies on engaged citizens who base their decisions on information drawn from an array of sources. In these situations and many others, we are called upon to make potentially life-altering decisions on the basis of data, but just how much do we really understand?

The ability to find, interpret, and question the reliability of influential information is a necessity. This information increasingly takes the form of numerical data from high-level research, and effectively making use of this information can be a challenge. The term “data literacy” is used to refer to the ability to discover, analyze, and apply this kind of information, and awareness of the need to further develop data literacy is gaining momentum in the research world and in the information professions.

GSLIS Professor Michael B. Twidale, Associate Professor Catherine Blake, and Research Associate Professor Jon Gant are among those who have recognized the need to cultivate a data literate citizenry. They outlined the rationale in their paper, “Towards a Data Literate Citizenry,” which was first presented at the 2013 iConference.

The data literate citizen

Twidale, Blake, and Gant envision the data literate citizen as a person who thinks critically about data encountered in daily life and is comfortable with questioning sources and accuracy rather than feeling intimidated. This person would not simply accept outright the conclusions that others, such as politicians or journalists, may draw from data, but would instead conduct their own analysis and in the case of citizen science, contribute their own data. As stated in their paper, the authors envision “a sociotechnical ecology where data, information, people, and technology co-evolve.”

Having established the situation and goals in their first paper on the topic, they are now approaching the issue as a research question. “It’s a huge problem,” Twidale said. “The challenge is, how are we going to do it? How are we going to design better experiences to get towards this goal?”

The authors argue that information schools are well prepared to accomplish this goal. Due to their multidisciplinary nature and mission to bring together people, information, and technology, iSchools are positioned to produce experts who can lead this movement.

The role of information professionals, who have historically acted as intermediaries in guiding untrained citizens in interpreting traditional forms of information, is developing to include teaching data literacy skills. As professionals, they can assist colleagues and the public in interpreting and questioning data and by raising awareness of literacy issues. GSLIS graduates are well prepared for these roles, as coursework for many students now includes study of data literacy. In fact, research in data literacy falls at the intersection of three GSLIS specializations: the Specialization in Socio-technical Data Analytics, the Specialization in Data Curation, and the Certificate in Community Informatics.

Growing data literacy

With digital literacy and access to information and communication technologies (ICTs) still a major hurdle in the U.S. and around the world, tackling the next challenge may seem daunting, but Twidale, Blake, and Gant have suggested several ways to start growing data literacy now. To those who need data literacy skills most urgently, such as judges and lawyers, journalists, data curators, and individuals in decision-making roles, specialized training is an immediate solution. For example, in 2013 the University of Illinois’s Institute for Genomic Biology offered a “Genomics for Judges” workshop that gave judges a crash course in the science of DNA and examined legal questions related to the use of DNA evidence in court.

Another way is for those with higher levels of data literacy to act as intermediaries. Intermediaries teach new skills and find ways to make data less intimidating, such as through the use of visualizations. The development of data journalism and the increasing prevalence of graphical representations of information in the news evince that information sharing is already moving toward a more data rich, but also more approachable, form.

Changes in the environments of data production and consumption are spurring the need to cultivate data literacy. Results of scientific research are becoming more accessible to the average person as technologies advance. Publicly and federally funded initiatives to increase transparency have led to increased
Under Gant’s direction, the Center for Digital Inclusion has worked to increase access to ICTs and to make improvements in digital literacy and the capability to access digital resources. Gant sees data literacy as a logical progression to digital literacy and an integral component for any organization seeking to incubate engagement based on data. “Digital literacy delivers the data, and data literacy is the next step,” he said. “A lot of people aren’t comfortable enough to download and start analyzing the data.”

Just as data accessibility is increasing, the spread of ICTs and the increasing availability of analysis and visualization tools are making it easier than ever for people to actively engage with data. Free tools such as Many Eyes, which allows anyone to share data sets, create visualizations, analyze findings, and discuss discoveries, empower users to interact directly with data.

This kind of participation is what Twidale, Blake, and Gant hope to see more of. “Encountering data is just the start,” said Blake. “We want to empower people to interact and engage with data throughout the information lifecycle. Data plays a central role in many of our personal and community decisions surrounding our health, education, and the environment. When people begin to collect and analyze data for themselves, we believe that a higher quality of life will be the result. The average citizen can engage with the grand challenges of the twenty-first century.”

**GSLIS specializations prepare graduates to lead progress in data literacy**

The **Specialization in Socio-technical Data Analytics (SODA)**, which is administered by Associate Professor Catherine Blake, a leading researcher in this emerging field, combines the technical and social aspects of data analysis. SODA graduates are prepared to work with data throughout its entire lifecycle, from creation through dissemination, use, reuse, and new data collection.

Students of the **Specialization in Data Curation** learn how to prepare information for use and how to teach analytical skills to end-users. “Curators know how to organize data so that it can be repurposed and reused,” Blake explained. “Curation is an integral component of the data management that helps bridge the gap between researchers and information users.”

The **Certificate in Community Informatics**, managed by the Center for Digital Inclusion (CDI) and Research Associate Professor Jon Gant, offers opportunities for students to gain hands-on experience working with the public in the areas of data literacy and digital literacy, which is the cognitive and technical ability to utilize computer technology to locate, access, create, and share digital resources.
Knox’s intellectual freedom research gains national momentum

With a book under contract, a nationwide research project underway, a recent publication in *The Library Quarterly*, and plans to teach a unique new course to students across the country this fall, Assistant Professor Emily Knox (MS ’03) is gaining national attention for her research in the area of intellectual freedom.

First inspired to study banned books by her mother, a former high school librarian, Knox’s research today centers around the relationships between information, society, and power, and the impact of these relationships on intellectual freedom. She’s found her niche looking specifically at what factors motivate individuals to initiate book challenges.

“I look at the themes in challengers’ discourse and try to understand the commonalities. How do they justify this thing that seems so strange to many of us and goes against a lot of ideas about ‘freedom’ in the United States?”

Though there has been much documentation and publicity surrounding attempts to restrict access to print and electronic information, most focuses on the responses of librarians and communities rather than the factors that motivate some individuals to request that access to particular information be restricted. Knox is under contract with Rowman and Littlefield to publish a book in 2015 in which she’ll examine the worldviews that motivate challengers as well as their own reading habits.

To explore this issue quantitatively, Knox and colleagues from the University of Kentucky, Massachusetts Institute of Technology, and MuckRock, an outlet for government document-based news and public records request clearinghouse, created the Mapping Information Access project. This initiative seeks to compile data on book challenges and internet filtering from the public records of every public library and school in the nation. Although starting with a sample of institutions across the country, the team hopes to eventually create a comprehensive record of challenges and shed light on the conditions in which information access has been challenged or restricted. They are collecting geographic, demographic, and economic data, as well as collection development policies and internet filtering protocols.

“Almost all of the books that you read on intellectual freedom say that books can be banned anywhere, but there’s no citation for that. We have really incomplete information. This research will give us a bird’s eye view of how challenging operates over the entire country,” Knox explained. “I’m interested in seeing if there are general trends with book banning. I’m particularly interested in correlations between challenges and economic downturns or insider/outside effects.”

Knox has also investigated the historical evolution of book banning and the implications of this in modern librarianship. In January, she published an article titled, “Supporting Intellectual Freedom: Symbolic Capital and Practical Philosophy in Librarianship,” in *The Library Quarterly, 84*(1). In this paper, Knox discussed how three areas—codification, institutionalization, and investigation—formed the foundation of a practical philosophy for the support of intellectual freedom in librarianship.

Knox’s research into the history of intellectual freedom and contemporary censorship activities are coming together in a new course she will teach this fall. Offered jointly by GSLIS and the Freedom to Read Foundation (FTRF), the graduate-level course will be taught online and will be open to any student enrolled in a library and information science program.

“We will explore a range of topics in the class from the historical roots of intellectual freedom to pro- and anti-censorship arguments, as well as learn practical strategies for supporting intellectual freedom in libraries and other institutional settings,” Knox said.

“We’re thrilled to enter into this partnership with the University of Illinois,” said FTRF Executive Director Barbara M. Jones. “We’re particularly looking forward to working with Emily Knox, who has quickly established herself as a leading expert in the field.”
McDowell connects new skills, nontraditional audience at storytelling workshop

“Stories are the way we organize our most significant information.”

McDowell connects new skills, nontraditional audience at storytelling workshop

“Stories are the way we organize our most significant information.”

McDowell teaches the workshop, “Storytelling: The art of sharing values,” to members of Illinois’s Leading Forward Advancement Fellows Program, which provides opportunities for advancement officers to pick up new knowledge and skills. Attendees represented multiple Illinois units and each brought unique perspectives on interacting with stakeholders and communicating with potential donors. The common thread among participants was the need to convey a compelling message about the future of Illinois.

Program organizers recognize the value of storytelling as an advancement tool and integrated this into the program via McDowell’s workshop and required readings. “Advancement Fellows are working with donors, prospective donors, and alumni. They need to be able to tell the story of the university, engage alumni and other stakeholders, and make the case for advancing the mission of Illinois through financial support and other contributions. At Illinois, every gift makes a difference, and every gift has a story,” said Elizabeth Cook, director of training and employee engagement for the Office of the Vice Chancellor for Institutional Advancement.

“Stories are the way we organize our most significant information,” McDowell told participants. “If you think about what you value the most, you probably organize that information in story form.” She presented strategies for storytelling and related traditional methods of telling and listening to advancement scenarios and modern media. Participants explored practical applications for storytelling in their day-to-day interactions. “Thinking creatively about storytelling and story listening can help us to cultivate thoughtful ways of communicating, and that makes communication more effective,” McDowell said.

All involved felt the workshop was a resounding success. In fact, McDowell is already making arrangements with the program organizers to offer more workshops in the future. “We’ve received extremely positive feedback,” Cook reported. “Dr. McDowell’s workshop earned high marks from all participants. They particularly liked that she not only helped them to think about their own Illinois stories, but gave them ideas of how to ask alumni and friends to share theirs.”

