The GSLIS Annual Report is produced by the University of Illinois Graduate School of Library and Information Science. Editor: Cindy Ashwill. Managing Editors: Christy Glaze and Kim Schmidt. Layout: Bonadies Creative Inc. Photography: Jason Lindsay, Lou McClellan of Thompson-McClellan, and University of Illinois at Urbana-Champaign News Bureau.
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A glance at almost any newspaper on any day reveals that the comprehensive, interdisciplinary, human-centered perspective provided at GSLIS has never been more important to understanding and addressing society’s most pressing issues.
Since our last annual report, GSLIS has once again been ranked number one by *U.S. News & World Report*—and this time without a tie. This ranking is a decisive public confirmation that the professional preparation we offer is still the best in the world. Our unique position in the community of information schools carries with it a special responsibility: to lead the way in bringing the culture and values of library and information science to all the information professions.

Upon arriving at the University two years ago, Chancellor Phyllis Wise organized Visioning Future Excellence, a program of campus-wide exercises designed to answer the question, “What are society’s most pressing issues?” Six areas were identified: Economic Development, Education, Energy and the Environment, Health and Wellness, Information and Technology, and Social Equality and Cultural Understanding. No one can doubt that state-of-the-art strategies for information systems and services will be absolutely fundamental to solutions in every one of these areas.

Yet as transformative as information already is in the world today, its full promise for solving society’s most pressing issues is far from fully realized. Difficulties abound in precisely identifying information needs, creating robust systems and services to meet those needs, integrating information from multiple sources, evaluating the accuracy and relevance of information, and providing timely access to the right information, in the right formats, and with the right context. In addition, the widespread application of digital technologies to vast quantities of digital information has surfaced...
new problems and disparities that also require attention, including critical issues of security, privacy, ownership, and reliability.

What are the obstacles to realizing the full promise of twenty-first century information systems and services? There are many no doubt, but one is the lack of state-of-the-art professional preparation on the scale with which it is required. The design, development, and operation of information systems and services demands specialization, of course, but also requires taking all relevant factors into account. Human communities, projects, and enterprises are complex, and information systems and services are inevitably situated in an intricate web of technological, social, legal, economic, and cultural forces.

Although no one can completely master all the disciplines relevant to creating and operating information systems and services, an inadequate appreciation of this complexity inevitably leads to problems, as we have seen many times. And while the spectacular disasters foregrounded in the popular media are vivid and memorable, the many smaller failures and, most important, lost opportunities, are in the long run even more damaging.

This is exactly why the preparation provided by iSchools such as GSLIS is so important. The design, management, and operation of information systems and services requires a deep understanding of human information needs, one that is engaged with every aspect of the context in which these systems and services are situated. The information professionals prepared at GSLIS bring this integrated interdisciplinary perspective into workplaces of all kinds—libraries, laboratories,
classrooms, hospitals, businesses, factories, communities, and homes. We innovate and build, of course, but we also integrate, reflect, interpret, support, and protect—with practices and strategies based on research that is every bit as advanced as the challenges we face are difficult.

Professional schools have a responsibility to be intimately involved with their fields, to participate in moving the field forward at the same time that we educate our students to join us in this work. At GSLIS, we blend a robust research program with innovative coursework, preparing our students for leadership roles in society. We have done this successfully for 120 years, through varying economies and profound social changes as well as rapidly shifting technological environments. In the coming years, our program will continue to evolve as we lead the field in new directions, guided throughout by the compass of our fundamental values and our commitment to a deep understanding of human information needs.

A glance at almost any newspaper on any day reveals that the comprehensive, interdisciplinary, human-centered perspective provided at GSLIS has never been more important to understanding and addressing society’s most pressing issues.

Simply put, the work being done at GSLIS—both in our research and in our classrooms—ensures that our students are ready to meet these challenges head on.

The evidence is in this report.

Allen H. Renear, Interim Dean
Graduate School of Library and Information Science
University of Illinois at Urbana-Champaign
The Center for Children’s Books (CCB), a premier research center and special library collection, continues to expand its reach through scholarship, outreach, and engagement. Annual events, including the Storytelling Festival, book sale, and Gryphon Lecture, continue to draw crowds from the GSLIS community and the general public. The CCB has led storytelling events at local libraries and schools and has worked with local organizations to have a positive impact in the community. CCB Director Deborah Stevenson and GSLIS Associate Professor Kate McDowell are collaborating with the Douglass Branch of the Champaign Public Library on a project, funded by the Institute of Museum and Library Services, to investigate the benefits of blending technology with traditional summer reading programs. On campus, the Center has worked with the Mix IT Up! Youth Advocacy Librarianship Project.

CCB faculty, staff, and affiliates are leading scholars in youth literature and librarianship, participating in state, national, and international conferences, and acting as teachers and mentors to future librarians and scholars. Initiated in 2011, the Center’s brown bag series brings together professionals and students to discuss developments in youth literature, culture, media, and librarianship. The Center also hosts regular meetings of the Youth, Literature, & Culture group and the Youth Lit Book Club.

