Dear GSLIS alumni and friends,

This December, I accepted a position at Brandeis University in Waltham, Massachusetts, as vice provost for library and technology services and chief information officer. I have been at GSLIS, my alma mater, for eight and a half years. During that time, I have been proud to represent this institution to a worldwide audience and to learn so much from the people who work here.

I am writing this letter to let you know how much I have enjoyed my time here. I have learned a great deal from belonging to this community and from representing it to the world. As a leader, I have been able to work on issues that matter in an information society—not only practical and technical problems, like the problem of preserving, migrating, and authenticating digital records, but also important information policy problems, like the right to privacy, the public’s right to access, and the rights of creators, users, and owners of intellectual property.

The pace of change has not flagged during the intervening years, nor has the commitment of GSLIS faculty, staff, and students to addressing these issues. At our spring faculty retreat, there was real excitement about this faculty’s ability to have a positive impact on some of the pressing social and technical challenges now facing the world, by working together. I look forward to remaining a part of the GSLIS community, as others have done after moving on to new situations, because I know that GSLIS will continue to be a place that shapes the future of information.

Thank you,

John Unsworth
“The information professions, and the problems to which they address themselves, are rapidly changing, and that means that we need to give our students an education that endures.”

Each year, Rae-Anne Montague, assistant dean for student affairs, distributes a survey to recent graduates of our master’s program. This survey asks its respondents to reflect on the education they received at GSLIS and to share with us information about their career aspirations and their fortunes in the job market. Rae also includes some open-ended questions that are meant to elicit the perceived strengths and weaknesses of our program. This year, the total response rate from both on-campus and LEEP students was a remarkable 48%—a testament to our recent graduates’ interest in the School and evidence of their desire to improve the educational experience for current and future GSLIS students. We’re very grateful for that commitment.

Professional education prepares students both practically (for the job market) and theoretically (so that they can adapt practice as the profession changes). The information professions, and the problems to which they address themselves, are rapidly changing, and that means that we need to give our students an education that endures. Lionelle Elssasser (MS ’67), chair of the GSLIS Brilliant Futures campaign committee and long-time supporter of the School, has said that while her GSLIS education gave her practical tools for her future career, it also helped her to “think like a librarian,” instilling a mindset that can be applied to a variety of fields and adapted to several skill sets. That’s the balance we’re aiming for, but we know we don’t always achieve it.

Our alumni survey is an important source of information for us as we prepare students for their future careers. The information its respondents provide has led to changes in our curriculum, in our administrative support services, and in our staffing. I’m pleased to say that in the last year, we’ve added a career specialist, Roy Brooks, who holds career panels, conducts mock interviews, and facilitates programs such as Practicum and Alternative Spring Break that connect alumni with students for short-term fieldwork.
Overall, GSLIS effectively prepared me to meet my professional obligations.

FIGURE ONE
Overall, GSLIS effectively prepared me to meet my professional obligations.

FIGURE TWO
Areas of course specialization

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>14%</td>
<td>reference</td>
</tr>
<tr>
<td>12%</td>
<td>youth literacy and services</td>
</tr>
<tr>
<td>11%</td>
<td>school librarianship</td>
</tr>
<tr>
<td>10%</td>
<td>special collections</td>
</tr>
<tr>
<td>9%</td>
<td>digital libraries</td>
</tr>
<tr>
<td>8%</td>
<td>community informatics</td>
</tr>
<tr>
<td>6%</td>
<td>cataloging</td>
</tr>
<tr>
<td>5%</td>
<td>instruction</td>
</tr>
<tr>
<td>6%</td>
<td>archives</td>
</tr>
<tr>
<td>5%</td>
<td>data curation</td>
</tr>
<tr>
<td>3%</td>
<td>information retrieval</td>
</tr>
<tr>
<td>3%</td>
<td>digital images</td>
</tr>
<tr>
<td>2%</td>
<td>might</td>
</tr>
<tr>
<td>1%</td>
<td>other</td>
</tr>
</tbody>
</table>

FIGURE THREE
Upon graduation, did you have a preferred type of organization in which you wanted to work? (Respondents could choose more than one answer.)

<table>
<thead>
<tr>
<th>Organization</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic libraries</td>
<td>31%</td>
</tr>
<tr>
<td>Public libraries</td>
<td>20%</td>
</tr>
<tr>
<td>Gov't or libraries</td>
<td>13%</td>
</tr>
<tr>
<td>Museums</td>
<td>12%</td>
</tr>
<tr>
<td>Archives</td>
<td>10%</td>
</tr>
<tr>
<td>School libraries</td>
<td>9%</td>
</tr>
<tr>
<td>Special libraries</td>
<td>7%</td>
</tr>
<tr>
<td>Reference</td>
<td>7%</td>
</tr>
<tr>
<td>Other</td>
<td>6%</td>
</tr>
</tbody>
</table>

FIGURE FOUR
How long was your job search?

