We live in a world where reliable *curation*, accurate *retrieval*, and effective *use* of information make the difference between success and failure. In government, success might mean preserving endangered digital census data, or it might mean thwarting planned attacks; failure might result in a society that cannot learn from its own history, or in ham-fisted immigration and profiling practices that deprive the nation of needed talent and diversity without substantially increasing our security. In business, success might mean being able to find and share software source code, and failure might mean having to rewrite that code at great expense, or being unable to defend a product liability lawsuit, at even *greater* expense. In communities, success might lower the costs of social services (by making preventive health information available to HMO members, for example) or it might improve the quality of life (by inculcating literacy and encouraging self-determination in individuals, families, and neighborhoods); in these contexts, the consequences of failure can be poverty, crime, and despair. Finally, as the rate at which recorded information is produced steadily increases, to the point where the sheer amount of it doubles *every three years* (“How Much Information? 2003,” http://www.sims.berkeley.edu/research/projects/how-much-info-2003/), the importance of the expertise fostered in the Graduate School of Library and Information Science is also rapidly increasing—not only for the world at large, but also, and perhaps most acutely, for universities themselves, since the university is quintessentially an institution that exists in order to create and disseminate information and, by making it usable, turns it into knowledge. In the 21st century, programs such as ours will be the common element in great universities—and among those great universities, great programs in library and information science, such as ours, will raise the best above the rest.

At the end of calendar year 2004, the Graduate School of Library and Information Science (GSLIS) is, in fact, a great program. It is in excellent condition, in terms of the quality of its faculty, its standing in the field, and its ability to attract and retain students:

• We remain the number-one ranked school of our kind in the country, in *US News & World Report*, and the only number-one ranked School or College in the University of Illinois system.
• GSLIS faculty members are principal investigators on grants whose total funding for next year will nearly equal our state budget.

• Our yield on admissions is approaching 100% (Figure 1), and our retention and graduation rates are among the best in the University and in our field—remarkably, LEEP (Library Education Experimental Project), our online program, has a 95% retention rate. A comparison of Figure 2 with Figure 1 demonstrates that, as the size of our program has increased over the last ten years, our retention and graduation rates have kept pace—which is, in itself, a notable accomplishment in a time of rapid expansion.

• In the fall of 2004, our professional degree program, the Master of Science in Library and Information Science, was reviewed with high praise from the External Review Panel appointed by the Committee on Accreditation of the American Library Association (ALA), and in January 2005 reaccredited through 2011.

• One of the two journals published by the School, Library Trends, was recently ranked by deans of LIS schools as one of the top ten journals in which to publish for tenure and promotion; the other, the Bulletin of the Center for Children’s Books, remains among the nation’s most influential review journals for new books for children and youth.

GSLIS has recently been certified by internal university auditors as fiscally sound, and it is ahead of schedule on eliminating programmatic debt accumulated in years past, and ahead of schedule on paying off the remaining debt from its building renovation, thanks in part to a substantial increase in giving to the annual fund (see the section on Administration, page 16, for detail). Its internal administrative structures and policies have rapidly evolved in the last year, providing greater efficiency and, at the same time, greater transparency and uniformity of practice across many categories of activity for all types of employees and for students.

For all that, as we look at the last decade’s worth of data from the Division of Management Information and from our own records, we see some troubling trends that, unchecked, will eventually undermine our ability to provide top-quality educational programs, compete for research funding on a national scale, and retain our ranking. For the last two years, the GSLIS
Professor Boyd Rayward is organizing a conference that will bring contributors from France, Belgium, England and Germany to campus to argue about how the ideas of Paul Otlet, Patrick Geddes, Otto Neurath, H.G. Wells and others helped shape our understanding of the nature and effects of the information infrastructures that were emerging in the first half of the 20th century.

In general the percentage of courses taught by full-time faculty in the Fridays Only and LEEP options is lower than on campus, but overall is low enough to raise concern (including student comments) about the balance between full- and part-time faculty, especially in terms when faculty are given time away from teaching for sabbaticals or to carry out funded research.

The need for new funds for faculty salaries will be discussed at greater length in the section on salary needs within GSLIS (page 19).
Another trend that needs to be underlined in this year’s report is the steady decline, over the last ten years, in the enrollment of students from outside the state of Illinois (Figure 4). Ten years ago, nearly half of our students were from out of state; in 2004–2005, just over a third of them are. We cannot be a nationally ranked program or leaders in our field if we become a regional school with a predominately in-state student population, not only because we will no longer be competing nationally for the best students, and bringing the best together in our classes, but also because, in the long run, the national alumni network that helps place our students and disseminate our reputation for excellence will become, at best, a regional one. Part of the problem in this case is the University’s policy, in recent years, of setting out-of-state tuition as a multiple of in-state tuition. In-state tuition has increased sharply in recent years, in terms of percentages, but those percentages, doubled or tripled, mean that out-of-state tuition has increased sharply in dollars, to the point where we are now at or near the top of the market price for an education of this kind. Accordingly, in a letter to the Provost’s office dated September 21, 2004, I requested that the University freeze our out-of-state tuition, and increase in-state tuition by 12%.

**FIG. 2 DEGREES GRANTED**
Professor Leigh Estabrook hopes her students leave with a desperate curiosity to find out why information services are the ways they are and a passionate commitment to making things better than they find them.
Figure 5 shows that the percentage of our income that comes from tuition and state appropriations has been steadily increasing over the last decade, and is now nearly 65%. What that demonstrates, on the one hand, is a successful strategy of increasing our income by increasing our enrollment, largely through the LEEP program. In fact, the budget of the School has grown from $1.3 million in FY1998 to $4.0 million in FY2004, largely by increasing enrollment in the LEEP program, from 32 in the year (1996–97) that was the basis for the 1998 budget, to 191 in 2003–2004 (Figure 6). On the other hand, Figure 5 also shows that this strategy is producing an ever-increasing dependence on state funds, in an era when those funds are being reduced or frozen. Moreover, the strategy of increasing enrollment is not an open-ended one: we attract students by being highly ranked and by living up to that ranking with a high-quality educational experience. Students at a distance may not require physical classroom space (except, in our hybrid model, once a semester), but they do require technical support, bandwidth, intensive advising, administrative services of all sorts and, of course, teachers—which, as Figure 7 shows, is where the majority of our money goes.

By noting areas where improvement is needed, I do not mean to leave the impression that either our morale or our standards are sinking: there is much to be proud of at GSLIS. We are one of the oldest library and information science programs in the

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Assistant Professor Fernando Elichirigoity presented an invited paper on Internet-based investment and financial information at The International Information Ethics Symposium held in Karlsruhe, Germany last October, where he determined that German food appears quite rich but much more research is needed before confirming this finding.
country, and one of the strongest. GSLIS produces highly qualified professionals from its Master’s program who are prized by their employers. Our Ph.D. program—the oldest of its kind in the country—is recognized today as one of the very best, and our doctoral students go on to positions of prominence in research and teaching. The American Library Association’s External Review committee concluded its recent report by saying that

“The UIUC M.S. program is characterized by strong students of high quality in all delivery options and a strong faculty who are good, innovative, and creative teachers, responsive to student interests and concerns; have excellent records in research and external grants; and are well integrated into campus activities through collaboration with other campus faculty in interdisciplinary projects and involvement in the life and governance of the University.

Associate Professor Caroline Haythornthwaite’s research can be summed up as “networks and the net,” with a focus on social networks, computer mediated communication, e-learning and distributed knowledge.
The program provides flexibility for students that allows tailoring to student individual needs, and the LEEP delivery option has enriched the on-campus program through enhanced use of technology and the enrichment of the learning environment provided by the diversity of experience that LEEP students bring to their classes. Physical resources and facilities are excellent and characterized by outstanding technical support. The collegial nature of the School and the strong leadership of the three recent deans generate a sense of optimism and energy, which, bolstered by good University support, augers well for the continued success of the program.”

Nonetheless, we do have work to do in putting certain aspects of our own house in order, and we are serious about doing it. By the same token, we hope that the University, rightly commended above for its support of the School, will help us in ways that we cannot help ourselves. The review of our waiver policies (see page 12, under Curriculum & Instruction) will help to ensure that we are not generous to a fault, and continued debt reduction will free up funds now obligated to service those debts—but we also need new funding for faculty, and we need it now.