McDowell sees a lot of opportunities for storytelling to serve an important role in higher education, both in business contexts and in the way leaders motivate progress day to day. She has found that many administrators need the kinds of advanced communications skills that storytelling, whether telling tales or eliciting stories, can provide. “Knowing how to use storytelling effectively supports leadership through making connections,” she said.

McDowell’s research in the realm of storytelling is expanding to include more study of its nontraditional use, such as in higher education, business, and marketing. “I find it interesting to think about how the use of storytelling for things like branding and marketing, either at a personal or corporate level, goes right and goes wrong. A good example of storytelling gone right is when we solicit great stories from philanthropists who then understand that Illinois shares their values.”

From the expert’s bookshelf:

- The Leader’s Guide to Storytelling: Mastering the Art and Discipline of Business Narrative by Stephen Denning
- The Story Factor by Annette Simmons
- Improving Your Storytelling: Beyond the Basics for All Who Tell Stories in Work and Play by Doug Lipman
Researchers at the Center for Informatics Research in Science and Scholarship (CIRSS) have released a report on their findings from the “Data Curation for Geobiology at Yellowstone National Park” workshop. Held in April 2013, the workshop was one of the major events of the first year of the Site-Based Data Curation (SBDC) project, which is funded by the Institute of Museum and Library Services. Understanding that data management and sharing can have substantial impact on future scientific discovery, the SBDC project is developing a framework of guidelines and processes for the curation of research data generated at scientifically significant sites.

The workshop brought together the research team—which includes experts from CIRSS, The University of Illinois Institute for Genomic Biology, Johns Hopkins University, and Yellowstone National Park (YNP)—with a larger group of geology, geochemistry, and microbiology researchers and park personnel. The goal of the workshop was to work with stakeholders to develop benchmarks for the representation and sharing of datasets produced by the scientists permitted to conduct research at YNP.

In their January 2014 report, the team outlines results from the workshop, including perspectives on data reuse for new kinds of investigations, the importance of documenting sampling processes for data to be reusable for new purposes, and other aspects of managing, archiving, and sharing data.

The next phase of the project will produce materials on best practices for data sharing, a design for organizing data around photos that document the location and conditions of data collection, and continued work on metadata for physical, biological, and chemical data.

“We now have a very good understanding of what it will take for Yellowstone scientists to make use of each other’s digital data for geobiology, and the innovative research paths possible with access to the collective wealth of data produced by that research community,” said Carole Palmer, professor and director of CIRSS. “Benefits are evident for research coordination with the Oxford e-Research Centre to provide students, faculty, and information professionals who work with humanities research data.

Interim Dean Allen Renear, Associate Dean for Research J. Stephen Downie, and Professor Carole Palmer will all travel to Oxford to present talks based on data curation research and education efforts in the Center for Informatics Research in Science and Scholarship (CIRSS), directed by Palmer, and activities of the HathiTrust Research Center, codirected by Downie.

Also presenting is Megan Senseney, senior project coordinator with CIRSS, who is co-organizing the event and Nic Weber (MS ’10), GSLIS doctoral student.

CIRSS faculty, staff travel to Oxford for digital humanities workshop

GSLIS faculty and staff have collaborated with the Oxford e-Research Centre to organize a five-day workshop to be held this July. The workshop, Data Curation and Access for the Digital Humanities, is part of Digital Humanities at Oxford Summer School 2014 and will introduce data curation concepts and practices to a group of students, faculty, and information professionals who work with humanities research data.

Interim Dean Allen Renear, Associate Dean for Research J. Stephen Downie, and Professor Carole Palmer will all travel to Oxford to present talks based on data curation research and education efforts in the Center for Informatics Research in Science and Scholarship (CIRSS), directed by Palmer, and activities of the HathiTrust Research Center, codirected by Downie.

Also presenting is Megan Senseney, senior project coordinator with CIRSS, who is co-organizing the event and Nic Weber (MS ’10), GSLIS doctoral student.

“The workshop and internship program represent the first outcomes of an ongoing collaboration between GSLIS and Oxford. We are excited about this opportunity for greater international engagement across multiple areas of research and education,” said Downie.

Talks by GSLIS participants will include “Levels of Data Representation and Encoding,” “Unlocking the Potential of 3 Billion Books/Workflows and Research Objects,” and “Normalizing Metadata Using Open Refine.”

Other presentations will be made by staff from Oxford’s Bodleian Library, Oxford e-Research Centre, and Oxford Internet Institute.

Renear and Palmer will also participate in the panel, “The Future of Data Access and Preservation,” chaired by David De Roure (Oxford e-Research Centre, University of Oxford). Other panel presenters include William Kilbride (Digital Preservation Coalition), Christine Madsen (Bodleian Libraries, Oxford), and Kenji Takeda (Microsoft).

GSLIS is also collaborating with the Bodleian Library and the Oxford e-Research Centre on a pilot internship program to provide students with first-hand experiences with data curation practices and problems in library and research center settings at Oxford. Two GSLIS master’s students, Elizabeth Wickes and Jamie Wittenberg, have been selected for the six-week internship. Wickes will work on a research data management workflow project with a subject librarian at the Oxford Forestry Institute. Together they will archive a set of data and publications and deposit them into the appropriate systems. Wickes will also work with the discovery team to facilitate discovery and access. Wittenberg will work on a project focused on research objects, which relates to the sharing, citation, and curation of bundles of digital artifacts to support reconstruction and reproducibility of research.
Two research projects at GSLIS recently received support from the Illinois-Sweden Program for Educational and Research Exchange (INSPIRE) program.

Michael Twidale, professor, and Catherine Blake, associate professor and associate director of the Center for Informatics Research in Science and Scholarship (CIRSS), have received a $7,000 grant from INSPIRE. Their project, “Collaborative Information Seeking and Data Use,” is a partnership with Preben Hansen, associate professor at Stockholm University and 2013-2015 GSLIS Research Fellow.

The use of data is often more collaborative than we allow for in current settings. Scientists work together to create data, and also to make use of what they or others have collected. To be used properly, data always needs interpretation. When scientists reuse data that others have collected, or integrate information from multiple datasets, there is a risk that information necessary to accurately interpret the data will be lost. This risk increases as we move towards the “big data” era, where huge merged datasets may be detached from critical local knowledge about what the numbers in them really mean. Fortunately, collaborative approaches to seek and reuse data can provide a powerful way to add back in some of the context that has been lost.

Inspired by techniques from agile software development, this project will look at ways to work quickly and iteratively towards uncovering preliminary research insights into collaborative information seeking and collaborative data use. In addition to developing grant proposal ideas and exploring ideas for the collection of sample pilot data, project partners will write several concept papers outlining the research agenda in this new field for submission to journals and conferences.

J. Stephen Downie, professor and associate dean for research, received a $7,200 grant from INSPIRE in support of his project, DRAMMA: Description and Retrieval of Affect and Mood in Music Audio. Downie and his team at the International Music Information Retrieval Systems Evaluation Laboratory (IMIRSEL) will collaborate with Anders Friberg of the Sound and Music Computing Lab at the KTH Royal Institute of Technology in Stockholm.

Both Friberg and Downie have done complementary research in audio music mood and affect analysis over the years, and this new collaboration will allow both groups to develop a framework within which new high-quality mood and affect datasets can be specified, created, tested, and deployed. This May, Downie and doctoral student Kahyun Choi traveled to Stockholm to collaborate on the design of data collection strategies and participate in classes at KTH.

Both groups will attend the 2014 conference of the International Society for Music Information Retrieval in Taipei, Taiwan, in October and will present the results of their collaboration to the larger music information retrieval community.

The INSPIRE program is a collaboration between the University of Illinois at Urbana-Champaign and several research and educational institutions in Sweden. In addition to providing funding in support of collaborative research projects and education programs, INSPIRE offers research and education exchange opportunities for faculty and students, and hosts symposia and summits to further partner collaborations.
Assistant Professor Bonnie Mak was named the GSLIS Centennial Scholar for 2013-2014. The Centennial Scholar award is endowed by alumni and friends of GSLIS and is given in recognition of outstanding accomplishments and/or professional promise in the field of library and information science.

Mak holds a PhD in medieval studies from the University of Notre Dame. Her research areas include the history of books, libraries, and archives. At GSLIS, she explores the cultural production of knowledge, especially as it emerges at the intersection of oral, scribal, printed, and digital cultures. “GSLIS has been a wonderful home for my work. Where else would I be able to explore the past, present, and future of the transmission of ideas—and across geographical, linguistic, and technological boundaries?” Mak said. “For instance, my students have been enthusiastic participants as we develop a genealogy for the iPad that involves the wax tablets of antiquity. History isn’t about a time period—it’s a way of seeing, thinking, and doing, and I enjoy being a part of a school that supports and encourages humanistic inquiry.”

Mak has made notable contributions to both instruction and scholarship since joining GSLIS in 2008. She offers History of the Book, a popular course that attracts students from across the disciplines and for which she has been recognized by campus on its List of Teachers Ranked as Excellent. With Professor Alistair Black, Mak established the History Salon to promote historical approaches in the study of information at the University of Illinois. Mak also coordinated a special session at the most recent iConference on history in the iSchools, bringing together a range of scholars from different institutions to discuss the research and teaching of the history of information, including GSLIS colleagues Professor Dan Schiller and Black.

Her book, *How the Page Matters*, examines a fifteenth-century text as it is transmitted in medieval manuscripts, early printed books, and digital editions. Research for the project included the careful inspection of over one hundred handwritten, illustrated, printed, and digital copies of the text in repositories across the UK, the Low Countries, France, Italy, Austria, and the US. *How the Page Matters* was published by the University of Toronto Press in 2011 and released in paperback the following year. It has been reviewed in *Speculum: A Journal for Medieval Studies* as well as in *Papers of the Bibliographical Society of America* and *Information & Culture*, and has been adopted as required reading for courses in new media, literary studies, and book history.