<table>
<thead>
<tr>
<th>Duration</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>45%</td>
<td>three months</td>
</tr>
<tr>
<td>88%</td>
<td>six to nine months</td>
</tr>
<tr>
<td>66%</td>
<td>nine months</td>
</tr>
<tr>
<td>45%</td>
<td>one year</td>
</tr>
</tbody>
</table>

Rae’s survey provides interesting information about student goals and expectations upon entering the program, as well as data about career placement after graduation. For example, when asked if they aimed for a general LIS or career placement after graduation. For example, the margin varied significantly between on-campus (slightly less than 1%) and LEEP (nearly 10%). I think this variance reflects the fact that LEEP students are often already working in the information professions, and they may be undertaking the master’s degree as part of a specific professional plan. In total, across both LEEP and on-campus students, 45% opted for a general LIS education, and 55% for a specialization. As figure two suggests, students are taking advantage of the flexibility the master’s program offers in both coursework and concentration.

We ask students a number of career-related questions, beginning with: “At the time of graduation, what was your preferred type of work?” In response, 26% named academic librarian, 11% public librarian, 10% school librarians, 9% youth services, 7% archivist, 6% cataloger, 6% reference librarian, with the remainder distributed across 20 other possibilities. Slightly more LEEP students than on-campus students expressed interest in academic librarianship, school libraries, and reference; significantly more on-campus students expressed interest in public librarianship. In other categories, the numerical differences were too small to be considered significant. Ninety percent of the 2009 GSLIS graduating class had a goal of working in a particular kind of organization; figure three shows where these graduates wanted to end up.

In answer to the question, “Is your current position related to your GSLIS degree?” 75% said it was, and 25% said it was not, with the responses in both categories about the same from LEEP and on-campus students. Of particular interest to me, in the midst of a recession, were the answers to the question, “How long was your job search?” A remarkable 23% found a job in less than a month, 22% in one to three months, 21% in three to six months, 17% in six to nine months, and 5% in nine months to a year. Summing up, 45% had found employment within three months of graduation. 56% had been employed within six months, 62% in nine months, and 88% within a year (see figure four). These numbers look pretty good, under current circumstances, but there are some contrary indications elsewhere in Rae’s report: she interviewed some of the students who had received surveys but did not complete them, and a number of those cited not having gotten a job as a reason for not completing the survey. That means that all the responses to job-related questions may have some positive bias, but with the information we have, it’s not possible to quantify the extent of this bias.

For those graduates with LIS-related jobs, the most common titles were reference librarian (12%), academic librarian (11%), school librarian (11%), and youth services librarian (11%). Job titles listed for non-LIS-related jobs included GIS specialist, talent acquisition consultant, bibliographer, teacher, “unemployed,” and one resourceful yoga instructor. Rae’s survey also asks key questions meant to give us a “better sense of what jobs people are able to obtain vs. what jobs they would like to obtain.” One question asks whether graduates got the kind of LIS job they wanted to get; 32% did, with administration, instruction, and records management at a 100% success rate (yet also with the smallest in absolute numbers). In youth services, 64% succeeded, as did 62% of those interested in school librarianship. Archivists succeeded at the rate of 33%, catalogers and academic librarians at 25%, and only 7% of those looking for work as public librarians had that title in their first job. The results from this section reveal some interesting wrinkles. For example, among reference librarians, eight people wanted the job, and only two of those eight ended up with that title, while ten people who weren’t primarily
interested in that title got a job as a reference librarian. Although, like the one person who wanted a job in administration got it, five other people also ended up in administration. Two of eight meant to be catalogers and ended up in administration. And, even as students choose specializations and focus on specific careers, this data suggests that they still enter the job market with the skills and abilities necessary to confidently pursue—and obtain—positions outside of their intended specialization. Their education prepared them to “think like a librarian” in a variety of contexts and situations, whether or not those contexts were originally desired, or even whether or not they were in the LIS field.

When asked what aspect of the GSLIS program most influenced the direction of their careers, the 2009 graduates named highest work experience at the top (23%), their instructors next (21%), followed by contacts/affiliations (19%), and fellow students (15%). The single digits were professional, networking student organizations, alumni, or family members. This reinforces the feedback we get from employers, who consistently tell us that the work experience our students have, broadly through their assistantships, sets them apart among those with whom they are competing for professional positions. Practicum and internship opportunities also prove to be very influential in students’ career paths. Sometimes planting the seed for a future career interest, sometimes making it clear what kind of job a student did not want after graduating. In either case, being able to directly apply coursework to a professional setting is invaluable, even if it’s just for a week during Alternative Spring Break. This program, made possible by the GSLIS Annual Fund, the Library School Alumni Association, Beta Phi Mu, and the support of GSLIS alumni and LIS professionals, provides students with an opportunity to spend one week in libraries or information centers around the country.

The program has grown substantially since its beginning in 2007 at the initiative of the GSLIS student chapter of SLA. In 2010, over 60 students visited locations from the Chicago Botanic Garden to the Library of Congress.

Instructors of all kinds influence career direction, but adjuncts with current experience in the field were most frequently cited as influential. Not surprisingly, among our course offerings, it was the more specialized courses that provided the greatest direction to students in their career choice. Finally, those who cited their fellow students as influential in their career choice wrote about informal mentoring, course recommendations, encouragement and support, help with the search process, and networking, among other things. I’m pleased that the GSLIS administration and support staff were frequently mentioned as being helpful in achieving positive career outcomes.

In broad strokes, I see the news in this survey as being good, first with the very high response rate to the survey itself, and also with over 90% of students finding that their GSLIS education effectively prepared them for their jobs. In the current economy, it is to be considered good news that over half of the respondents had a job within six months of graduation, and nearly 90% were employed within a year.