Associate Professor Bryan Heidorn continues to spend far too much time in natural history museums, libraries, forests, oceans, prairies and the offices of taxonomists trying to find the name of a seemingly insignificant insect he once saw in a rain forest in South America.

FIG. 7 HOW THE GSLIS 2003-2004 STATE BUDGET WAS SPENT
RESEARCH

Four major areas of research (and doctoral specialization) in GSLIS are:

- Children’s Literature and Services
- Community Informatics
- Digital Libraries
- Information History, Economics, and Policy

2004 saw some significant research accomplishments by GSLIS faculty:

- *Learning, Culture, and Community in Online Education*, published by Peter Lang and co-edited by Professor Caroline Haythornthwaite
- The Blackwell *Companion to Digital Humanities*, co-edited by Dean John Unsworth
- Professor W. Boyd Rayward won the 2004 Award for Research from the American Society for Information Science & Technology
- Professor Emeritus Don Krummel won the 2004 Individual Award of the American Printing History Association

GSLIS faculty members also publish regularly in the major journals in the field, and participate vigorously in a broad range of professional conferences and meetings. Doctoral students are encouraged to participate in these activities as well, either independently or in collaboration with faculty mentors.

Research productivity can also be measured in terms of grants:

- In 2003–2004, according to the Division of Management Information, the percentage of our full-time faculty engaged as principal investigator on a grant was 100%.
- GSLIS faculty brought in over $9.5M in new grants from private and government sources for research in bioinformatics, music information retrieval, LIS education, digital preservation, and data-mining.
- Continuing grants amount to nearly $4M, in some of the same areas and in scholarly communication, intelligent agents, digital collections, collaboration in open-source projects, biodiversity, interface design, library history, digital literacy, and digital government documents. (See page 26 for a complete listing of all 2004 new and continuing grants.)

One of the new projects is a three-year, $2.75M federal partnership with the Library of Congress, under their National...
Associate Professor Allen Renear spends his days wondering what documents are, really. Then he spends his nights trying to put the answer in terms computers can understand.

Digital Information Infrastructure and Preservation Program, which involves faculty and research staff at GSLIS, faculty and technical staff in the Library, WILL, NCSA, the Division of Management Information, and external partnerships with the Online Computer Library Center (OCLC), Michigan State Library, the Perseus Project at Tufts University, and five state library systems (Arizona, Connecticut, Illinois, North Carolina, and Wisconsin). The project aims at addressing problems in the selection, collection, preservation, and migration of digital information. It is a good example of the integration of research, teaching, and public engagement at GSLIS: it tackles difficult and important research questions while at the same time its grant-funded infrastructure will provide a teaching laboratory for the new Certificate of Advanced Study in Digital Libraries (see Curriculum, page 12) and it is a concrete opportunity for GSLIS to collaborate more closely with the University Library and to address real and recognized needs in the Illinois State Library, and in the libraries of other states as well.

Another area of emphasis within GSLIS has, for at least the last ten years, been community networking and community information systems. Prairienet’s activities in the Champaign-Urbana community and in other communities around the state (notably, in East St. Louis) have provided research and service-learning opportunities for GSLIS faculty and students, and have served residents of the state in so doing. Faculty member Ann Bishop has done award-winning work with community groups in places like Chicago’s Paseo Boricua neighborhood, aimed at understanding how information is created and used in community settings. Now GSLIS is working to connect its experience in community networking and its faculty’s interests with the burgeoning international research field called community informatics. Professors Bishop, Bruce, and Wentling are working with Prairienet executive director Paul Adams to make GSLIS a major presence in this research community, and to bring its intellectual resources to bear on community needs, here and elsewhere.

In the area of children’s literature, Betsy Hearne has concluded a year’s worth of intensive service as chair of the prestigious Caldecott Award Selection Committee, which annually awards a medal, named in honor of the nineteenth-century English illustrator Randolph J. Caldecott, to the artist who created the most distinguished
picture book of the year. In January of 2005, Professor Hearne became the faculty director of the Center for Children’s Books, and from that post she will work to realize new research opportunities that leverage the long-standing excellence of GSLIS faculty and students in the area of children’s literature, youth services, and school media.

In the area of Information History, Economics, and Policy, in 2004, Professor Boyd Rayward successfully planned and funded a conference on the work of the early 20th-century modernist and information scientist Paul Otlet; that conference will meet in 2005 in Champaign-Urbana, bringing to campus experts in library history from America and Western Europe. Also in 2004, Professor Dan Schiller received support from the Provost for organizing and carrying out work on the subject of global information networks in historical context. The first outcome from this work was a symposium hosted by the Center for Advanced Study, in February of 2005, called “Origins of a Networked World: From World War II to the Internet,” in which GSLIS faculty members Rayward and Elichirigoity also participated. And much of the work of the Library Research Center, directed by Professor (and former Dean) Leigh Estabrook, also falls into the area of information policy—for example, the LRC’s widely reported survey of government requests for patron information from public libraries, under the Patriot Act; other work at LRC gathers important statistical information about library trends and services for managers and policy-makers.

In the spring of 2004, GSLIS held the first of what will become an annual series of research showcase events, with brief presentations from faculty and advanced graduate students describing ongoing research for an audience of prospective students, interested colleagues within the School and across the University, alumni, and members of the community. In the fall, we revived our Windsor lecture series, with new funding from the family of the original donor, and invited a very well attended lecture from Barbara Tillett, head of cataloging at the Library of Congress. The lecture series continued in the spring with a presentation by noted LIS researcher Allison Druin, on digital libraries for children. (See pages 31 and 35 for more information about the 2004 Windsor Lecture and a listing of all the 2004 research showcase topics.)
Ninety percent of GSLIS students are in the professional Master’s program. The four major areas of instruction in that program are:

- Design and Evaluation of Information Systems and Services
- Information Organization and Analysis
- Management and Consulting for Information Systems and Services
- Access—People and Collections

Figure 8 shows that students consistently rank GSLIS courses at or near the top of the scale on the ICES evaluation forms. Twenty members of the GSLIS faculty (including adjuncts) were named in the University’s “Incomplete List of Teachers Ranked as Excellent by Their Students” for their teaching during the Spring 2004 semester, and fourteen were named in the “Incomplete List” for their teaching during Fall 2003. Professor Christine Jenkins won the 2003 Campus Award for Excellence in Off-Campus Teaching, and Professor Betsy Hearne was selected as one of the recipients of the Graduate College Outstanding Mentor Award for 2003–2004. In 2004, Associate Dean (and former interim Dean) Linda Smith won the Beta Phi Mu Award for distinguished service in library education, from the international honorary society for library and information science, and in 2003, former Dean Leigh Estabrook won the Association for Library and Information Science Education Award for Professional Contribution to Library and Information Science Education.

Assistantships for graduate students are one important part of our professional program, especially when they place students in the Library, but Figure 9 suggests, strongly, that we need to reconsider our current levels of waiver for graduate students: we give back nearly two thirds of the tuition that we could be charging. In 2004, for example, with 519 students enrolled, we gave 200 tuition waivers—and twenty percent of those were full waivers (not base in-state waivers) given to employees of the University, their children, or others who qualify due to status (children of veterans, coop teachers, etc.) and not by virtue of having an assistantship. The administration of GSLIS is currently reviewing our practices in this area, and looking for ways to increase our income from tuition without substantially decreasing support to students—for example, by more effectively advertising and placing our students in assistantships outside the School, by decreasing reliance on

Professor Betsy Hearne recently concluded a stint as chair of the Caldecott Medal Committee, for which she was sent every picture book published in the universe this past year.
Professor Chip Bruce was on sabbatical for the academic year in Paris, where he met with French colleagues over wine and smelly cheeses to discuss ideas about community and inquiry.

Also currently under review are the requirements for the Ph.D. program. One of the troubling trends in the ten-year data is the increase (nearly 50%) in terms-to-degree for our Ph.D. students (Figure 10). Partly in response to that, our Doctoral Studies Committee, in consultation with the faculty and current doctoral students, has restructured the Ph.D. program, with interim requirements designed to contribute more naturally to the design and completion of the dissertation, and with graduate students' funding contingent on steady progress toward the degree, as measured against a series of milestones. We are also systematizing our assignments of teaching and other work for doctoral students, so that those assignments do not interfere with progress toward the degree.

