ASSOCIATE AND ASSISTANT DEANS’ REPORTS

**Associate Dean for Research, Stephen Downie**

We met with Communications to come up with some strategies. We are working to improve communications between research services and communications, so they are aware of grants that have been submitted in order to make more timely announcements when they are awarded. **FACULTY should please let Maeve or Kim know what listservs, publications they think announcements about their work should be presented in.**

Kim is interested in working with faculty to develop story ideas about research too. Feel free to contact her directly.

Research News bulletin board will be in the east lobby. Please let Molly know if you have academic research articles/presentations that you would like posted there.

Cleaning up projects page on Research Services pages.

Still working on the Center for Digital Inclusion. Hope to have announcement/opening in late Jan/early Feb. Looking for faculty committee members to advise on an official basis.

One job search is in progress: senior research programmer. Hired LaEisha Meadards for UC2B visiting project manager.

Met with library to discuss purchase of data sets. May be opportunity for library to purchase small data sets (cost to be less than $5000) that would help GSLIS researchers. Greater costing items can be purchased through grant and library funds. One caveat on most purchases: sets have to be accessible by University community. Are GSLIS researchers interested in this?

IRB meeting with Sue Keehn coming up. People can send IRB questions/issues to Maeve.

Responsible Conduct of Research (RCR) for all graduate students, undergraduate students, and postdoctoral researchers for all NSF grant applications submitted as of January 4, 2010. We are contacting the VCR’s office to find out exactly who needs to submit this and if they have a template for us to follow.

Working with I(3) and College of Media to model the provision of research services to those units.

Stephen is going to Singapore in November to establish research and teaching contacts. If you have anyone you want him to contact on your behalf, please let him know.
**Associate Dean for Academic Programs, Linda Smith** –

The site visit by the Committee on Accreditation External Review Panel (ERP) has now concluded. Thanks to all faculty, staff, students, alumni, and employers who participated in meetings with one or more ERP members. The ERP will be preparing a written report to submit to the Committee on Accreditation, who in turn will make a decision in January 2012 regarding continuing accreditation of the MS program by the American Library Association.

All students will soon have the opportunity to indicate their preferences for Spring 2012 LEEP courses via Moodle, so anyone planning to take one or more LEEP courses in the spring should post their preferences by October 29. These postings allow us to gauge the demand for courses and can affect which courses and how many sections are offered in the spring. As advance enrollment begins for all courses in early November, faculty should be prepared to respond to questions from students to assist them in their course selection and program planning.

The fall 2011 LEEP on-campus session scheduled for October 20-24 has on-campus days for 50 courses. Some students have more than one class scheduled for the same day and need to work with the instructors involved to plan how to divide their time and make up any work missed.

The 2011 American Society for Information Science & Technology Annual Meeting will be in New Orleans Oct. 9-12. Several GSLIS faculty and students, as well as GSLIS graduates, are among the presenters at the conference.

**Assistant Dean for Communications, Cindy Ashwill** –

Communications has been working closely with Advancement to prepare for and publicize the GSLIS Fall Reunion on our home page, in Facebook and Twitter, and through email. Upcoming activities and events include:

- **Tweet Day, October 7**: Using the GSLIS hashtag (#gslisui), alumni are encouraged to post professional and personal updates to the GSLIS Twitter (http://twitter.com/gslis)
- **Flickr Yearbook**: Alumni can upload photos, reminisce, and share news with the GSLIS community using the GSLISatIllinois Yearbook (http://www.flickr.com/groups/glsisaillinoisyearbook/)
- **Attend a Class**: GSLIS faculty have opened up over 30 LEEP and on-campus classes to alumni during the month of October
- **Lectures**: Alumni can attend lectures in person or access the recorded versions on the Lecture Archives web page
- **Lightning talks on student research**: On October 21, seven GSLIS students will present their research in the style of the popular Pecha Kucha format. A social reception will be held after the event in conjunction with the Central Illinois GSLIS Group.

Following the reunion, plans are underway to launch a GSLISAIIllinois YouTube channel.

A media plan has been prepared to publicize GSLIS’s role in UC2B canvassing and outreach to the community.

GSLIS publications scheduled for the fall semester include the Annual Report and GSLIS Magazine; the schedule for the alumni eUpdate is September (completed) and November. The GSLIS Campaign Booklet has been published and will be made available on the GSLIS website. Cindy will send the URL when it becomes available.
Upcoming issues of *Library Trends* include:

- Fall 2011 (60.2), “Information Literacy beyond the Academy, Part 1: Towards Policy Formulation,” edited by John Crawford
- Winter 2012 (60:3), “Information Literacy beyond the Academy, Part 2: Organizational Issues, Theoretical Perspectives, and Practical Initiatives,” edited by John Crawford

Cindy is working with the Office of Business and Financial Services to acquire a new print-on-demand vendor for GSLIS publications; the time line for completion has not been determined.