More recently, Mak collaborated with Julia Pollack (MS ’12) on the exhibition, “A Cabinet of Curiosity: The Library’s Dead Time,” interrogating the ways in which librarians collect, catalog, and curate materials. Supported in part by the Ernest J. Reece Fund, the Cabinet was translated into a more portable “Box” format for easier dissemination. Installations of the Box at the Municipal Tobacco Museum in Kavala, Greece, the Copenhagen Business School, the Folger Shakespeare Library in Washington, D.C., and the Centre for Creative Collaboration in London were funded by Campus Research Board.

“The Cabinet project is an experiment in scholarly publication. The challenge was whether we could convey and circulate a humanistic argument through sculptures of wood and metal, rather than through traditional prose. From the beginning, we knew that we would need another version of the Cabinet that could be shared widely with diverse audiences. Creating the portable version in the Box was therefore an opportunity for us to rethink the project, refine our argument, and cut out anything extraneous. After all, we were going to have to pay for any overweight or excess baggage!” Mak laughed.

Mak was awarded a competitive faculty fellowship by the Illinois Program for Research in the Humanities (IPRH) in 2012 for her next book-length venture, tentatively entitled *Culture in an Age of Data*. The project explores the consequences of the digital reconfiguration of historical sources. Mak’s perspective on digitization is informed by her collaborations with archival scholars. She has previously published on the notion of authenticity, especially as it relates to the preservation of archival records and the emerging field of digital forensics.

“My project grapples with the translation of physical objects into digital media in a climate of purported revolutionary change,” said Mak. “Drawing upon the traditions of bibliography, art history, philosophy, and medieval studies, I use the conventional tools of the humanities to offer a critical analysis of digitizations. It is by understanding what digitizations are—we discern the circumstances of their production and dissemination—that we can come to terms with how they are shaping the humanities, cultural heritage, identity, and memory.”

During her time as Centennial Scholar, Mak has continued to develop her book project on the cultural history of digitizations. Some of this work was lately published in the *Journal of the Association for Information Science and Technology* (JASIST). Mak’s article, “Archaeology of a Digitization,” explores the construction of Early English Books Online, a well-known database which relies on labors undertaken by bibliographers and librarians—many of them women—in the first decades of the twentieth century. Mak explains how these labors are elided in the database, and suggests ways in which digitizations might be historicized and analyzed as witnesses to present-day agendas that influence the representation and memorialization of the past.

“Although we interact with digitized information every day, we have only begun to think critically about where that information came from, how it was made, what was left out, by whom, and for what purposes,” Mak said.
“These are pressing questions that affect how we understand the past and present, and indeed will shape how we are to be perceived by future generations.”

Mak shares her research around the world with diverse audiences of scholars of LIS, history, science and technology studies, sociology, feminist studies, literature, and the fine arts. She offered the inaugural lecture in the Texts and Technology series at Haverford College Libraries to an audience of students, faculty, librarians, and enthusiasts from Haverford, Bryn Mawr, and the Philadelphia community. Over the past year, she has also been an invited speaker at a symposium on digital knowledge sponsored by Intel at Goldsmiths College in London, a workshop on the future of archives in Montreal, and a roundtable on genre theory at the Eighth International Conference on Conceptions of LIS (CoLIS) in Copenhagen.

This fall, she has been invited to speak on digital archives at the Beinecke Rare Book & Manuscript Library of Yale University. She will also be a discussant on “book as time-keeper” in the Yale Program in the History of the Book, a joint venture of the Beinecke and the Yale English Department, and is an invited respondent for a panel on digital forms of scientific description at the meeting of the Society for Social Studies of Science (4S) in Buenos Aires.

“We are fortunate indeed to have Bonnie Mak here at GSLIS, where she is providing a broad historical and humanistic perspective on the evolution, and nature, of technologies for communicating information. A clear and deep understanding of current changes in technology cannot be realized without the wider context she sets, and the unique perspectives that she brings to bear,” said Allen Renear, interim dean and professor.

GSLIS will serve as a key intellectual and infrastructural partner for a new grant awarded to the Illinois Program for Research in the Humanities (IPRH) by the Andrew W. Mellon Foundation. The $3 million grant will fund the first two years of an extensive consortium of fifteen humanities institutes. IPRH, a division of the University of Illinois College of Liberal Arts and Sciences, provides fellowships and hosts conferences, lectures, films, art exhibitions, and reading groups.

Titled “Humanities Without Walls,” the funded initiative is led by Dianne Harris, director of IPRH and professor of landscape architecture, architecture, art history, and history. The grant will fund cross-institutional teams focused on “The Global Midwest,” research that rethinks or reveals the Midwest as a key site shaping global economies and cultures. The grant also will fund summer workshops for pre-doctoral humanities students pursuing careers outside the academy beginning in 2015.

Besides the University of Illinois, the consortium will include the following institutions: Indiana, Iowa, Michigan, Michigan State, Minnesota, Nebraska, Northwestern, Notre Dame, Ohio State, Penn State, Purdue, University of Chicago, University of Illinois at Chicago, and Wisconsin. In addition to GSLIS, the Chicago Humanities Festival will serve as a key partner for the consortium.
The Socio-technical Data Analytics (SODA) specialization at GSLIS is making sure that students have the skills necessary to thrive in the messiness that surrounds working with real data. Now in its second year, students in the SODA specialization are producing a portfolio of projects that showcase how data analysis can contribute to solving real-world problems. Over the last two years, student projects have run the gamut analyzing medical, linguistic, environmental, and social science data.

“SODA’s aim is to prepare this generation of librarians and information scientists with tools and methods to tackle the large wave of data dissemination needs in every part of our everyday lives,” said Associate Professor Catherine Blake, who oversees the SODA program. “In contrast to traditional approaches where data collection is designed specifically to address a research question or business need, much of the potential in big data comes from reusing data that was collected for a very different purpose. This means that you have to spend time understanding how the data was created and then create tailored preprocessing, transformations, and resampling approaches to ensure that you have taken the data creation process into account when you do the analysis.”

One of the most unique aspects of the specialization is the opportunity for students to begin a data analysis portfolio. Students are paired with an organization, either from private industry or academia, who either provides a dataset or works with the student to identify datasets that should be combined to explore real problems in medicine, the environment, education, and the humanities.

Students begin this exploration during the Evidence-based Discovery course and refine it during the Introduction to Socio-technical Data Analytics course, both core requirements of the SODA specialization. At the end of the program, students complete a deeper analysis through an internship, practicum, or thesis with the project partner that brings what they have learned together.

By the time the students are ready to graduate, they have first-hand experience with the challenges involved with reusing data, typically from multiple sources. Students in the program form substantial relationships with data holders outside of GSLIS and the skills that students acquire with these projects give many reasons for them to stand out as applicants in private industry and academia.

“I think what is most exciting is that you can see the same set of principles applied to so many domains,” said Blake. Presentations over the last year have spanned a variety of topics including using sentiment to understand fiction, exploring potential correlations between local respiratory illness and ozone, and analyzing communications patterns used when a businesses is in crisis. This summer, SODA will release these portfolios for public viewing on their website, http://cirssweb.lis.illinois.edu/SODA/. The development of the SODA program was made possible in part by the Institute of Museum and Library Services.
Student experience highlighted at **Corporate Roundtable, poster session**

GSIS master’s students and representatives from the corporate sector gathered at the iHotel in Champaign on February 28 for a meeting of the Corporate Roundtable and the Fourth Annual Applied Project Poster Session.

Recent graduate and former W. W. Grainger intern Kelsey Heffren (MS ’14) and Erwin Cruz, Grainger’s director of intellectual property strategy and management and GSLIS adjunct lecturer, presented to their respective peers on the role of and need for information professionals in corporate information management.

Heffren, who began work in a full-time position at Grainger following her graduation in May, offered advice to GSLIS students in attendance on topics like networking, selecting a mentor, and facing professional challenges. Cruz urged his peers to bring information professionals into their ranks and to advocate for further growth in the field of corporate information management.

The Applied Project Poster Session, held each spring in conjunction with a meeting of the Corporate Roundtable, features presentations by students of projects that have potential corporate applications.

Katie Schmitt (MS ’14) presented, “ClimoBase: A Data Rescue Project,” which highlighted her work to rescue approximately 7,000 files of climate data that was collected in 1999 in a format that was on the verge of inaccessibility by 2013. She discussed lessons learned from migrating and preserving the information, as well as her recommendations on best practices and workflow.

Master’s students Adriel Flores-Pagnani, Sean Gordon, and Taylor Kirch presented, “Usability and Design Analysis: Google Hangouts.” The team explained their approach to a redesign of Google Hangouts, which employed qualitative usability testing and rapid prototyping.

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**Smith, partners examine future of LIS education**

Linda C. Smith, professor and associate dean for academic programs, will serve as a partner on a recently awarded Institute of Museum and Library Services (IMLS) national forum planning grant that will look at the future of library and information science education. The grant, “Educate to Innovate: Re-visioning Library and Information Science Education,” is led by Eileen G. Abels, dean of the Graduate School of Library and Information Science at Simmons College. Lynne C. Howarth, of the Faculty of Information at the University of Toronto, will also serve as a partner.

Over the last few decades, our society has seen rapidly changing advances both in emerging technologies and the ways in which we work and play. And as our information behaviors evolve, the field of library and information science must necessarily evolve alongside them. This IMLS national forum planning grant will examine how the roles of LIS professionals are changing and what knowledge, skills, and abilities LIS graduates need in order to succeed in the workplace.

“The Association for Library and Information Science Education (ALISE) will celebrate its centennial in 2015. In order to ensure a vibrant future for LIS education and the graduates of our programs, it is critical to understand emerging roles for information professionals and the needed preparation to fill those roles. I am pleased that Illinois is positioned to be an integral participant in these discussions,” said Smith.