The Ph.D. program may also benefit from the introduction of a new concentration in Digital Libraries, in our existing Certificate of Advanced Study (a graduate degree beyond the Master’s), as it brings in more advanced graduate students and allows us to offer more courses.
designed specifically for graduate students beyond the Master’s level (see page 36 for details about this new degree program). The CAS in Digital Libraries was designed during 2004 by an ad hoc committee of interested faculty members, and the curriculum for that degree has been formally approved by the GSLIS faculty as a whole. Soon, it will be submitted as a transcriptable concentration, under the new University guidelines, and it will be offered starting in the fall of 2005—with fellowship funds and funds for curricular design and evaluation from an IMLS grant, co-directed by Professor (and Associate Dean) Linda Smith, for the next several years. With its core courses taught through the LEEP program, the CAS in Digital Libraries will be able to draw, for its faculty, on digital library experts across the country and even around the world, and the instructional opportunities available to its students will be greatly enhanced by our partnership with the Library of Congress in the National Digital Information Infrastructure and Preservation Program, as a byproduct of which GSLIS classes will have access to a very valuable testbed, with instances of all the major digital repository software and an extensive collection of digital data of all types.

Under the guidance of Professor Terry Weech, chair of the Curriculum Committee, we expect this year to complete the review and renumbering of our traditionally extensive listings of 590 (experimental advanced topics) courses: those 590 courses not frequently taught are being listed only in an archival record, and those frequently taught are being moved to permanent course designations.

And finally, as noted above, our external review and accreditation process was successful, with our receiving continued accreditation by the American Library Association’s Committee on Accreditation through 2011. Alumni, employers, students, staff, and faculty all participated in the review process, and the Program Presentation (available online at http://www.lis.uiuc.edu/accreditation/, a model of its kind) was assembled and written with a great deal of hard work from Associate Dean for Academic Programs, Linda Smith.

Manager of Instructional Technology Jill Gengler started a trend in her family: since graduating from GSLIS in 1999, her husband Garret Gengler and cousin Neil Thackeray have joined the GSLIS staff and her brother-in-law Matt Gengler is now a student too!

**FIG. 10 TERMS TO DEGREE**

![Graph showing terms to degree](image-url)

- **Ph. D**: 
  - 1995-1996: 20
  - 1996-1997: 16
  - 1997-1998: 12
  - 1998-1999: 8
  - 1999-2000: 4
  - 2000-2001: 8
  - 2001-2002: 12
  - 2002-2003: 16
  - 2003-2004: 20

- **Masters**: 
  - No Data
First on our list of public engagement efforts in 2004 has to be the 20% of our tuition waivers that went to University employees and other citizens of the state. We also provide numerous opportunities for residents of the area to take individual courses under the Community Credit Academic Outreach Program. In addition, the position of Program Director for GSLIS Continuing and Professional Development, occupied by Marianne Steadley, was increased in 2004 from 40% to 80% FTE, and under Steadley’s leadership, the School is developing new programs in international travel, new summer course offerings for academic credit, and new short courses (not for credit). We are also exploring the opportunities for collaboration with the UIUC College of Business in Chicago, and the possibility of a summer program for mid-level library staff in Chinese academic libraries. We have a long-standing tradition of educating Chinese students in library and information science, and we are interested in cultivating a more substantive relationship with Chinese professionals in the field, as well as with our Chinese alumni.

The Paseo Boricua Community Librarianship Street Academy, a collaborative endeavor of GSLIS and Chicago’s Puerto Rican Cultural Center, led by faculty member Ann Bishop, won the annual award for “most valuable program” from VOYA (www.voya.com), Voice of Youth Advocates, a journal addressing librarians, educators, and other professionals who work with young adults.

Our Corporate Roundtable, formed last summer, has recently added members from Arch Coal and State Farm, and has continuing membership and interest from Archer Daniels Midland, Caterpillar, and Abbott Pharmaceuticals. The Roundtable will provide opportunities for collaborative grant-funded research, internships and practica, job placement, and consulting.

Prairienet continues to provide community networking, training, and assistance in bridging the digital divide, through the University’s East St. Louis Action Research Project and in many other ways. We hope that the School’s new emphasis on community informatics (see Research, page 9) will help to increase the impact of Prairienet in communities across the state, and beyond.

Associate Director of Development Chantelle Hougland enthusiastically embraces her work in Corporate and Foundation Relations. She knows her efforts will enable GSLIS to attract top students, support the highest quality research, and produce graduates who will harness the power of information technologies to better the world.
Tenure-system faculty at GSLIS have recently held the second in a series of day-long planning retreats recurring each August and January. All teaching faculty are also invited to regular monthly “faculty diet” meetings throughout the fall and spring semesters at the dean’s house, mixing group discussion of issues important to the School with individual social interaction that helps to build and sustain community.

Job descriptions for assistant and associate deans have been reviewed, clarified, and integrated, and annual budgets have been presented to the dean, for planning purposes, by the assistant and associate deans. A new administrative position has been filled by Ken Spelke, formerly an assistant dean at the College of Agricultural, Consumer, and Environmental Sciences, now Associate Dean for Information Technology and Research at GSLIS. Ken oversees the newly consolidated Office of Information Technology and Research, which encompasses IT staff and research centers that in the past were more loosely coordinated. (See page 32 for a complete listing of changes to the GSLIS faculty and staff.)

The reduction of debt in auxiliary units, accumulated over years and in most cases the result of an imbalance between staffing and external funding, is proceeding according to plan.

Additional funds resulting from special efforts in the annual fund have been used to make advance payments on remaining debt from the building renovation. Indeed, under the able supervision of Susan Barrick, Assistant Dean for Development and Alumni Relations, the first quarter of the current fiscal year saw a 25% increase in fund-raising over the same quarter last year, exclusive of major grants.

GSLIS has 5,787 living alumni, and the largest concentration of alumni is in the Chicago area, with Washington D.C. and California at second and third. Our alumni give to the University at one of the highest rates on campus, at or slightly above 20%, with active giving even among recently graduated alumnae/i (especially from LEEP). Our endowment currently stands at $3M (market value), and our stated goal
for the coming capital campaign is $7M. GSLIS was one of the first units on campus to have a plan approved for that campaign: we have designated a campaign committee chair (Lionelle Elsesser), and we have commissioned in-depth research that will help our development staff and volunteers make the most effective use of limited resources during the campaign. In anticipation of the campaign, a new development officer, Chantelle Hougland, has been hired to a new position (created with support from the University), to work on annual giving and corporate/foundation giving.

Assistant Dean for Publications and Communications, Marlo Welshons, is overseeing a comprehensive redesign of the School’s graphic identity, including a redesign and reorganization of its web site, slated to debut this spring.

Assistant Dean Dale Silver has completed the second annual employment survey of recent graduates, and with it we are beginning to build a valuable knowledge-base concerning the placement, specialization, and salaries of the graduates of our Master’s program: we expect the information gathered in this way to be a valuable tool for planning and evaluating curriculum, as well as for development purposes. (See page 32 for a report on the 2004 GSLIS Employment Survey.)

Assistant Dean for Student Affairs Curt McKay is leaving GSLIS in June to become the full-time director of the University’s Office for Lesbian, Gay, Bisexual, and Transgender Concerns, after many years of dedicated and highly effective service to GSLIS, especially in student counseling and in recruiting and retention for diversity. We are happy to say that his successor, Rae-Anne Montague, comes to the position with experience, both in research and in practice, in the areas of online learning and diversity. Rae began the new position effective January 16, 2005. She is currently completing her dissertation, which focuses on graduate student experiences with online education. Since 2000, she had worked as LEEP Coordinator, where her duties included overseeing student orientation and on-campus sessions and providing support for students and faculty. She holds an M.Ed. in Curriculum and Instruction, a B.Sc. in Psychology, and an M.S. from GSLIS via LEEP.

Assistant Dean for Publications and Communications Marlo Welshons has the easy job of letting the world know how amazing the GSLIS faculty, student, and alumni are, through our website and other publications like this Annual Report.
Finally, some nagging building problems have been resolved (leaking in the basement atrium; noise from HVAC vibration in the main seminar room), wireless is now available in most of our building, and later this spring it will be available throughout it. With welcome support from the Provost, as part of a match for the Library of Congress NDIIPP partnership, all of the building is now up to Cat6 (current standard for Ethernet wiring), and a new server room is being outfitted, due for move-in over spring break, with greatly increased cooling capacity, backup power supplies, and high-speed network switches.