Beyond the quantitative information it provides, though, this survey gives us the opportunity to collect information from alumni who take a genuine interest in GSLIS. We can then use their experiences, both positive and negative, to improve the GSLIS program. For instance, a significant number of respondents to the most recent survey felt that we could do better in giving our incoming students information about what kinds of jobs were likely to be available to them upon graduation, so that they could more purposefully prepare for those jobs. Students also felt that we could do better in preparing them to search for those jobs, and in supporting them as they do so. Now that we have added Roy Brooks to Plan’s staff, his position will provide some of the career advising and support that students need. Our faculty and our curriculum committee are also working closely with academic advisor Meg Edwards to clarify advising options for our students, and our Advancement & Alumni Relations and Communications offices are working to bring alumni, students, and the larger GSLIS community together through networking opportunities like Alumni-Student Connect or our Fall Reunion activities.

The recent graduates survey is a year-by-year snapshot of some important outcomes from our program. A longer view is provided by the material that Linda Smith submitted for the ALA’s reaccreditation of our MS in Library and Information Sciences, and I encourage you to continue reading at www.library.illinois.edu/academics/programs/ms/accreditation.

John Unsworth, Dean
Graduate School of Library and Information Science
University of Illinois at Urbana-Champaign
Awards

Vardit Haimi-Cohen
Promise Award
Downs Professional

Genevieve Marie Henricks
Award
Edith Harris Camp
Ann Heinrichs
Anne M. Boyd Award
Berner-Nash Memorial
Peter D. Grassman
Promise Award
Entrepreneurial
C. Berger Group
Jennifer A. Moore
Reference Services
Bryce Allen Award for
May 15, 2011
GSLIS Convocation,
Presented at

Katherine A. Hlousek
Services for Youth
Literature and Library
Alice Lohrer Award for
David A. Kates
Award
Association Student
Library School Alumni
Bertha P. Chang
Award
Frances B. Jenkins
Jacob Guy Jett
Technologies Award
Yasmeen Shorish
Management Award
Information Health Sciences
Tarida Anantachai
Noelle S. Williams
Herbert Goldhor Award
Adam Paul Rusch
Faculty Special Award of
Merit
Adam Paul Rusch
Herbert Goldhor Award
for Public Librarianship
Tamilla Wainwright
Peggy Harris Award
Serita Anantachai
Health Sciences
Information Management Award
Yasmin Elshourbi
Information Systems/ Technologies Award
Jacoby Gay Jeff
Frances B. Jenkins
Award
Bertie P. Cheng
Library School Alumni
Association Student
Award
David A. Karas
Block Grant
Tom Douza
Alisa Lohrer Award for
Library and Library
Services for Youth
Katharine A. Misaas

George Bonn Endowment
Yasmeen Shorish
Jeanne Elizabeth Brucker Scholarship
Kolin De Oli
Judith Daji Gheni Scholarship
Brittany Adams
Cll Fellowships
Aalisha Haykal
Meawo James
Susanne Im
Dolores Disak Scholarship
Fellowships awarded in the 2010-2011 academic year
Mary Barnes
Scholarship
Peter Grassman

AND OTHER 2011 AWARDS

Miritz Herron Library Scholarship
Rachel Green
Josie B. Houchens Fellowship
Tom Douza
SuIn Huggins
Qin Wei
Information in Society Fellowships
Chin C. Gupta
Adam Kahoe
Vikram Luka Lalu
Alana Mitkus
Carolee Napell
Katherine Lindahl
Tom Lynch
Rahfu Selassie
Valerie Miller
Benjamin Rodriguez
Elizabeth Sullivan
Umreah Teaiikar
Nancy and Richard Gilliatt Scholarship
Ellen Danise
Herbert R. and Laura Ruth Hayney Scholarship
Nan Hua
Nan Hua
North West Scholarship
Dolores Disak Scholarship
Fellowships awarded in the 2010-2011 academic year
Mary Barnes Scholarship
Peter Grassman
Block Grant
Tom Douza
SuIn Huggins
Qin Wei
Karen Whittall

Andrea Thome
Walter Wayner Hauser
Teiayaf Woldie-Medhin
Data Curation Education Program Fellowship
Rachel Green
W. Boyd Raymond Fellowship
Nan Hua
Richard Urban
Sharing Success Scholarship
Socias Aids
Amber Craig
Robin Gibson
Maggie Horrill
Janelle Lillian
Makaria Morante
Celia Perez
Miriam Perez
Ruth Spanek
Spectrum Scholars (ALA Award supplemented with GSLIS Funds)
Josephine Belassa
Rubina Bunton
Felipe Castillo
Peter Grassman
Youngmee Han
Aalisha Haykal
Janelle Lillian
Makaria Morante
Celia Perez
Miriam Perez
Ruth Spanek
Carl Volkman Scholarship
Zachary Matthews