A meeting will be scheduled shortly to discuss revamping the appearance and content of the main web page for core faculty.

As per the agenda discussion, the Communications Office will work closely with Research Services this year to increase the visibility of faculty research.

**Assistant Dean for Infrastructure, Erik Hege** –

1) Email migration – Almost everyone in the building has been migrated to Exchange 2010. If you have not, please set a time ASAP with Jill as CITES will be turning off Express in the near future. The changeover was not without its bumps (some of which we are still smoothing out, especially with the Mac client), but there is some good added functionality as well. All students and adjunct faculty should be migrated before the end of the month. If you are still having any issues, please notify the help desk. Next up will be the migration to Unified Communications and the removal of phones as we know them today. We will provide more details as we know them.

2) The IT governance proposal (work on by John) has been submitted to the Chancellor and Provost.

3) Campus is in the early planning stages of offering a central storage solution to campus units. They are currently just gathering information.

4) The floor in the LRL will be replaced either over Thanksgiving break, or Christmas break depending on the delivery of the tiles.

5) We are awaiting delivery of a Universal Podium to be located in room 126. I have not been given a firm date yet, but have been told it will be ‘soon’.

6) A number of other building projects are underway but do not have firm dates yet. Here are a few of them:

   a. The TA office is in the process of being moved from 322 to 207.

   b. We are in the design stages of renovating 341 to have a conference phone system and better AV equipment.

   c. We have contacted CITES class tech about renovating some components in room 126 and updating overhead projectors in 46, 52, 126, and adding one to the LRL.

   d. We are in contact with F&S and an architect to find a solution to the ice problems we have on the east entrance stairs every year.

   e. F&S will be out in the next week or 2 to begin work on grading the cement of the loading dock away from the building to (hopefully) eliminate the water problems we have in heavy rains.
Assistant Dean for Student Affairs, Rae-Anne Montague –
The semester is off to a booming start with student groups organizing many educational and community building activities!

The application period for Alternative Spring Break is open through Oct 31.
http://www.lis.illinois.edu/academics/practicum/asb

LEEP on-campus is coming up October 20-24. The full schedule is available at http://groups.lis.illinois.edu/advising/oncampus/FA11Oncampus.html

Assistant Dean for Advancement, Diana Stroud –
I want to thank the faculty for their support and assistance in making our First Fall Reunion a huge success. After the first week we have more than 35 alumni registered and several have personally stopped by to get more information. Please watch the web site calendar to see the events occurring each week. We have receptions at the Illinois Health Science Librarians, Illinois Library Association and the Illinois School Library Association.

I also want to encourage all of you to join the Central Illinois Alumni Group for Happy Hour on Friday, October 21 at Legends, beginning at or around 6:30 P.M. There will be a cash bar with munchies provided. All students, faculty, and alumni are invited.

If you have questions or need more details please let the Advancement Office know.

STUDENT REPRESENTATIVE REPORTS

Masters students, Ben Rodriguez – no report submitted

CAS students, Jessica Lapinsky – no report submitted

PhD students, Brittany Smith – no report submitted

COMMITTEE REPORTS

Admissions Committee, Jon Gant –
As announced, the new admission deadlines are as follows:
  1. October 15 for the Master’s program for the Spring semester
  2. December 1 for the Master’s program for the Fall semester
  3. February 1 for the LEEP admission for Fall

These dates are soft dates. The original dates are published in various places and we will accept applications after these dates. Preference is given to complete applications meeting the deadlines; however, we will accept applications as long as space is available. The review of applications will occur through a rolling process to help alleviate the workload on the members of the committee.
16 students have applied so far for admission decisions for the Spring 2012 Semester. These applications are under review currently.

The dates for the upcoming Admission Committee meetings are:

- Tentatively October 26, 2011 at 2 pm.
- Tentatively December 14, 2011 at 2 pm

**Curriculum Committee, Mike Twidale** –
1. Review and revise as needed statement of committee scope in bylaws.
   We have a draft:
   The Curriculum Committee shall be responsible for all aspects of the curriculum, subject to the approval of the full faculty on substantive issues, including but not limited to: establishing degree requirements and other program offerings; working with Faculty in the development of new courses, and reviewing the curriculum as a whole.

   Action – to clarify with the DSC the relationship of curricular issues that relate to the doctoral program. Can we just say "all aspects of the curriculum except for the doctoral program"?

2. Revisit the charge of the Curriculum Committee, and suggest that it provide a forum for sharing ideas on inclusive curriculum design.

   Action – ongoing work clarifying the role of the CC for our benefit and for our student representatives to clarify with students.

