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INFORMATION SECTION

1. **Unit and Chief Administrator**
   
   Graduate School of Library and Information Science (GSLIS)
   John M. Unsworth, Dean and Professor

2. **Parent Institution, Chief Executive, and Chief Academic Officer**
   
   University of Illinois at Urbana-Champaign
   Robert A. Easter, Vice President and Chancellor (Interim)
   Richard P. Wheeler, Interim Vice Chancellor for Academic Affairs and Provost
   
   [Dean Unsworth reports to the Provost]

3. **Accrediting Agency for the Parent Institution**
   
   Higher Learning Commission of the North Central Association of Colleges and Schools

4. **Name and brief description of program**
   
   Master of Science

   GSLIS graduates understand both the theory and the practice of library and information science (LIS): they have studied the foundations and principal ideas of the discipline, and they have been introduced to the values and expectations of the profession. We foster critical thinking about the literature of LIS and related fields, and we encourage high standards of professionalism and service. Our graduates are prepared to develop and evaluate resources and programs, and to understand the needs of many different kinds of users. Students who have completed our program are equipped to anticipate social and technological changes, and to promote change that advances the profession, improves technology, and encourages positive social transformation.

   For the master’s degree, a student must complete 40 semester hours of graduate study. There are two enrollment options:

   1) **On campus.** Students can pursue the degree on a full- or part-time basis.

   2) **LEEP.** The LEEP distance education option brings students to campus only for brief periods of study; remaining coursework is completed online, using a variety of information technologies to communicate synchronously and asynchronously. Full- or part-time study is available. [Note that LEEP originally stood for Library Education Experimental Program. The designation LEEP has been retained for the online enrollment option, even though the spell-out is no longer applicable]

   We are seeking accreditation of our MS program including both enrollment options. There is substantial integration between these options. Although LEEP students have priority for enrollment in sections of courses designated as LEEP, on-campus students can elect to take these sections on a space-available basis. On-campus courses have made increasing use of asynchronous communication and web-based technologies, so the modes of teaching and learning in the two enrollment options have become more similar over time. All students must meet the same standards for admission and satisfy the same degree requirements. As we work to sustain our tradition of excellence in graduate professional education while pursuing new initiatives, we welcome the review by the Committee on Accreditation.
Historical Background

In 1893, Katharine L. Sharp founded a department of library science at the Armour Institute in Chicago. It was the first such school in the Midwest and the fourth in the United States. In 1897, Katharine Sharp accepted an invitation to move her school to Urbana to become part of the University of Illinois, the longest continuous university affiliation of any library school in the United States. Since 1926, when accreditation of library education programs was initiated, the School’s entry-level professional credential program has been accredited by the American Library Association. In addition to the MS program, GSLIS offers the Certificate of Advanced Study (with the option of choosing to pursue a concentration in Digital Libraries) and the Doctor of Philosophy degree. In addition GSLIS participates in various educational programs administered by the Illinois Informatics Institute: an undergraduate minor in informatics, the bioinformatics MS degree program, and the informatics PhD degree program (https://www.informatics.illinois.edu/display/infoed/Home ).
STANDARDS SECTION

I. Mission, Goals and Objectives

I.1 A school's mission and program goals are pursued, and its program objectives achieved, through implementation of an ongoing, broad-based, systematic planning process that involves the constituency that a program seeks to serve. Consistent with the values of the parent institution and the culture and mission of the school, program goals and objectives foster quality education.

I.1.1 A school's mission and program goals are pursued, and its program objectives achieved, through implementation of an ongoing, broad-based, systematic planning process that involves the constituency that a program seeks to serve.

University Context

The University of Illinois, founded in 1867 under the Land Grant Colleges Act, is a state-supported land-grant institution serving the people of Illinois through a commitment to excellence in teaching, research, public service and economic development. There are now three campuses: Urbana-Champaign, Chicago, and Springfield. The Urbana-Champaign campus has a student body of 43,862 (Fall 2010) of whom 11,118 (25.5%) are graduate students (including all GSLIS graduate students) and 1134 (2.6%) are professional students enrolled in the Colleges of Law and Veterinary Medicine. UIUC is “dedicated to building upon its tradition of excellence in education, research, public engagement and economic development. The almost 3,000 faculty members discover and create new knowledge….The campus’ outstanding academic programs, extraordinary resources and bountiful opportunities attract top-caliber students.” (University of Illinois 2011 Pocket Facts, p. 2) The Graduate College has jurisdiction over all programs leading to advanced degrees. The responsibility for initiating, developing, and administering degree programs is delegated to the departments and other academic units. The Graduate College provides supporting services as well as general supervision to these degree-granting units.

In the welcome statement on Interim Vice President and Chancellor Robert Easter’s web page, he observes that “an Illinois education prepares our graduates for the rigors and opportunities of life in the global community of the 21st century….Our rich heritage of innovative education, life-changing research, and individual service inspires us to explore new frontiers of knowledge in pursuit of our mission to improve the human condition” (http://oc.illinois.edu/). Illinois is an institutional context that values and has high expectations of graduate professional education.

The University of Illinois at Urbana-Champaign completed its self-study for reaccreditation in 2009 (http://www.reaccreditation.illinois.edu/). As part of that effort each unit contributed its Unit Plan for Assessing and Improving Student Learning in Degree Programs (http://www.cte.illinois.edu/outcomes/pdfs/unitassess/gsls08.pdf).

GSLIS Mission

Consistent with the UIUC mission, the School’s mission (updated by the GSLIS faculty at a faculty retreat in August 2009) states the following:

People use information for analysis, inquiry, collaboration, and play—and in so doing, change the world. The Graduate School of Library and Information Science is dedicated to shaping the future of information through research, education, and engagement, both public and professional. Our mission is to lead the way in understanding the use of information in science, culture, society, commerce, and the diverse activities of our daily lives.
Formulated almost two years ago, this mission anticipates many of the themes in the recently published book *A New Culture of Learning: Cultivating the Imagination for a World of Constant Change* by Douglas Thomas and John Seely Brown (self-published, 2011; for a brief discussion, see “Manifesto for a New Culture of Learning” by Goldie Blumenstyk). The “Play, Learn, Innovate” symposium on June 7, 2011 from OCLC and *Library Journal* expresses a similar theme. The University context and GSLIS mission statements guide the ongoing development and delivery of our degree programs, including the MS in library and information science. The mission reflects GSLIS’ identification as an iSchool, with membership in the iSchools organization. Dean John Unsworth has been a leader in the iCaucus Steering Committee, serving as Coordinator from 2008-2010.

**Planning Process**

Since 2005 GSLIS strategic planning has taken place in the context of a strategic planning process that has encompassed all three campuses of the University of Illinois. The fundamental intent of this process was “to combine academic excellence with an unprecedented commitment to innovation, quality, and service so that each campus and support organization is the best among its peers and is recognized as such” (http://www.uillinois.edu/strategicplan/index.cfm). The University community worked from March 2005 through June 2006 to develop strategic plans for the University as a whole (Stage 1); for the three University campuses, University Administration, University of Illinois Alumni Association, and University of Illinois Foundation (Stage 2); and for each school, college, and major administrative unit (Stage 3). The UIUC Strategic Plan identified five broad strategic goals, each with several associated initiatives and progress indicators (http://strategicplan.illinois.edu/planning_process.html):  
I. Leadership for the 21st Century; II. Academic Excellence; III. Breakthrough Knowledge and Innovation; IV. Transformative Learning Environment; V. Access to the Illinois Experience. The GSLIS Unit Strategic Plan (http://www.lis.illinois.edu/sites/default/files/attachments/page/4447/GSLIS_StrategicPlan.5-10-06.pdf) identified five top priorities:

1. Participating as an equal partner in the Illinois Informatics Initiative and in informatics components of other strategic research initiatives  
2. Recruiting and retaining excellent faculty and students, including those from underrepresented groups  
3. Maintaining leadership in digital libraries and in literature and librarianship for youth  
4. Consolidating strength in social/community informatics  
5. Building strength in information history, economics, and policy  

The campus tracks metrics on an annual basis to gauge progress in achieving these strategic goals (http://strategicplan.illinois.edu/collegeunit_metrics.html). In addition, the Campus Profile includes a Strategic Profile of indicators that are monitored on an ongoing basis to gauge unit performance (http://www.dmi.illinois.edu/cp/strategic.aspx). GSLIS (G) and campus (C) metrics related to each of the GSLIS goals are the following:

1. **Participate as equal partner in Illinois Informatics Initiative**  
   # of joint/cluster hires through I3/IACAT (G)  
   Enrollments in IT minor, bioinformatics masters, and other I3 programs (G)  
   Collaborations across units (G)
2. **Recruit and retain excellent faculty and students, including those from underrepresented groups**
   - Faculty hire and retention (G)
   - LAMP student participation (G)
   - Capital campaign progress toward goals for chairs, professorships, fellowships (G)
   - % underrepresented faculty & staff (C)
   - % underrepresented students (C)
   - Retention and graduation rates (C)

3. **Maintain leadership in digital libraries and youth literature and services**
   - Enrollments in digital library program (G)
   - Development of a youth literature advanced degree (G)
   - Enrollment in K-12 school media certification program (G)
   - % of faculty who are PI’s (C)
   - Sponsored research expenditures per faculty FTE (C)

4. **Consolidate strength in social/community informatics**
   - Service-learning courses generated through CII (G)
   - External funds generated through CII (G)
   - # of faculty and students across campus involved in CII courses or research projects (G)
   - # of communities and community residents involved in CII courses or projects (G)

5. **Build strength in information history, economics and policy**
   - Faculty hires in these areas (G)
   - Doctoral students working in these areas (G)
   - Publications in these areas (G)
   - Externally funded research in these areas (G)

In addition to making annual reports to campus administration on the state of the school and progress on achieving goals in the strategic plan, GSLIS makes an effort to communicate progress broadly, publishing annual reports that are mailed to alumni, donors, and other friends for their information and feedback (http://www.lis.illinois.edu/newsroom/publications/annual-reports).

**Stewarding Excellence@Illinois**

In early 2010, faced with unprecedented fiscal challenges, the University of Illinois at Urbana-Champaign launched a new initiative “Stewarding Excellence@Illinois.” As explained by Interim Chancellor Easter and Interim Provost Wheeler, “We must now make plans based on our best, if necessarily imperfect, knowledge of financial realities we will face in academic year 2010-11 and beyond. In other words, we must continue the strategic planning process with special intensity. Strategic actions taken over the next several months will have a powerful impact on our capacity to sustain our mission as the land grant university of the State of Illinois and our stature as one of the great research universities of the world…. To ensure that we best position our campus for the future, we must take a critical look at all aspects of our operations. We must re-examine a range of structures that reach from campus administration and the large structures that organize the academic enterprise of Illinois to the small units assembled years ago to meet particular needs” (http://oc.illinois.edu/budget/about.html). Several project teams were formed, including one charged with Academic Unit Reviews, focused on independent colleges and schools with fewer than 40 faculty members (GSLIS, Labor and Employment Relations, Media, Social Work). The team was asked “to explore structural and organizational changes, including possible consolidations, to realize budgetary savings while at the same time preserving and even enhancing the intellectual and academic mission of the units” (http://oc.illinois.edu/budget/unit_reviews_charge.pdf). Under the leadership of Dean John Unsworth,
GSLIS was successful in preserving its autonomy at the conclusion of the review process, as well as communicating the importance of GSLIS to the future of Illinois. As noted by Dean Unsworth, “We mean to contribute to the future of Illinois, just as we’ve contributed in substantial ways to its past 113 years. GSLIS is in the University of Illinois’s DNA, at this point: it is one of four colleges that has existed in its original organizational form since the nineteenth century, and it was the second professional school to be established on this campus, after Law. It was the presence of a library education program that allowed Illinois to build its great library, by having access to a steady supply of great librarians. In the twenty-first century, when our greatest challenges are at the intersection of people, information, and technology, we can provide a similar benefit to the campus as a whole.” Throughout the several months during which GSLIS was under review, GSLIS maintained a web page to keep GSLIS students, faculty, staff, alumni, and friends informed about the University’s response to current financial challenges and how related decisions impact GSLIS (http://www.lis.illinois.edu/about-gslis/stewarding-excellence). Alumni advocacy was certainly a factor in demonstrating the broad support for GSLIS, conviction regarding the quality of its MS program, and the importance of continuing autonomy to maintain the high standing of the School.

Additional ongoing planning processes

GSLIS full-time faculty hold half- or full-day retreats prior to the start of each fall and spring semester to engage in extended discussion of topics relevant to the future of the School’s academic programs. In fall 2009 the retreat focused on updating of the School’s mission statement and in fall 2010 the retreat focused on review of the goals and objectives for the M.S. program. Beginning in fall 2003, Dean Unsworth initiated monthly meetings of the faculty (“faculty diets”) at his home to foster regular discussion of issues critical to strategic planning for the School. These meetings have provided a forum to involve all categories of faculty (full-time, emeritus, adjunct) and key administrative staff in shaping future directions.

In addition to faculty and staff, other constituents are also engaged in providing input to planning. MS students have representatives who participate in both the Curriculum Committee and faculty business meetings and also meet regularly with the dean. Bimonthly meetings of a corporate roundtable include representatives involved in information-related work at a range of corporations (http://www.lis.illinois.edu/about-gslis/corp/programs/crt). As part of the Brilliant Futures fund-raising campaign for the University of Illinois (http://brilliantfutures.illinois.edu/), a GSLIS Campaign Advisory Committee made up of alumni and friends of the School provides input on priorities for use of funds raised as part of the campaign. The Library School Alumni Association Board meets quarterly, with time to discuss developments in GSLIS with the Dean and the Assistant Dean for Advancement. In addition the Dean meets with groups of alumni around the state, as in the November 20, 2010 meeting with the recently established Central Illinois GSLIS Grads group (http://www.lis.illinois.edu/events/2010/11/20/central-illinois-glis-grads-invite).

Since the 2004 reaccreditation review, GSLIS has initiated periodic surveys of MS program graduates. The initial survey of 2004 graduates was completed in summer 2005. Subsequent surveys have covered alumni graduating May 2006-August 2007, December 2007-2008, and 2009. Responses provide data on positions held post-graduation and feedback on preparation to meet professional goals, adequacy of academic advising, adequacy of information technology support services, adequacy of library services, and other aspects of the MS program.

In spring 2011, while this Program Presentation was being prepared, Dean Unsworth called a GSLIS Town Hall meeting on April 20 as a venue where the strategic direction of the School was discussed as well as providing an opportunity to ask questions. As a result of discussions on April 20, Dean Unsworth scheduled a series of in-depth discussions on May 5 facilitated by Tracie Hall, founder of Goodseed Consulting Group. The goal for each session was to identify opportunities for and challenges to
inclusion, voice, agency, and community within the GSLIS context. The series of discussions concluded with a second GSLIS Town Hall that resulted in six work teams committed to continuing to address issues raised during both town halls. These teams will include faculty, students, alumni, and staff. Topics and facilitators include: 1. Faculty roles and responsibilities (John Unsworth); 2. The student experience (Jon Gant); 3. GSLIS structures (student orientation, grievance policies, faculty/staff/student communications) (Linda Smith); 4. Curriculum (Kathryn La Barre/Safiya Noble); 5. Cultural competency/literacy (Carol Tilley); 6. Critical theory (Kate McDowell). As the work of these teams is just getting under way, more details on accomplishments will be available in the fall semester. A shared Moodle space is being maintained to make available meeting minutes and associated documents (https://courses.lis.illinois.edu/course/view.php?id=1320).

Review and revision of the strategic plan

The 2006 UIUC and GSLIS Strategic Plans have shaped goals and priorities for the past five years. With new leadership soon to be in place at the campus level and active discussion of possible strategic directions within GSLIS, the upcoming faculty retreat in August will be focused on starting a process to produce either an update to or a replacement for the five-year-old strategic plan. The metrics listed on pp. 6-7 have contributed to ongoing, systematic planning by prioritizing finding approaches to increase interdisciplinary activity, improve faculty diversity and strength in certain subject areas, increase enrollment of students from underrepresented groups and in certain specialties, raise private funds with targeted goals, increase student involvement in service learning, and increase funded research activity.

I.1.2 Consistent with the values of the parent institution and the culture and mission of the school, program goals and objectives foster quality education.

Program objectives (updated by the faculty in August 2010) are clearly stated in the MS degree program overview:

GSLIS graduates understand both the theory and the practice of library and information science (LIS): they have studied the foundations and principal ideas of the discipline, and they have been introduced to the values and expectations of the profession. We foster critical thinking about the literature of LIS and related fields, and we encourage high standards of professionalism and service. Our graduates are prepared to develop and evaluate resources and programs, and to understand the needs of many different kinds of users. Students who have completed our program are equipped to anticipate social and technological changes, and to promote change that advances the profession, improves technology, and encourages positive social transformation.

Consistent with our institutional context which values “its tradition of excellence in education, research, public engagement and economic development” and GSLIS’ dedication “to shaping the future of information through research, education, and engagement, both public and professional” by fulfilling its mission to “lead the way in understanding the use of information in science, culture, society, commerce, and the diverse activities of our daily lives,” the program objectives articulate high expectations for the graduates of the MS program.

[A web-based version of the Program Presentation will be released following review of the draft by Joan Giesecke and Karen O’Brien. The following paragraph will then apply.

The preparation of the Program Presentation has provided an opportunity to involve many individuals in review and comment on drafts of the document, reinforcing connections to a range of constituents. Once the draft document was available on the web, comments were sought from faculty (both full-time and part-time), students, staff, colleagues in the University Library, and the more than
4000 alumni who receive our electronic eUpdate newsletters (many of whom also employ graduates of our program).]

**Sources of Evidence:**
- Campus Profile ([http://www.dmi.illinois.edu/cp](http://www.dmi.illinois.edu/cp))
- GSLIS Annual Reports ([http://www.lis.illinois.edu/newsroom/publications/annual-reports](http://www.lis.illinois.edu/newsroom/publications/annual-reports))
- GSLIS Mission and Strategic Plan ([http://www.lis.illinois.edu/about-gslis/overview](http://www.lis.illinois.edu/about-gslis/overview))
- Strategic Planning at Illinois ([http://strategicplan.illinois.edu/](http://strategicplan.illinois.edu/))
- Stewarding Excellence@Illinois ([http://oc.illinois.edu/budget/](http://oc.illinois.edu/budget/))
- Alumni surveys [can be made available to the External Review panel]

I.2 Program objectives are stated in terms of student learning outcomes and reflect

I.2.1 the essential character of the field of library and information studies; that is, recordable information and knowledge, and the services and technologies to facilitate their management and use, encompassing information and knowledge creation, communication, identification, selection, acquisition, organization and description, storage and retrieval, preservation, analysis, interpretation, evaluation, synthesis, dissemination, and management;

I.2.2 the philosophy, principles, and ethics of the field;

I.2.3 appropriate principles of specialization identified in applicable policy statements and documents of relevant professional organizations;

I.2.4 the value of teaching and service to the advancement of the field;

I.2.5 the importance of research to the advancement of the field's knowledge base;

I.2.6 the importance of contributions of library and information studies to other fields of knowledge;

I.2.7 the importance of contributions of other fields of knowledge to library and information studies;

I.2.8 the role of library and information services in a diverse global society, including the role of serving the needs of underserved groups;

I.2.9 the role of library and information services in a rapidly changing technological society;

I.2.10 the needs of the constituencies that a program seeks to serve.

Discussion of Standard II offers a detailed analysis of the MS program, how each student designs his or her program of study, and how learning outcomes are assessed. The statement of program objectives given above in I.1.2 can be parsed and mapped to the scope of Standard I.2 as follows:

<table>
<thead>
<tr>
<th><strong>GSLIS graduates understand both the theory and the practice of library and information science (LIS): they have studied the foundations and principal ideas of the discipline, and they have been introduced to the values and expectations of the profession.</strong></th>
<th>I.2.1, I.2.2, I.2.3</th>
</tr>
</thead>
</table>
We foster critical thinking about the literature of LIS and related fields, and we encourage high standards of professionalism and service.

I.2.4, I.2.5, I.2.6, I.2.7

Our graduates are prepared to develop and evaluate resources and programs, and to understand the needs of many different kinds of users. Students who have completed our program are equipped to anticipate social and technological changes, and to promote change that advances the profession, improves technology, and encourages positive social transformation.

I.2.8, 1.29, 1.2.10

These objectives focus on learning outcomes at the program level. Thus we are particularly attentive to: 1) student and site supervisor assessments of performance in practicums; 2) results of alumni surveys that report on employment (position type, organization type) and students’ self-assessment of adequacy of preparation; 3) feedback from employers of our students; 4) accomplishments of alumni such as those recognized by the Library School Alumni Association Leadership Award to someone who has graduated in the past ten years (http://www.lis.illinois.edu/people/alumni/lssa/awards#leadership) and the appearance of Illinois alumni among Library Journal’s “Movers & Shakers”; and 5) rankings of the program that are shaped in part by the accomplishments of our graduates (in the most recent U.S. News & World Report rankings for library and information studies, we remain ranked at #1 tied with the University of North Carolina-Chapel Hill (http://grad-schools.usnews.rankingsandreviews.com/best-graduate-schools/top-library-information-science-programs). In areas of specialization, Illinois ranks #2 in digital librarianship and #1 in services for children and youth, consistent with the goals of our strategic plan to maintain leadership in those areas.

Source of evidence:
Master of Science Degree Program Overview (http://www.lis.illinois.edu/academics/programs/ms)

I.3 Within the context of these Standards each program is judged on the degree to which it attains its objectives. In accord with the mission of the school, clearly defined, publicly stated, and regularly reviewed program goals and objectives form the essential frame of reference for meaningful external and internal evaluation. The evaluation of program goals and objectives involves those served: students, faculty, employers, alumni, and other constituents.

I.3.1 Within the context of these Standards each program is judged on the degree to which it attains its objectives.

The GSLIS program seeks to provide a foundation for continuous learning and career accomplishment. Success in achieving outcomes with a longer time horizon, such as promoting “change that advances the profession, improves technology, and encourages positive social transformation” can only be fully assessed over a multi-year time horizon. We thus especially value opportunities to gauge our alumni’s career progress, especially if that can be benchmarked against that of alumni from other schools. Illinois had the opportunity to participate in the WILIS (Workforce Issues in Library & Information Science) 2 surveys (http://www.wilis.unc.edu/index.html) and received the comparative data report in December 2010 (included in full in this Program Presentation as Appendix E). Some comparisons worth noting:
(p. 13, Figure 9) How well did your program prepare you for your first job?
Very well: Illinois (38%) vs. All programs (25%)

(p. 16, Figure 14) Professional activities since graduation—in every category a higher percentage of Illinois graduates reported participation compared to respondents from all programs. The widest differences were for the categories of: Helped to organize or volunteered at a professional meeting/conference (47% vs. 35%); Held office in a professional association (29% vs. 17%); Had one or more papers accepted for publication as sole author (16% vs. 10%).

(p. 26 Figure 27) The program provided me with basic knowledge of the field:
Strongly agree: Illinois (72%) vs. All programs (61%)

(p. 27 Figure 28) The program provided me with information seeking skills or knowledge.
Strongly agree: Illinois (67%) vs. All programs (52%)

(p. 27 Figure 29) The program provided me with research evaluation skills and knowledge
Strongly agree: Illinois (47%) vs. All programs (41%)

(p. 28 Figure 30) The program provided me with organization of information skills or knowledge
Strongly agree: Illinois (52%) vs. All programs (38%)

(p. 28 Figure 31) The program provided me with public service skills or knowledge
Strongly agree: Illinois (38%) vs. All programs (28%)

(p. 29 Figure 33) The program provided me with collaboration skills or knowledge
Strongly agree: Illinois (47%) vs. All programs (37%)

(p. 30 Figure 34) The program provided me with information technology skills or knowledge
Strongly agree: Illinois (41%) vs. All programs (33%)

(p. 32 Figure 38) The program provided me with problem solving skills or knowledge
Strongly agree: Illinois (34%) vs. All programs (23%)

(p. 32 Figure 39) The program provided me with advocacy skills or knowledge
Strongly agree: Illinois (28%) vs. All programs (22%)

(p. 33 Figure 41) The program provided me with skills I can apply on the job
Strongly agree: Illinois (51%) vs. All programs (37%)

While these results demonstrate positive assessments of many dimensions of learning outcomes, the report is also useful in highlighting areas that may be deserving of more emphasis in the curriculum, such as leadership skills or knowledge.

WILIS data identify current job setting of the respondents (p. 12, Figure 8) and demonstrate that GSLIS graduates find work in many different sectors. Academic libraries dominate (43%), followed by public libraries (19%). But the remaining respondents are spread over a wide range of other categories, including school library media centers, non-profit organizations, government agencies, law libraries, health libraries, government libraries, corporate libraries, technology company, museum, library vendor, library cooperative, information industry, and computer industry. Building and maintaining strong connections with alumni is key to getting feedback needed to continuously improve our MS program and to involve alumni in the education of the next “generation” of MS students. In this regard, the WILIS data on “In what ways are you still connected to your program?” (p. 20, Figure 20) are interesting. Only
5% (compared to 11% for all programs) indicate no connection to the program. Various forms of connection are identified, including giving back by making donations (16% for Illinois vs. 8% for all programs).

GSLIS has also worked hard to ensure that we achieve excellence in online as well as on-campus modes of delivery. In Fall 2006, the Committee on Extended Education and External Degrees of the Graduate College undertook its second five-year evaluation of the LEEP online MS degree program, surveying full-time and adjunct faculty and current students and alumni. The evaluation report is included in full as Appendix F. The summary assessment of the outcome of that review was that LEEP is “an outstanding program.” Specifically: “The School’s innovative use of LEEP tools to extend access to both campus and online students to the high quality education offered by the School is impressive….LEEP is a ‘model program’ and the committee extends it for another five years with enthusiasm.” GSLIS administrators paid particular attention to statements related to learning outcomes. Student/alumni respondents were asked to respond to the open-ended question “What impact has the program had on your work-related performance?” Frequent responses were categorized as “increased knowledge/skills/abilities”; “am applying learning in current job/position”; “have a better understanding of the field.”

In 2002, GSLIS conducted a two-day LEEP retreat for faculty and students to develop a model for best practices in online education. Support from the Provost’s Initiative on Teaching Advancement (http://www.provost.illinois.edu/committees/tab/pita.html) enabled us to schedule a second retreat, August 20-21, 2008, at Allerton Park & Retreat Center that involved almost 50 participants (GSLIS full-time faculty, adjunct faculty, doctoral students, administrative staff, and instructional designers) in an intensive discussion of online pedagogy. Adjunct faculty traveled from as far away as California and Texas to participate. Session facilitators for the retreat represented all categories of participants. Activities prior to the retreat included a LEEP student survey to identify examples of good online pedagogy as well as areas in need of improvement, from the perspective of students enrolled in online courses. Session topics covered: the changing profile of students enrolling in online courses, troubleshooting unexpected situations in online courses, course and syllabus design using the Moodle course management system, strategies incorporating new technology into online teaching, goals and strategies for effective teaching and learning, and three breakout sessions on pedagogical subjects: integrating a variety of course activities, assessment and feedback, and preparing students for successful careers in the field. The face-to-face nature of the retreat allowed LEEP a much-needed venue for sharing best practices in online pedagogy and understanding the common obstacles that confront each instructor. Feedback from participants on the retreat was overwhelmingly positive. An online community in Moodle was created in the spirit of sharing the outcomes of the retreat and continuing dialogue among faculty and other LEEP retreat participants, in order to foster enhanced pedagogical communication and maintain the connections into the future.

1.3.2 In accord with the mission of the school, clearly defined, publicly stated, and regularly reviewed program goals and objectives form the essential frame of reference for meaningful external and internal evaluation. The evaluation of program goals and objectives involves those served: students, faculty, employers, alumni, and other constituents.

As noted in 1.1, GSLIS operates in an environment that expects continuous planning and program improvement. Data gathered, formally and informally, from students, faculty, employers, alumni, and campus colleagues and administrators informs the ongoing evaluation of program goals and objectives. The use of electronic communication and the geographic reach of our online program mean that many more voices can contribute to this process. The discussion of the remaining standards provides more specific examples of data gathering, analysis, and use for this purpose.
II. Curriculum

II.1 The curriculum is based on goals and objectives, and evolves in response to an ongoing systematic planning process. Within this general framework, the curriculum provides, through a variety of educational experiences, for the study of theory, principles, practice, and values necessary for the provision of service in libraries and information agencies and in other contexts.

II.1.1 The curriculum is based on goals and objectives, and evolves in response to an ongoing systematic planning process.

As discussed in Standard I, the MS program objectives, as updated by faculty in August 2010, state the following:

GSLIS graduates understand both the theory and the practice of library and information science (LIS): they have studied the foundations and principal ideas of the discipline, and they have been introduced to the values and expectations of the profession. We foster critical thinking about the literature of LIS and related fields, and we encourage high standards of professionalism and service. Our graduates are prepared to develop and evaluate resources and programs, and to understand the needs of many different kinds of users. Students who have completed our program are equipped to anticipate social and technological changes, and to promote change that advances the profession, improves technology, and encourages positive social transformation.

The MS curriculum provides a common foundation for all students, while accommodating students with diverse backgrounds and career objectives. There are two courses required of all students (15-20% of the hours needed to earn the degree). For the remaining 80-85% of credit, students may choose from a wide range of electives, with the option to further individualize their program of study by enrolling in a practicum, independent study, and/or thesis. As discussed in the responses to subsequent sections of Standard II, the curriculum continues to evolve as we seek to equip students to satisfy program objectives in emerging as well as well-established professional roles.

One dimension of evolution is the introduction of new courses as sections of LIS 590 Advanced Problems in LIS. Noting the proliferation of such courses, the Curriculum Committee in 2010-2011 undertook review of the 590 courses and submitted documentation for several courses that are of continuing interest and value to students to the Graduate College for regularization as official courses with distinct course numbers. We are committed to continuing this review and regularization on an ongoing basis.

II.1.2 Within this general framework, the curriculum provides, through a variety of educational experiences, for the study of theory, principles, practice, and values necessary for the provision of service in libraries and information agencies and in other contexts.

As specified by the standard, the two required courses provide a strong foundation in their treatment “of theory, principles, practice, and values necessary for the provision of service in libraries and information agencies and in other contexts.” The brief course descriptions provide an indication of the scope of each course:

LIS 501 Information Organization and Access (4 graduate hours)
Emphasizes information organization and access in settings and systems of different kinds.
Traces the information transfer process from the generation of knowledge through its storage and use in both print and non-print formats. Consideration will be given to the creation of information systems: the principles and practice of selection and preservation, methods of organizing
information for retrieval and display, the operation of organizations that provide information services, and the information service needs of various user communities.

**LIS 502 Libraries, Information and Society (2 or 4 graduate hours)**
Explores major issues in the library and information science professions as they involve their communities of users and sponsors. Analyzes specific situations that reflect the professional agenda of these fields, including intellectual freedom, community service, professional ethics, social responsibilities, intellectual property, literacy, historical and international models, the socio-cultural role of libraries and information agencies and professionalism in general, focusing in particular on the interrelationships among these issues.

While these two courses have been the required core for several years, they are regularly revised and updated based on student feedback and developments in the knowledge base and practice of the profession and related disciplines. Although these two courses are not strict prerequisites for most other courses, the expectation is that they will be taken early in a student’s program of study. They provide a foundation of key concepts and exposure to issues that elective courses can build on. They represent the content that the faculty feel all MS graduates, regardless of career objectives, should master.

Prior to academic year 2007-2008, on-campus sections of LIS 501 and LIS 502 were taught in a large lecture/small group discussion format, with the lectures team-taught by full-time faculty and the small group discussions facilitated by doctoral students. Seeking to improve the pedagogical effectiveness of these courses, in fall 2007 a change was made to offering sections for 25-30 students taught by full-time faculty whenever possible. LIS 501 is offered in the fall and LIS 502 is offered in the spring. LIS 501 on-campus instructors currently include Miles Efron, Les Gasser, and Allen Renear. LIS 502 on-campus instructors currently include Bonnie Mak, Terry Weech, and Kate Williams. Because MS students can begin studies in any semester, we have begun scheduling sections of 501 in spring and/or summer (taught by Kathryn La Barre) and of 502 in summer (taught by Terry Weech). LEEP students enroll in LIS 502 in an intensive on-campus session (commonly referred to as “bootcamp”) during the summer in which they begin the program. LEEP students then enroll in LIS 501 as their first online course the following fall. The LEEP sections of LIS 502 have been taught for several years by Leigh Estabrook and a team of four teaching assistants. Linda Smith has been the primary instructor of the LEEP sections of LIS 501 for the past few years; in fall 2011 Kathryn La Barre will also be teaching online with the goal of having more, smaller-sized sections.

The Course Information section of the GSLIS web site has a full listing of available courses and course descriptions as well as the schedule of courses being offered in a given semester. Faculty for both on-campus and LEEP courses provide full course syllabus information online in the Moodle space created for each course for a given term. The audience for most GSLIS course offerings are students pursuing the MS. Some courses (numbered in the 200’s and 300’s) are exclusively for undergraduates; some courses (numbered in the 400’s) may enroll upper-level undergraduates as well as MS students; and doctoral seminars may be open to MS students with permission of the instructor. Each semester there are a large number of electives from which students can choose, both regularly numbered courses and sections of LIS 590 Advanced Problems in LIS, the rubric for special topics courses when they are first introduced into the curriculum. Offerings for fall 2011 are typical:

- 3 300-level undergraduate courses
- 1 required MS course (with 5 sections for on-campus students and 4 sections for LEEP students)
- 30 elective on-campus courses and 34 elective LEEP courses [with possibilities for cross-enrollment of on-campus students in LEEP courses on a space-available basis]. Multiple sections of courses are scheduled when enrollment warrants.
- 3 doctoral courses, of which 2 allow enrollment by MS students with instructor permission
The requirements for the degree specify the allowable credit that can be taken in other departments at UIUC or transferred from other universities. MS students may opt to earn up to 12 hours in graduate electives through other UIUC courses and/or request transfer of LIS coursework from an ALA-accredited master's program (maximum 8 hours) or, alternatively, graduate level coursework from any accredited institution (maximum 4 hours).

Sources of Evidence:
GSLIS Course Information (http://www.lis.illinois.edu/academics/courses)
GSLIS Course Catalog (http://www.lis.illinois.edu/academics/courses/catalog)
Links to Course Timetables (http://www.lis.illinois.edu/academics/courses/timetables)
Links to Weekly Schedules (http://www.lis.illinois.edu/academics/courses/schedules)
Links to Course Syllabi (http://groups.lis.illinois.edu/advising/Recentcoursesyllabus.html)

II.2 The curriculum is concerned with recordable information and knowledge, and the services and technologies to facilitate their management and use. The curriculum of library and information studies encompasses information and knowledge creation, communication, identification, selection, acquisition, organization and description, storage and retrieval, preservation, analysis, interpretation, evaluation, synthesis, dissemination, and management.

Between them, the two required core courses provide a strong foundation encompassing an introduction to the topics enumerated in this standard.

LIS 501 emphasizes information and knowledge creation, communication, identification, selection, acquisition, organization and description, storage and retrieval, preservation, dissemination, and management.

The course description and objectives for LIS 501 Information Organization and Access state:

COURSE DESCRIPTION

Emphasizes information organization and access in settings and systems of different kinds. Traces the information transfer process from the generation of knowledge through its storage and use in both print and non-print formats. Consideration will be given to the creation of information systems: the principles and practice of selection and preservation, methods of organizing information for retrieval and display, the operation of organizations that provide information services, and the information service needs of various user communities.

501 aims to acquaint students with the principal problems of information organization and access, the mainstreams of thought, and the key thinkers and contributors. The material covered is broad in scope and applicable to a wide variety of settings and systems. The course emphasizes the central position of people, communities, and information users in problems of information organization and access. The central themes of the course are:

1) who uses information, how they use it, and what constraints shape their use of information;
2) how recorded knowledge can be organized and structured;
3) ways of providing access to the world's knowledge.

Through lectures, readings, writing exercises, and discussion, students will engage with concepts, theories, principles, and research on user communities, collections, retrieval and display of information, preservation, and general issues of access.
COURSE OBJECTIVES

1. To provide a foundation for further study in library and information science, including an appreciation for forms of systematic research in LIS.
2. To introduce central concepts, theories, principles, research issues, and people associated with the practice and study of information organization and access.
3. To advance a common set of ideas that help to define the profession's orientation toward problems of information organization and access.

The final project makes tangible the range of possible “recordable information and knowledge, and the services and technologies to facilitate their management and use.” It is a group project, with each group choosing a “genre” to investigate and identifying a context for their collection. The results of the final project are presented to the class as a whole. See Appendix G for the details of the Web-based Collection Report: Genre-specific considerations.

The course description and objectives for **LIS 502 Libraries, Information and Society** state:

COURSE DESCRIPTION

Explores major issues in library and information science professions as they involve their communities of users and sponsors. Analyzes specific situations that reflect the professional agenda of these fields, including intellectual freedom, community service, professional ethics, social responsibilities, intellectual property, literacy, historical and international models, the socio-cultural role of libraries and information agencies and professionalism in general, focusing in particularly on the interrelationships among these issues.

OBJECTIVES: At the end of the course, the student will be familiar with:

1. The variety of library and related information agencies that exist and their missions and historical connections.
2. The definitions of what is an information professional and the role of differing information professionals in meeting the missions of these institutions
3. Major issues in intellectual freedom, community service, professional ethics, social responsibilities, intellectual property, and literacy.

An example of an assignment that involves *analysis, interpretation, evaluation, and synthesis* is the Policy Tracking Paper. See Appendix G for details of this assignment.

As explained in section IV.1, individualized advising guides each student in selecting from available electives to build a coherent program of study. Some areas of specialization have well-defined curricula (see section II.5); others are more flexible with student choice guided by resources such as “What Courses Do I Take?” in addition to consultation with the Advising Coordinator and individual faculty.

*Sources of Evidence:*

What Courses Do I Take? A Worksheet for Master’s Students
(http://www.lis.illinois.edu/academics/programs/ms/curriculum/whatcourses)

II.3 The curriculum

II.3.1 fosters development of library and information professionals who will assume an assertive role in providing services;
II.3.2 emphasizes an evolving body of knowledge that reflects the findings of basic and applied research from relevant fields;

II.3.3 integrates the theory, application, and use of technology;

II.3.4 responds to the needs of a diverse society including the needs of underserved groups;

II.3.5 responds to the needs of a rapidly changing technological and global society;

II.3.6 provides direction for future development of the field;

II.3.7 promotes commitment to continuous professional growth.

The two core required courses lay the foundation for meeting the above curricular objectives. Examination of course descriptions and syllabi for the elective courses reveals that these objectives are reinforced throughout GSLIS course offerings. GSLIS faculty are committed to updating existing courses each time a course is taught and to introducing new dimensions of the field through development of new special topics courses (as sections of LIS 590).

