PROGRAM PRESENTATION

UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

GRADUATE SCHOOL OF LIBRARY AND INFORMATION SCIENCE

MASTER OF SCIENCE PROGRAM

OCTOBER 2011
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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
Phyllis M. Wise, Vice President and Chancellor [effective October 1, 2011]
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:

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

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 The designation LEEP has been retained for the online enrollment option, even though the spell-out is no longer applicable.]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 MS/K-12 Library Information Specialist Certification Program, Certificate of Advanced Study (with the option of choosing to pursue a concentration in Digital Libraries) and the Doctor of Philosophy degree. GSLIS also participates in 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/). UIUC 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.ete.illinois.edu/outcomes/pdfs/unitasses/gs08.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.

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 ([http://www.ischools.org/site/about/](http://www.ischools.org/site/about/)). 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](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](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](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

As explained in the Special Area of Emphasis of this Program Presentation on IMLS grants (pp. 94-115), GSLIS has leveraged this external funding to strengthen LIS education and especially the MS program. There is a close alignment between the GSLIS Unit Strategic Plan and the goals and outcomes of these grants. Most involved collaborations with colleagues at other institutions and organizations, providing valuable input to our own planning processes as outlined in the profile of each grant project in the Special Area of Emphasis. The relevance of grants received to each of the strategic planning priorities is noted here:

1. Participating as an equal partner in the Illinois Informatics Initiative and in informatics components of other strategic research initiatives
   Data Curation Education Program
   Extending Data Curation in the Humanities
   DCERC: Data Curation Education in Research Centers
2. Recruiting and retaining excellent faculty and students, including those from underrepresented groups
   - Project Athena
   - LIS Access Midwest Program
   - LAMP II: Brightening the Path to Library & Information Science Scholarship
3. Maintaining leadership in digital libraries and in literature and librarianship for youth
   - DLEP Digital Library Education Program
   - Sharing Success: Educating Professional Leaders in School and Public Youth Services
   - Mix IT Up! Youth Advocacy Librarianship
4. Consolidating strength in social/community informatics
   - Community Informatics Corps: The Next Generation
   - YCI: Youth Community Informatics
   - Chicago Community Informatics: Places, Uses & Resources
5. Building strength in information history, economics, and policy
   - Information in Society: Preparing Future Faculty

In addition grants supported innovations in online education (WISE; WISE+: Leveraging the Power of the Network to Increase the Diversity of LIS Curriculum) and innovations in education for academic librarianship (Librarians Serving Community Based Higher Education: Preparing the Next Generation of Community College Librarians; Field Strength: Enhancing Collaboration in LIS Education through Field Experience)

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](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](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](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 UIUC. 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](http://www.lis.illinois.edu/about-gslis/stewarding-excellence)). Alumni advocacy was a significant 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 the School’s mission statement and in fall 2010 the retreat focused on review of the goals and objectives for the MS 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 (see IV.5.2). 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 Board made up of alumni and friends of the School provides input on priorities for use of funds raised as part of the campaign (see V.8). The Library School Alumni Association Board meets quarterly, with time to discuss developments in GSLIS with the Dean, the Assistant Dean for Advancement & Alumni Relations, and the student representatives to the Board. 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-gslis-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. As noted in IV.4.1, feedback from alumni surveys led to creating the position of Advising Coordinator to enhance advising support for MS students.

In spring 2011, while this Program Presentation was being prepared, Dean Unsworth called a GSLIS Town Hall meeting 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 those discussions, Dean Unsworth scheduled a series of in-depth discussions 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 include faculty, students (MS, CAS, PhD), alumni, and staff. Topics and facilitators include: 1. Faculty roles and responsibilities (Dean John Unsworth); 2. The student experience (faculty member Jon Gant); 3. GSLIS structures (student orientation, grievance policies, faculty/staff/student communications) (Associate Dean for Academic Programs Linda Smith); 4. Curriculum (faculty members Kathryn La Barre and Michael Twidale and doctoral student Safiya Noble); 5. Cultural competency/literacy (faculty member Carol Tilley and doctoral student Claire Gross); 6. Critical theory (faculty member Kate McDowell). [Noble and Gross are graduates of the MS program.] A shared Moodle space is being maintained to make available meeting minutes and associated documents to the GSLIS community (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, further developed by the ongoing planning processes and grant projects outlined above. With new leadership soon to be in place at the campus level and active discussion of possible new 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. 7-8 have contributed to ongoing, systematic planning by prioritizing finding ways to increase interdisciplinary activity, improve faculty diversity and strengthen 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.

1.1.2 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.

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. In early July 2011 the draft program presentation was made available on the GSLIS website. An e-mail was distributed inviting comments 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). Responses were received from all of these stakeholder groups and guided some additions to the draft, while also affirming the overall document as a “thorough and cogent” presentation of the program, as one alumna characterized it.

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

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 [see section starting on p. 15] 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>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.</th>
<th>I.2.1, I.2.2, I.2.3</th>
</tr>
</thead>
<tbody>
<tr>
<td>We foster critical thinking about the literature of LIS and related fields, and we encourage high standards of professionalism and service.</td>
<td>I.2.4, I.2.5, I.2.6, I.2.7</td>
</tr>
<tr>
<td>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.</td>
<td>I.2.8, I.2.9, I.2.10</td>
</tr>
</tbody>
</table>
These objectives focus on learning outcomes at the program level. Thus we are particularly attentive to: 1) site supervisor assessments of performance in practicums and internships; 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 which goes to someone who has graduated in the past ten years (http://www.lis.illinois.edu/people/alumni/lasaawards#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 period. We thus especially value opportunities to gauge our alumni’s career progress, particularly if that can be benchmarked against that of alumni from other schools. UIUC 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/well: Illinois (38%/38% = 76%) vs. All programs (25%/37% = 62%)

(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. 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 especially 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 I.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 allows many more voices to contribute to this process. The discussion of the remaining standards provides more specific examples of data gathering, analysis, and use for this purpose.

During the period since GSLIS was last reviewed in 2004, work on the many IMLS grants has reinforced the importance of outcomes-based evaluation (http://www.shapingoutcomes.org/). As already noted, many of those grants involved not only students, faculty, and staff, but also constituents from the work settings for which students are being prepared, whether community organizations, organizations involved in data curation, digital libraries, or community college and other academic libraries. These advisors and collaborators have helped us shape specific program goals and objectives in the context of the overall objectives articulated for the MS program.
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. The division of the faculty into seven instructional clusters is intended to ensure ongoing review of course offerings in each of seven areas by faculty with relevant expertise: 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. Among the goals of these clusters is oversight of planning for that portion of the curriculum through review of syllabi for existing courses, consideration of proposals for new courses, recommendations on revision or deletion of existing courses, and articulation of prerequisites.

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.

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. For example, the faculty involved in teaching sections of 501 review topics covered, associated readings, and assignments annually and discuss whether updates or changes are needed. In May 2011 a subcommittee of the Curriculum Committee including two faculty who regularly teach LIS 502 reported on a review of the course with recommendations for some new topics and strategies for better coordinating content and teaching methods across sections. 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 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 listing below shows who has taught sections of the core courses in the period spring 2009-fall 2011 (OC=on-campus; LEEP=online).
502 Libraries, Information and Society

Full-time faculty
Bonnie Mak: Spring 2009 (OC); Spring 2010 (OC); Spring 2011 (OC)
Terry Weech: Spring 2009 (OC); Spring 2010 (2, OC); Summer 2010 (OC);
Spring 2011 (2, OC); Summer 2011 (OC)
Kate Williams: Spring 2009 (2, OC); Spring 2010 (2, OC); Spring 2011 (OC)

Emeriti
Leigh Estabrook: Summer 2009 (2, LEEP); Summer 2010 (3, LEEP); Summer 2011 (3, LEEP)

Adjuncts
Scott Walter 502: Spring 2009 (OC)

Doctoral students [D’Arpa, Nappo, Roberts, Sweeney are Information in Society IMLS fellows]
Miriam Sweeney/Sarah Roberts: Spring 2010 (OC)
Chris D’Arpa/Ellen Rubenstein: Spring 2011 (OC)
Sarah Roberts/Caroline Nappo: Spring 2011 (OC)

501 Information Organization and Access

Full-time faculty
Kathryn La Barre: Summer 2009 (OC); Fall 2009 (2, OC); Summer 2010 (OC);
Spring 2011 (OC); Fall 2011 (2, LEEP)
Miles Efron: Fall 2009 (OC); Fall 2010 (2, OC); Fall 2011 (2, OC)
Les Gasser: Fall 2010 (OC); Fall 2011 (2, OC)
John MacMullen: Fall 2009 (OC); Fall 2010 (OC)
Allen Renear: Fall 2011 (OC)
Linda Smith: Fall 2009 (3, LEEP); Fall 2010 (3, LEEP); Fall 2011 (2, LEEP)

Doctoral students
Thomas Dousa/Caroline Nappo: Fall 2010 (OC)

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 students
can choose from a large number of electives, 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)
- 26 elective on-campus courses and 35 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 in 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.

Combined, 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 main streams 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 particular 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.

A recurring theme both when incoming students explain why they chose Illinois and when alumni respond to surveys is the value placed on being able to design one’s own program of study. This is evident from our recent cohort of 20 students who received funding from the IMLS grant to specialize in preparation for community college librarianship. In their course selection students were guided by the advice of community college librarians who emphasized the importance of reference, instruction, administration, cataloging, and collection development. But beyond those commonly chosen electives, there was a wide range of other courses selected based on the interests of particular students, including technical services functions, web design, metadata, project management, community engagement, government information, library buildings, and so on. Each sought to develop some specific areas of expertise relevant to work in a community college setting beyond the commonly chosen electives.
students completed a six-month post-master’s internship and reported feeling well prepared for their responsibilities in surveys completed at the conclusion of their internships. This was also confirmed by their supervisors.

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 emerging 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, especially in the new concentrations in digital libraries and data curation. We recognized that students enter the MS 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 by providing a common set of skills and knowledge for new MS students. 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, enhancing cultural competence, and drawing on critical theory to expand and situate learning perspectives. 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 for review and to enable 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, socio-technical data analytics, or information policy. 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 is fine-tuned as new courses are introduced, as demand warrants scheduling of additional sections of courses, and as faculty availability changes. Scheduling also reflects that on-campus students can take courses online, but LEEP students are limited to online offerings. We are committed to ensuring access to a wide range of courses for both our on-campus and our LEEP students.
Appendix H provides a table illustrating the most recent semester in which a course was offered in each of the master’s scheduling options (on-campus, LEEP).

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](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](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) Request-a-Course [https://illinois.edu/fb/sec/1532792](https://illinois.edu/fb/sec/1532792) is available to students. These data are 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 develop 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 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 students pursue these forms of independent research, on-campus students are more likely to do so.

### Enrollment in Independent Study

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<th>On-campus</th>
<th>Total</th>
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<td><strong>Total</strong></td>
<td><strong>39</strong></td>
<td><strong>112</strong></td>
<td><strong>151</strong></td>
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* Summer includes both the 4-week Summer I and 8-week Summer II sessions.

