

SLIS Network

INDIANA UNIVERSITY
SCHOOL OF LIBRARY AND
INFORMATION SCIENCE

Alumni Magazine

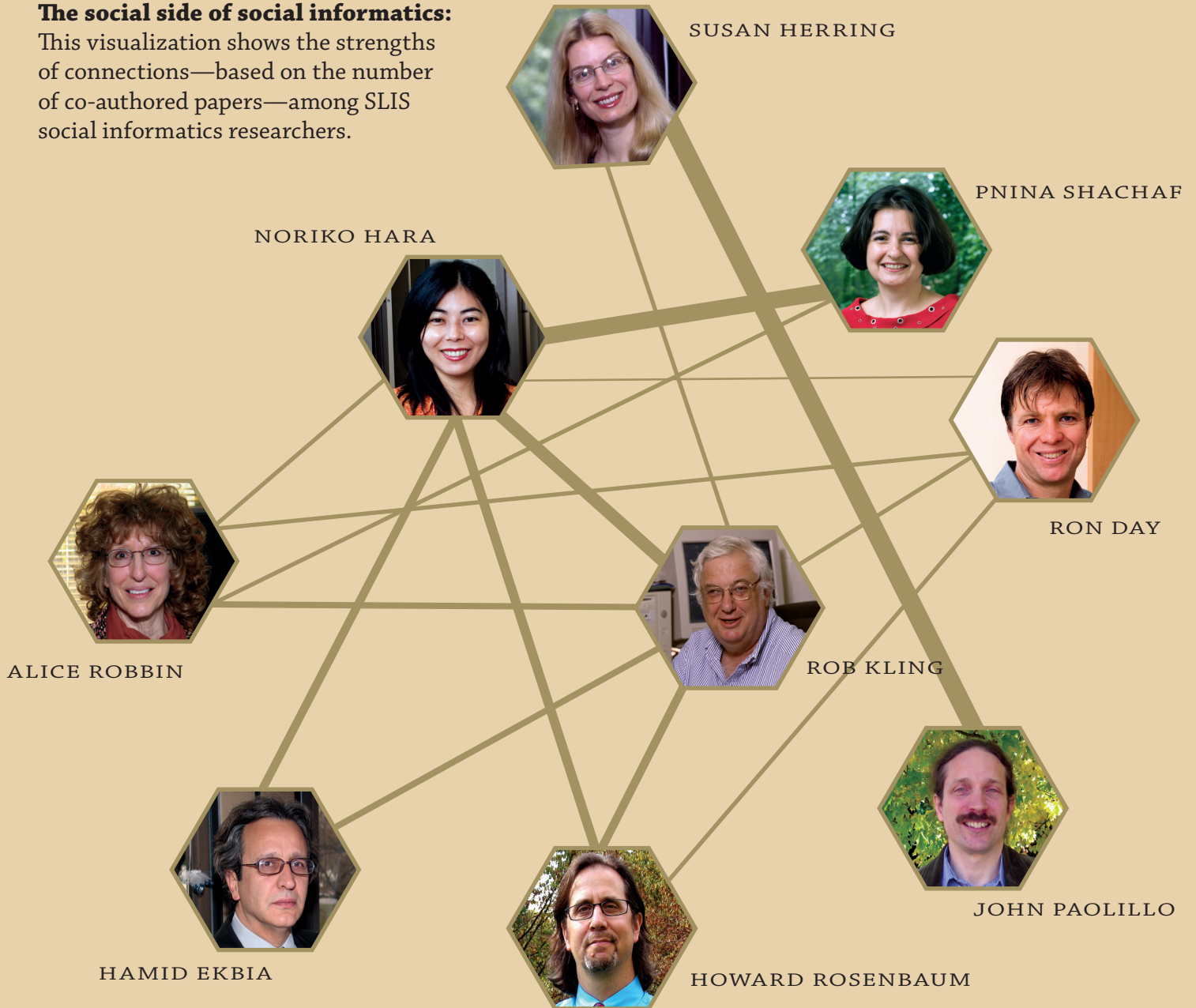
Fall 2007

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SLIS Social Informatics Faculty Network

The social side of social informatics:

This visualization shows the strengths of connections—based on the number of co-authored papers—among SLIS social informatics researchers.



This magazine is published twice a year by the School of Library and Information Science and its alumni association in cooperation with the Indiana University Alumni Association to encourage alumni interest in and support of SLIS.

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Dean's Notes

SLIS and Social Informatics

The word informatics (variously informatika, l'informatique) came to us from Europe, as did the term "social informatics," which was, I believe, coined by a Norwegian sociologist.

"Social informatics" was first used programmatically in this country right here in SLIS, when the late Rob Kling joined the faculty and swiftly established the Center for Social Informatics.

Since then we've seen a School of Informatics emerge in our very own backyard and also witnessed the growth of campus-wide interest in the socio-cultural dimensions of large-scale computing. The Center, I'm pleased to say, continues to act as a forum for cross-disciplinary discussions on developments and trends in social informatics, both nationally and internationally.

Rob once defined social informatics as "the interdisciplinary study of the design, uses, and consequences of information technologies that takes into account their interaction with institutional and cultural contexts." Definitions of this ilk abound and most of us are familiar with phrases such as "the social shaping of technology" and "socio-technical interaction networks," which have become standard elements of the professional lexicon.

The current interest in the social aspects of information and communication technologies is to be welcomed, but we should not forget that the field of Library and Information Science has long had an interest in matters social and sociological. Just pick up a copy of Pierce Butler's 1933 classic book, *An Introduction to Library Science* and skim the chapter entitled "The Sociological Problem." And then there's the vogue term "social epistemology" (the title of a well established scholarly journal), which was, in fact, coined by Jesse Shera, one of the doyens of the field, and Margaret Egan way back in 1952. In the understandable enthusiasm for the new, it is important not to lose sight of the past.



Blaise Cronin
Dean and Rudy Professor of
Information Science



"Social Informatics' was first used programmatically in this country right here in SLIS, when the late Rob Kling joined the faculty and swiftly established the Center for Social Informatics."

Alumni News

Alumni Board Letter

As I write my comments for this issue, the Midwest remains in the grip of a hot, dry summer. A refreshing note in the midst of this weather, however, comes from all the alumni activities that have taken place recently. For the first time, we've had receptions at every major professional conference—ACRL, MLA, SLA, ALA, AALL, and SAA—as well as regional receptions in Indianapolis, Dayton, and Springfield, Illinois. Attendance has been great at these events (our highest attendance in many years at the June ALA reception), as alumni have gathered to greet old friends, make new ones, and connect with SLIS staff. These receptions have been a major undertaking for us and would not be possible without the dedicated work of the Alumni Board, the IU Alumni Association, the IU Foundation, and SLIS staff, particularly Sarah Burton, and we owe them a big “thanks.” We also thank SLIS Dean Blaise Cronin for his ongoing support of alumni activities. Planning is already underway for 2008 receptions at conferences and in selected regions, and the Board and I look forward to seeing many of you at those events.