Curriculum planning continues to seek ways to ensure that all students can meet the expectations outlined in this standard. Standards II.3.3, II.3.4, II.3.5, and II.3.6 have received particular attention over the past few years. With respect to standard II.3.3, we have been quite successful in building up a range of courses integrating the theory, application, and use of technology. But we recognized that students enter the M.S. program with varying levels of technology expertise. Responding to concerns expressed by faculty teaching technology-intensive courses, the MS student representative to the Curriculum Committee, and Advising Coordinator Meg Edwards, faculty collaboratively designed a new course, LIS 490TE Introduction to Technology in LIS. Sections were offered both on-campus and online for the first time in Fall 2010, assessed and modified, and offered again in Spring 2011. The course is accomplishing what we had hoped, serving as an “on-ramp” to more advanced information technology courses and giving students a stronger context for understanding discussions of information technology in their other courses. David Mussulman, a GSLIS graduate and instructor of the on-campus section, has secured grant funding for summer 2011 to develop new modules to be used to enhance instruction of some of the topics covered in the course. The course description states:

This is an introductory course in the fundamentals of technology in LIS. Following an overview of information system concepts, terminology and usage in organizations, there will be discussions covering a wide variety of topics including hardware and software, systems development (traditional and modern methods), programming languages, databases and the internet. Special attention will be paid to the knowledge and skills needed to succeed at GSLIS (servers, file access and management, office software, markup languages, website design and development, etc.) and LIS professional settings. Application of concepts is key. Readings will be supplemented with hands-on exercises and collaborative projects.

With respect to standards II.3.4 and II.3.5, work teams made up of faculty, students, staff, and alumni are currently focusing on the interrelated topics of better addressing diversity across the curriculum, developing cultural competence, and inclusion of perspectives from critical theory. Our efforts are mindful of related work in the profession, such as ACRL’s recent draft “Diversity Standards: Cultural Competency for Academic Libraries” (http://www.ala.org/ala/mgrps/divs/acrl/standards/diversity_draft.pdf). The work teams will be providing input to the Curriculum Committee in fall 2011 to enable review and implementation of their findings where appropriate.
With respect to standard II.3.6, curriculum development to support various specializations, as described in section II.5, represents the contributions of GSLIS faculty to providing direction for future development of the field, whether in youth services, data curation, digital libraries, community informatics, or socio-technical data analytics. As another example of providing direction for future development of the field, Assistant Professor Kathryn La Barre ensured that GSLIS students and University librarians had the opportunity to participate in the national test of Resource Description and Access (RDA) (http://www.lis.illinois.edu/articles/2010/06/gslis-participates-national-test-rda) in fall semester 2010, making GSLIS one of only three schools nationally to involve students in the test phase and the only school to include students, library faculty and staff, and instructors throughout the testing process.

II.4 The curriculum provides the opportunity for students to construct coherent programs of study that allow individual needs, goals, and aspirations to be met within the context of program requirements established by the school and that will foster development of the competencies necessary for productive careers. The curriculum includes as appropriate cooperative degree programs, interdisciplinary coursework and research, experiential opportunities, and other similar activities. Course content and sequence relationships within the curriculum are evident.

II.4.1 The curriculum provides the opportunity for students to construct coherent programs of study that allow individual needs, goals, and aspirations to be met within the context of program requirements established by the school and that will foster development of the competencies necessary for productive careers.

Individualization of programs of study is facilitated by several factors: 85% of the coursework required for the degree is elective; a student may take up to 4 hours of independent study; a student may take a 2 hour practicum to gain field experience in a setting of his/her choice; and a student may complete a master’s thesis for up to 8 hours of credit. Up to 12 hours of credit may be taken in other departments at UIUC, thus allowing a more interdisciplinary selection of courses. Details on the academic advising model are explained in section IV.4. Because the curriculum has so few required courses, it is essential that scheduling of electives be well-matched to the interests and aspirations of the MS students enrolled both on-campus and online. While there is a good deal of predictability as to which courses are offered in fall, spring, and summer, this needs to be fine-tuned as new courses are introduced, demand warrants scheduling of additional sections of courses, and faculty availability changes. Scheduling also reflects that on-campus students can take courses online, but LEEP students are limited to online offerings. We want to ensure access to a wide range of courses for both our on-campus and our LEEP students.

A number of mechanisms have been developed to be responsive to anticipated student demand for various elective courses. The Advising Coordinator works with the Associate Dean for Academic Programs to determine course offerings taking into account teaching preferences expressed by full-time faculty and input from the Faculty Instructional Clusters (history, economics, policy; information organization and knowledge representation; information resources, uses, and users; information systems; management and evaluation; social, community and organizational informatics; youth literature and services). Tools used to assist in this process include:

1) Pre-enrollment interest: A survey http://go.illinois.edu/GSLISnewstudent is given to each incoming student to assess their discipline interests, course interests, and other student logistics. Starting in Fall 2010, a mid-year survey https://illinois.edu/sb/sec/9472995 was distributed to recent admits to gauge their discipline and professional interests in the program after a few courses. These data should align over the coming years with alumni surveys and provide further input on trends and program paths.

2) Suggest-a-Course https://illinois.edu/fb/sec/1532792 is available to students. This data is collected three times a year to assist the Associate Dean in course scheduling.
3) “Course Pre-selection” is a Moodle forum set up prior to the advance enrollment period for each term (fall, spring, summer). In fall and spring this allows students (both on-campus and LEEP) to indicate their intent to enroll in specific LEEP courses. In summer all courses are included on the forum. Student posts are used to make adjustments—both course cancellations and additions of new sections are possible outcomes, with decisions made before the scheduled advance enrollment period begins.

4) The Advising Coordinator monitors student advance enrollment in courses prior to the start of the term and uses enrollment data plus course and discipline interest from individual and group advising sessions and from pre-enrollment interest forms to provide recommendations to the Associate Dean for course scheduling.

II.4.2 The curriculum includes as appropriate cooperative degree programs, interdisciplinary coursework and research, experiential opportunities, and other similar activities.

MS students may enroll in up to 12-hours of credit from other departments, thus enabling them to include interdisciplinary coursework as part of their program of study. Given that this level of inclusion of non-LIS coursework is already allowed, the GSLIS faculty have begun to explore establishing joint degree programs with other departments, allowing 12 hours of coursework to be counted toward both the MS in library and information science and a second master’s degree. The first such program has now been established, a joint MS in LIS and MA in African Studies.

Students in the MS program may undertake original research either as an independent study or as an MS thesis. LIS 592 Independent Study gives the intermediate or advanced student the opportunity to undertake the study of a topic not otherwise offered in the curriculum or to pursue a topic beyond or in greater depth than is possible within the context of a regular course. The student identifies a faculty member willing to direct the independent study and gets approval of a proposal outlining the scope and purpose, the method to be used, and the form in which the final product will be presented. An MS student may earn up to 4 hours of independent study credit.

The MS thesis is a more ambitious undertaking, for up to 8 hours of credit. The student identifies a faculty advisor and prepares a brief proposal prior to registering for LIS 599 Thesis Research. The thesis must conform to the requirements of the Graduate College, as stated in the Graduate College Thesis Requirements (http://www.grad.illinois.edu/graduate-college-thesis-requirements), and be deposited in the Thesis Office before the MS degree will be awarded. Once the thesis is complete, the dean, on recommendation from the faculty advisor, who serves as first reader, appoints a second reader. The first reader (faculty advisor) and second reader will confer and must agree upon the acceptability of the thesis or whether any revisions must be made before final acceptance. Should the two readers be unable to reach agreement about the evaluation of the thesis, a third reader may be appointed. Ordinarily there is no oral defense of the thesis. The final version of the thesis must have a format check done by the GSLIS departmental format checker and receive a format approval form signed by the departmental checker before it can be deposited in the Graduate College and made available through the institutional repository IDEALS (http://www.ideals.illinois.edu/handle/2142/8950). Most students electing to pursue independent research for credit choose to enroll in independent study rather than the MS thesis option.

The tables below show the pattern of enrollment of LEEP and on-campus students in independent studies and theses. While both LEEP and on-campus pursue these forms of independent research, on-campus students are more likely to do so.
Experiential opportunities for MS students come in two forms: service learning and practicum. Service learning is a part of a number of GSLIS courses: it may be the focus of a single assignment, as in students doing volunteer reference work for the Internet Public Library in the basic reference course, or it may be an integral part of the overall course design, as in Martin Wolske’s LIS 451 Introduction to Network Systems, in which teams of students engage in the design, development, and implementation of community technology centers in disadvantaged areas of Illinois, such as East St. Louis.

LIS 591 Practicum has been an optional elective for 2 hours of credit for many years. It involves supervised field experience of professional-level duties in an approved library or information center. Over the past year, under the leadership of Career Services Coordinator Roy Brooks, administration of practicum has been streamlined and consistent reporting mechanisms have been instituted. The
The practicum web site offers many tools useful to the student planning a practicum: forms, information for site supervisors, a list of areas of expertise of potential faculty advisors for practicum, and examples of special projects. Testimonials in the student and supervisor feedback section (http://www.lis.illinois.edu/academics/practicum/feedback) speak to the value of the experience from both perspectives. As coordinator, Mr. Brooks: 1) responds to questions from students and potential site supervisors who want to know more about setting up a practicum; 2) orients new site supervisors to their responsibilities; 3) coordinates communications with all students enrolled in practicum through orientation sessions (face-to-face and online) and a shared forum aimed to enhance reflection and sharing of experiences; and 4) publicizes available practicum and internship opportunities.

The table below shows enrollment in practicum by enrollment option (LEEP, on-campus). It is evident from these data that students in both enrollment options are successful in arranging practicums.

<table>
<thead>
<tr>
<th>Term</th>
<th>LEEP</th>
<th>On-Campus</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2007</td>
<td>8</td>
<td>19</td>
<td>27</td>
</tr>
<tr>
<td>Spring 2008</td>
<td>17</td>
<td>29</td>
<td>46</td>
</tr>
<tr>
<td>Summer* 2008</td>
<td>7</td>
<td>20</td>
<td>27</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>11</td>
<td>20</td>
<td>31</td>
</tr>
<tr>
<td>Spring 2009</td>
<td>17</td>
<td>20</td>
<td>37</td>
</tr>
<tr>
<td>Summer 2009</td>
<td>14</td>
<td>23</td>
<td>37</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>8</td>
<td>19</td>
<td>27</td>
</tr>
<tr>
<td>Spring 2010</td>
<td>10</td>
<td>26</td>
<td>36</td>
</tr>
<tr>
<td>Summer 2010</td>
<td>3</td>
<td>10</td>
<td>13</td>
</tr>
<tr>
<td>Fall 2010</td>
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</tr>
<tr>
<td>Summer 2011</td>
<td>9</td>
<td>10</td>
<td>19</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>127</strong></td>
<td><strong>242</strong></td>
<td><strong>369</strong></td>
</tr>
</tbody>
</table>

* Summer includes both the 4-week Summer I and 8-week Summer II sessions.

In response to the initiative of UIUC M.S. student Lena Singer, GSLIS launched an Alternative Spring Break (ASB) program in spring 2007, placing 12 GSLIS students in varied library and museum settings for a week at sites in Washington, D.C. (e.g., Smithsonian Institution, US Holocaust Memorial Museum, Library of Congress, National Library of Medicine); Chicago (e.g., Field Museum, Chicago Botanic Garden), and central Illinois (Abraham Lincoln Presidential Library and Museum). Many of the hosts were GSLIS alumni or others recommended by GSLIS alumni. Given the positive experience of those who participated, this has now become an established experiential learning opportunity, coordinated by Roy Brooks. In spring 2011 more than 60 students took advantage of this opportunity. The ASB web site lists the expanded list of locations and organizations hosting ASB participants (http://www.lis.illinois.edu/academics/practicum/asb). Feedback is gathered from both student participants and hosts to enable continuing refinement of the program.

We are also seeing increasing interest from students in pursuing internship opportunities. Relevant information regarding locating internships is provided on the GSLIS web site (http://www.lis.illinois.edu/academics/practicum/internships) and available internships, especially those offered by companies that participate in the GSLIS Corporate Roundtable, are actively publicized to students.
II.4.3 Course content and sequence relationships within the curriculum are evident.

The full course catalog is available on the GSLIS web site. It includes course descriptions and a statement of any prerequisites for each course listed. Course syllabi are also available online so that students can explore the scope, content, and course objectives in more depth in choosing among various electives.

Sources of Evidence:
- Submitting an Electronic Thesis or Dissertation (http://www.grad.illinois.edu/submit-etd)
- LIS 592 Independent Study (http://webdocs.lis.illinois.edu/registration/592form.pdf)
- LIS 591 Practicum Web site (http://www.lis.illinois.edu/academics/practicum)
- Practicum Sites (http://www.lis.illinois.edu/academics/practicum)
- Full Catalog (http://www.lis.illinois.edu/academics/courses/catalog)

II.5 When a program includes study of services and activities in specialized fields, these specialized learning experiences are built upon a general foundation of library and information studies. The design of specialized learning experiences takes into account the statements of knowledge and competencies developed by relevant professional organizations.

As noted in section II.4, a hallmark of the Illinois program for decades has been the opportunities for each student to design an individualized program of study, building on the general foundation provided by the two required courses: LIS 501 Information Organization and Access and LIS 502 Libraries, Information and Society. In 2004 when the M.S. program was last reviewed, the only clearly specified area of specialization was the M.S./K-12 Library Information Specialist Certification Program. Under the direction of K-12 program coordinator Georgeann Burch, that program has flourished. In addition in the past seven years we have taken advantage of collaborative opportunities, new faculty expertise, and grant funding to build other specializations in areas where Illinois has particular strengths and can take a leadership position. A number of these specializations reflect areas of particular research strength in GSLIS as embodied in our research centers (http://www.lis.illinois.edu/research/centers): the Center for Children’s Books (youth services), the Center for Informatics Research in Science and Scholarship (data curation, digital libraries), and the Community Informatics Initiative (community informatics).

K-12. The requirements for school certification were approved by the Illinois State Board of Education (ISBE) in 2001 and are in compliance with the most current Content Area Standards for Educators. Students who do not yet have a teaching certificate may complete the M.S./K-12 LIS Certification Program (http://www.lis.illinois.edu/academics/programs/k12/msk12). Students who already have an Illinois teaching certificate may earn an LIS endorsement as either an M.S. student (http://www.lis.illinois.edu/endorsement-courses) or a non-degree student (http://www.lis.illinois.edu/academics/programs/k12/endorsements). Detailed documentation including the K-12 practicum guide, student teaching handbook, assessment portfolio, and cooperating teacher-librarian handbook is linked from the main K-12 school librarianship web page. Both LEEP and on-campus students can pursue this specialization. In the period Fall 2008-Fall 2011, 26 LEEP students and 17 on-campus students completed the student teaching requirement. Hired she was hired in August 2005, Georgeann Burch has coordinated all placements in K-12 practicums and student teaching and supervises them with the assistance of a part-time staff member who like Ms. Burch is an experienced school librarian.

Youth services. With three full-time faculty in youth services (Christine Jenkins, Kate McDowell, Carol Tilley), we are also in a strong position to support students interested in pursuing positions in youth services in public libraries. The core courses specific to the youth services curriculum (LIS 403 Literature and Resources for Children; LIS 404 Literature and Resources for Young Adults; LIS
Storytelling; and LIS 506 Youth Services Librarianship) are offered in multiple sections to capacity enrollments on-campus and in LEEP. Youth services faculty also teach additional electives including: LIS 514 History of Children’s Literature (Jenkins), LIS 590LR Literacy, Reading and Readers (Jenkins), LIS 590VV Fantasy Literature and Media for Youth (McDowell), LIS 490YS Youth Services Community Engagement (McDowell), LIS 590CL Comics in Libraries (Tilley), LIS 590CR Comics: Advising Child and Adult Readers (Tilley), and LIS 590ML Media Literacy and Youth (Tilley). LIS 590NF Information Books & Resources for Youth is also taught annually by Georgeann Burch or an adjunct faculty member. The Center for Children’s Books (CCB) and the offices of the Bulletin of the Center for Children’s Books (BCCB) have been housed in the LIS Building since summer 2001. This has resulted in heavy use of the CCB collection by students in youth services courses and enrichment of the youth services curriculum through programs sponsored by staff of CCB and BCCB. An annual Storytelling Festival, coordinated by Kate McDowell, showcases the storytelling talents of students, alumni, and faculty. MS students in youth services also benefit from interactions with the strong cohort of PhD students with that specialization. The three faculty members coordinating the youth services specialization are all active in ALA and course development has been informed by the competency statements developed by AASL, ALSC, and YALSA.

Midwest Book and Manuscript Studies (MBMS). Under the direction of Dr. Valerie Hotchkiss, Head of The Rare Book & Manuscript Library (RBML) at Illinois, GSLIS has partnered with the Library to develop and offer a course of study for those interested in rare books and manuscripts. Courses are open to students, professionals, and book lovers of all types. Those wishing to earn a Certificate in Special Collections (either as part of or in addition to the MS) complete one required course LIS 590RB Rare Book and Special Collections Librarianship and an additional 8 hours of elective courses drawn from: archival studies; book, manuscript and library history and studies; conservation and preservation; information organization and resources; and related areas (http://www.lis.illinois.edu/academics/programs/mbms/certificate1). In June 2008, The Rare Books and Manuscripts Section of the Association of College and Research Libraries released its report on Core Competencies in Special Collections Librarianship. This report outlines the basic proficiencies necessary to be a capable special collections librarian. Similarly, the Society of American Archivists recently posted its Guidelines for a Graduate Program in Archival Studies, outlining the coursework and training one should undertake for a career in archives. The Midwest Book and Manuscript Studies Program strives to provide a curriculum that meets and exceeds professional standards for training in special collections librarianship and archives. To this end, we constantly evaluate our courses and coordinate our offerings with the published guidelines of these professional organizations to ensure a good match between the training we offer and the expectations of professionals in the field. Courses range in length from 2-week intensive courses on campus to 8 or 16 week courses offered on-campus or online. Courses are taught by GSLIS faculty (including Bonnie Mak who holds a PhD in medieval studies), library faculty (including Valerie Hotchkiss), and renowned rare book and manuscript scholars (including GSLIS alumnus Dr. Sidney Berger, Director of the Phillips Library, Peabody Essex Museum, Essex, MA and Joel Silver, Curator of Books, Lilly Library, Indiana University, Bloomington). Other aspects of MBMS include book arts and preservation workshops and apprenticeship opportunities (http://www.lis.illinois.edu/academics/programs/mbms/mcmsapprenticeships). GSLIS Continuing Professional Development Program Director Marianne Steadley works closely with Valerie Hotchkiss in coordinating the program.

Community Informatics. GSLIS faculty have been involved in community informatics since Prairienet was founded in 1993 as a community information network for Champaign-Urbana and the surrounding East Central Illinois region. For many years Ann Bishop and Chip Bruce led curriculum development in this area. More recent faculty hires, including Abdul Alkalimat, Jon Gant, and Kate Williams, have expanded the range of courses offered. These faculty developed a 12-hour Certificate in Community Informatics that includes one required course (LIS 518 Community Informatics) and 8 additional hours of coursework selected from a recommended list.
The required coursework can be completed on-campus or online. For several years Ann Bishop and some others taught courses on site in Paseo Boricua (http://www.paseoboricua.com/), Chicago’s historic Puerto Rican neighborhood. While there were certainly benefits to being able to teach on site in Chicago, GSLIS has chosen to shift instruction to online course offerings which can serve not only those in Chicago but also elsewhere. For five years Kate Williams has led planning for the eChicago symposium (http://echicago.illinois.edu/) which brings together practitioners, policymakers, and researchers to share ideas and strategies for allowing communities to become full participants in the digital age. The mission is to facilitate discussion across local, professional, and research communities in order to help Chicago become both digital and democratic. Both on-campus and LEEP students in the Chicago area participate in this event.

Data curation. With support from grants awarded by the Institute of Museum and Library Services in 2006 (science focus) and 2008 (humanities focus), GSLIS has developed the Data Curation Education Program specialization within the MS program. This offers a focus on data collection and management, knowledge representation, digital preservation and archiving, data standards, and policy (http://www.lis.illinois.edu/academics/programs/ms/datacuration). Data curation is the active and ongoing management of data through its lifecycle of interest and usefulness to scholarship, science, and education. Data curation activities enable data discovery and retrieval, maintain its quality, add value, and provide for re-use over time, and this new field includes authentication, archiving, management, preservation, retrieval, and representation. Our program provides a strong focus on the theory and skills necessary to work directly with academic and industry researchers who need data curation expertise. We anticipate that our graduates will be employed across a range of information-oriented institutions, including museums, data centers, libraries, institutional repositories, archives, and private industry. Because this is an emerging area, there is no established set of competencies. As a result, faculty involved in planning the program (Carole Palmer, Allen Renear, Melissa Cragin, John MacMullen, Linda Smith) employed a number of approaches to inform curriculum development including expert advisory boards, analysis of job ads, and surveys and interviews. Three core courses are required for the specialization:

- **LIS590DC Foundations of Data Curation**
  Data curation is the active and on-going management of data through its lifecycle of interest and usefulness to scholarship, science, and education; curation activities and policies enable data discovery and retrieval, maintain data quality and add value, and provide for re-use over time. This course provides an overview of a broad range of theoretical and practical problems in this emerging field. Examines issues related to appraisal and selection, long-lived data collections, research lifecycles, workflows, metadata, legal and intellectual property issues.

- **LIS586 Digital Preservation**
  Examines current problems with and approaches to digital preservation that are fundamental to the long-term accessibility of digital materials. Also examines the range of current research problems, along with emerging methods and tools, and assess a variety of organizational scenarios to plan and implement a preservation plan. Topics will include basic information theory, preservation of complex digital objects; standards and specifications; sustainability and risk assessment; authenticity, integrity, quality control, and certification; and management of preservation activities.

- **LIS453 Systems Analysis and Management**
  Covers how to evaluate, select and manage the information systems that will be used in the daily operation of libraries and information centers. Includes the systems used by technical staff and the information consumers. Course will focus on information as a product. Attention is given to the operation of an organization as a whole and the impact of change on the integration of resources, work flow and usability. Formal methods for modeling systems, and industry practice techniques of analysis are used to address these problems and opportunities.
These are supplemented by a list of elective courses (http://www.lis.illinois.edu/academics/programs/ms/datacuration).

The educational program is closely aligned with research under way in the Center for Informatics Research in Science and Scholarship (http://cirss.lis.illinois.edu/CollMeta/index.html). In addition GSLIS faculty Melissa Cragin and Allen Renear co-chaired planning for the 6th International Digital Curation Conference held in Chicago 6-8 December 2010 (http://www.dcc.ac.uk/events/conferences/6th-international-digital-curation-conference). The conference was preceded by a Research Data Workforce Summit which allowed further discussion of curriculum development in this specialization (http://cirss.lis.illinois.edu/SciCom/DC/index.html).

**Digital Libraries.** With funding from the Institute of Museum and Library Services, GSLIS developed a Certificate of Advanced Study (post-master’s) concentration in Digital Libraries (http://www.lis.illinois.edu/academics/programs/cas-dl). As this is an emerging area of specialization, curriculum development was informed by a survey of employers to identify what skills and knowledge are necessary for individuals to be successful in the field. The completed surveys from 115 respondents led to design and implementation of a number of courses, including a 4-course core:

- **LIS453 Systems Analysis and Management**
  Covers how to evaluate, select and manage the information systems that will be used in the daily operation of libraries and information centers. Includes the systems used by technical staff and the information consumers. Course will focus on information as a product. Attention is given to the operation of an organization as a whole and the impact of change on the integration of resources, work flow and usability. Formal methods for modeling systems, and industry practice techniques of analysis are used to address these problems and opportunities.

- **LIS590DIL Introduction to Digital Libraries**
  A comprehensive examination of the history and state-of-the-art in digital library research and practice. Focuses upon the theoretical, technological, human factors and evaluative components of digital library research and practice. Course includes an intensive reading of the literature, review of existing technologies and proof-of-concepts implementation projects. This course is foundational for students wishing to engage seriously in the world of digital librarianship. Students should have access to a personal computer upon which they can experiment on their own with downloaded software tools. Students must be competent in basic computing including the installation and configuration of software packages.

- **LIS590IML Information Modeling**
  An introduction to the principles of information modeling commonly used to support digital library applications such as collections management and electronic publishing. The course takes a logic-based approach to analyzing and comparing different modeling methods. Specific modeling practices covered include relational database design, entity relationship modeling (ER/EER), document grammars (XML), and semantic web languages (RDF/S and OWL).

- **LIS590MD Metadata in Theory & Practice**
  Metadata plays an increasingly critical role in the creation, distribution, management and use of electronic materials. This course will combine theoretical examination of the design of metadata schema with their practical application in a variety of settings. Hands-on experience in the creation of descriptive, administrative and structural metadata, along with their application in systems such as OAI harvesting, OpenURL resolution systems, metasearch systems and digital repositories, will help students develop a thorough understanding of current metadata standards as well as such issues as crosswalking metadata schema, metadata's use in information retrieval and data management applications, and the role of standards bodies in metadata schema development.

Several elective courses are available including some, such as LIS 590MG Project Management for LIS, that were developed in response to areas noted as particularly important by survey respondents.
The program was originally conceived as a post-master’s program as noted in its description: This program aims to give students a thorough and technically focused background in Digital Libraries that will enable them to understand issues, and serve as designers, decision-makers, and creators of Digital Libraries. Students will gain advanced-level knowledge of digital asset management; information and collection modeling; design of human-centered, digitally mediated information services; and information policy. The program assumes existing MS-level knowledge of Library and Information Science, including basic information organization; indexing and cataloging; information needs and uses; reference and user services, and libraries-in-society. But the courses are available as elective courses for MS students as well and MS students seeking more technical preparation often take one or more as electives in their 40-hour MS program, especially courses from the 4-course core.

Other areas of specialization are currently represented by particular courses in the curriculum. For example, LIS 590SL Special Library Administration reflects the Special Libraries Association statement of Competencies for Information Professionals; LIS 530A Music Librarianship & Bibliography reflects the Music Library Association statement on Core Competencies and Music Librarians; LIS 530B Health Sciences Information Services and Resources reflects the Medical Library Association statement on Competencies for Lifelong Learning and Professional Success; and LIS 590LL Law Librarianship reflects the AALL Guidelines for Graduate Programs in Law Librarianship. In partnering with the American Theological Library Association to develop and offer LIS 590TL Theological Librarianship online, the instructor was guided by needed competencies identified by the ATLA Professional Development Committee.

Defining areas of specialization is a way to highlight areas of strength and emerging importance in the GSLIS curriculum, informed by developments in research and new opportunities in practice. We anticipate that the recently-formed Socio-Technical Data Analytics group (http://cirss.lis.illinois.edu/soda/index.html) will build on existing coursework in information retrieval, data mining, and text mining to develop a certificate with this focus. Faculty members involved include Cathy Blake, Miles Efron, and Vetle Torvik; they will be joined by Jana Diesner in January 2012.

Although the focus of the Certified Public Library Administator (CPLA) program and courses is continuing professional development (http://www.lis.illinois.edu/academics/programs/cpd/cpla), these non-credit course offerings are also open to MS students seeking to develop expertise in one of the areas covered, such as fundraising and grantwriting or service to diverse populations. GSLIS has been selected as a continuing education provider for the American Library Association - Allied Professional Association (ALA-APA) CPLA program, offering six-week online courses covering each of the competencies required for CPLA certification: budget and finance, management of technology, organization and personnel administration, planning and management of buildings, current issues, fundraising and grantwriting, marketing, politics and networking, and service to diverse populations. GSLIS Continuing Professional Development Program Director Marianne Steadley has worked closely with ALA-APA to ensure that our courses meet their requirements. The University of Illinois at Urbana-Champaign Graduate School of Information and Library Science LEEP Program, represented by Program Director Marianne Steadley, was recognized as an ALA-APA Angel in 2008 for helping ALA-APA grow and flourish in its mission of providing certification.

Sources of evidence:
Bulletin of the Center for Children’s Books web site (http://bccb.lis.illinois.edu/)
Center for Children’s Books web site (http://ccb.lis.illinois.edu/)
Storytelling Audio (http://ccb.lis.illinois.edu/storytellingaudio.html)
K-12 School Librarianship (http://www.lis.illinois.edu/academics/programs/k12)
Midwest Book and Manuscript Studies (http://www.lis.illinois.edu/academics/programs/mbms)
Center for Informatics Research in Science and Scholarship (http://cirss.lis.illinois.edu/)
Community Informatics Initiative (http://www.cii.illinois.edu/)
II.6 The curriculum, regardless of forms or locations of delivery selected by the school, conforms to the requirements of these Standards.

All MS students, regardless of enrollment option, complete the two required core courses, have the choice of a wide range of electives, and may choose to enroll in practicum, independent study, and/or thesis. Although the scheduling and mode of delivery of LEEP sections is different than on-campus, we are committed to making them comparable in scope, quality, and requirements to on-campus offerings.

Scheduling courses for LEEP depends on the possibility of successfully adapting them for delivery in a site-independent mode. LIS 502 is offered in a 10-day on-campus format and the remaining LEEP courses combine weekly synchronous online sessions, asynchronous communication, and a 1or 2 day face-to-face session during the semester. Implementation of LEEP has been accompanied by ongoing evaluation to ensure that these offerings meet the standards of the on-campus program as well as the needs of the participants in these enrollment options.

The table below shows the number of distinct courses by enrollment option (on-campus, LEEP), as well as undergraduate and doctoral courses, over the past 10 terms (with summer I and summer II combined to give a total for summer).

<table>
<thead>
<tr>
<th>Term</th>
<th>On-Campus (Masters)</th>
<th>LEEP (Masters)</th>
<th>Subtotal (Masters)</th>
<th>+Undergraduate</th>
<th>PhD</th>
<th>Grand Total</th>
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<td>5</td>
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<tr>
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<td>17</td>
<td>32</td>
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<td>0</td>
<td>32</td>
</tr>
<tr>
<td>Fall 2009</td>
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<td>31</td>
<td>61</td>
<td>5</td>
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<td>Spring 2011</td>
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<td>41</td>
<td>68</td>
<td>4</td>
<td>3</td>
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<tr>
<td>Summer 2011</td>
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<td>19</td>
<td>36</td>
<td>0</td>
<td>0</td>
<td>36</td>
</tr>
<tr>
<td>Fall 2011</td>
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<td>35</td>
<td>66</td>
<td>3</td>
<td>3</td>
<td>72</td>
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<td>285</td>
<td>531</td>
<td>29</td>
<td>26</td>
<td>586</td>
</tr>
</tbody>
</table>

* Summer includes both the 4-week Summer I and 8-week Summer II sessions.
+Courses open to undergraduates only.

Source of Evidence:
Course schedules (http://www.lis.illinois.edu/academics/courses/timetables)
II.7 The curriculum is continually reviewed and receptive to innovation; its evaluation is used for ongoing appraisal, to make improvements, and to plan for the future. Evaluation of the curriculum includes assessment of students’ achievements and their subsequent accomplishments. Evaluation involves those served by the program: students, faculty, employers, alumni, and other constituents.

II.7.1 The curriculum is continually reviewed and receptive to innovation; its evaluation is used for ongoing appraisal, to make improvements, and to plan for the future.

According to the GSLIS Bylaws, “the Curriculum Committee shall be responsible for all aspects of the curriculum, subject to the approval of the full Faculty on substantive issues, including but not limited to: establishing degree requirements for the undergraduate minor, the MS, and the CAS degrees; working with Faculty in the development of new courses; and monitoring the curriculum as a whole.” Membership of the Curriculum Committee includes at least four GSLIS faculty, three student representatives (one MS, one CAS, one PhD), and the LIS Librarian (ex officio). Several administrative staff (Linda Smith, Rae-Anne Montague, Meg Edwards) generally attend meetings in an ex officio capacity as well.

Innovation in the curriculum is encouraged. Any faculty member may propose a new course as a section of LIS 590 Advanced Problems in LIS. Such a course proposal is reviewed by the appropriate Faculty Instructional Cluster (history, economics, policy; information organization and knowledge representation; information resources, uses, and users; information systems; management and evaluation; social, community and organizational informatics; youth literature and services) prior to the course being scheduled for the first time. Feedback from faculty colleagues as well as students enrolled in the first offering of the course provides the faculty member who developed the course guidance in shaping subsequent offerings and in developing a formal proposal for approval of the course as part of the MS curriculum with approval from the Curriculum Committee and the faculty as a whole. Faculty are encouraged to regularize 590 courses that have been offered multiple times and proven their value. This process involves completing and submitting the required forms for review by the Graduate College, following approval by the faculty. The Curriculum Committee worked closely with several faculty members in spring 2011 to accomplish this for several courses that had been offered multiple times, including LIS 445 Information Books & Resources for Youth, LIS 446 Fantasy Literature & Media for Youth, LIS 508 Collection Development, LIS 516 School Library Media Center, LIS 520 Adult Popular Literature, LIS 527 Literacy, Reading and Readers, LIS 515 Media Literacy for Youth, LIS 560 Digital Libraries, LIS 561 Information Modeling, and LIS 562 Metadata in Theory & Practice. As described in II.5 above, curriculum development also results from the collaboration of faculty in creating clusters of courses in a particular specialization, including revisions to existing courses and the introduction of new ones.

Feedback from current students, alumni, practicum supervisors, and other practitioners also guides course revision and the introduction of new courses. Students complete course evaluations at the conclusion of each course, giving direct feedback to the faculty member on content and method of instruction. For the past few years such course evaluations have been completed online. Concerned about the lower response rate relative to in-class administration, the Curriculum Committee worked with the Center for Teaching Excellence in spring 2011 to adjust the period in which the online forms were open, with the goal of better matching a period at the end of the semester when students would have the time to complete them.

Students, alumni, and adjunct faculty may suggest new courses where they perceive gaps in the curriculum relative to knowledge needed in contemporary work settings. Practicum supervisors provide feedback on the performance of students during their practicum placements and identify both areas in which the students are well prepared as well as aspects in need of improvement.
GSLIS participation in the WISE (Web-based Information Science Education) consortium has given us experience with a new strategy for filling gaps identified in our curriculum. In the WISE courseshare model, selected online courses from other programs are cross-listed as courses at the student’s home school. For example, if a student from Illinois wants to take a cross-listed course offered by Syracuse University, the student will register in the course through Illinois. In WISE each participating school controls which courses (and the number of places in each) are offered to the consortial pool; chooses which courses offered by other schools to list (based on enhancing their own offerings); and determines limits on the number of WISE courses their students may take. In order to participate in WISE, schools must meet quality standards for online education and the Dean must sign a consortial agreement. At the May 2004 faculty meeting, GSLIS faculty agreed on the following guidelines for participation in WISE:

1. Students can count no more than 8 semester hours of courseshare coursework toward their degree.
2. MS students may accumulate only 8 semester hours courseshare OR transfer credit toward their degree. If the student counts courseshare credit toward the degree, the amount of credit that can be transferred in will be reduced by a corresponding amount.
3. Courses will be selected for the courseshare program as they complement and supplement those currently offered in the GSLIS curriculum.

Enrollment in the WISE courses has included both LEEP and on-campus students.

II.7.2 Evaluation of the curriculum includes assessment of students’ achievements and their subsequent accomplishments. Evaluation involves those served by the program: students, faculty, employers, alumni, and other constituents.

Individual faculty monitor the effectiveness of their courses through their assessment of students’ achievements. This may reveal the need for new courses, modifications in existing courses, or more explicit course sequencing. These needs can be brought to the attention of the Curriculum Committee. In addition the Associate Dean for Academic Programs monitors the global item on course evaluations that provides a self-assessment of how much a student learned in a course. Courses with high scores suggest that students perceive these as valuable for inclusion in their program of study; courses with low scores lead to further scrutiny to understand the issues involved, such as too much overlap with another course in the curriculum or failure to design a sufficiently challenging course.

A number of data sources contribute to ongoing evaluation of courses and the curriculum including periodic surveys of alumni within one to two years after graduation. In addition individual faculty gather feedback from alumni with whom they stay in touch. The quantity and quality of feedback to the School from alumni and others in the field has been enhanced by increasing opportunities for face-to-face interactions with GSLIS faculty and staff as well as electronic communications. More frequent face-to-face interactions include: 1) staffing a GSLIS booth in the exhibit area at American Library Association annual conferences; 2) site visits made by Assistant Dean Diana Stroud to alumni around the U.S. in their workplaces; 3) sponsorship or co-sponsorship of receptions at many professional association meetings (ILA and ISLMA in Illinois; AALL, ALA, ASIST, MLA, SLA national conferences); 4) increasing efforts to sponsor programs for the large number of Chicago-area alumni, Washington DC alumni, and the recently established Central Illinois GSLIS Grads (http://cigg.org/). Electronic communication includes: 1) alumni contributions to various threads on the GSLIS community forums on Moodle; 2) participation in various GSLIS courses, such as serving as guest speakers in a wide range of LEEP courses; 3) responses to surveys on needs for continuing professional development conducted by Marianne Steadley, the GSLIS Continuing Professional Development Program Director; 4) responses to the quarterly eUpdates, sent to all alumni for whom we have valid e-mail addresses (currently more than 4100).
Sources of Evidence:
GSLIS Curriculum Committee Minutes (login to the Curriculum Committee Moodle forum)
(https://courses.lis.illinois.edu/course/view.php?id=304)
Policy for Proposed New and Revised Courses that Carry Graduate Credit
(http://www.grad.illinois.edu/policies/courseproposal)
Newsletters and eUpdates (http://www.lis.illinois.edu/newsroom/publications/archive)
WISE (http://www.wiseeducation.org)
III. Faculty

III.1 The school has a faculty capable of accomplishing program objectives. Full-time faculty members are qualified for appointment to the graduate faculty within the parent institution and are sufficient in number and in diversity of specialties to carry out the major share of the teaching, research, and service activities required for a program, wherever and however delivered. Part-time faculty, when appointed, balance and complement the teaching competencies of the full-time faculty. Particularly in the teaching of specialties that are not represented in the expertise of the full-time faculty, part-time faculty enrich the quality and diversity of a program.

III.1.1 The school has a faculty capable of accomplishing program objectives.

As noted in section II.2, GSLIS faculty collaboratively updated the statement of program objectives in August 2010:

GSLIS graduates understand both the theory and the practice of library and information science (LIS): they have studied the foundations and principal ideas of the discipline, and they have been introduced to the values and expectations of the profession. We foster critical thinking about the literature of LIS and related fields, and we encourage high standards of professionalism and service. Our graduates are prepared to develop and evaluate resources and programs, and to understand the needs of many different kinds of users. Students who have completed our program are equipped to anticipate social and technological changes, and to promote change that advances the profession, improves technology, and encourages positive social transformation.

As the details presented in this section of the Program Presentation and in the faculty CVs included as Appendix A document, the background and accomplishments of GSLIS full-time faculty allow them to work collaboratively to accomplish program objectives.

III.1.2 Full-time faculty members are qualified for appointment to the graduate faculty within the parent institution and are sufficient in number and in diversity of specialties to carry out the major share of the teaching, research, and service activities required for a program, wherever and however delivered.