### Enrollment in Thesis Research

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<tr>
<td>Summer 2009</td>
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<td>Fall 2009</td>
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<td>Spring 2010</td>
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<tr>
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<tr>
<td>Fall 2010</td>
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</tr>
<tr>
<td>Summer 2011</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>4</strong></td>
<td><strong>6</strong></td>
<td><strong>10</strong></td>
</tr>
</tbody>
</table>

* Summer includes both the 4-week Summer I and 8-week Summer II sessions.
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 (ipl2) 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 communities of Illinois, such as East St. Louis. Dissertation research completed by Muzhgan Nazarova (Service Learning and Career Development: A Case Study in Library and Information Science, 2007) showed that graduates of the MS program who had enrolled in LIS 451 identified a number of positive outcomes that prepared them for their subsequent careers: increasing technological skills, changing the way the respondents think about LIS professions, enhancing the ability to work with community organizations and members, and enhancing skills in leadership, communication and teamwork. Martin Wolske has extended this integration of service learning through development of a Community Informatics Studio course, which focused in summer 2011 on how to equip community media newsrooms.

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 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 of the web site (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.

**Number of Students Enrolled in Practicum**

Fall 2007 through Summer 2011

<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>
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<tr>
<td>Spring 2008</td>
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</tr>
<tr>
<td>Summer* 2008</td>
<td>7</td>
<td>20</td>
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</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>
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</tr>
<tr>
<td>Summer 2010</td>
<td>3</td>
<td>10</td>
<td>13</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>10</td>
<td>12</td>
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</tr>
<tr>
<td>Spring 2011</td>
<td>13</td>
<td>34</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 MS 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 identifies 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 (e.g., Caterpillar, State Farm, Yahoo!, Deere & Company, Wolfram), 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. Advising documents such as descriptions of particular specializations (e.g., community informatics: http://www.lis.illinois.edu/academics/programs/ms/cii) or What Courses Do I Take? (http://www.lis.illinois.edu/academics/programs/ms/curriculum/whatcourses) help guide the student in course selection, in consultation with the Advising Coordinator and members of the faculty.

Examples of specific course content and sequence relationships include:

**Special collections (http://www.lis.illinois.edu/academics/programs/mbms/certificate1)**

The common core is provided by LIS 590 RB Rare Books and Special Collections Librarianship. Students may then select from sets of courses related to archival studies (starting with LIS 581 Administration and Use of Archival Materials); book, manuscript, printing and library history and studies; conservation and preservation (starting with LIS 582 Preserving Information Resources); and information organization and resources with specific relevance to special collections (including LIS 511 Bibliography and LIS 590BC Rare Book Cataloging).

**Data curation (http://www.lis.illinois.edu/academics/programs/ms/data_curation)**

Three core courses (LIS 590DC Foundations of Data Curation, LIS 586 Digital Preservation, and LIS 453 Systems Analysis and Management) are followed by a set of seven recommended electives (such as LIS 490DB Introduction to Databases and LIS 590MD Metadata in Theory and Practice) and additional relevant electives (such as LIS 490MU Museum Informatics and LIS 590DH Digital Humanities).

**MS/K-12 LIS Certification Program Course Requirements**
(http://www.lis.illinois.edu/academics/programs/k12/msk12/course-summary)
In addition to the courses required of all MS students (LIS 501 and LIS 502), K-12 students have nine required courses (some of which are variable credit) and the option of selecting from a series of designated 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 Website (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)
- Recent Syllabi (http://groups.lis.illinois.edu/advising/Recentcoursesyllabus.html)

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 MS program was last reviewed, the only clearly specified area of specialization was the MS/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 GSLIS 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 MS/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 MS student (http://www.lis.illinois.edu/academics/programs/k12/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. Since she was hired in August 2005, Georgeann Burch has coordinated all placements in K-12 practicums and student teaching and continues to supervise them with the assistance of a part-time staff member who like Ms. Burch is an experienced school librarian. Ms. Burch’s relationships with school librarians throughout the state serve to highlight serve to enhance the reputation of GSLIS as a leader in preparing graduates for this area of practice. Ms. Burch teaches the required course School Library Media Center: Curriculum, Collaboration and Connection and also conducts an online Student Teaching Seminar concurrent with students’ student teaching placements.
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 409 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. Other youth services electives are taught periodically such as LIS 590BK The Picture Book: History, Art and Visual Literacy (taught by children’s book historian and critic Leonard Marcus) and LIS 590MY Multicultural Literature and Resources for Youth (developed and taught by GSLIS PhD graduate Minjie Chen). The Center for Children’s Books (CCB) and the offices of the Bulletin of the Center for Children’s Books (BCCB) have been housed at GSLIS 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 and faculty 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 UIUC, 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 (MBMS) Program strives to provide a curriculum that not only meets, but exceeds those professional standards for training in special collections librarianship and archives. To this end, we regularly 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/MBMS_Apprenticeships). 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 along with Senior Research Scientist Martin Wolske. 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 (http://www.lis.illinois.edu/academics/programs/ms/ci). 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. Recognizing the value of the courses to communities like Paseo Boricua, GSLIS decided to shift instruction to online course offerings in order to extend its reach. 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 that help communities build capacity to become full participants in the digital age. The mission of the eChicago collaboration is to facilitate discussion across local, professional, and research communities in order to help facilitate and ensure the realization of democratic values as Chicago’s neighborhoods move toward a digital future. Participants include on-campus and LEEP students from or interested in working in the Chicago area or similar urban environments.

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/data_curation). 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. This rapidly emerging field counts authentication, archiving, management, preservation, retrieval, and representation as critical areas of discussion and development. 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. Early indications confirm our anticipated placement outcomes: 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, and 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 assesses 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, workflow 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/data_curation](http://www.lis.illinois.edu/academics/programs/ms/data_curation))

The educational program is closely aligned with research under way in the Center for Informatics Research in Science and Scholarship at GSLIS ([http://cirss.lis.illinois.edu/CollMeta/index.html](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](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://hdl.handle.net/2142/25830](http://hdl.handle.net/2142/25830)).

**Digital Libraries.** With funding from the Institute of Museum and Library Services, GSLIS developed a Certificate of Advanced Study concentration in Digital Libraries ([http://www.lis.illinois.edu/academics/programs/cas-dl](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, workflow and usability. Formal methods for modeling systems, and industry practice techniques of analysis are used to address these problems and opportunities.

- **LIS590DI 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.

- **LIS590IM 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 these 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 electives for MS students as well and MS students seeking more technical preparation often take one or more 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](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 Administrator (CPLA) program and courses is continuing professional development ([http://www.lis.illinois.edu/academics/programs/cpd/cpla](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 Library and Information 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/)
Theological Librarianship Course at UIUC (http://www.atla.com/Members/development/Pages/UIUC.aspx)

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. Each LEEP course has a weekly 2-hour synchronous session, an on-campus day, and asynchronous activities. The synchronous sessions and on-campus day are essential aspects of the course design and enhance the comparability to on-campus courses as they facilitate: student interaction with the instructor and with each other; small group work; simultaneous engagement of all students in the course on a regular basis.

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 1 or 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 (see Appendix F). LEEP has migrated from “home-grown” technology to make use of Moodle and Elluminate, providing enhanced support for the asynchronous and synchronous activities associated with LEEP courses.

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).
Number of Course Offerings by Degree Program  
And Enrollment Option

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<th>Term</th>
<th>On-Campus (Masters)</th>
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<th>Subtotal (Masters)</th>
<th>+Undergraduate</th>
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<td>285</td>
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<td>29</td>
<td>26</td>
<td>581</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 the monthly Curriculum Committee 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.1.1 and 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 most 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. Associate Dean Smith and Dean Unsworth receive a summary report of these results that lists for each course:

- Course/Section
- Instructor
- Rank
- Response rate
- Mean for “Rate the instructor’s overall teaching effectiveness” (5-point scale; Exceptionally Low…Exceptionally High)
- Mean for “Rate the overall quality of this course” (5-point scale; Exceptionally Low…Exceptionally High)
- Mean for “How much have you learned in this course?” (5-point scale; Very Little...A Great Deal)
- Whether the scores received qualify the Instructor for the list of Teachers Ranked as Excellent by Their Students

Each instructor receives a more detailed report with a compilation of responses to a series of closed and open-ended questions of their choosing. This detailed feedback allows more thorough diagnosis of the basis for the students’ assessment of the course.

Students (Request a Course survey), alumni (through alumni surveys), and adjunct faculty (in discussions with full-time faculty, including the Associate Dean for Academic Programs) suggest new courses where they perceive gaps in the curriculum relative to knowledge needed in contemporary work settings. For example, a group of LEEP students employed in or aspiring to work in corporate environments and participants in the Corporate Roundtable emphasized the need to strengthen relevant offerings in the GSLIS curriculum. As a result we have introduced LIS 590BGL Business & Government: Literacy and Practice for LIS Professionals and LIS 590ACL Applied Business Research: Competitive Intelligence and Knowledge Management to supplement LIS 530ELE Business Information. In addition we are offering LIS 590IC Information Consulting, formerly available only on-campus, as a LEEP course in the fall. 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 and numbers from 5-10 each term (fall, spring, summer).

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 are brought to the attention of the Faculty Instructional Clusters and 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 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. Regular face-to-face interactions that are a source of alumni feedback 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/); 5) contacts at other scholarly and professional meetings such as SAA and digital humanities. 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). The Career Specialist, Advising Coordinator, Assistant Dean for Student Affairs, Assistant Dean for Advancement & Alumni Relations, and Associate Dean for Academic Programs collaborate with faculty and other staff in tracking placement, career paths, and achievements of our graduates and monitoring trends that can inform further curriculum development. Information about positions held and achievements is logged by alumni relations and advancement staff in the campus FACTS (Foundation Alumni Constituent Tracking System) database.

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)
ICES Online (http://www.cte.illinois.edu/teacheval/ices_on/main.html) [summaries of course evaluations will be made available to the External Review Panel via NetFiles]
Alumni surveys [will be made available to the External Review Panel via NetFiles]
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); Medical Information Science (Blake); Medieval Studies (Mak); 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 Hotchkiss, 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). As suggested by
the number of affiliated faculty from the University Library, we have a close partnership with the Library
in support of our MS program and research. We begin each academic year with a joint reception for our
faculties, introducing new faculty members, talking generally about what’s ahead, and emphasizing and
nurturing our close partnership. Each year GSLIS faculty also appoint a small number of Research
Fellows for two-year terms. Fellows are chosen because their work is relevant to the interests of GSLIS
faculty and students and each gives at least one lecture during their appointment
(http://www.lis.illinois.edu/people/research-fellows).

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, Vetle 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) 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
  *Loretta Gaffney
  Christa Hardy
  *Sujin Huggins
  *Navadeep Khanal
  *Karen Medina
  *Caroline Nappo
  *Anna Nielsen
  *Safiya Noble
  *Claudia Rebaza
  Sarah Roberts
  Ellen Rubenstein
  Ingbert Schmidt
  Dawn (Mikki) Smith
  *April Spisak
  Sunah Suh
  Miriam Sweeney
  *Richard Urban
  *Nicholas Weber
  *Karen Wickett
  Hong Zhang

• Other doctoral students
  Andreas Ehlmann (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 (now retired)
  Eric Fair
  Fred Schlipf (Director, now retired)
  *Mary Wilkes Towner
  Anke Voss

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

• Adjunct faculty, Other universities
  Julia Flanders (Brown)
  Fern Kory (Eastern Illinois University)
  *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 (Illinois)
  Frank Kellerman (Rhode Island)
  Faye Leibowitz (Pennsylvania)
  Mary Munroe (Georgia)
  *Patrick Olson (Massachusetts)
  Thomas Peters (Illinois)
  *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)
  Leonard Marcus (New York)
  Diane Miller (Texas)
  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)
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)

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<tr>
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* 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. Carol Tilley has set up a shared Moodle space for all those involved in teaching youth services courses to share syllabi, teaching ideas, and so on. This will be supplemented with face-to-face meetings during on-campus sessions. 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 worked in summer 2011 with two doctoral students to survey adjunct faculty for input in compiling an adjunct faculty handbook. This is now available on the GSLIS web site (http://webdocs.lis.illinois.edu/policies/GSLISadjuncthandbook.pdf).