Daniel Lee
Lenti Matthews
Karl Nielsen
Eric Parcells
Yasmeen Shorish

Amede Leake
Toomey Scholarship
Nan Hua

Lucile Huntington Wilkinson Fellowship
Tom Douza
Nan Hua

H.W. Wilson Foundation
Coulson Tomlinson
Meadow Jones
Rebecca King

Rebecca King
Marika Jeffery
Janee Jackson
Aaisha Haykal
Youngmie Han
Felipe Castillo
Youngmee Han

other 2011 awards

Centennial Scholar Award, Academic Year 2011-2012
Assistant Professor Kathryn La Barre
Library School Alumni Association Distinguished Alumni Award
Arlene G. Taylor (MS ’68)
Library School Alumni Association Distinguished Service Award
William T. Henderson
Library School Alumni Association Leadership Award
Sarah L. Shrieve (MS ’13)
Center for Children’s Books 2011 Gryphon Award
We Are in a Book! written and illustrated by Jo M. Williams
(Hyperion, 2010)
Honor Books (Bird & Gable, written by Kate DiCamillo and Alison McGhee and illustrated by Tony Fucile; Candlewick, 2011); Princess Posey and the First Grade Parade, written by Stephanie Greene and illustrated by Stephanie Reid Sloman (Knopf, 2015); and The Dancing Pancake, written by Ellen Spiro and illustrated by Jeanne Lee-Vliehoef (Knopf, 2015).
The Continuing Professional Development program at GSLIS has sustained a variety of opportunities for alumni, LIS professionals, and prospective students to further their education and develop new skills, in spite of the ongoing recession. This year, over 80 librarians participated in taking courses to meet the requirements of the Certified Public Library Administrator Program, and close to 200 non-degree seeking students registered in classes, resulting in approximately $260,000 in additional tuition dollars.

The Certificate in Special Collections continues to be a popular pursuit for alumni, LIS professionals, and current students. Since its inception in 2006, GSLIS has received close to 300 applications, and 115 certificates have been awarded. As research libraries begin to look more and more like one another, it is their special collections that set them apart and remain a destination for scholars, a resource for teaching from primary materials, and a source of pride for an institution. Public libraries of all sizes also have acquired or are acquiring special collections of local, regional, or national interest. Special collections librarianship is a growing field and one with a bright future. Our certificate addresses these realities and gives interested librarians and those interested in books valuable knowledge and experience in the field of special collections librarianship.

Certified Public Library Administrator Program

- Budget and Finances for the Library
  Taught by Robert Berger
  PhD, CPA, Professor Emeritus
  September 14 – October 19, 2010

- Planning and Management of Library Buildings
  Taught by Rose Chenoweth
  Director, Mid-Illinois Talking Book Center
  October 25 – November 30, 2010

Organization and Personnel Management for Librarians

- Fundraising and Grantwriting for the Library
  Taught by Brenda Hough
  PhD, Executive Director
  Academic Libraries, Johnson County Community College
  February 25 – April 14, 2011

- Elements of Technology Management
  Taught by Brenda Hough
  GSLIS Adjunct Instructor
  April 6 – May 11, 2011

Serving Diverse Populations in the Library

- Serving Diverse Populations in the Library
  Taught by Lori Mestre
  Head, Undergraduate Library
  University of Illinois
  May 9 – June 21, 2011

Politics, Networking, and Your Library

- Politics, Networking, and Your Library
  Taught by Rose Chenoweth
  Director, Mid-Illinois Talking Book Center
  July 11 – August 15, 2011

Book Arts Workshop

- Book Accordion Recycled Book
  Taught by Bea Nettles
  GSLIS Adjunct Instructor
  April 16, 2011

Other

- Emerging Technologies in Librarianship
  Taught by Rose Chenoweth
  Director, Mid-Illinois Talking Book Center
  September 15 – October 30, 2010

- Introduction to TEI
  Taught by Kathy Braida
  GSLIS Adjunct Instructor
  February 18 – 20, 2011

- Summer Institute on Data Curation
  Taught by TBD
  June 10 – 16, 2011

Emerging Technologies in Librarianship

- Emerging Technologies in Librarianship
  Taught by Rose Chenoweth
  Director, Mid-Illinois Talking Book Center
  September 15 – October 30, 2010

Introduction to TEI

- Introduction to TEI
  Taught by Kathy Braida
  GSLIS Adjunct Instructor
  February 18 – 20, 2011

Summer Institute on Data Curation

- Summer Institute on Data Curation
  Taught by TBD
  June 10 – 16, 2011
### Continuing Grants

<table>
<thead>
<tr>
<th>Grant Title</th>
<th>Amount</th>
<th>Funding Agency</th>
<th>PI/Co-PI/Participant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Informatics Copy; The Next Generation</td>
<td>$66,243</td>
<td>Institute of Museum and Library Services</td>
<td>Ann Bishop &amp; Chips Bruce</td>
</tr>
<tr>
<td>Towards Evidence-Based Discovery</td>
<td>$591,896</td>
<td>National Science Foundation</td>
<td>Cathy Blake</td>
</tr>
<tr>
<td>Community Informatics for Youth Using the Extension Network to Recruit Future LIS Professionals</td>
<td>$178,086</td>
<td>Institute of Museum and Library Services</td>
<td>Chips Bruce &amp; Ann Bishop</td>
</tr>
<tr>
<td>Structural Analysis of Large Amounts of Music Information</td>
<td>$56,746</td>
<td>National Science Foundation</td>
<td>J. Stephen Downie</td>
</tr>
<tr>
<td>Networked Environment for Music Analysis (NEMA: Phase I)</td>
<td>$1,200,000</td>
<td>The Andrew W. Mellon Foundation</td>
<td>J. Stephen Downie</td>
</tr>
<tr>
<td>Networked Environment for Music Analysis (NEMA: Phase II)</td>
<td>$74,715</td>
<td>National Science Foundation</td>
<td>J. Stephen Downie</td>
</tr>
<tr>
<td>Sharing Success: Trading Educations Leaders for Youth Services Librarianship</td>
<td>$364,085</td>
<td>Institute of Museum and Library Services</td>
<td>Christine Jenkins &amp; Carol Tilley</td>
</tr>
<tr>
<td>The Data Conservancy: A Digital Research and Curation Virtual Organization</td>
<td>$1,199,895</td>
<td>National Science Foundation</td>
<td>Tamara Dean &amp; Allen Renear</td>
</tr>
</tbody>
</table>