In the front office, dedicated staff gamely battled Banner, our new university-wide administrative information system, and won, though in order to do so we had to add new personnel and increase the responsibilities of existing staff. In spite of the many complications that Banner introduced for administrative staff, a recent internal university audit found only minor irregularities in our operations, all of which were resolved within two weeks of the audit’s conclusion.

Starting in 2004, new policies make travel funds available on consistent terms to all faculty and students, and even part-time adjunct faculty can apply for travel funds, on a pro-rated basis. Professional development funds are now likewise available to all staff. New policies also govern our acceptance of visiting scholars (who now must have a sponsor on the tenure-track faculty), and external research associates (now limited to six, and elected annually by the faculty).
As the top-ranked program of its kind in the country, the Graduate School of Library and Information Science competes with the best, and best-funded, programs in its field in hiring new faculty, and it is subject to frequent attempts to hire away its best faculty, at all levels. Particularly at the senior level, we lack critical resources for resisting these attempts: GSLIS has no dean’s discretionary fund for recruitment and retention, and we have no endowed professorships, no chairs, and only one scholar’s fund. Additionally, while our assistant and associate professors are close in salary to their colleagues at peer institutions, our mean salary for full professors is 14.5% lower than at peer institutions, making these faculty particularly susceptible to being hired away by other schools. Moreover, new faculty now generally require startup funds, as in the sciences, so salaries alone don’t give the whole picture with respect to what it takes to hire, or to retain, GSLIS faculty. We will address these problems to the best of our ability in the upcoming campaign, but that campaign is currently scheduled for completion in 2010, and in the interim, we also need support from the campus for retaining our best faculty—otherwise, there may not be much to retain and celebrate, five years from now.

As discussed earlier in this report, GSLIS also needs to reverse a long-term trend of increasing reliance on adjunct faculty by hiring more tenure-system faculty. We are currently covering a number of core areas in library science (cataloging and classification, bibliography and history of the book, preservation, and archives) with adjunct and emeritus faculty, which means that we cannot advise dissertations in these fields, and we cannot produce faculty who will teach these subjects in other programs, even though there is considerable need, and employment prospects would be excellent for Ph.D.s graduating in these areas.

There are also many new areas of research and teaching opening up in library and information science, and as a result we have many exciting opportunities to...
develop new degree programs, attract new kinds of students, break new ground in research, and collaborate in new ways with our colleagues in other parts of the campus. However, with a workload that is roughly 25% higher, on average, in the last five years than it was in the four years before that (Figure 11), tenure-system faculty find it difficult to compete with their peers in other programs—not all of which are library and information science programs: in some areas of GSLIS faculty research, the most direct competition is from colleagues in departments of computer science, where teaching loads are significantly lower, institutional support for research is more generous, and facilities are much more capacious.

We must hire at least five new faculty members in the next five years, in addition to replacing any faculty who retire, if we are to reverse the trend toward a majority of instructional units being delivered by adjunct faculty, and reversing that trend is key to retaining our number-one ranking.

Finally, we desperately need to increase the minority representation in our tenure-system faculty, and we will be calling on the Provost’s Targets of Opportunity (TOP) program to help us do so. The need for assistance in minority hiring is acute, and the External Review report makes this point quite clearly:

While the School has actively sought faculty applicants with multicultural, multiethnic, and multilingual backgrounds and has been able to successfully recruit from Australia, Canada, and the United Kingdom, currently only one full-time faculty member, an Hispanic, is from an ethnically diverse background. Thus, despite efforts to recruit and retain faculty from underrepresented groups, the fulltime faculty, although almost evenly divided in terms of gender, is nearly homogenous in terms of ethnicity.

Opportunities are available for using the University’s Targets of Opportunity for Recruiting Members of Underrepresented Groups to recruit a more diverse faculty, which the School identifies as an area needing improvement.

Professor Dan Schiller continues to write once and awhile for Le Monde diplomatique; his most recent article, “Why the world went mobile,” is about cellphones.
Dale Silver is interested in launching students on their career path through an LIS field experience and reflection upon that experience. In the short term, assistance from the TOP program can help us to deal with this problem; for the longer term, I am currently working with the Committee on Institutional Cooperation to develop a CIC-wide program for recruiting minority undergraduates into LIS programs, including our own, through coordination and cooperation with the libraries at CIC institutions, where many undergraduates have their first experience of the profession. Some of those students would complete the master’s degree and work in libraries, where under-representation of minorities is also a problem, and others would be tapped for the Ph.D. and educated for tenure-track academic positions, helping to address under-representation not only in our own program, but also in programs at other major midwestern research libraries and schools of library and information science.
As we plan our strategy to hone strengths and make needed improvements in the coming years, we are guided by the following questions:

What are emerging opportunities in your field that we must address in the next few years? What are our most pressing programmatic and intellectual priorities?

To what extent can we address our most promising opportunities through collaboration with other campus units?

To what extent can we address these opportunities by moving resources from areas of lesser priority and promise? What activities can we stop doing?

Emerging research and curricular opportunities in community informatics and in digital libraries are pressing priorities for our School, and we are addressing them with a new concentration—the CAS in digital libraries—and with a new research initiative, based on Prairienet and on faculty excellence in community informatics. Information history, economics, and policy is a programmatic area that also has many emerging opportunities, as the technological, legal, and social environment in which we create, exchange, and use information evolves ever more rapidly: this is an area of great potential growth for us, because—while we have excellent junior and senior faculty in this area—we have not yet achieved critical mass in research, teaching, or graduate student concentration here. Finally, children’s literature and youth services are areas of strength, and it is a priority for the unit to maintain that strength: nationwide, the demand for professionals who can work with children in public libraries, in schools, and in other settings increases each year.

Our faculty collaborate extensively with colleagues in many other disciplines and departments: the first major grant to the new Institute for Genomic Biology has one of our faculty members, Bruce Schatz, as its principal investigator; our new partnership with the Library of Congress is co-directed by top administrators in GSLIS and in the Library. We have two research projects in partnership with the Automated Learning Group at the National Center for Supercomputing Applications. Our faculty are currently actively collaborating on funded research projects with faculty in plant biology, microbiology, anthropology, psychology, educational psychology, speech communication, mechanical engineering, civil engineering, electrical and computer engineering, chemical engineering, computer science, physiology, animal science, the Institute for Genomic Biology, the Beckman Institute, NCSA, the Library, the Mortensen Center, the Coordinated Sciences Lab, and the Fire Services Institute. We have undertaken to host a campus-wide portal for informatics (www.informatics.uiuc.edu) to crystallize interdisciplinary activity in that area, and bring research, educational, and collaborative opportunities in informatics to the attention of faculty and students across campus. Still, we need to develop our own strengths, internal to the school, particularly in the four principal areas of research discussed above, and we need core faculty who can teach in our four areas of curricular concentration in the Master’s program.

We cannot, however, address these opportunities by reallocating resources that are already stretched thin. We are a small School, without a lot of slack in the system. As noted above, we need to increase, not decrease, our tenure-system faculty, and we will devote that increase to building on our strengths. As a School, our major internal resource problems have been with the programmatic debt of auxil-
Carole Palmer’s research investigates information use in scientific and scholarly work, with particular interests in new technologies that support interdisciplinary inquiry, scientific discovery, and scholarly communication.

For example, we have recently discontinued one of the GSLIS auxiliary units—Information Researchers—and in the coming year we expect to discontinue other auxiliary-unit activities that no longer make sense financially, and that no longer contribute to research and teaching at GSLIS. We have definitively put an end to the practice of employing staff in auxiliary units without demonstrated external funding, and we have brought all auxiliary units under the direction of senior faculty members, to ensure their integration into the research and teaching of the School.

We have reduced overlap and duplication in information technology staff and services, by bringing the IT staff under a single manager and into a single organization. We have also discontinued our “Fridays Only” scheduling option in the Master’s program, replacing it with a simpler flex-time option, and we expect to realize some savings of administrative time and effort (and therefore, cost) with this change. We will find ways to reduce the cost of assistantships by placing those students in assistantships elsewhere in the university, and we will rein in the extent to which we grant waivers to students without assistantships. We will also reduce the average time to degree for Ph.D. students, and thereby reduce the waivers-per-degree for doctoral students. What we cannot reduce further is the percentage of our instructional units taught by tenure-system faculty, or the ability of our faculty to compete with their peers at other institutions in research.