As part of the grant, Abels, Smith, and Howarth will convene a group of diverse stakeholders, including faculty and researchers, working professionals, and current and potential employers, to participate in a multi-day conference that will address the future of the field and needed developments in LIS education. Findings from the resulting white paper will be widely disseminated.
Two join GSLIS faculty

Bertram Ludäscher

GSLIS is pleased to announce that Professor Bertram Ludäscher will join the GSLIS faculty in Fall 2014.

Ludäscher is a leading figure in data and knowledge management, focusing on the modeling, design, and optimization of scientific workflows, provenance, data integration, and knowledge representation. He is one of the founders of the open source Kepler scientific workflow system project, and a co-lead of the DataONE Working Group on Provenance in Scientific Workflows. DataONE (Data Observation Network for Earth) is one of the initial NSF-funded DataNets and develops a distributed framework and cyberinfrastructure for environmental science data.

Ludäscher is also developing workflow technology for quality control and data curation, e.g., of biodiversity data in natural history collections. He is leading the NSF-funded Euler project, where he is developing logic-based methods for the alignment and merging of biological taxonomies.

At Illinois, Ludäscher will also have an appointment at the National Center for Supercomputing Applications (NCSA) and an affiliate appointment at the Department of Computer Science.

“This is an exciting time for the computer and information sciences: Everybody talks about ‘big data,’ and the market for data scientists is burgeoning. But with all the excitement about the new challenges and opportunities in data analytics, we must also continue to improve our capabilities to organize and curate data,” said Ludäscher. “To get valuable insights out of data at the end of analysis pipelines, we need to invest in the modeling, management, and curation of data further upstream. I’m excited to join the iSchool at Illinois, which has been the leader in information science research and education, emphasizing the importance of all phases of the data lifecycle. I’m also looking forward to collaborating with NCSA and working with colleagues in computer science on the many new challenges and opportunities in data science.”

“We are delighted to have attracted one of the world’s leaders in scientific data management to GSLIS,” said Interim Dean Allen Renear. “Digital technologies have created exciting new opportunities to analyze vast quantities of diverse data, advancing science and addressing major societal problems—but supporting the use of this information presents deep challenges. For many years now Bertram has been leading the way in meeting these challenges.”

“NCSA is a nexus of big data, both from the Blue Waters petascale supercomputer and from massive observational projects like the Large Synoptic Survey Telescope. There are many issues involved in making meaning from—and finding, publishing, sharing, and archiving—these data,” said NCSA Director Ed Seidel. “We look forward to working with Professor Ludäscher and benefiting from his knowledge and expertise as we tackle these challenges together.”

Ludäscher is currently a professor at the Department of Computer Science and the Genome Center at the University of California, Davis. Prior to joining UC Davis, he worked at the San Diego Supercomputer Center at UC San Diego where until 2004 he was an associate research scientist, leading the Knowledge-Based Information Systems Lab.

He received his MS in computer science from the Technical University of Karlsruhe in 1992, and his PhD in computer science from the University of Freiburg in 1998.

Show and Tell

This spring, faculty and students shared their current research through a series of presentations and two poster sessions at the annual GSLIS Research Showcase. Pictured is Sneha Agarwal, master’s student in the bioinformatics program, presenting the poster, “Pati — a citation matcher optimized for non-patent citations.” Co-authors of the poster are Assistant Professor Vetle Torvik, GSLIS alumnus Miles Lincoln (MS ’12), and computer science graduate student Haoyan Cai.
Elizabeth Hoiem

This fall GSLIS will welcome Elizabeth Hoiem as an assistant professor teaching and conducting research in youth services. She comes to GSLIS from East Carolina University, where she has been an assistant professor since Fall 2013.

While a doctoral student and instructor at Illinois, Hoiem was named in the List of Teachers Ranked as Excellent by Their Students for four semesters. Hoiem teaches in the areas of children’s literature, history of children’s literature, and fantasy literature. In her research and teaching, Hoiem explores the history of technological innovations in children’s literature, from early children’s books and toys to contemporary applications of digital pedagogy, and looks at modern technology through a historical lens.

“My research recovers the history of new pedagogical media and emerging literacies of the industrial era,” Hoiem explained. “With such diverse faculty and students, GSLIS is an ideal place to explore what these past pedagogical shifts can tell us about our digital age. At GSLIS, I look forward to engaging with the material culture of childhood and child literacy, past and present, while approaching children’s literature as a dynamic, applied field that our future professionals will help redefine.”

Hoiem is active in several professional organizations, including the Children’s Literature Association, International Association for the Fantastic in the Arts (IAFA), and the Modern Language Association. She served as the student caucus president for IAFA for two years and has co-organized several interdisciplinary conferences.

In addition to literature and the history of literature, Hoiem’s research interests include community engagement—specifically, the importance of literature to contemporary youth—and digital humanities. She worked as a digital humanities graduate assistant on the Metadata Offer New Knowledge (MONK) project, a joint effort by GSLIS and the University Library at Illinois to assist humanities scholars in the discovery and analysis of text patterns in a digital environment. Currently, Hoiem is developing a project in the digital humanities that uses statistical analysis to explore the separation of literature for children and adults.

“We are delighted that Liz will be joining us at GSLIS. Her wide range of interests and activities in the history of children’s literature will be a very valuable addition to our top-ranked youth services specialty. And particularly timely is her broad historical perspective on how a society’s conceptualization of childhood learning can be subtly and powerfully entwined with prevailing notions of influential technologies. There are, without any doubt, lessons here that will help us understand and navigate challenges that face us today,” said Allen Renear, GSLIS interim dean.

Hoiem received bachelor’s degrees in English and communication design from the University at Buffalo, The State University of New York, in 2002. She received an MA in literary and cultural studies from Carnegie Mellon University in 2004 and a PhD in English from the University of Illinois at Urbana-Champaign in 2013.

Find your place at the table.

The GSLIS Corporate Roundtable brings together leaders in business with the innovative faculty and students at GSLIS to find solutions to today’s most pressing information technology challenges.

Members of the Corporate Roundtable (CRT) come from a broad range of industries, including finance, insurance, manufacturing, pharmaceuticals, health care, government, private consulting, and agriculture. For more information on how you can participate, contact Sharon Johnson, CRT coordinator, at sdjohnso@illinois.edu.

Upcoming meetings in 2014: September 12, November 7

The latest in information science research.
Actual case studies.
Valuable partnerships.

Recent topics include:
• Novel Methods of Display and Interaction with Complex Data: Focusing on Augmented Reality
• Information Needs of Corporate Information Professionals
• Stakeholder Alignment: Are You Prepared?
• Crisis Information Management
• Enterprise Search
• How Your Company Can Profit from Social Media
• Pillars of Enterprise Information Strategy
• Cybersecurity: Current R&D, Solutions, and Challenges
• Valuing Information and Return on Investment in Information Services & Technology

www.lis.illinois.edu/about-gslis/corp/programs/crt
The HathiTrust Research Center (HTRC) has announced the recipients of four Workset Creation for Scholarly Analysis (WCSA) prototyping project awards. These projects represent a range of approaches to developing new tools and techniques designed to assist researchers and scholars in 1) identifying and selecting resources from within the HathiTrust and 2) creating worksets of these resources for scholarly analysis.

Each project will receive $40,000 to develop a prototype over a nine-month period beginning in spring 2014, for a combined total of $160,000 in project funding. HTRC received fifteen proposals in response to an RFP released in November, and eight finalists were invited to present projects at a shortlist meeting in February.

The following prototyping projects have been selected:

"Workset Creation through Image Analysis of Document Pages," Texas A&M University (PI: Keith Biggers)

Biggers will work with Neal Audenaert and Natalie M. Houston to develop a software application that uses the visual characteristics of digitized printed pages to identify documents that contain three types of visually distinctive materials of interest to humanities researchers: poetry, music, and illustrations. This prototype will demonstrate the value of using visual analysis of document images in conjunction with more traditional textual analysis to enable scholars to ask more refined questions about texts and their physical manifestations.

"Semantic Analysis of Documents from the HathiTrust Corpus," Waikato University (PI: Annike Hinze)

Hinze's team will develop a suite of tools that analyze documents by the semantics of their content and metadata. Clustering documents by semantic similarity will open up a wealth of opportunities for scholarly research. The project is designed in close collaboration with two humanities scholars from the areas of Maori & Pacific studies, and historical anthropology, who not only drive this project with research questions based on their scholarly practice, but also provide ongoing input and feedback during the development process.

"Distributed Metadata Correction and Annotation," Maryland Institute for Technology in the Humanities, University of Maryland. (PI: Trevor Muñoz [MS ’11])

Muñoz will collaborate with Peter Mallios and the Foreign Literatures in America (FLA) project team to develop a set of services and interfaces that will allow the FLA project (and other projects like it) to pull metadata records from the HathiTrust, correct and annotate these records using standardized vocabularies, gather corrections and annotations from other teams or scholars, and export enhanced metadata in formats suitable for publication as linked data.

"EIEP HäT: Early English Print in HathiTrust, a Linked Semantic Workset Prototype," Oxford University (PI: Kevin Page)

Page will work with colleagues from the Bodleian Library to produce software that exposes the necessary metadata from individual collections for building aggregate worksets drawn from multiple sources. The prototype will build integrated worksets that combine resources from the HathiTrust and from the Early English Books Online Text Creation Partnership (EEBO-TCP) collection, which focuses on high-quality images and accurate transcriptions of items usually found in libraries’ special collections.

By awarding several prototyping projects from a variety of institutions through the WCSA project, HTRC intends to increase awareness of issues surrounding workset creation, uncover new techniques, and deliver prototypes that will enhance the value of the HathiTrust corpus. It will also foster interactions among the HTRC, developers, and researchers. "We're excited to establish connections with new partners, and we hope the prototyping projects will lead to longer-term collaborations among participating institutions and the HTRC," said J. Stephen Downie, HTRC codirector and WCSA PI.