Source of evidence:
Adjunct faculty CVs can be made available to the External Review Panel on site.
The Roles of Tenure System and Supplemental Faculty in GSLIS (http://www.lis.illinois.edu/about-glis/policies/faculty-roles)

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 (pp. 95-115). 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. The Research Centers (http://www.lis.illinois.edu/research/centers) are catalysts for promoting discussions of research, such as the e-Research Roundtable sponsored by CIRSS (http://cirss.lis.illinois.edu/Rtable/errt.html) and the Youth Literature Interest Group sponsored by CCB (http://ccb.lis.illinois.edu/research.html).

Sources of evidence:
GSLIS faculty CVs (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 (1998, 2008), two from the UK (1997, 2009), one from Australia (2009), and a new hire from Germany), we have been less successful in broadening ethnic diversity. We currently have two African American faculty members (hired in 2007) and one Asian American (2009). 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 (http://oeoa.illinois.edu/Reports/2011%20OEOA%20Faculty%20Report.pdf).

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.

### Work History of Core, Visiting, and Research Faculty Employed by GSLIS 2005-date

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Work History</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abdul Alkalimat</td>
<td>• Professor with tenure (49%), 2007 (joint appointment with African American Studies)</td>
</tr>
<tr>
<td>Linda Bial</td>
<td>• Visiting Lecturer, 2003-2007</td>
</tr>
<tr>
<td></td>
<td>• Now Lead Cataloger and Project Supervisor of the Rare Book Cataloging Project, UIUC Rare Book &amp; Manuscript Library</td>
</tr>
<tr>
<td>Ann Bishop</td>
<td>• Lecturer, 1992</td>
</tr>
<tr>
<td></td>
<td>• Assistant Professor, 1995</td>
</tr>
<tr>
<td></td>
<td>• Associate Professor with tenure, 2001</td>
</tr>
<tr>
<td>Alistair Black</td>
<td>• Professor with tenure, 2009</td>
</tr>
<tr>
<td>Catherine Blake</td>
<td>• Associate Professor with tenure, 2009</td>
</tr>
<tr>
<td>Bertram (Chip) Bruce</td>
<td>• Professor with tenure, 1999</td>
</tr>
<tr>
<td></td>
<td>• Professor Emeritus, 2010</td>
</tr>
<tr>
<td>Name</td>
<td>Position Details</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| Melissa Cragin              | - Research Assistant Professor, 2009  
- Resigned in 2011 to accept a AAAS Science & Technology Policy Fellowship                                                                |
| Susan G. Davis              | - Professor with tenure (25%), 2001 (joint appointment with Department of Communication)                                                       |
| J. Stephen Downie           | - Assistant Professor, 1998  
- Associate Professor with tenure, 2005  
- Professor, 2011  
- Associate Dean for Research, 2011                                                                                                           |
| David Dubin                 | - Assistant Professor, 1996  
- Senior Research Scientist, 2001  
- Research Associate Professor, 2007                                                                                                           |
| Miles Efron                 | - Assistant Professor, 2009                                                                                                                      |
| Fernando Elichirigoity      | - Assistant Professor, 2001  
- Associate Professor with tenure, 2007  
- In 2008 transferred to become Research Associate Professor of Communications, College of Media                                                   |
| Leigh Estabrook             | - Dean and Professor with tenure, 1986  
- Resigned as Dean, 2001; retained appointment as Professor  
- Professor Emerita, 2007                                                                                                                         |
| Jon Gant                    | - Associate Professor non-tenured, 2007  
- Research Associate Professor, 2010                                                                                                            |
| Les Gasser                  | - Associate Professor with tenure, 1998  
- Professor, 2006                                                                                                                                  |
| Caroline Haythornthwaite    | - Assistant Professor, 1996  
- Associate Professor with tenure, 2002  
- Professor, 2008  
- Resigned in 2010 to become Director of the School of Library, Archival and Information Studies, University of British Columbia |
| Elizabeth Hearne            | - Assistant Professor, 1992  
- Associate Professor with tenure, 1994  
- Professor, 1999  
- Professor Emerita, 2007                                                                                                                          |
| P. Bryan Heidorn            | - Instructor, 1995  
- Assistant Professor, 1997  
- Associate Professor with tenure, 2003  
- Resigned in 2009 to become Director of the School of Information Resources & Library Science, University of Arizona |
<table>
<thead>
<tr>
<th>Name</th>
<th>Positions</th>
</tr>
</thead>
</table>
| Christine Jenkins     | ▪ Assistant Professor, 1993  
▪ Associate Professor with tenure, 2001 |
| Lori Kendall          | ▪ Associate Professor non-tenured, 2005  
▪ Associate Professor with tenure, 2008 |
| Kathryn La Barre      | ▪ Assistant Professor, 2006 |
| W. John MacMullen     | ▪ Assistant Professor, 2007 |
| Bonnie Mak            | ▪ Assistant Professor, 2008 |
| Jerome McDonough      | ▪ Assistant Professor, 2005  
▪ Associate Professor with tenure, 2011 |
| Kathleen McDowell     | ▪ Visiting Lecturer, 2006  
▪ Assistant Professor, 2007 |
| Carole Palmer         | ▪ Visiting Instructor, 1995  
▪ Assistant Professor, 1996  
▪ Associate Professor with tenure, 2002  
▪ Professor, 2009 |
| W. Boyd Rayward       | ▪ George A. Miller Visiting Professor, 1997-1998  
▪ Research Professor non-tenured, 2000  
▪ Professor with tenure, 2004  
▪ Professor Emeritus, 2007 |
| Allen Renear          | ▪ Associate Professor non-tenured, 2001  
▪ Associate Professor with tenure, 2004  
▪ Associate Dean for Research, 2008-2011  
▪ Professor, 2011 |
| Daniel Schiller       | ▪ Professor with tenure (75%), 2001 (joint appointment with  
Department of Communication) |
| Linda C. Smith        | ▪ Assistant Professor, 1977  
▪ Associate Professor with tenure, 1983  
▪ Professor, 1994  
▪ Acting Dean, May-September 1995  
▪ Associate Dean for Academic Programs, January 1997-August 2001;  
August 2003-date  
▪ Interim Dean, August 2001-August 2003 |
| Carol Tilley          | ▪ Assistant Professor, 2007 |
| Vetle Torvik          | ▪ Visiting Assistant Professor, 2008  
▪ Assistant Professor, 2011 |
Michael Twidale ▪ Associate Professor non-tenured, 1997
▪ Associate Professor with tenure, 2001
▪ Professor, 2009

John Unsworth ▪ Dean and Professor with tenure, 2003

Terry von Thaden ▪ Assistant Professor, 2004 (on leave AY 2010-11)

Terry Weech ▪ Associate Professor with tenure, 1980

Kathleen Williams ▪ Assistant Professor, 2007

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/index.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/). There is also strong support to prepare doctoral students serving as teaching assistants (http://www.cte.illinois.edu/programs/ta_train.html).

**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 website 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, Illinois State University, Eastern Illinois University, and others) and meet monthly to discuss research on young people, texts, and cultural contexts. The Center also participates in the annual GSLIS Research Showcase, and hosts 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 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/ViewPublicEvent.aspx?Guid=E7DC19A8-D579-466F-961F-45F3BCD61D34](http://cas.illinois.edu/Events/ViewPublicEvent.aspx?Guid=E7DC19A8-D579-466F-961F-45F3BCD61D34))

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](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 Areas web site (http://www.lis.illinois.edu/research/areas)
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. Discussion of Standard V.2 provides specifics on campus service. The faculty profile has become more multidisciplinary 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:
<table>
<thead>
<tr>
<th>Faculty Member</th>
<th>Highest Degree Earned</th>
<th>Year Granted</th>
<th>Institution Granting Degree</th>
<th>Field of Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abdul Alkalimat</td>
<td>Ph.D.</td>
<td>1974</td>
<td>University of Chicago</td>
<td>Sociology</td>
</tr>
<tr>
<td>Ann Bishop</td>
<td>Ph.D.</td>
<td>1995</td>
<td>Syracuse University</td>
<td>Information studies</td>
</tr>
<tr>
<td>Alistair Black</td>
<td>Ph.D.</td>
<td>1989</td>
<td>London Metropolitan Univ.</td>
<td>History</td>
</tr>
<tr>
<td>Catherine Blake</td>
<td>Ph.D.</td>
<td>2003</td>
<td>Univ. of California, Irvine</td>
<td>Info. &amp; computer sci.</td>
</tr>
<tr>
<td>Susan Davis</td>
<td>Ph.D.</td>
<td>1983</td>
<td>University of Pennsylvania</td>
<td>Folklore and folklife</td>
</tr>
<tr>
<td>J. Stephen Downie</td>
<td>Ph.D.</td>
<td>1999</td>
<td>Univ. of Western Ontario</td>
<td>Library &amp; info science</td>
</tr>
<tr>
<td>David Dubin</td>
<td>Ph.D.</td>
<td>1996</td>
<td>University of Pittsburgh</td>
<td>Information science</td>
</tr>
<tr>
<td>Miles Efron</td>
<td>Ph.D.</td>
<td>2003</td>
<td>University of North Carolina</td>
<td>Info &amp; library science</td>
</tr>
<tr>
<td>Jon Gant</td>
<td>Ph.D.</td>
<td>1999</td>
<td>Carnegie Mellon University</td>
<td>Public policy &amp; mgmt</td>
</tr>
<tr>
<td>Christine Jenkins</td>
<td>Ph.D.</td>
<td>1995</td>
<td>University of Wisconsin</td>
<td>Library &amp; info science</td>
</tr>
<tr>
<td>Lori Kendall</td>
<td>Ph.D.</td>
<td>1998</td>
<td>Univ. of California, Davis</td>
<td>Sociology</td>
</tr>
<tr>
<td>Kathryn La Barre</td>
<td>Ph.D.</td>
<td>2006</td>
<td>Indiana University</td>
<td>Library &amp; info science</td>
</tr>
<tr>
<td>W. John MacMullen</td>
<td>Ph.D.</td>
<td>2007</td>
<td>University of North Carolina</td>
<td>Info &amp; library science</td>
</tr>
<tr>
<td>Bonnie Mak</td>
<td>Ph.D.</td>
<td>2004</td>
<td>University of Notre Dame</td>
<td>Medieval studies</td>
</tr>
<tr>
<td>Jerome McDonough</td>
<td>Ph.D.</td>
<td>2000</td>
<td>Univ. of California, Berkeley</td>
<td>Library &amp; info studies</td>
</tr>
<tr>
<td>Kate McDowell</td>
<td>Ph.D.</td>
<td>2007</td>
<td>University of Illinois</td>
<td>Library &amp; info science</td>
</tr>
<tr>
<td>Carole Palmer</td>
<td>Ph.D.</td>
<td>1996</td>
<td>University of Illinois</td>
<td>Library &amp; info science</td>
</tr>
<tr>
<td>Allen Renear</td>
<td>Ph.D.</td>
<td>1988</td>
<td>Brown University</td>
<td>Philosophy</td>
</tr>
<tr>
<td>Dan Schiller</td>
<td>Ph.D.</td>
<td>1978</td>
<td>University of Pennsylvania</td>
<td>Communications</td>
</tr>
<tr>
<td>Linda Smith</td>
<td>Ph.D.</td>
<td>1979</td>
<td>Syracuse University</td>
<td>Information studies</td>
</tr>
<tr>
<td>Carol Tilley</td>
<td>Ph.D.</td>
<td>2007</td>
<td>Indiana University</td>
<td>Library &amp; info science</td>
</tr>
<tr>
<td>Vete Torvik</td>
<td>Ph.D.</td>
<td>2002</td>
<td>Louisiana State University</td>
<td>Engineering science</td>
</tr>
<tr>
<td>Michael Twidale</td>
<td>Ph.D.</td>
<td>1990</td>
<td>University of Lancaster</td>
<td>Computer science</td>
</tr>
<tr>
<td>John Unsworth</td>
<td>Ph.D.</td>
<td>1988</td>
<td>University of Virginia</td>
<td>English</td>
</tr>
<tr>
<td>Terry von Thaden</td>
<td>Ph.D.</td>
<td>2004</td>
<td>University of Illinois</td>
<td>Library &amp; info science</td>
</tr>
<tr>
<td>Terry Weech</td>
<td>Ph.D.</td>
<td>1972</td>
<td>University of Illinois</td>
<td>Library science</td>
</tr>
<tr>
<td>Kate Williams</td>
<td>Ph.D.</td>
<td>2005</td>
<td>University of Michigan</td>
<td>Information</td>
</tr>
</tbody>
</table>