As of fall 2011 GSLIS has 28 faculty with at least a 25% appointment. All are active members of the Graduate Faculty (http://www.grad.illinois.edu/gradfaculty/membership). Three have split appointments: Susan Davis and Dan Schiller are also affiliated with the Department of Communication in the College of Liberal Arts and Sciences; Abdul Alkalimat is affiliated with the Department of African-American Studies in the College of Liberal Arts and Sciences. Two of the 28 are research faculty who do some teaching. Several faculty have 0% or affiliate appointments in other campus departments or programs: Computer Science (Blake, Efron, Gasser, Twidale); English (Unsworth); Library (Unsworth); Gender &Women's Studies (Jenkins); Philosophy (Renear); and Writing Studies Program (Tilley). Catherine Blake is currently a fellow in the Environmental Change Institute (http://eci.illinois.edu/eci-fellows-program/current-fellows/) and Michael Twidale has been a fellow in the Academy for Entrepreneurial Leadership (http://business.illinois.edu/ael/faculty/fellows/lis.html).

Just as several GSLIS faculty have 0% appointments in other campus departments, GSLIS regularly identifies faculty from other departments suitable for a zero-percent appointment with GSLIS. The candidate must be a tenure-system faculty member with a full-time appointment in another unit on campus and must be engaged, or wish to become engaged, in substantive collaboration with GSLIS faculty and/or students. Every two years following the initial appointment, the affiliated faculty member must send a letter to the Dean describing his or her engagement with GSLIS. Based on this information, the faculty will vote to continue or discontinue the appointment. If no letter is received from the affiliated
faculty member, the appointment terminates automatically. Current affiliated faculty are drawn from multiple units across campus (http://www.lis.illinois.edu/people/faculty/affiliated): University Library (Tim Cole, Barbara Ford, Valerie Hotchiss, Paula Kaufman, Sue Searing, Scott Walter), Journalism (Brant Houston), Computer Science (Kyratso Karahalios, ChengXiang Zhai), Media and Cinema Studies (Lisa Nakamura, Christian Sandvig), and Medical Information Science (Bruce Schatz).

GSLIS has been successful in promoting and tenuring faculty. The current distribution across ranks is as follows:

Professor (11): Abdul Alkalimat (49%), Alistair Black, Susan Davis (25%), Stephen Downie, Les Gasser, Carole Palmer, Allen Renear, Dan Schiller (75%), Linda Smith, Michael Twidale, John Unsworth

Associate Professor (6): Ann Bishop, Catherine Blake, Christine Jenkins, Lori Kendall, Jerome McDonough, Terry Weech

Assistant Professor (9): Miles Efron, Kathryn La Barre, John MacMullen, Bonnie Mak, Kate McDowell, Carol Tilley, Vete Torvik, Terry von Thaden, Kate Williams [another Assistant Professor, Jana Diesner, will join the faculty in January 2012]

Research Associate Professor (2): David Dubin, Jon Gant

Of the 28 faculty, 15 (Alkalimat, Black, Blake, Efron, Gant, Kendall, La Barre, MacMullen, Mak, McDonough, McDowell, Tilley, Torvik, von Thaden, Williams) have joined GSLIS since the MS program was last reviewed in fall 2004. Losses are accounted for by retirement (Chip Bruce, Leigh Estabrook, Elizabeth Hearne, Boyd Rayward), departures to take leadership roles elsewhere (Caroline Haythornthwaite, Bryan Heidorn), and shifts to other departments within the University (Fernando Elichirigoity is now an Associate Professor of Media and Cinema Studies; Robert McChesney is 100% in the Department of Communication rather than carrying a 25% appointment in GSLIS; and Bruce Schatz is now a Professor in Medical Information Science). Terry von Thaden transferred from the College of Aviation to GSLIS.

All faculty teach some courses in the MS program in their areas of expertise. They also serve as advisors for practicums, independent studies, and MS theses. Many faculty divide their teaching efforts between the MS program and the undergraduate informatics minor, and/or doctoral courses. All faculty are expected to teach in LEEP, with frequency varying depending on the need for their expertise in LEEP course offerings. All faculty have active research programs and some involve MS students in those projects. Faculty serve on the Admissions Committee and Curriculum Committee, the two GSLIS committees with important responsibilities in relation to the MS program. Several of the student chapters of professional associations (ALA, ASIST, SLA) each have a faculty advisor from the full-time faculty.

While our faculty of 28 is clearly sufficient in number and in diversity of specialties to carry out the major share of the research and service activities required for our program, wherever and however delivered, this does not extend to teaching as explained in III.1.3 below. Faculty expertise spans seven broad research areas (http://www.lis.illinois.edu/research/areas): history, economics, policy; information organization and knowledge representation; information resources, uses and users; information systems; management and evaluation; social, community and organizational informatics; and youth literature and services. Full-time faculty have the expertise needed to teach the two required MS courses and to oversee clusters of courses in their areas of expertise that collectively span the range of courses taught to MS students. But the numbers are too small relative to the current MS student enrollment to ensure that the majority of actual instruction is done by full-time faculty.
III.1.3 Part-time faculty, when appointed, balance and complement the teaching competencies of the full-time faculty. Particularly in the teaching of specialties that are not represented in the expertise of the full-time faculty, part-time faculty enrich the quality and diversity of a program.

The only full-time faculty appointments in GSLIS are tenured, tenure-track or research faculty. GSLIS has no full-time lecturers or clinical faculty; this reflects a decision made by the full-time faculty at a faculty retreat where discussion focused on the importance of the integration of faculty research and teaching roles and a reluctance to have someone serving as a full-time faculty member whose sole responsibility was teaching. Therefore GSLIS does depend on a range of part-time faculty to teach in areas that complement the teaching competencies of the full-time faculty, enriching the quality and diversity of the MS program. Some part-time faculty have an ongoing relationship with GSLIS (emeritus faculty, doctoral students, academic professional staff). Other part-time faculty (UIUC Library faculty, other UIUC staff, staff from the Champaign Public Library or Urbana Free Library) are drawn from the local area. A few other part-time faculty commute to teach on-campus, but a much larger proportion contribute to teaching online in LEEP. They make the trip to campus each semester along with the students enrolled in LEEP courses. Where part-time adjuncts have the time and interest, and prove to be successful in teaching GSLIS courses, we work to reappoint them on a regular basis so that they have an ongoing relationship with the School. As the list of courses offered by part-time faculty provided in Appendix B demonstrates, many specialized courses have been offered by part-time faculty teaching in LEEP—these courses are often ones that we could not otherwise offer. They are open to both on-campus and LEEP students.

Part-time faculty who have taught MS courses for us in the period fall 2008-fall 2011 are listed below in groups reflecting the nature of their affiliation. Appendix B includes a full list of faculty, affiliation, course(s) taught and mode (LEEP or on-campus). Part-time faculty are selected based on domain expertise and teaching ability; many are accomplished alumni of our MS program and thus already have an understanding of our program objectives (alumni holding an MS from GSLIS are listed with an asterisk below). In her role as Associate Dean for Academic Programs, Linda Smith has recruited adjunct faculty based on her network of contacts, knowledge of alumni, and advice from GSLIS faculty colleagues. The campus Office of Equal Opportunity and Access is now strongly encouraging formal search processes to recruit for all positions including adjunct faculty. We have agreed that this is desirable for those searches when there is sufficient lead time and when we anticipate that such a search will yield a pool of qualified candidates from which to select the strongest, as in our search in fall 2010 for cataloging instructors for spring, summer, and fall 2011. In other cases we can work with the office to secure a search waiver in order to expedite hiring of a suitable candidate.

- UIUC emeritus faculty
  Robert Burger
  Leigh Estabrook
  *Kathryn Luther Henderson
  William T Henderson
  D.W. Krummel
  Bea Nettles

- GSLIS academic professional staff
  *Georgeann Burch
  *Meg Edwards
  *Lynn Hanson
  Charlie Linville
  *Rae-Anne Montague
  Wilhelm Peekhaus
  Jessica Ratcliff
*Marianne Steadley
  Kevin Trainor
  Martin Wolske

- GSLIS doctoral students [assignment to teach MS courses requires permission of the Graduate College, based on special expertise of the student]
  *Minjie Chen
  *Christine D’Arpa
  Tom Dousa
  Ingbert Floyd
  *Loretta Gaffney
  Christa Hardy
  *Sujin Huggins
  *Navadeep Khanal
  *Karen Medina
  *Caroline Nappo
  *Anna Nielsen
  *Safiya Noble
  Claudia Rebaza
  Sarah Roberts
  Ellen Rubenstein
  Dawn (Mikki) Smith
  *April Spisak
  Sunah Suh
  Miriam Sweeney
  *Richard Urban
  *Nicholas Weber
  *Karen Wickett
  Hong Zhang

- Other doctoral students
  Andreas Ehmann (Engineering, UIUC)
  Lai Ma (SLIS, Indiana)

- UIUC staff
  Steve Kostell
  *David Mussulman
  *Tim Offenstein
  Andrew Wadsworth
  *Steven Witt

- UIUC library faculty
  Muhammad Al-Faruque
  Alvan Bregman
  *Timothy Cole
  *Christopher Cook
  Stephanie Davidson
  Chatham Ewing
  *Fang Gao
  Paul Healey
  *Lisa Hinchliffe
  Valerie Hotchkiss
*Joanne Kaczmarek
Alfred Kagan
*Kathleen Kern
Jo Kibbee
*Travis McDade
Lori Mestre
Larry Miller
William Mischo
Christopher Prom
*Michael Robak
*Melissa Salrin
Scott Schwartz
Yoo-Seong Song
*Marek Sroka
*Helen Sullivan
Jennifer Hain Teper
John Wagstaff
Scott Walter

• Adjunct faculty, Urbana Free Library staff
  *John Dunkelberger
  Eric Fair
  Fred Schlipf (Director, now retired)
  *Mary Wilkes Towner
  Anke Voss

• Adjunct faculty, Other ALA-accredited programs
  Tomas Lipinski (Wisconsin-Milwaukee/Indiana)
  Anatoliy Gruzd (Dalhousie)

• Adjunct faculty, Other universities
  Fern Kory (Eastern Illinois University)
  Julia Flanders (Brown)
  *Debra Mitts-Smith (Minnesota)

• Adjunct faculty, Public librarians
  *Nanette Donohue (Illinois)
  *Nancy Gillfillan (Illinois)
  *Jane Halsall (Illinois)
  *Jeanne Puacz (Indiana)

• Adjunct faculty, Academic librarians
  *Anne Barnhart (Georgia)
  *Susan Beck (New Mexico)
  *Elizabeth Beers (Michigan)
  *Terrence Bennett (New Jersey)
  Carisse Berryhill (Texas)
  *Wayne Bivens-Tatum (New Jersey)
  Robert Bothmann (Minnesota)
  *Frances Drone-Silvers (Illinois)
  *Ethan Henderson (Ohio)
  Andrew Huot (Ohio)
Frank Kellerman (Rhode Island)
Faye Leibowitz (Pennsylvania)
Mary Munroe (Georgia)
*Patrick Olson (Massachusetts)
*K.R. Roberto (Colorado)
*Elizabeth Ruane (New York)
Dorothea Salo (Wisconsin)
Joel Silver (Indiana)
Geoffrey Swindells (Illinois)
Jocelyn Tipton (Illinois)
*William Wheeler (Washington, DC)

• Adjunct faculty, Special librarians
  *Sidney Berger (Massachusetts)
  Robert De Candido (New York)
  *Steven Oberg (Illinois)
  *Lian Ruan (Illinois)

• Adjunct faculty, Consultants or employed independently
  Judy Jeng (New Jersey)
  Laurel Jizba (Indiana)
  Debra Johnson (Wisconsin)
  Daniel Keding (Illinois)
  *Diane Kovacs (Ohio)
  Diane Miller (Texas)
  Leonard Marcus (New York)
  Thomas Peters (Missouri)
  Wendell Piez (Maryland)
  *Judith Siess (Illinois)
  *Cheryl Tarsala (California)
  Paul Weiss (Washington)
  Taylor Willingham (Texas)
  *Melissa Wong (California)

• Adjunct faculty, Library of Congress
  *Jimi Jones

• Adjunct faculty, library system
  *Lori Bell (Illinois)
  *Rose Chenoweth (Illinois)

• Adjunct faculty, School librarian
  *Anita Beaman (Illinois)
  *Margaret Burton (Illinois)
  Elizabeth Bush (Illinois)
  *Linda Diekman (Illinois)
  *Anieta Trame (Illinois)

The campus has constrained hiring for the past two years at the same time as we have seen a substantial increase in enrollments. Thus at present we do not have the faculty capacity needed for full-time faculty to carry out the majority of teaching in the MS program. The following table illustrates the proportion of all sections of MS courses taught by full-time faculty vs. the proportion taught by all categories of part-
time faculty over the past ten terms (with summer I and summer II combined). A very high proportion of summer courses are taught by part-time faculty because full-time faculty generally devote summers to their research and publication efforts. The distribution by enrollment option demonstrates that full-time faculty contribute to the teaching in both LEEP and on-campus, though they teach a greater proportion of on-campus offerings. The table does not reflect the contributions of full-time faculty to supervision of MS student practicums, independent studies, or theses or to the teaching of undergraduate and PhD courses which can include some MS students. [See II.6 for a table showing the number of distinct courses offered each term in each enrollment option.]

Percent of MS Courses Taught by Full-Time vs. Part-Time Faculty
(Each entry N1/N2 gives N1=% of courses taught by full-time faculty and N2=% of courses taught by part-time faculty)

<table>
<thead>
<tr>
<th>Term</th>
<th>On-Campus FT / PT</th>
<th>LEEP FT / PT</th>
<th>Total FT / PT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2008</td>
<td>60/40</td>
<td>33/67</td>
<td>48/52</td>
</tr>
<tr>
<td>Spring 2009</td>
<td>52/48</td>
<td>29 / 71</td>
<td>39/61</td>
</tr>
<tr>
<td>Summer* 2009</td>
<td>7/93</td>
<td>0/100</td>
<td>3/97</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>53/47</td>
<td>32/68</td>
<td>42/58</td>
</tr>
<tr>
<td>Spring 2010</td>
<td>43/57</td>
<td>33 / 67</td>
<td>38/62</td>
</tr>
<tr>
<td>Summer 2010</td>
<td>14/86</td>
<td>4/96</td>
<td>8/92</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>49/51</td>
<td>35/65</td>
<td>41/59</td>
</tr>
<tr>
<td>Spring 2011</td>
<td>52.48</td>
<td>31/69</td>
<td>39/61</td>
</tr>
<tr>
<td>Summer 2011</td>
<td>12/88</td>
<td>5/95</td>
<td>8/92</td>
</tr>
<tr>
<td>Fall 2011</td>
<td>56/44</td>
<td>35/65</td>
<td>44/56</td>
</tr>
</tbody>
</table>

* Summer includes both the 4-week Summer I and 8-week Summer II sessions.

We recognize the desirability of increasing the proportion of courses taught by full-time faculty, particularly the value of having full-time faculty with responsibility for core areas of the curriculum. We expect the proportion to increase further as we add full-time faculty lines. In several areas of the curriculum we have models for effective support of part-time faculty by full-time faculty. Our three full-time youth services faculty work closely with adjuncts and doctoral students teaching youth services courses to ensure consistent quality across all offerings of courses in this curriculum area. Kathryn La Barre, as the principal full-time faculty member in information organization, serves a liaison role with the adjunct faculty teaching cataloging. She has set up a shared space in Moodle to foster communication and sharing of resources and strategies among the cataloging adjunct faculty. Valerie Hotchkiss recruits and offers guidance to adjunct faculty teaching in the Midwest Book and Manuscript Studies program, with close support from GSLIS Continuing Professional Development Program Director Marianne Steadley. To ensure that all adjunct faculty have easier access to needed information as they plan for and teach their courses, Linda Smith is working in summer 2011 with two doctoral students to survey adjunct faculty for input in compiling an adjunct faculty handbook to be posted on the GSLIS web site.

Source of Evidence:
Full course schedules for previous semesters and adjunct faculty resumes can be made available on site.
III.2 The school demonstrates the high priority it attaches to teaching, research, and service by its appointments and promotions; by encouragement of innovation in teaching, research, and service; and through provision of a stimulating learning and research environment.

We understand our field to be interdisciplinary. This has shaped our faculty appointments and our activities both across campus and beyond. We are committed to a leadership role not only in the field of library and information science education and research, but also on our campus. Candidates for faculty positions are evaluated in terms of their potential for success in teaching, research, and service. The GSLIS Guidelines for Promotion and Tenure clearly spell out the criteria considered for promotion, with high expectations for research (strong evidence of research productivity; significant impact on the field of LIS; an intellectual and professional identity and a cohesive body of research), teaching (including classroom teaching, mentoring, and course and curriculum development), and service (including evidence of the quality and impact of service activities, with particular attention to relation to research and teaching in the case of public and professional/disciplinary service). Faculty are encouraged to be leaders through innovation in teaching, research, and service. LEEP is a tangible example of innovation in teaching, as are the development of new courses and revision of existing courses and the several initiatives undertaken with support from IMLS grants as described in the Special Area of Emphasis of this program presentation. The range of funded research projects is one indicator of the innovation that characterizes the research undertaken by GSLIS faculty. A review of resumes of GSLIS full-time faculty demonstrates the range of expertise and activities that contribute to making GSLIS a stimulating learning and research environment.

Sources of Evidence:
GSLIS faculty resumes (see Appendix A)
Guidelines for Promotion and Tenure
(http://webdocs.lis.illinois.edu/policies/PTGuidelines_rev04.pdf)

III.3 The school has policies to recruit and retain faculty from diverse backgrounds. Explicit and equitable faculty personnel policies and procedures are published, accessible, and implemented.

III.3.1 The school has policies to recruit and retain faculty from diverse backgrounds.

As part of each faculty search, the School has actively sought applicants from diverse backgrounds. The Office of Equal Opportunity and Access has a search manual which governs procedures for academic searches. While we have succeeded in making the faculty more international (two from Canada, one from the UK, one from Australia, and a new hire from Germany), we have been less successful in broadening ethnic diversity. We currently have two African American faculty members and one Asian American. The University is committed to increasing the diversity of its faculty and has in the past made funds available for this purpose (Targets of Opportunity Program) as well as monitoring progress in the OEOA Faculty Report

III.3.2 Explicit and equitable faculty personnel policies and procedures are published, accessible, and implemented.

GSLIS has a strong record of retaining and promoting faculty. As noted in section III. 1, in the recent past we have lost two faculty to director positions elsewhere (Bryan Heidorn, Arizona; Caroline Haythornthwaite, UBC). In addition, retirements since 2004 have resulted in loss of key faculty: Leigh Estabrook, Betsy Hearne, Boyd Rayward, and Chip Bruce. Ann Bishop is scheduled to retire at the end of AY12.
All guidelines regarding faculty review are published and made available to faculty from the beginning of their employment. These include GSLIS Guidelines for Annual Review of Faculty, Third Year Review Procedures, and Guidelines for Promotion and Tenure. Campus level review guidelines (Provost Communications 9, 13, 21) are available at the Provost’s web site. In addition the University’s Academic Staff Handbook thoroughly covers policies and procedures applying to all University faculty. More details on the review processes that apply to all faculty are discussed in section III.8 below.

Sources of Evidence:
Academic Staff Handbook (http://www.ahr.illinois.edu/ahrhandbook/default.html)
OEOA Search Manual (http://www.oeea.illinois.edu/academicsearch.html)
Guidelines for Annual Review of Faculty (http://webdocs.lis.illinois.edu/policies/AnnualReviewGuidelines_rev08.pdf)
Third Year Review Procedures (http://webdocs.lis.illinois.edu/policies/ThirdYearReviewProcedures_rev04.pdf)
Guidelines for Promotion and Tenure (http://webdocs.lis.illinois.edu/policies/PTGuidelines_rev04.pdf)
Provost Communication No. 9: Promotion and Tenure (http://www.provost.illinois.edu/communication/09/Communication_No.9.pdf)
Provost Communication No. 13: Review of Faculty in Year Three of the Probationary Period (http://www.provost.illinois.edu/communication/13/index.html)
Provost Communication No. 21: Annual Faculty Review (http://www.provost.illinois.edu/communication/21/index.html)

III.4 The qualifications of each faculty member include competence in designated teaching areas, technological awareness, effectiveness in teaching, and active participation in appropriate organizations.

III.4.1 Competence in designated teaching areas, technological awareness, effectiveness in teaching

Specifics on teaching assignments are given in section III.7 below. Faculty are recognized experts in the areas in which they teach. Faculty have knowledge of technology as it relates to the content of their designated teaching areas as well as with respect to its use in instruction. With regard to the use of technology in teaching, faculty have access for all courses to the infrastructure initially developed to support LEEP courses and to instructional technology staff who can aid them in its effective use.

There is a strong emphasis on quality of teaching. All instructors are required to use the Instructor and Course Evaluation System (ICES) or ICES Online forms developed by the Center for Teaching Excellence as a tool for student feedback on instruction. (GSLIS faculty and LEEP students were key participants in the piloting and improvement of the ICES Online system). Results of these course evaluations are reviewed each semester by the Dean and the Associate Dean for Academic Programs. These reports include three global items:
- Rate the instructor’s overall teaching effectiveness. [Exceptionally Low…Exceptionally High]
- Rate the overall quality of this course. [Exceptionally Low…Exceptionally High]
- How much have you learned in this course? [Very Little…A Great Deal]

While the results for all three global items are monitored, item 3 is especially helpful in tracking students’ self-assessment of learning outcomes for a course. This is important for the instructor in planning for future offerings of the course and for the School in monitoring the extent to which each course is contributing new knowledge and skills to the students completing it.
Faculty ranked highly are included on the List of Teachers Ranked as Excellent by Their Students, a campus-wide list compiled by the staff of the Division of Measurement and Evaluation of the Center for Teaching Excellence. These lists are now maintained on the Web and demonstrate that each term several GSLIS faculty (both full-time and part-time) are so recognized.

Faculty have access to many resources to assist in teaching. An instructor guide provides orientation to the many GSLIS services available to support both on-campus and online instruction (http://groups.lis.illinois.edu/itdweb/instructorguide/gslisresources.html). At the campus level the Center for Teaching Excellence offers resources and support (http://cte.illinois.edu/resources/resources.html) and numerous programs and events (http://cte.illinois.edu/programs/programs.html). The Campus Coordinator for Programs on Teaching and Learning provides additional resources and programming (http://www.teachingandlearning.illinois.edu/).

**III.4.2 Active participation in appropriate organizations**

GSLIS faculty are active in a variety of professional associations related to their areas of teaching and research. Review of current faculty CVs demonstrates the interdisciplinary character of this activity. One or more full-time faculty members are active in the American Library Association (including a wide variety of divisions and round tables), American Society for Information Science and Technology, Association for Library and Information Science Education, Illinois Library Association, Illinois School Library Media Association, International Federation of Library Associations and Institutions, Medical Library Association, and Special Libraries Association. Other associations in which one or more faculty members participate include: American Association for the Advancement of Science, American Educational Research Association, American Medical Informatics Association, Association for Computers and the Humanities, Association for Computing Machinery, American Sociological Association, Medieval Academy of America, International Society for Knowledge Organization, Classification Society of North America, Association of Internet Researchers, IEEE, International Communication Association, International Foundation for Multi-Agent Systems, International Reading Association, Children’s Literature Association, and the National Reading Conference. Offices held include leadership positions: both John Unsworth and Allen Renear have served as President of the Association for Computers and the Humanities; Terry Weech has served as Chair of the IFLA Section on Education and Training and of IFLA Division VII Research and Education; Linda Smith has served as president of both the Association for Library and Information Science Education and the American Society for Information Science and Technology.

Sources of Evidence:
ICES web site (http://www.cte.illinois.edu/teacheval/ices/main.html)
ICES Frequently Asked Questions (http://www.cte.illinois.edu/teacheval/ices/ices_faq.html)
List of Teachers Ranked as Excellent (http://www.cte.illinois.edu/teacheval/ices/exc_teach.html)
ICES Online (http://www.cte.illinois.edu/teacheval/ices_on/main.html)
GSLIS faculty CVs (see Appendix A)

**III.5 For each full-time faculty member the qualifications include a sustained record of accomplishment in research or other appropriate scholarship.**

The University of Illinois is a major research university and all of the full-time GSLIS faculty are actively engaged in research and publication. Current research strengths as identified on the GSLIS web site include (http://www.lis.illinois.edu/research/areas): History, economics, policy; Information organization and knowledge representation; Information resources, uses, and users; Information systems; Management and evaluation; Social, community, and organizational informatics; and Youth literature and services. Faculty CVs in Appendix A provide more detail on individual programs of research and publication. In addition faculty are very active in research-related service roles: organizing conferences
and conference sessions; reviewing grant proposals; reviewing papers for journals and conference program committees; and serving on advisory panels.

In spring 2004 GSLIS sponsored the first of what has become an annual Research Showcase, highlighting the research activities of several of the faculty and doctoral students. In April 2011 the eight short talks and 22 posters covered a range of topics including text mining, data curation, social media and online communities, information retrieval, metadata, community informatics, children's literature, personal information organization and archiving, facet analysis, e-science, and information behavior. Held in the 1st floor east wing of the LIS building, the event is open to everyone in GSLIS, the campus, and the general public. We use the event as a recruitment tool, inviting newly admitted PhD students as well as MS students from underrepresented groups to attend informational sessions in the morning and the Research Showcase in the afternoon.

GSLIS has three research units: the Center for Informatics Research in Science and Scholarship (CIRSS), directed by Professor Carole Palmer (http://cirss.lis.illinois.edu/); the Center for Children’s Books, directed by Dr. Deborah Stevenson (http://ccb.lis.illinois.edu/); and the Community Informatics Initiative, directed by Dr. Sharon Irish (http://www.cii.illinois.edu/). They contribute in many ways to fostering collaboration and enhancing the research culture of the School. To cite just a few examples:

- **CCB:** The Youth Literature Interest Group (YLIG) is a reading/study group on youth, literature, media, and culture. This interdisciplinary group, which came into formal existence in 2004, brings together faculty and doctoral students who share a scholarly interest in children’s and young adult literature and media. Participants represent various disciplines (including Education, English, History, Library and Information Science) and institutions (UIUC, ISU, EIU, and others) and meet monthly to discuss research on young people, texts, and cultural contexts. They also participate in the annual GSLIS Research Showcase, and host the Gryphon Lecture, an annual lecture featuring a leading scholar of youth and literature, media, or culture.

- **CIRSS:** e-Research Roundtable (ERRT) is a research study group focusing on information problems in the curation and integration of digital research data and the development of research cyberinfrastructure more generally. It meets weekly when classes are in session and periodically during the summer. The ERRT is open to researchers, faculty, staff, students and others who are interested in e-Research issues. It is a very informal exchange around participants' research activities and open problems and advances in the field.

- **CIRSS Seminar Series:** The aim of the CIRSS Seminar Series is to provide a relaxed, no-prep venue for sharing current research by presenting reruns of recent conference presentations. All CIRSS faculty and student affiliates are welcome to present, and session attendance is open to the entire campus community.

- **CII** partnered with the campus Center for Advanced Study to host a MillerComm lecture by Andrew Flinn, Department of Information Studies, University College London on “Independent and Community Archives: Preserving Local Histories or Signs of Resistance?” on March 9, 2011 (http://cas.illinois.edu/events/millercom.aspx).

GSLIS faculty have been successful in competing for major grants from a variety of federal agencies and foundations. The Special Area of Emphasis provides details on the IMLS grants received under the Laura Bush 21st Century Librarian program (http://www.imls.gov/applicants/grants/21centuryLibrarian.shtm). Listed below by funding agency are other significant projects for which GSLIS faculty have been principal investigators or co-principal investigators since 2005.
National Science Foundation
International Workshop on Research Directions in Multiagent Systems (Gasser)
Organizational Dynamics of Software Problems, Bugs, Failures & Repairs (Gasser)
Dynamic Languages for Multi-Agent Information Collections (Gasser)
A Graduate Program for Scientific Communication Specialists: Getting Past the Prototype in Biological Informatics (Palmer)
IIS-GENI Workshop (Gasser)
Workshop on Integrating Digital Library Content with Computational Tools and Services (Downie)
The Data Conservancy: A Digital Research & Curation Virtual Organization (Palmer/Renear)
CI Fellows Project (Twidale)
Towards Evidence-Based Discovery (Blake)
Workshop: iConference Doctoral Research Colloquium (Twidale)
From Grant to Commercialization: an integrated demonstration database which permits tracing, assessing, and measuring the impact of scientific funding (Torvik)
Structural Analysis of Large Amounts of Music Information (Downie)

Institute of Museum and Library Services
Investigating Data Curation Profiles across Research Domains (Palmer)
Next Generation Digital Federations: Adding Value through Collection Evaluation, Metadata Relations & Strategic Scaling (Palmer)
Flickr Feasibility Study (Palmer)
Preserving Virtual Worlds II: Methods for Evaluating and Preserving Significant Properties of Educational Games & Complex Interactive Environments (McDonough)
Advancing the IMLS DCC to Promote Our Collective Cultural History (Palmer)

Mellon Foundation
Humanities Text-Mining in the Digital Library (MONK) (Unsworth)
Identifying Factors of Success in CIC Institutional Repository Development (Palmer)
Networked Environment for Music Analysis (NEMA) (Downie)
Creating a Benefit of Membership to Support Standards Development (Unsworth)
Open Annotation Collaboration Phase 1 (Cole/Palmer)
Project Bamboo Technology Proposal (Unsworth)
SEASR Services (Unsworth)
Open Annotation Phase II (Cole/Palmer)

Library of Congress
Exploring Collaborations to Harness Objects in a Digital Environment for Preservation (Unsworth)
Preserving Virtual Worlds (McDonough)

OCLC
Disciplinary Research Behaviors & Library Services in the Online Environment (Palmer)
Folktales & Facets (Tilley/LaBarre)

FAA
Coordinated Multidisciplinary Design of Complex Human-Machine Systems (von Thaden)

Ford Foundation
BTOP (Williams)
Google
Defining and Solving Key Challenges in Microblog Search (Efron)
Meeting the Challenge of Language Change in Text Retrieval with Machine Translation Techniques (Efron)

State Farm
The Future of IT for State Farm (Gant)

Caterpillar
Options for Improving Knowledge Reuse at Caterpillar (Twidale)

National Academy of Sciences
Improving Management of Transportation Information (Gant)

Sources of evidence:
Faculty Research Interests (http://www.lis.illinois.edu/people/faculty)
GSLIS Research Themes web site (http://www.lis.uiuc.edu/gslis/research/index.html)
GSLIS faculty CVs (Appendix A)
GSLIS Research Showcase (http://www.lis.illinois.edu/research/showcase)

III.6 The faculty hold advanced degrees from a variety of academic institutions. The faculty evidence diversity of backgrounds, ability to conduct research in the field, and specialized knowledge covering program content. In addition, they demonstrate skill in academic planning and assessment, have a substantial and pertinent body of relevant experience, interact with faculty of other disciplines, and maintain close and continuing liaison with the field. The faculty nurture an intellectual environment that enhances the accomplishment of program objectives. These characteristics apply to faculty regardless of forms or locations of delivery of programs.

Responses to other standards in this section provide more details on research, interaction with faculty in other disciplines, and professional society involvement. The faculty profile has become more interdisciplinary as new hires and joint appointments introduced new areas of expertise to supplement the School’s traditional strengths in core areas of library science. This has enabled new courses to be introduced to the MS program and has enhanced interdisciplinary linkages across the campus. Current faculty include the following:
Maintaining “close and continuing liaison with the field” is accomplished through teaching, research, and professional service. Considering the faculty as a whole “the field” encompasses not only the various types of libraries, but also areas of curricular emphasis such as community informatics and data curation. To highlight just some employment sectors, faculty have close connections with school libraries (Jenkins, Tilley), public libraries (McDowell, Weech), academic libraries (Palmer, Smith), medical libraries (MacMullen), archives and special collections (Mak), community technology centers (Alkalimat, Williams), community organizations (Bishop), government agencies (Gant), digital libraries (Downie, McDonough), the cataloging and classification community (La Barre), and IT application areas such as databases and text mining (Blake), digital humanities (Unsworth), data mining (Torvik), information retrieval (Efron), electronic publishing (Reneer), and interface design (Twidale). One outstanding characteristics of this faculty is the active interest in learning from each other and finding multiple ways to interact and collaborate, whether through team teaching, collaborative research, GSLIS events, faculty diets, or hallway conversations. This valuing of each other’s expertise is essential to our ability to “nurture an intellectual environment that enhances the accomplishment of program objectives.”

Sources of Evidence:
GSLIS faculty CV’s (Appendix A)
III.7 Faculty assignments relate to the needs of a program and to the competencies and interests of individual faculty members. These assignments assure that the quality of instruction is maintained throughout the year and take into account the time needed by the faculty for teaching, student counseling, research, professional development, and institutional and professional service.

The standard teaching load for full-time GSLIS faculty is two courses in the fall and spring semesters, with the option of teaching for additional compensation in either of the summer sessions (four weeks or eight weeks). Reductions in course load may occur if a faculty member has certain administrative assignments. In addition, faculty are eligible for sabbatical leave according to University guidelines and GSLIS typically grants junior faculty one semester off from teaching to allow focused attention on research and publication as the faculty member prepares for tenure review. Associate Dean Linda Smith coordinates scheduling in consultation with each faculty member, the Faculty Instructional Clusters, and Dean Unsworth. The size of the faculty and the reasonable course load make it possible for faculty regularly to teach in their areas of expertise. In addition many adjuncts have taught for us on a regular basis over several years in their areas of expertise, providing an assurance of quality. Full-time faculty carry a substantial portion of the teaching load in the fall and spring semesters, both on-campus and online. In summer we are much more heavily dependent on adjunct faculty as GSLIS faculty generally reserve the summer months to concentrate on research and writing. A faculty member’s teaching load may include courses in the undergraduate informatics minor or doctoral seminars in addition to courses intended for MS students. The table presented in section III.1 illustrates the contribution of full-time faculty to teaching courses in each of the MS enrollment options. Supervision of practicums, independent studies, and theses is an important role of the full-time faculty over and above their regular course load.

Courses taught to MS students by full-time (tenured, tenure-track, or research) faculty include those listed below. An asterisk indicates that the faculty member developed the course, reflecting his/her special areas of expertise. If the instructor has taught the course in the period Fall 2008-Fall 2011 on-campus, this is designated by O; if the instructor has taught the course in the period Fall 2008-Fall 2011 online, this is designated by L (for LEEP).

Abdul Alkalimat
LIS 418 Community Engagement (O)
*LIS 490DD The Digital Divide (O)

Ann Bishop
LIS 418 Community Engagement (O, L)
LIS 519 Community Informatics (Chicago)
LIS 590BTW Serving Children in Schools/Community (O)
LIS 590CIO Community Information Systems (Chicago)
LIS 590IBL Inquiry-Based Learning (L)

Alistair Black
*LIS 590BP Library Buildings and Society (O, L)
*LIS 590IH Information History (O)
*LIS 590MA Methods and Approaches in Library and Information History (O)

Catherine Blake
*LIS 490DB Introduction to Databases (O, L)
*LIS 590TX Text Mining (O, L)

Susan Davis
*LIS 590FL Folklore: Communication and Culture
Stephen Downie
LIS 456 Information Storage and Retrieval (L)
LIS 501 Information Organization and Access (O)
*LIS 590DI Digital Libraries: Research and Practice (O, L)
*LIS 590UMI Understanding Multimedia Information: Concepts and Practices (O)

David Dubin
LIS 452 Foundations of Information Processing in Library & Information Science (L)
*LIS 590DA Research Data Analysis and Management in LIS (O)
*LIS 590OD Ontology Development (O)
LIS 590ON Ontologies in Natural Sciences (O)
LIS 590RO Representing and Organizing Information Resources (L)

Miles Efron
LIS 501 Information Organization and Access (O)
LIS 456 Information Storage and Retrieval (O)

Jon Gant
*LIS 490EG E-Government (L)
*LIS 490GI Geographic Information Systems (O, L)
*LIS 590ST Strategic Information Management (O, L)

Les Gasser
LIS 501 Information Organization and Access (O)
*LIS 590ID Information Dynamics (O)
*LIS 590IN Information Networks (O)
LIS 590MD Metadata in Theory and Practice (O)
*LIS 590SI Seminar in Social Informatics (O)
*LIS 590THB Theories of Information B (O)

Christine Jenkins
LIS 404 Literature and Resources for Young Adults (L)
LIS 514 History of Children’s Literature (O, L)
*LIS 590BT Special Topics in Book Arts (O)
*LIS 590LR Literacy, Reading and Readers (O, L)

Lori Kendall
LIS 519 Social Science Research in LIS (L)
*LIS 590PA Personal Archiving (O)

Kathryn La Barre
LIS 501 Information Organization and Access (O, L)
LIS 590RO Representing and Organizing Information Resources (O)

W. John MacMullen
LIS 501 Information Organization and Access (O)
LIS 530B Health Sciences Services and Resources (L)
*LIS 590BI Introduction to Biological Informatics Problems and Resources (L)
*LIS 590DC Foundations of Data Curation (L)
Bonnie Mak  
LIS 502 Libraries, Information and Society (O)  
LIS 590HB History of the Book (O, L)  
*LIS 590MM Medieval and Early Modern Manuscripts (O)

Jerome McDonough  
LIS 501 Information Organization and Access (O)  
*LIS 586 Digital Preservation (O, L)  
LIS 590DIL Digital Libraries: Research and Practice (L)  
*LIS 590MD Metadata in Theory and Practice (O, L)

Kate McDowell  
LIS 409 Storytelling (O, L)  
LIS 506 Youth Services Librarianship (L)  
*LIS 590VV Fantasy Literature and Media for Youth (O, L)  
*LIS 490YS Youth Services Community Engagement (O)

Carole Palmer  
*LIS 503 Use and Users of Information (L)  
*LIS590TR Information Transfer and Collaboration in Science (O)

Allen Renear  
LIS 501 Information Organization and Access (O)  
LIS 590EP Electronic Publishing and Information Processing Standards (L)  
*LIS 590IM Information Modeling (L)  
*LIS 590SS Identifier Semantics (O)  
*LIS 590TS Spatial and Temporal Metadata (O)

Dan Schiller  
*LIS 590IH Information History (O)  
*LIS 590ISP Social History of U.S. Telecommunications (O)

Linda Smith  
LIS 501 Information Organization and Access (L)  
LIS 504 Reference and Information Services (L)  
LIS 522 Science Information Sources and Reference Services (L)

Carol Tilley  
LIS 506 Youth Services Librarianship (O, L)  
*LIS 590CL Comics in Libraries (O)  
*LIS 590CR Comics: Advising Child and Adult Readers (L)  
*LIS 590ML Media Literacy and Youth (L)

Vetle Torvik  
LIS 452 Foundations of Information Processing in Library & Information Science (O, L)  
*LIS 590DT Data Mining (O)  
*LIS 590LD Literature-Based Discovery (O)  
*LIS 590MT Informetrics (O)
Michael Twidale
*LIS 490IT Entrepreneurial IT Design (O)
*LIS 490MU Museum Informatics (O, L)
*LIS 590II Interfaces to Information Systems (L)
*LIS 590UL Ubiquitous Learning (O)

John Unsworth
*LIS 590DH Digital Humanities (O)

Terry Weech
LIS 502 Libraries, Information and Society (O)
LIS 544 Library Cooperation and Networks (O)
*LIS 549 Economics of Information (O)
*LIS 590CH Information Access and Library Resources in Social Sciences & Humanities in China (O)
*LIS 590IL Global Perspectives in Library and Information Science (O, L)

Terry von Thaden
*LIS 590TVT Safety Informatics (O)

Kate Williams
LIS 502 Libraries, Information and Society (O)
LIS 518 Community Informatics (O, L)

Sources of evidence:
Course schedules showing teaching assignments
(http://www.lis.illinois.edu/academics/courses/timetables)
[Schedules for earlier years can be provided on site]

III.8 Procedures are established for systematic evaluation of faculty; evaluation considers accomplishment and innovation in the areas of teaching, research, and service. Within applicable institutional policies, faculty, students, and others are involved in the evaluation process.