The Center for Digital Inclusion (CDI) is leading multiple efforts to improve the democratic, social, and economic vitality of communities through the use of information technologies. CDI is committed to weighing how best to ameliorate the digital divide by building capacity in people, organizations, and communities to satisfy human development needs with information and communication technologies. Jon Gant, GSLIS research associate professor and a national leader in the areas of digital inclusion and broadband adoption, directs the Center.

CDI has successfully obtained large grants to support and sustain local broadband adoption to incubate new applications that will run on ultra-high speed broadband networks; to examine effective ways to promote news literacy among youth nationwide; to create and/or redesign public computing spaces for better collaboration; and to facilitate discussions among library, government, corporate, and nonprofit leaders about how libraries, as anchor institutions, can leverage gigabit-speed networks and applications to benefit communities.

To maintain a diverse and broad range of perspectives, CDI works with GSLIS affiliates in the fields of history, youth services, information in society, and socio-technical data analytics. CDI is committed to recruiting, supporting, and mentoring library and information professionals from underrepresented populations, as
inclusive practices and ideas help generate innovative solutions for challenging and urgent world needs. CDI manages the Certificate in Community Informatics as part of the GSLIS master’s program, and collaborates with the Community Informatics Research Lab, the Center for Informatics Research in Science and Scholarship, and the Center for Children’s Books on various research, curricular, and community-based projects.

The Center for Informatics Research in Science and Scholarship (CIRSS) conducts research on information problems that impact scientific and scholarly inquiry. Professor Carole Palmer, a national leader in data curation research and education, directs the center. Associate Professor Catherine Blake, a leading researcher in text mining and socio-technical data analytics, serves as the Center’s associate director. CIRSS activities aim to advance how scientists and scholars work with digital information and new technologies to support the dynamic interplay among information, people, and information systems. Our researchers bring a range of domain and methodological backgrounds to these areas, including expertise in data curation, socio-technical systems, ontologies, user-centered research collections and aggregations, interdisciplinary information use, scholarly communication, and text and data mining.

CIRSS current research emphases are on the curation of scientific research data, socio-technical data analytics, and large-scale digital research collections. Total funded projects average $7 million, including support from the Institute of Museum and Library Services, the National Science Foundation, the Andrew W. Mellon Foundation, and the National Endowment for the Humanities. CIRSS also leads the development and management of related GSLIS academic programs, the Specialization in Data Curation and the Socio-technical Data Analytics Specialization. These programs prepare data professionals for positions in data science, data analytics, data curation, data stewardship, data librarianship, and related roles.

CIRSS researchers are highly engaged leaders in their fields, producing three to four dozen peer-reviewed publications per year and serving on national committees and boards. They lead national and international workshops, summits, and conference events in their areas of expertise to foster research communities and engagement between research and practice. To promote ongoing research dialogue within the school and with the broader campus community, the Center hosts weekly lectures and roundtables with local and visiting speakers.
convocation awards


Bryce Allen Award for Reference Services
Matthew Short – 2012
Carl Lehnen – 2013

C. Berger Group Entrepreneurial Promise Award
Corey B. Jackson – 2012
Ziba Zehdar – 2012
Kinyetta Nance – 2013

Berner-Nash Memorial Award
Minjie Chen – 2012
Karen Wickett – 2013

Anne M. Boyd Award
Miriam Betty Larson – 2012
Adam Mann – 2013

Edith Harris Camp Award
Ashley Loren Rayner – 2012
Amy Atkinson – 2013

Jane B. and Robert B. Downs Professional Promise Award
Trevor Muñoz – 2012
Dan Tracy – 2013

Faculty Special Award of Merit
Chieh-Li Chin – 2012
Samuel D. Suber – 2012
Emma Clausen – 2013

Herbert Goldhor Award for Public Librarianship
Samantha M. Sednek – 2012
Esther Berland – 2013

Peggy Harris Award
Shoshana Ruth Vegh-Gaynor – 2012
Jennie Archer – 2013

Health Sciences Information Management Award
Catherine Larson – 2012

Information Systems/Technologies Award
Jared Dunn – 2012
Ryan Edge – 2013
Jonathan Kuik – 2013

Frances B. Jenkins Award
Lynn R. Yarmey – 2012
Megan O’Donnell – 2013

Library School Alumni Association Student Award
Victor Benitez – 2012
Brigitta Denning – 2013

Alice Lohrer Award for Literature and Library Services for Youth
Tiffanie Anh Bui – 2012
Laurel Halfar – 2012
Kelsey Bates – 2013

Hazel C. Rediger Award
Andre Thomer – 2012
Franklin Kramer – 2013

Joseph Rediger Librarian as Humanist Award
Perry M. Collins – 2012
Julia Pollack – 2013

