V. Administration and Financial Support

Administration

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

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

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

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

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

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

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

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

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

V.2.1 The school's faculty, staff, and students have the same opportunity for representation on the institution’s advisory or policy-making bodies as do those of comparable units throughout the institution.

The faculty, staff, and students have the same opportunity for representation on campus-level or policy-making bodies as do those of comparable units and indeed exercise that right. Faculty serve on committees appointed by the Chancellor, Provost, Dean of the Graduate College, Vice Chancellor for Research, and Vice Chancellor for Student Affairs. Recent examples include service on the Campus Budget Oversight Committee (Catherine Blake), Campus Committee on Promotion and Tenure (Linda Smith, 3-year term with service as chair 2010-2012), Distance Learning Advisory Committee (Rae-Anne Montague and Linda Smith), International Advisory Council (Terry Weech), Committee on Extended Education and External Degrees (Linda Smith, co-chair), Graduate College Career Advisory Committee (Kate McDowell), Bioinformatics Steering Committee (John MacMullen), Assessment of Doctoral Programs Committee (Christine Jenkins), Stewarding Excellence @ Illinois Campus Steering Committee (Linda Smith), Stewarding Excellence @ Illinois Campus Advisory Committee (Linda Smith), Electronic Theses and Dissertations Advisory Committee (Rae-Anne Montague and Linda Smith), and Illini Union Bookstore Faculty Liaison Committee (Linda Smith). GSLIS has two senators in the Urbana-Champaign Academic Senate (Les Gasser and Jerome McDonough for 2011-2012). Faculty regularly serve on Senate Committees. In 2010-2011 this included Committee on the Library (Terry Weech) and the Information Technology Committee (Jon Gant). Jerry McDonough will serve on the Senate Educational Policy Committee beginning in fall semester 2011. In addition Terry Weech has served as one of eight UIUC members on the three-campus University Senates Conference. Staff also serve at the campus level, including Suzi Harmon on the Dean’s Budget Committee and Amani Ayad as the GSLIS representative on Inclusive Illinois. Students are eligible to run for graduate student seats in the Senate and to serve on committees at the campus level. MS student Brianna Morgan is a member of the Diversity Initiatives Committee, PhD student Naomi Bloch is one of two graduate students serving on the Graduate College Executive Committee, and PhD student Chris D’Arpa served as the graduate representative to the IRB Board in 2007.

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

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

Sources of evidence:
UIUC Senate (http://www.senate.illinois.edu/)
GSLIS faculty CVs (see Appendix A)

V.3 The executive officer of a program has title, salary, status, and authority comparable to heads of similar units in the parent institution. In addition to academic qualifications comparable to those required of the faculty, the executive officer has leadership skills, administrative ability, experience, and understanding of developments in the field and in the academic environment needed to fulfill the responsibilities of the position. The school's executive officer nurtures an intellectual environment that enhances the pursuit of the school's mission and program goals and the accomplishment of its program objectives; that environment also encourages faculty and student interaction with other academic units and promotes the socialization of students into the field.

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

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

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

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

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

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

The five-year review highlighted numerous strengths:
- The Dean demonstrates vision about the future of the School.
- The Dean has established an effective leadership team for the School.
- The Dean is a strong and effective advocate for enhancing inclusion and diversity within the School. Dean Unsworth values diversity and has made increasing diversity of students, staff, and faculty an important goal for GSLIS.
- The Dean involves faculty effectively in School governance.
- The Dean gives reasonable consideration to faculty views in determining School policy.
- The Dean provides effective support and direction for research. The Dean himself sets a strong example of research and scholarly engagement along with his other responsibilities. He has been very successful in expanding foundation support for research at GSLIS and has established a Corporate Roundtable to foster more connections with the corporate sector.
- The Dean promotes faculty success in obtaining external funding. In addition to taking the lead in serving as PI on his own grants, the Dean has supported faculty in obtaining more external funding from a wider range of sources. This is enhancing the research profile of GSLIS.
- The Dean promotes excellence in instruction in the School. Annual reviews of faculty do consider teaching performance, and the Dean emphasizes the importance of the academic advising role as well.
- The Dean encourages effective outreach efforts for the School. The most visible GSLIS outreach efforts are now consolidated under the Community Informatics Initiative, for which the Dean has been a strong advocate.
- The Dean is effective in financial stewardship of the School, i.e., in establishing, articulating, and implementing budget priorities. The Dean has been a strong advocate for increasing School resources and directing those toward budget priorities designed to strengthen the School.
- The Dean has developed mechanisms to closely monitor allocations and expenditures in consultation with the GSLIS Business Manager and members of his administrative team.
- The Dean is quite effective in communicating with faculty and staff.
- The Dean informs faculty and staff of how and why critical decisions about the School are made.
- The Dean is an effective representative of the School, on campus and beyond. The Dean is extremely effective in this important role. Evaluative letters submitted by several prominent deans of other iSchools were unanimous in their praise for the Dean’s leadership efforts in the iSchools Caucus as well as his accomplishments as chair of the national Commission on Cyberinfrastructure for the Humanities & Social Sciences.
- The Dean is successful in garnering resources through development efforts in order to support School priorities. Administrative staff had high praise for the Dean’s effectiveness in this role.
- The Dean has the respect of his colleagues on campus and in the larger scholarly community. Letters submitted by other iSchool Deans provided ample evidence of their respect for Dean Unsworth: “a gifted intellect and leader”; “a valued colleague among the iSchool deans”, who is “actively shaping the future for information schools as an emerging force.
and pioneering the advancement of digital scholarship in the humanities and social sciences.” He is regarded as a person who approaches his role as Dean “with commitment, compassion and vision.”