Therefore, finally and again, we must have new funds for new faculty, and for the support and retention of the faculty we already have.

John Unsworth, Dean and Professor
Associate Professor Ann Bishop hooks GSLIS up with grassroots organizations to unearth, create, and mobilize local assets. Community partnerships have developed, for example, free web-based library catalog software for neighborhood use, a books-to-prisoners program, and a community librarianship course for at-risk youth.

AWARDS

CONVOCATION AWARDS, PRESENTED AT GSLIS CONVOCATION, MAY 16, 2004

BRYCE ALLEN AWARD FOR REFERENCE SERVICES
Rachelle Ramsey

C. BERGER GROUP ENTREPRENEURIAL PROMISE AWARD
Carissa Holler

BERNER-NASH MEMORIAL AWARD
Tonyia Tidline

ANNE M. BOYD AWARD
Katy Mullally

JANE B. AND ROBERT B. DOWNS PROFESSIONAL PROMISE AWARD
Kevin Hawkins, Christine Kirkham

HERBERT GOLDFOR AWARD FOR PUBLIC LIBRARIANSHIP
Sarah Dutelle

INFORMATION SYSTEMS/TECHNOLOGIES AWARD
Kelvin Kakugawa

FRANCES B. JENKINS AWARD
Marjorie Hall

LIBRARY SCHOOL ALUMNI ASSOCIATION STUDENT AWARD
Brooke Helman

ALICE LOHRER AWARD FOR LITERATURE AND LIBRARY SERVICES FOR YOUTH
Natalie Hoyle

HAZEL C. REDIGER AWARD
Sarah Cohen, Dipesh Navsaria

SOCIAL JUSTICE AWARD
Chad Fennell

UNDERGRADUATE BEST PAPER AWARD
Aaron Huber

FELLOWSHIP AND SCHOLARSHIP AWARDS, ACADEMIC YEAR 2003–2004

MARY W. BARNES SCHOLARSHIP
Roxann Swain

DOLORES DLESK SCHOLARSHIP
Jomichele Seidl

JUDITH DUUYI CHEN FELLOWSHIP
John Sanders, David Schwartz, Karen Toonen

HERBERT R. AND LAURA BETH HEARSEY SCHOLARSHIP
Hope Morrison

ELEANOR CARRUTH COVEY SCHOLARSHIP
Roxann Swain

MIRIAM HerrON LIBRARY SCHOLARSHIP
Alan Ng
Anita and Marie Hostetter Scholarship
Marina Pluzhenskaia

Josie B. Houchens Fellowship
Robin Mittenthal, Debra Mitts-Smith

Lois Wells Irwin Fellowship
Mary Kay Akers, Taryn Hettlinger, Jennifer Krivickas

Eliza Luehm Latzer Scholarship
Bharat Mehra, Jeffrey Petersen

Carl and Katherine Perrin Fellowship
Jaclyn Bedoya, Andre Brock, Corinne Hatcher

Katharine L. Sharp Fellowship
Hong Zhang

Spectrum Scholar (ALA Award supplemented with GSLIS funds)
Tracy Ducksworth

Helen T. and Mildred Stewart Fellowship
Kelly Laas

Almeda Leake Toomey Scholarship
Michelle Maloney

Lucile Huntington Wilkinson Fellowship
Dinesh Rathi, Vandana Singh

Other 2004 Awards

Centennial Scholar Award, Academic Year 2003–2004
Stephen Downie

Library School Alumni Association Distinguished Alumnus Award
Donald G. Davis, Jr., Donna Dziedzic

Library School Alumni Association Distinguished Service Award
Nancy Gillfillan

Library School Alumni Association Leadership Award
Elaina Norlin

Robert B. Downs Intellectual Freedom Award
Whatcom County Library System, Bellingham, Washington

Center for Children’s Books Gryphon Award

Computer Assisted Instruction Specialist Matthew Beth is keeping it real in the office of Instructional Technology and Design.
Associate Professor Les Gasser’s research group unravels mysteries of information, sensemaking, and organization in groups—where the group members might be smart machines!

<table>
<thead>
<tr>
<th>NEW GRANTS FOR FY05</th>
<th>CONTINUING GRANTS</th>
</tr>
</thead>
</table>
CONTINUING GRANTS

Statistical Services for the Illinois State Library
$109,612 from Illinois State Library
Pl: Leigh Estabrook

Public Library Data Service Statistical Report 2004
$49,964 from the Public Library Association
Pl: Leigh Estabrook

2004 Academic Library Trends and Statistics
$36,933 from Association of College & Research Libraries
Pl: Leigh Estabrook

Market Research Study
$17,877 from University of Virginia Press
Pl: Leigh Estabrook

DCFS Web Resource
$54,989 from Illinois Dept of Children & Family Services
Pl: Karen Fletcher

Distributed Collective Practices
$49,870 from NSF
Pl: Les Gasser

ITR: Collaborative Research Organizational Dynamics of Software Problems, Bugs, Failures & Repairs
$112,006 from NSF
Pl: Les Gasser

ITR: Collaborative Research Organizational Dynamics of Software Problems, Bugs, Failures & Repairs REU
$6,000 from NSF
Pl: Les Gasser

Toward a Science of Design for Small, Highly-Dynamic Digital Information Collections
$99,990 from NSF
Pl: Les Gasser

Research Directions for Continuous (Re) Design in Free/Open Source Software Systems
$92,007 from NSF
Pl: Les Gasser

A High Performance Open Testbed for Multi-Agent Systems REU
$23,325 from NSF
Pl: Les Gasser

Illinois-North Carolina Collaborative Environment for Botanical Resource Development
$250,000 from IMLS
Pl: Bryan Heidorn

Professor **Bruce Schatz** flies furiously around campus while trying to build new information systems to help biologists who study honey bees. He works with students who build digital libraries of scientific literature, on both the library science and the information science sides.
## CONTINUING GRANTS

<table>
<thead>
<tr>
<th>Grant Title</th>
<th>Funding Details</th>
<th>PI/Co-PI</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITR: An Internet Environment for BioDiversity Survey Collaboration and Verification</td>
<td>$475,866 from NSF</td>
<td>Bryan Heidorn</td>
</tr>
<tr>
<td>ITR: An Internet Environment for BioDiversity Survey Collaboration and Verification REU</td>
<td>$24,200 from NSF</td>
<td>Bryan Heidorn</td>
</tr>
<tr>
<td>Collaborative Research: Rapid Digital Specimen Image and Data Capture: A Web Services Solution</td>
<td>$174,652 from NSF</td>
<td>Bryan Heidorn (partnering with Yale)</td>
</tr>
<tr>
<td>ISL Electronic Documents Initiative</td>
<td>$373,366 from Illinois State Library</td>
<td>Larry Jackson</td>
</tr>
<tr>
<td>Information Work and Discovery Potentials in Neuroscience Research</td>
<td>$345,331 from NS.</td>
<td>Carole Palmer</td>
</tr>
<tr>
<td>European Modernism and the Information Society Conference</td>
<td>$12,000 from Gladys Krieble Delmas Foundation</td>
<td>Boyd Rayward</td>
</tr>
<tr>
<td>Bill &amp; Melinda Gates Scholarship</td>
<td>$12,800 from Bill &amp; Melinda Gates Foundation</td>
<td>Linda Smith</td>
</tr>
<tr>
<td>Spinning the Web of Our Future: An Education &amp; Training Project to Identify, Recruit &amp; Educate the LIS Professoriat of the 21st Century</td>
<td>$82,045 from IMLS – Florida State</td>
<td>Linda Smith (partnering with Florida State)</td>
</tr>
<tr>
<td>Collection Registry &amp; Metadata Repository</td>
<td>$165,914 from IMLS</td>
<td>Carole Palmer and Michael Twidale</td>
</tr>
<tr>
<td>Interfaces for Supporting Over-The-Shoulder Learning</td>
<td>$399,997 from NSF</td>
<td>Michael Twidale</td>
</tr>
<tr>
<td>Interfaces for Supporting Over-The-Shoulder Learning REU</td>
<td>$42,187 from NSF</td>
<td>Michael Twidale</td>
</tr>
<tr>
<td>Tools for Humanities Computing</td>
<td>$56,000 from Andrew Mellon Foundation</td>
<td>John Unsworth</td>
</tr>
</tbody>
</table>
Dean John Unsworth initiated a Dean’s Council when he joined GSLIS in the fall of 2003 as a way to acknowledge and communicate with the top-level donors to the School. Membership includes alumni and friends who support GSLIS annually with total giving at $1000 or above, those who have made significant gifts to GSLIS in the past, and those who have made a generous provision to GSLIS in estate plans. For additional information, contact Susan Barrick at sbarrick@uiuc.edu or 217-244-9577.