GSLIS guidelines for annual review, third year review, and promotion and tenure review are consistent with the campus-level guidelines as specified in a series of Provost Communications (9, 13, 21). All full-time faculty prepare annual reports and are subject to annual review according to criteria that provide an explicit statement of the high priorities attached to teaching, research, and service. These annual reports are reviewed by the Executive Committee (four elected faculty members, the Associate Dean for Research, and the Associate Dean for Academic Programs) and the Dean, who provide feedback regarding strengths and areas in need of improvement. For junior faculty there is an established third-year review procedure to provide more detailed feedback on progress towards tenure. The annual review and third year review procedures have ensured regular and systematic feedback to junior faculty as they work toward promotion and tenure review. Student evaluations of teaching are an integral part of all levels of review. For promotion and tenure review, at least four letters are required from external reviewers, preferably faculty with the rank of professor at peer institutions.

One indicator of faculty performance is the external recognition of quality, whether at the campus level or from professional associations. Several GSLIS faculty have received recognition at the campus level for outstanding scholarship, teaching, and service (noteworthy, given that there are 2,957 faculty at UIUC):
The excellence of GSLIS faculty has likewise been recognized with awards from professional associations, such as ALISE (ALISE Award for Teaching Excellence: Christine Jenkins, Linda Smith; ALISE Award for Professional Contributions to Library and Information Science Education: Linda Smith) and ASIST (ASIST Outstanding Information Science Teaching Award: Linda C. Smith; ASIST Award of Merit: Linda C. Smith).

**Sources of Evidence:**
- Third Year Review Procedures ([http://www.lis.uiuc.edu/accreditation/support/ThirdYearReview.pdf](http://www.lis.uiuc.edu/accreditation/support/ThirdYearReview.pdf))
- Guidelines for Promotion and Tenure ([http://www.lis.uiuc.edu/accreditation/support/PTGuidelines.pdf](http://www.lis.uiuc.edu/accreditation/support/PTGuidelines.pdf))
- Provost Communication No. 13: Review of Faculty in Year Three of the Probationary Period ([http://www.provost.uiuc.edu/provost/probation/review.html](http://www.provost.uiuc.edu/provost/probation/review.html))
- Provost Communication No. 21: Annual Faculty Review ([http://www.provost.uiuc.edu/provost/reviews/comm21.htm](http://www.provost.uiuc.edu/provost/reviews/comm21.htm))
IV. Students

IV.1 The school formulates recruitment, admission, financial aid, placement, and other academic and administrative policies for students that are consistent with the school's mission and program goals and objectives; the policies reflect the needs and values of the constituencies served by a program. The school has policies to recruit and retain students who reflect the diversity of North America’s communities. The composition of the student body is such that it fosters a learning environment consistent with the school's mission and program goals and objectives.

IV.1.1 The school formulates recruitment, admission, financial aid, placement, and other academic and administrative policies for students that are consistent with the school's mission and program goals and objectives; the policies reflect the needs and values of the constituencies served by a program.

The GSLIS web site maintains current information for MS students regarding admission, financial aid, degree requirements, and placement. Admissions are competitive. The first table below shows trends in applications to each of the enrollment options. Applications for the on-campus program peaked in 2009-2010 and declined somewhat in 2010-2011. Applications in LEEP peaked a year earlier and have subsequently declined. Students seeking an online option for the MS degree now have more programs to choose from, including programs that are fully online and asynchronous, in contrast to the LEEP program design of synchronous sessions and multiple required visits to campus. Academic programs, student services, and communications staff have begun discussions on recruitment strategies to ensure that we maintain a strong pool of LEEP applicants in future years. We want to be sure that prospective students seeking a high quality online program are aware of the strengths of the LEEP program design.

The second table below shows trends in admissions and enrollment. Each year we have admitted more students to the on-campus program than to LEEP but enrolled fewer. Students applying to the on-campus program are often also applying to other programs, resulting in a lower yield than we find for LEEP where students are often targeting Illinois. For example, in 2008-2009, 146 of 213 (68.5%) of admitted on-campus students accepted our offer of admission compared to 149 of 169 (88.1%) of admitted LEEP students. While a student must apply to either the on-campus or LEEP option, once admitted a student may switch to the other option at any time if their circumstances change. Our goal is to retain students to degree completion and this flexibility enhances that possibility.

| Applicants to the MS Program –AY 2007-2008 through AY 2010-2011 |
|---------------------------------|--------------------|----------------|
| **Semester**                   | **On-Campus**     | **LEEP**       |
| Fall 2007/Spring 2008/Summer 2008 Total | 301                | 298            |
| Fall 2008/Spring 2009/Summer 2009 Total | 358                | 319            |
| Fall 2009/Spring 2010/Summer 2010 Total | 408                | 282            |
| Fall 2010/Spring 2011/Summer 2011 Total | 386                | 243            |
Applicants Admitted to the MS Program and the Number of Those Who Actually Enrolled (in Parentheses)

<table>
<thead>
<tr>
<th>Semester</th>
<th>On-Campus</th>
<th>LEEP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2007/Spring 2008/Summer 2008</td>
<td>193 (132)</td>
<td>181 (142)</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 2008/Spring 2009/Summer 2009</td>
<td>213 (146)</td>
<td>169 (149)</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 2009/Spring 2010/Summer 2010</td>
<td>238 (156)</td>
<td>209 (172)</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 2010/Spring 2011/Summer 2011</td>
<td>228 (158)</td>
<td>200 (180)</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Data compiled in the Campus Profile demonstrate the growth in total enrollment in our graduate programs over the past four years (includes MS, CAS, and PhD enrollments). Nevertheless, the proportion of students enrolled in LEEP has remained relatively steady, ranging from 52%-54%.

Growth in Total Enrollment in Graduate Programs over Past Four Years, 2007–2011

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total graduate enrollment on-campus</td>
<td>250</td>
<td>292</td>
<td>300</td>
<td>329</td>
</tr>
<tr>
<td>Total LEEP enrollment</td>
<td>281</td>
<td>313</td>
<td>324</td>
<td>384</td>
</tr>
<tr>
<td>Total enrollment</td>
<td>531</td>
<td>605</td>
<td>624</td>
<td>713</td>
</tr>
<tr>
<td>% enrolled in LEEP</td>
<td>53%</td>
<td>52%</td>
<td>52%</td>
<td>54%</td>
</tr>
</tbody>
</table>

It is not our intention to grow overall enrollment in the MS program significantly above the current level. In the fifteen years since LEEP began in summer 1996, enrollment in that option has grown from 31 (only MS students) to 384 (including both MS and CAS students). We have been able to maintain quality while growing the program but are reaching limits on the number of students for whom we can ensure a quality experience. The table below shows trends in MS degrees earned over the past few years. The on-campus option (where most students are full-time) still accounts for a larger number of degrees compared to LEEP (where most students are part-time and have a longer time to degree).
Comparison of MS Degrees Awarded for the On-campus and LEEP Scheduling Options, May 2008 – May 2011

<table>
<thead>
<tr>
<th>Month of Degree Conferral</th>
<th>On-Campus</th>
<th>LEEP</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2008</td>
<td>46</td>
<td>34</td>
<td>80</td>
</tr>
<tr>
<td>August 2008</td>
<td>39</td>
<td>20</td>
<td>59</td>
</tr>
<tr>
<td>October 2008</td>
<td>1</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>December 2008</td>
<td>40</td>
<td>44</td>
<td>84</td>
</tr>
<tr>
<td>May 2009</td>
<td>46</td>
<td>44</td>
<td>90</td>
</tr>
<tr>
<td>August 2009</td>
<td>42</td>
<td>34</td>
<td>76</td>
</tr>
<tr>
<td>December 2009</td>
<td>47</td>
<td>44</td>
<td>91</td>
</tr>
<tr>
<td>May 2010</td>
<td>58</td>
<td>44</td>
<td>102</td>
</tr>
<tr>
<td>August 2010</td>
<td>20</td>
<td>26</td>
<td>46</td>
</tr>
<tr>
<td>December 2010</td>
<td>32</td>
<td>36</td>
<td>68</td>
</tr>
<tr>
<td>May 2011</td>
<td>73</td>
<td>57</td>
<td>130</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>444</strong></td>
<td><strong>386</strong></td>
<td><strong>830</strong></td>
</tr>
</tbody>
</table>

IV.1.2 The school has policies to recruit and retain students who reflect the diversity of North America’s communities.

The School has made progress in recruiting and retaining a student body who reflect the diversity of North America’s communities. Data reported in the annual ALISE statistical reports for the past three years shows this growth.

Enrollment by Ethnic Origin in Fall Semesters

<table>
<thead>
<tr>
<th>Year</th>
<th>AI</th>
<th>AP</th>
<th>B</th>
<th>H</th>
<th>W</th>
<th>I</th>
<th>NA</th>
<th>TOTAL</th>
<th>#M</th>
<th>%M</th>
<th>%I</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>1</td>
<td>30</td>
<td>22</td>
<td>21</td>
<td>414</td>
<td>27</td>
<td>1</td>
<td>516</td>
<td>74</td>
<td>14.3</td>
<td>5.2</td>
</tr>
<tr>
<td>2009</td>
<td>3</td>
<td>32</td>
<td>31</td>
<td>27</td>
<td>426</td>
<td>21</td>
<td>2</td>
<td>542</td>
<td>93</td>
<td>17.1</td>
<td>3.9</td>
</tr>
<tr>
<td>2010</td>
<td>5</td>
<td>31</td>
<td>35</td>
<td>31</td>
<td>508</td>
<td>7</td>
<td>0</td>
<td>617</td>
<td>102</td>
<td>16.5</td>
<td>1.1</td>
</tr>
</tbody>
</table>

Assistant Dean Rae-Anne Montague and LAMP Visiting Program Coordinator Amani Ayad have been actively involved in recruitment using a variety of strategies, including exhibiting at conferences such as the National Diversity in Libraries Conference and Joint Conference of Librarians of Color, making presentations, and using recruitment funds from the Graduate College to support campus visits by students from ethnic minorities. With funding from the Institute of Museum and Library Services, the LIS Access Midwest Program is a regional network of academic libraries and LIS schools dedicated to promoting careers within the field by encouraging promising undergraduate students at its member institutions to participate in activities and events designed to increase their awareness of the profession and to provide support for subsequent graduate studies in library and information science (http://lisaccess.org/lamp/). While LAMP scholars can attend any of the participating schools, several have chosen to enroll at Illinois. The table below shows the number of new minority students enrolling each year for the past four years in each of the enrollment options. It is evident that the LEEP option is enabling us to add to the diversity of our student body.
Enrollments of New Minority Students in the MS Program

<table>
<thead>
<tr>
<th>Semester</th>
<th>On-Campus</th>
<th>LEEP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2007/Spring 2008/Summer 2008 Total</td>
<td>15</td>
<td>20</td>
</tr>
<tr>
<td>Fall 2008/Spring 2009/Summer 2009 Total</td>
<td>23</td>
<td>26</td>
</tr>
<tr>
<td>Fall 2009/Spring 2010/Summer 2010 Total</td>
<td>29</td>
<td>24</td>
</tr>
<tr>
<td>Fall 2010/Spring 2011/Summer 2011 Total</td>
<td>26</td>
<td>26</td>
</tr>
</tbody>
</table>

The Mortenson Center for International Library Programs brings librarians from all over the world for stays of a few days to a year. Those Mortenson associates who are in residence for at least a semester often attend GSLIS courses and participate in the life of the School. The Annual Mortenson Distinguished Lecture is held in GSLIS; the most recent was presented by GSLIS alumna Elizabeth Pierre-Louis, Library Program Coordinator at the Fondation Connaissance et Liberté (FOKAL), Haiti.

**IV.1.3 The composition of the student body is such that it fosters a learning environment consistent with the school’s mission and program goals and objectives.**

While substantial progress has been made in enhancing the diversity of the student body, discussions with students have made it clear that we need to better address issues of classroom climate, school climate, and cultural competence. Groups of faculty, staff, and students are working on developing strategies that can be implemented to ensure that the learning environment, both on campus and online, is consistent with the school’s mission and program goals and objectives. Our mission is “to lead the way in understanding the use of information in science, culture, society, commerce, and the diverse activities of our daily lives” and program objectives include understanding “the needs of many different kinds of users” and encouraging “positive social transformation.” Achieving this mission and realizing these objectives is possible only if we ensure that faculty, staff, and students alike can benefit from the many dimensions of diversity (discipline, gender, age, ethnic identity, sexual orientation, religion, disability) present in the GSLIS community. Studies by the UIUC Center on Democracy in a Multiracial Society demonstrate the challenges facing UIUC (http://cdms.illinois.edu/pages/Publications/Home.html). For example, *Elusive Equity: Graduate Education at Illinois’ Flagship University* highlights disparities in equity for racial ethnic minorities at the undergraduate and graduate levels, as well as among faculty. GSLIS compares favorably to the graduate student population overall in percentages of African American and Hispanic students enrolled. But that is only a first step in achieving equity. As the *Elusive Equity* report states (p. 20):

“Indeed, equity for African Americans, Hispanics, and American Indians creates diversity; their consistently low numbers are more than just statistics. We see and feel the lack of a significant URM presence on our campus—in our classroom dialogue with and between students; the breadth and depth of faculty-led research; the perceptions and learning of international and majority White students; in the concerns and experiences of domestic students of color who are often isolated in their departments and labs; in our ability to recruit and retain talented URM students, and; in our campus social, political, and cultural communities.”
Sources of evidence:
MS program admission requirements (http://www.lis.illinois.edu/admissions/requirements/ms)
MS program financial aid information (http://www.lis.illinois.edu/admissions/tuition-aid)
MS program degree requirements (http://www.lis.illinois.edu/academics/programs/ms#course-load)
MS program placement information (http://www.lis.illinois.edu/careers)
Campus Profile (http://www.dmi.uiuc.edu/cp/)
Mortenson Center for International Library Programs (http://www.library.illinois.edu/mortenson/)

IV.2 Current, accurate, and easily accessible information on the school and its program is available to students and the general public. This information includes announcements of program goals and objectives, descriptions of curricula, information on faculty, admission requirements, availability of financial aid, criteria for evaluating student performance, assistance with placement, and other policies and procedures. The school demonstrates that it has procedures to support these policies.

Although we still distribute packets of printed materials about the School and its programs on request, there is increasing emphasis on using the web site as the primary means of making information accessible. Links to information regarding admission requirements, financial aid information, degree requirements, and placement information are provided above in IV.1. Additional links are given in the Sources of Evidence below. The GSLIS web site was redesigned when GSLIS migrated to the use of Drupal as a content management system. Faculty, staff, and students were all given opportunities to view and provide suggestions on the redesign to enhance its usefulness for multiple constituencies.

Sources of Evidence:
MS program overview, including links to curriculum descriptions (http://www.lis.illinois.edu/academics/programs/ms)
Faculty information (http://www.lis.illinois.edu/people/faculty)
GSLIS policies & procedures (http://www.lis.illinois.edu/about-gslis/policies)
Student Code (http://admin.illinois.edu/policy/code/)
Graduate College Handbook of Policy and Requirements for Students, Faculty and Staff (http://www.grad.illinois.edu/gradhandbook)

IV.3 Standards for admission are applied consistently. Students admitted to a program have earned a bachelor's degree from an accredited institution; the policies and procedures for waiving any admission standard or academic prerequisite are stated clearly and applied consistently. Assessment of an application is based on a combined evaluation of academic, intellectual, and other qualifications as they relate to the constituencies served by a program, a program's goals and objectives, and the career objectives of the individual. Within the framework of institutional policy and programs, the admission policy for a program ensures that applicants possess sufficient interest, aptitude, and qualifications to enable successful completion of a program and subsequent contribution to the field.

As a unit of the Graduate College, our admissions policies must conform to those of other graduate programs (though we are free to set a higher standard, as we have with TOEFL scores for international students). All MS students are subject to the same admissions criteria. All applicants must fulfill these minimum requirements:
1. Graduation from an accredited institution with bachelor’s degree requirements substantially equivalent to those of the University of Illinois.
2. A grade-point average of at least 3.0 on a 4.0 scale in the last two years of undergraduate coursework, in which case GRE scores are not required. If an applicant's GPA is below a 3.0 on a
4.0 scale, then GRE test scores are required. However, if an applicant has a JD or a PhD degree they would be exempt from the GRE requirement.

3. Letters of reference from three individuals who are able to comment on candidate's aptitude for graduate studies and professional pursuits.

4. International applicants whose native language is not English must submit evidence of having passed the Test of English as a Foreign Language (TOEFL) with a score of 620 or higher (or 260 or higher for the computer-administered version; 104 or higher [at least a 25 in each section] for the IBT). (The Intensive English Institute exam may be substituted with a score indicating comparable English proficiency.) The IELTS test is also accepted with a minimum score of 7 in each section. The GSLIS TOEFL code is 90.

Prospective students apply to the Graduate College using a web-based application process (http://www.grad.illinois.edu/admissions/apply). After completing the online application (within which are instructions for submitting letters of reference electronically), applicants to GSLIS are instructed to upload:

A resume

A personal statement: a one- to two-page personal statement concerning the applicant’s interest in pursuing a degree in LIS. The intent is to provide the applicant with an opportunity to describe his/her interests beyond what is included in the resume.

An interview essay conforming to the following instructions:

Visit a library, community network, corporate information office, or other information center (except your current place of employment). Interview a professional staff member to identify the three most significant issues related to information services in this setting. Write a one- to two-page essay, discussing what you learned, including:

1. What questions did you ask?
2. Did you learn anything unexpected? Anything that changed your view of the library and information science profession?
3. How do you think your educational experience at GSLIS might prepare you to address the issues you identified?

As part of the annual distribution of service responsibilities, GSLIS faculty are selected to serve on the Admissions Committee (http://www.lis.illinois.edu/people/committees) along with the Assistant Dean for Student Affairs (currently Rae-Anne Montague) and one member of the University Library faculty (currently Ellen Swain, Archivist for Student Life and Culture and GSLIS MS graduate ’95). The Committee first meets to discuss the process, review criteria (http://www.grad.illinois.edu/admissions and http://www.lis.illinois.edu/admissions/requirements/ms), and agree on a timeline for completion of review of the applications. Committee members access admissions materials via a secure system (https://my.lis.illinois.edu/gradapps/index.asp). All faculty, not just those on the Admissions Committee, have access to all applicant files. Student records staff distribute files evenly among Committee members. Each file is assigned at least two reviewers. Committee members consider all materials submitted by applicants (essays, letters of reference, resume, transcripts). The two essays are valuable indicators of an applicant’s writing and critical thinking abilities, as well as whether the applicant has a good understanding of opportunities and challenges in careers in library and information science. Reviewers score candidates on a scale of 1-5 (1 is the highest). Upon completion of the review, Committee members meet to discuss the outcome. In cases where faculty scores vary by more than one, the file is reviewed by an additional Committee member. Depending on the number of spaces available for the given cycle (LEEP, on-campus, fall, spring, summer, etc.), faculty recommend admission to those with the highest scores. The recommendations are sent to Graduate College for review by staff. Graduate College may accept the recommendation—admission is offered;
reject—admission is denied; or request additional documentation from the School. In cases where applicants are found to lack one or more of the predefined requirements, Graduate College will consider offering limited status admission (http://www.grad.illinois.edu/gradhandbook/chapterii/section01). In order for an applicant to be offered limited status, the School must provide a letter of justification describing attributes of the applicant that compensate for the usual requirement, which led the Admissions Committee to recommend consideration. The Assistant Dean for Student Affairs writes letters of justification for GSLIS. In Fall 2010-Summer 2011, of the 428 students admitted, only 26 (6%) were on limited status. Once admitted, such students receive full graduate standing when they have satisfied the conditions spelled out in their letter of admission. None of these students has been dropped because of low graduate GPA for the past several years. Care in the admissions process means that GSLIS has a very high retention rate—as specified by the standard, students “possess sufficient interest, aptitude, and qualifications to enable successful completion of a program and subsequent contribution to the field.”

Source of Evidence:
MS admission requirements (http://www.lis.illinois.edu/admissions/requirements/ms)

**IV.4 Students construct coherent programs of study that allow individual needs, goals, and aspirations to be met within the context of program requirements established by the school.** Students receive systematic, multifaceted evaluation of their achievements. Students have access to continuing opportunities for guidance, counseling, and placement assistance.

**IV.4.1 Students construct coherent programs of study that allow individual needs, goals, and aspirations to be met within the context of program requirements established by the school.**

Alumni surveys carried out following the last accreditation review demonstrated satisfaction with all aspects of the GSLIS program except academic advising. In an effort to ensure greater consistency in the quality and availability of advising, GSLIS established the position of Advising Coordinator in the summer of 2008. Meg Edwards (MS ‗04) was appointed to this position. Upon entering the MS program all students are contacted by the Advising Coordinator with pertinent advising links, registration, and other logistical information. Either via email, phone, or in-person each student has an appointment with the Advising Coordinator to discuss their goals for the program. During this appointment particular program specifics and expectations are also relayed and specific contacts to faculty, staff, campus units, professional or student organizations, etc. are recommended to the student based upon their interest. Students are then encouraged to develop relationships with faculty with whom they feel their professional and academic interests align. Some continue to meet with the Advising Coordinator regularly and /or get in touch when they need to perform certain administrative academic tasks (i.e., drop classes, increase credit hour range, etc.). The Advising Coordinator serves as a primary contact for MS students regarding academic questions and planning and maintains regular office hours for student convenience.

Throughout the year there are other opportunities for students to engage with advising. Both on-campus and LEEP students receive cohort advising during their respective orientations and subsequent small group advising sessions are planned throughout bootcamp and around registration periods both on-campus and online. Moreover, group advising sessions geared around the major academic /professional areas (academic libraries, public libraries, community informatics, data curation, information organization and access, youth services, K-12 school librarianship, special libraries including corporate, government, and law, etc.) are scheduled during the LEEP on-campus sessions providing opportunity for both on-campus and LEEP students to learn and ask questions about these areas from faculty and professionals. Starting in Fall 2011 a new advising series will begin called Nuts ‘n’ Bolts which serves to address issues related to the support of academic success (i.e., writing skills, acclimation to graduate-level work, discipline exploration, research sharing, etc.). This will be a bi-monthly lunch series.
In addition to the individual and group advising, certain records are maintained in order to help ensure student success and program completion. They are:

1) LIS 501/502 completion: A spreadsheet of students, sorted by term of entry and learning mode (on-campus v. LEEP) is created and the enrollment and completion of LIS 501 and 502 are recorded to ensure that each student completes these as early in their program as possible.

2) Academic Success: Each semester a report generated by the Graduate College is distributed to colleges with students on academic probation (GPA lower than 2.75/4) and dismissal status. The Advising Coordinator follows up with all of these students and requires an individual academic plan to continue moving forward in the program.

3) Overload registration: Prior to the beginning of each term a report is run by the Advising Coordinator to determine who on-campus is either registered for more than 12 credit hours (full-time) or more than 5 courses. A friendly email is sent reminding students of the approximate time commitment they can expect in order to perform successfully for each course (approximately 10-15 hours/week per 4 credit hour course, including class time and 8-12 hours per 2 credit hour course). A similar email is sent to LEEP students who are registered for more than 8 hours or 3 classes and who are reported to work full-time in addition to school work.

4) LEEP weekend conflicts: Approximately 3-4 weeks prior to LEEP on-campus weekends a report is generated by the GSLIS systems office to determine which students have conflicting on-campus days. An email is sent reminding students to make accommodations for this conflict in conjunction with their instructors.

IV.4.2 Students receive systematic, multifaceted evaluation of their achievements.

A review of course syllabi demonstrates that each course generally has a variety of assignments and forms of assessment of student performance. Many courses involve group projects in addition to individual written work. Many courses have students do individual or group oral presentations. Increasingly students are being asked to make certain assignments available online for their fellow classmates as well as for the instructor. Students are even more motivated to complete assignments of high quality when they know that these assignments will be viewed by their peers as well as the instructor. Students enrolled in the K-12 Library Information Specialist Certification program are assessed on the contents of their electronic portfolio, required by all teacher education programs across campus (http://www.lis.illinois.edu/academics/programs/k12/portfolio).

Supervisors of students who complete practicums complete a standard Performance Review form. They are asked to assess student performance in the areas of: overall performance, job knowledge over time, reliability/commitment to job, quality/quantity of work, human relations skills, teamwork/cooperation, organizational skills, initiative and creative ability, judgment, supervision/leadership (if applicable). The supervisor is also asked to note particular strengths and areas for further development.

Student accomplishments are recognized by a growing number of School awards presented at the annual convocation ceremony. Faculty meet as a group to select the winners each spring. The faculty also select the graduates each year who are invited to join Beta Phi Mu (founded at UIUC in 1948). Award winners are listed on the GSLIS web site (http://www.lis.illinois.edu/about-gslis/awards/student-awards/recipients). Among the MS students recognized at the May 2011 convocation, five were LEEP students (from St. Louis, Los Angeles, Boston, Chicago, and Arlington, MA).
**IV.4.3 Students have access to continuing opportunities for guidance, counseling, and placement assistance.**

The student services team have offices co-located in the first floor central corridor of the GSLIS building, providing easy access to students and facilitating collaboration in providing student support and problem-solving.

**Student Guidance and Counseling**

As noted above, the Advising Coordinator Meg Edwards plays an important role in providing continuing opportunities for guidance to all students in the M.S. program. The Assistant Dean for Student Affairs, Rae-Anne Montague (a graduate of both the GSLIS MS and PhD programs) is also a valuable resource. She serves as dean of students, offering counseling and connecting students to resources across campus (e.g., Counseling Center, McKinley Health Center, Division of Rehabilitation Education Services) as needed. She has a wide network of contacts with staff in student affairs units who can help with student problem solving. To ensure that interventions are made in a timely way when needed, mid-semester the faculty are asked to identify any students who seem to be experiencing academic or personal challenges, and faculty work with Dr. Montague to determine how best to assist such students.

**Career Services**

In a competitive job market it is important to give students effective tools to aid them in the job search process. Over the past few years GSLIS has made increasing use of technology to provide more complete and rapid access to information about available jobs. In addition we have increased the variety and frequency of workshops related to job searching. There is a directory of web-based job resources, including links to the GSLIS Community Forums Job Board and the Alumni-Student Connect. The GSLIS Community Forums Job Board is open to students and alumni (log-in required) to help them conveniently find LIS positions that have been sent directly to GSLIS or that have been aggregated from various sources by GSLIS staff. Sponsored by the GSLIS Office of Advancement, the Alumni-Student Connect is a web-based service that establishes employment connections through the GSLIS alumni network. Interested individuals or employers can fill out a web form to request a connection in a particular area of academic or employment interest within library and information science. Also available is the Library School Alumni Association (LSAA), whose mission is to support GSLIS, to encourage active participation of alumni in the programs of GSLIS and LSAA, to encourage students to become active, lifelong supporters of GSLIS and LSAA, and to be a partner with the University of Illinois Alumni Association in supporting alumni in their professional lives.

In response to the feedback from current students as well as alumni, in 2010 GSLIS hired its first full-time Career Services staff person, Roy Brooks. He serves as the Career Specialist and Practicum Coordinator, and as such he assists students in obtaining practicums, internships, and Alternative Spring Break placements as well as helping them to prepare for professional life after GSLIS. Roy Brooks and Meg Edwards are collaborating on a series of career-related workshops and discussions, such as “Careers and Coffee.” Roy Brooks also maintains the (password-protected) Job Search Community Forum (https://courses.lis.illinois.edu/mod/forum/view.php?f=9359) with helpful posts.

The GSLIS student services staff has integrated the existing workshops into a broader program of professional development activities designed to orient students to the program and the profession; enrich their experience while they are in the program; and help them focus on the job search process as they near the end of their studies for the MS. The initial student orientation session for on-campus students now includes an informational fair with exhibits and tables sponsored by GSLIS units, programs, and student groups. The academic year concludes with a convocation ceremony (streamed live to LEEP students and graduates’ families at a distance), featuring a distinguished alumnus as the convocation
speaker (Loriene Roy, PhD ‘86, Professor in the School of Information at the University of Texas and past president of the American Library Association, filled this role in 2011).

**Sources of Evidence:**

GSLIS Student Awards (http://www.lis.illinois.edu/about-gslis/awards/student-awards)

Alpha Chapter of Beta Phi Mu (http://www.lis.illinois.edu/people/alumni/betaphimu)

Links to Course Syllabi (http://groups.lis.illinois.edu/advising/Recentcoursesyllabus.html)

GSLIS Job Resources (http://www.lis.illinois.edu/careers/studentsalumni/jobs)

GSLIS Explore Careers (http://www.lis.illinois.edu/careers/studentsalumni/jobs/explore)

GSLIS Community Forums Job Board (password-protected) (https://courses.lis.illinois.edu/mod/forum/view.php?id=60020)

Alumni-Student Connect (http://www.lis.illinois.edu/careers/studentsalumni/jobs/alumconnect)

Library School Alumni Association (http://www.lis.illinois.edu/people/alumni/lsaa)

Graduate College Career Services Office (http://www.grad.illinois.edu/careerservices)

UIUC Career Center (http://www.careercenter.illinois.edu/)

Guest Lectures (http://www.lis.illinois.edu/newsroom/lectures): see links 2/24/11 ALA Lecture Series: Career Development Presentation; 4/1/08 Salary Negotiation Workshop; 3/2/08 Interview Essentials; 5/24/07 Job Hunting and Beginning a Career in Academic Libraries; 5/21/07 Networking and Job Hunting; 5/22/07 Job Hunting and Career Development in Public Libraries

**IV.5 The school provides an environment that fosters student participation in the definition and determination of the total learning experience. Students are provided with opportunities to form student organizations and to participate in the formulation, modification, and implementation of policies affecting academic and student affairs.**

MS students are encouraged to take leadership roles within the School.

**IV.5.1 Students are provided with opportunities to form student organizations**

The School has several active student chapters of professional organizations: American Library Association, American Society for Information Science and Technology, The Society of American Archivists, and the Special Libraries Association. In addition there is a Community Informatics Club and a GSLIS Chinese Group. MS students are generally the officers and most active members of these organizations. Each has a faculty advisor who offers guidance and support, but the planning and implementation of activities are largely carried out by the students themselves. The student body at large benefits from the activities of these organizations, since most events are open to anyone who wishes to participate. The student organizations sponsor lectures, workshops, field trips, and social events. The student organizations have made a special effort to involve LEEP students in activities, welcoming their participation in field trips, scheduling events during the LEEP on-campus sessions, and recording and/or broadcasting events that take place on-campus. The Center for Children’s Books involves students as volunteers and also has activities for students such as a Youth Literature Book Club, a Graphic Novel Book Club, and Story Coach (http://ccb.lis.illinois.edu/storytellers.html#GSLISstorytelling), monthly meetings for students and faculty to explore the art of storytelling. Faculty member Vetle Torvik has organized a Math Study Group for students interested in improving their knowledge of mathematics and faculty member David Dubin sponsors the GSLIS gamers for faculty, students, staff, alumni, and friends of the school interested in face-to-face games (http://people.lis.illinois.edu/~ddubin//games.html).
IV.5.2 Students are provided with opportunities to participate in the formulation, modification, and implementation of policies affecting academic and student affairs.

MS students have the opportunity each year to elect a representative to attend faculty meetings and a representative on the Curriculum Committee. The representative to faculty meetings also meets regularly with the Dean. The availability of student e-mail lists allows representatives to stay in close touch with the student body and to keep students informed of issues being discussed by School committees or the faculty as a whole. The Library School Alumni Association has at least one MS student representative to their board meetings, opening an avenue of communication between alumni and the current student body. In response to concerns raised by student representatives in spring 2011, during summer 2011 Linda Smith is meeting with student volunteers including the MS student representative to faculty meetings as the “Structures Group” to consider needed improvements in student orientation, grievance policies, student advocacy, and faculty/staff/student communications. One focus area is clarification of the roles and responsibilities of student representatives to Curriculum Committee, Doctoral Studies Committee, and faculty meetings with the goal of making these representatives more visible and effective participants in formulation, modification, and implementation of policies affecting academic and student affairs.

Sources of Evidence:
Student Organizations (http://www.lis.illinois.edu/people/students/orgs)
American Library Association Student Chapter web site (http://www.lis.illinois.edu/people/students/orgs/ala)
Library School Alumni Association web site (http://www.lis.illinois.edu/people/alumni/lsaa)
Community Informatics Club (http://www.communityinformaticsclub.com/)
Community Informatics Club video (http://www.youtube.com/watch?v=_pBjiW2E2Mg)

IV.6 The school applies the results of evaluation of student achievement to program development.
Procedures are established for systematic evaluation of the degree to which a program's academic and administrative policies and activities regarding students are accomplishing its objectives. Within applicable institutional policies, faculty, students, staff, and others are involved in the evaluation process.

IV.6.1 The school applies the results of evaluation of student achievement to program development.

As explained in discussions of curriculum, GSLIS uses results of student achievement in individual courses and in practical engagement as input to course refinement and curriculum development. We are also attentive to other indicators of student achievement, such as involvement in research projects, student chapters of professional associations, presentations of posters and papers at professional conferences, and volunteer activities. We look for ways to strengthen the entire program—both curricular and extracurricular—experience of students. This engagement ranges from global to local. For example, each year for the past several years Terry Weech has encouraged students to submit papers to the international BOBCATSSS conference (http://www.lis.illinois.edu/articles/2011/05/weech-students-attend-bobcatsss-hungary). MS students under the leadership of Assistant Dean Rae-Anne Montague have initiated and supported a library and information literacy program at the Champaign County Juvenile Detention Center (http://elseyjdc.wordpress.com/blog/).

IV.6.2 Procedures are established for systematic evaluation of the degree to which a program's academic and administrative policies and activities regarding students are accomplishing its objectives.

As described in other sections of this standard, over the past few years we have made substantial additions to and improvements in student services based on assessment of needed areas of improvement.
in advising and career services. Our most recent efforts are focused on understanding opportunities for and challenges to inclusion, voice, agency, and community within the GSLIS context and developing approaches to address concerns raised.

**IV.6.3 Within applicable institutional policies, faculty, students, staff, and others are involved in the evaluation process.**

The GSLIS Plan for Assessing and Improving Student Learning in Degree Programs, prepared as input the campus self-study for reaccreditation, provides an overview of our efforts to gather and use data for continuous quality improvement for all our degree programs. The School has used a number of forums to get input from students while they are still enrolled. The student representative to faculty meetings can bring student concerns to the attention of the faculty; the student representative to the Curriculum Committee is involved in ongoing discussion of curriculum matters. The GSLIS Community forums (GSLIS login required) are available to share news, information, and recommendations with other members of the GSLIS community. With the exception of “Announcements and News”, these forums are not moderated. Periodic retreats provide a venue for more in-depth analysis and reflection on the program. The LEEP retreat held in August 2008 involving full-time and adjunct faculty as well as staff, preceded by student and alumni input to discussion forums, demonstrates the value placed on involving all interested parties in the evaluation process.

**Source of Evidence:**
GSLIS Plan for Assessing and Improving Student Learning in Degree Programs
http://www.cte.illinois.edu/outcomes/pdfs/unitassess/gsls08.pdf
V. Administration and Financial Support

Administration

V.1 The school is an integral yet distinctive academic unit within the institution. Its autonomy is sufficient to assure that the intellectual content of its program, the selection and promotion of its faculty, and the selection of its students are determined by the school within the general guidelines of the institution. The parent institution provides the resources and administrative support needed for the attainment of program objectives.

V.1.1 The school is an integral yet distinctive academic unit within the institution.

The School is an autonomous unit, headed by a Dean who reports to the Provost and who is a member of the 23-member Academic Council of Deans (http://www.provost.illinois.edu/committees/academic.html). This organizational structure ensures visibility of GSLIS as a separate unit but also facilitates awareness of campus-level initiatives so that the Dean can advocate for GSLIS inclusion where our expertise can contribute.

V.1.2 Its autonomy is sufficient to assure that the intellectual content of its program, the selection and promotion of its faculty, and the selection of its students are determined by the school within the general guidelines of the institution.

The School has substantial independence in determining the intellectual content of its program, the selection of its faculty, and the selection of its students. The Graduate College has the authority to review new and revised graduate degree programs and new and revised courses that carry graduate credit, but the School is free to introduce new courses on a trial basis prior to submitting them for formal approval by the Graduate College. GSLIS handles all aspects of the search and selection process for new faculty, with final approval of new hires made by the Provost. The School has primary responsibility for promotion and tenure review. Those recommended for promotion and tenure following review by the School are subject to review by a 12-member Campus Committee on Promotion and Tenure that in turn makes its recommendations to the Provost. The School makes decisions on student admissions, with Graduate College review in instances where the School seeks to make the case for admission even though an applicant does not meet the stated minimum requirements.

V.1.3 The parent institution provides the resources and administrative support needed for the attainment of program objectives.

Budgets for the School are set annually through the budget review process in which all academic units reporting to the Provost participate. As a separate school administered by a dean, GSLIS has full control of resources allocated by the campus level. The GSLIS MS program is one of several graduate professional programs at UIUC and there is strong support for such programs at this land grant institution. More details on financial resources are provided in section V.5.

V.2 The school's faculty, staff, and students have the same opportunity for representation on the institution's advisory or policy-making bodies as do those of comparable units throughout the institution. The school's administrative relationships with other academic units enhance the intellectual environment and support interdisciplinary interaction; further, these administrative relationships encourage participation in the life of the parent institution.