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

Dean Unsworth has been called on to fill a number of challenging roles at the campus level, including Director of the Illinois Informatics Institute (http://www.informatics.illinois.edu); Chair of the E-learning Committee (http://www.provost.illinois.edu/committees/reports/elearning-2006737-20071218-16_47_54.pdf); Chair of the Stewarding Excellence @ Illinois project team reviewing University of Illinois Extension (http://oc.illinois.edu/budget/SE-Extension_Report.pdf); and Member of the Council of Deans Task Force on Academic Structures that Facilitate Innovation (http://www3.isrl.illinois.edu/~unsworth/AcademicInnovation.pdf). Most recently he has been asked by University of Illinois Associate Vice President and Executive CIO Michael Hites to head a committee reviewing information technology governance on the UIUC campus (http://www.ecio.uillinois.edu/common/pages/DisplayFile.aspx?itemId=1029744). Over the past two years Dean Unsworth has responded effectively to budget challenges and the threat to GSLIS autonomy, with a particular emphasis on communicating effectively with all interested constituencies. The autonomy of GSLIS is no longer in question and GSLIS is on a sound budget footing despite the continuing budget challenges in the state of Illinois. Dean Unsworth also is playing a leading role in the establishment of the HathiTrust Research Center, a collaborative effort of the University of Illinois, Indiana University, and the HathiTrust Digital Repository to develop software to foster computer access to the growing digital record of knowledge (http://www.lis.illinois.edu/articles/2011/04/hathitrust-research-center-launched-illinois-indiana).

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

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

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

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

Current responsibilities include:
I. Assistant Dean Portfolios

Diana Stroud—Advancement & Alumni Relations

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

Rae-Anne Montague—Student Affairs

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

Cindy Ashwill—Communications

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

Erik Hege—Infrastructure

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

II. Associate Dean Portfolios

Linda C. Smith—Academic Programs
Oversee course and curriculum development in collaboration with relevant School
committees and program coordinators
Enhance the local, national, and international reputation of the School’s programs and
promote the quality and relevance of its academic programs
Effectively represent the School’s academic and teaching efforts within the University and
externally
Establish and maintain effective working relationships and communication channels with
relevant units in other colleges and with external agencies related to academic programs
Ensure that academic activities are undertaken at levels that promote the viability of the
School in terms of quality and enrollment levels
Provide oversight of both on-campus and online (LEEP) enrollment options
Schedule courses and recruit auxiliary faculty to supplement full-time faculty
Monitor indicators of instructional quality and implement teaching improvement
opportunities for faculty and teaching assistants
Supervise Instructional Technology and Design staff (Matt Beth, Karla Lucht) and the K-12
Program Coordinator (Georgeann Burch)
Collaborate with the Assistant Dean for Student Affairs and student services staff in such
areas as advising, coordination of financial aid (fellowships, scholarships, assistantships)
and student travel awards, handling student petitions
Manage academic programs budget
Coordinate preparation of reports (including those required for accreditation)
[Attend Curriculum, logistics, faculty, staff, and Executive Committee meetings, as well as
multiple campus-level committees]