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 (Renear), and interface design (Twidale). One outstanding characteristic 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 formal and informal 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 CVs (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, Advising Coordinator Meg Edwards, 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 and continuity. 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 452 Foundations of Information Processing in Library & Information Science (O)
*LIS 490DB Introduction to Databases (O, L)
*LIS 590TX Text Mining (O, L)
Susan Davis
*LIS 590FL Folklore: Communication and Culture (O)

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 590DI 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)
*LIS 590TR 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 505 Administration and Management of Libraries and Information Centers (L)
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 toward 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 current GSLIS faculty have received recognition at the campus level for outstanding scholarship, teaching, and service (noteworthy, given that there are more than 1900 tenure-system faculty at UIUC):

- University Scholar: Ann Bishop (2009-2012)
- Campus Award for Excellence in Off-Campus Teaching: Christine Jenkins (2003), Linda Smith (2007), Michael Twidale (2009)
- Excellence in Graduate Student Mentoring: Linda Smith (1998)

The excellence of GSLIS faculty has likewise been recognized with awards from professional associations, such as ALISE (ALISE Award for Teaching Excellence: Christine Jenkins (2008), Linda C. Smith (1999); ALISE Award for Professional Contributions to Library and Information Science Education: Linda Smith (2008)) and ASIST (ASIST Outstanding Information Science Teaching Award: Linda C. Smith (1987); ASIST Award of Merit: Linda C. Smith (2010)).

Sources of evidence:
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/index.html)
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)
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 website maintains current information for MS students regarding admission, financial aid, degree requirements, and placement [see sources of evidence following IV.1.3]. 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**

<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>301</td>
<td>298</td>
</tr>
<tr>
<td>Fall 2008/Spring 2009/Summer 2009 Total</td>
<td>358</td>
<td>319</td>
</tr>
<tr>
<td>Fall 2009/Spring 2010/Summer 2010 Total</td>
<td>408</td>
<td>282</td>
</tr>
<tr>
<td>Fall 2010/Spring 2011/Summer 2011 Total</td>
<td>386</td>
<td>243</td>
</tr>
</tbody>
</table>
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 Total</td>
<td>193 (132)</td>
<td>181 (142)</td>
</tr>
<tr>
<td>Fall 2008/Spring 2009/Summer 2009 Total</td>
<td>213 (146)</td>
<td>169 (149)</td>
</tr>
<tr>
<td>Fall 2009/Spring 2010/Summer 2010 Total</td>
<td>238 (156)</td>
<td>209 (172)</td>
</tr>
<tr>
<td>Fall 2010/Spring 2011/Summer 2011 Total</td>
<td>228 (158)</td>
<td>200 (180)</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.

Consistent with expectations of the Graduate College, GSLIS is “committed to fostering an inclusive graduate community at Illinois. We embrace students from a wide range of nationalities, ethnicities, and lifestyles. Diversity among our graduate community ensures more voices in shaping transformative knowledge and creative expression” (http://www.grad.illinois.edu/diversity). 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 underrepresented groups. With funding from the Institute of Museum and Library Services, the LIS Access Midwest Program (LAMP) 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</td>
<td>15</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 2008/Spring 2009/Summer 2009</td>
<td>23</td>
<td>26</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 2009/Spring 2010/Summer 2010</td>
<td>29</td>
<td>24</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 2010/Spring 2011/Summer 2011</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></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 MS 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
[under-represented minority] 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#courseload)
MS program placement information (http://www.lis.illinois.edu/careers)
Campus Profile (http://www.dmi.illinois.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 (at conferences; in response to in-person, phone, or e-mail requests), 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, degree requirements, and job or career placement 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 in March 2010. Faculty, staff, and students were all given opportunities to view and provide suggestions on the redesign to enhance its usefulness for multiple constituencies. The web site (http://www.lis.illinois.edu) includes clearly labeled sections for admissions (admission requirements, application deadlines, tuition and financial aid, faqs); academics (programs of study, course information, etc.); people (faculty, staff, etc.); careers; and about GSLIS (school overview, contact information, policies & procedures, etc.) in addition to sections labeled newsroom, research, giving, and help desk.

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/)
The 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 the 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.

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 at GSLIS 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, and/or summer), faculty recommend admission to those with the highest scores. The recommendations are sent to the Graduate College for review by staff. The 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, the 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 and 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.

The discussion of Standard II Curriculum, especially Section II.4, documents how the curriculum supports students in their efforts to construct coherent programs of study responsive to individual needs, goals, and aspirations. Implementation of more comprehensive advising support has been a GSLIS priority for the past three years. 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 (e.g., 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, including online office hours.

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 the initial LEEP on-campus session 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 (e.g., 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 enrollment option (on-campus vs. 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 from each of them 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 so as to best use the time they will be spending on-campus to meet the requirements of both courses.

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

A review of course syllabi demonstrates that each course 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 to be accessed and read by fellow classmates as well as the instructor. We find that many 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](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 the student 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. [External Review Panel members will have access to such forms in the LIS 591 course Moodle space].

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](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); May 2010 awardees included four LEEP students (from Chicago (3), Minneapolis).

In April 2011, the Graduate College Executive Committee approved a policy that will require graduate programs to conduct annual academic reviews of all graduate students enrolled in graduate degree-seeking programs. The expectation is that annual academic progress reviews will help students by offering timely diagnosis of their performance, clarification of expectations for academic progress, and identification of areas for improvement. A written copy of the review must be given to the student and be placed in the student’s academic file. In working to comply with this new policy by AY 2012-2013, GSLIS will examine how best to use this requirement to ensure that MS students fulfill the expectations of Standard IV.4.

**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 MS 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, Disability Resources and Educational 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 alumni surveys expressing the need for more guidance in seeking employment, 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.” Mr. Brooks also maintains the (password-protected) Job Search Community Forum (https://courses.lis.illinois.edu/mod/forum/view.php?id=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/alum_connect)
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 that define and determine the total learning experience. This is accomplished both through participation in student organizations and contributing to school governance.

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. While each has a core group of officers and committee members, they promote their activities through the GSLIS calendar, Moodle forums, and social media, which yields increased attendance at events. An “Orgapalooza” event held early in the fall semester, with sponsorship from all the student organizations, gives the organizations a chance to showcase their particular areas of emphasis and to recruit members. The student organizations sponsor lectures, workshops, field trips, service projects, and social events. The student organization jointly-sponsored December holiday party and May barbecue (http://www.youtube.com/watch?v=pZKqN1cmVaQ) help build community among on-campus students. The student organizations support and encourage all students, regardless of scheduling option, to participate in national and regional conferences. 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. Together with the CAS and PhD student representatives, the MS student representative to faculty meetings is expected to actively communicate issues of student concern to the GSLIS faculty and administration. Student representatives are invited to submit written reports in advance of each faculty meeting to ensure that issues of concern are included on the agenda. For example, in March 2011 (http://webdocs.lis.illinois.edu/faculty_meeting/presubmitted_reports_03022011.pdf) MS student representative Meghan Kutz raised concerns about scheduling that are being addressed in planning future course schedules and providing timely information about upcoming semesters. 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, Linda Smith is working 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)
- Forums for Student Organizations (https://courses.lis.illinois.edu/course/category.php?id=7)
- American Library Association Student Chapter web site (http://www.lis.illinois.edu/people/students/orgs/ala)
- ASIS&T Student Chapter blog (http://courseweb.lis.illinois.edu/~arusch2/assist/)
- 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 Standard II, GSLIS uses results of student achievement in individual courses and in practical engagement as input to course refinement and curriculum development. For example, when faculty were concerned with gaps in student technical knowledge coming into courses like LIS 590DI Digital Libraries, GSLIS introduced a new Introduction to Technology in LIS course for those students lacking sufficient technical expertise coming into the program. Practicum Performance Reviews completed by site supervisors assess overall performance, particular strengths, and areas for further development. The latter are monitored to determine if there are gaps in course content that need to be addressed in order to better prepare students for particular work settings. 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, such as projects sponsored by the Community Informatics Club or the Center for Children’s Books. 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-bobcatssss-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/). MS students have some opportunities to participate in research projects, such as those in the Center for Informatics in Science and Scholarship, where they also participate in the CIRSS Student Research Group. MS students affiliated with CIRSS have recently been placed at the National Endowment for the Humanities, Maryland Institute for
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 (see p. 9).

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 for 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/unitasses/gslis08.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.

Sources of evidence:
UIUC Administrative Organizational Chart (http://oc.illinois.edu/OrgChart032010.pdf)
GSLIS Organizational Chart (http://www.lis.illinois.edu/about-gslis/overview/org-chart)

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 Senate 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, PhD student Naomi Bloch is one of two graduate students serving on the Graduate College Executive Committee, and PhD student Chris D’Arpa served as the graduate representative to the IRB Board in 2007.

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 Williams 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 (I³), 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/)
GSLIS 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.

Sources of evidence:
UIUC Administrative Organizational Chart (http://oc.illinois.edu/OrgChart032010.pdf)
Comparative Salary Data for UIUC Deans [Salary data will be made available to the External Review Panel through NetFiles]

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 UIUC. All deans are subject to a five-year review as outlined in: 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 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:

The Dean demonstrates vision about the future of the School.
The Dean has established an effective leadership team for the School.
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.
The Dean involves faculty effectively in School governance.
The Dean gives reasonable consideration to faculty views in determining School policy.
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.
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.
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.
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.
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.
The Dean has developed mechanisms to closely monitor allocations and expenditures in consultation with the GSLIS Business Manager and members of his administrative team.
The Dean is quite effective in communicating with faculty and staff.
The Dean informs faculty and staff of how and why critical decisions about the School are made.
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.
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.
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.”