WCSA is funded with a generous grant from the Andrew W. Mellon Foundation and directed by: WCSA PI and HTRC Codirector J. Stephen Downie, associate dean for research at GSLIS; WCSA Co-PI and HTRC Codirector Beth A. Plale, professor, School of Informatics and Computing, Indiana University; and WCSA Co-PI Timothy W. Cole, professor, University Library, University of Illinois at Urbana-Champaign. WCSA is administered in part by the Center for Informatics Research in Science and Scholarship at the University of Illinois.
Five retire from GSLIS

GSLIS is a wonderful place to work and to learn, largely because of the talent and dedication of the people who call GSLIS home. This spring, five members of the GSLIS family announced their retirements. GSLIS is grateful for their many years of service and wishes them the very best.

Professor Abdul Alkalimat has been a member of the GSLIS faculty since 2007, holding a joint appointment with the Department of African American Studies. His research interests include digital inequality, community informatics, and African American intellectual history. In addition to co-leading the Community Informatics Research Laboratory with Assistant Professor Kate Williams, Alkalimat has taught courses in community engagement, the digital divide, and African American bibliography, among others.

Program Coordinator Amani Ayad has been a member of the student services team since 2006. Ayad was responsible for coordinating the LIS Access Midwest Program, a regional network of information science schools and academic libraries dedicated to promoting careers within the field, specifically seeking to encourage the participation of students from statistically and historically underrepresented populations in LIS.

Office Administrator Kathy Painter retired after thirty-five years of service to the University. She was honored with the Chancellor’s Distinguished Staff Award in 2002 for her outstanding service to the University.

Staff Clerk Sally Eakin has served the School since 1978. Eakin played an integral role as a member of the front office staff for thirty-six years, managing purchasing, inventory, course logistics, event planning, keys and office arrangements, and much more. She was honored with the Chancellor’s Distinguished Staff Award in 2002 for her outstanding service to the University.

Professor Dan Schiller, who joined GSLIS in 2001, is a historian of information and communications and held a joint appointment in the Department of Communication. The author of several books and many research articles, he has written extensively on the development and current structure of digital capitalism. His current research focuses on the role of information and communications in today’s financial/economic crisis and on the history of U.S. telecommunications infrastructures. He serves as the co-editor for the book series Geopolitics of Information, published by the University of Illinois Press.

Inaugural Otlet Lecture held

The inaugural Paul Otlet Lecture in Library and Information Science was held on May 5 at GSLIS. Paul Duguid, adjunct full professor in the School of Information at the University of California, Berkeley, presented, “When Was the Age of Information?” The Otlet Lecture honors the life and career of Paul Otlet (1868-1944), a Belgian lawyer, bibliographer, internationalist, and pacifist, who with his colleague Henri La Fontaine, worked to facilitate global access to information in a range of new formats. The lecture series brings to GSLIS leaders in the field to discuss the historical context and the present and future impacts of cutting-edge developments in information science and the information society. It is endowed jointly by GSLIS Professor Emeritus W. Boyd Rayward and Eugene Garfield.
Coyle makes an impact on incarcerated youth

CAS student Joe Coyle (MS ’11) describes each workday as different: one day he’s suggesting The Griots of Oakland to an inquiring teen; the next he’s focusing on collection development or planning an upcoming program. His latest projects include facilitating a writing workshop for young people as well as working one-on-one with patrons to record and edit audio productions.

Coyle works with the Champaign County Juvenile Detention Center (CCJDC), and though the library there is small—it serves only twenty or so incarcerated adolescents at a time—its impact is tremendous.

“It is critical that young people who are incarcerated have access to quality library services,” said Coyle. “Young people in our community—any community—who are incarcerated or criminalized are devalued by society and denied access to resources in a number of ways. The challenge is to find ways to provide library services that actually support young people, both while they are incarcerated and as they reenter their communities.”

Coyle’s passion to do just that has sustained him over the last five years, since he first became involved with the CCJDC as an incoming master’s student. Since then, GSLIS projects at the detention center have expanded from rebuilding and strengthening the library collection to include programming and staffing. Coyle currently works with the CCJDC through his position as project coordinator for the GSLIS Mix It Up! project.

Recently, Coyle has received additional grants from the University of Illinois and the City of Urbana that will further support library collection development and expansion of the writing and music programs he offers at the detention center.

“These grants will help build our capacity to offer arts programming that the youth want. We will be able to provide better access to relevant reading materials, publishing opportunities, music production software, and new technologies to support visual art production,” said Coyle. “They will also allow us to strengthen connections to other programs offering arts programming in Champaign-Urbana.”

Grant funding has allowed Coyle to continue his weekly writing workshop, where he works with youth in the detention center who are interested in writing and digital music production. The teens share their work and use the time to write in a variety of genres. Coyle also introduces writing contests or publishing opportunities and highlights newly added library books. For the writers who want feedback, Coyle digitizes their work and sends it to people around the country who read and provide supportive comments. Much of the writing programming is co-coordinated by Terrence Sampson, a youth advocate and writer who has been incarcerated in Texas since he was a young man.

Tens of thousands of youth under age 18 are being held in detention facilities, and Coyle believes that providing library services to young people who are incarcerated is one important way to assist them as they reenter their communities.

“For some of the youth, the opportunity to publish writing and create audio productions supports their artistic aspirations and exposes them to new outlets to share their perspectives and art,” said Coyle. “These projects support the information needs and desires of the youth at the detention center and connect them to critical community resources.”
Students attend BOBCATSSS symposium, share advice on international conferences

Nicole Helregel, Sarah Yarrito, Angela Stangl, and Emilia Marcyk

Top 8 reasons to go to an international conference

Nicole Helregel, GSLIS CAS student

1. **Language doesn’t have to be an issue.** Many international conferences are in English and others offer translation services for the larger sessions and programs. International conferences want people from a variety of countries to attend, so they find ways to bridge language gaps.

2. **The funding can be found.** Many of the students I met at BOBCATSSS had received some kind of funding to attend the conference. Whether it be from your school, your graduate college, or a scholarship through a professional association, there is travel funding out there and you can get some of it.

3. **You will get to present your ideas to an international audience.** The feedback I got from the audience at my presentation was extremely helpful in terms of opening up the small international segment of my research. I left the conference with new ideas and strategies for incorporating more international elements and data.

4. **You will gain an unprecedentedly complex international perspective.** Even if your research area is solidly rooted in the U.S., by going to an international conference and listening to the ideas, struggles, and victories of non-U.S. scholars your mindset will be changed in a way that no course or seminar could accomplish.

5. **You get to go on library tours!** Many international conferences know their audience and arrange for “social programs” that involve tours of local sites of interest such as libraries. Not only do you get to fulfill your desire to see new libraries, you often get a behind-the-scenes tour.

6. **You will meet fantastic students, professors, and professionals from all over the world.** Networking is always one of the primary functions of conferences—you meet new people and establish contacts in other places. It never hurts to expand your networking pool to include international professionals.

7. **When asked about a topic or issue in an interview, you can say things like “Yes, well, I favor the approach they’re taking in Germany, which is…” and actually know what you’re talking about.** Knowledge about international issues in your field will make you seem more engaged and globally-minded to potential employers.

8. **You get to experience a new place!** Navigating a new culture and country may seem like a lot to tack onto the already somewhat stressful experience of going to a conference. But the benefits and experiences are too great to pass up!

*This post originally appeared on hacklibschool.wordpress.com under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.*
Gaining practical, hands-on experience is an important part of student life at GSLIS. Programs like Practicum and Alternative Spring Break (ASB) allow students to put their education into practice and give them an opportunity to network with professionals in the field. Here is a sampling of where some of our students have gained experience this spring:

**In the Field**

**Students gain hands-on experience through Practicum, Alternative Spring Break**

Gina Tangorra is shown at Shakespeare’s Globe Library & Archives, where she researched a collection of eighteenth- and nineteenth-century prints relating to the life and works of William Shakespeare. Gina created item-level records for the prints and a finding aid for the collection, and conducted a condition assessment of the prints.

Katrina Spencer is conducting research on the international representation of children in comic strips. She spent her ASB at the Library of Congress where she worked on creating item records for vintage comics that were en route to be de-acidified. At the end of her week, she was invited to share her discoveries with other Library of Congress workers.

Rob Radtke put his understanding of competitive intelligence and knowledge management to the test during his practicum experience at the Dow Innovation Center at Illinois’s Research Park. He spent the semester building a thesaurus of key terms and concepts that will increase precision and recall within Dow’s internal report network.

Hillary Greer helped with design of the Silvis (IL) Public Library’s website. She also led storytime programs for local children.

Gina Tangorra is shown at Shakespeare’s Globe Library & Archives, where she researched a collection of eighteenth- and nineteenth-century prints relating to the life and works of William Shakespeare. Gina created item-level records for the prints and a finding aid for the collection, and conducted a condition assessment of the prints.
Emily Bayci completed a youth services-focused practicum experience at the Douglass Branch of Champaign Public Library. In addition to leading storytime events, Bayci created subject lists of picture books, responded to reference inquiries, assisted patrons at the circulation desk, and even provided tech support services.

Kristyn Caragher (left) is pictured with Tasha Parker-Kosak, retail manager at the Museum of Contemporary African Diasporan Arts (MoCADA) in Brooklyn. During her ASB, Kristyn learned about the Museum’s outreach program, which includes educational programming as well as MoCADA-sponsored block parties where they bring art and performances to the community.

Andrea Gannon spent a week with information professionals at the Technical Information Center at Caterpillar, Inc. where she gained familiarity with the daily operations of a corporate information infrastructure and worked with professionals involved in reference, collection development, external industry standards, knowledge management, information architecture, web content and design, business resources, corporate analysis, product development taxonomy, data security, and usability testing.