Dean’s Council members for the 2004 Fiscal Year are noted with an asterisk in The Honor Roll of Donors and also include:

James and Lionelle ('67) Elsesser
Cliff ('77) and Susan Haka
Ruth Jackson ('37)
Paul and Helen Meyer Foundation

This report recognizes all contributions to GSLIS for the fiscal year ending June 30, 2004. Although every effort has been made to ensure accuracy, errors may occur. If we have omitted your name or listed your name incorrectly, please contact:

Office of Development and Alumni Relations
GSLIS, 501 E. Daniel St.
Champaign, IL 61820
(217) 333-2973

R. B. DOWNS CIRCLE
Donors who made gifts of $5,000 or more

- 1972 Linda C. Smith*
- 1992 Carol A. Erickson*

Friends of GSLIS
Michael S. Claffey*
Elizabeth G. Hearne*
Mildred Luther*
Arnold W. Thompson*
Marian H. Thompson*

P. L. WINDSOR CIRCLE
Donors who made gifts of $1,000 to $4,999

- 1933 Clarice E. Krieg*
- 1948 Kathryn Luther Henderson*
- 1959 Dorothy Joens Glasby*
- 1962 Mary Sue Schusky*
- 1966 Lucille H. Belcher*
- 1972 Lynda M. McKibben*
- 1974 Lois E. Carroll*
- 1986 Dudee Chiang*
- 1988 Curtis B. McKay*
- 1992 Karen G. Schneider*
- 1995 Elaine A. Bearden*
- 1997 Sandra K. Roe*
- 2001 Susan L. Lugo*
- 2003 Linda A. Scussel*
- 2004 Dipesh Navsaria*

Friends of GSLIS
R. Kirby Barrick*
Susan K. Barrick*
William T Henderson*
Carol Iglauer*
Claude F. McKibben*
John M. Unsworth*
Margaret E. Unsworth*

K. L. SHARP CIRCLE
Donors who made gifts of $500 to $999

- 1951 Richard H. Schimmelpfeng
- 1961 Robert Wedgeworth
- 1965 Chung-Kyun Wedgeworth
- 1995
- 1997
- 2001
- 2003
- 2004

Friends of GSLIS
R. Kirby Barrick*
Susan K. Barrick*
William T Henderson*
Carol Iglauer*
Claude F. McKibben*
John M. Unsworth*
Margaret E. Unsworth*

1970 Ruth Carol Carter
Robert A. Daugherty
Roxanne C. Frey

1971 Prudence B. Cole

1974 Keith J. Stanger

1979 Pamela R. Broadley

1984 Michèle V. Cloonan*

1985 Marcia L. Trauernicht

1987 Sidney E. Berger*

1989 Siew-Kie P. Walsh

1997 Bridget A. MacMillan

2000 Marci A. Cohen

2001 Jane L. Gillespie
Marianne V. Steadley

2004 Francine Tanori-Pote

Friends of GSLIS
John D. Frey
Herbert Goldhor

PROFESSOR’S CIRCLE
Donors who made gifts of $1 to $499

- 1931 Doris G. Murdock
- 1937 Dorothy K. Gustafson
## Give a Gift to GSLIS!

When you choose to give to GSLIS, do you wonder how your generosity is helping? We’ve come up with a wish list with a few specific items that you could consider purchasing:

- We’d like the expanded building to be a gathering place for our community, and furniture for the West Foyer and the outdoor patios would help create spaces that students, faculty, and staff could connect with each other. $800 per set of table and chairs
- We want to show off our faculty’s work, and would like a display case for faculty-authored books and other significant publications in the East Foyer: $1,000
- Those who give presentations or teach in our lecture hall have asked for a podium: $1,500

## Alumna's Gift for Student Fellowships Is Looking for Matching Funds

Lionelle Elsesser (MS ’67) and her husband Jim (BUS ’66, ’67) have made a gift of $75,000 toward the GSLIS Alumni Challenge Endowed Fellowship Fund. Lionelle and Jim are now challenging other GSLIS alumni and friends to build this fund to a $150,000 Fellowship, which will generate a $7,500 annual student fellowship for a GSLIS student. The Library School Alumni Association Board is assisting in the fundraising.

Once this initial fellowship is fully funded to $150,000, the Provost will match the Alumni Challenge Fellowship with an additional fellowship award to a GSLIS student of $7,500 every year.

Your gift will build the Elsesser match AND secure the Provost’s fellowship funds. What a great way to stretch your dollar power! To make your gift, go to [http://www.lis.uiuc.edu/gslis/people/alumni/giving.html](http://www.lis.uiuc.edu/gslis/people/alumni/giving.html) and select GSLIS Alumni Challenge Fellowship Endowment Fund or send a check to GSLIS Development Office, 501 E. Daniel Street, Champaign, IL 61820, made payable to U of I Foundation with GSLIS Alum Fellowship on the memo line.
<table>
<thead>
<tr>
<th>Year</th>
<th>Names</th>
</tr>
</thead>
<tbody>
<tr>
<td>1963</td>
<td>Margaret A. Bradow, Mary L. Brickey, Sandra O. Herzinger, Willis M. Hubbard, Thomas L. Kilpatrick, Mary Joyce Pickett, Geraldine M. Schriefler, Mary Ellen Soper, Alice Norton, Andrew S. Turyn, David B. Walch</td>
</tr>
<tr>
<td>1968</td>
<td>Barbara W. Blinks, Carolyn J. Eggers, Sandra M. Ellison, Cecilia K. Gaines, Julia S. Goldstein, Mary C. Guy, Morelle H. Herzinger, Jean C. Hughes, Suzanne E. Kerley, Barbara G. Kile</td>
</tr>
<tr>
<td>1964</td>
<td>Margaret A. Bradow, Mary L. Brickey, Sandra O. Herzinger, Willis M. Hubbard, Thomas L. Kilpatrick, Mary Joyce Pickett, Geraldine M. Schriefler, Mary Ellen Soper, Alice Norton, Andrew S. Turyn, David B. Walch</td>
</tr>
<tr>
<td>1968</td>
<td>Barbara W. Blinks, Carolyn J. Eggers, Sandra M. Ellison, Cecilia K. Gaines, Julia S. Goldstein, Mary C. Guy, Morelle H. Herzinger, Jean C. Hughes, Suzanne E. Kerley, Barbara G. Kile</td>
</tr>
<tr>
<td>1969</td>
<td>John B. Albright, Sara E. Anderson, Charles H. Baumann, Jary A. Berry, Nancy K. Coxe, Louise M. Crook, Adele S. Douglass, Carol M. Kelley, Lydia A. Lucas, Robert D. Thomas Sr., Carl W. Volkman, Eunice H. Weech</td>
</tr>
<tr>
<td>1971</td>
<td>Ardell M. Bengtson, Jo Anne Bookman, John L. Campbell, Vicki F. Croft, Randa J. D’Aoust, Oleva L. Dick, Kathryn M. Harris, Ramona H. Hayes, Mary F. Knick, Mary A. Morgan, Norman V. Plair, Susan K. Pozdol, Margaret E. Roch, Carole W. Schwartz, Julie A. Sigler, Joyce A. Van Cura</td>
</tr>
<tr>
<td>1972</td>
<td>Robert L. Archer, Kathleen Mehaffey Balcom, Nancy J. Balz, Barbara M. Banek, Tekla K. Bekkedal, Mary E. Bissey, Ann L. Blair</td>
</tr>
</tbody>
</table>

Windsor Lecture Begins Anew

After a hiatus of several years, GSLIS is again sponsoring Windsor Lectures, thanks to a recent gift to the Windsor Fund by Arnold (BS ’50 Architectural Studies) and Marian (BA ’50 Science and Letters) Thompson of Tuscon, AZ, in memory of Marian’s grandfather, Phineas L. Windsor, librarian and director of the School, 1909–1940.