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 Task Force 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 information technology governance on the UIUC campus (http://www.ecio.uillinois.edu/common/pages/DisplayFile.aspx?itemId=1029744).  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 (http://www.lis.illinois.edu/articles/2011/04/hathitrust-research-center-launched-illinois-indiana).

Sources of evidence:
Dean Unsworth’s web page (http://www3.isrl.illinois.edu/~unsworth/)
Stewarding Excellence @ GSLIS (http://www.lis.illinois.edu/about-gslis/stewarding-excellence)
Budget for FY12 [Detailed budget data will be made available to the External Review Panel through NetFiles]

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- August 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—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 planning 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
Oversee course and curriculum development in collaboration with relevant School committees and program coordinators
Enhance the local, national, and international reputation of the School’s programs and promote the quality and relevance of its academic programs
Effectively represent the School’s academic and teaching efforts within the University and externally
Establish and maintain effective working relationships and communication channels with relevant units in other colleges and with external agencies related to academic programs
Ensure that academic activities are undertaken at levels that promote the viability of the School in terms of quality and enrollment levels
Provide oversight of both on-campus and online (LEEP) enrollment options
Schedule courses and recruit auxiliary faculty to supplement full-time faculty
Monitor indicators of instructional quality and implement teaching improvement opportunities for faculty and teaching assistants
Supervise Instructional Technology and Design staff (Matt Beth, Karla Lucht) and the K-12 Program Coordinator (Georgeann Burch)
Collaborate with the Assistant Dean for Student Affairs and student services staff in such areas as advising, coordination of financial aid (fellowships, scholarships, assistantships) and student travel awards, handling student petitions
Manage academic programs budget
Coordinate preparation of reports (including those required for accreditation)
[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 Coordinator (Maeve Reilly), 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: Maeve Reilly
- Community Informatics Initiative: Sharon Irish, Martin Wolske
- Center for Informatics Research in Science and Scholarship: Janet Eke, 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 and committee chairs. 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)
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. Despite a challenging state budget situation, the GSLIS budget for 2011-2012 will be comparable to 2010-2011, at $7.804 million. 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. Forty new endowment 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 Alumni Challenge Fellowship Fund, the Community Engagement Fund, and the LSAA Endowed Professorship 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.illinois.edu/cp/)
Tuition & fee rates (http://registrar.illinois.edu/financial/grad_library.html)
Tuition & fee rates (LEEP) (http://www.oce.illinois.edu/Registration/SemesterBasedCourses/TuitionAndFinancialAid)
Opportunities for giving (http://www.lis.illinois.edu/giving/funds)
Office of Advancement (http://www.lis.illinois.edu/giving)
Brilliant Futures Campaign Report [in press; will be distributed to External Review Panel when published]
Budget for FY12 [Detailed budget data will be made available to the External Review Panel through NetFiles]

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 an increase of about 3% was allocated 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:
Faculty salary data will be made available to the External Review Panel through NetFiles.
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 the policy posted on the GSLIS website (http://www.lis.illinois.edu/about-gslis/policies/travel-faculty).

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 are 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)
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. Based on student input, building and computer lab access are now 24/7 and the 2nd floor east lounge/kitchenette area is clearly designated as an all-school shared space. Policies have been developed with input from faculty, staff, and students to guide investment of GSLIS resources in travel support (faculty: http://www.lis.illinois.edu/about-gslis/policies/travel-faculty; students: http://www.lis.illinois.edu/about-gslis/policies/travel-student) and staff professional development (http://www.lis.illinois.edu/about-gslis/policies/prof-dev). 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 annually 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 (e.g., this includes six Spectrum Scholars named in 2011 and six named in 2010). 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 Board has been closely involved in setting priorities for fund-raising and monitoring progress toward those goals. Chaired by Lionelle Elsesser (MS ’67), the Board has involved strong alumni and faculty/staff collaboration, with several “generations” of alumni (Laurel Grotzinger, MS ’58, PhD ’64; Donna Dziedzic, MS ’73; Brenda Pacey, MS ’78; Irene M. Hoffman, MS ’81; Mary Jane Petrowski, CAS ’94; Julia M. Derden, MS ’06) working with Professor Emerita Betsy Hearne, former assistant dean for development and alumni relations Susan Barrick, and current administrators Cindy Ashwill, Linda Smith, Diana Stroud, and John Unsworth. They led the effort that enabled GSLIS to surpass its Brilliant Futures goal of $15 million raised.
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 will be made to the External Review Panel through NetFiles]
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 [Room numbers given in parentheses]:
Basement (http://www.fs.uiuc.edu/ada/0331PLANB.html;
http://accreditation.lis.illinois.edu/support/images/Basement.gif)
[West wing: Center for Children’s Books (24); center: computer lab (12A), data center (12B), kitchenette (14); east wing: classroom (46), student lounge (50), and computer lab (52)]
First Floor (http://www.fs.uiuc.edu/ada/0331PLAN1.html;
http://accreditation.lis.illinois.edu/support/images/FirstFloor.gif)
[West wing: Administrative Office suite (112); center: conference room (109), staff offices, and staff lounge (119); east wing: lecture hall (126), conference room (131), loading dock and kitchen]
Second Floor (http://www.fs.uiuc.edu/ada/0331PLAN2.html;
http://accreditation.lis.illinois.edu/support/images/SecondFloor.gif)
[West wing: PhD student office space (212) and RA office space (211); center: faculty offices, IT and research staff offices; east wing: kitchenette, lounge (233), LIs Librarian office (244), GSLIS Help Desk (245), faculty offices, and conference room/classroom (242)]
Third Floor (http://www.fs.uiuc.edu/ada/0331PLAN3.html;
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 (341), 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) 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.

Source 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

To ensure that all students and faculty have access to the library and technology resources needed to support their work, GSLIS has built a high-end infrastructure for academic and research computing. An on-site data center provides for high-performance, high-reliability computing with redundant cooling, battery power, and gigabit Ethernet to the campus backbone. 65 servers (including dedicated, virtualized, and clustered machines) and 70 terabytes of storage are kept online, with 24x7x365 monitoring. Automated backups are performed regularly, to on-site and off-site archival servers. System reliability is very high, with most systems running for months with only a few minutes of downtime. Server software that is managed on-site includes: Apache, SAMBA, LDAP, MySQL, Drupal, Wordpress, Moodle, Confluence, XEN (machine virtualization), qmail & mailman, CAS authentication, and Subversion.

All GSLIS personnel are provided with network file storage (accessible through a variety of protocols including WebDAV, SFTP, and SMB), Moodle learning management system accounts, Linux shell access, web hosting, shared printer access, relational database accounts, mailing lists, wiki access, source code control, PHP/Perl/Python/Java programming environments, and more. File server space and shell access are disabled two years after graduation, but all other services are provided indefinitely to alumni. As of July 2011, 5000+ people have active accounts on our systems.

The information technology (IT) and instructional technology and design (ITD) staff are responsible for assisting GSLIS faculty, staff, and students (on-campus and LEEP) with GSLIS computer
resources. Group and individual workshops, online tutorials, training materials, and technical support are
provided. In addition, IT and ITD staff provide audio-visual equipment and service for recording and
broadcast needs, for on-campus and for LEEP live sessions. The GSLIS Help Desk is staffed 8 am - 5 pm
Monday-Friday for walk-in, e-mail, 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) ---
computer labs in the LIS Building available to all GSLIS students -- are technology resource centers that
support the curriculum and instructional mission of GSLIS. These labs provide physical computing
facilities as well as access to electronic library-related resources. Each lab has dual-boot Macintosh
computers which run Mac OS 10.6 and Windows 7 (21 workstations in the LRL; 32 workstations in the
CTL). They have high speed (wired) access to the internet and are on the GSLIS local area network. Both
labs have a full suite of software, including base productivity software and specialty 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 through a card access system which
controls access to the building as well as other secure areas of the building.

All classrooms and conference rooms in the LIS Building have a data projector or LCD screen
and a dual-boot Macintosh. Additionally, the conference room on 1st floor east has a VCR and a sound
reinforcement (PA) system with wireless microphones. The lecture hall on 1st floor east has a document
camera, a VCR, integrated lighting controls, a sound system with wireless microphones, 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 guide
students to contact other campus units for training that complements what is 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/forums_lists).

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 extension 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 ejournals and ebooks (including full cataloging of numerous open access titles) has led to increased use of electronic resources, 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 delivered to GSLIS (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 76 member libraries of the
Consortium of Academic Libraries in Illinois (CARLI) who participate in the online I-Share union catalog (http://www.carli.illinois.edu/mem-libs/members_i-s.html).

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. Details of the project are documented on the New Service Model web site, which includes meeting minutes, user feedback, and reports compiled by members of the team (http://www.library.illinois.edu/nsm/comm_lis).

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 Journals & Newspapers (http://openurl.library.uiuc.edu/sfxcl3/az)
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 Disability Resources and Educational Services (DRES), GSLIS staff have found ways successfully to accommodate the needs of both hearing-impaired and visually-impaired students enrolled in on-campus and LEEP courses. For example, interpreter services have been used in on-campus classes (http://www.disability.illinois.edu/services/interpreter/) while real-time transcribers have assisted in
providing a written log of oral presentations in LEEP live sessions so that hearing-impaired students can fully participate.

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 anticipating and 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 e-mail 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 Disability Resources and Educational Services (http://www.disability.illinois.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, at the conclusion of each semester, faculty teaching LEEP courses are contacted and asked for feedback “about anything from on-campus, to training, to live session support as well as anything else (technologies or services) that could be improved upon.” As a result of concerns expressed by both faculty and students about the limitations of the “home-grown” technology supporting LEEP live sessions, GSLIS adopted the much more sophisticated Elluminate web conferencing service. Help Desk staff analyze “tickets” logging questions, comments, and problems on an ongoing basis to guide enhancements for user (faculty, staff, student) support. 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 GSLIS 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:
http://www.library.illinois.edu/assessment/documents/LibQUAL_2008_summary.doc
Library Gateway http://www.library.illinois.edu
Library & Information Science Virtual Library http://www.library.illinois.edu/lsx
LIS Library Service Survey: Report of Results (September 2008)
New Service Model Programs: Communications-LIS
http://www.library.illinois.edu/nsm/comm_lis
http://hdl.handle.net/2142/1793
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 MS program specifically during the period of time since our last accreditation review, it is important to document the scope and impact of these grants in order 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 are arranged, where applicable, according to priorities in the May 1996 GSLIS Strategic Plan:

1. **Participating as an equal partner in the Illinois Informatics Initiative and in informatics components of other strategic research initiatives**
   - Data Curation Education Program
   - Extending Data Curation in the Humanities
   - DCERC: Data Curation Education in Research Centers

**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:**

GSLIS students benefited in a number of ways from the project, including collaborations with other agencies, faculty, and librarians. In addition to internships, students participated at the International Digital Curation Conference. The grant also supported five Research Assistantships. The project facilitated the development of a specialization in the Master’s program, and much of this has been integrated into the established GSLIS infrastructure such as the Alternative Spring Break and Practicum programs.
Initial goals included:

1. Develop curriculum for a data curation specialization that builds on existing graduate programs at GSLIS, including new and updated courses (http://www.lis.illinois.edu/academics/programs/ms/data_curation and http://cirss.lis.illinois.edu/CollMeta/dcep/adcommSci.htm).