Later in the issue, you'll find an article about the recipient of this year's Distinguished Alumni Award (DAA), Merri Beth Lavagnino. This award is a wonderful way to recognize the contributions that SLIS graduates are making to our profession. Recipients of this award are chosen from nominations submitted by alumni. Whom would you like to see named our DAA recipient in 2008? You can help us select the best by submitting a nomination any time through March 2008; just follow the link from the alumni page on the SLIS website.

Also in this issue, you can read about faculty research in social informatics and how it makes a difference in the real world. In every library setting today, we are looking at the potential of social informatics to improve our understanding of the social and technical aspects of information and communication technology to improve service to our customers. The articles in this issue will help you better understand the relationship between information technologies and social change.

SLIS Alumni Listserv

SLISAlumni-L is a distribution list intended to be a source for news about the School as well as announcements for and about SLIS alumni. The list is moderated and intentionally “low-traffic.”

Subscribe by sending an e-mail message to listserv@indiana.edu with the command: `subscribe slisalumni-l`. Send messages to slisalumni-l@indiana.edu. Messages go to the moderator, who releases them to the list.

Contribute to SLIS Alumni News

We want to hear from you! Tell us about your current job, honors, awards, research, and publications for SLIS News alumni stories on our website and in the magazine. It's a great way to keep in touch with your fellow alumni and share your success stories with current (and prospective) SLIS students. Visit <http://slis.indiana.edu/alumni/newsform.php>.

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Alumni Profile Q&A: Courtney Greene

Courtney Greene (MLS '00) is the Instruction and Online Learning Librarian at DePaul University in Chicago. She is also a member of the SLIS Alumni Board. This summer she responded to questions in an e-mail interview.

Tell us about your current position. What do you like about it? What do you find most challenging?

I am currently the Instruction and Online Learning Librarian at DePaul University in Chicago, based on the Lincoln Park campus. In addition to presenting in-person library instruction to all levels of students here, I am the point person for our online instruction program, which is delivered to courses across the University through a homegrown learning content management system. I also do reference and am the bibliographer for the Colleges of Computer Science and of Communication; plus serve as co-chair for the Library Web Committee.

I really love the variety; it's great to be able to get experience in so many areas! It also provides many different venues for working with students, faculty, and other staff, within or outside the library. Of course, that is also the most challenging thing—managing to keep all those things moving forward, staying on top of new developments and technologies, and sometimes, simply scheduling everything!

What SLIS course(s) have you found to be the most valuable in your professional life?

Honestly, it's hard to choose just one; my job, like many, has several components—instruction, reference, collection development—so I find myself thinking back to my time at SLIS often. I'd say probably the top five courses would include the two I had with Dr. Joyce Taylor—both the general reference course, as well as the Reference Sources in the Humanities; Business Reference Sources with Carolyn Walters; Library Instruction with Emily Okada; and Collection Development with Dr. Tom Nisonger. I use the techniques, skills, and information they provided every day on the job.

Was there anyone during your time at SLIS who acted as a mentor for you?

I found the faculty and the staff at SLIS to be so willing to give their time and provide support during my time there—particularly Mary Krutulis, who did a résumé/job search workshop every spring, which

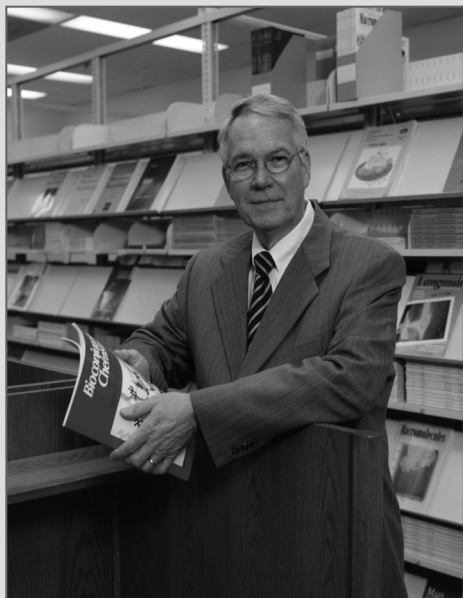
was tremendously helpful! Also, I worked for the Undergraduate Library and Emily Okada, Diane Dallis, and Carolyn Walters were great resources as well. I am still in touch with many of the people I met during my time at SLIS, whether they were fellow classmates, employers, or faculty members, and it's been so helpful to have a network for tips, advice, recommendations....

What advice would you give to current SLIS students, about their time in the program or their careers?

Maintain the relationships you begin at SLIS, with your classmates and with your professors, as they will serve you well throughout your professional life.

If you're unsure of where you'd like to aim once you've completed your degree, remain open to different career paths and seek out ways to get experience in those areas, or talk to practitioners to get a real sense of what it's like in the day-to-day.





Gary Wiggins Receives Special Libraries Association Hall of Fame Award

SLIS alumnus Gary Wiggins (MLS '71, Ph.D. '85) was selected for the Special Libraries Association (SLA) Hall of Fame. The award was presented at the SLA Annual Conference, held this year in Denver, Colorado.

Director of the Chemical Informatics program at the Indiana University School of Informatics, Wiggins has "long been on the leading edge of providing information to chemists, and his service to IU reflects his commitment to the chemical information profession," said Patricia Steele, Ruth M. Lilly Interim Dean of the Indiana University Libraries.

"Wiggins headed the IU Chemistry Library for 27 years." He received the SLIS Distinguished Alumni Award in 2001. He is the long-serving advisor to the SLIS Chemical Information Specializations.

SLIS ALA Alumni Reception



More than 80 people attended the SLIS Alumni Reception on Sunday evening, June 24, 2007, at the Old Ebbitt Grill in Washington, DC. Held in conjunction with the ALA annual meeting, the reception was organized by Sarah Burton, SLIS director of finance and administration and alumni coordinator.

Keith Kuhn Named Recipient of ALA's Sullivan Award

SLIS Alumni Board President Keith Kuhn (MLS '76), Library Services Director of the Public Library of Cincinnati and Hamilton County, was named the recipient of the 2007 Sullivan Award for Public Library Administrators Supporting Services to the Children.



According to jury chair Tim Grimes, Ann Arbor (Mich.) District Library, Kuhn was "selected for his leadership role in making children's services an organizational priority for the library system."

Under his direction, a Children's Services Council was created for the library system to establish goals and priorities for children's library services.

The council received state and national recognition by the

Public Library Association (PLA) National Conference and the Ohio Library Council (OLC) Children's Services Conference.

"Keith Kuhn always was and continues to be an administrator concerned with children's services because he cares about the quality of the lives of children," said Lisa Hamrick, nominator, of the Public Library of Cincinnati and Hamilton County.

"Keith wants the Public Library of Cincinnati and Hamilton County to take a leadership role in developing healthy, literate children."

The Sullivan Award, donated by Peggy Sullivan, honors an individual who has shown exceptional understanding and support of public library service to children, while having general management, supervisory, and administrative responsibility. The award was presented at the ALA Conference in June.