The 2004 Phineas L. Windsor lecture was delivered on October 13, 2004 at 4:00 p.m. by Dr. Barbara Tillett, Chief, Cataloging Policy and Support Office, Library of Congress. Her talk, entitled “Cataloging for the Future,” is available online at:

http://www.lis.uiuc.edu/puboff/catalog/windsor/
How Do Our Students Fare After Graduation?

In 2004, GSLIS sent an employment survey to M.S. and C.A.S. graduates who completed their degrees in August, October, and December 2003 to determine the career placement of graduates six months after graduation, length of time to find a position, success in securing career goal, and salary data. The findings included:

• The majority of respondents were employed in full-time permanent librarian positions, with almost half of the respondents employed as academic librarians and the next largest group employed in public libraries.

• While most of the respondents secured professional positions within 6 months of graduation, many found positions before graduation.

• A large majority of the respondents also secured a position in their desired career path.

• The respondents overwhelmingly considered their GSLIS program of study to be highly related to their professional responsibilities.

• The study also revealed that at least 42 graduates negotiated for a better employment compensation package than was originally offered.

1974
Bruce O. Barkley
Kathleen R. Bogmann
Richard E. Bopp
Shirley A. Brosch
Nancy K. Clark
Adeline D. Dickey
James A. Flatness
Tommie A. Gard
Adlean Harris
James R. Johnson
Carolynne Myall
Anne L. Shimojima
Kathryn M. Weisman
Michael N. Widener
Pamela J. Wilson

1975
Lynn S. Cline
Lawrence A. D’Urso
Diane D. Dold
Paula H. Fox
George R. Gaumond
Margareeth S. Gibbs
Andrea M. Hirtle
Beverly A. Jones
Linda D. King
Molly A. Knowlen
Bernice B. Lieberman
William C. McCully Jr.
Susan L. McNeil-Marshall
Linda K. Miller
L. Phelps Shepard
Rita H. Smith
Barbara R. Tanaglia
Imogene Zachery

1976
L. Kurt Adamson
Martha C. Adamson
Mary R. Alexander
Rita M. Bartholomew
Mary L. Beveridge
Marlene C. Book
Barbara A. Carroll
Lynn K. Chmelir
Judith J. Dudley
Jill D. Golrick
Michael A. Golrick
Carol Ann Henley
Terese L. Jennings
Janis L. Johnston
Robert M. Keefe
Larry A. Kimble
Jay H. Lambert
Melissa M. Lambrecht
Robert A. Shailembergh Lynch
Kathryn L. Martens
Nancy B. McCully
Deborah M. Owen
Louise A. Pacholik
Corinne J. Potter
Louis J. Reith
Karix A. Reside
Allan D. Satin
John W. Sondheim
Barbara M. Wildemuth

1977
Lois V. Williams
Nina M. Wunderlich
Mary A. Yonan

1978
James P. Adamson
Lawrence W. Auld
Jackaline L. Blue
Karen F. Buth
T. Ashley Edwards
Cheryl L. Flinn
Connett B. Gallagher
Hector R. Hernandez
Joanne M. Humphreys
Christopher R. Jocius
Carolynne S. Kent
Lori L. Osmus

1979
James E. Baker
Eleonor E. Hansen
Eileen K. Hutchison
Miriam L. Kennard
Debra C. Mattingly
Marilyn K. Moody
Rita M. Moore
Thomas A. Pearson
Patricia T. Procter
Rebecca K. Satterthwaite
Elizabeth G. Shuler
Gerald R. Specht

1980
Mary C. Cureton
Carol J. Gillman
Mary B. Hester
Anita D. Johnson
Carolyn H. McMahon
Thomas R. Moorman
Kathleen J. Norris
Roxann F. Specht
1981
Elizabeth S. Brooks
John J. Hasko
Irene M. Hoffman
Jean A. Jaderborg
Vera C. Oyer
Karen A. Perman
Katharine J. Phenix
Jean H. Shrier
Michael C. Stowell
Beth H. Treaster
Kim Y. Wittel

1982
Catherine I. Salika
Martha R. Sanders
Betsy R. Sandford
Cindy A. Schatz
Diane M. Zabel

1983
Sharon K. Eckert
Catherine R. Friedman
Carol M. Gates
Peter B. Ives
Phyllis C. Post
Stuart F. Rosselet
Charles E. Slattery

1984
Mary Beth Allen
Angela H. Graham
Christine H. Guyonneau
Janice L. Kragness
Mark C. McKnight
Shirley A. Pope
Mary Beth Allen
Christine H. Guyonneau
Janice L. Kragness

1985
Linda V. Carlisle
Jenny R. Chao
Peter O. Cookingham
George E. Ferguson
Faith D. Fleming
Paul M. George
Elizabeth B. Grob
Marihelen Hatcher
Gary M. Johnson
Brenda Murphy
Mary E. Nourie
Kathryn B. Scheiner
Elizabeth C. Su

1986
Elizabeth G. Dennison
Sally M. Duchow
Susan R. Gibberman
Jeanine E. Marshall
Nancy T. Myers
Vincent G. Sovanski
Jennifer L. Sturgis
Geoffrey P. Williams

1987
Jane T. Bradford
Gerald M. Carlson
Melvin G. DeSart

1988
Gordon L. Fellows
Carol A. Leibiger
H. Vernon Leighton
Lauren E. Leighton
Patricia C. Norcott
Richard E. Rubin
Kay M. Sodowsky
Roger L. Strouse
Carol L. Thornton
Sara R. Tompson
Sarah Wachter

1989
Antonia K. Barr
Kathleen M. Bennett
Timothy W. Cole
Eugene P. Danilenko
Annette B. Heim
Diane Kovacs
Susan J. Kulasekara
Patricia J. Leach
Mary E. McNeil
Samuel J. Pathy Jr.
Susan K. Peters
Louis D. Petterchak
David W. Reser
Mark V. Scharff
Karen A. Schmidt
Arline F. Sims
Mary K. Sutherland
Betty L. Wagener
Carolyn C. Wahlmark

1990
Mary M. Arms
Mary M. Dugan
Robert A. Dunkelberger
Elizabeth S. Hippley
Stacy E. Horner
Michael D. Muchow
Debra Lee Newell
Denise G. Raboglatti
Frances E. Roehm
Claude M. Rosen
Lian J. Ruan

1991
Kregg E. Argenta
Rebecca S. Bare
Johanna R. Bradley
Paul K. Cauthen
Helen F. Christenberry
Kathleen M. Conley

1992
Anne K. Barker
Brian P. DeHart
Gerald T. DeWitt
Charlotte A. Dugan
Elizabeth A. Dupuis
M. Constance Fleischer
Sandra J. McDougal

The Legacy Society

The Graduate School of Library and Information Science is establishing a Legacy Society to recognize alumni and friends who have included a gift for GSLIS in their estate plans. These gifts take many forms, including:

- Simple bequests by will
- Gift annuities
- Charitable trusts

Many of these plans offer substantial financial and tax savings benefits, often complementing an individual’s overall estate plans.

All are greatly appreciated and help to ensure the tradition of excellence at GSLIS for future generations of information professionals.

If you have included GSLIS in your estate plans or would like information on this opportunity, contact Susan Barrick, GSLIS Development Office at 217-244-9577 or sbarrick@uiuc.edu.

GSLIS would be honored to include you as a member of the Legacy Society and celebrate your gift, large or small!


GSLIS Development Campaign

In 2006, GSLIS will be launching a development campaign, with a goal of raising between $7–10 million. In the meantime, we’ve already taken a significant step toward our overall goal, and toward some of the following specific priorities, raising about half a million in new money since July 1st from individuals, foundations, and corporations.