2. Establish internships where students can develop and apply their growing expertise.

3. Expand understanding of the role of data curation in the production of research.

4. Share the educational approach with other schools interested in developing similar specializations.

Highlights include:

1. Our focus on research data has distinguished GSLIS research and educational programs from others (which have tended to focus on “digital curation” and preservation).

2. We provided funding to support a large number of students, including fellowships for students with exceptional potential, and scholarships for students with financial need.

3. We co-hosted the Sixth International Digital Curation Conference, held in Chicago, December 6-8, 2010; Cragin and Renear were Conference Co-chairs.

4. Broadened pool of student candidates eligible for internships to include students in the Certificate of Advanced Study and the Master of Science in Bioinformatics programs.

5. We developed the Summer Institute on Data Curation to serve practicing professionals – a population not included in our original grant proposal. This extended our program reach into academic and research libraries, and contributed to the development of new working relationships and collaborations (http://www.lis.illinois.edu/articles/2011/05/annual-summer-institute-data-curation-held-early-june).

Lessons learned include:

Important to build into grant requests for new projects like data curation start-up time that allows, for example, time to recruit students.

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

Initial goals included:

Extend the GSLIS data curation specialization to include humanities data, specifically:

1. Contribute to the evolution of data curation graduate curriculum.
2. Extend the continuing education institute to include humanities data curation.
3. Develop and shape curricular content to reflect humanities data curation needs.
4. Provide scholarships, and fund internships for master’s students.
5. Improve our understanding of humanities data curation needs and employment opportunities.

Highlights include:

1. Interest in data curation at GSLIS grew at an unanticipated rapid rate — we added a second foundations course in the last year to accommodate an overflow of students, and that course was fully enrolled. More than half of GSLIS masters students in these courses have humanities data curation as their primary interest.
2. 23 mid-career LIS practitioners participated in our Summer Institute for Humanities in Data Curation.
3. Master’s students from GSLIS joined 24 leaders from many stakeholder communities (including libraries, digital humanities centers, funders, researchers) who participated in the Humanities Data Curation Summit held on June 23, 2011 in Palo Alto, which identified workforce and institutional issues and developed strategies for addressing those.
4. Fellowship awards to 12 master’s students include three minority students; additional minority students have received support for their travel to campus for on-campus sessions of the LEEP distance education program.
5. Master’s students at GSLIS were funded to attend the 6th International Digital Curation Conference in Chicago, as well as the 5th Annual Chicago Colloquium on Digital Humanities and Computer Science.
6. A Best Practices Guide, a Web-based living document, which will be a guide to the latest scholarship in the field, is underway. This community-based resource will be a reference for practitioners and a resource for students.
7. Uniformly students reported that participation in internships at sites was an exciting experience that gave them a unique and valuable preparation for the workplace.

Lessons learned include:

The advice and support of collaborating institutions contributed critical new ideas and shaping of directions and execution, improving student performance.
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:
All students have been recruited and the first cohort of doctoral students will begin study in fall 2011.

Initial goals included:
1. Develop a sustainable model for partnering with scientific departments or organizations in educating data curation professionals.

2. Train a core base of experienced graduates, who have a first-hand understanding of contemporary data-intensive research environments, and who can assume leadership positions in cyberinfrastructure R & D and education.

3. Enhance the curation-specific academic curriculum.

4. Attract top-level students to the profession, who can serve as role models to future students.

5. Develop future LIS faculty with the ability to meet the fast changing needs of next-generation LIS professionals.

6. Build effective collaborations among scientists and LIS students that focus on using and preserving data resources for solving scientific problems.

Highlights include:

The grant is still under way. Students will get extensive field experience at the National Center for Atmospheric Research, working with a domain science mentor and also a data expert mentor. Prior to that, they will be involved with major data curation research projects at the Center for Informatics Research in Science and Scholarship.

[Cooperating institutions: Illinois, Tennessee, National Center for Atmospheric Research]
2. Recruiting and retaining excellent faculty and students, including those from underrepresented groups

Project Athena
LIS Access Midwest Program
LAMP II: Brightening the Path to Library & Information Science Scholarship

Project Athena (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:
GSLIS doctoral students supported for at least a portion of their studies all earned their PhD degree. These included André Brock, Christa Hardy, Kate McDowell, and 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. A significant outcome of the grant-funded program was the supportive network Project Athena students from the various schools created and sustained as many have moved into faculty positions. In addition, Project Athena fellows at GSLIS shared their experience and knowledge through formal and informal methods they helped develop. Fellows who were themselves students of color reached out to undergraduate students of color at UIUC and within the MS program at GSLIS and helped facilitate information-sharing and mutual support. The more formal efforts included MS student recruitment by the fellows in partnership with the LAMP Initiative. These efforts were critical to helping refine diversity initiatives at GSLIS that have resulted in increased recruitment of students of color to the MS program and the doctoral program. That success helped inform the School's continued commitment to recruit and support a more diverse study body.

Through the Project Athena web recruitment model, we gained experience involving doctoral students in raising awareness of doctoral study among master’s students at MS-only graduate LIS programs.

A significant resource developed in large part from lessons learned from the fellows and the project is a doctoral course taught by Leigh Estabrook, Preparing Future Faculty. The course helps students better understand the roles and expectations of a new faculty member.

Though no formal collaboration continued after the term of the grant, the supportive network and informal mentoring have both been sustained by GSLIS Project Athena fellows.

[Collaborating institutions included Florida State, Illinois, North Carolina, and Washington]

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.

**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 encourages 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, 6 of 12 LAMP Scholars in 2008, 4 of 8 LAMP Scholars in 2009, and 5 of 9 LAMP Scholars in 2010.

**Initial goals included:**
1. Address critical issues of recruitment and retention of students from historically and statistically underrepresented groups into LIS.
2. Provide support to students through all phases of the project and beyond as they transition to the workforce.
3. Build and maintain collaboration with partners and continue to pool resources to provide optimum support to students.
4. Utilize the flexibility of the model, based on lessons learned, to provide students who are selected as LAMP scholars with the “right fit,” as they seek learning opportunities and develop areas of specialization.

**Highlights include:**
1. During the LAMP II phase, we are introducing an online academic librarianship course. The course is being developed by Co-PI Associate Professor Ethelene Whitmire, University of
Wisconsin, Madison – SLIS and will be offered in the Spring of 2012.

2. Recruitment of a diverse student body via LAMP for the MS in LIS continues to be quite effective due in large part to the diverse set of outreach efforts that draw on professional relationships, partners, and cooperation among our collaborators.

3. LAMP scholars represent all stages of studies (pre-MS, MS, new graduate, professional) and we have drawn on that expertise and experience to build an effective peer-mentoring network.

4. LAMP graduates are involved in the annual summer institute. A panel of scholars at different stages of their LIS careers presented to fellow scholars at the LAMP Summer Institute at University of Wisconsin-Milwaukee in June 2011. LAMP scholars have also stepped up and volunteered to help in the recruitment process at graduate fairs and other events.

Lessons learned include:

1. Fostering professional growth and leadership in a collaborative program like LAMP cultivates an environment of progress and achievement.

2. Creating strong ties and relationships between partners and professionals in the LIS field builds community and resources essential for student success in the MS program and as new professionals.

[Collaborating schools include Illinois, Dominican, Wisconsin-Madison, Wisconsin-Milwaukee, Wayne State and university libraries at Ohio University, Marquette, Michigan State, University of Chicago, UIUC]

3. **Maintaining leadership in digital libraries and in literature and librarianship for youth**

   - DLEP Digital Library Education Program
   - Sharing Success: Educating Professional Leaders in School and Public Youth Services
   - Mix IT Up! Youth Advocacy Librarianship

**DLEP Digital Library Education Program** ([http://hades.grainger.uiuc.edu/szu-yu/dlep/index.htm](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 – Programs to Build Institutional Capacity

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:

The curriculum developed through this project became the core of the CAS concentration in digital libraries at GSLIS (http://www.lis.illinois.edu/academics/programs/cas-dl). The project allowed students to gain experience by creating opportunities for them to undertake significant digital-library-related projects in the University Library.

Initial goals included:

1. Assessment of needed competencies for digital library specialists.
2. Development of courses/curriculum for students seeking to develop a concentration in digital librarianship. Recruitment of fellows to pursue the newly developed curriculum.
3. Identification of project and internship opportunities in the University Library with a focus on digital libraries.
4. Organized Digital Library Education Workshops at the Joint Conference on Digital Libraries on June 7, 2005; June 15, 2006; and June 18, 2007

Highlights include:

1. Developed Digital Libraries concentration for the CAS, informed by focus groups with and surveys of digital library professionals.
2. Introduced new courses: Digital Libraries: Research and Practice, Information Modeling, Metadata in Theory & Practice as required courses for the concentration in addition to Systems Analysis & Management.
3. Recruited students to the specialization (current position listed in parentheses): Shane Beers (Digital Preservation Librarian, University of Michigan), Parmit Chilana (doctoral student, Information School, University of Washington), Howard Ding (software development group, UIUC Library), Brian Franklin (Program Manager, Search Engine Technology, Butler Hill Group), Geoffrey Ross (Collections & Services Specialist, UIUC History, Philosophy & Newspaper Library), Elizabeth Breakstone (student, Northwestern University Law School), Patricia Hswe (Digital Collections Curator, Pennsylvania State University), Colin Koteles (Web Services Manager, College of DuPage), Susan Wells Parham (Research Data Project Librarian, Georgia Institute of Technology).
4. Identified a variety of internship projects in the University Library at UIUC dealing with Content Management Systems and Digitization Technologies; Metadata Technologies; Metasearch, Linking, and E-Resource Access; Interface Design; Reference and User Technologies; Campus Institutional Repository Initiative; Digital Archives and Extended Archival Management.
5. Three JCDL workshops on digital library education provided very fruitful opportunities to share experiences with faculty at other schools who were also involved in developing courses and curricula with a focus on digital libraries.

Lessons learned include:

1. Input from working professional in emerging areas (like digital libraries) is very helpful in developing courses and curriculum. For example, we introduced an elective course on project management, based on the emphasis that our respondents placed on this as needed expertise.
2. Opportunities for hands-on projects in the University Library provide valuable complements to
coursework in the digital libraries curriculum at both the MS and CAS level.

3. While the digital libraries concentration was originally envisioned as a post-master’s specialization, the courses have proved popular with our MS students, both on-campus and online.

4. Focused workshops that provide an opportunity to share experiences on curriculum development in emerging areas are a productive means of moving LIS education forward.

[Collaborating institutions included Illinois and Indiana, both the LIS schools and the university libraries]

Sharing Success: Educating Professional Leaders in School and Public Youth Services Librarianship (http://www.lis.illinois.edu/academic/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:

The program is in its first stage and we anticipate significant outcomes in the coming year. The first Sharing Success student has graduated and is now teaching professional in-service and graduate-level courses for current and future school librarians.

Initial goals included:

1. Fill a significant gap in the opportunities for continuing education among youth services librarians.

2. Create a small cadre of students from a variety of backgrounds who can effect positive change in the field of youth services librarianship.