V.2.1 The school's faculty, staff, and students have the same opportunity for representation on the institution's advisory or policy-making bodies as do those of comparable units throughout the institution.
The faculty, staff, and students have the same opportunity for representation on campus-level or policy-making bodies as do those of comparable units and indeed exercise that right. Faculty serve on committees appointed by the Chancellor, Provost, Dean of the Graduate College, Vice Chancellor for Research, and Vice Chancellor for Student Affairs. Recent examples include service on the Campus Budget Oversight Committee (Catherine Blake), Campus Committee on Promotion and Tenure (Linda Smith, 3-year term with service as chair 2010-2012), Distance Learning Advisory Committee (Rae-Anne Montague and Linda Smith), International Advisory Council (Terry Weech), Committee on Extended Education and External Degrees (Linda Smith, co-chair), Graduate College Career Advisory Committee (Kate McDowell), Bioinformatics Steering Committee (John MacMullen), Assessment of Doctoral Programs Committee (Christine Jenkins), Stewarding Excellence@Illinois Campus Steering Committee (Linda Smith), Stewarding Excellence@Illinois Campus Advisory Committee (Linda Smith), Electronic Theses and Dissertations Advisory Committee (Rae-Anne Montague and Linda Smith), and Illini Union Bookstore Faculty Liaison Committee (Linda Smith). GSLIS has two senators in the Urbana-Champaign Academic Senate (Les Gasser and Jerome McDonough for 2011-2012). Faculty regularly serve on Senate Committees. In 2010-2011 this included Committee on the Library (Terry Weech) and the Information Technology Committee (Jon Gant). Jerry McDonough will serve on the Senate Educational Policy Committee beginning in fall semester 2011. In addition Terry Weech has served as one of eight UIUC members on the three-campus University Senates Conference. Staff also serve at the campus level, including Suzi Harmon on the Dean’s Budget Committee and Amani Ayad as the GSLIS representative on Inclusive Illinois. Students are eligible to run for graduate student seats in the Senate and to serve on committees at the campus level. MS student Brianna Morgan is a member of the Diversity Initiatives Committee and PhD student Naomi Bloch is one of two graduate students serving on the Graduate College Executive Committee.

V.2.2 The school's administrative relationships with other academic units enhance the intellectual environment and support interdisciplinary interaction; further, these administrative relationships encourage participation in the life of the parent institution.

UIUC provides a supportive environment for interdisciplinary interactions. Through the Dean’s participation as a full member of the Academic Council of Deans, he has regular contact with the Deans of all the other academic units on campus. Although GSLIS does not have formal administrative relationships with other academic units, individual faculty members and the School as a whole regularly participate in cross-unit activities. Section III.1 above noted the range of joint appointments held by GSLIS faculty and GSLIS faculty participate in various cross-campus initiatives. For example, Kate Willims led the planning for a conference on 50 years of Public Computing at the University of Illinois held in April 2010 (http://50years.lis.illinois.edu/) and Catherine Blake, Stephen Downie, and Les Gasser organized a workshop on “Institutional Organizations that Foster Interdisciplinary Education and Research” as part of the preparation for the Innovation Summit sponsored by the Vice Chancellor for Research in April 2011 (http://summit.research.illinois.edu/Default.aspx). Since October 2008 Dean Unsworth has served as Director of the Illinois Informatics Institute, which was established in 2007 to foster multi-disciplinary collaboration, support joint academic appointments, offer informatics courses and academic programs, and sponsor research and technology development. I³ fosters collaboration among faculty doing informatics across campus (https://www.informatics.illinois.edu). Several GSLIS faculty and doctoral students participate in teaching undergraduates from many other departments through courses offered in the cross-campus undergraduate informatics minor.

Sources of Evidence:
UIUC Senate (http://www.senate.illinois.edu/)
Faculty CVs (see Appendix A)
V.3 The executive officer of a program has title, salary, status, and authority comparable to heads of similar units in the parent institution. In addition to academic qualifications comparable to those required of the faculty, the executive officer has leadership skills, administrative ability, experience, and understanding of developments in the field and in the academic environment needed to fulfill the responsibilities of the position. The school's executive officer nurtures an intellectual environment that enhances the pursuit of the school's mission and program goals and the accomplishment of its program objectives; that environment also encourages faculty and student interaction with other academic units and promotes the socialization of students into the field.

V.3.1 The executive officer of a program has title, salary, status, and authority comparable to heads of similar units in the parent institution.

The head of GSLIS, John Unsworth, has the title of dean and has salary, status, and authority comparable to other deans on campus. His scope of responsibilities is most similar to the deans of other autonomous professional schools, including social work, media, labor & employment relations, and law.

V.3.2 In addition to academic qualifications comparable to those required of the faculty, the executive officer has leadership skills, administrative ability, experience, and understanding of developments in the field and in the academic environment needed to fulfill the responsibilities of the position. The school's executive officer nurtures an intellectual environment that enhances the pursuit of the school's mission and program goals and the accomplishment of its program objectives; that environment also encourages faculty and student interaction with other academic units and promotes the socialization of students into the field.

John Unsworth has served as Professor and Dean of GSLIS since August 2003. He holds a Ph.D. degree and is active in research, teaching, and service. Dean Unsworth quickly established productive working relationships with GSLIS faculty, staff, and students, his fellow deans and other colleagues and administrators across campus, and alumni and others in the state. He has been a forceful advocate for the importance of GSLIS to the University of Illinois. All deans are subject to a five-year review as outlined in: [http://www.provost.illinois.edu/communication/24/comm24.pdf](http://www.provost.illinois.edu/communication/24/comm24.pdf). A committee of five (University Librarian Paula Kaufman, Chair, and senior GSLIS faculty members Carole Palmer, Allen Renear, Linda Smith, and Michael Twidale) completed Dean Unsworth’s five-year review in February 2008 at the request of then Provost Linda Katehi. The overview of that review stated:

“The evaluation demonstrated that multiple key constituencies (faculty, core administrative staff, clerical staff, iSchool deans, and most academic professional staff and students) give the Dean high marks on his leadership and administrative abilities. They feel that he has enabled an already strong academic unit to maintain existing strengths while also moving in new important directions. As one faculty member commented, under Dean Unsworth’s leadership, there is ‘a sense of mission and excitement in the school.’” The summary of the report concluded: “Our overall assessment is very positive. During his tenure Dean Unsworth has proved to be a very effective leader. In a comparatively short time he has achieved recognized standing as a leading iSchool dean on campus, nationally, and internationally. Multiple means of data collection from various constituencies (faculty, academic professional staff, civil service staff, PhD students, others students, iSchool deans) identified no areas in need of significant improvement.”

The five-year review highlighted numerous strengths:

a. The Dean demonstrates vision about the future of the School.

b. The Dean has established an effective leadership team for the School.

c. The Dean is a strong and effective advocate for enhancing inclusion and diversity within the School. Dean Unsworth values diversity and has made increasing diversity of students, staff, and faculty an important goal for GSLIS.
d. The Dean involves faculty effectively in School governance.

e. The Dean gives reasonable consideration to faculty views in determining School policy.

f. The Dean provides effective support and direction for research. The Dean himself sets a strong example of research and scholarly engagement along with his other responsibilities. He has been very successful in expanding foundation support for research at GSLIS and has established a Corporate Roundtable to foster more connections with the corporate sector.

g. The Dean promotes faculty success in obtaining external funding. In addition to taking the lead in serving as PI on his own grants, the Dean has supported faculty in obtaining more external funding from a wider range of sources. This is enhancing the research profile of GSLIS.

h. The Dean promotes excellence in instruction in the School. Annual reviews of faculty do consider teaching performance, and the Dean emphasizes the importance of the academic advising role as well.

i. The Dean encourages effective outreach efforts for the School. The most visible GSLIS outreach efforts are now consolidated under the Community Informatics Initiative, for which the Dean has been a strong advocate.

j. The Dean is effective in financial stewardship of the School, i.e., in establishing, articulating, and implementing budget priorities. The Dean has been a strong advocate for increasing School resources and directing those toward budget priorities designed to strengthen the School.

k. The Dean has developed mechanisms to closely monitor allocations and expenditures in consultation with the GSLIS Business Manager and members of his administrative team.

l. The Dean is quite effective in communicating with faculty and staff.

m. The Dean informs faculty and staff of how and why critical decisions about the School are made.

n. The Dean is an effective representative of the School, on campus and beyond. The Dean is extremely effective in this important role. Evaluative letters submitted by several prominent deans of other iSchools were unanimous in their praise for the Dean’s leadership efforts in the iSchools Caucus as well as his accomplishments as chair of the national Commission on Cyberinfrastructure for the Humanities & Social Sciences.

o. The Dean is successful in garnering resources through development efforts in order to support School priorities. Administrative staff had high praise for the Dean’s effectiveness in this role.

p. The Dean has the respect of his colleagues on campus and in the larger scholarly community. Letters submitted by other iSchool Deans provided ample evidence of their respect for Dean Unsworth: “a gifted intellect and leader”; “a valued colleague among the iSchool deans”, who is “actively shaping the future for information schools as an emerging force and pioneering the advancement of digital scholarship in the humanities and social sciences.” He is regarded as a person who approaches his role as Dean “with commitment, compassion and vision.”

q. The Dean fosters a culture of teamwork, respect, and community in the School.

Dean Unsworth has been called on to fill a number of challenging roles at the campus level, including Director of the Illinois Informatics Institute (http://www.informatics.illinois.edu); Chair of the E-learning Committee (http://www.provost.illinois.edu/committees/reports/elearning-2006737-20071218-16_47_54.pdf); Chair of the Stewarding Excellence@Illinois project team reviewing University of Illinois Extension (http://oc.illinois.edu/budget/SE-Extension_Report.pdf); and Member of the Council of Deans Ad Hoc Committee on Academic Structures that Facilitate Innovation (http://www3.isrl.illinois.edu/~unsworth/AcademicInnovation.pdf). Most recently he has been asked by University of Illinois Associate Vice President and Executive CIO Michael Hites to head a committee reviewing IT governance on the Urbana campus. Over the past two years Dean Unsworth has responded
effectively to budget challenges and the threat to GSLIS autonomy, with a particular emphasis on communicating effectively with all interested constituencies. The autonomy of GSLIS is no longer in question and GSLIS is on a sound budget footing despite the continuing budget challenges in the state of Illinois. Dean Unsworth also is playing a leading role in the establishment of the HathiTrust Research Center, a collaborative effort of the University of Illinois, Indiana University, and the HathiTrust Digital Repository to develop software to foster computer access to the growing digital record of knowledge.

*Sources of Evidence:*
Dean Unsworth’s web page (http://www3.isrl.illinois.edu/~unsworth/)
Stewarding Excellence at GSLIS (http://www.lis.illinois.edu/about-gslis/stewarding-excellence)

V.4 The school's administrative and other staff are adequate to support the executive officer and faculty in the performance of their responsibilities. The staff contributes to the fulfillment of the school's mission and program goals and objectives. Within its institutional framework the school uses effective decision-making processes that are determined mutually by the executive officer and the faculty, who regularly evaluate these processes and use the results.

V.4.1 The school's administrative and other staff are adequate to support the executive officer and faculty in the performance of their responsibilities. The staff contributes to the fulfillment of the school's mission and program goals and objectives.

Dean Unsworth has built an administrative team of two associate deans and four assistant deans. Linda Smith has served as Associate Dean for Academic Programs since January 1997 [with two years as interim dean August 2001-2003]. Allen Renear was the first Associate Dean for Research, appointed in August 2008. He will be returning to a full-time faculty role in August 2011, when Stephen Downie will become the new Associate Dean for Research. Assistant Deans include Cindy Ashwill, Assistant Dean for Communications (appointed July 2008), Erik Hege, Assistant Dean for Infrastructure (appointed September 2008), Rae-Anne Montague, Assistant Dean for Students Affairs (appointed January 2005), and Diana Stroud, Assistant Dean for Advancement & Alumni Relations (appointed December 2005). Current responsibilities include:

I. Assistant Dean Portfolios

**Diana Stroud, Assistant Dean for Advancement & Alumni Relations**
- Identify, cultivate, and solicit major donors
- Coordinate the School’s alumni relations program
- Manage a stewardship program for donors
- Design and implement campaigns for specific needs within the School
- Facilitate creation of alumni communications and publications related to the School’s fundraising and alumni activities with the Assistant Dean for Communications
- Administer student awards and facilitate linking students to alumni; oversee mentoring network
- Oversee work of Marianne Steadley, Continuing Professional Development Program Director
- Oversee work of Sharon Johnson, Associate Director of Advancement
  [Works with LSAA, Beta Phi Mu; attends faculty and staff meetings; UIAA Committee on Constituent Alumni Relations; Office of Development Committee on Campus Development]

**Rae-Anne Montague—Student Affairs**
- Student services—course registration, counseling students, support for student leaders, support for faculty in dealing with student issues, assist with student advising
- Recruitment and admissions—develop and implement recruitment strategies; meet with and answer questions from prospective students; assist with planning of Research Showcase; assist students in identifying financial aid opportunities
Placement—provides placement counseling, resume critiquing, interview preparation
Lead and assist with report preparation
Works with relevant staff on K-12 school media program, community informatics
Initiatives, WISE initiatives, student technology needs, and LEEP initiatives
Liaison to Mortenson Center for International Library Programs
Oversee work of Amani Ayad, Visiting Program Coordinator (LAMP); Roy Brooks, Career Specialist; Meg Edwards, Advising Coordinator; Valerie Youngen, Admissions and Records Officer; Molly McLaughlin for event planning (e.g., LEEP on-campus sessions)
[Attends meetings and provides administrative support to Admissions Committee; attends Curriculum Committee, Doctoral Studies, logistics, and faculty and staff meetings; attends campus Assistant and Associate Dean, UIUC Senate Committee on University Student Life, Campus Career Services Council meetings]

Cindy Ashwill—Communications
Provide leadership and oversight for the School’s communications program
Managerial responsibilities for LIS Publications (Library Trends, The Bulletin of the Center for Children’s Books, the Occasional Papers series) and GSLIS Publications (annual report, alumni newsletter, eUpdate)
Management and development of print and web-based external communications, including design, development, and maintenance of the School’s web site
Oversee work of Deborah Stevenson, Editor, Bulletin of the Center for Children’s Books
Oversee work of Kim Schmidt, Director of Publications and Media Relations
[Attends meetings of the Chief Communications Officers Committee and faculty and staff meetings]

Erik Hege—Infrastructure
Provide leadership in the areas of infrastructure management, including space planning, computer systems administration and help desk, and building systems
Evaluate adequacy of current IT systems, services, and staffing with respect to the teaching, research, and public engagement missions of GSLIS
Supervise IT managers who oversee the systems group (Brynnen Owen) and Help Desk (Jill Gengler)
Oversight of IT budget, purchasing, and licensing
Coordinate with CITES (Campus Information Technologies and Education Services) and AITS (Administrative Information Technology Services)
[Attends meetings of the Academic Council of CIO’s and faculty and staff meetings]

II. Associate Dean Portfolios

Linda C. Smith—Academic Programs
Curriculum oversight
Course scheduling including recruitment of adjuncts
Faculty development (teaching)
Oversight/assessment of courses/degree programs (work with faculty, staff, and graduate assistants involved in MS/LIS (including data curation and community informatics), Midwest Book and Manuscript Studies, MS/bioinformatics, K-12 certification, undergraduate minor, CAS (including CAS-DL), PhD)
Supervise work of the Instructional Technology and Design unit (Matt Beth, Karla Lucht)
Supervise work of the K-12 Program Coordinator (Georgeann Burch)
Coordination of financial aid awards (fellowships, scholarships, assistantships) made by GSLIS
Coordination of student travel awards
Academic programs budgeting
Enrollment management
Handle student petitions
Student advising and problem solving in collaboration with Assistant Dean for Student Affairs and Advising Coordinator
Coordinate preparation of reports (including those for Committee on Accreditation) and collaborate with Assistant Dean for Communications and Assistant Dean for Student Affairs on responses to surveys
Backup for Dean when Dean is unavailable
Advise and consult with Dean as requested; perform delegated tasks
[Attend Curriculum, logistics, faculty, staff, and Executive Committee meetings, as well as multiple campus-level committees]

Allen Renear/Stephen Downie—Research
Faculty development (research)
Research program support
Research strategy development
Integration of research with academic programs
Foster research culture
Research administration support; supervise work of Research Services staff: Research Services Coordinator (Janet Eke), Business Manager (Suzi Harmon), Research Programmer
Supervise work of research center directors, research faculty, research scientists
Oversee research-related publicity and external relations
Coordinate research computing support
Collaboration and funding development
[Attend Doctoral Studies Committee, faculty, staff, and Executive Committee meetings]

Other GSLIS staff

GSLIS is fortunate to have an exceptionally competent and dedicated staff. Those who have regular contact with students place a high value on providing effective and efficient service. Faculty and students have ready access to in-house expertise in information technology, instructional technology, and publications, rather than having to depend on support from offices elsewhere on campus. Appendices C and D include more detailed job descriptions for several of the staff. Staff categories include:

- Administrative support:
  Ten staff work in the main GSLIS office, 112 LISB:
  Christine Hopper, Assistant to the Dean
  Penny Ames, Office Support Specialist (admissions)
  Sally Eakin, Staff Clerk (facilities, purchasing)
  Candy Edwards, Office Administrator (human resources)
  Lila Evans, Account Technician II (GSLIS budget)
  Suzi Harmon, Business Manager (research administration)
  Molly McLaughlin, Office Support Associate (front desk; support for Montague and Renear/Downie)
  Kathy Painter, Office Support Associate (academic programs; support for Smith)
  Julie Smith, Office Support Associate (front desk; support for Ashwill and Hege)
  Valerie Youngen, Admissions and Records Officer (student records)

One staff member works in 122 LISB:
  Patti Grove, Office Administrator (advancement & alumni relations; support for Stroud)
Each year the UIUC Chancellor recognizes a small number of campus staff members for outstanding performance: Kathy Painter received this award in 2001, Sally Eakin in 2002, and Patti Grove in 2009 (http://shr.illinois.edu/cdsa/cdsahall.html).

- Information technology: computer systems (Brynnen Owen, Neal Thackeray); applications development (Milt Epstein, Garret Gengler); help desk (Jill Gengler); user services specialist (Jennifer Anderson)
- Instructional technology: Matt Beth, Karla Lucht
- Center for Children’s Books: Deborah Stevenson, Kate Quealy
- Research services: Janet Eke, Maevé Reilly
- Community Informatics Initiative: Sharon Irish, Martin Wolske
- Center for Informatics Research in Science and Scholarship: Virgil Varvel
- Advancement: Sharon Johnson
- Continuing professional development: Marianne Steadley
- Communications: Kim Schmidt
- Student services: Amani Ayad, Roy Brooks, Meg Edwards
- K-12 coordinator: Georgeann Burch

The University has implemented an enterprise software system, UI-Integrate, including modules for finance, human resources, and student records. Administrative operations are increasingly dependent on web-based applications. The University mandates annual performance reviews of academic professional and civil service staff. It is recognized that goals and objectives for academic professionals should be derived from their department’s mission, which in turn support the mission and goals of the campus. Thus, evaluating the performance and providing for the development of academic professional employees contributes to their support of the academic excellence of this institution.

V.4.2 **Within its institutional framework the school uses effective decision-making processes that are determined mutually by the executive officer and the faculty, who regularly evaluate these processes and use the results.**

Faculty contribute to school governance through monthly faculty meetings and service on faculty committees. The governance of the school is outlined in its bylaws. Faculty serve on a variety of committees. Service activities within the School include:

- Executive Committee (four faculty, advisory to the Dean)
- Doctoral Studies Committee (at least four faculty, all aspects of PhD program)
- Curriculum Committee (at least four faculty, all MS and CAS curriculum matters and oversight of all GSLIS course offerings)
- MS/CAS Admissions Committee (at least four faculty, all aspects of admissions for MS and CAS, including development and review of policies and review of all applications)
- Editorial positions for Occasional Papers and Library Trends
- Affirmative Action Officer (reviews procedures followed in academic appointments)
- Faculty Senate representatives (two elected faculty)
- Faculty advisor for the ASIST Student Chapter, ALA Student Chapter, and SLA Student Group, liaison to Beta Phi Mu, Alumni Association liaison, and Library and Information Science Library liaison

At the conclusion of each academic year, faculty have the opportunity to express their preference for committee assignments for the coming year, once the election for Executive Committee members has
concluded. Assignments seek to involve all faculty in school governance and to balance the school service load. GSLIS policies & procedures are posted and easily accessible on the GSLIS web site.

As specified by the GSLIS bylaws, the Executive Committee assists and advises the Dean in the conduct of School business, including the preparation of agendas for meetings of the Faculty. Two years ago a member of the Executive Committee expressed concern that too much time in faculty meetings was taken up with updates and announcements, limiting the time available for discussion and decision-making on substantive issues. As a result a new practice was instituted in November 2009. Prior to each faculty meeting the Assistant to the Dean requests written reports from all associate and assistant deans as well as the MS, CAS, and PhD student representatives. These reports are distributed in advance of the meeting along with the agenda. This allows sufficient time during the faculty meeting for follow-up discussion of topics already introduced in these reports as well as other agenda items.

Other examples of reviews of decision-making that have led or may lead to changes include: 1) discussion by faculty and the dean of lessons learned from the most recent faculty search process to ensure earlier consensus-building on priorities for hiring areas in future searches; 2) current work by members of the Admissions Committee to review the efficacy and efficiency of the current method for reviewing all applications; 3) efforts by the Doctoral Studies Committee to more effectively integrate input from all full-time faculty into the prioritizing of applications for admission; and 4) effective use of subcommittees by the Curriculum Committee to ensure progress on multiple priorities for work to be accomplished in 2010-2011.

Sources of Evidence:
GSLIS Bylaws (http://www.lis.illinois.edu/about-gslis/policies/bylaws)
GSLIS Organizational Chart (http://www.lis.illinois.edu/about-gslis/overview/org-chart)
GSLIS Policies & Procedures (http://www.lis.illinois.edu/about-gslis/policies)
GSLIS Employee Handbook (http://www.lis.illinois.edu/about-gslis/policies/handbook)
GSLIS Committees (http://www.lis.illinois.edu/people/committees)
GSLIS Directory (http://www.lis.illinois.edu/people/directory)
Annual Review of Academic Professional Employees (http://www.provost.illinois.edu/communication/22/index.html)
Performance Review for Civil Service Employees (http://www.cam.illinois.edu/ix/ix-d/ix-d-20.htm)
[Minutes of committee meetings can be made available to the External Review Panel on request]

Financial Support

V.5 The parent institution provides continuing financial support sufficient to develop and maintain library and information studies education in accordance with the general principles set forth in these Standards. The level of support provides a reasonable expectation of financial viability and is related to the number of faculty, administrative and support staff, instructional resources, and facilities needed to carry out the school's program of teaching, research, and service.

Financial resources required to build and maintain an excellent MS program come from multiple sources: state funds, tuition, externally funded research, and private gifts. In a period of diminishing state support for UIUC, GSLIS has become more dependent on the other categories of funds to ensure stability of existing programs and to undertake new initiatives. GSLIS has been proactive in developing tuition policies to ensure needed levels of income within the framework allowed by the University. In fall 1996 the University of Illinois Board of Trustees authorized a tuition differential for GSLIS students beginning fall 1997. In-state students thus pay more than the graduate student base rate. In recent years, as a means of remaining competitive for out-of-state students, GSLIS has chosen to hold tuition for out-of-state students fixed rather than follow the increases in the graduate student base rate. Graduate units have
some discretion in granting tuition waivers associated with assistantships. All students holding at least a 25% assistantship receive a waiver of the base in-state tuition. All GSLIS students holding assistantships receive a waiver of the base in-state tuition. In-state students pay the GSLIS tuition differential; out-of-state students holding assistantships still must pay the difference between the base in-state tuition and GSLIS out-of-state tuition. GSLIS has worked with the Library to ensure a predictable level in the number of assistantships carrying tuition waivers to allow us to anticipate tuition income from those students. In addition Dean Unsworth was able to negotiate a memorandum of understanding with then Provost Linda Katehi that guaranteed GSLIS a specified allocation from the campus-wide library/IT fee paid by students as compensation for the tuition waived on assistantships held by students working in the Library.

In a period when state funds that can be allocated to individual units are decreasing, GSLIS has expanded revenues in other categories, including increases in tuition income, increases in externally funded research, and increases in endowment. As shown in the campus profile, the GSLIS state budget (including state funds and tuition income) almost doubled from $4.036 million in 2004-2005 to $7.868 million in 2010-2011. Through careful stewardship of funds, Dean Unsworth has succeeded in eliminating all unit deficits while making regular payments on the remainder of the debt incurred when the addition to the GSLIS building was completed in 2001. As GSLIS enrollment increased from 464 in 2004-2005 to 624 in 2009-2010, net tuition [tuition collected minus tuition waivers granted] increased from $660,000 in 2004-2005 to $2,184,000 in 2009-2010. A portion of this income is held at the campus level, but this increase has been important in cushioning GSLIS from reductions in state support to the campus.

Under the leadership of Dean Unsworth and Assistant Dean Diana Stroud, GSLIS has had a very successful fund-raising effort as part of the University’s Brilliant Futures campaign. GSLIS will exceed its goal of $15 million raised by the conclusion of the campaign at the end of December 2011. Campaign funding priorities include: scholarships/fellowships, a named professorship, a named chair, new multidisciplinary programs, enhanced funding for LEEP, faculty research, and support for GSLIS research centers. A number of new funds have been established during the course of the campaign, including the Herbert Goldhor Memorial Fund, the Center for Children’s Books Betsy Hearne Fund, the Harold Ladd Smith, Jr. and Flora Lancaster Smith Endowment for GSLIS Student Travel, the Curt McKay Student Need Fund, the Katharine L. Sharp First Time Donors Fellowship Fund, the Community Engagement Fund, the LSAA Endowed Professorship Fund, and the Center for Children’s Books Outreach Endowment Fund. LEEP cohorts were challenged to compete to see which could contribute the most to the GSLIS LEEP Scholarship Endowment Fund. The Library School Alumni Association made a lead gift of $100,000 toward the $1 million needed to endow a professorship and launched the GSLIS Commemorative Tassel project to encourage alumni donations to this effort (http://www.lis.illinois.edu/articles/2011/05/gslis-commemorative-tassels-now-available). PhD alumni Donald Davis, Laurel Grotzinger, and Mark Tucker have led the efforts to raise funds toward the $2 million required for the History of Libraries and the Information Professions Endowed Chair.

Sources of Evidence:
Campus profile (http://www.dmi.uiuc.edu/cp/)
Tuition & fee rates (http://registrar.illinois.edu/financial/grad_library.html)
Tuition & fee rates (LEEP) (http://www.oce.illininois.edu/Registration/SemesterBasedCourses/TuitionAndFinancialAid)
Opportunities for giving (http://www.lis.illinois.edu/giving/funds)
Office of Advancement (http://www.lis.illinois.edu/giving)
V.6 Compensation for a program’s executive officer, faculty, and other staff is equitably established according to their education, experience, responsibilities, and accomplishments and is sufficient to attract, support, and retain personnel needed to attain program goals and objectives.

Faculty and staff salaries are a matter of concern at the campus as well as the School level as no funds have been available for general salary increases for the past three years, though a modest increase is anticipated for 2011-2012 despite continuing challenges at the state level. The annual review process of full-time faculty involving the Associate Deans and four elected Executive Committee members is used by the Dean as a basis for determining salary increments to be awarded to faculty from funds available for this purpose. Similarly annual reviews of academic professional staff inform decisions on merit increases. As faculty with more diverse disciplinary backgrounds have been hired, market factors have led to some disparities in salaries within ranks. Available funds have been used both to reward merit and to remedy inequities, as well as to retain personnel that GSLIS was at risk of losing. Fortunately we have not lost personnel due to an inability to match outside salary offers. We recognize that the high quality of our faculty makes them attractive recruitment targets for other institutions, and we continue to work hard to foster an environment in which they can pursue rewarding careers, including efforts to increase salary compensation.

Source of Evidence:
[Salary data can be provided to the External Review Panel on request]

V.7 Institutional funds for research projects, professional development, travel, and leaves with pay are available on the same basis as in comparable units of the institution. Student financial aid from the parent institution is available on the same basis as in comparable units of the institution.

V.7.1 Institutional funds for research projects, professional development, travel, and leaves with pay are available on the same basis as in comparable units of the institution.

GSLIS faculty are eligible to compete for funding from the Campus Research Board (seed funds for research projects), Scholars’ Travel Fund (funds for travel to attend conferences), Teaching Advancement grants (funds for travel or workshops), various international programs, and sabbatical leaves on the same basis as other faculty and have been successful in securing these awards. All eligible tenured faculty have taken at least one sabbatical leave for at least a semester and in some cases for a full year. GSLIS faculty are competitive with faculty in other units in securing funds from campus resources in support of their research and travel activities. Dean Unsworth has ensured that new faculty have start-up funds to establish their research programs and faculty successful in securing external grant funding may retain a portion of the ICR (http://www.lis.illinois.edu/about-gslis/policies/icr). GSLIS funds are available to support faculty travel according to policy posted on the GSLIS web site.

V.7.2 Student financial aid from the parent institution is available on the same basis as in comparable units of the institution.

Students are eligible for fellowships, assistantships, and student loans on the same basis as other graduate students. A significant proportion of our on-campus students have assistantships; data reported to ALISE in 2010 indicate that 147 of our MS students held some type of assistantship in GSLIS or another unit of the University. GSLIS employs a few MS students each year (in instructional technology, help desk, Advancement, Center for Children’s Books, center for Informatics Research in Science and Scholarship, Community Informatics Initiative), but most assistantships are in other campus units, with more than 80 assistantship opportunities in the University Library. While PhD students have priority for fellowship support, each year a few MS students are awarded scholarships or fellowships from funds available at the campus and School level. Although most such awards go to on-campus students, a few LEEP students have held assistantships or received scholarships (and there is one scholarship fund...
specifically designated for LEEP students). Each year the GSLIS Annual Report documents the names of students receiving scholarship and fellowship support. GSLIS MS students are generally employed as graduate assistants or pre-professional graduate assistants rather than research or teaching assistants. Unfortunately starting spring semester 2011, GA’s and PGA’s tuition and fee waivers will be subject to taxation (http://www.grad.illinois.edu/policies/waivertax). GSLIS student services staff have been working closely with campus to help our students plan for this new, unanticipated tax burden.

MS students are also the beneficiaries of a number of gifts, notably the Barbara Bartley Randall Student Advancement Fund and the Dorothy C. McAlister Endowment, income from which supports such activities as attendance for students at conferences and work of the student chapters of professional associations. GSLIS has been successful in soliciting funds from alumni and friends each year for its Annual Fund, which benefit students in various ways. GSLIS has published policies in place for applying for and awarding student travel support from the School.

Sources of Evidence:
Campus Research Board (http://crb.research.illinois.edu/)
International Conference Grants (http://ilint.illinois.edu/faculty/hconf.html)
International Research Travel Grants (http://ilint.illinois.edu/faculty/htravel.html)
Scholars’ Travel Fund (http://www.research.illinois.edu/stf/application.asp)
Sabbatical Leaves of Absence (http://www.provost.illinois.edu/communication/19/index.html)
Teaching Advancement Grants (http://www.provost.illinois.edu/committees/tab/pita.html)
GSLIS Faculty Travel Support policy (http://www.lis.illinois.edu/about-gslis/policies/travel-faculty)
GSLIS Annual Reports (http://www.lis.illinois.edu/newsroom/publications/annual-reports)
GSLIS Student Travel Support policy (http://www.lis.illinois.edu/about-gslis/policies/travel-student)
Graduate Assistantships in the University Library (http://www.library.illinois.edu/administration/human/positions/gaunivlib.html)
Assistantship Clearinghouse (maintained by the Graduate College) (http://www.grad.illinois.edu/clearinghouse)

V.8 The school's systematic planning and evaluation process includes review of both its administrative policies and its fiscal policies and financial support. Within applicable institutional policies, faculty, staff, students, and others are involved in the evaluation process. Evaluation is used for ongoing appraisal to make improvements and to plan for the future.

Throughout Dean Unsworth’s tenure, considerable attention has been paid to regular review of administrative policies and fiscal policies and financial support. Dean Unsworth meets monthly with both the Executive Committee of the faculty and with senior staff (Assistant and Associate Deans) and policy matters are often the subject of those meetings. His regular meetings with student representatives also provide a forum for discussing needed policy revisions. Dean Unsworth has instituted monthly budget meetings (including the two Associate Deans, the Assistant Dean for Infrastructure, and the staff member responsible for generating monthly budget reports) in order to monitor expenditures and reallocate funds if needed. Quarterly this group is supplemented by the three other Assistant Deans, so a comprehensive review of all facets of GSLIS operations is done collaboratively. Policies have regularized practices such as ensuring a standard compensation model for adjunct faculty, whether they teach on-campus or in LEEP. This is reviewed periodically to ensure that GSLIS remains competitive in attracting highly qualified adjunct faculty. The Admissions Committee and administrative staff regularly review issues related to financial aid for MS students. Policies seek to achieve School goals, such as enhancing student diversity by providing full tuition waivers to individuals who have been awarded Spectrum scholarships by the American Library Association. Dean Unsworth and Assistant Dean Montague have recently
worked with the Library to coordinate selection of incoming students for available assistantships, ensuring that applicants judged to be most competitive by GSLIS receive prompt consideration from the Library. The Campaign Advisory Committee has been closely involved in setting priorities for fund-raising and monitoring progress toward those goals.

The financial challenges facing the University have increased awareness among faculty, staff, and students that we have a shared responsibility to manage available resources wisely. Given the emphasis across campus on shared services as a way of reducing costs, GSLIS continues to look for ways to provide support to other units (e.g., providing information technology expertise to the College of Media) as well as leverage investments made by other units (such as making use of administrative software applications like vacation/sick leave accounting developed by other units rather than developing our own versions in-house).

Sources of Evidence:
[Adjunct faculty salary data and data on fellowships and scholarships awarded by the School can be provided to the External Review Panel on request]
VI. Physical Resources and Facilities

VI.1 A program has access to physical resources and facilities that are sufficient to the accomplishment of its objectives.

The School moved to the Library and Information Science Building (a remodeled fraternity house) at 501 E. Daniel Street in January 1994. In summer 2001 two new wings that more than doubled the size of the building were completed and fully occupied. In summer 2008 the 2nd floor east wing space formerly occupied by CARLI (Consortium of Academic and Research Libraries in Illinois) staff was made available to GSLIS when CARLI operations consolidated in a building south of the main UIUC campus area. As of 2008, all GSLIS units are located in one building with all space in that building supporting the work of GSLIS faculty, staff, and students. In the summer of 2009, permanent shared office space on 2nd floor east was made available to the LIS Librarian, who now holds daily office hours on-site.

The building includes classrooms, conference rooms, lounges, kitchenettes, the GSLIS data center, several collaborative meeting spaces, office space (for faculty, staff, TAs, Post Docs, RAs, and emeritus faculty), studios for LEEP instruction, space for the Center for Children’s Books (formerly in an old house some distance from the main LIS building), space for the Center for Informatics Research in Science and Scholarship (CIRSS), space for the Community Informatics Initiative (CII), a large doctoral study area with computers, and two computer labs for classes and research groups. This space provides an excellent environment for teaching, research, and service activities as well as making GSLIS a more visible presence on campus. GSLIS schedules most courses in the building and LEEP students in residence for their required on-campus sessions also benefit from these facilities.

Sources of Evidence:
Floor plans of the Library and Information Science Building:
Basement (http://accreditation.lis.illinois.edu/support/images/Basement.gif)
  [West wing: Center for Children’s Books; center: computer lab, data center, kitchenette; east wing: classrooms, student lounge, and computer lab]
First Floor (http://accreditation.lis.illinois.edu/support/images/FirstFloor.gif)
  [West wing: Administrative Office suite; center: conference room, staff Offices, and staff lounge; east wing: lecture hall, conference room, loading dock and kitchen]
Second Floor (http://accreditation.lis.illinois.edu/support/images/SecondFloor.gif)
  [West wing: PhD student office space and RA office space; center: faculty offices, IT and research staff offices; east wing: kitchenette, lounge, LIS Librarian office, GSLIS Help Desk, faculty offices, and conference room/classroom]
Third Floor (http://accreditation.lis.illinois.edu/support/images/ThirdFloor.gif)
  [West wing: Center for Informatics Research in Science and Scholarship; center: LEEP studios, instructional technology and design group, faculty and teaching assistant offices; east wing: Community Informatics Initiative, conference room/classroom, faculty and research staff offices]

VI.2 Physical facilities provide a functional learning environment for students and faculty; enhance the opportunities for research, teaching, service, consultation, and communication; and promote efficient and effective administration of the school's program, regardless of the forms or locations of delivery.

The Library and Information Science Building that the School occupies has many good features. All full-time faculty have private offices of adequate size in the central and east sections of the building, floors 2-3. Resources used most intensively by students within the building are typically in the east
wing, floors B-2--classrooms, the lounge and kitchenette area, the GSLIS Help Desk, and the computer laboratories. Because all GSLIS research centers are also housed at the same site, students and faculty can easily consult with the staff and use the resources of those units, such as the Center for Children’s Books. The School’s own information technology (IT) and instructional technology and design (ITD) staff have offices in the building, so that help is readily at hand when problems arise. Office staff are co-located in an office suite, enabling students to easily locate staff to answer questions and provide assistance when needed. The daily presence of the LIS Librarian or her staff member in a highly visible shared office (next to the IT Help Desk and on the path to the faculty mail boxes) increases the opportunities for students, faculty, and staff to seek assistance in finding and using LIS information. (For the current Librarian’s Office Hours schedule, see: http://www.library.illinois.edu/lsx/about/officehours.html.) Having a building serving as the hub of all GSLIS activities fosters a sense of community among students, faculty, and staff. During on-campus sessions LEEP students also spend much of their time in the Library and Information Science Building, giving them an enhanced sense of being part of the School.

Sources of Evidence:
Building Facilities (http://www.lis.illinois.edu/helpdesk/facilities)

VI.3 Instructional and research facilities and services for meeting the needs of students and faculty include access to library and multimedia resources and services, computer and other information technologies, accommodations for independent study, and media production facilities.

Computer and information technologies

All students and faculty have access to the library and technology resources needed to support teaching and research. The IT and ITD staff are responsible for assisting GSLIS faculty, staff, and students (on-campus and LEEP) with GSLIS computer resources. A variety of group and individual workshops, online tutorials and training materials, and technical support are provided. In addition, IT and ITD staff provide equipment and set-ups for audio-visual needs on-campus and broadcast LEEP live sessions. The GSLIS Help Desk is staffed 8 am - 5 pm Monday-Friday for walk-in, email, chat, or telephone assistance. ITD staff provide additional technology support 5 pm – 9 pm Monday-Thursday, and class support at additional times.

The Learning Resources Laboratory (LRL) and Computer Teaching Laboratory (CTL) in the LIS Building are technology resource centers that support the curriculum and instructional mission of GSLIS. They are the “computer labs” available to all GSLIS students. These labs provide physical computing facilities and access to electronic library-related resources. Each lab has dual boot Mac Minis which run Mac OS 10.5 and Windows XP (21 workstations in the LRL; 32 workstations in the CTL). They have full access to the internet and are on the GSLIS network. Both labs have a full suite of software including all the packages requested by instructors each semester. The LRL also houses a black and white laser printer and a color laser printer for student use. These labs are available 24/7 to GSLIS students. This is accomplished using a card access system which controls access to the building as well as the computer labs and other secure areas of the building. With the exception of one conference room (which will be upgraded as soon as the plans are finalized), all the classrooms and conference rooms have either a projector or LCD screen(s) and a dual boot Mac Mini. The conference room on 1st floor east has a PA system with wireless mics and a VCR. The lecture hall on 1st floor east has a document camera, a VCR, integrated lighting controls, a sound system with wireless mics, and a lockable AV cabinet. Individual and common area computers are all on a 4-year replacement cycle.