Lydia Tang recently completed an Alternative Spring Break at the Rutgers Institute of Jazz Studies. Lydia is both a musician and an archivist, so was pleased to find an experience that combined both fields. During her ASB week, she assisted in the completion of processing the collection of Wilma Dobie, a lifelong jazz enthusiast and jazz journalist. Lydia is photographed here in the vault and with Ella Fitzgerald’s wig in the processing room!
Aaron Collie  
(MS ’10), digital curation librarian  

Where do you work and what is your role?  
I am the head of digital curation at Michigan State University Libraries where I take point on our digital curation programs, including digital repository development, A/V media preservation, and our Research Data Management Guidance initiative. I am also a co-coordinator of our recently formed Digital Scholarship Collaborative, which combines new service areas in research data curation and digital humanities.

What do you like best about your job?  
Digital curation is nothing new; libraries have been doing digital since we put our online catalogs up. The curation part is nothing new, either—just a borrowed word for library operations that add value to our collections and services. Together the words simply mean doing library stuff in a digital world. I like that—it’s why librarianship was attractive to me in the first place. When I learned that there was a frontier for our profession’s tradition of excellence (everybody likes the library!) for our digital patrons, I found a perfect meld of being able to play around with exciting technology like Python, Solr, Drupal, and Git with doing all the things that attracted me to the profession: getting the best information into users’ hands, saving people time, advancing university research, providing a satisfying library experience, and so on.

How did GSLIS, and specifically the Specialization in Data Curation, help you get to where you are today?  
Librarians know that GSLIS produces innovators, but what really stands out about folks from GSLIS are the little things that you do that add up on your CV. You make connections, you get involved with projects, your classes produce meaningful outcomes and skills—not every school is like that. The Specialization in Data Curation is a nice badge that shows you’ve worked with and learned from some of the best librarians and professors in the field of data curation. The curriculum is broad enough that you’re really allowed to find where your skills and interests overlap, but guided enough that you leave with a core perspective and experience with a handful of tools and software that are used in the profession.

What advice would you like to share with GSLIS students?  
Stop, right now, doing things you think are important for success, and start, right now, doing things that motivate and interest you. I can’t underscore enough the importance of letting your personal interests drive your career. Libraries create positions like “digital curation librarian” or “metadata librarian,” and they expect people to be able to perform in those capacities, but when we hire someone we get way more than just the barebones laid out in the job ad. We get people with interesting personalities and unique skills and the library grows with that person and their projects. It is really important to carry passion and energy into your work because somewhere down the line after grad school your “day job” turns into a career that your life is built around.

What do you enjoy doing in your spare time?  
I like playing video games, biking around town, and taking day trips to the beach or a park.

What’s next for you?  
I’ve found my niche in the world of repository development. I enjoy playing with technology and building digital collections. Libraries need leaders, especially technology leaders, more than we need managers, so I would like to explore how technology can change traditional library structure and operations. I’m interested in research administration and a more embedded role for libraries in the research lifecycle.

Micah Jefferson  
(MS ’10), web producer

Where do you work and what is your role?  
I work at the Poetry Foundation in Chicago as a web producer. Poetryfoundation.org is one of the leading websites for American poetry and the website for the Poetry Foundation and its programs, which include the monthly serial Poetry.

What do you like best about your job?  
I enjoy the fact that I am part of an organization committed to making poetry more visible to the public through celebrating the best poetry available, while exposing new kinds of poetry to the largest possible audience. The Poetry Foundation’s website and mobile app are an essential part of this endeavor. There isn’t a boring day here. The diversity of the content and the work make each day very interesting. Working with the web content, audio poems, podcasts, video, and the online archive of Poetry magazine, I have a greater appreciation of the publishing industry and the job of content creators. This work requires us as information professionals to address issues of information storage and retrieval.

How did GSLIS help you get to where you are today?  
GSLIS provided me with a great understanding of how library and information science is a very flexible field to be in. I was able to grasp a
larger picture of the current role information plays in our lives through the classes I took, including metadata, web design and computer programming, user experience, and information and project management. I am currently using skills from all of these areas in my position at the Poetry Foundation.

What advice would you like to share with GSLIS students?
For anyone who has not yet found a concentration within LIS, I would say, don’t be afraid to take the classes that you personally enjoy and assume a more general focus in your studies. You should be building the skills you are most passionate about, and there is a way to market those skills and become the information professional you want to be. To be a librarian or not isn’t the question. However, I still consider myself a librarian, having worked at Northern Illinois University Library as an undergraduate student and more recently at Roosevelt University as the electronic resource management librarian.

What do you enjoy doing in your spare time?
I am a dancer, actually. A bboy, a breaker, or more commonly known as a breakdancer. I have been dancing for the past ten years. I am a part of Phaze II Crosstown Crew, which has been in Chicago for more than thirty years. We compete, perform, and teach youth the art of breakin’ in the Chicago area at the Phaze II School of HipHop. I have had amazing opportunities to travel around the country and the world doing what I love!

What’s next for you?
I hope to bring all my passions together—poetry, dance, and technology—to cultivate creativity wherever I am. I am in a good place, and I would love to share my blessings with others!

Kate Rojas
master’s student

Why did you decide to pursue an LIS degree?
The idea of becoming a librarian kept growing on me. I first worked in my high school’s library and, later, in my undergraduate institution’s library. When I started college, I wasn’t sure what major I wanted to pursue, but I knew that I wanted a job in the library. From my experiences there during my first year, I just knew that I wanted to pursue an LIS degree after graduation.

Why did you choose GSLIS?
I was fortunate to be given the opportunity to visit for a Community of Scholars event, and I really liked the campus and the feel of the school. At that point, I just felt that GSLIS was the right place for me. Everyone was so friendly and welcoming that I knew that I would be fine going to graduate school so far away from Philadelphia, my hometown. I also wanted to attend iSchool that offered a diverse variety of on-campus courses.

What particular LIS topics interest you most?
I am enrolled in the K-12 School Librarianship program, and I’m passionate about community informatics. I’m particularly interested in methods of instruction through technology and alternative forms of literacy. I want young people to develop and retain a love of learning all throughout their lives, whether it be through reading, service-learning projects, computer resources, or video games.

What surprises you about the field of LIS?
The many facets of it: I came to GSLIS thinking that LIS was mainly a field for librarians, but I’ve come to appreciate the technicalities of information science. The field is also extraordinarily interdisciplinary, and I admire meeting many individuals with so many academic and professional backgrounds. These aspects help me grow as a person and as a future information specialist.

What do you do outside of class?
I serve GSLIS as a graduate assistant for the Help Desk and the Office of Instructional Technology Design. During my work hours, I’m usually stationed at the Help Desk wearing one of our many hats and trying my best to help the faculty, staff, and students of GSLIS with their technology needs. I also work as a LEEP TA, moderating GSLIS’s online courses. When time permits, I help out with events coordinated by the ALA Student Chapter, serve as a jail librarian for the Books 2 Prisoners organization, and volunteer for the Center for Children’s Books. I have also served as a research assistant for the Psychology Department’s Cognitive Development Lab.

What career plans or goals do you have?
Since my interests are varied, it is difficult for me to predict the future opportunities that await me. My ultimate goal is to return to Philadelphia, serve its local communities as a librarian, and use my voice to advocate for education reform. Eventually, I want to utilize everything that I’ve learned and experienced and pursue a PhD with the intention of putting theories into action and initiating changes that will influence our future learners.
News Briefs

DaNae Leu receives 2013 Downs Intellectual Freedom Award

Elementary school librarian DaNae Leu is the recipient of the 2013 Robert B. Downs Intellectual Freedom Award given by the GSLIS faculty. Leu was honored for her efforts to defend the picture book In Our Mothers’ House by Patricia Polacco against her school administration’s decision to remove the book from the library shelves of the district.

In April 2012, a committee from the Davis School District in Utah voted to place the picture book, which features two lesbian mothers heading a household, on restricted access after concerns were raised about its age appropriateness. The decision to place the book behind the counter—meaning that any child who wanted to access it would need a signed permission slip from a guardian—was based on a state law that bars school curricula from advocating homosexuality.

Leu played an active role in bringing national media attention to the case, which ultimately resulted in involvement by the Utah Library Association’s Intellectual Freedom Committee and the American Civil Liberties Union (ACLU). These efforts spurred school officials to return In Our Mothers’ House to the shelves this past summer.

The Robert B. Downs Intellectual Freedom Award has been given annually since 1969 to honor individuals or groups who have furthered the cause of intellectual freedom, particularly as it affects libraries and information centers and the dissemination of ideas.

Letters of nomination and documentation about the nominee are usually solicited every October. Documents should be submitted via email to GSLIS Interim Dean and Professor Allen Renear (gslisdean@illinois.edu) with a copy to Associate Professor Terry Weech (weech@illinois.edu) or in paper form to Allen Renear, Interim Dean, GSLIS, 501 E. Daniel Street, Champaign, IL 61820. Questions should be directed to Professor Weech.

Greenwood Publishing Group became a cosponsor of the Downs Intellectual Freedom Award in the early 1980s, and when Greenwood became an imprint of ABC-CLIO, it continued to provide the honorarium to the awardees and cosponsor the award reception. With Libraries Unlimited, an ABC-CLIO imprint, assuming cosponsorship of the award in 2012, ABC-CLIO imprints have supported this prestigious award for more than 30 years. GSLIS is very honored to share sponsorship with Libraries Unlimited and appreciates the contributions it and the other imprints of ABC-CLIO have made in defending intellectual freedom through the years.

Libraries Unlimited
The Professional Development Imprint of ABC-CLIO, LLC

Alumni selected as ALA Emerging Leaders

Five GSLIS alumni have been selected to participate in the American Library Association’s 2014 class of Emerging Leaders.

Joy McGehee (MS ’09), Ashley Rayner (MS ’11), Ben Rodriguez (MS ’13), Soraya Silverman-Montano (MS ’11), and Samuel Suber (MS ’12) are included in this year’s class of fifty-six individuals from across the country. Now in its eighth year, this leadership development initiative provides opportunities for new library professionals to participate in problem-solving work groups, network with peers, observe ALA structure, and serve the profession in a leadership capacity. Participants will display the results of their project planning work in a poster session at the 2014 ALA Annual Conference in Las Vegas.