3. Mentor high quality working youth services librarians in order to sustain and advance the field and the practice.

4. Further support GSLIS’s reputation as a leader in youth services librarianship education, training, and scholarship.

Highlights include:

1. Successful recruitment of a diverse group of youth services librarians engaged professionally and intellectually.

2. Sharing Success scholars enriched master’s-level classes through their enrollment and
participation. They brought unique perspectives and experience drawing on their work as youth services professionals.

3. The program provided opportunities for Sharing Success students to expand their interests and explore courses that were not necessarily “on their radar” when they began the Sharing Success program, but became part of their future professional development. Sharing Success students become aware that research is directly relevant to their current and future professional interests and skills.

Lessons learned include:

1. The Sharing Success Program is a unique opportunity for youth services librarians to develop skills that help them advance within the profession without sacrificing their commitment to work in youth services. Through the program we are able to cultivate a strong professional identity and open avenues for advancement in an area of librarianship often overlooked.

2. Infrastructure and funding are critical to success of this program.

3. The technological infrastructure for distance education at GSLIS may allow us to extend this program to provide advanced education for professionals who want further education in their chosen area of youth services or who want to shift their focus to youth services.

Mix IT Up! Youth Advocacy Librarianship (Montague)

University of Illinois at Urbana-Champaign – Champaign, IL
Year: 2011
Amount: $725,923
Grant: Laura Bush 21st Century Librarian Program - Programs to Build Institutional Capacity
The University of Illinois at Urbana-Champaign Graduate School of Library and Information Science (GSLIS), along with five community partners, will recruit and educate 10 master's degree fellows from underrepresented groups in a dual youth services and community informatics certificate program. This program, which will involve concentrated experiential learning, emphasizing outreach and youth advocacy, will work closely with underserved local youth on multiple literacies. The scholarship recipients will engage with community partners as part of the Youth Advocacy Alliance.

Outcomes: This project begins summer 2011.

4. Consolidating strength in social/community informatics

   Community Informatics Corps: The Next Generation
   YCI: Youth Community Informatics
   Chicago Community Informatics: Places, Uses & Resources

Community Informatics Corps: The Next Generation
(http://www.cii.illinois.edu/imlsgrant.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:

Community partnerships established through Community Informatics’ work have now expanded to engage more GSLIS faculty as well as other university stakeholders. This includes the development of several new grant-funded projects, such as Rae-Anne Montague’s Youth Advocacy Alliance project involving at least five different local CI partners and Martin Wolske’s citizen journalism project in East St. Louis.

The Community Informatics certificate program is now well integrated into the GSLIS curriculum, with master’s level student interest and enrollment increasing every year. CI courses regularly offered include: Community Archives; Community Engagement; Community Informatics; Community Informatics Studio; Digital Divide: Policy, Research and Community Empowerment; eGovernment; Geographic Information Systems; Introduction to Network Systems; Inquiry-Based Learning; Media Literacy & Youth; and Strategic Information Management.

Initial goals included:

1. Further develop our pilot CIC master’s curriculum, improving its design and expanding its content.
2. Attract and support students, especially those from underserved communities.
3. Support faculty development in CI.
4. Strengthen communication and capacity-building at the intersection of university and community.
5. Implement mechanisms for collaborative program development with other LIS programs.

Highlights include:

1. In 2009, the Community Informatics Certificate program was approved. To earn a certificate, students must take the 4-credit hour Community Informatics course, at least two other CI electives, and complete standard GSLIS course requirements. As of spring 2011, 22 GSLIS students completed the certificate requirements.
2. Through assistantships, fellowships, and scholarships, CIC has provided financial assistance to more than 60 students, as well as supporting practica and other developmental opportunities. The majority of this funding has been directed at students from underserved communities.
3. The CI master’s level curriculum has expanded to 16 different course offerings (4 to 6 CI courses are offered each semester). CI concepts have been integrated into at least 5 other LIS courses.
4. CI work has been recognized by community partners. The GSLIS CI program was awarded the “most valuable community partner” award at the 2008 Pedro Albizu Campos High School graduation ceremony in Chicago (Paseo Boricua), where several CI fellows held internships. In 2010, Dr. Martin Wolske and his students received a Service Award from the Champaign Park
District Board of Commissioners for their work in outfitting and installing computer labs at two Champaign Park District facilities. In 2011, Champaign’s TAP-In Leadership Academy awarded GSLIS its First Annual Campus Partnership Award, an award largely related to the work of community informatics researchers.

Lessons learned include:

1. The project faced significant challenges in efforts to recruit students from underserved communities. Initial recruiting efforts targeted internal undergraduate student organizations with mixed results. Targeting paraprofessionals working in public, university or other library settings or in similar environments was more effective and may be generally applicable to LIS programs looking to increase their recruitment of underrepresented groups.

2. Flexibility in the disbursement of fellowship funds is crucial to project success. Small fellowship amounts to allow prospective CI students to take one CI course on a community credit basis before they even apply to GSLIS are important in removing the barrier that faces many people who might not have considered attending graduate school before, or who are not sure they have the interest, skills, or time to attend graduate school. Offering incentives and support for part-time studies was key to efforts to attract individuals who oftentimes were also balancing day jobs and families.

3. It is important to work closely with the Admissions Committee of GSLIS in recruiting underrepresented students. It can be counter-productive to encourage such students to apply if they are going to get turned down. We therefore increased our interactions with the Admissions Committee and the advising staff of GSLIS to avoid this outcome.

[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:**

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. Participants created information products ranging from community asset maps to library collections to digital videos to self-published books. Over 50 different LIS youth engagement learning modules were developed through these partnerships. YCI activities have fostered new community–university collaborations as well as changes to the GSLIS curriculum.
Initial goals included:

YCI goals included inviting youth across the state to:

1. Participate in learning modules on a range of LIS topics, using both face-to-face and technology-mediated distance mechanisms.
2. Work on community informatics projects in collaboration with local community partners, local libraries, graduate LIS students, and undergraduates from diverse fields.
3. Participate in campus events to experience a wide variety of LIS careers.
4. Participate in the development of computer technology and information access centers in their home communities.

Initial objectives were to develop a 12-module, field-tested LIS curriculum targeting diverse youth audiences, to be made available through the web for use in formal and informal learning environments. In addition, LIS master’s-level students involved with the project were expected to develop their understanding of how LIS professionals can play a more significant role in underserved communities. The project identified and proposed working with 5 field sites in both rural and urban areas across the state.

Highlights include:

1. More than 50 learning modules were developed. These were initially field tested and revised with the help of community partners. Several activity guides resulting from this work have been developed and distributed online as well as in paper form through community sites, schools, public libraries, 4-H, youth-oriented community events, as well as at various conferences.
2. Rather than the initial 5 sites, community partnerships expanded rapidly, and over the years there were varying levels of involvement with about 20 sites, including much closer collaboration than had originally been envisioned with about 10 of these.
3. In 2008, the Community Informatics program was awarded the “most valuable community partner” award at the Pedro Albizu Campos High School graduation ceremony in Chicago (Paseo Boricua), where YCI has been especially active and several CI fellows have held internships.
4. In summer 2011, TAP-In awarded GSLIS its First Annual Campus Partnership Award.
5. The project has also had an impact internationally. YCI hosted several visiting professors with an interest in the project, who have now returned to their countries (Spain and China) intending to adapt the YCI curriculum and philosophy to their own purposes. As well, previous YCI research assistants have gone on to pursue YCI-related research activities upon graduation. For example, Ching-Chiu Lin, who wrote her dissertation on multimedia literacies, now works at the University of Vancouver, British Columbia, and was awarded a post-doctoral research fellowship by Canada’s Social Sciences and Humanities Research Council for her YCI extension project, “Media Arts for Inquiry: Investigating Youth and Community Development through Creative Practice.”
6. Together with 4-H Extension services, the GSLIS has developed partnerships with youth leaders within and outside educational settings across the state of Illinois in order to introduce youth to the LIS field.

Lessons learned include:

1. The dual objectives of teaching new technology skills while at the same time helping youth to
reflect on complex community issues was extremely challenging in practice, particularly given the limited human resources at our disposal.

2. Developing and field testing inquiry units in collaboration with community partners brought home the necessity for flexibility, and a recognition that the priorities of partner communities did not always align with YCI’s vision as originally conceived. Although we initially intended to address community inquiry by focusing on youths’ digital literacy skills, we came to realize that by foregrounding technological competence, deeper intellectual and social learning was being sacrificed. This is what led to a more holistic view of the YCI curriculum, eventually leading to the development of the Community as Curriculum activity guide.

3. Although we wanted to establish meaningful and productive collaborations with partners outside of Champaign-Urbana, the physical distance factor posed challenges for both the graduate assistants and partners, limiting the number of university partners who could work regularly on-site. This was further complicated by university insurance policies regarding transportation. It was sometimes necessary to recruit parents or other adult community partners to drive youth to field sites, even though this was not always an efficient option.

4. Numerous community partners have expressed concern for the enduring walls that continue to separate town and gown. Although this is something we recognized prior to initiating the YCI program, our partners have helped us to better understand that campus-community partnerships need to occur as much on university grounds as off.

5. Working to develop appropriate technology solutions with community partners helped us to see that, in the end, technology is only a small part of the broader skills, concepts, and methods that were needed to fully equip a community program so that it can accomplish its goals. Considerations such as when technologies were not appropriate also came into play.

[Additional details provided at: http://www.cii.illinois.edu/imlsgrant.php?link=10]

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 Career 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.

Outcomes:

1. Launched a continuing series of annual eChicago gatherings, archived in published proceedings and online videos (http://echicago.illinois.edu).

2. Presented findings at two iSchools meetings, IFLA, CO INFO 2010 (Beijing), the Peking University Community Informatics seminar, 12 LIS programs in China, and several times at GSLIS and elsewhere at UIUC. Published results in Library Quarterly as well as in a research report and various technical reports on Chicago’s ethnic communities.

3. Published bibliographies and webliographies of Chinese Chicago, Arab Chicago, Puerto Rican
Chicago, Japanese Chicago, and Mexican Chicago
(http://www.ideals.illinois.edu/handle/2142/5138/browse?type=title).

Initial goals included:

1. Develop a community informatics research program focused on Chicago.
2. To build relationships with important urban institutions, grassroots and otherwise, as they participated in the informatization of Chicago.

Highlights include:

1. Effectively reinventing the project from a distance, as it was designed at Dominican to be carried out in Chicago, and expanding the participation of master's-level students from GSLIS.
2. Five years of successful eChicago conferences attracting ever wider participation.
3. Now there is also eChicago@Dominican and an additional event this fall called eChicago South based in the suburbs.
4. In addition to master’s students educated on this topic in classes and via employment on the grant, the project trained two PhD students in CI methods focused on the public library, placed two master’s students into jobs at Chicago Public Library, recruited three Chicago Public Library staff to GSLIS, and motivated one more to seek a PhD in this area. It also led to a curriculum module for UIUC sociology students in the area of population informatics.

Lessons learned include:

The informatics moments where people are bridging their various digital divides are a critical phenomenon to focus on, because that puts agency where it needs to be: on who helps them at that front line whether librarians or other informational professionals, and on the people themselves. This is a moment of great innovation and CI theory and practice is critical to its outcome. Our work demonstrates that public libraries remain important institutions and may now be thought of as “public computing libraries” - places that help bridge the digital divide and help people develop information skills. Partnerships like eChicago are unique opportunities for master’s-level students in LIS programs that afford students sustained contact with diverse communities of stakeholders working toward equity of access.

