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 Karahalis, 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, Vete Torvik, Terry von Thaden, Kate Williams [another Assistant Professor, Jana Diesner, will join the faculty in January 2012]

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

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

All faculty teach some courses in the MS program in their areas of expertise. They also serve as advisors for practicums, independent studies, and MS theses. Many faculty divide their teaching efforts between the MS program and the undergraduate informatics minor, and/or doctoral courses. All faculty are expected to teach in LEEP, with frequency varying depending on the need for their expertise in LEEP course offerings. All faculty have active research programs and some involve MS students in those projects. Faculty serve on the Admissions Committee and Curriculum Committee, the two GSLIS committees with important responsibilities in relation to the MS program. Several of the student chapters of professional associations (ALA, ASIST, SLA) 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 Rubensteihn  
  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 Offensteihn  
  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)
• Adjunct faculty, School librarian
  *Anita Beaman (Illinois)
  *Margaret Burton (Illinois)
  Elizabeth Bush (Illinois)
  *Linda Diekman (Illinois)
  *Anieta Trame (Illinois)

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

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

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

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

We recognize the desirability of increasing the proportion of courses taught by full-time faculty, particularly the value of having full-time faculty with responsibility for core areas of the curriculum. We expect the proportion to increase further as we add full-time faculty lines. In several areas of the curriculum we have models for effective support of part-time faculty by full-time faculty. Our three full-time youth services faculty work closely with adjuncts and doctoral students teaching youth services courses to ensure consistent quality across all offerings of courses in this curriculum area. 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/GSLISadjunchnhandbook.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-gslis/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://oeea.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&lt;br&gt;• 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&lt;br&gt;• Assistant Professor, 1995&lt;br&gt;• 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&lt;br&gt;• Professor Emeritus, 2010</td>
</tr>
<tr>
<td>Name</td>
<td>Positions and 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  
<p>|                    | - Assistant Professor, 2011                                                                        |</p>
<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Tenure Details</th>
</tr>
</thead>
</table>
| 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>Vetle 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 characteristics of this faculty is the active interest in learning from each other and finding multiple ways to interact and collaborate, whether through team teaching, collaborative research, GSLIS events, faculty diets, or 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)  
*LIS590TR Information Transfer and Collaboration in Science (O)  

Allen Rensear  
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
(https://webdocs.lis.illinois.edu/policies/AnnualReviewGuidelines_rev08.pdf)
Third Year Review Procedures
(https://webdocs.lis.illinois.edu/policies/ThirdYearReviewProcedures_rev04.pdf)
Guidelines for Promotion and Tenure
(https://webdocs.lis.illinois.edu/policies/PTGuidelines_rev04.pdf)
Provost Communication No. 9: Promotion and Tenure
(https://wwwprovost.illinois.edu/communication/09/index.html)
Provost Communication No. 13: Review of Faculty in Year Three of the Probationary Period
(https://wwwprovost.illinois.edu/communication/13/index.html)
Provost Communication No. 21: Annual Faculty Review
(https://wwwprovost.illinois.edu/communication/21/index.html)