Rodney Hersberger Elected ALA Treasurer

Rodney M. Hersberger (MLS '73), dean of the University Library at California State University–Bakersfield (CSUB), was elected American Library Association (ALA) Treasurer for 2007–2010.

"I am honored and grateful that my colleagues have the confidence in my qualifications to select me for this important ALA office," Hersberger said.

"I intend to use my education and training in accounting, finance, and business management and my extensive experience in ALA to carry on the excellent example of our current Treasurer, Teri Switzer. I hope to continue to simplify the reporting

of ALA finances and to provide financial leadership so the membership can make well-informed decisions how to invest ALA revenues to their best results."

Hersberger currently serves on the ALA Budget Analysis and

Review Committee. He previously represented the Library

Administration and Management Association (LAMA) on the ALA Council and chaired LAMA's Financial Management Committee. He

also served as a juror on the ALA–American Institute of Architects (ALA–AIA) Library Buildings Award Committee.

Hersberger has worked for CSUB since 1984. Under his direction, the university built a new library that opened in 1994. His previous positions were at the University of Oklahoma

and Northern Illinois University. In 2001, he opened LibrariesByDesign, LLC—a library building consultancy practice.

In addition to his MLS degree from SLIS, Hersberger holds a bachelor of arts degree in accounting and

an MBA from Northern Illinois University.



Merri Beth Lavagnino: 2007 SLIS Distinguished Alumni Award Recipient

Merri Beth Lavagnino, MLS '89, is the recipient of the 2007 SLIS Distinguished Alumni Award.



Lavagnino is the Chief Information Technology Policy Officer within the

Indiana University Office of the Vice President for Information Technology and Chief Information Office. She develops and maintains policies regarding the appropriate use of information technology. Her responsibilities include overseeing and coordinating investigations and responses to reports of abuse or inappropriate use of electronic information or information technology. In her

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Pat Steele Receives Beta Phi Mu Chi Chapter Service Award



Patricia Steele (MLS '81), Ruth M. Lilly Interim Dean of University Libraries of Indiana University, received the 2007 Beta Phi Mu Chi Chapter Service Award in April.

Steele has been with the IU Libraries since 1975, serving in a variety

of capacities, including head of the SLIS Library.

She is a member of the Indiana State Library and

Historical Board (2000–2007) and has twice been President of the Indiana Library Federation.

The Chi Chapter Service Award "is presented to individuals who have made an outstanding contribution to the library and information science profession or its goals."

The Award has been given, usually on an annual basis, since the late 1970s.

Previous recipients include Marian Armstrong, David Kaser, Sara Laughlin, Mary Popp, Steve Harter, Shirley Fitzgibbons, Mary Krutulis, Herbert S. White, Nancy Lair, and Judith Serebnick.

Asher Honored by Press Club

In May 2007, SLIS alumna Gena Asher (MIS/MLS '03) was honored with the Kate Milner Rabb Award by the Woman's Press Club of Indiana (WPCI).

Asher, a graduate of the IU School of Journalism, was an award-winning reporter for the *Bloomington Herald-Times* before her



fascination with the electronic distribution of information led her back to IU for dual MIS/MLS degrees. She is now a freelance writer and adjunct lecturer in the IU School of Journalism as well as a website developer and maintainer. This award recognizes her efforts in updating and maintaining the WPCI website in the past year.

The Rabb Award, the WPCI's most prestigious honor, rewards excellence in journalism as well as service to the profession and the organization. Kate Milner Rabb was the WPCI president from 1929 to 1931 and a columnist for the *Indianapolis Star*.

In addition to her WPCI award, Asher will be receiving two national awards in September from the National Federation of Press Women: first place awards for her IU Alumni magazine article and the creation and development of the nonprofit website, www.BreastCancerFYI.org.

SLIS Alumni Featured in *Library Journal*

Jacob Nadal (MLS '01), Michelle Dalmau (MIS/MLS '04), and Eileen Simmons (MLS '84) were featured in the March 15, 2007, issue of *Library Journal* (LJ).

Jacob Nadal: Business Continuity Planning

In "Serving through Disaster,"



Nadal discusses the use of business continuity planning (BCP) in disaster preparedness for libraries.

He was also featured in an accompanying article, "Jacob Nadal On Business Continuity," which reflects on his experience with "on-the-spot BCP."

Nadal encourages librarians to start thinking seriously about their organizational priorities; he suggests that they must not only establish what needs to be done after a disaster strikes but also consider what would happen if the library is unable to execute all the priorities listed in the disaster plan.

Dalmau & Simmons: LJ "Movers and Shakers"

Michelle Dalmau and Eileen Simmons were chosen as emerging LIS leaders in *LJ Movers & Shakers* (LJMS), the supplement to the March 15, 2007 issue.



In the *LJMS* article "Digital Wizards: Digital Dynamo," Dalmau describes her goal as a digital librarian to "transform digital libraries into a daily-used resource by researchers, teachers,

and students."

Dalmau is the Digital Library Program Digital Projects and Usability Librarian at Indiana University–Bloomington.

In *LJMS*'s "Lollapalooza" article, Eileen Simmons is profiled as a community builder.

As the newly appointed director of the Everett Public Library in Washington, Simmons is building on her previous work at the library, including the creation of a collection endowment and a popular local street fair called the LibraryPalooza.

Dalmau was also featured in an *LJ* article about women and library technology. In the article, "The Women Who Drive Library Technology" (May 1, 2007), she is described as a "new hybrid" librarian who work in technology leadership roles within libraries.

In discussing her interest in usability, Dalmau said, "I soon realized I was a closet librarian. I was as interested in representing and organizing collections online as I was in understanding the user experience."

SLIS Alumni on Previous LJ Movers and Shakers Lists

- Matthew Gullet, 2006 (MIS '94)
- Michael Stephens, 2005 (MLS '95)
- Jeff Trzeciak, 2004 (MLS '91)
- Connie Mitchell, 2003 (MLS '92)
- Ann Snoeyenbos, 2002 (MLS '95)

To read more about SLIS alumni who made past *Movers and Shakers* lists, see the online archive of *Library Journal* articles at <http://www.libraryjournal.com/archive/>.

Lavagnino, continued from page 7

position, she works closely with university administration, judicial officers, counsel, and other IU agencies, as well as internal and external law enforcement and prosecutors.

"Over the years I have been continually impressed with her commitment to developing and maintaining her technical skills while always seeking to use that knowledge to further access to and effective use of information," said SLIS Associate Dean Debora Shaw, Ph.D. '83, who nominated Lavagnino.

When notified that she had received the award, Lavagnino said, "I'm impressed that my fellow SLIS alumni appreciate how the library science profession contributes to fields not directly

associated with libraries, and I'm really honored to receive this award."

Early in her career, Lavagnino received the Cretsos Leadership Award from the American Society for Information Science and Technology (ASIST). The award goes to a junior ASIST member who has demonstrated outstanding leadership qualities in the society.