Social Justice Award
Helen Grace Jenzen – 2012
Lucas McKeever – 2013

Yingbo Zhou Memorial Fund Award
Xiaoyu Duan – 2013

other awards

Centennial Scholar Award
Assistant Professor Bonnie Mak, academic year 2013-2014
Assistant Professor Kate McDowell, academic year 2012-2013

Library School Alumni Association Distinguished Alumnus Award
Becky Lyon (MS ’72) – 2012
Katrina Steierholz (MS ’93) – 2013

Library School Alumni Association Distinguished Service Award
Marianne Steadley (MS ’01) – 2012
Jill Gengler (MS ’99) – 2013

Library School Alumni Association Leadership Award
Matt Cheney (MS ’04) – 2012
Kevin Hawkins (MS ’03) – 2012
Maurice York (MS ’03) – 2013

2012 Center for Children’s Books Gryphon Award
Like Pickle Juice on a Cookie written by Julie Sternberg and illustrated by Matthew Cordell (Amulet Books, 2011)


2013 Center for Children’s Books Gryphon Award
Island: A Story of the Galápagos, written and illustrated by Jason Chin (Roaring Brook Press, 2012)

Honor Books: Little Dog Lost: The True Story of a Brave Dog Named Baltic, written and illustrated by Monica Carnesi (Nancy Paulsen Books, 2012); Bink and Gollie: Two for One, written by Kate DiCamillo and illustrated by Tony Fucile (Candlewick Press, 2012)

2012-2013 Campus Award for Excellence in Public Engagement
Brant Houston, GSLIS-affiliated faculty member
Martin B. Wolske, senior research scientist and lecturer

2012 Campus Award for Excellence in Online & Distance Teaching
Melissa Wong, GSLIS adjunct faculty member

2012 Larine Y. Cowan “Make a Difference” Award
Tim Offenstein, GSLIS adjunct faculty member

Robert B. Downs Intellectual Freedom Award
Marianna Tax Choldin – 2011

2011 Library Journal Teaching Award
Librotrafficante – 2012

2011 Library Journal Teaching Award
Martin B. Wolske, senior research scientist and lecturer

2012 Lifetime Achievement Award from the Society for American Music
Professor Emeritus D.W. Krummel

2012 Nancy B. Olson Award
Robert L. Bothmann, adjunct faculty member

2012 WISE Excellence in Online Teaching Award
Carisse Berryhill, GSLIS adjunct faculty member
Continuing professional development offerings at GSLIS remain multifaceted and robust, offering alumni, LIS professionals, and prospective students a variety of opportunities to develop new skills and further their education.

We offer courses as the approved provider for the American Library Association – Allied Professional Association (ALA-APA) Certified Public Library Administrator program. This program provides post-master's certification to help experienced public librarians grapple with ever more complex information needs, environments, and services. GSLIS meets both core and elective needs of the CPLA program.

Our engagement with CPLA, workshops, and special topics courses has enabled us to maintain ongoing outreach to growing numbers of nondegree-seeking individuals in our own back yard, throughout the United States, and around the world.

CPLA courses:

Budget and Finance for the Library
taught by Robert Burger, CPA (CAS ’78 and PhD ’88)
Professor Emeritus
August 30 – October 4, 2011
September 4 – October 9, 2012

Library Marketing Management
taught by Christine Kujawa (MS ’03)
Assistant Director, Bismarck Public Library, ND
October 17 – November 28, 2011
October 15 – November 25, 2012

Planning and Management of Library Buildings
taught by Rose Chenoweth (MS ’79)
Director, Mid-Illinois Talking Book Center
November 7 – December 16, 2011
October 29 – December 8, 2012

Organization and Personnel Management for Librarians
taught by Robert Burger, CPA (CAS ’78 and PhD ’88)
Professor Emeritus
January 31 – March 6, 2012
January 22 – February 26, 2013

Fundraising and Grant writing for the Library
handled by Jason Kovac (MS ’06)
Executive Director, Academic Initiatives, Johnson County Community College
March 5 – April 13, 2012
March 4 – April 12, 2013

Current Issues in Libraries
handled by Rose Chenoweth (MS ’79)
Director, Mid-Illinois Talking Book Center
April 2 – May 11, 2012
February 25 – April 5, 2013

Elements of Technology Management
handled by Brenda Hough
CE Consultant, Northeast Kansas Library System
May 1 – June 5, 2012
April 18 – May 23, 2013

Politics, Networking, and Your Library
handled by Rose Chenoweth (MS ’79)
Director, Mid-Illinois Talking Book Center
July 2 – August 10, 2012
July 7 – August 16, 2013

Workshops

Introduction to TEI Workshop
handled by Julia Flanders, Director, Digital Scholarship Group and Professor of the Practice in English, Northeastern University, and Syd Bauman, XML Programmer-Analyst, Library Technology Services, Northeastern University
February 17 – 24, 2013