### New Grants

<table>
<thead>
<tr>
<th>Grant Title</th>
<th>Amount</th>
<th>Funding Agency</th>
<th>PI/Co-PI/Participant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Open Annotation Collaboration Phase II</td>
<td>$817,000</td>
<td>The Andrew W. Mellon Foundation</td>
<td>Tim Coe, Carole Palmer, &amp; Allen Renear</td>
</tr>
<tr>
<td>Neutralization of 5,693.85 Corrects the Amount of DNA</td>
<td>$35,735</td>
<td>U.S. Army Corps of Engineers, Construction Engineering Research Laboratory (SfS)</td>
<td>Jon Gant</td>
</tr>
<tr>
<td>How to the Book Map: A Subvention for &quot;How the Page Matters&quot;</td>
<td>$9,000</td>
<td>University of Illinois Research Board</td>
<td>Brian Milski</td>
</tr>
<tr>
<td>Preparing Virtual Worlds: A Methodology for Evaluating and Preparing Significant Properties of Educational Games &amp; Complex Interactive Environments</td>
<td>$945,142</td>
<td>Institute of Museum and Library Services</td>
<td>Jerome McDonough</td>
</tr>
<tr>
<td>Mit T Li U: Youth Advocacy Leadership</td>
<td>$720,023</td>
<td>Institute of Museum and Library Services</td>
<td>Rian Montague</td>
</tr>
<tr>
<td>Public Library Data Service Statistical Report 2011</td>
<td>$76,584</td>
<td>American Library Association</td>
<td>Carole Palmer</td>
</tr>
<tr>
<td>Advising the IMLS Digital Collections and Content (DCC) to Promote our Collective Cultural History</td>
<td>$990,460</td>
<td>Institute of Museum and Library Services</td>
<td>Carol Palmer, Tim Coe, &amp; Mike Eron</td>
</tr>
<tr>
<td>Data Curation Education in Research Centers (DCECR)</td>
<td>$890,543</td>
<td>Institute of Museum and Library Services</td>
<td>Carole Palmer</td>
</tr>
<tr>
<td>Sustaining E.I. America History Online Collections in the IMLS DCC Aggregate</td>
<td>$12,000</td>
<td>Council on Library and Information Resources</td>
<td>Carole Palmer</td>
</tr>
<tr>
<td>Developing a Platform for the Digital Public Library of America</td>
<td>$30,054</td>
<td>Council on Library and Information Resources</td>
<td>Carole Palmer</td>
</tr>
<tr>
<td>Collaborative Research: Big Data Education: Towards a Tagging &amp; Tracking Infrastructure for Biodiversity Science Collections</td>
<td>$35,051</td>
<td>National Science Foundation</td>
<td>Linda C. Smith</td>
</tr>
<tr>
<td>Software Environment for the Advancement of Scholarly Research Services</td>
<td>$305,960</td>
<td>The Andrew W. Mellon Foundation (awarded through Stanford University)</td>
<td>John Unsworth</td>
</tr>
<tr>
<td>Project Bamboo Technology Proposal</td>
<td>$90,150</td>
<td>The Andrew W. Mellon Foundation (awarded through University of California)</td>
<td>John Unsworth</td>
</tr>
<tr>
<td>Chicago Community Information: Place, Uses, Resources</td>
<td>$190,756</td>
<td>Institute of Museum and Library Services</td>
<td>Kate Williams</td>
</tr>
<tr>
<td>eChicago</td>
<td>$35,000</td>
<td>Chicago Community Trust</td>
<td>Kate Williams</td>
</tr>
<tr>
<td>statewide Illinois Broadband Research</td>
<td>$9,754</td>
<td>University of Illinois Research Board</td>
<td>Kate Williams</td>
</tr>
<tr>
<td>statewide Illinois Broadband Research</td>
<td>$105,000</td>
<td>The Rand Foundation (awarded through University of Michigan)</td>
<td>Kate Williams</td>
</tr>
</tbody>
</table>

- Corporate-sponsored research has contributed an additional $97,106.
It gives me great pleasure to announce that we have achieved the GSLIS Brilliant Futures Campaign goal of $15 million. This accomplishment is the result of the good works of many people—alumni, students, faculty, staff, and friends—who believe in the mission of our School and are committed to supporting it. The total amount raised includes corporate and foundation support as well as private gifts, underscoring the relevance of our teaching, research, and service in today’s society.