There is an 802.11a/g/n wireless network throughout the building to enable students to access computing resources with their personal computers and mobile devices. Online documentation provides guidance to users on different topics including: accounts and passwords, UIUC and GSLIS computer
resources, hardware and software, HTML and web pages, and ways to get help. IT staff also direct students to other campus units for training to complement that available through GSLIS. The initial ten-day on-campus stay for LEEP students includes several workshops to familiarize them with technologies to be used in their subsequent courses. On-campus students who enroll in LEEP courses on a space-available basis are also expected to attend special technology training sessions.

IT staff maintain a Moodle virtual learning environment that serves as the GSLIS intranet. All faculty, staff, and students have logins. Alumni logins remain valid so that they can access the GSLIS community forums and online course materials after graduation and remain involved in the life of the School. The Moodle home page includes links to GSLIS Community Forums, links to all course sites as well as project and student group sites that maintain forums and documents on Moodle, academic support (advising guide and related links), tech support (guides, tutorials, and related links), a regularly updated listing of GSLIS news and events, and updates from GSLIS student services, ITD, and IT staff. GSLIS contracts with the campus to use Elluminate web conferencing software for LEEP live sessions, online meetings and office hours, and special events. A Confluence wiki supports collaborative authoring for course assignments and research projects. A user directory supports easy access to profiles of faculty, staff, alumni, and students by category (e.g., Master of Science). Everyone is encouraged to provide a photo and a profile of background and interests, which supports community building in classes and across the School. Official mailing lists enable easy communication with defined groups of people within the School (http://www.lis.illinois.edu/helpdesk/forumslists).

Multimedia resources and media production

GSLIS IT and ITD staff are collaborating with others in the recently-established Center for Multimedia Excellence on campus (http://will.illinois.edu/cme/about). The CME is an interdisciplinary group of campus media, IT, library, and communication staff who are committed to developing best practices for rich media on the Illinois campus. The CME is a virtual organization with members volunteering their time and knowledge to campus projects. The goal is to develop shared knowledge, best practices, and resources for media production, publishing, accessibility, and preservation, so as to improve the quality and impact of media used for education, research, outreach, and public service. Plans are under way for a new service program housed in the Undergraduate Library focused on media creation, information technology training in multimedia hardware and software, and instruction in media literacy. At GSLIS faculty, staff, and students have access to equipment for audio and video recording and software for audio recording/editing, video editing and encoding, and screen recording and capture.

Independent study

As students have 24/7 access to the Library and Information Science Building, they have many options for using the space for independent or small group study. Because there is wireless access throughout the building, students make use of lounges and public areas at any time and also use the various classrooms and labs when other classes and meetings are not scheduled in the space. During LEEP on-campus sessions, the building receives particularly intense use as students take advantage of opportunities to interact with each other face-to-face during their limited time on campus.

Library resources

The University Library holds in excess of 12 million volumes and is the second largest academic library in the U.S., behind Harvard. [Source: ARL Statistics 2008-09, http://www.arl.org/stats/annualsurveys/arlstats/arlstats09.shtml] The University Library consists of a Main Library and numerous departmental libraries. Until May 2009, a separate, full-service Library and Information Science Library was located on the third floor of the Main Library building, about three blocks from the LIS Building, in quarters once occupied by the School. As part of the University
Library’s New Service Model Programs, the LIS Library was discontinued as a physical service point with a separate collection. The collection of approximately 30,000 volumes was transferred to other departmental libraries as dictated by the books’ subjects (the Communications Library, the Education & Social Science Library, the Engineering Library, the Main Library Reference department, and so on). Core materials in library science were relocated to the Main Library book stacks. Less used and fragile materials were transferred to the Oak Street Library Facility, a high-density storage building. The University Librarian designated discretionary gift funds to upgrade incomplete records for 4,500 older LIS serials (15,000+ volumes), thereby enhancing bibliographic access to the historic collection of library annual reports and in-house publications and allowing them to be transferred to Oak Street.

The closing of the library was based on decade-long evidence of falling use, as measured by hourly headcounts of patrons and periodic samples of reference activity. Furthermore, as research and teaching in LIS grew ever more interdisciplinary, it became increasingly infeasible to contain all the relevant literature in one departmental library. The transition to a new service model should not be viewed as an abandonment of library support for LIS, but rather as the natural outcome of the LIS Library’s attention to meeting the needs of GSLIS faculty and students (especially LEEP students), whose information-seeking activities increasingly occur online. The proactive acquisition of e-journals and ebooks (including full cataloging of numerous open access titles) has led to decreased user reliance on printed books, although the overall budget for LIS content has not been reduced. Indeed, one-time funds were made available in FY10 to support new database subscriptions, and the acquisition of both printed and electronic books continues at a steady pace. A request feature in the online catalog permits users to order books from any campus library, to be picked up at any campus library (or, in the case of LEEP students, delivered to their homes). On-campus faculty and students and LEEP faculty and students within the state of Illinois may also request books from any of the nearly eighty member libraries of the Consortium of Academic Libraries in Illinois (CARLI) through the online I-Share union catalog.

Several other departmental libraries have been closed or merged in recent years, including libraries supporting the fields of physics, city planning, geology, international and area studies, foreign languages, and biology. As with those initiatives, the LIS Library transition was carefully planned by a team that included a faculty representative from GSLIS, Associate Dean Linda C. Smith. Students and faculty members also provided input via town hall meetings, a formal channel on the Library web site for written comments, and an informal web petition organized by a doctoral student. This input directly influenced decisions about services, such as retaining a separate collection of printed cataloging reference tools and exemplary thesauri, now gathered on the “Information Organization Table” in the Main Library reference room.

**Sources of Evidence:**
Help Desk (http://www.lis.illinois.edu/helpdesk)
Computer Labs (http://www.lis.illinois.edu/helpdesk/facilities/labs)
Software Support (http://www.lis.illinois.edu/helpdesk/software)
Audiovisual Equipment (http://www.lis.illinois.edu/helpdesk/hardware)
File Storage (http://www.lis.illinois.edu/helpdesk/filestorage)
Moodle (http://groups.lis.illinois.edu/itdweb/moodle/moodle_guide.html)
Elluminate (http://groups.lis.illinois.edu/itdweb/Elluminate_Tutorial/index.html)
Library Gateway (http://www.library.illinois.edu)
Online Research Resources (http://www.library.illinois.edu/orr/)
Library New Service Model Programs (http://www.library.illinois.edu/nsm/)
Library & Information Science Virtual Library (http://www.library.illinois.edu/lsx/)
Online and Continuing Education Student Resources from the Library (http://uiuc.libguides.com/distance_learners)
VI.4 The staff and the services provided for a program by libraries, media centers, and information technology facilities, as well as all other support facilities, are sufficient for the level of use required and specialized to the degree needed. These facilities are appropriately staffed, convenient, accessible to the disabled, and available when needed, regardless of forms or locations of delivery of the school’s program.

As mentioned in VI.3, the LRL and CTL are available 24/7 to all GSLIS students. The LIS building has an ID-card operated security system for access after 6:30 pm on weekdays and any time on weekends, allowing all GSLIS students access to the building. Also, the GSLIS Help Desk and ITD staff are available Monday – Friday and some Saturday hours to assist with technical questions. A ticketing system is also in place for students to submit technology questions. This system is monitored during all business hours to provide quick turnaround on technical questions.

The GSLIS building has an elevator, so that offices, classrooms, and labs are fully accessible to people with physical disabilities. More generally the UIUC campus is a leader in working to make the campus accessible and to provide support services for students with disabilities. Working with staff in the Division of Rehabilitation Education Services, GSLIS staff have found ways successfully to accommodate the needs of both hearing-impaired and blind students enrolled in on-campus and LEEP courses.

The goal of the new service model for LIS library services is to be simultaneously more personal and more virtual. The model is designed to support a high degree of flexibility in responding to changing user needs, emerging publishing models, and new technologies, both now and in the future. With staffing reduced to a full-time librarian, Susan Searing, and a full-time high-level staff member, Sandra Wolf, steps have been taken to strengthen opportunities for GSLIS students and faculty to interact with the library subject specialists. Acutely aware of their position as role models for library public service provision, Sue and Sandy hold daily office hours at GSLIS, Monday–Friday, with added weekend hours during the mid-semester LEEP on-campus sessions. In addition, both Sue and Sandy are available at announced times through the University Library’s virtual chat reference. However, the primary channel used by GSLIS faculty and students to pose reference questions is email.

The former LIS Library web site was transformed into the LIS Virtual Library (http://www.library.illinois.edu/lsx) and several features were developed to match user needs. These include:

- A specialized LIS Easy Search, a federated search of major databases in LIS and related disciplines, which also searches the online catalog, a variety of ebook sources, and IDEALS, the UI’s institutional repository.
- A virtual new book display.
- A news feed that highlights relevant new library resources and workshops, as well as events and information from the wider LIS world.
- How-to videos to orient students to LIS library services and specific information search strategies, such as journal alerts.
- Research guides, on the LibGuide platform, which range from general topics (“Finding LIS articles”) to specific assignments for particular classes.
- Selected links to web sites, listed by topic. These lists are maintained as link rolls on the social bookmarking web service, Delicious.

Google Analytics data for the second half of 2010 indicated that the LIS Virtual Library was visited on average 52.4 times per day. Information about the use of specific pages within the site is informing priorities for updating content and tweaking the layout and navigation. The LIS Virtual Library is maintained in the University Library’s content management system, which has been designed with
particular attention to the needs of users with disabilities. In addition, the LIS Librarian disseminates important library-related news via GSLIS student, faculty and staff email lists.

As the University streamlines services and eliminates redundancies, LIS students have benefited. Although most course reserve readings are now electronic, some GSLIS faculty still find it necessary to place printed volumes on reserve for on-campus classes. Print reserves are now handled by the Main Library circulation desk, which is open longer hours than the former LIS Library. Since the last self-study, the separate library service unit within the university’s Online and Continuing Education division was eliminated, and its activities were assumed by the University Library. As before, the LIS Librarian provides specialized reference and instruction services to LEEP students, backed up by the central Reference, Research, and Government Information Services (RRGIS) unit. A graduate assistant in RRGIS has been assigned to assist the LIS Librarian with outreach to LEEP students. In 2011, for example, the graduate assistant developed a series of short instructional videos (http://www.library.illinois.edu/export/lsx/learn/How_To_Videos.html). The provision of books and articles from the print collections is handled by the Interlibrary Loan and Document Delivery department. The LIS Librarian plays an increasingly important role in the shaping of student learning. She is an ex officio member of the GSLIS Curriculum Committee, and she has worked with several instructors to design assignments that develop students’ discipline-based information literacy while meeting the courses’ main learning objectives. In 2010, she conducted 51 instructional sessions; her workshops, tours, and guest lectures in GSLIS classes reached 1,269 students. (These figures have more than doubled since the last self-study.) For many of these sessions, she prepared online LibGuides, to which students continue to refer frequently. For example, a basic guide on searching for journal articles was accessed 3,233 times in 2010, while a guide designed for a particular assignment in some sections of Libraries, Information and Society (LIS 502) was accessed 8,956 times in the same year.

Reference transactions are also “teachable moments.” Beginning in March 2010, the LIS Librarian and staff member began using Desk Tracker software to record all reference transactions. In the ensuing ten months of 2010, 459 questions were answered. Thirty-eight percent of the queries were posed by faculty, 49% by students, and 10% by alumni, community members, and others. Fifty-one percent were asked and answered via email. Finally, although the LIS Virtual Library is not designed as a laboratory-library, it nonetheless offers opportunities for GSLIS students to engage in real-life pre-professional work for credit. Examples include: two students enrolled in an independent study course who focused on the design and usability testing of the interface to the LIS Virtual Library; a practicum student who updated selective lists of topical web links and conducted user research that led to a classified rather than alphabetical arrangement; and a group of students who, as a class assignment, developed a marketing plan for the LIS Virtual Library.

Sources of Evidence:
Division of Rehabilitation Education Services (http://www.disability.uiuc.edu/)
News from the LIS Librarian (http://www.library.illinois.edu/lsx/news/)

VI.5 The school’s systematic planning and evaluation process includes review of the adequacy of access to physical resources and facilities for the delivery of a program. Within applicable institutional policies, faculty, staff, students, and others are involved in the evaluation process.

There is ongoing attention to monitoring the adequacy of resources and facilities. While the Assistant Dean for Infrastructure is directly responsible for the IT infrastructure and the building infrastructure, the entire senior administrative staff is involved with discussing the needs of the program in monthly meetings. Instructional technology staff regularly gather and respond to feedback from students and faculty on possible technological enhancements. For example, concerns about the limitations of the “home-grown” technology supporting LEEP live sessions led to the adoption of the much more
sophisticated Elluminate web conferencing service. Limits on financial resources mean that not all requested improvements can be realized, but faculty, staff, and students know that suggestions for improvements are welcome and will be considered.

Demands on space come from daily use by faculty, staff, and students who work on-campus as well as intensive use during LEEP on-campus sessions each semester (when as many as 7-8 courses meet all day for each day over a 5-day period and many special events are scheduled). Logistics Committee members (staff representing academic programs, student services, information technology, and instructional technology) debrief after each LEEP on-campus session to assess whether space and technology resources have been effectively utilized, taking into account feedback from LEEP students in planning for future LEEP on-campus sessions. Students have access to all shared space (computer labs, classrooms, lounges) in the building 24/7 when it is not in use for a scheduled class or meeting. In spring 2011 on-campus master’s students were surveyed on their preferences for enhancements in space allocation and furnishings in the Library & Information Science Building that could be considered if funds were available at the end of the fiscal year.

When space in the building becomes available for new uses, the Assistant Dean for Infrastructure consults with the Dean and faculty, staff, and students, as appropriate, on the most appropriate new use for that space. When 2nd floor east became available to GSLIS in summer 2008, careful planning considered optimal use of this new space, recognizing the value of locating a visible help desk in that space as IT services sought to become more user-oriented. Over time, faculty offices have been consolidated on floors 2 and 3, fostering more interaction among faculty. The 1st floor central corridor is now dedicated to administrative staff offices, providing co-location for the teams associated with student services, advancement, and publications as well as the K-12 program coordinator. We continue to look for ways to improve the attractiveness of the space. Assistant Dean for Advancement & Alumni Relations Diana Stroud is leading the initiative to enhance the GSLIS building with donated artwork, with donations coming from alumni and friends of the School.

Assessment has been especially important in the process of developing and implementing a new library service model for LIS. The University Library conducts periodic assessment activities, including the LibQUAL+ surveys of user expectations and satisfactions. The last LibQUAL+ survey, in spring of 2008, revealed that the Library overall meets the minimum service expectations of its users, but not their desired expectations. Service gaps were most evident in the area of information control, including unmet needs for electronic journals and easy-to-use online access tools. (Since the survey, the VuFind interface to the catalog was implemented, considerable progress has been made toward a redesign of the Library home page, the locally developed federated search tool was enhanced, and usability testing occurred.) Although GSLIS students and faculty are usually over-represented among the respondents to campus-wide library surveys, their numbers are still too small to provide actionable data about the GSLIS community’s unique needs and satisfaction levels. Nonetheless, heeding the LibQUAL+ findings, the LIS Librarian increased her efforts to build the digital collection and to develop tools, such as the LIS Easy Search, to facilitate access. Progress is constrained by the current budget climate for state-supported higher education in Illinois.

To supplement the wider assessment efforts and to provide evidence on which to ground the new service model, the LIS Librarian has conducted several smaller, one-time studies. These included a user survey of students, faculty and staff in 2008 before the final decision to close the LIS Library was made. That survey revealed that virtual services were more frequently used than on-site services. Further, graduate students in LIS highly valued access to LIS-specific commercial databases and to locally produced resource guides and web pages that supported their coursework. Faculty, on the other hand, placed highest value on the virtual new book shelf and on the role of the library web site as a portal to disciplinary information (“LIS Library service survey,” 2008). In the summer of 2010, a follow-up survey of GSLIS and Library faculty identified the benefits and drawbacks of the new service model from
the users’ perspective. GSLIS faculty were enthusiastic about the increased presence of the LIS Librarian in the LIS Building, while lamenting their lost ability to browse the shelves of a single collection (Searing and Greenlee, 2011).

The LIS Librarian also regularly surveys LEEP students shortly after their on-campus orientation week. Student feedback on the librarian’s workshops, tours, and LibGuides, although consistently very positive, has over the years resulted in meaningful service improvements (Searing, 2007).

Sources of Evidence:
Library Gateway http://www.library.illinois.edu
Library & Information Science Virtual Library http://www.library.illinois.edu/lisx
New Service Model Programs: Communications-LIS http://www.library.illinois.edu/nsm/comm_lis
Searing, Susan E., and Alison M. Greenlee. 2011. Faculty responses to library service innovations: a case study. Forthcoming in: Journal of Education for Library & Information Science 52(4), Fall 2011. [will have a URL in IDEALS soon]
SPECIAL AREA OF EMPHASIS: IMLS Grants

As stated in the Guidelines from the Institute of Museum and Library Services (IMLS) for the Laura Bush 21st Century Librarian Program, this program “invests in the nation’s information infrastructure by funding projects designed to address the education and training needs of the professionals who help build, maintain, and provide public access to the world’s wide-ranging information systems and sources. Just as the nation invested in ‘internal improvements’—roads, bridges, dams, and electrification—during the previous century, all to provide infrastructure for the industrial age, the Laura Bush 21st Century Librarian Program is an essential component of our nation’s investment in the present age. Because these grants did much to shape GSLIS generally or the M.S. program specifically during the period of time since our last accreditation review, it is important to document the scope and impact of these grants to understand how GSLIS has leveraged external funding to strengthen LIS education and especially the MS program. Many of these grants have been referenced earlier at various points in this Program Presentation. They are briefly described here with indications of impact on the MS program. Another important dimension of many of these grants is the enhanced collaboration—with other LIS programs, with scholars in related disciplines, and/or with professionals in the field.

Projects include the following:

**Project Athena** ([http://www.projectathena.ci.fsu.edu/](http://www.projectathena.ci.fsu.edu/)) (Smith)

**Florida State University, School of Information Studies – Tallahassee, FL**

**Year:** 2003  
**Amount:** $449,750  
**Grant:** Laura Bush 21st Century Librarian Program – Doctoral Programs

Florida State University School of Information Studies will fund eight fellowships and fourteen scholarships for doctoral students in preparation for faculty careers in Library and Information Science education. It will build on Project Athena, expanding this web recruitment model to demonstrate active recruitment, and will design and develop a Ph.D. program to assist potential faculty in making career-related choices based on principles of decision theory.

Outcomes: Doctoral students supported for at least a portion of their studies all earned their PhD degree. These included André Brock, Christa Hardy, Kate McDowell, Sarah Park. Brock is on the LIS faculty at Iowa; Park is on the LIS faculty at St. Catherine; and McDowell is an Assistant Professor at GSLIS. We gained experience involving ethnic minority doctoral students in raising awareness of doctoral study among master’s students at MS-only graduate LIS programs. Leigh Estabrook developed and has taught multiple times a Preparing Future Faculty doctoral course, drawing on materials developed for Project Athena.  
[Collaborating institutionss included FSU, Illinois, North Carolina, and Washington]

**WISE** ([http://www.wiseeducation.org](http://www.wiseeducation.org)) (Smith)

**Syracuse University, School of Information Studies – Syracuse, NY**

**Year:** 2004  
**Amount:** $713,492  
**Grant:** Laura Bush 21st Century Librarian Program – Programs to Build Institutional Capacity

Syracuse University School of Information Studies will partner with the University of Illinois at Urbana-Champaign and the University of Washington to pilot a collaborative program to offer online courses to students in the programs. Collective and individual institutional capacity will be built by providing training for faculty in online pedagogy, allowing institutions to focus in areas of strength while ensuring
students access to a range of courses. The project will provide a mechanism for institutions to cost-effectively deliver specialized courses and position them to reach a more diverse student body via online education. The schools will also conduct a survey to identify other online offerings and potential partners.

Outcomes: Built the WISE consortium, starting from an Illinois-Syracuse partnership, to include several other schools in multiple countries. Pursued three goals: 1) collaboratively developed A Model for Quality Online Education in Library and Information Science (http://www.wiseeducation.org/media/documents/2009/2/principles.pdf); 2) developed face-to-face and online workshops to support LIS educators in developing expertise in online pedagogy; 3) developed a coursesharing model that allows students from one LIS school to enroll in online courses offered by any of the member schools in the consortium.

[Collaborating institutions included Illinois and Syracuse]

DLEP (http://hades.grainger.uiuc.edu/szu-yu/dlep/index.htm) (Smith)

Indiana University, School of Library and Information Science – Bloomington, IN
Year: 2004
Amount: $939,618
Grant: Laura Bush 21st Century Librarian Program - Doctoral Programs
Indiana University, School of Library and Information Science, will collaborate with the University of Illinois at Urbana-Champaign to create the first research-based, comprehensive master's-level and post-master's in library science (MLS) degree to educate librarians for work in digital library programs. New internships in digital library projects will be added to libraries at both institutions, and post-MLS enrollees will be required to complete an internship. The pilot project will feature paid fellowships for a limited number of students. During the grant period, the project will also host an annual conference of representatives from schools of library and information science that are developing digital management programs, with a goal of developing recommendations for core competencies in digital information management.

Outcomes: At Illinois developed the curriculum that became the CAS concentration in digital libraries (http://www.lis.illinois.edu/academics/programs/cas-dl) and gained experience with having students undertake significant digital-library-related projects in the University Library. Students supported with grant funds are applying what they have learned in both research and practice. For example, Parmit Chilana (http://students.washington.edu/pchilana/) is a PhD student at the University of Washington specializing in human-computer interaction; Susan Wells Parham is Research Data Project Librarian at the Georgia Institute of Technology; and Shane Beers is digital preservation librarian at the University of Michigan.

Organized sessions on digital library education at the Joint Conference on Digital Libraries
[Collaborating institutions include Illinois and Indiana, both the LIS schools and the university libraries]

WISE+: Leveraging the Power of the Network to Increase the Diversity of LIS Curriculum (http://www.wiseeducation.org) (Smith)

Syracuse University School of Information Studies – Syracuse, NY
Year: 2006
Amount: $936,338
Grant: Laura Bush 21st Century Librarian Program - Programs to Build Institutional Capacity
The Syracuse University School of Information Studies will collaborate with the University of Illinois and the University of Pittsburgh to build upon and enhance a successful IMLS-funded project that increases the diversity of and access to course offerings in library and information science (LIS).
Specifically, the project seeks to support partnerships between LIS schools and library associations to increase course offerings to graduate students and current librarians, to train faculty and doctoral students to teach specialized online courses, and to build a digital repository of learning objects from this collection of courses.

Outcomes: This project extended the WISE coursesharing model to include partnerships with several different professional associations. The two most productive for Illinois were the partnership with the American Theological Library Association to offer a course annually in theological librarianship (http://www.atla.com/Members/development/Pages/UIUC.aspx) and the partnership with the Music Library Association to offer a course on Music Librarianship and Bibliography. See the paper “WISE+ Course Development Partnerships: Collaboration, Innovation & Sustainability.” (http://euclid-lis.eu/conferences/index.php/IFLA2010/IFLA2010/paper/view/7) . The WISE Consortium developed a model for sustaining the coursesharing activity beyond the conclusion of the grant. [Collaborating institutions included Illinois, Pittsburgh, Syracuse]

LAMP: LIS Access Midwest Program (http://lisaccess.org/lamp/) (Montague)

University of Illinois at Urbana-Champaign, Graduate School of Library and Information Science – Champaign, IL
Year: 2006
Amount: $972,839
Grant: Laura Bush 21st Century Librarian Program - Pre-Professional Programs
The University of Illinois at Urbana-Champaign Graduate School of Library and Information and the University of Wisconsin-Madison School of Library and Information Science will develop the Library Access Midwest Program (LAMP), a regional alliance that will attract 20 promising college students to careers in librarianship. Special emphasis will be placed on recruiting students from statistically and historically underrepresented populations. In addition to the direct effect it will have on these 20 students and their contributions to the library field, LAMP is designed to be a replicable model for other regions.

Outcomes: LAMP developed a range of recruitment techniques including summer institutes and internships, peer and professional mentorship and guidance, and financial assistance for the completion of a Master’s degree in LIS. LAMP specifically seeks to encourage the participation of students from statistically and historically underrepresented populations in LIS. One of 8 2007 LAMP Scholars, Roy Brooks, is now employed as the first Career Specialist at GSLIS. Illinois has been the school of choice for 5 of 8 LAMP scholars in 2007, and 6 of 12 LAMP Scholars in 2008. [Collaborating institutions include LIS schools at Illinois, Dominican, Wisconsin-Madison, Wisconsin-Milwaukee, Wayne State and university libraries at Ohio University, Marquette, Michigan State, University of Chicago, Illinois]

Data Curation Education Program Centuries of Knowledge (http://cirss.lis.illinois.edu/CollMeta/dcep.html) (Heidorn/Cragin)

University of Illinois at Urbana-Champaign, Graduate School of Library and Information Science – Champaign, IL
Year: 2006
Amount: $852,503
Grant: Laura Bush 21st Century Librarian Program - Programs to Build Institutional Capacity
The University of Illinois at Urbana-Champaign will develop a new concentration in the Graduate School
of Library and Information Science that establishes educational collaborations with premier science data centers across the country. The project will prepare a new generation of library and information science professionals to curate materials from databases and other formats. It will include paid fellowships for 24 students.

Outcomes: Development of a specialization in data curation for the MS program (http://www.lis.illinois.edu/academics/programs/ms/datacuration).

Work with advisory committee (http://cirss.lis.illinois.edu/CollMeta/dcep/adcmmSci.htm) to develop curriculum and plan internship experiences.

An annual summer institute provides continuing professional development opportunities to working professionals in this emerging area of specialization (http://www.lis.illinois.edu/articles/2011/05/annual-summer-institute-data-curation-held-early-june).

Librarians Serving Community-Based Higher Education: Preparing the Next Generation of Community College Librarians (http://www.nilrc.org/IMLSLibrarian/index.asp) (Smith)

Network of Illinois Learning Resources in Community Colleges – River Forest, IL
Year: 2007
Amount: $994,610
Grant: Laura Bush 21st Century Librarian Program - Master’s Level Programs

The Network of Illinois Learning Resources in Community Colleges, along with ten partner libraries in community colleges in Illinois and Missouri, will build a diverse professional workforce that understands community-based library staffing and service strategies as well as the challenges of serving a non-traditional, diverse, commuter-based student population. The project will support the education of twenty students at the Graduate School of Library and Information Science (GSLIS) at the University of Illinois at Urbana-Champaign (UIUC). GSLIS will collaborate with the university’s College of Education to provide a varied curriculum. The partner libraries offer the students mentoring throughout the graduate program and for six months following graduation.

Outcomes: More than 20 students supported by the grant completed their MS degree and there were 21 post-master’s 6-month internship placements in cooperating community colleges.

All students completed two online courses in the College of Education (HRE 501 The Community College and HRE 592 The Community College Student) that they felt were useful in preparing for practice in the community college setting.
[Collaborators include NILRC member libraries (http://www.nilrc.org/members/current.asp), GSLIS, and the coordinators of the Community College Teaching and Learning online program in the UIUC College of Education (http://education.illinois.edu/online/ctcl)]

Community Informatics Corps: The Next Generation (http://www.cii.illinois.edu/imsgrant.php?link=1) (Bishop/Bruce)

University of Illinois at Urbana-Champaign, Graduate School of Library and Information Science – Champaign, IL
Year: 2007
Amount: $996,243
Grant: Laura Bush 21st Century Librarian Program - Programs to Build Institutional Capacity

The University of Illinois Graduate School of Library and Information Science (GSLIS) will expand and enhance its pilot Community Informatics Corps (CIC) masters program. Community informatics (CI) is the field of study and practice devoted to understanding how information processes and technologies help communities achieve their goals. The aim of the CIC is to recruit and mentor a group of Latino, African-American, and other students interested in the experiences of underserved groups in society who are eager for a career that gives them the opportunity to contribute to their communities. Students in the CIC focus
their coursework on social entrepreneurship and community library and information services, so that they are prepared to apply what they've learned to the creation of innovative information services implemented within and across a range of community-based and public interest organizations.

Outcomes: Development of a certificate in community informatics (http://www.lis.illinois.edu/academics/programs/ms/cii) Recruitment of students from underserved communities, especially in the Paseo Boricua neighborhood in Chicago (http://www.paseoboricua.com/) Strengthened communication and capacity-building between the university and the community through such activities as the Community as Intellectual Space conference [Additional details provided at: http://www.cii.illinois.edu/imlsgrant.php?link=5]

YCI: Youth Community Informatics (http://www.cii.illinois.edu/imlsgrant.php?link=6) (Bishop/Bruce)

University of Illinois at Urbana-Champaign, Graduate School of Library and Information Science – Champaign, IL
Year: 2007
Amount: $990,234
Grant: Laura Bush 21st Century Librarian Program - Pre-Professional Programs
The University of Illinois at Urbana-Champaign School of Library and Information Science and the University of Illinois Extension’s statewide 4-H network, will partner to reach youth and youth leaders with engaging, educational activities to recruit underserved youth into Library Information Science (LIS). Five Illinois communities—Champaign-Urbana, Chicago, Danville, East St. Louis, and Rockford—with a high concentration of minority, low-income, and English-language-learner populations will pilot the program. Junior high and high school youths will participate in a variety of activities designed to give them familiarity with a range of information science topics, and a variety of LIS careers. The project will also produce a curriculum for use elsewhere.

Outcomes: The Youth Community Informatics research has engaged with community youth groups and youth leaders in Chicago, Champaign-Urbana, East St. Louis, Rantoul, Cass County, and other sites. A draft activity guide consisting of inquiry units has been developed. [Additional details provided at: http://www.cii.illinois.edu/imlsgrant.php?link=10]

Information in Society Preparing Future Faculty: Enhancing the Doctoral Program (http://www.lis.illinois.edu/academics/programs/phd/infosociety) (Smith/Schiller)

University of Illinois at Urbana-Champaign Graduate School of Library and Information Science – Champaign, IL
Year: 2007
Amount: $788,895
Grant: Laura Bush 21st Century Librarian Program - Doctoral Programs
The University of Illinois at Urbana-Champaign Graduate School of Library and Information Science will enhance its doctoral program by building a stronger research community within the school for the study of information in society, including policy, economic, and historical dimensions. Project goals include enhancing the doctoral program curriculum; connecting the research community to the wider world of librarianship; and attracting and supporting 13 diverse students, especially those from underrepresented groups, with a specific focus on recruiting doctoral students who will teach master's students capable of becoming future leaders in public, academic, and school libraries.
Outcomes: Recruited 13 Information in Society fellows: Naomi Bloch, Chris D’Arpa, Claire Gross, Adam Kehoe, Noah Lenstra, Vukoni Lupa-Lasaga, Alaine Martaus, Caroline Nappo, Safiya Noble, Colin Rhinesmith, Sarah Roberts, Miriam Sweeney, ShinJoung Yeo. Students holding the MS from GSLIS include: D’Arpa, Gross, Kehoe, Lenstra, Nappo, Noble, Yeo. Information in Society fellows have been key to supporting instruction of LIS 502 in LEEP bootcamp. D’Arpa, Martaus, Nappo, Noble, Roberts, and Sweeney have all served in this role. The Information in Society lecture series provides monthly public events on topics relevant to the GSLIS and larger UIUC community including GSLIS MS students. Lectures are archived on the Lecture Archives site (http://www.lis.illinois.edu/newsroom/lectures).

Chicago Community Informatics; Places, Uses & Resources (Williams)

Dominican University Graduate School of Library and Information Science – River Forest, IL
[Transferred to Illinois when Kate Williams joined the GSLIS faculty] (Williams)
Year: 2007
Amount: $199,796
Grant: Laura Bush 21st Century Librarian Program - Research in Early Careers Development
In this Early Career Development project, Dr. Kate Williams at Dominican University Graduate School of Library and Information Science will use a social capital/social network model to research actual and potential IT use in six disadvantaged communities across Chicago. The research will analyze how people and communities are already using computers and the Internet, and how their own lives and identities might be represented as part of our nation’s cyberinfrastructure.

Issued CI lab notes including: A bibliography and webliography of Puerto Rican Chicago (http://www.ideals.illinois.edu/handle/2142/8861) and A bibliography and webliography of Mexican Chicago (http://www.ideals.illinois.edu/handle/2142/8860).

Extending Data Curation to the Humanities DCEP-H (http://cirss.lis.illinois.edu/CollMeta/dcep.html) (Renear/Palmer)

University of Illinois at Urbana-Champaign, Graduate School of Library and Information Science – Champaign, IL
Year: 2008
Amount: $892,028
Grant: Laura Bush 21st Century Librarian Program - Programs to Build Institutional Capacity
The University of Illinois at Urbana Champaign will extend its work in data curation in the sciences to include the humanities by developing a model humanities curation graduate curriculum and a related continuing education institute. The University will also widely disseminate curricular and continuing education materials. The project will recruit, provide scholarships, and fund internships for Master’s students interested in careers in humanities data curation. By creating more professionals with the right skill sets and knowledge base, this project helps address the nation’s need to better manage the cultural record, an increasing amount of which is digital.

Outcomes: Development of a specialization in data curation for the MS program (http://www.lis.illinois.edu/academics/programs/ms/datacuration).
Work with advisory committee (http://cirss.lis.illinois.edu/CollMeta/dcep/adcommHum.htm) to develop curriculum and plan internship experiences.
LAMP II: Brightening the Path to Library & Information Science Scholarship
(http://lisaccess.org/lamp/) (Montague)

University of Illinois at Urbana-Champaign, Graduate School of Library and Information Science – Champaign, IL
Year: 2009
Amount: $506,910
Grant: Laura Bush 21st Century Librarian Program - Pre-Professional Programs
The Library Access Midwest Program (LAMP) is a collaboration between schools of library and information science and academic libraries which seeks to build a more diverse academic library workforce. As constituents of LAMP, the University of Illinois at Urbana-Champaign, University of Wisconsin-Madison, Dominican University, Michigan State University, Marquette University, University of Chicago, University of Illinois at Chicago, University of Iowa, the University of Wisconsin-Milwaukee, and Wayne State University will recruit twenty promising undergraduates with an emphasis on those from ethnic minority backgrounds to participate in activities and events designed to increase their awareness of career opportunities in library and information science. In addition to these activities, these undergraduates will be provided with paid internships in participating academic libraries.

Outcomes: LAMP developed a range of recruitment techniques including summer institutes and internships, peer and professional mentorship and guidance, and financial assistance for the completion of a Master’s degree in LIS. LAMP specifically seeks to encourage the participation of students from statistically and historically underrepresented populations in LIS.
Illinois was the school of choice for 4 of 8 LAMP Scholars in 2009, and 5 of 9 LAMP Scholars in 2010.
[Collaborating schools include Illinois, Dominican, Wisconsin-Madison, Wisconsin-Milwaukee, Wayne State and university libraries at Ohio University, Marquette, Michigan State, University of Chicago, Illinois]

Sharing Success: Educating Professional Leaders in School and Public Youth Services Librarianship (http://www.lis.illinois.edu/academics/programs/cas-ss) (Jenkins/Tilley)

University of Illinois at Urbana-Champaign, Graduate School of Library and Information Science– Champaign, IL
Year: 2009
Amount: $364,925
Grant: Laura Bush 21st Century Librarian Program - Continuing Education
The Graduate School of Library and Information Science (GSLIS) at the University of Illinois Urbana-Champaign will increase the number of qualified youth services librarians by offering eight IMLS-funded scholarships over three years to qualified and diverse students admitted to the GSLIS Certificate of Advanced Study (CAS) program. The CAS program provides continuing education for professionals already working in libraries. Scholarship recipients will have an opportunity to continue their education in a topic related to youth services. Upon completion of the program, graduates will be better prepared to work with youth in public and school libraries.

Outcomes: Grant still under way; all students have been recruited.
DCERC: Data Curation Education in Research Centers
(http://cirss.lis.illinois.edu/CollMeta/DCERC.html) (Palmer)

University of Illinois at Urbana-Champaign, Graduate School of Library and Information Science – Champaign, IL
Year: 2010
Amount: $988,543
Grant: Laura Bush 21st Century Librarian Program - Doctoral Programs
The University of Illinois Urbana-Champaign Graduate School of Library and Information Science, the University of Tennessee School of Information Sciences, and the National Center for Atmospheric Research have partnered to establish Data Curation Education in Research Centers (DCERC). DCERC will develop a model, including a field experience in a data intensive scientific environment, for educating LIS master’s and doctoral students in data curation. It will implement a graduate research and education program to address the need for professionals with scientific expertise who can manage and curate large digital data collections. Six doctoral students will benefit from this project.

Outcomes: Grant still under way; first cohort of doctoral students will begin study in fall 2011.
[Cooperating institutions: Illinois, Tennessee, National Center for Atmospheric Research]
CONCLUSION: SYNTHESIS AND OVERVIEW

The self-study report for reaccreditation of the University of Illinois at Urbana-Champaign, submitted in 2009 to the Higher Learning Commission of the North Central Association of Colleges and Schools, is entitled Excellence, Innovation, and Access (http://www.reaccreditation.illinois.edu/University_of_Illinois_Self-Study_2009.pdf). As a unit of UIUC, GSLIS has embraced these ideals and they are manifest in the M.S. program for which we are seeking reaccreditation. The discussion of the standards in the main body of this report provides evidence related to excellence, innovation, and access. Three data points are highlighted here by way of summary.

Excellence.
One figure from the WILIS 2 data (see Appendix F, p. 19) is particularly compelling. In response to the question, “How would you rate the overall experience that you had with your program?”, 69% of respondents said “Excellent”, compared to 41% of respondents for all 39 programs for which data were compiled.

Innovation.
Searching the awards database (http://www.imls.gov/search.asp) on the IMLS web site for all grants made in the Laura Bush 21st Century Librarian Program demonstrates that 282 grants have been awarded over the period 2003-2010. Illinois faculty participated in 15 (5.3%) as either principal investigator or co-PI. Six award categories (continuing education, doctoral programs, master’s level programs, pre-professional programs, programs to build institutional capacity, research in early careers development) are represented by one or more grants.