Genealogical Research and Library Service
handled by Nicole Wedemeyer Miller (MS ’89)
Instructor of Genealogy at the Champaign County Historical Archives
September 4 – October 9, 2012

Disaster Planning and Recovery of Libraries
handled by Ross Griffiths, Director of Preservation and University Archives, Milner Library, Illinois State University, and Andrew Huot, Conservator and Preservation Specialist, Milner Library, Illinois State University and GSLIS adjunct instructor
October 26, 2012

Midwest Book and Manuscript Studies Summer Intensives:

Book as Physical Object
handled by Sidney Berger (MS ’87)
Adjunct Professor
Ann C. Pingree Director, Phillips Library, Peabody Essex Museum
May 21 – June 1, 2012

Rare Books and Special Collections Librarianship
handled by Sidney Berger (MS ’87)
Adjunct Professor
Ann C. Pingree Director, Phillips Library, Peabody Essex Museum
May 21 – June 1, 2012
May 20 – 24, 2013

Collection Development for Special Collections
handled by Joel Silver
Director, Lilly Library, Indiana University
June 4 – 8, 2012

Archival Arrangement and Description for Archives and Museums
handled by Scott Schwartz
Archivist for Music and Fine Arts and Associate Professor, University
June 18 – 29, 2012
June 17 – 28, 2013

Reference Sources for Rare Books
handled by Joel Silver
Director, Lilly Library, Indiana University
June 11 – 15, 2012
June 3 – 7, 2013

Book Arts Seminar
handled by Bea Nettles
GSLIS Adjunct Professor
July 23 – 27, 2012

Paper in the Scholarly World
handled by Sidney Berger (MS ’87)
Adjunct Professor
Ann C. Pingree Director, Phillips Library, Peabody Essex Museum
May 28 – June 1, 2013

History and Techniques of Letterpress Printing
handled by Steve Kostell
Clinical Assistant Professor, Art & Design, University of Illinois
June 17 – 28, 2013
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<td>Community Based Collaboration Digitization Workshops: Local Heritage Online in the Age of Broadband</td>
<td>$4,997</td>
<td>Illinois Humanities Council</td>
<td>Abdul Alkalimat</td>
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<td>Buildings of Hope</td>
<td>$18,250</td>
<td>University of Illinois Research Board</td>
<td>Alistair Black</td>
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<td>Developing a Model for Sociotechnical Data Analytics (SODA) Education</td>
<td>$498,777</td>
<td>Institute of Museum and Library Services</td>
<td>Catherine Blake</td>
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<tr>
<td>The Open Annotation Collaboration Phase II: Demonstration &amp; Refinement</td>
<td>$29,500</td>
<td>The Andrew W. Mellon Foundation</td>
<td>Tim Cole</td>
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<tr>
<td>The Open Annotation Collaboration Phase III: Adoption, Community &amp; Infrastructure</td>
<td>$169,810</td>
<td>The Andrew W. Mellon Foundation</td>
<td>Tim Cole</td>
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<tr>
<td>Impact Assessment of Social Justice Documentaries</td>
<td>$150,000</td>
<td>Ford Foundation</td>
<td>Jana Diesner</td>
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<tr>
<td>Identification of Organizational Social Media Footprint and Computational Expansion of Controlled Vocabulary</td>
<td>$38,900</td>
<td>Intelligent Medical Objects</td>
<td>Jana Diesner</td>
</tr>
<tr>
<td>The Music Information Retrieval Evaluation eXchange (MIREX) Next Generation Project</td>
<td>$390,000</td>
<td>The Andrew W. Mellon Foundation</td>
<td>J. Stephen Downie</td>
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<tr>
<td>The KETI-UIUC K-MIREX Collaboration Project Phase I: Planning &amp; Foundation Building</td>
<td>$69,985</td>
<td>Korea Electronics Technology Institute</td>
<td>J. Stephen Downie</td>
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<tr>
<td>ALA OIF Challenge Database Project Phase I</td>
<td>$24,999</td>
<td>American Library Association</td>
<td>J. Stephen Downie</td>
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<tr>
<td>Doctoral Consortium Support for JCDL 2013</td>
<td>$19,587</td>
<td>National Science Foundation</td>
<td>J. Stephen Downie</td>
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<tr>
<td>Defining and Solving Key Challenges in Microblog Search</td>
<td>$22,317</td>
<td>Google</td>
<td>Miles Efron</td>
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<tr>
<td>SMALL: Improving Information Retrieval by Analysis of Temporal Evidence in a Unified Model</td>
<td>$408,908</td>
<td>National Science Foundation</td>
<td>Miles Efron</td>
</tr>
<tr>
<td>UC2B Canvassing to Support Construction, Construction Planning &amp; Customer Acquisition</td>
<td>$445,270</td>
<td>Department of Commerce (subaward through Campus Information Technologies and Educational Services)</td>
<td>Jon Gant</td>
</tr>
<tr>
<td>Strategies for Sustainable Broadband Adoption in Illinois</td>
<td>$57,009</td>
<td>Partnership for a Connected Illinois</td>
<td>Jon Gant</td>
</tr>
<tr>
<td>Evaluation Proposal for the ALA News Know-how</td>
<td>$89,697</td>
<td>American Library Association</td>
<td>Jon Gant</td>
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<tr>
<td>Sowing Seeds</td>
<td>$117,187</td>
<td>Illinois Department of Commerce and Economic Opportunity</td>
<td>Jon Gant</td>
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<tr>
<td>Inclusive Gigabit Libraries: Learn, Discuss and Brainstorm</td>
<td>$99,168</td>
<td>Institute of Museum and Library Services</td>
<td>Jon Gant</td>
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<tr>
<td>Workshop: Emerging Results, Critical Research Directions, and Grand Challenges for VOSS</td>
<td>$99,995</td>
<td>National Science Foundation</td>
<td>Les Gasser</td>
</tr>
<tr>
<td>Implications of a Digital Revolution</td>
<td>$14,000</td>
<td>University of Illinois Research Board</td>
<td>Bonnie Mak</td>
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**NEW GRANTS**