5. **Building strength in information history, economics, and policy**

**Information in Society: Preparing Future Faculty**

**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.

Initial goals included:

1. Build a stronger research community within GSLIS for the study of information in society, including policy, economic, and historical dimensions.
2. Enhance the doctoral program curriculum, including further supporting the integration of doctoral students into the research community.
3. Connect this community to the wider world of librarianship, where complex social realities are confronted in practice.
4. Attract and support a diverse set of top students to this enhanced curriculum, especially those currently underrepresented, 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.

Highlights include:

1. LIS590IS Information in Society has been taught each fall in line with our IMLS grant expectations, and is well on the way to being institutionalized as a course attracting LIS doctoral students outside as well as within our IIS program (and doctoral students from outside departments including Communication, Educational Policy, Sociology etc).
2. A master’s-level course drawing heavily on the approach developed for LIS590IS has now been taught for the first time; and is on track to be taught again this coming year. This brings insights and program materials developed for the IMLS grant directly into our LIS master’s education.
3. The cohort of fellows have, through their work and research interests, expanded and deepened the intellectual community at GSLIS. Fellows are working in areas critical to the future of LIS pedagogy and practice including history, economics, and policy and social and community informatics.
4. In their roles as teaching assistants and instructors fellows have made significant contributions to the MS curriculum by bringing new perspectives that draw from their experience and research.
5. Postdoctoral fellows introduced new courses to the on-campus MS offerings and two fellows revitalized a master's-level course, Race, Gender and Sexuality in the Information Professions.
6. Fellows have initiated and sustained informal and formal collaborations across campus units that brought faculty, doctoral, and master’s students together to explore the related aspects of research and policy in information in society.
7. Student dissertation projects give promise of making major contributions in a variety of ways to information history, economics and policy. As more IIS students move to the dissertation phase of their programs, we anticipate that LIS research as a whole will be further extended and enriched.

8. Fellows represented GSLIS and the Information in Society focus at a broad range of scholarly and professional conferences.

9. The Information in Society Speaker Series has brought to campus a diverse group of speakers who have allowed the fellows and others to explore many different topics within Information in Society. Fellows had the unique opportunity to engage with noted scholars in LIS.

Lessons learned include:

1. Recruitment of a diverse doctoral student population is challenging and we need to continue to strengthen our efforts.

2. Doctoral students with an information in society orientation can provide valuable input into courses and curriculum in ways that directly benefit MS students.

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)

6. **Innovations in Online Education**

   **WISE**

   **WISE+**. Leveraging the Power of the Network to Increase the Diversity of LIS Curriculum

**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.

Initial goals included:

1. Develop high-quality faculty training in online pedagogy for LIS educators.

2. Develop widely accepted standards and metrics for online library and information science education.

3. Develop a collaborative marketplace for online courses in library and information science
Highlights include:

1. Collaboratively developed *A Model for Quality Online Education in Library and Information Science*, as well as the WISE Member Checklist for program self-assessment following this model ([http://www.wiseeducation.org/media/documents/2009/2/principles.pdf](http://www.wiseeducation.org/media/documents/2009/2/principles.pdf)).

2. Offered a series of face-to-face workshops, at both ALISE and ALA conferences, providing an introduction to online pedagogy for LIS full-time and adjunct faculty (and prospective faculty); in addition online workshops were implemented to reach more interested faculty.

3. Consortium expanded to 14 members; 319 students enrolled in a selection of 195 courses with seats available for WISE students.

4. Recognized with Sloan-C Effective Practice Award in 2006 ([http://sloanconsortium.org/ep_award_winners](http://sloanconsortium.org/ep_award_winners)).

5. Introduced Excellence in Online Teaching Awards to recognize excellence in teaching WISE courses (as judged by students not from the instructor’s home school).

6. Developed WISE website/infrastructure ([www.wiseeducation.org](http://www.wiseeducation.org))

Lessons learned include:

1. The expansion of the consortium required developing shared understanding of factors contributing to quality online instruction and the need to put procedures in place locally to support students not otherwise affiliated with the institution.

2. Students may find it challenging to adapt to different pedagogical models for online courses, especially a shift from synchronous to entirely asynchronous. Students need information about course content, pedagogical model, and course calendar to make an informed choice as to whether to seek enrollment in a WISE course.

3. WISE pedagogy offerings were valued—both face-to-face workshops and online learning opportunities were well attended.

4. A WISE coordinator is essential to handle the coursesharing activity and coordinate inter-institutional communication.

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

Illinois was involved in the largest number and some of the most successful WISE+ partnerships, with online offerings of:

- Theological Librarianship (ATLA—American Theological Library Association)
- Law Librarianship (AALL—American Association of Law Libraries)
- Music Librarianship and Bibliography (MLA—Music Library Association)
- Civic Entrepreneurship and Public Institutions (Urban Libraries Council)
- Librarianship for Latin American, Iberian and Latina Studies (SALALM—Seminar on the Acquisition of Latin American Library Materials)

Doctoral students participated in the more flexible offerings of the on-demand Online Pedagogy Workshop as well as the ALISE WISE workshops.

Initial goals included:

1. Increasing the diversity of collaborative course offerings through collaboration with participating library associations.
2. Building quality online pedagogy by extending training to doctoral students at LIS programs at WISE consortium member and non-member schools.
3. Develop a digital infrastructure that allows instructors, students, and participating programs to share instructional resources more effectively and efficiently.

Highlights include:

1. WISE grew to 15 member institutions; 19 professional associations partnered with member schools to develop and offer WISE+ courses. The consortium continued to provide access to a wide range of courses, serving 917 students from 2004-fall 2010.
2. Pedagogy activities included a continuation of the annual ALISE WISE online pedagogy ½-day workshops and an expansion of online offerings to include an on-demand Online Pedagogy Workshop and WISE Pedagogy blog. A WISE pedagogy web site (www.wisepedagogy.org) was launched.
3. WISE was recognized with the ADEC National Excellence in Distance Education Award in 2008 (http://www.wiseeducation.org/hotnews.aspx?id=65).

Lessons learned include:

1. Partnerships with professional associations can take a variety of forms:

Model 1: An existing course is opened to organization members; an existing host school instructor teaches the course
Model 2: A new course is developed by the host school to fit the needs of the organization and the school; an existing host school instructor teaches the course.

Model 3: A new course is developed and taught by an organization member for graduate and continuing education credit, with input and approval from the host school.

2. The partnership must complement rather than compete with the association’s own continuing professional development initiatives.

3. MS students benefit greatly from courses that expand their contact with other MS students at other schools, put them in touch with working professionals, and introduce them to professional organizations in more specialized areas of LIS.

[Collaborating institutions included Illinois, Pittsburgh, Syracuse]

7. **Innovations in Education for Academic Librarianship**

Librarians Serving Community-Based Higher Education: Preparing the Next Generation of Community College Librarians
Field Strength: Enhancing Collaboration in LIS Education through Field Experience

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

Significant lasting impact for this project include the fact that, despite the bleak job market, a number of students gained full-time or part-time employment in community college libraries. Students benefit in their career planning from course recommendations of NILRC librarians. That partnership is helpful as students seek work experience in community colleges either during Alternative Spring Break or practicums.

Our partnership with the College of Education is stronger and they remain willing to accommodate our students in selected CCTL courses.

**Initial goals included:**

1. Increase the number and diversity of professional librarians in Illinois and Missouri Community Colleges.
2. Expand student understanding of community colleges, community dynamics and external forces shaping community college libraries and expand connections with peers and library leaders in Illinois community college libraries.

3. Increase Partner College’s capacity for recruiting and retaining a diverse workforce.

4. Improve understanding between practitioners and library educators about the needs of MS students interested in working in community college libraries.

Highlights include:

1. 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.

2. Recruited a diverse cohort of 22 students that included two African Americans and two Asian Americans; some in the cohort were first-generation college students who themselves had benefited from community college education; all were passionate about the possibilities of working in a community college setting.

3. 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.

4. Developed a collaboration with the College of Education to enroll GSLIS students in selected courses. Prior to this, enrollment in those courses was limited to students in the CCTL (Community College Teaching and Learning) cohort.

5. Involved NILRC community college librarians in Illinois in the education of our students through their identification of relevant courses, Alternative Spring Break placements, practicum placements, post-master’s internship placements, and mentoring.

6. Raised awareness among the student body at large of community college librarianship as a career option.

Lessons learned include:

1. There can be challenges to having students enroll in online courses elsewhere on-campus—the academic calendar for online courses in the College of Education does not coincide with the regular campus calendar used by GSLIS for LEEP; GSLIS students had to become integrated into courses where most students were in a CCTL cohort. Nevertheless, they found the content of the courses to be worthwhile preparation for work in community colleges; one student enrolled in additional courses so that she could earn a 4-course CCTL certificate.

2. Much effort was required to establish the post-master’s internships, from pairing students to placements to arranging for a fixed period of employment conforming to the rules and regulations of the particular community college.

3. NILRC librarians were eager to share their expertise and passion for community college librarianship with the students.

[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/cctl/)]
Field Strength: Enhancing Collaboration in LIS Education through Field Experience
(Walter/Smith)

University of Illinois at Urbana-Champaign, University Library – Champaign, IL
Year: 2011
Amount: $49,989
Grant: Laura Bush 21st Century Librarian Program - Planning Grants

Field experience has long been recognized as a critical component of Library and Information Science (LIS) education. While on-the-ground experience and anecdotal evidence about the strengths and weaknesses of field experience programs abound, the LIS field lacks the research found in complementary fields such as education and nursing that is required to identify and promote “best practices” for this important component of LIS education. Field Strength, a project to be led by the University Library at the University of Illinois at Urbana-Champaign in collaboration with the Graduate School of Library and Information Science, will begin to identify best practices in field experience in LIS education.

Outcomes: This project begins in summer 2011.

[Collaborators include University of Maryland, University of Washington iSchools and Libraries]
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 MS 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 306 grants have been awarded over the period 2003-2011. Illinois faculty participated in 17 (5.3%) as either principal investigator (PI) or co-PI, including two among the grants announced in June 2011. 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 awarded to GSLIS.

Access.
Over the first 15 years of LEEP, 1067 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: 199)
- Location (in-state: 625; out of state 442—from almost all 50 states and 11 foreign countries)
- Ethnic/racial group (Asian American: 38; African American: 38; Hispanic: 38; American Indian: 6; Caucasian: 901; Non-specified: 30; 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 the institutional repository at UIUC, 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 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/Library_Trends) 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 and those of other programs 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. In many cases initiatives are already under way that should lead to tangible changes that further support the School’s reputation as responsive, inclusive, and innovative. 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. The campus remains cautious about authorizing new faculty searches, but GSLIS has received approval to conduct a search for one new faculty member to be hired to begin in fall 2012.

- **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 work 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 very 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 [https://www.informatics.illinois.edu/display/infophd/Home](https://www.informatics.illinois.edu/display/infophd/Home)) as well as the PhD in library and information science. We anticipate that students in the accredited MS will 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 as this will require development and teaching of courses beyond those already taught as part of the minor.

• **Maintaining a sense of community within and across enrollment options.** From the beginning of the LEEP program, 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 and 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 that same sense and value of 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.illinois.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)
LIST OF APPENDICES
(Available separately)

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 H. Most Recent Semester in Which a Course was Offered in Each of the Master’s Scheduling Options (On-campus, LEEP) from Fall 2008 through Fall 2011