Five students named ARL Career Enhancement Program fellows

Five GSLIS master’s students have been chosen by the Association of Research Libraries (ARL) as 2014 Career Enhancement Program (CEP) Fellows: Alonso Avila, Raquel Flores-Clemmons, Sophie Hou, Bradley Kuykendall, and Jerrod Moore.

Each year, ARL member libraries select a group of library and information science master’s students to participate in this competitive program, which provides avenues for students from traditionally underrepresented racial and ethnic minority groups to advance their careers in LIS. The experience, funded by ARL member libraries and the Institute of Museum and Library Services, includes a paid internship at an ARL library, mentorship by a professional librarian, the opportunity to attend the ARL Leadership Symposium, and career placement assistance. A total of fourteen students were selected for the 2014 cohort. Congratulations to all!

Alumni named Movers & Shakers

Library Journal recently released its 2014 class of Movers & Shakers, and two GSLIS alumni made the list: Stephanie Davis-Kahl (MS ’98) in the “Change Agents” category, and Cathryne Kaufman (MS ’09) in the “Marketers” category.

Davis-Kahl is a scholarly communications librarian and associate professor at Illinois Wesleyan University (IWU). She manages Digital Commons @ IWU, an institutional open-access repository, is a faculty coeditor of Undergraduate Economic Review, and works to engage undergraduate students in scholarship and publication.

Kaufman, library services director at Illinois Central College (ICC), and colleague Brittany Dudek are leading initiatives at the ICC Library that have dramatically improved services to students. In 2012, they launched ForwardFocus, a professional development event for community college librarians, which continues to evolve and grow.
New book explores intersection of youth, new media, and communities

Young people in underserved communities across the U.S. are using digital media to engage their communities. A variety of these projects have been collected and documented in a new book coedited by Professor Emeritus Bertram Chip Bruce and Associate Professor Emerita Ann Peterson Bishop along with their colleague, Nama R. Budhathoki.

The book, *Youth Community Inquiry: New Media for Community and Personal Growth*, focuses on youth ages eight to twenty in a variety of settings including small farm towns, immigrant communities, and inner-city Chicago. Each project is examined through the theory of community inquiry and poses questions about learning, digital technology, and community engagement. Technologies highlighted in the book include GPS and GIS mapping tools, video production, use of archives and databases, podcasts, and Internet radio.

Rayward edits Information Beyond Borders


Published by Ashgate, the book analyzes the dynamics of the emerging networks of individuals, organizations, technologies, and publications through which information has been exchanged. It includes contributions by scholars from different disciplines as well as different national and linguistic backgrounds. Rayward’s introduction is entitled, “Information beyond borders: International expositions, Paul Otlet, Henri La Fontaine and the paradox of the Belle Époque.” GSLIS Professor Alistair Black, whose research focuses on the history of libraries and librarianship, authored the chapter, “An information management tool for dismantling barriers in early multinational corporations: The staff magazine in Britain before World War I.”

**Center for Children’s Books honors Scieszka, Barnett with Gryphon Award**

*Battle Bunny*, written by Jon Scieszka and Mac Barnett, illustrated by Matthew Myers, and published by Simon & Schuster, is the winner of the 2014 Gryphon Award for Children’s Literature.

The Gryphon Award, which includes a $1,000 prize, is given annually by the Center for Children’s Books. This year’s committee was chaired by Deborah Stevenson, director of the Center for Children’s Books, and Kate Quealy-Gainer, assistant editor of the *Bulletin of the Center for Children’s Books*. The prize is awarded to the author of an outstanding English language work of fiction or nonfiction for which the primary audience is children in kindergarten through fourth grade, and which best exemplifies those qualities that successfully bridge the gap in difficulty between books for reading aloud to children and books for practiced readers.

Three Gryphon Honors also were named:

- *Year of the Jungle* (Scholastic), written by Suzanne Collins and illustrated by James Proimos
- *Lulu and the Dog From the Sea* (Whitman), written by Hilary McKay and illustrated by Priscilla Lamont
- *Like Bug Juice on a Burger* (Amulet/Abrams), written by Julie Sternberg and illustrated by Matthew Cordell
Decade: 2010s

Joseph Askins (MS ’12) has accepted a position as assistant librarian and technical services coordinator at Northwest Arkansas Community College in Bentonville, Arkansas.

Natalie Bazan (MS ’10) has earned Essential and Enhanced Level Quality Services Audit Checklist awards for the Hopkins (Michigan) District Library, which she directs. She also manages the Sharing Library Ideas website.

Sangeeta Bhargava (MS ’11) was appointed head of reserves at Schaumburg Township District Library in Schaumburg, Illinois. She also works at the adult reference desk, manages the large-print nonfiction collection, and works on special projects in Access Services. Bhargava thanks the faculty and staff who guided her through her courses and for the knowledge gained at GSLIS. “There were some wonderful role models!”

Aisha Conner-Gaten (MS ’13) has joined the Instructional Technology and Design Office at GSLIS as a computer-assisted instruction specialist. “I have greatly enjoyed being a student at GSLIS, as well as a member of the Champaign-Urbana community, so much so that I will be sticking around,” she said. “The wonderful staff, extraordinary faculty, and enthusiastic student body continue to inspire me as I go forth in LIS education.”

Melissa Cornwell (MS ’13) has started work in her new position as distance learning librarian at Norwich University’s Kreitzberg Library. She also acts as the liaison for the College of Graduate and Continuing Studies.

Ann Heinrichs (MS ’11) has accepted a full-time position as metadata/cataloging librarian at Catholic Theological Union. Having taken part in the nationwide RDA test as part of her GSLIS practicum, she is now helping train the staff in RDA cataloging and uses RDA every day. Other tasks include the tricky challenges of cataloging books in Korean and Catalan, as well as Latin and Italian.

Amanda (Hatland) Howell (MS ’13) became a reference and instruction librarian at the University of Wisconsin-Whitewater in August 2013. She acts as the liaison to the College of Business and Economics. She also was married on October 26, 2013.

Christina John (MS ’13) recently accepted a position as a corporate research analyst at Grant Thornton International Ltd. in Chicago.

Martí Jean Kallal (MS ’13) has accepted a position as head of access and document delivery services at the University of California Santa Barbara Library.

Cynthia Kremer (MS ’11) has accepted a full-time faculty position as an instructor at National Louis University’s Chicago campus. Previously, Kremer worked part time at NLU and interned at the Newberry Library and Argonne National Laboratory. She also participated in a practicum at Rush University and the University of Illinois at Chicago’s Library of the Health Sciences.

Zac Matthews (MS ’12) has been selected by the Public Library Association (PLA) to receive a DEMCO New Leaders Travel Grant to attend a PLA continuing education event. Matthews is a digital services librarian at Everett (Washington) Public Library.

Cathy Popovitch (MS ’11) recently became the full-time librarian and records specialist for Hanson Professional Services Inc’s headquarters in Springfield, Illinois. She also manages branch libraries at the firm’s other offices. Popovitch has been a librarian at the consulting firm since 2012.

Charlotte Roh (MS ’13) is now the scholar communications resident librarian at the University of Massachusetts, Amherst. She welcomes dialogue on digital repositories, open access and education, copyright and fair use, and library publishing.

Laura Sheets (MS ’12) has accepted a position as public services librarian at the Tennessee State Library and Archives in Nashville, Tennessee.

Matthew Smith (MS ’11) has accepted a position at the University of Maryland Medical System Foundation as the assistant director of prospect research and management.

Martha Tanner (MS ’13) was hired at Nebraska Wesleyan University. She started her new position as head of library instruction and reference and assistant professor on September 30, 2013.

Dan Tracy (MS ’12), interim library and information science librarian at the University of Illinois, presented “App Advisory in Research Library Websites: A Preliminary Study” at the International Conference on Qualitative and Quantitative Methods in Libraries (QQML), held June 4–7, 2013, in Rome, Italy.

Ziba Perez Zehdar (MS ’12) has accepted a position as on-call associate librarian at Orange County Public Libraries in Orange County, California.

Decade: 2000s

Ariel Andrea (MS ’09) was recently promoted from associate academic librarian to academic librarian at the University of Wisconsin-Madison. She now oversees the administrative aspects of the Chemistry Library and continues to provide instruction and reference support.

Jing Cheng (MS ’07) became the editor-in-chief of the Chinese-language children’s magazine Pipa. Launched in January 2013, Pipa publishes illustrated stories, informational essays, children’s writing and art, poetry, songs, craft ideas, book reviews, and parenting advice on language acquisition that promote the learning of Chinese language and culture among North American children under twelve years old.
Amy Crump (MS ’05) accepted the position of administrative librarian for the Homewood (Illinois) Public Library in January 2013. Her husband and children joined her in Homewood in July 2013.

Sarah Park Dahlen (MS ’09, PhD ’09) edited Diversity in Youth Literature: Opening Doors through Reading, which was published by ALA Editions in 2013.

Amy Douglas (MS ’01) worked as assistant director of Obion County Public Library in Union City, Tennessee, and then as technical services archivist at the University of Missouri-Columbia. She currently lives in Dubuque, Iowa, with her husband and is busy as the primary caregiver of their three young children and with community volunteer work.

Anthony Elia (MS ’07) has been selected to serve as director of the library and educational technology at the Christian Theological Seminary in Indianapolis, Indiana. Previously, he worked as a public services librarian at Columbia University and lecturer at Union Theological Seminary (Burke Library), and he recently completed a two-year term as president-chairperson of the New York Area Theological Library Association.

Jeff Eller (MS ’06) started work as head of acquisitions and description at Wake Forest University’s Z. Smith Reynolds Library in January 2014.

Peggy Glatthaar (MS ’07) is head of customer services at beautiful Florida Gulf Coast University Library in Fort Myers, Florida.