To maintain our position in the library and information science (LIS) profession and to continue to provide the best educational value for our students, GSLIS has identified the following campaign goals as critical to our mission:

1. Additional faculty positions (including endowed chairs and professorships)
2. Fellowships and other forms of student support
3. Upgrading and maintaining information technology
4. Support for GSLIS Research Centers (Center for Children’s Books, Library Research Center, Prairienet Community Network)
5. Support for space (the building fund, naming building spaces, etc.)
<table>
<thead>
<tr>
<th>Year</th>
<th>Members</th>
</tr>
</thead>
</table>
| 1993 | Laura L. Barnes  
Susan M. Boland  
Kathleen A. Clark  
Linda C. Ebanks  
George J. Harmon  
Bret A. Heim  
Terry L. Johnson  
Christine M. Larson  
Janet Lee-Smeltzer  
Rebecca L. Moorman  
Pamela J. Morgan  
Eric C. Parker  
Jeannette E. Pierce  
Carol E. Reid  
Haralds K. Robeznieks  
Elizabeth M. Schobernd  
Rebecca E. Sedam  
Rebecca S. Smith  
Leah M. Stackhouse  
Heidi M. Temple  
Wendy J. Underhill  
Cynthia J. Weber  
Grechen L. Wingenter  
Sandra L. Wolf  
Roslyn D. Wylie |
| 1996 | Barbara L. Barnes  
Vivian B. Bliss  
Barbara J. D’Angelo  
Lori A. DuBois  
Manuel G. Erviti  
Carolyn S. Fang  
Diane J. Fox  
John D. Jaeger  
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Chad M. Kahl  
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Douglas E. McCullough  
Susan E. Morrisroe  
Lois M. Morse  
Debra M. Samuelson  
Debra M. Samuelson  
Mark A. Spasser  
Sandra L. Stauthier  
Barbara J. Turner  
William J. Wheeler |
| 1998 | Alison K. Barner  
Siobhan M. Champ-Blackwell  
Cynthia T. Clemmon  
Richard J. Daddieco  
Gwen Evans  
Theresa C. Hennessy  
Wendy Holland  
Nancy L. Jeckel  
Dan L. Jefkin  
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Richard C. McGowan  
Doris J. McKay  
Laura G. Olson  
Mary S. Pergander  
Michael P. Ragen |
| 1999 | Jill K. Gengler  
Kymberly A. Goodson  
Qin He  
Janna M. Heinen  
Margaret A. Herrmann  
Elizabeth F. Hickey  
Thomas J. Huber  
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Linda J. Minor  
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Pamela A. Tomka  
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Barbara A. Driesner  
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Linda M. Hocking  
Karen L. Janke  
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Joanne C. Kiley  
Amy Killoran  
Monica L. Martens  
Pamela J. Miller  
Mary A. Pohl  
Marysue J. Schaffer  
April L. Spisak |
| 2002 | Allison K. Barner  
Siobhan M. Champ-Blackwell  
Cynthia T. Clemmon  
Richard J. Daddieco  
Gwen Evans  
Theresa C. Hennessy  
Wendy Holland  
Nancy L. Jeckel  
Dan L. Jefkin  
Anita R. Johnson  
Zao Liu  
Cynthia L. Mader  
Peter A. McDonnell  
Richard C. McGowan  
Doris J. McKay  
Laura G. Olson  
Mary S. Pergander  
Michael P. Ragen |
| 2003 | Mary C. Brady  
Alyson J. Dorfman  
M. Brooke Helman  
Melissa P. Henderson  
Ann S. Kennedy  
Verletta S. Kern  
Dianne J. Menninga  
Edna L. Robbins  
Melinda K. Shelton  
Rita Stephens  
Nanette E. Wargo |
| 2004 | Jordan E. Seymour  
Karen Woodworth-Roman |

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* Chester W. Houston served from 2004 to 2005.
On March 12, 2004, GSLIS held the first of its annual Research Showcases, intended to allow GSLIS faculty and current Ph.D. students to demonstrate their research to prospective Ph.D. students as well as to each other and the rest of the university community. Turnout was excellent, with eight prospective Ph.D. candidates accepting their offers of admission.

The following research presentations were attended by a total of 115 people (11 of whom attended the online broadcast of the event) from GSLIS, the Library, Computer Science, the Institute of Communications Research, and English:

- Professor Elizabeth “Betsy” Hearne, “A Focus on Literature and Librarianship for Youth”
- Professor Dan Schiller, “Making U.S. Public Service Telecommunications: Crisis and Reorganization, 1932–1956”
- Associate Professor Allen Renear and Senior Research Scientist David Dubin, “Formal Semantics for XML Markup”
- Doctoral Student Hong Cui, “Automatic Semantic Markup in Domain”
- Assistant Professor Fernando Elichirigoity, “Globalization, Financial Engines, and the Informational Technologies of the Self”
- Associate Professor Bryan Heidorn, “Environmental Information Science Tools”
- Associate Professor Caroline Haythornthwaite, “Social Networks in LIS Research”
- Professor Boyd Rayward, “Historical Approaches to Fundamental Problems in LIS”
- Associate University Librarian Beth Sandore, “Academic Library Faculty Research—An Overview”
- Professor Bertram “Chip” Bruce, “Community Inquiry Laboratories”
- Assistant Professor J. Stephen Downie, “Music Information Retrieval Projects at GSLIS”
- Additionally, nine doctoral students led the following poster presentations:
  - Melissa Cragin, “Information and Discovery in Neuroscience”
  - Cameron Jones and Muzhgan Nazarova, “Community Inquiry Labs”
  - Timothy P. Hogan, “Information in the HIV+ Community”
  - Xiao Hu, “Error Analysis of TREC Topics”
  - Bharat Mehra, “International Perspectives in LIS Education: Cross-Cultural Communities of Practice Among Doctoral Students”
  - Weiheong Peng, “When Humanists Meet Electronic Publishing”
  - Hongyan Sun and Jing Zhang, “Environmental Information Science Tools”
  - Xiaoya Tang, “Extraction and Use of Structured Semantic Information in Full-Text Retrieval”
Coursework

Course requirements include four (4) required CAS-DL Core courses, four (4) elective courses from the CAS Digital Library Electives, and LIS593 “C.A.S. Project”. The project must entail a Digital Libraries-related project defined and monitored in consultation with the student’s CAS advisor, and comprising eight semester hours.

Required DL Core Courses
[Course number to be assigned] “Introduction to Digital Libraries”
[Course number to be assigned] “Information Modeling”
[Course number to be assigned] “Design of Digitally Mediated Information Services”
LIS 590IP, “Information Policy”

Electives
LIS 590DL, “Implementing Digital Libraries”
LIS 556, “Implementation of Information Storage and Retrieval Systems”
LIS 566, “Architecture of Network Information Systems”
LIS 590AMD, “Agents and Multi-Agents for Dynamic Information Systems”
LIS 590CD2, “Current Topics in Collection Development”
LIS 590DP, “Document Processing”
LIS 590EP, “Electronic Publishing and Information Processing Standards”
LIS 590ET, “Emerging Technologies and Community Information Systems”
LIS 590IA, “Information Architecture”
LIS 590II, “Interfaces to Information Systems”
LIS 590IQ, “Information Quality: Principles and Practices”
LIS 590X01, “Data Administration Concepts and Database Management”

Beginning in the 2005–2006 school year, GSLIS will offer a structured Certificate of Advanced Study (CAS) in Digital Libraries, the first advanced degree in this field in the nation. The program, which is being considered for transcriptability by the Graduate College, aims to give students a thorough and technically focused background in digital libraries that will enable them to serve as designers, decision-makers, and creators of digital collections.

Students may choose to enroll in the CAS program either on campus at Urbana-Champaign or at a distance via GSLIS’s LEEP online education option. The core courses for the program will be offered via LEEP, while elective courses may be completed via LEEP or on campus, as offered.

Overview
The CAS degree is a program of advanced course work intended for those who hold a master’s degree in library and information science or a related field. Librarians, information scientists, and others in information management can enroll in the program to refresh and update their skills and gain greater specialization in digital librarianship and related issues. To earn the degree, students will be required to complete 40 hours of course work, including 8 hours focusing on an individual project related to digital libraries.

Students may focus their studies in one of many directions, including theory and implementation, information organization and access tools, learning environments, community information exchange, and more. Students will gain advanced-level knowledge of digital asset management, information and collection modeling, design of human-centered, digitally mediated information services, and information policy. The program assumes existing MS-level knowledge of Library and Information Science, including basic information organization, indexing and cataloging, information needs and uses, reference and user services, and the role of libraries in society.