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<th>Amount</th>
<th>Funding Agency</th>
<th>PI/CO-PI/Participant</th>
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<td>Unpacking the Library Cabinet of Curiosity</td>
<td>$6,500</td>
<td>University of Illinois Research Board</td>
<td>Bonnie Mak</td>
</tr>
<tr>
<td>Executable Archive</td>
<td>$36,359</td>
<td>Institute of Museum and Library Services (subaward through Carnegie Mellon University)</td>
<td>Jerome McDonough</td>
</tr>
<tr>
<td>Mix IT Up! Youth Advocacy Librarianship</td>
<td>$725,923</td>
<td>Institute of Museum and Library Services</td>
<td>Rae-Anne Montague</td>
</tr>
<tr>
<td>Site-Based Data Curation for Small Science: Building a Living Science Museum &amp; Advancing the National Data Network</td>
<td>$499,919</td>
<td>Institute of Museum and Library Services</td>
<td>Carole Palmer, Bruce Fouke</td>
</tr>
<tr>
<td>Digital Collections and Content</td>
<td>$72,288</td>
<td>Institute of Museum and Library Services</td>
<td>Carole Palmer, Tim Cole</td>
</tr>
<tr>
<td>Digital Public Library of America Continuing Beta Sprint Development</td>
<td>$49,798</td>
<td>Berkman Center for Internet and Society at Harvard University</td>
<td>Carole Palmer</td>
</tr>
<tr>
<td>Connecting to Collections</td>
<td>$26,208</td>
<td>Institute of Museum and Library Services (subaward through University of Texas)</td>
<td>Carole Palmer</td>
</tr>
<tr>
<td>Common Terminology and Identifiers for Levels of Abstraction and Interpretation</td>
<td>$146,684</td>
<td>Institute of Museum and Library Services (subaward through Johns Hopkins University)</td>
<td>Allen Renear</td>
</tr>
<tr>
<td>Digital Humanities Data Curation</td>
<td>$145,010</td>
<td>National Endowment for the Humanities (subaward through University of Maryland)</td>
<td>Megan Senseney</td>
</tr>
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Additional corporate funding was received in the amount of $49,763.

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**CATHARINE BLAKE, ASSOCIATE PROFESSOR**

Consider that more than one million new abstracts are added each year to MEDLINE, the primary source of biomedical literature. Although these articles capture the best scientific evidence available, the quantity of information greatly exceeds our human processing capacity. To address this problem, I design, develop, and evaluate text mining methods that automatically synthesize evidence from text. My research reduces the time required to integrate new findings into public policy and provides scientists with the most promising leads for their next experiment.
### CONTINUING GRANTS