Samantha Schmehl Hines (MS ’03) published her second book in 2014, Revolutionizing the Development of Library and Information Professionals: Planning for the Future (IGI-Global). It is an edited volume with chapters from sixteen contributors who address professional development issues in librarianship from all perspectives.

Lesley Lee (MS ’06) has worked full time for the University of Illinois Interlibrary Loan and Document Delivery Department since April 2011. She enjoys working with her colleagues and assisting faculty, staff, visiting scholars, and students by filling their book, microfilm, A/V, journal, and article requests via libraries across the U.S., Europe, Asia, and Mexico.

Joseph Lenkart (MS ’08), along with Steven Witt (MS ’95), Thomas H. Teper, and Mara Thacker, presented “Measuring and Sustaining the Impact of Multilingual Collections in a Research Library” at the International Conference on Qualitative and Quantitative Methods in Libraries (QQML), held June 4–7, 2013, in Rome, Italy.

Rick Meyer (MS ’09) has been selected to serve as the new city librarian for Decatur Public Library.

Anne Miskewitch (MS ’05) became the division chief of social sciences and humanities at Harold Washington Library Center on August 1, 2013. After serving as a librarian for several years, Nancy Pierce (MS ’05) was promoted to head librarian at the Glenbard North High School library. Prior to becoming a librarian, Nancy was a high school history teacher for nine years.

Amy Bader Rachuba (MS ’03) has returned to Ripon, Wisconsin, where she has accepted a position as the resource services librarian at Ripon College.

Sharon Swanke (MS ’03) has made a new home in North Carolina and is working at Southern Pines Elementary School where she provides media specialist services to third to fifth grade students.

Anieta Trame (MS ’03) has been named the Outstanding Reading Educator of the Year (Grades 6-12) by the Illinois Reading Council (IRC). Trame was honored with the award at the IRC conference on March 14, 2014. Gwen Williams (MS ’04) and her husband, Tahir Sandhu (MS ’04), have announced their move into the 3D printing business. They are the founders of Moji 3D Makers, based in St. Cloud, Minnesota.

Decade: 1990s

Stephanie Davis-Kahl (MS ’98), scholarly communications librarian and associate professor at Illinois Wesleyan University, is the recipient of the 2014 Association of College & Research Libraries (ACRL) Education and Behavioral Sciences Section (EBSS) Distinguished Education and Behavioral Sciences Librarian Award. This award honors a distinguished academic librarian who has made an outstanding contribution as an education and/or behavioral sciences librarian through accomplishments and service to the profession.

Scott Dermont (MS ’90) married Jane Kennedy in June 2013. They live together in Ankeny, Iowa, where Kennedy teaches secondary ESL. Dermont has worked as a library consultant for the State Library of Iowa in Des Moines since 2008.

Gwen Harrison (MS ’97) writes, “Life is filled with transitions. Youngest son, Malik, graduated from high school and within the same week went to Eastern Illinois University for summer school and football training. The nest will soon be empty. Looking forward to this new transition in life. We are also the proud grandparents of one granddaughter, 10-month-old Arya . . . Professionally speaking, I am busier than ever and enjoying my job at the Illinois State Library, Exciting and rewarding and always ever-changing and challenging. I am proud to be a librarian!”

JoAnn Jacoby (MS ’97) gave a presentation titled, “Involving and Empowering Users to Shape New Service Models at the University of Illinois Library,” at the International Conference on Qualitative and Quantitative Methods in Libraries (QQML), held June 4–7, 2013, in Rome, Italy. Her copresenter was GSLIS Adjunct Associate Professor Susan E. Searing.
David Neale King (MS ’78, PhD ’94) is now principal of Amphissa Digital, which provides an array of consulting services related to evidence-based knowledge resources for field professionals, institutional repositories, and open access. His experience includes contributions to major health sciences research institutions nationally, including administrative roles at New York Academy of Medicine, the National Children’s Advocacy Center, and Georgia Health Sciences University.

Carla (Gregory) Maxwell (MS ’98) married Kevin Maxwell on November 2, 2013. The Maxwells have one son, Kyle, who is 10 years old.

Lynne Marie Rudasill (MS ’91) gave the keynote address titled, “Looking Out and Looking In—The Universe of Information,” at the International Conference on Qualitative and Quantitative Methods in Libraries (QQML), held June 4–7, 2013, in Rome, Italy.

CM Winters-Palacio (MS ’97) delivered a poster presentation titled, “The Library is a Verb: Civically Engaged Libraries and Librarians,” at the 2013 Illinois Library Association Annual Conference on October 16 in Chicago. She has been selected as a Digital Public Library of America (DPLA) Scholar and received a full scholarship to attend the first annual DPLAfest on October 24-25, 2013, in Boston, Massachusetts.

Decade: 1980s

Ruth A. Riley (MS ’85) has been named Academic Librarian of the Year by the Southern Chapter of the Medical Library Association (SC/MLA). Riley was presented the award at the association’s 63rd Annual Meeting in Ridgeland, Mississippi, on October 19, 2013. This award was established in 1998 and recognizes outstanding librarians who demonstrate excellence in research, instruction, and/or service in health librarianship.

Decade: 1970s

After 34 years as a high school librarian, Joan Herron (MS ’75) is thrilled to be back part time as a reference assistant at the new Fondulac District Library in East Peoria, Illinois. She continues to follow and remain active with the Illinois School Library Media Association.

Deceased Alumni

Matilda M. Wiley-Looney (BS ’36)
Dena Julia Epstein (BS ’39, MS ’43)
Harriett M. Hatt (BS ’41)
Mary E. Martin (BS ’40)
Mary Alice Smith (BS ’42)
Ida E. Jensen (BS ’43)
Agnes Lytton Reagan (MS ’43, PhD ’57)
Rita L. Fowler (BS ’47)
Janice T. Woods (BS ’47)
Iva Naomi Ellis (BS ’48)
Deane White Hill (MS ’50)
Sherwood Kirk (MS ’50)
Frances Lucille Ray (MS ’50)
Barbara Zeiders (BS ’50)
Esther Marie Baker (MS ’52)
Mary Eleanor Hollis (MS ’56)
Evron Sharlene Collins (MS ’60)
George Jay Rausch, Jr. (MS ’61)
Doris F. Brainard (MS ’62, CAS ’66)
Lucille Rosetta Belcher (MS ’66)
Ronald Ernst Diener (MS ’66)
Margaretta G. Rice (MS ’66)
William C. Gaines, Jr. (MS ’67)
William Carl Highfill (PhD ’69)
Carl W. Volkmann (MS ’69)
William Grant Heigold (MS ’73)
James L. Solenberger (MS ’76)
John P. Duffy (MS ’79)
Gary L. Gustafson (MS ’87)
William R. Blohm (MS ’96)
Nuala A. Koetter (MS ’96)
Denise M. DeBrock (MS ’01)

Send us your news!
We’d love to hear from you! Send us your updates as well as any employment or internship opportunities, conferences of interest, or other opportunities for GSLIS alumni to connect in your area.

Office of Advancement and Alumni Relations
Graduate School of Library and Information Science
501 East Daniel Street
Champaign, IL 61820
gslis-advancement@illinois.edu
(217) 333-2973
www.lis.illinois.edu/people/alumni/mail

Connect with us!
Alumni, students call on peers to pledge support for
Linda C. Smith Doctoral Student Endowment Fund

Many GSLIS students know Linda C. Smith, professor and associate dean for academic programs, as someone they can turn to for guidance and support in their journey through their academic program.

Two such students, Dinesh Rathi (PhD ’08) and Vandana Singh (PhD ’08), left GSLIS knowing that Smith had played an integral role in their academic success. Still wearing cap and gown, they approached Diana Stroud, assistant dean for advancement, on graduation weekend to see what they could do to honor their mentor. They decided to make an annual pledge to establish the Linda C. Smith Doctoral Student Endowment Fund, which will provide support for doctoral students including travel, equipment, or tuition expenses.

Safiya Noble (MS ’09, PhD ’12), Miriam Sweeney (PhD ’13), and Sarah T. Roberts (PhD ’14) have taken up the challenge to raise the needed funds to reach the $25,000 goal. They are calling on their fellow doctoral students and alumni to make their own annual pledges. Contributions from other friends of the School are welcome as well; anyone who wants to honor Smith is asked to consider making a gift.

“Linda is a person who has made a life-changing impact in my own life, and I know that I’m not the only one. I hope that in my professional life I can model the way that I approach my interactions with students on her example.” – Sarah T. Roberts (PhD ’14)

“In Linda’s eyes, providing support to students is a really important part of their educational experience...it directly impacts their opportunities on the job market, enriches them, and opens up their network to a much broader audience.” – Miriam Sweeney (PhD ’13)

“Think about the difference that Linda Smith made for you during your time at GSLIS. In so many little ways, she has improved the quality of students’ lives for decades. If all of Linda’s advisees and students committed to making a monthly gift, we could ensure her legacy of support for future generations.” – Safiya Noble (MS ’09, PhD ’12)

Pledges of ongoing support will help to guarantee that, once funded, this resource will be available to students for many years to come. A pledge of $25 per month or $300 annually for five years would have a meaningful impact on the education of a GSLIS doctoral student.

For assistance making your pledge, contact Diana Stroud at dstroud@illinois.edu or (217) 244-9577.

We hope to see you this summer at these upcoming conferences!

**American Library Association Annual Conference**
June 26-July 1, Las Vegas, Nevada
booth #1923

**International Federation of Library Associations and Institutions General Conference and Assembly**
August 17-20, Lyon, France
A delegation of representatives from the Dunhuang Research Academy in Dunhuang, China, visited the University of Illinois on April 1. Dunhuang is home to the historic Mogao Grottoes, an artistic site of national and cultural significance dating back to 366 CE. The delegation met with GSLIS faculty, staff, and students to discuss the digital preservation and data management challenges faced by the Academy and potential solutions. Representatives of the University, GSLIS, and the Academy signed a memorandum of understanding, formalizing a partnership for future collaboration.

Pictured above: GSLIS and Academy representatives at the Illini Union