The number and variety of new technical developments where Lavagnino has played a key role in educating colleagues is impressive. She has given presentations at meetings arranged by ALA, Apple Computer, Computer Professionals for Social Responsibility, and ASIST,

among others. She has presented at EDUCAUSE, ASIST, ResNet (student-owned computers on campus), ACUTA (Association for Communications Technology Professionals in Higher Education), and the Indiana Online Users Group. Her topics have ranged from managing full-text electronic access to periodicals to managing IT security in campus housing.

The Distinguished Alumni Award is presented annually to an alumnus who is making, or has made, an outstanding contribution to the Library Science/Information Science profession. Lavagnino will receive her award at a SLIS alumni reception at the Indiana Library Federation conference in November.

Distinguished Art Librarian B.J. Irvine Retires

After a distinguished career as the quintessential art librarian

and more than 40 years of service to IU, Betty Jo (B.J.) Irvine (MLS '69, Ph.D. '82) retired in July 2007. Irvine is highly regarded nationally by her peers and has made numerous contributions to the field. Director of the Fine Arts Library since 1969, Irvine was

responsible for planning, administration, collection development, and reference services. Under her leadership, the Fine Arts Library became one of the finest in the nation. She was originally hired by the IU Libraries and Henry Hope, chair of the Fine Arts Department, to manage the department's sizeable slide collection.

"It has been my honor and pleasure to have served the

School of Fine Arts, the University Libraries, Friends of Art, the IU

Art Museum, and faculty and students of the University for over 40 years," said Irvine in a recent announcement about her retirement. "Thank you all for your support and encouragement."

For years, Irvine taught, mentored, influenced, and encouraged students in all areas of art and visual resources librarianship and art history. As an adjunct associate professor, she taught Seminar in Art Librarianship and Research Sources in Art History. In addition, she established and served as SLIS's director of the Specialization in Art Librarianship program.



To support and continue the SLIS art librarianship specialization, she has thoughtfully and generously contributed funds to establish the B.J. Kish Irvine Graduate Scholarship. The scholarship will support students pursuing careers in fine arts librarianship, which includes print, image, and digital and electronic collections.

On the national level, Irvine was one of the first members of the Art Libraries Society of North America. She served as president in 1993 and as an executive board member from 1991 to 1994. She also chaired numerous committees, task forces, and initiatives and contributed to major society publications on professional standards. In 2002, she received the Society's highest honor, the Distinguished Service Award.

Faculty News

Jean Preer Receives ALA's 2007 Justin Winsor Prize



Jean Preer, SLIS Indianapolis professor received the American Library Association Library History Round Table's 2007 Justin Winsor Prize for her essay "Promoting Citizenship: Librarians Help Get Out the Vote in the 1952 Presidential Election."

According to the ALA, Preer's "winning essay covers an important and interesting topic in library history and is very thoroughly researched using a variety of published and unpublished primary sources, and draws on a wide collection of secondary literature."

Her essay examines the ALA's participation in the 1952 National Non-Partisan Register and Vote Campaign. The organizers considered libraries to be critical to the success of the PR campaign titled "Listen, Read, Look, Talk, Argue, Think and Vote."

Preer notes that the ALA participated for "visibility and support for libraries."

The Winsor Prize recognizes the best essay on library history and is named for ALA's first president, a 19th century librarian, historian, and bibliographer.

Preer has been invited to publish her paper in *Libraries & the Cultural Record*. She was presented the award at the ALA conference in June.

SLIS Faculty Win Trustees' Teaching Award

SLIS Assistant Professors Noriko Hara and Lokman Meho recently received the 2007 Trustees' Teaching Award, which recognizes exemplary classroom instruction.

Hara consistently receives strong, positive evaluations from students. She engages in continuous self-reflection and makes an exceptional effort to evaluate her teaching and maintain currency of course content. Ready to adapt her teaching style to the school's changing needs, her courses integrate technology well and extend the walls of the classroom by providing students with real-world experiences, notably in community projects. As ACM student chapter advisor, she has further developed learning opportunities for SLIS students.

Meho also continues to receive

strong, positive evaluations from students and peers. His supportive work with faculty and doctoral students who teach courses for which he is responsible has benefits that reach beyond his own classroom. He thinks critically about his teaching and continually explores ways to improve classroom interactions. As a consequence, his careful revisions maintain course currency and improve students' learning experiences. Meho maintains a web listing of student projects from past semesters that helps to recruit new SLIS students and model the work expected of current students. In addition, he has provided exceptional encouragement and support for students who submit work from his courses for publication.


SLIS Faculty: Outstanding Intellectual Influence

SLIS has been ranked first in the world in faculty and program citation counts, a criterion known by scholars as an objective measurement that recognizes the value, impact, quality, or significance of authors' work.

A study by Olle Persson and Fredrik Åström, of the Department of Sociology, Umeå Universitet (Sweden), examined articles from 27 of the top library and information science journals, 1990–April 2005. Their report placed SLIS well above the nearest contender. "Most Cited Universities and Authors in Library & Information Science 1990–2004" was published in *Bibliometric Notes* (2005).

Dean Blaise Cronin commented that the work "demonstrates yet again the outstanding research productivity and intellectual influence of SLIS faculty."

SLIS also ranked well above the nearest contenders in two other recent studies of publication and citation counts. Work by John Budd (*Library & Information Science Research*, 2000) and Denice Adkins and Budd (*The Library Quarterly*, 2006), based on publication and citation data for the years 1993–1998 and 1999–2004, respectively, demonstrated SLIS's impact. Two of the 10 most widely published and highly cited faculty members in the study come from IU.



Social Informatics at SLIS

What has been, and will be, the impact of information technology (IT) on society? For years, journalists and media pundits have generally used anecdotal information rather than empirical studies in reporting the influence of IT on economics, culture, and business. Computer scientists have tended to focus on the technical aspects of IT. In contrast, social informatics (SI) examines both the technical and social consequences of IT on both organizations and individuals. SI researchers investigate the roles IT plays in social and organizational change and how the social organization of IT is influenced by social forces and practices.

Most SI research has focused on the impact of computerization on organizations, emphasizing the sociological over the cognitive. At

a recent conference, SLIS professor Alice Robbin challenged SI researchers to “think more deeply about the multiple levels of analysis and to integrate the social psychological, psychological, and cognitive,” as well as expand research to the virtual, individual, home, media, art, and culture.

Social informatics research within the SLIS faculty, explored below, includes investigations ranging from evaluation of computer technology, to the symbolic nature of IT and classification, to the technical and social mechanisms that shape collaborative online encyclopedias.

“Social informatics is the systematic, interdisciplinary study of the design, uses, and consequences of information technology that takes into account their interaction with institutional and cultural contexts.”

— Rob Kling, *Encyclopedia of Library and Information Science* (2001)

Success or Failure of Computerization Movements

In the 1990s, Kling and Iacono defined computer-

ization movements (CM) as “a kind of movement whose advocates focus on computer-based systems as instruments to bring about a new social order.” CMs include a wide range of technologies, from office computing and e-mail, to PDAs and Instant Messaging, to viruses and spam.

Revisiting Computerization Movements

In their study, “Revising the Conceptualization of Computerization Movements,” SLIS professors Noriko Hara and Howard Rosenbaum examined Kling and Iacono’s conception of CM and concluded that a single set of criteria is not sufficient to determine the success (or failure) of CMs.

