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/ColM eta/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/](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](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) (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—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 youth’s 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) (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).

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.


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)

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) (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.wiseducation.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]