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<th>Amount</th>
<th>Funding Agency</th>
<th>PI/CO-PI/PARTICIPANT</th>
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<tbody>
<tr>
<td>Towards Evidence-Based Discovery</td>
<td>$391,760</td>
<td>National Science Foundation</td>
<td>Catherine Blake</td>
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<tr>
<td>Project Bamboo Technology Proposal</td>
<td>$93,150</td>
<td>The Andrew W. Mellon Foundation (subaward through University of California)</td>
<td>Tim Cole</td>
</tr>
<tr>
<td>Workshop on Integrating Digital Library Content with Computational Tools and Services</td>
<td>$24,735</td>
<td>National Science Foundation</td>
<td>J. Stephen Downie</td>
</tr>
<tr>
<td>Structural Analysis of Large Amounts of Music Information</td>
<td>$99,746</td>
<td>National Science Foundation</td>
<td>J. Stephen Downie</td>
</tr>
<tr>
<td>Software Environment for the Advancement of Scholarly Research (SEASR)</td>
<td>$359,860</td>
<td>The Andrew W. Mellon Foundation (subaward through Stanford University)</td>
<td>J. Stephen Downie</td>
</tr>
<tr>
<td>Improving Management of Transportation Information</td>
<td>$121,997</td>
<td>The National Academies (subaward through Cambridge Systematics)</td>
<td>Jon Gant</td>
</tr>
<tr>
<td>Coordinated Multidisciplinary Design of Complex Human-Machine Systems</td>
<td>$540,075</td>
<td>Federal Aviation Administration (subaward through Georgia Institute of Technology)</td>
<td>Les Gasser</td>
</tr>
<tr>
<td>Sharing Success: Training Educational Leaders for Youth Services Librarianship</td>
<td>$364,925</td>
<td>Institute of Museum and Library Services</td>
<td>Christine Jenkins, Carol Tilley</td>
</tr>
<tr>
<td>Preserving Virtual Worlds II: Methods for Evaluating and Preserving Significant Properties of Educational Games and Complex Interactive Environments</td>
<td>$785,899</td>
<td>Institute of Museum and Library Services</td>
<td>Jerome McDonough</td>
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<tr>
<td>LAMP II: Brightening the Path to Library &amp; Information Science Scholarship</td>
<td>$992,018</td>
<td>Institute of Museum and Library Services</td>
<td>Rae-Anne Montague</td>
</tr>
<tr>
<td>The Data Conservancy: A Digital Research &amp; Curation Virtual Organization</td>
<td>$1,189,885</td>
<td>National Science Foundation (subaward through Johns Hopkins University)</td>
<td>Carole Palmer</td>
</tr>
<tr>
<td>Next Generation Digital Federations: Adding Value through Collection Evaluation, Metadata Relations and Strategic Scaling</td>
<td>$1,735,859</td>
<td>Institute of Museum and Library Services</td>
<td>Carole Palmer</td>
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<tr>
<td>Data Curation Education in Research Centers</td>
<td>$988,543</td>
<td>Institute of Museum and Library Services</td>
<td>Carole Palmer</td>
</tr>
<tr>
<td>Extending Data Curation to the Humanities: Curriculum Development &amp; Recruiting</td>
<td>$892,028</td>
<td>Institute of Museum and Library Services</td>
<td>Allen Renear, Carole Palmer</td>
</tr>
<tr>
<td>Preparing Future Faculty: Enhancing the Doctoral Program</td>
<td>$990,234</td>
<td>Institute of Museum and Library Services</td>
<td>Linda C. Smith</td>
</tr>
<tr>
<td>Collaborative Research: DAT: From Grant to Commercialization: An Integrated Database Which Can Trace, Assess, and Measure the Impact of Scientific Funding</td>
<td>$445,165</td>
<td>National Science Foundation</td>
<td>Vetle Torvik</td>
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<td>Ford Foundation Broadband Technology Opportunities Program</td>
<td>$108,000</td>
<td>The Ford Foundation (subaward through University of Michigan)</td>
<td>Kate Williams</td>
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During the 2011-2012 and 2012-2013 academic years, a total of 179 students participated in practicum, a credit-earning field experience program at GSLIS. Practicum students gain professional-level experience through 100 hours of work in a variety of information settings, including public and academic libraries, nonprofit organizations, museums, corporate environments, technical information centers, and archives. Through the practicum program, students build connections and gain skill sets that complement their coursework. These valuable experiences prepare students for or often lead to professional opportunities after their GSLIS careers.

“Keeping in mind my goal of being a science librarian, I developed my instructional design experience through a practicum with the City Planning and Landscape Architecture (CPLA) librarian at the University of Illinois. We created a practicum that provided me with technical and instruction skills and ultimately gave me a great set of teaching resources that would be used long after I graduated GSLIS,” said Carolyn Rauber (MS ’12). “I have been science subject librarian at the University of Minnesota since July 2012, and I’ve already applied that experience to update a graduate workshop, explore different ways of promoting student learning online, and create active learning tools in classes I teach for my departments.”

In addition to being advised by a GSLIS faculty member, practicum students work closely with experienced, professional supervisors at their placements. The opportunity to mentor a new generation of information professionals while meeting hosts’ organizational needs creates a mutually beneficial experience and encourages institutions to supervise students year after year.

“We have had great experiences with practicum students,” said Raeann Dossett (MS ‘89), information and electronic services librarian at Parkland College and practicum site supervisor. “We especially love having students who are interested in community college librarianship, and we take it as a professional responsibility to cultivate that interest. But not all of our practicum students have to fit that mold; no matter what their future plans, we feel like we are helping students get great experience, and they are helping us stay fresh and in touch with the cutting edge of our practice.”

If you are interested in supervising a practicum student, contact Roy Brooks, practicum coordinator, at rebrooks@illinois.edu or (217) 333-6202.