Access.
Over the first 15 years of LEEP, 1068 students have earned their degrees online. These students would not otherwise have been able to earn a degree from Illinois. Dimensions of their diversity include:
- Gender (female: 868; male: 200)
- Location (in-state: 626; out of state 442—from almost all 50 states and 11 foreign countries)
- Age (20-30: 133; 31-40: 379; 41-50: 279; 51-60: 213; 61-70: 63; 71+: 1)
- Ethnic group (Asian American: 39; African American: 36; Hispanic: 36; American Indian: 6; Caucasian: 909; Non-specified: 22; International: 16)

Participation in the WISE consortium is a model for increasing access to specialized courses across institutional boundaries.

The volume celebrating the School’s centennial in 1993 (that is now available through IDEALS, Illinois Digital Environment for Access to Learning and Scholarship, http://www.ideals.illinois.edu/handle/2142/18680) is entitled Ideals and Standards: The History of the University of Illinois Graduate School of Library and Information Science, 1893-1993. As we look ahead to our 120th anniversary in 2013 and beyond, we strive to achieve the ideals of excellence, innovation, and access while continuously working to meet the Standards for Accreditation of Master’s Programs in Library and Information Studies.

GSLIS has contributed to the library literature for almost 60 years through Library Trends. The journal reflects our commitment to “explore critical trends in professional librarianship” (http://www.lis.illinois.edu/about-gslis/publications/librarytrends) in the same spirit in which we educate students, as stated in our program objectives:

“We foster critical thinking about the literature of LIS and related fields, and we encourage high standards of professionalism and service. Our graduates are prepared to develop and evaluate resources and programs, and to understand the needs of many different kinds of users. Students who have completed our
program are equipped to anticipate social and technological changes, and to promote change that advances the profession, improves technology, and encourages positive social transformation."

Themes from the most recent issues of Library Trends demonstrate some of the challenges and opportunities for our graduates in the 21st century:

- “Digital Books and the Impact on Libraries,” edited by Peter Brantley (Volume 57, Number 1)
- “Institutional Repositories: Current State and Future,” edited by Sarah L. Shreeves and Melissa H. Cragin (Volume 57, Number 2)
- “Library and Information Services to Incarcerated Persons: Global Perspectives," edited by Vibeke Lehmann (Volume 59, Number 3)
- "Involving Users in the Co-Construction of Digital Knowledge in Libraries, Archives, and Museums," edited by Paul F. Marty and Michelle M. Kazmer (Volume 59, Number 4)

The program presentation narrative, together with the many links provided to sources of evidence, documents the ways in which GSLIS seeks to meet the Standards. We have numerous strengths embodied in our faculty, students, staff, alumni, curriculum, technical and financial resources, library resources, and physical facilities. We are in a university context that will continue to place a strong emphasis on quality and performance evaluation and that will encourage and reward innovation. Although GSLIS is one of the smallest units at UIUC, the faculty are involved in areas of teaching and research that touch many others on campus. We have taken advantage of the growth of our field and the culture of this institution to build an increasingly strong research program, to expand the reach of our teaching, and to make significant links across campus and across disciplines.

Preparation of this program presentation has demonstrated that there are also a few areas in need of improvement that we are working to address as we strive for continuous program improvement. In many cases initiatives are already under way that should lead to tangible improvements. We anticipate that efforts in the following areas can further strengthen our MS program:

- **Increasing the full-time faculty.** Enrollment in the MS program has grown without a corresponding increase in the full-time faculty. While the courses taught by part-time faculty are of a high caliber, it is important that full-time faculty contribute significantly to the teaching of MS students both on-campus and online. We also feel the need to ensure that core areas of the curriculum are represented by one or more of the full-time faculty, who can take a leadership role in teaching, research, curriculum development, and advising. At the same time we are finding more ways to integrate part-time/adjunct faculty into the School, by including them in discussions of the future of the School, giving them access to travel funds, and providing more opportunities to enhance teaching skills. In summer 2011 Dean Unsworth is submitting a hiring request to the Provost for three new tenure-track faculty, for hiring that would take place next academic year.

- **Matching curriculum and course scheduling to available faculty resources.** We have been through a period of rapid expansion in MS course offerings as faculty developed a wide variety of new special topics courses. We now need to work to identify which to offer on a recurring basis and make a permanent part of the curriculum as well as to identify any that should be eliminated or consolidated.

- **Developing more complete advising documents and procedures.** As we seek to prepare students for a wider range of career options, we see the need for more complete documentation regarding the structure of our curriculum and how it relates to the preparation required for various areas of specialization.
Managing enrollments and coordinating degree programs. Since 1996 we have integrated scheduling and management of other aspects of the two MS enrollment options to good effect. Resources are also invested in offering courses in the undergraduate informatics minor, the MS in bioinformatics, the Certificate of Advanced Study (including the CAS in digital libraries), and the doctoral program (soon to include a PhD in informatics as well as the PhD in library and information science). Students in the accredited MS may benefit from the enrichment in course offerings that all of these initiatives stimulate, but we need to actively plan enrollment targets and resource allocation across these various programs to ensure the continued quality of the accredited MS program. This will become even more pressing if current discussions regarding expansion of undergraduate offerings from a minor to a major in informatics result in implementation of a new degree program.

Maintaining a sense of community within and across enrollment options. From the beginning of LEEP, we have been very purposeful about building and sustaining community among LEEP students as a means for improving the quality of the experience and enhancing student retention. In LEEP the program focuses on communication and community in its design. In LEEP, learning is more than gaining knowledge as an individual; it also involves learning from others, developing skills in collaboration and communication, and creating a strong professional identity and community. Concerns expressed by on-campus students in spring 2011 demonstrate that we must enhance our focus on building community among on-campus students as well—co-location does not automatically guarantee community building.

Building a more diverse community. Recruitment and retention of a more diverse faculty remains an only partially realized goal and we need to continue efforts to increase diversity of both our full-time and part-time faculty. Given the potential to recruit LEEP adjuncts from anywhere in the U.S., more efforts need to be made to enhance diversity of those teaching in LEEP. We have made greater progress in recruitment and retention of a more diverse student population by pursuing multiple strategies and are particularly pleased to be able to give individuals who are place-bound an opportunity to pursue their MS degree via LEEP. We still have additional work to do in enhancing school climate and further developing cultural competence of all students, faculty, and staff.

In conclusion, we feel that we continue to be in a strong position as a graduate professional program because our priorities as a school resonate with those of the University and are responsive to the changing work environments in which our graduates find themselves.
SUPPORTING MATERIALS

Campus Profile (http://www.dmi.uiuc.edu/cp/)

The UIUC Division of Management Information (DMI) maintains longitudinal data for a number of useful indicators describing characteristics of each unit. Data cover such categories as faculty and staff, budget and expenditures, space allocation, students, degrees, instructional units offered, and teaching evaluations. A glossary of variables can be found at: http://www.dmi.illinois.edu/cp/Glossary11/G000.htm

GSLIS Web Site (http://www.lis.illinois.edu)

GSLIS Intranet (https://courses.lis.illinois.edu) [Members of the External Review Panel will be given a password to log in]

Graduate College Web Site (http://www.grad.illinois.edu)

Office of the Provost Web Site (http://www.provost.illinois.edu)

Office of the Chancellor Web Site (http://oc.illinois.edu)

Campus Overview (http://illinois.edu/about/overview/overview.html)

Unit Outcomes Assessment Plans (http://www.cte.illinois.edu/outcomes/unit_assess.html)

Graduate School of Library and Information Science (http://www.cte.illinois.edu/outcomes/pdfs/unitassess/gsls08.pdf)

UIUC’s Self Study for Reaccreditation 2009 (http://www.reaccreditation.illinois.edu/)

University Library Web Site (http://www.library.illinois.edu)

Library and Information Science (LIS) Virtual Library Web Site (http://www.library.illinois.edu/lsx)
APPENDICES

Appendix A. CVs for Full-Time Faculty

Appendix B. GSLIS Part-Time Faculty, Current Job Affiliation, and Courses Taught, Fall 2008 – Fall 2011

Appendix C. Job Descriptions for New Administrative Staff Positions [2005-2011]

Appendix D. Responsibilities of Administrative Support Staff

Appendix E. Workforce Issues in Library & Information Science: WILIS 2 Program Report
University of Illinois at Urbana-Champaign Graduate School of Library and Information Science

Appendix F. Evaluation Report. LEEP Online Master of Science Degree Program – Fall 2006.
Committee on Extended Education and External Degrees, Graduate College of the University of Illinois at Urbana-Champaign

Appendix G. Illustrative Assignments from Required Courses: LIS 501 Information Organization and Access and LIS 502 Libraries, Information and Society
Appendix A. CVs for Full-Time Faculty

We will include current CVs for the following faculty:

- Abdul Alkalimat
- Ann Bishop
- Alistair Black
- Catherine Blake
- Susan G. Davis
- Jana Diesner [joining GSLIS in January 2012]
- J. Stephen Downie
- David Dubin
- Miles Efron
- Jon Gant
- Les Gasser
- Christine Jenkins
- Lori Kendall
- Kathryn La Barre
- W. John MacMullen
- Bonnie Mak
- Jerome McDonough
- Kate McDowell
- Carole Palmer
- Allen Renear
- Dan Schiller
- Linda C. Smith
- Carol Tilley
- Vetle Torvik
- Michael Twidale
- John Unsworth
- Terry von Thaden
- Terry Weech
- Kate Williams
Appendix B

GSLIS Part-time Faculty, Current Job Affiliation, and Courses Taught
Fall 2008 – Fall 2011

[“LEEP” = online section; “OC” = on-campus section]

Al-Faruque, Muhammad (Middle Eastern Studies Librarian, University of Illinois)
530M, Bibliography of Africa: FA’09 [OC]

Barnhart, Anne (Head of Instructional Services, Ingram Library, University of West Georgia)
590CD, Collection Development: FA’09; SP’10; FA’10; SP’11; FA’11 [All LEEP]
590LA, Librarianship for Latin American Studies: FA’09 [LEEP]

Beaman, Anita (Instructor, Illinois State University School Library Certification Program; former Librarian, University High School, Normal IL)
590NF, Information Books & Resources for Youth: SU’09; SU’10 [Both LEEP]

Beck, Susan E. (Collection Development Coordinator, New Mexico State University)
519, Social Science Research in LIS: FA’10 [LEEP]

Beers, Elizabeth (Digital Services Assistant, Kresge Business Administration Library, University of Michigan; formerly Web Developer, Publishing Technology Group)
490TE, Introduction to Technology in LIS: SP’11; FA’11 [Both LEEP]

Bell, Lori (Lecturer, San Jose State University; formerly Director of Innovation, Alliance Library System, East Peoria IL)
510, Adult Public Services: SU’09; SU’10 [Both LEEP]

Bennett, Terrence (Business and Economics Librarian, The College of New Jersey)
530ELE, Business Information: FA’08; FA’09; FA’10; FA’11 [All LEEP]

Berger, Sidney (Director of the Phillips Library, Peabody Essex Museum, Essex, MA)
590MC, Medieval Codicology: SU’09 [OC]
590PM, Paper in the Scholarly World: SU’10 [OC]
590PO, Book as Physical Object: SU’11 [OC]
590RB, Rare Books and Special Collections Librarianship: SU’09; SU’10; SU’11 [All OC]

Berryhill, Carisse (Special Collections Librarian, Abilene Christian University, TX)
590TL, Theological Librarianship: FA’08; FA’09; FA’10 [All LEEP]

Bivens-Tatum, Ronald Wayne (Philosophy & Religion Librarian, General & Humanities Reference Division, Princeton University)
524, Info Sources and Services in Arts & Humanities: SP’10; SP’11 [Both LEEP]

Bothmann, Robert (Electronic Access/Catalog Librarian, Minnesota State University, Mankato)
507, Cataloging & Classification I: SU’10; FA’10; SP’11; FA’11 [All LEEP]
590CN, Cataloging of Nonprint Materials: SU’11 [LEEP]
Bregman, Alvan (Associate Professor, Rare Book & Manuscript Library, University of Illinois)
590RB, Rare Book and Special Collections Librarianship: FA’08 [LEEP]; SP’09 [LEEP]; FA’09 [LEEP]; FA’10 [OC]

Burch, Georgeann (Program Coordinator K-12 Library Info Specialist Certification, Graduate School of Library and Information Science, University of Illinois)
590NF, Information Books & Resources for Youth: SU’10 (w/Elizabeth Bush) [OC]
590SM, School Library Media Center: SP’10 [OC]; SP’11 [OC]

Burger, Robert (Associate University Librarian for Services Emeritus, University of Illinois Library)
505, Administration and Management of Libraries & Information Centers: SP’09 [OC]; SU’09 [LEEP]; SP’10 [OC]; SU’10 [LEEP]; SP’11, 2 sections [1 OC; 1 LEEP]; SU’11 [LEEP]
530C, Russian, East European & Eurasian Bibliography and Research Methods: FA’09 (w/Helen Sullivan) [OC]
590FM, Financial Management: FA’10 [OC]; FA’11 [LEEP]

Burton, Margaret (Elementary School Library Media Specialist, Mattoon (IL) CUSD#2)
590SM, School Library Media Center: SP’09; SU’09; SP’10; SU’10; SP’11; SU’11 (all w/Anieta Trame) [All LEEP]

Bush, Elizabeth (Librarian, St. Damian School, Oak Forest, IL; Reviewer, Bulletin of the Center for Children’s Books, University of Illinois)
403, Literature and Resources for Children: FA’08; FA’09; FA’10; FA’11 [All OC]
404, Literature and Resources for Young Adults: SP’09, SP’10; SP’11 [All OC]
590NF, Information Books & Resources for Youth: SU’09; SU’10 (w/Georgeann Burch); SU’11 [All OC]

Chen, Minjie (Doctoral candidate, Graduate School of Library and Information Science, University of Illinois)
590LR, Literacy, Reading & Readers: FA’09 [OC]

Chenoweth, Rose (Library Development Consultant, Alliance Library System, East Peoria, IL)
505, Administration & Management of Libraries and Information Centers: SU’11 [LEEP]

Cole, Timothy (Professor, Grainger Engineering Library & Information Center and Mathematics Librarian, University of Illinois)
590MD, Metadata in Theory & Practice: FA’09 (w/William Mischo) [OC]

Cook, Christopher (Cataloger, National Oceanic and Atmospheric Administration Central Library, Silver Spring MD; formerly Rare Book Cataloging Project Manager, University of Illinois)
590BC, Rare Book Cataloging: SU’09 [OC]

D’Arpa, Christine (Doctoral candidate, Graduate School of Library and Information Science, University of Illinois)
502, Libraries, Information and Society: SP’11 (w/Ellen Rubenstein) [OC]

Davidson, Stephanie (Head of Public Services, Law Library, University of Illinois)
530G, Law (Legal Resources): SP’09; SP’11 [Both LEEP]
590LL, Law Librarianship: SU’09; SU’10; SU’11 [All LEEP]
DeCandido, Robert (Database Coordinator, The Pierpoint Morgan Library, Bronx, NY)  
586, Digital Preservation: SP’10; SP’11 [Both LEEP]

Diekman, Linda (Learning Resource Center Director, Glen Grove Elementary School, Glenview, IL)  
590NF, Information Books & Resources for Youth: SU’11 [LEEP]  

Donohue, Nanette (Technical Services Manager, Champaign (IL) Public Library)  
507, Cataloging & Classification I: FA’08; SP’09; FA’09; SP’10 [All LEEP]

Dousa, Thomas (Doctoral candidate, Graduate School of Library and Information Science, University of Illinois)  
501, Information Organization and Access: SU’10 (w/Kathryn La Barre) [OC]; FA’10 (w/Caroline Nappo) [OC]

Drone-Sivers, Frances (Information Services Librarian, Parkland College, Champaign, IL)  
458, Instruction and Assistance Systems: FA’11 [OC]

Dunkelberger, John (retired Head of Reference, Urbana (IL) Free Library)  
504, Reference and Information Services: FA’08, SP’09; FA’09; SP’10; FA’10; FA’11 [All OC]

Edwards, Meg (Academic Advisor, Graduate School of Library and Information Science, University of Illinois; former Visiting Assistant Professor, Undergraduate Library, University of Illinois)  
590BG, Business & Government: Literacy & Practice for LIS: SU’11 (w/Marianne Steadley)  
[LEEP]  
590ISM, Information Service Marketing: SP’10; SP’11 [Both OC]

Ehmann, Andreas (Doctoral candidate, Electrical and Computer Engineering, University of Illinois)  
590UMI, Understanding Multimedia Information: SP’10 and SP’11 (w/Stephen Downie) [Both OC]

Estabrook, Leigh (former Dean and Professor Emeritus, Graduate School of Library and Information Science, University of Illinois)  
502, Libraries, Information and Society: SU’08, 2 sections; SU’09, 2 sections; SU’10, 3 sections; SU’11, 3 sections [All LEEP plus 10-day on-campus sessions]

Ewing, Chatham (Assistant Professor, Rare Book & Manuscript Library, University of Illinois)  
581, Administration and Use of Archival Materials: FA’09 (w/Eric Fair) [LEEP]

Fair, Eric (Archives Librarian, Champaign County Historical Archives, Urbana IL)  
581, Administration and Use of Archival Materials: FA’09 (w/Chatham Ewing) [LEEP]

Flanders, Julia (Director, Women Writers Project and Associate Director for Textbase Development, Center for Digital Scholarship, Brown University)  
590EPL, Electronic Publishing: Technologies & Practices: FA’08; FA’09; FA’10; FA’11 [All LEEP]

Floyd, Ingbert (Doctoral candidate, Graduate School of Library and Information Science, University of Illinois)  
490IT, Entrepreneurial IT Design: SP’11 (w/Sunah Suh) [OC]
Gaffney, Loretta (Doctoral candidate, Graduate School of Library and Information Science, University of Illinois)
   403, Literature and Resources for Children: FA’09; FA’10 [Both LEEP]
   404, Literature and Resources for Young Adults: SP’09; SP’11 [Both LEEP]
   506, Youth Services Librarianship: FA’11
   590IF, Intellectual Freedom and Library Services for Youth: SP’10

Gao, Fang (Government Printing Office, Washington DC; formerly Manager of Serials Services, University of Illinois Library)
   507, Cataloging & Classification I: FA’08; SP’09; SU’09; FA’09; SP’10; FA’10 [All OC]

Gillfillan, Nancy (retired Director, Fondulac District Library, East Peoria, IL)
   505, Administration & Management of Libraries and Information Centers: FA’08; FA’09; FA’10; FA’11 [All OC]

Gruzd, Anatoliy (Assistant Professor, School of Information Management, Faculty of Management and the Faculty of Computer Science (cross-appointment), Dalhousie University, Halifax, Canada)
   590DI, Digital Libs Research & Practice: FA’09 [LEEP]

Halsall, Jane (Manager, Young People’s Services, McHenry (IL) Public Library District)
   506, Youth Services Librarianship: FA’10 [LEEP]

Hanson, Lynn (Independent contractor; formerly Practicum Coordinator, GSLIS, and Information Research Specialist, Information Researchers, University of Illinois)
   526, Searching Online Info Systems: FA’08 [LEEP]; SP’09 [OC]; SU’09 [OC]; FA’09 [LEEP]; SP’10 [OC]; FA’10 [LEEP]; SP’11 [LEEP]; FA’11 [LEEP]

Hardy, Christa (Information Literacy & Learning Services Coordinator, Alabama State University)
   458, Instruction and Assistance Systems: SP’09; FA’09 [Both LEEP]
   505, Administration & Management of Libraries and Information Centers: SP’10; SU’10 [Both LEEP]

Healey, Paul (Senior Instructional Services Librarian, Law Library, University of Illinois)
   530G, Law (Legal Resources): SP’10 [LEEP]

Henderson, Ethan (Special Collections Librarian and College Archivist, Kenyon College)
   581, Administration and Use of Archival Materials: FA’10 [LEEP]

Henderson, Kathryn L. (Professor Emerita, Graduate School of Library and Information Science, University of Illinois)
   582, Preserving Information Resources: FA’08; FA’09; FA’10 (all w/William T Henderson) [All OC]

Henderson, William T (Associate Professor Emeritus, Preservation, University of Illinois Library)
   582, Preserving Information Resources: FA’08; FA’09; FA’10 (all w/Kathryn L. Henderson) [All OC]

Hinchliffe, Lisa (Coordinator for Information Literacy Services, University of Illinois Library)
   590HE, Higher Education and Information Professionals: SP’09, SP’10, SP’11 (all w/Melissa Wong) [All LEEP]
Hotchkiss, Valerie (Head of the Rare Book and Manuscript Library and Professor of Medieval Studies, University of Illinois)
590EX, Library and Museum Exhibitions: FA’10; SP’11; FA’11 [All LEEP]

Huggins, Sujin (Doctoral candidate, Graduate School of Library and Information Science, University of Illinois and Instructor, Graduate School of Library and Information Science, Dominican University, River Forest IL)
590BTW, Serving Children in Schools & Community: SP’09 (w/Ann Bishop) [OC]; FA’09 [OC]

Huot, Andrew (Conservator, Milner Library, Illinois State University)
590BB, Bookbinding: History, Principles and Practices: SU’10 [OC]; FA’10 [LEEP]; SU’11, 2 sections [1 OC; 1 LEEP]
590GN, Conservation of General Collections: FA’11 (w/Jennifer Hain Teper) [OC]

Jeng, Judy (BJVid Evaluation Consultant, New Jersey; until June 2010 was Assistant Professor, Dept. of Library Science, Clarion University with cataloging teaching responsibilities)
507, Cataloging & Classification I: FA’08; SP’09; FA’09; SP’10 [All OC]

Johnson, Debra Wilcox (Consultant, John & Johnson Consulting, Waunakee WI)
505, Administration & Management of Libraries and Information Centers: FA’08; SP’09; FA’09; SP’10; FA’10; FA’11 [All LEEP]
590EV, Evaluating Programs and Services: SU’09; SU’10 [Both LEEP]
590S, Human Resource Management in Libraries and Information Centers: SU’09 [LEEP]

Jones, Jimi (IT Specialist (Audio Visual), Library of Congress Office of Strategic Initiatives)
590AV, Audiovisual Materials in Libraries & Archives: SU’09; SP’10; SU’10; SP’11; SU’11; FA’11 [All LEEP]

Kaczmarek, Joanne (Associate Professor, University Archives, University of Illinois Library)
590RML, Records and Information Management: SU’10 (w/Nicholas Weber) [LEEP]

Kagan, Alfred (African Studies Bibliographer, University of Illinois Library)
530M, Bibliography of Africa: FA’08; FA’10; FA’11 [All OC]

Keding, Daniel (Independent storyteller, workshop and seminar presenter, Urbana, IL)
409, Storytelling: SP’09, 2 sections; FA’09; SP’10; FA’10 [All OC]

Kellerman, Frank (Scholarly Resources Librarian, Brown University)
590I, Indexing and Abstracting: SU’09; SU’10 [Both LEEP]

Kern, Kathleen (Doctoral candidate, Graduate School of Library and Information Science and Assistant Reference Librarian, University of Illinois)
504, Reference and Information Services: SP’11 [OC]

Khanal, Navadeep (Doctoral candidate, Graduate School of Library and Information Science, University of Illinois)
490TE, Introduction to Technology in LIS: FA’10 [LEEP]
**Kibbee, Jo** (Reference Librarian Emerita, University of Illinois Library)
590CD2, Current Issues in Collection Development: FA’08 [OC]

**Kory, Fern** (Professor of English, Eastern Illinois University, Charleston)
490AC, African American Youth Literature: SU’09 [OC]

**Kostell, Steve** (Instructor, School of Art and Design, University of Illinois)
590LP, Letterpress Printing: SU’10; SU’11 [Both OC]

**Kovacs, Diane** (President, Kovacs Consulting Internet & Web Training, Brunswick OH)
590LW, Web Design and Construction for Organizations: SU’09, 2 sections; SU’10, 2 sections; SU’11, 2 sections; FA’11 [All LEEP]

**Krummel, Donald** (Professor Emeritus, Graduate School of Library and Information Science, University of Illinois)
511, Bibliography: SP’09; FA’09; FA’10; FA’11 [All OC]
512, History of Libraries: FA’08; SP’10; SP’11 [All OC]

**Leibowitz, Faye** (General Languages Catalog Librarian, University of Pittsburgh)
577, Cataloging & Classification II: SP’09; FA’09; SP’10; SP’11; FA’11 [All LEEP]

**Linville, Charlie** (President, Ploughman Analytics, Champaign IL; formerly Senior Research Scientist, University of Illinois)
490GI, Geographic Information Systems: FA’08 (w/Jon Gant) [OC]

**Lipinski, Tomas** (Executive Associate Dean, School of Library and Information Science, Indiana University Purdue University Indianapolis)
590IP, Information Policy: SU’09 [LEEP]
590LI, Legal Issues in LIS: SU’10 [LEEP]; SU’11 [OC]

**Ma, Lai** (Doctoral candidate, School of Library and Information Science, Indiana University Bloomington)
507, Cataloging & Classification I: SU’11 [OC]

**Marcus, Leonard** (Independent Children’s Book Historian, Author, Critic, Brooklyn NY)

**McDade, Travis** (Associate Professor, Law Library, University of Illinois)
590CP, Rare Books, Crime & Punishment: SU’09; FA’10; FA’11 [All OC]

**Medina, Karen** (Doctoral candidate, Graduate School of Library and Information Science, University of Illinois)
452, Foundations of Information Processing in LIS: SP’09 [LEEP]

**Mestre, Lori** (Head of the Undergraduate Library, University of Illinois)
504, Reference and Information Services: FA’08 [LEEP]; SP’09 [OC]

**Miller, Diane** (Owner, Civic Collaboration, Austin TX)
590CM, Change Management: SP’11 (w/Taylor Willingham) [LEEP]
Miller, Larry (Professor, Slavic & East European Library, University of Illinois)
530C, Russian, East European & Eurasian Bibliography and Research Methods: FA’08 (w/Marek Sroka) [OC]

Mischo, William (Engineering Librarian, Grainger Library, University of Illinois)
590MD, Metadata in Theory & Practice: FA’09 (w/Timothy Cole) [OC]

Mitts-Smith, Debra (Adjunct Instructor at University of Minnesota and Dominican University)
403, Literature and Resources for Children: FA’09; FA’10; FA’11 [All LEEP]
409, Storytelling: SP’10; SP’11, 2 sections [Both LEEP]
514, History of Children’s Literature: FA’11 [LEEP]

Montague, Rae (Assistant Dean for Student Affairs, Graduate School of Library and Information Science, University of Illinois)
590EL, E-Learning: Social and Technical Issues in E-learning Research and Practice: FA’10; FA’11 [Both OC]

Munroe, Mary (Associate Dean Emerita, Collections and Technical Services, Northern Illinois University)
505, Administration and Management of Libraries & Information Centers: SP’11 [LEEP]
590CD, Collection Development: FA’08, 2 sections; SP’09, 2 sections; FA’09; SP’10; FA’10; SP’11; FA’11 [All LEEP]

Musselman, David (Research Programmer, Department of Computer Science, University of Illinois)
490TE, Introduction to Technology in LIS: FA’10; SP’11; FA’11 [All OC]

Nappo, Caroline (Doctoral candidate, Graduate School of Library and Information Science, University of Illinois)
501, Information Organization and Access: FA’10 (w/Caroline Nappo) [OC]

Nettles, Bea (Professor Emerita of Photography and Book Arts, University of Illinois)
490BA, Book Arts Seminar: SU’10; SU’11 [All OC]
590BT, Special Topics in Book Arts: FA’08 (w/Christine Jenkins) [OC]
590BB, Bookbinding: History, Principles and Practices: SU’09, 2 sections [OC]

Nielsen, Anna (Adjunct Faculty, Graduate School of Library and Information Science, Simmons College)
403, Literature and Resources for Children: FA’08; FA’10; FA’11 [All LEEP]
404, Literature and Resources for Young Adults: SP’10; SP’11 [Both LEEP]
590MLL, Media Literacy and Youth: SP’11 [LEEP]

Noble, Safiya (Doctoral candidate, Graduate School of Library and Information Science, University of Illinois)
590RGS, Race, Gender and Sexuality in the Information Professions: FA’11 (w/Miriam Sweeney) [OC]

Oberg, Steven (Senior Information Scientist--Knowledge Management at major global healthcare company)
578, Technical Services Functions: SU’09; SU’10; SU’11 [All LEEP]
Offenstein, Timothy (Web Specialist, Campus Information Technologies and Educational Services, University of Illinois)
590LW, Web Design and Construction for Organizations: SU’09; SU’10; SU’11 [All OC]

Olson, Patrick (Vail Cataloging Librarian, Massachusetts Institute of Technology)
590BC, Rare Book Cataloging: SU’11 [LEEP]

Peekhaus, Wilhelm (Postdoctoral Fellow in Information Policy, University of Wisconsin-Milwaukee; formerly post-doctoral research associate, Graduate School of Library and Information Science, University of Illinois)
590IP, Information Policy: SP’09; SP’10 [Both OC]

Peters, Thomas (Founder and CEO, TAP Information Services, Oak Grove MO)
510, Adult Public Services: SU’11 [LEEP]

Piez, Wendall (Consultant, Mulberry Technologies, Inc., Rockville MD)
590DP, Document Processing: SP’09; SP’10; SP’11 [All LEEP]

Prom, Christopher (Assistant University Archivist, University of Illinois)
581, Administration and Use of Archival Materials: FA’08 [LEEP]

Puacz, Jeanne Holba (former Systems & Reference Librarian, Vigo County Public Library, IN)
504, Reference and Information Services: FA’08; SP’09; SU’09; FA’09; SP’10, 2 sections; FA’10, 2 sections; SP’11, 2 sections; FA’11, 2 sections [All LEEP]

Ratcliff, Jessica (Post-Doctoral Research Associate, Graduate School of Library and Information Science, University of Illinois)
590IE, Information and Empire: SP’10; FA’11 [Both OC]

Rebaza, Claudia (Independent contractor; PhD (2009), Graduate School of Library and Information Science, University of Illinois)
504, Reference and Information Services: FA’08; FA’09 [Both OC]

Robak, Michael (Reference Librarian, Law Library, University of Illinois)
590IC, Information Consulting I: FA’11 (w/Yoo-Seong Song) [LEEP]

Roberto, K.R. (Serials/Electronic Resources Librarian, University of Denver)
507, Cataloging & Classification I: SP’11; FA’11 [Both LEEP]

Roberts, Sarah (Doctoral candidate, Graduate School of Library and Information Science, University of Illinois)
502, Libraries, Information and Society: SP’10 (w/Miriam Sweeney) [OC]; SP’11

Ruan, Lian (Head, Illinois Fire Services Institute Library, University of Illinois)
590CH, Information Access & Library Resources in the Social Sciences and Humanities in China: FA’08 (w/Terry Weech) [OC]
590SL, Special Library Administration: SP’10 (w/Judith Siess) [OC]

Ruane, Elizabeth (Reference and Emerging Technology Librarian, Skidmore College; formerly Outreach and Reference Services Librarian, DePaul University)
451, Introduction to Network Systems: SP’09; SP’10; SP’11 [All LEEP]
Rubenstein, Ellen (Doctoral candidate, Graduate School of Library and Information Science, University of Illinois)
  502, Libraries, Information and Society: SP’11 (w/Christine D’Arpa) [OC]

Salo, Dorothea (Digital Repository Librarian, University of Wisconsin-Madison)
  590CD2, Current Issues in Collection Development: SP’10 [LEEP]
  590DCL, Foundations of Data Curation: FA’11 [LEEP]

Salrin, Melissa (ALA Archival Operations and Reference Visiting Specialist, University of Illinois Archives)
  581, Administration and Use of Archival Materials: FA’11 [LEEP]

Schlipf, Fred (retired Executive Director, Urbana (IL) Free Library)
  548, Library Buildings: SP’09; SU’09; SP’10; SU’10; SP’11; SU’11 [All OC]

Schwartz, Scott (Associate Professor, Sousa Archives & Center for American Music, University of Illinois Library)
  590AA, Archival Arrangement & Description for Archives and Museums: SU’09; SU’10; FA’10; SU’11 [All OC]

Siess, Judith (retired; formerly President, Information Bridges International, Richmond Heights, Ohio)
  590SL, Special Library Administration: SP’10 (w/Lian Ruan) [OC]

Silver, Joel (Curator of Books, Lilly Library, Indiana University, Bloomington)
  590DB, Descriptive Bibliography: SU’10; SU’11 [Both OC]
  590PB, History and Practices of Book Collecting: FA’09 [LEEP]
  590RB, Rare Book and Special Collections Librarianship: SP’10; SP’11; FA’11 [All LEEP]
  590SP, Collection Development for Special Collections: FA’10 [LEEP]
  590SR, Reference Sources for Rare Books: SU’09; SU’10; SU’11 [All OC]

Smith, Dawn (Mikki) (Doctoral candidate, Graduate School of Library and Information Science, University of Illinois)
  403, Literature and Resources for Children: FA’11 [LEEP]

Song, Yoo-Seong (Commerce Information Services Librarian, Business and Economics Library, University of Illinois)
  590AC, Applied Business Research: SP’09; SU’10; SU’11 [All LEEP]
  590IC, Information Consulting I: FA’11 (w/Michael Robak) [LEEP]

Spisak, April (Doctoral candidate, Graduate School of Library and Information Science, University of Illinois)
  403, Literature and Resources for Children: FA’08 [LEEP]
  404, Literature and Resources for Young Adults: SP’10 [LEEP]
  506, Youth Services Librarianship: FA’11 [LEEP]

Sroka, Marek (Coordinator, Area Studies Division, Librarian for Central European Studies, University of Illinois)
  530C, Russian, East European & Eurasian Bibliography and Research Methods: FA’08 (w/Larry Miller) [OC]
Steadley, Marianne (Continuing Professional Development Program Director, Graduate School of Library and Information Science, University of Illinois)
590BG, Business & Government: Literacy and Practice for LIS: SU’11 (w/Margaret Edwards) [LEEP]

Suh, Sunah (Doctoral candidate, Graduate School of Library and Information Science, University of Illinois)
490IT, Entrepreneurial IT Design: SP’11 (w/Ingbert Floyd) [OC]

Sullivan, Helen (Manager, General Slavic Reference, Slavic and East European Library, University of Illinois)
530C, Russian, East European & Eurasian Bibliography and Research Methods: FA’09 (w/Robert Burger); FA’10; FA’11 [All OC]

Sweeney, Miriam (Doctoral candidate, Graduate School of Library and Information Science, University of Illinois)
502, Libraries, Info and Society: SP’10 (w/Sarah Roberts) [OC]
590RGS, Race, Gender and Sexuality in the Information Professions: FA’11 (w/Safiya Noble) [OC]

Swindells, Geoffrey (Government Information Librarian, Northwestern University Library)
525, Government Information: FA’08; FA’09; SP’10; FA’10; SP’11 [All LEEP]

Tarsala, Cheryl (Independent cataloging educator and author)
507, Cataloging & Classification I: FA’08; SP’09; FA’09; SP’10; FA’10 [All LEEP]
577, Cataloging & Classification II: FA’08 [LEEP]

Teper, Jennifer Hain (Head, Department of Conservation, University of Illinois Library)
582, Preserving Info Resources: SP’09; SP’10; SP’11 [LEEP]
590GN, Conservation of General Collections: FA’11 (w/Andrew Huot) [OC]
590PC, Preservation & Conservation for Collections Care: FA’08; FA’09 [Both OC]

Tipton, Jocelyn (Head of Reference Services, Booth Library, Eastern Illinois University)
523, Information Sources and Services in the Social Sciences: FA’09; FA’10 [Both LEEP]

Towne, Mary Wilkes (Adult Services Librarian, Urbana (IL) Free Library)
590KK, Adult Popular Literature: SP’09 [OC]; SU’09 [LEEP]; SP’10 [OC]; SU’10 [LEEP]; SP’11 [OC]; SU’11 [LEEP]

Trainor, Kevin (Assistant Director, Center for Informatics Research in Science and Scholarship, University of Illinois)
453, Systems Analysis and Management: SP’09; FA’09; SP’10; FA’10; SP’11; FA’11 [All LEEP]
590MG, Project Management in LIS: SU’09; SU’10; SU’11 [All LEEP]

Trame, Anieta (Media/Computer Coordinator, Mattoon (IL) Community Unit School District 2)
590SM, School Library Media Center: SP’09; SU’09; SP’10; SU’10; SP’11; SU’11 (all w/Margaret Burton) [All LEEP]
Urban, Richard (Doctoral candidate, Graduate School of Library and Information Science, University of Illinois)
490MU, Museum Informatics: SP’11 [LEEP]

Voss, Anke (Director of Special Collections, Urbana (IL) Free Library)
581, Administration and Use of Archival Materials: FA’08; FA’09; FA’10; FA’11 [All OC]
590CA, Community Archives: SP’10; SP’11 [Both OC]

Wadsworth, Andrew (Research Scientist, National Center for Supercomputing Applications, University of Illinois)
590II, Interfaces to Information Systems: FA’10 [LEEP]

Wagstaff, John (Music Librarian, University of Illinois Library)
530A, Music Librarianship & Bibliography: SP’09; SP’10; SP’11 [All LEEP]

Walter, Scott (Associate University Librarian for Services, University of Illinois)
502, Libraries, Information and Society: SP’09 [OC]
504, Reference and Information Services: FA’09; SP’10; FA’10; SP’11; FA’11 [All OC]

Weber, Nicholas (Doctoral candidate, Graduate School of Library and Information Science, University of Illinois)
590RML, Records and Information Management: SU’10 (w/Joanne Kaczmarek) [LEEP]

Weiss, Paul (Independent contractor; Extensive cataloging and technical services experience at Eugene Public Library, UCSD, UNM, NLM, Cornell)
577, Cataloging & Classification II: SP’11; FA’11 [Both LEEP]

Wheeler, William (Head, Research & Instruction, Georgetown University Libraries, Washington DC)
523, Information Sources and Services in the Social Sciences: FA’08 [LEEP]
524, Information Sources and Services in the Arts & Humanities: SP’09 [LEEP]

Wickett, Karen (Doctoral candidate, Graduate School of Library and Information Science, University of Illinois)
590IM, Information Modeling: FA’09; FA’10 [Both LEEP]

Willingham, Taylor (Public engagement and change management consultant)
418, Community Engagement: FA’08; SP’09; SP’11 (w/Ann Bishop) [All LEEP]
590CE, Civic Entrepreneurship: FA’09 [LEEP]
590CM, Change Management: SU’10; SP’11 (w/Diane Miller) [Both LEEP]

Witt, Steven (Doctoral candidate, Graduate School of Library and Information Science, and Associate Director, Center for Global Studies, University of Illinois)
523, Information Sources and Services in the Social Sciences: FA’11 [LEEP]

Wolske, Martin (Senior Research Scientist, Community Informatics Initiative, Graduate School of Library and Information Science, University of Illinois)
451, Introduction to Network Systems: FA’08; SU’09; FA’09; SP’10; FA’10; SP’11; FA’11 [All OC]
490ST, Community Informatics Studio: SU’10; SU’11 [Both OC]
Wong, Melissa (Consultant, adjunct instructor at San Jose State University)
458, Instruction and Assistance Systems: FA’08; SU’09; FA’09; SU’10; FA’10; SP’11; SU’11; FA’11 [All LEEP]
504, Reference and Information Services: FA’08; SP’09; SU’09; FA’09; SU’10; FA’10; SU’11; FA’11 [All LEEP]
590HE, Higher Education and Information Professionals: SP’09, SP’10, SP’11 (all w/Lisa Hinchliffe) [All LEEP]

Zhang, Hong (Doctoral candidate, Graduate School of Library and Information Science, University of Illinois)
590DI, Digital Libraries Research & Practice: SP’11 (w/Stephen Downie) [LE
Appendix C. Job Descriptions for New Administrative Staff Positions [2005-2011]

Since the M.S. program was last reviewed in 2004, a number of new administrative staff positions have been created or redefined. Job descriptions are compiled here for:

Associate Dean for Research

Research Services Coordinator

Advising Coordinator

Career Specialist

Program Coordinator, K-12

Help Desk Manager

Manager of Instructional Technology

Computer Assisted Instruction Specialist

Assistant Dean for Infrastructure

Assistant Director of Advancement

Assistant Dean for Communications

Director of Publications and Media Relations
**Associate Dean for Research**

**Scope of Position / Summary:**

The Associate Dean for Research will provide leadership in the areas of sponsored research; research program development, support, and integration; research administration; faculty development; and perform related external relations and IT support functions.