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

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

• Administrative support:
  Ten staff work in the main GSLIS office, 112 LISB:
  Christine Hopper, Assistant to the Dean
  Penny Ames, Office Support Specialist (admissions)
  Sally Eakin, Staff Clerk (facilities, purchasing)
  Candy Edwards, Office Administrator (human resources)
  Lila Evans, Account Technician II (GSLIS budget)
  Suzi Harmon, Business Manager (research administration)
  Molly McLaughlin, Office Support Associate (front desk; support for Montague and Renear/Downie)
  Kathy Painter, Office Support Associate (academic programs; support for Smith)
  Julie Smith, Office Support Associate (front desk; support for Ashwill and Hege)
  Valerie Youngen, Admissions and Records Officer (student records)
  One staff member works in 122 LISB:
  Patti Grove, Office Administrator (advancement & alumni relations; support for Stroud)
Each year the UIUC Chancellor recognizes a small number of campus staff members for outstanding performance: Kathy Painter received this award in 2001, Sally Eakin in 2002, and Patti Grove in 2009 (http://shr.illinois.edu/cdsa/cdsahall.html).

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

The University has implemented an enterprise software system, UI-Integrate, including modules for finance, human resources, and student records. Administrative operations are increasingly dependent on web-based applications. The University mandates annual performance reviews of academic professional and civil service staff. It is recognized that goals and objectives for academic professionals should be derived from their department’s mission, which in turn support the mission and goals of the campus. Thus, evaluating the performance and providing for the development of academic professional employees contributes to their support of the academic excellence of this institution.
V.4.2 Within its institutional framework the school uses effective decision-making processes that are determined mutually by the executive officer and the faculty, who regularly evaluate these processes and use the results.

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

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

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

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

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

Sources of evidence:
- GSLIS Bylaws ([http://www.lis.illinois.edu/about-gslis/policies/bylaws](http://www.lis.illinois.edu/about-gslis/policies/bylaws))
- GSLIS Organizational Chart ([http://www.lis.illinois.edu/about-gslis/overview/org-chart](http://www.lis.illinois.edu/about-gslis/overview/org-chart))
- GSLIS Policies & Procedures ([http://www.lis.illinois.edu/about-gslis/policies](http://www.lis.illinois.edu/about-gslis/policies))
- GSLIS Employee Handbook ([http://www.lis.illinois.edu/about-gslis/policies/handbook](http://www.lis.illinois.edu/about-gslis/policies/handbook))
Financial Support

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

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

In a period when state funds that can be allocated to individual units are decreasing, GSLIS has expanded revenues in other categories, including increases in tuition income, increases in externally funded research, and increases in endowment. As shown in the campus profile, the GSLIS state budget (including state funds and tuition income) almost doubled from $4.036 million in 2004-2005 to $7.868 million in 2010-2011. Despite a challenging state budget situation, the GSLIS budget for 2011-2012 will be comparable to 2010-2011, at $7.804 million. Through careful stewardship of funds, Dean Unsworth has succeeded in eliminating all unit deficits while making regular payments on the remainder of the debt incurred when the addition to the GSLIS building was completed in 2001. As GSLIS enrollment increased from 464 in 2004-2005 to 624 in 2009-2010, net tuition [tuition collected minus tuition waivers granted] increased from $660,000 in 2004-2005 to $2,184,000 in 2009-2010. A portion of this income is held at the campus level, but this increase has been important in cushioning GSLIS from reductions in state support to the campus.

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

Sources of evidence:
Campus profile (http://www.dmi.illinois.edu/cp/)
Tuition & fee rates (http://registrar.illinois.edu/financial/grad_library.html)
Tuition & fee rates (LEEP) (http://www.oce.illinois.edu/Registration/SemesterBasedCourses/TuitionAndFinancialAid)
Opportunities for giving (http://www.lis.illinois.edu/giving/funds)
Office of Advancement (http://www.lis.illinois.edu/giving)
Brilliant Futures Campaign Report [in press; will be distributed to External Review Panel when published]
Budget for FY12 [Detailed budget data will be made available to the External Review Panel through NetFiles]

V.6 Compensation for a program's executive officer, faculty, and other staff is equitably established according to their education, experience, responsibilities, and accomplishments and is sufficient to attract, support, and retain personnel needed to attain program goals and objectives.