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**LINDA C. SMITH, PROFESSOR AND ASSOCIATE DEAN**

My research involves investigating new directions in education for the information professions. I focus on online teaching as a means to enhance access and improve learning; emerging roles for information professionals and the preparation needed to fill those roles; and the potential of information technology to enhance reference and information services. My findings inform the ongoing development of our LEEP online enrollment option and curriculum development to ensure that GSLIS graduates are prepared for innovative roles in a variety of work settings.

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This report recognizes all contributions to GSLIS for the 2012 and 2013 fiscal years. 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 the Office of Advancement, GSLIS, 501 East Daniel Street, Champaign, Illinois 61820-6211; telephone (217) 333-2973.
In my lab, we develop computational solutions that help researchers and practitioners to solve real-world problems in their domains. This year, we have developed ConText—a technology for text mining and network analysis—that is being used to assess the impact of documentaries in an empirical, scalable, and rigorous fashion. Through a series of workshops, we have also been training and collaborating with scholars from the computational social sciences and digital humanities to use ConText for their research purposes.
DAN SCHILLER, PROFESSOR

My area of expertise is the history and political economy of information and communication. Through my research, I help people make sense of shifts in global Internet structure and policy. Since 1996, I have shared my research by writing for Le Monde Diplomatique, a journal of informed opinion that now publishes 50 editions in 25 languages with an overall global circulation of 2.4 million. I also am the author of books that have been translated into several languages, and my work is well known throughout North America, Europe, Latin America and East Asia including China.
CAROLE PALMER, PROFESSOR

This is the era of the data deluge—vast amounts of digital data are being produced, and there is growing excitement in research communities about how these data can be reused in new and innovative ways. But digital data are high risk—extremely fragile, and there are few standards of good practice. My colleagues and I study how to collect and add value to data for reuse, and how to promote sharing and integration across institutions and fields of research, especially for interdisciplinary applications. We examine both technical and social problems in making data a useful, collective resource that researchers can readily contribute to and use to advance science and scholarship.
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LORI KENDALL, ASSOCIATE PROFESSOR
My current work focuses on personal archiving, including items such as family photos and personal documents. Many people feel overwhelmed by the organization and preservation challenges connected to such materials. The better we understand the meaning these items have for people, the more we can help people manage their personal archives and get more enjoyment out of them.

NICOLE COOKE, ASSISTANT PROFESSOR
My work has practical leanings, as I was a librarian for many years before joining GSLIS. My hope is to impact the profession by helping GSLIS produce the best library teachers and the most culturally competent information professionals in the field. I expect my research in online learning and information behavior to help shape the next wave of distance education as well as help practitioners and participants understand their roles in this dynamic process.
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CAROL TILLEY, ASSISTANT PROFESSOR

I believe LIS can help people transform data into stories, information into meaning, and experiences into understanding. In the past year, I had the unique opportunity to connect letters sitting in boxes at the Library of Congress and the National Archives with the people who wrote them more than a half-century ago. It’s been a profound experience to talk with these individuals—now in their 70s and 80s—who were passionate enough about comic books as teenagers to speak out against proposed government interference in their right to read them.
EMILY KNOX, ASSISTANT PROFESSOR

In my research, I am particularly interested in examining how differing reading practices affect the circulation of knowledge in society. With a deeper understanding of how people perceive the effects of new knowledge and censorship practices, we will have more effective strategies for librarians and other information professionals to be prepared when (not if!) they receive a challenge to materials in their collections.
MICHAEL TWIDALE, PROFESSOR
My research looks at how people learn to use computer applications, struggle with them, cope, ask for and give help, and also innovate with them. We all use these applications for many hours each day. Can we help billions of people figure out how to use them just a little bit better in order to improve their lives and the lives of others?
TERRY WEECH, ASSOCIATE PROFESSOR

Through the International Federation of Library Associations and Institutions (IFLA), I have worked directly with LIS educators on projects in over 20 countries, including guidelines for determining international reciprocity and equivalency of LIS professional degrees; an international mentoring program to assist new professionals in conducting LIS research; and evaluation of the impact of international standards on library and information services. I also have been active in establishing international exchange programs for LIS students and faculty, most recently with the French National School of Library and Information Science.
JEROME MCDONOUGH, ASSOCIATE PROFESSOR
Software has become the field in which much of our work lives and an increasing amount of our personal lives play out. Through research on software preservation and training people to help curate the more dynamic part of our digital lives, I’m hoping to help preserve the institutional and cultural memories we need to advance our society.

Erwin M. Weiss
Estelle Weiss
Peggy A. Widener
C. Joseph Wilkins
Steven F. Willey
W. Jon Williams
Robert K. Wong
John D. Wormley
April I. Wreath
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Ultimately, the HTRC aims to allow scholars to fully utilize the contents of the HathiTrust corpus while preventing intellectual property misuse within the confines of current United State copyright law.