First, Hara and Rosenbaum challenged two assumptions about CMs:

1. the original definition of a CM is adequate to include the wide range of CMs and
2. CMs have enough similarities to allow for a single set of criteria as an effective evaluation tool.

A critical analysis of the assumptions showed a bias toward organizational CMs and characterization insufficient to capture their heterogeneity, which indicated the need for a broader conception.

Second, based on the examination of discourse on the topic, Hara and Rosenbaum created a set of five criterion pairs to categorize CMs. Because it is difficult to categorize using binary terms, each criterion pair represents the endpoints of a continuum. The five pairs are: external–internal (outside or inside organizations); market-driven–non-market driven; wide–narrow (how many people are affected); stand-alone–bundled (in terms of technologies used); and positive–negative (perception of impact on society).

Hara and Rosenbaum grouped 41 computerization movements using the criterion pairs. For instance, PDAs are generally characterized as bundled,

market-driven, external, wide, and positive. Spam is stand-alone, market-driven, external, wide, and negative. Virtual reality is bundled, non-market driven, (mostly) internal, narrow, and positive.

The analysis of the groupings showed that most of the categories were in mutually exclusive groupings outside a shared set of characteristics. Because CMs did not completely share the same categories, a single set of criteria would not be sufficient to evaluate success or failure.

Conclusions: Hara & Rosenbaum

The findings argue for the need to develop an expanded conception and more nuanced understanding of CMs.

The Hara and Rosenbaum study is currently under review by the editorial board of the referred international journal, *The Information Society*.

Does YouTube Have a Social Core?

Perhaps you’ve seen them. “Bill and Hillary Sopranos Spoof.” “Splish Splash, My Cat Takes A Bath.” “Mr. Bean: The Library.” Millions of people worldwide watch YouTube videos every day.

But who produces the videos? Who uses this site? Is there a social core of users?

SLIS professor John Paolillo recently conducted a study, “Does YouTube Have a Social Core?,” to investigate the social structure of this popular online video Web site.

“YouTube has eliminated the barrier for the wide distribution of amateur videos,” Paolillo notes. “It has become a multi-billion dollar business. However, there is no clear picture of how people use YouTube and why.”

What is YouTube?

YouTube has become a “social media space” with many features similar to other social networking Web sites. Anyone with a Web browser can view

The term “social informatics” originated Norway in the 1980s. In early 1996 several scholars in the U.S. engaged in lively conversations with the aim to advance critical scholarship about social aspects of computerization. It became clear that labels that energized scholars in one sub-community could turn off participants in others. Eventually sufficient consensus emerged around “social informatics,” (SI) and it was adopted as a working label. SI studies aim to ensure that technical research agendas and system designs are relevant to people’s lives.

the videos. The site also provides the option to create profile pages, subscribe to other users' videos, interact with other users or "friends," comment on videos, and join community groups of people with comparable interests.

Crawling for Clues

Paolillo conducted a substantial crawl of user profiles in order to examine the social network structure of YouTube. The crawl followed the links of several of the social networking features of the site. In two phases, the crawler identified user and video information, including authors, friends, and video keyword tags.

The crawler located 1,070 different authors among a sample of 82,185 users. Analysis of the authors with associated keyword tag information revealed nine clusters representing different video genres, including anime music, skate sports, non-political humor, guitar music, hip hop, and Korean pop music videos. A social network analysis of authors and friends showed very strong self-linkage, meaning that all are socially cohesive groups.

"There is apparently a single core, with mixed characteristics from most of the user clusters," Paolillo reports.

In addition, two genres—anime music videos and Korean music videos—form two small but relatively connected groups and a substantial number compose a group of unconnected components with members from a range of different clusters.

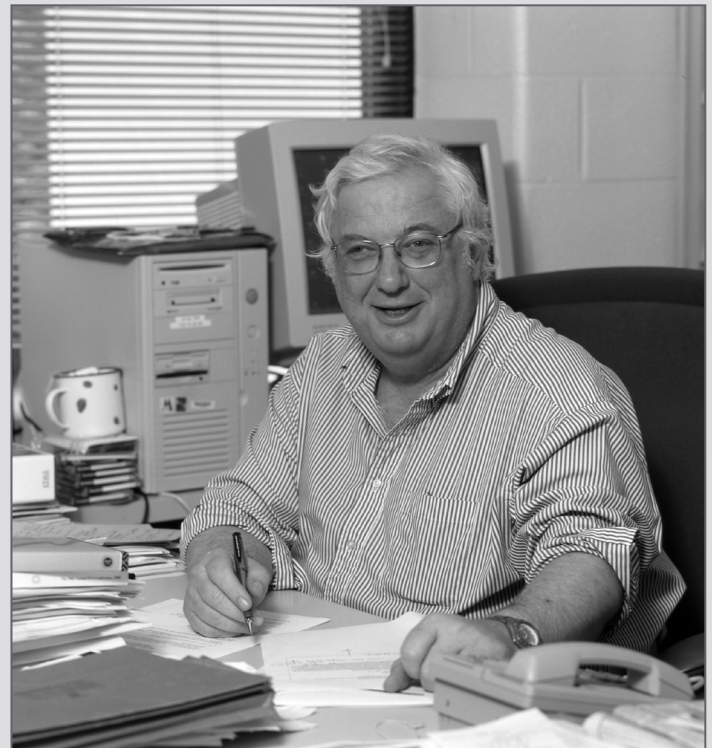
Findings: Genres of Content Set YouTube Apart

The social interconnection and cohesion of YouTube is similar to other social networking sites such as LiveJournal, but different in that it appears to be more focused around different genres of content. Paolillo suggests future areas of research, including an analysis of the video content and user commenting in YouTube.

Editorial Variation in Collaborative Spaces: Wikipedia vs. Everything2

In their 2005 study "Collaborative Authoring on the Web: Genre Analysis of Online Encyclopedias," SLIS professor Susan Herring and telecommunications graduate student Will Emigh examined the technical systems and social processes of two collaborative online encyclopedias—Wikipedia and Everything2.

They focused on the degree of formality in



Biography of Rob Kling

The late Rob Kling, Ph.D., professor of information systems and information science at SLIS and an adjunct professor of computer science, was a leading expert on the study of social informatics.

Kling studied how intensive computerization transforms work practices and how computerization entails many social choices. He observed early on that complex information and expert systems are integrated into the social life of organizations; he conducted studies in a variety of environments, including local government, insurance companies, pharmaceutical firms, and high-tech manufacturing.

Kling's work had a far-reaching impact on the professional worlds of social informatics and information technology.

A scholar and prolific writer, Kling also directed an interdisciplinary research center at IU, the Center for Social Informatics, which later was renamed the Rob Kling Center for Social Informatics (RKCSI) in his honor, is dedicated to supporting research into information technology and social change. The Center organizes seminars for faculty and graduate students, hosts visiting scholars, publishes a working paper series, and provides updated listings of relevant conferences, activities, and journals.