Faculty and staff salaries are a matter of concern at the campus as well as the School level as no funds have been available for general salary increases for the past three years, though an increase of about 3% was allocated for 2011-2012 despite continuing challenges at the state level. The annual review process of full-time faculty involving the Associate Deans and four elected Executive Committee members is used by the Dean as a basis for determining salary increments to be awarded to faculty from funds available for this purpose. Similarly annual reviews of academic professional staff inform decisions on merit increases. As faculty with more diverse disciplinary backgrounds have been hired, market factors have led to some disparities in salaries within ranks. Available funds have been used both to reward merit and to remedy inequities, as well as to retain personnel that GSLIS was at risk of losing. Fortunately we have not lost personnel due to an inability to match outside salary offers. We recognize that the high quality of our faculty makes them attractive recruitment targets for other institutions, and we continue to work hard to foster an environment in which they can pursue rewarding careers, including efforts to increase salary compensation.

Source of evidence:
Faculty salary data will be made available to the External Review Panel through NetFiles.
V.7 Institutional funds for research projects, professional development, travel, and leaves with pay are available on the same basis as in comparable units of the institution. Student financial aid from the parent institution is available on the same basis as in comparable units of the institution.

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

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

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

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

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

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

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

Throughout Dean Unsworth’s tenure, considerable attention has been paid to regular review of administrative policies and fiscal policies and financial support. Dean Unsworth meets monthly with both the Executive Committee of the faculty and with senior staff (Assistant and Associate Deans) and policy matters are often the subject of those meetings. His regular meetings with student representatives also provide a forum for discussing needed policy revisions. Based on student input, building and computer lab access are now 24/7 and the 2nd floor east lounge/kitchenette area is clearly designated as an all-school shared space. Policies have been developed with input from faculty, staff, and students to guide investment of GSLIS resources in travel support (faculty: \url{http://www.lis.illinois.edu/about-gslis/policies/travel-faculty}; students: \url{http://www.lis.illinois.edu/about-gslis/policies/travel-student}) and staff professional development (\url{http://www.lis.illinois.edu/about-gslis/policies/prof-dev}). Dean Unsworth has instituted monthly budget meetings (including the two Associate Deans, the Assistant Dean for Infrastructure, and the staff member responsible for generating monthly budget reports) in order to monitor expenditures and reallocate funds if needed. Quarterly this group is supplemented by the three other Assistant Deans, so a comprehensive review of all facets of GSLIS operations is done collaboratively. Policies have regularized practices such as ensuring a standard compensation model for adjunct faculty, whether they teach on-campus or in LEEP. This is reviewed annually to ensure that GSLIS remains competitive in attracting highly qualified adjunct faculty. The Admissions Committee and administrative staff regularly review issues related to financial aid for MS students. Policies seek to achieve School goals, such as enhancing student diversity by providing full tuition waivers to individuals who have been awarded Spectrum scholarships by the American Library Association (e.g., this includes six Spectrum Scholars named in 2011 and six named in 2010). Dean Unsworth and Assistant Dean Montague have recently worked with the Library to coordinate selection of incoming students for available assistantships, ensuring that applicants judged to be most competitive by GSLIS receive prompt consideration from the Library. The Campaign Advisory Board has been closely involved in setting priorities for fund-raising and monitoring progress toward those goals. Chaired by Lionelle Elsesser (MS ’67), the Board has involved strong alumni and faculty/staff collaboration, with several “generations” of alumni (Laurel Grotzinger, MS ’58, PhD ’64; Donna Dziedzic, MS ’73; Brenda Pacey, MS ’78; Irene M. Hoffman, MS ’81; Mary Jane Petrowski, CAS ’94; Julia M. Derden, MS ’06) working with Professor Emerita Betsy Hearne, former assistant dean for development and alumni relations Susan Barrick, and current administrators Cindy Ashwill, Linda Smith, Diana Stroud, and John Unsworth. They led the effort that enabled GSLIS to surpass its Brilliant Futures goal of $15 million raised.
The financial challenges facing the University have increased awareness among faculty, staff, and students that we have a shared responsibility to manage available resources wisely. Given the emphasis across campus on shared services as a way of reducing costs, GSLIS continues to look for ways to provide support to other units (e.g., providing information technology expertise to the College of Media) as well as leverage investments made by other units (such as making use of administrative software applications like vacation/sick leave accounting developed by other units rather than developing our own versions in-house).

Sources of evidence:
Adjunct faculty salary data and data on fellowships and scholarships awarded by the School will be made to the External Review Panel through NetFiles]