Visit www.hathitrust.org/htrc for more information.
Library Trends, issued quarterly and edited by Alistair Black, explores critical trends in professional librarianship, including practical applications, thorough analyses, and literature reviews. Every year, Library Trends covers a wide variety of themes from special libraries to emerging technologies. The journal is published quarterly for GSLIS by The Johns Hopkins University Press.

Both practicing librarians and educators use Library Trends as an essential tool in their professional development and continuing education. Back issues from 1952 through two years prior to the current issue are available online through IDEALS (www.ideals.illinois.edu), the digital repository for scholarly works produced at the University of Illinois at Urbana-Champaign.

Issues published between July 1, 2011, and June 30, 2013:

60(1), Summer 2011: Library Design: From Past to Present, edited by Alistair Black and Nan Dahlkild
60(2), Fall 2011: Information Literacy Beyond the Academy, Part I: Towards Policy Formulation, edited by John Crawford
60(3), Winter 2012: Information Literacy Beyond the Academy, Part II: Organizational Issues, Theoretical Perspectives, and Practical Initiatives, edited by John Crawford
60(4), Spring 2012: Windows on the World—Analyzing Main Street Public Library Collections, edited by Wayne A. Wiegand
61(1), Summer 2012: Losing the Battle for Hearts and Minds? Next-Generation Discovery and Access in Library Catalogs, edited by Kathryn La Barre
61(2), Fall 2012: Information and Space: Analogies and Metaphors, edited by Wouter Van Acker and Pieter Uyttenhove
61(3), Winter 2013: Research Into Practice, edited by Sheila Corrall and Barbara Sen
62(1), Summer 2013, Community Informatics in China, edited by Kate Williams

ALISTAIR BLACK, PROFESSOR

For a body of knowledge to claim it is a discipline, or an area of expert practice to call itself a profession, it has to be able to summon up a knowledge of its past—a history. This understanding is one of the reasons why I research and teach the history of information systems, broadly defined. If the information professions have a sense of the importance of information in the past, they will be better motivated to construct and deliver meaningful information services today and in the future.


Sujin Huggins, “How Did We Get Here?: An Examination of the Collection of Contemporary Caribbean Juvenile Literature in the Children’s Library of the National Library of Trinidad & Tobago and Trinidadian Children’s Responses to Selected Titles.” December 2012. Chair and Director of Research: Christine Jenkins.


CHRISTINE JENKINS, ASSOCIATE PROFESSOR

What can LIS scholars learn from research in another discipline? Scholars in three different disciplines (English, education, and library and information science) do research on children’s and young adult literature. The resulting silo effect has meant that youth literature scholars in one discipline have little ready access to research in the other disciplines. I have collaborated with scholars in English and education to create the Handbook of Research in Children’s and Young Adult Literature (Routledge, 2006), a text that features research from the perspectives of all three disciplines. We have so much to learn from each other!
changes
July 1, 2011, thru June 30, 2013

New Hires
Nicole Cooke, Assistant Professor
Jana Diesner, Assistant Professor
Craig Evans, Visiting Senior Research Programmer
Christy Glaze, Visiting Communications Coordinator
Jacob Jett, Visiting Project Coordinator
Emily Knox, Assistant Professor
LaEisha Meaderds, Visiting Project Coordinator
Megan Senseney, Project Coordinator
Susan Weiss, Office Support Specialist

Retirements
Ann Bishop, Professor
Marianne Steadley, Continuing Professional Development Program Director
Valerie Youngen, Admissions and Records Officer

Promotions
Penny Ames, Admissions and Records Representative
Suzi Harmon, Business Manager II
Kathryn La Barre, Associate Professor
Molly McLaughlin, Office Support Specialist

Service Awards
Penny Ames – 5 years
Suzi Harmon – 25 years

DAVID DUBIN, RESEARCH ASSOCIATE PROFESSOR
Solving research and business problems with large data sets is complicated by two kinds of problems: on the social side, incentivizing the difficult work of making data consistent, error free, and documented; on the technical side, recognizing semantic equivalences between data sets where diverse encodings provide no resemblance criteria. My research partners and I develop logic-based models that address both problems, offering a basis for uniform practice recommendations, standards, and data management software output.

KATE WILLIAMS, ASSISTANT PROFESSOR AND ABDUL ALKALIMAT, PROFESSOR
For the last two summers, we have taught community informatics at Peking University in China, where public libraries have been improving access, lowering or eliminating fees, and providing new facilities for public access computing. Our students learn about research and service in libraries, especially computer help sessions, and the demand for “cybernavigating” help. Our research, which was published in China, forms part of the policy debates about opening up the library and “informatizing” the local community. This work came directly out of studying the Chicago Public Library and helping to provide this service in Champaign-Urbana libraries and community centers.
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 dstroud@illinois.edu.