For more information about Kling, the RKCSI, and social informatics, visit <http://rkcsi.indiana.edu/>.

Ron Day on Critical Information Theory

“Critical information theory is intrinsic to social informatics,” SLIS professor Ron Day remarked in a recent interview. “It provides the rhetorical tools to intervene between the habits of institutions and people with real-world developments.”

Critical information theory uses rhetorical and conceptual analyses to explain the social and cultural production of certain terms, their concepts, and the social and cultural powers of such in their historical specificity.

Why consider the rhetoric of library and information science?

Day said that people tend to forget the traditions of information,

which can lead to the reappearance of old ways of doing things. In addition, there is often a disjunction between rhetoric and reality.

Asking questions such as “what is a library?” or “what is information?” through the prism of critical information theory provides a method for viewing the future differently, by examining the past and present discourse on the subject. “It can lead to the reinvention of the library of the future,” Day contends.

Making Connections: Critical Information Theory and Social Informatics

SLIS professor Ronald Day recently considered how his work in critical information theory connects with social informatics and with SLIS students’ preparation for their careers.

The full text of his commentary is available online at <http://hdl.handle.net/2022/1836>.



language use by comparing entries that the two sites had in common.

Wikipedia: Complete Editorial Freedom

Begun in 2001, Wikipedia was developed as an open online encyclopedia to which anyone can contribute content and that allows complete editorial freedom to its users. Each entry is accompanied by a history page of all revisions and a separate discussion page where contributors can justify and debate the merits of their contributions. The sense of community and responsibility exhibited by Wikipedia authors has notably deterred potential abuse of the system.

Everything2: Registered Users, Author-Only Edits

Everything2 differs from Wikipedia in several ways. Only registered users are allowed to contribute content, although anyone can easily create a user account. Unlike Wikipedia, revisions can be made only by the author of an entry; content cannot be directly modified by others. In addition, Everything2 employs a user reputation system, a form of peer pressure, to rank entries and as a method of quality control.

Comparison Criteria

In comparing the two systems, Herring and Emigh considered: which system produced better quality entries, the similarities and differences in entries on the same topic in each system, how the social processes in each system shaped the conventions of use, and whether the two systems produced communicative content that could be characterized as belonging to a single genre.

The primary data are texts from 15 common entries from Wikipedia and Everything2, as well as text from the Wikipedia discussion pages on the same entries. In addition, entries from the print edition of the Columbia Encyclopedia allowed comparison between user-created and traditional (expert-created) encyclopedia content.

Wikipedia As Formal As Columbia Encyclopedia

An analysis of entry and word length and of word structure provided measures of language formality. The results suggest that the language of Everything 2 (and the Wikipedia Discussion) is more informal than that of Wikipedia, but that Wikipedia is as formal as the Columbia Encyclopedia. In addition, Herring and Emigh observed that Wikipedia entries

are stylistically homogeneous and often created in a standard format; Everything2, however, features entries with informal and colloquial language, including humorous and evaluative expressions, and diverse formats.

The findings indicate how the sites' users present the "same" content in different ways, influenced by each site's technology and social mechanisms for producing quality entries. Its higher level of editorial activity and neutral point-of-view policy mean that Wikipedia entries are more formal and homogeneous than those of Everything2. As for genre, both sites could be characterized as "online knowledge repositories" and sub-types of the "online collaborative authoring environments" genre.

The Darker Side of Wikipedia

An Internet troll is a destructive participant in an online community; trolls post inflammatory, rude, repetitive, or offensive messages. SLIS professors Pnina Shachaf and Noriko Hara are currently studying the motivation and behaviors of trolls on Wikipedia.

Wikipedia, with more than 4.6 million articles in over 250 languages, is maintained by systems administrators called system operators (sysops) and bureaucrats. One of a sysop's major duties is fighting trolls and vandalism. To investigate the behavior of Wikipedia trolls, Shachaf and Hara are interviewing Wikipedia sysops and analyzing case studies of troll activities on the site.

Their findings show that trolling behaviors involve repetitive harmful actions with intent to cause harm, a tendency to ignore policies, and working in isolation under hidden virtual identities. In addition, trolls become active in a destructive way at the community level. They may not only vandalize the encyclopedia entries but also engage in personal attacks on other users, inflame conflict among users, and even post threats of physical violence or worse.

The Motivations of Internet Trolls

The study suggests that trolls are motivated by boredom, revenge, fun, attention seeking, community destruction, and a provocative examination of the freedom of expression. One system operator described troll behavior as a consequence of "the joy they get from vandalizing," while another suggested that "probably the thrill is too addictive."

According to Shachaf and Hara, trolls and hackers are both motivated by fun, thrill, and excitement;

intangible offenses; revenge; and ease of execution. Some trolls have no harmful intentions but are stimulated by the absence of deterrent factors. In contrast, some hackers are propelled also by nosy curiosity and voyeurism, general curiosity, computer virtuosity, and economic accounts.

How IT Mediates Organizations

In the 1990s, Enron was a powerhouse in the energy industry. With its very public and dramatic demise in December 2001, the causes of Enron's rise and fall have been the subject of numerous articles and commentaries by popular media sources as well as scholarly study. In a 2004 paper, "How IT Mediates Organizations: Enron and the California Energy Crisis," SLIS professor Hamid Ekbia examined, from a social-informatics perspective, how Enron used information technology to position itself as the "company of the future."

Analyzing Enron With Actor-Network Theory

Ekbia used Actor-Network Theory (ANT) as a framework to explain that IT played a mediation role in Enron's activities. ANT analyzes socio-technical networks as sites where resources are concentrated in a few places. These networks can include "actants" such as people, organizations, information, technology, and finances. Ekbia focused on the technology and networking strategies Enron employed in the California energy market.

The analysis views Enron's use of technology through four techniques: interference, composition, blackboxing, and delegation. As a method of "interference," the company extensively used image-making tools to rally support in the public arena. As "composition," IT was invoked to establish Enron as the "firm of the future" to gain support for its business model. As "blackboxing" or the enrollment of competitors, Enron used IT as an operational and calculating tool to interest competitors. Finally, as "delegation," IT was used to find new ways to target consumers with pioneering, high-profile technology projects.

In addition to technology mediation, Enron used deregulation to mobilize allies, thus becoming an obligatory passage point for governments, energy producers, and consumers. The company also used the amplification of its performance, with its reliance on innovative IT, to set the rules of the game and control the marketplace.

“By positioning itself as a 21st-century company, Enron used IT in a symbolic manner to amplify Enron’s role in the energy market,” Ekbia said in a recent interview. “The social perception of IT was as important as technical performance.”