3. Revisit the role of the Student Representatives to the Curriculum Committee and promote greater involvement in key issues and decisions.

4. Consider the report from the Curriculum sub-committee.
   We found this very useful and plan to act on its recommendations.
   We explored desirable next steps.
   One is to collect details of activities relating to diversity already happening in various courses.
   Also details of relevant courses across campus.
   Aims: To use this info as a basis for ongoing improvement. To inform development of new courses.
   Challenge: how to manage this so it does not turn into a project that crowds out other work.
   We are exploring ways to make initial progress

**Doctoral Studies Committee, Les Gasser** – nothing to report
TOWN HALL WORKING GROUPS

**Cultural Competence & Pedagogy, Carol Tilley** –
At our first meeting in June, nine people - including Carol Tilley and Claire Gross, co-chairs - attended. We discussed this group's relationship relative to other bodies at GSLIS, heard about the work of the Curriculum working group as it informs our work, and began working on identifying ways to make a positive, sustainable impact on instructional practices at GSLIS. Some of the questions that will guide our search for strategies include, 1) Are their frameworks or ground rules for discourse that can be introduced as part of the class setup that will create a safe space in which students can work on cultural competence? 2) How can we enhance the comfort level of faculty (and ultimately, by extension, students) when it comes to critically engaging with difference, noting that there will always be difference, even if its invisible? 3) How do we promote cultural competence even though our classrooms don't reflect the diversity of communities in which most of our graduates will ultimately work?

We have been posting resources on the Town Hall Wiki page - https://apps.lis.illinois.edu/wiki/pages/viewpage.action?pageId=16227240 - and are in the process of scheduling a follow-up meeting. At this meeting, we hope to discuss the results of fact-finding assignments related to issues such as self-assessment tools for faculty, cultural competence initiatives in cognate disciplines (e.g. museum studies), and models for supporting group work.

**Critical Theory, Kate McDowell** –
The Reading Around Race group was formed in response to the town-hall meetings, as the outcome of the Critical Theory and Research Spaces group. Faculty member Kate McDowell and doctoral student Miriam Sweeney are co-facilitators of this group. Before we formed this group, the Critical Theory and Research Spaces group met once in June and a second time in late August. Those meetings were small but attended by a mix of students, faculty, and staff, all of whom were enthusiastic. We brainstormed many possibilities, but ultimately chose to focus on a lunchtime reading group accessible to all students, staff, and faculty as a way of not overlapping with other groups' initiatives and providing something accessible and (we hope) of interest to a wide cross-section of people in the school. If the series is successful this fall, we'll find ways to continue it in the spring.

The Reading Around Race group is tasked with providing space for students, staff, and faculty to engage with and have meaningful and intellectually stimulating dialogue around issues of race. We are supporting this engagement with scholarship that provides common evidence that we can link back to our GSLIS community (our other point of commonality). We've had two well-attended Friday 12-1 brown bag meetings to date, on 9/16 and 9/30. So far we have discussed readings on the history of "racial formation" in the United States and on "racial microaggressions" here on the UIUC campus (please see the moodle space for a full list of readings). Future meeting dates this fall will be: 10/14, 10/28, 11/11, and 12/2 (12-1pm, room 341).

Miriam took the lead on soliciting LEEP participation interest. Because of trying to create a reasonably supportive space for difficult discussions, we opted not to pursue a mixed virtual and on-campus brown-bag session due to problematic experiences with blended sessions in the past. Instead, LEEP students have now been put in touch with each other to make a parallel discussion session. They are currently coordinating schedules for a virtual brown-bag. We all have the Moodle forums and posted readings in common as a starting point.
Curriculum, Kathryn La Barre & Mike Twidale –

On May 13th, as Safiya Noble and I as volunteers to lead the post-forum discussion, set up the Town Hall Moodle space and encouraged the leaders and volunteers for the other Town Hall groups to use this as a central place for communications across groups: https://courses.lis.illinois.edu/course/view.php?id=1320

The work of this committee is currently ongoing within the GSLIS curriculum committee. I especially want to acknowledge the steadfast efforts of two volunteers in the town hall curriculum group, Carla Reimer and Carrie Pirmann, (May graduates). Together with Yunseon Choi, (who provided administrative assistance) as we worked to build the Town Hall wiki space, an area open to all members of the GSLIS community: https://apps.lis.illinois.edu/wiki/display/TownHallCurriculumWorkspace/Home

Carrie and Carla remain interested in this process and would like to know how to join the alumni group that is continuing to discuss curriculum issues.

On the wiki you will find:
(1) A collaboratively assembled (and annotated) bibliography of books, articles, blogs and websites that address a variety of topics such as racism and gender issues, and concentrations of material on topics such as critical whiteness, curriculum development and workforce issues.