Included in our campaign total are two notable achievements: more than $1 million raised in annual fund dollars and the creation of 40 new endowed funds since the campaign began on July 1, 2003. Gifts to the GSLIS Annual Fund support the educational experience of our students, providing dollars for student groups and awards, as well as for student travel to Alternative Spring Break, professional conferences, and meetings. Endowment funds, like annual funds, are designated by the donor for a variety of purposes, including scholarships and fellowships, student travel, community engagement, faculty scholarship and support, and other urgent needs within the School. Together, these gifts have a significant impact on our students while they are earning their GSLIS degree.

As we celebrate our campaign accomplishments, we look forward to an equally bright future. This future will be made possible through the continued support and commitment shown by our strong leadership, outstanding faculty, staff, and students; and dedicated alumni and friends. Our immediate priorities include the completion of two capstone projects: an endowed chair and endowed professorship.

Contributions for these and other projects can be made as current gifts, which are given outright for immediate use, and as deferred gifts, which are planned now and realized later through bequests, retirement accounts, life insurance policies, and charitable lead trusts. For more information about how to make a gift that reflects your intentions and needs, please contact Diana Stroud at dstoud@illinois.edu or 217-333-9577.

Thank you for your commitment to our mission and vision. Your support plays a key role in our ability to provide an unparalleled education for our students and to advance the field of library and information science, benefitting our community, state, country, and world. People are at the heart of our success, and on behalf of our School, thank you for your contributions in shaping a brilliant future for GSLIS.

Sincerely,
Diana Stroud
Assistant Dean for Advancement and Alumni Relations
Members of the Dean’s Council, initiated by Dean John Unsworth to acknowledge and communicate with the top-level donors to the School, are noted with an asterisk in the following list of donors. Membership includes alumni and friends who support GSLIS annually with total giving at $1,000 or above, those who have made significant gifts in the past, and those who have made a generous provision to GSLIS in estate plans. For additional information, contact Diana Stroud at dstroud@illinois.edu or (217) 244-9577.