Classification of Racial and Ethnic Data in the United States Census

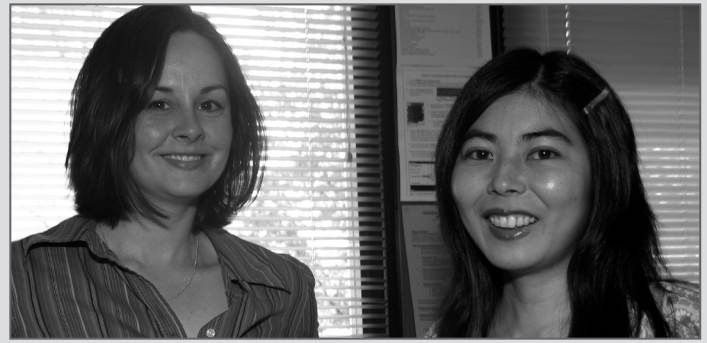
From 1994 to 1997, the U.S. Office of Management and Budget (OMB) reviewed the racial and ethnic group classifications to be used in the 2000 decennial census. The review sparked a contentious and intense public debate that raised issues of racial prejudice and national identity. SLIS professor Alice Robbin studied the political controversy as a social movement through the lens of social informatics.

“The logic behind a classification scheme is an indication of how we organize our world,” Robbin stated. “Thus, the revision of a classification system has the potential to transform how we view ourselves and others.”

When the OMB announced the review process, groups of people mobilized through social networking and the use of technology to try to influence the outcome. One extremely vocal group became active via ad hoc and well-established cultural and ethnic organizations to lobby for the addition of “European American” and “West European” categories. These new categories represented what Robbin described as a “form of official commemoration and grand historical narrative”—recognizing the contribution of this group to the building of the U.S. as a nation.

The classification debate highlighted several broad issues. For instance, a group of people without a category is in essence left without political and social representation. Categories also provide a sense of belonging and identity and can establish legitimacy and social power. Classification categories based on race and ethnicity can also produce prejudice, racism, and polarization, a view of “us” against “them.”

“The story of the reclassification of racial and ethnic data is a story about the politics of identity and social memory broadly conceived,” notes Robbin in her upcoming article on the subject. “The symbolic form of the federal classification system is the locus of collective and personal identity discourse. It has moral, social, political, and psychological consequences.” ■



A Conversation About Conceptual Design

Recently SLIS professor Noriko Hara and SLIS alumna Tamara Lopez (MLS/MIS '06) discussed the uses of social informatics (SI) in a professional setting.

“What I find most interesting about social informatics is the emphasis on talking to the ‘real users’ of technology instead of just imagining how they are responding to or using technology,” said Hara. “You can identify what is really going on in the field and get the local perspective. You learn how they are using the technology and about any problems they are facing.”

SI is a user-centered approach to system analysis and design, she noted. How a humanities researcher uses technology can be very different from other scholars’ approaches. Information technology needs to be customized for each particular work practice.

Lopez observed that SI’s user-centered approach is being accepted by library and information science professionals. It has greatly influenced her work as a technology developer and JavaScript programmer.

“Social informatics is embedded in the way I work,” Lopez stated. “Because of my SLIS education, I have morphed over time from a ‘true’ programmer—focused on the technical aspects—to more of a technology analyst.”

“I work in a specialized field with scholars who do not fully understand technology and its uses,” she said. “It’s my job to explain how the technology can work for them. After learning about SI through my SLIS courses, my dialogue with users of technology is different. ... I use the contextual design approach, which creates an ongoing conversation with scholars about how their work (knowledge) can be applied to technology.”

Hara said she hopes that social informatics can provide “different perspectives to the study of technology” because “it teaches people to look at all of the components—both technical and social.”

SLIS News & Student News

MLS/MA African Studies Dual Degree Program Launched

Academic programs in African Studies continue to grow, creating a need for librarians who have knowledge and research experience in both the humanities and social science aspects of this field.

Building on a long history of collaboration, SLIS and IU's African Studies Program recently approved a dual degree program: African Studies (Master of Arts) and Master of Library Science. The dual MA/MLS program requires completion of a minimum of 56 credit hours of graduate course work, rather than the 66 credit hours required if the two degrees are earned separately.

Marion Frank-Wilson, African Studies Collection Manager with the IU Libraries, has been pivotal in the development of this program. She has advised students in the MLS Specialization in African Studies Librarianship (which includes 18 hours of coursework in African Studies) for a number of years. She is active in the national professional Africana Librarians Council and has been a mentor and contact for SLIS students and alumni.

Frank-Wilson commented, "I am thrilled that we are able to offer students the opportunity for the dual degrees. In Africana librarianship, there is considerable concern these days about the 'graying of the profession' and the lack of young librarians who are trained both in librarianship and African Studies."

SLIS MIS 3.0 Degree Announced

In March 2007, SLIS announced the creation of MIS 3.0, a new version of the Master of Information Science program, effective fall 2007.

The new curriculum includes twenty-one credit hours of foundation courses, including Information Architecture, Human Computer Interaction, and Systems Analysis and Design. All MIS students will also take three credits of programming classes such as PHP or Perl CGI.

The SLIS MIS program helps to educate a distinctive information professional, with expertise to understand the human side of information and information technologies and to apply this understanding in dealing with practical problems.

The curriculum aims to provide a sound conceptual foundation for developing leadership-oriented careers and enable students to develop expertise in one or more specific areas.

The MIS program was established in 1995. The curriculum was updated in 2001, and six years later the faculty approved these further revisions. The frequent faculty review and advice from the MIS Advisory Board help adapt the curriculum to rapid changes in the profession.

Student News

MLS student **Laurie Lake** was recently elected to the executive board of the Major Orchestra Librarians Association (MOLA), an international organization for orchestral librarians. As part of her three-year term, Lake will initially serve as vice president. In 2008-09, she will become president of the organization. Lake works in the Performing Ensembles Division at Indiana University-Bloomington William & Gayle Cook Music Library as Senior Circulation Coordinator.

MLS student **Marriel Johnson** received the IU Libraries Student Employee Award for Library Service. Johnson works in the Performing Ensembles Division at IU-B's William & Gayle Cook Music Library. She was nominated by her supervisor, MLS student Laurie Lake. Johnson received the honor at IU Libraries' Retirement and Recognition Reception in April 2007.

Current SLIS student **Donald Force** (MIS/MLS) is a winner of the Road Trip Contest, held by the Midwest Archives Conference (MAC) and Society of Ohio Archivists. The award provided free conference registration to the MAC annual meeting, May 3-5, 2007. Force was selected from 88 archives student entries.

Ellen Rubenstein, MLS 2006, received the 2007 Beta Phi Mu Chi Chapter Student Scholarship Award. Her paper, "The Monroe County Public Library: Its Place in the Community" was nominated by SLIS associate professor Alice Robbin. Rubenstein is currently a Ph.D. student in library and information science at the University of Illinois.

Class Notes

1970s

Robert V. Goehlert, MA'72, MLS'76, PhD'81, and C. Patricia Riesenman, MA'61, PhD'66, MLS'77, received the 2006 William Evans Jenkins Librarian Award from IU Bloomington's Library Faculty Council. The award recognizes outstanding professional contributions. Goehlert serves IUB libraries as the librarian for economics, political science, and criminal justice, among other university responsibilities. Riesenman was a reference librarian at IUB from 1977 until her retirement in 1997.