(2) A list of resources about professional competencies and nearly 100 syllabi from other LIS programs, focusing specifically on courses that address diversity issues (either from their title or description).

These cover general topical areas including: Services & Sources for Diverse Communities, Sources for Children & Youth, Gender / Race / Culture & Information Technology, Information Policy / Ethics / Political Economy, Social Justice / Digital Divide.

(3) Other resources on this wiki contain resources on Cultural Competency and Pedagogy (committee led by Tilley and Gross).

I have compiled a list of useful resources for 501 instructors that is available in the town hall and curriculum committee areas.

Carrie and Carla also compiled a final report of their summer activities which is available here: https://apps.lis.illinois.edu/wiki/download/attachments/16226791/committeereport.pdf?version=1&modificationDate=1313763597000

In addition to a number of useful resources, this brief report contains the following recommendations:

1. The development of a course (or courses) focusing on sources, services, and the necessary tools for working with diverse communities. We strongly recommend that a course of this nature be offered on a yearly basis, and with a LEEP option, so that students have at least one opportunity to enroll during their time at GSLIS.

2. That all faculty / instructors review the professional competencies as outlined in both Appendix I and in the report ACRL Diversity Standards: Cultural Competency for Academic Libraries, and, where appropriate, include activities, readings, or discussions in their classes that address these competencies while keeping the needs of multicultural communities in mind.
**Structure/Grievances, Linda Smith**
This group is one of six established at the conclusion of the second spring 2011 GSLIS town hall. At the time issues to be addressed by the structures group were identified as student orientation (also being discussed by the town hall group on the student experience), grievance policies, student advocacy, and faculty/staff/student communications.

Dean Unsworth’s memo of August 23, 2011 identifies some specific next steps to which the Structures Group can contribute:

Item 8. Articulate an explicit, low-threshold, and low-risk mechanism for identifying problems and developing solutions, whether they involve students, faculty, or staff.

Item 9. Discuss and document the important role of elected student representatives at GSLIS, and include them in the development and review of policies that bear on support of students and the student experience in the School.

Participants in structures group discussions to date have included MS (LEEP and on-campus) and PhD students as well as full-time and adjunct faculty. Discussions have enabled us to identify issues that need to be addressed through the work of this group, including:

1. Clarify the roles and responsibilities of student representatives to Curriculum Committee, Doctoral Studies Committee, and faculty meetings.
2. Clarify the role of existing administrative structures, including committees
3. Clarify staff roles as they relate to working with students (the various members of the students services team and the Associate Dean for Academic Programs)
4. Develop grievance policy (formal and informal)
5. Ensure the GSLIS web site makes information on roles & responsibilities, policies & procedures visible to students

Linda Smith will be working with current group members and recruiting others to address each of the issues outlined above by the end of this academic year, working in collaboration with other individuals and units of the School where appropriate.

**Student Experience, Jon Gant**
The goal of this group is to identify issues in the student experience at GSLIS related to ensuring that students are engaged, welcomed and feel a part of the GSLIS community. Fundamentally, the student experience stems from the relationship that we form with the student from the first encounters as applicants learn about GSLIS and consider applying to our programs through the acceptance and enrollment in our programs to life here as a student to graduation and emerging as an alum. The experience that each student has during this student lifecycle is shaped by everything we do to recruit, admit, teach, counsel and advise, place and support each student. This experience is co-created with each student. We all have a role to play in creating and sustaining an inclusive environment through every point in the student life cycle. To this end, the Student Experience Group began work in late spring to identify what we can do to improve inclusion throughout the student life cycle.
The initial group includes:

- Members of Rae’s team for student life (Rae, Amani, Meg, Roy),
- Alumni relations (Diana, Sharon J)
- Admissions (Val and Penny),
- IDT (Karla), Help Desk (Jill Gengler)
- Student representatives (Jared Dunn, Helen Jentzen, Will Kent, Jeff Ginger, Regina Carter, Emily Passey, Michelle Gilbert, Samantha Sednek, Kinyetta Nance)
- Faculty (Vetle and Dave Dubin).

The group met 6 times during the summer through August, 2011. The group has not met as a whole this Fall semester. However, the summer meetings gave the professional staff an opportunity to outline the many things that they do to address these issues as well as explain the behind the scenes processes and activities in place to support the student experience throughout the student lifecycle.

The group provided insight and advice for the professional staff that is being carried out this Fall semester including:

- Tracking student participation in community engagement activities
- Recruiting underrepresented students through the MixItUp grant
- Sustaining outreach through the LAMP program
- Identifying opportunities for GSLIS to talk with students to help with recruiting in various settings
- Addressing diversity and inclusion issues as part of the Fall Alumni visit
- Identifying applicants from under represented groups during the admission process and assigning volunteers to talk with the applicants
- Working with the GSLIS student groups to improve communication and coordination