ASSOCIATE AND ASSISTANT DEANS’ REPORTS

Associate Dean for Research, Stephen Downie –
Research News bulletin board up in the west lobby. Please let Molly know if you have academic research articles/presentations that you would like posted there.

Still working on the Center for Digital Inclusion. Plan is to get proposal to Provost’s office by Thanksgiving—still planning on opening early in the spring.

Research Showcase planning is underway. Date of event is March 30. Call for proposals to go out this week. Because of revised admissions deadlines, there will be a discussion regarding purpose and audience for Showcase 2013.

Exploring issues involving crowd-sourcing (i.e., Mechanical Turk).

We’re pursuing local IRB administration for exempt projects.

Met with College of Media to discuss providing research services.

Working with CCB to rationalize budgeting.

Stephen is going to Singapore Management University, Nanyang Technological University and the U of I’s Advanced Digital Sciences Center this month 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 External Review Panel has submitted their report to the Committee on Accreditation. The report documents many strengths as assessed in relation to the standards for accreditation. The ERP also concurs with the discussion in the Program Presentation regarding areas in need of improvement. Thanks again to all those who contributed to the review process. As noted in the report: “The panel appreciated the assistance, openness and candor of all those involved in the visit, and the gracious reception and support given to the ERP during the visit.”

Based on data collected on the Spring 2012 Course Pre-selection Moodle, some adjustments have been made to the spring schedule to add some on-campus sections of courses originally scheduled only as LEEP and to cancel some low-enrollment courses. Thanks to all who participated in pre-selection, helping us make the schedule more responsive to student needs and interests. Approvals for registration in spring LEEP courses are being e-mailed this week.
Assistant Dean for Communications, Cindy Ashwill –
The web page for core faculty has been revised to include title, degree information, and areas of research. Short-term plans for additional enhancements include listing: (1) joint appointments to highlight faculty connections with a range of disciplines; and (2) areas of study in which degrees are held. In the long term, categories and tags for faculty teaching and research will be revisited.

The GSLIS Fall Reunion held during the month of October was a great success, with hundreds of alumni attending classes and lectures and connecting with the School through social media. Highlights include:
- The first lightning talks on student research, attracting 30 on-site and 59 virtual attendees
- More than 40 alumni registering for classes
- An increase of approximately 130 “likes” for the GSLIS Facebook page, which now totals 927
- 240 photos uploaded in the Flickr Yearbook
- Nearly 70 professional updates on Tweet Day; during the month, we surpassed more than 1,000 Twitter followers, an impressive number compared to other campus units

A post-reunion survey will be distributed to solicit feedback and ideas for next year. The lightning talks were especially well received, and discussions are underway to offer them on a more frequent basis. Also, we’ll soon address plans for launching a GSLISatIllinois YouTube channel.

Upcoming GSLIS publications include the Annual Report and GSLIS Magazine. The fall and winter issues of Library Trends will address “Information Literacy beyond the Academy,” with part one covering policy formulation, and part two covering organizational issues, theoretical perspectives, and practical initiatives.

Assistant Dean for Infrastructure, Erik Hege – no report submitted

Assistant Dean for Student Affairs, Rae-Anne Montague –
The LEEP on-campus session (October 20-24) went very well. Thanks to all faculty who met one-on-one with students and participated in advising and community-building events—in addition to teaching classes.

Individual students and groups continue to engage in many leadership roles within the School and beyond including the Town Hall meetings. A LEEP Town Hall is planned for tonight from 7-8:30:
http://www.lis.illinois.edu/events/2011/11/02/leep-town-hall

Spring admissions review is underway.

Spring registration for continuing students is underway.