**Key Responsibilities:**

- **Faculty development:** Mentor faculty (especially junior faculty) on research plans; advise Dean and act as advocate within the Executive Committee on behalf of faculty research interests and opportunities.
- **Research program support:** Coordinate School-level GSLIS research activities (includes overseeing GSLIS research centers) and facilitate the development, support, and alignment of other GSLIS research groups; ensure the related coordination of GSLIS administrative support.
- **Strategy development:** Facilitate the development of GSLIS research strategy; benchmark research performance against other IS and LIS schools; advise Dean and Executive Committee on research directions and strategy; ensure faculty hiring plans and other program development reflect research needs and opportunities.
- **Integration with academic programs:** Ensure doctoral program strategy is aligned with overall research strategy, including recruitment, advising, and assignment of research assistantships; similar appropriate coordination with MS, CAS, and undergraduate programs.
- **General research culture:** Help create a culture within the School that supports and promotes the significance of our research, through lectures, colloquia, seminars, and visiting fellows and faculty.
- **Research administration support:** Improve and coordinate GSLIS pre- and post-award research administration, including proposal development workflow; identify cost sharing opportunities; represent GSLIS needs to UIUC offices such as G&C, OSPRA, IRB, and OTM.
- **Publicity and external relations:** Improve accessibility and impact of GSLIS research by managing web presence, advising on publication venues, and supporting media relationships.
- **Information technology support:** Coordinate research computing support, ensuring support across the full range of GSLIS research activities.
- **Collaboration and funding development:** Help develop new project and collaboration opportunities within and beyond GSLIS and UIUC, including industry partnerships; increase research funding from all sources; improve funding support across the full range of GSLIS research activities.
- **Other related duties as assigned.**
Research Services Coordinator

Scope of Position / Summary:
The Research Services Coordinator develops and manages GSLIS research support activities as directed by the Associate Dean for Research. Areas of responsibility include support for proposal development, post-award compliance with all applicable regulations, planning and analytical support for projects and centers, outreach and training, developing tools and gathering data to support strategic planning, and special projects as assigned.

Key Responsibilities:

- Coordinate GSLIS research support activities in the areas of pre- and post-award research administration, including those related to proposal development workflow, compliance certification for human subjects, intellectual property, conflict of interest, and effort certification.
- Design and manage research support resources and services such as proposal and compliance documentation, procedures documentation, and standardized text (e.g., for proposal development, human subjects applications, intellectual property contract amendments, etc.). This includes designing and managing the research support Web site and all related file stores.
- Provides outreach to researchers, keeping them informed of GSLIS Research Office services and resources, and providing assistance in using those services and resources; includes providing compliance support to faculty via workshops, tutorials, and individually.
- Acts as liaison to the Institutional Review Board, the Office of Technology Management, and (working with the research financial administrator) to the Office for Sponsored Programs and Research Administration and the Grants and Contracts Office.
- Collects and analyzes data, and performs institutional research to support planning operations and research strategy development.
- Provides project management, troubleshooting and other managerial support, including financial and personnel operations strategy planning, to GSLIS research centers to ensure consistency and efficiency.
- Provides leadership on special projects for the Associate Dean.
- Other project management responsibilities as assigned, including coordinating the development of large multi-investigator research proposals.
- Other related duties as assigned.

Required Education and Experience:

- Accredited Master’s Degree in Library and Information Science
- Minimum of 2 years' full-time research project management experience within a university setting
- Strong proposal development experience, particularly working on large, distributed, multi-partner projects
- Experience developing budgets and managing expenditures within a university setting
- Experience providing services to faculty members and research staff
- Very strong written and personal communication skills
Advising Coordinator

Scope of Position / Summary:
The Advising Coordinator works principally with MS students. Emphasis is on supporting the academic mission of the School.

Key Responsibilities:
- Serve as principal point of contact for MS students
- Advise students one-on-one and in groups based on interest
- Coordinate peer advising activities
- Develop/maintain advising resources for students and faculty
- Provide input to curriculum committee on course planning issues
- Teach one course during the year
- Coordinate referrals to GSLIS faculty, Assistant Dean for Student Affairs, records staff, technology staff, and other UIUC units
- Collaborate with the Career Specialist in career resource development and advising
- Support the Associate Dean for Academic Affairs in course planning and logistics
- Collaborate with Advancement and Alumni office in program planning and student and alumni support
- Other related duties as assigned.

Required Education and Experience:
- Master's degree
- Program planning and evaluation experience
- Strong oral and written communication skills
- Ability to work with students from diverse backgrounds, both on-campus and online.

Preferred Experience:
- ALA-accredited MS and two years experience with higher education student services or related area.
Career Specialist

Scope of Position / Summary:
The LIS Career Specialist is a resource person for the Graduate School of Library and Information Science (GSLIS) students pursuing employment opportunities. In addition, s/he is the primary contact for placements and serves as the career services liaison to GSLIS faculty, campus units, and organizations outside the University. The LIS Career Specialist reports to the Assistant Dean for Student Affairs.

Key Responsibilities:
- **General Career Services:** Plan, coordinate and participate in programs to enable students to explore career opportunities; assist students in defining their professional goals and developing career directions to fulfill those goals; create tools and strategies for sharing information about careers (including internships, job seeking, interviewing, resumes and cover letters) through various means including web-based materials, on-site visits, networks, and presentations; maintain data and create reports to monitor services and respond to career related surveys; establish and build connections with campus offices, employers and potential employers to promote pathways for students and alumni.
- **Practicum:** Coordinate the GSLIS practicum program for LIS 591: Practicum. Advise students and assist with securing and developing placements; serve as liaison for site supervisors, faculty advisors, and related campus offices (e.g., Library, financial aid); facilitate discussion about the practicum experience via information sessions and the School learning management system; create and maintain forms, web pages, and other program documentation.
- **Alternative Spring Break:** Oversee the GSLIS Alternative Spring Break program, a non-credit career development program which places interested and motivated graduate students in professional work environments. Oversee the student application process; coordinate a working group of GSLIS faculty and staff to determine placement matches; serve as the key point of contact for students and employers participating in the program; create and maintain forms, web pages, and program documentation.
- **Other related duties as assigned.**

Across each of the three areas, the LIS Career Specialist is charged with monitoring the effectiveness of current practice and implementing improvements.

Required Education and Experience:
- ALA accredited master’s degree in Library and Information Science
- Minimum one year experience with library and information science career services
- Advanced knowledge of educational technology
- Excellent communication, analytical and organizational skills
- Ability to manage confidential student data
Program Coordinator, K-12

Scope of Position / Summary:
The LIS Career Specialist is a resource person for the Graduate School of Library and Information Science (GSLIS) students pursuing employment opportunities. In addition, s/he is the primary contact for placements and serves as the career services liaison to GSLIS faculty, campus units, and organizations outside the University. The LIS Career Specialist reports to the Assistant Dean for Student Affairs.

Key Responsibilities:
- **General Career Services:** Plan, coordinate and participate in programs to enable students to explore career opportunities; assist students in defining their professional goals and developing career directions to fulfill those goals; create tools and strategies for sharing information about careers (including internships, job seeking, interviewing, resumes and cover letters) through various means including web-based materials, on-site visits, networks, and presentations; maintain data and create reports to monitor services and respond to career related surveys; establish and build connections with campus offices, employers and potential employers to promote pathways for students and alumni.
- **Practicum:** Coordinate the GSLIS practicum program for LIS 591: Practicum. Advise students and assist with securing and developing placements; serve as liaison for site supervisors, faculty advisors, and related campus offices (e.g., Library, financial aid); facilitate discussion about the practicum experience via information sessions and the School learning management system; create and maintain forms, web pages, and other program documentation.
- **Alternative Spring Break:** Oversee the GSLIS Alternative Spring Break program, a non-credit career development program which places interested and motivated graduate students in professional work environments. Oversee the student application process; coordinate a working group of GSLIS faculty and staff to determine placement matches; serve as the key point of contact for students and employers participating in the program; create and maintain forms, web pages, and program documentation.
- Other related duties as assigned.

Across each of the three areas, the LIS Career Specialist is charged with monitoring the effectiveness of current practice and implementing improvements.

Required Education and Experience:
- ALA accredited master’s degree in Library and Information Science
- Minimum one year experience with library and information science career services
- Advanced knowledge of educational technology
- Excellent communication, analytical and organizational skills
- Ability to manage confidential student data
**Help Desk Manager**

**Primary Position Function/Summary:**
This position is responsible for ensuring an outstanding level of customer service from the Graduate School of Library and Information Science Help Desk. The Help Desk Manager will provide advanced technical and supervisory skills in the management and development of the GSLIS Help Desk. The GSLIS Help Desk is run as a reference desk which specializes in technical solutions. The ‘reference desk’ is essentially librarians helping librarians. They support the educational, research, and outreach functions of GSLIS. Their responsibilities include researching problems, user needs analysis, escalating issues, categorizing and reporting on tickets and other client centric duties. This office operates in concert with the GSLIS Systems and Core Data Team, GSLIS Research team, and GSLIS Instructional Technology and Design groups to provide the IT support structure for GSLIS. This is a 100% full-time position.

**Reporting Structure:**
The Help Desk Manager supervises multiple GSLIS Graduate Assistants. The Help Desk Manager reports to the Assistant Dean for Infrastructure who reports to the Dean of GSLIS who, in turn, reports to the Provost.

**Major Duties and Responsibilities:**

**Managerial Responsibilities:**
- Manage day-to-day operations at the Help Desk.
- Execute supervisory responsibilities over the Help Desk personnel including hiring, scheduling, training, and performance evaluations.
- Develop and implement policies to ensure that requests for help are answered as promptly and correctly as possible.
- Create and manage goals/metrics to ensure Help Desk excellence.
- Collect, analyze, and publish appropriate metrics to quantify performance of help desk support services as well as propose new strategies to improve services.
- Provide budget needs and recommendations to ensure smooth operation of the Help Desk.
- Keep abreast of technology for further improvement and implementation within GSLIS.

**User Support:**
- Track and analyze help requests to ensure quality control for effective problem resolution and customer satisfaction.
- Develop appropriate training materials for the GSLIS community.
- Utilize emerging technologies to reach out to the GSLIS community and to provide different avenues for support. (E.g. Twitter and Facebook)
- Support GSLIS print quota system and printer mounting scripts.
- Support the GSLIS file system including home drives, web enabled personal space, research spaces, teaching spaces, and administrative spaces.
- Act as an administrator for the GSLIS wiki (currently Confluence). This includes, but is not limited to, managing permissions, creating spaces, and assisting in design.
- Primary support for all A/V equipment in GSLIS including making equipment recommendations and purchases.
- Act as primary support for legacy GSLIS LEEP system which includes IRC, streaming audio, etc.
- Act as primary support for GSLIS learning management system. Currently this includes Moodle and Elluminate.
- Maintain and update the help desk webpage with relevant information, metrics, and links.
- Create and distribute communications about technical changes that may impact GSLIS students, faculty, or staff.
- Support videoconferencing needs of the school.
- Perform administration of GSLIS mailman service.
- Efficiently handle and oversee the resolution of user/patron questions. This includes a wide array of questions that will include GSLIS specific systems, typical OS questions, basic UNIX and MySQL questions, email questions, and many others.
- Elevate requests to other units within GSLIS or on campus.
- Handle/solve large, sensitive, or non-routine issues.
- Act as primary email support for faculty and staff.
- Administration of GSLIS ticketing system (currently RT).
- Assist with special projects as assigned.
- Other related duties as assigned.

Campus/Community Engagement:
- Foster positive working relationships with the faculty, staff and students of GSLIS as well as with the other members of the IT staff.
- Represent GSLIS on campus by serving on committees and participating in forums and workshops.
- Represent GSLIS and present topics at professional library and information science conferences (E.g. ASIS&T, ALA, ISMLA, AASL).

Required Education and Experience:
- Bachelor’s degree.
- Minimum of five years experience supporting users’ technology needs.
- Minimum of two years of management experience.
- Minimum of one year experience at an ALA accredited library school.
- Ability to use and support WebDAV, SFTP, SaMBa, and SSH.
- Knowledge of administration tools for the GSLIS wiki (currently Confluence).
- Knowledge of A/V equipment.
- Ability to create, maintain, and support webpages using Drupal.
- Experience with Skype and industry standard video conferencing systems.
- Experience with legacy GSLIS LEEP infrastructure.
- Experience with Moodle and Elluminate.
- Excellent written and oral communication skills and the ability to work with users from a variety of technical backgrounds.
- Flexible scheduling that will include occasional evening and weekend hours.
- Experience with Outlook 2010 (Windows), Outlook 2011 (Mac), Mac Mail, and Thunderbird.
- Thorough knowledge of GSLIS systems (including authentication and accounts), mailman service, and printers.
- Expertise with RT ticketing system.
- Understanding of UNIX commands, MySQL, CITES VPN, CITES listserv, and mobile device support.
- Ability to interact with users in order to promptly respond to requests and feedback.
- Demonstrated ability to use logical and systematic problem solving skills.
- Basic knowledge of Microsoft and Apple operating systems, computer hardware and peripherals.

Preferred Education and Experience:
- At least a Masters Degree of Science in Library and Information Science.
- Direct experience supporting librarians’ technical needs.
- Experience supporting users at a distance.
- Knowledge of Twitter, Facebook, and other social media.
- Experience with Alpine, Entourage, and Express mail.
- User level understanding of a broad range of computer applications (E.g. Microsoft Office applications, web browsers, HTML editors, etc.)
- General understanding of networking technologies and troubleshooting (E.g. TCP/IP, ping, traceroute, etc.)
Manager of Instructional Technology

Scope of Position / Summary:
The Manager of Instructional Technologies (MIT) is responsible for providing leadership and direction in the Graduate School of Library and Information Science (GSLIS) in the use of emerging technologies in the classroom. From the planning and testing phase through implementation training and re-evaluation, the MIT is responsible for helping the GSLIS community use the latest in computer technology.

The MIT reports to the Associate Dean for Academic Programs who reports to the Dean of GSLIS who, in turn, reports to the Provost. This is a 100% full-time position.

Key Responsibilities:
- Oversee operations in the Instructional Technology and Design office (ITD) as the ITD staff works to assist faculty, staff and students in GSLIS. The ITD supports both on-campus courses and courses offered over the Internet (LEEP).
- Keep abreast of relevant technologies. The information technology landscape is a fast pace environment where new developments occur on a regular basis. The MIT works to keep informed of changes and explores how those changes might benefit the GSLIS community.
- Work with ITD staff to apply instructional design experience to help faculty adapt and use various technology options and incorporate those alternatives into their courses. The MIT should meet regularly with instructors to determine and evaluate needs.
- Work with ITD staff to develop and present technology workshops for the GSLIS community.
- Coordinate with systems groups for oversight of the computing infrastructure that ITD uses to deliver instructional technologies to GSLIS.
- Collaborate with other units at UIUC in order to stay abreast of trends and needs in the University.
- Conduct presentations on various issues relating to the use of instructional technology in the classroom.
- Other related duties as assigned.

Required Education and Experience:
Bachelors required (Masters preferred) in Library and Information Science, Education, or a similar field.

Key Skills / Knowledge:
- Knowledge of instructional technology (including course management systems, audio/visual systems, real-time collaboration technologies).
- Skills as a supervisor of staff and technology trainer.

Preferred Experience:
Computer Assisted Instruction Specialist

Scope of Position / Summary:
The Manager of Instructional Technologies (MIT) is responsible for providing leadership and direction in the Graduate School of Library and Information Science (GSLIS) in the use of emerging technologies in the classroom. From the planning and testing phase through implementation training and re-evaluation, the MIT is responsible for helping the GSLIS community use the latest in computer technology.

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- Conduct presentations on various issues relating to the use of instructional technology in the classroom.
- Other related duties as assigned.

Required Education and Experience:
Bachelors required (Masters preferred) in Library and Information Science, Education, or a similar field.

Key Skills / Knowledge:
- Knowledge of instructional technology (including course management systems, audio/visual systems, real-time collaboration technologies).
- Skills as a supervisor of staff and technology trainer.

Preferred Experience:
Assistant Dean for Infrastructure

Scope of Position / Summary:
To provide leadership in the areas of infrastructure management, including space planning, computer systems administration and helpdesk, and building systems. This position will report directly to the Dean of GSLIS.

Key Responsibilities:
- **Facility Management:** Coordinate space planning with other GSLIS administrators, including the allocation of existing space in the GSLIS building, as well as any future expansion or renovations. Ensure that the GSLIS building is in good repair, and coordinate needed maintenance with campus or external contractors. Working with front-office staff, coordinate relocation services for GSLIS faculty and staff, as needed.
- **Computer Systems:** Supervise IT managers who oversee the systems group and the helpdesk group (the systems group maintains servers and core data systems including, but not limited to, student data, roster data, employee data; the Helpdesk staff provide assistance to faculty, staff and students on the use of IT infrastructure). Evaluate adequacy of current IT systems, services, and staffing with respect to the teaching, research, and public engagement missions of GSLIS; propose to the Dean short-term and long-term plans to maintain, improve, or alter IT systems.
- **Building Systems:** Manage heating, cooling, electrical and chilled water systems; manage and maintain building access systems and database, and building key inventory.
- **Budget and Purchasing:** Provide the Dean with a budget for the maintenance, upgrading, and replacement of IT and building infrastructure at the beginning of each fiscal year; provide periodic spending reports to the Dean during the fiscal year; oversee the purchase of all GSLIS software to ensure license compliance and, through educational discounts or quantity purchasing to keep costs as low as possible; keep an up-to-date inventory of GSLIS-owned property (including hardware and software); maintain copies of all licenses and serial numbers.
- **Administrative:** Provide primary purchasing oversight and approvals (including, but not limited to, licensing agreements, vendor specifications and limitations, and product research); keep software and equipment inventory; coordinate with other assistant and associate deans, and with the dean of GSLIS, to set priorities for IT staff in all parts of the School. Identify areas where GSLIS needs new or improved policies with respect to the use of IT and building infrastructure, coordinate GSLIS policies with campus policies as mandated; advocate for GSLIS interests in campus-level IT policy offices and committees. Serve as GSLIS contact for CITES, the campus computing organization. Serve as GSLIS contact for CITES, the campus computing organization, and as Unit Security Contact.
- Other related administrative tasks and duties as assigned.

Required Education and Experience:
- Bachelor's degree
- Knowledge of UNIX/LINUX and operating systems
- Experience in management and administration
- Strong Analytical skills
Assistant Director of Advancement

Primary Function of Position:
The Associate Director of Advancement (ADA) is an academic professional position, responsible for assisting with all aspects of development and alumni activities at the Graduate School of Library and Information Science (GSLIS). Specifically the ADA is responsible for establishing and maintaining; strategic partnerships between GSLIS and the campus corporation and foundation offices, public and family foundations, government agencies and corporations as well as all aspects of the School’s annual fund. The ADA is a full-time (100% FTE) non-tenure track academic professional position. Travel is required.

Duties and Responsibilities:
The Associate Director will seek to establish optimal relationships with foundation, corporate and annual funds staff in the Office of Institutional Advancement and University of Illinois Foundation, private and family foundations, corporations, and government agencies to identify potential funding for GSLIS programs and faculty projects. The ADA will write all of the School’s annual fund letters and develop and implement strategies to increase donations to the School’s annual fund. The ADA will function in a collegial atmosphere as a team player in a complex research university setting.

The Associate Director supports the GSLIS foundation and corporate relations program and annual fund by:

- Establishing, maintaining and expanding strategic partnerships with public agencies, private and family foundations and corporations, which are of benefit to GSLIS.
- Coordinating significant proposals submitted by GSLIS to public agencies, private and family foundations and corporations.
- Providing training and advisory counsel on foundation, corporate relations and public agency partnerships to unit-based faculty, professionals, administrators, and volunteers.
- Interacting on behalf of GSLIS with key individuals to solicit support from government agencies, foundations and corporations.
- Developing strategies which result in the identification, cultivation, and solicitation of support from targeted government agencies, foundations and corporations.
- Researching and identifying opportunities for support among public agencies, private and family foundations and corporations, then communicating this information to the Office of Institutional Advancement and providing assistance in the development of proposals, facilitating grant discussions and arranging meetings for GSLIS, university, government, corporate and foundation leaders.
- Meeting with the annual funds staff in the Office of Institutional Advancement and the University of Illinois Foundation to establish an annual calendar and strategy for the School’s Annual Fund.
- Writing the copy for all annual fund letters and thank you notes in a timely manner.
- Monitoring all of the annual fund results, including central campus solicitations, annual mail, special funds and telemarketing campaigns.
- Recommending new methods for increasing the number of donors who contribute and the dollars raised through the annual fund.
- Initiating and maintaining a stewardship process for annual fund donors.
- Donor contacts and visits.
- Recording all corporate and foundation contacts, project submissions and donor information on FACTS.
- Attending all trainings, meetings and professional development opportunities that relate to the position.
Supervision:
The Assistant Director will report directly to the Assistant Dean for Advancement and Alumni Relations and also to the Assistant Chancellor for Institutional Advancement. The Assistant Dean reports to the Dean, GSLIS; the Dean reports to the Provost.

Environmental Demands
Ability to multi-task and prioritize in a changing and challenging academic setting.

Required Education and Work Experience:
- A bachelor’s degree is required, advanced degree preferred.
- Experience working in development at a research one university setting.
- Knowledge and experience working with and preparing proposals for corporate and foundation funding.
- Desire to interact with alumni and friends of GSLIS for the purpose of developing long term relationships to achieve support for the School.
- Ability to develop, implement and evaluate various annual fund strategies on an annual basis.
- Establish regular and ongoing relationships including visits with GSLIS alumni and friends.
- Minimum travel is required.

Ability to work with people, multi-task in a rapidly changing academic environment while maintaining good interpersonal skills, communicate both verbally and in writing in a clear and succinct manner. Knowledge of various computer software programs utilized and/or required at GSLIS and the University.
Assistant Dean for Communications

Scope of Position / Summary:
The Assistant Dean for Communications serves as chief communications officer for GSLIS. The position includes the implementation of a comprehensive communications strategy, executed through print, electronic, and Web-based media; managerial and fiscal authority; marketing responsibilities; publishing and editorial duties; and administrative tasks.

Key Responsibilities:

Communications Strategy
- Provide leadership and oversight for the School’s communications program.
  - In consultation with the Dean, formulate overarching communications goals.
  - Develop and execute an annual communications plan focusing on the strategic distribution of information to internal and external audiences.
  - Direct efforts to brand GSLIS, including the creation of a visual identity that complies with campus branding standards.
  - Oversee the development and coordination of print, electronic, and Web-based communications to effectively promote GSLIS.
  - Assess the effectiveness of communications materials and efforts in increasing awareness and educating audiences.
  - Consult with key campus leaders, serving as an advocate for the School, and participate in meetings of the Chief Communications Officers Committee.
  - Administer the School’s Web site, including design, development, organization, and content creation, in order to meet communications goals and comply with campus standards.
  - Interpret campus directives and policies to ensure proper implementation at the School level.
  - Provide professional expertise in directing and assisting GSLIS faculty, staff, and students in their communications efforts.

Managerial Authority
- Supervise the editor for the Bulletin of the Center for Children’s Books, the Director of Publications and Media Relations, graduate assistants, graduate and academic hourly staff, and extra help, including freelancers and practicum students.
- Manage publication schedules and work flow, prioritize projects, and make decisions regarding the assignment of specific projects to staff members and contractors.

Fiscal Authority
- Oversee the publications and communications budgets, manage accounts and records, and make purchasing and hiring decisions.

Marketing Responsibilities
- Work closely with The Johns Hopkins University Press to plan promotional efforts for GSLIS-sponsored journals.
- Direct promotional efforts for other publications sponsored by GSLIS.
- Conduct School-based promotion in accordance with communications goals.
  - Purchase advertising space and write and design ad copy; design and oversee distribution of all promotional materials; write and distribute news releases and event publicity; promote faculty research and accomplishments.
Publishing and Editorial Duties

  - Coordinate with project editors regarding schedules and deadlines; correspond with authors and editors to manage contracts and schedules; work with The Johns Hopkins University Press on journal production; contract out copy editing and proofreading as needed; coordinate artwork; send page proofs to authors; prepare packages for printers; and review dylux copy.
- Resolve issues related to copyright and licensing.
- Facilitate the work of the Publications Committee, which involves calling meetings, setting agendas, and implementing directives from the Committee.

Administrative Tasks

- Serve as the liaison between the School and the Office of Communications.
  - Report directly to the Dean.
  - Attend regular meetings of the faculty, senior staff, and budget committees.
  - Coordinating projects, such as the newsletters and annual reports, with other administrative staff in the School.
- Complete other related duties as assigned.

Required Education and Experience:

- Bachelor’s degree required; master’s degree and familiarity with the field of library and information science is preferred.
- Strong managerial background.
- Basic accounting, budgeting, purchasing, project planning, personnel management, promotion, and marketing skills.
- Excellent writing, editorial, and production skills for producing promotional materials, including press releases, brochures, annual reports, alumni newsletters, and advertising copy.
- Extensive knowledge of Internet technologies needed to develop and maintain GSLIS websites. Ability to discuss, develop, and implement electronic publishing projects.
- Knowledge of the publications process, electronic publishing, markup languages and/or web editing software, and the management of Internet information services.
Director of Publications and Media Relations

Scope of Position / Summary:
In consultation with the Assistant Dean for Communications, develop and execute an overall communications strategy for the School with an emphasis on media relations and publications.

Key Responsibilities:

Media Relations

- Initiate and administer a media relations program, including but not limited to generating story ideas, pitching stories to the UI News Bureau, writing press releases, and handling press inquiries.
- Provide professional expertise and advice to the Assistant Dean for Communications regarding the allocation of tasks relative to media relations, including but not limited to writing assignments for professional staff and day-to-day activities implemented by support staff.
- Develop Web-based resources and tools for the media, including social media.
- Work with the Assistant Dean to write and execute publicity and marketing materials for School events and programs of study.
- Serve as a resource for faculty and staff by providing guidance and assistance for working with the media, including publicizing their research and securing media training when needed.
- In lieu of the Assistant Dean, represent the School Communications Office to campus committees, including but not limited to the Chief Communications Officers meetings.
- Interface with campus communications professionals and campus administrators to keep current with trends in the profession; participate in conferences and workshops as appropriate.

Publications

- Develop, research, and write assigned stories and content for School communications, including but not limited to: annual Alumni Newsletter; Annual Report; Advancement Newsletters; quarterly e-newsletters, periodic news releases; recruiting materials for programs of study; advancement and alumni relations materials; and the School Web site.
- Manage production of GSLIS Alumni Newsletters, Annual Reports, Advancement Newsletters, and other printed School recruitment, advancement, and publicity materials. Work directly with and provide direction for vendors, including designers, photographers, and printers.
- Ensure that all school publications adhere to campus policies and standards.
- Coordinate and update GSLIS listings in external directories.
- As assigned, maintain School and other related Web sites.
- Perform other related duties as assigned.

Required Education and Experience:

- Bachelors degree in Rhetoric, Communications, Journalism, English, or related field.
- Demonstrated, strong written communications skills.
- Significant experience in public relations, particularly in an academic setting.
- Significant experience in marketing in a publishing setting.
- Knowledge of GSLIS, the Urbana campus, and the University structure.
- Ability to conduct interview and meet deadlines.

Well-organized, communicative, readily adaptable, and capable of working with associate and assistant deans, faculty, and staff on a variety of communications and publicity projects as assigned
Appendix D. Responsibilities of Administrative Support Staff

Penny Ames, Office Support Specialist, Admissions and Records; reports to Valerie Youngen
- Backup for dissertation/thesis departmental format checking
- Backup to Valerie
- LIS Apply email account
- School tours for prospective and incoming students
- Student application processing
- Practicum overrides with Practicum Coordinator approval

Sally Eakin, Staff Clerk; reports to Christine Hopper
- Airfare
- Building access
- Payment to guest speakers
- Lodging
- Off-campus equipment use
- Select support to the Assistant Dean for Infrastructure
- Telephones
- Travel reimbursements

Candy Edwards, Office Administrator, Human Resources; reports to Christine Hopper
- Appointment processing and form completion
- HireTouch processing
- Offer letter production
- New employee orientation
- Payroll related questions
- Visa questions
- Vacation/sick leave reporting
- Conflict of Interest and Ethics report submissions
- Personnel file maintenance

Lila Evans, Account Technician II; reports to John Unsworth
- Backup to Candy
- Budget related questions
- Monthly statement reconciliations
- P-card reconciliations

Patti Grove, Office Administrator, Advancement; reports to Diana Stroud
- Alumni Association information
- Association conference planning
- Calendar management for the Assistant Dean for Advancement
- Gift processing
- Stewardship

Suzi Harmon, Business Manager; reports to Allen Renear
- Budget oversight
- Grants and contracts administration

Christine Hopper, Assistant to the Dean; reports to John Unsworth
- HR administrative policy/procedure questions
- Sensitive personnel issues for faculty, academic professionals, and civil service staff
- Affirmative Action Officer for the School
• Calendar management for the Dean
• Civil Service Departmental Classifier
• Travel for the Dean
• Requests for P-cards

Molly McLaughlin, Office Support Associate; reports to Christine Hopper
• Backup to Kathy Painter for room reservations
• Backup to Julie for keys and mail
• Convocation
• Copy codes
• UPS shipments
• Event planning
• GSLIS webpage calendar submissions
• LEEP on-campus arrangements
• Monthly telephone bills
• Office supplies
• Photocopy requests
• Select support to the Associate Dean for Research and the Assistant Dean for Student Affairs

Kathy Painter, Office Administrator; reports to Christine Hopper
• Course syllabi
• Course scheduling
• Facilitates course overrides with appropriate approval
• Final exams
• LIS building room reservations
• Promotion and tenure dossier formatting
• Textbook orders
• Thesis/dissertation format checking
• Select support to the Associate Dean for Academic Programs

Julie Smith, Office Support Associate; reports to Christine Hopper
• LIS building keys
• Mail and mailboxes
• Select support to the Assistant Dean for Communications and the Assistant Dean for Infrastructure
• Basic F&S service requests
• Primary receptionist for phone calls and visitors
• End of day building walkthrough
• Cash deposits

Valerie Youngen, Admissions and Records Officer; reports to Rae-Anne Montague
• Admissions and student related survey reports
• Process student forms (late course change, withdrawals, etc.)
• Oversees admissions process
• Complete the supplemental grade form to change grades
• Doctoral Studies Committee support
• Graduate College petitions
• Graduation list
• Independent Studies request processing
• Procedures relating to students
• Process fellowship paperwork
• Maintenance of student files
Appendix E. Workforce Issues in Library & Information Science: WILIS 2 Program Report
University of Illinois at Urbana-Champaign Graduate School of Library and Information Science

[The full 33-page report will be included.]

About WILIS 2
WILIS 2 is a research project designed to create and implement a shared approach to alumni tracking that all library and information science (LIS) programs can potentially use to evaluate the effectiveness of their master’s degree programs. This summary report allows you to compare the results of your WILIS 2 alumni survey with the results of all 39 participating LIS programs. Each program was invited to provide a random sample of 250 alumni who graduated within the last five years. Note that your results may be affected by the sample you chose (e.g., years of graduation). All sites have already received a copy of their complete dataset, frequency tables, text responses, and a list of alumni who provided updated contact information.

1.2 WILIS 2 Methodology and Response Rates
The WILIS 2 survey gathered data on:

- Demographics
- Employment
- LIS Master’s Program Experience and Evaluation
- Knowledge and Skills Provided by the LIS Program

Programs were asked to select a random sample of 250 of their master’s degree graduates from the previous five years; however, several programs included a few graduates from earlier years. Fewer than four percent of these respondents graduated prior to 2003. Programs with multiple degrees were able to select the degree programs included in their sample. The graduates received an email invitation and three email reminders. A few programs mailed paper invitations to encourage better response rates. A survey was counted as complete if the respondent had answered at least through Section SP (Student/Program Characteristics). The achieved response rate for all three phases of the survey was 40.5 percent (n=3507). Response rates for individual programs ranged from 15.5 percent to 80.4 percent. For purposes of this report, we use the full dataset of the 39 LIS programs graduating between 2000 and 2009 (n=3507). The response rate for University of Illinois was 80.4 percent (n=193).

[Note that University of Illinois achieved the highest response rate of any of the 39 participating LIS programs]
Appendix F. Evaluation Report. LEEP Online Master of Science Degree Program – Fall 2006.
Committee on Extended Education and External Degrees, Graduate College
of the University of Illinois at Urbana-Champaign

[The full 19-page report will be included]
Appendix G. Illustrative Assignments from Required Courses:
LIS 501 Information Organization and Access and
LIS 502 Libraries, Information and Society

LIS 501 Information Organization and Access
Final Project

Web-based Collection Report: Genre-specific considerations
(completed by groups of 4-5)

Your information organization has received a grant to develop a small collection, and your group has been put in charge of managing the grant. All of the items in the collection will be of a single genre or type of material of your choice and it is a medium that your organization has not handled before. As a first step, your group has been asked to prepare a web-based report that explores the important issues and approaches to dealing with this collection. You will post the URL of the report on the last day of class to the forum set up for this purpose. You will choose one group member to do a short live presentation on the project during the final class period.

In organizing the group to complete this project, it will probably work best for each member of the group to take primary responsibility for one of the topics. Once the individual areas of responsibility have been worked out, each individual investigates his/her topic and puts together the webpage(s) needed to convey the desired information (e.g., preservation of this type of material).

Once completed, group members submit the URL’s of their page(s) to the group member who has volunteered to serve as Webmistress/Webmaster. This person will put together a simple introductory page that points to the individual pages. Once the central page points to the individual pages, an online report with distinct sections discussing each topic has been created.

Possible genres include:
- Art
- Biological specimens
- Comics/Graphic novels
- Cookbooks
- Datasets
- Fiction
- Folklore
- Games
- Genealogical resources
- Institutional records
- Legal materials
- Maps
- Music
- Oral histories
- Personal papers
- Photos
- Picture books
- Rare books
- Software
- Toys
- Video
- Young Adult literature
Resources that will be useful to you as background for completing this assignment include:

Arizona State Library, Archives & Public Records Collection Development Tutorial
http://www.lib.az.us/cdt/


**Required components:**

**Report: (15 points)**

Organize your web-based report around the pertinent topics of this course:

- use and users (who are they/what are their information seeking needs)
- collections (what type of collection material is proposed, what are the likely sources, what type of use is anticipated)
- organization (item description/metadata scheme and physical arrangement of items)
- subject access (subject vocabulary, classification, controlled or uncontrolled)
- preservation (preservation considerations and strategies for this material)

Include your own findings and analysis as well as relevant resources for someone interested in learning more about organization of and access to this type of material. Post the URL for the final report to the forum created for this purpose on the day of your presentation.

**Individual component: (5 points)**

The day of your presentation each group member will turn in a brief summary (no more than one page) of your own observations about the project itself. Note any elements of the project to which you directly contributed, anything that you think went especially well, or that you would have liked to do differently. Submit this through Moodle.

To assist students in completing the assignment, LIS Librarian Sue Searing gives a presentation on “Sources of Information in Library and Information Science” and has created a companion LibGuide (http://uiuc.libguides.com/LIS501SourcesOfInfoInLIS).
LIS 502 Libraries, Information and Society
Policy Tracking Paper

Purpose:

The Policy Tracking Paper provides an opportunity to consider a current LIS issue and dig into some library resources while thinking about how you present information in a succinct and useful manner. This is a very practical assignment requiring research skills and the abilities to analyze and synthesize, set limits and establish priorities, and advise on information strategies.

Assignment:

For each topic, imagine you are preparing a report for a group of colleagues. For your next meeting with the group, you must prepare a brief on the chosen topic and tell them how they can stay on top of it.

Your policy tracking paper will include (1) a background statement including a description of your chosen issue/topic--what is it--what is it about --and why should anyone care; (2) an annotated list (or explanatory paragraphs) of the key resources to which your colleagues should pay attention, including, if appropriate, information about how your colleagues should subscribe or make sure they'll get the information on a regular basis; and (3) a bibliography of references you consulted in order to prepare this paper. Please note that the information sources you consulted to provide background information on the issue are not necessarily the same sources your colleagues will consult to keep up. Also keep in mind that your colleagues are not very patient people. You know they won't spend more than 10 or 20 minutes every once in awhile following up on this topic. You also know you will have to "push" the information to them: they won't go out and seek it on a regular basis.

The bibliography may use any style manual; but you must be consistent. Please reference sources of the information you provide in your background statement. Because your colleagues really like short, well-written briefings you are limited to six (6) pages including your bibliography. Please use 1 inch margins and 12 point type. Remember to write for an intelligent people with a limited attention span. Your colleagues (and your TA) will stop reading after page six so there is no point in going beyond the limits set for this assignment.

Topics from which to choose:

1. Digital repositories - You work in a university library where the budget keeps shrinking while the demand for access to digitized materials keeps increasing. You are part of a project team that is charged with exploring options for large-scale digitization of library materials.

2. Outsourcing - You work in a public library and your library board wants to find ways to save money without cutting services. You and your colleagues are asked to report on outsourcing options for public libraries.

3. Indigenous intellectual property - You work in a private museum/archive with a general collection of historical artifacts, and recently members from a local Native American tribe have approached you and your colleagues about items acquired more than a century ago by questionable means. You are part of a working group charged with making recommendations for your collections policy in light of indigenous intellectual property rights.

4. Open-source - You and your friends have invented a software program that has both Microsoft and Apple asking for licensing rights and offering to pay handsomely. However, you learned all this stuff
about information access at GSLIS and you are wondering if you should consider making the software open-source rather than proprietary.

To assist students in completing the assignment, LIS Librarian Sue Searing gives a presentation and has created a companion LibGuide on the Policy Tracking Paper (http://uiuc.libguides.com/lis502Estabrook).