<table>
<thead>
<tr>
<th>Year</th>
<th>Name</th>
<th>Membership Type</th>
<th>Total Giving</th>
</tr>
</thead>
<tbody>
<tr>
<td>1969</td>
<td>Richard H. Schimmelpfeng</td>
<td>Professor's Circle</td>
<td>$10,000 or more</td>
</tr>
<tr>
<td>1970</td>
<td>Charles A. Bunge</td>
<td>Professor's Circle</td>
<td>$10,000 or more</td>
</tr>
<tr>
<td>1971</td>
<td>Charles S. Longley</td>
<td>Professor's Circle</td>
<td>$10,000 or more</td>
</tr>
<tr>
<td>1972</td>
<td>Susan L. Stiennon</td>
<td>Professor's Circle</td>
<td>$10,000 or more</td>
</tr>
<tr>
<td>1973</td>
<td>Brian D. Ames</td>
<td>Professor's Circle</td>
<td>$10,000 or more</td>
</tr>
<tr>
<td>1974</td>
<td>Sharon L. Irish</td>
<td>Professor's Circle</td>
<td>$10,000 or more</td>
</tr>
<tr>
<td>1975</td>
<td>Lawrence A. Post</td>
<td>Professor's Circle</td>
<td>$10,000 or more</td>
</tr>
<tr>
<td>1976</td>
<td>Margaret E. Unsworth</td>
<td>Professor's Circle</td>
<td>$10,000 or more</td>
</tr>
<tr>
<td>1977</td>
<td>John H. Forsyth</td>
<td>Professor's Circle</td>
<td>$10,000 or more</td>
</tr>
<tr>
<td>1978</td>
<td>Robert A. McCown</td>
<td>Professor's Circle</td>
<td>$10,000 or more</td>
</tr>
<tr>
<td>1979</td>
<td>Nancy J. Smith</td>
<td>Professor's Circle</td>
<td>$10,000 or more</td>
</tr>
<tr>
<td>1980</td>
<td>Robert D. Thomas Sr.</td>
<td>Professor's Circle</td>
<td>$10,000 or more</td>
</tr>
<tr>
<td>1981</td>
<td>Rosemary Young Singh</td>
<td>Professor's Circle</td>
<td>$10,000 or more</td>
</tr>
<tr>
<td>1982</td>
<td>Robert L. McNamee</td>
<td>Professor's Circle</td>
<td>$10,000 or more</td>
</tr>
<tr>
<td>1983</td>
<td>Robert L. McNamee</td>
<td>Professor's Circle</td>
<td>$10,000 or more</td>
</tr>
<tr>
<td>1984</td>
<td>Robert L. McNamee</td>
<td>Professor's Circle</td>
<td>$10,000 or more</td>
</tr>
<tr>
<td>1985</td>
<td>Robert L. McNamee</td>
<td>Professor's Circle</td>
<td>$10,000 or more</td>
</tr>
<tr>
<td>1986</td>
<td>Robert L. McNamee</td>
<td>Professor's Circle</td>
<td>$10,000 or more</td>
</tr>
<tr>
<td>1987</td>
<td>Robert L. McNamee</td>
<td>Professor's Circle</td>
<td>$10,000 or more</td>
</tr>
<tr>
<td>1988</td>
<td>Robert L. McNamee</td>
<td>Professor's Circle</td>
<td>$10,000 or more</td>
</tr>
<tr>
<td>1989</td>
<td>Robert L. McNamee</td>
<td>Professor's Circle</td>
<td>$10,000 or more</td>
</tr>
<tr>
<td>1990</td>
<td>Robert L. McNamee</td>
<td>Professor's Circle</td>
<td>$10,000 or more</td>
</tr>
<tr>
<td>1991</td>
<td>Robert L. McNamee</td>
<td>Professor's Circle</td>
<td>$10,000 or more</td>
</tr>
<tr>
<td>1992</td>
<td>Robert L. McNamee</td>
<td>Professor's Circle</td>
<td>$10,000 or more</td>
</tr>
<tr>
<td>1993</td>
<td>Robert L. McNamee</td>
<td>Professor's Circle</td>
<td>$10,000 or more</td>
</tr>
<tr>
<td>1994</td>
<td>Robert L. McNamee</td>
<td>Professor's Circle</td>
<td>$10,000 or more</td>
</tr>
<tr>
<td>1995</td>
<td>Robert L. McNamee</td>
<td>Professor's Circle</td>
<td>$10,000 or more</td>
</tr>
<tr>
<td>1996</td>
<td>Robert L. McNamee</td>
<td>Professor's Circle</td>
<td>$10,000 or more</td>
</tr>
<tr>
<td>1997</td>
<td>Robert L. McNamee</td>
<td>Professor's Circle</td>
<td>$10,000 or more</td>
</tr>
<tr>
<td>1998</td>
<td>Robert L. McNamee</td>
<td>Professor's Circle</td>
<td>$10,000 or more</td>
</tr>
<tr>
<td>1999</td>
<td>Robert L. McNamee</td>
<td>Professor's Circle</td>
<td>$10,000 or more</td>
</tr>
<tr>
<td>2000</td>
<td>Robert L. McNamee</td>
<td>Professor's Circle</td>
<td>$10,000 or more</td>
</tr>
<tr>
<td>2001</td>
<td>Robert L. McNamee</td>
<td>Professor's Circle</td>
<td>$10,000 or more</td>
</tr>
<tr>
<td>2002</td>
<td>Robert L. McNamee</td>
<td>Professor's Circle</td>
<td>$10,000 or more</td>
</tr>
<tr>
<td>2003</td>
<td>Robert L. McNamee</td>
<td>Professor's Circle</td>
<td>$10,000 or more</td>
</tr>
<tr>
<td>2004</td>
<td>Robert L. McNamee</td>
<td>Professor's Circle</td>
<td>$10,000 or more</td>
</tr>
<tr>
<td>2005</td>
<td>Robert L. McNamee</td>
<td>Professor's Circle</td>
<td>$10,000 or more</td>
</tr>
<tr>
<td>2006</td>
<td>Robert L. McNamee</td>
<td>Professor's Circle</td>
<td>$10,000 or more</td>
</tr>
<tr>
<td>2007</td>
<td>Robert L. McNamee</td>
<td>Professor's Circle</td>
<td>$10,000 or more</td>
</tr>
<tr>
<td>2008</td>
<td>Robert L. McNamee</td>
<td>Professor's Circle</td>
<td>$10,000 or more</td>
</tr>
<tr>
<td>2009</td>
<td>Robert L. McNamee</td>
<td>Professor's Circle</td>
<td>$10,000 or more</td>
</tr>
<tr>
<td>2010</td>
<td>Robert L. McNamee</td>
<td>Professor's Circle</td>
<td>$10,000 or more</td>
</tr>
<tr>
<td>2011</td>
<td>Robert L. McNamee</td>
<td>Professor's Circle</td>
<td>$10,000 or more</td>
</tr>
</tbody>
</table>
The Spring 2011 Phraea L. Windsor lecture, “Social Media and Attention,” was delivered on January 26, 2011, by Bernardo Huberman, Senior HP Fellow and director of the Social Computing Lab at Hewlett-Packard Laboratories. Dr. Huberman is one of the creators of the field of ecology of computation, and editor of a book on the subject. His research has concentrated on the design of novel mechanisms for discovering and aggregating information in distributed systems as well as understanding the dynamics of information in large networks. The Windsor Lectures are held thanks to a gift to the Windsor Fund by Arnold (BS ’50, Architectural Studies) and Marian (BA ’50, Science and Letters) Thompson in memory of Marian’s grandfather, Phraea L. Windsor, librarian and director of the School, 1909–1940.

Lectures are available online at: www.lis.illinois.edu/newsroom/lectures

The GSLIS faculty gathered at the Allerton Retreat Center, just outside Urbana, Illinois, for the Fall 2011 Faculty Retreat.

From left, back row: J. Stephen Downie, Terry von Thron, Catherine Blake, Carol Tilley, Vetle Torvik, Allen Renear, Bonnie Mak, Carole Palmer, Kate Williams, Linda C. Smith, Ithaca College, for the Fall 2011 Faculty Retreat.

From left, second row: Stéphanie Buceri, Maria Kremer, Phillip Yancey, Stan Brue, Mark C. McKnight, Lois M. Bellamy, George E. Ferguson, Peter O. Cookingham, Mark H. McDonald.