Linda Baumgartner Tenney, BS'70, MLS'75, writes, "After being a school librarian, golf coach, and volleyball coach in Indiana for eight years and looking for a new career related to my interest in antiques, I attended auctioneering school and plied that trade for three years in Lake Tahoe, Calif., with one of my auction-school classmates. In 1984 I married that classmate and moved to Wabasha, Minn., where my husband's family had lived since 1875. After obtaining my teacher's license in both Minnesota and Wisconsin, I tried to secure a job as a school librarian. After two years and only three openings within a 50 mile radius, I applied for a part-time position with a local medical company. Since 1986 I have been employed with Uni-Patch. After working my way through various positions at Uni-Patch, I have been the electromedical product manager since 1988. My education in the library-science program at IU Bloomington provided me with a background of research skills, which have served me well as I enter my 21st year with one of the leading

electromedical manufacturers in the United States."

1980s

Mary R. Strow, BS'68, MS'73, MLS'87, is head of the reference department at the Herman B Wells Library at IU Bloomington.

Drid Williams, MLS'85, is the author of *Anthropology and the Dance: Ten Lectures*. The second edition of the book is available in paperback.

Elizabeth L. Winship, BA'82, MLS'86, Cert'88, is the regional head of mission for United Methodist Committee on Relief Non-Governmental Organization in Tbilisi in the Republic of Georgia.

1990s

Michael A. Arthur, BS'91, MLS'99, of Oviedo, Fla., is the department head of acquisitions and collection services at the University of Central Florida Libraries in Orlando.

Jane E. Barron, BS'79, '90, writes, "I got a master's in elementary and early-childhood education from Ball State University in 1983. I currently participate in a day treatment program. I attended the Indiana LDA [Learning Disabilities Association] conference in November 2005. From 1994 to 1998, I taught 25 3-year-olds. I play the organ, piano, and also the ukulele. I have 33 hours of library science [credits] from IUB." Barron lives in Hammond, Ind.

Jennifer McDaniel Bauer, BS'93, MIS'98, is a natural-language engine developer at Catalis Inc. in Austin, Texas.

Teresa D. Burgin, BS'93, MIS'99, is senior technical director for New Mexico State University. She lives in Las Cruces, New Mexico.

Rebecca Jones Francis, MLS'94, is head of technical services at Curtis Memorial Library in Brunswick, Maine.

Martha A. Harsanyi, MLS'76, SpLIS'93, is a media reference librarian at IU Bloomington's Herman B Wells Library.

Kathryn Borchers Hastings, MLS'98, is the youth-services manager at the Upper Arlington Public Library in Columbus, Ohio.

G. Lynn Hufford, SpLIS'97, is head of preservation for IU Libraries at the E. Lingle Craig Preservation Laboratory in Bloomington.

Michael D. Porter, BFA'95, MLS'99, is a community associate at WebJunction in Seattle. A part of the Online Computer Library Center, WebJunction is an online library community that provides librarians technology assistance and learning opportunities. Porter previously worked at the Online Computer Library Center in Ontario, Canada.

2000s

Rebecca E. Bartlett, BA'02, MA/MLS'04, of Cedar Rapids, Iowa, is a cataloger at the National Czech and Slovak Museum and Library. In June 2006, she attended a Slavic librarian conference at the University of Illinois Urbana-Champaign.

Allison Benkwitt, MLS'05, is a reference and periodicals librarian

at Southern New Hampshire University.

Brenda Carriere, MIS/MLS'04, is director of the Herman Reference Room at the University of Minnesota in Minneapolis.

Kerri C. England, MIS/MLS'04, is a systems librarian at Vigo County Public Library in Terre Haute, Ind.

Kelly J. Evans, MLS'04, is a business librarian at the University of North Carolina at Charlotte.

Jaleh Lisa Fazelian, MLS'04, is the Islamic studies catalog and subject librarian at Washington University in St. Louis.

Douglas J. Fischels, MA'00, MIS'01, is a project manager for Amdocs.

Chris M. Hall, BA'99, MIS'02, is an interaction designer for Mitchell International Inc. in San Diego. He lives in La Jolla, Calif.

Joy M. Hanson, JD'02, MLS'04, is a research librarian at the U.S. Supreme Court library. She writes, "I'm very excited, especially since I interned there for a summer while [pursuing] my degree from the School of Library and Information Science."

Jami L. Haskell, MLS'06, of Sparks, Nev., is an Internet-services librarian at the Washoe County Library System.

Jessica A. Hasler-Heidelberg, BS'99, MLS'04, is a first-grade teacher at Harcourt Elementary School in Indianapolis. She is the recipient of

a \$25,000 National Educator Award from the Milken Family Foundation.

Shana M. Higgins, MA/MLS'06, is a reference and information-literary librarian at the University of Redlands (Calif.).

Ryan K. Lee, MLS'06, is an assistant archivist at IU Bloomington's Office of University Archives and Records Management.

Samuel Rajkumar, MIS'04, is a senior usability engineer with Oracle Corp., headquartered in Redwood City, Calif. He coordinates the applications user-experience and usability internship program at the company's headquarters.

Margie Ruppel, MLS'00, is a reference and interlibrary-loan librarian at the University of Southern Indiana in Evansville. She lives in Mount Vernon.

Kristina Schwoebel, MLS'06, is a reference librarian and computer-science bibliographer at the Lewis Library of Loyola University Chicago.

Thomas H. Sparrenberger, MIS'06, is a financial representative at Northwestern Mutual Financial Network in Evansville, Ind. He writes that he enjoys being active as vice president of the Greater Evansville Chapter of the IUAA and attending football and basketball games. Sparrenberger ran in the inaugural IU Circle of Life Mini Marathon. He lives in Evansville.

Anthony M. Tedeschi, MLS'05, writes, "[I've] accepted a position as assistant librarian of the heritage

collections for the Dunedin Public Library in New Zealand."

Peter A. Welsch, MIS/MLS'05, is a systems developer at Media Matters for America in Washington, D.C.

Johannah M. White, MLS'06, is the reference librarian for the humanities at Tulane University in New Orleans.

Laura McAvoy Woodruff, MA/MLS'06, is an outreach and instruction librarian at the University of Florida's Library West in Gainesville. She joined the university as a visiting reference and instruction librarian. Woodruff lives in Gainesville.

Rahul R. Yadav, MIS'06, of Mattoon, Ill., is a consulting analyst for Accenture.

The editors gratefully acknowledge the assistance of the Indiana University Alumni Association in compiling the SLIS alumni class notes. To submit information, write to the Alumni Association at 1000 E. 17th St., Bloomington, IN 47408.

Alumni News

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It's a great way to keep in touch with your fellow alumni and share your success stories with current (and prospective) SLIS students. Visit <http://www.slis.indiana.edu/alumni/newsform.php>.

Just for Laughs....



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Current SLIS students, at least the younger among them, may well be active professionals until the middle of the century. The collective wisdom of our alumni can provide a valuable reservoir of insight and support.

Please make a contribution:

- If you had to pick one example, what did you learn at SLIS/GLS that has been most useful in your career?
- How would you advise current students to learn this lesson?

Send comments, suggestions, answers to slisnews@indiana.edu