Mid-semester crunch is upon us. This year, several GSLIS students are facing additional stress due to regulations implemented for tax withholding on GA/PGA appointments:
http://www.grad.illinois.edu/policies/waivertax

Assistant Dean for Advancement, Diana Stroud – no report submitted
Masters students, Ben Rodriguez –

1. Course Offerings:
Specific Concerns
a. There are a large number of course offered in the LEEP format and not within the face to face format. Many students were not aware as to the amount of courses that would have to be taken through the LEEP format when they moved to campus.
b. Varying quality of LEEP courses. Some classes are taught in an interactive format while others are simply a lecture without any dialogue or discussion. At conferences and through other methods we are hearing about the different methods libraries are using to reach patrons such as social media, WEB 2.0 technologies, etc but that's not always the case in some of the classes. Many students are questioning why the school is investing in technologies such as Blackboard when most professors use a very small subset of the features?
c. A few students have concerns about the varying amount of course work compared to the amount of credits received. Many students have decided against taking courses because they know that the course work and the manner in which the work is presented does not equate to the number of credits received.

Solutions
a. Notify students who are pursuing the on campus masters program about the average number of classes that they might be expected to take via the LEEP format. Additionally, please post the number of GA's, TA's, or positions that provide tuition waivers/discounts etc that are held by GSLIS students compared to students who do not have this type of support. Posting this type of information will allow students to better understand GSLIS expectations. This information will allow students to make better arrangements for their program of study and deciding whether to pursue this program on campus or via LEEP.
b. Institute further online instruction classes for profs, lecturers, etc and solicit more feedback from students in a different format other than the end of the semester review. Another option might be to institute an interview with some students in different classes.
c. I would suggest soliciting feedback from students about class workload and start looking at classes that have a higher workload than others.

2. Community:
Specific Concerns
a. The topic of building a community was brought up as a concern by both on campus and LEEP students. One student commented that she felt more connected to the tenured faculty at her undergrad institution rather than the faculty at GSLIS. Another student commented that the lectures, professional and social organizations sound interesting but there seems to be a lack of movement to get either to a LEEP format. Along the same lines many students have found that the lack of community has limited their options when it comes to seeking letters of reference or practicum advisors.
b. Many have started to raise concerns about the on campus days for LEEP. Some of the on campus days provide a great interactive forum and add community building through social activities while other classes are extended lectures. The intent might have been to allow LEEP students to feel a sense of community but costs such as travel, hotels, and time away from work make community building difficult.

Solutions
a. Continue to bring this up at the different town hall meetings as an issue and one that needs community involvement to investigate.
b. I would ask that this topic be brought up to the curriculum committee for review. Perhaps some classes could be piloted with an on campus day and some without one.
CAS students, Jessica Lapinsky – no report submitted

PhD students, Brittany Smith – no report submitted

COMMITTEE REPORTS

Admissions Committee, Jon Gant –
The Admission Committee is reviewing FERPA standards and the Admission Reform Policy at UIUC (the links are below). The committee is implementing FERPA standards to govern the handling of admission applications that contain personally identifiable information. Each committee member is completing FERPA training, reviewing the admission reforms and following these practices when handling/reviewing applicant information.

Tutorial on FERPA:  http://registrar.illinois.edu/staff/ferpa_tutorial/Ferpa_pg2.htm
Admission Reform Policy: http://provost.illinois.edu/admissions/index.html
http://www.grad.illinois.edu/sites/default/files/pdfs/gradjobaid.pdf

Admission Stats for Spring 2012:
Masters SP On-campus:
58 total applications received
- 33 are in-state/19 are out-of-state/6 are International
- 42 females/15 males/1 not specified
- Ethnicity: 6 NS; 41 WH; 2 BL; 6 AP; 2 HS; 1 NA
49 total completed applications; 48 total MS & 1 Bioinformatics.
- 9 incomplete applications
- 28 are in-state/17 are out-of-state/4 are International
- 36 females/12 males/1 not specified
- Ethnicity: 6 NS; 34 WH; 2 BL; 4 AP; 2 HS; 1 NA

We do have 1 MS student & 1 CAS student who were previously admitted and chose to defer and will be starting this spring.

2011/2012 Application submission comparison stats for MS On-Campus:
(The figures below are taken from the ApplyYourself Graduate College application system; these figures do not include any applications submitted that are considered “petition” applicants OR applications that were submitted in another term, but were considered for an alternate term.)

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Curriculum Committee, Mike Twidale – no report submitted

Doctoral Studies Committee, Les Gasser – no report submitted