From left, first row: Allen Renear, J. Stephen Downie, Susan G. Davis, Jon Gant, Kathryn La Barre, Dan Schiller, Allen Renear, J. Stephen Downie, Susan G. Davis, Jon Gant, Kathryn La Barre, Dan Schiller, Terry L. Wech.
2011 HONOR ROLL OF DONORS
2011 Honor Roll of Donors

John J. Hilburger
Gordon D. Henley
James R. Hayes
Adrienne S. Harmon
Patricia L. Grove
Dennis R. Gregory
Emily Greenberg
Judi Graham
Anthony R. Glass
Geert V. Glas
Margaret M. Gibson
Nancy Geiger
Nancy L. Gallagher
Patrick M. Gabridge
Hongchun Fu
Daniel W. Fogt
Thomas F. Flynn
Rudolph L. Engman
Gary Thomas Eng
Sally A. Eakin
Wallace H. Duchow
Martha R. Douglas
Jeffrey R. Dick
Donald Desmett
Zhiqun Deng
James A. Monteleone
Bill Mentzer
Janet W. McGrath
Mary Maytin
Edward Maytin
Wayne A. Mathews
Marianne M. Mader
W. John MacMullen
Harry Lum
Shirley A. Lewis
Ronald R. Levar
Molly J. Levar
James A. Leach
Kathryn A. Painter
Kathryn Anne LaBarre
Michael Krasik
Judith A. Kaulfuss
Marjorie A. Jones
John T. Jones
Mary Ellen Huey
Christine Marie Hopper
Bruce Hopper
Priscilla T. Holmgren
Ted F. Hoef
Andrew C. Hochhaus
Richard E. Roxburgh
Thomas W. Root
J. Gardner Rogers
J. George Roberts
Kathleen A. Riley
D. Charles Riley
Scott E. Preece
Brian W. Platt
Leroy K. Pickett
Richard Peplow
Nena M. Peplow
Roy Norman Peacock
Patrick Miles Patterson
Ronald D. Parks
Joyce S. Parks
Kathryn A. Painter
Andrew D. Morrison
Jeri L. Moreland
Tonia H. Moorman
Michael L. Moore
Tilly Muller
Dagnone Nielson
Thomas J. Suellott
Anne C. Sullivan
Mary Anne Tarant
Anita A. Thomas
Diana Taw
Grace Torplette
T. D. Torplette
Robert L. Towner
Curt Valencia
Joan M. Volkmann
C. Berger Group, Inc.
Corning Incorporated
State Farm Companies
The Andrew W. Mellon Foundation
Kirkland and Ellis
 IMS Health
First United Methodist Church DePauw University
The Chicago Community Foundation
State Farm Mutual Automobile Insurance Company
Synaptica, LLC
OCLC Online Computer Library Center
OCLC Online Computer Library Center
The Andrew W. Mellon Foundation
ABC-CLIO, LLC
Abbott Fund
Mary H. Milan
Andrew R. Ziarnik
Craig R. Zabel
Andrew R. Ziegler
John D. Wormley
David Oakley Wise
David C. Wigglesworth
Troy W. Weldy
Estelle Weiss
Baltasar R. Weiss
James E. Watson
Monica M. Walk
Mary F. Siebenmann
Fred J. Siebenmann, Jr.
Jean M. Scully
J. Stephen Downie; Michael Twidale.
“The face of GSLIS is always changing, but one thing remains constant: our reputation for excellence is built upon the good work and passionate dedication of our employees. The following are new hires, promotions and tenures, and retirements for the period between June 30, 2010, and July 1, 2011:

Promotions and Tenures
J. Stephen Downie, Associate Dean and Professor
Jerome McDonough, Associate Professor
Alan Renav, Professor

PhDs Awarded between July 1, 2010, and June 30, 2011

Chair and Director of Research: Cara Palmer.

Chair: Linda C. Smith; Director of Research: J. Stephen Downie.

Chair and Director of Research: Cara Palmer.

Chair: J. Stephen Downie; Director of Research: Michael Twidale.

Chair and Director of Research: Linda C. Smith.

Lian J. Ruan, “Information Seeking and Sharing Behaviors among Fire Service Field Staff Instructors: A Qualitative Study.” May 2011.
Chair: Linda C. Smith; Director of Research: Cara Palmer.
We are proud to be at the forefront of library and information science.

CURRENT MEMBERS OF THE KATHARINE L. SHARP LEGACY SOCIETY INCLUDE:

Anonymous
Sidney Barger
Mary Beveridge
Barbara W. Blinks
Jana Bradley
Michelle V. Gannon
Donald G. Davis Jr.
Avis Jane Davis
Jeanette Drone
Donna Dziedzic
Sharon Eckert
Barbara J. Ford
Rebecca A. Graham
Laurel A. Grotzinger
Nadine C. Houston
Franklin Parker
Michael Ragen
Linda C. Smith
Margaret Thrasher
J. Mark Tucker
Barbara W. Tucker

the katharine l. sharp legacy society

In 2004 the Graduate School of Library and Information Science established the Katharine L. Sharp 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 in your will, gift annuities, and 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 Diana Stroud, GSLIS Office of Advancement at 217-244-9577 or dstrou@illinois.edu.